

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

**Left - Column 1:** Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

**Center - Column 2:** Records the **program responses** to the requested information in Column 1.

**Right - Column 3:** Contains the **instructions/suggestions** for responding to the requested information in Column 1.

**General Instructions:** The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR\_**programname**. Once the draft CPR is completed, e-mail the file as an attachment to <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes <[haynesjim@fhda.edu](mailto:haynesjim@fhda.edu)> if there are any questions.

**Getting Started:** First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: <http://deanza.edu/ir/program-review.12-13.html> .

**Timelines:** All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no later than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

**Trainings:** The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

<b>Column 1</b> <b>Information Requested for the 2013-14 SSPBT - CPR</b>	<b>Column 2</b> <b>Input the program responses</b>	<b>Column 3</b> <b>Instructions:</b> Word wrap is turned on so the text box will expand with the input entered into Column 2. Please provide brief, to-the-point responses. Note: Reference documents may also be attached, i.e. TracDat reports, APRUs, Data Sheets, etc. Make sure to note the exact file name and location of any referenced digital documents or websites.
<b>PART 1 -</b>	<b>Program Information</b>	
1a) Program Name:	<b>Financial Aid and Scholarships</b>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Lisa Mandy Director, Financial Aid and Scholarships	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	In the 2012-13 Award Year we served 12,586 students, an increase of 8% from 2011-12. In order to increase the number of students served for the 2013-14 we partnered with Cal Soap to host and assist at the Cash for College workshops offered at the Santa Clara County high schools. We have also increased visibility on campus by continued participation in the Counseling 200 classes as well as providing workshops on campus to assist students in completing their FAFSA's. Our outreach assistants have also done presentations for the target populations on campus.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	56% of Vietnamese students received some type of aid, 25% of white, 48% of Latino's and 58% of African American students. We define a "financial aid student" as one who receives any type of financial aid over the course of the fiscal year, including scholarships, loans, grants and fees waivers.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
<b>PART 2 -</b>	<b>MISSION and Accreditation Standard II.B.1</b>	

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>2a)</b> What is the program Mission Statement?</p>		<p>Cut/paste or type in the program’s most current Mission Statement.</p>
<p><b>2b)</b> In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>To assure quality services the financial aid staff is readily available to see students and answer questions they may have regarding their financial aid application and award. The staff also attends conferences and webinars to ensure they keep abreast of regulatory changes that may impact the students. We work closely with other support services to ensure students’ needs are met.</p>	<p>Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <b>quality</b> of student support services ....</p>
<p><b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>The financial aid department indirectly impacts student success by ensuring they have the means to pay for costs associated with college. Students who are not meeting Satisfactory Academic Progress standards are afforded the opportunity to submit an appeal to receive financial aid for a probationary quarter with the caveat that the can reinstate themselves by meeting the standards. We encourage students to meet with a counselor to ensure they have an education plan. Students who have reached the “maximum time frame” for receiving federal financial aid are also afforded an opportunity to request aid for the remainder of their program. They must meet with a counselor to complete an education plan that leads to completing their program within a specified timeframe. We have a committee that includes 2 counselors and the Director of Financial Aid. They review all documents submitted by the students to ascertain if they will be approved.</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <b>achievement of the mission</b> of the institution.</p> <p>The college Mission Statement can be found at:  <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p>Financial aid is available to all students who are eligible. Eligibility is determined by guidelines set forth by the Department of Education for federal aid. State aid, such as Cal Grants and BOG waivers, are available to those students who meet the eligibility requirements for state funded programs.</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

		universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
<b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	By providing students the opportunity and tools to take responsibility for their financial aid, including appeals and requests for extension. The students must follow a process that requires reflection as to what aspects of their academic and personal lives have affected their ability to succeed and what steps they need to take to get back on track. Our role is to guide them through the process and explain the impact of their actions.	<b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
<b>3c)</b> In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	n/a	<b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
<b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	n/a	<b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
<b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	n/a	<b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>At present time all current files are kept in the financial aid office out of student view. ISIR data is stored within Banner. Prior year files are boxed and put in a locked storage room. In the 14/15 award year we will convert to scanning documents.</p>	<p><b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>
<p><b>PART 4 -</b></p>	<p><b>Staffing</b></p>	
<p><b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?</p>	<p>The previous Director retired in March 2012. An interim Director was in place through July 2013 at which time a new Director was hired. The Financial Aid Coordinator retired in July of 2013. The position was filled in October of 2013.</p>	<p>Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.</p>
<p><b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?</p>	<p>Technological Staff – basic knowledge of financial aid regulations with the ability to ensure Banner is programmed correctly with regard to updates, patches and year to year set up.</p>	<p>Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)</p>
<p><b>PART 5 -</b></p>	<p><b>Facilities</b></p>	
<p><b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?</p>	<p>The financial aid office moved from the lower campus center to the Baldwin Winery.</p>	<p>Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?</p>	<p>Convert existing financial aid conference room into a student workshop room. Reconfiguring the existing office space to create an environment that is more student friendly.</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 6 -	Equipment	
6a) Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	n/a	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant <b>equipment</b> changes that will be needed over the next five years?	Will require computers and internet access.  Desktop scanners for each processor as well as front desk personnel.  Office Copier	Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)
PART 7 -	Operational Costs	
7a) Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?	No	Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)
7b) Are there any significant <b>operational cost</b> changes that will be needed over the next five years?	No	Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)
PART 8 -	Organizational Alignment	
8a) Have there been any significant <b>organizational alignment</b> changes since the last CPR in 2008-09?	No	Please explain any significant <b>organizational alignment</b> changes that have occurred over the past five years.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p>No</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p><b>PART 9 -</b></p>	<p><b>Regulations/Laws/Policies</b></p>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p>California Dream Act of 2011 became law. AB130 allows students who meet AB540 criteria to apply for and receive non-state funded scholarships for public colleges and universities. AB131 allows students who meet AB540 criteria to apply for an receive state-funded financial aid such as community college fee waivers, Cal Grants and Chafee Grants.</p> <p>Elimination of the ATB program allowing students who have not graduated from high school or passed the GED test to receive federal aid while pursuing their education.</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p><b>Program-Level Enrollment Reporting Required (Federal)</b></p> <p>Because the 150% Subsidized Loan Limitation provisions, including the possible loss of interest subsidy, are based on the borrower's enrollment in a specific program and not on whether the borrower applied for or received aid for enrollment in that program, schools must report enrollment at the program-level and not just at the school-level. If the student is or was enrolled in more than one program, the student's enrollment information must be reported for each of the programs. The NSLDS enrollment reporting rosters include recipients of all Title IV loans and Federal Pell Grants.</p> <p><b>Changes to BOG Fee Waiver</b></p> <p>The new policy, which takes effect in fall of 2016, is a key component of the Board of Governors' Student</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>Success Initiative. The new regulations will work in concert with statewide enrollment priorities that will go into effect in fall 2014 to encourage students to focus on their classes and seek help when they face difficulties. Community colleges are putting in place more counseling and other support services to help students define their educational and career goals and stay on track to achieve them.</p> <p>Under the new regulations, students would lose eligibility for the Board of Governors Fee Waiver if they are on probation for not maintaining a 2.0 GPA for two consecutive primary terms or not successfully completing half the units attempted in that period.</p>	
<b>PART 10 -</b>	<b>Professional Development</b>	
<b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?	<p>The staff has the opportunity to attend the annual CASFAA, CCCSFAA and FSA conferences to remain current with federal and state regulations.</p> <p>The conferences also provide opportunities to engage with financial aid professionals from other schools, Department of Education and the Chancellor's office.</p>	Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
<b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?	Going forward we will need to focus on default prevention and financial literacy. This will require staff to attend webinars and/or conferences related to both topics in order to better understand how to deliver key information that is relevant to our student population.	Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 11 -</b>	<b>Curriculum, Student Success, and Equity</b>	The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .



De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?</p>	<p>n/a</p>	<p>Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.</p>
<p><b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?</p>	<p>n/a</p>	<p>Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the <b>60%</b> requirement been met or exceeded?</p>	<p>n/a</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p><b>11d)</b> What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?</p>	<p>n/a</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>
<p><b>PART 12 -</b></p>	<p><b>Other</b></p>	
<p><b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?</p>	<p>n/a</p>	<p>Please explain any <b>other</b> significant program changes that have occurred over the past five years.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?</p>	<p>n/a</p>	<p>Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 13 - Student Success and Support Programs (3SP)</b></p>		
<p><b>13a)</b> How will the new 3SP <b>orientation</b> requirements affect the program over the next five years?</p>	<p>We don't foresee any issues arising with the new 3SP orientation.</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five years?</p>	<p>n/a</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?</p>	<p>Long term, proper Education Planning should reduce the number of requests for extensions that are submitted to the financial aid office each year. Following an education plan places the student on a path to success.</p>	<p>Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>PART 14 - Student Services Learning Outcomes and Accreditation Standard II.B.4</b></p>		
<p><b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>		

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p><b>14a)</b> What are the current/active program <u>outcome statements</u>?</p>	<ol style="list-style-type: none"> <li>1. After visiting the financial aid website students and prospective students should be able to initiate a financial aid application and investigate the various sources of aid available through this office.</li> <li>2. FHDA students seeking additional funding to help pay college costs will find the scholarship offerings, identify scholarships which match their academic qualifications, and successfully complete a scholarship application for consideration</li> <li>3. FHDA faculty, staff and administrators wishing to participate in the scholarship selection process will volunteer, be trained, and successfully rate student scholarship applicants on their match to advertised criteria.</li> </ol>	<p>Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>none</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>n/a</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>All of those listed in 14a will be assessed.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 -</b></p>	<p style="text-align: center;"><b>CPR SUMMARY</b></p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>.</p>
<p><b>15)</b> Where has the program come from since</p>	<p>1. Banner has successfully been implemented as the ERP for the District. The Financial Aid Department implemented an online</p>	<p>Based on the information provided in Parts 1 through 14 above, please summarize:</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>system via PeopleAdmin for scholarship administration.                  2. During 13/14 the new Director has been reviewing current practices in the financial aid office to determine where efficiencies can be implemented to ensure student access to aid is not prohibitive. We also increased our presence at the local high schools and on campus by partnering with the Office of Outreach.                  3. The financial aid department will no longer require financial aid applicants to turn in documents deemed unnecessary for awarding aid. The intention is to automate the dataload and disbursement processes as well as the awarding of aid. This will ensure students are receiving their aid in a timely fashion, as well as affording the staff more time to focus on serving students who need individualized attention. We will continue to partner with the high schools to ensure students are afforded the opportunity to apply for and receive financial aid. On campus outreach efforts will include financial literacy programs as well as reaching out to students who may need assistance avoiding default. Continued partnership with Outreach and other departments to provide financial aid information and workshops to students.</p>	<p>1) Where the program has come from since the last CPR (2008-09),                  2) Where the program is now (2013-14), and                  3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p><b>Part 16 -</b></p>	<p><b>DIVISIONAL PERSPECTIVE</b></p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b></p>
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p>Financial Aid and Scholarships</p>	<p>Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Lisa Mandy</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>		<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>