INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Humanities   **Program:** Anthropology   **Current Academic Year:** 2019

Last Academic Year CPPR Completed: 2011-2012   **Current Date:** February 2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. **GENERAL PROGRAM INFORMATION**

    A. Program mission (optional)

Anthropology is the study of human variation. The focus is on culture, language, prehistory and human biology in the framework of evolution. The mission of the Anthropology Program is to provide current and comprehensive education in the discipline of anthropology that is relevant to the needs of students and supports the College's mission of assisting students in developing critical thinking skills and expertise. Students learn to appreciate human biological and cultural variation, and the human connection to a biological continuum with other species.

    B. Brief history of the program

At the completion of spring semester 2006, the full-time anthropology instructor retired after 36 years of service to Cuesta College. During the 2007/2008 academic year four adjunct faculty taught anthropology courses. In fall 2008, Lise Mifsud, was hired as the full-time anthropology instructor. Three adjunct faculty, Ethan Bertrando, Linda Scott, and Shelley LaMon, continue to teach anthropology courses. Course offerings include Introduction to Cultural Anthropology, Archaeology, California Indians, Native North Americans, Contemporary World Cultures, Introduction to Physical Anthropology Lecture, and Physical Anthropology Lab.

    C. Include significant changes/improvements since the last Program Review

Since the last comprehensive review conducted in the spring of 2012, there have been some significant changes to the program. In summer 2013, Lise Mifsud participated in a National Endowment for the

Humanities Fellowship at the Library of Congress, National Archives, and National Anthropology Archives in preparation for teaching California Indians and Native North Americans. Professor Mifsud continues her Bioarchaeology consultation with San Luis Obispo County Sheriff's Office and Native American Cultures (Chumash and Salinan). Students majoring in Physical Anthropology receive on the job training (when appropriate). This semester, program and course outcomes and assessment strategies will continue to be developed. Furthermore, we developed an anthropology major designed for transfer (AD-T) that fulfills the requirements of SB 1440. We offer distance education modality for ANTH 203 (Introduction to Cultural Anthropology). We have tried (unsuccessfully) to offer Cultural Anthropology concurrently at Atascadero High School. J Scott Killen is the instructor of record.

D. List current faculty, including part-time faculty

Lise Mifsud, is the full-time anthropology instructor. Three adjunct faculty, Ethan Bertrando, Linda Scott, and Shelley LaMon, teach anthropology courses when there is student demand. They teach at the North County Campus and Distance Education courses. We have tried (unsuccessfully) to offer Cultural Anthropology concurrently at Atascadero High School. J Scott Killen is the instructor of record.

E. Describe how the Program Review was conducted and who was involved

Lise Mifsud conducted the Program Review. Ethan Bertrando was consulted for ANTH 202.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

The Anthropology Program connects to the College Mission in the following ways:

1. The Anthropology Program connects to the College's mission of academic success in the following ways: Anthropology courses help to provide students a strong social science background; Anthropology courses can be used to fulfill General Education requirements; and for those students that will major in anthropology at four-year institutions, our courses, will provide a solid lower-division foundation for success.

2. The Anthropology Program directly connects to the College's mission of developing critical thinking skills—developing critical thinking is an explicit part of one of the Anthropology Program Goals.

3. The Anthropology Program helps to fulfill the College's mission of helping students to learn to appreciate the culture of all peoples in a diverse society.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

1. Institutional Objective 2.4: Increase career pathways for local high school students.

   Lise Mifsud participated in the first annual Cougar Welcome Days. This event welcomes students and their parents to our College. This was a great event where prespective students learned about a career in anthropology. Lise Mifsud presented at the last three Cuesta College Promise events. Hundreds of students came to our big lecture hall to hear about the Social Sciences. A table was also setup for this event with primate skulls, fossil casts and real reptile and mammal skulls for comparison.

2. Institutional Objective 5.2: Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

   The anthropology program has been awarded four Cuesta College Foundation Grants to purchase insturctional equipment in the form of fossil casts, laboratory equipment and supplies, and forensic case studies.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

Anthropology courses are tied to a specific Institutional Learning Outcome (ILO) as listed below.

ILO 3: Scientific and Environmental Understanding: **ANTH 201, ANTHR 201L**

Draw conclusions based on the scientific method, computations or experimental and observational evidence.

Analyze the relationship between people's actions and the physical world .

Make decisions regarding environmental issues based on scientific evidence and reasoning.

ILO 4: Social, Historical, and Global Knowledge and Engagement: **ANTH 203, ANTH 225**

Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world.

Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures.

ILO 5: Artistic and Cultural Knowledge and Engagement: **ANTH 202, ANTH 203, ANTH 225, ANT 221, ANTH 220**

Identify, create, or critique key elements of inspirational art forms.

Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

General Enrollment (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.
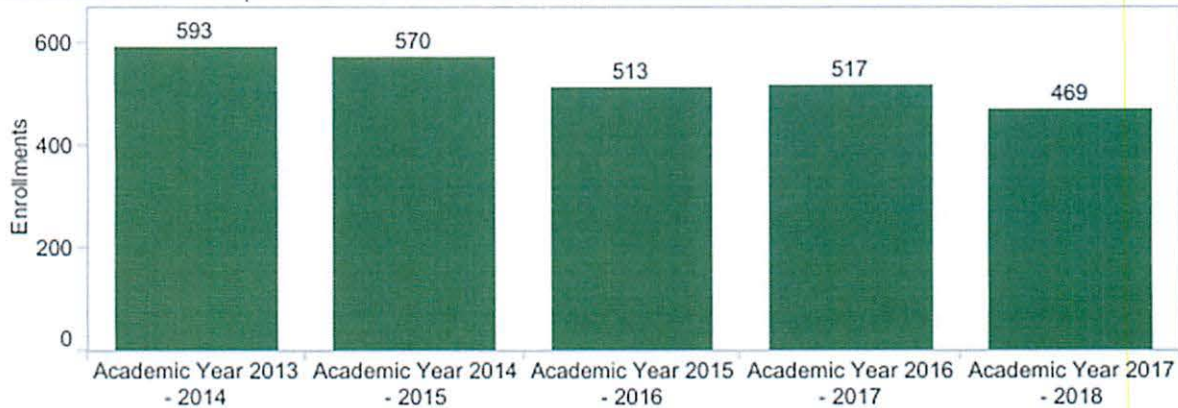
SLOCCCD Program Review Data - Enrollment

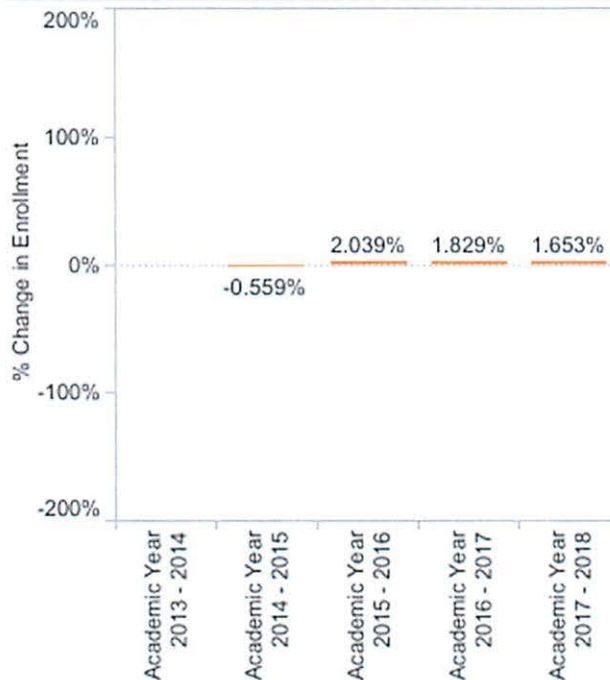| Department:	Course:	Dual Enrollment:	Prison:
Anthropology	All	All	All

Anthropology Enrollments

% Change - Overall College Enrollments

% Change - Anthropology
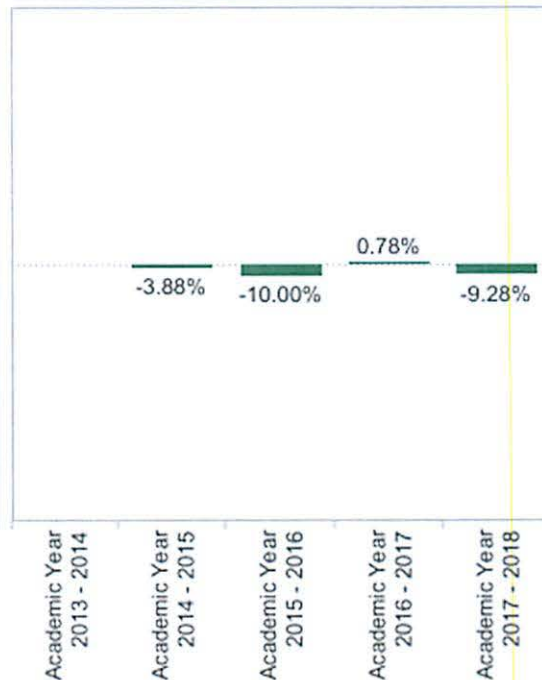
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

The above chart summarizes the change in enrollment. There has been a decline in enrollment relative to the College's enrollment in 2014-15, 2015-16, and 2017-18. There was an increase in

enrollment in 2016-17. The trend is due, in part, to offering fewer classes for a multitude of reasons: 1) we no longer offer a summer school course; 2) we don't routinely offer a section at North County; 3) one of our longtime adjunct instructors is unable to teach two to three courses a semester and only teaches one; and 4) an adjunct instructor gave short notice that s/he was unable to teach and we were unable to staff the class.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)
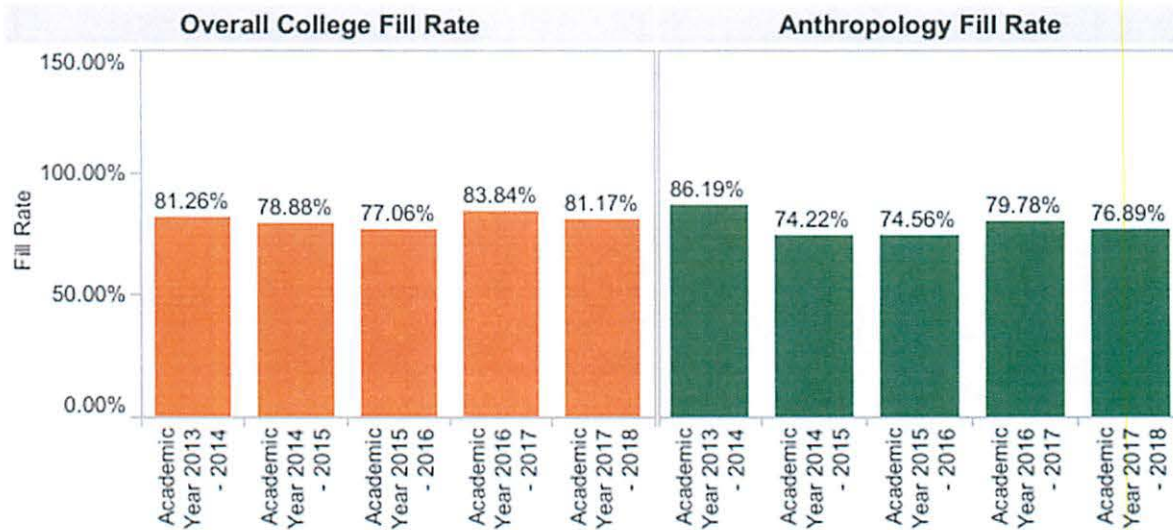
Department:	Course:	Dual Enrollment:	Prison
Anthropology	All	All	All

Overall College Fill Rate

150.00%

100.00%

Fill Rate

81.26% 78.88% 77.06% 83.84% 81.17%

50.00%

0.00%

Academic Year 2013 - 2014
Academic Year 2014 - 2015
Academic Year 2015 - 2016
Academic Year 2016 - 2017
Academic Year 2017 - 2018

Anthropology Fill Rate

86.19% 74.22% 74.56% 79.78% 76.89%

Academic Year 2013 - 2014
Academic Year 2014 - 2015
Academic Year 2015 - 2016
Academic Year 2016 - 2017
Academic Year 2017 - 2018

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The above graph demonstrates fill rates for Anthropology in comparison to the College fill rate. Of note: Anthropology lecture classes are capped at 42 students and the lab class is capped at 24 students. Class cap of 42 is one of the highest in a lecture format. A majority of the College has a lower class cap, making the fill rates appear higher. This lack of comparability makes a direct

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comparison difficult. However, efficiency is another measure which might elucidate this challenge (see below).

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.
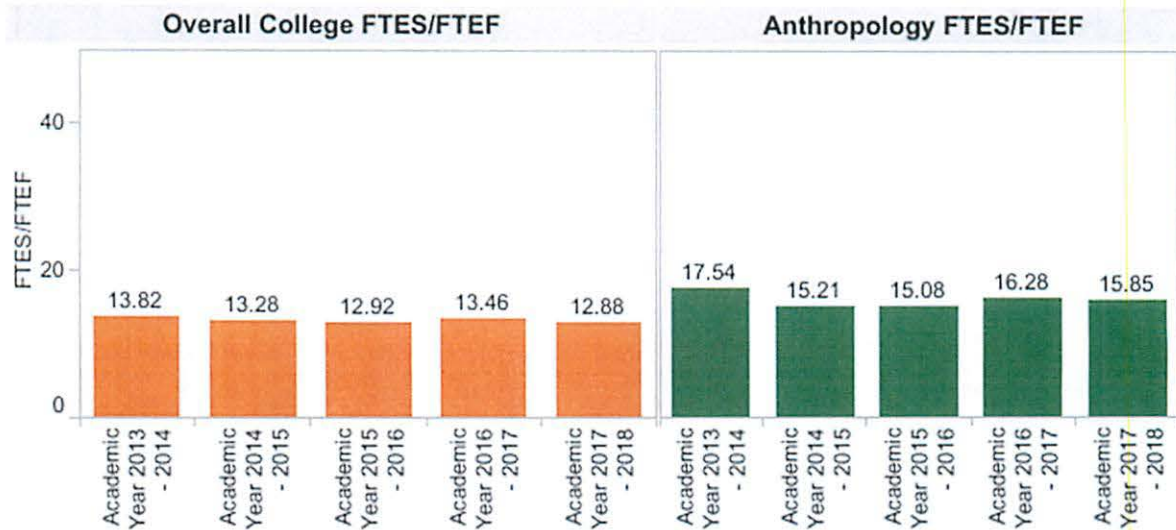
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Anthropology	All	All	All

Overall College FTES/FTEF

Anthropology FTES/FTEF

Overall College FTES/FTEF values:
- Academic Year 2013 - 2014: 13.82
- Academic Year 2014 - 2015: 13.28
- Academic Year 2015 - 2016: 12.92
- Academic Year 2016 - 2017: 13.46
- Academic Year 2017 - 2018: 12.88

Anthropology FTES/FTEF values:
- Academic Year 2013 - 2014: 17.54
- Academic Year 2014 - 2015: 15.21
- Academic Year 2015 - 2016: 15.08
- Academic Year 2016 - 2017: 16.28
- Academic Year 2017 - 2018: 15.85

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The above chart demonstrates general efficiency in Anthropology relative to the rest of the College. The College's goal is FTES/FTEF of 15 or higher. Anthropology exceeds this goal ranging from 15.08 to 17.54.

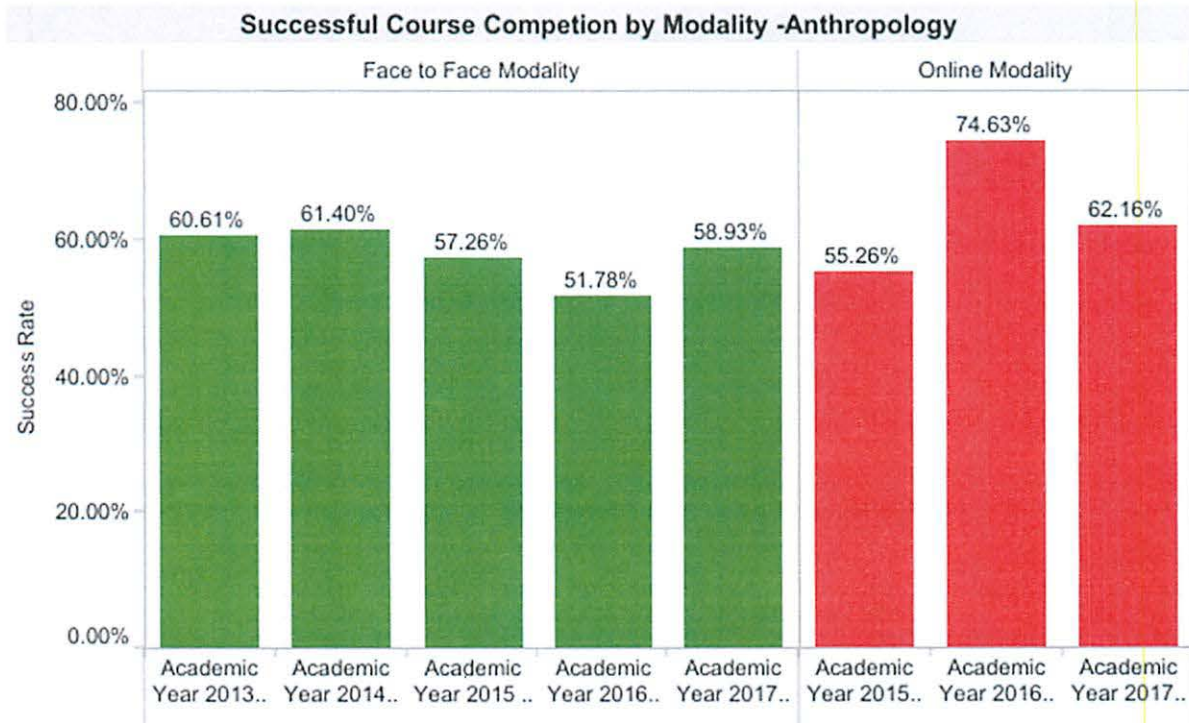Student Success—Course Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Anthropology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Competion by Modality -Anthropology

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	60.61%	61.40%	57.26%	51.78%	58.93%
	Total Department Enrollments	594.0	570.0	475.0	450.0	431.0
Online Modality	Department Success Rate			55.26%	74.63%	62.16%
	Total Department Enrollments			38.0	67.0	38.0

Successful Course Competion by Modality Table - Anthropology

The above graph illustrates face to face modality and online modality. In face to face modality, success rates range from 51.78% to 61.40%. In online modality, 2015 (55.26%) and 2017 (62.16%) have a 6.9% difference. Of note is the 74.63% success rate in 2016. This is 22.85% more than face to

face classes during the same time period and 19.37% higher than online classes from the previous year. This number decreases by 12.47% the following year (2017). The etiology of this swing is unknown.
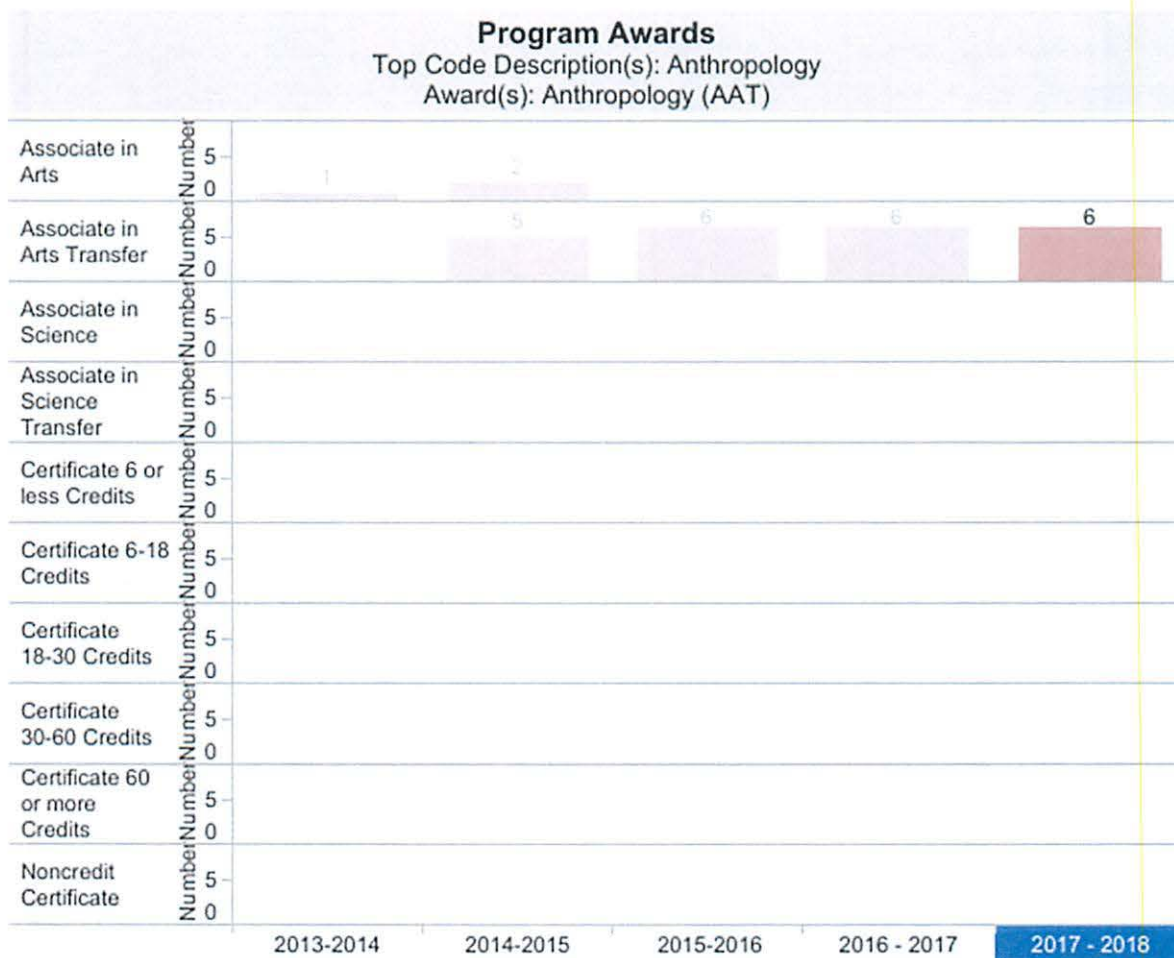
[Degrees and Certificates Awarded (Insert Data Chart)](#)
Insert the data chart and explain observed differences between the program and the college.

Program:
Anthropology

Award Type:
All

Program Awards
Top Code Description(s): Anthropology
Award(s): Anthropology (AAT)

Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	Anthropology (AAT)	1	2			
	Total	1	2			
Associate in Arts Tr..	Anthropology (AAT)		5	6	6	6
	Total		5	6	6	6
Grand Total		1	7	6	6	6

Program Awards: The number of degress and certificates awarded by program type

Anthropology has 6 AAT degrees awarded in the 2017-2018 academic year. In addition, students transferred to Anthropology programs at UC Berkeley, UC Santa Cruz, UC Los Angeles, UC Santa Barbara, UC San Diego, CSU San Jose, Arizona State University, CSU Humboldt, CSU Long Beach and CSU East Bay. Students are currently enrolled in graduate programs at Notre Dame, University of

Tennessee, and University of Missouri.

General Student Success – Course Completion (Insert Aggregated Data Chart)
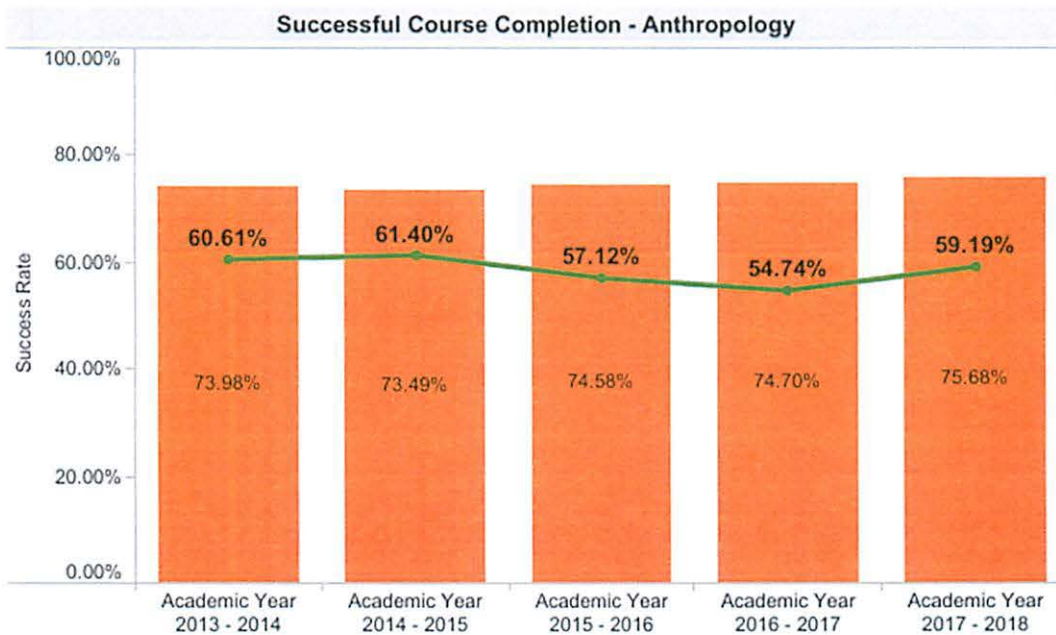
Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Anthropology

COURSE
All

Measure Names
▇ Department Success Rate
▇ Overall College Success Rate

Successful Course Completion - Anthropology

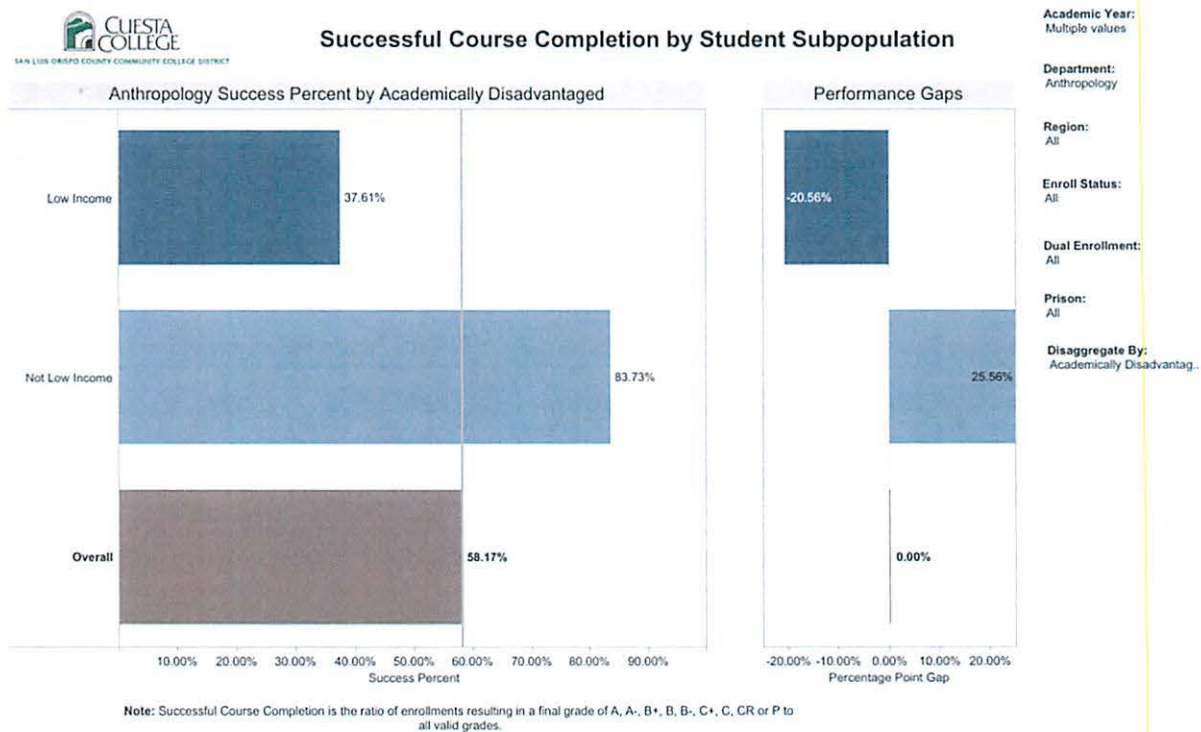|	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success:	60.61%	61.40%	57.12%	54.74%	59.19%
Overall College:	73.98%	73.49%	74.58%	74.70%	75.68%

Anthropology Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	60.61%	61.40%	57.12%	54.74%	59.19%
Total Enrollments	594	570	513	517	469

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The above graph charts student success for the last five years (starting with 2013-2014 academic year and ending with 2017-2018 academic year). The average success rate over the five year time
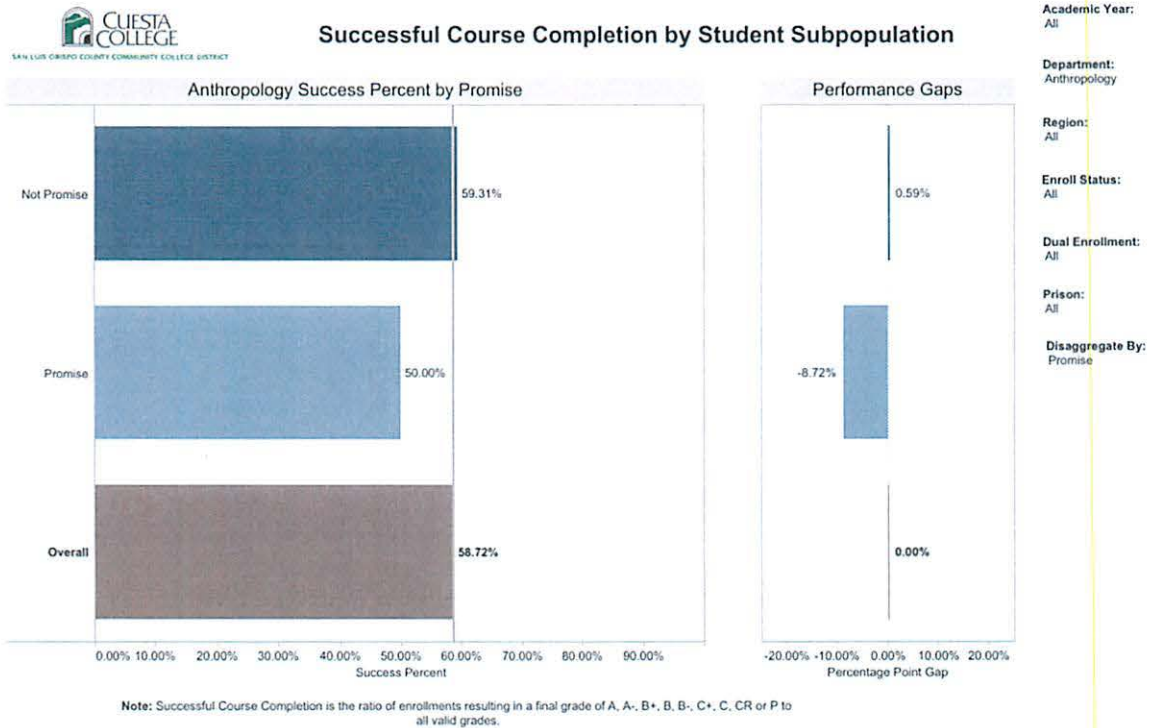
period is 58.63%. The highest success rate is 60.61% and the lowest success rate is 54.74%. Starting in 2015-2016, an imbedded tutor is present in Physical Anthropology sections (there are three sections offered each semester). Starting in 2017-2018, grades are posted to Canvas. This feature allows students to track their grades and progress in the course.

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Academic Year: Multiple values

Department: Anthropology

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Academically Disadvantag..

Anthropology Success Percent by Academically Disadvantaged

Low Income — 37.61%
Not Low Income — 83.73%
Overall — 58.17%

Performance Gaps

-20.56%
25.56%
0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

- The above data set represent successful course completion sorted by economically disadvantaged students. It is disheartening to see the disparity between low income (-20.5%) versus not low income (25.56%) students. I do my best to make students aware of our Cougar pantry food program and put texts on reserve at the library to defray costs.

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Students are made aware of financial aid and scholarship programs.

Successful Course Completion by Student Subpopulation

Anthropology Success Percent by Promise		**Performance Gaps**

Academic Year: All
Department: Anthropology
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Promise

Not Promise — 59.31% | 0.59%
Promise — 50.00% | -8.72%
Overall — 58.72% | 0.00%

Success Percent: 0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00%
Percentage Point Gap: -20.00% -10.00% 0.00% 10.00% 20.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

- The above graph depicts success by Promise scholarship recipients. There is a slight decrease (-8.72%) in student success for Promise recipients.

I have reviewed the disaggregated data. Since I am unable to run multivariate statistical analyses, on statistically viable sample sizes, I cannot accurately assess demographic information.

- Other Relevant Program Data (optional)
  Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.
  Cuesta College Anthropology students have applied to and been accepted at several field schools. Laboratory students attend bioarchaology cases and partake in laboratory work (when appropriate).

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the Curriculum Review Template and submit the form within your CPPR.

See attached.

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

A. Attach or insert the assessment calendar for your program for the next program review cycle.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

B. Program Assessment Cycle Calendar

CYCLE STAGE	Spring-2017	Fall-2017	Spring-2018	Fall-2018	Spring-2019	Fall-2019	Spring-2020	Fall 2020
SLO Assessment	ANTH 221, 225	ANTH 220	ANTH 203	ANTH 202	ANTH 201, 201L	ANTH 220		
Analyze Results & Plan Improvements		ANTH 221, 225	ANTH 220	ANTH 203	ANTH 202	ANTH 201, 201L	ANTH 220	
Plan Implementation			ANTH 221, 225	ANTH 220	ANTH 203	ANTH 202	ANTH 201, 201L	
Post-Implementation SLO Assessment				ANTH 221, 225	ANTH 220	ANTH 203	ANTH 202	ANTH 201, 201L

Notes for developing the calendar:

Start with realistic goals. The assessment cycle calendar should have reachable timelines, considering faculty workload, classroom time needed for assessment, and the inevitable adjustments and improvements in assessment tools and methodology.

Not all SLOs have to be assessed every semester.

Assessment activities don't need to occur every semester.

All courses, degrees and programs do need to be assessed on a regular cycle.

C. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, all courses on the above "Program Assessment Cycle Calendar" have been assessed.

D. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See attached

E. Highlight changes made at the course or program level that have resulted from SLO assessment.

1. SLO assessment shows that an early alert system would benefit students. In Fall 2018, Canvas gradesheet is used in all Anthropology courses. Students are able to get feedback on course progress and calculate their grade to track performance. In addition, three sections of Physical Anthropology have an embedded tutor.

Anthropology faculty will review the current assessment method. Discussions continue among Anthropology faculty members to address pedagogy. To this end, two faculty members attend an annual conference on teaching Anthropology at a Community College. We continue to impart students with the knowledge and skills required to succeed in the study of anthropology.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the

The majority of items requested by Anthropology are directly related to student learning outcomes. Acquisition of laboratory equipment, teaching aids such as models and demonstration apparatus, and replacement supplies/equipment are the largest portions of the unit requests. Updated and expanded lab equipment and teaching aids directly support the educational principle of Academic Excellence in addition to promoting achievement of student learning outcomes.

G. Resource Plan Worksheet.

A list of lab operating costs and instructional supplies has been sent to the Division Chair.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

The Anthropology Program connects to the College's goals and objectives in the following ways:

Anthropology courses help to provide students a strong social science background; Anthropology courses can be used to fulfill General Education requirements; and for those students that will major in anthropology at four-year institutions, our courses, will provide a solid lower-division foundation for success.

1. The Anthropology Program directly connects to the College's mission of developing critical thinking skills—developing critical thinking is an explicit part of one of the Anthropology Program Goals.

2. The Anthropology Program helps to fulfill the College's mission of helping students to learn to appreciate the culture of all peoples in a diverse society.

B. Institutional Learning Outcomes:
1. Personal, Academic, and Professional Development
2. Critical Thinking and Communication
3. Scientific and Environmental Understanding
4. Social, Historical, and Global Knowledge and Engagement
5. Artistic and Cultural Knowledge and Engagement
6. Technological and Informational Fluency

Anthropology courses are tied to a specific Institutional Learning Outcome (ILO) as listed below.

ILO 3: Scientific and Environmental Understanding: **ANTH 201, ANTHR 201L**
Draw conclusions based on the scientific method, computations or experimental and observational evidence.

Analyze the relationship between people's actions and the physical world .

Make decisions regarding environmental issues based on scientific evidence and reasoning.

ILO 4: Social, Historical, and Global Knowledge and Engagement: **ANTH 203, ANTH 225**
Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world.

Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures.

ILO 5: Artistic and Cultural Knowledge and Engagement: **ANTH 202, ANTH 203, ANTH 225, ANT 221, ANTH 220**

Identify, create, or critique key elements of inspirational art forms.

Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories.

C. Program outcomes
The Anthropology Program has the following outcomes:

1. Prepare students with the knowledge and skills required to succeed in the study of anthropology.
2. Provide students with the skills for critical thinking and perceptive reading.
3. Provide students with the skills for anthropological analysis.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling: There are no anticipated changes.
B. Support services to promote success, persistence and retention

Lise Mifsud participated in the first annual Cougar Welcome Days. This event welcomes students and their parents to our College. This was a great event where prespective students learned about a career in anthropology. Lise Mifsud presented at the last three Cuesta College Promise events. Hundreds of students came to our big lecture hall to hear about the Social Sciences. A table was also setup for this event with primate skulls, fossil casts and real reptile and mammal skulls for comparison.

In addition, an embedded tutor is utilized for three sections of Physical Anthropology lecture. For the previous four semesters, students have increased their success because of our expert student tutor, Kailey Schwabenland. She will transfer at the end of this semester and another tutor is scheduled to take her place.

C. Facilities needs
A dedicated lab for ANTH 201L would be a welcomed addition. Students currently have a room to use for studying, but a lab with a sink and better lighting would be amazing!

D. Staffing needs/projections
Our current adjunct faculty are sufficient for our current course offerings. However, a part-time pool could be needed at a future date. Our one full-time faculty member is responsible for curriculum development, assessment, outreach, program review, student support (letter of recommendation, etc.), and instruction for five different preps. Restoring funds to employ a reader would alleviate out of pocket costs for lab assistant.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.
The Anthropology program will continue to offer alternating classes, distance education classes, classes at both campuses, and summer school classes to meet student demand.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

The Anthropology program was awarded four consecutive Foundation Grants in the amount of $9,736.93.

Seven students have been accepted to graduate school programs and are working towards their PhD's.

Anthropology students have attended archaeological field schools to prepare themselves for transfer and work in the field.

Professor Mifsud mentors students by taking them to archaeological sites (when appropriate) and talking to them about the skeletal analysis she provides for the SLO Sheriff's Department. In addition, since the completion of the last CPPR, Professor Mifsud has volunteered her expertise and supervised 20 Independent Studies Courses in Anthropology!

VIII.   After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
Lise Mifsud	*Lise Mifsud*	2/27/19
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:
https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Docume nts/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%2 0handbook

APPLICABLE SIGNATURES:

_____   _____
Vice President/Dean   **Date**

_____   _____
Division Chair/Director/Designee   **Date**

_____   _____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date ___February 12, 2019_____

Reviewer _____Lise Mifsud_____

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ANTH 201	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 201L	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 202	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 203	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 220	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 221	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ANTH 225	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified

2. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course Number	201 & 201L	203 & 202	220 & 221	225
1. Effective term listed on COR	Date:	Date:	Date:	Date:
2. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
5. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
6. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
7. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
8. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
9. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
10. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
11. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
12. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
14. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
15. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
16. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Anthropology Associate in Arts for Transfer	(yes)/ no	(no)/ yes: date	(no)/ yes: date	(no)/ yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date
	yes / no	no / yes: date	no / yes: date	no / yes: date

4. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Anthropology AA-T	(yes)/ no*	(yes)/ no*	(yes) no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**
	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.
** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please <u>enter or update the Student Learning Outcomes</u> for each course.

COURSES

Course Number	Fall *2*	Spring *2020*	Fall *2020*	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Anth 202 *text update*		major / *minor*	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
Anth 220 *obsl*		*major* / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
Anth 221 *obsl*		*major* / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
		major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

eLumen

Courses	Outcomes & Assessments	Results Explorer
Spring 2019 ▼		

Outcomes   Assessments

SLOs	AAT_ANTH	ILOs

Type

Course   ▼

Include Inactive Outcomes

No   ▼

Include Inactive Courses

No   ▼

Term

Spring 2019   ▼

Unmapped PLOs	**PLOs not included in any Assessment Rubric**
3 of 3	3 of 3
PLO	PLO

AAT_ANTH

AAT_ANTH

	PLO	Start Date	End Date	Outcome Explorer
☐	Program Learning Outcomes: Students who successfully complete a course of study in Anthropology at Cuesta College will have demonstrated: an acquisition of knowledge and skills required to succeed in the study of Anthropology.	08/17/2015	Not specified	⊘
☐	Program Learning Outcomes: Students who successfully complete a course of study in Anthropology at Cuesta College will have demonstrated: skills for Anthropological analysis in the study of culture, prehistory, and biological Anthropology.	08/17/2015	Not specified	⊘
☐	Program Learning Outcomes: Students who successfully complete a course of study in Anthropology at Cuesta College will have demonstrated: skills for critical thinking and perceptive reading.	08/17/2015	Not specified	⊘