INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2024

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 Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Arts and Humanities   **Area of Study:** Social Sciences   **Program:** Anthropology   **Current Academic Year:** 2024

Last Academic Year CPPR Completed: 2019 **Current Date:** 02-27-24

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- Describe how this program review was conducted, including how all program members were involved in the planning process.

    This program review was completed by the only full time instructor, Lise Mifsud. Adjunct faculty were responsible for recording scores in e-Lumen and providing input for the courses they teach. Our division assistant, Anna Paez, loaded graphs for the report.

- GENERAL PROGRAM INFORMATION

    A. Program Mission

    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. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

    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

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appropriate). To address equity gaps, the following changes occurred 1) Anthropology 203 utilizes Open access textbooks, 2) a low-cost lab manual is used in ANTH 201L, 3) a free PDF version of the ANTH 201 textbook is available, and 4) ANTH 220 students have no-cost artilces.

C. List all current full-time and part-time faculty in the program.

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

- 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'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.

  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.

  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 participates in our 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 four Cuesta College Promise events. A table was also setup for this event with primate skulls, fossil casts and real reptile and mammal skulls for comparison. Cuesta College Anthropology has a table at Archaeology in the Plaza Day.

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This is a countywide community event that exposes future students to our anthrpology program.

    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 five 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, ANTH 225**

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, ANTH 221**, **ANTH 220**

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**

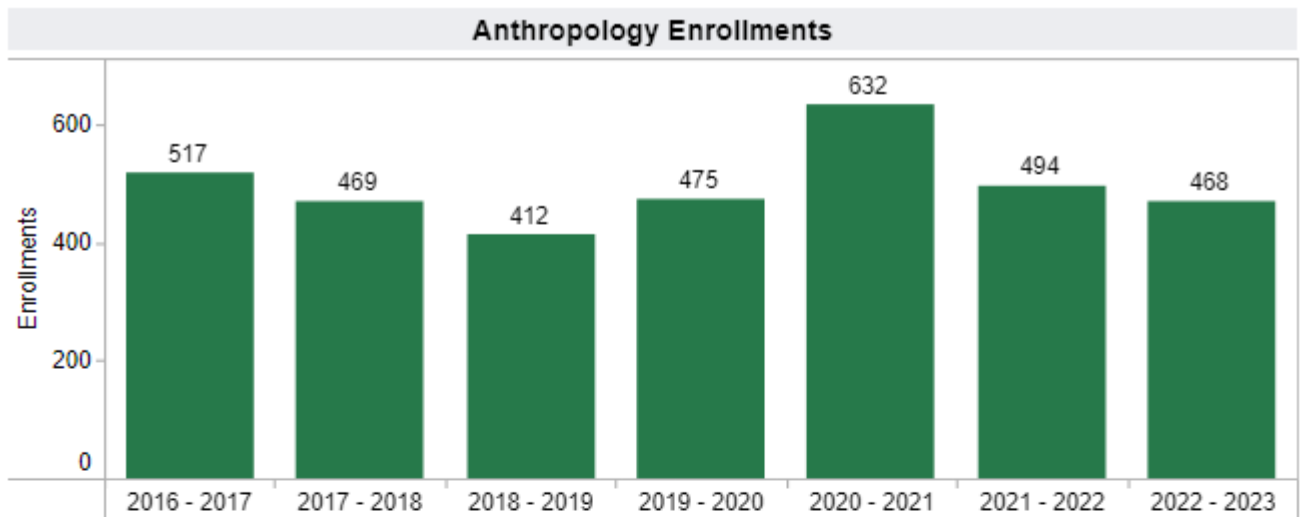Identify, create, or critique key elements of inspirational art forms.

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

- PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
  (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF). The data components are hyperlinked below.
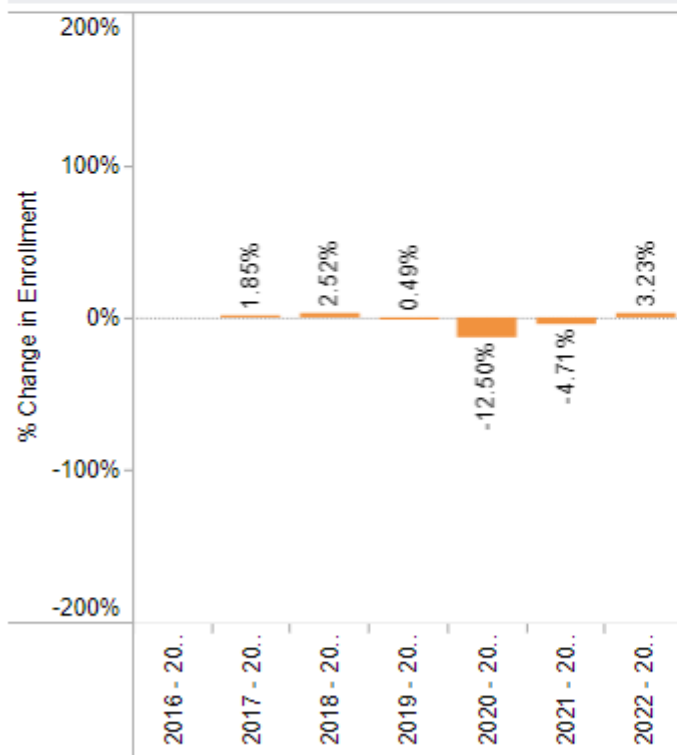
  A. **General Enrollment (Insert Aggregated Data Chart)**
     Insert the data chart and explain observed differences between the program and the college.
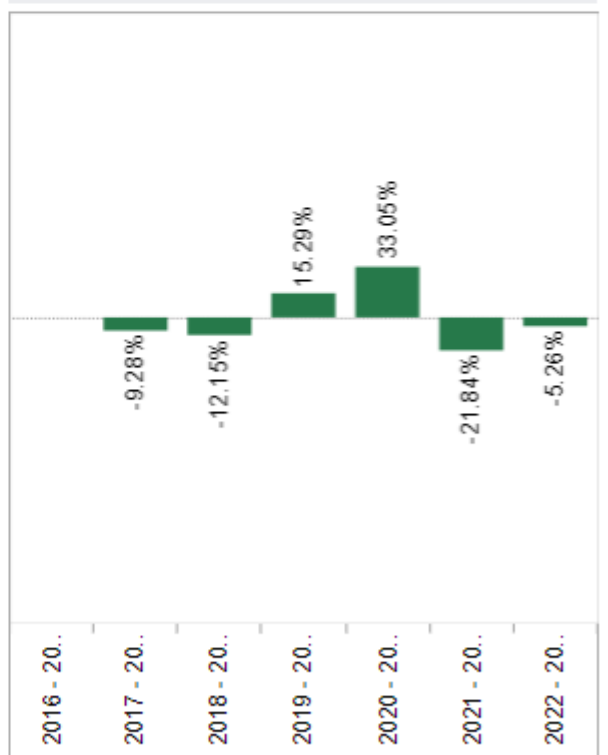
     Click here to enter text.

Anthropology Enrollments

Year	Enrollments
2016 - 2017	517
2017 - 2018	469
2018 - 2019	412
2019 - 2020	475
2020 - 2021	632
2021 - 2022	494
2022 - 2023	468

% Change - Overall College Enrollments

Year	% Change
2016 - 20..	1.85%
2017 - 20..	2.52%
2018 - 20..	0.49%
2019 - 20..	(0%)
2020 - 20..	-12.50%
2021 - 20..	-4.71%
2022 - 20..	3.23%

% Change - Anthropology

| Year	% Change
2016 - 20..	-9.28%
2017 - 20..	-12.15%
2018 - 20..	15.29%
2019 - 20..	33.05%
2020 - 20..	-21.84%
2021 - 20..	-5.26%
2022 - 20..	

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 was a significant increase in 2019 and 2020 compared with the college increase. But alas, COVID hit in 2020 and the trend has been a decline in enrollment relative to the College's enrollment in 2021-22, 2022-23. The number of enrolled students is moving in a positive direction from a 21% deficit in 2021-22 to 5% in 2022-23.

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

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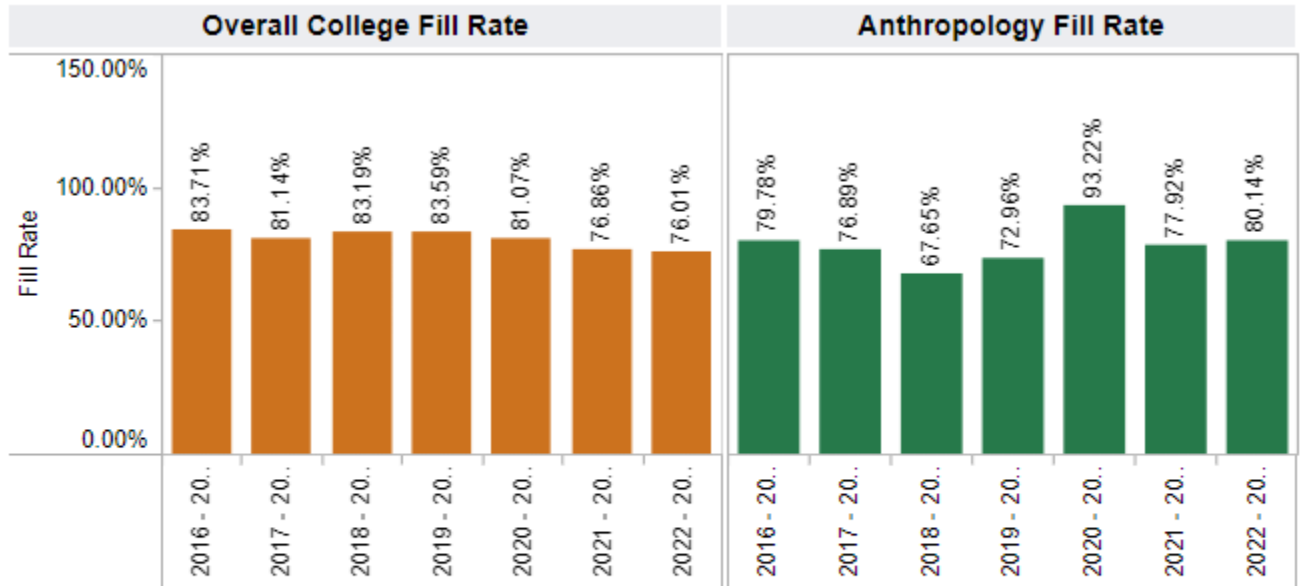
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

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 comparison difficult. For the past three years (2020-21, 2021-22, 2022-23), anthropology's fill rates have exceeded the college's fill rates. However, efficiency is another measure which might elucidate this challenge (see below).

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.
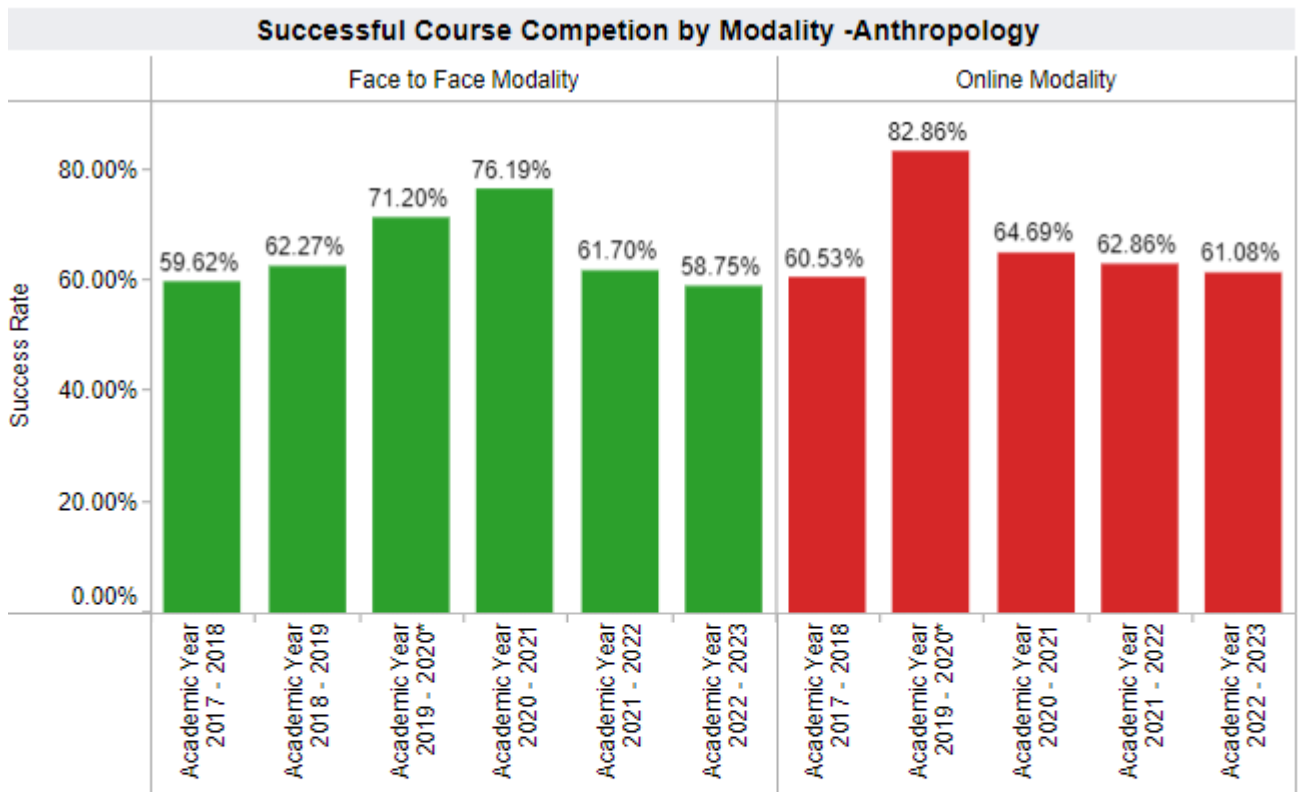
   Click here to enter text.

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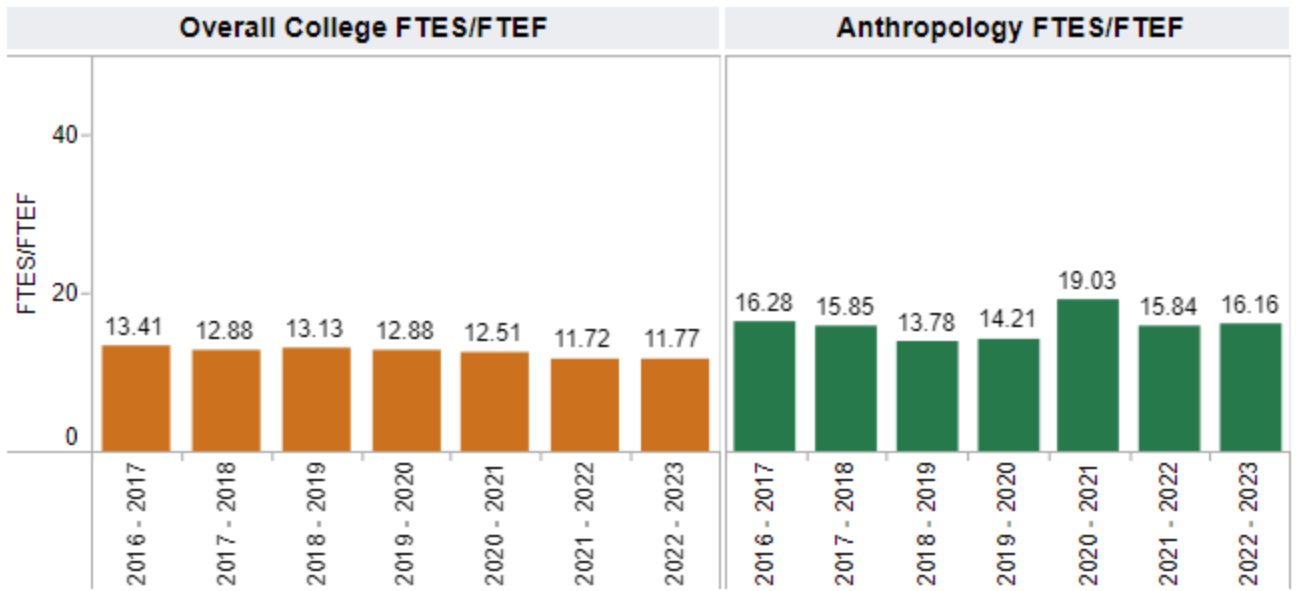
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

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 for the past three years (2020-21, 2021-22, 2022-23). Of note, Anthropoogy has exceeded the College's FTES/FTEF for every single year, indicating that the Anthropology Program provides substantial fiscal support for the college.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

   Click here to enter text.

Successful Course Competion by Modality -Anthropology

Successful Course Competion by Modality Table - Anthropology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	59.62%	62.27%	71.20%	76.19%	61.70%	58.75%
	Total Department Enrollm..	468.0	433.0	444.0	42.0	47.0	160.0
Online Modality	Department Success Rate	60.53%		82.86%	64.69%	62.86%	61.08%
	Total Department Enrollm..	38.0		35.0	602.0	452.0	316.0

The above graph illustrates face to face modality and online modality. In face to face modality, success rates range from 58.75 to 76.19%. In online modality, the range is between 60.53% and 82.86%. Of note is the online modality success rates are a few percentage points above face to face for every year category.

E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Click here to enter text.

Program Awards
Top Code Description(s): Anthropology
Award(s): Anthropology (AAT)
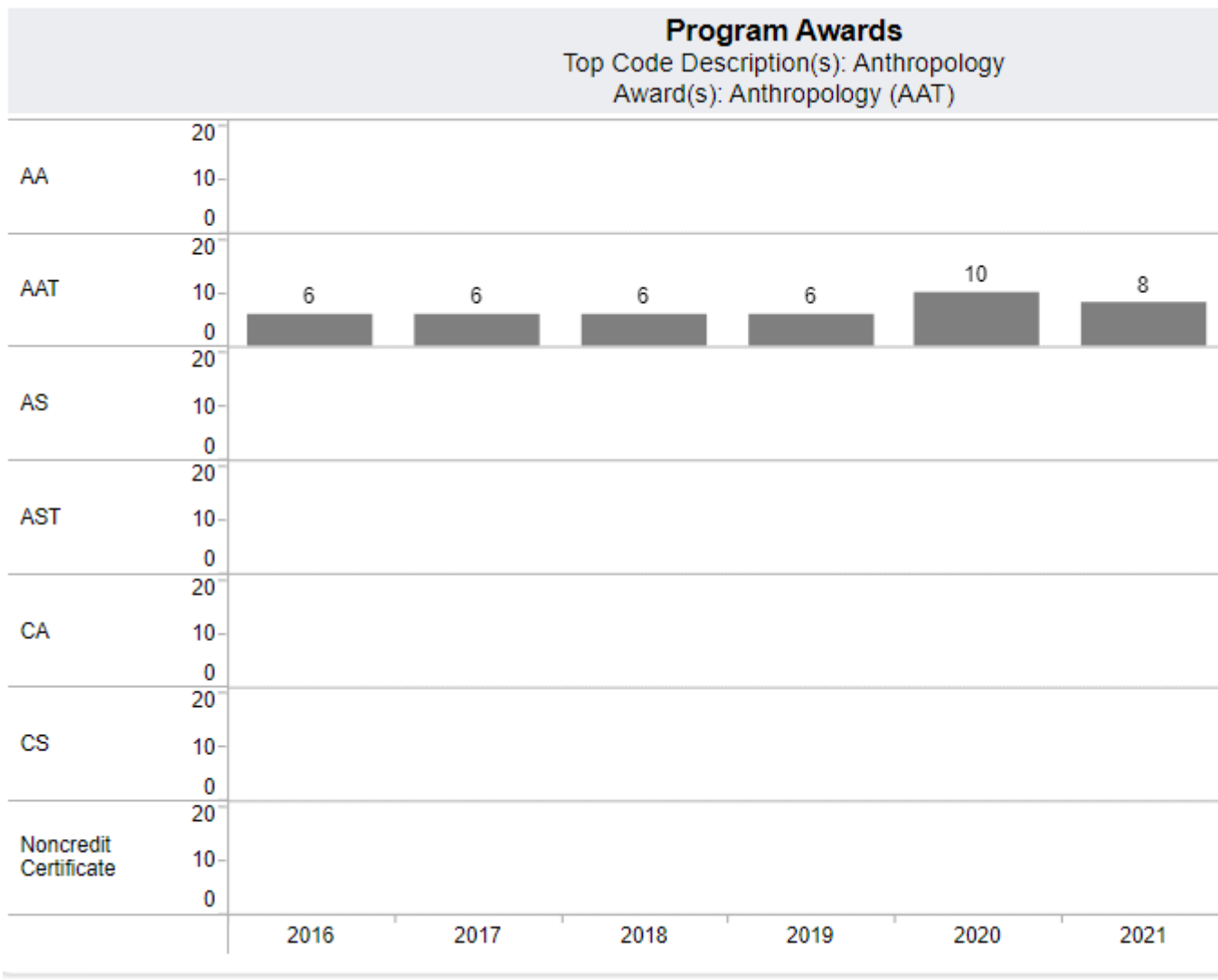
Anthropology has 6 AAT degrees awarded in the 2016, 2017, 2018, and 2019 academic years. During 2020 and 2021 we had a total of 18 degrees! In addition, students transferred to Anthropology programs at UC Berkeley, UC Santa Cruz, UC Los Angeles, UC Santa Barbara, UC San Diego, CSU San Jose, Arizona State University, CSU Humboldt, CSU Long Beach and CSU East Bay. Two former students received their PhD's from Notre Dame and University of Missouri.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.
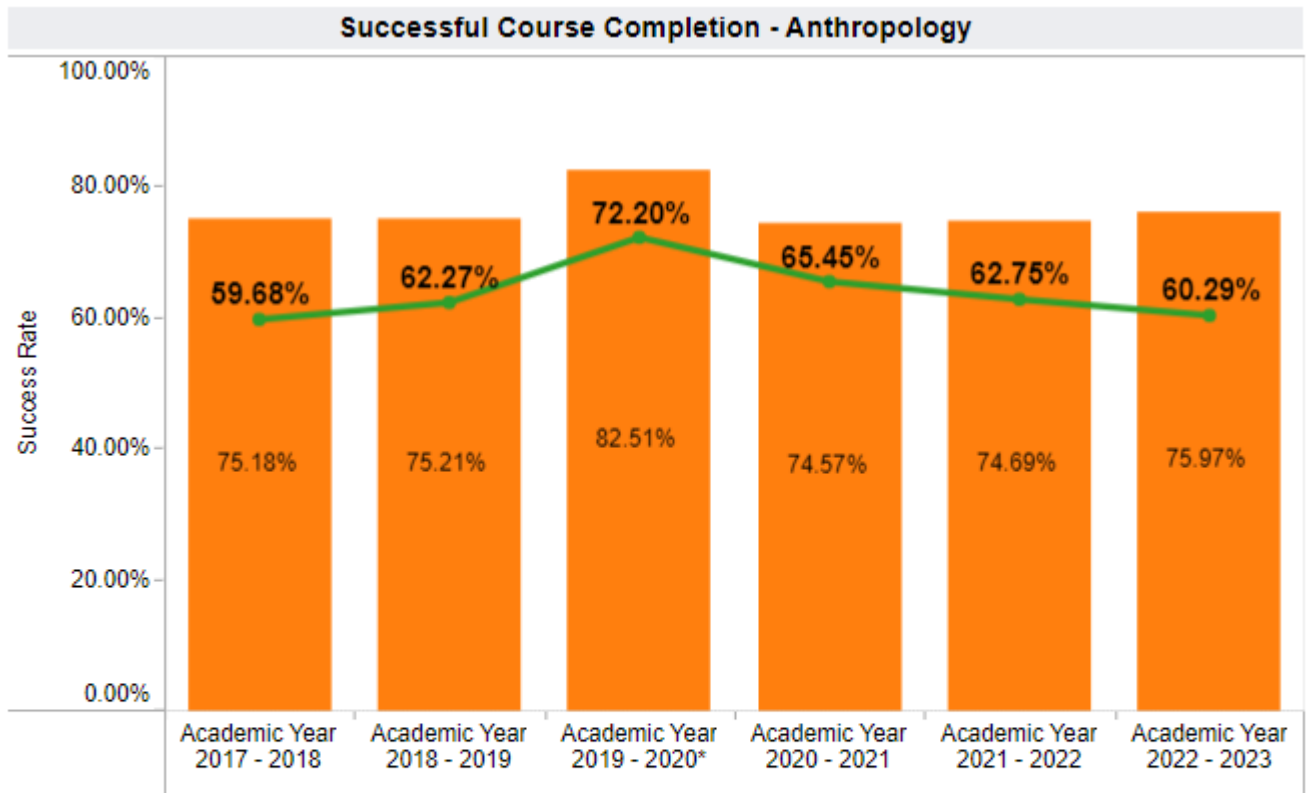
Successful Course Completion - Anthropology

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	59.68%	62.27%	72.20%	65.45%	62.75%	60.29%
Total Enrollments	506	433	479	644	499	476

The above graph charts student success for the last five years (starting with 2017-18 academic year and ending with 2022-23 academic year). The average success rate over the five year time period is 63.77%, which is up from the 58.63% average on the last CPPR. The highest success rate is 72.2% and the lowest success rate is 59.68%. Starting in 2015-2016, an imbedded tutor is present in Physical Anthropology sections (there are three sections offered each semester). The tutor has been instrumental in the increased student success.

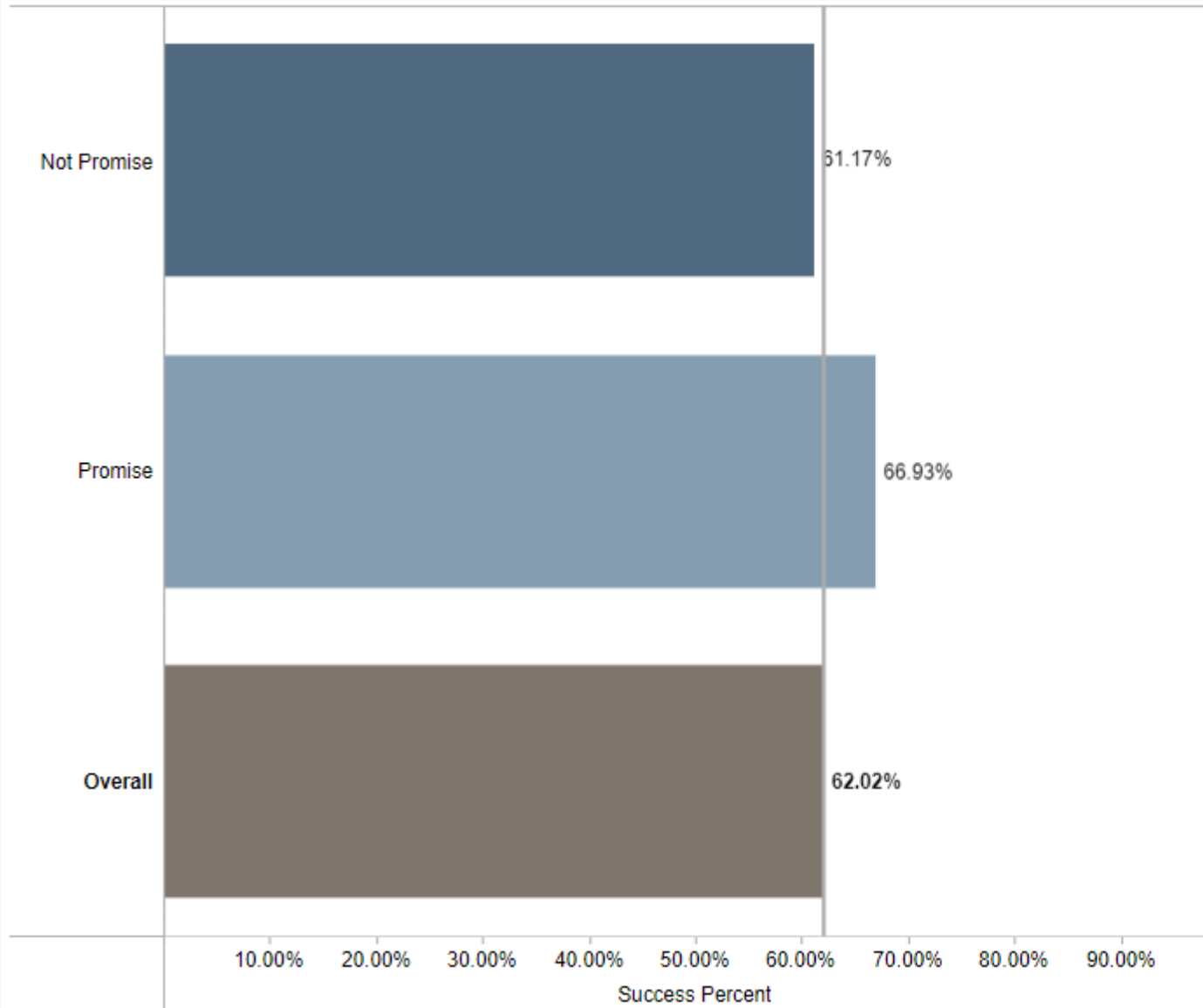What resources might you need to meet and exceed the Institutional Set Standard?

The continuation of an embedded tutor for ANTH 201. Funds for supplies used in the Anthropology lab class.

G. 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.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

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Anthropology Success Percent by Promise

Not Promise — 61.17%

Promise — 66.93%

Overall — 62.02%

Success Percent

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

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Anthropology Success Percent by Ethnicity

Ethnicity	Success Percent	Performance Gap
American Indian or Alaska Native	30.00%	-32.09%
Asian	53.33%	-8.75%
Black or African American	56.76%	-5.33%
Hispanic / Latino	56.59%	-5.50%
Two or More Races	56.73%	-5.36%
Unknown / Non-Respondent	25.00%	-37.09%
White	66.17%	4.08%
Overall	62.09%	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 top graph above depicts success by Promise scholarship recipients. There is an increase in student success related to the Promise scholarship (15.76%). This is a change from the decrease (-8.72%) noted in the last CPPR.

The second disaggregated graph is by Ethnicity. As I discuss in class, ethnicity as defined by anthropology, has to do with cultural differences and NOT biological. The largest performance gaps (37.09%) is in the "Unknown/Non-Respondent" category. There is not much one can do to address an unknown. The second group is "American Indian or Alaskan Native" (30.00%). The actual population sample size is not listed in the report and percentages may be distorted by small samples. We have a number of returning students who are interested in learning about their culture and take the class for informational purposes regardless of the grade they earn.

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).

- PROGRAMS AND CURRICULUM REVIEW

    A. Programs Review

    Review the CurrIQunet "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Anthropology	Yes	No	No	No

For all Currently Active Programs/Certificates, review the CurrIQunet "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Anthropology	Yes	No	No	No

    B. Curriculum Review

    Complete the **Curriculum Review Worksheet** and submit the form with your CPPR.

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Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have 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 you have reviewed that the entries on the course outline of record (CurrIQunet format) are appropriate and complete.

Program (Prefix)	Course Number	Approved as DE is accurate	Grading method accurate	Repatability is 0 or blank	Class cap is accurate	Course SLOs accurate	Objectives aligned with methods of ev	Topics/Scope are aligned with objectives	Assignments are aligned with objectiv	Methods of evaluation are appropriate	Texts/readings/materi als are dated within last 5 years	CSU/IGETC tranfer and AA GE info correct (if applicable	Degree/Certifica te Info Correct (if applicable)	Library materials are accurate and current (if applicable)	Major or Minor Revision Planned	Date (MM/DD/YYYY) of major or minor revision (must be within next 5 years)
ANTH	201	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes		no	N/A
ANTH	201	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes		no	N/A
ANTH	202	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes		no	N/A
ANTH	203	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes		no	N/A
ANTH	220	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes		no	N/A
ANTH	221	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes		no	N/A
ANTH	225	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes		no	N/A

This worksheet does not work per the above instructions. All courses did not have any issues in CurricUNET. ANTH 202, 220, and 225 will get book updates this semester.

- PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS
  A. Attach or insert the assessment calendar for your program for the next program review cycle.

  See below

CYCLE STAGE	Fall-2024	Spring-2025	Fall-2025	Spring-2026	Fall-2026	Spring-2027	Fall 2027
SLO Assessment	ANTH 220	ANTH 203	ANTH 202	ANTH 201, 201L	ANTH 220	ANTH 225	
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

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.

All ANTH 201, 201L, 203, 220, 221 courses have been assessed. ANTH 202 and ANTH 225 will receive assessment.

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

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Anthropology
Map Target: All ILOs

Course / ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
	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	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
ANTH201		2			
ANTH201L					
ANTH202		2			2
ANTH203		3	1	2	1
ANTH220		4			
ANTH221		3			
ANTH225		1			
ANTH247					1
ANTH295					
		15	1	2	4

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Course	ILOs	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
		Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on scientific method, computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
ANTH201				2		1
ANTH201L				2		2
ANTH202				1		
ANTH203			1			1
ANTH220						
ANTH221						
ANTH225						
ANTH247						
ANTH295						
			1	5		4

Course	ILOs	Scientific and Environmental Understanding	Social, Historical, and Global Knowledge and Engagement		Technical and Informational Fluency	
		Make decisions regarding environmental issues based on scientific evidence and reasoning	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	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
ANTH201		1				
ANTH201L						
ANTH202				4		
ANTH203				5	1	
ANTH220						
ANTH221				1		
ANTH225				3		
ANTH247						
ANTH295						
		1		13	1	

C. Cuesta College Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See above.

D. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

SLO assessment shows that an early alert system would benefit students. The use of Canvas gradesheets helps students know their exact grades. 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.

E. 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 **Resource Plan Worksheet**and review the **Resource Allocation Rubric**.

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.

The amount of $12,000 is added to our Resource Plan. The request is for laboratory equipment and teaching models for ANTH 201 from Bone Clones or Carolina Biological supply.

- 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 people in a diverse society.

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B. Institutional Learning Outcomes

A. 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

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

    There are no anticipated changes.

2. Support services to promote success, persistence and retention

20 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 4, 2024

The continued use of anembedded tutor is utilized for three sections of Physical Anthropology lecture.

3. Facilities needs

   A dedicated lab would be nice.

4. Staffing needs/projections

   Our current adjunct faculty are sufficient for our current course offerings. However, an expanded 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.

- 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.

  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 Independent Studies Courses in Anthropology. She has had two students present their undergraduate research at a national conference (NCUR)!

  In addition to transferring to a four-year college, students have been accepted to graduate school programs and are working towards their PhD's.

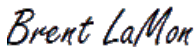 The Anthropology program was awarded four consecutive Foundation Grants.

- After completing and submitting this document, please complete the **Overall Program Strength and Ongoing Viability Assessment** with your Dean before May 3, 2024.

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.

Instructional 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.)

Brent LaMon	*Brent LaMon*	Mar 21, 2024
Division Chair/Director Name	Signature	Date

Lise M. Mifsud	Lise M. Mifsud (Mar 21, 2024 12:41 PDT)	Mar 21, 2024
Name	Signature	Date

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: **Faculty Prioritization Process Handbook**

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.

ANTH-CPPR-2024

Final Audit Report   2024-03-21

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By:	Emily Hinkle (emily_hinkle@cuesta.edu)
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