


# Appendix Y - PPR Anthropology

## HUMBOLDT STATE UNIVERSITY Integrated Curriculum Committee

May 5, 2017

To: Professor Marisol Cortes-Rincon, Chair  
Department of Anthropology

From: Professor Dale Oliver, Chair   
Subcommittee on Peer Program Review  
Integrated Curriculum Committee (ICC)

Dear Dr. Cortes-Rincon,

The purpose of this letter is to provide collegial feedback on the five-year program review document that you submitted this past March. Your program was one of four program reviews that were read, discussed, and reviewed by the four members of the ICC subcommittee on Peer Program Review, which included Librarian Sarah Fay Philips, Professor Anne Paulet (History), Professor Sheila Alicea (Kinesiology and Recreation Administration) and Professor Dale Oliver (Mathematics). Please let me know if you have questions, comments, or concerns, as our work this spring has been the pilot of what we expect to be a standard component of the campus program review process.

Our review addresses section II (Assessment and Student Success), III (Diversity and Inclusion), and IV (Strengths and Challenges). Below are comments and suggestions relative to each section, followed by a summary and suggestions for future program planning.

### **Assessment and Student Success**

Your department is to be commended for its consistent assessment practices. In particular, we are encouraged by how the data from passed assessments appears to inform curriculum development at the course and program levels. It appears to us that your faculty are willing to invest their time and energy in a cycle of continuous improvement for the benefit of students.

We note that some of your BA program learning outcomes are stated in ways that might make assessments and interpretations of those assessments challenging. For example, in SLO's #1 and #3, how is "understanding" measured? In SLO #4, how is "solid grasp" measured? You may find that revisiting these SLO's, or providing examples of what you might observe in a student who is achieving success relative to these outcomes, can help your department clarify expectations across the program.

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### **Diversity and Inclusion**

We are encouraged by your departmental efforts of the past year to address inclusive excellence through faculty-led forums and an anonymous community concern survey. These both seem like good practices for you to continue. It would be helpful to outline the assessment plan for these and other community-building efforts, to see if either they are positively affecting retention, or positively influencing student's perceptions of community.

The course redesign for ANTH 104 holds promise for improving academic success for all students. We applaud you for your efforts in improving the design of ANTH 104, and for your intention to an ongoing study of the effects of the re-design on student success.

Of particular interest to our committee is the work that is planned for designing a peer mentoring program in the department. We encourage the faculty who are involved to include a multi-year implementation plan that extends beyond the fall 2018 pilot. Specifically, we recommend adding an assessment plan and a resource/faculty plan that will allow for a sustainable program.

### **Strengths and Challenges**

The identified strengths of the program are consonant with HSU's institutional goals for student engagement. Your faculty is doing exciting work on behalf of your students. The identified challenges, particularly relative to too few tenure-track faculty and too little space for student and faculty scholarship, are common concerns across campus. We noted a particular concern related to "increasing demands of research" for your faculty. In general, disciplinary-specific expectations for faculty scholarship are defined by the department faculty, and aligned with appendix J of the HSU faculty handbook. Your faculty might consider re-examining their RTP criteria and standards if the demands for faculty scholarship are not reasonable in light of the teaching workload of our institution, or if pursuing and being awarded grant funding for scholarship is not sufficiently incentivized. We understand that your situation is also challenged by balancing the needs of both your undergraduate and graduate programs.

### **Summary and Suggestions**

Your program review provides evidence that your faculty are engaging in continuous improvement of your undergraduate and graduate programs. We are encouraged by your current and planned efforts to support inclusive student success. We look forward to learning about the outcomes of the planned mentoring program in your next five-year program review.

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We are encouraged by your regular assessment practices, and we look forward to learning about the effect that your re-design of ANTH 104 has on student success.

We understand that achieving some of the goals of your five-year action plan may require additional resources from the university. Given the current fiscal context, we hope that you can find strategies that leverage existing resources or that utilized shared resources to make progress on these goals. We recommend that your five-year plan include such strategies.

Cc: Mary Glenn, Interim Vice Provost for Academic Affairs  
Noah Zerbe, Interim Dean, CAHSS  
Kris Patzlaff, Interim Associate Dean, CAHSS