



First Nations Studies | 2014-2015 Assessment Report

Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.

Miin de baa gaang chi gaa deg or, to measure what or where one is after a course of study, is an important part of the FNS major. As an ongoing evaluation of the FNS program, the faculty employ an embedded assessment, one in which the oral tradition and Elder knowledge are an important part. The objectives for the program are centered on the Four Areas of knowledge (History, Law & Policy, Sovereignty and Indigenous Philosophy and Intellectual Traditions). This past year we chose to assess the first Area (History). The program is assessed in two ways and we continued with these measures.

I. Student Exit Oral Exams: Each student in the FNS major was asked to complete a senior comprehensive oral (exit) exam at the end of his/her course of study just prior to graduation. This exit exam, the senior comprehensive oral exam will serve as an evaluation mechanism for the program. All but one student completed the exit interview this past year. Although we had fewer graduates than in the past, this was our highest response rate. Students continue to value the indigenous teaching and learning methods in FNS and the emphasis on group learning and consensus decision-making. Students also report valuing the applied learning opportunities and projects in their FNS classes. All students report the tremendous learning they gained from working with First Nations Elders in FNS 399 and in the Education Center for First Nations Studies. Students report that learning from Elders is, by far, their most valuable FNS learning experience. With regard to the learning outcomes related to History, students self-assessed their learning in this area. They reported having gained a great amount of knowledge in the area of History particularly in the contact era. Students felt that the more they learned in their FNS classes, the less they knew about the traditional (precontact) era in First Nations history. All agreed they had more learning to do after graduation and were committed to continued learning on their own. One important finding that emerged from the oral exit exams is that students commented on the redundancy of material in FNS 225 and 226 (both intro courses).

II. The program is assessed a second way each semester as the FNS faculty will meet as an assessment team to evaluate each graduating senior and to collectively review the senior comprehensive oral exams. The FNS faculty assessment team discusses 1) the extent to which graduating students meets each of the learning outcomes and 2) how the program can improve based on our discussions of the oral exams. The FNS faculty met at the end of each semester and assessed all graduating seniors in the FNS major. The faculty agreed that all students achieved the learning outcomes established in the area of History. The faculty assessment of student learning was higher than the student self-assessments. We are confident that our students meet the outcomes in the area of First Nations History.

In addition to the two standard methods of FNS assessment described above, in 2014/15 we proposed additional assessment in FNS 391 Seminar rather than create a new FNS capstone course for assessment. It is our goal to continue to redesign this course to include an embedded assessment of

learning through the development and presentation of a FNS applied project. Dr. J P Leary taught FNS 391 in Spring 2015 with 14 FNS majors and minors.

The course focused on educational policy and Wisconsin’s Act 31. Dr. Leary piloted an applied learning/ embedded assessment project whereby students developed indigenous education policy briefings for Wisconsin officials. The class traveled to Madison in May 2015 and presented their briefings to State of WI Superintendent of Schools Tony Evers. Dr. Leary submitted the following table to demonstrate assessment in the course:

FNS 391: First Nations Studies Seminar - Act 31 (Dr. J P Leary)			
Objective	Readings	Activities	Evaluation/Assessment
Students will demonstrate an understanding of enduring traditional First Nations core values – respect, reciprocity, relationship, and responsibility, and the ethic of non-interference (Sovereignty).	Christensen (D2L).	Develop rules as community building activity. Class meetings will be normed on these principles.	Informal and ongoing. Class “rules”
Students will demonstrate an understanding of enduring traditions represented in contemporary First Nations cultural practices, social structures, world views, and spiritual and intellectual traditions (Indigenous Philosophy).	Leary (2012) Satz (1991) Loew and Thannum (2011)	Class discussion Presentations.	Informal and ongoing. Response papers.
Students will demonstrate an understanding of key legal and historical concepts, including sovereignty, treaty, trust responsibility, and usufructuary rights (History, Sovereignty, Law and Policy).	Loew and Thannum (2011) Satz (1991) Leary (2012) GLIFWC	Class discussion Presentations.	Informal and ongoing. Response papers.
Students will demonstrate an understanding of the history of state interference with the exercise of usufructuary rights and the Ojibwe efforts to have them restored (History, Sovereignty, Law and Policy)	Loew and Thannum (2011) GLIFWC Satz (1991) Leary (2012) Leary (2013) Moving	Unlearning Indian Stereotypes	Informal and ongoing. Response papers.

	Beyond Argument		
Students will demonstrate an understanding of curriculum policy, both in Wisconsin and in the United States, and the role it has played and continues to play in shaping public understanding of Native people and issues (Law and Policy)	Leary (2009) Leary (2012) Leary (2013) AIS Program Info Packet Apple (2008) Carjuzaa, Jetty Munson, and Veltkamp (2010) Kelting-Gibson (2006) Rains (2003)	Class discussion Presentations.	Informal and ongoing. Response papers. Policy briefing package.
Students will be able to critically evaluate instructional material on Native people (History, Law and Policy, Indigenous Philosophy).	Full Circle Derman-Sparks (2013) Pewewardy Meyer Sanchez	Unlearning Indian Stereotypes Bias Is a Four Letter Word	Evaluation and Analysis Assignment
Students will demonstrate an understanding of Act 31 as codified in statute and rule, what it requires, and of whom (Law and Policy).	Leary (2012) Leary (2013) Masina'igan AIS Program Info Packet	Initial presentation and ongoing discussion.	Informal and ongoing. Response papers. Policy briefing package. Policy briefing.
Students will demonstrate the ability to analyze and communicate complex historical, legal, and policy issues orally and in writing.	Leary (2009) Bardach (2000)	Briefing practice.	Response papers. Policy briefing package. Policy briefing.

Assessment Innovation Piloted in 2014/15:

Culture Based Assessment Rubrics: In addition to the two standard methods of FNS assessment described above, Poupart created a new assessment measure in an attempt to create a culturally based assessment in FNS that can be used as a national model. This year, Poupart received a Teaching Scholar grant for Spring 2015 to develop a First Nations Studies culture based rubric (or tool) for assessing Act 31 student learning. The rubric was developed to assess education students' electronic artifacts and portfolios. The assessment rubric is grounded in the work of the late Dr. William Demmert, a leader in American Indian culture based assessment. Frequently when cultural diversity is included in higher education, broad based information is used to teach about difference. However, the culture based assessment model developed by Poupart goes beyond broad based instruction. For example, it is a broad stroke to speak of 'respect,' within First Nations communities, but it is specific to provide and demonstrate behaviors that show or mean respect in the tribal world. Thus, students that are assessed using cultural based model will articulate oral forms and practice skills and behaviors that emanate from the teachings of traditional tribal Elders and reflect intellectual concepts that comprise the tribal canon and will record this information electronically in their education electronic portfolio. The culture based assessment rubrics developed by Poupart will be used to evaluate education student learning (as mandated by Act 31) in First Nations Studies classes and fused education courses. Thus, culture based evaluation of education student electronic portfolios is a part of our overall effort to train teachers. The project will assess learner competency in the areas of Wisconsin First Nations history, culture, sovereignty, and contemporary status. This assessment approach allows us to gauge student growth over time. In 2015, Poupart developed a scoring measure for use in the assessment rubric. The scores will be used to help students self-assess their e-portfolios and accompanying artifacts. The use of multiple assessment measures will allow us to "paint" an accurate picture of student learning. The primary strength of this assessment is that it is grounded in indigenous research methodologies (Demmert 2005; Wilson 2009; LaFrance and Nichols, 2010; Smith 2012). The development of this assessment is further guided by principals established by the American Indian Higher Education Consortium (2008):

- Assesses based on traditional tribal world values and expressions.
- Evaluation incorporates broadly held western values while remaining responsive to local tribal traditions
- Uses practices and methods of evaluation that fit indigenous needs and conditions.
- Assessment meaning, practice and usefulness responds to the needs of First Nations communities
- Assessment respects and serves tribal goals of self-determination.
- Assessment is uses information to create strong viable tribal communities.

However, the project is original in that it assesses students' knowledge, skills, and dispositions using an indigenous based assessment tool (as developed by Poupart) that emanates from the tribal world. This is an important project given the paucity of culture based assessment measures in the fields of multicultural education and indigenous education. It is important to note that this project is only a portion of a much larger research project related to the scholarship of indigenous education. Upon completion of this project, Poupart will develop a similar culture based rubric for implementation in the First Nations Studies program to assess student learning in the FNS major. This is a necessary component of the assessment plan established by the First Nations Studies program. The rubric is evidence of the work in FNS to improve assessment and develop a national model for culture based assessment of student learning in indigenous education.

☐ *How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.*

The faculty in FNS heard our students report in the exit exams that there is redundancy in FNS 225 and 226. In response, faculty (Poupart, Brooks and Leary) are meeting during 2015 to review each FNS course as a group and discuss the scope and sequence of each course in the program. Changes to course curriculum (topics, readings, etc.) will be implemented for fall 2015. During these summer meetings, the FNS faculty will also continue meeting to discuss how to use FNS 391 Seminar as a capstone course to assess student learning and program outcomes. We will review Dr. Leary's course as the pilot and review the assessment data that he collected regarding the applied project.

In addition, in 2015/16, we plan to start implementing Poupart's assessment rubrics to further understand student learning in the program and redesign our program accordingly. This will offer us an additional method of program assessment.