

## Program: First Nations Studies

### Academic Program Assessment Plan (2017-2018)

1. Please review last year's assessment results (2016-2017) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

The FNS faculty took the results of the previous assessment into course planning in the Oneida Language Project. Forrest Brooks now teaches all sections of Oneida Language (levels one thru six). These courses now have more cultural knowledge intentionally embedded within the curriculum than in previous semesters. Here, the attempt is to provide a more holistic approach to teaching an Indigenous language. Further, the faculty took the results of the previous assessment into consideration when developing the Ed.D. program in First Nations Education. In the doctoral program, we aim to create more intentional and meaningful ways for students to interact with oral scholars and knowledge bearers in the tribal world.

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?

Yes. Language outcome #4 should be updated to reflect the changes made in the Oneida Language curriculum. Thus, Language #4 should read: "Students will engage in language acquisition in a tribal setting or holistic, Indigenous education setting." Similarly, Indigenous Philosophy and Intellectual Traditions # 2 should be updated to reflect the changes made in the Oneida Language curriculum. Thus, Indigenous Philosophy and #2 should read: Students will learn in a tribal community setting or holistic, Indigenous education setting."

- a. Please provide brief indications of the kinds of assessment (e.g. course exams, term papers, course projects, senior seminar, senior interview, etc.) that might be used to assess each outcome. (The purpose here is to see that your program has considered ways it might measure each outcome.)

FNS continues to use both summative and formative assessments across the program. These are varied and multiple assessment used for all of the outcomes. These include, oral and written exams, written research papers and policy briefings, group and individual student projects (written and oral), senior seminar, and senior exit interview.

Summative Assessment: FNS continues to provide summative assessments to evaluate student learning. For example, at the end of an instructional unit student learning is evaluated by comparing it to a standard or benchmark that is established in the course. One example, in FNS 225 and 226, students are given pretests to define their knowledge base at the beginning of the course.

Formative Assessment: FNS continues to conduct formative assessments to monitor student learning by providing ongoing feedback. This is done in the FNS senior exit interviews. This feedback is used to help FNS faculty improve their teaching and the FNS program overall. In addition, formative assessments are embedded within all FNS classes whereby students submit an assignment or discussion response. This process helps faculty identify problem areas where students may need additional assistance.

- b. Please compare your Learning Outcomes to the University's main learning objectives: interdisciplinary, problem-focused education; critical thinking; diversity; environmental sustainability; and engaged citizenship. (These objectives were identified in the MLLO Project, which may be found here: <http://www.uwgb.edu/MLLO/>.) Which programmatic outcomes match university mission outcomes?

**Diversity.** Diversity is at the core of First Nations Studies education. All of our program outcomes match the university mission outcome related to diversity.

**Sustainability.** Sustainability is a tribal world core concept/core value. This concept/value found in the following FNS outcome: • Students will demonstrate an understanding of First Nations values and their expression in a cultural context.

In addition, FNS understands sustainability to include cultural sustainability. Thus, sustainability from this perspective is at the core of the program and is identified in this outcome: • Students will understand the importance of language and cultural revitalization efforts.

3. Which outcome will you assess this year (2017-2018)?

#### **Laws and Policies**

1. Students will understand and explain the major formal (congressional acts, court cases) and informal policies that make up the body of First Nations law.
2. Students will provide a critical analysis of the major formal and informal policies in #1 above.
3. Students will understand the powers and limitations of contemporary tribal governments.
4. Students will use electronic and written materials in their examination of laws and policies.

4. Which technique will you use to assess this outcome?

The assessment of the Laws and Policies outcomes will take place in the course, FNS 393 First Nations Education Policy, offered in spring 2018. The techniques used in this class to assess outcomes are a formal research paper and a policy briefing (which includes the following: policy analysis paper, letter to policy maker, personal policy briefing notes, talking points in working with policy makers).

5. Which course or group of students will you assess on the outcome chosen above and when?

	Learning Outcome 1 Law and Policy	Learning Outcome 2 Law and Policy	Learning Outcome 3 Law and Policy	Learning Outcome 4 Law and Policy
FNS 393 Spring 2018	X	X	X	X