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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Native American and Indigenous Studies Discipline Assessment 5-Year Plan 2016-2021

Native American and Indigenous Studies Discipline

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Academic Program: Native American and Indigenous Studies

Academic Division: Interdisciplinary Studies

Program Contact:

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In the space below, list your Program Student Learning Outcomes (PSLOs):

1. Write and speak effectively.
2. Develop proficiency in core concepts of Native American and Indigenous Studies.
3. Acquire awareness of the complexities of tribal sovereignty
4. Apply interdisciplinary skills and approaches in the study of Indigenous peoples within local and global contexts
5. Locate, explore, and critically analyze texts relevant to Native American and Indigenous Studies

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
2016-17 1. Develop proficiency in core concepts of Native American Studies.	Faculty from Native American and Indigenous Studies will complete an anonymous survey that allows for evaluation of student knowledge relating to core concepts within our field of study, federal Indian policy, tribal sovereignty, and popular and literary representations of Indigenous peoples in the United States. The survey will include both multiple choice and open-ended essay questions, and it will be administered to students in NAIS 1101 (Introduction to Native American and Indigenous Studies) at the beginning and the end of the semester. Faculty from Native American and Indigenous studies will meet at the end of the semester to examine both sets of surveys in order to evaluate student progress over the course of the semester. Faculty will identify areas of strength and weakness within student academic growth. As upper level NAIS courses do not list NAIS 1101 as a prerequisite, faculty will pay special attention to varieties of background knowledge gained from prior coursework.			
2017-18 3. Acquire awareness of the complexities of tribal sovereignty	During the first and penultimate weeks of the spring semester, students in HIST 2252 (American Indians and the United States: A History) will write 2-3 page papers addressing the question "What is the most important thing you know about the relationship between the United States government and Native American peoples?" For both papers, students will be encouraged to incorporate as many primary sources as possible. During the final week of class, students will review both papers and write a brief reflection paper identifying how their knowledge of tribal sovereignty has changed over the course of the semester. Two faculty members from American Indian Studies will review these papers and evaluate growth in student knowledge of tribal sovereignty and federal Indian policy in the United States.			

<p>2018-19 4. Apply interdisciplinary skills and approaches in the study of Indigenous peoples within local and global contexts</p>	<p>Throughout the spring semester, students in HIST/NAIS 2252 (Comparative Indigenous History) and ENGL 3312 (World Indigenous Literature and Film) will apply theories of settler colonialism and indigenous ways of learning and knowing to multiple methodologies and disciplinary lenses, including history, literature, anthropology, and film. Students from both courses will write critical analyses of pieces of scholarship that utilize methodologies from at least two of the above disciplines. Faculty from Native American and Indigenous Studies will meet to review both the assignments and representative samplings of student papers to evaluate students' grasp of disciplinary and interdisciplinary approaches to the field.</p>	
<p>2019-20 2. Locate, explore, and critically analyze texts relevant to Native American and Indigenous Studies</p>	<p>Students in HIST/NAIS 3403 (American Indian Education: History and Representation) write 10-12 page research papers on topics of their choosing related to Indigenous education in the United States. As part of this assignment, students compile and annotate bibliographies that include at least ten primary sources and five secondary sources. Faculty from Native American and Indigenous Studies will meet to read these papers and evaluate students' ability to locate and analyze relevant texts (including literary, primary, and secondary sources). Evaluation of student papers will give special attention to how well students are able to work across disciplinary boundaries within their papers.</p>	
<p>2020-21 1. Write and speak effectively.</p>	<p>In a 3-5 page paper, students in ENGL 2411 will identify and critically analyze one literary or popular stereotype about Native peoples in the United States. Faculty will examine strengths and weaknesses of the writing and provide feedback to the students to help them improve as writers.</p>	

*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- a) Synthesis and advanced accomplishment across general and specialized studies, and through coand extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development