Program Learning Goals Annual Assessment Report

Department __American Indian Studies___  College __College of Ethnic Studies___________________________

Degree Program(s)___BA and Minor______________________________________________________________

Resources about writing measureable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals were met</td>
<td>Program learning goals are absent or incomplete</td>
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Every degree program offered by a department (minor, BA, BS, MA, MS) should have its own program learning goals. This report can focus on the learning goals for one program or present learning goals for multiple programs.

1. List your most recent program learning goals prior to any revisions.

Prior to the Fall 2017 American Indian Studies Faculty Retreat, the following were the Program Learning Goals of the American Indian Studies Major and Minor, which reflect faculty expertise:

In completing the Major and Minor program:

1) Students will understand the complex histories, politics, and social issues confronting Native peoples in the context of U.S. colonization, imperialism, and globalization. This understanding will include awareness of the diverse political strategies used by Native peoples to confront the historical legacies of dispossession, genocide, and social inequity and discrimination, including legal action for land restoration and cultural conservation/revitalization efforts.

2) Students will be informed on the uniqueness of Native epistemologies and their articulation in contemporary forms of cultural media, such as through literature and the creative arts.

3) Students will gain invaluable experiential knowledge through community service learning, as a way of connecting classroom education to career preparation and advisement.

4) Students will possess the necessary analytical, writing, and oral communication skills to prepare them for careers or graduate school in areas related to American Indian Studies.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

Three major goals guided the revision of our Program Learning Goals: one hundred percent faculty participation, area expertise contribution, and address of student needs in the twenty-first century. The rationale for one hundred percent faculty participation is to ensure that the department’s Program Learning Goals, like the AIS Mission Statement, center on the teaching philosophies of the American Indian Studies faculty. Although lecturer faculty are not included in this process, consolation with them – during Lecturer meetings and All AIS Faculty meeting - occurred each semester in tandem with discussion and revision processes to ensure consistency. This approach enabled the American Indian Studies faculty to review the teaching assignments of lecturer faculty for fit within the curriculum, suggest learning goals revisions based upon changes in their expertise, and revisit the extent to which lectures are enabled to showcase their expertise through the courses they teach. In a similar vein, tenured faculty were encouraged – during spring 2017, summer 2017, Fall 2017, and Spring 2018 - to rethink their areas of expertise, their salience in the Program Learning Goals, and new language for revision.

What informed this process was the collective realization that our Program Learning Goals had not been revised since the reinstatement of the American Indian Studies major (i.e., BA) in 2006. Between 2006 and 2018, the field of American Indian Studies and associated learning outcomes (i.e., cultural competence, etc.) have evolved academically and pedagogically, as has the teaching and research interests of the SF State AIS faculty in the areas of environmental sustainability, ethno-linguistics, history, music, gender, and sexuality. These changes have also expanded the job prospects for students beyond tribal, local, and national agencies working with American Indian, to include national environmental agencies, non-profit cultural centers, social media and tech companies largely located in urban environments and non- American Indian communities. To ensure consistency between the currently discussed Learning Goals, the revised department mission statement, and faculty practices, this revision was vital to the presenting an updated face of what students need to learn – and how faculty get students to learn – about American Indian Studies in the twenty-first century. Discussions have occurred during department meetings and our fall faculty retreat throughout the Fall 2017 – with trial implementation of the changes in Spring 2018 - semester with the generous support of the Student Success Within the Majors from the Office of Undergraduate Studies and Academic Planning. The following was the meeting schedule for Fall 2017:

**Schedule Fall 2017**

**Faculty Retreat: August 17, 2018 (1:00-4:00p.m.)**

September 8, 2017

September 22, 2017

October 27, 2017

December 8, 2017

The university Zoom resource was utilized by faculty unable to meet face-to-face and an iLearn forum for discussing the mission statement revisions was established to enable convenience for faculty contributions and collect spontaneous ideas and suggested revisions that occurred outside of meetings. The latter resource will continue to be used in the future to allow for ongoing attention to the American Indian Studies Program Learning Goals and associated curriculum concerns.
3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

As previously mentioned, what informed this process was the collective realization that our Program Learning Goals had not been revised since the reinstatement of the American Indian Studies major (i.e., BA) in 2006. Between 2006 and 2018, the field of American Indian Studies and associated learning outcomes (i.e., cultural competence, etc.) have evolved academically and pedagogically, as has the teaching and research interests of the SF State AIS faculty in the areas of environmental sustainability, ethno-linguistics, history, music, gender, and sexuality. These changes have also expanded the job prospects for students. American Indian Studies alumni – both majors and minors - have and can anticipate to secure employment in the following areas and fields: teaching; health care and social work; environmental and cultural rights organizations; tribal businesses and government; agricultural and pastoral enterprises; the traditional arts; ethnography and cultural programs; media and communications industries; museums and cultural centers; and, federal and state agencies like the Environmental Protection Agency, Bureau of Indian Affairs, Indian Health Services, Department of Labor, U.S. Department of Justice Civil Rights Division, Title IX Indian Education Program, and the National and State Park Services.

4. What are you new program learning goals?

An intensively collaborative and productive revision process lent to the following revised Program Learning Goals for the American Indians Studies Major and Minor, which reflect faculty expertise:

**American Indian Studies Learning Objectives**

*(Note: These can also be found on the AIS website https://sfsuais.sfsu.edu/content/program-scope):*

In completing the Major and Minor program *(Note: Minors obtain a basic knowledge.):*

1. Students will understand the complex histories, politics, and social issues confronting Native peoples in the context of U.S. colonization, imperialism, and globalization. This understanding will include awareness of the diverse political strategies used by Native peoples to confront the historical legacies of dispossession, genocide, and social inequity and discrimination, including legal action for land restoration and cultural conservation/revitalization efforts.

2. Students will compare and contrast the uniqueness of Native epistemologies and their articulation in contemporary forms of cultural media, such as through literature and the creative arts.

3. Students will gain invaluable experiential knowledge through community service learning, as a way of connecting classroom education to career preparation and advisement.

4. Students will develop the necessary analytical, oral communication, information literacy, and writing skills to prepare them for careers or graduate school in areas related to American Indian Studies.

Give that this year you have revised your program learning goals, the next step would be to either plan how you would assess program learning goals by completing a curriculum map or to assess one of your program learning goals in the 2018-19 academic year.

Note: During our Fall 2018 Retreat, the American Indian Studies faculty will consider next steps. Current interests lie in the assessment of the following learning goal:
1) Students will understand the complex histories, politics, and social issues confronting Native peoples in the context of U.S. colonization, imperialism, and globalization. This understanding will include awareness of the diverse political strategies used by Native peoples to confront the historical legacies of dispossession, genocide, and social inequity and discrimination, including legal action for land restoration and cultural conservation/revitalization efforts;