The primary purpose of programmatic assessment is to define a program's learning objectives, collect and analyze evidence to determine the extent to which these objectives are being met, and use the results for program improvement. Below is a format for faculty to use to describe their assessment endeavors and link them to program improvement. [See the reverse side for definitions and additional information.]

I. PROGRAM

II. PROGRAM MISSION

III. PROGRAM GOALS

IV. ASSESSING STUDENT ATTAINMENT OF LEARNING OBJECTIVES
   List each learning objective and its related goal statement(s). For each learning objective, identify:
   
   a. the competencies students will possess upon achievement of the objective.
   b. where in the curriculum the objective is addressed.
   c. the assessment method(s) used to determine whether the objective was attained [including how, when, and by whom attainment of the objective was measured].
   d. the criteria for success [i.e., what levels of achievement are considered acceptable for students in the program].
   e. the results of the assessment, [i.e., what was learned about how well the program is achieving its objectives].

V. OTHER ASSESSMENT ACTIVITIES AND THEIR RESULTS
   [e.g., using measures such as surveys, interviews, focus groups to assess attitudes, perceptions, satisfaction, etc.]

VI. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT
   Indicate how assessment results in specific areas are being used for program improvement.

Report Completed by: ____________________________ Date: ____________________________

Department Chair: ____________________________ Date: ____________________________

* It would be advisable in an initial assessment endeavor to limit the number of learning objectives to no more than two to three.
student with no background in ethnic studies is urged to meet with a faculty member to discuss his or her particular needs.

ASSESSING STUDENT ATTAINMENT OF LEARNING

- Analyze the historical and contemporary social, cultural, economic, and political issues that confront American Indian people as they enter the 21st century.
- Describe the historical foundations of tribal sovereignty and meaning and impact of sovereignty on political, economic, and social structures of tribes and the nation at large.
- Identify and discuss the concepts of culture, change, diversity, and continuity that span tribal differences as they have been manifested through time and recognize their importance on contemporary life and decisions for the future.
- Analyze the major attributes of a variety of Indian beliefs, values, and spiritual and religious traditions through time and identify how they affect current thinking and behavior of American Indian people and communities.
- Describe the ways in which Indian American Indian history and cultural values are expressed through literature, music, visual arts and oral traditions.
- Identify significant issues, which confront American Indian tribes and people, within both reservations and urban settings, and analyze their historic context as well as describe ways in which they are addressed today.

Curriculum for the AIS Minor

THE MINOR IN AMERICAN INDIAN STUDIES

1. Basic Core Courses .....................15 units
2. Electives in American Indian Studies.........9 units
   Total...................................24 units

1. Basic Core Courses

   AIS 162 American Indian Oral Literature (3)
   AIS 310 American Indian Religion and Philosophy (3)
   AIS 400 American Indian Education (3)
   AIS 450 Traditional Science of Indian America (3)
   AIS 530 American Indian Psychology (3)

   TOTAL: .................................................15 units

2. Electives in American Indian Studies

   Students may select three of the following courses in American Indian
   Traditional Art

   AIS 220 American Indian Art (3)
AIS 225 American Indian Music (3)
AIS 360 Modern American Indian Authors (3)
AIS 560 Modern Creative and Performing Arts (3)

TOTAL: ..................................................9 units

GENERAL EDUCATION
Segment I: Basic Subjects

Written Communications (3 units required)
AIS 214 (3 units)
Critical Thinking
AIS 110 or ETHS 110 (3 units required)

Segment II: Arts & Science Core

BEHAVIORAL & SOCIAL SCIENCES AREA
Category C: History, Cross-Cultural and Global Contracts
AIS 150 American Indian History in the United States (3 units) AERM

HUMANITIES & CREATIVE ARTS AREA
Category A: Masterworks in Humanities & Creative Arts
AIS 162 American Indian Oral Literature (3 units) AERM

Category C: Historical/Social/Ethnic Contexts
AIS 230 American Indian Life Styles (3 units) LLD, AERM

Category D: Active Creative Participation
AIS 220 American Indian Music (3 units)
AIS 225 American Indian Art (3 units)

Segment III: Relationship to Knowledge

CLUSTER: Third World Women in the US.
Special Requirement: Take any 2 or 3 courses.

AIS 420 American Indian Women (3 units) CED

CLUSTER: Religious Studies
AIS 310 American Indian Religion and Philosophy (3 units) CED

US History Requirement
AIS 460 Power & Politics in American Indian History
US Government Requirement
AIS 205 American Indians - U S. Laws (3 units)
Written English Requirement
AIS 214 (3 units)

**CRITERIA FOR ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Student Outcomes</th>
<th>Criteria*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writing Proficiency Exam</td>
<td>a. 1-6</td>
<td>a. 70+</td>
</tr>
<tr>
<td>b. Book Review</td>
<td>b. 1-6</td>
<td>b. 70+</td>
</tr>
<tr>
<td>c. Essays or Thinks Pieces</td>
<td>c. 1-4, 6</td>
<td>c. 70+</td>
</tr>
<tr>
<td>d. Research Paper</td>
<td>d. 1-6</td>
<td>d. 70+</td>
</tr>
<tr>
<td>e. Quizzes</td>
<td>e. 1-6</td>
<td>e. 70+</td>
</tr>
<tr>
<td>f. Oral Interviews</td>
<td>f. 3-6</td>
<td>f. 70+</td>
</tr>
<tr>
<td>g. Journals</td>
<td>g. 1-6</td>
<td>g. 70%</td>
</tr>
</tbody>
</table>

*Definitions of Criteria for Assessment*

a. Writing Proficiency Exam

Shows ability to write about most common topics with some precision and in some detail. Can write about concrete topics relating to American Indians.

b. Book Reviews

To expose students to other voices and perspectives on what it means to be American Indian, students will review one of several American Indian autobiographies (list will be distributed in class)

c. Essays or Think Pieces

Students will be responsible for writing think pieces to show that they can critically analyze the material being discussed and read in class. Students will decide on the focus or purpose of the readings and briefly state this focus; b) What question(s) is/are being addressed in the readings?; c) What is the theoretical argument that is presented?; In other words, what are the central concepts discussed and what is the logic that is being used to link these concepts to each other; d) What methods are being used to answer the central question(s)?; e) Finally, what assumptions about people, power, politics are being made either explicitly or implicitly?; f) In
MISSION STATEMENT

The Minor in American Indian Studies will provide students with a critical and analytical approach to the study of native North American Indians, historically and contemporarily. Through its course offerings, students will gain an academic and philosophical understanding of and appreciation for the great diversity of native North American peoples and tribes, and of the unique relationship between Indian tribes and the federal government. Through solid course work, the goal of the American Indian Studies Minor is to provide students with a critical, holistic, and community-centered background for graduate studies, teaching, and careers in a variety of professions and disciplines.

PROGRAM GOALS

The general goals of the American Indian Studies program are: to provide needed academic services to American Indian communities on a local, regional, national and international basis; to continue training and education of the American Indian in the academic scholastic realms and the traditional realms of life; to educate the student in scholastic interpretation and training through the cultural lenses of the traditional American Indian tribal perspectives; to build a substantive academic base from which the historical, anthropological, and sociological experience of the United States American Indian populations can be viewed. These goals are met by a multifaceted system of coursework, research and community service. Students can participate in local history projects, school district tutorial work, community aid service and social service. The American Indian Studies program expects considerable evolution in its offerings and services as it evolves to promote positive social change in the larger society. Within the courses offered by the program, a student will experience various histories, ancient art forms and music styles through special lectures, individual instruction and group participation. It is hoped that at least a glimpse of who the peoples are will be obtained by the student, thereby creating a better understanding of the American Indian. This minor allows students to explore a variety of ways in which the knowledge acquired in the program can enable them, as Indian and non-Indian individuals, to create a world in which respect is accorded to differing beliefs, values, traditions, and lifeways.

Teacher Preparation: Credential Requirements

Students preparing themselves for a primary or secondary teaching credential should be aware that they are required to take courses that deal with American minority groups as dictated by the California State Education Code, Article 3.3. While a number of courses offered in the School of Ethnic Studies have been approved to satisfy this requirement, a
your opinion are these assumptions realistic?

d. Research Paper

The paper/project will consist of the following areas: (1) history of the policy and review of the law, issue, act or policy; (2) Pros and Cons of the policy; (3) impact of the policy/law on a specific Native American community; (4) Ramifications of this policy/law over Indian country; (5) Current and anticipated future status of the policy.

e. Quizzes

Impromptu in-class test to measure progress with course content and readings and lectures.

f. Oral Interviews

Students will be responsible for interviewing an American Indian person.

g. Journals

These responses should function as weekly exercises, as part of a regular practice in which students clarify their thoughts and prepare for class discussions by posing questions, probing particularly difficult or inspiring readings.

ASSESSMENT METHOD 1: Assessment Instrument I

1. assessment instrument
   a. Assessment of American Indian Studies Minor Skills
   b. Preferably, the test will be administered at the beginning of the semester to provide data on the level of preparedness of the students for the AIS Minor (Note: however, the test may be initially administered at the end of the semester to implement it in Spring 1999).
   c. Instructors will submit completed answer forms by the end of the semester to the department, which will tabulate and file the results and originals in the department files.

2. criteria for success and results of assessment
   a. Basic knowledge areas (learning objectives 1 through 6) – rates of correct response can be tabulated for each AIS Minor student and averaged over all the student Minors in a semester to measure successful mastery of basic knowledge about American Americans.

ASSESSMENT METHOD 2: Assessment Instrument II

2. assessment instrument
a. Chair Exit Poll:

Graduating major students will be interviewed by the Chair of department with the aim of obtaining their assessment of the AIS Minor program. Interviews should cover at least the following: level of student's satisfaction with the AIS Minor program overall and their view of strengths and weaknesses of specific aspects of the program, including individual courses.

b. The Chair should provide a brief written memo for the department files of his/her impressions from each interview (for later use by program review committee).

b. results of the assessment

This assessment method lends itself to use for the limited purpose of identifying possible problems and weaknesses (or strengths) in the AIS Minor program.

USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

A. Program review process: Chair or department may call for a review of the minor program by HRTP Committee or other ad hoc committee, using accumulated assessment data to evaluate whether learning objectives of the program are being achieved. The chair or department can make recommendations for improvements.

B. The chair may use the above-mentioned assessment tools to make recommendations to the program review committee regarding areas deserving special attention.
Assessment of American Indian Studies Minor Skills
Input from Student Participants about the Process

Name: _______________________________  Expected Graduation Date: ____________

Major: ___________________  Estimated GPA: ___________  Major GPA: ___________

Career Goals: ________________________________________________________________

DIRECTIONS: Please give input to help us revise our assessment process for future use. Questions 1-6 ask about your preparation in American Indian Studies; the remaining questions ask about the assessment process itself.

PART ONE: Tell us about the opportunities you have had to learn the following:

1. Analyze the historical and contemporary social, cultural, economic, and political issues that confront American Indian people as they enter the 21st century.

2. Identify and discuss the concepts of culture, change, diversity, and continuity that span tribal differences as they have been manifested through time and recognize their importance on contemporary life and decisions for the future.

3. Analyze the major attributes of a variety of Indian beliefs, values, and spiritual and religious traditions through time and identify how they affect current thinking and behavior of American Indian people and communities.

4. Compare traditional Euro-American world views and American Indian world views and discuss how the dissonance shaped the past and continues to influence the present and the future.

5. Describe the ways in which Indian American Indian history and cultural values are expressed through literature, music, visual arts and oral traditions.

6. Identify significant issues which confront American Indian tribes and people, within both reservations and urban settings, and analyze their historic context as well as describe ways in which they are addressed today.
PART TWO

1. Please share your thoughts as to how American Indian Studies could better prepare you in American Indian Studies.

PART THREE

1. Do you think this assessment in your senior year is a fair examination of your American Indian Studies skills? Why? Or why not?