MISSION STATEMENT

The Native American Studies Department at the University of Montana builds its curriculum on the foundation of three interrelated principles: sovereignty, indigeneity, and community well-being. In so doing, we pay close attention to the continuing role of traditional value systems, the impacts of colonization, and the efforts toward decolonization within tribal communities. We define sovereignty broadly as one of the rights of all indigenous peoples, including both the political-legal foundations as provided in U.S. law and policy and self-determination more generally. Indigeneity underlies the unique holistic relationship that Native American communities have to the land and to the environment. In addition, our degree program not only intends to advance the well-being of our individual students, both Native and non-Native, but also to enhance the well-being of Indigenous communities across Montana, the United States and globally, by providing necessary and relevant education about those communities as well as the skills and knowledge for those working within those communities to do so effectively. Our curriculum and the foundations of faculty research are broadly cross-disciplinary with these principles at their base.

DEPARTMENT ALIGNMENT WITH STRATEGIC OPPORTUNITIES

After listing each departmental objective, indicate which of the five strategic opportunities (from UM’s Strategic Vision) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that

1. To teach both Native and non-Native students about the importance of Native American arts, culture, contemporary issues, ecology, history, language, law, literature, social structures and social practices

Aligns with strategic goals: 3) Partner with Place 4) Reinvent the Heart of the Curriculum 5) Foster Knowledge Creation and Innovation

We offer a variety of courses that are designed to help our students serve tribal communities, pursue graduate and professional degrees in a variety of fields, and achieve their goals in a rapidly changing world. NAS courses, including our numerous general education offerings, consistently rate well in student evaluations. Of these courses, our introduction to Native American Studies, oral/written traditions, ecological perspectives, and religion/philosophy offerings consistently fill multiple sections each year. Hundreds of UM students each year fulfill their General Education requirements through NAS courses. All of our classes stress the importance of understanding diverse cultural practices and perspectives and most of them are interdisciplinary in nature. In our department, faculty members trained in history, anthropology, and literature collaborate to design and maintain this interdisciplinary curriculum. We all teach some classes that extend into disciplinary fields other than those in which we are formally trained, stretching our knowledge bases and helping us demonstrate to students the importance of combining the methodologies.

2. To provide quality academic advising to Native American students on campus and Native American Studies majors and minors

Aligns with strategic goal 1) Engage Students Where They Are
Our NAS Adviser/Program Coordinators have worked with other UM advisers, faculty members, and support staff to serve our majors, minors, and a large number of Native American non-majors. They have kept in close contact with these students from their first year through to graduation, and sometimes beyond. Our staff members and faculty, working collectively have provided moral support and sympathetic ears for students facing the difficulties of transitioning from home to our institution, and have planned social and cultural events that help students feel valued and welcome.

3. To be a resource for tribes, The University of Montana, and local community members for information and advice relative to Native American matters
Many of our faculty members, including adjunct faculty, serve in official advisory roles to Native American tribes. Faculty members have also worked with Native communities on language revitalization efforts, hosted Native film series for the Missoula community, and played important roles in a variety of national and international academic organizations. In these, and many other ways, we are dedicated to being accessible to the UM community, Native American communities, and the general public.

4. To participate in larger efforts to increase Native American student enrollment and retention and advance state efforts to implement Indian Education for All
Through collaboration with American Indian Student Services and our own advising and other activities described above, we work to recruit and retain Native students. Some of our faculty members work with local K-12 teachers as part of a collective effort to move forward our state’s Indian Education for All activities. Our faculty members have also served on UM’s ASCRC committee, created new course work, and otherwise been active in designing effective Native American–related curriculum on this campus. One NAS faculty hosted an NEH institute for high school teachers that was framed around IEFA principles, and it included seven teachers from Montana. A website from that endeavor remains and makes accessible information for teachers: www.indigenouslit.org.

**STUDENT LEARNING GOALS and MEASUREMENT TOOLS**
<table>
<thead>
<tr>
<th>Student Learning Goals</th>
<th>Assessment Exit Exam</th>
<th>University-Wide Program Level Writing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Critical Thinking Skills</strong>: Upon completion of a major in Native American Studies, the student will be able to analyze and synthesize diverse types of information. The student will also be able to evaluate documents within their historical and cultural contexts.</td>
<td>Assessed using long answer questions on the exit exam related to historical, philosophical, and cultural topics.</td>
<td></td>
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<tr>
<td><strong>2. Written Communication Skills</strong>: Upon completion of a major in Native American Studies, the student will be able to write papers of various length in which: 1) a clear thesis statement is made and supported with appropriate evidence 2) proper grammar and efficient style are employed 3) critical thinking skills are demonstrated throughout.</td>
<td>Assessed using long answer questions on the exit exam and internally within the NAS280: Research and Writing Methods course</td>
<td>Our writing courses also participate in the university-wide program-level writing assessment</td>
</tr>
<tr>
<td><strong>3. Primary and Secondary Research Skills</strong>: Upon completion of a major in Native American Studies, the student will be able to identify, locate, and properly cite a variety of research materials including: 1) books and academic journal articles, 2) oral interview subjects, 3) published government documents (e.g. Congressional materials, treaty documents, census reports, etc.), 4) archival materials. The student will also be able to incorporate these materials in written work, as described in learning goal #2.</td>
<td>Assessed using a short answer question about primary resources on the exit exam, as well as through internal assessment within NAS280 and 400-level classes.</td>
<td></td>
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<td><strong>4. Subject Knowledge</strong>: Upon completion of a major in Native American Studies, the student will have at least a basic knowledge of key facts/issues/concepts stressed in the required coursework. For example, the student should know and be able to discuss the significance of key federal Indian policies.</td>
<td>Assessed using both short answer and long answer questions on the exit exam. The survey portion of the exit assessment also asks students about content areas that most interest them and new courses they would like us to add. Their responses to that portion of the survey help us plan our course offerings.</td>
<td></td>
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RESULTS and MODIFICATIONS

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<tr>
<th>Learning Goal results</th>
<th>Modifications made to enhance learning</th>
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<tbody>
<tr>
<td><strong>1. Critical Thinking Skills:</strong>&lt;br&gt;With such a small sample size, it is difficult to apply&lt;br&gt;findings on this year’s exit exam to the major as a whole. The answers to questions ten and, to a lesser&lt;br&gt;degree, nine are satisfactory, but answers to questions eleven and twelve are disappointing.</td>
<td>For the most part, we are very satisfied with how insightful and thoughtful our majors are in class discussions. Reductions to our faculty and the resulting loss of courses and sections have, however, limited our students’ ability to perform well on portions of this exit exam. We hope to address these problems both by adjusting the exam to better reflect our current offerings and adding more sections of the core NAS235 and NAS304 classes, which will be possible thanks to the pending replacement of a recently vacated tenure line.</td>
</tr>
<tr>
<td><strong>2. Written Communication Skills:</strong>&lt;br&gt;Student final papers (submitted as revised second drafts) from NASX280 indicate that majors vary dramatically in this category of evaluation. For the most part, those who completed the exit exam communicated their thoughts clearly, but one student struggled with spelling.</td>
<td>We continue to work closely with our students on developing their writing skills, particularly in NAS235 and NAS280. We also encourage them to work with the writing center as much as possible.</td>
</tr>
<tr>
<td><strong>3. Primary and Secondary Research Skills:</strong>&lt;br&gt;Judging from students’ final papers in NASX280, we are pleased to see that our students are able to identify and effectively use a variety of primary and secondary source materials. In our latest exit exam, every one of our graduating seniors was able to define and identity appropriate primary source material.</td>
<td>We have been pleased with results in this area and have not made any major adjustments since our previous assessment report.</td>
</tr>
<tr>
<td><strong>4. Subject Knowledge:</strong>&lt;br&gt;We are pleased with how well students performed on the policy and history components of the exit exam compared to previous years (especially questions one, four, five, and seven). With the exception of question twelve, they also performed well on questions related to religion and primary resource materials. Their answers on the rest of the exam range from fair to poor. None were able to answer question eleven.</td>
<td>These results are not surprising. We have not been able to offer as many sections of the Ecological Perspectives or literature courses this past year, and so our students are not all prepared to answer the related questions. As noted above, we will address these problems both by adjusting the next exit exam and adding new sections of some of these classes. The better than usual performance on the history questions may reflect the fact that we have not been offering the third course in the upper-division sequence (NAS466 focusing on the twentieth century) and so our students have consistently taken the other two (NAS464 and 465).</td>
</tr>
</tbody>
</table>

FUTURE PLANS FOR CONTINUED ASSESSMENT

This was our last cycle using the old version of our Exit Assessment Exam for the major. We have lost three key faculty members to retirements or voluntary transfers to other institutions and so recognize that segments of the exam are now antiquated. We are in the process of creating a new version of the exam for this coming year. In addition to these updates, we plan to add a tear-off page asking our graduating seniors to grant us permission (if they so choose) to send them a follow-up survey after a year, and provide us contact information. The survey will ask them how well our major has prepared them for their academic or professional careers; ask for testimonials we could share with our current students and in our recruiting efforts; and ask for their further suggestions about improving our curriculum and services.
APPENDICIES
1. 2017-18 Assessment Exit Exam and Survey
NAS Graduate Assessment Exit Exam and Survey—2017/18

Directions: Thank you for completing this exit exam/survey! It has no effect on your status as a student or graduate of NAS. This survey is meant to help the NAS faculty and staff get a better sense of how well we are preparing and serving our majors. Please do not put your name or any other identifying information on the exam or survey. Please try to answer each question as fully and as honestly as you can. If you do not know an answer, please skip it and continue with the exam.

Note: We had a smaller than usual number of students graduating this past year and, as a result, only four were eligible to take this exam/survey. One of the four was a NAS minor rather than a major. The correct answers to the multiple choice questions are shown in bold print and the number of students selecting each option are shown in the column to the right. Students’ answers to the fill-in-the-blank questions are represented here exactly as they are written (including misspellings).

1) Which one of the following acts deals with repatriation of human remains and cultural artifacts?
   a) AIRFA
   b) NAGPRA 4
   c) ICWA
   d) CERT

2) Which of the following is a term of spiritual significance to the Lakota?
   a) Wakan 3
   b) Hozho 1
   c) Konerko
   d) Manitou

3) Which of the following is a term of spiritual significance to the Anishinaabe/Algonquian tribal groups?
   a) Wakan
   b) Hozho
   c) Konerko
   d) Manitou 4

4) During which period did John Collier serve as Indian Commissioner?
   a) 1876 to 1890
   b) 1887 to 1898
   c) 1933 to 1945 4
   d) 1952 to 1958
   e) 1962 to 1970

5) List four European countries that colonized Native North America.
6) List the U.S. Federal Indian Policy eras in order from the earliest to most recent and provide approximate dates?

- Removal; Treaty-1877; Allotment-1877-1950s; Termination 50s-70s; Self-determination 70s-now
- Treaties; Removal 1800s-1820s; Reservation 1820s-1890s; Allotment 1890s-1930s; Termination 1930s-1950s; Self-Determination 1950s-Present
- Expansion Era 1492-1840s; Reservation Era 1840s-1900; Assimilation (Bd. Schools, Allotment) 1860s-1930s; Indian New Deal 1930s-1940s; Termination 1950s; Self-Determination 1960s to present

7) Identify three pan-Indian (multi-tribal) uprisings against European colonial rule and provide approximate dates?

- Ghost Dance mid-late 1800s; Tecumseh 1812-14; Pontiac’s War mid-1700s
- Pontiac’s Rebellion late 1700s; Tecumseh and Tenskwatawa early 1800s; King Philip’s War mid-1700s
- Pueblo Revolt 1680; Tecumseh’s War early 1800s, Red Cloud’s War mid 1860s-1880s; AIM Late 1960s-early 1980s, Confederation of American Indian Nations, Trail of Broken Treaties
- 60-70s AIM; 68 Alcatraz; Tecumseh

8) List three different types of primary source documents.

- newspaper; oral history; pictograph
- diary; census; newspaper
- government records; diaries; letters and correspondence
- journal; treaty; census

9) What is the Native American Church (answer in no more than four sentences)?

- The NAC is a syncretic religion. It came about in the 20th century. It is famous for its use of Peyote. It uses Christian and traditional methods in religious ways
- It is the late 1800s’ response in the Southwest to colonization and the need for revitalization. It included traditional beliefs and the seeking of visions, induced by the “new” use of peyote. It spread to other tribal communities as a way of promoting cultural identity.
- A pan-Indian movement created to protect and hide traditional religion. But quickly spread through US creating a pan-Indian religion.

10) What is the relationship between Native culture, people, and the landscape (answer in no more than four sentences)?

- It is a reciprocal relationship. All things are in a sort of balance.
- The land is central to Native culture and religion. It is the land given by creator. Culture, religion, the people, and the land are interwoven.
Native culture, people and landscape are intricately tied together in the Native worldview. Each is inter-dependent on the other. The landscape, i.e. Mother Nature, traditionally was “the university of life” where tribal communities accessed all the gifts of the Creator: food, shelter, clothing, and spiritual significance. Each individual tribe has a Beliefs system that has adapted and formed according to its specific landscape.

11) Define land tenure as explained in NAS 303 Ecological Perspectives in Native American Traditions.

-Took class. Don’t know
-Haven’t taken that class yet.
-?
-People have an ethical duty to the land which creates and keep a reciprocal balance.

12) Define the concept “distributed power” as related to Native American philosophy and oral literatures.

-It relates to political power within tribal units as being democratic and balances
-?
-Distributed power is duties and responsibilities among tribal members/family

13) What are five forms of oral literacy practice in Native American communities?

-Storytelling, art, film
-Oral history, i.e. tribal history and events; genealogy-history of families and kinship ties; creation stories; traditional environmental knowledge; worldviews, i.e. spiritual beliefs
-Storytelling, art, drawing, beading, speaking

14) When did the Native American Literary Renaissance begin? List three Native American writers from this period.

-The 70s, Deloria, Deloria and Darcy
-1950s-1970s, Vine Deloria, Sherman Alexie, Louise Erdrich
-D.N.A.
-1950s-70s, Vine Deloria, Louis Erdrick, Sherman Alexie

15) Identify an important historical novel by a Native American author that was published prior to the Native American Literary Renaissance.

-Left blank
-Charles Eastman
-?
-Angie Debo
16) List the Montana reservations, the tribes living on each and the name of the non-recognized tribe in Montana.

-Flathead, Blackfeet, Little Shell (non-recognized), Crow, Northern Cheyenne, Fort Peck, Rocky Boy, Fort Belknap
-Rocky Boys-Chippewa Cree; Flathead-Salish, Kootenai; Fort Peck-Gros Ventre, Assiniboine; Northern Cheyenne-Cheyenne; Blackfeet-Blackfeet; Crow-Crow; Little Shell-Chippewa (non-recognized); Fort Belknap-Assiniboine, Cree
-Flathead-Salish, Kootenai, and Pend O’reille; Crow-Crow; Lame Deer-Cheyenne; Ft. Peck-Assiniboine, Sioux; Ft. Belknap-Gros Ventre, Assiniboine; Blackfeet-Blackfeet; Rocky Boy-Chippewa Cree; Little Shell-Chippewa, Metis (non recognized)
-Blackfeet-Browning; Salish, Kootenai, OPondre-Flathead; Chippewa Cree-Rocky Boy; Gros Ventre, Assiniboine-Belknap; Assiniboine, Sioux-Fort Peck; Northern Cheyenne; Crow; unrecognized-Little Shell-Chippewa

(Turn Page to Continue to with Survey)
Survey Portion:

Major Requirements:
1. Did you have difficulty getting into any required NAS course(s)?
   - Yes         - No
   If so, which one(s)?

-Yes, Oral and Written Traditions
-Yes, Ecological Perspectives because its not being taught anymore; Native American Beliefs and Philosophies because it has a waitlist.
-Yes, Native American Cinema/Film
-No

2. What additional course topics would you like to see NAS offer?

-One that focuses on traditional living spaces and architecture
-leave blank
-Native American Art and Native American Literature at graduate level
-Art, beading, more languages

3. What would you change, if anything, about the course requirements needed to complete a NAS major?

-Have all required courses offered every semester
-leave blank
-They should include a course on Indian Activism of the 1960’s to today
-Up faculty and staff. More Native proffessors should be teaching Native topics

4. Why did you choose NAS as your major?

-Its my major
-leave blank
-It’s been my whole life
-Its relevant and important for me to make change in my native communities

5. On a scale of 1 to 5 (5 being the highest and 1 being the lowest rating) please rate each of the following categories:
   a) value of average NAS course content:
      5 4 3 2 1
      Avg: 4.25
   b) amount of effort required to succeed in the average NAS course:
      5 4 3 2 1
      Avg: 4.25
   c) amount of effort required to succeed in your average non-NAS course
      5 4 3 2 1
      Avg: 4
   d) variety of NAS course selection:
      5 4 3 2 1
      Avg: 2.75
   e) number of sections offered for required NAS courses:
      5 4 3 2 1
      Avg: 2.25

Declaring your Major:
6. What year were you when you declared NAS as your major?
   Freshman  Sophomore  Junior  Senior

   No answer: 2
   Junior: 1
   Sophomore: 1

7. Did you switch majors while at UM?  Yes  No
   If so, in what field(s) did you originally major?

   -No
   -No, Added NAS to History
   -No
   -Yes, Bussiness
8. Did you transfer to from another College or University?  Yes  No
   If so, which institution?
   -No
   -Yes, Madison Area Technical College
   -No
   -Yes, Salish Kootenai

9. Please rate from 1 to 5 (with 5 being the best rating and 1 being the lowest rating) the transferability of your NAS classes from that institution to NAS at UM:
   5  4  3  2  1
   -Two N/A
   -5
   -3, I had advisory help to make sure my credits would transfer to UM system

10. How many semesters did it take you to complete your bachelors degree?
    -8
    -5 at MATC, 5 at UM
    -N/A
    -8 semesters

Future Goals:
11. What are your future professional and/or academic goals?
    -A Masters in Library Science
    -I would like to get a Masters and a Ph.D.
    -Writing NAS curriculum; working with tribes, etc.
    -Law school and tribal politics

12. How well do you feel NAS prepared you to meet your career goals?
    -Well
    -left blank
    -Good, generally speaking
    -We will see but I think I well preped for the next level at education, whatever that is

Student Experience:
13. What was the greatest obstacle you faced in completing your degree?
    -Deciding my major
    -left blank
No available NAS adviser that can direct students to careers/opportunities with an NAS degree
taking 18 credits my last semester

14. How were you able to overcome that obstacle?
-I took a variety of classes
-left blank
-Didn’t. Had to find some answers from other depts. Was never a specific answer.
-Determination and Persistence

15. What was your greatest success?
-left blank
-4.0 in NAS
-Completing all my courses with an “A”
-graduation

Department Services:

16. During an average semester, how many times did you seek assistance from (please circle one): note: the number listing each entry is shown in the space below

<table>
<thead>
<tr>
<th>Service</th>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-8 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) NAS Professors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Other Professors at UM:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c) NAS Advisor:</td>
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<tr>
<td>d) Am. Indian Student Services:</td>
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<td></td>
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<tr>
<td>e) Other student services:</td>
<td></td>
<td></td>
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</tbody>
</table>

Career Services: Never 1-2 times 3-5 times 6-8 times

Writing Center: Never 1-2 times 3-5 times 6-8 times

TRiO SSS: Never 1-2 times 3-5 times 6-8 times
17. Rank the following services in order from 1 to 5 according to how helpful they were (with 1 being the service you found most helpful). If you never utilized one or more of these services, please note.

a) NAC computer lab _____ 4; never; 2
b) NAS copy machine _____ 5; never; 5

c) NAC telephone _____ 0; never; 0

d) NAC Fax _____ 0; never; 5

e) NAC student lounge and NAS office coffee/tea/water services _____ 4; never; 0

18. Rate from 1 to 5 (with 5 being the best rating—i.e. very available) the following faculty/staff in terms of their availability when you needed assistance:

a) NAS Professors: avg. 4.75

b) NAS Advisor: avg. 3.75 (reflecting three 5 ratings and one zero)

c) NAS Office Personnel: avg. 4.5

19. Rate from 1 to 5 (with 5 being the best rating and 1 being the lowest rating) the following faculty/staff in terms of the quality of service they provided to you:

a) NAS Professors: avg. 4.75

b) NAS Advisor: avg. 3.5 (including one zero rating)

c) NAS Office Personnel: avg. 4.75

20. What do you feel are the strengths of the NAS department?

- Its faculty and its building
- Really caring professors
- Its sense of community, the building
- Faculty and staff, having Native professors, having Native students

21. How could NAS improve our services?

- Bring in more faculty
-left blank
-Have classes offered not just each spring or each fall, but variate for ease of students to access all classes. Have an interdepartmental advisor. Have someone more knowledgeable about financial aid
-More Native professors, more Native students

Scholarships:
22. Did you apply for any of the Native American Student Scholarships? Please list the scholarship(s) you received?

-left blank
-no
-no
-Greeves

23. Were the NAS standards used for determining scholarship awards clearly stated? Were the standards fair? If not, please explain.
-three blank
-fair

Please share any additional comments you have about the NAS department?

-Thank you!
two blank
-My favorite place