



Department of Native American Studies 2022 Assessment Report

All areas shaded in gray are to be completed by the department/program.
This document will be posted online and must be [accessible electronically](#) (including appendices).

MISSION STATEMENT

Our degree program aims to advance undergraduate degree completion and the academic well-being of our individual students, both Native and non-Native. We seek to provide an educational opportunity to all students aimed at illuminating the lived experiences, languages, cultures, and histories of Indigenous communities across Montana, the United States, and globally, by providing necessary and relevant education about these communities. We prepare our students to work effectively within Indigenous communities by imparting necessary skill sets and knowledge foundations. Our curriculum and expertise of our faculty research are broadly cross-disciplinary with these principles at their base.

DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

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

Aligns with Priorities for Action 1) Place Student Success at the Center of All We Do; 2) Drive Excellence and Innovation in Teaching, Learning, and Research; 4) Partner with Place

We offer a variety of courses that are designed to help our students develop a knowledge base about Native American life, past and present. We seek to empower students to serve Indigenous communities and populations, 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 and in review of the course content. Of these courses, our Introduction to Native American Studies, Oral and Written traditions, and Beliefs and Philosophy offerings consistently fill multiple sections each year. 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 Anthropology, Environmental Studies, History, and Literature collaborate to design and maintain this interdisciplinary curriculum. All full-time faculty members 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 these disciplinary perspectives and methodologies.

2. To be a resource for Tribes, The University of Montana, and local community members for information and knowledge relative to Native American matters

Aligns with Priorities for Action 4) Partner with Place

In line with UM's stated objective to "listen to and learn from tribal communities to enhance educational and research partnerships" our faculty members serve in official advisory roles to Native American tribes and tribal colleges and

universities, work with Native communities on language revitalization efforts, and play important roles in a variety of national and international academic organizations. In these, and other ways, we are dedicated to being accessible to the UM community, Native American communities, and the general public. We also seek to present and represent UM well in regard to our overall goal of becoming a leader in Native American education. One of our exciting initiatives is the American Indian Governance and Policy Institute, which is directed by Dr. Heather Cahoon, one of our core faculty members, and incorporates our other tenured faculty members as affiliates/consultants. As is reported on UM's website, the institute will continue to "produce evidence-based information so that tribes can make informed decisions for a variety of governing decisions." The Elouise Cobell Land and Culture Institute has been dedicated to provide evidence-based learning and applied research using cutting-edge technologies essential to the future of Native American communities. UM students and researchers can leverage the Cobell Institute to be trained in land use; resource mapping; socioeconomic analysis; history; and cultural preservation related to Native American issues and those of rural and urban areas of the region. Dr. Fernando Sanchez, a faculty member in the NAS department, is the inaugural Director of the Cobell Institute.

In line with UM's stated objective to "protect and steward our environment," the NAS department offers education on tribal-nature relationships and exposes students with an overview of Native American traditional views and tribal uses of the natural environment that translate into management practices for conservation, sustainability, and ecological restoration in Indian Country. Given the kincentric and holistic nature of such ecological views, our environmental program discusses not only ecological relations but also how they interact with social relations, and the role played by humans in ecological systems from Indigenous perspectives. Interrelations between ecosystems and culture are also discussed, to reflect on the cultural footprint of landscapes and ecosystems and on the process leading to the generation of place-based knowledge.

3. To participate in statewide efforts to implement Indian Education for All

Aligns with Priorities for Action 4) Partner with Place

Over the past two years, some of our faculty members have continued working closely 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 and Faculty Senate, created new course work, and otherwise been active in designing effective Native American-related curriculum on this campus for the application of the IEFA principles at the higher education level. During this assessment cycle, Dr. Heather Cahoon has endeavored to reach a broader and more diverse student population by working with faculty in other departments to develop a graduate-level micro credential in Tribal Law, Policy, and Governance, as well as an undergraduate certificate through NAS in Tribal Government and Policy. Dr. Kathryn Shanley and other faculty members designed a Master's program in NAS that has been approved and is currently in development pending new faculty hires.

4. To expand and improve fully online offerings of some of our highest demand General Education courses.

Aligns with Priorities for Action 1) Place Student Success at the Center of All We Do; 2) Drive Excellence and Innovation in Teaching, Learning, and Research; 3) Embody the Principle of "Mission First, People Always"

In our previous assessment report we stated our intention to "continue improving our online course offerings with an emphasis on our lower-division, high-demand, general education courses." Although we have met this goal in terms of consistently offering and updating the fully-online NASX105: Introduction to Native American Studies course (which is our most highly demanded offering), recent faculty departures and additions have delayed our process of supplementing this class with fully-online versions of some of our other courses. Regarding NASX105, fully enrolled sections of this class have been offered every semester, as well as during the first summer sessions, since this course was first created in the Fall of 2020. Dr. Wade Davies has continued updating the course each term, including through the addition of new lecture units using the new Panopto platform. Plans to add our popular NASX304: Beliefs and Philosophy course to our list of online offerings were unfortunately disrupted by a recent faculty departure, but we

hope to reinitiate this process soon in alignment with a currently open job search for a tenure track assistant professor. We are committed to expanding online options as a supplement to, rather than a replacement for, in-person offerings, and have therefore prioritized hiring a new Assistant Professor in the coming year who will specialize in offering in-person sections of the NASX105 course to supplement the existing online version. We believe this flexibility is important given that many (or most) students prefer the in-person experience while others must balance academics with their work and parenting schedules. We also hope to better serve populations residing outside of Missoula, particularly on tribal lands throughout Montana.

5. To provide quality mentoring, advising, and support to Native American Studies majors and minors

Aligns with Priorities for Action 1) Place Student Success at the Center of All We Do

Our faculty members have worked together with UM advisors (particularly Jolie Scribner), staff in American Indian Student Services and TRIO, and other support staff to serve our majors by staying in close contact with these students from their first year to graduation, and in many cases beyond. Working collectively, we have provided support, campus resource referrals, and community resources 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. We offer support for and collaborate with Native American student clubs, who frequently host community events. NAS also oversees a campus-wide scholarship for Native American students. NAS Chair Dr. Annie Belcourt oversees the UM Foundation accounts associated with Native American student support efforts in NAS as well as campus-wide, and in doing so, meets with donors, participates in grant-writing and other development efforts, and work closely with student support entities and units across the campus, TCUs, and state and educational departments. As a public-facing department, people and students commonly seek help through NAS that we either provide ourselves or direct elsewhere, when appropriate. Via the Cobell Institute, the department facilitates IT infrastructure and training on interdisciplinary Native American Studies and offers its resources (the Land and Culture Laboratory, Planetarium, conference room, multimedia classroom) and training capacity to support learning initiatives across campus.

6. To maintain and expand our role as a public-facing unit:

Aligns with Priorities for Action 5) Proudly Tell the U of M Story

Native American Studies, situated in the Payne Family Native American Center at the center of campus, greets the visiting public and hosts conferences and events honoring Native American and Indigenous knowledge, heritage and cultures. In the past, we have hosted several Native Youth conferences, sponsored visiting lectures, and built vibrant collaborations with the Missoula community, especially the All Nations Health Center, through housing, supporting, and co-sponsoring events. We also showcase for visitors UM's work to build strong connections to and support for Native American students and communities. We serve as an expert resource, a guide to both Native student services on campus and to the public in need of information or help. The Planetarium, housed in the Cobell Institute, offers a regular outreach program in astronomy and cosmological storytelling in collaboration with the Department of Physics and tribal partners. Drs. Sanchez and Belcourt have recently collaborated with the Physics and Astronomy department to receive training to independently provide star stories at the planetarium to advance student opportunities for engagement with UM and the surrounding community.

STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

Student Learning Outcomes	Assessment Exit Exam	University-Wide Program Level Writing Assessment	In-Class Assessment Tools (Pre-Test/Post-Test and Other)
<p>1. Critical Thinking Skills: 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.</p> <p>Target: We expect at least 80% of our majors to demonstrate at least marginal proficiency (“C” level or higher) and at least 25% to demonstrate high proficiency (“A” level or higher) in this area judged by their performance on the exit exam and in-class assessments.</p>	<p>Assessed for graduating seniors through written questions on the exit exam related to historical, philosophical, and cultural topics.</p>		<p>Assessed among students at all year levels in individual courses through course papers and in-class essay questions, but this data is not exclusive of non-majors. For the purposes of assessing our majors, we rely here on NASX280: Research and Writing Methods, which enrolls only majors (with some exceptions).</p>
<p>2. Written Communication Skills: Upon completion of the major, 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, and 4) proper citations are provided.</p> <p>Target: We expect at least 80% of our majors to demonstrate at least marginal proficiency (“C” level or higher) and at least 25% to demonstrate high proficiency (“A” level or higher) in this area judged by their performance on the exit exam and in-class assessments.</p>	<p>Assessed through written questions on the exit exam.</p>	<p>Our writing courses also participate in the university-wide program-level writing assessment.</p>	<p>Assessed in our 280 course through Pre- and Post-Tests (only in terms of citation skills) as well as draft and final versions of a course research paper.</p>
<p>3. Primary and Secondary Research Skills: 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.), and 4) archival materials. The student will also be able to incorporate</p>	<p>Assessed through a short answer question about primary resources on the exit exam.</p>		<p>Assessed in our 280 course through Pre- and Post-Tests, as well as in-course papers in 280 and other classes.</p>

Student Learning Outcomes	Assessment Exit Exam	University-Wide Program Level Writing Assessment	In-Class Assessment Tools (Pre-Test/Post-Test and Other)
<p>these materials into their written work, as described in learning goal #2.</p> <p>Target: We expect at least 80% of our majors to demonstrate at least marginal proficiency (“C” level or higher) and at least 25% to demonstrate high proficiency (“A” level or higher) in this area judged by their performance on the exit exam and in-class assessments, including their source bibliographies and final papers in either NASX280 or in equivalent Native-themed research-based courses (e.g. HSTA463).</p>			
<p>4. Subject Knowledge: 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. More specifically, the student should know/identify and be able to discuss:</p> <ul style="list-style-type: none"> a) the sequence, methods, and effects of key U.S. federal (and European colonial) policies directed at Native Americans. b) the ecological knowledge, practices, and beliefs that have been acquired by Native American peoples over hundreds or thousands of years through direct contact with the environment. c) the reservations and Indigenous nations of Montana. d) key spiritual and philosophical concepts common to many Indigenous peoples, as well as specific concepts from the diverse groups featured in required coursework e) key organizations, statutes, and legislation related to tribal sovereignty <p>Target: We expect at least 80% of our majors to demonstrate at least marginal proficiency (“C” level or higher) and at least 25% to demonstrate high proficiency (“A” level or higher) in this area judged by their performance on the exit exam.</p>	<p>Assessed through written 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, which helps us plan offerings.</p>		

RESULTS and MODIFICATIONS

Student Learning Outcomes results	Modifications made to enhance learning
<p>1. Critical Thinking Skills: The large majority of our majors have demonstrated satisfactory analytical skills in their classwork, as demonstrated by the 45% who</p>	<p>We are pleased with outcomes for this goal but nevertheless continue to adjust our courses to continue engaging and challenging our students. After revising</p>

Student Learning Outcomes results	Modifications made to enhance learning
<p>scored within the marginal proficiency range and 39% in the high proficiency range on their final papers in the 280 Research Methods course. We are also very satisfied with how insightful and thoughtful our majors and minors are in class discussions, although this is a qualitative rather than quantitative assessment. Assessments of student outcomes for this goal in most of our classes (apart from 280 and 494) do not separate out majors from our other students, but the results are generally encouraging. Although we only had one respondent to our exit exam/survey over the past two years (see the discussion below), which is not statistically useful, we are pleased by this student's strong performance.</p>	<p>our exit exam and devising a more effective means for administering it to all of our majors, we hope to have more thorough and accurate assessment data moving forward.</p>
<p>2. Written Communication Skills: As stated above, the student papers in the 280 course attest to our majors' writing abilities at satisfactory levels or above. As indicated by the post-test assessments in the 280 course, more than 80% of the students can also properly identify when and how to cite sources in the CMS and MLA styles compared to approximately 25% who were able to do so on a pre-test. It is further encouraging that our student who submitted the exit exam and survey expressed herself well, although we realize this is of little utility in assessing our graduating majors as a group.</p>	<p>We continue to work closely with our students on developing their writing skills, particularly in NASX235 and NASX280. We also encourage them to work with the UM writing center as much as possible. In our previous report, we proposed adding a graduate-level NASX580 version of this NASX280 undergraduate course to "capitalize on progress made in these lower-division courses." Because our Master's program has yet to take shape, we only had one student enroll in an independent-study version of the graduate course in Fall 2021. In lieu of that course next year, one of our faculty members will begin teaching a 400-level UG advanced writing course in Native American research that will be offered through the History department but be open to NAS majors and graduate students pursuing interdisciplinary degrees related to NAS.</p>
<p>3. Primary and Secondary Research Skills: As has been the case in our previous reports, student performance on final papers in the 280 course indicates that a majority are able to identify and effectively use a variety of primary and secondary source materials. Pre-tests and post-tests, as well as standard quizzes in that course indicate that 78% of them demonstrate at least marginal proficiency (and 52% high proficiency) in locating secondary sources and 67% demonstrate at least marginal proficiency (and 31% high proficiency) in locating primary materials (e.g., archival collections, government publications, court cases, etc.). They performed somewhat better at incorporating these materials into their written work as noted above. The sole student who took the exit exam also answered the question correctly related to source materials.</p>	<p>We are generally pleased with outcomes for this goal despite the lagging percentage of students who performed well this cycle in locating primary sources. Results may have dipped slightly because we lacked opportunities this cycle to provide students with hands-on experiences in the UM Archives and Law Library because of the pandemic. The NASX280 research course had to be modified to serve in a hybrid format that placed greater emphasis on digitally-accessible resources. Adding the 400-level research course through History (but serving NAS, as described above) will allow NAS juniors and seniors seeking this option to further improve their research skills.</p>

Student Learning Outcomes results	Modifications made to enhance learning
<p>4. Subject Knowledge: Unfortunately, we did not receive sufficient participation from our graduating majors in the exit exam/survey this cycle (see the discussion below under “Future Plans for Continued Assessment”). Although the one student who responded performed well in all subject areas this is, of course, insufficient data for the purpose of assessing our graduates as a group.</p>	<p>*Please see the discussion below under “Future Plans for Continued Assessment.”</p>

FUTURE PLANS FOR CONTINUED ASSESSMENT

Our main priority is to revise the content of our exit exam/survey, as well as its means of delivery. Unfortunately, our assessment report for this cycle suffers in comparison to previous reports, both because of dramatic changes in the composition of our faculty (and therefore the relevancy of the exit exam questions relative to our available course offerings during this period) and because of the challenges associated with securing adequate responses to our exit exam/survey. For many years, we have administered this exam/survey to our seniors in-person during the last week of our capstone NASX494 course and have always received broad participation. During the first year of this cycle, our 494 instructor (who has since departed) attempted to administer it digitally, due to the pandemic, by requesting that the students submit their responses through email. Unfortunately, only one student completed this request. The second year, another faculty member took over teaching this same class and also attempted to administer it to the students through email. This was done on a volunteer basis after finals week had already begun, which proved ineffective. Therefore, moving forward, we are considering ways to better ensure student participation, through various incentive strategies, while delivering it in a fully online format that will be more reliably accessible to all our senior majors. Additionally, we aim to map questions in the exit survey to program learning objectives (which we will also revise) and to our department courses. Faculty departures and new additions also necessitates that we revise that exam to better reflect the resulting changes to our course offerings. We will also be revising our requirements for the major in the coming year (during the next ASCRC review). The appendices below include the current exit exam/survey as answered by the graduating senior who voluntarily participated in the assessment. Our next report will include our new exit exam/survey, which we will revise early this Spring and administer to our majors at the end of this academic year.

APPENDICES

1. 2020/2021 NAS Majors Exit Exam/Survey
2. 2022-23 Curriculum Map

Appendix 1 **NAS Graduate Assessment Exit Exam and Survey—2020/21**

***Note: This exam/survey is traditionally administered to our seniors through the capstone NASX494 course to assess only those students who have completed (or are in the process of completing) their full course of study in Native American**

Studies. For reasons noted above, we only received one student response for this two-year cycle, which is insufficient for the purpose of assessment.

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: The correct answer is indicated by an *. The student's answer is underlined.**

1) Which one of the following acts deals with repatriation of human remains and cultural artifacts?

- a) AIRFA
- *b) NAGPRA
- c) ICWA
- d) CERT

2) Which of the following is a term of spiritual significance to the Lakota?

- *a) Wakan
- b) Hozho
- 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) During which period did John Collier serve as Indian Commissioner?

- a) 1876 to 1890
- b) 1887 to 1898
- *c) 1933 to 1945
- d) 1952 to 1958
- e) 1962 to 1970

5) List the eras of federal Indian policy with approximate dates.

- Trade (1780's-1830's)
- Removal (1830's-1850's)
- Reservation (1850's-1880's)
- Assimilation/Allotment (1880's-1930's)
- Reorganization (1930's-1950's) (IRA-1934)
- Termination (1950's-1960's)
- Self-Determination/Self-Governance (1970's-present) (AIRFA-1978)

***Results: All of the student's answers line up with what is taught in the upper-division history and sovereignty courses, with the exception of the first entry, which is taught as the "Treaty" rather than "Trade" era. The years, however, are accurate and Trade is a reasonable characterization of that era.**

6) List four European countries that colonized Native North America.

- Britain
- France
- Netherlands
- Spain

***Results: All four answers are correct**

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

- Tecumseh and Tenskwatawa – early 1800's
- Metacom/King Philip – late 1600's
- Battle at Little Bighorn – 1870's

***Results: The first two answers are excellent, but the Battle of the Little Bighorn is questionable in this context. The dates provided are accurate.**

8) What three-word phrase did the Supreme Court use to describe Cherokee sovereign status (meaning the nature of their relationship—or lack thereof—with the federal and state governments) in the *Cherokee Nation v. Georgia* case? Pointing to this phrase, what did Marshall say about the Court's ability to render a binding decision in the case? (answer in one to two sentences).

- Marshall referred to the Cherokee as “domestic dependent nations,” therefore inferring that such nations were only bound to federal authority/rules, etc., whereas a state had no authority over such nations.

***Results: Correct. There are additional interpretations of this legal phrase, but the student's statement is accurate.**

9) In a few sentences, explain what Judge Boldt decided in the fishing rights case and how he arrived at his decision?

- I believe this was a treaty-rights case in Washington state, wherein the judge ruled to uphold the treaty rights of said tribe(s), in regard to fishing. Likely because that was where they had always fished (kind of going back to the “usual and accustomed places.”

***Results: Correct**

10) List three different types of primary source documents.

- Interview
- Personal document, written by an individual (diary, etc.)
- Newspaper

***Results: Correct (this student took the NASX280 course where it is taught that newspaper articles may be considered as either primary or secondary sources depending on the context)**

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

- NAC was born out of a blend of Christianity and traditional Native religion(s), which is known as syncretism. This religion is known for its use of peyote within its practice, as it is believed to assist with many things. While I do not recall the specific origin in where NAC began, I know that it is widely popular and scattered everywhere.

***Results: Correct**

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

- Distributed power means that no one individual or entity is the single bearer of power. Power is shared and distributed evenly, and everyone/everything has a crucial role to play, thereby emphasizing shared responsibility.

***Results: Partially Correct. This is an accurate statement, but this concept, as taught in NAS courses, refers more to power of a spiritual rather than political or economic nature.**

13) List the Montana reservations, the tribes living on each and the name of the non-recognized tribe in Montana.

- Blackfeet – Amskapi Piikani (Blackfeet)
- Crow – Apsaalooke (Crow)
- Northern Cheyenne – (Northern) Cheyenne
- Fort Belknap – Assiniboine + Gros Ventre
- Fort Peck – Assiniboine + Sioux
- Rocky Boy's – Chippewa Cree
- Flathead – Selis + Qlispe + Ksanka (Bitterroot Salish + Pend d'Oreille + Kootenai)
- Little Shell Band (Chippewa) – (state recognized)

***Results: Correct**

(Turn Page to Continue to with Survey)

Survey Portion:

Note: Underlining is used to indicate yes or no responses, as well as numerical ratings.

Major Requirements:

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

2. What additional course topics would you like to see NAS offer?
 - Promotion/storytelling of Resiliency within Native communities
 - Perhaps more about Indigenous rights movements (AIM, WARN, etc.)

3. What would you change, if anything, about the course requirements needed to complete a NAS major?
 - Nothing

4. Why did you choose NAS as your major?
 - I chose NAS as my major because I am passionate and hopeful in helping my own community, as well as other tribal communities. I hope to gain as much knowledge as possible so that I may pass what I have learned to my children, so as to ensure that coming generations know our history and truths. I want to be confident when I step into my future role that I know what I am talking about, as well as educated enough in vast areas, that I might be able to offer suggestions, ideas, support, etc.

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

 - b) amount of effort required to succeed in the average NAS course:

5 4 3 2 1

 - c) amount of effort required to succeed in your average non-NAS course

5 4 3 2 1

 - d) variety of NAS course selection:

5 4 3 2 1

 - e) number of sections offered for required NAS courses:

5 4 3 2 1

Declaring your Major:

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

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

8. Did you transfer to/from another College or University? **Yes** **No**
If so, which institution?

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

10. How many semesters did it take you to complete your bachelors degree?

- 10 (including 2 summer semesters)

Future Goals:

11. What are your future professional and/or academic goals?

- [answer on file—omitted to protect student’s anonymity]

12. How well do you feel NAS prepared you to meet your career goals?

- I feel it has prepared me extremely well.

Student Experience:

13. What was the greatest obstacle you faced in completing your degree?

- [answer on file]

14. How were you able to overcome that obstacle?

- Support and guidance

15. What was your greatest success?

- I feel that there have been many successes, in both the NAS dept and outside of it. Probably being recognized for my hard work.

Department Services:

16. During an average semester, how many times did you seek assistance from (please circle one):

- a) NAS Professors: **Never** **1-2 times** **3-5 times** **6-8 times**
- b) Other Professors at UM: **Never** **1-2 times** **3-5 times** **6-8 times**
- c) NAS Advisor: **Never** **1-2 times** **3-5 times** **6-8 times**
- d) Amer. Indian Student Services: **Never** **1-2 times** **3-5 times** **6-8 times**
- e) Writing Center: **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 1
- b) NAS copy machine 2
- c) NAC telephone 3
- d) NAC student lounge and NAS office coffee/tea/water services 4

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:

- 5

b) NAS Advisor:

- 5

c) NAS Office Personnel:

- 4

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:

- 5

b) NAS Advisor:

- 5

c) NAS Office Personnel:

- 5

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

- The biggest strength I feel the NAS dept has, is the personal approach/availability of the professors, the one on one time and interaction. Along with this, I feel there are many strengths, including the variability of courses and their content.

21. How could NAS improve our services?

- Probably just more professors

Scholarships:

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

- **[answer on file]**

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

- Yes, I believe they were clear. I also felt I was awarded more than fairly.

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

- I have loved it and greatly appreciated my experience and interactions with my professors. This has had a profound impact on my life and I will miss it. I hope this department continues to change lives for individuals, as well as the world by extension!

Appendix 2: 2022-2023 Curriculum Map

Key: "I"=Introduced; "D"= developed/reinforced, with opportunities to practice; "M"=mastery that is demonstrated (at the senior or exit level); "A"=assessment evidence collected

Intended Student Learning Outcomes	Critical Thinking Skills	Written Communication Skills	Primary and Secondary Research Skills	Subject Knowledge
Courses				
NASX 105	I, A	I, A		I
NASX 141/142	I			I
NASX 201	I	I		I
NASX 210	I, A	I, A		I
NASX 231	I			I
NASX 235	I, A	I, A		I

NASX 280	I, A	I, A	I, A	I
NASX 303	D, A	D, A		D
NASX 304	D, A	D, A		D
NASX 306	D	D		D
NASX 340	D	D		D
NASX 354	D	D		D
NASX 360	D	D		D
NASX 405	D	D		D
NASX 464/465	M	M		M
NASX 475	M	M		M
NASX 488	M	M		M
NASX 494	M	M		M
NASX 499	M	M	M	M