

# **University of Wisconsin – Superior**

## **Human Behavior, Justice, and Diversity Department**

### **Academic Program Review**

#### **Executive Summary**

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths, weaknesses, opportunities, and challenges for future planning.

#### **I. Mission and Program Goals**

##### **A. Provide your program's mission statement.**

The First Nations Program (FNP) seeks to promote an understanding and awareness of Indian people through a Liberal Arts curriculum in First Nations Studies that leads to a minor. The program provides the opportunity for Indians and non-Indians alike to increase their knowledge of the origin of Indian people in terms of history, culture, and philosophy.

The differences between Indians and non-Indians will be examined through courses on culture and philosophy in order to gain a true understanding of who the American Indian is. Stereotypes will be addressed through history courses with the goal of students gaining an appreciation of Indian people and their contributions to the world. Other courses will provide opportunity to gain knowledge and understanding of the role of the American Indian in the cultural development of the world.

##### **B. Describe how the program mission is aligned with the mission, vision, values and strategic priorities of the department and university.**

The FNP is exemplary in assisting the University in fulfilling its mission of diversity. The FNP provides windows and mirrors into the culture of American Indian life and assists students to understand the unique political relationship and history we have had with the US. We engage students in a dialogue of critical thinking that will help them in their decision making in the “real” world as decisions are made in the future. The University lies in the geographical center of Indian Country with ten reservations in our service region

Our minor pairs well with degrees in business, science, education, and natural resources to mention a few. It offers a Liberal Arts minor to provide students with the information for them to critically think about American Indian issues. The First Nations Program has also been instrumental in establishing 2+2 programs and articulation agreements with Fond du Lac Tribal and Community College and Lac Courte Oreilles Ojibwa Tribal Community College as well as being part of an initiative with the COPLAC schools and American Indian

Studies programs. We are also participating in providing Distance Learning and hope to offer a minor. We also support Summer College-Continuing Education with courses.

The FNP contributes extensively to the General Education program; 16 of our 19 current courses are listed in the Gen Ed program reaching across five categories. We have great student credit hour production for a one plus teaching position. We also contribute to on-line teaching with several courses each semester on-line. Without a major, we advise non-declared students and assist them in finding the right choice for a major and minor. We have also included high impact practices in our curriculum, stressing critical thinking and writing across the curriculum and conducting research in many courses.

### **C. Describe how your program's activities are driven by the mission.**

#### First Nations Program Goals

1. Change students attitude, opinions, values, and perceptions of Native Culture

It is our goal that students will emerge from our program with a positive and well informed perception of what Native culture truly is. We want students to be able to enter into dialogue and present an accurate picture of what Native culture is. So much has been left out of their education and experiences about Native people that it leads to misinformed and less than true portrayals of Native people and their culture. Our program sets the record straight and provides our students an opportunity to have a positive attitude that leads to a positive opinion and finally positive values when it comes to Native people and Native culture.

2. Learn Native American History from an Indigenous perspective

So much of what students have learned about Native American history has been whitewashed and much of what really happened has been omitted. Our history classes include vital information that they have missed in their education. These courses provide the details and the Native perspective of historical events. Student will be allowed to learn about the things that are important to Native people throughout history. They will learn about historical events and facts from the Native way of seeing things. In order to move into the future assisting Native people getting their voices heard, these students must have true Historical depiction of what took place between Native and non-Native people so that we may move forward in a progressive manner.

3. Learn various Native contributions to American culture

Much of what Native people in the Americas have contributed to the world has not been provided to our students. Great accomplishments prior and after European contact existed in this world here in the Americas. Many ideas of government, advances in medicine, art, music, architecture, among many others have never been taught. Students need to know

how ancient and contemporary Native culture have added to the world we know. Credit must be given for Native people have accomplished, if our students are going to have an accurate picture of where Native people and their culture fall into History. Students need to know these things to change how Native civilization is perceived along with the great Nations of the world and the effect of colonization on the perception of Native civilization.

#### 4. Learn the value of Native language preservation

Native languages are very ancient and in many cases very fragile. They include the nuances of culture that cannot be learned in any other language. To truly understand who Native people are, what they believe, how they worship, and how they govern you have to know the Native language. Language pervues a way of life and a philosophy of life. The Ojibwa language is 75% verbs as opposed to English which is 75% nouns. The words themselves demonstrate a very different way of looking at the world. Most Native languages have no word for goodbye. Native languages have no concept of wilderness. It's these subtlties that make Native culture different form other Native cultures and from non-Native cultures. These languages preserve a way of life and a very different world view. Preserving the languages preserves a way of life.

#### 5. Develop an understanding of Native values, traditions, and spiritual beliefs along with the value of an oral tradition

Native people have a very different worldview than non-Native people. This leads to misinformation and incorrect ideas of what Native people value, what traditions Native people follow, and what spiritual beliefs we have. Our curriculum provides an answer to this misinformation and reveals the truth about our values, traditions and beliefs. Our curriculum teaches people about how we truly live our lives and the customs that we practice. Student will come away from our classes with an understanding not only of these values and traditions, but also why so many of the stereotypes come form and why they are stereotypes. They will also learn about the oral tradition and how these values and traditions have been passed down from generation to generation and how fervently we have hung on to them.

#### 6. Learn the effects of Federal Indian Policy on Tribal Sovereignty

There are many stereotypes of what life is like on the reservation and misinformation about the services provided to Native people. Our curriculum provides information about the relationship between the tribes and the federal government and with the state governments. The students learn about tribal sovereignty and why the tribes have it and what it means to contemporary society. They will learn about fedral Indian policy from the beginning to the current times and what that has meant to Native people. Studets will learn about treaties, about why tribes have casinos, and why tribes have Indian Health service and educational assistance, housing assistance and why state laws are not in effect on the reservation. All of

this provides a realistic picture of life on the reservation and the relationship tribes have with the federal and state governments.

UWS Campus Goals	UWS First Nations Studies Program Goals
The University will deliver innovative programs that enhance the vitality of the region.	7. <b>GOAL 1:</b> Learn Native American History from and Indigenous perspective
The University will be a diverse community that attracts, supports, and recognizes high-achieving students and employees.	8. <b>GOAL 2:</b> Change students attitude, opinions, values, and perceptions of Native Culture
The University will establish and maintain an infrastructure to promote accountability, sustainability, and continuous improvement.	<b>GOAL 3:</b> Learn various Native contributions to American culture
The University will deliver innovative programs that enhance the vitality of the region.	<b>GOAL 4:</b> Develop an understanding of Native values, traditions, and spiritual beliefs along with the value of an oral tradition
The University will provide students with transformative, collaborative, flexible and career-relevant learning experiences.	<b>GOAL 5:</b> Learn the effects of Federal Indian Policy on Tribal Sovereignty

**D. Explain the ways in which the program’s mission statement is communicated. For example, is your program’s mission statement published in recruitment materials, in the course catalog, or on the department or program website?**

The First Nations Studies mission is used in our fact sheet for recruitment and is on the FNS web page. It is also used in social media.

**E. Briefly describe how your program is distinct from other programs on campus: For example, what unique knowledge, skills, abilities, and career opportunities does your program offer? Or what collaborations exist between your program and other programs on campus?**

We provide students with an understanding of Native History, Culture, Language, and Beliefs. It provides students with a skill set to work with Native people across the region. We collaborate with a number of programs such as Teacher Education, Social Work, and Legal Studies/Criminal Justice.

**F. Refer to the previous program review and response (provided) and describe how the program addressed the recommendations made therein. If recommendations were not addressed, please explain why.**

The First Nations minor is currently on probationary status. The following progressive strategy/plan will address the issues of concern and will reveal a concise plan of action to place the First Nations Center out of review. The plan will follow the following outline format: Proposed Changes for the First Nations Minor, First Nations (FNS) minor recruitment, FNS Minor Retention, and Plans on how to showcase the FNS Program and minor.

The first in a series of progressive plans is the proposal of changes within the minor itself. Changes will be ongoing including a strong inward evaluation of the current efficacy of the minor as it stands now. As written this part of the plan addresses the following: Distance Learning rotation with a lower number of adjuncts and overloads (with the exception of the COPLAC sharing courses,) strategic course rotation planning to reduce low enrolling courses while maximizing high enrolling courses, and making sure the rotation allows all students (on-campus and Distance Learning DL) to have access to courses within a two year cycle.

First Nations Studies (FNS) has made the following changes to its curriculum:

- 21 credit minor requirement (change from 24)
- Increase FNS 480 (research course) from 3 credits to 4 credits
- Remove FNS 101 (Ojibway Language) from required core but keep in elective course offerings
- 14 credits of electives of which 3 credits of 300/400 level courses required.

Proposed FNS courses put on the shelf for the time being:

- FNS 201 – Intermediate Ojibway Language
- FNS410 – First Nations Law
- FNS 460 – The Study of First Nations Women
- FNS 481 – Counseling the First Nation

## **Recruitment:**

Currently, the active recruitment practices for the First Nations Minor primarily occur in three areas; 1) Active recruitment from instructors in lower level general education First Nations courses, 2) encouragement for current minors to help spread the word about the benefits of the minor, and 3) word of mouth encouragement to fellow faculty and advisors to encourage the majors and advisees in their area to consider an FNS minor. Although these methods are good and will continue, FNS has developed the following plan of action to increase the number of First Nations minor over the next five years. The plan addresses transfer students, incoming freshmen, and current UW-Superior students.

There are three targeted groups of potential students that will be addressed in this section:  
**Transfer students, New Incoming Freshmen, and current UW-Superior students.**

### **Transfer Students**

In the past 10 years transfer students declaring First Nations Studies as a minor, sometime during their UW-Superior career, came from 19 different institutions. In the data gathered about where these students came from, three institutions emerged as leaders with another as a possibility. These institutions are Fond Du Lac Tribal and Community College (FDLTCC,) Lac Courte Oreilles Ojibway Community College (LCOOCC,) and Lake Superior College (LSC,) with Wisconsin Indianhead Technical College (WITC) as the possibility. FDLTCC and LCOOCC have First Nations/American Indian Studies programs which can feed into the UW-Superior FNS minor. In the immediate past, faculty within UW-Superior's First Nations Programs have met with the Coordinator of the American Indian Studies AA Program to discuss the establishment program to program articulation agreement. An appointment has also been made to meet with American Indian Studies faculty at LCOOCC to discuss the same. These meetings are also being planned to meet with potential transfer students and other interested students and answer any questions they may have about UW-Superior and the FNS minor.

Contact has also been made with LSC and WITC for a meeting to discuss ways of meeting with potential students interested in the FNS minor.

### **New Incoming Students:**

Meet with faculty from American Indian Studies departments and administration from Lac Courte Oreilles Ojibway Community College (LCOOCC) and Fond Du Lac Tribal and Community College(FDLTCC) to co-develop program to program articulation agreements with an intentional approach to the creation of relationships and prepare students from tribal colleges to enter UW-Superior with a First Nations Studies minor well underway

### **On-Campus Students (Current UW-Superior Students):**

As stated above, the active recruitment practices for the on-campus students to declare a First Nations Minor primarily occur in three areas; 1) Active recruitment from instructors in lower level general education First Nations courses, 2) encouragement for current minors to help spread the word about the benefits of the minor, and 3) word of mouth encouragement to fellow faculty and advisors to encourage the majors and advisees in their area to consider an FNS minor. These practices will continue. In addition, these plans will expand to include:

- FNS will take the lead in a collaborative effort to work with other stand-alone minors to organize an Academic Minor Fair where each program can table and recruit for minors by showcasing their programs and what they/we have to offer those students looking for a minor.
- FNS will develop a marketing poster and blanket UW-Superior for name recognition and minor choice considerations.

**Note on Non-Native Recruitment:** First Nations Studies uses every opportunity in current recruitment efforts to recruit non-Native students into the FNS minor. In every recruitment activity presented above, non-Native students present at the activities/programs will be as actively encouraged to consider FNS as a minor as the Native American students are. The point that there is a need for “all” students to consider FNS as a minor will be made evident through the process of helping potential and current students understand that in a region where Native Americans are so prevalent, college preparation with FNS as an emphasis will be deemed valuable both from an individual perspective and from a hiring perspective.

**Goal:** By fall of 2018 the First Nations minor will grow to having at least 25 current students declaring an FNS minor or have FNS as a portion of their Individualized major.

### **Retention Plan of Action:**

- Redesign of FNS course rotation: Already outlined specifically earlier in this document.
- Co-Advising model: The First Nation faculty are proposing a co-advising model for FNS minors and Native students in order to provide direct support to Native students and minors. Advisors of majors that will pair well with the FNS minor will also be contacted for consideration to have their advisees consider an FNS minor.
- Reception: Intentional contact and communication model with FNS minors. The FNS faculty will hold a reception each fall for all FNS minors and those students interested in the minor. This is a way for them to get to know us of the faculty and each other.

- Proposal presented to current FNS minors to start (with help) a new student organization comprised of students in the minor for the purpose of providing support and fellowship. This will be based on the cohort model.
- Connection to the First Nations Center: The First Nations Center is expanding its program array and subsequent activities to include at least one activity or speaker each month. The FNS students will be given extra credit in FNS classes if they attend a specific number of these activities each semester.
- Distance Learning: The FNS faculty will invite all FNS Distance Learning students and any Individually Designed majors with FNS as a major component to a lunch program on campus and explain what a FNS minor can do for them.

**Goal:** First Nations will graduate from 5 to 8 students per year starting in 2016-17 who have an FNS minor or have FNS as a portion of their Individualized major.

### **Showcase:**

The FNS Program has depended on word of mouth promotion in the past few years. In the future, showcasing the First Nations Program and its minor will take various forms. The central theme of future marketing plans henceforth will be focused on methods to promote the benefits of the First Nations Program to current students and potential students and their families in the region. Plans are underway as to how to best showcase both UW-Superior's First Nations Studies Program and the First Nations Center. The purpose of this document is to only present current and planned activities, programs and directives to showcase the FNS program and its minor.

## **II. Teaching and Learning**

### **A. Student Learning Outcomes**

- 1. Provide the current student learning outcomes (SLOs) for the program.**

The First Nations Program is currently establishing student learning outcomes for each class. We have just recently finished our learning goals for general education.

- 2. Describe the relationship of the program SLOs to the program mission statement. (Maximum 200 words)**

Please see Table University of Wisconsin Superior First Nations Program Goal Alignment with Institutional and Professional Bodies. This delineates the relationship between the program mission and student learning outcomes.

3. **How has the program communicated its student learning outcomes to students and other stakeholders? (E.g., are the program SLOs published on the program's website? On course syllabi?)**

FNS is currently adding student learning goals to each of the syllabi. We also plan to add them to our web site and recruitment materials.

1. **Explain the process by which the program's SLOs are reviewed and revised, including how new SLOs are developed. Discuss the roles of the program faculty and instructional staff; professional organizations; employers; and other stakeholders.**

Each FNS class has as part of the student evaluation for each class a section where students are asked to respond to the goals of the class with a scale from one to five as to whether or not they feel that goal was accomplished in class. This data then is used at and end of the year FNS meeting to discuss how to more effectively reach that goal or to change the goal to meet what the class is intending to do. These changes are then made to the syllabus for the next time the class is offered.

## **B. Curriculum**

1. **Provide a curriculum map showing where each SLO is introduced, reinforced, and demonstrated within the program's required or elective courses.**

FNS is in the process of developing the procedure for how this will be accomplished. We are in the planning stages of how to add the student learning outcomes to the curriculum.

1. **Referring to the map above (question B1), describe how the structure of the curriculum supports the program's SLOs. (Maximum 200 words)**

For the last review period, FNS added the first learning goal to the FNS 110 class syllabi. It will be assessed during the student evaluations at the end of the class.

2. **How does your program's curriculum compare to similar programs at other institutions? Explain significant differences. (Maximum 500 words)**

First Nations Programs and American Indian studies programs seek to promote an understanding of Native Culture, History and Language. While courses may differ, most programs are very similar.

3. **Describe any additional factors that have driven curricular design in the program.**

The FNS program has been under probation for low enrollments in the minor and certain courses. We have taken a review of these enrollment trends and made several changes to streamline and make the minor more appealing and have better access. We will assess at the end of this year to see where the numbers are.

4. **Describe any redundancy in course content compared to the curriculum of other programs on campus, and if such redundancy exists, explain why this redundancy is justified or how it can be resolved.** (Maximum 500 words)

There is not any redundancy

### C. Assessment

1. **List the SLOs that were assessed during the review period.**

As a free standing minor, the FNP does not do full program assessment. In an effort to track student achievement and learning, however, we assess each of our learning goals in each of the FNP classes each semester. We are cumulating those findings to assess student learning. The students will make connections across all areas of knowledge, different modes of communication, and diverse cultural, linguistic, and conceptual traditions; and encourages students to develop empathy and understanding for other cultural, linguistic, and conceptual traditions.

2. **Describe the trends (successes, areas of concern) in program assessment results during the review period.** (Maximum 500 words)

We haven't had a chance to assess at this level yet, but will do so by the end of this year. Enrollments are slightly up in both the minor and the courses.

3. **Discuss how the assessment results have either supported the value of current practices, or led to changes in the program (curriculum, delivery, resource allocation, etc.).** (Maximum 500 words)

Every course is assessed within the evaluations done at the end of the course. As the Student learning outcomes are added to courses they will be assessed along with other goals for the class. This assessment will lead to curricular changes along with course materials

### D. Teaching Effectiveness

1. **Discuss the instrument(s) used in the program for student evaluation of courses.**

FNS student evaluations are used for each course. They ask the students opinion of the instructor's knowledge, expertise and teaching effectiveness. They are also asked about the curriculum as far as amount, level, and effectiveness. We also ask them to comment on materials as to appropriateness and amount. Finally we give them an opportunity to provide comments and suggestions.

The evaluation includes statements related to teaching and learning such as:

- The instructor presented material in an understandable manner.
- The course materials held my attention and were understandable.
- The overall instructional process/evaluation of student learning included teaching approaches which enhanced the learning experience.

Students rate their agreement with the statements on a 4-point scale: (4) Excellent; (3) Good; (2) Fair; and (1) Poor. Additional questions are asked regarding the reason for taking the course, the student's academic year, and others.

An outcomes evaluation is completed at the end of each course, asking students to rate themselves on the achievement of the practice behaviors specifically identified for each course. They also rate themselves on a 4-point scale: (4) completely achieved (3) mostly achieved (2) partially achieved (1) not at all

**2. Does the program utilize peer evaluation of teaching? If so, describe the process; if not, why not?**

At this point, there is only one faculty position. In the past we have utilized peer evaluation and will continue to do so. It is also in the mentoring plan for FNS.

**3. In what other ways (besides student and peer evaluation) does the program monitor the effectiveness of instructors?**

In the past we have met as a program to discuss how classes are going or to discuss ways to improve the courses. Student complaints are also discussed for merit and how to accommodate.

**4. What university resources does the program utilize to promote effective teaching? (E.g., CETL, OPID, development grants, etc.)**

The program coordinator was on the CETL Advisory Committee for a short period of time. Staff members have utilized development grants to attend professional conferences to keep current and present on various topics. Faculty in the program are active in the Wisconsin Indian Education Association (WIEA) and National Indian Education Association (NIEA). One member has served on the WIEA Board. These two field specific organizations deal with cutting edge and engaged student learning practices in the field. The program has brought UW-Superior students and faculty to these conferences in the past.

- 5. Has the program used the results of teaching effectiveness evaluations (e.g. peer evaluation or student evaluation; see questions 1, 2 above) to inform program changes during the review period? If so, describe the process.**

As stated before each course is evaluated and the results from the evaluations are discussed at an end of the year FNS meeting. Necessary change are then implemented in resources, content, or delivery.

#### **E. Advising Effectiveness**

- 1. How does your program assess the overall effectiveness (across all advisors) and quality of the advising of students in your program?**

With the new professional advisement model we have very few advisees as we are a standalone minor. We do continue to assist students with minors, but the major advisor does most of the advising. We do make ourselves available to these advisors and students. We do also occasionally get advisees for those with a Self-Designed major in First Nation Studies. We are establishing an exit interview for students to do on-line.

- 2. Summarize the results of advisement assessment. Based on these results, what actions has the program taken to improve advising (e.g., professional development, standardized advising tools, reassignment to other duties within the program)?**

We haven't had any advisees to assess.

### **III. Program Resources**

#### **A. Faculty and Staff**

##### **B.**

- 1. List the current program faculty and staff members. Explain departures and new hires since the last review (Data sources: personnel files, HR).**

Gary Johnson-.5 faculty, Program Coordinator

Departure-Chip Beal, Associate Professor .5 retired

New Hire-Ms. Bret Evered adjunct .5

- 2. Describe the use of part-time instructor's vs full-time instructors/faculty. If the program regularly uses part-time instructors, explain whether this use is sustainable and why it is necessary.**

The Program initially had two full time tenured track faculty. One of the faculty positions was split into two .5 positions when Gary Johnson was hired as Director of the Center. The other .5 tenured faculty position was combined with the Coordinator of American Indian Student Services. The program continued to have two FTE tenured faculty positions until the retirement of Ms. Gladyce Nahbenayash. Her tenure track position was never filled. The program continues with one half time tenure track faculty position with a .5 renewable Teaching Academic Staff position. We also hire Dan Jones to teach Ojibwe Language as the need arises to fulfil the language requirement for the minor. We would like to expand the .5 Academic staff position by adding a .5 position in Distance Learning to support the on-line First Nations Studies minor.

- 3. What program-level support is provided to faculty and staff for professional development, retention, tenure, and promotion process? (Include program financial resources; mentoring; and revision of departmental tenure/promotion criteria in bylaws since the last program review.)**

FNS staff are encouraged to utilize faculty grants to attend and present at professional conferences or to make other presentations. With the FNS budget cut so drastically there is not enough financial support to assist these efforts. The FNS program does have a mentoring program for new faculty and instructors. Current FNS faculty were hired under different program personnel rules and have since merged those with changes for the HBJD Department that they are part of.

- 4. Using the data set provided on program cost/revenue, discuss the overall cost effectiveness of the program (or department, if no program level data).**

First Nations Studies is a cost effective program. FNS fell into the middle third of all campus programs at a cost per credit of \$137.06 and \$138.83

- 1. Summarize the characteristics of faculty and teaching staff supporting the program in the table provided.**

Gary Johnson Master's of Education plus all course work in Ed.D program, 35 years teaching experience, male, American Indian

Bret Evered, adjunct, Masters of Tribal Administration and Government, 2 years teaching, female, American Indian

**Referring to the table in Question 5, describe trends in the diversity characteristics of the program faculty and staff members. Discuss the relative success of the program in attracting, retaining, and promoting faculty and staff of color and of diverse origins**

The First Nations Program has always prided itself on delivering a program of American Indian Studies that has always been delivered by American Indian instructors. We have also been fortunate enough to have had these instructors for long periods of time and provided the program with continuity. We have always been committed to diversity focusing on American Indian culture. Promotion has been limited by the lack of doctoral degrees. Gary Johnson is the closest with all coursework completed, but needs to finish his dissertation. We have had in the past two faculty members rise to associate professor, but currently have only one half-time tenure track faculty position and that is at the assistant professor level.

- 1. Referring to CUPA data (<http://www.cupahr.org/surveys/results.aspx>), and additional data relevant to the program (discretionary), discuss whether the program faculty and staff are receiving competitive pay and benefits, and if not, how they fare with the current labor market salary reports.**

The current salary and benefits are competitive.

#### **A. Facilities**

- 1. Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings.**

For the current offerings classroom facilities are adequate.

- 1. Explain whether the office facilities for program faculty and staff are adequate for their needs (with respect to number, size, furnishings, and equipment).**

Office space for the current size of the program is adequate and offices are adequate for the needs of faculty. The only problem is when we use ad hocs we have to share an office and if someone were to be hire full-time, there would be no office for these ad hoc instructors to prepare or have office hours.

#### B. Technology, Library, and Other Resources

- 1. Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are adequate for the program.**

For our current offerings the technology in the classrooms is adequate. Most of our classes utilize power points, videos and internet and the technology in the classroom is more than adequate for these presentations. The office technology could use an update as the office computers have not been updated in over five year.

- 1. Evaluate the adequacy of library resources supporting the program.**

Library resource are adequate as far as materials on hand and available through library loan. Professional journals are also adequate for research project in our classes.

- 1. State and evaluate the adequacy of other resources supporting the program.**

As stated before office computers could use an update

#### IV. Program Productivity

##### A. Graduation, Retention, Enrollment, and Credit Hour Production

- 1. System policy requires that a major/minor must sustain an average of five graduates per year over a five-year period to remain viable. Review your graduation data (provided) and discuss whether your major/minor meets, does not meet, or exceeds this average. Additionally, for any majors or minors that do not meet this average,**

describe what actions the program is taking or planning to take to increase graduation rates.

## DEGREES CONFERRED

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	5 Yr.
Nation Studies Minor	3	5	4	4	3	5	3	1	2	4	34	3

The number of graduates with FNS minors is below the average and was noted in the program prioritization. We have addressed this with a plan to increase the number of FNS minors and retain them to graduation. We have assessed the FNS minor and made changes to make it more accessible and inviting to other majors. The number of minors is up but we will need to do a stronger job of assessing retention.

2. **The university has set Strategic Management Enrollment Goals for retention (provided in Department Annual Report). Review these goals and your program retention rates. Does the retention rate for your major/minor program meet or exceed the university’s goals? If not, what actions is the program taking to increase retention rates? If your program exceeds the goals for retention, describe your successes in implementing retention strategies.**

There are no data sets for retention for FNS minors. Nonetheless, FNS asked for special summaries of its minor record as part of its prioritization process planning.

## DECLARED MINORS\*

End of Fall Term

<b>First Nations</b>	<b>12</b>	<b>15</b>	<b>14</b>	<b>11</b>	<b>16</b>	<b>12</b>	<b>11</b>
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**3. Review the overall program enrollment data for the review period and discuss the trends.**

The average minor size was 12 with a high of 16 and a low of 11. There are natural fluctuations in minor size dependent on graduation cohorts and transfers. Overall, the minor has a fairly steady state around 12. With the new plan, the minor expects to grow over the next three years to an average of 20 minors over a multi-year period.

**4. Using the five-year course enrollment data provided, identify those courses that on average enroll fewer than the minimum number of students per section recommended by campus administration (currently 10 students per section minimum). For each such course, explain why the course is sustainable with such low enrollment, or any changes being made to the curriculum to eliminate/consolidate low-enrolling sections.**

The FNS classes that are low enrolling are as follows:

- FNS 101. The enrollment fluctuates in this course at times with high enrollment and other times with low enrollment. It is required course for the minor. We try to offer it once a year. There are times when students need it to graduate and we will offer a section for them, but when it is too close to the last offering the enrollment is usually low.
- FNS 151 had a temporary below average enrollment in Spring 14 and Fall 14. It had also been offered on-line in the summer. It had been offered too many semesters in a row. It is now scheduled for the fall semester only to avoid this.
- FNS 410 had low enrollments so it was taken out of the rotation, it has not been offered for two years. We will place it back into the rotation in the fall of 18.
- FNS 430 was another example of being offered too many semesters too close together. As a four hundred level course, it is primarily taken by minors as an elective. Again with better long term planning of course rotation and an increase in the number of minors should adequately increase enrollment for this course.

Once minors grow and after a year or two of rotation break, FNP expects to reactivate some of these courses.

**5. Summarize the faculty and staff teaching and advising since the last review:**

Since the university went to a professional model of advising the number of advisees has dropped for FNS. Currently we are only advising two students with individually designed majors with an emphasis in First Nations Studies. Since the last review Chip Beal has retired. He held a halftime tenure track faculty position. After the First Nations Program went through program prioritization we were placed on probation for a low number of minors. We have made a plan for improvement and recruiting new minors and retaining the current minors is a large part of that plan. We recently were given the green light to conduct a search and screen for half time Teaching Academic Staff position to fill

the tenure track position left by Chip Beal's retirement. We continue to offer one section of Ojibwa Language a year that is taught by an adjunct instructor, Dan Jones.

**6. Referring to the response to Question 5 above, discuss inequities in faculty and staff student credit hour production and advisees. What is being done to create a more equitable load?**

For the current offerings we have an equitable load. If the program should grow and if we are to sustain the on-line minor we will need at least another half-time position. With the plan we have in place the forecast looks very favorable for growth in minors and in course. The general education courses have high enrollments, but are distributed evenly across the FNS curriculum. Currently the advisee load is low, but that could change with program development.

**7. Discuss other responsibilities carried by program faculty and staff, particularly those resulting in overtime, whether paid (overload) or unpaid. Explain why this overtime is necessary and whether it is sustainable.**

FNS has no overtime and no overload at this time.

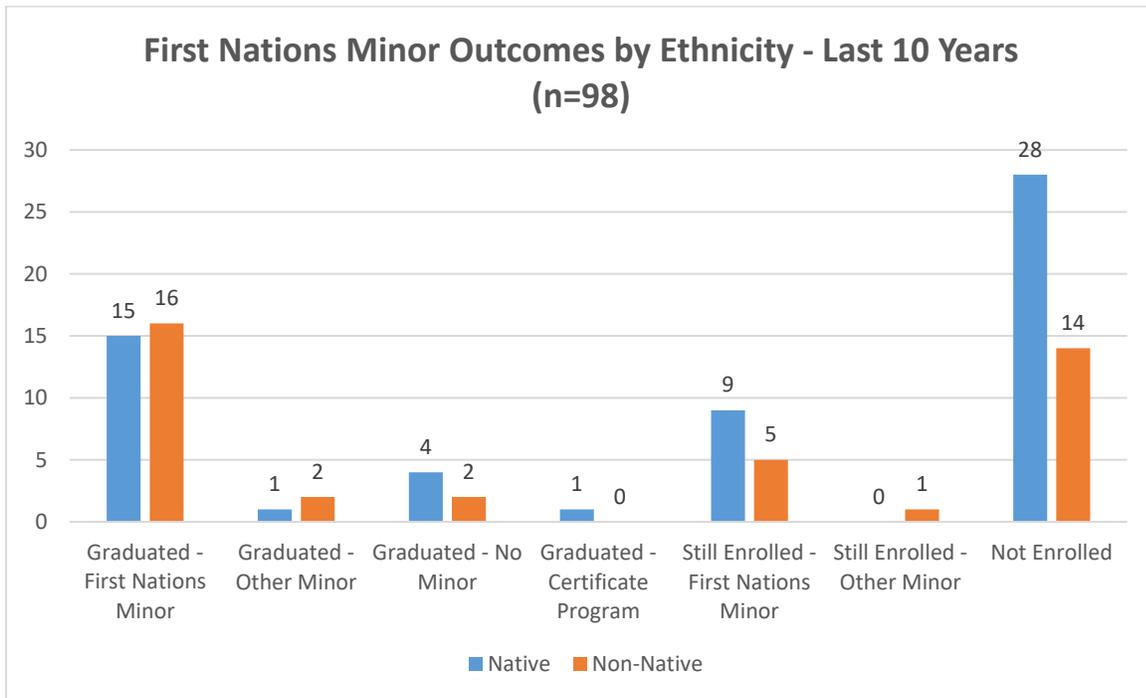
**B. Demand Analysis**

- **Review the national SAT and ACT summaries of major preference and other relevant sources. Analyze the projected student demand for the majors/minors in your program.** No data available on this specific area of study.
  - **Use the NACE Job Outlook Report and other relevant sources to provide analysis of the expected external demand among employers for the degrees offered in your program.** No direct data available.
  - As the following tables show, the trend of minors and Native Students enrolled at UW-Superior is increasing. With this development, we expect more minors in FNP.
2. The following is a quote from Mike Simonson in a June 2012 KUWS published article: UW System figures from 2009 show more than 1800 Native American students enrolled. That's 750 more than in the fall of 2005. But the six year graduation rates are 65% by all students, compared to 40% for Native students. UW-Superior's six year graduation rate is only 16.2% during that same period, the lowest in the System. UW-Green Bay is next lowest with 27.7% and UW-Madison is highest with a 54.1% Native American graduation rate. (<http://businessnorth.com/kuws.asp?RID=4351>)

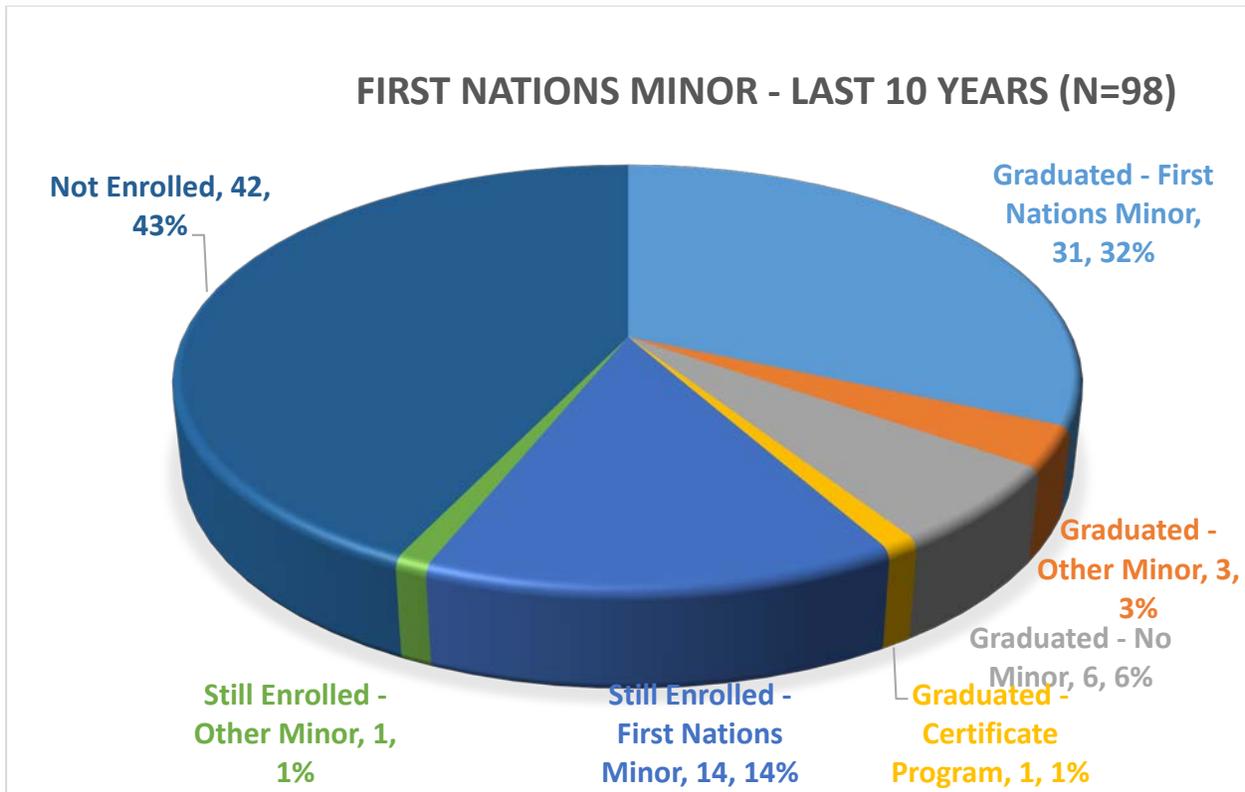
Since this article was published, Native American six-year graduation rates have risen to over 25%, but the university's overall graduation rate's range is in the low/mid 40s according to the Equity Scorecard Project.

([www.uwsuper.edu/.../equityscorecard/.../EqS-UW-Superior-Equity-Scorecard-Final-Report-Nov-25-2010.docx](http://www.uwsuper.edu/.../equityscorecard/.../EqS-UW-Superior-Equity-Scorecard-Final-Report-Nov-25-2010.docx)) The gap between the six year graduation rates is still very significant.

**First Nations Studies Minor data by ethnicity (Native and non-Native.)**



First Nations Studies Minor Retention data by pie chart graph.



Data Summary: Over the last ten 57% of FNS minors have been retained. The retention rate must be addressed regardless of the reasons. At the same time the data also shows that once a student declares an FNS minor they have a tendency to remain. Over the last ten years only one student has changed their FNS minor. Therefore if we can retain FNS minors through to graduation FNS graduation rates will increase.

### C. Service to General Education and Other Programs

1. Refer to the table (provided) listing course number, title, credits, and requirement category for all general education courses offered by your program. How often are these general education courses offered? Are these general education offerings filling to capacity? If not, discuss the rationale for the frequency of offering, in light of enrollment concerns; or discuss plans to adjust the frequency of offering so that courses reach capacity.

STUDENT CREDIT HOURS	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FIRST NATION STUDIES - GENERAL EDUCATION	648	650	691	545	740	481
FIRST NATION STUDIES - TOTAL	785	778	737	657	776	530
% OF FIRST NATIONS STUDIES DEDICATED TO GE	83%	84%	94%	83%	95%	91%

General Education Courses Offered by Program (# /title / credits)	General education category in which this course fits.	Is this general education offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Explanation if course has cap of less than 25.
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FNS, 223 (D)	Humanities	High enrollment	Once per year	25
FNS 101,	Humanities	Low enrollment	Once per year	25
110 (D),	Humanities	High enrollment	Once per year	25
FNS 151	Social Sciences	Avg enrollment	Once per year	25
FNS 110, 223, 224, 230, 242, 304, 324, 386, 460, 480, 491	Diversity	Avg to high enrmt	Once per year	25
FNS 368	non-Western	low enrollment	Once per year	25

Generally, FNS Gen Ed courses make a major contribution to the campus, generally enroll at maximum and provide critical Diversity options.

- List the courses in your program, including general education courses, that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). Is this service load sustainable?**

We do not serve other majors/minors at this time.

- Review the summary of how many IDS/IDMs have used content areas from your program. What criteria has your program established to approve IDS/IDM requests?**

Currently there are two IDM that are using the FNS program. In order for someone to utilize the FNS program they must complete an application with advisement from the FNS program. We utilize the guidelines that the application requires.

#### D. Additional Contributions

**1. Discuss in narrative format the notable service contributions that the faculty and staff in your program have made to the students, program, department, university, or discipline/profession since the last review period. (Maximum 300 words)**

Gary Johnson did the following:

Circle of Native Nations Advisor

Planned, implemented, organized annual Pow Wow

Find venue, get MC, Arena Director, Spiritual Advisor, and Host Drum

Handle all paperwork and money involved

Organized Academic Service Learning activities for CNN

Winter clothing Drive for Domiano Center, Working with Northern Lights Elementary School with reading/storytelling and Pow Wow demonstration.

Organized and implemented the annual Johnson Open Golf Tournament

Presented \$1,000 scholarship to Alex Gokee

Oversaw and assisted in design of new web site for First Nations Center

Provided series of American Indian Cultural presentations throughout the academic year i.e. Indigenous Day, Thanksgiving, Fall Walk around, etc.

Presented at UW-Whitewater on Anishenabe Culture as part of their Diversity series.

Presented at the National Indian Education Association Annual Conference in Rapid City

President of CNN Alex Gokee co-presented with me

Arranged for the CNN Board to attend NIEA conference

Presented in several classes across campus of Native views about education and social welfare

Continued my professional relationship with Enbridge and McGladrey and providing them with cultural awareness training.

Began initial stages of reviewing and adjusting Mission of the FNC with the Advisory Board.

Continue to work with MCA on recruitment and retention of Native students and assist them with Native student for a day, Leadership retreat

Continued with the very successful annual Elder's Day recognition Ceremony.

Wrote the FNC Prioritization Report and response

**2. Briefly describe any grants, fellowships, and other external funding awarded to faculty/staff in the program since the last review period. (Maximum 200 words)**

There has not been any success in this area.

1. Describe notable achievements among program faculty and staff in research, scholarship, and creative activities since the last review period. (Maximum 200 words; you may provide an appendix if you wish to include more detailed information)

Gary Johnson has presented at the National Indian Education Association conference, the Wisconsin Indian Education Association Conference. He has also made several cultural presentation on campus. He also presented at UW-Whitewater as part of their Diversity series.

## **V. Synopsis and Future Planning**

### **A. Retrospective review:**

**1. What were the program's challenges, strengths, weaknesses, and opportunities during the review period?**

After program prioritization the FNS program was put on probation due to low enrollment in several classes and the number of minors. The FNS program created a plan to overcome these shortcomings. The plan addresses recruitment and retention of FNS minors. Assessment of this plan will determine success in the terms of minors and retaining them. Presently the number of minors is increasing. What we have to determine is if it is from the plan. We are working with admissions to do recruitment in areas we draw the most students from. We have also modified the curriculum to make it more accessible.

We continue to be one of the primary academic programs that addresses diversity and inclusivity. We assess each class every semester and are constantly revising the courses to make them better. We consult with tribal elders and culture people to make sure our content is valid.

As we look forward, this is an opportunity to grow the program as far as numbers but also to adjust and add to the curriculum to make it vital and important.

**2. How has the program addressed its challenges and weaknesses during the review period?**

In response to the program prioritization the FNS constructed a detailed plan for action. This plan looked at data about where our students come from and we are targeting those places to try and recruit even more students. We have modified our program to make it more accessible and we are doing more assessment to make sure the course are doing what we say we do.

**1. How has the program utilized its strengths and identified opportunities?**

When we recruit we can tell students about the strengths of our program such as Native delivery of classes. We control the content and delivery of these classes. It is not an interdisciplinary program. UW-Superior is in the geographical center of the Ojibway nation. This can be an advantage for those students who don't want to be too far from home. We also have articulation agreements with Lac Court Oreilles Ojibwa community college and Fond Du Lac Tribal and Community college. These relationships must be strengthened. Gary Johnson has traveled to each of these institutions and Lake Superior College to recruit and meet with prospective students. Putting a face on UW-Superior is important. We also have the First Nations Center that assists with retention of Native students.

**B. Projection:**

1. Summarize the program's outlook and plans for the next review period, including goals, measurable outcomes, and anticipated challenges.

FNS is utilizing the action plan and assessment of this will lead to adjustments to the plan. We are working on including the HIPPS into our courses and this year we will be assessing the second learning goal as to which classes address it and how well those classes accomplish that goal.

The outlook is positive. Current numbers are up both in classes and minors. The action plan seems to be working. FNS needs to complete the search and screen for the new half-time position and that will help to add another voice and contributions to the program.

**C. Resource Implications and Requests:**

**Referring to the Projection above,**

- 1. Discuss whether any program resources (personnel, technology, infrastructure, etc.) will become redundant or unnecessary.**

Not at this time.

- 2. If additional positions are needed, indicate the needs and provide justification for hiring additional faculty and staff.**

Currently the program is being delivered with one half time tenure track position and three adjunct course per semester. The on-line minor has been temporarily suspended because Chip Beal delivered the majority of courses. This void will need to be addressed. We are hoping that a half time position in DL might be added to the new half time position we are searching for so that the on-line minor can be revived. As the program grows we will need to replace the full time faculty position that was left vacant with the retirement of Gladyce Nahbenayash.

- 3. If classroom facilities and labs are not adequate, indicate what would be necessary to fully meet the program needs.**

Current resources are adequate.

- 4. If office space for program faculty and staff is not adequate, indicate what would be necessary to fully meet their needs.**

Currently we have two office for the FNS program. There is no dedicated office space for the adjuncts that we utilize. If the program does grow and we need to add staff there is nowhere for them to be as of right now.

- 5. Explain what additional library resources the program needs and justify their acquisition.**

Current resources are adequate.

- 6. Explain what other additional resources the program needs and justify their acquisition.**

The FNS program needs funds to attend conferences to make scholarly presentations.

- 7. Describe possible funding sources for the resource needs identified above.**

Possible funding sources are development grants and to look for fellowships.