



Memorandum

To: Kaoime E. Malloy, Chair Academic Affairs Committee
From: Lisa Poupart, Chair, First Nations Studies
Date: 2/4/2013
Re: Program Review Response

On Monday February 4, 2013, Lisa Poupart shared the AAC document with the FNS executive committee members Cliff Abbott and Tim Kaufman. The following are FNS responses to each of the questions posed by the AAC.

Questions -

- Is there a plan within the program for dealing with the low student responses to your current assessment tools? How will you encourage more participation in the tools you currently use?

As stated in the FNS Self Study, FNS plans to develop a Senior Seminar. FNS majors will be required to take this class. The course will include assessment of student learning outcomes and objectives as well as student assessment of the program.

- Is there a way to possibly embed the exit interview into a course or the senior capstone experience in order to get more responses and without making it a graduation requirement?

The current assessment tool will be required of FNS majors in the FNS Senior Seminar.

- What exactly is the Electronic Portfolio? Is it a collection of papers, projects, a journal, etc.? Could you explain what benefit the electronic portfolio will have beyond assessment? Is there a value for the students? If so, what and how do you intend for them to use this tool?

An electronic portfolio is a collection of work created by a student to demonstrate, store, and display academic achievements, learning, creativity, etc. The UWGB Education program currently uses Chalk and Wire, a user-friendly electronic portfolio software. All ED majors in FNS classes complete an e-portfolio for their work in each of the Four Pillars. As stated in the Self Study, FNS intends to require FNS majors to create an e-portfolio to demonstrate their FNS learning. Like ED students, FNS student e-portfolios will contain artifacts in each of the Four Pillars. The artifacts can include but are not limited to electronic research papers, narratives, video and audio files, digital storytelling, photos, and Web Quest (an inquiry-oriented activity in which information used by learners is drawn from the web).

Students benefit from the e-portfolio. In a variety of fields, portfolios are used for job interviews and promotion. Graduates in the job market showcase their e-portfolio during an interview with a potential employer. Thus, we anticipate that FNS students will use their portfolio as a tool to gain employment. Further, graduates may continue to develop their e-portfolio for promotions in their field or for graduate studies.

- Your review discusses some plans for growth, such as the inclusion of Menomonee language courses. Are there others, and what kind of resources do you anticipate needing to make these changes happen?

As stated in the review document, FNS is working with UWGB Outreach to develop Menominee Language classes for both credit and non-credit learning in an effort to extend learning to the community. Currently Menominee Language 1 & 2 are offered through Outreach on a cost recovery basis. It is

our hope that the course will grow a strong enrollment base.

In addition, FNS is currently in preliminary discussion with interested chairs and faculty members in the College of L&S and Professional Programs regarding the development of a graduate degree in Cultural Sustainability. It is likely that FNS would play a central role in such a program. Since this program is only in a very early discussion stage, it is premature to speculate about resources for development.

- Mention is made in the document of a concern that there may not be enough focus on writing and other classroom skills with regards to student preparation. Is there a plan to incorporate more writing and other skills into the program? We suggest the FNS faculty consider where these students go when they leave and what kinds of skills they might require to be successful, and perhaps contact these institutions or organizations to learn what kinds of writing or other skills graduates of the program might need. Is it scholarly writing? Popular writing? Online and traditional publishing tools and skills?

On Friday February 1, 2013, FNS approved course changes (CCF) that will make a number of FNS classes Writing Emphasis (WE). These courses will focus on scholarly writing and research skills with both online and traditional publishing tools.

- We would suggest that the review document itself could be edited to avoid instances of repetition which make it hard to see the program as a whole for all the information presented in multiple locations.

Point noted. We suspect that you are picking up on the influence from an oral style from the Tribal World that values repetition and a less linear structure. This may be another opportunity for cross-cultural learning for all of us.