

2012-2013 Undergraduate Academic Assessment Plan

Program Name

IDS Concentration in American
Indian and Indigenous Studies

College Name

Liberal Arts and Sciences

Contact Name & email

Margaret Fields

mfields@ufl.edu

IDS – American Indian and Indigenous Studies, College of Liberal Arts and Sciences Undergraduate Academic Assessment Plan

Mission Statement

The IDS concentration in American Indian and Indigenous Studies at UF provides students with broad knowledge of a variety of disciplines such as anthropology, religion, American Indian Studies, and history. Students will specifically focus on issues and concerns of indigenous peoples of the Western Hemisphere while seeking to understand historical, political, social, and religious structures from an indigenous perspective.

Students must apply for admission to the IDS major in American Indian And Indigenous Studies by the end of the sophomore year at the latest, in consultation with two faculty sponsors (one of whom must be in CLAS). A 3.0 GPA is required for admission to the major, which consists of:

1. 6 hours of introductory course work at the 2000 level, and two years of a foreign language at UF (or the equivalent).
2. 20 hours of upper-division course work, of which ideally no more than 9 hours should be taken in any single department.
3. 7 - 12 hours of IDS 4906 during work on the senior thesis under the supervision of the two faculty sponsors.

The major supports UF and CLAS missions to produce path-breaking scholarly research and creative works.

Student Learning Outcomes

Existing SLOs in the 2012-13 undergraduate catalog

1. Know major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.
.Integrate different sources and types of knowledge into holistic perspectives about indigenous peoples.
2. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
3. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

Revised SLOs for the 2013-14 undergraduate catalog

Content

1. Identify, describe and define major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.

Critical Thinking

2. Integrate different sources and types of knowledge into holistic perspectives about indigenous peoples.
3. Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.

Communications

4. Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
Identify, describe and define major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.	Know major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.
Critical Thinking	
Integrate different sources and types of knowledge into holistic perspectives about indigenous peoples.	Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.
Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.	
Communication	
Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.	Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.

*undergraduate catalog dates

Curriculum Map

Curriculum Map for:

IDS- American Indian and Indigenous Studies

College of Liberal Arts and Sciences

Key: **I**ntrouced

Reinforced

Assessed

Courses SLOs	Course1 IDS4906	Course2 IDS4906
Content Knowledge		
SLO 1	I, R, A Thesis	I, R, A Thesis
Critical Thinking		
SLO 2 and 3	I, R, A Thesis	I, R, A Thesis
Communication		
SLO 4	I, R, A Thesis	I, R, A Thesis

Assessment Cycle

Assessment Cycle Chart

Assessment Cycle for: IDS Concentration in American Indian and Indigenous Studies

College: Liberal Arts and Sciences

Analysis and Interpretation: May
Improvement Actions: August 15
Dissemination: September 15

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1					X	X	X
Critical Thinking							
#2					X	X	X
#3					X	X	X
Communication							
#4					X	X	X

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify, describe and define major issues of indigenous peoples and conduct research in any of the disciplines which incorporate American Indian topics.	Thesis	Rubric
Integrate different sources and types of knowledge into holistic perspectives about indigenous peoples.	Thesis	Rubric
Evaluate the significance, quality and veracity of information gathered in the literature and apply it effectively.	Thesis	Rubric
Articulate research results clearly and effectively in speech and in writing in an accepted style of presentation.	Thesis	Rubric

Definitive of American Indian and Indigenous Studies as an IDS major is the American Indian and Indigenous Studies-specific coursework, which is worked out by the student in consultation with the American Indian and Indigenous Studies program coordinator and his/her primary faculty advisor. Also definitive of the IDS concentration in American Indian and Indigenous studies is the research for and composition of the senior thesis referenced in the mission statement above, work the student does under the IDS 4906 course rubric. Assessment oversight of the IDS concentration in American Indian and Indigenous Studies is built into the prerequisites of the IDS program: the minimum GPA in coursework for undertaking and completing the IDS major in American Indian and Indigenous Studies, and the interdisciplinary thesis work with faculty advisors in two different departments. Consultations between American Indian and Indigenous Studies faculty members in different departments (corresponding to the parameters of the IDS program) regarding the progress and quality of thesis research and writing is ongoing.

Since the program was introduced there have been no students in this major.

Indirect assessment will be through exit interviews. None have been done to date.

The program allows the student to identify two faculty sponsors. The primary sponsor is responsible for evaluating and assessing the final senior thesis. Because the faculty member could be any within the College of Liberal Arts and Sciences, the rubric used will vary as widely as faculty members vary. A basic rubric would include:

Sample Rubric for grading senior thesis	A Paper	B Paper	C Paper	Unsatisfactory
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list or arrange ideas randomly. May use transitions, but they may not be logic based. Paragraphs have topic sentences but may be overly general.	Organization may be random and lack internal paragraph coherence using few transitions. Paragraphs may lack topic sentences or main ideas, or be too general or too specific to be effective. Paragraphs may not all
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points and interpret the evidence/explain connections between evidence and main ideas.	Uses generalizations often to support main points. Examples may not be obvious or relevant. Often depends on unsupported opinion or	Uses irrelevant details or lacks supporting evidence. May be a summary rather than analysis.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which do not impede understanding.	Usually contains several mechanical errors but do not impede the overall understanding.	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Margaret Fields	CLAS	mfields@ufl.edu	352 392-2264