

Keweenaw Bay Ojibwa Community College

2018-2020 Anishinaabe Studies Assessment Report

Anishinaabe Studies Mission

This curriculum is an interdisciplinary program committed to promoting knowledge and understanding of Anishinaabe (Native American) tradition, language, history, art, literature, values and the unique governmental status of the Anishinaabeg. The program is designed to prepare students for service to Native communities or to transfer to a four- year institution to further their studies.

Program Learning Outcomes

1. Explain Anishinaabe perspectives
2. Explain changes in Anishinaabe cultures over time
3. Demonstrate civic responsibility within the tribal community
4. Compare and contrast Ojibwa and other Anishinaabe cultures
5. Apply Anishinaabe perspectives to community development

Outcome 1: Explain Anishinaabe Perspectives.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
<p>Explains an aspect of an Anishinaabe worldview</p>	<p>AS101 (Fall 2018): Explain the difference between Anishinaabe and Western worldviews. Assessed through essay question on an exam.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>70% of students met or exceeded expectations.</p> <p>1</p>	<p>Outcome not met. Recommendation: Hands-on activities for students to learn worldviews. Eg. Use ball of yarn and have each student hold and end to demonstrate the worldview of everything is interconnected. Outcome met.</p>
	<p>AS102 (Spring 2019): Compare and Contrast Anishinaabe philosophy with Western/ European counterparts. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>100% of students met or exceeded expectations</p>	<p>Outcome met</p>
	<p>AS102 CLO (Spring 2019): Describe commonalities in values and philosophy among different Anishinaabe tribes. Assessed through essay question on a quiz.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>100% of students met or exceeded expectations.</p>	<p>Outcome met.</p>

<p>AS102 CLO (Fall 2019): Describe the lifeways of two Anishinaabe cultures before contact with Europeans. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations</p>	<p>28% of students met or exceeded expectations.</p>	<p>Outcome not met. Recommendation: Experiential activities for teaching ways of life.</p>
<p>AS102 CLO (Fall 2019): Explain the differences between Anishinaabe and Western worldview. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>28% of students met or exceeded expectations.</p>	<p>Outcome not met. Recommendation: Graphic organizer.</p>
<p>AS207 CLO (Fall 2019): Describe the four domains of postpartum health using the Anishinaabe medicine wheel. Assessed through activity.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>100% of students met or exceeded expectations.</p>	<p>Outcome met. Recommendation: Integrate and actual medicine wheel drawing.</p>
<p>AS102 CLO (Spring 2020): Compare and contrast Anishinaabe philosophy with Western/European counterparts. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>60% of students met or exceeded expectations.</p>	<p>Outcome not met. Recommendation: Graphic organizer. Apply the values and philosophies by having students build a tower. Build it by being competitive and then build it by being cooperative.</p>
<p>AS102 CLO (Spring 2020): Describe commonalities in values and philosophy among different Anishinaabe tribes. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations.</p>	<p>60% of students met or exceeded expectations.</p>	<p>Outcome not met. Recommendation: Graphic organizer and apply the values and philosophies.</p>

	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =3	Outcome met.
Incorporates an Anishinaabe perspective in describing a historical event or figure	AS200 CLO (Spring 2019): Discuss treaty rights of MI tribes. Assessed through essay question on test.	80% or more of students will meet or exceed expectations	0% of students met or exceeded expectations.	Outcome not met. Recommendation: Show video of Anishinaabe exercising treaty rights. Invite GLIFWC to speak on treaty rights.
	AS104 CLO (Fall 2019): Explain principles of decolonization. Assessed through essay question on test.	80% or more of students will meet or exceed expectations	33% of students met or exceeded expectations.	Outcome not met. Recommendation: Use visuals.
	AS104 CLO (Fall 2019): Reflect on colonization from your own perspective (be it Indigenous, white settler, or minority background). Assessed through essay question on test.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations.	Outcome met.
	AS201 CLO (Fall 2019): Describe how colonialism has affected Anishinaabe	80% or more of students will meet or exceed	100% of students met or exceeded expectations.	Outcome met.

people. Assessed through essay question on exam.	expectations.		
AS201 CLO (Fall 2019): Explain the major effects of globalization on the Anishinaabe. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations.	Outcome met.
AS200 CLO (Spring 2020): Discuss treaty rights of Michigan tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	0% of students met or exceeded expectations.	Outcome not met. Recommendation: GLIFWC speaker.
AS215 CLO (Spring 2020): Interpret present day events in relation to their historical antecedents. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations	100% of students met or exceeded expectations.	Outcome met.
AS215 CLO (Spring 2020): Describe how Anishinaabe political and social action has improved the lives of the Anishinaabe. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations	100% of students met or exceeded expectations.	Outcome met.
EN255 CLO (Spring 2020): Trace how Anishinaabe writers have portrayed Anishinaabe people in contemporary literature. Assessed through a reflection essay.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations.	Outcome met. Recommendation: Due to small class and remote learning, will remeasure next time.
EN255 CLO (Spring 2020): Describe elements of contemporary Anishinaabe literature that have roots in traditional oral literature.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations.	Outcome met. Recommendation: Due to small class and remote learning, will remeasure next time.

	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =3	Outcome met.
Apply Anishinaabe perspectives in describing a historical event or figure	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =3	Outcome met.

Outcome 2: Explain changes in Anishinaabe cultures over time.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Compares Anishinaabe cultural patterns and changes over different historical time periods (e.g. Paleo, Archaic, Woodland and Historic)	AS200 (Spring 2019): Trace the origins of Michigan tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	0% of students met or exceeded expectations.	Outcome not met. Recommendation: In tracing the origins of Michigan Tribes, I would like student to know that wild rice brought the Anishinaabe to the Great Lakes and have a discussion on the push/pull factors.
	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =2	Outcome met.
	AS200 CLO (Spring 2020): Describe lifestyles of MI tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	50% of students met or exceeded expectations.	Outcome not met. Recommendation: Use visuals and stories.

Explains the influence of Europeans on Anishinaabe cultures over time	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =2	Outcome met.
	AS201 CLO (Fall 2019): Describe how colonialism has affected Anishinaabe people. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations	100% of students met or exceeded expectations.	Outcome met.
	AS201 (Fall 2019): Explain the major effects of globalization on the Anishinaabe. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations	100% of students met or exceeded expectations.	Outcome met.
	AS200 CLO (Spring 2020): Describe lifestyles of MI tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	50% of students met or exceeded expectations.	Outcome not met. Recommendation: Use visuals and stories.
	AS200 CLO (Spring 2020): Discuss treaty rights of Michigan tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	0% of students met or exceeded expectations.	Outcome not met. Recommendation: GLFWIC speaker.
Explains the impact of federal policies on Anishinaabe culture over time	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score =2	Outcome met.
	AS200 CLO (Spring 2020): Describe lifestyles of MI tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	50% of students met or exceeded expectations.	Outcome not met. Recommendation: Use visuals and stories.
	AS200 CLO (Spring 2020): Discuss treaty rights of Michigan tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	0% of students met or exceeded expectations.	Outcome not met. Recommendation: GLFWIC speaker.

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Outcome 3: Demonstrate civic responsibility within the tribal community.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Completed community volunteerism	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score=2	Outcome met.
Reflects upon civic action	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score=2	
Applies civic experiences to civic identity	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score=2	Outcome met.
Applies civic communication	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score=2	Outcome met.

skills				
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Outcome 4: Compare and Contrast Ojibwa Culture with other Anishinaabe cultures.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	.Action or Recommendation
Examples of similarities and differences between Ojibwa cultures and other Anishinaabe cultures.	AS200 (Spring 2019). Describe the Three Fires Confederacy. Assessed through essay on exam.	80% or more of students will meet or exceed expectations.	33% of students met or exceeded expectations.	Outcome not met. Recommendation: Hands - on activities and use graphic organizers to show similarities and differences between Ojibwa, Potawatomi and Ottawa.
	AS102 CLO (Spring 2019): Compare and Contrast Anishinaabe philosophy with Western/European/Counterparts. Assessed through essay question on a quiz.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations	Outcome met.
	Describe commonalities in values and philosophy among different Anishinaabe tribes. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	100% of students met or exceeded expectations	Outcome met.
	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric.	Score=2	Outcome met.
	AS102 CLO (Fall 2019): Explain the differences between Anishinaabe and Western worldview. Assessed through essay question on exam.	80% or more of students will meet or exceed expectations.	28% of students met or exceeded expectations.	Outcome not met. Recommendation: Graphic organizer.

	<p>AS102 CLO (Spring 2020): Compare and contrast Anishinaabe philosophy with Western/European counterparts. Assessed through essay question on exam.</p> <p>AS102 CLO (Spring 2020): Describe commonalities in values and philosophy among different Anishinaabe tribes. Assessed through essay question on exam.</p>	<p>80% or more of students will meet or exceed expectations.</p> <p>80% or more of students will meet or exceed expectations.</p>	<p>60% of students met or exceeded expectations.</p> <p>60% of students met or exceeded expectations.</p>	<p>Outcome not met. Recommendation: Graphic organizer.</p> <p>Outcome not met. Recommendation: Graphic organizer.</p>

Outcome 5: Apply Anishinaabe perspectives to community development.

Objective	Measurement Tool (Who, what, how, when?)	Measurement Goal (Expected Results)	Findings (Actual Results)	Action or Recommendation
Describe an Anishinaabe perspective which is relevant to the challenge	PLO (2019): Capstone project of Spring graduate (E.L)	Minimum mean score of 2 on assessment rubric. . .	Score =3	Outcome met.
Applies an Anishinaabe perspective to develop a possible solution (or solutions)	PLO (2019): Capstone project of Fall graduate (E.L).	Minimum mean score of 2 on assessment rubric.	Score =3	Outcome met.

Co-curricular Events

Tribal Candidate Forum

On December 6, 2018, the Anishinaabe Studies Department Chair hosted the annual Tribal Candidate Forum. The event attracted 45 attendees. A survey was distributed after the event. One question asked participants to rate how engaged they felt civically on the following scale: 1= Not at all, 2= Slightly engaged, 3= Moderately engaged, 4= Very engaged. Among the 23 survey participants, 12 circled 4-every engaged and six circled 3-moderately engaged. Another question asked participants to rate how likely they would recommend a future candidate forum to a friend or colleague on the following scale: 1= not likely, 2 =somewhat likely, 3= very likely. 16 circled 3-very likely. In response to the question “What did you like least about the event, 8 participants responded there were too many questions. In response to the question “What did you like most about the event, 8 participants responded they liked hearing from the candidates.

On December 5, 2018, the Anishinaabe Studies Department Chair hosted the annual Tribal Candidate Forum. The event attracted 28 attendees. A survey was distributed after the event. One question asked participants if they would recommend future tribal candidate forums to others. Among the 5 survey participants, 4 responded yes.

Two Spirits Documentary

On June 20, 2019, the Anishinaabe Studies Department Chair hosted a viewing of the film “Two Spirits.” The event attracted five attendees. A survey was distributed after the event. One question asked participants if they would recommend the viewing of the film “Two Spirits” to others. Among the 5 survey participants, 5 responded yes.

The Anishinaabe Studies Department was unable to host a Spring 2020 co-curricular event because the campus closed due to the COVID-19 pandemic.

Findings and Recommendations

Of the 21 learning outcomes analyzed, 10 learning outcomes were met, and 11 learning outcomes were not met. The Anishinaabe arts courses and AS202 Pow Wow Planning and Management did not align with program learning outcomes so an additional program learning outcome “Describe Anishinaabe culture” will be added to the next Anishinaabe Studies assessment plan. There was no course learning outcomes data submitted for program learning outcome three “Demonstrate civic responsibility within the tribal community.” AS232 and AS102 course learning outcomes are mapped back to this program learning outcome, however, none of the course learning outcomes are related to “Demonstrate civic responsibility within the tribal community.” AS232 and AS102 course learning outcomes will be developed so these courses are addressing program learning outcome of “Demonstrate civic responsibility within the tribal community.” AS232 students demonstrate civic responsibility by holding the Tribal Candidate forum. A learning outcome needs to be developed that reflects this.

Closing the Loop

Closing the Loop" encompasses analyzing results from outcome assessments, using results to make changes to improve student learning, and re-assessing outcomes in order to determine the effect those changes had on student learning. However, closing the loop has not happened. Changes need to be implemented in response to learning outcomes that have not been met and then the learning outcomes need to be measured again to see if the changes had any impact on meeting the learning outcomes. Also, need to close the loop on student feedback data. Anishinaabe Studies Department Chair will work with Dean of Instruction and Assessment Coordinator for assistance and accountability in closing the loop.

Co-curricular events did not address program learning outcomes identified by the Anishinaabe Studies department. Surveys for two events were administered to assess solely satisfaction and the survey question for the 2018 Tribal Candidate forum had one question that assessed program learning outcome “Demonstrate civic responsibility within the tribal community.” Mapping will be done to link all co- curricular events to specific program learning outcomes and survey question will be crafted to measure student learning.

Anishinaabe Studies Course Learning Outcomes

Courses	Course Learning Outcomes	Degree Program Learning
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		Outcomes Met By This Course
AR 105 Ojibwa Beadwork	1. Identify materials used to create Ojibwa beadwork 2. Demonstrate techniques used by Ojibwa people 3. Describe Ojibwa beading styles 4. Create original beadwork items in a variety of styles	1
AR106 Ojibwa Basketmaking	1. Identify materials 2. Demonstrate various basketmaking techniques 3. Create original baskets	1
AR107 Ojibwa Garments	1. Identify types of Ojibwa regalia 2. Compare and contrast traditional and contemporary regalia 3. Design original regalia items 4. Create original regalia using a variety of materials 5. Describe characteristics of regalia from different tribes	1
AR115 Ojibwa Pottery	1. Demonstrate techniques for creating traditional pots 2. Compare and contrast traditional and contemporary pottery techniques 3. Demonstrate finishing techniques	1
AR204 Anishinaabe Art Forms	1. Recognize art forms indigenous to North American tribes 2. Explain the role of art in Anishinaabe society 3. Explain how Western contact has impacted Anishinaabe art 4. Compare American art with Indigenous art	1,2,3

AS101 Introduction to Anishinaabe Studies	<p>Describe the lifeways of at least two Anishinaabe cultures before contact with Europeans</p> <p>2. Describe the present nature of the political and legal relationship between the Anishinaabe tribal nations and the federal and state governments within the U.S.</p> <p>3. Describe culture exchange between Anishinaabe and other world cultures</p> <p>4. Describe similarities and differences among Anishinaabe cultures</p> <p>5. Identify some of the major works and writers of Anishinaabe literature</p> <p>6. Describe two current issues facing Anishinaabe</p> <p>7. Explain the differences between Anishinaabe and Western worldviews</p>	<p>1,2,4,5</p>

AS102 Anishinaabe Values and Philosophy	<ol style="list-style-type: none"> 1. Compare and contrast Anishinaabe philosophy with Western/European counterparts 2. Describe commonalities in values and philosophy among different Anishinaabe tribes 3. Describe western impacts on Anishinaabe values and philosophy 4. Reflect on experiences of Anishinaabe lifeways 5. Describe how to apply elements of Anishinaabe philosophy in one's own life and work 	<p style="text-align: center;">1,2,3,4,5</p>
AS200 History of Michigan Tribes	<ol style="list-style-type: none"> 1. Trace the origins of MI tribes 2. Describe the Three Fires Confederacy 3. Describe the government to government relationship of Michigan tribes 4. Identify bands of MI tribes 5. Describe lifestyles of MI tribes 6. Discuss treaty rights of MI tribes 	<p style="text-align: center;">1,2,4,5</p>
AS201 History of Anishinaabe	<ol style="list-style-type: none"> 1. Trace the development of major themes in Anishinaabe history 2. Describe how colonialism has affected Anishinaabe people 3. Describe the relationships between Anishinaabe and North American Governments 4. Discuss the diversity of traditional ways of life among Anishinaabe. 	<p style="text-align: center;">1,2,4,5</p>

	<p>5. Discuss how Anishinaabe lifestyles have changed over time</p> <p>6. Compare and contrast Anishinaabe spiritual traditions and Western religion</p> <p>7. List examples of contributions of Anishinaabe cultures to North American society</p> <p>8. Explain the major effects of globalization on Anishinaabe</p>	
<p>AS215 Contemporary Anishinaabe Issues</p>	<p>1. Explain the effect of historical events on Anishinaabe today</p> <p>2. Identify emerging issues facing Anishinaabe</p> <p>3. Explain the divergent experiences of Anishinaabe peoples</p> <p>4. Interpret present day events in relation to their historical antecedents</p> <p>5. Evaluate stances about present day Anishinaabe issues</p> <p>6. Describe how Anishinaabe political and social action has improved the lives of Anishinaabe</p>	<p>1,2,5</p>

<p>EN250 Anishinaabe Images in Literature and Film</p>	<ol style="list-style-type: none"> 1. Explain how societal stereotypes are portrayed in literature and film 2. Explain how portrayals in literature and film may affect the ways Anishinaabe view themselves 3. Compare and contrast works by native and non-native writers and filmmakers 4. Compare and contrast film and literature versions 	<p>1</p>
<p>EN255 Modern Anishinaabe Literature</p>	<ol style="list-style-type: none"> 1. Describe characteristics of Anishinaabe literature 2. Trace how Native American writers have portrayed Native Americans in contemporary literature 3. Identify prominent Anishinaabe authors 4. Describe elements of contemporary Anishinaabe literature that have roots in traditional oral literature 	<p>1,5</p>
<p>EN255 Modern Anishinaabe Literature</p>	<ol style="list-style-type: none"> 1. Describe characteristics of Anishinaabe literature 2. Trace how Anishinaabe writers have portrayed Anishinaabe in contemporary literature 3. Identify prominent Anishinaabe authors 4. Describe elements of contemporary Anishinaabe literature that have 	<p>1</p>

	roots in traditional oral literature	
OS110 Ojibwa Language & Culture	<ol style="list-style-type: none"> 1. Use appropriate Ojibwa greetings and social phrases 2. Compose simple phrases and short sentences in Ojibwa 3. Identify central values of Ojibwa culture 4. Describe techniques used to create traditional cultural artifacts 	1,5
OS135 Keweenaw Bay Indian Community History	<ol style="list-style-type: none"> 1. Describe treaties between the KBIC and the federal government 2. Describe how the L'Anse Indian reservation was established 3. Identify the reservation lands and ceded territories 4. Trace the route of Ojibwa migration 5. Describe the relationship between the KBIC and the counties and villages on or near the reservation 6. Describe the KBIC's governmental structure under the Reorganization Act of 1934 7. Explain the allotment history of the KBIC 8. Identify key elements of the KBIC constitution and bylaws 9. Describe the foundation of Indian gaming 	1,2,5
OS205 Ojibwa Language and Culture II	<ol style="list-style-type: none"> 1. Compose simple Ojibwa narratives 2. Conduct conversations in Ojibwa 3. Describe efforts to revitalize Ojibwa language and culture 4. Describe the significance of 	1,5

	<p>important traditional Ojibwa practices</p> <p>5. Give examples how key Ojibwa beliefs and values are rooted in traditional stories</p>	
AS210 Traditional Storytelling	<p>1. Explain the storytellers' role in cultural preservation</p> <p>2. Demonstrates competence in the general skills and strategies of the writing process.</p> <p>3. Give examples of how stories can have multiple meanings</p> <p>4. Explain criteria for selecting stories for specific occasions</p> <p>5. Tell traditional and original stories</p>	1,2,4,5
AS225 Anishinaabe Education	<p>1. Trace the history of Anishinaabe Education</p> <p>2. Describe the effect of social movements on the education of Anishinaabe students</p> <p>3. Discuss characteristic features of traditional educational practices of tribes</p> <p>4. Discuss the effects of European-American style schooling and the ways it was introduced had on tribal communities</p> <p>5. Explain the importance of education for Indian people</p> <p>6. Give examples of how traditional practices are incorporated into formal and informal education</p> <p>7. Trace the history of the tribal</p>	1,2,4,5

	college movement	
AS232 Tribal Government	<ol style="list-style-type: none"> 1. Describe the origins of modern tribal governmental systems 2. Explain the reasons for having tribal governments 3. Describe tribal structure of tribal government 4. List the functions of tribal governments 5. Compare and contrast traditional and modern tribal governments 6. Explain the responsibilities associated with tribal citizenship 	1,3,5
PE112 Powwow Dancing	<ol style="list-style-type: none"> 1. Explain the significance of various powwow dance styles 2. Select music appropriate for dance style 3. Demonstrate styles of powwow dancing 4. Explain powwow etiquette 	1

