



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

COL - Indigenous Peoples Law (MLS)

General Information

Program Mission/Description

The mission of the Indigenous Peoples Law (IPL) online graduate program is to educate Native and non-Native students who would not otherwise be able to pursue this education to become effective, specialized legal study professionals who are employable in a variety of state, federal, or tribal organizations or other settings that can benefit from professionals with expertise in Federal Indian law and policies and international Indigenous Peoples law. This program incorporates federal Indian laws and policy, Native American federal Indian law history, and culture to empower students to address a wide variety of challenges and opportunities in a complex and changing world.

College

Law

Department/School/Division

Graduate/Master of Legal Studies, Indigenous Peoples Law - Online Program

Assessment Liaison

Dr. Kathryn Roden

COL - Indigenous Peoples Law (MLS)

Student Learning Outcome 1 Historical Analytical Skills: Historical development of federal Indian law and policy

Student Learning Outcome (SLO)

Upon completing the MLS-IPL program, students will examine the historical development of federal Indian law and policy, focusing on key legal sources and their impacts on Native communities,

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

In LSI-5622 History of Federal Indian Laws & Policy - Parts I, MLS-IPL students analyze the Marshal Trilogy cases and how these cases have informed laws and the interpretation of law throughout the remaining eras,

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/05/2025

Assessment Results

In LSI 5101, 43/48 (89.58%) of students met or exceeded expectations when conducting online legal research in Westlaw and Lexis to answer legal questions concerning specific aspects of Court opinions, federal statutes, and regulations.

Results Status

Target Met

Number of Students Assessed

48

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty of this course with AY 2023/2024 assessment for AY 2025/2026 and was updated due to changes in Westlaw.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning.

Learning Outcomes

The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome to conduct quality legal research supported by evidence, focusing on the complex laws and policies of federal law, provides the scope of what the students will learn in this course. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The 2024-2025 academic year assessment results demonstrate that this assessment method effectively measures students' abilities using Westlaw and Lexis Advance to conduct online legal research to find specific aspects of Court opinions, federal statutes, and regulations to answer legal research questions.

Assessment Process/Procedures

COL - Indigenous Peoples Law (MLS)

The IPL faculty and staff reviewed the course content and the assessment method used to evaluate the Student Learning Outcome for Spring 2025. This process effectively establishes that the assessment method accurately measures students' ability to conduct quality legal research supported by evidence, focusing on the complex laws and policies of federal Indian law.

Overall Program Effectiveness

The professor of the course and the Faculty Director will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Direct - Course Embedded Assessment

Assessment Method Description

In LSI-5632 History of Federal Indian Laws & Policy - Parts I, MLS-IPL students respond to a series of questions focusing on case and statutory laws and their impact on Tribes within Indian Country.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

Related Documents

[Rubric_Gaming Law_2023-2024.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/05/2025

Assessment Results

In LSI 5673 Indian Gaming Laws and Regulations, 78/82 (95.12%) of students met or exceeded expectations when researching federal, state, and Tribal laws, regulations, and compacts for a scholarly research paper concerning a topic of their choice in gaming law in Indian Country.

Results Status

Target Met

Number of Students Assessed

82

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty of this course with AY 2023/2024 assessment for AY 2025/2026. No curriculum changes were needed.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Faculty development also focused on providing useful feedback to students about their research purpose and the use of legal sources in student papers.

Learning Outcomes

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome for legal research presentation provides the scope of what the students will learn in Indian Gaming Law, conduct scholarly legal research, and write a paper on a topic involving Indian Gaming Law.

Methods of Assessment

The 2024-2025 academic year assessment results demonstrate that this assessment method effectively measures students' ability to conduct scholarly legal research and write an 8-10 page paper on a topic involving Gaming Law.

Assessment Process/Procedures

The instructor implemented an update of the course content and the assessment methods used to evaluate the Student Learning Outcomes for Fall 2024. This revision process allowed the instructor to enhance the methodology, ensuring it measures students' ability to conduct quality legal research supported by evidence, focusing on the complex laws and policies of federal Indian law.

COL - Indigenous Peoples Law (MLS)

Overall Program Effectiveness

The professor of the course and the Faculty Director will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of Indigenous Peoples Law program.

Indirect - Student Course Evaluation

Assessment Method Description

The end-of-course evaluations in LSI-assess the perceptions of ML5622 and LSI 5632 MLS--IPL students ...

Survey Items:

Performance Target

80% or more completing the survey item will choose "Strongly Agree" or "Agree."

2024 - 2025

Assessment Results Entry Date

09/13/2025

Assessment Results

In LSI-5101, LSI-5673, and LSI-6723, more than 80% of responses selected by MLS-IPL students met or exceeded expectations when responding to the following survey question, indicating "Agree" or "Strongly Agree," on the end-of-semester survey, which measured student perceptions when conduct quality legal research supported by evidence, focusing on the complex laws and policies of federal Indian law.

LSI-5101

The course content was relevant to my professional goals. 15/15 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 15/15(100%)

LSI-5673

The course content was relevant to my professional goals. 18/18 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 18/18 (100%)

LSI-5723

The course content was relevant to my professional goals. 18/18 (90%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 18/18 (80%)

Results Status

Target Met

Number of Students Assessed

51

USE OF ASSESSMENT RESULTS

Methods of Assessment

The faculty and staff of the MLS program for the IPL program have determined that continued improvement of the questions on the end-of-course assessment is necessary. This enhancement will involve integrating specific learning outcomes and providing students with an opportunity to articulate how each learning activity in the course has contributed to their confidence in meeting the specified criteria for student learning outcomes. These learning activities may encompass lectures, readings, discussions, course assignments, as well as exams or quizzes.

Assessment Process/Procedures

COL - Indigenous Peoples Law (MLS)

The faculty and staff of the IPL program understand the critical role that student participation plays in enhancing the educational experience. To foster this engagement, instructors will proactively remind students to complete their evaluations during live Zoom classes, ensuring that the message is communicated in a supportive and encouraging atmosphere. In addition to these reminders, instructors will also make comprehensive announcements in Canvas and the new Online Student Center as the semester approaches its conclusion. These efforts are designed to enhance communication and ensure that students feel informed about how to provide their valuable feedback. Furthermore, these initiatives will supplement the email notifications and announcement reminders sent by the MLS Graduate office, creating multiple avenues for students to recognize the importance of their input. By emphasizing the significance of their feedback, we aim to motivate students to actively participate in shaping an improved learning environment, ultimately enriching the overall academic experience for students.

Student Learning Outcome 2 Critical Thinking: Legal Sources, Sovereigns, and the U.S. System of Government

Student Learning Outcome (SLO)

Upon completing the MLS-IPL program, students analyze federal, state, tribal, and international legal frameworks that shape Indigenous jurisdiction, sovereignty, and governance.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

In LSI-5911, Introduction to American Legal System, the MLS-IPL students respond to questions involving the three sovereigns, the U.S. Constitution, and case and statutory law as related to federal laws and policies. Students support their responses with evidence, including legal sources.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/11/2025

Assessment Results

In LSI 5911, 57/59 (96.61%) of students met or exceeded expectations when discussing three sovereigns, U.S. Constitution, and case and statutory law as related to federal laws and policies. Students support their responses with evidence including legal sources.

Results Status

Target Met

Number of Students Assessed

59

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty and staff of this course with AY 2023/2024 assessment for AY 2025/2026 and was updated to include relevant changes in case and statutory law.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Additional faculty development focused on the importance of and how to align learning activities with the student learning outcomes, and on providing meaningful feedback to students in an online course.

Learning Outcomes

COL - Indigenous Peoples Law (MLS)

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome examines the relationship between the U.S. system of government and various legal sources as they relate to major historical eras in federal Indian Law and the three sovereigns to determine if it provides the scope of what the students will learn when discussing the three sovereigns, U.S. Constitution, and case and statutory law as related to federal laws and policies. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The AY 2024-2025 assessment results demonstrate that this assessment method effectively measures students' ability to discuss the three sovereigns in the U.S. legal system, the Constitution, and case and statutory law as they relate to federal laws and policies.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used to evaluate the Student Learning Outcomes for Spring 2025. This revision process allowed the instructor to enhance the assessment process for 2025/2026, ensuring it measures students' ability to discuss the three sovereigns in the U.S. legal system, the Constitution, and case and statutory law as they relate to federal laws and policies.

Overall Program Effectiveness

The instructor of the course and staff will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Direct - Examination

Assessment Method Description

In LSI-5613, Criminal Jurisdiction in Indian Country, students analyze issues involving criminal jurisdiction that pertain to the three sovereigns: Federal, State, and Tribal Jurisdictions.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/11/2025

Assessment Results

In LSI 5613, 41/49 (83.67%) of students responded to scenarios to determine which sovereigns have concurrent jurisdiction among the three sovereigns: Federal, State, and Tribal, and under what authority based upon cases and statutory laws.

Results Status

Target Met

Number of Students Assessed

49

USE OF ASSESSMENT RESULTS

Curriculum

The course curriculum was thoroughly reviewed by the instructor of this course during AY 2023/2024 for AY 2025/2026 and made revisions to based upon new statutory law.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. This instructor also participated in training concerning how to ensure alignment between the student learning outcomes and course activity as assessment methods.

Learning Outcomes

COL - Indigenous Peoples Law (MLS)

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome for students to examine state and Supreme Court decisions, and federal statutes, as they relate to major historical eras in federal Indian Law and the three sovereigns: federal, state, and tribal governments accurately reflects what students will learn in LSI-5613 when discussing issues involving case and statutory laws concerning criminal law and the three sovereigns. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The 2024-2025 academic year assessment results clearly demonstrate that our assessment method effectively measures students' abilities to discuss State and Supreme Court decisions and federal statutes, as they relate to major historical eras in federal Indian Law and the three sovereigns.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used to evaluate the Student Learning Outcomes for Spring 2025. This revision process allowed the instructor to enhance the assessment process for 2025/2026, ensuring it will measure students' ability to effectively discuss Court decisions and federal statutes, as they relate to major historical eras in federal Indian Law and the three sovereigns.

Overall Program Effectiveness

The instructor of the course and IPL staff will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the Spring 2025, it was concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Indirect - Student Course Evaluation

Assessment Method Description

The end-of-course evaluations in LSI-5911 and LSI-5613 assess the perceptions of MLS-IPL students regarding learning outcomes and relevance in the context of examining the relationship between the U.S. system of government and the Constitution, State and Supreme Court decisions, federal statutes, and other legal sources.

Survey Items:

Learning outcomes for this course were clearly identified, and assignments and interactions in the course helped me gain a greater understanding of the course materials and achieve the intended learning outcomes.

The course content was relevant to my professional goals.

Performance Target

80% or more completing the survey item will choose "Strongly Agree" or "Agree."

2024 - 2025

Assessment Results Entry Date

09/12/2025

Assessment Results

COL - Indigenous Peoples Law (MLS)

In LSI-5911 and LSI-5613, more than 80% of responses selected by MLS-IPL students met or exceeded expectations when responding to the following survey question, indicating "Agree" or "Strongly Agree," on the end-of-semester survey, which measured student perceptions when examining the relationship between the U.S. system of government and the Constitution, State and Supreme Court decisions, federal statutes, and other legal sources.

LSI-5911

The course content was relevant to my professional goals. 41/42 (97.62%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 41/43 (95.35%)

LSI-5613

The course content was relevant to my professional goals. 23/23 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 22/24 (91.67%)

Results Status

Target Met

Number of Students Assessed

66

USE OF ASSESSMENT RESULTS

Methods of Assessment

The faculty and staff of the MLS program for the IPL program have determined that continued improvement of the questions on the end-of-course assessment is necessary. This enhancement will involve integrating specific learning outcomes and providing students with an opportunity to articulate how each learning activity in the course has contributed to their confidence in meeting the specified criteria for student learning outcomes. These learning activities may encompass lectures, readings, discussions, course assignments, as well as exams or quizzes.

Assessment Process/Procedures

The faculty and staff of the IPL program understand the critical role that student participation plays in enhancing the educational experience. To foster this engagement, instructors will proactively remind students to complete their evaluations during live Zoom classes, ensuring that the message is communicated in a supportive and encouraging atmosphere. In addition to these reminders, instructors will also make comprehensive announcements in Canvas and the new Online Student Center as the semester approaches its conclusion. These efforts are designed to enhance communication and ensure that students feel informed about how to provide their valuable feedback. Furthermore, these initiatives will supplement the email notifications and announcement reminders sent by the MLS Graduate office, creating multiple avenues for students to recognize the importance of their input. By emphasizing the significance of their feedback, we aim to motivate students to actively participate in shaping an improved learning environment, ultimately enriching the overall academic experience for students.

Student Learning Outcome 3 Critical Thinking: Analyzing Federal Indian Laws and Policies

Student Learning Outcome (SLO)

Upon completing this program, MLS-IPL students will apply statutes, treaties, case law, and other legal sources to hypothetical and real-world problems in areas of federal Indian laws and policies.

Outcome Status

Active

Direct - Course Embedded Assessment

Assessment Method Description

COL - Indigenous Peoples Law (MLS)

In LSI-5613, Criminal jurisdiction in Indian Country, MLS-IIPL students critiqued scenarios to determine whether the described land is Indian Country for federal Indian Law criminal jurisdiction purposes, and if so, under what provision of 18 U.S.C. §§1151(a), 1151(b), or 1151(c)

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/08/2025

Assessment Results

In LSI 5622 & LSI 5632, 78/86 (90.70%) of students met or exceeded expectations through discussions analyzing case and statutory laws, as well as other legal sources, during the major federal Indian law eras.

Results Status

Target Met

Number of Students Assessed

86

USE OF ASSESSMENT RESULTS

Curriculum

The faculty and staff of the Indigenous Peoples Law program have reviewed the curriculum for courses 5622 and 5632. For the academic year 2025/2026, the course content has been redeveloped. All video lectures, along with their transcripts, were re-filmed for each unit in both classes. The unit quiz questions and the final exam were also reviewed and revised.

The readings were assessed and were found to be appropriate for the courses, requiring no changes. Discussion prompts were reviewed as well, with some revisions made based on the assessment from the academic year 2024/2025. The revised content for these two courses is currently being implemented in AY 2025/2026. The team concluded that these courses provide an excellent historical introduction to the different eras of Federal Indian policy.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Faculty development also included how to best provide beneficial feedback to students on weekly discussions and how to create an online learning community for the students.

Learning Outcomes

Using previous direct and indirect assessments, the IPL faculty and staff revised LSI-5622 and LSI-5632 for AY 2025/2026. The IPL team also evaluated the student learning outcomes (SLO) for the History of Federal Indian Law courses. The student learning outcomes for the two courses were reviewed to determine if discussing and analyzing case and statutory laws, as well as other legal sources, through the major federal Indian law eras, provided the scope of what students will learn with the revised content. The team determined that with the course revisions, the SLOs are specific, measurable, and appropriate.

Methods of Assessment

The AY 2025/2026 assessment results demonstrate that this assessment method effectively measures students' ability to discuss and analyze federal Indian case and statutory laws and other legal sources throughout historical Indian law eras.

Assessment Process/Procedures

The AY 2025/2026 assessment results demonstrate that this assessment method of discussing federal Indian law effectively measures students' ability to analyze federal Indian laws and policies throughout Indian law historical eras. The instructor of the course and IPL will continue to monitor student performance regarding the revised course throughout the assessment process in AY 2025/2026.

Overall Program Effectiveness

COL - Indigenous Peoples Law (MLS)

Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Direct - Course Embedded Assessment

Assessment Method Description

In LSI-5693, the Indian Child Welfare Act (ICWA) course, students will critique scenarios supporting their response with case and statutory laws and ICWA regulations.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

Related Documents

[SLO 3 Native American Natural Resources Discussion Question.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/13/2025

Assessment Results

In LSI 5603, 36/41 (97.80%) Native American Natural Resources, students analyze case, statutory, and regulatory law impacting natural resources in Indian Country that occurred throughout the historical eras of Native American law.

Results Status

Target Met

Number of Students Assessed

41

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty and staff of this course with AY 2024/2025 assessment for AY 2025/2026. The team determined the Natural Resources course focuses on case, statutory, and regulatory law impacting natural resources in Indian Country that occurred throughout the historical eras of Native American law. However, due to recent changes in case and statutory laws and federal regulations impacting natural resources, the team also determined that the video lectures need to be re-filmed. Exam questions were revised to assess students' ability to analyze legal sources impacting natural resources in Indian Country that occurred throughout the historical eras of Native American law. The case book was reviewed and determined to be appropriate for the course and did not need to be changed. Discussion prompts were also reviewed and updated. The revised course content will be used beginning Fall 2025.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Faculty development also included how to provide beneficial feedback to students to enhance students' learning experience.

Learning Outcomes

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome to analyze major historical federal Indian law statutes, Supreme Court decisions, treaties, and federal Indian policy initiatives from the seventeenth century through the present, including the eras of Colonial, Treaties, Removal and Reservations, Allotment, Reorganization, Termination, and Self-Determination provides what students will learn when students analyze case, statutory, and regulatory law impacting natural resources in Indian Country that occurred throughout the historical eras of Native American law.

Methods of Assessment

COL - Indigenous Peoples Law (MLS)

The assessment results for the 2024-2025 academic year clearly demonstrate the effectiveness of this method in evaluating students' proficiency in analyzing case law, statutory law, and regulatory frameworks concerning natural resources in Indian Country across pivotal historical periods of Native American law. This approach remains consistent with prior years, enhanced by thoughtfully refined discussion prompts that align with the latest updates in lectures, case law, statutory law, and environmental regulations. This commitment to continuous improvement ensures that our assessment not only measures comprehension but also fosters critical thinking and real-world application of complex legal concepts.

Assessment Process/Procedures

The instructor for this course has conducted a review of the course content and assessment methods to ensure the evaluation process effectively measures the Student Learning Outcomes for Spring 2025. This revision process enabled the instructor to improve the assessment for the 2025/2026 academic year, ensuring it included course updates and accurately evaluates students' ability to analyze case law, statutory law, and regulatory law affecting natural resources in Indian Country throughout various historical periods of Native American law.

Overall Program Effectiveness

The instructor of the course and IPL staff will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Indirect - Student Course Evaluation

Assessment Method Description

The end-of-course evaluations in LSI-5693, LSI-5603, and LSI-5613 assess the perceptions of MLS-IPL students regarding

Survey Items:

Performance Target

80% or more completing the survey item will choose "Strongly Agree" or "Agree" on a 4 point Likert Scale,

2024 - 2025

Assessment Results Entry Date

09/13/2025

Assessment Results

In LSI-5622, LSI-5632, and LSI-5603, more than 80% of responses selected by MLS-IPL students met or exceeded expectations when responding to the following survey question, indicating "Agree" or "Strongly Agree," on the end-of-semester survey, which measured student perceptions when analyzing major historical federal Indian laws during all federal Indian eras.

LSI-5622

The course content was relevant to my professional goals. 26/26 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 24/26(92.31%)

LSI-5632

The course content was relevant to my professional goals. 21/21(100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 19/21(90.48%)

LSI-5603

The course content was relevant to my professional goals. 40/42 (95.34%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 39/40 (97.5%)

COL - Indigenous Peoples Law (MLS)

Results Status

Target Met

Number of Students Assessed

61

USE OF ASSESSMENT RESULTS

Methods of Assessment

The faculty and staff of the MLS program for the IPL program have determined that continued improvement of the questions on the end-of-course assessment is necessary. This enhancement will involve integrating specific learning outcomes and providing students with an opportunity to articulate how each learning activity in the course has contributed to their confidence in meeting the specified criteria for student learning outcomes. These learning activities may encompass lectures, readings, discussions, course assignments, as well as exams or quizzes.

Assessment Process/Procedures

The faculty and staff of the IPL program understand the critical role that student participation plays in enhancing the educational experience. To foster this engagement, instructors will proactively remind students to complete their evaluations during live Zoom classes, ensuring that the message is communicated in a supportive and encouraging atmosphere. In addition to these reminders, instructors will also make comprehensive announcements in Canvas and the new Online Student Center as the semester approaches its conclusion. These efforts are designed to enhance communication and ensure that students feel informed about how to provide their valuable feedback. Furthermore, these initiatives will supplement the email notifications and announcement reminders sent by the MLS Graduate office, creating multiple avenues for students to recognize the importance of their input. By emphasizing the significance of their feedback, we aim to motivate students to actively participate in shaping an improved learning environment, ultimately enriching the overall academic experience for all

Student Learning Outcome 4 Legal Research: Evaluation of Indian Laws & Policies

Student Learning Outcome (SLO)

Upon completing this program, MLS students, conduct advanced legal research using primary and secondary sources to evaluate the validity of authorities and support legal arguments.

Outcome Status

Active

Direct - Examination

Assessment Method Description

In LSI-5101, Introduction to Legal Research, MLS-IPL students engage in research exercises using Westlaw and Lexis Advance to conduct online legal research to find specific aspects of Court opinions, federal statutes, and regulations to answer legal research questions.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/11/2025

Assessment Results

In LSI 5613, 40/49 (81.62%) of students met or exceeded expectations when critiquing scenarios to determine critiqued scenarios to determine whether the described land is Indian Country and if so, under what provision of 18 U.S.C. §§1151 and who (Tribe, state, federal) has jurisdiction for the major crime described.

Results Status

Target Met

COL - Indigenous Peoples Law (MLS)

Number of Students Assessed

49

USE OF ASSESSMENT RESULTS

Curriculum

The course curriculum was revised for AY 2025/2026. The Indigenous Peoples Law (IPL) faculty and staff reviewed the revised curriculum. They found that the course materials (readings, statutory law, and video lectures) adequately described the land in Indian Country, including the provisions described in 18 U.S.C. §§1151 and which sovereign, Tribe, state, or U.S., has jurisdiction. The review also revealed that the scenarios in the course provided an opportunity for students to critique scenarios to determine whether the described land is Indian Country and, if so, under what provision of 18 U.S.C. §§1151 and who (Tribe, state, federal) has jurisdiction for the major crime described in the scenarios.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Faculty development also included how to provide meaningful feedback to students in online courses to enhance the students' learning experiences.

Learning Outcomes

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2023-2024 evaluated the student learning outcome (SLO) for Criminal Jurisdiction in Indian Country to determine if the outcome provides the scope of what the students will learn from this assessment. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The 2024-2025 academic year assessment results demonstrate that this assessment method effectively measures students' ability to critique scenarios to determine whether the described land is Indian Country and, if so, under what provision of 18 U.S.C. §§1151, and who (Tribe, state, federal) has jurisdiction for the major crime described.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used to evaluate the Student Learning Outcomes for Fall and Spring semesters. This revision process allowed the instructor to enhance the assessment process for 2025/2026, ensuring it will measure students' ability to determine whether the described land is Indian Country and if so, under what provision of 18 U.S.C. §§1151 and who (Tribe, state, federal) has jurisdiction for the major crime described.

Overall Program Effectiveness

The instructor of the course and IPL staff will continue to monitor student performance regarding this assessment in AY 2025/2026. Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Direct - Project, Research/Writing

Assessment Method Description

In LSI 5723 Tribal Courts, MLS-IPL students conduct research concerning a tribe's history, the tribal constitution, the Tribal Court history, the current Tribal Court organization and process, and how Federal Indian Law impacts the Tribal Court.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/14/2025

Assessment Results

COL - Indigenous Peoples Law (MLS)

In LSI 5643, 40/43 (93.02%) students met or exceeded expectations with written critiques of UN forums, conventions, and documents to use when reporting on the Indigenous issue and proposing plans to address the issues impacting the Indigenous community.

Results Status

Target Met

Number of Students Assessed

43

USE OF ASSESSMENT RESULTS

Curriculum

In the spirit of improvement for assessment, the Indigenous Peoples Law (IPL) faculty and staff reviewed the curriculum based on previous assessments. For AY 2025/2026, the video lectures were updated to reflect changes in International Indigenous Peoples law. The learning activities and assessments were updated to include the new information.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning. Faculty development also included how to best prepare students for the scope of the presentation project and how to provide beneficial feedback to students on their critique.

Learning Outcomes

The IPL faculty and staff team for AY 2025/2026 evaluated the student learning outcome (SLO) for federal Indian laws and policies as related to International Indigenous Peoples Law to determine if the outcome provides the scope of what the students learn. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The AY 2024-2025 assessment results demonstrate that this assessment method effectively measures students' ability to critique UN documents and related secondary sources on the indigenous issue and provide solutions to the issues impacting Indigenous communities in Indian Country.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used to evaluate the Student Learning Outcomes for Spring 2025. This revision process allowed the instructor to enhance the assessment process for 2025/2026, ensuring it will continue to measure students' conduct quality legal research supported by evidence, focusing on the laws and policies of federal Indian law within the Tribal Court system. The instructor of the course and staff will continue to monitor student performance regarding this assessment in AY 2025/2026.

Overall Program Effectiveness

Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Direct - Course Embedded Assessment

Assessment Method Description

In LSI-5673 Indian Gaming Laws and Regulations, MLS-IPL students are required to conduct scholarly legal research and write an 8 to 10-page paper on one of several topics involving Indian Gaming Law.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/13/2025

Assessment Results

COL - Indigenous Peoples Law (MLS)

Four IPL courses were selected for this outcome for AY 2024/2025

LSI 5663 Water Law in Indian Country

In LSI 5663, 2020 (100%) of students met or exceeded expectations when critiquing case and statutory law and other legal sources concerning issues in water law in Indian Country.

LSI-5653 Civil Jurisdiction in Indian Country

In LSI 5653, 75/86 (88.23%) of students met or exceeded expectations when critiquing case and statutory law and other federal legal sources concerning civil jurisdiction in Indian Country.

LSI 5603 Native American Natural Resources

In LSI 5603, 36/41 (87.80%) of students met or exceeded expectations when critiquing case and statutory law, federal regulatory law, and other legal sources pertaining to Native American natural resources and environment. ,

LSI-5693 Indian Child Welfare and Family Law

LSI-5693 students met or exceeded expectations when critiquing case and statutory law and state and federal regulations pertaining to Indian Child welfare concerning child placement and parent rights and responsibilities.

Results Status

Target Met

Number of Students Assessed

287

USE OF ASSESSMENT RESULTS

Curriculum

Inline with the cycle of improvement, for each of these courses the previous annual assessments and the curriculum were reviewed in AY 2024/2035 to determine if any revisions were needed for AY 2024/2025. Recent Supreme Court decisions have resulted in changes in federal Indian law that impact these courses. Because of specific aspects of the curriculum in these courses were revised.

In Water Law the curriculum content was added that addressed contemporary Yurok events and Supreme Court decision in Arizona v. Navajo Nation.

In Natural Resources the curriculum content was addressed the Supreme Court that overturned the Chevron deference from the 1984 case Chevron U.S.A. Inc. v. Natural Resources Defense Council, Inc.

In Indian Child Welfare and Civil Jurisdiction the curriculum was reviewed and found that no updates were needed at this time.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning.

Learning Outcomes

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2023-2024 evaluated the student learning outcome (SLO) for each of these three courses to determine if the outcome provides the scope of what the students learned. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

For courses that required updates, the IPL team evaluated the student learning outcome to determine if the student Learning Outcome to examine federal Indian laws and policies relevant to specific areas of Indian law provided the scope of what the students learn when critiquing case law, statutory law, and other legal sources related to federal Indian law. The team determined that the SLOs in each of the IPL courses were specific, measurable, and appropriate for the IPL program.

Methods of Assessment

COL - Indigenous Peoples Law (MLS)

The 2024-2025 academic year assessment results demonstrate that for each course, this assessment method effectively measures students' ability to critique case law, statutory law, and other legal sources related to federal Indian law.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used in each course evaluates the Student Learning Outcome for Spring 2025. This revision process allowed the instructor to enhance the assessment process, as needed, for 2025/2026, ensuring it will measure students' ability to critique case law, statutory law, and other legal sources related to federal Indian law. The instructors of each course and IPL staff will continue to monitor student performance regarding this assessment in AY 2025/2026.

Overall Program Effectiveness

Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Indirect - Student Course Evaluation

Assessment Method Description

The end-of-course evaluations in LSI-5613, LSI-5643, LSI-5663, LSI-5653, and LSI-5673 assess the perceptions of MLS-IPL students regarding learning outcomes and relevance in the context of examining federal Indian laws and policies relevant to specific areas of Indian law.

Survey Items:

Learning outcomes for this course were clearly identified, and assignments and interactions in the course helped me gain a greater understanding of the course materials and achieve the intended learning outcomes.

The course content was relevant to my professional goals.

Performance Target

80% or more completing the survey item will choose "Strongly Agree" or "Agree."

2024 - 2025

Assessment Results Entry Date

09/13/2025

Assessment Results

COL - Indigenous Peoples Law (MLS)

In LSI-5613, LSI-5643, LSI-5663, LSI-5653, and LSI-5673 more than 80% of responses selected by MLS-IPL students met or exceeded expectations when responding to the following survey question, indicating "Agree" or "Strongly Agree," on the end-of-semester survey, which measured student perceptions when conduct quality legal research supported by evidence, focusing on the complex laws and policies of federal Indian law.

LSI-5613

The course content was relevant to my professional goals. 20/20 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 20/20 (100%)

LSI-5643

The course content was relevant to my professional goals. 19/10 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 10/10 (100%)

LSI-5663

The course content was relevant to my professional goals. 20/20 (100%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 20/20 (100%)

LSI-5653

The course content was relevant to my professional goals. 21/23 (91.30%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 21/23 (91.30.%)

LSI-5673

The course content was relevant to my professional goals. 18/18 (94.44%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 18/18 (100%)

Results Status

Target Met

Number of Students Assessed

95

USE OF ASSESSMENT RESULTS

Methods of Assessment

The faculty and staff of the MLS program for the IPL program have determined that continued improvement of the questions on the end-of-course assessment is necessary. This enhancement will involve integrating specific learning outcomes and providing students with an opportunity to articulate how each learning activity in the course has contributed to their confidence in meeting the specified criteria for student learning outcomes. These learning activities may encompass lectures, readings, discussions, course assignments, as well as exams or quizzes.

Assessment Process/Procedures

The faculty and staff of the IPL program are fully aware of the vital role student participation plays in enhancing the educational experience. To foster this engagement, instructors will actively remind students to complete their evaluations during live Zoom classes, ensuring that these messages are communicated in a positive and supportive environment. Additionally, instructors will provide several announcements in Canvas and the new Online Student Center as the semester draws to a close. These initiatives are designed to enhance communication and ensure that students clearly understand how to provide their valuable feedback. Furthermore, they will complement the email notifications and announcement reminders sent by the MLS Graduate office, creating multiple avenues for students to recognize the importance of their input. By highlighting the significance of their feedback, we are committed to motivating students to actively participate in shaping an improved learning environment, ultimately enriching the academic experience for all.

COL - Indigenous Peoples Law (MLS)

Student Learning Outcome: 5 Communicate Federal Indian Laws Concerning Culture, Religion, and Other Indigenous Issues

Student Learning Outcome (SLO)

Upon completing this program, MLS-IPL students will communicate ideas, insights, autobiographical/biographical cultural, and Tribal information concerning Tribal histories, courts, and the intersection of religion, culture, and Indian laws.

Outcome Status

Active

Direct - Presentation

Assessment Method Description

In LSI-5623, Religion, Culture, and Indian Law, MLS-IPL students create a multimedia research presentation focused on a specific tribe's spiritual or cultural practices. In addition to describing the nature of the religion/cultural practices, students analyze how case law, statutory laws, and policies affect these tribal practices.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/14/2025

Assessment Results

In LSI 5623, 40/45 (88.89%) of MLS-IPL students met or exceeded expectations with a multimedia video presentation describing a specific tribe's cultural or spiritual practice, including how federal case and statutory law have impacted the tribe's cultural and spiritual practices.

Results Status

Target Met

Number of Students Assessed

45

USE OF ASSESSMENT RESULTS

Direct - Project, Research/Writing

Assessment Method Description

In LSI 5603 Religion, Culture, and Indian Law, MLS-IPL students write an autobiographical or biographical scholarly report, communicating the religion and cultural practices of Indigenous People analyzed through case and statutory laws, through the lens of Native American scholars.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

Related Documents

[Autobiographical Essay.pdf](#);

[Biographical Essay.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/15/2025

Assessment Results

COL - Indigenous Peoples Law (MLS)

In LSI 5603, 40/45 (88.89%) of MLS-IPL students met or exceeded expectations by providing a written autobiographical or biographical report on cultural and religious practices within families' lived experiences of Indigenous Peoples, accompanied by a legal analysis through case and statutory laws, and through the lens of Native American scholars.

Results Status

Target Met

Number of Students Assessed

45

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty and staff of this course with AY 2023/2024 assessment for AY 2025/2026. Changes were made that reflected changes in case and statutory law and the activity by the Secretary of Interior concerning the history of tribal boarding schools in the U.S.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning.

Learning Outcomes

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome for to write an autobiographical or biographical paper provides the scope of what the students will learn writing an autobiographical or biographical scholarly report about tribal religion or cultural practices analyzed through case and statutory laws and the lens of Native American scholars. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Direct - Presentation

Assessment Method Description

In LSI-5723, Tribal Courts, MLS-IPL students present a multimedia video about the history and scope of a Tribal Court of their choice.

Performance Target

The performance scale for this assessment: 10 - 9.4= Exceeds Expectations, 9.3 - 8.00= Meets Expectations, Below 8.00 = Does Not Meet Expectations. 80% of students must score 8.00 or higher on a 10-point scale to meet or exceed expectations.

2024 - 2025

Assessment Results Entry Date

08/14/2025

Assessment Results

In LSI 5723, 75/82 (91.46%) of MLS-IPL students met or exceeded expectations when presenting research through a multimedia presentation about a Federal Indian tribal court of their choice.

Results Status

Target Met

Number of Students Assessed

82

USE OF ASSESSMENT RESULTS

Curriculum

This IPL course curriculum was reviewed by the faculty and staff of this course with AY 2023/2024 assessment for AY 2025/2026.

Faculty Development

Faculty development in AY 2024/2025 focused primarily on increasing faculty understanding of the differences between summative and formative assessment, as well as how to utilize summative assessment to provide improved, ongoing feedback that enhances student learning.

Learning Outcomes

COL - Indigenous Peoples Law (MLS)

The Indigenous Peoples Law (IPL) faculty and staff reviewed the data. The IPL team for AY 2024-2025 evaluated the student learning outcome (SLO) for this course to determine if the outcome for legal research presentation on a tribe's court system provides the scope of what the students will learn in Tribal Courts concerning students' communicate through a multimedia video presentation about the history and scope of the Tribal Court of a tribe of the student's choice. The team determined that the SLO is specific, measurable, and appropriate for the IPL program.

Methods of Assessment

The 2024-2025 academic year assessment results demonstrate that this assessment method effectively measures students' ability to communicate through a multimedia video presentation about the history and scope of the Tribal Court of a tribe of the student's choice.

Assessment Process/Procedures

The instructor for this course implemented a review of course content and the assessment method to ensure that the assessment process used to evaluate the Student Learning Outcomes for Spring 2025. This revision process allowed the instructor to enhance the assessment process for 2025/2026, ensuring it will measure students' ability to use a multimedia presentation to communicate about the history and scope of the Tribal Court of a tribe of the student's choice. The instructor of the course and the IPL staff will continue to monitor student performance regarding this assessment in AY 2025/2026.

Overall Program Effectiveness

Based on the assessment results from the 2024-2025 academic year, it can be concluded that this Student Learning Outcome (SLO) and the related assessment methodology contribute positively to the overall effectiveness of the Indigenous Peoples Law program.

Indirect - Student Survey

Assessment Method Description

The end-of-course evaluations in LSI-5623 and LSI-5673 assess the perceptions of MLS-IPL students regarding

Survey Items:

Performance Target

80% of response" met expectations" and "exceeded expectations"

2024 - 2025

Assessment Results Entry Date

09/25/2025

Assessment Results

The end-of-course evaluations in LSI-5623 and LSI-5673 assess the perceptions of MLS-IPL students regarding learning outcomes and relevance in the context of examining federal Indian laws and policies relevant to specific areas of Indian law.

LSI-5623

Learning outcomes for this course were clearly identified, and assignments and interactions in the course helped me gain a greater understanding of the course materials and achieve the intended learning outcomes. 8/8 (100%)

The course content was relevant to my professional goals. 8/8 (100%)

LSI-5673

The course content was relevant to my professional goals. 18/18 (94.44%)

The learning outcomes for this course were clearly identified, and the assignments and interactions within the course helped me gain a deeper understanding of the course materials and achieve the intended learning outcomes. 18/18 (100%)

Results Status

Target Met

Number of Students Assessed

26

USE OF ASSESSMENT RESULTS

COL - Indigenous Peoples Law (MLS)

Methods of Assessment

The faculty and staff of the MLS program for the IPL program have determined that continued improvement of the questions on the end-of-course assessment is necessary. This enhancement will involve integrating specific learning outcomes and providing students with an opportunity to articulate how each learning activity in the course has contributed to their confidence in meeting the specified criteria for student learning outcomes. These learning activities may encompass lectures, readings, discussions, course assignments, as well as exams or quizzes.

Assessment Process/Procedures

The faculty and staff of the IPL program are fully aware of the vital role student participation plays in enhancing the educational experience. To foster this engagement, instructors will actively remind students to complete their evaluations during live Zoom classes, ensuring that these messages are communicated in a positive and supportive environment. Additionally, instructors will provide several announcements in Canvas and the new Online Student Center as the semester draws to a close. These initiatives are designed to enhance communication and ensure that students clearly understand how to provide their valuable feedback. Furthermore, they will complement the email notifications and announcement reminders sent by the MLS Graduate office, creating multiple avenues for students to recognize the importance of their input. By highlighting the significance of their feedback, we are committed to motivating students to actively participate in shaping an improved learning environment, ultimately enriching the academic experience for all.

Student Learning Outcome 6: Analyze Problems & Formulate Solutions

Student Learning Outcome (SLO)

Upon completing this program, students will analyze problems or scenarios, formulating solutions or determining actions based on case and statutory laws, concerning issues faced by Indigenous communities in Indian Country.

Outcome Status

Active

Develop positions on contemporary legal and policy issues affecting Indigenous Peoples.

Student Learning Outcome (SLO)

Upon completion of the program, MLS-IPL students will develop positions on contemporary legal and policy issues affecting Indigenous Peoples.

Outcome Status

Active