

## CXCS MA STUDENT LEARNING OUTCOMES ASSESSMENT

October 2014

### Overview

Established in 1972, the Center for Cross-Cultural Studies is a teaching, research and development unit administered through the College of Liberal Arts and Graduate School, University of Alaska Fairbanks. It promotes programs that concentrate on the needs of Alaska's indigenous societies with particular regard to educational needs and issues in rural Alaska. Objectives of the Center are to offer academic degree programs and coursework in cross-cultural studies; design and conduct basic and applied research projects on cross-cultural issues; develop, conduct and evaluate alternative educational strategies for Alaska schools; and disseminate findings on current Alaska research in cross-cultural studies and rural community development.

CXCS is structured to provide technical support and information to school districts, social service agencies, Native corporations, tribal governments, community colleges and state and federal agencies in rural Alaska; to provide direction for the improvement of educational and professional development opportunities for rural Alaskans; and to provide a forum for the examination of cross-cultural and indigenous education and community development issues. Curriculum resources utilizing indigenous knowledge and Native ways of knowing are made available through the Alaska Native Knowledge Network ([www.ankn.uaf.edu](http://www.ankn.uaf.edu)). The Center also sponsors various state, national and international seminars, conferences and exchanges to bring people together around issues of concern to Alaska, the circumpolar North, and indigenous people throughout the world.

The three most prominent activities administered through CXCS over the past five years have been the implementation of the MA program in Cross-Cultural Studies; the development and implementation of the new PhD in Indigenous Studies; and the successful completion of the Alaska Rural Systemic Initiative-a twelve year school reform effort funded by the National Science Foundation. For purposes of this unit assessment, the following report will focus on the MA and PhD programs (assessment documents are attached).

## MA in Cross-Cultural Studies

The Master of Arts in Cross-Cultural Studies with an emphasis on indigenous knowledge systems is designed to provide graduate students from various fields of interest an opportunity to pursue in-depth study of the role and contributions of indigenous knowledge in the contemporary world. Students are expected to demonstrate the ability to work effectively with indigenous people in their studies. The intent of the program has been to tap into newly emerging bodies of scholarship to address the role of indigenous knowledge systems in fields such as ecological studies, natural resources, health care, community development, social services, justice, Native studies, etc.. The MA degree is available to students by distance education, in combination with intensive seminars and summer courses on campus,

***The three primary criteria for evaluating student learning under the MA in Cross-Cultural Studies are:***

1. Performance in academic coursework;
2. Successful completion of a comprehensive exam during the semester before graduation; and
3. Submission and successful defense of a final project or thesis, as determined by the students graduate committee.

Student outcomes and assessment align with the mission and goals of CXCS – in addition to successful completion of coursework, assessment criteria and procedures include:

- Ability to apply knowledge and skills gained in implementing practical solutions to real-world problems
- Compare and analyze the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems (Alaska emphasis)
- Apply cross cultural understandings and communication skills
- Effective collaboration with Indigenous peoples
- Apply principles of cross-cultural research methodologies and methods
- Conduct research relevant to Alaska and the Arctic that contributes to cultural practices, community well being, and quality of life.

Student outcomes are assessed through Comprehensive Exams 1 (research proposal), 2, (literature review) and 3 (methodology); the graduate committee also conducts and evaluates student outcomes through the Oral Comprehensive Exam. Committee chairs closely monitor students' IRB application, the research process and dissemination of research.

# 2014 Roster of CCS Master Students

Name	Admitted
1. [REDACTED]	Fall 2012
2. [REDACTED]	Fall 2012
3. [REDACTED]	Spring 2013
4. [REDACTED]	Fall 2010
5. [REDACTED]	Fall 2011
6. [REDACTED]	Fall 2011
7. [REDACTED]	Fall 2011
8. [REDACTED]	Fall 2012
9. [REDACTED] (MA Ed)	Fall 2011
10. [REDACTED]	Fall 2009
11. [REDACTED]	Fall 2010
12. [REDACTED]	Spring 2011
13. [REDACTED]	Spring 2013
14. [REDACTED]	Fall 2010
15. [REDACTED]	Fall 2010
16. [REDACTED]	Spring 2008
17. [REDACTED]	Fall 2013
18. [REDACTED]	Fall 2009
19. [REDACTED]	Spring 2013

## MA Employment

### CXCS MA Graduates

1.		Retired
2.		Pursuing PhD, Chistochina Environmental Manager
3.		Pursuing PhD
4.		Native Student Technical Support
5.		<u>Doyon Foundation Language Revitalization Program Director</u>
6.		Pursuing PhD, RD Faculty
7.		Pursuing PhD
8.		Village Environmental Manager
9.		Completed PhD, Kyushu University, Japan
10.		Retired
11.		Deceased
12.		Pursuing IS PhD; <u>(retired from Kuspuk School District)</u>
13.		Pursuing IS PhD
14.		Nenana Museum Director
15.		Teaching LYSD
16.		Mat-Su Music Teacher
17.		Pursuing PhD, <u>Teacher at Effie Kokrine Early College Charter School</u>
18.		Teacher, Anchorage
19.		Tlingit Language Instructor, Wrangell
20.		Nome
21.		Watershed Charter School Teacher
22.		Winterberry Charter Waldorf School
23.		Staff of ACHIEVE Program , Y-KSD
24.		Retired, UAS
25.		Retired, Bristol Bay Campus
26.		Pursuing PhD, ANKN Director
27.		Counselor
28.		RAHI Director
29.		White Mountain, Language Instructor
30.		Retired, Juneau
31.		Instructor, Klamath Community College