

Indigenous Studies - Master of Arts - Full Review & SLOA

Current Compliance Year: 2023-2024

Full review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

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Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Strong

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

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

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| <ol style="list-style-type: none">1. Ability to apply knowledge and skills gained in implementing practical solutions to real-world problems,2. Compare and analyze the epistemological properties, worldviews and modes of transmission associated with various Indigenous knowledge systems,3. Apply cross-cultural understandings and communication skills,4. Effective collaboration with Indigenous Peoples,5. Apply principles of cross-cultural and indigenous research methodologies and methods,6. Conduct research relevant to Indigenous communities that contributes to cultural, practices, community wellbeing, and quality of life. |
|---|

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

During the review period, the Center for Cross-Cultural Studies (CXCS) faculty and its oversight board are in the process of a major change to our MA program. CXCS is the only program in Alaska who earned the World Indigenous Nations Higher Education Consortium accreditation. We continue to review and accept student applications statewide, nationally, and internationally. Change includes: requiring CCS F602 (Cultural & Intellectual Property Rights)
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Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Student Success Data Trends:

No change in majors, No change in degrees awarded, No change in persistence, No change in pass rates
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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Diversity/Global Learning,"Service Learning, Community-based Learning"
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Collaborative Assignments & Projects

N/A

Undergraduate Research

N/A

Diversity/Global Learning

During the review period (2021-2023), the Indigenous Studies graduate programs include 50-100% women, 50-100% [REDACTED] or [REDACTED] (there are other [REDACTED] students outside the US also enrolled). The department is active in the University of the Arctic and the World Indigenous Nation Higher Education Consortium.
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ePortfolios

N/A

First Year-Seminars & Experiences

N/A

Writing-Intensive Courses

N/A

Service-Learning and/or Community-based Learning

All students are co-producing knowledge with various Indigenous communities.
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Internships

N/A

Capstone Courses & Projects

N/A

Other or None of these (explain)

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Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Feedback: Feedback and recommendations may not appear until after your first full or mid-cycle review.

Cost Effectiveness

How does your department/program approach being cost effective?

The Center for Cross-Cultural Studies faculty are on several National Science Foundation grants and other proposals. Faculty Buyouts have saved thousands of dollars for the Center.

Program's Value to Mission

During the review period (2021-2023), 50-100% of the students self-identify as [REDACTED] or [REDACTED] (though there are other [REDACTED] students outside the US enrolled in a graduate program. All faculty are tenured or tenure-track, and they very active in teaching, service, and research.

Duplicative Programs

N/A

Community or Other Partnerships

All students and faculty are co-producing knowledge with various Indigenous communities.

Value of Service Courses (Optional)

All students and faculty are co-producing knowledge with various Indigenous communities.

Post-Graduate Success

Students are tracked following graduation through email inquiries regarding their employment and overall well-being. Most respond, but inevitably some few do not.

As our MA program is much smaller than our PhD program, only one student has graduated during the period of this review (2021-2023), and so the outcomes of this student alone was used for data collection. The student was rated according to the categories above: coursework, comprehensive exam, final project or thesis, and criteria 1-6 above. The student performed well according to each of these categories, and according to the assessment information provided above. This student completed her degree before the seven years allowed to a master's student (three years). She is now an employee in a [REDACTED] in Alaska.

Submission

Submitter & Collaborator Names

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Improve time to degree, Increase enrollment, Increase graduates

Explanation of Recommendations

Overall, this is a small program in the process of building out, with good SLA and collaboration within the department and outside communities. More information would be helpful about the buyout of staff time to demonstrate how strong this program is on its own. It has a lot of potential with ample room for growth. The program needs to improve the time students take to complete the degree requirements and graduate. The program must increase enrollment and student credit hours.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan, "Clear, concise presentation of findings"

Student Learning Outcomes Assessment Feedback (narrative)

The SLOA is consistent with the program. The goals are clear and do not seem to be missing any connection. The SLOA seems very well articulated, detailed and thoughtful and covers all the requirements. However, the direct measures of assessment are not clear.
Suggestions for improvement: Streamline the SLOA so that all the intended objectives/outcomes are verbs. There seems to be a missing collaboration in the department in specific courses (outside of the thesis process). Means and criteria for assessment mainly consist of successful completion of courses.

Profile Feedback

Program is mission-centric to UAF or college/school, Program is unique in the state, Strong ties to the community or industry

Financial Feedback

High Grant Revenues, Opportunities to Increase Revenue

Student Success & Equity Feedback

The review committee could not access any information or data for student success for either Master's or Ph.D. programs in Indigenous studies. There seems to be homogeneity in the student body (all [REDACTED]).

High-Impact Practices Feedback

The program uses several high-impact practices that should be continued, including the co-production of knowledge with Indigenous communities. The program may explore graduate internships as another high-impact practice.

Dean's Review Feedback

As with the PhD, the The faculty and staff for this program need to look at the timeline it takes students to complete the program, so that the students graduate in a more timely sequence. Discussion with the group demonstrates they will be working on this during the upcoming AY.

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S OAs – Pr v ded 7 SLOs S Os 4 and 7 are p ogram ou com s a d no S Os as writt n; the p ogram might co sider re isi g th S Os to i clude more “action” words (<https://tips.uark.edu/blooms-taxonomy-verb-hart/>) Gr des a e not a val d m ans for det rmining whet er LOs a e b in met by s uden s, w ll need to denti y other crite ia Need to address clo ing he oop and co tinuous improvem n .

HIPs - rovided o er iews f these pr ctice ; co ld h ve u ed more det ils or each prac ice with pecific e amp es. N t lear f t ese are equ red for all tu en s or if tud nts ca cho s from a roup of ptions. F eq ency f these opport nitie ? her in the prog am/what lasses? eq ired or o tion l? What pr po tion of tudents involved?

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
MA in Indigenous Studies

Center for Cross Cultural Studies/College of Rural and Community Development
August 28, 2023

MISSION STATEMENT: The **Master of Arts in Indigenous Studies** 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.

GOAL STATEMENTS:

1. Prepare students to contribute to research and development activities across a variety of academic disciplines and applied fields impacting Indigenous peoples and communities.
2. Prepare students to engage in comparative studies with Indigenous Peoples around the world and focus their academic skills on issues.
3. To expand the pool of knowledgeable and highly skilled Indigenous Peoples who can assume leadership and technical positions with public and private sector organizations, including universities, school districts, social service agencies, Native corporations, tribal governments, and state and federal agencies in Alaska and beyond.
4. To contribute to and tap into newly emerging bodies of academic scholarship that address the role of Indigenous knowledge systems in fields such as ecological studies, natural resources management, health care, education, language revitalization, community development, social services, justice, and Native studies.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
Ability to apply knowledge and skills gained in implementing practical solutions to real-world problems	Research proposal IRB proposal Thesis or project	Research proposal approval by graduate committee; committee chair signs as PI on student research Sent to program chair and dean for approval after thesis or project defense
Compare and analyze the epistemological properties, worldviews and modes of transmission associated with various indigenous knowledge systems (Alaska emphasis)	Successful completion of coursework, including CCS608: Indigenous Knowledge Systems Written comprehensive exams Oral comprehensive exam	Instructor(s) Grade of "B" or better Graduate chair and committee evaluate and approve written exams prior to scheduling oral defense.
Apply cross cultural understandings and communication skills	Successful completion of coursework Successful completion of thesis research or project Successful dissemination of thesis or project	Instructor(s) Grade of "B" or better Graduate committee chair Graduate committee Program chair and dean
Effective collaboration with Indigenous peoples	Development of collaborative research agenda; successful completion and dissemination of research	Graduate committee chair Graduate committee Program chair collects data on student conference presentations and publications related to master's research
Apply principles of cross-cultural research methodologies and methods	Successful completion of coursework including CCS604: Documenting Indigenous Knowledge, or RD650: Community-Based Research Comprehensive exam 3	Instructor(s) Grade of "B" or better Graduate committee chair Graduate committee
Conduct research relevant to Alaska and the Arctic that contributes to cultural practices, community well being, and quality of life	Comprehensive exam 1 Research proposal IRB application Oral comprehensive exam Completed thesis or project	Graduate committee chair, graduate committee, program chair and dean approve completed thesis or project; Thesis/project titles and abstracts compiled yearly
Graduate level discussion, synthesis and analysis of cross-cultural studies literature	Successful completion of coursework Comprehensive exam 2	Instructor(s) Grade "B" or better Graduate committee chair Graduate committee

Data Liaison Report for CXCS Department/Program				
	FY2021	FY2022	FY2023	Definitions for the compiling staff
Total Student Credit Hours (SCH)	358	163	0	Provided in SCH tab in the student success data provided by PAIR.
Service SCH	63	14	0	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR
Department FTEs	0.07	3.19	5.12	calculate for each employee type, and then use the total from row 31 here.
Total SCH per Department FTE	4898.95	51.17	0.00	
Service SCH per Department FTE	862.11	4.40	0.00	
Majors in Programs	47	50	54	Sum for all programs from the Majors Total tab in the data provided by PAIR
Department FTEs	0.07	3.19	5.12	From row 31 below or row 5 above
Majors per Department FTE	643.16	15.70	10.54	
Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable
Tuition Revenue - Rural College				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)
Fees				Course Fees (9159) e.g. Performance and Sales Receipts, Space Rental Revenue, Student Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE
Other UA Receipts/Revenue				
Workload allocation: Teaching Units	1.93	62.07	85.55	Department faculty's workload units assigned to teaching
Workload allocation: Service Units	0.23	11.78	16.12	Department faculty's workload units assigned to service
Workload allocation: Research Units	0.76	27.68	42.95	Department faculty's workload units assigned to research

Full-time Equivalent Worksheet**	FY2021	FY2022	FY2023	
Faculty FTEs	0.07	2.88	5.02	Split appointments are multiplied by the % of effort assigned to this
Adjunct FTEs	0	0	0	by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.00	0.30	0.11	Split appointments are multiplied by the % of effort assigned to this
Graduate TA/RA FTEs	0.00	0.00	0.00	0.75 FTE.
Total Departmental FTEs	0.07	3.19	5.12	Sum of all employee FTEs

**Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.

Definitions for the programs and reviewing committees

Anne's notes

PAIR data doesn't have 2023

PAIR data doesn't have 2023

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Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.

PAIR data doesn't have 2023

Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.

Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds

FY21 data not complete due to changing Colleges

g. OMB or IPEDS reporting)