

1099

**Longitudinal Study of First-Year Students  
Rose Urban Rural Exchange Program**

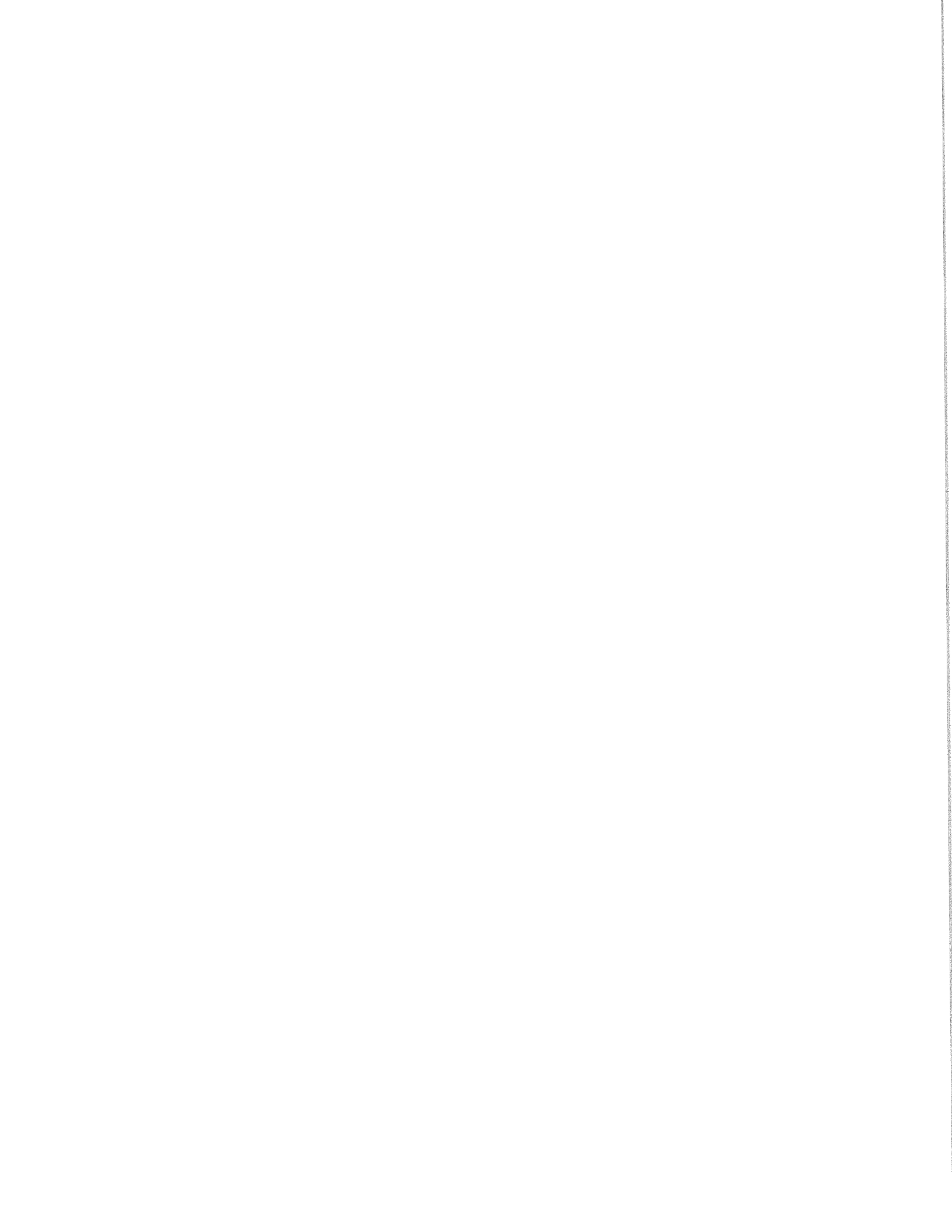
Prepared by:  
G. Williamson McDiarmid  
Rosylnd Frazier

Prepared for:  
Alaska Humanities Forum

December 2004



Institute of Social and Economic Research  
University of Alaska  
3211 Providence Drive  
Anchorage, Alaska 99508



## **TABLE OF CONTENTS**

---

INTRODUCTION AND BACKGROUND .....	1
SCOPE OF THIS REPORT.....	2
Longitudinal Study.....	2
Comparative Evaluation Study .....	3
EVALUATION DESIGN .....	3
Pre- and Post Questionnaires and Test of Knowledge, 2001 .....	4
<i>Administration of Questionnaires and Knowledge Test</i> .....	4
<i>Questionnaire Responses Rate, 2001</i> .....	4
<i>Test of Knowledge, 2001</i> .....	5
Three- Year Post-Visit Questions for 2001 Participants.....	5
PRELIMINARY RESULTS .....	6

## **APPENDIX**

---

TELEPHONE INTERVIEW YEAR 1 STUDENTS, 2004

RURAL STUDENTS TEST OF KNOWLEDGE, 2001

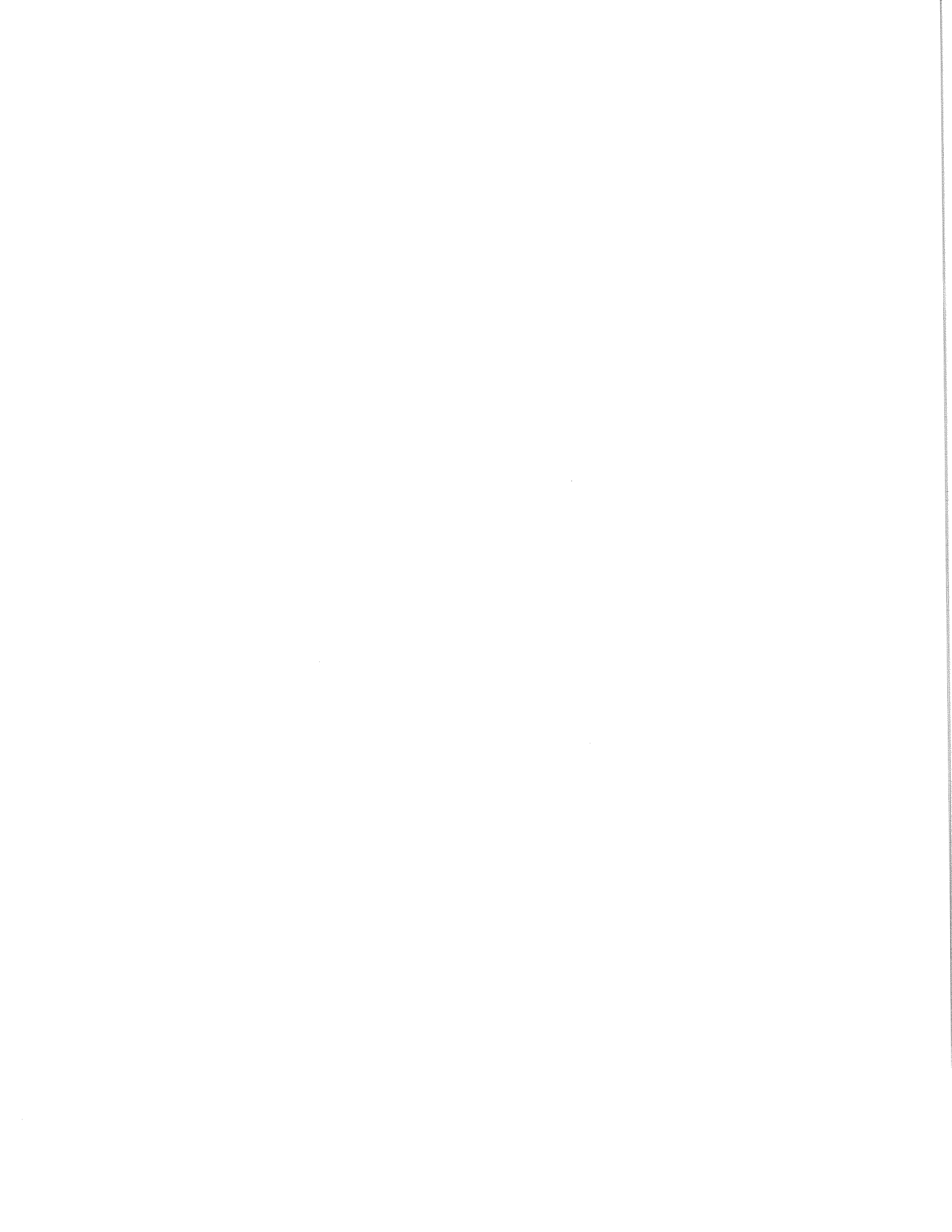
URBAN STUDENTS TEST OF KNOWLEDGE, 2001

RURAL STUDENTS, PRE-SURVEY, 2001

RURAL STUDENTS POST-SURVEY, 2001

URBAN STUDENTS PRE-SURVEY, 2001

URBAN STUDENTS POST- SURVEY



## **INTRODUCTION AND BACKGROUND**

The Institute of Social and Economic Research (ISER) at the University of Alaska Anchorage annually evaluates components of the Rose Urban Rural Exchange Program, to determine how well the program is achieving its purpose. The program's goal is to build understanding and a statewide sense of community—by bringing urban students to rural Alaska and rural students to urban Alaska, to help them learn about each other's cultures. The Alaska Humanities Forum administers the program, with funding from the U.S. Department of Education, and contracts with ISER to do program evaluations.

In 2004, the Institute of Social and Economic (ISER) proposed, for the first time, to evaluate not only how the program did in the current year, but also to evaluate the program's lasting effects by collecting survey and interview data from students who had participated in the first year of the program, 2001.

This is the first assessment of the longer-term effects of the program. We collected comparable to those collected in 2001. Specifically, we collected data through (1) interviews with urban and rural participants; and (2) surveys and tests of participants, sampling their opinions, perceptions, and knowledge of rural and urban Alaska.

We designed the data collection instruments to help us learn how the program affected participants' attitudes, opinions, and perceptions about the areas they visited and about their own home areas; what participants learned about the areas they visited; and how participants evaluated the effectiveness of the program. As we write this report, we are limited by the absence of post-visit interviews from year four of the program. These have not yet been completed. Additional data will appear in an addendum to this report.

This report describes the background and research design. We will discuss the issue of lasting program efficacy in a later report. This report has four chapters. Following this brief introductory chapter, Chapter 2 describes the scope of the longitudinal evaluation. Chapter 3 provides information about the evaluation design, including development of the data collection instruments. Chapter 4 presents our preliminary findings about some of the data we have collected to this point. The appendixes include the interview protocol, pre- and post-visit questionnaires, and the urban and rural tests of knowledge.

## **SCOPE OF THIS REPORT**

ISER originally intended to:

Design and conduct an evaluation of the long-range effects of the Rose Urban-Rural Exchange on urban and rural students who participated in the first three years of the program.

Design and conduct a comparative evaluation of the data collected from urban and rural student participants and parents who participated in years one, two, and three of the program.

### **Longitudinal Study**

The staff of Rose Urban Rural Exchange asked the project Task Force for ideas and comments on ISER's proposed longitudinal study of the effects of program on participating students in the first three years of the project. Using those ideas and suggestions, ISER researchers developed an interview protocol. ISER staff also included some questions from the original pre- and post-visit questionnaires used in 2001-2002. These questions tapped attitudes, perceptions, perceived knowledge, opinions, and retrospective assessments of the program's effects on the participants.

In late September 2004, ISER began telephoning first-year urban and rural students. By mid-October we had completed interviews with 7 of 10 (70 percent) rural and 8 of 20 (40 percent) urban students. We used e-mail and phone calls to follow up with urban students who didn't respond, to try to reach our response goal of 70 percent. Despite our efforts, as of late 2004, we remain short of our target response rate for urban students.

Although no one has refused to complete the interview, some have failed to keep scheduled appointments. In other cases, students have been difficult to reach because they've moved on to college, had babies, or gone through other major changes. A response rate of less than 70 percent will make valid analysis difficult. So we have continued to try to reach these past participants.

When it became clear that we needed additional follow-ups and more time to produce credible results, we began to look at both the timing and the resources needed to complete interviews with students from years two and three. Three years have gone by since the year-one students participated in the exchange program. To have comparable longitudinal results, we need to allow three years to elapse before interviewing participants from the second and third years of the program. So we will interview year-two students in 2005 and year-three students in 2006.

### **Comparative Evaluation of Data**

In addition to the longitudinal dimension of the research, we have also been conducting a comparative evaluation of the data collected from urban and rural student participants and parents who participated in years one, two, and three of the program. In this comparative study we initially proposed comparing the results from the three years of data collection to identify trends and significant results. As described previously, in interviews they conducted with year-one urban and rural students, ISER researchers repeated the questions that were used in 2001 on attitudes, perceptions, knowledge, and opinions, as well as asking additional questions about the participants' retrospective assessments of the exchange.

This additional data set provides us with three data points—pre-visit, immediately post-visit, and three-year post-visit—for students who participated in the first year of the program.

The initial low response rate for the longitudinal study (described above), and the resources we invested to try to improve that rate, mean that we can use *only* the data base we have amassed for year-one urban and rural students, combined with post-visit data from our 2004 interviews.

## EVALUATION DESIGN

### **Pre- and Post-Visit Questionnaires and Test of Knowledge, 2001**

In 2001, the first year of the exchange program, ISER and the Alaska Humanities Forum, in coordination with the Alaska Native Heritage Center, developed pre- and post-visit questionnaires and a test of participants' knowledge about urban and rural Alaska, so we could:

collect data throughout the life of the Youth Program from . . . the visiting students—their knowledge about the host culture; number and type of new relationships established; self-reported changes in attitude and understanding about rural Alaska; as well as their assessment of each aspect of the program.

*Alaska Humanities Forum and ISER Scope of Work, 2001*

With few revisions, these questionnaires and the test of knowledge have been used since 2001 to evaluate the effects of the exchange program on participating students and to provide formative and summative evaluative information to the Rose Urban Rural Exchange staff. Copies of the 2001 questionnaires and test of knowledge are included in the appendix.

### ***Administration of Questionnaires and Knowledge Test***

We distributed pre-visit questionnaires and the test of knowledge to urban and rural students at their first orientation meeting, setting aside time for the students to complete the questionnaires. We distributed the post-visit questionnaire, along with the test of knowledge, to the urban students who attended the last session (two students were absent) after the exchange, at the Alaska Native Heritage Center. We also distributed the post-visit questionnaire and the test of knowledge at the last meeting of the rural students, but only three of the ten rural students filled out the questionnaire.

### ***Questionnaire Response Rate, 2001***

As Table 1 shows, response rates for the pre-visit questionnaire in 2001 was 100 percent among both urban and rural students.. The post-visit response rate among urban students was a respectable 80 percent, but the rural rate was only 30 percent.

**Table 1. Response Rates Among Students Participating in Exchange, 2001**

	Urban		Rural	
	# of respondents	Response Rate	# of respondents	Response Rate
Pre-Visit	20	100%	10	100%
Post-Visit	18	80%	3	30%



### ***Test of Knowledge, 2001***

The 2001 attitude, perception, and opinion questions were the same for both urban and rural students, but we administered different versions of the knowledge test. In pre- and post-visit focus groups with parents, we solicited comments on the test of knowledge. Students were also asked to write their evaluation of the program. We did not receive any comments from rural students or their parents, but we did get some from urban parents and students, including:

- Questions in the test of knowledge were based on the reading assignments, but reading assignments were required only if students wanted credit for participating in the program.
- Often the contents of the reading assignments were not reviewed in the lectures. A rule of thumb in making a point is to repeat an idea or fact three times to increase retention.
- Some parents felt the students didn't have enough time to answer all the questions and that perhaps some of the 18 questions should be eliminated.
- Some parents said we needed to clarify what basic or general knowledge about culture should be measured, versus what specific facts about any given culture were being measured.

Based in part on the urban parents' comments, we combined questions from the urban and rural tests to create a single test of knowledge in 2002.

### ***Three-Year Post-Visit Questions for 2001 Participants***

The Rose Urban Rural Task Force helped us identify follow-up questions to ask the first-year students in 2004, three years after they took part in the program. This group identified issues and concerns based on their experience with the exchange and participants, and we drew on their comments to shape specific survey questions. In addition, ISER staff included some questions that had been in the original pre- and post-visit questionnaires. These questions were about attitudes, perceptions, perceived knowledge, and opinions; we also asked students for a retrospective assessment of the program's effects on them. The resulting interview protocol is in the appendix.

**PRELIMINARY RESULTS**

In the first year of the exchange program, we collected data from 20 urban students before their visits to rural Alaska and from 18 of those students after their visit. Ten rural students completed the pre-visit questionnaire, but only three finished the post-visit questionnaire.

As shown in Table 2, most of the first-year participants from both urban and rural areas were girls. Most of the urban students were 15 or 16 years old, while the majority of the rural students were 16 or 17. Most of the urban students were freshmen or sophomores; most of the rural participants were sophomores or juniors. Although the program was geared to high-school sophomore and juniors, two urban participants were in eighth grade at Stellar Secondary School, an alternative public school with students in grades 7 to 12.

**Table 2. Characteristics of Rural-Urban Program Participants, 2001**

	Urban	Rural
Sex		
Male	2	3
Female	18	7

	Urban	Rural
Ages		
13	1	0
14	3	0
15	8	2
16	6	4
17	2	4
18	0	0

	Urban	Rural
Grades		
8	2	0
9 (Freshman)	6	0
10 (Sophomore)	8	3
11 (Junior)	2	6
12 (Senior)	1	1
Unknown	1	0

Table 3 shows that 17 of the urban students in 2001 were from Anchorage—including one from Chugiak, which is part of the Municipality of Anchorage. Other urban students were from communities in the Mat-Su Borough. Rural students came from eight villages in the Yukon-Kuskokwim area. These villages are notable for their efforts to maintain Alaska Native traditions and values.

**Table 3. Home Communities of 2001 Program Participants**

	Urban	Rural
Community of Residence		
	Anchorage – 16	Toksook Bay – 2
	Wasilla – 1	Eek – 1
	Talkeetna – 1	St. Marys – 2
	Chugiak – 1	Scammon Bay – 1
	Palmer – 1	UpperKalskag – 1
		Kotlik – 1
		Emmonak – 1
		Mekoryuk – 1

Table 4 lists the high schools urban students attended. Home villages of the rural participants have only one high school each. Stellar Secondary School offered participation in the program as an intensive course, which accounts for the high number of students from that school in the first year.

**Table 4. High Schools Attended by Urban Participants, 2001**

Bartlett High School (Anchorage) – 2
Chugiak High School – 1
Family Partnership Charter School (Anchorage)– 1
Dimond High School – 1
Palmer High School – 1
Service High School (Anchorage) – 3
Stellar School (Anchorage) – 8
Susitna Valley High School (Mat-Su Borough)– 1
Wasilla High School – 1
West High School (Anchorage)– 1

As of late 2004, we are still completing the three-year post-visit interviews with the students who took part in the 2001 exchange program. We'll provide pre-visit , immediate post-visit, and three-year post-visit comparisons and comments in a later addendum to this report.

## APPENDIX

**ISER - TELEPHONE INTERVIEW YEAR 1 STUDENTS**  
**ROSE URBAN RURAL EXCHANGE**  
**SPONSOR: ALASKA HUMANITIES FORUM**

- Urban Student*
- Rural Student*

Year and Season Student Participated \_\_\_\_\_

Respondents Name: \_\_\_\_\_

Exchange Community: \_\_\_\_\_

Current Community \_\_\_\_\_

Respondent Telephone Number: \_\_\_\_\_

Respondent Current Telephone Number \_\_\_\_\_

**CALL RECORD**

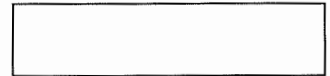
	<b>Date</b>	<b>Day</b>	<b>Disposition/Result</b>
FIRST CALL			
SECOND CALL			
THIRD CALL			
FOURTH CALL			
FIFTH CALL			
SIXTH CALL			

Hello, I'm \_\_\_\_ (NAME) \_\_\_\_, calling for the Institute of Social and Economic Research at the University of Alaska where I am a member of a research team.

In the \_\_\_\_\_ you participated in the Rose Urban Rural Exchange of the Alaska Humanities Forum. You visited the community of \_\_\_\_\_. The purpose of this interview is to see what you think about the program and how the exchange affected you.

The interview will take about 50 minutes, give or take a bit. Everything you say will be confidential; your answers will be used only in combination with the answers of other student participants. Do you have any questions before I begin?

**CONTINUE WITH MAIN QUESTIONNAIRE**



1. What was your main reason for participating in the Rose Urban Rural Exchange? (Probe: What did you want from the exchange experience?)

2a. Did participating in the Rose Urban Rural Exchange affect your educational plans or goals in any way?

Yes                      No

If yes, how has the experience of the Exchange affected your educational plans or goals?

2b. job/career plans or goals?

Yes                      No

If yes, how has the experience of the Exchange affected your job/career plans or goals?

3. Did the Exchange program change your views or opinions in any way? If so, could you talk about that? [Keep prompting the respondent – “Are there other ways the experience changed your views or opinions?”]

4. Specifically, did the Rose Urban Rural Exchange change your opinion or perspective of:  
(If respondent answered yes to any of these please ask them to explain.)

- |                                   |     |    |
|-----------------------------------|-----|----|
| a. Living in Urban Alaska         | Yes | No |
| b. Living in Rural Alaska         | Yes | No |
| c. Rural Education                | Yes | No |
| d. Urban Education                | Yes | No |
| e. Health Care for Alaska Natives | Yes | No |
| f. Urban Health Care System       | Yes | No |





7. Do you tell stories about your exchange experience?

Yes                      No

If yes, please briefly describe whom you tell the stories to and what are the stories about?

8. What experience(s) from the exchange still stand out in your memory?

9a. What would you do if someone around you made a statement about rural/urban Alaska? Such as: Rural Alaskans do not need subsistence? Or:: Urban Alaskans just take and take from rural Alaska and give nothing in return.

Would you point out why such statements are true or false?	Yes	No
Would you offer a different opinion?	Yes	No

Now I have a number of statements about urban and rural Alaska.

10. Thinking about **URBAN** Alaska . . .

Thinking about **RURAL** Alaska

How much do you know about . . .						How much do you know about				
<i>Please respond on a scale from 1=no knowledge to 5=extensive knowledge</i>						<i>Please respond on a scale from 1=no knowledge to 5=extensive knowledge</i>				
1 none	2 a little	3 some	4 a lot	5 extensive		1 none	2 a little	3 some	4 a lot	5 extensive
					What schools are like?					
					Informal, out-of-school education?					
					How communities are governed?					
					Attitudes of residents toward rural residents?					
					Attitudes of residents toward urban residents?					
					What the most important political issues are?					
					How new residents to areas are treated?					
					How residents earn money?					
					How residents get the food they need?					
					How family members relate to one another?					
					Customs and traditions (including western religion and traditional spiritual beliefs)?					
					Cultural life (art, dance, music, drama, movies, literature)?					
					Sports, leisure/recreational activities?					
					Social problems (i.e. substance abuse, domestic violence, etc.)?					

11. Now, thinking about **URBAN** Alaska . . .

Now, thinking about **RURAL** Alaska

What is your opinion of . . .					What is your opinion of . . .					
<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					
1 highly negative	2 negative	3 neutral	4 positive	5 highly positive		1 highly negative	2 negative	3 neutral	4 positive	5 highly positive
					Effectiveness of middle and high school education					
					Effectiveness of informal, out-of-school education					
					Effectiveness of local community government					
					Television, radio, magazines, newspapers, etc. that are available					
					How new residents to the community are treated					
					How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)					
					How family members relate to one another					
					Customs and traditions (including religion and spiritual beliefs)					
					Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature)					
					Availability, accessibility, and diversity of sports, leisure/recreational activities					

12. Talk to me a bit about how you think participating in the program affected you?

13. As I read the following statements, think back to how much the Rose Urban Rural Exchange program affected you on a scale of 1 to 5 with 1 meaning not at all and 5 meaning very strong. [Do not ask rural students the shaded questions]

<i>Please respond to each way on a scale from</i>	<i>1=not at all to 5=very strong</i>				
	<b>1 not at all</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 very strong</b>
It increased your ability to work independently (on your own).					
It gave you an opportunity to learn and use another language in non-school situations.					
It gave you a chance to get to know people and their way of life in rural Alaska.					
It gave you a perspective on your own community.					
It gave you an opportunity to get a new perspective on yourself.					
It influenced you to change some of your personal values.					
It acquainted you with specific topics related to your interests but not offered at your urban school.					
It helped you choose a subject/career or set a goal for your future.					
It helped acquaint you with another culture's social, government, and business techniques.					
It gave you insight into working and social relations in a rural community.					
It influenced your goals/preferences for your academic/employment future after graduation.					
It helped you understand why subsistence is such an important issue for Alaska Natives.					
It helped you understand why Alaska Natives want as much control as possible over what affects them.					
It helped you understand Alaska Natives' deep spiritual connection to their environment.					
It helped you understand why Alaska Natives would choose to live in villages far from the city.					
It helped you understand why some rural communities feel that their schools and education are being neglected.					

14. Thinking back over your experience in the Rose Urban Rural Exchange, what were the best things about the program?

15. How can we make the program better?

## Survey of Knowledge

Please answer the following questions.

### **Alaska Native Worldview**

1. Which of the following best captures a key part of the Alaska Native worldview?  
Mark only one.
  - a. Humans and animals are distinct creatures and should be viewed separately from their environment.
  - b. The earth and the creatures of the earth were created to serve humans.
  - c. Humans, the land, and all creatures are part of an indivisible world – what happens to any of these affects the others.

### ***Values clarification***

2. Which of the following are parts of culture? Mark all that apply.
  - a. treatment of elders/family relations
  - b. climate
  - c. conversational styles/language
  - d. land formations
  - e. food
  - f. manners
  - g. religion

### ***Subsistence/Access to Fish and Game***

3. What subsistence foods are most often obtained in Anchorage and the Mat-Su Valley? Mark all that apply.
  - a. salmon
  - b. ducks and geese
  - c. berries
  - d. moose
  
4. Is the per-family use of subsistence foods in rural Alaska communities greater than, the same, or less than the purchase of meat, fish, and poultry by families in the Western United States?
  - a. greater than
  - b. same
  - c. less than

5. What are some of the ways that game can be managed/regulated? Mark all that apply.
  - a. licensing
  - b. permits
  - c. designated openings and closings
  - d. hunting and fishing regulations
  - e. rural designations
  
6. Alaskans harvest more of what than the average American buys from the grocery store?
  - a. meat and fish
  - b. berries
  - c. eggs
  
7. Traditional rural Alaskans' diet is quite different from the diet of urban Alaskans because it is higher in which of the following?
  - a. protein
  - b. fat
  - c. sugar
  
8. In the Katie John case, federal regulation was expanded to most navigable waters as well as federal lands. Thinking about the urban/rural divide, this case is important to which issue?
  - a. subsistence
  - b. education
  - c. health
  - d. public safety
  - e. governance and sovereignty
  - f. economic survival and development
  
9. Please complete this sentence. The people in urban areas who object to an Alaska Native Preference for access to subsistence foods do so most often because . . . Mark only one.
  - a. They believe in killing animals
  - b. They believe the Alaska Constitution guarantees everyone equal rights to resources such as fish and game
  - c. They don't believe rural Alaska Natives really need subsistence foods
  - d. They believe store bought food is better for you than subsistence foods

***Educational Opportunities***

10. Thinking about Job Corps and King Career Center which two of the following statements are true? Mark only two.
- a. King Career Center is part of the Anchorage School District. The federal government assists Job Corps by providing facilities and equipment.
  - b. King Career Center is non-residential education program. The Job Corps is residential education and a job-training program.
  - c. King Career Center and the Job Corps are located in the Municipality of Anchorage.
  - d. King Career Center and Job Corps students are between 16 and 24 years of age.
11. Thinking about Alaska Pacific University and the University of Alaska Anchorage which two of the following statements are true? Mark only two.
- a. Alaska Pacific University is a private, liberal arts institution located in Anchorage. The University of Alaska Anchorage is part of the statewide University of Alaska system.
  - b. Instructional programs at the University of Alaska Anchorage and Alaska Pacific University include certificates, and associate, baccalaureate, and masters degree programs.
  - c. Alaska Pacific University and the University of Alaska Anchorage have roughly the same number of students.
  - d. Alaska Pacific University and the University of Alaska Anchorage offer the same number and type of educational programs.

***Educational Issues***

12. Education is a concern of people around the world because it is seen as a path to a better future and as a way to encourage economic growth. What are some of the differences in education between rural and urban Alaska? Mark all that apply.
- a. the amount of money spent per student
  - b. facility maintenance and operation
  - c. mainstream education and its ability to meet the needs of the community and prepare students for transition to college
  - d. teacher turnover
13. Please complete this sentence. Almost half of the cost of schools in urban Alaska are paid for through . . . Mark only one.
- a. Income tax
  - b. Federal Funds
  - c. Sales tax on purchases
  - d. Tax on local property such as homes, businesses, etc.



14. Almost all of the cost of schools in rural Alaska are paid through . . .
- a. State Funds
  - b. Federal Funds
  - c. Sales tax on purchases
  - d. *Tax on local property such as homes, businesses, etc.*

***Health Issues***

15. Sanitation in rural Alaska is substandard because many people lack flush toilets
- True                  False
16. High construction and operating cost for sewer and water systems is a major problem in rural Alaska.
- True                  False

***Safety in the City***

17. Where is the safest location to cross the street? Mark only one.
- a. At the corner of the block
  - b. In the middle of the block
  - c. Anywhere along the street
18. When is it safest to cross the street? Mark only one.
- a. When there are no vehicles moving on the street
  - b. When vehicles have stopped moving on one side of the street
  - c. Anytime
19. What do you do if you get lost or separated from your group in the city? Mark all that apply.
- a. Look for a police or safety officer
  - b. Look for vehicles with the safety bear sign on them
  - c. Look for a bus stop and wait for a bus
  - d. Locate a public telephone and call 911
20. When you meet a new person in an urban area and they are polite and kind to you is it okay to go somewhere with them that you have never been before?
- Yes                  No                  Don't Know

21. When you meet a new person in an urban area and they are polite and kind to you is it okay to get in a car with them?

Yes                      No                      Don't Know

***Public Safety Issues***

22. Village Public Safety Officers (VPSO) are roughly equivalent to what position in urban Alaska?

- a. Police Officer
- b. State Trooper
- c. Neither of the Above

***Governance and Sovereignty Issues***

23. Tribal governments in rural Alaska are recognized political organizations.

True                      False

24. Some communities in Alaska have both a municipal government and a tribal government.

True                      False

***Economic Survival and Development Issues***

25. Urban Alaska relies predominately on a cash income economy?

True                      False

26. Rural Alaska relies predominately on a cash income economy?

True                      False

27. A "mixed economy" is a term that is used in Alaska to describe which of the following

- a. an economy that has a wide and varied diversity of industries.
- b. an economy that has a mixture of cash and subsistence
- c. an economy that has a number of state and federal employees

**Rural Students  
Test of Knowledge  
Alaska Humanities Forum Urban Rural Youth Program  
Spring 2001**

***Orientation - Mapping***

***1. On the attached map of Alaska please locate Anchorage and 2 other communities. The list of villages is included on the map.***

- A. Anchorage/Eagle River/Girdwood
- B. Palmer
- C. Wasilla
- D. Kenai
- E. Homer
- F. Seward
- G. Whitter

INSERT MAP

## Educational Opportunities

### Job Corps and King Career Center

2. Which two of the following statements are true?
- A. King Career Center is part of the Anchorage School District. The federal government assists Job Corps by providing facilities and equipment.
  - B. King Career Center is non-residential education. The Job Corps is residential education and job training program.
  - C. King Career Center and the Job Corps are located in the Municipality of Anchorage.
  - D. King Career Center and Job Corps students are between 16 and 24 years of age.

### Alaska Pacific University and the University of Alaska

3. Which two of the following statements are true?
- A. Alaska Pacific University is a private, liberal arts institution located in Anchorage. The University of Alaska Anchorage (UAA) is part of the statewide University of Alaska system.
  - B. Instructional programs at the University of Alaska Anchorage and Alaska Pacific University include certificate, associate, baccalaureate, and masters degree programs.
  - C. Alaska Pacific University and the University of Alaska Anchorage have roughly the same number of students.
  - D. Alaska Pacific University and the University of Alaska Anchorage offer that same number of type of educational programs.
4. What is the primary resource of the Mat-Su Valley?
- A. agricultural products
  - B. oil
  - C. timber
  - D. minerals

5. What best describes most of the Municipality of Anchorage?

- A. tundra
- B. mountains
- C. high plateau
- D. river valleys

Urban culture

6. Which of the following are associated more frequently with urban Alaska area? Mark all that apply.

- A. baggy clothing
- B. rap music
- C. malls/large department stores
- D. clocks in most rooms of the house
- E. availability of technology – computers in the school
- F. availability of technology – computers in the home
- G. large spacious homes
- H. lots of reading materials (books and magazines) in the home
- I. more pre-pared packaged foods at meals
- J. pets inside the home
- K. dressing up for different events
- L. listening to the radio, use CB and VHF radio for communication
- M. cellular phones
- N. date books and day planners

7. Mark all of the following that are part of a culture.

- A. treatment of elders
- B. clothing
- C. climate
- D. conversational styles
- E. language
- F. land formations
- G. food
- H. transportation
- I. music
- J. family relations
- K. manners
- L. political organizations
- M. religion

### ***Subsistence***

8. What subsistence foods are most often obtained in urban areas of Anchorage and Mat-Su Valley?

- A. salmon
- B. seal
- C. ducks and geese
- D. berries
- E. caribou
- F. moose
- G. whale

9. Is the per family use of subsistence foods in rural Alaska communities is greater than, the same or less than the purchase of meat, fish, and poultry by families in the Western United States?

- A. greater than
- B. same
- C. less than

10. Alaskans harvest more of what than the average American buys from the grocery store?

- A. meat and fish
- B. berries
- C. eggs

11. Rural Alaskan's diet is quite different from the diet of most Americans, as it loaded with

- A. nutritious foods
- B. soft drinks
- C. junk foods

### ***Alaska Native Corporations***

12. What is the name of the federal legislation that was key to the development of Alaska Native Corporations? Alaska Natives Claim Settlement Act

13. In which decade was this federal legislation signed into law?

- 1950's
- 1960's**
- 1970's
- 1980's

### ***Safety in the City***

14. Where is the safest location to cross the street? Mark only one.

- A. At the corner of the block
- B. In the middle of the block
- C. Anywhere along the street

15. When is it safest to cross the street? Mark only one.

- A. When there are no vehicles moving on the street
- B. When vehicles have stopped moving on one side of the street
- C. Anytime**



17. What do you do if you get lost or separated from your group in the city?

Mark all that apply.

- A. Look for a police or safety officer
- B. Look for vehicles with the safety bear sign on them
- C. Look for a bus stop and wait for a bus
- D. Locate a public telephone and call 911

18. When I met a new person in an urban area and they are polite and kind to you is it okay to go some place with them that you never been before?

Yes      No      Don't Know

19. When I met a new person in an urban area and they are polite and kind to you is it okay to get in a car with them?

Yes      No      Don't Know

**Urban Students  
Test of Knowledge  
Alaska Humanities Forum Urban Rural Youth Program  
Winter 2000**

*Yup'ik Culture Information*

(1) What is the Native language spoken by most Native residents of the Yukon-Kuskokwim Delta?

- A. Yup'ik
- B. Aleut
- C. Tlingit
- D. Inupiat

(2) In what century did Yup'ik become a written language?

- A. 17<sup>th</sup>
- B. 18<sup>th</sup>
- C. 19<sup>th</sup>
- D. 20<sup>th</sup>

(3) What are the primary natural resources of the Delta?

- A. marine mammals, fish, edible plants
- B. oil
- C. timber
- D. minerals

(4) Which of the following best describes most of the Delta?

- A. Tundra
- B. Mountains
- C. High plateau
- D. River valleys

(5) Which of the following artistic products and styles are from the Yup'ik area? Mark all that apply.

- A. story knife
- B. baleen baskets
- C. spruce root hats
- D. dance fans
- E. grass coiled baskets
- F. dentalium shell necklace
- G. moose hide boots
- H. women's knife
- I. soft bottom mukluks
- J. Chilkat robes
- K. cedar masks
- L. ivory hook earrings,
- M. spirit masks
- N. whalebone vertebrae masks
- O. birch bark canoe
- P. qayaq,
- Q. squirrel skin parka
- R. cedar canoe

(6) Which of the following best captures a key part of the Yup'ik worldview?

- A. Humans and animals are distinct creatures and should be viewed separately from their environment.
- B. The earth and the creatures of the earth were created to serve humans.
- C. Humans, the land, and all creatures are part of an indivisible world – what happens to any of these affects the others.

(7) Which of the following actions best expresses the Yup'ik worldview?

- A. Participation as a shareholder in a Native corporation
- B. Treating animals harvested for food with respect
- C. Voting in state and national elections.

(8) Please match the following Yup'ik words with their meaning in English.

qaspeq	cloth coat
qanikcaq	snow
kuik	river
nuna	land
imrpik	ocean
akerta	sun
anuqa	wind
pirtuk	blizzard
camai	hi with a handshake
qerrupaa	I am cold
kituusit	what's your name
waqaa	hello
quyana	thank you
assirtuq	it's good
assiituq	it's bad
maqivik	steam bath
akutaq	eskimo ice cream
uquq	seal oil
kumlaneq	frozen fish
tuntuvak	moose
ikamraq	sled
naamell'	I don't know
tegumiak	dance fans

*Values clarification*

(9) Mark all of the following that are part of a culture.

- N. Treatment of elders
- O. Clothing
- P. Climate
- Q. Conversational styles
- R. Language
- S. Land formations
- T. Food
- U. Transportation
- V. Music
- W. Family relations
- X. Manners
- Y. Political organizations
- Z. Religion

## Subsistence

(10) What subsistence foods are most often obtained in Yup'ik areas?

- A. Salmon
- B. Seal
- C. Ducks and Geese
- D. Berries
- E. Caribou
- F. Moose
- G. Whale

(11) Is the per family use of subsistence foods in Rural Alaska communities is greater than, the same or less than the purchase of meat, fish, and poultry by families in the Western United States?

- A. greater than
- B. same
- C. less than

(12) What is the median harvest of subsistence foods per person in Rural Alaska communities?

- A. 100 pounds
- B. 250 pounds
- C. 400 pounds

(13) Thinking about the history of game management in the Delta area of Alaska which of the following organizations/groups/agencies were involved in each time period

- A. Since implementing the subsistence laws in 1978 to the mid 1990's
  - 1. Traditional Council
  - 2. Tribal Council
  - 3. Federal Fish and Wildlife
  - 4. Alaska Boards of Fisheries and Game
  
- B. In the late 1990's
  - 1. Traditional Council
  - 2. Tribal Council
  - 3. Federal Fish and Wildlife
  - 4. State Fish and Game

(14) What are some of the ways that game can be managed/regulated? Mark all that apply.

- A. Licensing
- B. Permits
- C. Designated Openings and Closings
- D. Hunting and Fishing Regulations
- E. Rural Designations

(15) Alaskans harvest more of what than the average American buys from the grocery store?

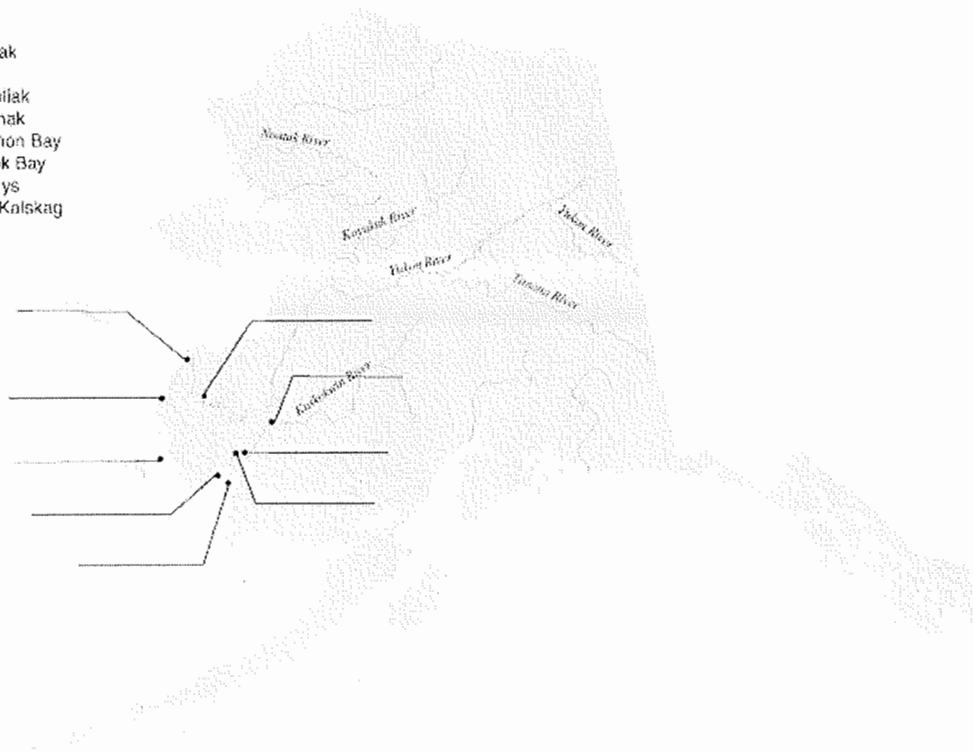
- A. Meat and fish
- B. Berries
- D. Eggs

(16) Rural Alaskan's diet is quite different from the diet of most Americans, as it loaded with

- A. Nutritious Foods
- B. Soft Drinks
- C. Junk Foods

The dots below identify 9 communities. Please locate Bethel and 3 other villages.

- A. Bethel
- B. Akiachak
- C. Eek
- D. Tuntutuliak
- E. Emmonak
- F. Scammon Bay
- G. Toksook Bay
- H. St. Marys
- I. Upper Kalskag



**Pre-Survey of Rural Students  
Alaska Humanities Forum Urban Rural Youth Program  
Spring 2001**

**1. BACKGROUND**

*Please rate the importance of each aspect on a scale from 1=not at all important to 5=very important.*

Thinking about your reasons for participating in the Urban Rural Youth Program, how important is it . . .

	<i>1=not at all important to 5=very important</i>				
	<b>1 not at all</b>	<b>2 some</b>	<b>3 neutral</b>	<b>4 important</b>	<b>5 very important</b>
To learn, use, or improve Alaska Native languages					
To live or make friends in an urban community					
That you increase your understanding of rural communities					
That being in the Urban Rural Youth Program will improve your chances of getting into college or a better college					
That you want to travel					
To get another perspective on rural Alaska					
To have a break from your usual surroundings					
To learn about subjects not offered at your home school					
That after being in the Urban Rural Youth Program, you hope to get better grades					
That through the Urban Rural Youth Program you could learn more about your family or ethnic heritage					
That your friends are going					
That you could visit friends or relatives in urban Alaska					
Other reasons (please list below)					
1.					
2.					
3.					



## 2. EXPERIENCE IN RURAL ALASKA

Please respond to each way on a scale from  
1=not at all to 5=extensively

There are different ways to learn about urban Alaska before going to visit. Of the ways listed below, how much have you . . .

	<i>1=not at all to 5=extensively</i>				
	<b>1 not at all</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 extensively</b>
Gone to museums or art galleries.					
Gone to performances such as theatre, or concerts.					
Talked with your friends or relatives about urban Alaska					
Talked with fellow students or teachers about urban Alaska					
Took a class at my school					
Talked with people who live in urban Alaska					
Read newspapers or magazines articles <b>from</b> urban Alaska					
Read newspapers or magazine articles <b>about</b> urban Alaska					
Read <b>fictional</b> books about urban Alaska					
Read <b>non-fictional</b> books about urban Alaska					
Listened to radio programs about urban Alaska					
Watched the Television Networks with affiliates in urban Alaska.					
Watched television programs or videos about urban Alaska					
Done something else (please list below)					
1.					
2.					
3.					

### 3. FREE TIME

*Please respond to each type of activity on a scale from  
1=never to 5= frequently.*

When you have free time, how often do you . . .

	<i>1=never to 5=very frequently</i>				
	<b>1 never</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 frequently</b>
Travel					
Participate in sports, including basketball, snow machines, skiing, etc.					
Read books other than school work					
Go to participate in or see dancing or storytelling					
Perform in music, arts, etc.					
Attend sports events					
Watch television or videos					
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)					
Work on hobbies, craft work (sewing, beading, basketry), photography, etc.					
Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc.					
Spend time with elders					
Do other things (please list below)					
1.					
2.					
3.					

**4. KNOWLEDGE AND OPINION** - We would like to know about your interest in different aspects of urban and rural Alaska culture. How much do you currently know about the following?

Thinking about **URBAN** Alaska . . .

Thinking about **RURAL** Alaska

How much do you know about . . .					How much do you know about					
Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge					Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge					
1 none	2 a little	3 some	4 a lot	5 extensive	1 none	2 a little	3 some	4 a lot	5 extensive	
										What schools are like?
										Informal, out-of-school education?
										How communities are governed?
										Attitudes of residents toward rural residents?
										Attitudes of residents toward urban residents?
										What the most important political issues are?
										How new residents to areas are treated?
										How residents earn money?
										How residents get the food they need?
										How family members relate to one another?
										Customs and traditions (including western religion and traditional spiritual beliefs)?
										Cultural life (art, dance, music,

					drama, movies, literature)?					
					Sports, leisure/recreational activities?					
					Social problems (i.e. substance abuse, domestic violence, etc.)?					

Please write comments on the next page.

Comments:

---

---

---

---

---

---

---

---

---

---

We would like to know about your opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?

Now, thinking about **URBAN** Alaska . . .

Now, thinking about **RURAL** Alaska

<b>What is your opinion of . . .</b>					<i>What is your opinion of . . .</i>					
<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					
1 highly negative	2 negative	3 neutral	4 positive	5 highly positive		1 highly negative	2 negative	3 neutral	4 positive	5 highly positive
					Effectiveness of middle and high school education					
					Effectiveness of informal, out-of-school education?					
					Effectiveness of local community government?					
					Television, radio, magazines, newspapers, etc. that are available					
					How new residents to the community are treated?					
					How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)					
					How family members relate to one another?					
					Customs and traditions (including religion and spiritual beliefs)?					
					Availability, accessibility, and diversity of cultural life (art, dance, music, drama, literature)?					
					Availability, accessibility, and diversity of sports, leisure/recreational activities?					

Please write comments on the next page.

Comments:

---

---

---

---

---

---

---

---

**Post Visit-Survey of Rural Students  
Alaska Humanities Forum Urban Rural Youth Program  
Spring, 2001**

**1. OVERALL EXPERIENCE**

*Please rate the importance of each aspect on a scale from  
1=not at all important to 5=very important.*

When you think about your overall experience in urban Alaska, how important were . . .

	<i>1=not at all important to 5=very important</i>				
	<b>1 not at all</b>	<b>2 some</b>	<b>3 neutral</b>	<b>4 important</b>	<b>5 very important</b>
Students from rural Alaska					
Students from urban Alaska					
Other people from rural Alaska Such as _____					
Other people from urban Alaska Such as _____					
Teaching staff in rural Alaska					
Teaching staff in urban Alaska					



## 2. FREE TIME

*Please respond to each type of activity on a scale from  
1=never to 5= frequently.*

When you had free time during your urban visit, how often did you. . .

	<i>1=never to 5=very frequently</i>				
	<b>1 never</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 frequently</b>
Travel					
Participate in sports, including riding snowmachines, skiing, etc.					
Read books other than school work					
Go to museums, theater, concerts, and movies					
Perform in music, arts, etc.					
Attend sports events					
Watch television or videos					
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)					
Work on hobbies, craft work (photography, etc.)					
Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc.					
Spend time with elders					
Do other things (please list below)					
1.					
2.					
3.					

**3. KNOWLEDGE AND OPINION** – Now that you have spent time in rural Alaska, how much do you know about the following aspects of urban and rural Alaska culture? How much do you currently know about the following . . .

Thinking about **URBAN** Alaska . . .

Thinking about **RURAL** Alaska

How much do you know about . . .					How much do you know about					
Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge					Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge					
1 none	2 a little	3 some	4 a lot	5 extensive		1 none	2 a little	3 some	4 a lot	5 extensive
					What schools are like?					
					Informal, out-of-school education?					
					How communities are governed?					
					Attitudes of residents toward rural residents?					
					Attitudes of residents toward urban residents?					
					What the most important political issues are?					
					How new residents to areas are treated?					
					How residents earn money?					
					How residents get the food they need?					
					How family members relate to one another?					
					Customs and traditions (including western religion and traditional spiritual beliefs)?					
					Cultural life (art, dance, music, drama, movies, literature)?					
					Sports, leisure/recreational activities?					
					Social problems (i.e. substance abuse, domestic violence, etc.)?					

Please write comments on the next page.

Comments: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?

Now, thinking about **URBAN** Alaska . . .

Now, thinking about **RURAL** Alaska

<b>What is your opinion of . . .</b>						<i>What is your opinion of . . .</i>				
<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>						<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>				
1 highly negative	2 negative	3 neutral	4 positive	5 highly positive		1 highly negative	2 negative	3 neutral	4 positive	5 highly positive
					Effectiveness of middle and high school education					
					Effectiveness of informal, out-of-school education?					
					Effectiveness of local community government?					
					Television, radio, magazines, newspapers, etc. that are available					
					How new residents to the community are treated?					
					How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)					
					How family members relate to one another?					
					Customs and traditions (including religion and spiritual beliefs)?					
					Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature)?					
					Availability, accessibility, and diversity of sports, leisure/recreational activities?					

Please write comments on the next page.

Comments:

---

---

---

---

---

---

---

---

#### 4. MAINTAINING CONTACT

Please respond to each way on a scale from  
1=very unlikely to 5=very likely

Now that you have been in urban Alaska, how will you go about seeking information about rural Alaska . . .

	1=very unlikely to 5=very likely				
	1 very unlikely	2 unlikely	3 some	4 likely	5 very likely
Attend conferences, seminars, lectures, etc. dealing with urban Alaska					
Be a member of organization(s) involved in rural Alaska.					
Receive visitors from urban Alaska.					
Travel to urban Alaska.					
Go to museums or cultural heritage centers					
Take a class at my school					
Talk to with your friends or relatives about urban Alaska					
Talk to with fellow students or teachers about urban Alaska					
Talk to with people who live in rural Alaska					
Talk with persons in rural Alaska who are knowledgeable about urban Alaska. Such as ?					
Read newspapers or magazines articles <b>from</b> urban Alaska					
Read newspapers or magazine articles <b>about</b> urban Alaska					
Read <b>fictional</b> books about urban Alaska					
Read <b>non-fictional</b> books about urban Alaska					
Listen to radio programs about urban Alaska					
Watch television, videos, movies, etc about urban Alaska.					
Do something else (please list below)					
1.					
2.					
3.					

## 5. OVERALL ASSESSMENT OF YOUR EXPERIENCE IN RURAL ALASKA

*Please respond to each way on a scale from  
1=very serious problems to 5=no problem at all*

Thinking about your total experience in urban Alaska, did you have any problems or difficulty with . . .

	<i>1=very serious problems to 5=no problem at all</i>				
	<b>1 no problem at all</b>	<b>2 a few problems</b>	<b>3 some problems</b>	<b>4 a lot of problems</b>	<b>5 very serious problems</b>
Too much contact with people from urban Alaska.					
Differences in teaching/learning methods (between urban and rural schools).					
The way the urban experience was organized.					
Readiness of the teaching staff to meet and/or help rural student.					
Readiness of the urban residents to meet and/or help rural student.					
Not enough time for travel.					
Housing or where you were staying in the city.					
How well you were prepared for this experience.					
Cost of this urban experience to you and your family.					
Interaction with urban students.					
Chance to really get to know students your age.					
Food					
Guidance on personal matters during the experience.					
The way urban residents live.					
Not enough time with people from rural Alaska.					

## 6. RETROSPECTIVE ASSESSMENT OF URBAN RURAL YOUTH PROGRAM

*Please respond to each way on a scale from  
1=not at all to 5=very strong*

Thinking back over the entire Urban Rural Youth program Experience (Application, Orientation, and Village Visit), how much do you think the project affected you?

	<i>1=not at all to 5=very strong</i>				
	<b>1 not at all</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 very strong</b>
It increased your ability to work independently (on your own)					
It gave you an opportunity to learn and use another language in non-school situations.					
It gave you a chance to get to know people and their way of life in urban Alaska.					
It gave you a perspective on your own community					
It gave you an opportunity to get a new perspective on yourself.					
It influenced you to change some of your personal values					
It acquainted you with specific topics related to your interests but not offered at your urban school.					
It helped you choose a subject/career or set a goal for your future.					
It helped acquaint you with another culture's social, government, and business techniques.					
It gave you insight into working and social relations in a urban Alaska					
It influenced your goals/preferences for your academic/employment future after graduation					
It helped you understand why subsistence is such an important issue for Alaska Natives.					
It helped you understand why Alaska Natives want as much control as possible over what affects them.					
It helped you understand Alaska Natives deep spiritual connection to their environment.					
It helped you understand why Alaska Natives would chose to live in villages far from the city.					
It helped you understand why some rural communities feel that their schools and education are being neglected.					



**Urban Students  
Pre-Survey  
Alaska Humanities Forum Urban Rural Youth Program  
Winter 2001**

**1. BACKGROUND**

*Please rate the importance of each aspect on a scale from 1=not at all important to 5=very important.*

Thinking about your reasons for participating in the Urban Rural Youth Program, how important is it . . .

	<i>1=not at all important to 5=very important</i>				
	<b>1 not at all</b>	<b>2 some</b>	<b>3 neutral</b>	<b>4 important</b>	<b>5 very important</b>
To learn, use, or improve Alaska Native languages					
To live or make friends in a rural community					
That you increase your understanding of rural communities					
That being in the Urban Rural Youth Program will improve your chances of getting into college or a better college					
That you want to travel					
To get another perspective on urban Alaska					
To have a break from your usual surroundings					
To learn about subjects not offered at your home school					
That after being in the Urban Rural Youth Program, you hope to get better grades					
That through the Urban Rural Youth Program you could learn more about your family or ethnic heritage					
That your friends are going					
That you could visit friends or relatives in rural Alaska					
Other reasons (please list below)					
1.					
2.					
3.					

## 2. EXPERIENCE IN RURAL ALASKA

*Please respond to each way on a scale from  
1=not at all to 5=extensively*

There are different ways to learn about rural Alaska before going to visit. Of the ways listed below, how much have you . . .

	<i>1=not at all to 5=extensively</i>				
	<b>1 not at all</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 extensively</b>
Gone to museums or cultural heritage centers					
Gone to Alaska Native performances such as dancing or storytelling					
Talked with your friends or relatives about rural Alaska					
Talked with fellow students or teachers about rural Alaska					
Took a class at my school					
Talked with people who live in rural Alaska					
Read newspapers or magazines articles <b>from</b> rural Alaska					
Read newspapers or magazine articles <b>about</b> rural Alaska					
Read <b>fictional</b> books about rural Alaska					
Read <b>non-fictional</b> books about rural Alaska					
Listened to radio programs about rural Alaska					
Watched the Rural Alaska Television Network					
Watched television programs or videos about rural Alaska					
Done something else (please list below)					
1.					
2.					
3.					

### 3. FREE TIME

*Please respond to each type of activity on a scale from 1=never to 5= frequently.*

When you have free time, how often do you . . .

	<i>1=never to 5=very frequently</i>				
	<b>1 never</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 frequently</b>
Travel					
Participate in sports, including riding snowmachines, skiing, etc.					
Read books other than school work					
Go to museums, theater, concerts, and movies					
Perform in music, arts, etc.					
Attend sports events					
Watch television or videos					
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)					
Work on hobbies, craft work (photography, etc.)					
Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc.					
Spend time with elders					
Do other things (please list below)					
1.					
2.					
3.					

5. **KNOWLEDGE AND OPINION** - We would like to know about your interest in different aspects of urban and rural Alaska culture. How much do you currently know about the following?

Thinking about **URBAN** Alaska . . .

Thinking about **RURAL** Alaska

How much do you know about . . .					How much do you know about					
<i>Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge</i>					<i>Please respond on a scale from 1=minimal knowledge to 5=extensive knowledge</i>					
1 none	2 a little	3 some	4 a lot	5 extensive		1 none	2 a little	3 some	4 a lot	5 extensive
					What schools are like?					
					Informal, out-of-school education?					
					How communities are governed?					
					Attitudes of residents toward rural residents?					
					Attitudes of residents toward urban residents?					
					What the most important political issues are?					
					How new residents to areas are treated?					
					How residents earn money?					
					How residents get the food they need?					
					How family members relate to one another?					
					Customs and traditions (including western religion and traditional spiritual beliefs)?					
					Cultural life (art, dance, music, drama, movies, literature)?					
					Sports, leisure/recreational activities?					
					Social problems (i.e. substance abuse, domestic violence, etc.)?					

Please write comments on the next page.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We would like to know about your opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?

Now, thinking about **URBAN** Alaska . . .

Now, thinking about **RURAL** Alaska

<b>What is your opinion of . . .</b>					<i>What is your opinion of . . .</i>					
<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					
1 highly negative	2 negative	3 neutral	4 positive	5 highly positive		1 highly negative	2 negative	3 neutral	4 positive	5 highly positive
					Effectiveness of middle and high school education					
					Effectiveness of informal, out-of-school education?					
					Effectiveness of local community government?					
					Television, radio, magazines, newspapers, etc. that are available					
					How new residents to the community are treated?					
					How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)					
					How family members relate to one another?					
					Customs and traditions (including religion and spiritual beliefs)?					
					Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature)?					
					Availability, accessibility, and diversity of sports, leisure/recreational activities?					

Please write comments on the next page.

Comments:

---

---

---

---

---

---

---

---

**Post-Survey of Urban Students  
Alaska Humanities Forum Urban Rural Youth Program  
Spring 2001**

**1. OVERALL EXPERIENCE**

*Please rate the importance of each aspect on a scale from  
1=not at all important to 5=very important.*

When you think about your overall experience in rural Alaska, how important were . . .

	<i>1=not at all important to 5=very important</i>				
	<b>1 not at all</b>	<b>2 some</b>	<b>3 neutral</b>	<b>4 important</b>	<b>5 very important</b>
Students from rural Alaska					
Students from urban Alaska					
Other people from rural Alaska Such as _____					
Other people from urban Alaska Such as _____					
Teaching staff in rural Alaska					
Teaching staff in urban Alaska					



## 2. FREE TIME

*Please respond to each type of activity on a scale from  
1=never to 5= frequently.*

When you had free time during your village visit, how often did you. . .

	<i>1=never to 5=very frequently</i>				
	<b>1 never</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 frequently</b>
Travel					
Participate in sports, including riding snowmachines, skiing, etc.					
Read books other than school work					
Go to museums, theater, concerts, and movies					
Perform in music, arts, etc.					
Attend sports events					
Watch television or videos					
Spend time with friends, going to parties, playing games (i.e. board games like chess, video games)					
Work on hobbies, craft work (photography, etc.)					
Participate in activities such as fishing, hunting, gathering firewood, preserving food for storage, etc.					
Spend time with elders					
Do other things (please list below)					
1.					
2.					
3.					



Comments:

---

---

---

---

---

---

---

---

---

---

We would like to know about your current opinion on different aspects of urban and rural Alaska culture. What is your opinion of each?

Now, thinking about **URBAN** Alaska . . .

Now, thinking about **RURAL** Alaska

<b>What is your opinion of . . .</b>					<i>What is your opinion of . . .</i>					
<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					<i>Please respond on a scale from 1=highly negative to 5=highly positive</i>					
1 highly negative	2 negative	3 neutral	4 positive	5 highly positive		1 highly negative	2 negative	3 neutral	4 positive	5 highly positive
					Effectiveness of middle and high school education					
					Effectiveness of informal, out-of-school education?					
					Effectiveness of local community government?					
					Television, radio, magazines, newspapers, etc. that are available					
					How new residents to the community are treated?					
					How residents get the food they need? (purchase, hunt, fish, gather, trade, share, etc.)					
					How family members relate to one another?					
					Customs and traditions (including religion and spiritual beliefs)?					
					Availability, accessibility, and diversity of cultural life (art, dance, music, drama,, literature)?					
					Availability, accessibility, and diversity of sports, leisure/recreational activities?					

Please write comments on the next page.

Comments:

---

---

---

---

---

---

---

---

#### 4. MAINTAINING CONTACT

Please respond to each way on a scale from  
1=very unlikely to 5=very likely

Now that you have been in village Alaska, how will you go about seeking information about rural Alaska . . .

	<i>1=very unlikely to 5=very likely</i>				
	<b>1 very unlikely</b>	<b>2 unlikely</b>	<b>3 some</b>	<b>4 likely</b>	<b>5 very likely</b>
Attend conferences, seminars, lectures, etc. dealing with rural Alaska					
Be a member of organization(s) involved in rural Alaska.					
Receive visitors from rural Alaska.					
Travel to rural Alaska.					
Go to museums or cultural heritage centers					
Go to Alaska Native performances such as dancing or storytelling					
Take a class at my school					
Talk to with your friends or relatives about rural Alaska					
Talk to with fellow students or teachers about rural Alaska					
Talk to with people who live in rural Alaska					
Talk with persons in urban Alaska who are knowledgeable about rural Alaska. Such as ?					
Read newspapers or magazines articles <b>from</b> rural Alaska					
Read newspapers or magazine articles <b>about</b> rural Alaska					
Read <b>fictional</b> books about rural Alaska					
Read <b>non-fictional</b> books about rural Alaska					
Listen to radio programs about rural Alaska					
Watch television, videos, movies, etc about rural Alaska.					
Watch the Rural Alaska Television Network					
Do something else (please list below)					
1.					
2.					
3.					

## 5. OVERALL ASSESSMENT OF YOUR EXPERIENCE IN RURAL ALASKA

*Please respond to each way on a scale from  
1=very serious problems to 5=no problem at all*

Thinking about your total experience in rural Alaska, did you have any problems or difficulty with . . .

	<i>1=very serious problems to 5=no problem at all</i>				
	<b>1 no problem at all</b>	<b>2 a few problems</b>	<b>3 some problems</b>	<b>4 a lot of problems</b>	<b>5 very serious problems</b>
Too much contact with people from rural Alaska.					
Differences in teaching/learning methods (between urban and rural schools).					
The way the rural experience was organized.					
Readiness of the teaching staff to meet and/or help urban student.					
Readiness of the village residents to meet and/or help urban student.					
Not enough time for travel.					
Housing or where you were staying in the village.					
How well you were prepared for this experience.					
Cost of this rural experience to you and your family.					
Interaction with rural students.					
Chance to really get to know students your age.					
Food					
Guidance on personal matters during the experience.					
The way village residents live.					
Not enough time with people from urban Alaska.					

## 6. RETROSPECTIVE ASSESSMENT OF URBAN RURAL YOUTH PROGRAM

*Please respond to each way on a scale from  
1=not at all to 5=very strong*

Thinking back over the entire Urban Rural Youth program Experience (Application, Orientation, and Village Visit), how much do you think the project affected you?

	<i>1=not at all to 5=very strong</i>				
	<b>1 not at all</b>	<b>2 a little</b>	<b>3 some</b>	<b>4 a lot</b>	<b>5 very strong</b>
It increased your ability to work independently (on your own)					
It gave you an opportunity to learn and use another language in non-school situations.					
It gave you a chance to get to know people and their way of life in rural Alaska.					
It gave you a perspective on your own community					
It gave you an opportunity to get a new perspective on yourself.					
It influenced you to change some of your personal values					
It acquainted you with specific topics related to your interests but not offered at your urban school.					
It helped you choose a subject/career or set a goal for your future.					
It helped acquaint you with another culture's social, government, and business techniques.					
It gave you insight into working and social relations in a rural community					
It influenced your goals/preferences for your academic/employment future after graduation					
It helped you understand why subsistence is such an important issue for Alaska Natives.					
It helped you understand why Alaska Natives want as much control as possible over what affects them.					
It helped you understand Alaska Natives deep spiritual connection to their environment.					
It helped you understand why Alaska Natives would chose to live in villages far from the city.					
It helped you understand why some rural communities feel that their schools and education are being neglected.					



