**Ethnic Studies Assessment Plan**

**Step 1:  Department/Program Mission (Due May 15, 2009)**

Ethnic Studies is the interdisciplinary and comparative study of the ethnicity and the study of the culture and history of particular ethnic groups in the United States and other nations.  As the study of ethnicity, Ethnic Studies examines factors that account for the creation and maintenance of ethnic identity, the development of ethnic stereotypes and prejudice, and the quality of ethnic relations.  In regard to particular ethnic groups, Ethnic Studies encourages exploration of the specific histories, values, and contributions of the country’s many constituent groups including American Indians, African Americans, Latino/as, and Asian Americans, to name a few.   Ethnic Studies provides the means to identify the prejudices and assumptions that have shaped traditional scholarship in the academic disciplines and to correct these biases.  Since knowledge of ethnic traditions and ethnic relations are sought after by many fields, including but not limited to politics, social services, business, law, medicine, and psychology-related careers, an ethnic studies major provides students the theoretical and practical tools to become successful in an increasingly multicultural and global society.   To develop at the end of the course a more comprehensive study and practice towards developing more equitable, diverse, global communities.

**Step 2: List goals/outcomes (Any updates due September 15, 2009)**

 1.  **Knowledge of relationship between individuals and society:**

   Students should be able to learn about the reciprocal relationship between individual behavior and social structural forces.

2.  **Diversity/Inequality:** Students should be able to understand the interconnectedness of race, gender, ethnicity, and sexuality and its social construction across academic disciplines.  Students also should be able to understand how these social categories continue to perpetuate inequity, discrimination, and stereotypes in different societies across the world.

3.**Application of ethnic studies theory:**   Students should be able to demonstrate knowledge of ethnic studies theories.  Additionally, they should be able to apply these theories as they critically evaluate different cultural behaviors and institutions in different societies across the world.

4.  **Data Analysis:**   Students’ learning experience should address both the theoretical and methodological issues involved in studying race, ethnicity, nationalism, migration, and transnationalism within a local and global perspective.  Students also should be able to understand the strengths and weaknesses of different research methods.  Additionally, students should also be able to understand and evaluate scholarly work (as published in academic journals and books).  Finally, students should be able to develop their own research methods.

These learning goals are reflected in the syllabi of courses in Step 3.

**Step 3: Identify program components (Due May 15, 2009)**

Students will be exposed to each of the Ethnic Studies major’s four learning goals in the eight units below:

1. **Introduction to Ethnic Studies (ETHN 103).** The gateway course to the Ethnic Studies major developed and taught by Diana Ariza. This is a required course for all students, except when an exemption is granted by the director/chair of the program.  This course fulfills the following learning goals:  Learning Goal #1, Knowledge of relationship between individuals and society; Learning Goal #2, Diversity and Inequality; Learning Goal #3, Application of ethnic studies theory; and Learning Goal #4, Data Analysis.

*2.* **Five units from three different departments***:* to be chosen from the approved courses listed below because: a) they are offered regularly; b) they provide the interdisciplinary theoretical and practical analysis of how race and ethnicity are studied within different academic disciplines; and c) these courses align specifically with the mission and learning outcomes of Ethnic Studies. The five courses must be selected in consultation with the Director of the Program or the Ethnic Studies faculty. Three of the five courses must be at the 300 level and the other two can be at the 200 level.

The following courses fulfill the following learning goal:  Goal #2, Diversity and Inequality.

**Race and Representation in American Art** *(Art and Art History 312, Bille Wickre)***Race and Ethnicity** (Anthropology and Sociology *345, Len Berkey)***Intercultural Communication** *(Speech 313, Karen Erlandson)***The 1960’s** *(History 398, Wes Dick)***Poetry by Women of Color** *(English 329, Helena Mesa)***Going North: Latin American Immigration and US***( History 270, Deborah Kanter)*

**Slave and Societies of the Americas***, (History 300, Deborah Kanter*)

**HispanicLiterature and Cultures in the US** (Spanish 362, Julia Medina)

**Problems of Race in American Literature** *(English 360, Judy Lockyer)***Latina/o Literature** *(English 211, Helena Mesa)***History of Women in the U.S 1877-present** *(History 340, Trisha Franzen)***La Louisiane Française: Les Expériences Cadiennes et Créoles** *(Français 330, Dianne Guenin-Lelle)***Caribbean Identity and Diaspora** *(ETHN 260, Diana Ariza)***African American History, 1865 to the Present** *(History 243, Marcy Sacks)*

**Issues in Modern Political Economy** *(Greg Saltzman, E&M 322)*

**Labor Economics** *(Jonathan Lanning, E&M 354)*

**Our Americas":  Crossing Borders, Histories and Cultures** *(Julia Medina, FRNL 107)*

 ***Other courses will be added to this list as they are reviewed by the Ethnic Studies Program*.**

3. **Theory and Practice in Ethnic Studies (ETHN 370**). This capstone course utilizes an interdisciplinary approach to expose students to a variety of theories in ethnic studies. This is followed by a discussion of some current methodological dilemmas in conducting research on ethnic identity and intersections of class, gender, sexuality, race and other constructions of identity, ethnic relations in the U.S. and other nations.  Students  are also led to examine the prejudices and assumptions that are shaped by traditional scholarship in the academic disciplines and to correct bias.  Students will be asked to conduct field work on a topic of their interest in the field of race/ethnicity.

This course fulfills the following learning goals: Learning Goal #1, Knowledge of relationship between individuals and society; Learning Goal #2, Diversity and Inequality; Goal #3, Application of ethnic studies theory; and, Goal #4, Data Analysis.

4. **Internship or Off Campus Experience (one unit).** This provides the “hands on” experience with “OTHER” ethnic and racial communities. Students, upon returning, must submit a journal report to the Chair of the Ethnic Studies Committee on how their experience has enhanced their multicultural understanding of the world.  Students, working in consultation with the Ethnic Studies Chair, are encouraged to explore a variety of options for the internship experience.

This course fulfills the following learning goals:  Learning Goal #1, , Knowledge of relationship between individuals and society; Learning Goal #2, Diversity and Inequality; Goal #3, Application of ethnic studies theory; and Goal #4, Data Analysis.

**Step 4: Select methods/data sources and instruments (Any updates due September 15, 2009)**

The Ethnic Studies Committee will review periodically courses offered by other departments to determine how their learning goals are consistent with the ES learning goals.

In addition, ES will plan an assessment of a specific learning goal at the end of every other semester to test students’ knowledge and understanding.   In addition, ES will conduct a mandatory **60-minute short essay *exit exam*** to be taken by graduating seniors in the spring semester of every other year.  Students will not need to obtain a particular grade on the exam (see attached sample questions) measuring the respective learning goals above.  The Ethnic Studies Committee faculty will grade the exams, assess student learning, and then adjust course syllabi to address any learning goals that are not satisfactorily demonstrated by students.  The department also would assess student learning through less formal qualitative methods, including students’ performance in research projects (FURSCA, theses, directed studies, research assistants), as well as presentations at regional and national conferences, and post-graduation success:  getting into graduate schools and securing desired employment.

**Step 5: Analyze and interpret the data (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

Last Spring 2009, the Ethnic Studies Program assessed the Diversity/Inequity Learning Goal.  One Ethnic Studies major was given the exit exam. Not surprisingly, we found the assessment adequate. At the end of Spring 2010, ES plans to incorporate the senior exit exam to three students which hopefully would enable us to assess other remaining learning goals.  Since some of our students are making presentations at professional conferences this year, we should be able to assess one or two of ES’ learning goals through their presentations.

**Step 6: How will the data collected be used for decision-making, strategic planning, etc. (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)**

 The data collected will enable the ES Committee to better measure if in fact students are attaining the learning goals we have constructed.  This year, because we will be using different sources of sources of data (i.e., conference presentations, theses) to assess student learning, the ES Committee