**2011 Ethnic Studies Program Assessment Plan**

**Step 1: Department & Program Mission**

Ethnic Studies is the interdisciplinary and comparative study of the ethnicity, culture and history of diverse ethnic groups in the United States and other nations. As the study of ethnicity, ethnic studies focuses on 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 explores specific histories, values, and contributions of the country’s many constituent groups (e.g., American Indians, African Americans, Latino/as, and Asian Americans).

The Ethnic Studies Program (ESP) provides students many different opportunities to fashion intellectual tools to identify the prejudices and assumptions that have shaped academic, economic and social experiences in America and to account for these biases in their own scholarly pursuits. Since knowledge of ethnic traditions and relations are sought after by many fields, including but not limited to education, political science, 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. The expectation is that by the end of the program of study, students will develop a more comprehensive perspective and practice towards building and sustaining accessible, diverse, equitable and resourceful communities.

Faculty members from several departments across the College’s four divisions comprise the Ethnic Studies Department and oversee the program of study. They work together to provide an interdisciplinary program of study that clearly reflects the liberal arts and developmentally intentional, learning-centered approach. In addition, faculty collaborate regularly to assess program mission, goals and outcomes, recruit and retain students and meet standards for program reviews by the College, as well as remain in contact with alumni.

**Step 2: Goals & Outcomes**

1. *Knowledge of the relationship between individuals and society*— Graduates of the ESP are able to identify and explain the reciprocal relationship between individual behavior and social structures as influences on lived and perceived realities.
2. *Knowledge of the relationship between diversity and inequity*— Graduates of the ESP are able to identify and explain the interconnectedness and social construction of race, class, gender, ethnicity, and sexuality across academic, economic and social experiences; also, students should be able to explain how these social categories continue to perpetuate discrimination and inequity around the world.
3. *Application of ethnic studies frameworks*— Graduates of the ESP are able to explain ethnic studies theories and apply these as they critically evaluate different cultural behaviors and institutions in different societies across the world.
4. *Knowledge of methodologies for research and practice*— Graduates of the ESP are able to address both theoretical and methodological issues involved in studying race, ethnicity, nationalism, migration, and trans-nationalism in terms of local and global relevance; also, they can explain the strengths and weaknesses of different research methods and evaluate scholarly work; finally, graduates can design their own methods for research and practice.

**Relationship between program goals and components.** The Albion College ESP must be responsive to several contextual factors, such as students’ academic interests and identities, faculty interests and identities, the liberal arts, the particular mix of disciplinary courses offered by faculty and selected by students, changing local and global contexts and Albion College’s commitment to academic excellence and integrity. The program must provide multiple ways for different students to complete the ethnic studies major not only in keeping with program features and requirements but also in light of access to particular relevant experiential learning opportunities and needs.

**Step 3: Program Components**

Students will have multiple—and different—opportunities to achieve the four learning goals as they complete the mix of requirements and acquire eight units for the major:

1. *Introduction to Ethnic Studies* (ETHN 103).The gateway course to the Ethnic Studies major is a required course for all students, except when an exemption is granted by the chair of the program. This course introduces students to all four learning goals.
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.

*Race and Representation in American Art* (ARTH 312/1 unit); *Race and Ethnicity* (A&S 345/1 unit); *Intercultural Communication* (COMM 313/1 unit);
*The 1960’s* (HIST 398/1 unit); *Poetry by Women of Color* (ENGL 329/1 unit);
*Going North: Latin American Immigration and US*( HIST 270/1 unit);

*Slave and Societies of the Americas* (HIST 300/1 unit);

*Hispanic Literature and Cultures in the US* (SPAN 362/1 unit);

*Problems of Race in American Literature* (ENGL 360/1 unit);
*Latina/o Literature* (ENGL 211/1 unit);
*History of Women in the U.S 1877-present* (HIST 340/1 unit);
*La Louisiane Française: Les Expériences Canadiennes et Créoles* (FREN 330/1 unit); *African American History: 1865 to the Present* (HIST 243/1 unit);

*Issues in Modern Political Economy* (E&M 322/1 unit); and,

*Our Americas: Crossing Borders, Histories and Cultures* (MLAC 107/1 unit).

Other courses are periodically reviewed and added to this list by the Ethnic Studies Program committee. Primarily, these courses provide students different and repeated opportunities to engage different mixes of learning goals 1, 2 and 4.

1. *Theory and Practice in Ethnic Studies* (ETHN 370). Through an interdisciplinary approach students examine a variety of conceptual and theoretical frameworks in ethnic studies in this capstone course. Students outline and discuss these frameworks in terms of current methodological dilemmas in research on ethnicity— including intersections of race, class, gender, ethnicity, and sexuality, other socio-political constructions of identity, ethnic relations in the U.S. and across other nations, and globalization. Further students examine the assumptions and prejudices that are shaped by traditional scholarship in the academic disciplines as well as identify on-going efforts to correct bias. They conduct field work on a topic of their interest, demonstrate their own praxis of ethnic studies in a practicum, and present their reflections—organized by the four learning goals—at a colloquium open to all Albion College students, faculty and staff.

Students take the capstone course in their junior or senior year, and they are expected to synthesize their knowledge in terms of all four learning goals.

1. *Internship* (or off-campus experience (ETHN 391/2). This learning situation includes mentoring and provides *hands on* experience outside the classroom and off campus, working with ethno-linguistic communities different than the student’s own or home community. Students, working with a faculty adviser or the ethnic studies chair, are encouraged to explore a variety of options for the internship experience. They write a journal that includes both description of particular events and experiences, guided by the four learning goals. Upon returning to campus, students submit the journal to the adviser or chair of ethnic studies and present their reflections—organized by the four learning goals—at a colloquium open to all Albion College students, faculty and staff.

Primarily, this course provides students opportunities to engage learning goals 3 and 4.

**Step 4: Methods, Data Sources and Instruments**

Data related to **Goal 1** is collected from a minimum of two of the following different sources: portfolio of reflections including a minimum of four—two student and two faculty selected—productions (e.g., journals, essays, photo displays, creative performances); participation in FURSCA projects or directed studies (optional); completion of departmental or honors theses (optional); and, exit exam.

The portfolio of reflections, FURSCA proposals, theses and exit exams are assessed according to rubrics based on the four learning goals. Ethnic Studies Program Committee members review these data, assess student learning, and identify next steps to make learning goals more explicit and provide new opportunities for learning at the end-of-year assessment retreat.

Data related to **Goal 2** is collected from a minimum of two of the following different sources: portfolio of reflections including a minimum of four—two student and two faculty selected—productions (e.g., journals, essays, photo displays, creative performances); participation in FURSCA projects or directed studies (optional); completion of departmental or honors theses (optional); and, exit exam.

The portfolio of reflections, FURSCA proposals, theses and exit exams are assessed according to rubrics based on the four learning goals. Ethnic Studies Program Committee members review these data, assess student learning, and identify next steps to make learning goals more explicit and provide new opportunities for learning at the end-of-year assessment retreat.

Data related to **Goal 3** is collected from two different sources: portfolio of reflections including a minimum of four—two student and two faculty selected—productions (e.g., journals, essays, photo displays, creative performances); and colloquium presentation.

The portfolio of reflections and colloquium presentations are assessed according to rubrics based on the four learning goals. Ethnic Studies Program Committee members review these data, assess student learning, and identify next steps to make learning goals more explicit and provide new opportunities for learning at the end-of-year assessment retreat.

Data related to **Goal 4** is collected from a minimum of four of the following different sources: portfolio of reflections including a minimum of four—two student and two faculty selected—productions (e.g., journals, essays, photo displays, creative performances); participation in FURSCA projects or directed studies (optional); completion of departmental or honors theses (optional); colloquium presentation; exit exam; and, program completion rate.

The portfolio of reflections, FURSCA proposals, theses, exit exams, and colloquium presentations are assessed according to rubrics based on the four learning goals. Program completion rates are calculated as descriptive statistics and compared year by year. Ethnic Studies Program Committee members review these data, assess student learning, and identify next steps to make learning goals more explicit, provide new opportunities for learning and enhance recruitment and retention strategies at the end-of-year assessment retreat.

*Note: Ethnic Studies Program Committee members will develop appropriate rubrics based on the four learning goals fall 2011 and use these for the first time spring 2012.*

**Step 5: Analysis, Interpretation and Outcomes**

In spring 2009, the Ethnic Studies Program Committee assessed the one student with the exit exam. The student performance was determined to satisfactorily reflect knowledge goals 1, 2 and 4.

In spring 2010, plans to administer the exit exam to three seniors were abandoned due to the comprehensive efforts made to comply with unexpected program review required by the Albion College Board of Trustees and related to decisions to be made to eliminate programs.

In fall 2010, the only-tenure track faculty line for ethnic studies was vacated and the position was immediately reduced to adjunct instructor. In addition, the program chair was on sabbatical spring 2011, and one committee member vacated her position at the College and on the program committee. Due to these extenuating circumstances, the exit exam was not administered to the one graduating senior.

In fall 2011, a new program chair was named. Working with ESP Committee members, the aforementioned revised plans are proposed to provide comprehensive and responsive assessment of student learning and program development in terms of the four learning goals.

No outcomes are offered at this time.

**Step 6: Basis for Decision-making, Strategic Planning, etc.**

At the end of spring semester faculty and staff serving on the Ethnic Studies Program Committee members will participate in a program assessment meeting. The data will be reviewed and patterns in outcomes and unique issues will be discussed in terms of program decision making and planning.

In addition, Ethnic Studies Program Committee members will also review information about *how* those results were achieved. Committee members will discuss senior student responses to an exit interview focused on acquiring students’ insights into their experiences.

Next Steps toward completing this plan and implementing it spring 2012 will be tracked through monthly Ethnic Studies Program Committee meetings, fall 2011 and spring 2012.