2015 Summer Assessment Project

Race and Ethnic Studies

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Description:

In early Spring of 2015, Race and Ethnic Studies faculty, staff, and Ellie Schemenauer from Women's Studies developed an RES Assessment Prompt. The prompt asked students three questions:

1. Define “power”, “privilege” and “access”
2. Define how power, privilege and access shape racial and ethnic experiences
3. Explain how race and ethnicity have shaped personal life experience

Objectives:

- We want to measure the level of diversity awareness in students taking Race and Ethnic Studies (RES) courses.
- If the teaching of diversity awareness is a key element in developing intercultural competence, a goal of RES courses, then we want to measure whether the courses are meeting that goal.
- We intended to measure work by students in introductory courses, with the goal of measuring more advanced classes in the future. However, because some of our students
have taken multiple classes, we have actually measured both beginners and advanced students.

- We will be paying special attention to see if there is a measured difference between beginning students (those who had not taken a diversity course prior to the Spring, 2015) and more advanced students (those who have taken one or more diversity courses during their university years.)

- Once measured, we plan to use the results to identify gaps in our program so that we can use that information to close the loop.

Rationale:

Most of our courses, if not all, have “diversity” designation. Issues of power, privilege and access are key components of the diversity definition used by the Diversity Committee to give courses diversity designation. The question of power, privilege and access also make up the core of the definition of diversity in the UW-Whitewater Diversity and Intercultural Competence Rubric (the tool that will be used to evaluate the prompts).

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