SELF-STUDY QUESTIONNAIRE/REPORT
FOR STAND-ALONE MAJORS OR MINORS

Race & Ethnic Cultures Minor

February 1, 2005
Self-Study Questionnaire/Report for Stand-Alone Majors or Minors

Stand-Alone Minor: Race and Ethnic Cultures Program
Individual Completing the Report: E.Howard Grigsby

BACKGROUND INFORMATION

1. Program Overview: The Race and Ethnic Cultures Program (R&EC) at UW-Whitewater offers a multidisciplinary minor which heighten students’ intellectual capacity to acknowledge, understand, and appreciate racialized and ethnic populations in the United States, and their substantial scientific, cultural, educational, and service contributions to the country’s development and prosperity. The Program minor provides domestic and global awareness, by highlighting important social structure conditions that have lead to socioeconomic and political similarities and variations within sub-groups, and also, historical and cultural similarities and variations among racial/ethnic groups. The nexus between global cultural origins and domestic cultural retentions is delineated to increase global awareness.

Students completing the minor will have greater conceptual, theoretical and experiential knowledge and skills essential to participating in the modern labor market and multicultural state. The increased value of the R&EC minor, independently or complementary to almost any major, is reflected in demographic make-up of the new global community.

The minor emphasizes three U.S. populations, stipulated in the UW System Design for Diversity Initiative: African Americans, American Indians, and Chicano/Latino Americans. The minor consists of twenty-four credits: nine in African American studies, three in American Indians studies, nine in Chicano/Latino studies, and three elective credits. Student minors in the program may choose to concentrate on a particular population by selecting modules from the rich array of courses in the curriculum, or may focus on the integration of all three groups.

2. N/A

3. Overview and adequacy of human, physical, and fiscal resources

Human Resources __6__

Race and Ethnic Cultures’ interdisciplinary faculty is the most diverse on campus. The core members include one Nigerian, one Tanzanian, two Hispanics, and one African American. Other instructional staff represents various ethnicities from the United States. Disciplines represented include political science, history, modern languages, social work, and sociology. This cross-disciplinary composition brings to the program and curriculum a complementary set of attributes and an excellent blend, that reflects diversity and symmetry. All faculty members hold doctorates and have extensive training and expertise in the area of race and ethnicity.
The Program’s most pressing need, which limits efforts to fully achieve its objectives and aspirations, is for additional faculty. Additional faculty would make it possible to not only offer more classes and sections to meet the growing student demand, but would also make it possible to devote more time and attention to mentoring and training UW-W students about issues of diversity.

**Physical Resources**

**Classrooms:** Classrooms used by R&EC Program faculty are generally assigned through their home departments. Most are equipped with state-of-the-art technology, which makes it possible for faculty to apply innovative and creative pedagogical tools to increase teacher effectiveness and learning outcomes.

**The Social Science Computer Lab:** The Social Science Computer Lab is located on the 3rd floor of Salisbury next door to the R&EC Program office. Most Program faculty use the lab. They often have students complete online assignments in the lab. Some faculty schedule classes in the lab when it’s available. The lab’s close proximity to the program and faculty offices makes it an ideal and convenient resource for faculty and R&EC students.

**The New R&EC Resource Library:** R&EC recently established the R&EC Resource Library (R&ECRL). The library is a clearinghouse for faculty, staff, and students. It stores books, magazines, journals, newspapers, computer software, simulation tool, videos, DVDs, and other materials related to race and ethnicity. The library will soon be cross-referenced with the Andersen Library, and will be listed on a campus website currently being developed. This facility will not only help enrich the R&EC curriculum, but will also further UW-Whitewater’s effort to infuse diversity across the curriculum. The facility is located on the 3rd floor of Salisbury adjacent to the Program office.

**The W.E.B. DuBois Seminar Room:** The W.E.B. DuBois Seminar Room was established in 2000. The seminar room provides a forum for colloquiums, workshops, seminars, and monthly program meetings. It is also the home of the R&EC Spring Lectures Series. These series focus on relevant and timely issues of race and ethnicity. The lecture series and seminars enhance the intellectual climate of our campus and benefit the entire Whitewater and surrounding communities.

**Library Holdings**

The UW System libraries have implemented a new common online library system. Endeavor Voyager allows users to complete simultaneous searches on holdings of multiple campuses. Based on the “one system, one library” concept, students and faculty from UW-Whitewater can borrow materials freely and directly from any UW campus. From the home library they can use the universal borrowing feature on the Voyager system to request materials from any UW library and specify the campus site where the materials will be picked up. A van service runs five days a week to deliver material...
among libraries. This new Universal Borrowing system significantly increases the holdings on race and ethnicity, and expands the collection for our minors.

Additionally, UW System subscribes to Ethnic Newswatch and Gender Watch. Both are full-text databases. A DPI subscription to African American biographical database which provides biographical information on African Americans 1790-1950 is accessible to all state residents. Other general databases rich in resources on diversity and ethnic studies include EbscoHost Academic Elite, Wilson Web Omnifile, ProQuest Newspapers, and America History and Life.

The Andersen Library also has a webpage that provides links to diversity and ethnic studies Internet resources URL: Http://library.uww.edu/SUBJECT/divesit.htm.

A search on the library catalog yields the following number of entries:

<table>
<thead>
<tr>
<th>COLLECTIONS</th>
<th>NUMBER</th>
</tr>
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<tbody>
<tr>
<td>African Americans</td>
<td>4885</td>
</tr>
<tr>
<td>Native Americans</td>
<td>4502</td>
</tr>
<tr>
<td>Chicanos (or Mexican Amer)</td>
<td>845</td>
</tr>
<tr>
<td>Asian Americans</td>
<td>549</td>
</tr>
<tr>
<td>Diversity/Ethnicity</td>
<td>3335</td>
</tr>
</tbody>
</table>

The new universal campus-wide borrowing system, and the proximity to other libraries in the region (Northwestern, University of Chicago, Loyola, etc.) with large holdings on race and ethnicity, supports a high quality race and ethnic studies program and minor such as the one at UW-W.

Fiscal Resources

The Race and Ethnic Cultures Program is cost-effective. The multidisciplinary program faculty is borrowed from their respective home departments. They serve the program mostly “in-kind,” and at little cost. While the current budget allows the program to operate in terms of supplies, printing, and other essentials, it is insufficient to support and promote the Program’s mission and objectives. For example, funds are not available to support faculty development, professional travel, sponsorship and co-sponsorship of speakers, seminars, and other important intellectual and cultural events promoting appreciation and respect for diversity.

4. Changes to the program or curriculum since 1996:

- R&EC offers about 90 percent of UW-W’s required diversity courses.
- R&EC has developed the R&EC Handbook for Minors.
- R&EC has developed a comprehensive Advising Program for minors.
- R&EC has developed a twofold Assessment plan.
- R&EC has developed four new courses
• R&EC has developed a Travel Study course and program
• R&EC has developed an “Initiative in Student-Learning Based Outcomes.”
• R&EC has established a scholarly linkage with UW-W and the University of Cape Coast- Ghana.
• R&EC has acquired the R&EC W.E.D. DuBois Seminal Room
• R&EC has established the R&EC Resource Library

These changes occurred as result of obtaining grants, and the hard work and ongoing “in-kind” labor, beyond the call of duty, of the Program faculty.

MISSION & PLANNING

5. Project/Initiatives Underway

Capstone Course. Race and Ethnic Cultures is developing a new capstone course which will reflect its core curriculum and performance outcome objects. The capstone will tie together social, economic, and political similarities and differences of Native Americans, African Americans, and Chicano-Latino Americans. The course will be team taught by Program faculty members indigenous to the respective group. The capstone is intended to be used as an assessment measure.

New Minor. Race and Ethnic Cultures plans to propose two new program minors: One in Native American studies, and the other in Africana studies. The development of the new minors was prompted by a growing student interest in the Native American experience, and in Africa (see Karen W. Arenson’s November 12, 2003 article in the New York Times entitled, “New College Program Reflect a Renewed Interest in Africa”). Students completing the minors will gain excellent training for work in the U.S. and in foreign services, government, counseling, law enforcement, and human services. The R&EC Advisory Committee is optimistic that the new minors will have broad appeal.

The Newly Established R&EC Resource Library: R&EC is currently establishing the R&EC Resource Library (R&ECRL). The library is a clearinghouse for UW-W faculty, staff, and students, and stores books, magazines, journals, newspapers, computer software, simulation tool, videos, DVDs, and other materials related to race and ethnicity. Materials are currently being cataloged for use. Additional grants are being sought to further supply the library. This new Library will further UW-Whitewater’s effort to infuse diversity across the curriculum.

Website for the R&EC Resource Library. Race and Ethnic Cultures is developing a campus website for the R&EC Resource Library. Following this achievement, the library will be cross-referenced with the general university library.
6. | Core Value | Importance (100 Points) |
<table>
<thead>
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<tbody>
<tr>
<td>Commitment to the pursuit of knowledge and understanding</td>
<td>15</td>
</tr>
<tr>
<td>Development of the Individual</td>
<td>15</td>
</tr>
<tr>
<td>Personal and professional integrity</td>
<td>10</td>
</tr>
<tr>
<td>Commitment to serve</td>
<td>20</td>
</tr>
<tr>
<td>Commitment to develop a sense of community, respect for diversity and global perspectives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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7. | Planning Variables | Importance (100 Points) |
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<tr>
<td>The mission of the University or the department</td>
<td>15</td>
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<tr>
<td>Academic assessment data/information relevant to student performance against learning outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Other data/information gathered relevant to performance (e.g., Audit &amp; Review feedback)</td>
<td>15</td>
</tr>
<tr>
<td>Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)</td>
<td>10</td>
</tr>
<tr>
<td>Campus trends (e.g., changes in university-initiated needs and demands)</td>
<td>10</td>
</tr>
<tr>
<td>Technology trends (e.g., technology developments that affect delivery of service)</td>
<td>5</td>
</tr>
<tr>
<td>Professional trends (e.g., changes evident at other universities/campuses)</td>
<td>5</td>
</tr>
<tr>
<td>Available human resources (e.g., # of employees, talents, etc.) within the unit</td>
<td>15</td>
</tr>
<tr>
<td>Available financial resources (e.g., budget, available and accessible $)</td>
<td>10</td>
</tr>
<tr>
<td>Available physical resources (e.g., space, existing technology, etc.)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Total = 100 points</strong></td>
</tr>
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8. Does your stand-alone program have a mission statement?  **Yes**

**Mission Statement**

The Race and Ethnic Cultures Program at the University of Wisconsin-Whitewater strives to become a premier academic program committed to providing a supportive and stimulating learning environment for students and faculty from racially and ethnically diverse populations, and for all students and faculty. The Program attempts to advance the university’s efforts to provide an educationally, experientially, and culturally diverse alternative to the isolated and ethnically homogeneous regions in the state from where most UW-W students come. We equally believe that our efforts on campus to promote greater appreciation and respect for diversity diffuse vicariously into the greater Whitewater community, which is also racially and ethnically homogeneous. We firmly believe that this important service to the university not only enhances and enriches the educational experience of our students, but also, the value of their degree by helping to prepare them for work and service in the new global market and global community.

Through its open interdisciplinary approach, the Race and Ethnic Cultures Program fosters intellectual growth, cultural awareness, and personal maturity. We challenge students and teachers alike to think critically about the issues of race and ethnicity. We provide an opportunity for students to become more understanding, appreciative and respectful of themselves, of those who are recognized as similar, and of those who are perceived as different. We encourage responsible independence as well as caring
interdependence. We support every student’s efforts to find his or her place in national and global human communities. We believe in this mission. We believe that UW-Whitewater can be a place of fulfillment for all. We recruit. We struggle to retain every single student and all promising faculty. We are striving to create a space, a “uni-diversity,” where everyone—students, teachers, administration and staff—can belong and where all of us can grow toward our full potential. In addition to providing supportive services, courses that met the requirements for education in diversity, and a high quality academic minor for students at UW-Whitewater,

R&EC also serves as a regional cultural and resource center. The Race and Ethnic Cultures Program curriculum, the construction and development of courses, and decision making and strategic program planning are guided by the program mission.

9. Student Learning Outcomes

Race and Ethnic Cultures employs three areas of assessment are used to measure student learning outcomes: (1) subject-matter, (2) cognitive development, and (3) skills development.

Subject matter objectives: Students completing the minor in Race and Ethnic Cultures will demonstrate:

1. knowledge of the historical, social, economic and political development of Native Americans, and their culture.
2. knowledge of the historical, social, economic and political development of African Americans, and their culture.
3. knowledge of the historical, social, economic and political development of Chicano-Latino Americans and their culture.
4. knowledge and appreciation of contributions racial/ethnic populations have made to the U.S. and the world.
5. knowledge supporting the contention that diversity is a national strength to be appreciated and celebrated.
6. knowledge and understanding of substantive, conceptual and theoretical perspectives of race/ethnic populations in the United States, that may be employed to promote mutual respect, wholesome race relations, and positive social change.

Cognitive development objectives: Students completing the minor in Race and Ethnic Cultures will demonstrate the following cognitive development outcomes:

1. awareness and ability to articulate the difference between race as a “biological construct” and race as a “social construct.” Also, an understanding that the concept “race,” as used in public discourse, actually means, “skin color.”
2. awareness and the ability to articulate the difference between “personal prejudice” and personal and institutionalized discrimination.
3. awareness of the difference between attitudes and behaviors of racial/ethnic groups that are a function of socioeconomic status and those rooted in culture.
4. reduced prejudiced attitudes toward racially/ethnically populations.
5. awareness that many stereotypes directed at racial/ethnic populations in the U.S., and in the world, are unfounded and grounded in myth.
Skill objectives: Students completing the minor in Race and Ethnic Cultures will demonstrate the following skills development outcomes:

1. the ability to communicate and work with people from different racial or ethnic populations.
2. the ability to apply models of peaceful resolve and conflict resolutions, as alternatives to violence, in potentially racially/ethnically explosive situations.
3. the ability to discuss, analyze, and critique race/ethnic issues in a scholarly and professional manner, and to organize seminar and workshops on the subject.
4. the ability to articulate different intervention strategies and effectiveness social public policy, that advance race relations in the United States.

The R&EC Assessment Form For Minors included six items to measure learning outcomes of Subject Matter (sm-q#14; sm-q#15; sm-q#16; sm-q#17; sm-q# 18; sm-q# 19); five items to assess learning outcomes of Cognitive Development (cd-q# 20; cd-q# 21; cd-q# 22; cd-q# 23; cd-q# 24); and four items to assess learning outcomes of Skills Development Objectives (sd-q# 25; sd-q# 26; sd-q# 27; sd-q# 28).

Assessment Methods

Minors were instructed to rank items on Liker scales ranging from 1-5 [1=strongly disagree 2=disagree 3=somewhat agree 4=agree 5=strongly agree] based on their level of agreement with a given statement. Twenty minors completed the survey (9 juniors and 11 seniors). Juniors and seniors were compared to assess outcome differences. A summary of results is discussed below.
Results

Subject-matter Objective
Juniors and seniors responded favorably (“agree” or “strongly agree”) to most subject-matter questions, although favorable responses were higher for seniors. In response to question 16 (“I have a greater understanding of the social, economic and political development of Native Americans, and their culture”), seniors and juniors indicated little knowledge of Native Americans (54% and 56% respectively). This finding probably reflects the fact that the R&EC minor curriculum has only one required course on Native Americans. An additional course would probably help. In response to item 19 (“I have greater knowledge and understanding of substantive and theoretical perspectives on racial/ethnic groups in the U.S.”), the percentage of seniors responding “agree” or “strongly agree” was almost double that of juniors. This finding probably reflects the likelihood that seniors have taken a greater number of R&EC courses, especially upper division, than have juniors (see Figure 1).

Figure 1. Percent Minors responding “agree” or “strongly agree” to subject-matter Objectives.

sm-q#14. I have greater understanding of the historical, economic and political development of African Americans, and their culture.
sm-q#15. I have greater understanding of the historical, economic and political development of Hispanic Americans, and their culture.
sm-q#16. I have greater understanding of the historical, economic and political development of Native Americans, and their culture.
sm-q#17. I have greater knowledge and appreciation of contributions racial/ethnic groups have made to the U.S. and to the world.
sm-q#18. I believe that diversity is a national and personal strength to be celebrated.
sm-q#19. I have greater knowledge and understanding of substantive and theoretical perspectives on racial/ethnic groups in the U.S.
Cognitive Development Objective
Juniors and seniors responded favorably (“agree” or “strongly agree”) to most of the cognitive development questions, although favorable responses were slightly higher for seniors. All seniors (100 percent) responded “agree” or “strongly agree” to item 20 (“I have knowledge and can articulate the difference between race as a biological construct and race as a social construct”), while 88 percent of the juniors responded “agree” or “strongly agree.” All juniors and all seniors responded “agree” or “strongly agree” to question 24 (“I have learned that many stereotypes directed at racial/ethnic populations in the U.S. and world, are unfounded and grounded in myth”). The favorable responses by both groups to questions 20 and 24 probably reflect the fact that discussion of topics such as “race as a social construct” and “stereotypes” are common themes in courses throughout the R&EC curriculum. Also, the slightly higher percentage of seniors than juniors responding favorably to most of the cognitive items probably reflects the larger number of program courses (especially upper division) seniors have taken (see Figure 2).

Figure 2. Percent Minors responding “agree” or “strongly agree” to Cognitive Development Objectives Items.

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cd-q#20. I have knowledge of and can articulate the difference between race as a biological construct and race as a social construct.
cd-q#21. I have knowledge of and can articulate the difference between personal prejudice and institutionalized discrimination.
cd-q#22. I have learned to better recognize the difference between attitudes and behaviors of racial/ethnic groups that are related to socioeconomic status, and those rooted in culture.
cd-q#23. My prejudiced attitudes towards racial and ethnic groups have been reduced.
cd-q#24. I have learned that many stereotypes directed at racial/ethnic populations in the U.S., and the world, are unfounded and grounded in myth.
Skills Development Objective
All seniors and a high proportion of juniors (100% and 88% respectively) responded “agree” or “strongly agree” to question 25 (“I have better skills to communicate and work with people from different racial and ethnic populations”). Both student groups, however, responded unfavorably to skills development items dealing with conflict resolution, their ability to organize seminars and workshops, and to articulate intervention strategies based on effective public policy (questions 26, 27, and 28). This finding may reflect the need to add addition course to the curriculum which address conflict resolution and social and public policy (see Figure 3).

Figure 3. Percent Minors responding “agree” or “strongly agree” to Skills Development Objectives.

sd-q#25. I have better skills to communicate and work with people from different racial or ethnic populations.
sd-q#26. I have better skills to apply models of peaceful resolve and conflict resolution, as an alternative to violence, in potentially racially or ethnically explosive situations.
sd-q#27. I’ve developed skills to discuss, analyze, and critique race/ethnic issues in a scholarly and professional manner, and to organize seminars and workshops.
sd-q#28. I’ve developed skills to articulate different intervention strategies and effective social public policy that advance race relations in the United States.
10. **Assessment Method**

<table>
<thead>
<tr>
<th>Direct Assessment</th>
<th>Minor</th>
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</thead>
<tbody>
<tr>
<td>Curriculum-Embedded Exams/Tests</td>
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<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Essays</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Curriculum-Embedded Projects</td>
<td>X</td>
<td></td>
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<tr>
<td>Capstone Project Review</td>
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<tr>
<td>Portfolio Review</td>
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<tr>
<td>Reviews by External Evaluators (e.g., intern supervisors)</td>
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<tr>
<td>Placement Test Scores</td>
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<tr>
<td>Performance on Post-Bac. Exams (e.g., GRE, GMAT, CPA)</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</table>

| Indirect Assessment               |       |       |
| Exit Interview/Questionnaire      | X     |       |
| Advisory Board                    | X     |       |
| Alumni Survey                     |       |       |
| Other (Describe: Anecdotal)       | X     |       |

**Information/data relevant to Program’s academic assessment efforts**

1. R&EC Student Assessment for Minors
2. R&EC Exit Survey for Seniors
3. UW-W Departmental Assessment Forms
4. R&EC Anecdotal Information

11. **Programmatic Changes**

<table>
<thead>
<tr>
<th>Programmatic Changes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes (e.g., changes in what students should learn in the program)</td>
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<tr>
<td>Curriculum (e.g., revisions to requirements, change in pre-requisites, addition of new courses, Deletion or combining of coursework, changes in existing course content, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Scheduling (e.g., when courses are offered, etc.)</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Procedure (e.g., changes in advising)</td>
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<tr>
<td>Instructional Methods (e.g., shift to hybrid courses)</td>
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<tr>
<td>Curriculum Delivery Methods (e.g., online programming)</td>
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</tr>
<tr>
<td>Changes in Assessment Procedures (e.g., addition of specific assessments, creation of Advisory Board)</td>
<td>X</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

**Program’s Use of Assessment Information.**

Program Improvements resulting from assessment information include the following:

1. A more comprehensive assessment plan has been implemented.
2. Four new courses have been developed.
3. The R&EC curriculum has been linked to performance objectives (cognitive development, skills development).
4. Plans are underway to obtain external assessment information.
5. Assessment information is being shared with constituencies.
6. The Program comparative advantage has been articulated in greater detail.
7. The new R&EC Resource Library has been established. The Library will help to increase the breadth of the curriculum, and will also be a valuable resource for students (e.g., completing assignments, writing papers, giving presentations, etc.) and faculty (particularly those wishing to infuse diversity into their courses).

Revisions to the curriculum base on assessment results:
1. The assessment of subject-matter objectives indicated that an additional course (or two) on Native Americans world strengthen the Program curriculum immensely. At present R&EC has only one course on Native Americans. Athony Gulig has agreed to work on developing another, when time permits.
2. The assessment survey indicated that additional courses with conceptual and theoretical emphasis would strengthen our curriculum. We plan to develop a new course with a primary focus on paradigms and theory related to race and ethnicity, but given our limited faculty (already over-loaded), this does not seem possible at present. We will, however, encourage faculty to incorporate more conceptual frameworks and theory into existing courses.

3. Assessment of performance objectives indicated that a course on conflict resolution would strengthen the Program curriculum. We plan to develop a new course on conflict resolution.
4. Assessment of performance objectives indicated that a new course dealing specifically with race, ethnicity, and public policy would greatly enhance the Program curriculum. Dr. Adogamhe is currently proposing a new course entitled, Race, Ethnicity and Public Policy in the United States.

12. 
- Has developed clearly stated learning outcomes 80%
- Systematically collects information/data 90%
- Use data to make changes to the curriculum 90%

Obstacles to the Program fully implementing its assessment plan include the followings:
1. The Race and Ethnic Cultures Program does not have full-time faculty. All Program faculty have teaching, research, and service responsibilities in their respective home department. Thus, minimum time is given to the Program.
2. R&EC is short of faculty, staff, and student help.
3. R&EC’s budget is only sufficient for essential needs such as supplies and printing.
4. R&EC’s faculty are required to participate in the assessment plan of their respective home department.
13. Initiatives/Activities promoting greater students understanding of issues related to diversity and inclusion:

1. R&EC offers nearly 90% of UW-W’s required diversity courses. The breadth, richness, and diversity of the program curriculum advance the university’s effort to be an alternative to the isolated and ethnically homogeneous areas of the state from which most UW-W students come. Thereby, helping them make the transition to the modern global community with less difficulty.

2. R&EC share its teaching materials and resources with other faculty teaching diversity courses.

3. R&EC sponsor and cosponsor colloquiums, seminars, and workshops on diversity issues throughout the academic year. These activities are open to the public.

4. R&EC offers a Spring Lecture Series on diversity issues.

5. R&EC has established a minor advising program. Each Program minor is matched with an academic advisor based on area of interest and expertise.

6. R&EC has established a student organization, comprised mostly of program minors and others interested in the subject matter. This organization provides a link between the program staff and students, enhancing the program’s efforts to obtain student input and feedback regarding assessment, development, and improvements.

7. R&EC has established the R&EC Resource Library. This facility serves as a clearinghouse for faculty and students, providing books, journals, videos, software, simulation materials, and other materials related to race and ethnicity. The Library will be crossed referenced with the general university library and will serve all UW-W students.

8. R&EC is involved in “continued outreach education” designed to enrich the student’s educational experience by adding field experience. A travel study-study abroad program has been developed. R&EC has sponsored travel to Africa, Mexico, the Caribbean, and Puerto Rico.

9. R&EC is developing a Domestic Study-Travel Program which will allow students to visit important educational and history sites in the U.S. For example, students will be visiting selected cities in the South and Native American Reservations.

14. No. At the present time, the Program does not offer service-learning courses. The Program does allow students to take independent study credit for relevant services performed in the community or while working with non-profit organizations.
15. PROGRAM STRENGTHS

*Specific Strength 1:* Promotes the university’s strategic plan by offering about 90% of the required diversity courses.

Supportive Evidence: see Audit Review Report.

*Specific Strength 2:* Offer a minor that is unique. Provide high quality instruction that is taught by the most diverse faculty on campus.

Supportive Evidence: The R&EC minor is unique. It emphasizes three major race/ethnic groups: African Americans, Chicano-Latino Americans, and Native Americans. An integrated approach to these groups makes it possible for students to understand the commonality of their histories, experiences, and social positions. This method also heightens students understanding and appreciation of multiculturalism; representing an innovative and distinct departure from traditional minors (focusing on one group) offered by some of the other system campuses (for further details, see R&EC audit review report).

In response to item #9 on the R&EC Assessment Form for Minors, “How do you rank the quality of instruction in Race and Ethnic Cultures courses you are currently taking or have taken?” 100% of the respondent said “good” or “excellent.” Similarly, in response to item #10, “How do Race and Ethnic Cultures courses compare with others you have?” 100% of the respondents reported “good” or “excellent.” (see Table 1 below and audit review report).

**Item # 9:** how do you rank the quality of instruction in Race and Ethnic Cultures courses you are currently taking or have took?
**Item # 10:** How do Race and Ethnic Cultures courses compare with others you have in terms of computer usage, audio visual aids, or other learning technology and resources in the classroom?

**Table 1. Quality of Instruction**

<table>
<thead>
<tr>
<th>Item</th>
<th>1=poor</th>
<th>2=fair</th>
<th>3=average</th>
<th>4=good</th>
<th>5=excellent</th>
<th>% ranked good or excellent</th>
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<tbody>
<tr>
<td>9</td>
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<td></td>
<td></td>
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</table>

100%
Specific Strength 3: Expose students to people from diverse populations, and provides a home and supportive learning environment for students and faculty from underrepresented groups.

Supportive Evidence: In response to question 4 on the R&EC Student Assessment Form for Minors, “The Race and Ethnic Cultures Program provides a supportive and stimulating academic program?” 85% or the respondents reported “good” or “excellent.” In response to question 6, “I have met and been exposed to more people from racial and ethnic populations since selecting Race and Ethnic Cultures as a minor?” 100% of the respondent reported “good” or “excellent.” In response to question 7, “My knowledge and awareness of racial/ethnic populations in the U.S. has increased as a result of selecting Race and Ethnic Cultures as a minor.” 95% of the subjects responded “good” or “excellent” (see Table 2 below. See audit review report for further details)

Items used to assess Program objectives and their results:

4. The Race and Ethnic Cultures Program provides a supportive and stimulating academic program.
5. had the opportunity to choose from several courses in the program curriculum that fulfilled the university diversity requirement.
6. I have met and been exposed to more people from racial or ethnic populations since selecting Race and Ethnic Cultures as a minor.
7. my knowledge and awareness of racial/ethnic populations in the U.S. has increased as a result of selecting Race and Ethnic Cultures as a minor.
8. I have learned a great deal about different populations and cultures around the world since declaring Race and Ethnic Cultures a minor.

Table 2. Race and Ethnic Cultures Program Effectiveness.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Respondents</th>
<th>Response to items by number and percent</th>
<th>% responded good or excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1=poor 2=fair 3=average 4=good 5=excellent</td>
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</tr>
<tr>
<td>4.</td>
<td>20</td>
<td>3 15 10 50 7 35</td>
<td>85%</td>
</tr>
<tr>
<td>5.</td>
<td>20</td>
<td>1 5 2 10 11 55 6 30</td>
<td>85%</td>
</tr>
<tr>
<td>6.</td>
<td>20</td>
<td>1 5 10 50 10 50</td>
<td>100%</td>
</tr>
<tr>
<td>7.</td>
<td>20</td>
<td>1 5 12 60 7 35</td>
<td>95%</td>
</tr>
<tr>
<td>8.</td>
<td>20</td>
<td>1 5 5 25 10 50 4 20</td>
<td>70%</td>
</tr>
</tbody>
</table>
16. CONCERNS

Specific Concern 1: R&EC needs a full-time, or at least half-time Coordinator. In addition to teaching the lion’s share of the university’s required diversity courses, the Program also has to maintain daily operations (e.g., scheduling classes and completing timetables each semester, completing annual reports, audit reviews, advising, etc.). The Program faculty is ambitious and wishes to maintain a top notch program and increase its visibility, but the faculty can only devote a fraction of their time to the program because of full-time responsibilities in their respective home departments. R&EC has the potential and expertise to become the premier program it aspires to be. This is possible with little, if any, additional cost. A Program Coordinator who could devote full-time (or at least half-time) to this important and essential unit on the UW-W campus, would advance the Program’s and university’s efforts to realize its goals and aspirations.

Supportive Evidence: The R&EC Coordinator is given only one-quarter release time per year.

Recommendation: Provide a full-time or half-time Program Coordinator.

Specific Concern 2: R&EC is unable to offer sufficient courses and sections to meet the rising student demand.

Supportive Evidence: Because of the shortage of Program faculty, R&EC is unable to offer enough courses and sections to meet the student demand. Virtually all Program classes are filled to capacity each semester. Enrollment is comparable to or exceeds most other campus units. Subsequently, the program SCH/FTE matches or surpasses that of many other campus programs and departments. The current program ratio of faculty to courses is insufficient to meet the rising demands.

Recommendation: Increase R&EC faculty

Specific Concern 3: Students do not appear to respect, value, appreciate, and embrace diversity. Many students appear to come to diversity classes with the mindset, “I’m only here to pass the course and thereby meet the university requirement for graduation.” They often show little interest and enthusiasm for the subject matter. With sufficient support, Race and Ethnic Cultures can play a
major role in fostering appreciation, zeal, enthusiasm, and respect for diversity. This will also increase students’ understanding that this training will help prepare them for demographic changes that are rapidly occurring, and the global community in which they will work, serve and live.

Supportive Evidence: See R&EC audit review report

Recommendation:

- Provide greater release time for the R&EC Program Coordinator.
- Increase R&EC faculty.
- Increase R&EC budget.