

# Macalester College Assessment Newsletter

November 2011

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## Contributions to College Graduation Requirements

This month, many faculty members will work with their advisees to identify courses fulfilling various graduation requirements. While courses for some of the requirements do not vary greatly from year-to-year (i.e., social science, natural science & mathematics, humanities & fine arts divisional distribution requirements), others can change on an annual basis.

Last year, the General Education Requirements Committee (GERC) recommended that the Assessment Office track each academic department's contribution to college graduation requirements. Working with the Registrar's Office, we are now doing this annually. In this newsletter, we highlight some information from the 2010-11 academic year.

### **Internationalism General Education Requirement (GER) Contributions:**

As with the other three GERs, GERC either approves Internationalism courses when they are first offered or re-certifies courses after their initial offering. Table 1 presents the top three departmental contributions to the total number of Internationalism GER courses from the past academic year. Table 2 displays the top three-year averages for Internationalism courses from 2007-08 to 2009-10.

**Table 1.**  
**Top Three Internationalism GER Contributions by Number of Courses in AY 2010-11**

Department	Total # of Courses in AY 2010-11	% of Department's Curriculum
International Studies	21	91.30%
German & Russian Studies	11	34.38%
History	10	26.32%
<i>Academic Department Average</i>	3.55	13.27%

**Table 2.**  
**Top Three Internationalism GER Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

Department	3-Year Average # of Courses	3-Year Average % of Department's Curriculum
International Studies	12.67	71.70%
German & Russian Studies	10.00	28.85%
French & Francophone Studies	9.67	37.18%
<i>Academic Department Average</i>	2.96	11.27%

### **U.S. Multiculturalism GER Contributions:**

Table 3 presents the top three contributions to the total number of U.S. Multiculturalism GER courses from the past academic year, while Table 4 shows the top three-year average for U.S. Multiculturalism GER courses from 2007-08 to 2009-10.

**Table 3.**  
**Top Three U.S. Multiculturalism GER Contributions by Number of Courses in AY 2010-11**

Department	Total # of Courses in AY 2010-11	% of Department's Curriculum
English	8	14.04%
American Studies	7	53.85%
Hispanic Studies; History; Psychology; Religious Studies	5	-
<i>Academic Department Average</i>	<i>1.97</i>	<i>8.51%</i>

**Table 4.**  
**Top Three U.S. Multiculturalism GER Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

Department	3-Year Average # of Courses	3-Year Average % of Department's Curriculum
History	5.67	14.66%
American Studies	4.67	34.15%
English	4.33	7.93%
<i>Academic Department Average</i>	<i>1.22</i>	<i>5.14%</i>

### **Writing GER Contributions:**

Table 5 presents the top three contributions to the total number of Writing GER courses from the past academic year, while Table 6 shows the top three-year average for Writing GER courses from 2007-08 to 2009-10.

**Table 5.**  
**Top Three Writing GER Contributions by Number of Courses in AY 2010-11**

Department	Total # of Courses in AY 2010-11	% of Department's Curriculum
English	16	28.07%
Philosophy	9	40.91%
Art & Art History; International Studies	7	-
<i>Academic Department Average</i>	<i>2.94</i>	<i>10.57%</i>

**Table 6.**  
**Top Three Writing GER Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

Department	3-Year Average # of Courses	3-Year Average % of Department's Curriculum
English	11.67	21.34%
Philosophy	9.67	40.85%
Art & Art History	5.67	13.18%
<i>Academic Department Average</i>	<i>2.11</i>	<i>7.71%</i>

### **Quantitative Thinking GER Contributions:**

The Quantitative Thinking GER consists of three levels (Q1, Q2, Q3), but we simply counted whether a course counted as quantitative thinking regardless of its level. Thus, the number for particular departments can be a mixture of Q1, Q2, and/or Q3 courses. Table 7 presents the top three contributions to the total number of Quantitative Thinking GER courses from the past academic year, while Table 8 shows the top three-year average for Quantitative Thinking GER courses from 2007-08 to 2009-10.

**Table 7.**

#### **Top Three Quantitative Thinking GER Contributions by Number of Courses in AY 2010-11**

<b>Department</b>	<b>Total # of Courses in AY 2010-11</b>	<b>% of Department's Curriculum</b>
Mathematics, Statistics, and Computer Science	28	50.00%
Economics	13	28.89%
Physics & Astronomy; Psychology	11	-
<i>Academic Department Average</i>	<i>3.39</i>	<i>11.95%</i>

**Table 8.**

#### **Top Three Quantitative Thinking GER Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

<b>Department</b>	<b>3-Year Average # of Courses</b>	<b>3-Year Average % of Department's Curriculum</b>
Mathematics, Statistics, and Computer Science	23.00	41.82%
Psychology	11.67	37.63%
Economics	11.67	26.12%
<i>Academic Department Average</i>	<i>3.16</i>	<i>12.09%</i>

### **Second Language Requirement Contributions:**

In tallying the second language graduation requirement, we counted language instruction courses that lead to and include completion of the requirement. Though courses beyond the Intermediate II level of a language may satisfy the requirement, we counted just through and including the Intermediate II level, which is most often sufficient to meet the requirement. Table 9 presents the top three contributions to total number of Second Language Requirement courses from the past academic year, while Table 10 shows the top three-year average Second Language Requirement contributions from 2007-08 to 2009-10.

**Table 9.**

#### **Top Three Second Language Requirement Contributions by Number of Courses in AY 2010-11**

<b>Department</b>	<b>Total # of Courses in AY 2010-11</b>	<b>% of Department's Curriculum</b>
Hispanic Studies	29	52.73%
Asian Languages & Cultures; French & Francophone Studies	16	-
Classics	15	62.50%
<i>Academic Department Average</i>	<i>2.84</i>	<i>8.38%</i>

**Table 10.**  
**Top Three Second Language Requirement Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

Department	3-Year Average # of Courses	3-Year Average % of Department's Curriculum
Hispanic Studies	29.67	55.28%
Asian Languages & Cultures	16.00	53.93%
Classics; French & Francophone Studies	14.67	-
<i>Academic Department Average</i>	<i>2.84</i>	<i>8.30%</i>

### **First Year Course Requirement Contributions:**

Table 11 presents the top three contributions to total number of First Year Course Requirement courses from the past academic year, while Table 12 shows the top three-year average First-Year Course Requirement courses from 2007-08 to 2009-10.

**Table 11.**  
**Top Three First-Year Course Requirement Contributions by Number of Courses in AY 2010-11**

Department	Total # of Courses in AY 2010-11	% of Department's Curriculum
German & Russian Studies	3	9.38%
English; Environmental Studies; Hispanic Studies; History; Mathematics, Statistics, & Computer Science; Philosophy; Political Science	2	-
19 departments	1	-
<i>Academic Department Average</i>	<i>1.16</i>	<i>4.51%</i>

**Table 12.**  
**Top Three First-Year Course Requirement Contributions by 3-Year Average Number of Courses from 2007-08 to 2009-10**

Department	3-Year Average # of Courses	3-Year Average % of Department's Curriculum
History	3.00	7.76%
Mathematics, Statistics, & Computer Science	2.33	4.24%
Biology; German & Russian Studies	2.00	-
<i>Academic Department Average</i>	<i>1.03</i>	<i>3.91%</i>

For more detailed information about a particular department's contributions to each of the above graduation requirements, consult the report accompanying this newsletter. As always, if you have questions, please feel free to contact either of us.

Kendrick Brown,  
 Associate Dean of the Faculty  
 x6036, [brown@macalester.edu](mailto:brown@macalester.edu)

Nancy Bostrom,  
 Campus Assessment Facilitator  
 x6513, [nbostrom@macalester.edu](mailto:nbostrom@macalester.edu)

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## Student Learning Updates

### Academic Department Assessment Plans and Tools Available:

The Assessment Office website has been redesigned! Most academic departments have shared their Department Assessment Plans; some departments have also shared tools such as rubrics or surveys:

<http://www.macalester.edu/assessment/academicdepartments/activities/>

### SLC Revising Statement of Student Learning:

The Student Learning Committee (SLC) wants to convey its thanks for the feedback received from numerous members of the college community on the initial draft of the Statement of Student Learning. SLC is now processing this feedback and revising the Statement. The committee anticipates circulating a revised draft toward the end of the Fall semester or beginning of the Spring.

If you have anything that you would like to share about the initial Statement draft, be sure to contact Kendrick Brown, SLC Chair, or any other committee member.

### GERC Beginning Work on U.S. Multiculturalism Assessment:

The General Education Requirements Committee (GERC) is completing its assessment work on Quantitative Thinking and is now beginning to look at the U.S. Multiculturalism requirement. If you are interested in giving your input on the Multiculturalism requirement, keep an eye out for opportunities to share your thoughts. Also, feel free to contact Duchess Harris and Libby Shoop, GERC Co-Chairs, or other members of GERC:

Erik Larson  
Andrew Latham  
James Heyman (EPAG representative)  
Jayne Niemi  
Nancy Bostrom  
Kendrick Brown  
David Ehren

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## Upcoming Events

### December Talk About Teaching Discussion:

**Friday, December 2, from noon to 1:00 PM in the Serie Center for Scholarship and Teaching.**

Let's Talk Internationalism and Multiculturalism!

*During first year orientation, almost all first year students completed the Macalester Assessment Instrument (MAI). The MAI is designed to examine attitudes toward two key components of our mission: internationalism and multiculturalism.*

*Kendrick Brown will present the latest results from our first year students—find out what they think!*

### **January Thaw Sessions:**

**January 10 from 2:30 to 3:30 PM; Location TBD.**

Let's Talk Internationalism and Multiculturalism!

**January 17 from 1:00 to 2:00 PM; Location TBD.**

Assessment Essentials and Q&A for Department Coordinators