

Major Assessment Findings and Curricular Improvements
Department of Anthropology
Undergraduate Program(s)
AY2008-09 through AY2012-13

Assessment Measures

The Department of Anthropology uses the following measures to assess departmental learning outcomes:

- Capstone Projects – senior papers based on supervised research or off-campus practicums, senior seminars.
- Senior Comprehensive Examinations (since AY 2006-07)
- Grades and course evaluations for core courses (theory and methods)
- Grades and course evaluations in major elective courses
- Course evaluations (surveys)
- Annual Junior Audits

Assessment Findings

From AY 2008 through AY 2012 the Department of Anthropology successfully maintained and diversified the restructuring of the undergraduate major that had been implemented in AY 2003 (see previous 5 Year Assessment). The senior capstone allows rising majors to select one of three options for their senior projects: senior seminar, internships, or faculty student directed research. Students obtain permission from a faculty member to work on an on-campus research project (Anthro 493), or an off-campus practicum/internship also under the individual supervision of a faculty member (Anthro 453). Internships must be in place before they begin their senior year. Students can also opt to take the Senior Seminar (Anthro 451 & 452) which is usually taught in the fall semester.

During the second semester of the junior year, students are required to work closely with their advisor to select one of the senior capstone projects. The Senior Seminar is offered as needed; the pre-arranged and pre-approved off-campus practicums or internships are frequently chosen and require attention early in the junior year in order to select an appropriate program, and if necessary prepare and submit applications. The supervised research project (effectively tutorials) with individual faculty members has become increasingly popular. It allows students to do hands on research, data analysis and even collaborate in the publication process. Majors completing one of these options in the fall semester may opt also to develop that work into a thesis in the following spring semester. A larger number of seniors are requesting to write senior theses. Undergraduates wishing to apply to graduate school see this as an important stepping stone towards graduate work. We are reviewing the BA thesis option in the forthcoming year in order to set up, both a protocol and eligibility criteria. In the past, only our top ranked students pursued a thesis, now that more students have expressed an interest we want to ascertain that they are prepared, fully qualified and have maintained a good GPA for approval.

Senior Capstone Options: Senior Seminar, Practicum and Faculty Student Research (*see Attachment 1-4*)

Anthro 451 and 452 serve as *Senior Seminars*. There were five students in *Anthro 451* in 2008 and two more students were enrolled in the fall 2009 and 2012. Another four students elected the off-campus practicum (*ANTH 453*) two students in 2009, one in 2010 and another in 2012. Eight students took the on-campus *Student Faculty Research* (*ANTH 493*) which has continued to be a popular choice (one in each fall semester of 2009, 2010 and 2012 and two students completing this requirement in the summer of 2010 and summer of 2012). Both the Practicum and the Student Faculty Research are under individual supervision of a faculty member. It is apparent that a majority of students enjoy the student faculty experience, some were not successful in their internship applications, or failed to apply on time but the majority chose this option. Clearly, conducting research one on one with a faculty member engenders close supervision and contact with a faculty supervisor; close research guidance, a time table with pre-determined due dates based on a detailed outline; guided data collection and analysis, and an excellent learning environment for students who are graduating and plan to apply their anthropology training on the job market and for applications to graduate school.

Senior Comprehensive Exams (Attachment 5)

We conduct senior comprehensive exams in September since AY 2006-07. This is the second component of our senior assessment. It is a two part exam that is designed to evaluate a student's command of Anthropology. The first part tests terminology and vocabulary pertinent to the field and, the second includes essay questions that address their critical and analytical skills. All faculty members read and grade the exams. Initially, we relied on an A-F scale and the performance of each student was then evaluated and reviewed in a faculty meeting. Subsequently, university wide changes set the stage for new protocols, and assessment tools to evaluate senior comprehensive exams. We now use the following rubric and criteria.

- 1) Identify key concepts
- 2) Think critically (compare) about concepts and theories in anthropology
- 3) Integrate data into existing concepts and theories
- 4) Understand anthropological approaches to diversity
- 5) Find appropriate primary and secondary sources
- 6) Formulate researchable problems

The first criterion is used for part one to grade key concepts and terms. We evaluate the essays in Part two of the exam by relying on criteria 2-5, while the last rubric involves formulation of a researchable problem and is the product of a pre-approved senior capstone project (e.g., senior seminar, internship/practicum or faculty student research paper).

By scheduling senior comprehensive exams at the beginning of the senior year we can identify deficiencies in time to address and correct them through additional work or to retest in the spring semester. Twenty one students have now taken these comprehensive exams and as Attachment 5 indicates all passed, some marginally, and non with a high pass. We review these results annually. Material covered in the exams fundamentally draws on the learning goals and outcomes anticipated in the four introductory classes (Anthro 101, 105, 108 and 110), in addition to theory and a method

course (Anthro 200 & Anthro 201). We expect students to draw on multiple readings from courses beyond these, and to be able to think critically. Students are given advice and recommendations for review.

Several factors most likely contribute to the overall performance of students on the comprehensive exams. The numbers are still too small to enable quantitative indicators. However, one factor concerns consistent coverage of essential material in our introductory classes. As we have had to rely more on adjuncts we accomplish this by sharing syllabi with new faculty. In this manner, they are familiar with texts, course expectations and content. Adjuncts, when present, are also involved in formulating and grading comp questions. Another potential challenge for students is they take the introductory classes in their first and second year. The time lapse between completion of these courses and the fall of their senior year may be another contributing factor. In an effort to address these issues, the undergraduate advisors track, evaluate and advise students each semester and then again in their junior year. We plan to implement a survey so that seniors can provide feedback on the senior comprehensive as well as their capstone experience.

Curriculum Assessments

Continuous Assessment, Integrated in the Curriculum

We maintain academic excellence and work towards a seamless transition in the face of new challenges. Two tenured faculty members retired in the past 5 years and have not yet been replaced. This means we work in an environment that is unstable and in continuous flux. Despite these setbacks, repeated budgetary cuts and, low faculty moral we remain highly adaptive, and able to be efficient, creative, and offer new courses with a growing number of Anthropology majors. We assess our students on a semester by semester basis, and conduct reviews annually in addition to an internal junior audit.

Over the course of the past 5 years the faculty was reduced to two full time Anthropology professors and adjuncts. The full professors teach introductory classes as well as upper level major requirements but we must rely on adjuncts to maintain all the course offerings at the introductory level. Senior faculty have rotated to teach the 100 level core classes in cultural anthropology, but with reduced instructors we now share the teaching load with adjuncts. Anita Cook and David Clark have been able to maintain continuity by teaching the two core archaeology courses (Anthro 105 and 108) which can also fulfill natural science requirements. Overall, these foundation classes draw new majors to Anthropology. Anthropology one of the most popular minors ranking fifth in the School of Arts and Sciences, following Philosophy , TRS, Modern Languages and Psychology (see Attachment 6).

Anthropology is at the forefront of interdisciplinary research rooted in the social sciences, sciences and humanities (e.g., social and cultural analysis; archaeology both prehistoric and historic; human origins and bio-archaeology, culture and language and the study of material culture including the visual arts and architecture). The future of Catholic University's proposed undergraduate curriculum changes will benefit from the core principles and knowledge base of Anthropology. For instance, we practice and operationalize through critical analysis: research on the contemporary human condition. We engage and address issues concerning diversity, sustainability and revival of successful ancient economic strategies that have sustained large populations over hundreds of years. For example, through long term engagement with communicates anthropologists make unique contributions by helping revive ancient agricultural practices that have proven to be superior to modern

mechanized approaches and better complement local ecological and soil conditions. Reviving ancient technologies and relying on community based knowledge produces access to a more abundant, diverse and nutritionally rich diet as well as improved water sources and health/reproductive profiles around the world. We address religious diversity and tolerance, we examine the causes of warfare and conflict resolution, and we offer strategies to reverse environmental degradation. Anthropological studies have shown the resilience of local communities when faced with catastrophic events due to militarism, climate change and population movements. Cultural diversity and religious conflict in the Middle East and Sudan provide good examples of areas where anthropological knowledge can provide potential solutions in the face of failed political and economic strategies. Our discipline is committed to raising consciousness of world affairs through engagement and mutual understanding in tandem with the mission of Catholic University. So the implementation of the future undergraduate curriculum can only be enhanced by anthropological perspectives. We serve interdisciplinary minors and participate in Latin American and Latino Studies and Islamic World Studies programs. We collaborate with Sociology, we coordinate with Education, the School of Nursing, School of Architecture, and the School of Engineering to name a few of our continuing contributions to the advancement of learning.

Intermediary Assessments

Our key intermediary assessments include individual annual reviews of student progress by undergraduate advisors and our own Junior Audit usually scheduled in October. The audit confirms that rising seniors qualify for the Senior Options by having completed prerequisites and appropriate topical courses. Also, we want to identify students with GPAs in the major at or below B-. Overall GPA of 2.0 is required for admission, and 3.0 in Anthropology courses are required for continuation in the major.

Anthropology is rarely taught in public high schools so we mostly attract majors during their second semester as freshman or as first semester sophomores after they have completed one or more of our introductory classes. Honors students have shown a great interest in Anthropology over the years so we have had some wonderful majors. Anthropology majors at Catholic University largely mirror national trends (see <http://www.nsf.gov/statistics/seind12/c2/c2s2.htm> : see in particular [Appendix Table 2-19](#)). The gender gap is significant both in overall undergraduate degrees awarded nationwide as well as a disproportionate number of females completing their BA or BS degrees. The number of majors in our department has steadily increased over the past five years (Table 1 created by Anita Cook for this report) with approximately 50% continuing, directly or within one year, to graduate school in various fields. Fewer students, one to two, proceed to graduate school in Anthropology.

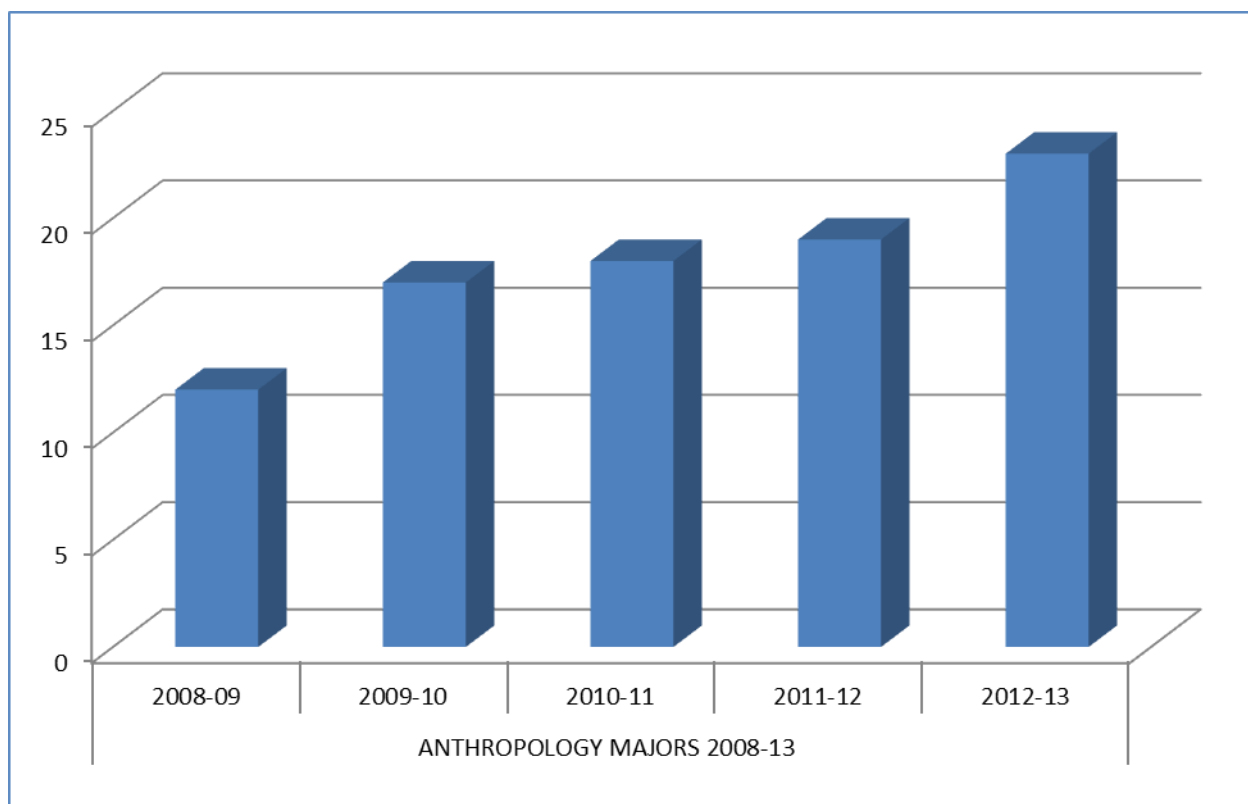


Table 1: 5 Year Assessment indicates steady increases in the number of Anthropology majors

We continue to develop and invested time in forensics and expand our offerings in cultural heritage. Our response is to integrate these topics into course material and we have introduced and revived courses despite reduced faculty (new courses include: *Forensic Anthropology* and, *Cultural Heritage of Native America*). In the fall of 2013 we revised and reintroduced *Anthro 206: Exploration, Excavation Explanation* an introduction to field techniques with a focus on laboratory analysis of artifacts, human, faunal and floral remains. This course forms part of our forensics track (see also a Forensics Program proposal developed by Anita G. Cook and David Clark, presented to Larry Poos in 2013 and Claudia Bornholdt in June of 2014).

An Anthropology major prepares students for many fields (Law, Nursing, Medicine, Peace Corp Foreign Service, Cultural Resource Management, Conservation and Preservation, Cultural Heritage Management, environmental sciences etc.) a national pattern according to the American Anthropological Association. Our last doctoral students completed their dissertations during this 5 year assessment period after which our graduate program was reduced to a terminal MA degree. The graduate students continue to be role models for undergraduates; in fact, we have observed an increase in the number of Anthropology majors who are requesting permission to write a BA thesis during their senior year at Catholic University. The faculty is evaluating this new trend as we explore how to best serve eligible students especially because a BA thesis, with high performance, can earn Departmental Honors on graduation.

Curricular Improvements

Curricular improvements happen yearly. We use three strategies: 1) senior faculty teach as many introductory classes as possible in addition to their regular loads both undergraduate and graduate; 2) three new courses were introduced; 3) we work closely with several departments for instance the Department of Education to enhance several of their secondary education certificate programs and we offer a required School of Nursing course at the undergraduate and graduate levels: *Anthro 541: Health, Culture and Society*. Anthropology offers courses in language and culture as well as environmental and climatic change, geography, and landscape analysis (Anthro 354) that are required and not offered elsewhere in the university. We collaborate with Theology and Religious Studies, and with Sociology to name a few.

During the AY 2008-2009 *ANTH 101 – Cultures in a Global Society* was taught by senior faculty. We offered a single large section in the fall (Dr. Lucy Cohen), two smaller sections in the spring semesters (Dr. David Guillet), and a second (Dr. Marilyn Merritt) with material and schedule to accommodate Education majors. One of our majors is the first to develop a Senior Thesis under our new curriculum design and was voted Honors in Anthropology.

In AY 2010 our curriculum revisions involved a transition to a course rotation in which a section of our introductory course *ANTH 101 – Cultures in a Global Society* was taught every semester by regular faculty. In the fall, a large section (Dr. Lucy Cohen) of 60 with a teaching assistant; and two sections in the spring one with specific material and scheduling to accommodate Education majors.

In AY 2010-2011 we commenced collaboration with Theology and Religious Studies. *Anthro 215: Archaeology of the Bible Lands* was cross listed with TRS 301 and has been continuously taught by a Near Eastern/Middle East specialist and anthropological archaeologist Dr. Sandra Scham (a CUA PHD) every spring with the support of a TRS teaching assistant

During AY 2011 we continued the transition commenced last year to a course rotation in which *ANTH 101 – Cultures in a Global Society* is taught every semester, with one large section of 60 taught in the Fall and two smaller sections of 30 each in the Spring and a section with specific material and scheduled to accommodate Education majors taught Dr. Marilyn Merritt. Dr. Anderson taught the introductory course in *Anthro 110: Speech and Experience*; Dr. Cook and Dr. Clark *Anthro 108: Introduction to Archaeology*. With Dr. David Guillet's retirement at the end of AY 2010-2011 *Anthro 101* was re-organized to accommodate available Teaching Assistants and adjunct hires.

Two new courses were introduced: *Anthro 230: Sacred Cities* in the spring of 2011 designed to replace *Anthro 259 Ancient Art and Architecture* in order to diversify course offerings to both undergraduate and graduate students. A second new course *Anthro 204 Forensic Anthropology*, was added in spring 2011. Enthusiastically received by the students, it was repeated in fall 2011 and will be for every semester thereafter so long as demanded. At least one member of every graduating class for the past several years has gone on to look for work or for further study in the field; and we are fortunate that a long-time lecturer in one of our sections of introductory Archaeology is an expert in this field. Two senior majors opted to turn their Senior Option projects into Senior Theses (Michael Prescott and Steven Brodt).

With Dr. Cohen's retirement at the end of AY 2011-12, we revised our course rotation for *ANTH 101 – Cultures in a Global Society* to include two sections each semester, taught in AY 2011-2012 & AY 2012-2013 by an adjunct (Dr. Blenda Femenias). Additionally, in the fall of 2012 a new course on *Anthro 214: The Anthropology of Food* was taught (Amanda Tang). In the spring of 2012 another course on the *Anthro 324: Cultural Heritage of Native America* was initiated in conjunction with the Fourth annual Regina Flannery Herzfeld Memorial Symposium on March 21, 2012.

We have identified areas of cooperation with the Sociology Department on curriculum and coordinated hiring of new faculty. We have proposed a shared focus on movements of people and ideas in the contemporary world, which Sociology would meld with its emphases on civic participation and Latino/a in the US and Anthropology would meld with emphases on multicultural migration and cultural heritages. The first outcome is a proposal for *An Interdisciplinary Minor in Global Migration Studies* which has been submitted for review with expected approval in the spring of 2014.

In a review of our standing request for a new position for an anthropologist concentrating on contemporary population issues and research into the changing nature of migration today, we also began to outline a broader plan that addresses additional needs and opportunities, both within and outside the University. This includes a plan to develop a program in Cultural Heritage Management, similar to others for Sports Management and Arts Management being developed elsewhere at Catholic University. We plan to address the needs of government and non-government agencies from historic preservation to cultural property matters (such as illegal trafficking). Both undergraduate and graduate courses will be proposed so this will be included as part of our professional MA program combining substantive with management training, plus the internship opportunities available in the Greater Washington DC area.

In light of future undergraduate curriculum changes we have initiated (spearheaded by Anita Cook) and will be reaching out to several CUA departments in an effort to coordinate and strengthen our commitment to interdisciplinary studies. At Catholic University we have the resources to develop an interdisciplinary *Global Archaeology, Indigenous Peoples and Cultural Heritage Program* that brings together Anthropology, Astronomy, Classics, Semitics, Theology and Religious Studies, Library and Information Science; Architectural History, Art History, Materials Analysis and study abroad that will significantly contribute to the future of our revised undergraduate curriculum.

Our summer 2014 course offerings were expanded in response to the dean's request to reach out to and provide core classes that have not been previously offered outside of the regular academic year. Many students take summer courses to complete major requirements and we hope to continue in these efforts. Enrollment was not where we expected and we will be advertising our summer offerings in the future. Our goal is to create a seamless connection between the spring and fall semesters, a university wide goal. In the longer term, we envision a summer training program or institute in ethnographic and other research methods with a focus on Washington as a Global City. Its goal would be to provide holistic training in ethnographic and related methods first for our own students and then nationally, as currently no such summer program for undergraduates exists.

Distance learning is now becoming one of the major forces in for profit universities and its impact on not for profit institutions has been significant making this another vital component of education. We aspire to engage students at home and worldwide in online course offerings in the nearest future.

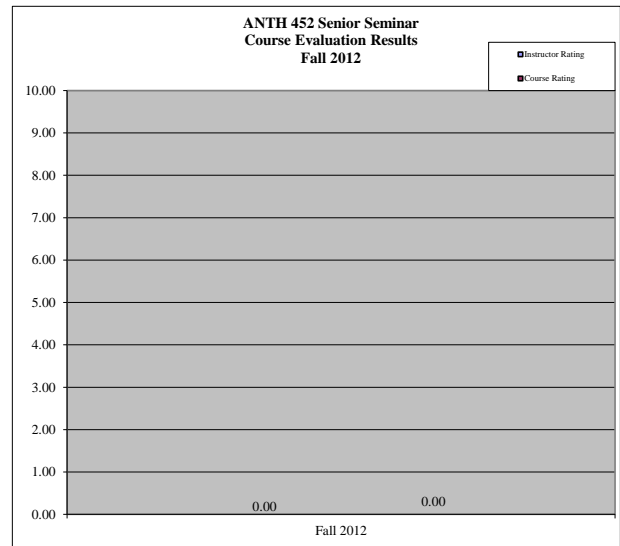
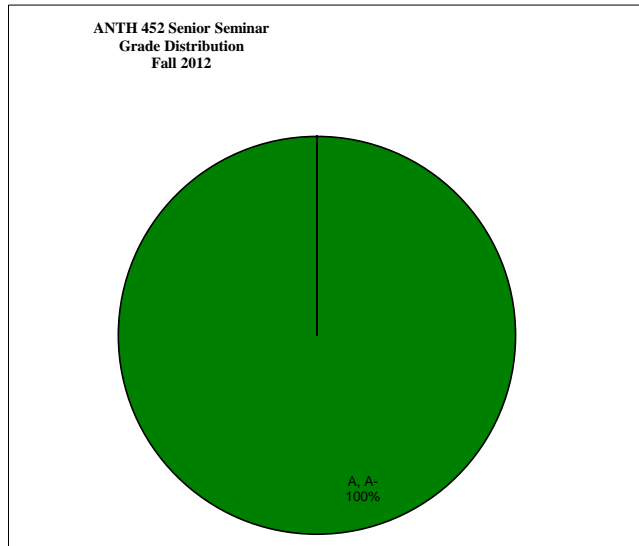
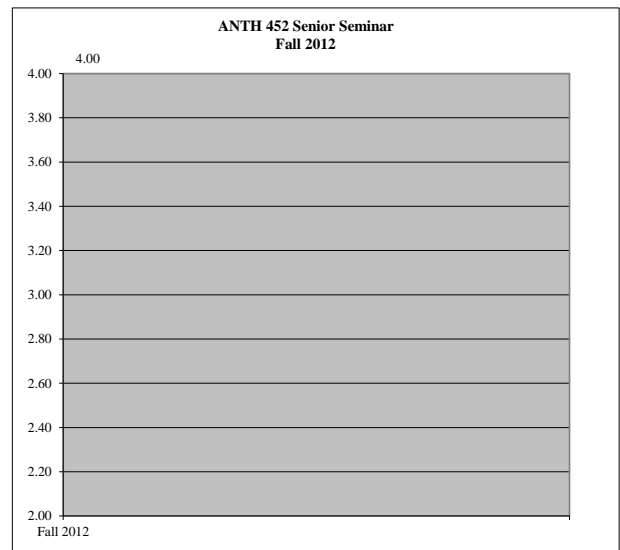
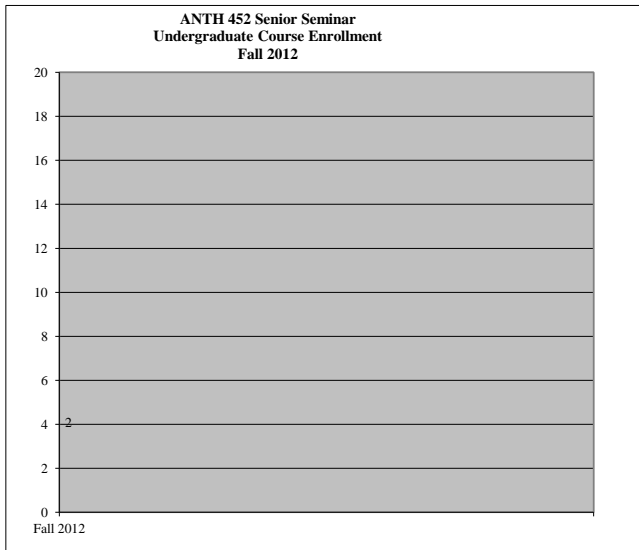
We are involved in all walks of life from the ancient past to learning about the role and impact of the internet and social media in today's global society. Ours is the only discipline that addresses long term social change and human land adaptations over the millennia. The human success story is due to our diversity, resilient adaptive strategies in the face of catastrophes, colonialism, and environmental degradation. We study social organizational skills at all levels of complexity from villages to nation states and multinationals. This knowledge is translated into successful communication across a multitude of world contexts. Invaluable insights are gained into global multiculturalism where language but mostly cultural practices create the bridges for success in business, medicine, economics, politics etc. In fact, changes in human relations from pre-colonial to post-colonial times provide a back drop for understanding modern conflicts, in such places as southern Sudan and the Middle East today. Our investigations draw from the past, enrich the present and lay the groundwork for the future. We do this by investigating the evidence that documents how we evolved into the rich and diverse cultures we live in today.

Strategically, we envision a department in the future better equipped to focus on interdisciplinary training that is designed to serve other university programs with high-quality social science as well as cross-cultural sensitivity that lies at the heart of Anthropology.

Attachment 1

COURSE SUMMARY DATA: DEPARTMENT OF ANTHROPOLOGY ANTH 452 Senior Seminar

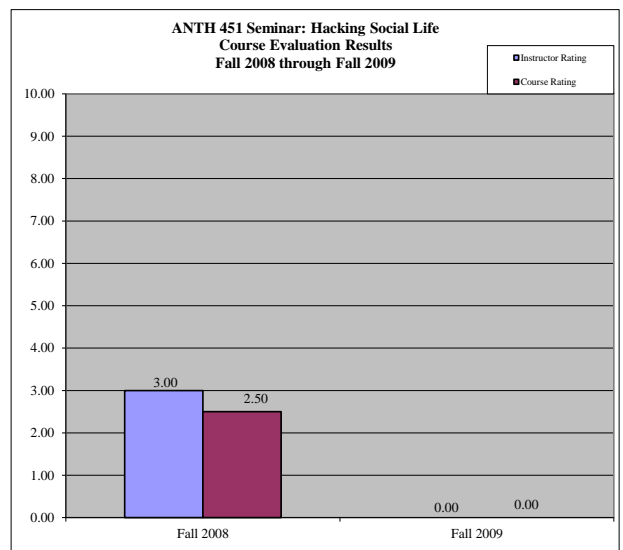
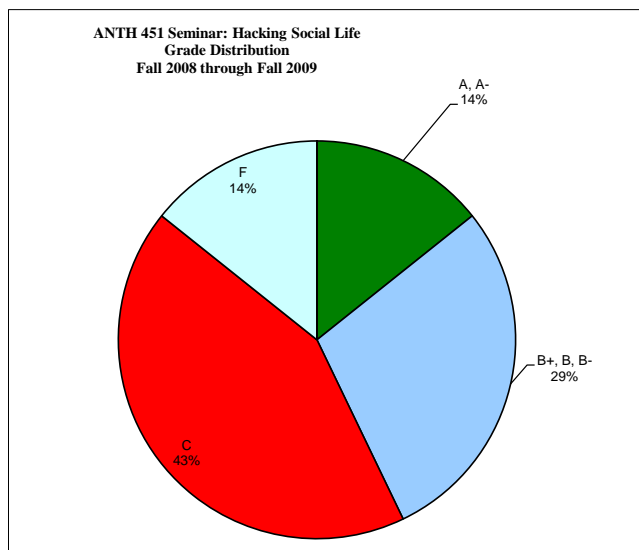
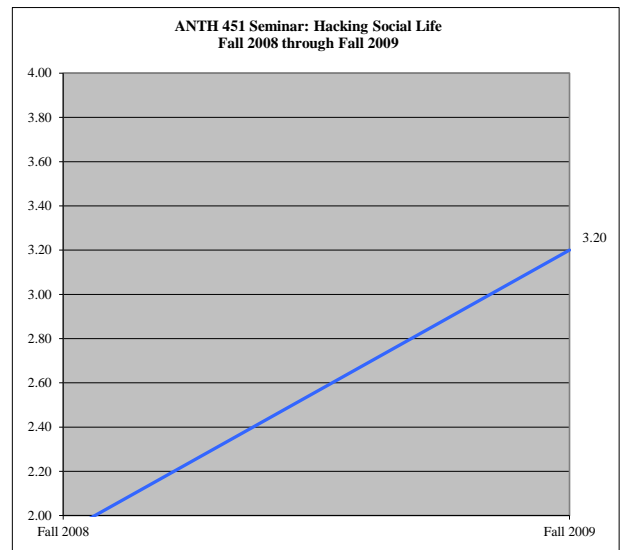
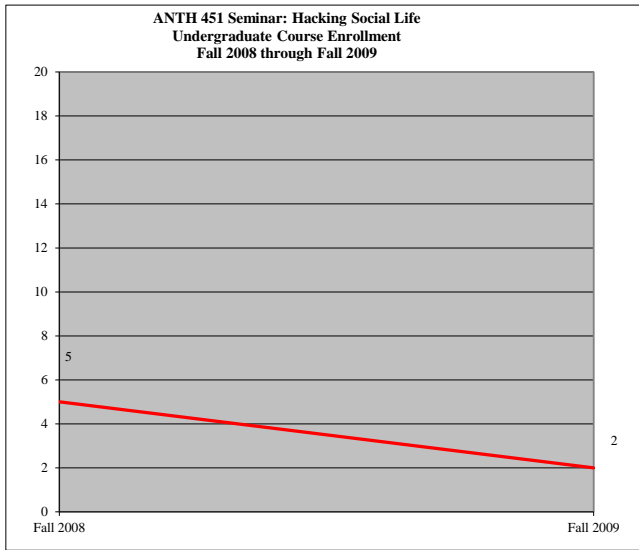
| Term | Undergraduate Course Enrollment | Course Grade | | Course Grades | | | | | | Course Evaluation Results | | | | | |
|-----------|---------------------------------|--------------|--------|---------------|-----------|---|---|---|---|---------------------------|-------|------|--------|------|--------|
| | | Avg. | StDev. | A, A- | B+, B, B- | C | F | W | I | # | % | Avg. | StDev. | Avg. | StDev. |
| Fall 2012 | 2 | 4.00 | 0.00 | 2 | | | | | | 0 | 0.00% | | | | |



ATTACHMENT 2

COURSE SUMMARY DATA: DEPARTMENT OF ANTHROPOLOGY ANTH 451 Seminar: Hacking Social Life

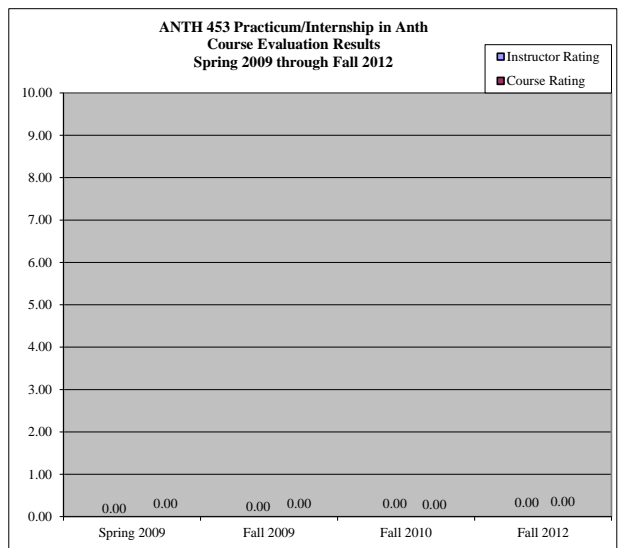
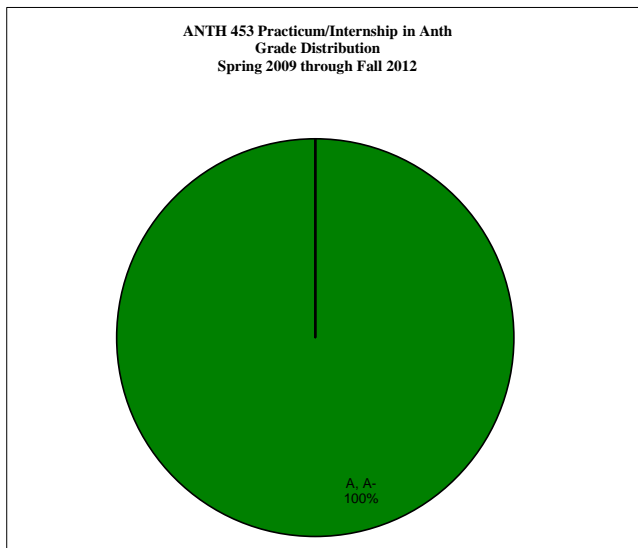
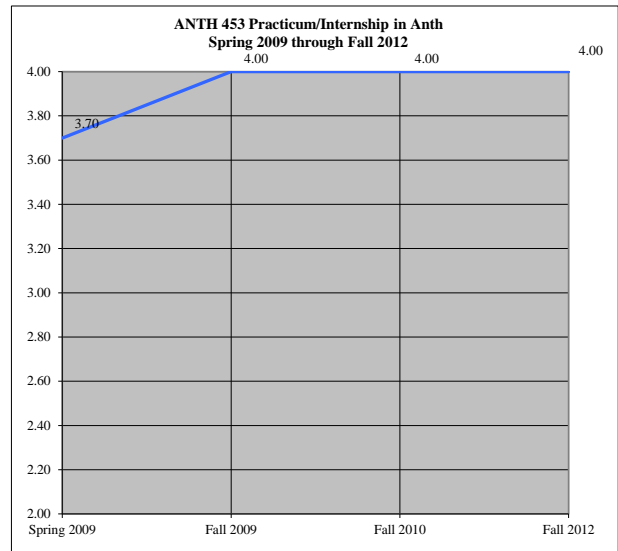
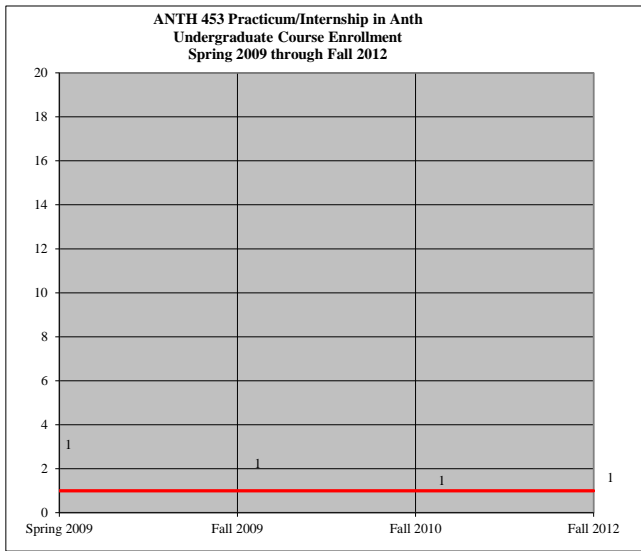
| Term | Undergraduate Course Enrollment | Course Grades | | | | | | | | | Course Evaluation Results | | | | | |
|-----------|---------------------------------|---------------|--------|--------------------|-----------|---|---|---|---|--------------|---------------------------|-------------------|--------|---------------|--------|------|
| | | Course Grade | | Grade Distribution | | | | | | Course Eval. | | Instructor Rating | | Course Rating | | |
| | | Avg. | StDev. | A, A- | B+, B, B- | C | F | W | I | # | % | Avg. | StDev. | Avg. | StDev. | |
| Fall 2008 | 5 | 1.92 | 1.13 | | 1 | 3 | 1 | | | | 4 | 80.00% | 3.00 | 1.63 | 2.50 | 1.91 |
| Fall 2009 | 2 | 3.20 | 0.71 | 1 | 1 | | | | | | 0 | 0.00% | | | | |



Attachment 3

**COURSE SUMMARY DATA: DEPARTMENT OF ANTHROPOLOGY
ANTH 453 Practicum/Internship in Anth**

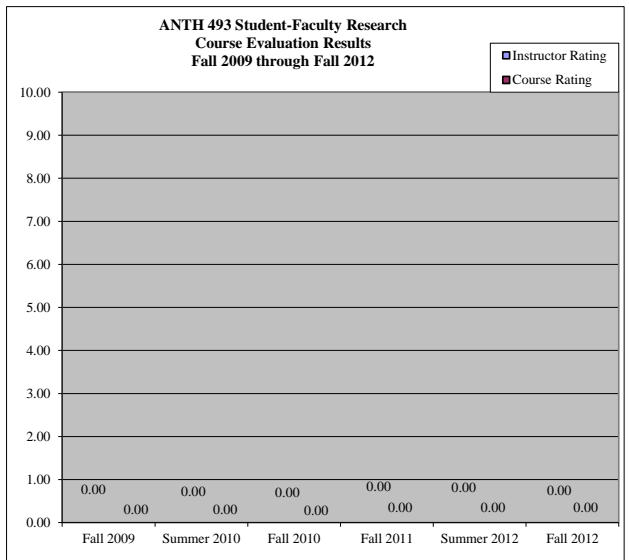
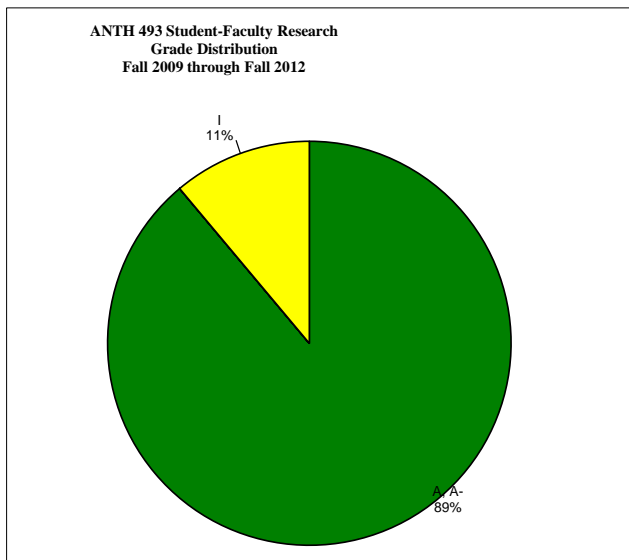
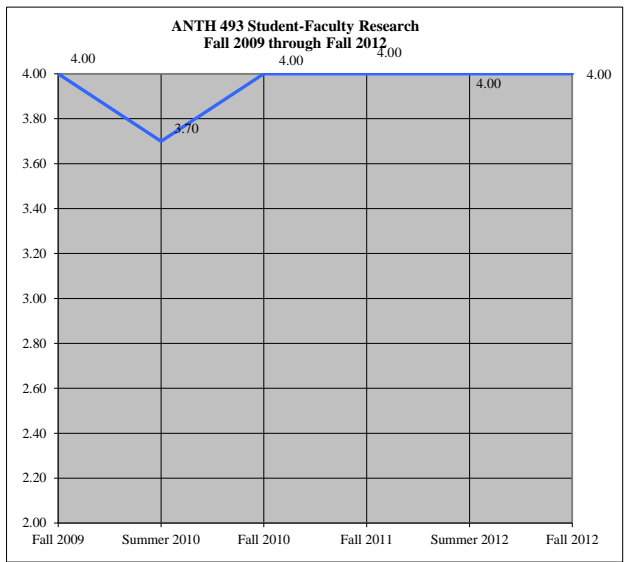
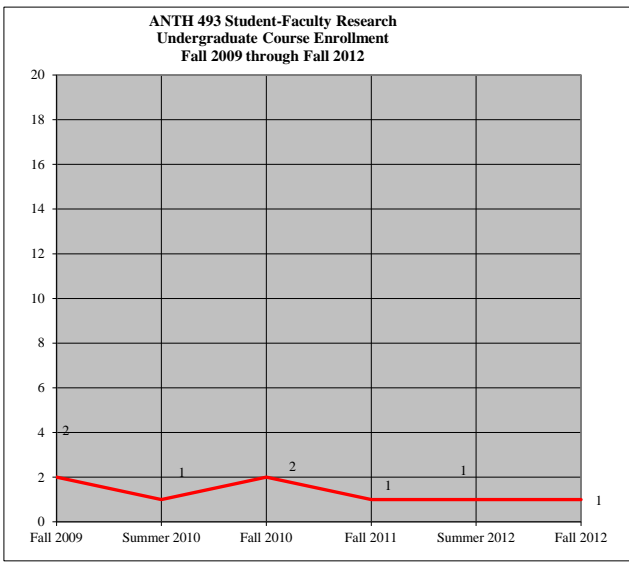
| Term | Undergraduate Course Enrollment | Course Grades | | | | | | | | Course Evaluation Results | | | | | |
|-------------|---------------------------------|---------------|--------|--------------------|-----------|---|---|---|--------------|---------------------------|-------------------|------|---------------|------|--------|
| | | Course Grade | | Grade Distribution | | | | | Course Eval. | | Instructor Rating | | Course Rating | | |
| | | Avg. | StDev. | A, A- | B+, B, B- | C | F | W | I | # | % | Avg. | StDev. | Avg. | StDev. |
| Spring 2009 | 1 | 3.70 | | 1 | | | | | | 0 | 0.00% | | | | |
| Fall 2009 | 1 | 4.00 | 0.00 | 1 | | | | | | 0 | 0.00% | | | | |
| Fall 2010 | 1 | 4.00 | | 1 | | | | | | 0 | 0.00% | | | | |
| Fall 2012 | 1 | 4.00 | | 1 | | | | | | 0 | 0.00% | | | | |



Attachment 4

COURSE SUMMARY DATA: DEPARTMENT OF ANTHROPOLOGY ANTH 493 Student-Faculty Research

| Term | Undegraduate Course Enrollment | Course Grade | | Course Grades | | | | | | Course Evaluation Results | | | | | | |
|-------------|--------------------------------|--------------|--------|--------------------|-----------|---|---|---|---|---------------------------|---|-------------------|--------|---------------|--------|--|
| | | Avg. | StDev. | Grade Distribution | | | | | | Course Eval. | | Instructor Rating | | Course Rating | | |
| | | | | A, A- | B+, B, B- | C | F | W | I | # | % | Avg. | StDev. | Avg. | StDev. | |
| Fall 2009 | 2 | 4.00 | 0.00 | 2 | | | | | | | 0 | 0.00% | | | | |
| Summer 2010 | 1 | 3.70 | | 1 | | | | | | | 0 | 0.00% | | | | |
| Fall 2010 | 2 | 4.00 | 0.00 | 2 | | | | | | 1 | 0 | 0.00% | | | | |
| Fall 2011 | 1 | 4.00 | | 1 | | | | | | | 0 | 0.00% | | | | |
| Summer 2012 | 1 | 4.00 | | 1 | | | | | | | 0 | 0.00% | | | | |
| Fall 2012 | 1 | 4.00 | | 1 | | | | | | | 0 | 0.00% | | | | |



Attachment 5

Milestone Data
UNDERGRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF ANTHROPOLOGY
AY2008-2009 to AY2012-2013

| | Fail | | Pass | | High Pass | | Pass w/Honors | | TOTAL |
|--------------|----------|--------------|-----------|----------------|-----------|--------------|---------------|--------------|-----------|
| | # | % | # | % | # | % | # | % | |
| AY2008-2009 | | 0.00% | 3 | 100.00% | | 0.00% | | 0.00% | 3 |
| AY2009-2010 | | 0.00% | 7 | 100.00% | | 0.00% | | 0.00% | 7 |
| AY2010-2011 | | 0.00% | 4 | 100.00% | | 0.00% | | 0.00% | 4 |
| AY2011-2012 | | 0.00% | 2 | 100.00% | | 0.00% | | 0.00% | 2 |
| AY2012-2013 | | 0.00% | 5 | 100.00% | | 0.00% | | 0.00% | 5 |
| TOTAL | 0 | 0.00% | 21 | 100.00% | 0 | 0.00% | 0 | 0.00% | 21 |

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.

Attachment 6:

**Arts and Sciences students who have applied for a minor/certificate
(Source: Kersten Gaddy February 2014 Undergraduate Advising Office)**

| MINORS | Total ASU |
|---------------|------------------|
| ACCT-MNR | 2 |
| ANTHRO-MNR | 13 |
| ARTHS-MNR | 3 |
| ARTST-MNR | 2 |
| BIOL-MNR | 2 |
| CHEM-MNR | 2 |
| CLCIV-MNR | 4 |
| COMPSC-MNR | 1 |
| DRAMA-MNR | 3 |
| ECON-MNR | 6 |
| EDUCEC-MNR | 6 |
| EDUC-MNR | 7 |
| EDUCSC-MNR | 8 |
| ENGL-MNR | 5 |
| EUROPE-MNR | 12 |
| FINMGT MNR | 3 |
| FRENCH-MNR | 15 |
| GERMAN-MNR | 6 |
| HIST-MNR | 8 |
| INTDIS-MNR | 6 |
| INTLBS-MNR | 2 |
| ISLMWD-MNR | 10 |
| ITASTU-MNR | 15 |
| LA/LS-MNR | 8 |
| MATH-MNR | 4 |
| MEDBYZ MNR | 8 |
| MEDIA MNR | 13 |
| MGT-MNR | 11 |
| MKTMGR-MNR | 7 |
| MUSIC-MNR | 2 |
| MUSPRF-MNR | 2 |
| PASTMINCRT | 10 |
| PEACE-MIN | 6 |
| PHILOS-MNR | 86 |
| PHYS-MNR | 1 |
| POLIT-MNR | 12 |

| | |
|------------|----|
| POLPRE-MNR | 2 |
| PSYCH-MNR | 26 |
| RHEWRT-MNR | 5 |
| SOC-MNR | 5 |
| SPANSH-MNR | 48 |
| SPTMGT-MNR | 4 |
| TRS-MNR | 69 |