
FALL 2021 GENERAL EDUCATION ASSESSMENT

The following report summarizes reported general education assessment data for Fall 2021. All faculty teaching in the Challenge Curriculum were asked to assess student work using a rubric developed for their designation's student learning outcome. Faculty reported using Qualtrics forms.

This report contains good news, both in terms of student learning and assessment process:

1. In all areas, the majority of students achieved at least a "beginning" level on the rubric (the expectation for general education courses). Thus, our students seem to be learning the information and skills we hope in our general education courses. As we roll-out the Challenge Seminars, we will want to look at how well students transfer their knowledge and skills.
2. The majority of faculty members teaching in the Challenge Curriculum completed their assessments (63% returned their forms). Faculty provided thorough reports with information both about student learning and about the draft assessment rubrics.

The summaries below provide information about based on reports completed by January 25, 2022.

Arts

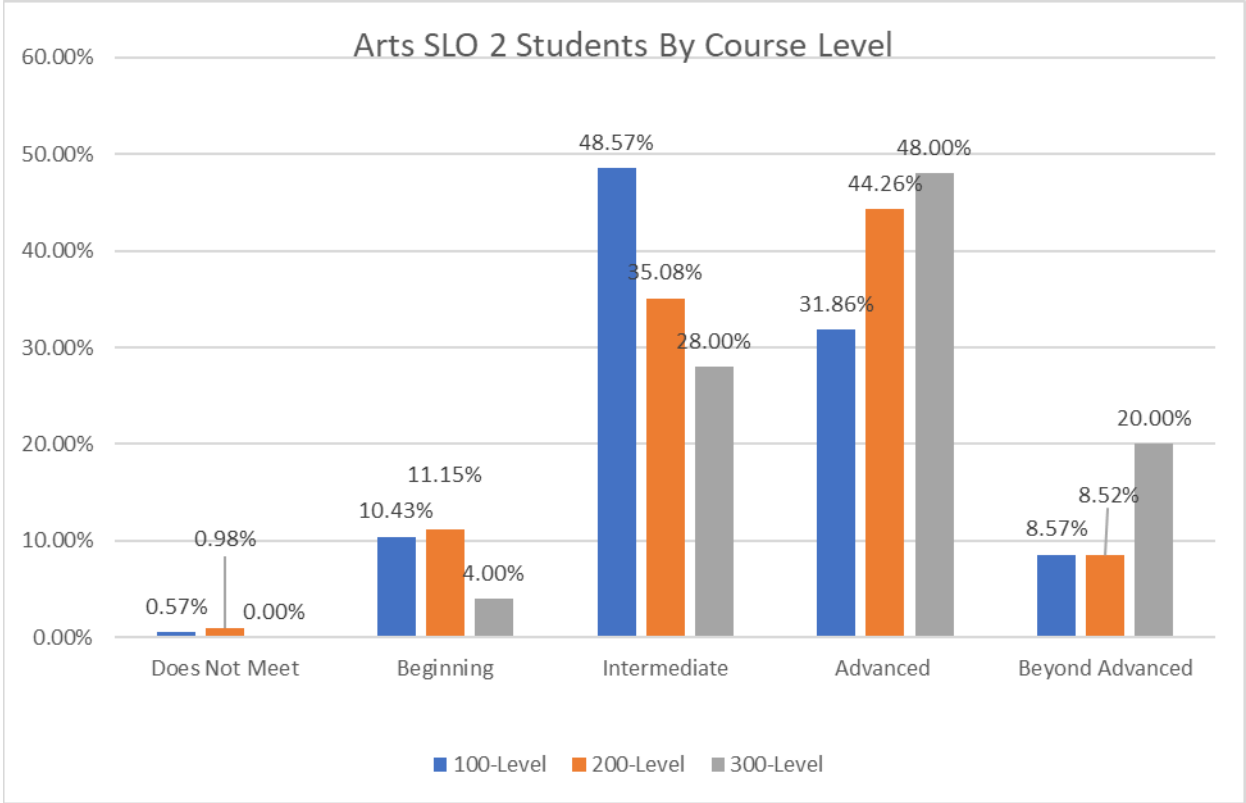
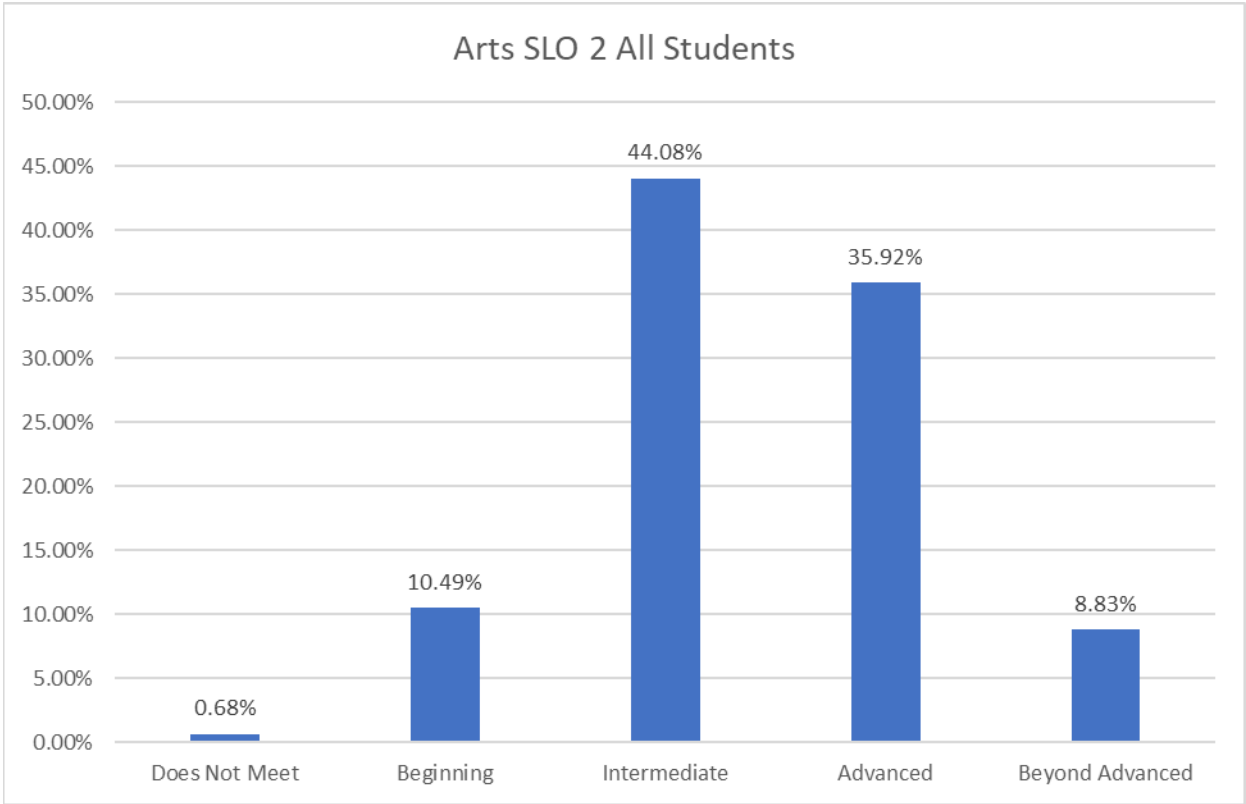
Faculty teaching sixty-seven out of one hundred thirty-two sections returned reports.¹ As noted below, the vast majority (greater than 99%) of students achieved at least a "Beginning" on the rubric.

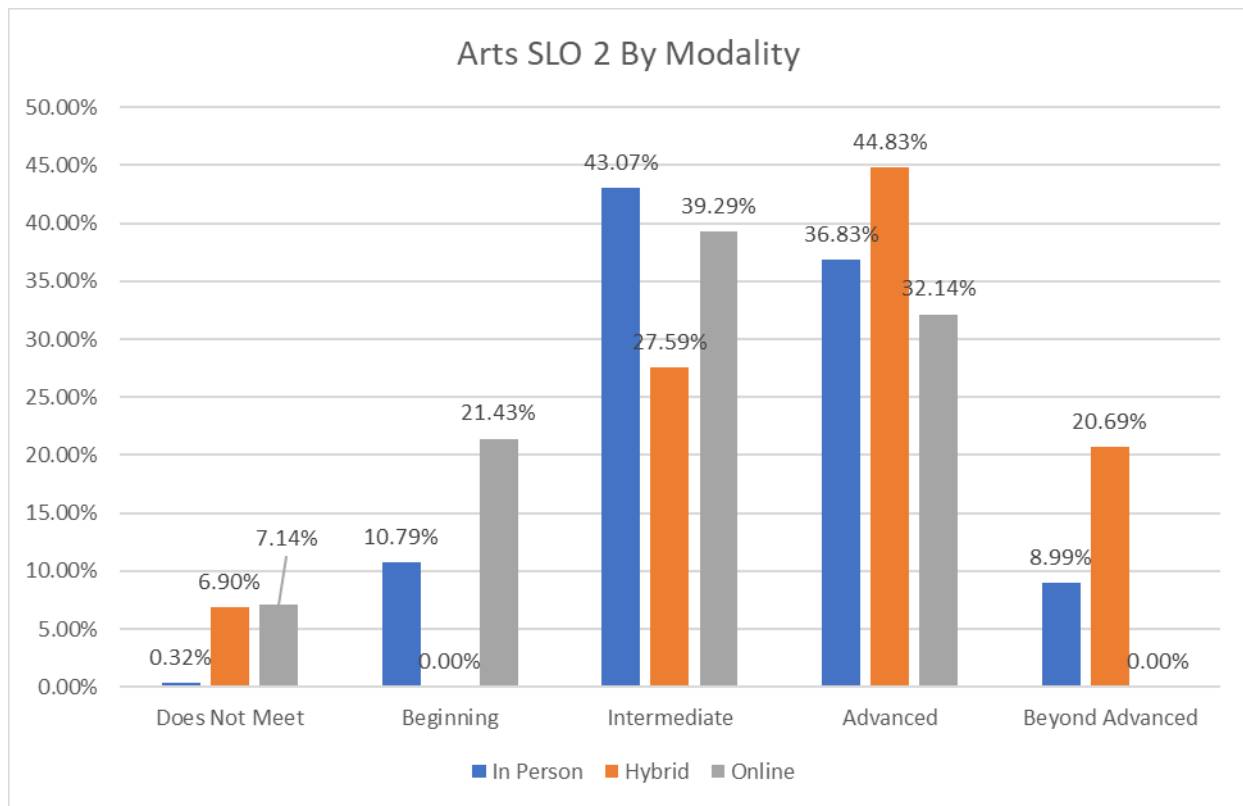
Department/Prefix	Number of Reported Courses ²	Percentage of Reported Arts Courses	Number of Reported Arts Students	Percentage of Reported Arts Students
T/D	5	7.46%	65	6.31%
MUS	51	76.12%	782	75.92%
ART	10	14.93%	164	15.92%
COM	1	1.49%	19	1.84%

Outcome Assessed SLO 2: Create, perform, and communicate about the arts to an audience through written, spoken, and/or embodied creative expression

¹These numbers may be misleading. The raw number of Arts courses is determined by MyGustavus listings. Several faculty reported that their classes did not enroll, but they are in this number. Some faculty teaching lessons under the same course number combined their reports. We are working on a better system to determine raw number of courses.

² Courses are defined as discrete courses (not sections) taught by the same professor.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Working with students who are struggling mentally given the past few years.
- How to help students who enter with little background.
- Working with various levels of background (especially with regard to knowledge about basic music theory when students enter other music courses).
- Encouraging students to take lessons seriously.
- Helping students interpret and create art (faculty mentioned several varieties of this issue).
- How to assess the outcome in large ensembles.

Many faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. Many faculty also noted that students came into courses with little previous exposure and/or weak skills (although this was very course dependent). Here, again, some noted improvement although how much varied. A few faculty noted that some students “coasted,” while others worked hard.

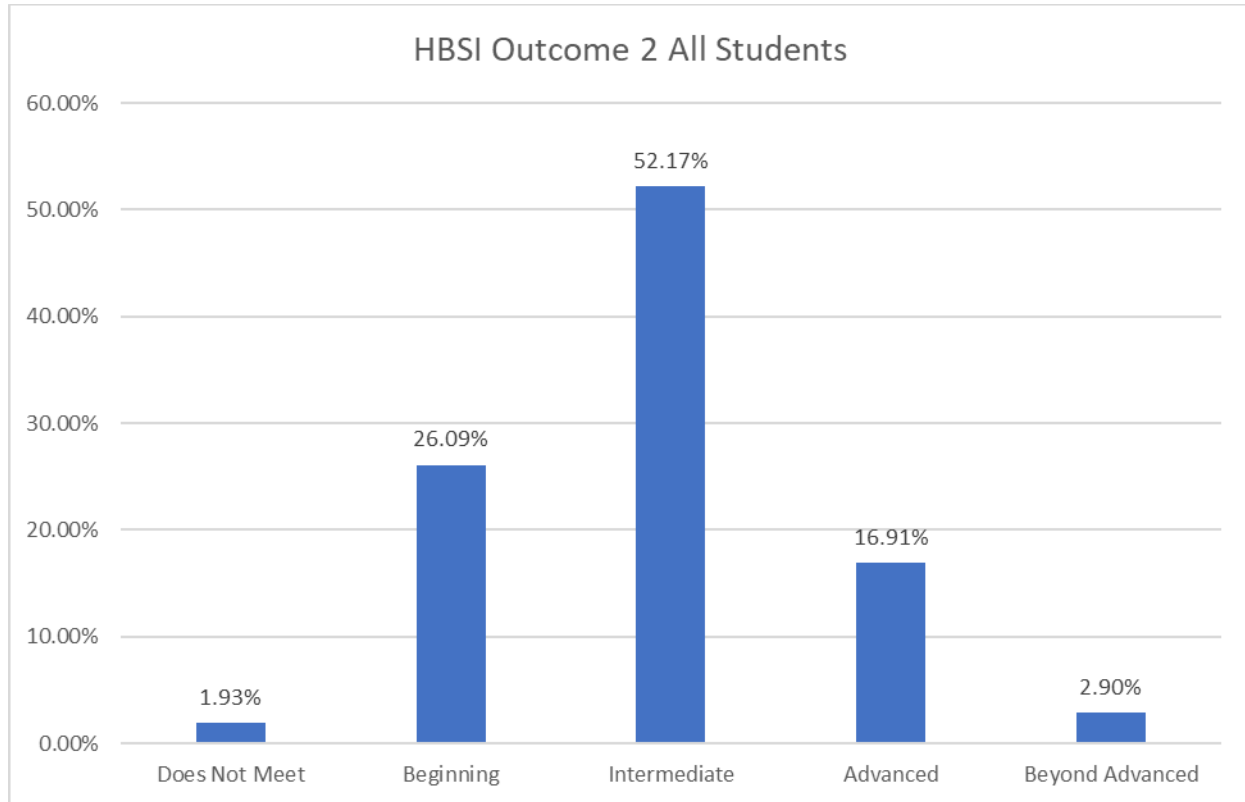
Human Behavior and Social Institutions

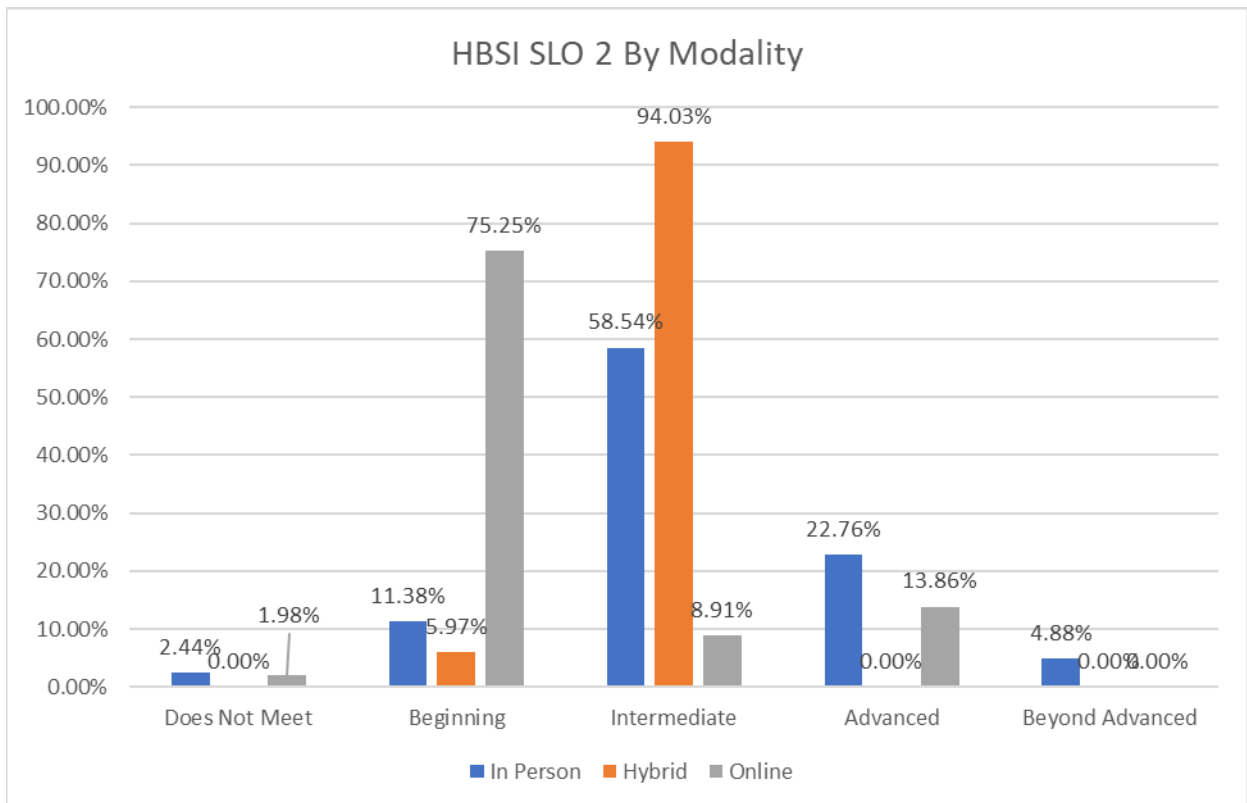
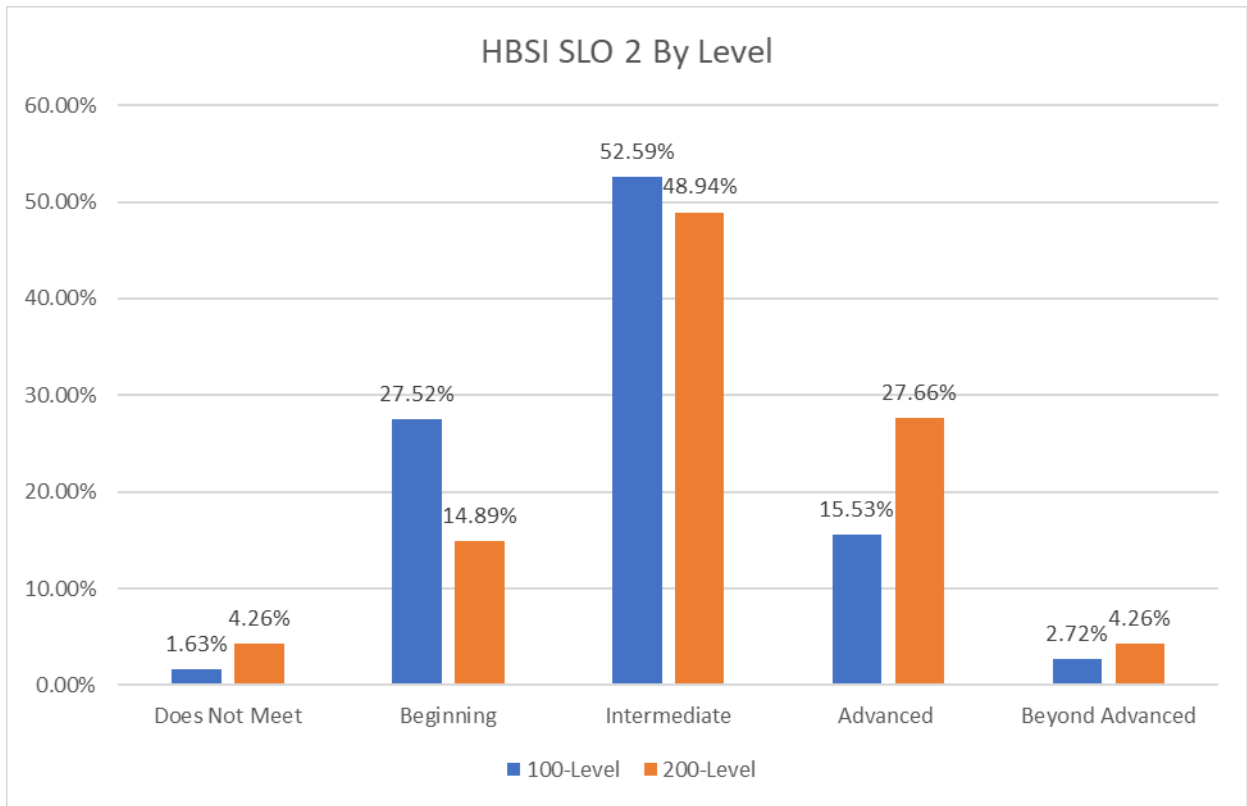
Faculty teaching eleven out of the thirteen Human Behavior and Social Institutions courses returned reports. As noted below, the vast majority (greater than 98%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported HBSI Courses	Number of Reported HBSI Students	Percentage of Reported HBSI Students
PCS	1	9.09%	19	4.59%
PSY	2	18.18%	137	33.09%
E/M	2	18.18%	57	13.77%

POL	3	27.27%	78	18.84%
CUR	1	9.09%	28	6.76%
S/A	1	9.09%	75	18.12%
GEG	1	9.09%	20	4.83%

Outcome Assessed SLO 2: Students will demonstrate an understanding of how to use data to answer questions about behavior and social institutions.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- The purpose of the SLO, specifically tied to students' involvement in generating data.

Faculty who either formally or informally assessed student improvement over the course of the semester usually noted growth, although some faculty noted that the growth was not evenly distributed and that many students entered with weak skills. Faculty noted that many students have limited experience working with data and had learned more by the end of the semester.

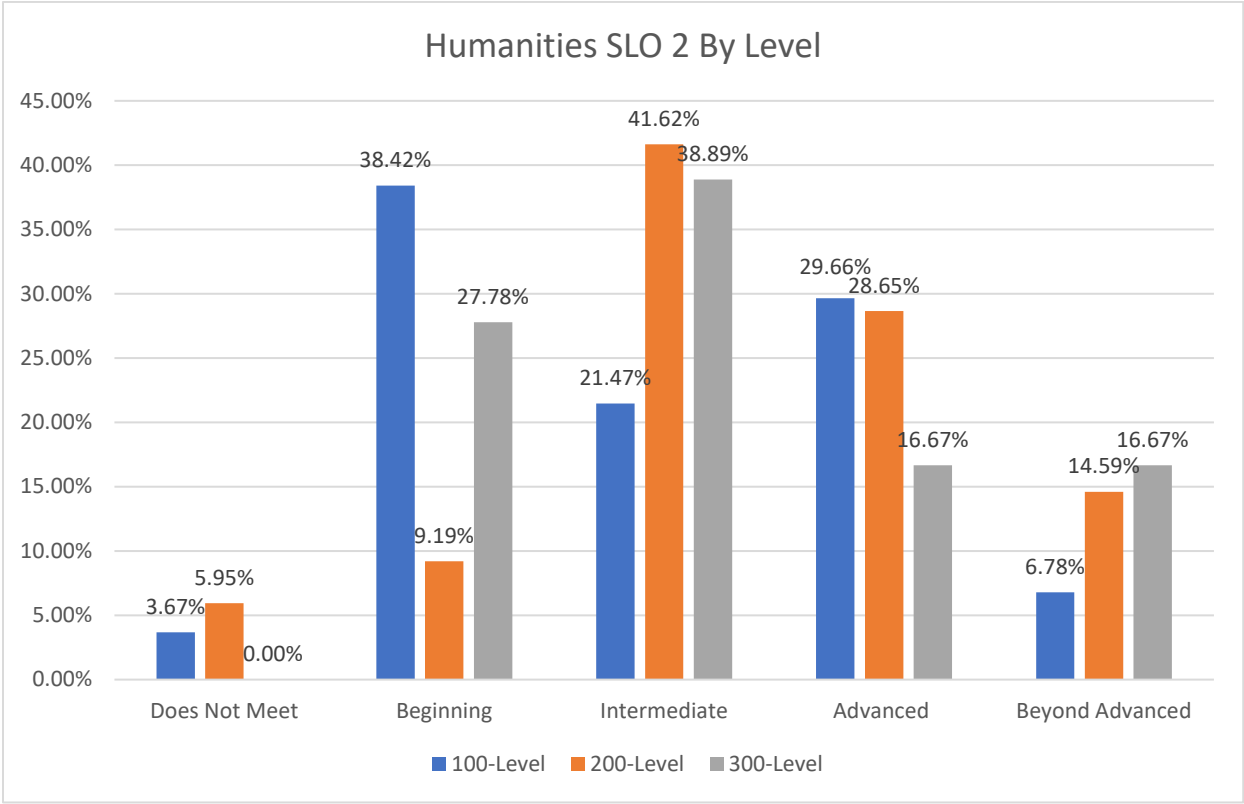
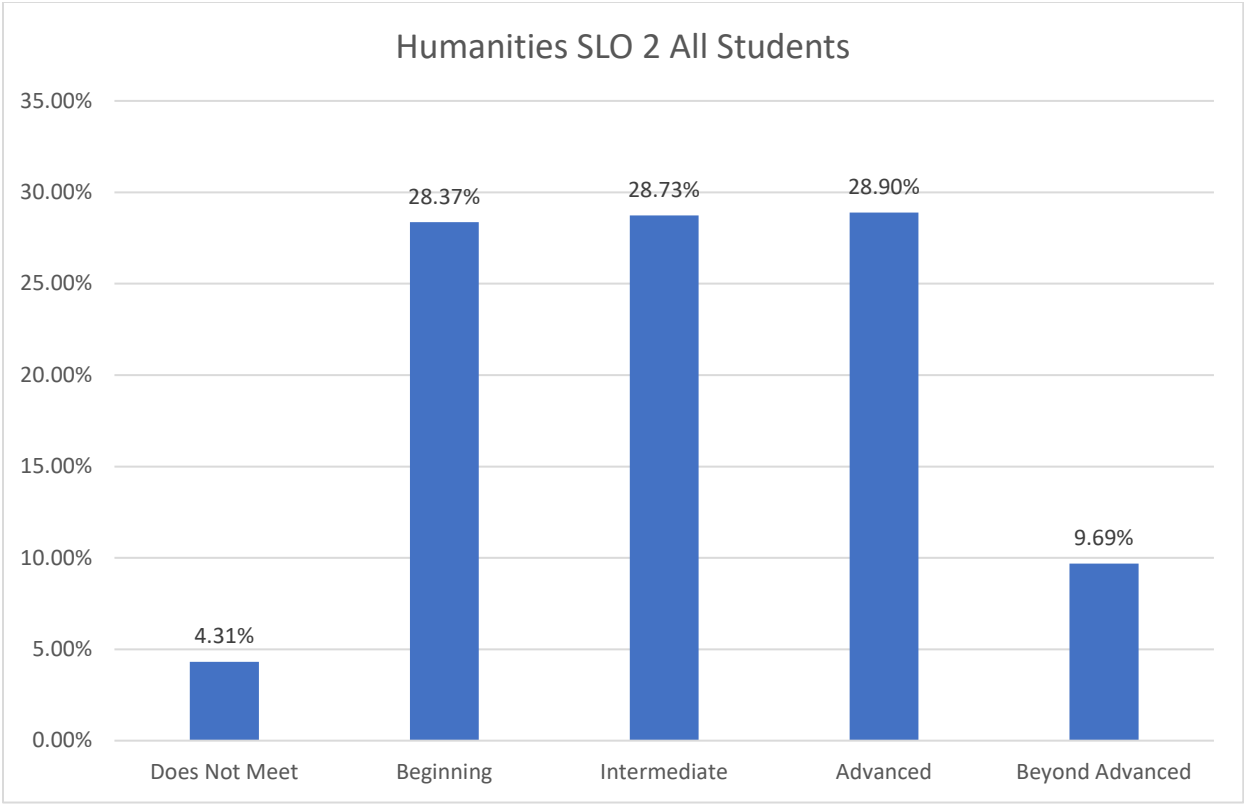
Faculty identified questions about the rubric, specifically about whether to reach “advanced” students needed to create/collect the data. We should clarify whether students need to create or collect data for the higher categories.

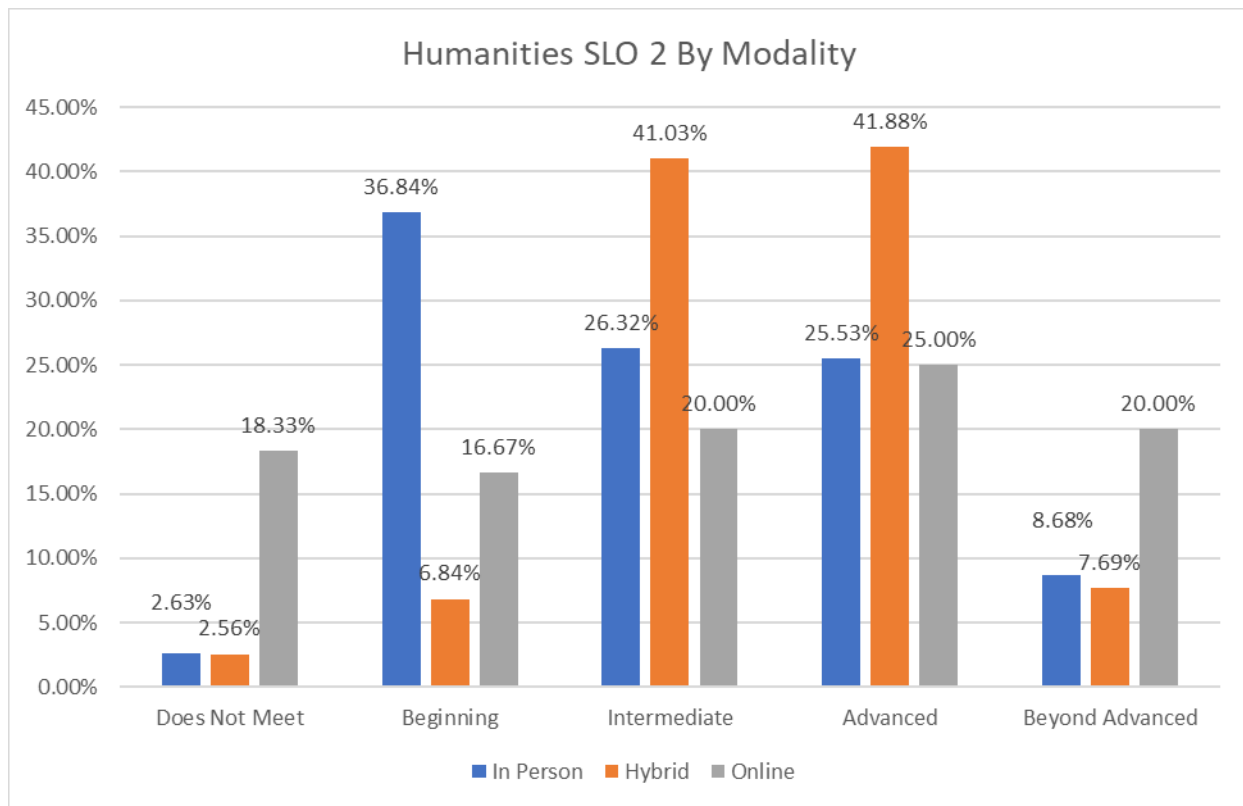
Humanities

Faculty teaching twenty-two out of the thirty Humanities courses returned reports (Public Discourse submitted one report). The vast majority of students (over 95%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported Humanities Courses	Number of Reported Humanities Students	Percentage of Reported Humanities Students
PHI	3	13.64%	50	8.98%
ENG	5	22.73%	109	19.57%
HES	1	4.55%	25	4.49%
HIS	5	22.73%	143	25.67%
SPA	2	9.09%	43	7.72%
JPN	2	9.09%	24	4.31%
COM	2	9.09%	103	18.49%
POL	1	4.55%	34	6.10%
CLA	1	4.55%	26	4.67%

Outcome Assessed SLO 2: Students will discuss the ways that humanities disciplines raise broader questions of meaning and values.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students with writing (both as a result of a senior year spent online and a larger question of integrating other voices into their writing).
- Helping students identify implicit values and/or understand frames of reference different than their own.

Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. Some noted significant growth in content areas students knew little about at the outset of courses; some also noted improvement in writing (a couple noted a lower-than-normal baseline).

Some faculty raised questions about the rubrics, specifically whether went was meant by raising or generating questions and whether self-generated questions really marked the difference between beginning and advanced since a poor question could be a self-generated one.

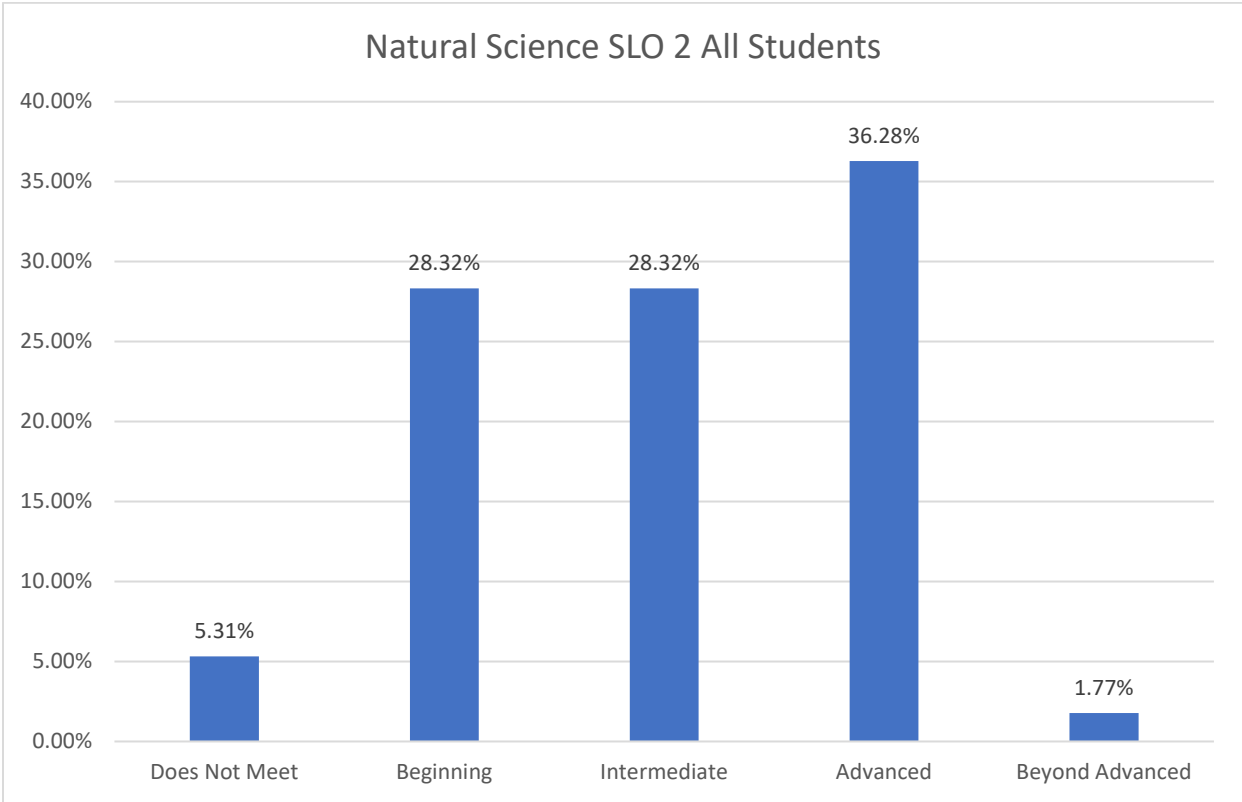
Natural Science

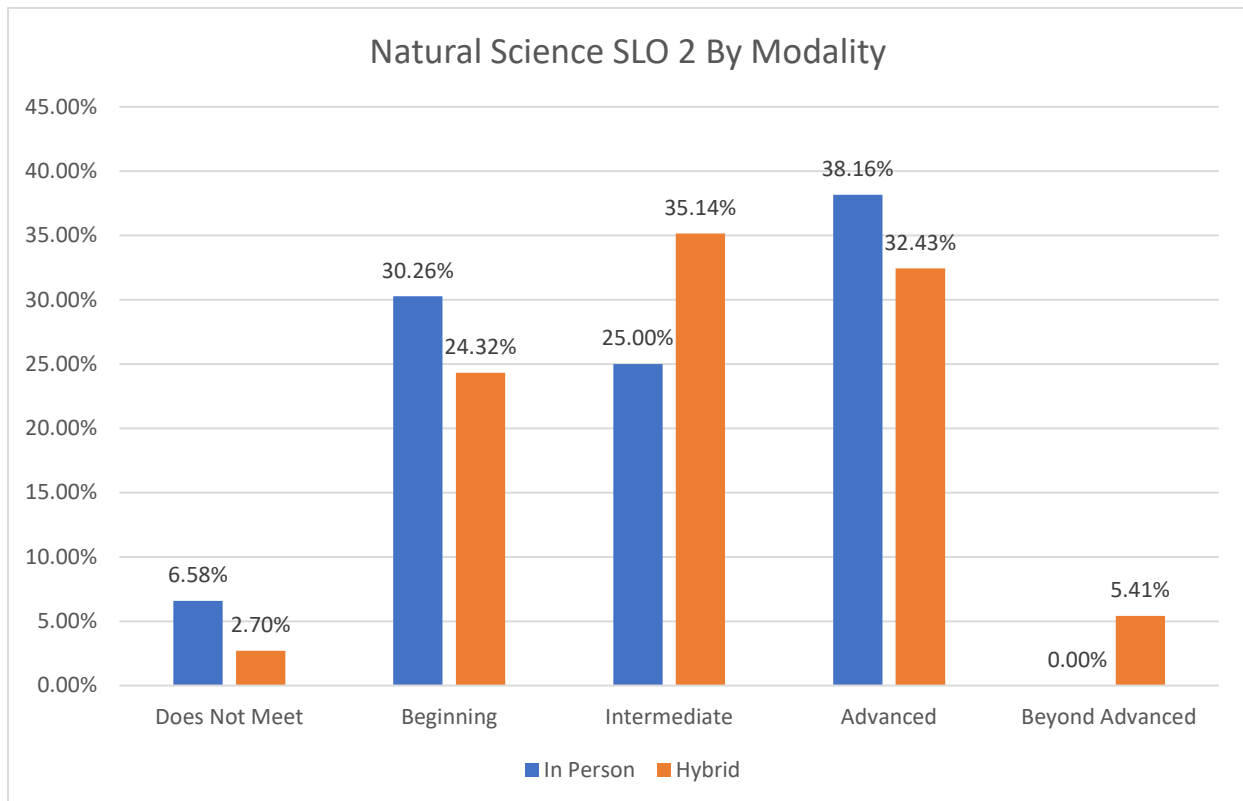
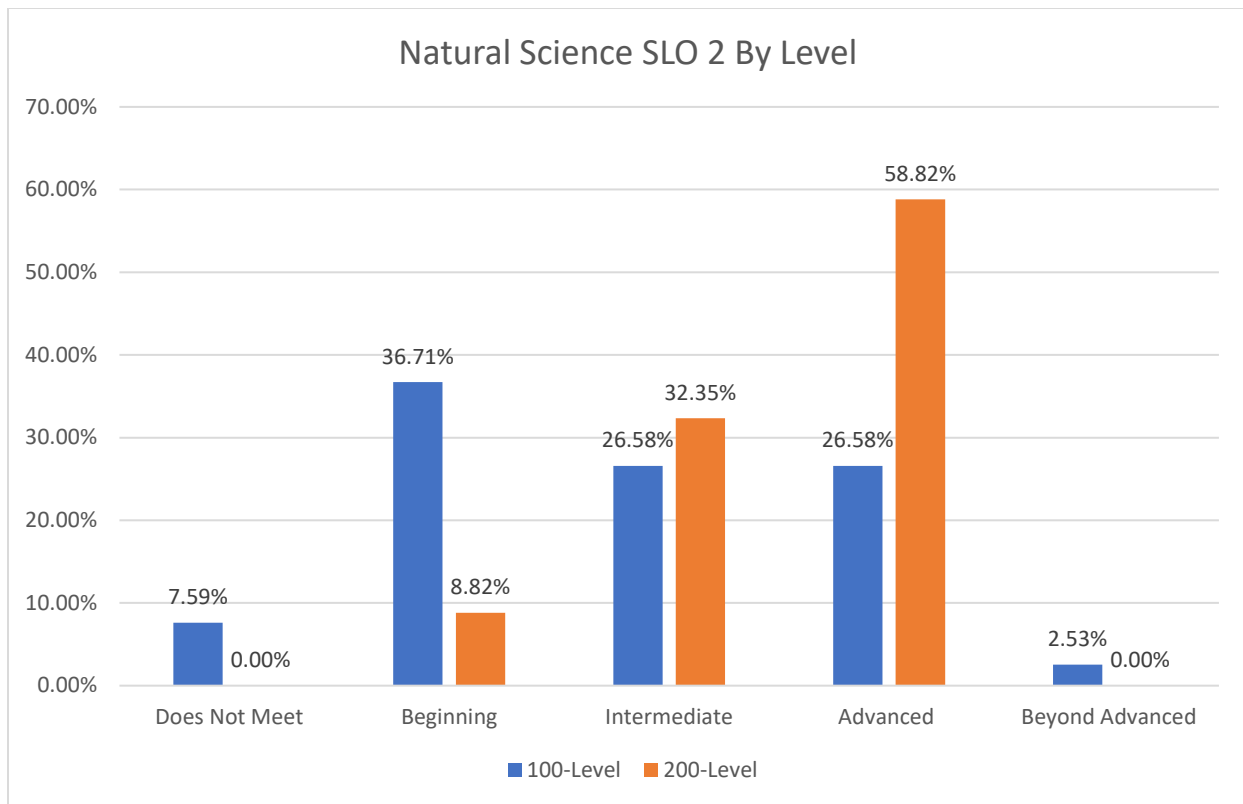
Faculty teaching five of eight Natural Science courses returned reports. As noted below, the vast majority (greater than 94%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported Natural Science Courses	Number of Reported Natural Science Students	Percentage of Reported Natural Science Students
ENV	1	20.00%	28	24.78%

EDU	1	20.00%	20	17.70%
GEG	1	20.00%	14	12.39%
HES	1	20.00%	14	12.39%
GEO	1	20.00%	37	32.74%

Outcome Assessed SLO 2: Students will formulate an argument or address a question about the natural world, supported with scientific evidence.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Students struggling with interpreting and synthesizing data from multiple sources.
- Students with varying levels of background with statistics.

- Students able to apply a general concept to a particular question (some can and some cannot).
- Helping students build interpretations rather than just reporting data.

Faculty who either formally or informally assessed student improvement over the course saw improvement. Faculty did report varying skill sets coming into class. One faculty member noted significant improvement in a writing assignment (over previous semesters) with help from the reference librarian and the Writing Center Director.

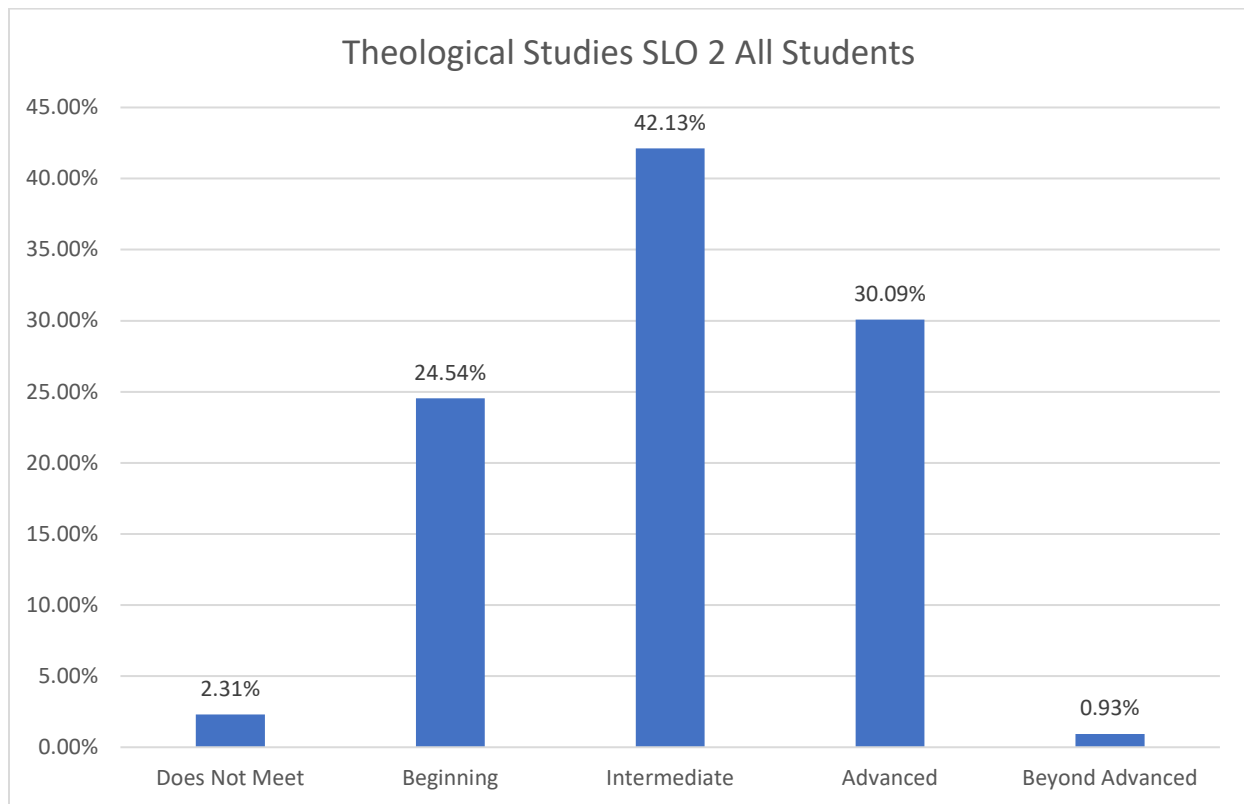
Faculty asked for clarity on the rubric with regard to the use of peer reviewed sources: whether students should use peer reviewed sources as a theoretical framework or as a point of comparison with the student’s own data.

Theological Studies

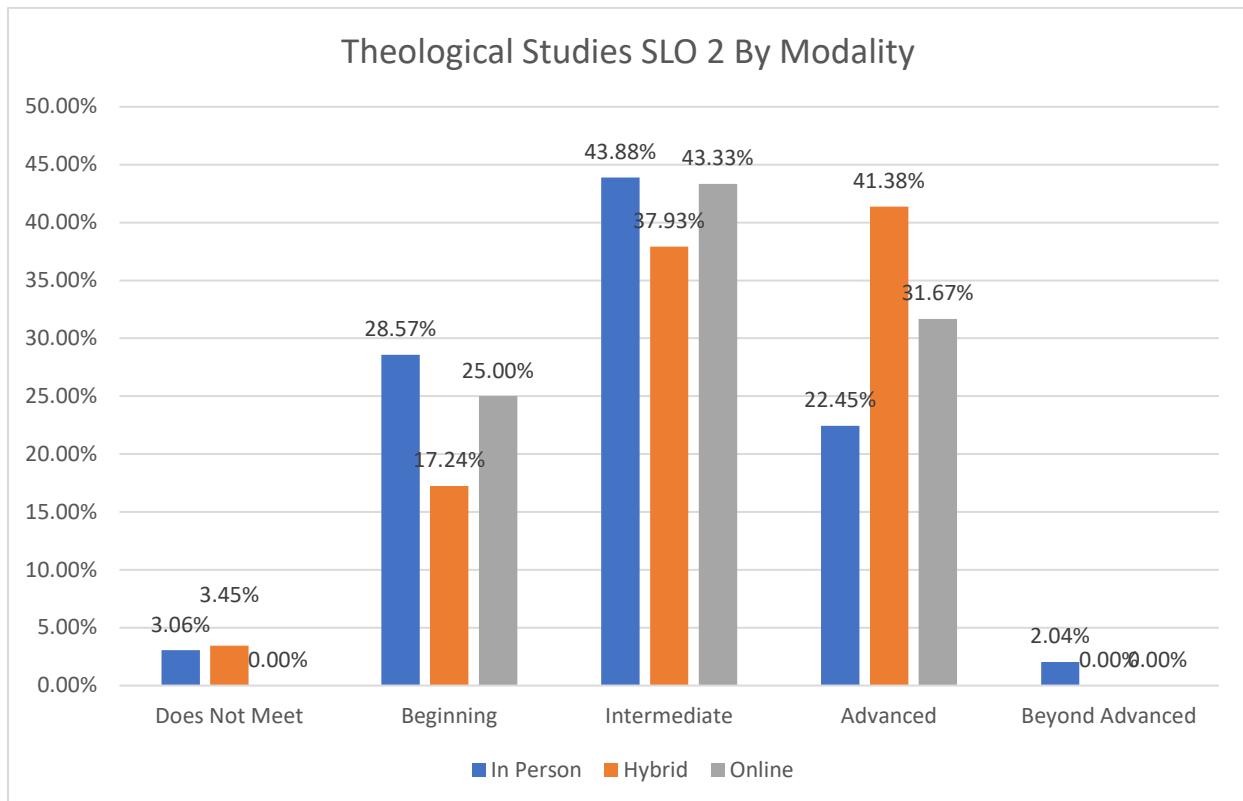
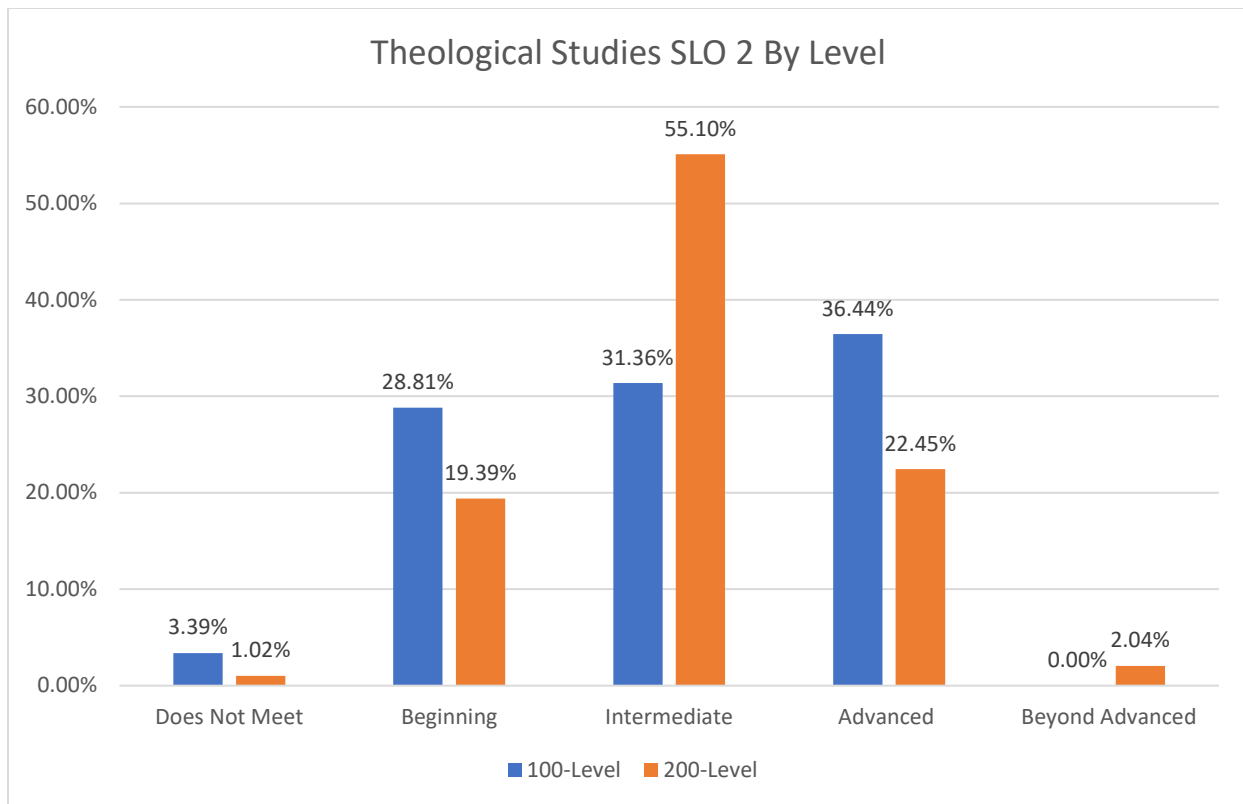
Faculty teaching seven out of eight Theological Studies courses returned reports. As noted below, the vast majority (greater than 97%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ³	Percentage of Reported Theological Studies Courses	Number of Reported Theological Studies Students	Percentage of Reported Theological Studies Students
REL	7	100%	216	100%

Outcome Assessed SLO 2: Students will critically evaluate religious and ethical claims.



³ Courses are defined as discrete courses (not sections) taught by the same professor.



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Lack of basic biblical knowledge necessary to discuss Christian ideas and belief.

- Students who identify Christianity with hate.
- Students who struggle with evaluating theological ideas.

Faculty who either formally or informally assessed student improvement over the course saw some improvement. Much of the improvement came in understanding ideas and positions (including those other than their own).

Faculty noted that the rubric assumes a “unidirectional” movement from religious ideas to moral action, although the SLO does not.

Global Affairs and Cultures

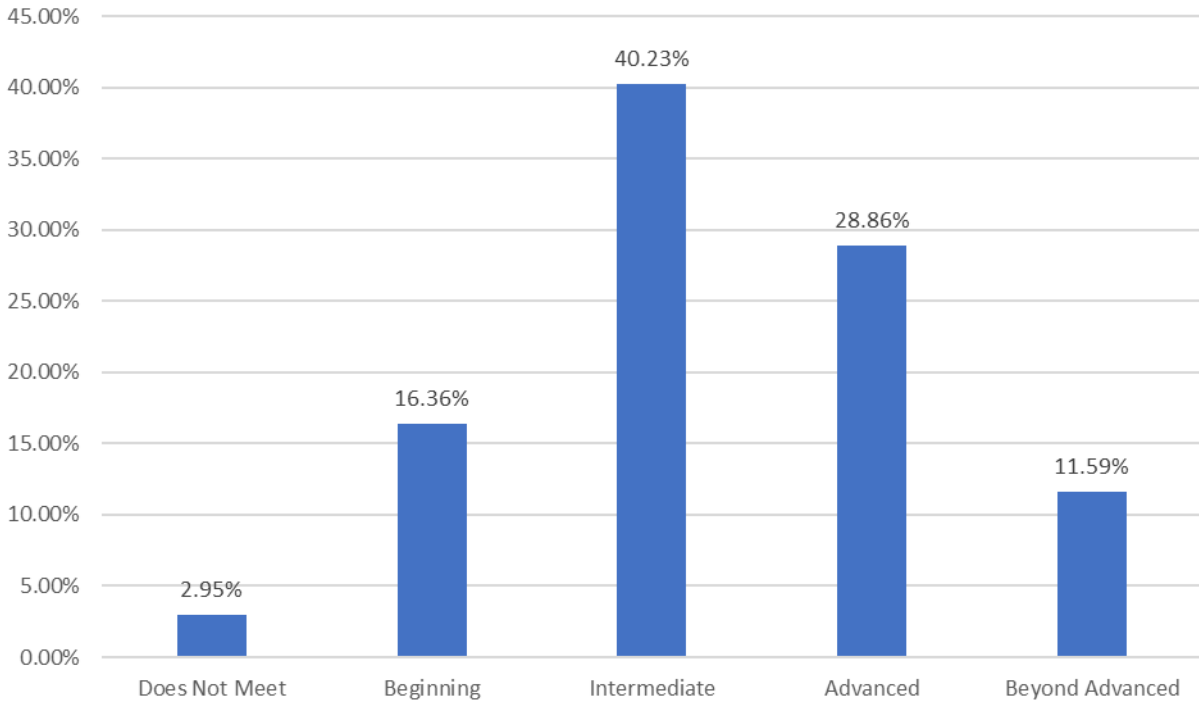
Faculty teaching seventeen out of nineteen Global Affairs and Cultures courses returned reports. As noted below, the vast majority (greater than 97%) of students achieved at least a “Beginning” on the rubrics for SLO 2 and SLO 3.

Department/Prefix	Number of Reported Courses ⁴	Percentage of Reported Global Affairs and Cultures Courses	Number of Reported Global Affairs and Cultures Students	Percentage of Reported Global Affairs and Cultures Students
HIS	2	11.76%	68	15.45%
AFS	1	5.88%	21	4.77%
COM	1	5.88%	15	3.41%
JPN	2	11.76%	24	5.45%
REL	1	5.88%	13	2.95%
GEG	2	11.76%	56	12.73%
FRE	3	17.65%	33	7.50%
SPA	2	11.76%	73	16.59%
POL	1	5.88%	19	4.32%
S/A	1	5.88%	87	19.77%
ART	1	5.88%	31	7.05%

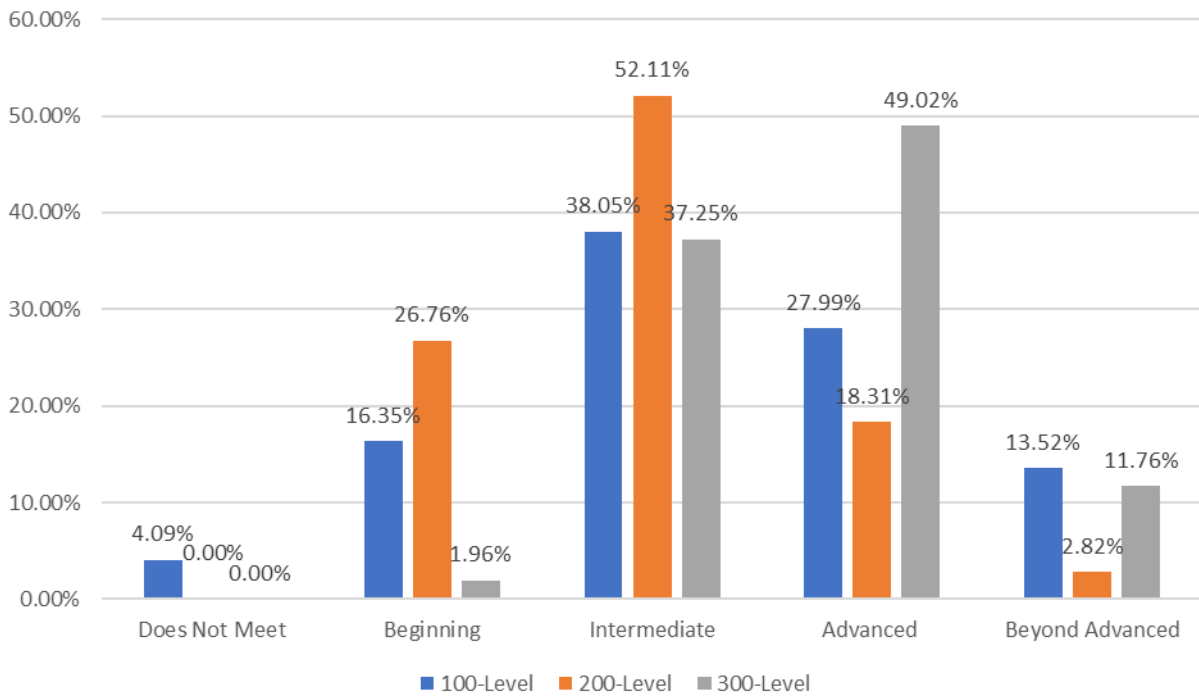
Outcome Assessed SLO 2: Students will demonstrate an understanding of the topic of the course in relation to human populations in their social, economic, cultural, political, or ecological environments.

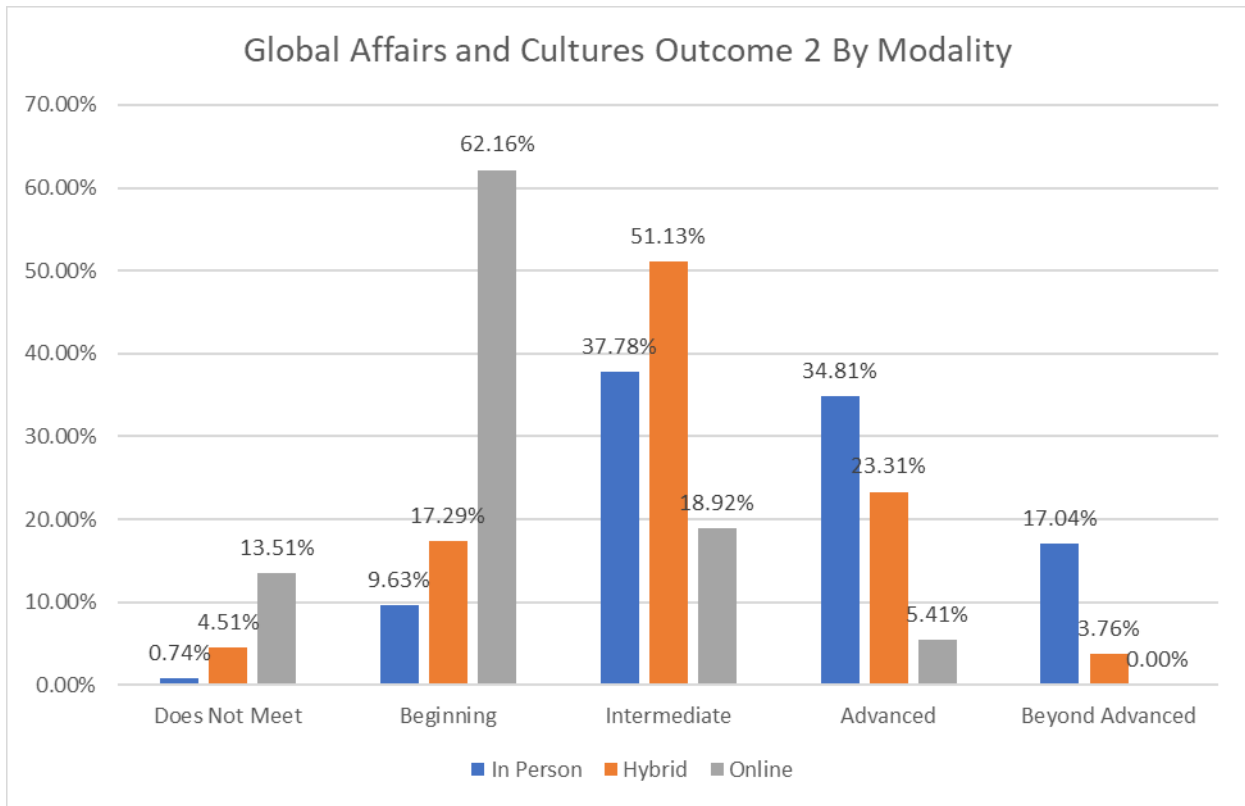
⁴ Courses are defined as discrete courses (not sections) taught by the same professor.

Global Affairs and Cultures SLO 2 All Students

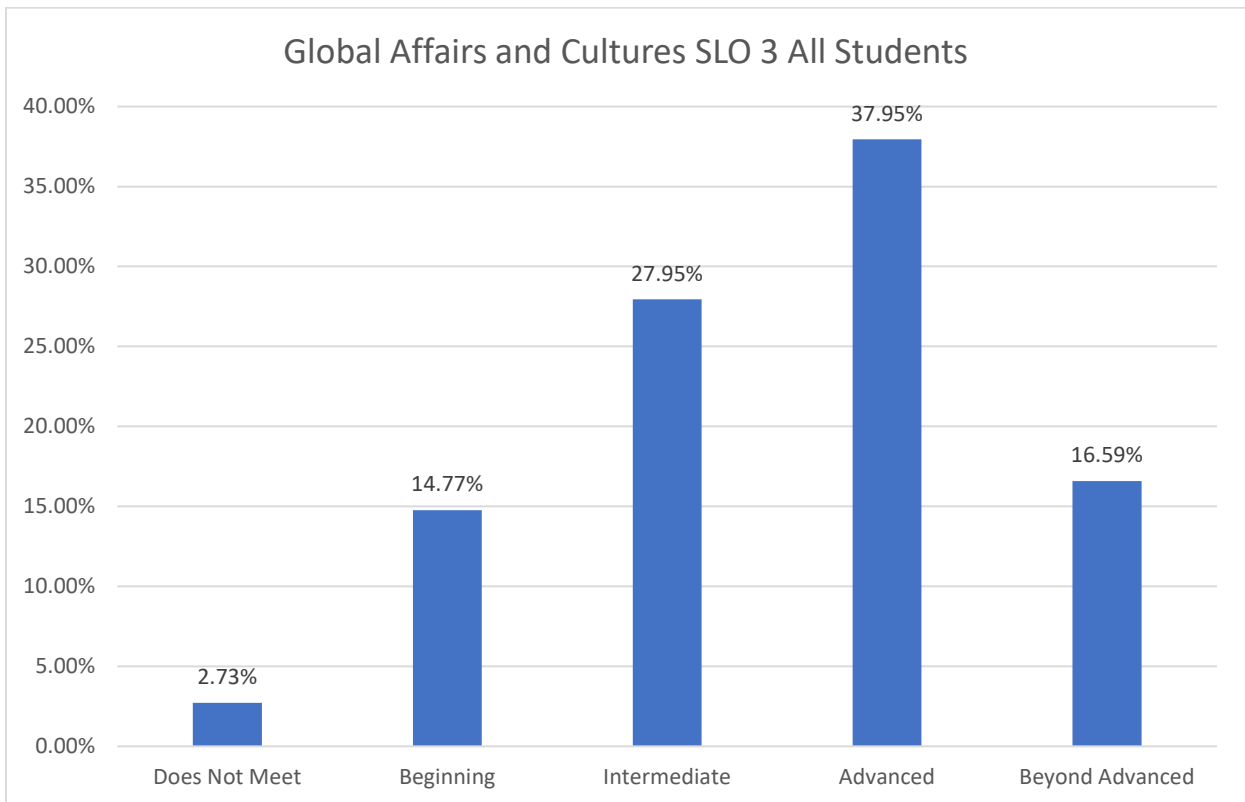


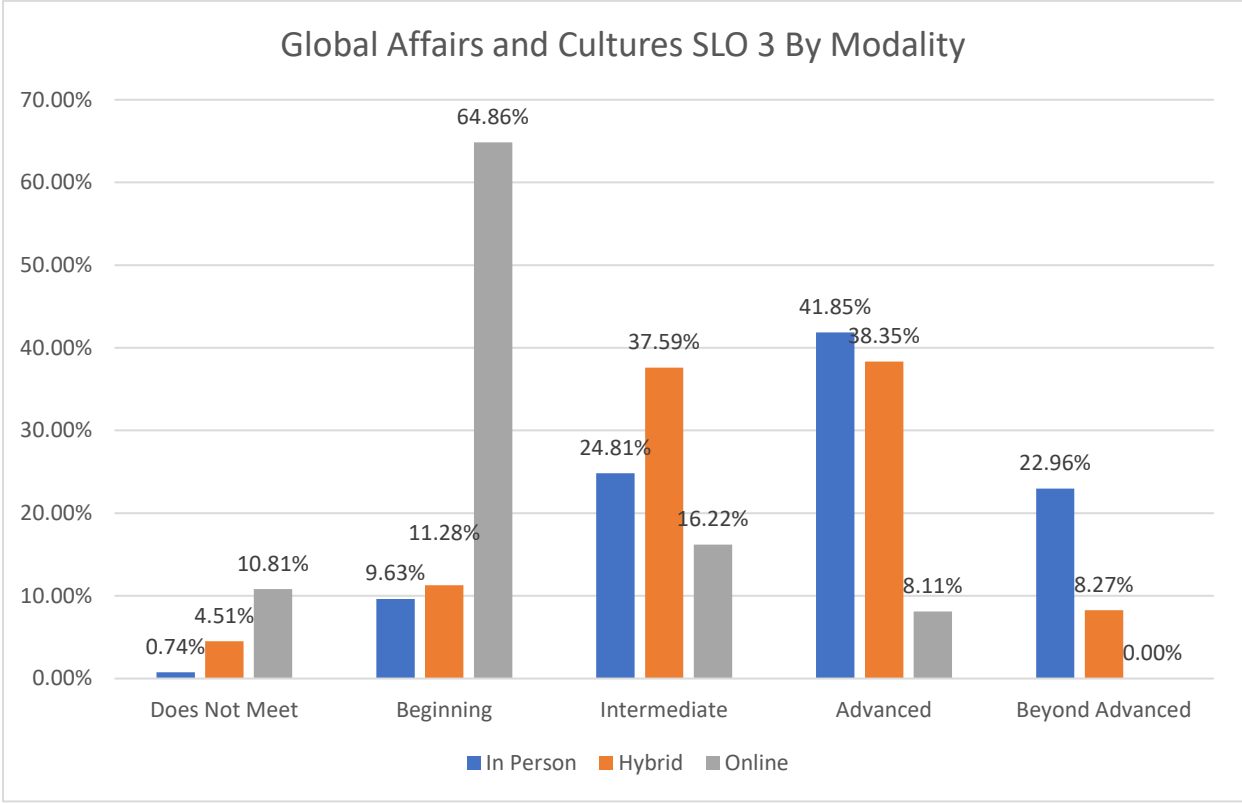
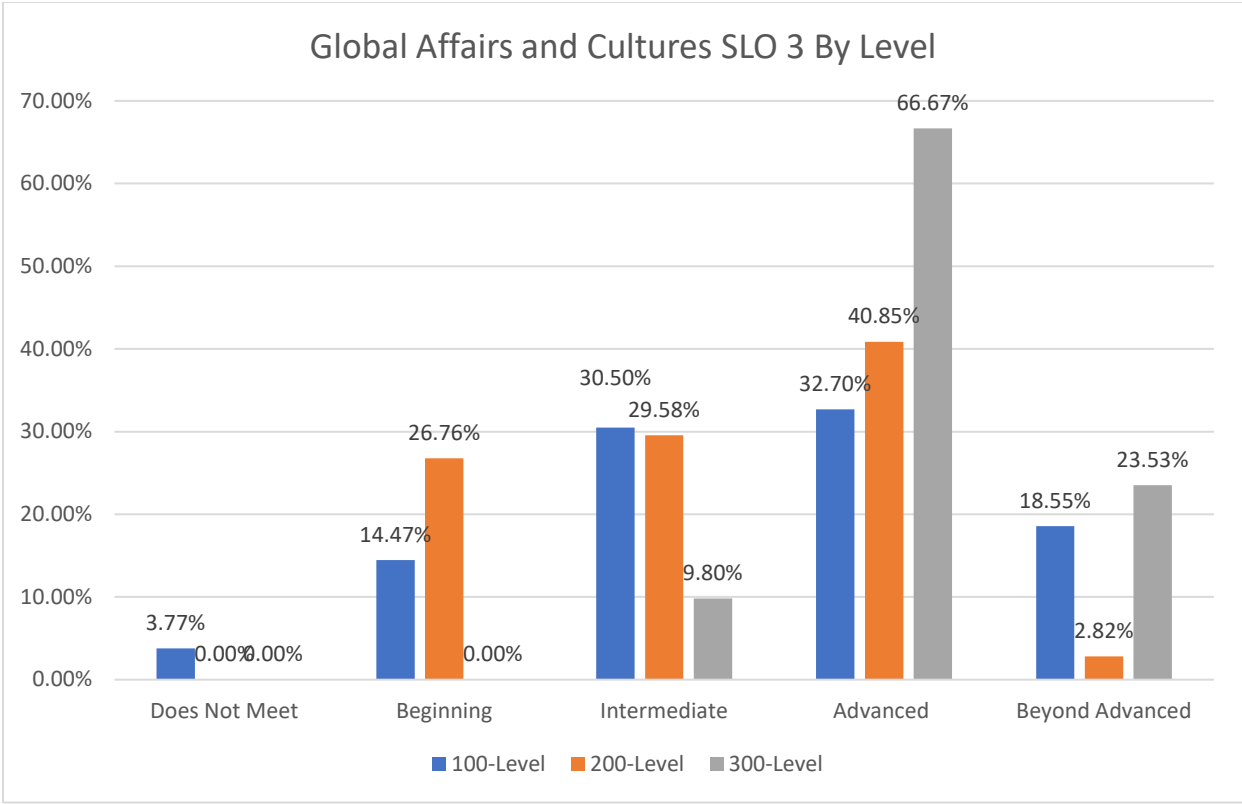
Global Affairs and Cultures SLO 2 By Level





Outcome Assessed SLO 3: Students will identify and explain multiple, culturally situated perspectives on the topic being studied.





Faculty did not identify any significant issues that would be useful for conversation.

Faculty who either formally or informally assessed student improvement over the course saw improvement, including improvement in content, skills, and willingness to engage unfamiliar cultures and ideas.

Faculty noted issues with this rubric, including the differentiation between Advanced and Beyond Advanced. One faculty asked if students should be assessed according to course level or whether assessment remains the same for all course levels.

Quantitative and Analytical Reasoning

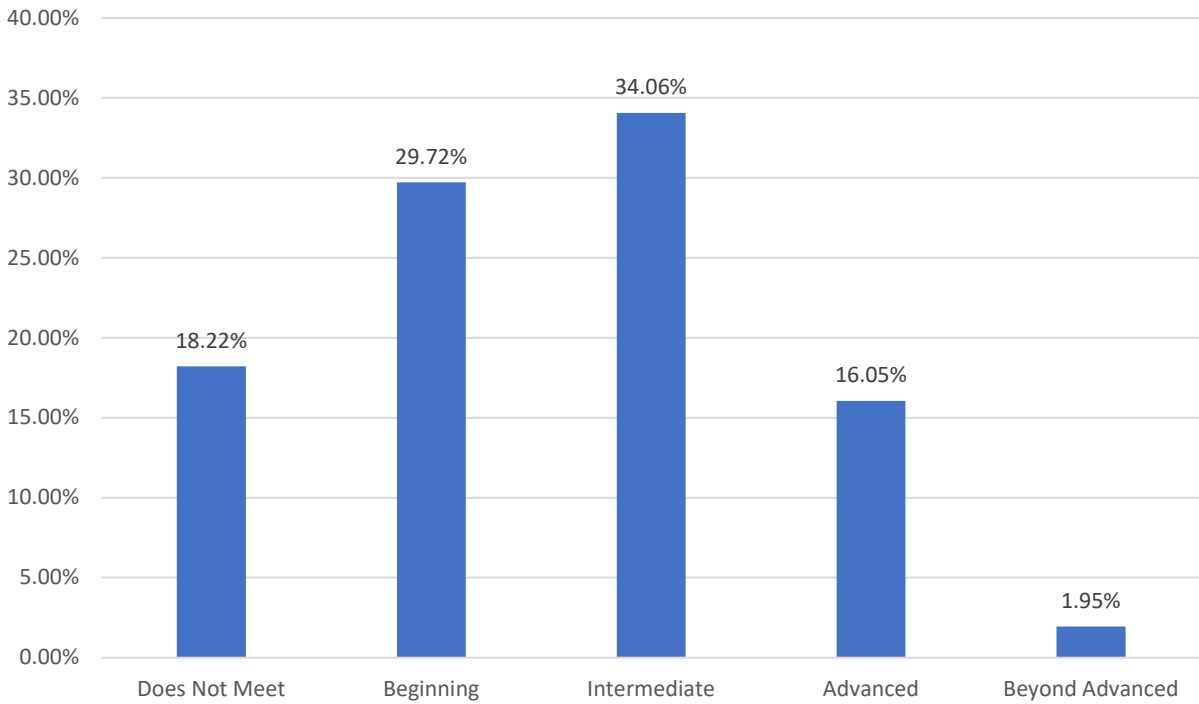
Faculty teaching thirteen out of fifteen Quantitative and Analytical Reasoning courses returned reports. As noted below, the majority (greater than 81%) of students achieved at least a “Beginning” on the rubric for SLO 2 as well as on SLO 3 (greater than 78%).

Department/Prefix	Number of Reported Courses ⁵	Percentage of Reported Quantitative and Analytical Reasoning Courses	Number of Reported Quantitative and Analytical Reasoning Students	Percentage of Reported Quantitative and Analytical Reasoning Students
MCS	10	76.92%	397	86.12%
PHI	1	7.69%	17	3.69%
PSY	1	7.69%	12	2.60%
HES	1	7.69%	35	7.59%

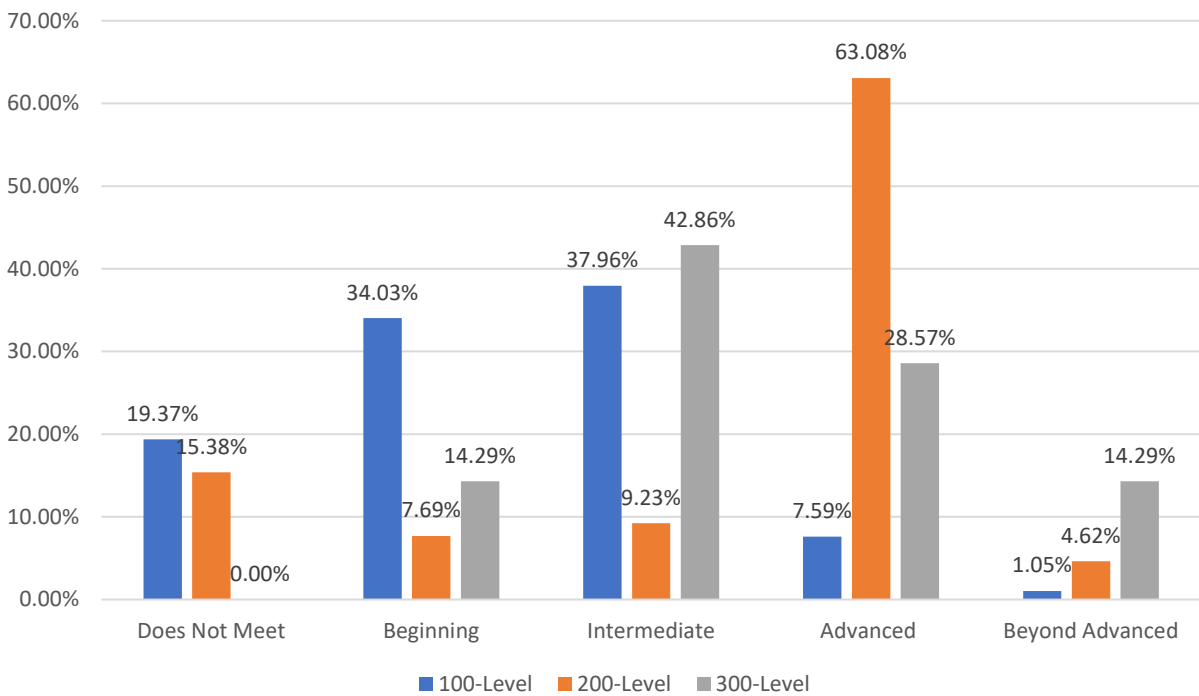
Outcome Assessed SLO 2: Students will use mathematical, logical, statistical, and/or algorithmic analysis to make decisions and/or solve problems, including thorough examination of assumptions and utilization of proper methods.

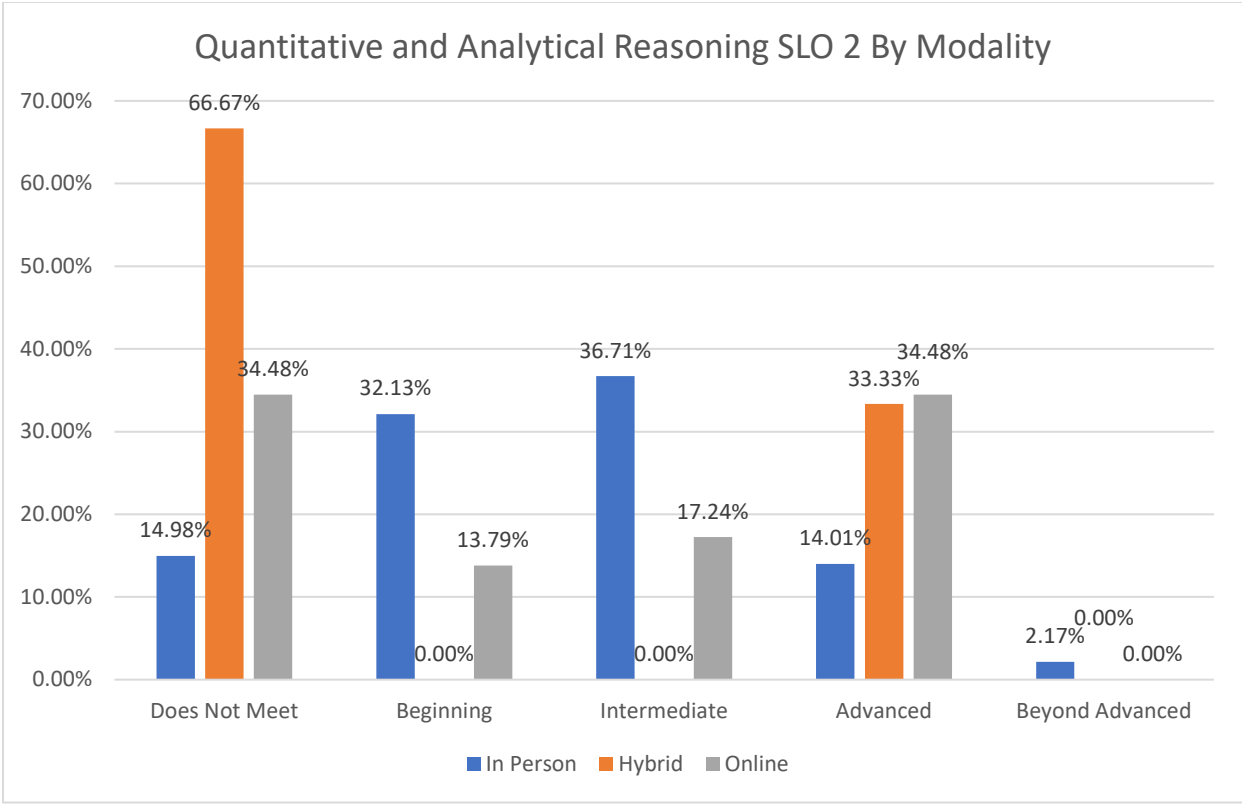
⁵ Courses are defined as discrete courses (not sections) taught by the same professor.

Quantitative and Analytical Reasoning SLO 2 All Students

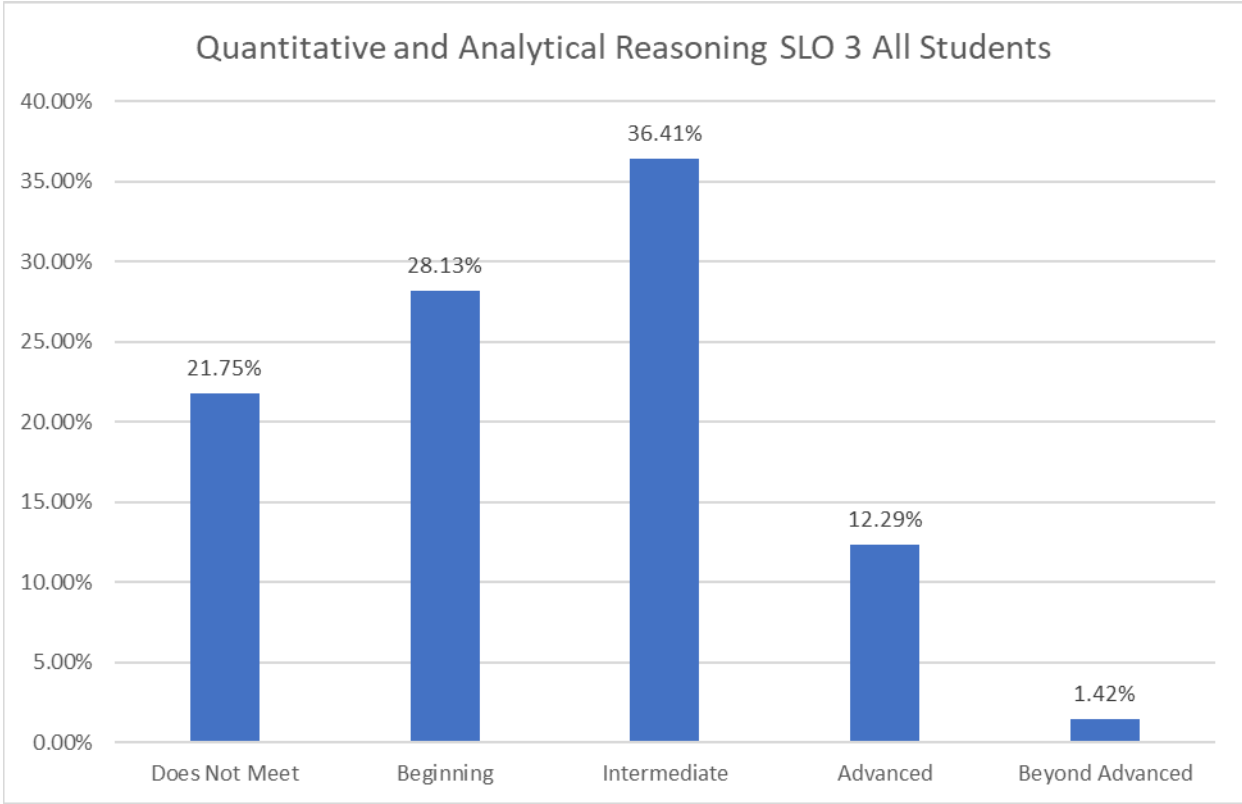


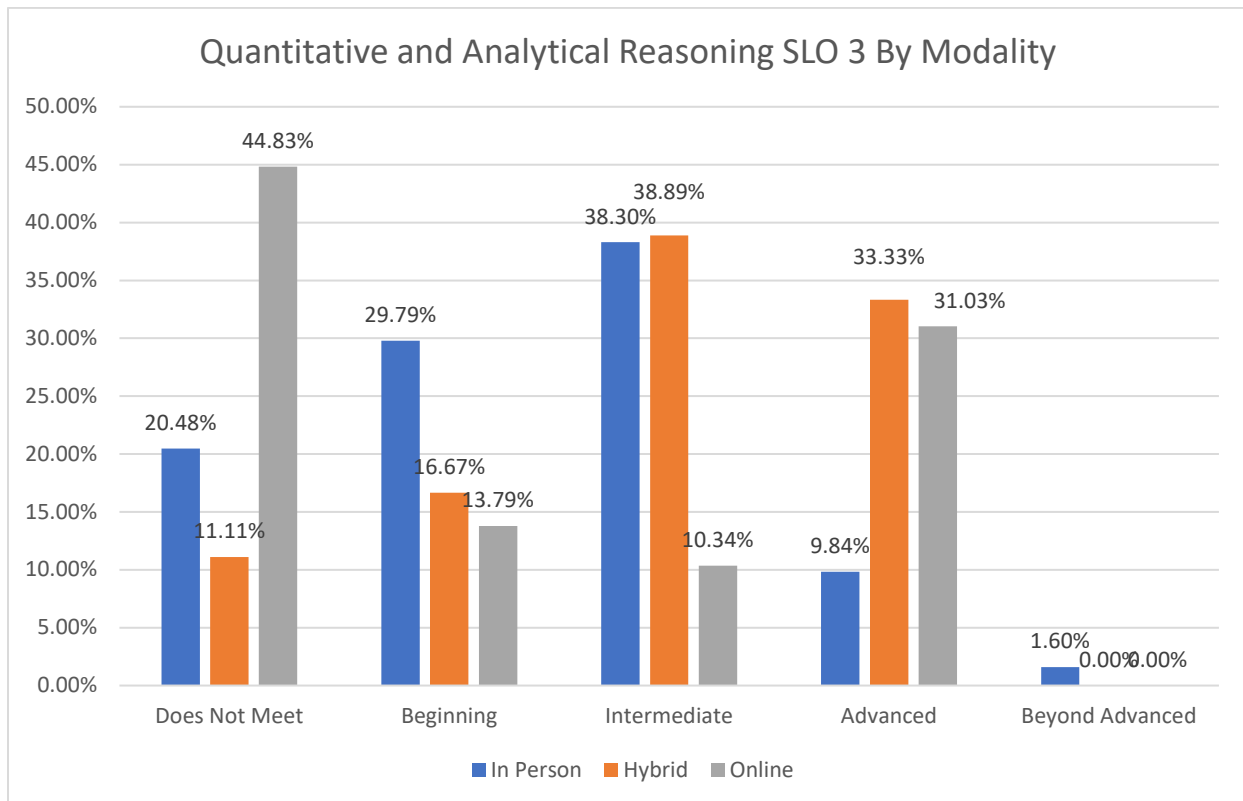
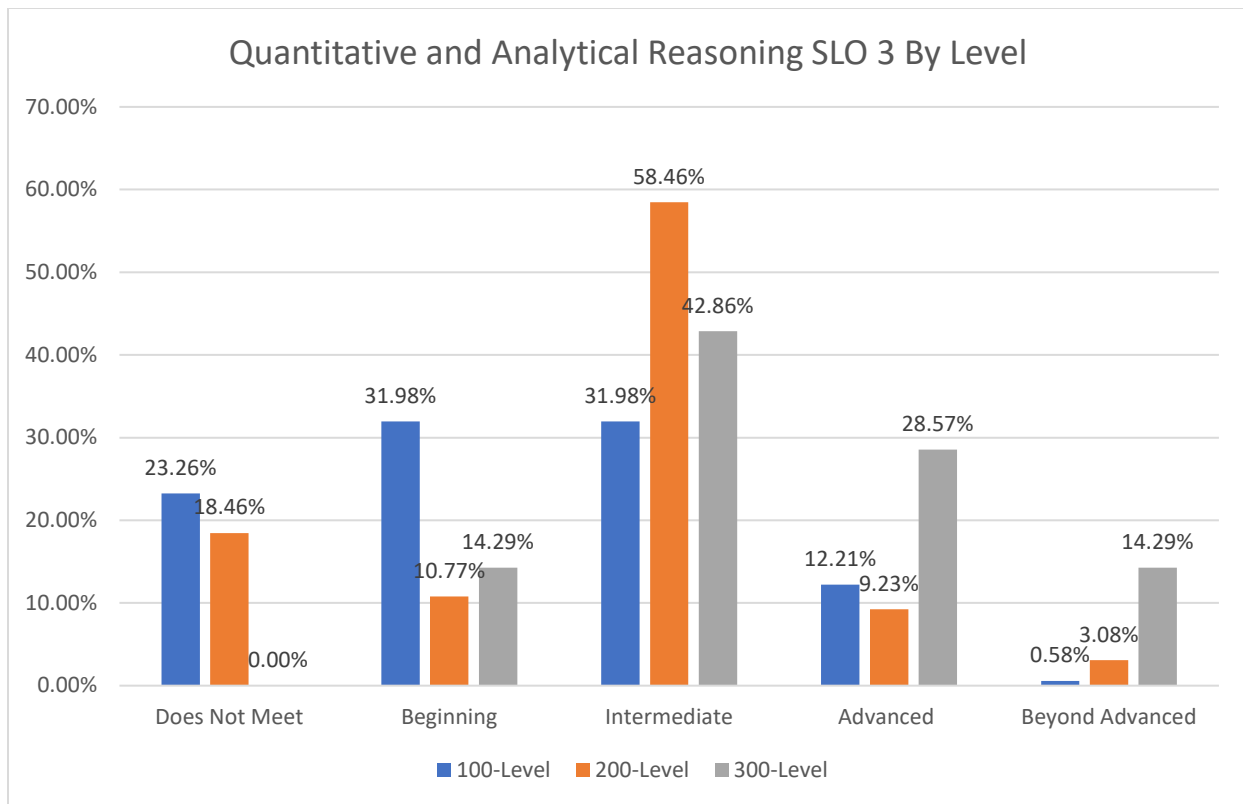
Quantitative and Analytical Reasoning SLO 2 By Level





Outcome Assessed SLO 3: Students will articulate the substance and meaning of a critical mathematical, logical, statistical, and/or algorithmic analysis of a complex problem, including assumptions, methods, limitations, broader impacts, and conclusions.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students with different levels of preparation learn to write well.

- Students understanding a definition and what is equivalent to the definition.

Most faculty who either formally or informally assessed student improvement over the course saw improvement. One faculty member noted seeing more improvement than was reflected in the data, especially for SLO 2.

One faculty suggested that the rubrics assumed completion of a laboratory project more common in common Computer Science or Statistics courses than Mathematics courses, making it harder to use the rubric to assess Mathematics courses. Another faculty member noted that SLO 3 called for developing results, which is not appropriate for all courses.

U.S. Identities and Difference

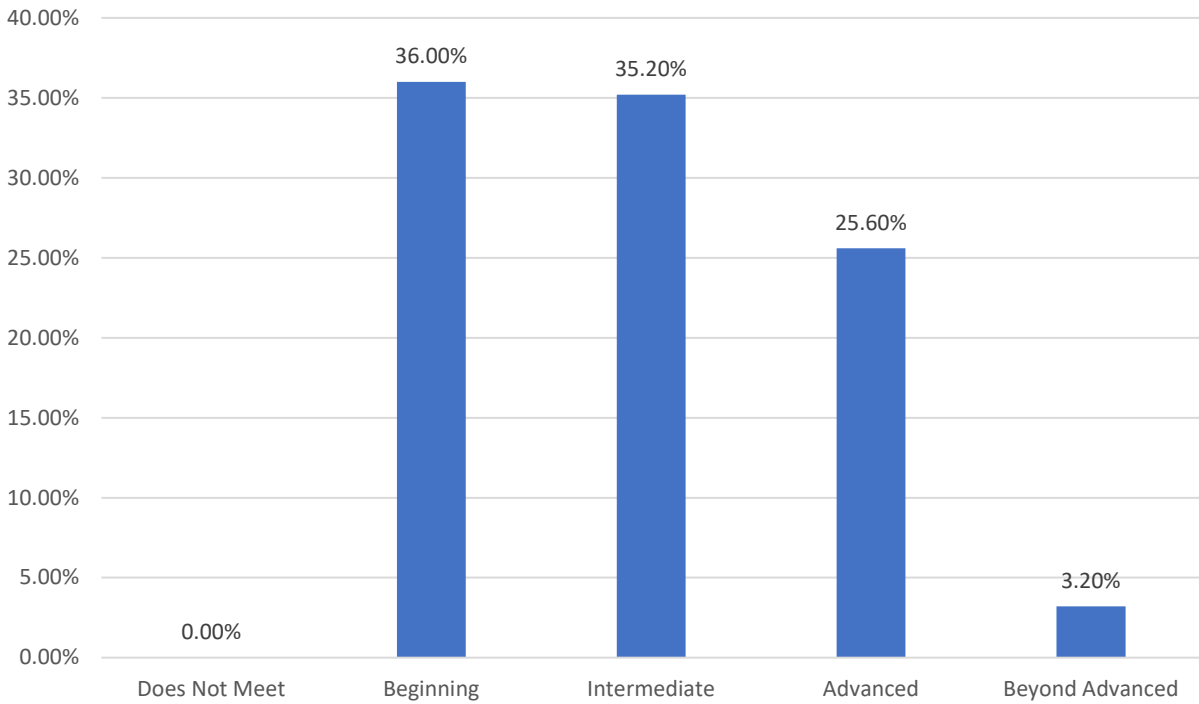
Faculty teaching five out of twelve U.S. Identities and Difference courses returned reports. Faculty in the U.S. Identities designation assessed two SLOs this semester. As noted below, the vast majority (greater than 99%) of students achieved at least a “Beginning” on the rubric for both SLOs.

Department/Prefix	Number of Reported Courses ⁶	Percentage of Reported U.S. Identities Courses	Number of Reported U.S. Identities Students	Percentage of Reported U.S. Identities Students
HIS	2	40.00%	44	35.20%
CUR	1	20.00%	28	22.40%
POL	1	20.00%	34	27.20%
SPA	1	20.00%	19	15.20%

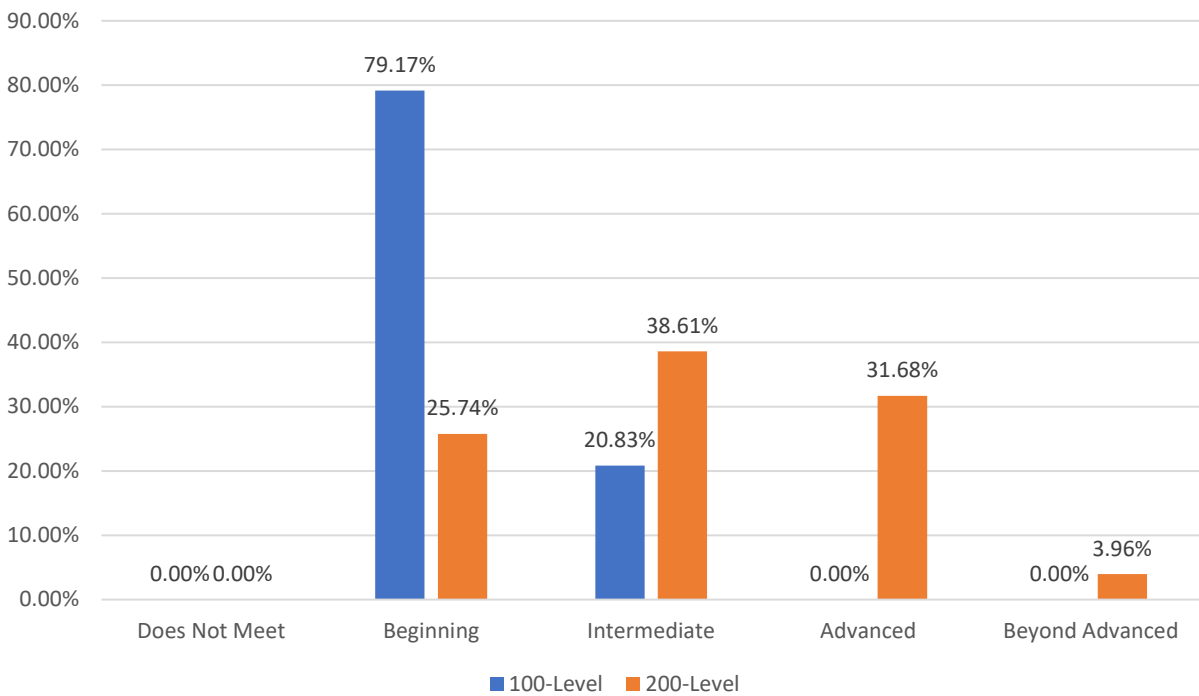
Outcome Assessed SLO 3: Students will analyze the vital connections among identity, privilege, and power.

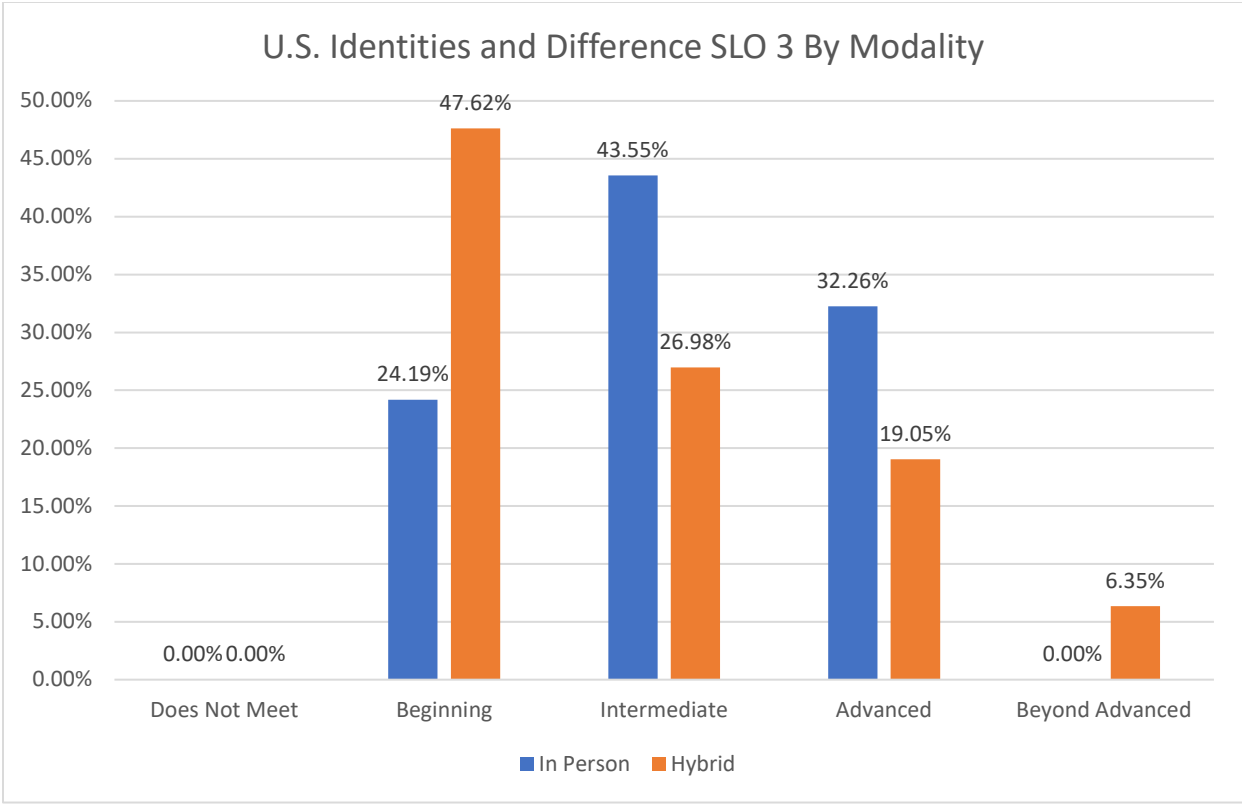
⁶ Courses are defined as discrete courses (not sections) taught by the same professor.

U.S. Identities and Difference SLO 3 All Students

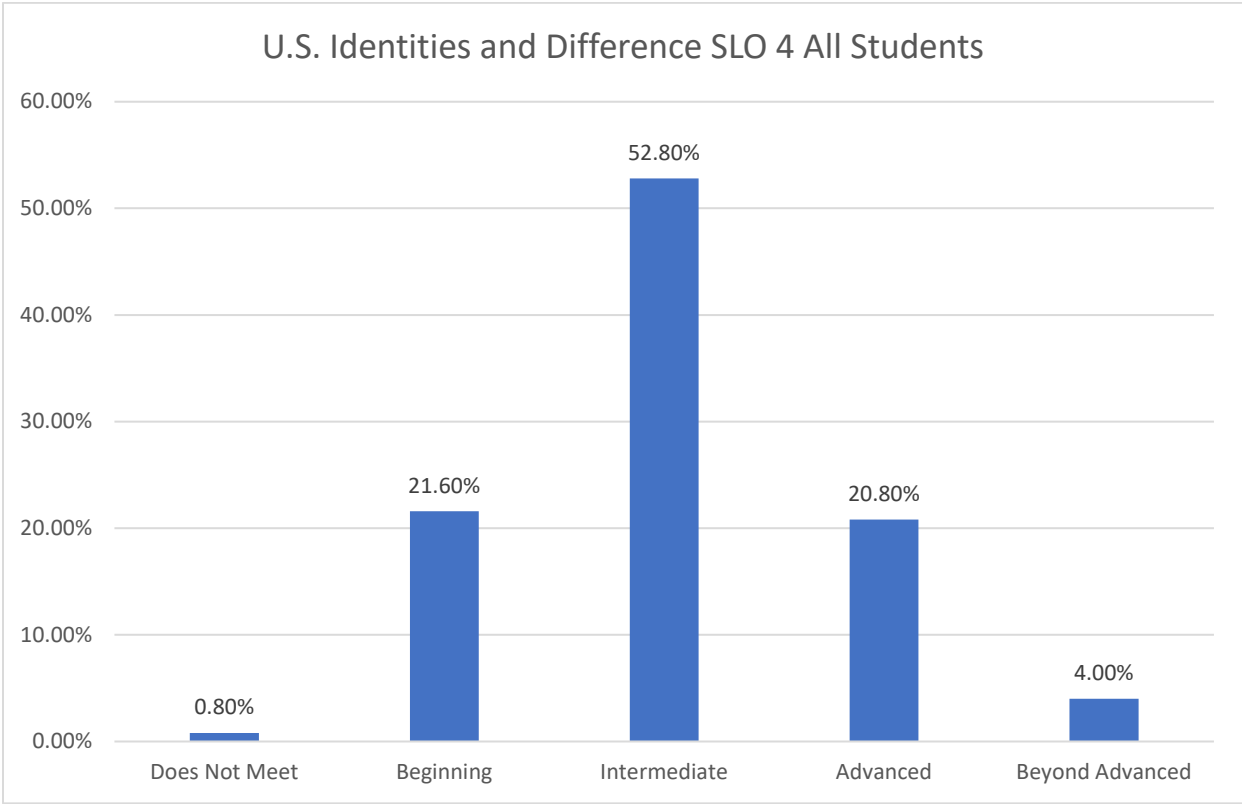


U.S. Identities and Difference SLO 3 By Level

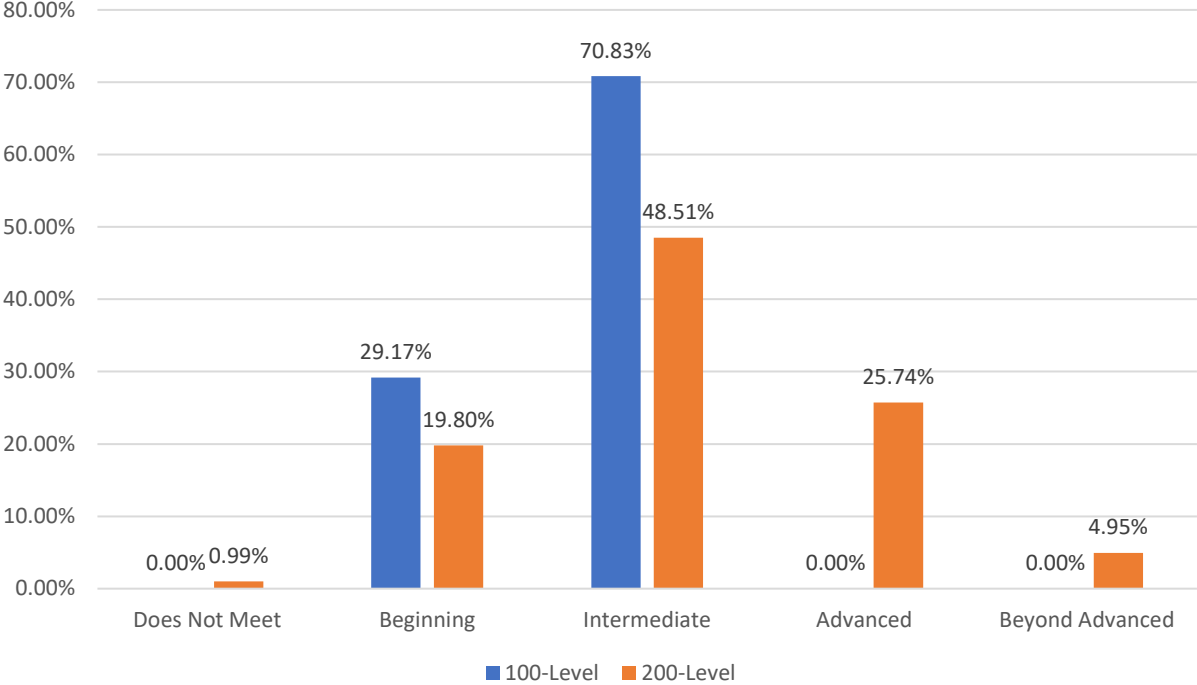




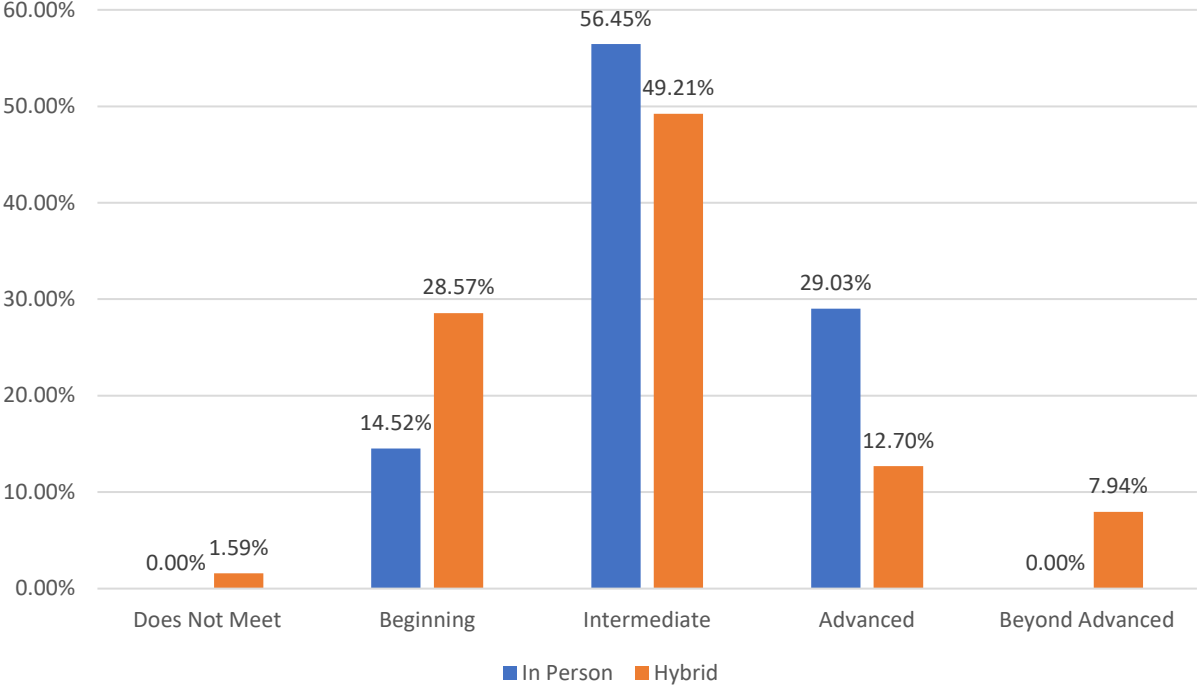
Outcome Assessed SLO 4: Students will reflect on their own identities within structures of power as they reflect on ways to foster a more just, equal, and inclusive society.



U.S. Identities and Difference SLO 4 By Level



U.S. Identities and Difference SLO 4 By Modality



Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students use history as a lens to analyze and explain the world (particularly given their presentism).
- How to integrate self-reflection into courses.

Faculty who either formally or informally assessed student improvement over the course saw improvement in students' skills and knowledge.

Faculty had a question about the Advanced criteria for SLO 3, specifically what the language of "shifts and flexibility" means. A faculty commented that, in relation to SLO 4, students might be able to create a plan to foster a more just, equal, and inclusive society without assessing their own level of privilege.

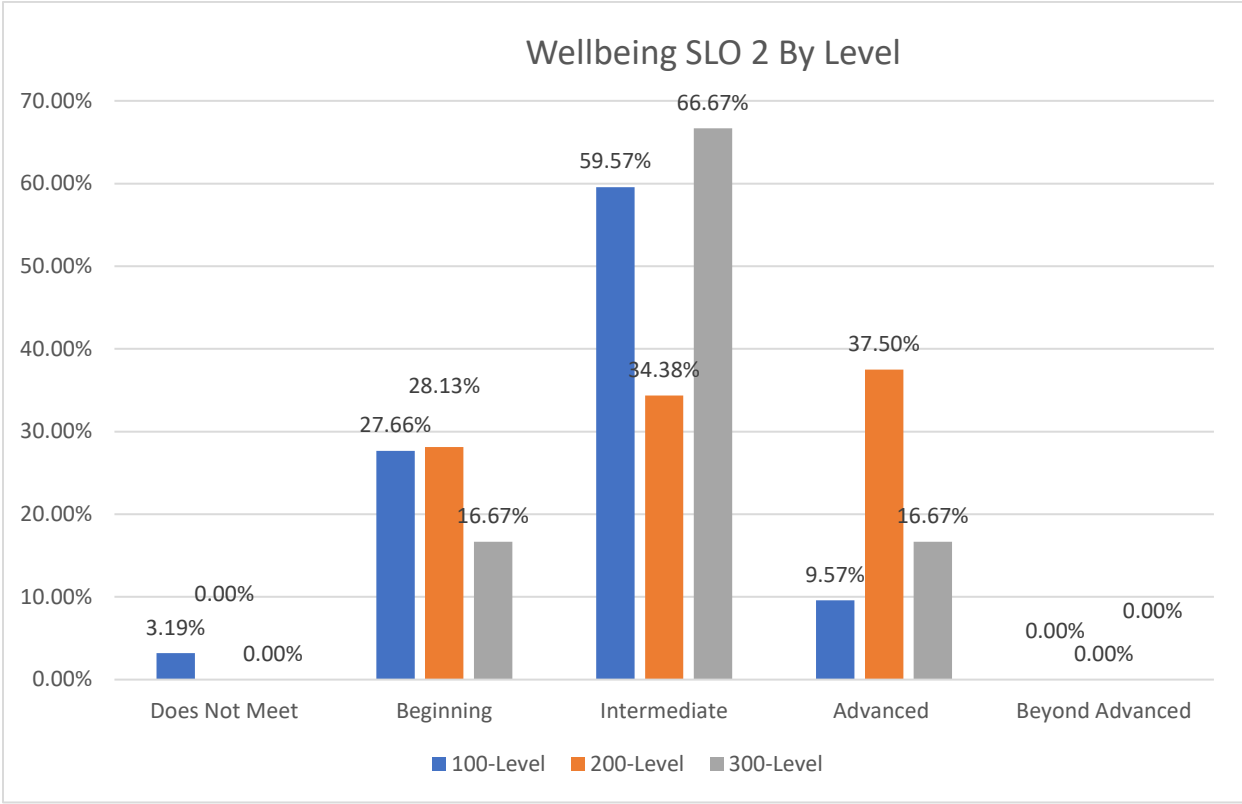
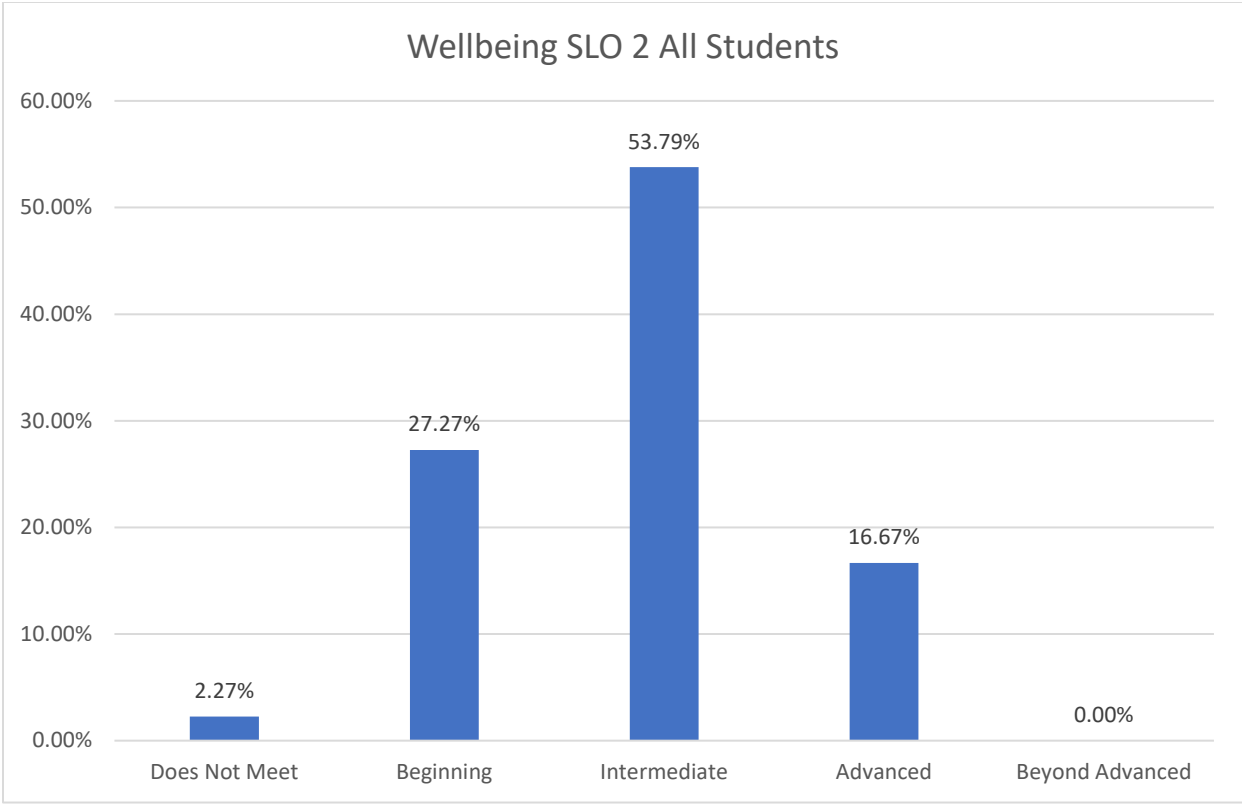
Wellbeing

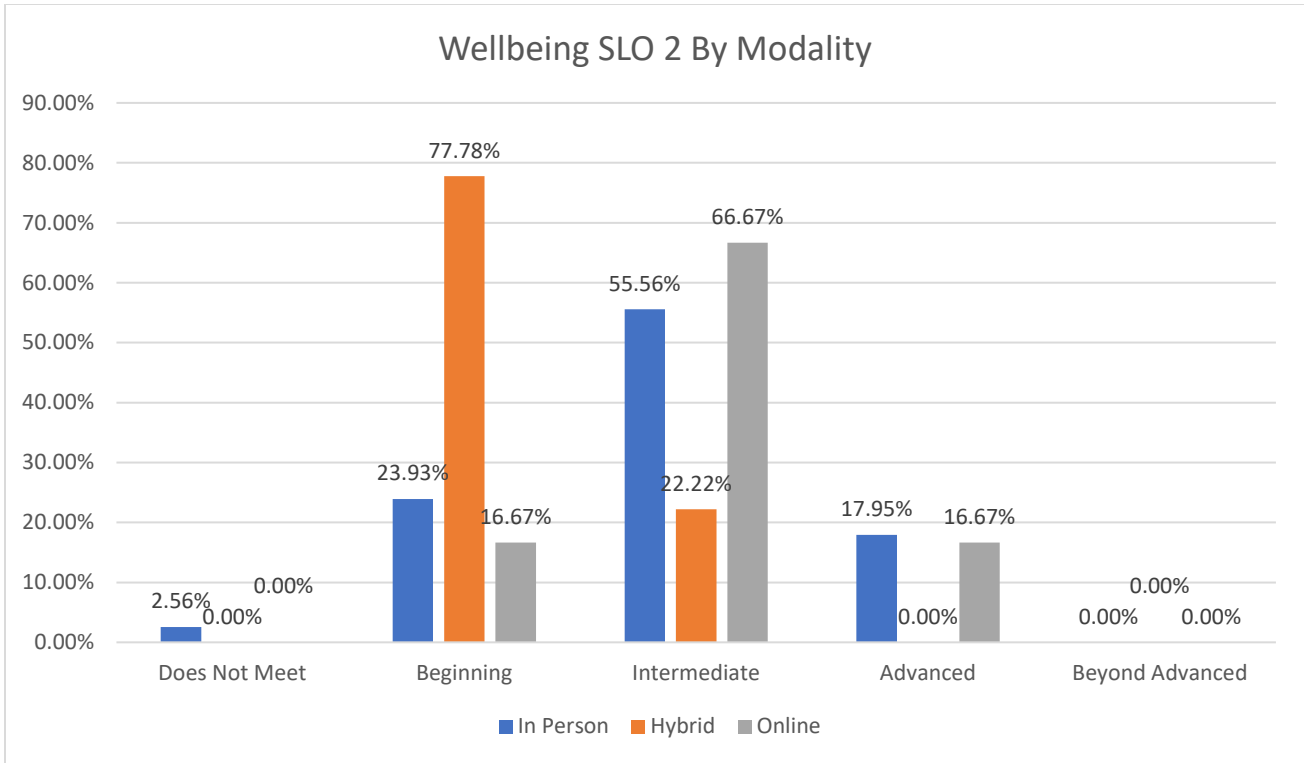
Faculty teaching eight out of sixteen Wellbeing courses returned reports. As noted below, the majority (greater than 97%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses ⁷	Percentage of Reported Wellbeing Courses	Number of Reported Wellbeing Students	Percentage of Reported Wellbeing Students
HES	4	50.00%	57	43.18%
COM	1	12.50%	25	18.94%
E/M	1	12.50%	24	18.18%
T/D	2	25.00%	26	19.70%

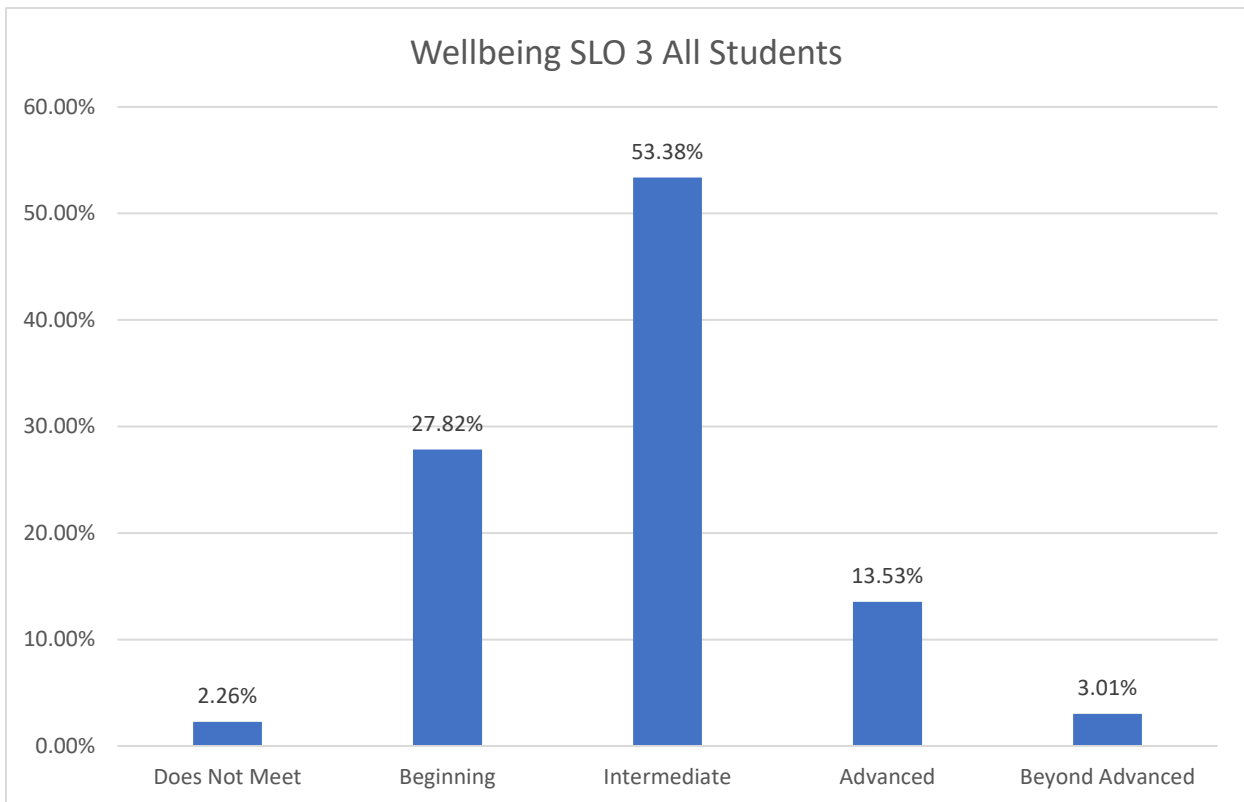
Outcome Assessed SLO 2: Students will analyze enduring and contemporary challenges that stem from at least one dimension of wellbeing.

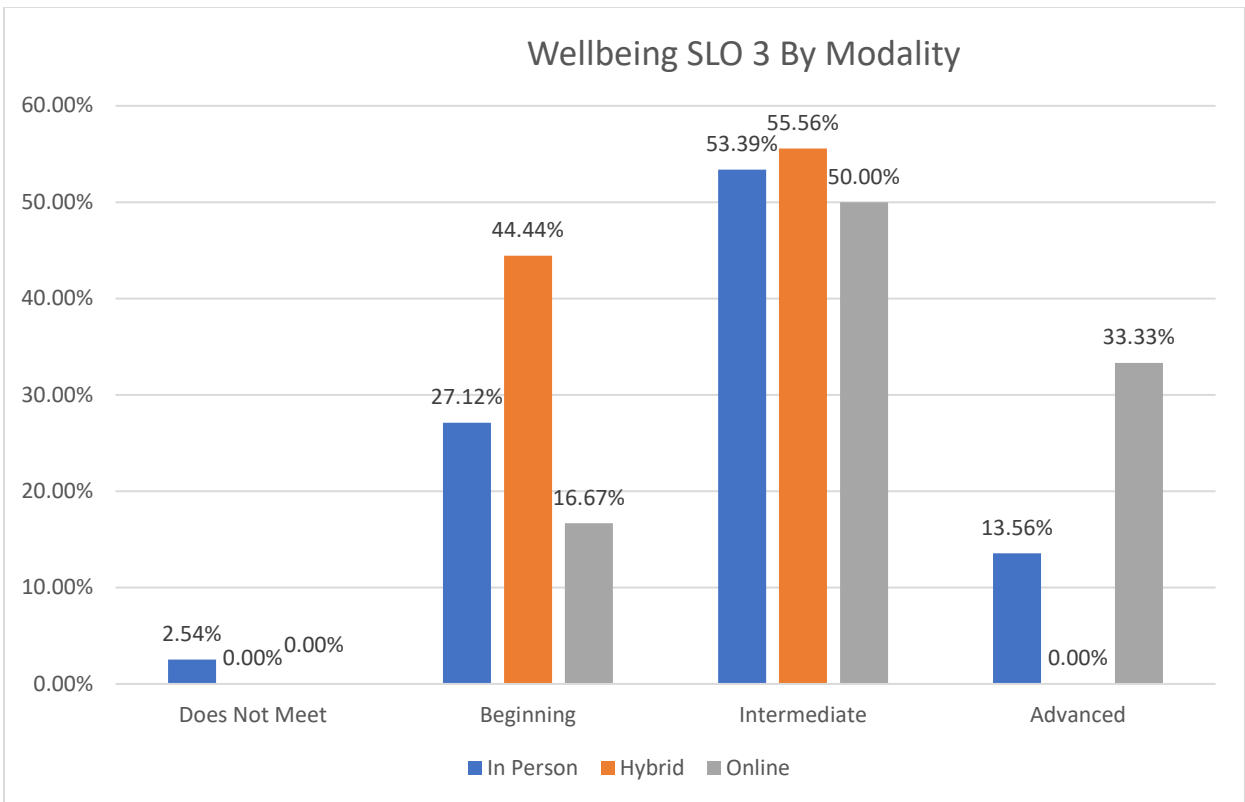
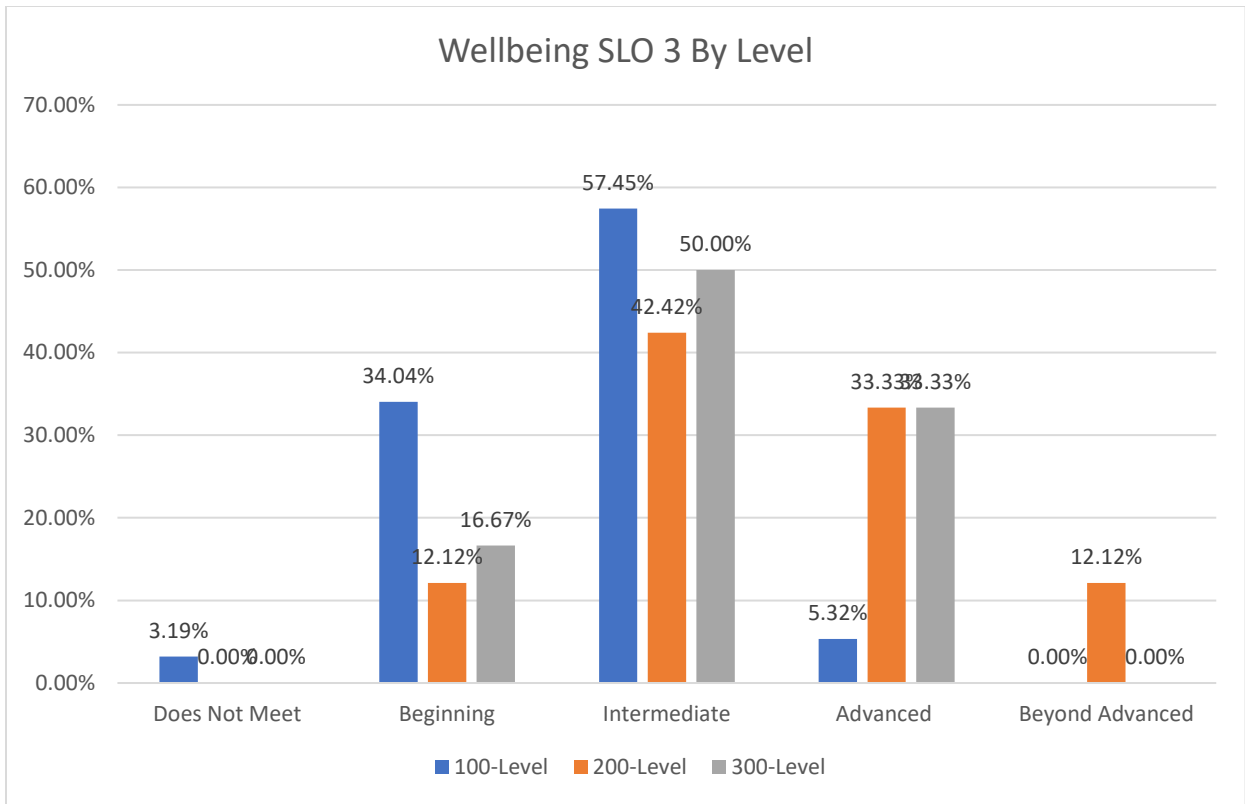
⁷ Courses are defined as discrete courses (not sections) taught by the same professor.





Outcome Assessed SLO 3: Students will explore their individual wellbeing using a multidimensional perspective.





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

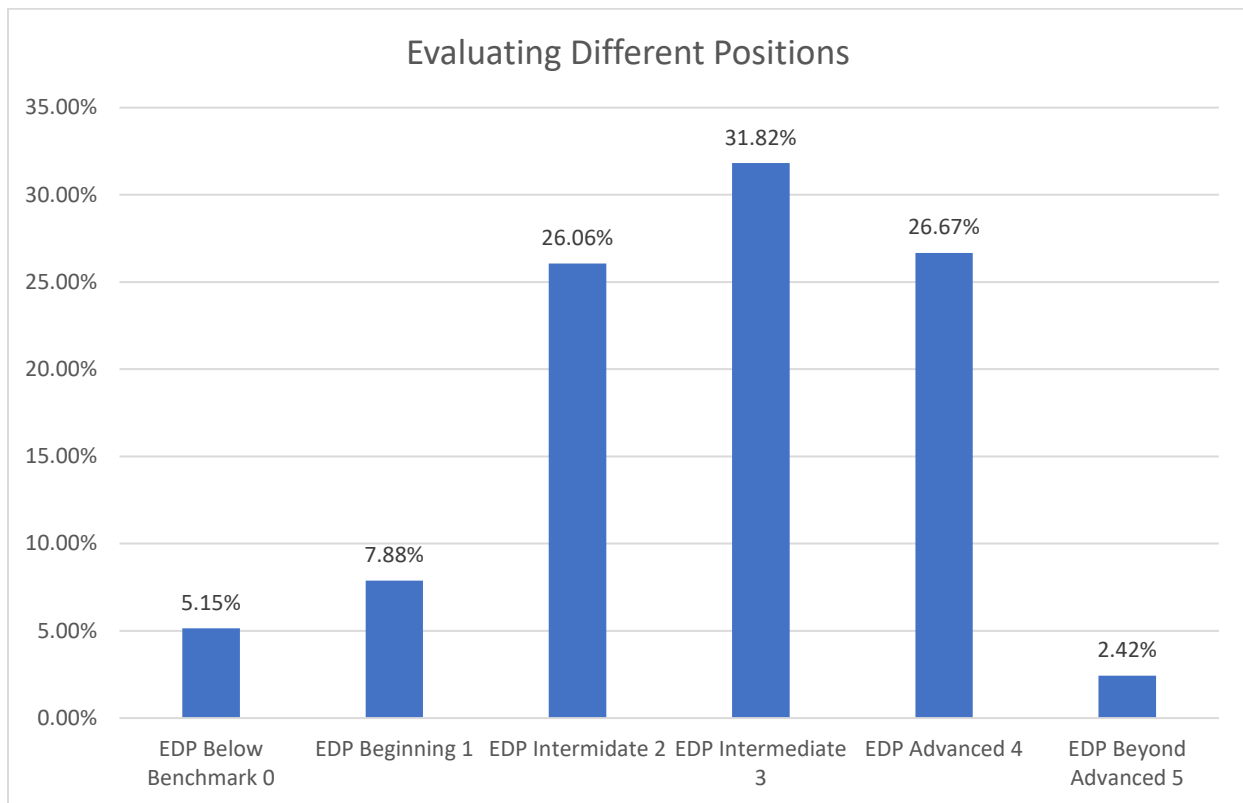
- Creating assignments for assessment.
- Some faculty noted that their classes were particularly challenging when normal in-person teaching is interrupted.

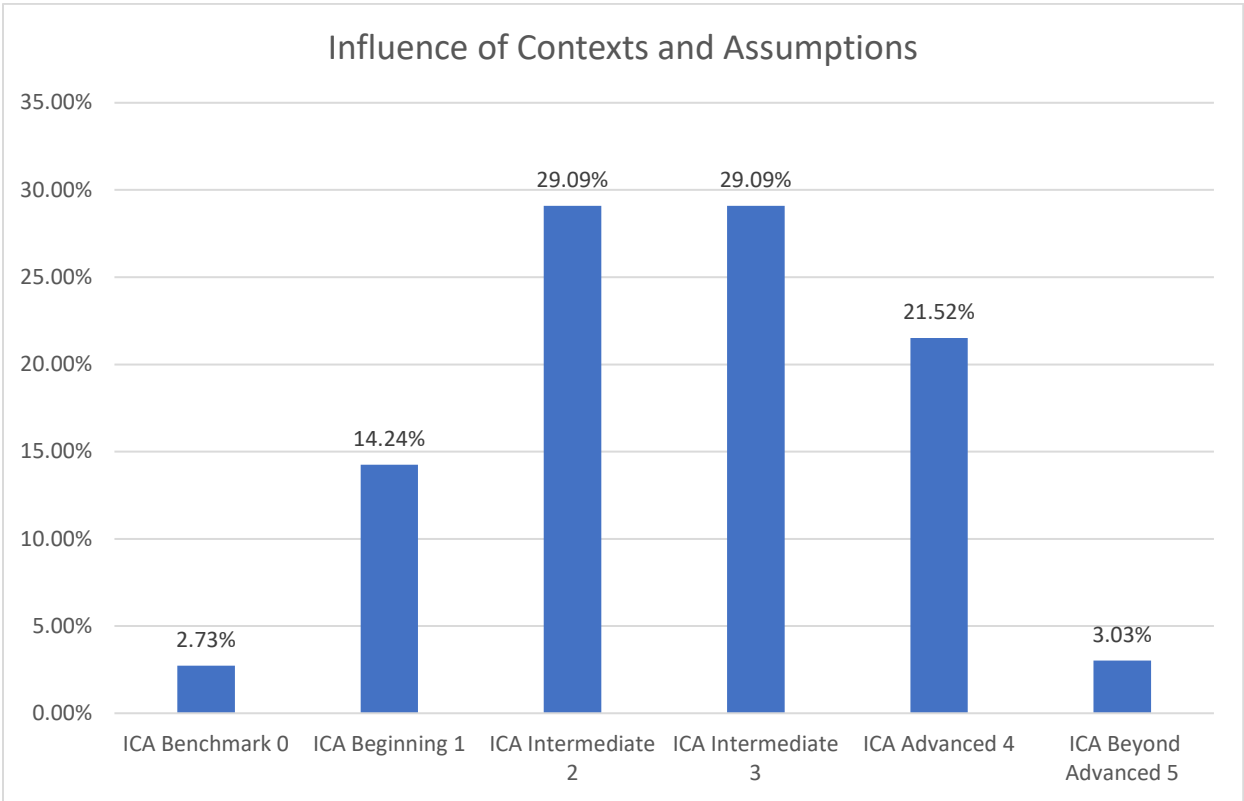
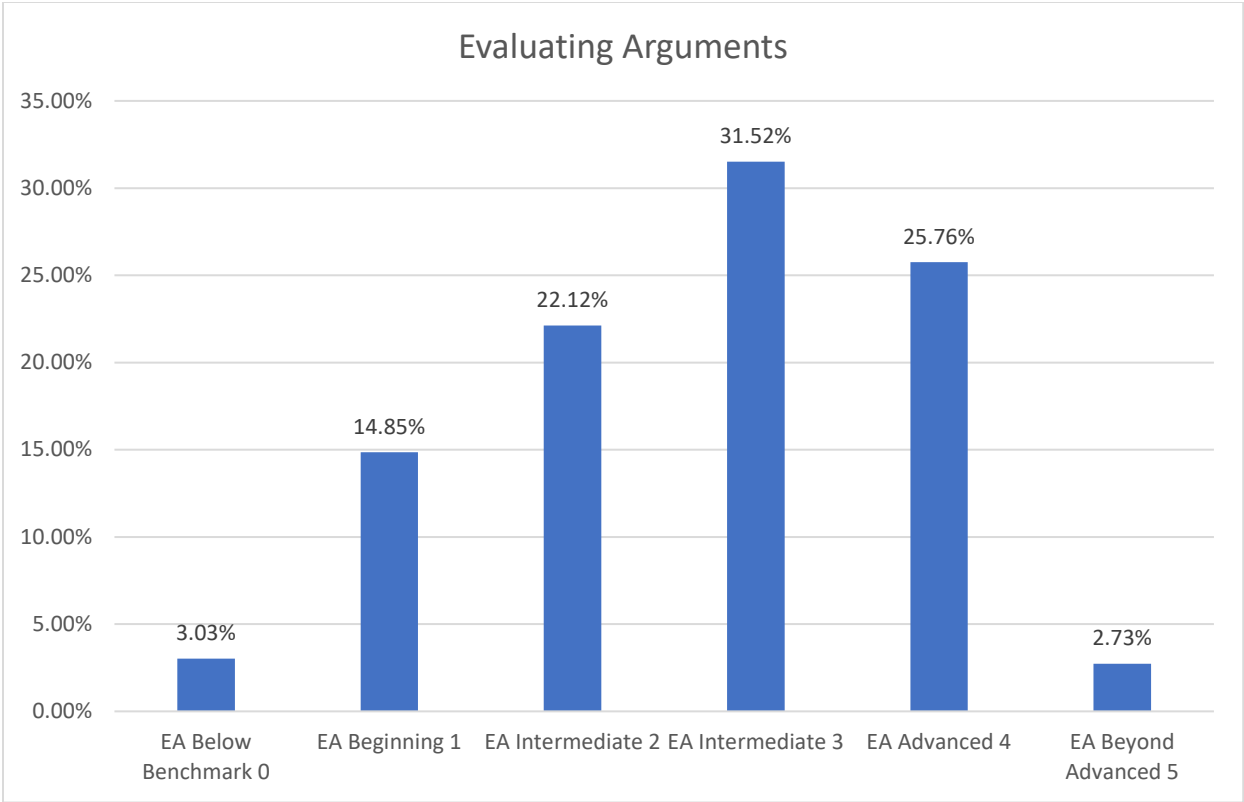
Faculty who either formally or informally assessed student improvement over the course saw improvement in student skills. A couple faculty noted that students are familiar with the concept of Wellbeing, but not sure how to think about it critically or develop strategies to improve it.

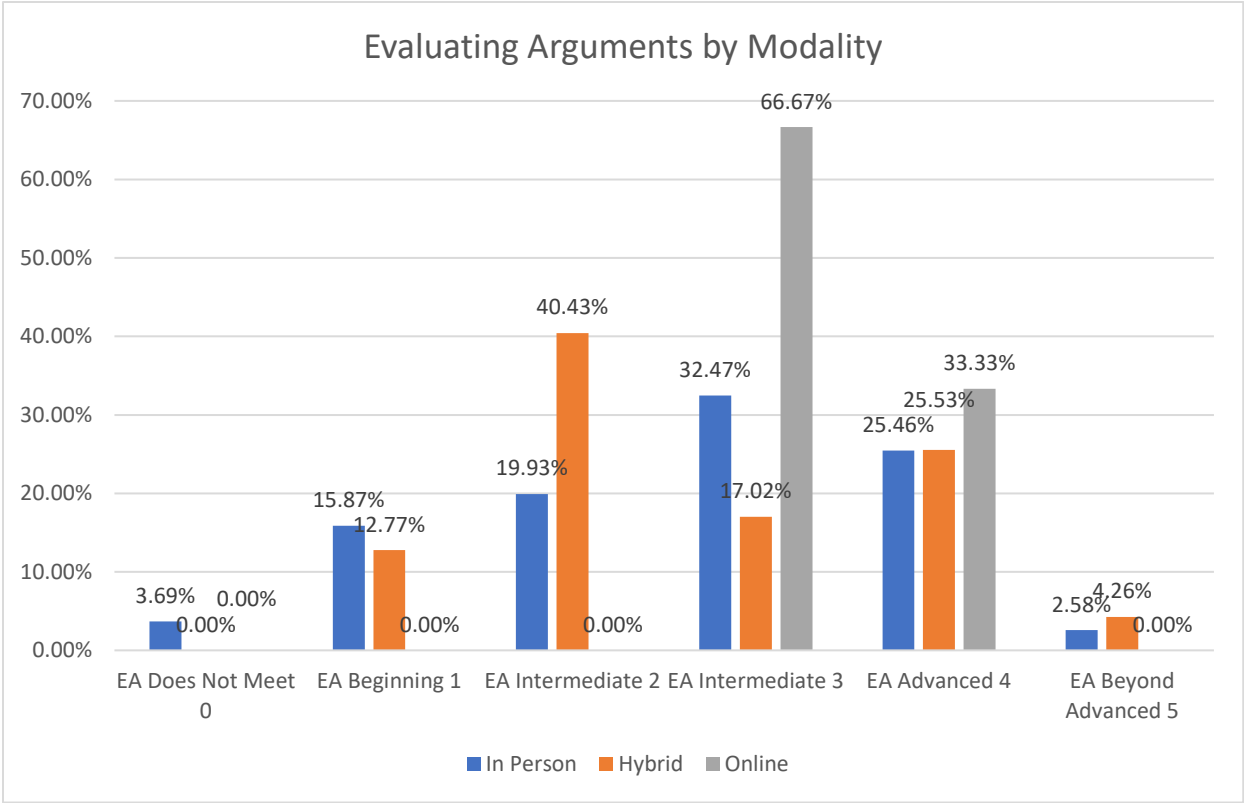
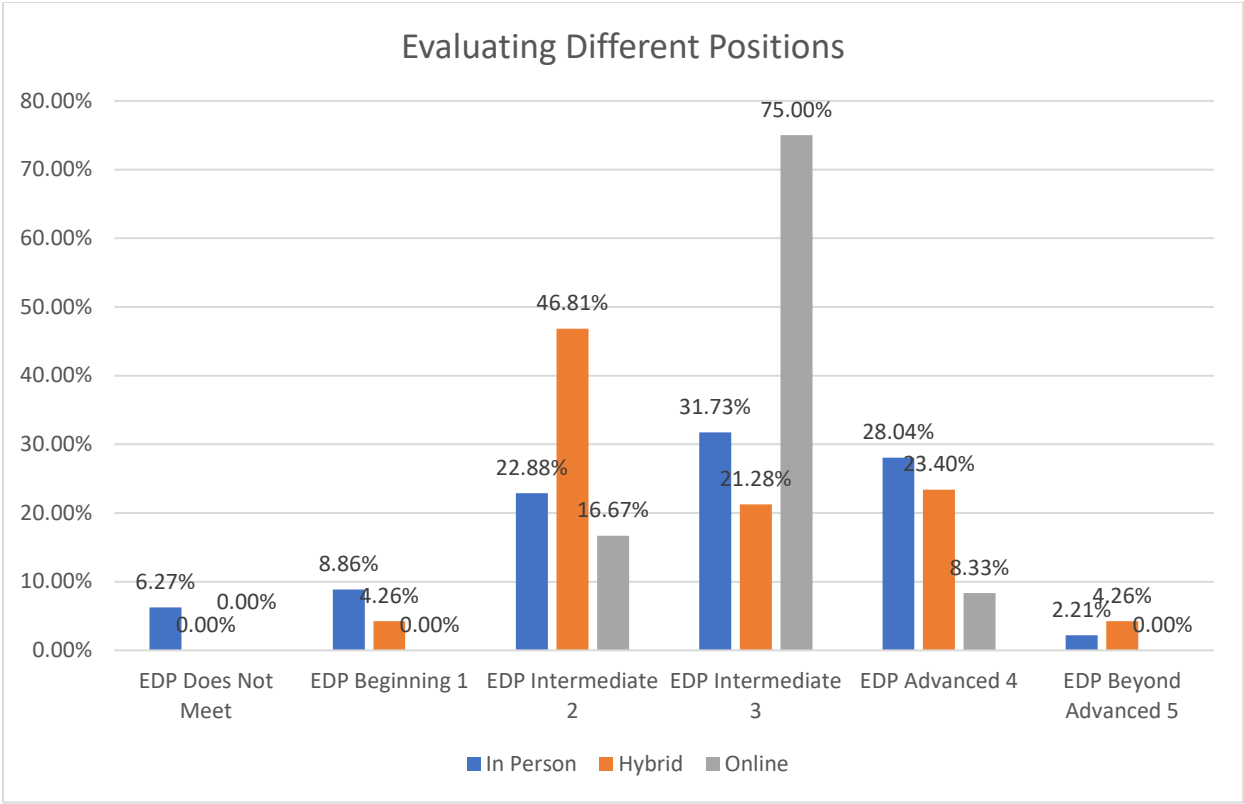
First Term Seminar

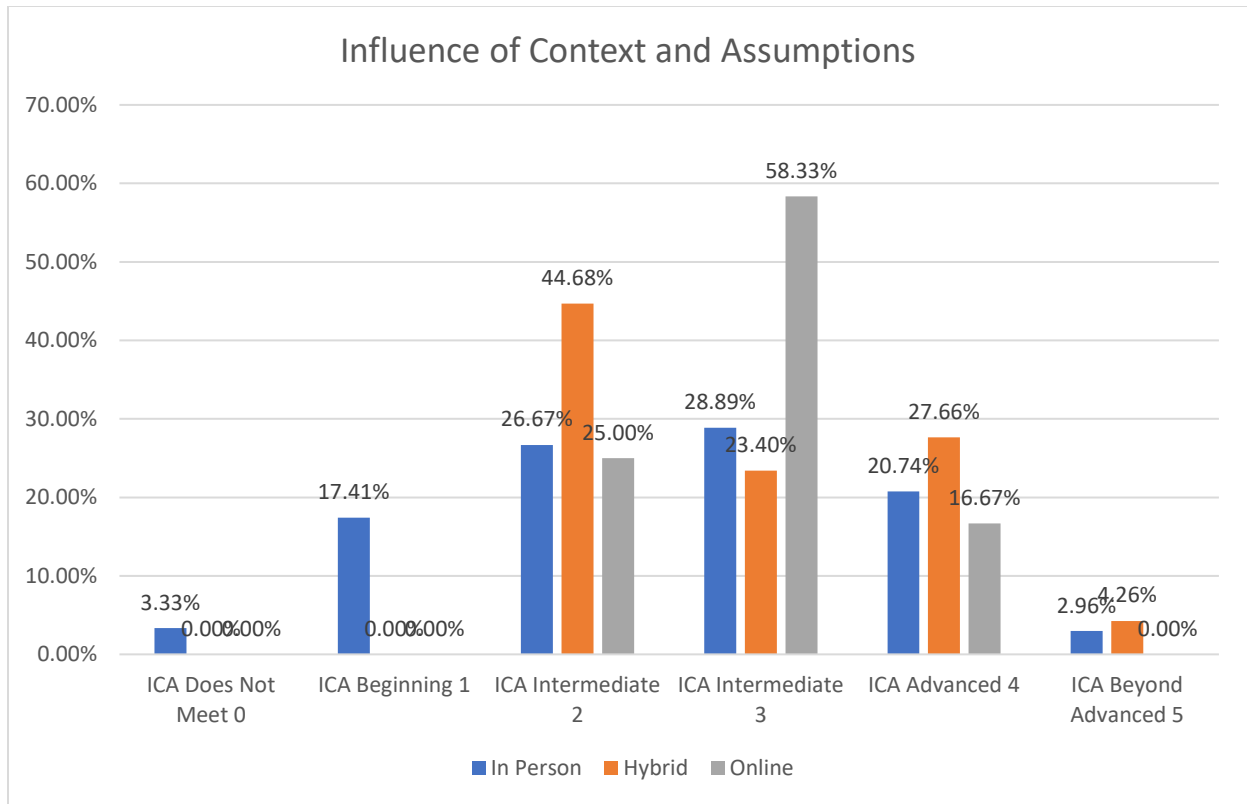
Faculty teaching twenty-two out of twenty-eight FTS courses returned reports. This year, FTS faculty evaluated the Critical Thinking SLO using a rubric with three lines. The vast majority of students achieved at least a “Beginning” on each line of the rubric (over 94%, over 96%, and over 97%).

Outcome Assessed Critical Thinking SLO: Students will evaluate arguments and their underlying assumptions from multiple perspectives.









Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Teaching about assumptions.
- Working on specific writing mechanics like paragraphs.

Faculty who either formally or informally assessed student improvement over the course saw improvement in students skills.

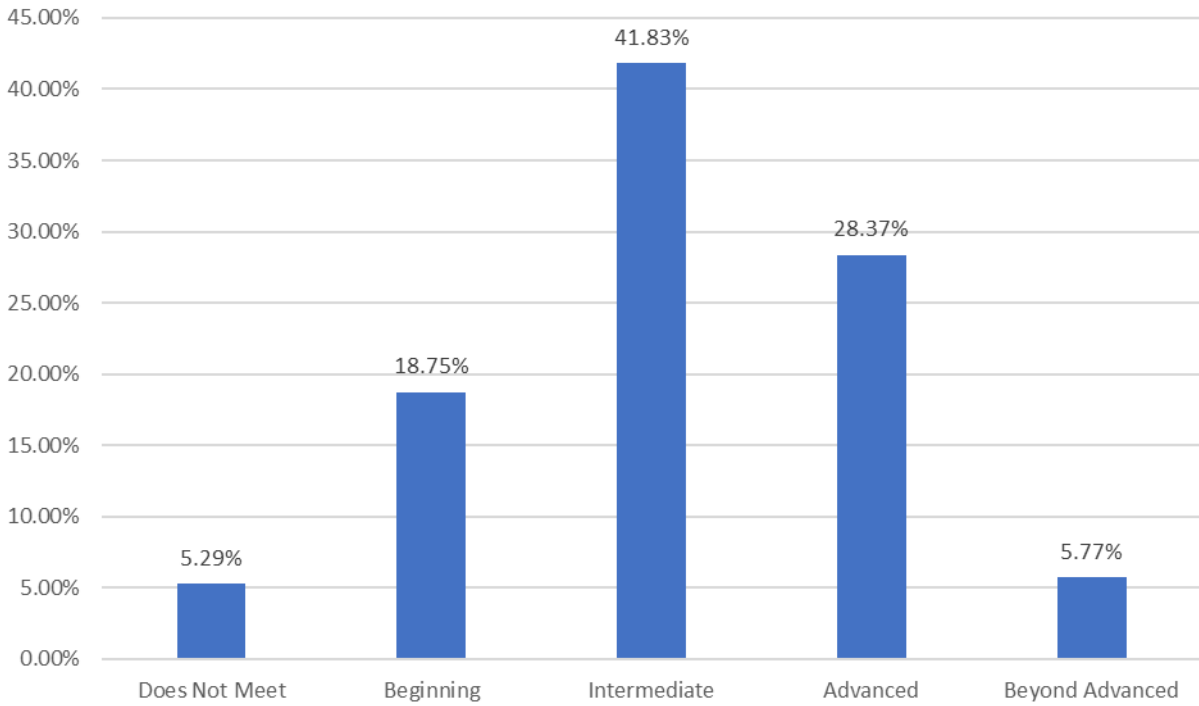
Some faculty reported finding the rubric confusing and difficult to use. Others said it was clear.

Writing and Information Literacy

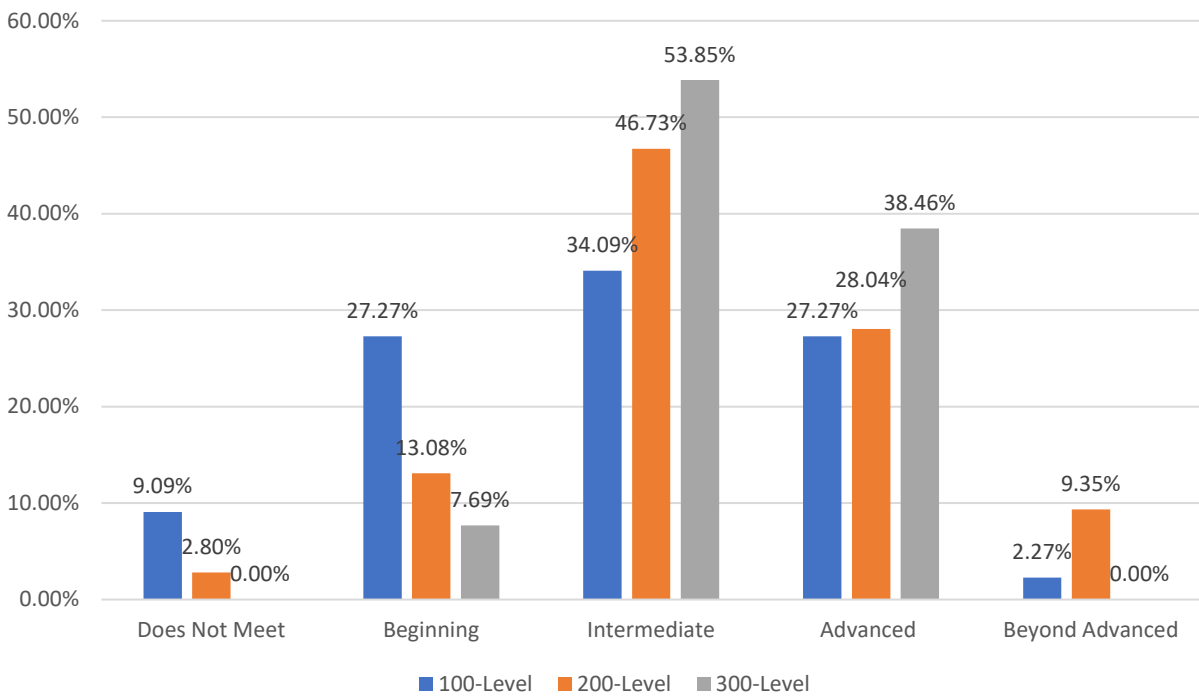
Faculty teaching eight out of nine courses returned reports (COM 120 turned in one report for three sections). As noted below, the majority (greater than 94%) of students achieved at least a “Beginning” on the rubric.

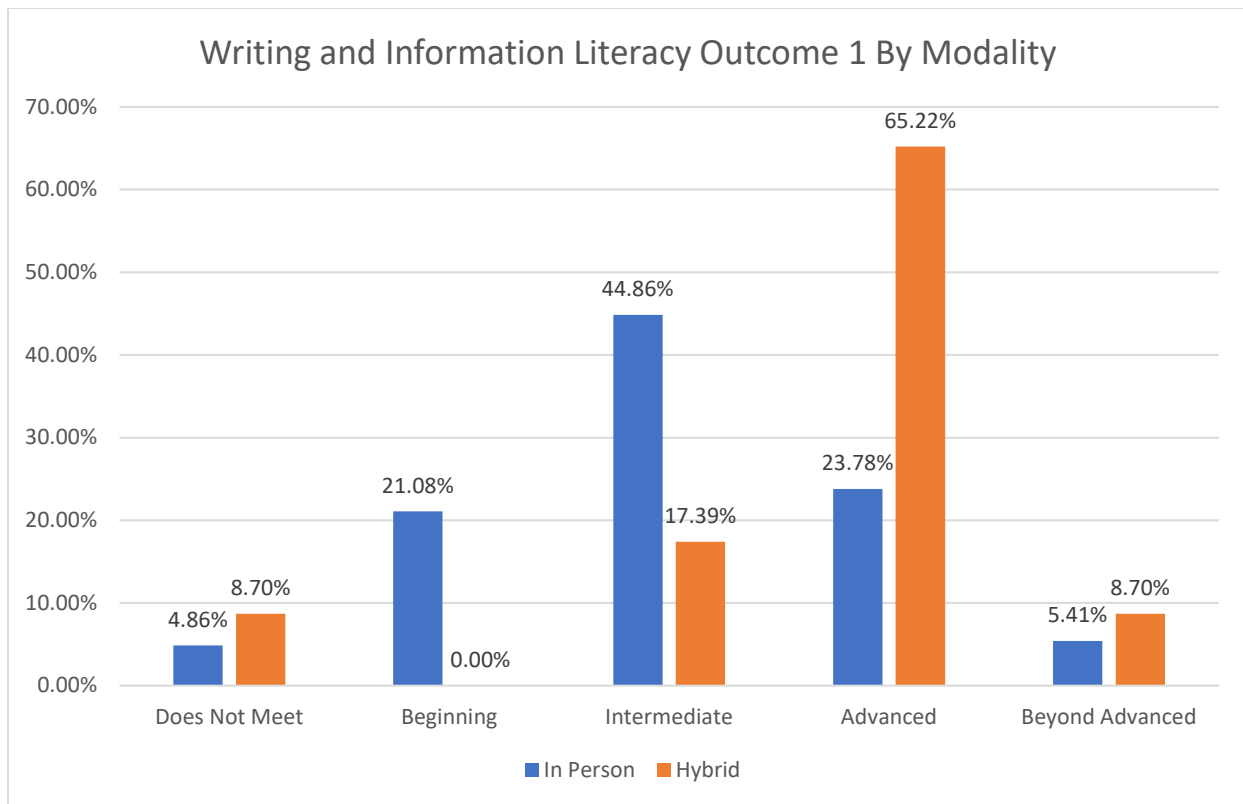
Outcome Assessed SLO 1: Students distinguish and evaluate different forms of information and analyze the arguments that such information supports.

Writing and Information Literacy Outcome 1 All Students



Writing and Information Literacy SLO 1 By Level





Faculty identified the following as issues or concerns they might want to discuss with colleagues:

- Helping students what constitutes an appropriate source and how to distinguish an acceptable starting place for research (e.g. Wikipedia) from a reliable source in a paper.

Faculty who either formally or informally assessed student improvement over the course saw improvement in student skills, although some noted continuing weaknesses in working with sources.

Other Areas

This year, faculty teaching WRITD courses are filling out a survey that will help with faculty development. We are assessing WRITD using this indirect method because WRITD courses are not required (although they can count toward students' four WRIT courses) and because they are, by design, particular to disciplines, making it difficult to create a meaningful rubric. Thirty-eight out of sixty faculty teaching WRITD courses turned in their reports.

Since we only had one Challenge Seminar this fall, I will include that data in the Spring report.

Next Steps

We will follow-up these reports in the following ways:

1. The faculty director of assessment will work with the Provost's Office to find forums in which faculty teaching general education courses can discuss pedagogy.

2. We will continue to gather critiques of the rubrics and will make changes based upon that feedback.

Executive Summary Prepared by Sarah Ruble, Faculty Director of Assessment

Note on Modalities

I have included a breakdown of student achievement by modality and course level in this report. As long as Gustavus offers multiple modalities, we will want to track differences in student success based on modality. A word of caution however: we do not have a lot of data. As you can see from the number of students listed for each level and modality, some modalities did not have any students and some had very few. At this point, this is not actionable data, but it is data we will collect as long as we have multiple modalities so that we can aggregate it and look at trends over time.

Fall 2021 Arts																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person (n=681)	0.29%	10.13%	48.60%	32.16%	8.81%	681		In Person	0.37%	11.99%	36.33%	43.82%	7.49%	267		In Person	0.00%	4.00%	28.00%	48.00%	20.00%	25
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	6.90%	0.00%	27.59%	44.83%	20.69%	29		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	10.53%	21.05%	47.37%	21.05%	0.00%	19		Online	0.00%	0.00%	28.57%	71.43%	0.00%	7		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 HBSI																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person	2.01%	10.55%	60.80%	21.61%	5.03%	199		In Person	4.26%	14.89%	48.94%	27.66%	4.26%	47		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	0.00%	0.00%	100.00%	0.00%	0.00%	63		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	1.98%	75.25%	8.91%	13.86%	0.00%	101		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 Humanities																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person	1.94%	48.84%	18.60%	21.32%	9.30%	258		In Person	4.10%	11.48%	42.62%	34.43%	7.38%	122		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	1.67%	0.00%	31.67%	66.67%	0.00%	60		Hybrid	5.41%	2.70%	59.46%	16.22%	16.22%	37		Hybrid	0.00%	27.78%	38.89%	16.67%	16.67%	18
Online	20.59%	23.53%	26.47%	29.41%	0.00%	34		Online	16.67%	0.00%	12.50%	20.83%	50.00%	24		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 Natural Sciences																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person	11.90%	47.62%	19.05%	21.43%	0.00%	42		In Person	0.00%	8.82%	32.35%	58.82%	0.00%	34		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	3.57%	0.00%	46.43%	42.86%	7.14%	28		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 Theological Studies																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person	6.67%	40.00%	30.00%	23.33%	0.00%	30		In Person	1.47%	23.53%	50.00%	22.06%	2.94%	68		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	4.17%	0.00%	45.83%	50.00%	0.00%	48		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	0.00%	40.00%	20.00%	40.00%	0.00%	30		Online	0.00%	0.00%	74.07%	25.93%	0.00%	27		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 Global Affairs and Cultures SLO 2																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	# Students
In Person	0.97%	9.66%	36.71%	32.37%	20.29%	207		In Person	0.00%	11.90%	52.38%	30.95%	4.76%	42		In Person	0.00%	4.76%	19.05%	66.67%	9.52%	21
Hybrid	8.82%	0.00%	60.29%	29.41%	1.47%	68		Hybrid	0.00%	0.00%	100.00%	0.00%	0.00%	12		Hybrid	0.00%	0.00%	50.00%	36.67%	13.33%	30
Online	25.00%	45.00%	20.00%	10.00%	0.00%	20		Online	0.00%	0.00%	100.00%	0.00%	0.00%	3		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Fall 2021 Global Affairs and Cultures SLO 3																				
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

