
SPRING 2022 GENERAL EDUCATION ASSESSMENT

The following report summarizes reported general education assessment data for Spring 2022. 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.
2. The majority of faculty members teaching in the Challenge Curriculum completed their assessments (62.87% returned their forms). That return rates comes on the last semester of our intensive assessment of almost all of the Challenge Curriculum student learning outcomes (and, of course, on the heels of a global pandemic, years of political upheaval etc. etc.). 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 July 2, 2022.

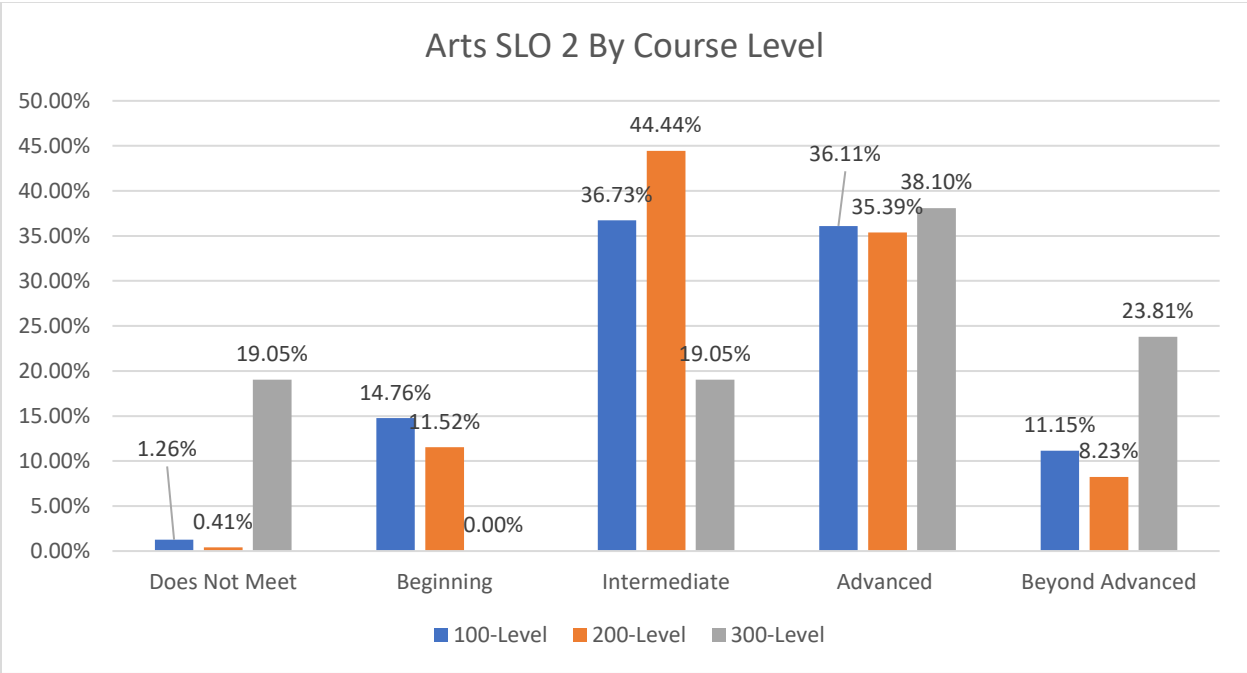
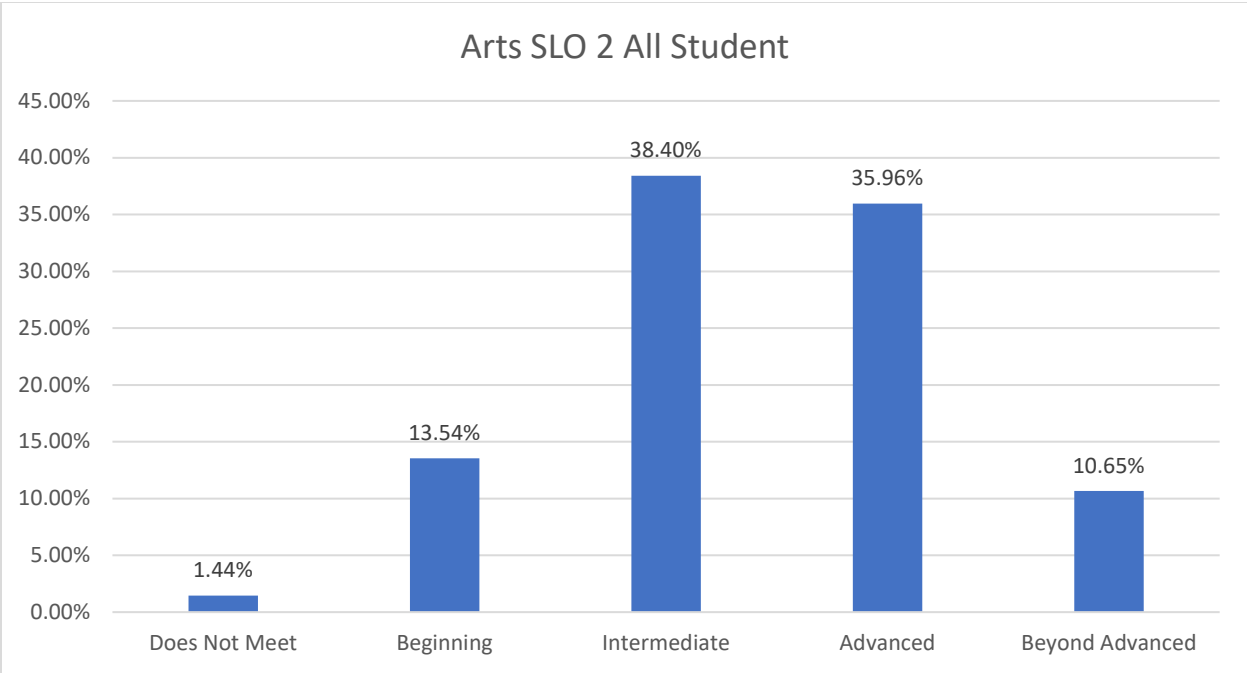
Arts

The vast majority (greater than 98%) of students achieved at least a "Beginning" on the rubric.

Department/Prefix	Number of Reported Courses ¹	Percentage of Reported Arts Courses	Number of Reported Arts Students	Percentage of Reported Arts Students
ART	7	12.07%	112	12.43%
COM	3	5.17%	61	6.77%
CUR	1	1.72%	19	2.11%
MUS	40	68.97%	617	68.48%
T/D	7	12.07%	92	10.21%

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

¹ 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:

- Encouraging students to take lessons seriously, particularly when they are over-committed (sometimes to too many ensembles).
- Thinking about effort and experiment based grading that values time spent and attempts made over quality (instructor found that this kind of grading seemed to make students more willing to experiment).
- The band area faculty had success with their assignments for this assessment and would be interested in sharing with others.
- Assessing students who are high on one area of the rubric and low on another.

As was true in the Fall, 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).

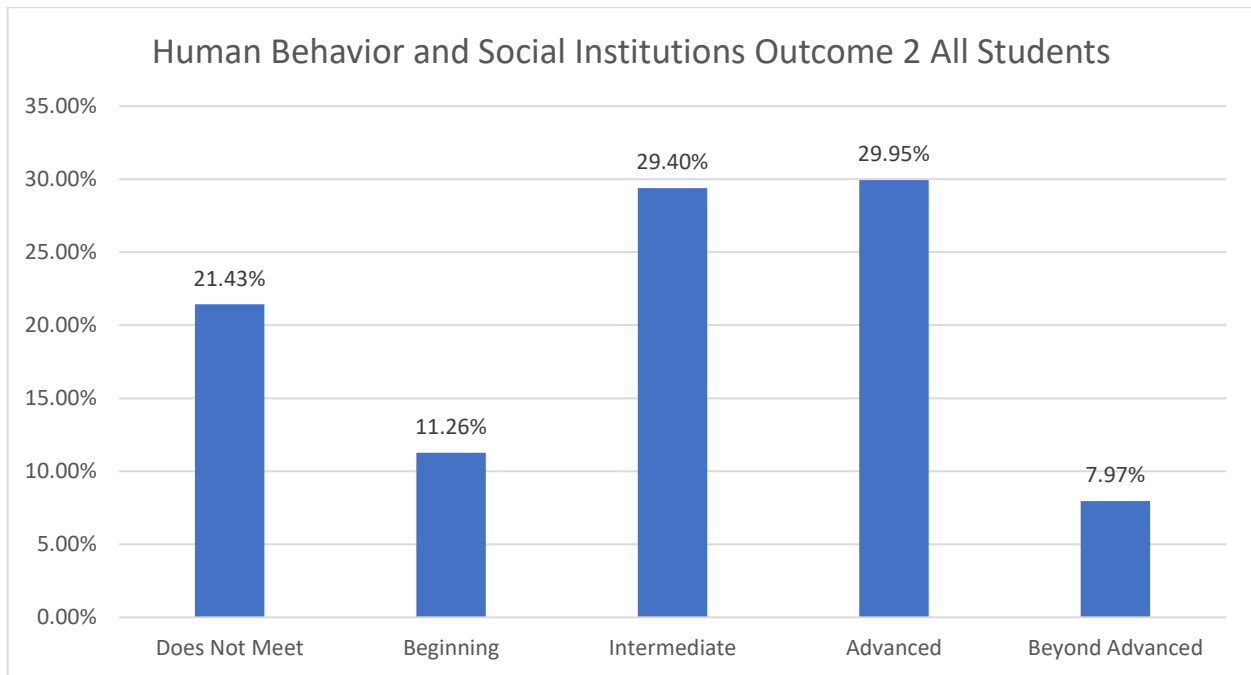
One faculty member thought that the difference among emerging, clear, and original in the rubric needed clarifying. Another wondered how to think about courses in which the instructor is the only audience.

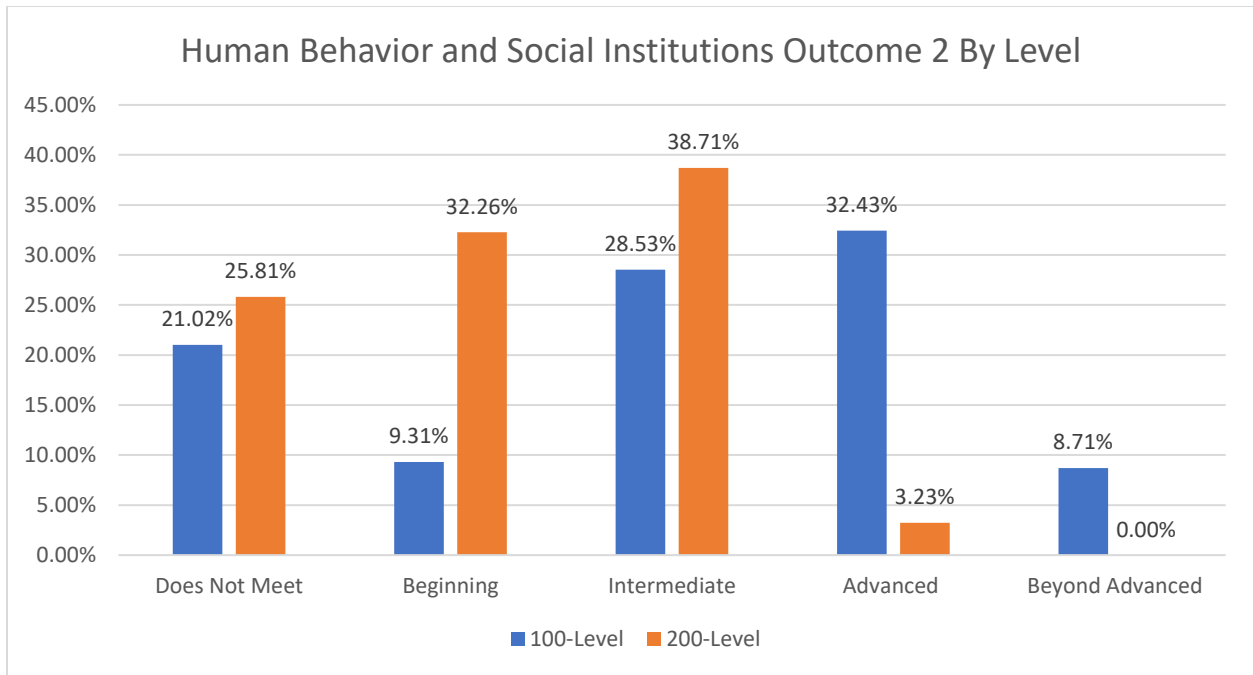
Human Behavior and Social Institutions

In Spring 2022, the majority of students (79%) achieved at least a “Beginning” on the rubric. While still a majority, this number is significantly lower than in previous assessment. The assessment director will follow-up to see if this was a matter of student learning, challenges with the rubric, or other issue.

Department/Prefix	Number of Reported Courses	Percentage of Reported HBSI Courses	Number of Reported HBSI Students	Percentage of Reported HBSI Students
COM	1	11.11%	17	4.67%
E/M	2	22.22%	79	21.70%
POL	1	11.11%	27	7.42%
PSY	2	22.22%	97	26.65%
S/A	3	33.33%	144	39.56%

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:

- Students struggling with basic writing skills such as crafting a thesis and using paragraphs.
- Students struggling with using proper sources.
- Students struggling with using analytical concepts.
- Students struggling with putting data into their own words (leading to some “grey area” plagiarism).
- Students not knowing where to find data.
- Knowing how to push students, particularly in the post-Covid era.

Faculty who either formally or informally assessed student improvement over the course of the semester usually noted growth, although most who answered the question did not seem to think the growth had been great.

One faculty member wondered what an assignment that would allow students to meet the “Beginning” category on the rubric would look like. Another wondered how the levels on the rubric relate to the learning expectations for 100, 200, and 300 level courses. Finally, another faculty member thought that the expectation that students collect data was not reasonable for 100-level courses (if by collect we mean generating data).

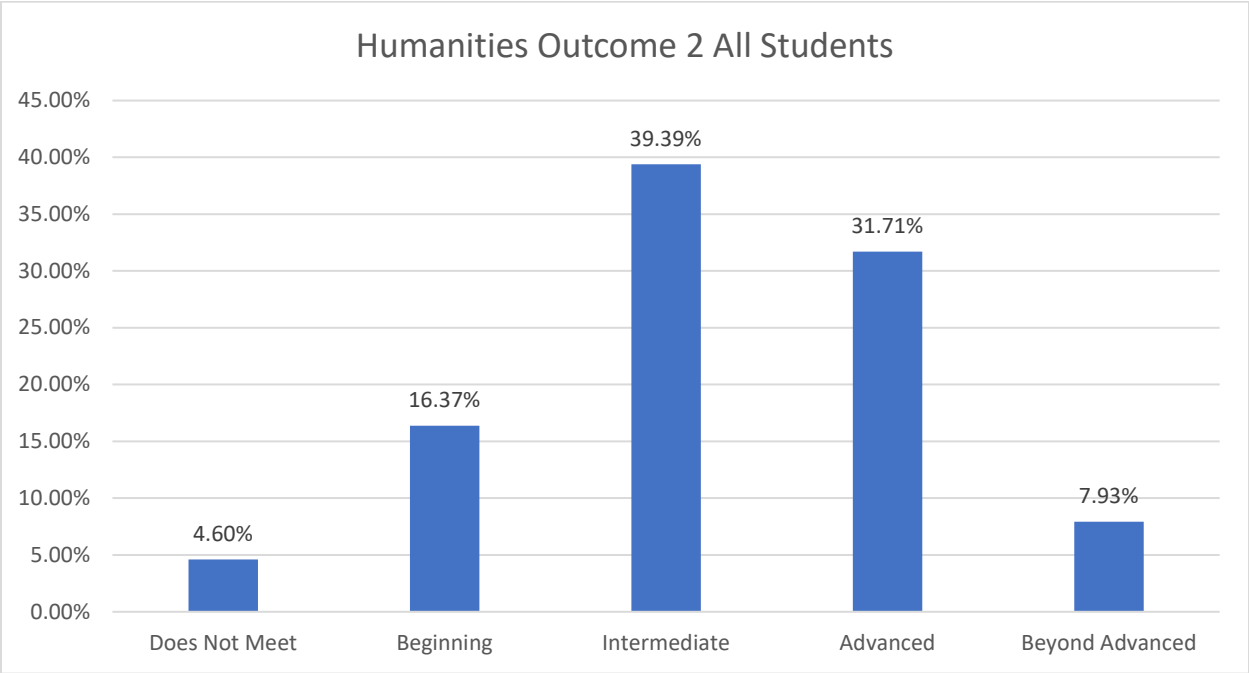
Humanities

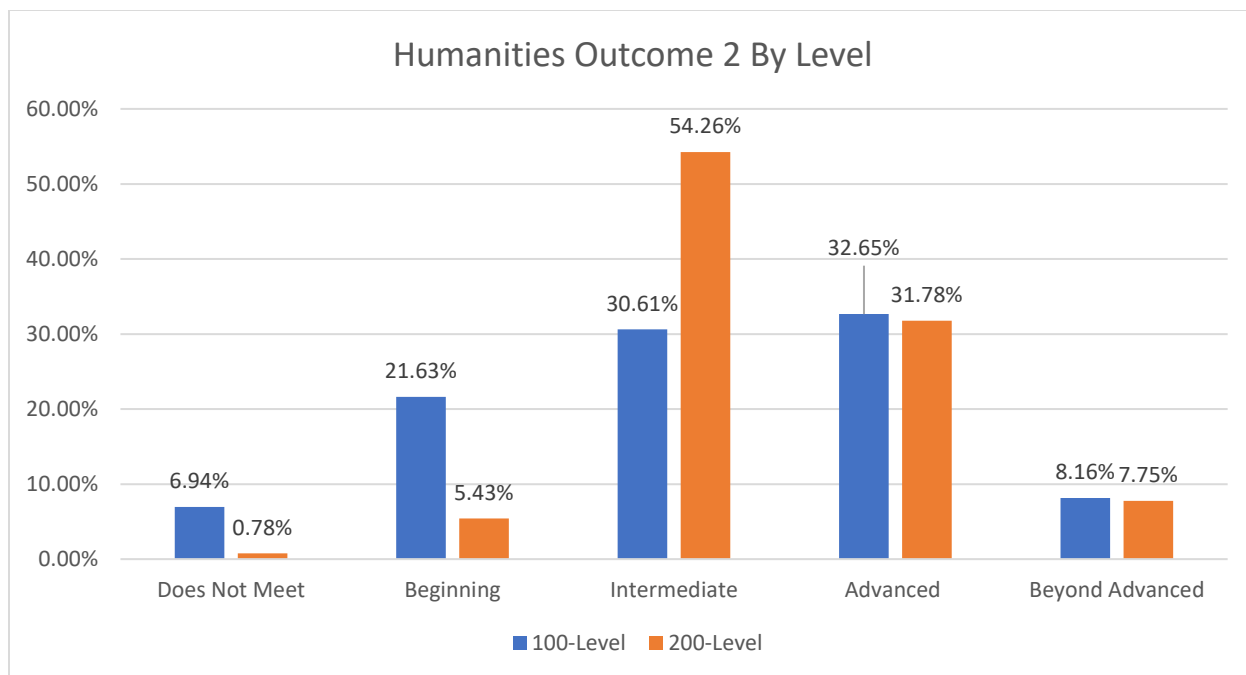
In Spring 2022, the vast majority of students (over 95%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses	Percentage of Reported Humanities Courses	Number of Reported Humanities Students	Percentage of Reported Humanities Students
COM	1	5.26%	58	14.83%
CUR	1	5.26%	26	6.65%
ENG	2	10.53%	32	8.18%

HIS	5	26.32%	93	23.79%
PCS	1	5.26%	14	3.58%
PHI	4	21.05%	65	16.62%
POL	1	5.26%	30	7.67%
REL	2	10.53%	46	11.76%
SCA	1	5.26%	16	4.09%
SPA	1	5.26%	11	2.81%

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 connect context to specific tests.
- Incorporating current events into the course (particularly as that might make preplanned assessment more difficult).
- Hearing how other people teach to and assess the SLO (owing to students not performing well on it).

Faculty who either formally or informally assessed student improvement over the course of the semester noted growth, in some cases substantial growth. Several faculty noted both a range of students (in terms of entering skills or year) and a range of growth.

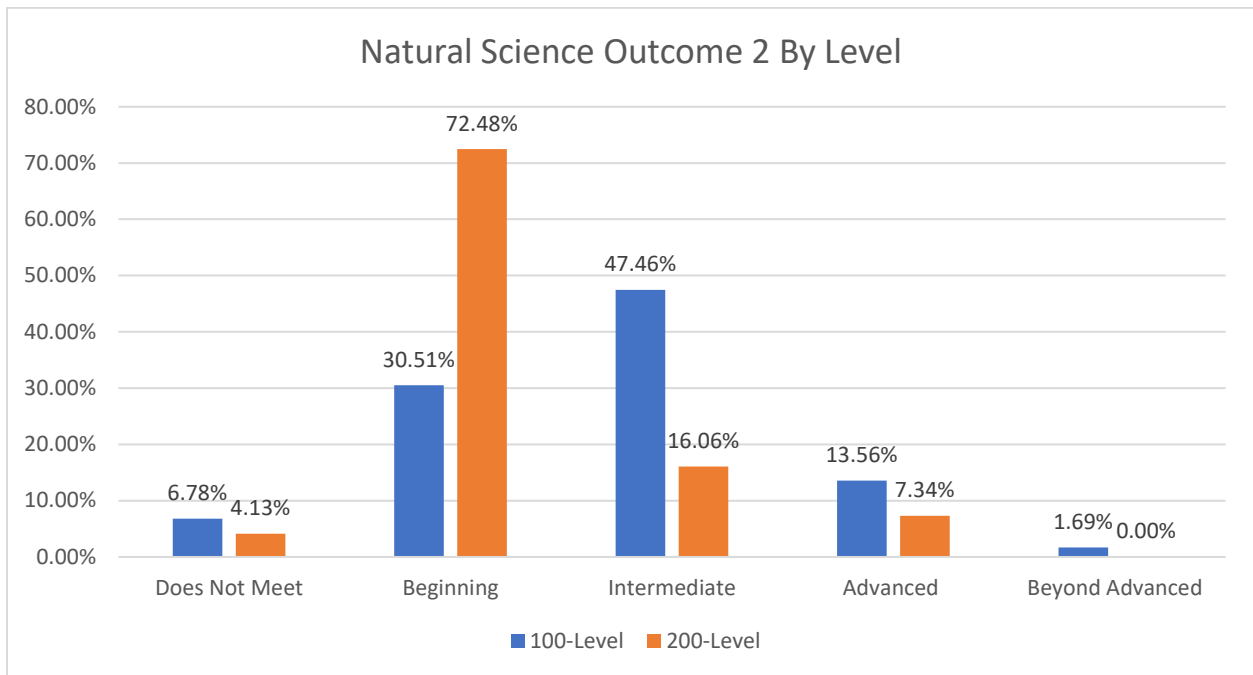
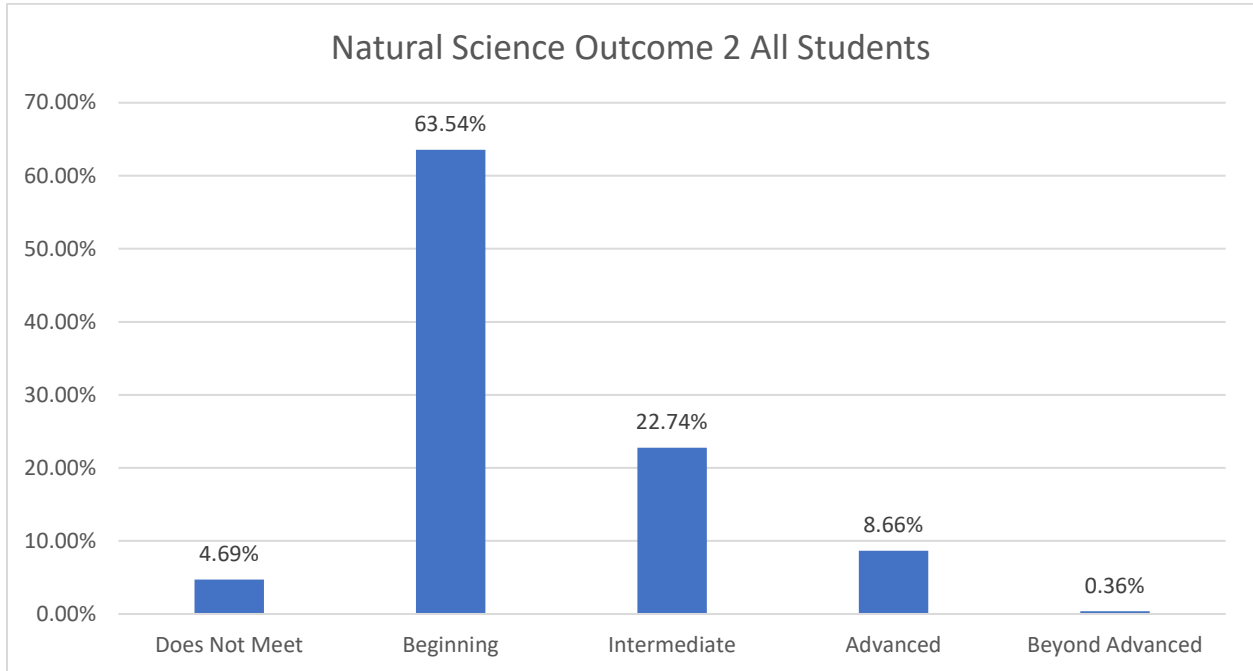
Some faculty raised questions about the rubrics, specifically whether went was meant by raising or generating. One faculty wondered about whether we could show examples of an advanced level assignment or prompt.

Natural Science

In Spring 2022, the vast majority (greater than 95%) 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
BIO	2	40.00%	112	40.43%
GEO	2	40.00%	59	21.30%
HES	1	20.00%	106	38.27%

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:

- Independently assessing gathering data (which at least one faculty member found students do well) and interpreting it (which students did less well).

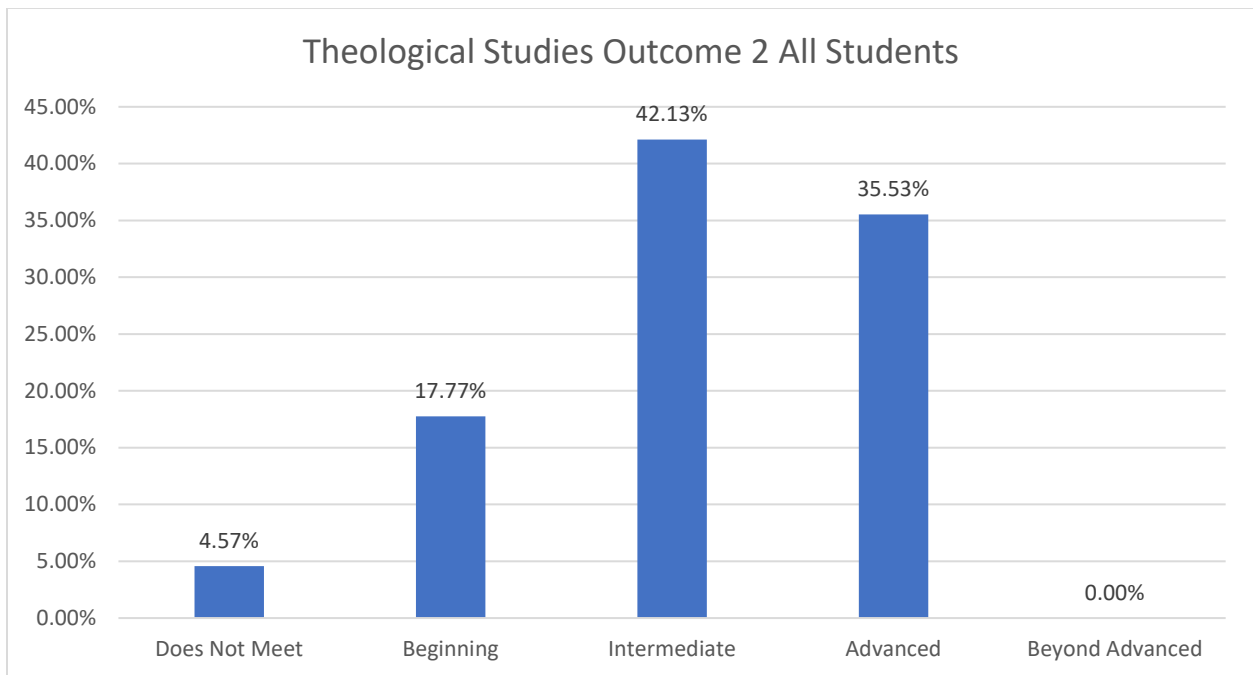
Faculty who either formally or informally assessed student improvement over the course saw improvement, although most suggested it was moderate.

Theological Studies

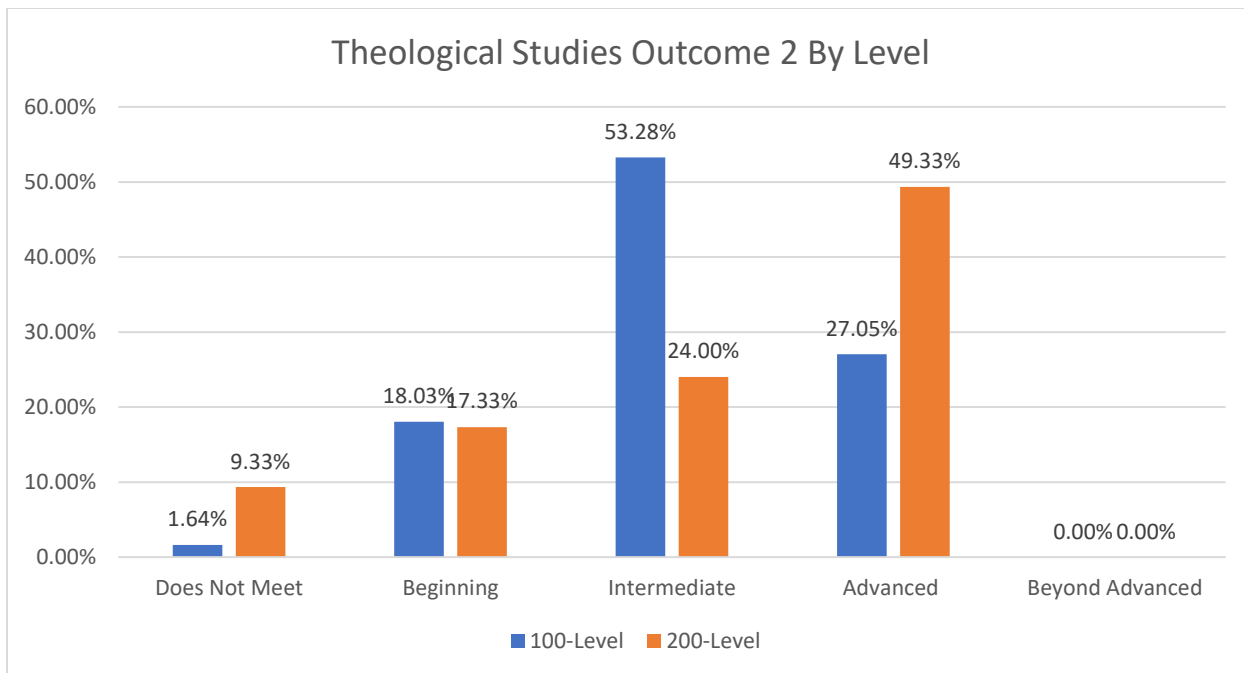
In Spring 2022, the vast majority (greater than 95%) of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ²	Percentage of Reported Theological Studies Courses	Number of Reported Theological Studies Students	Percentage of Reported Theological Studies Students
CUR	1	12.50%	14	7.11%
HIS	1	12.50%	17	8.63%
REL	6	75.00%	166	84.26%

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



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:

- Making reflective writing more meaningful and useful in assessment

Faculty who either formally or informally assessed student improvement over the course saw some improvement.

As in Fall 2022, faculty noted that the rubric assumes a “unidirectional” movement from religious ideas to moral action, although the SLO does not.

Global Affairs and Cultures

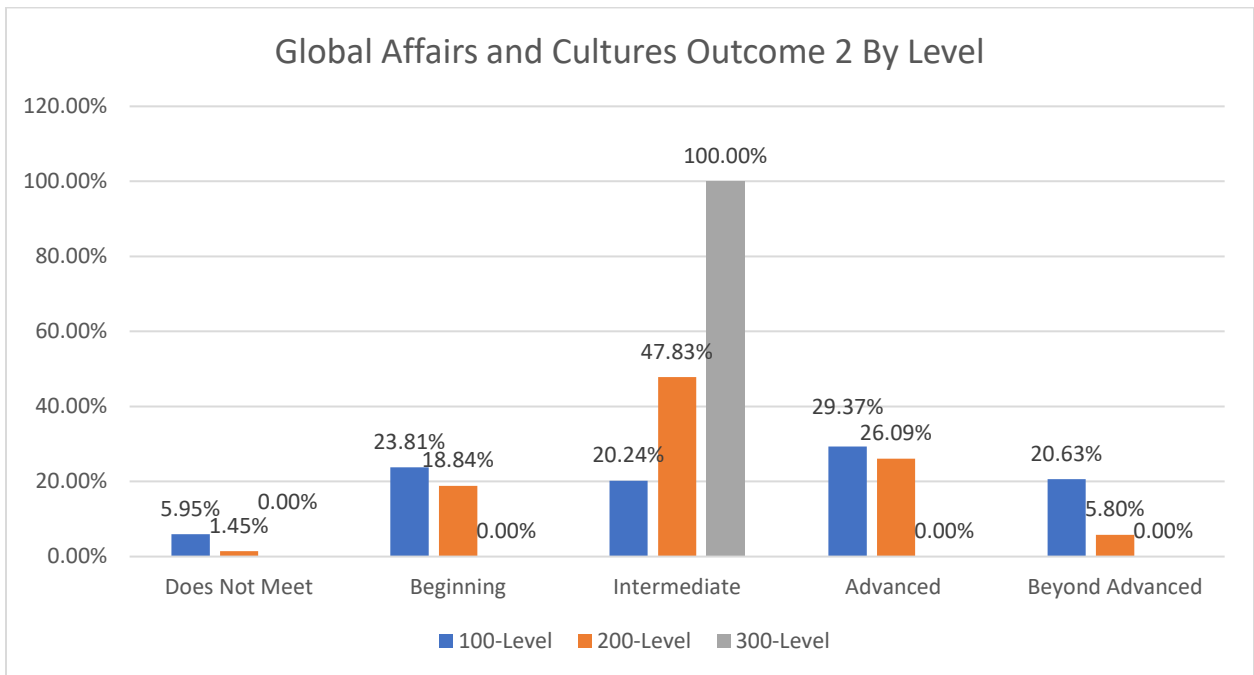
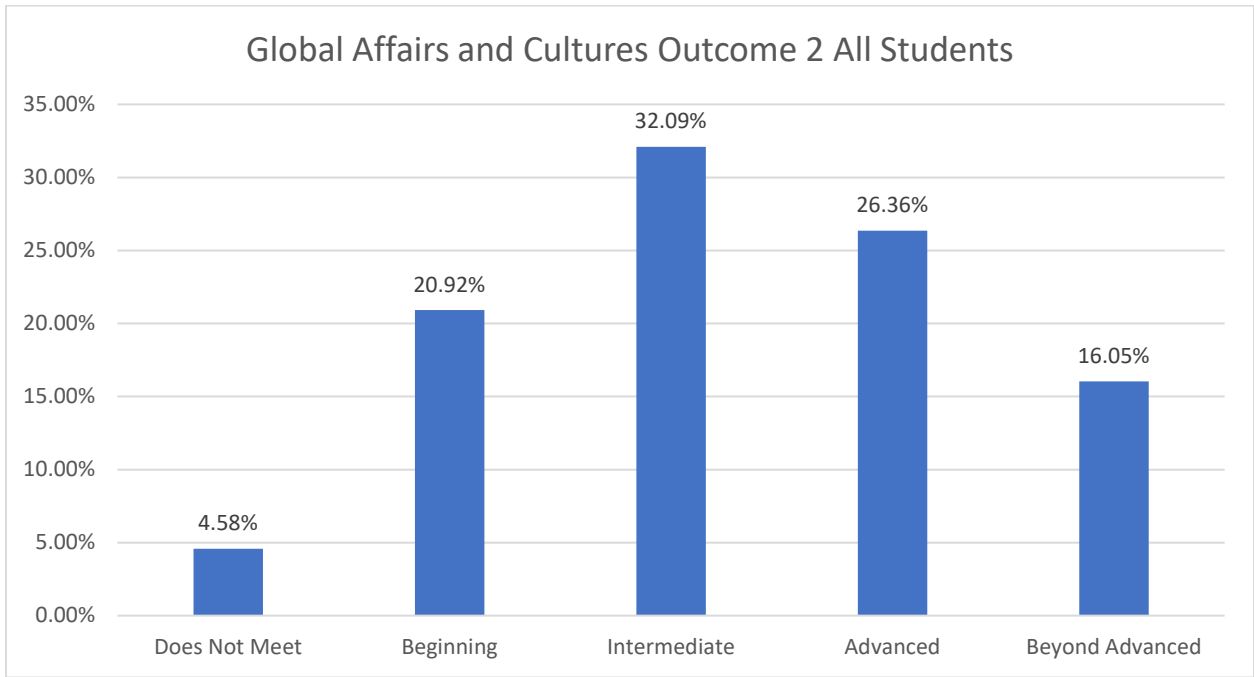
In Spring 2022, Global Affairs and Cultures faculty assessed two outcomes. The vast majority of students (greater than 95% for SLO 2 and greater than 97% for SLO 3) achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ³	Percentage of Reported Global Affairs and Cultures Courses	Number of Reported Global Affairs and Cultures Students	Percentage of Reported Global Affairs and Cultures Students
ART	1	8.33%	31	8.88%
COM	1	8.33%	21	6.02%
CUR	1	8.33%	26	7.45%
ENG	1	8.33%	13	3.72%
FRE	1	8.33%	5	1.43%
GEG	2	16.67%	46	13.18%
HIS	1	8.33%	20	5.73%
REL	1	8.33%	29	8.31%

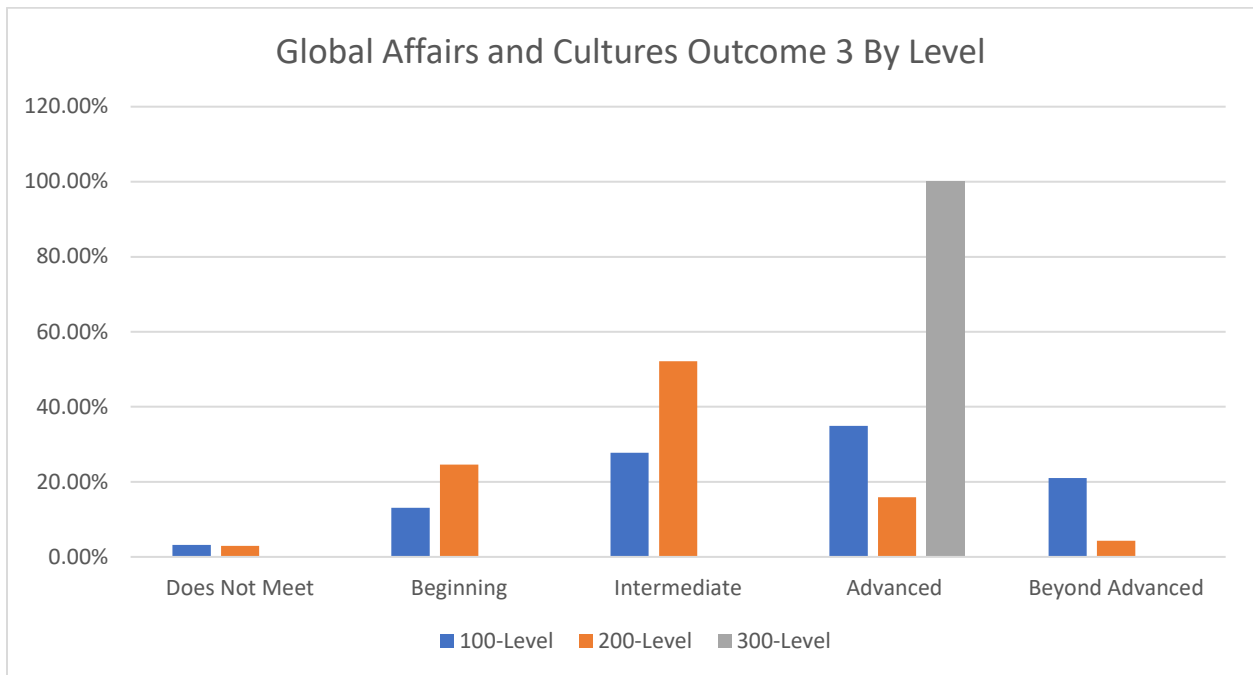
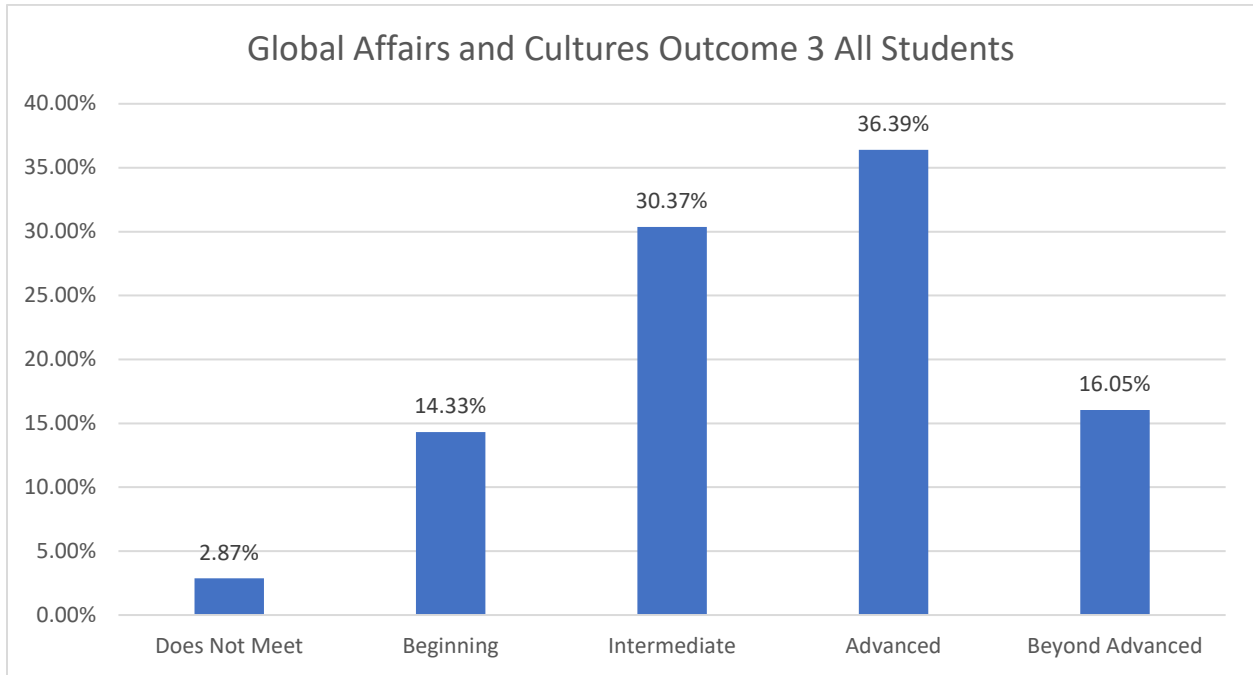
³ Courses are defined as discrete courses (not sections) taught by the same professor.

S/A	2	16.67%	130	37.25%
SPA	1	8.33%	28	8.02%

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.



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



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

- Helping students learn how to ask questions that are not simply factual or informational, but show greater engagement with the material.
- Helping students who might be able to compare and analyze multiple cultural perspectives, but struggle to situate the topic in relationship to cultural variable such as class, race, and ethnicity.

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. At least one faculty member distinguished between students who come in with analytical skills and the ability to read scholarly literature and those that do not. A couple of faculty noted that students come in with very little background knowledge in certain content areas.

As with HBSI, one faculty member asked how the levels on the rubric should correspond to 100, 200, and 300 level courses. A faculty member also found the Advanced level vague (related specifically to SLO 2). Another wondered why analysis was considered intermediate and comparison advanced (related specifically to SLO 2).

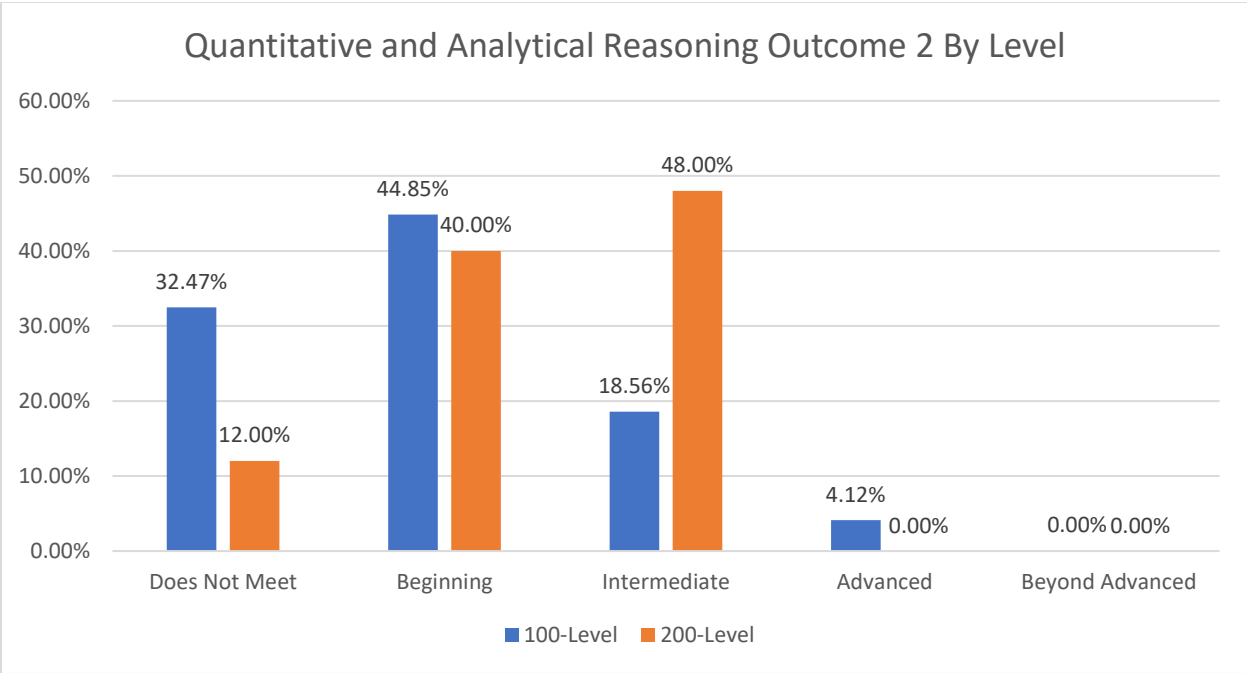
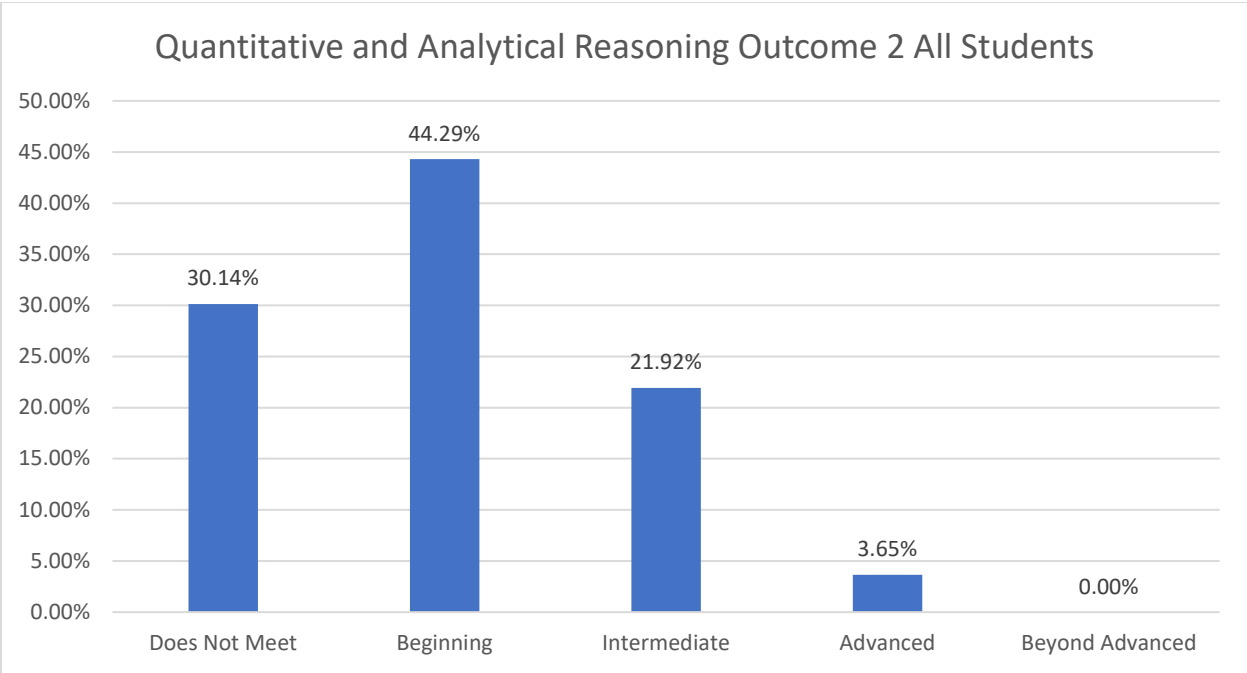
Quantitative and Analytical Reasoning

In Spring 2022, Quantitative and Analytical Reasoning faculty assessed two outcomes. The majority of students (greater than 70% for SLO 2 and greater than 80% for SLO 3) achieved at least a “Beginning” on the rubric. These numbers are lower than for most other Challenge Curriculum area. The faculty director of assessment will follow-up to see if there are interventions we should make regarding this area. To be clear: we want assessment to uncover challenges with regard to student learning so the “interventions” would be to help students, not to penalize instructors doing in assessment what we want to do.

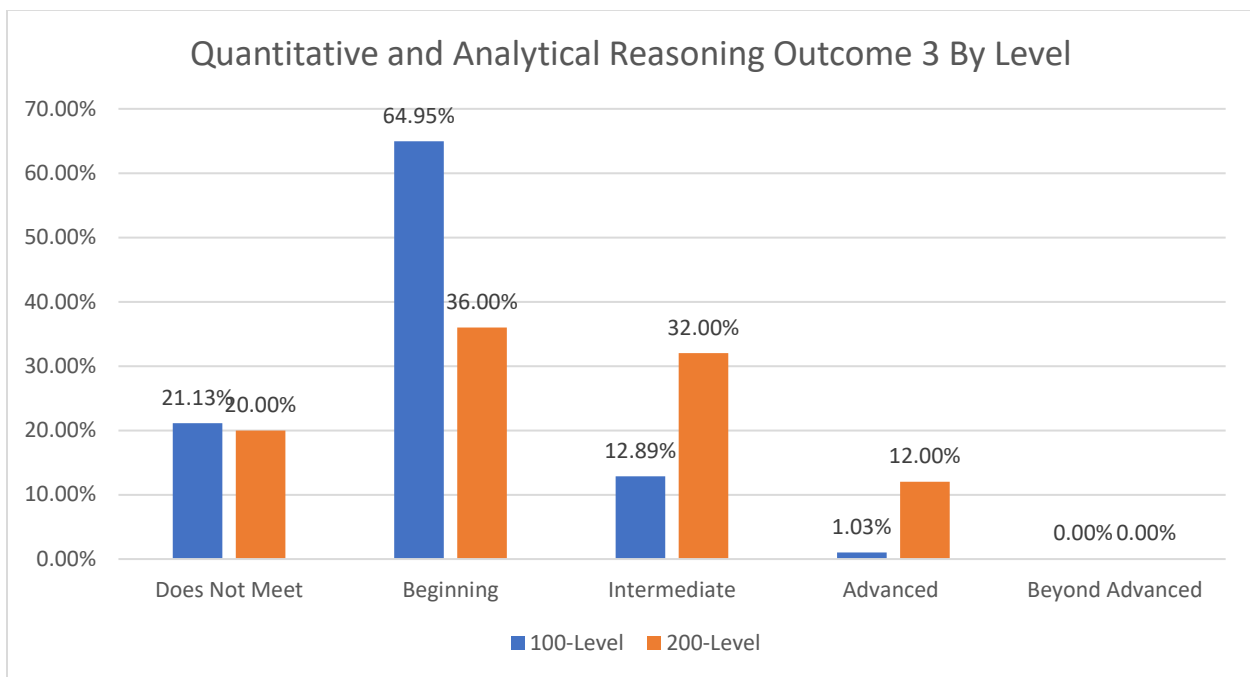
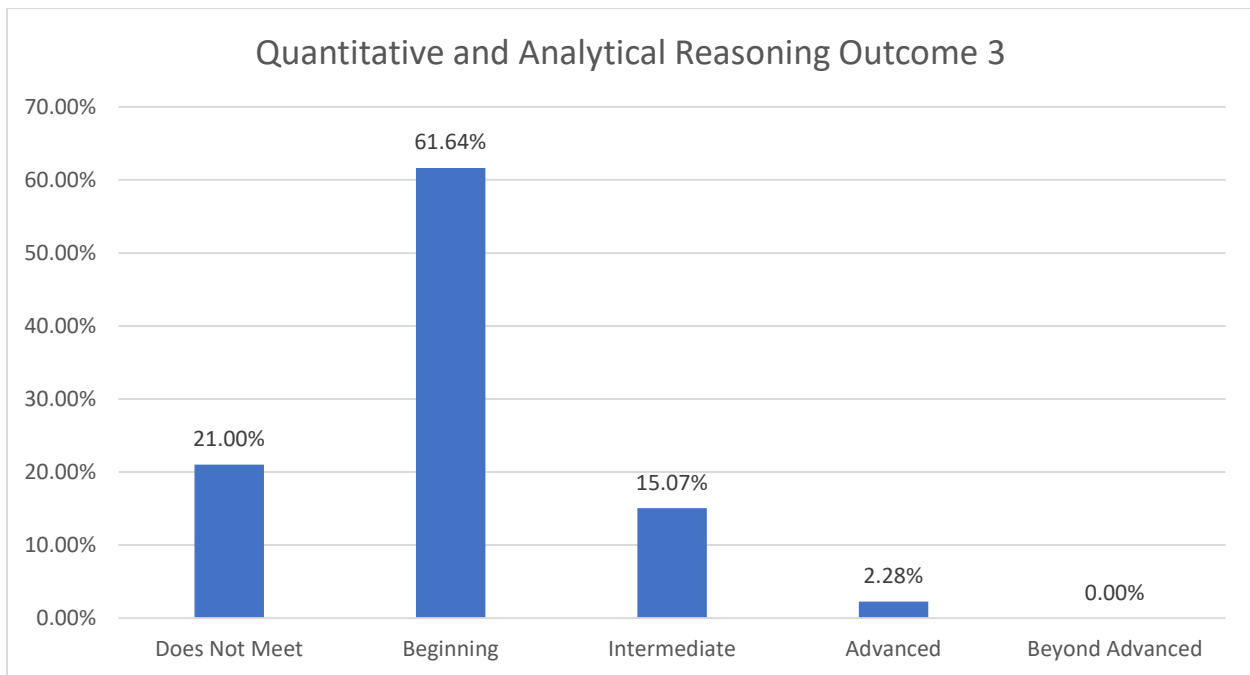
Department/Prefix	Number of Reported Courses ⁴	Percentage of Reported Quantitative and Analytical Reasoning Courses	Number of Reported Quantitative and Analytical Reasoning Students	Percentage of Reported Quantitative and Analytical Reasoning Students
MCS	8	88.89%	206	94.06%
PSY	1	11.11%	13	5.94%

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.

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



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:

- Finding ways to help students transfer previous knowledge to answer questions.
- Helping students convert real world problems into mathematical problems.
- Helping student learn how to synthesize.
- Students struggle to see the “big picture” of statistics and cannot identify inconsistencies in their work.

Most faculty who either formally or informally assessed student improvement over the course saw improvement.

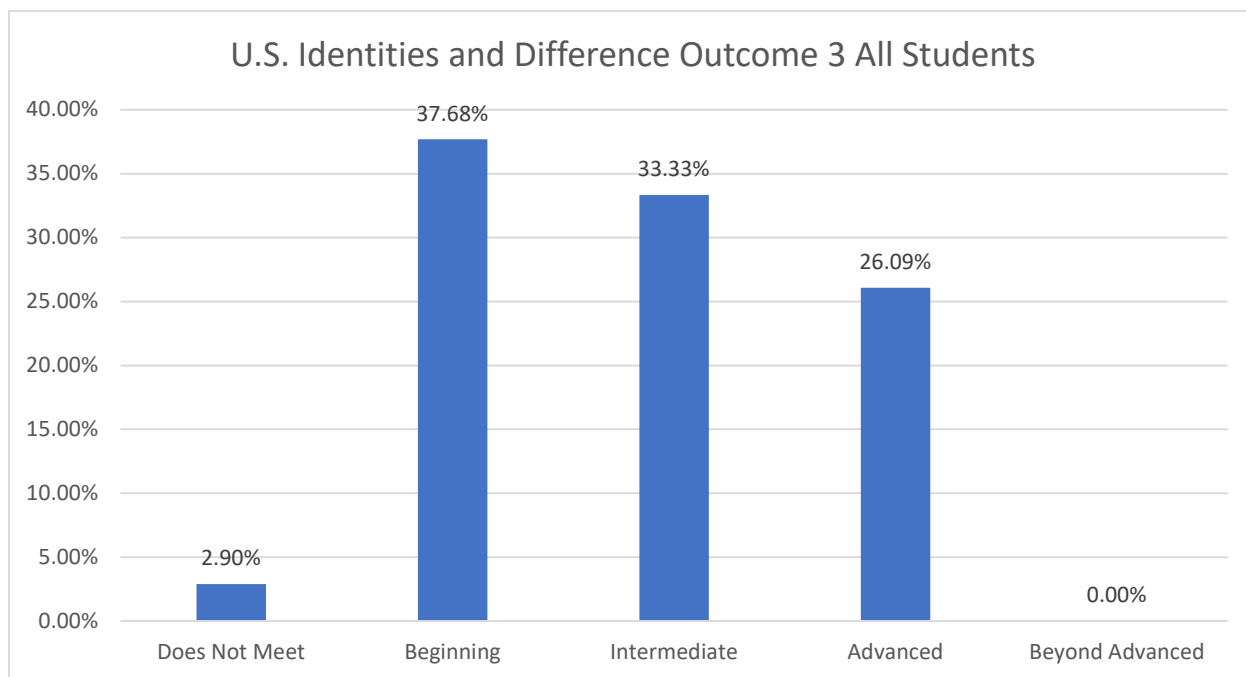
One faculty member said that SLO 2 was too broad and vague, assessing too many things. One faculty member suggested that it needed to be rewritten. Another suggested that it assumes a correct answer, which seems like a high standard for “beginning.” Faculty identified similar problems with SLO 3, particularly with regard to its breadth. Another suggested that the SLOs demand understanding the broader impact of math in a way only achievable for upper-level students.

U.S. Identities and Difference

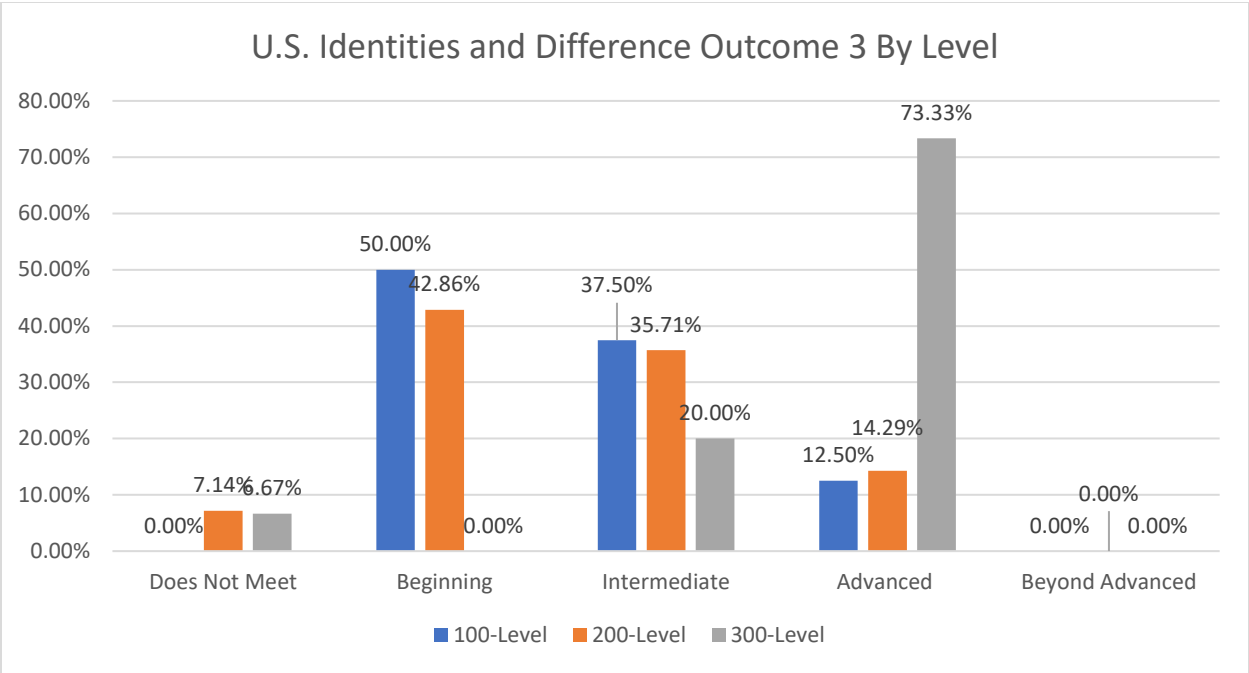
In Spring 2022, faculty in the U.S. Identities designation assessed two SLOs. The vast majority of students (greater than 97% for SLO 3 and greater than 94% for SLO 4) achieved a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁵	Percentage of Reported U.S. Identities Courses	Number of Reported U.S. Identities Students	Percentage of Reported U.S. Identities Students
ENG	2	50.00%	35	50.72%
HIS	1	25.00%	20	28.99%
S/A	1	25.00%	14	20.29%

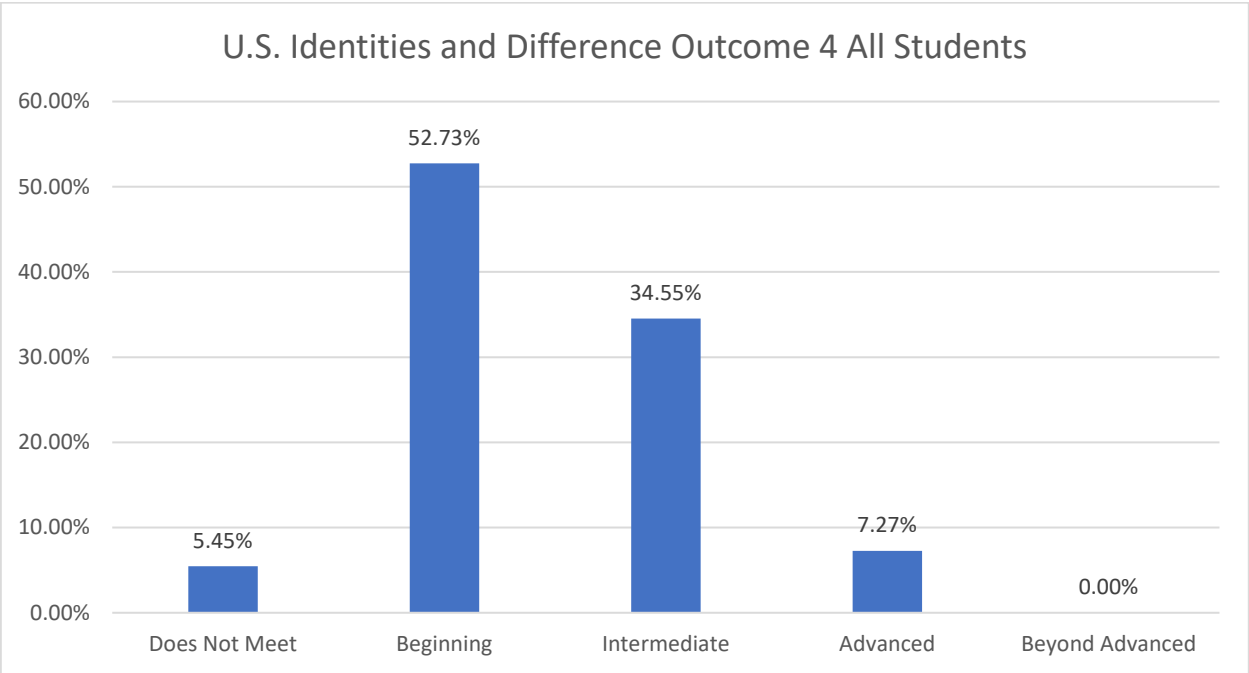
Outcome Assessed SLO 3: Students will analyze the vital connections among identity, privilege, and power.

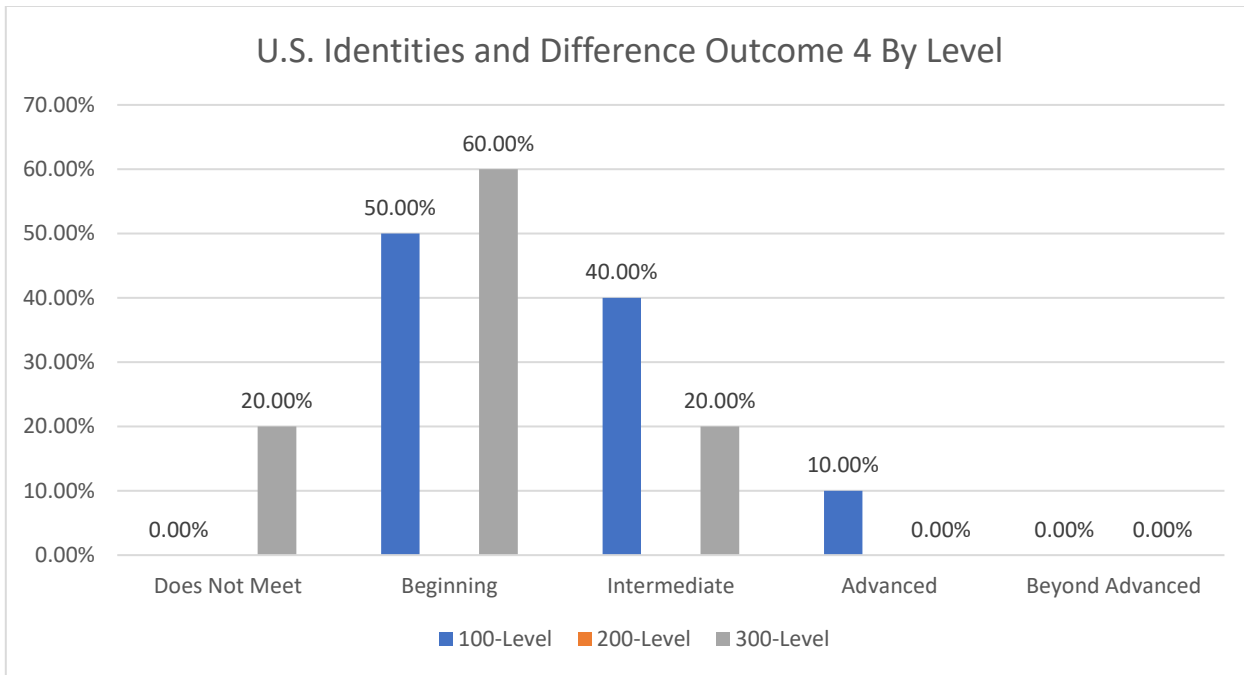


⁵ Courses are defined as discrete courses (not sections) taught by the same professor.



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. [One faculty member who contributed a report did not assess this SLO.]





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

- Students seem only to perform well on these SLOs if they are integrated into high-stakes assignments.

Faculty who either formally or informally assessed student improvement over the course saw improvement in students’ skills and knowledge. One noted that students came in with strong skills.

Faculty had a question about the Advanced criteria for SLO 3, specifically what the language of “shifts and flexibility” means. One faculty member asked for more information or an example of what constitutes an advanced level of comprehension. One faculty member suggested dropping the first part of SLO 4 and another noted that creating a plan seems like a very particular assessment criteria.

Wellbeing

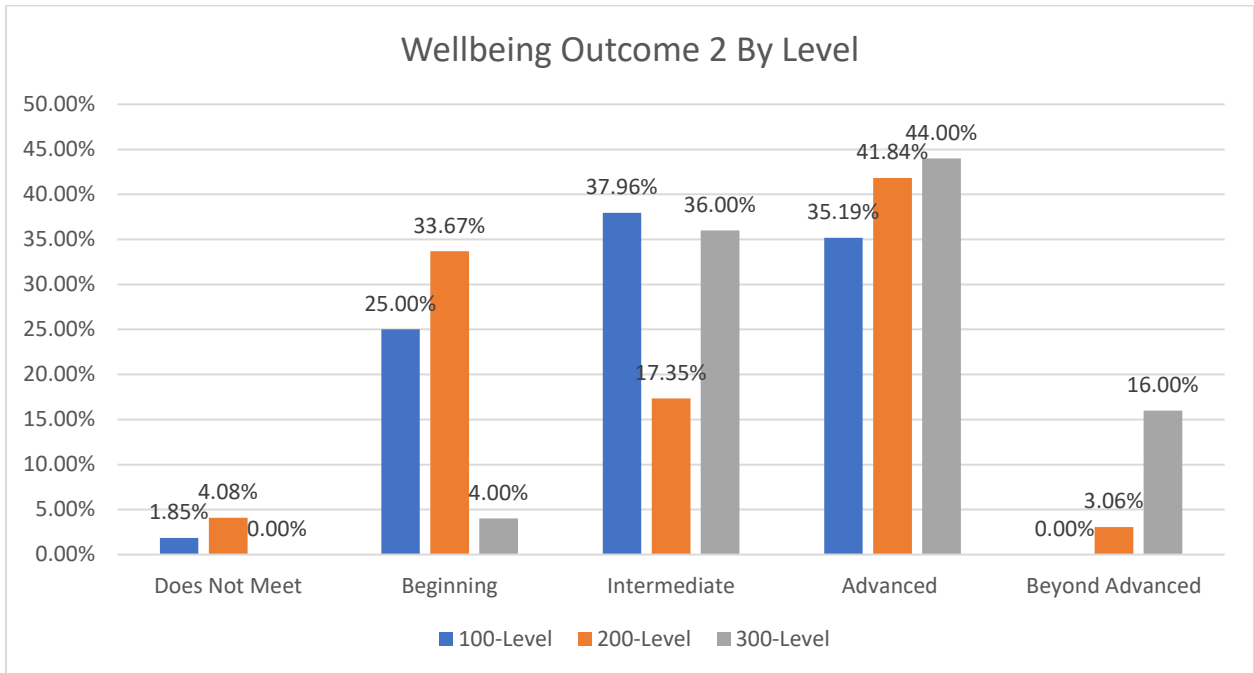
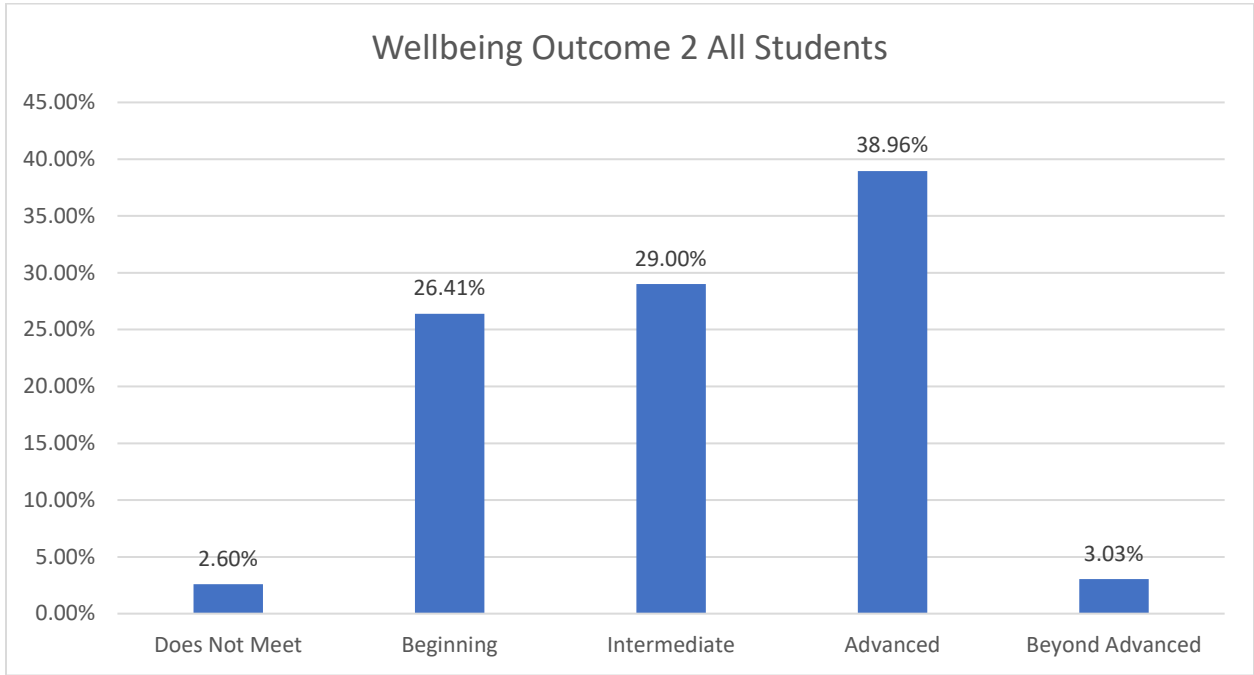
In Spring 2022, Wellbeing faculty assessed two outcomes. The vast majority of students (greater than 97% for SLO 2 and greater than 95% for SLO 3) oachieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁶	Percentage of Reported Wellbeing Courses	Number of Reported Wellbeing Students	Percentage of Reported Wellbeing Students
ART	1	7.14%	16	6.93%
COM	1	7.14%	20	8.66%
E/M	1	7.14%	24	10.39%
HES	3	21.43%	68	29.44%
MUS	1	7.14%	11	4.76%

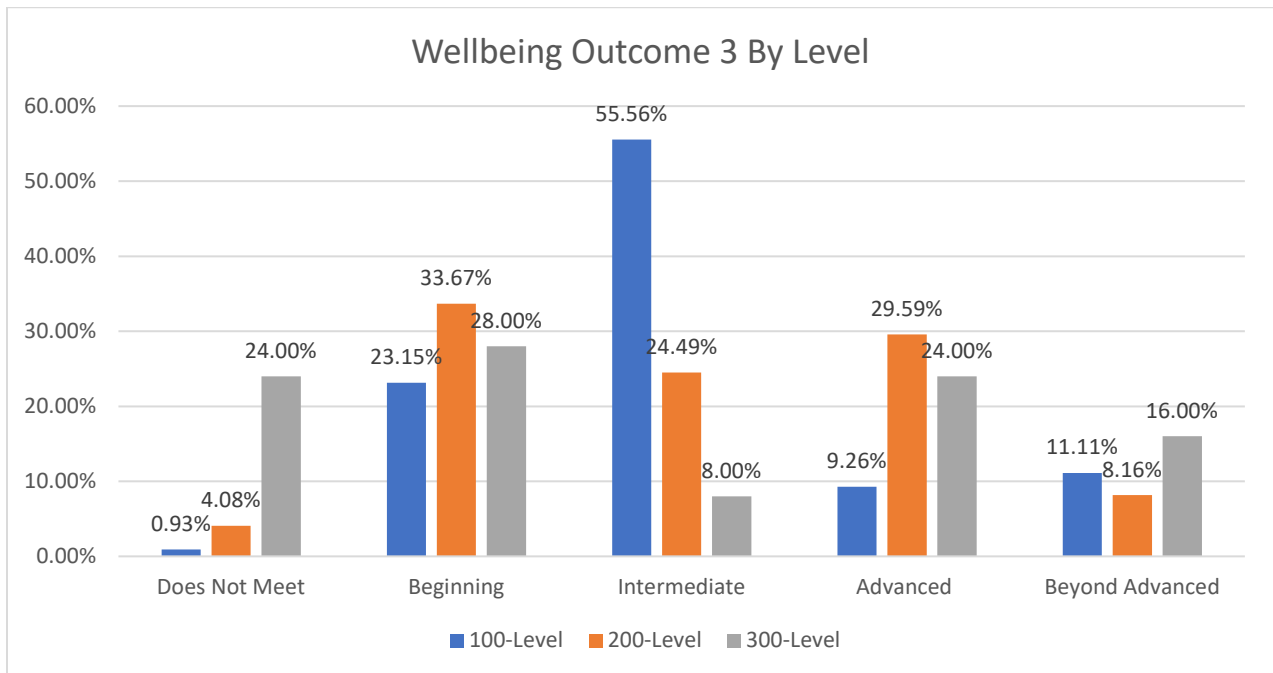
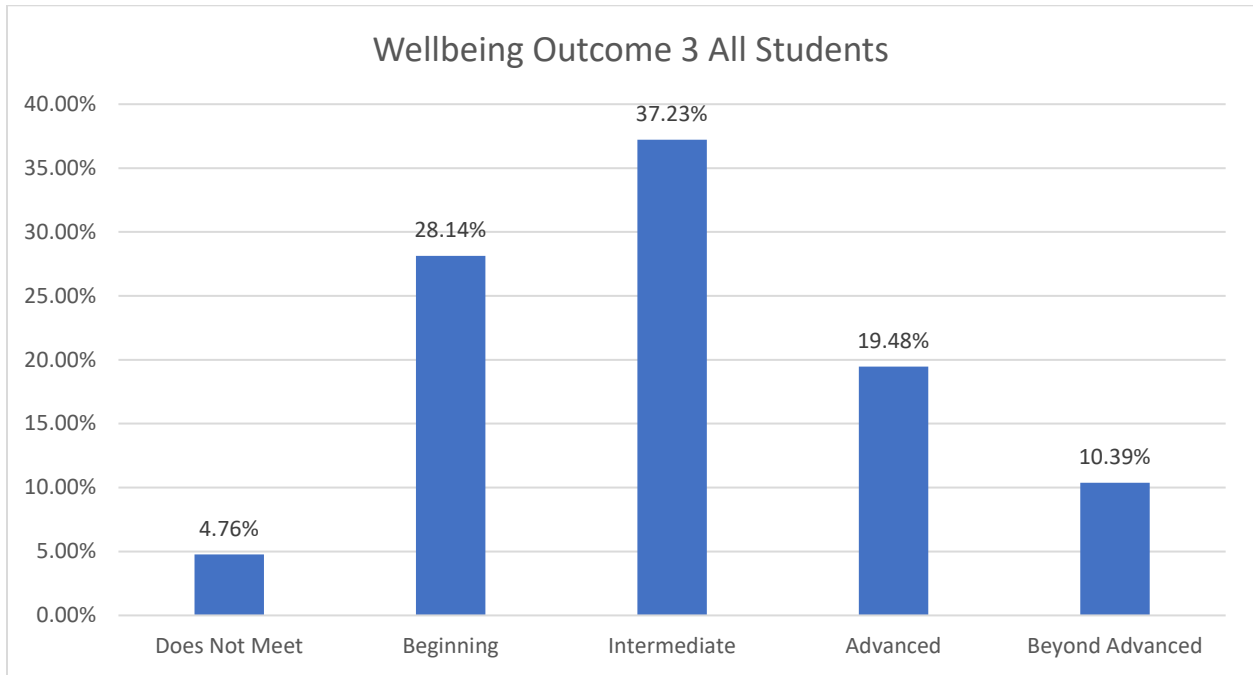
⁶ Courses are defined as discrete courses (not sections) taught by the same professor.

REL	1	7.14%	18	7.79%
T/D	6	42.86%	74	32.03%

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



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:

- Students think about wellbeing in a narrow sense.
- Brainstorming how to integrate wellbeing into a course.

Faculty who either formally or informally assessed student improvement over the course saw improvement in student skills. Some noted that students came in with weak skills and improved.

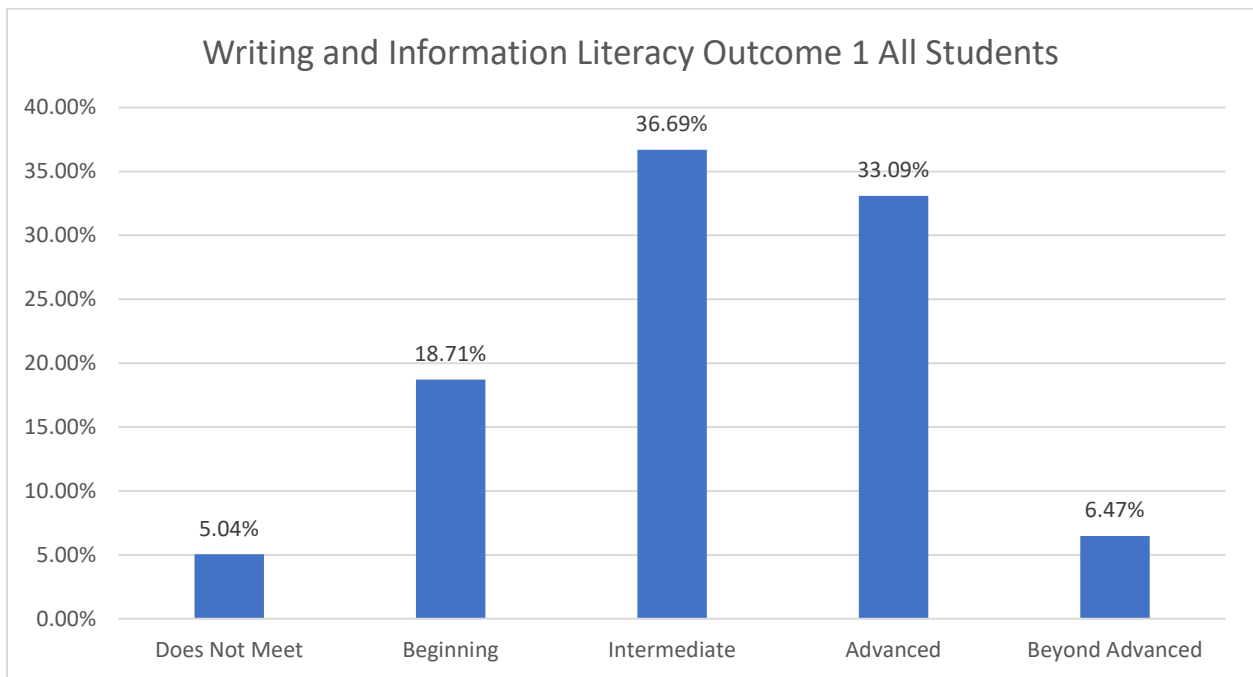
Some faculty noted that the language of “research” in SLO 2 is difficult for some disciplines.

Writing and Information Literacy

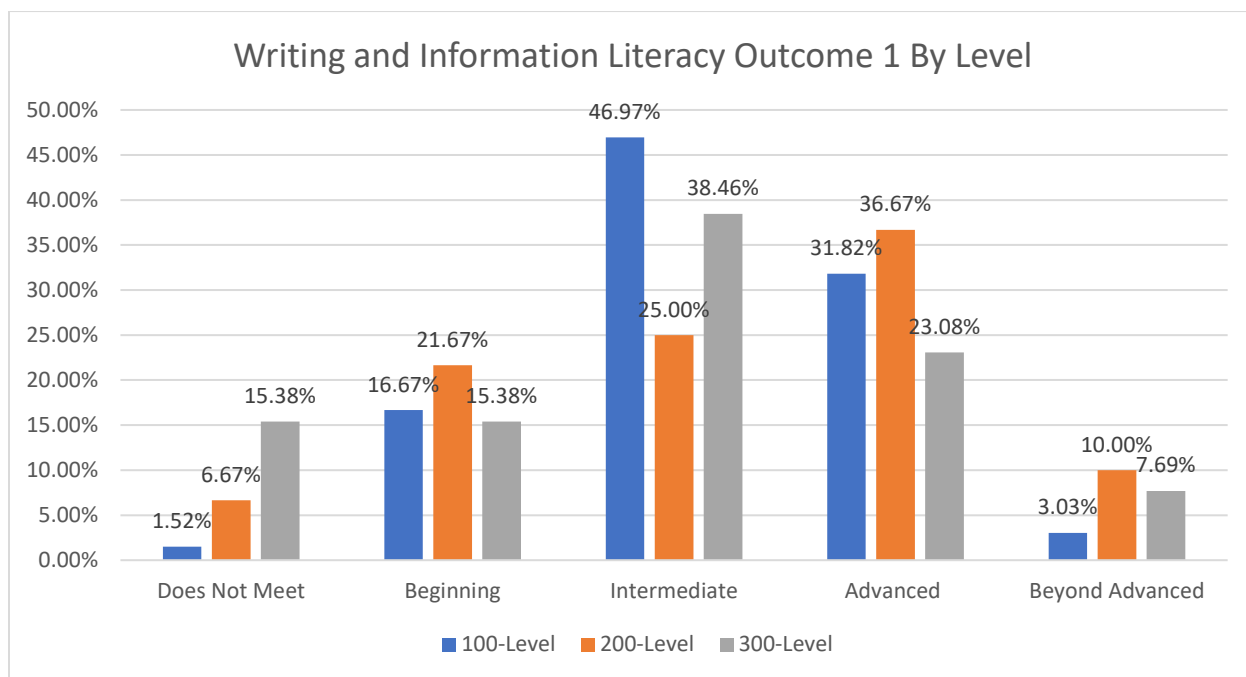
In Spring 2022, over 94% of students achieved at least a “Beginning” on the rubric.

Department/Prefix	Number of Reported Courses ⁷	Percentage of Reported WRITL Courses	Number of Reported WRITL Students	Percentage of Reported WRITL Students
PSY	1	14.29%	20	14.39%
POL	1	14.29%	17	12.23%
COM	2	28.57%	63	45.32%
REL	2	28.57%	23	16.55%
ART	1	14.29%	16	11.51%

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



⁷ 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:

- Students do not examine who is writing the source and seem to assume a depersonalized authoritative voice.
- Helping students consider rhetorical situation more (as that was a key difference between intermediate and advanced on the rubric).

Faculty who either formally or informally assessed student improvement over the course saw improvement in student skills. Some noted that students came in with weak skills and improved. Some noticed that students continued to struggle with using sources well generally.

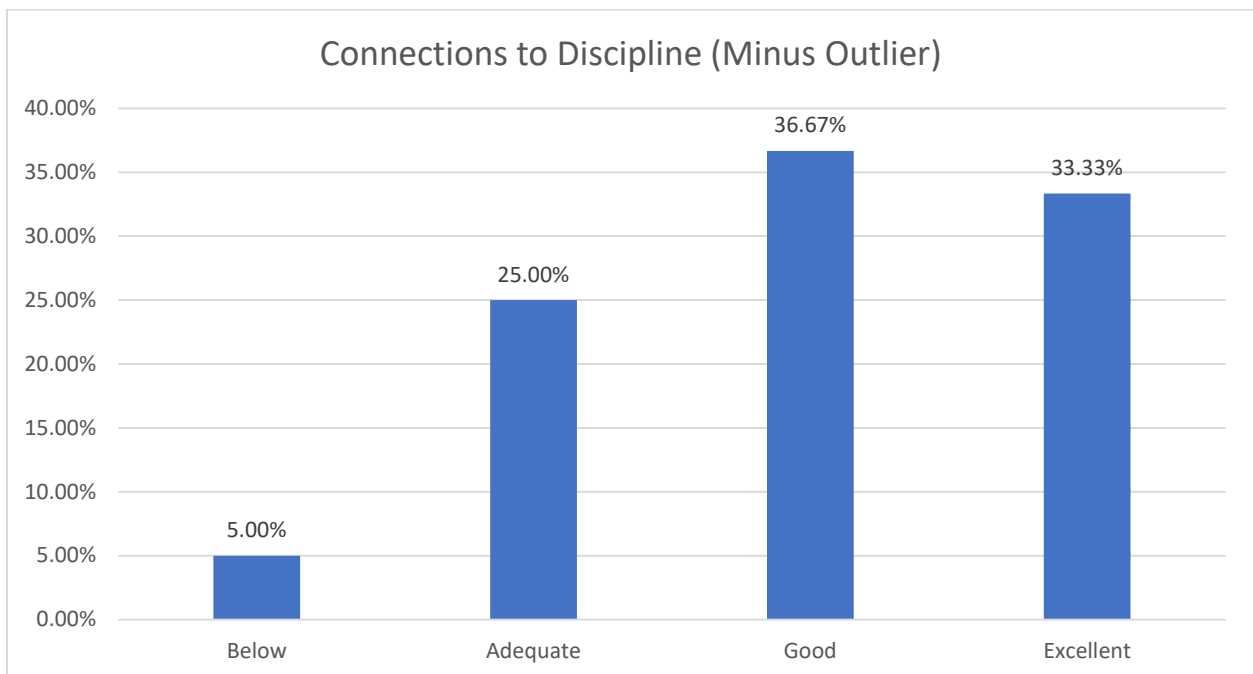
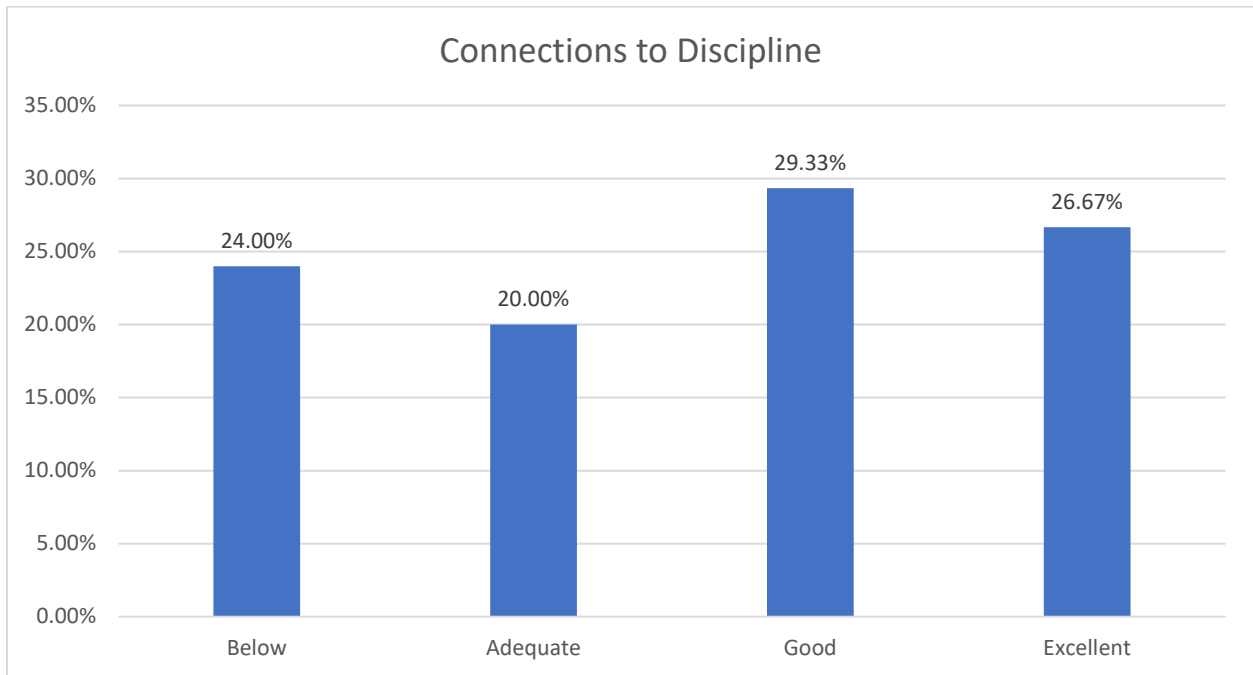
One faculty member asked how much of the rhetorical situation had to be assessed. Another suggested that the SLO and rubric were too complex and that we look at the "Use Information Effectively to Accomplish a Specific Purpose" item from the Information Literacy AAC&U VALUE rubric."

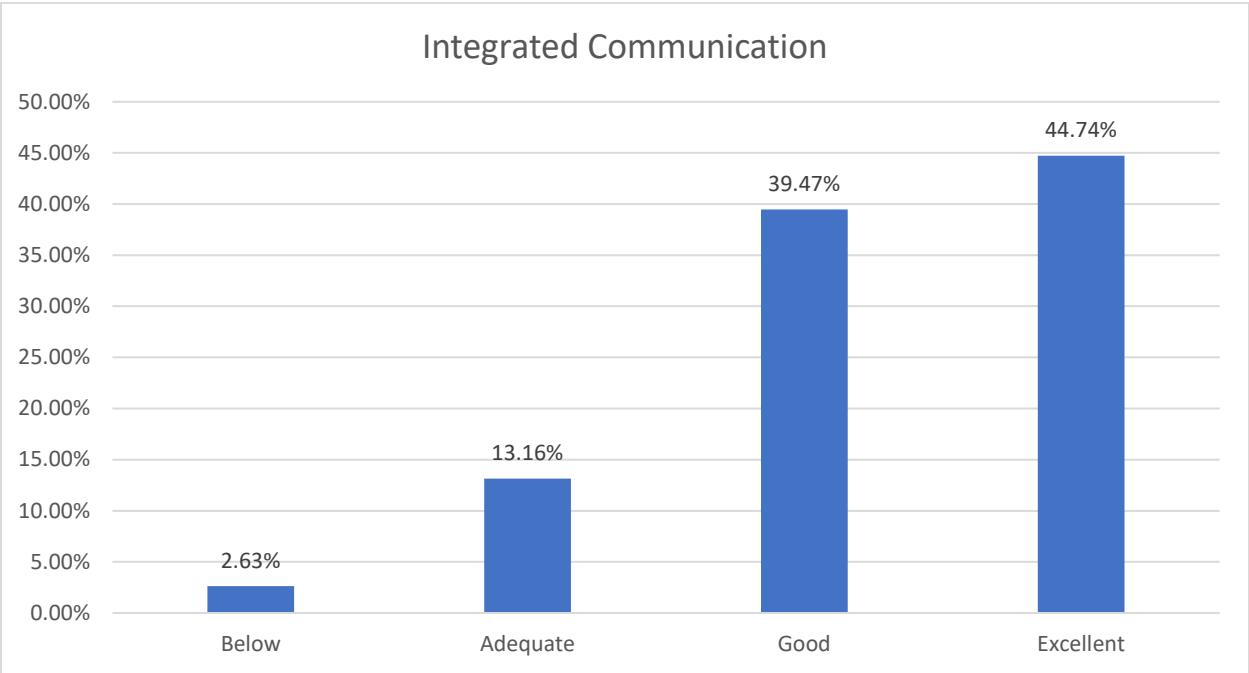
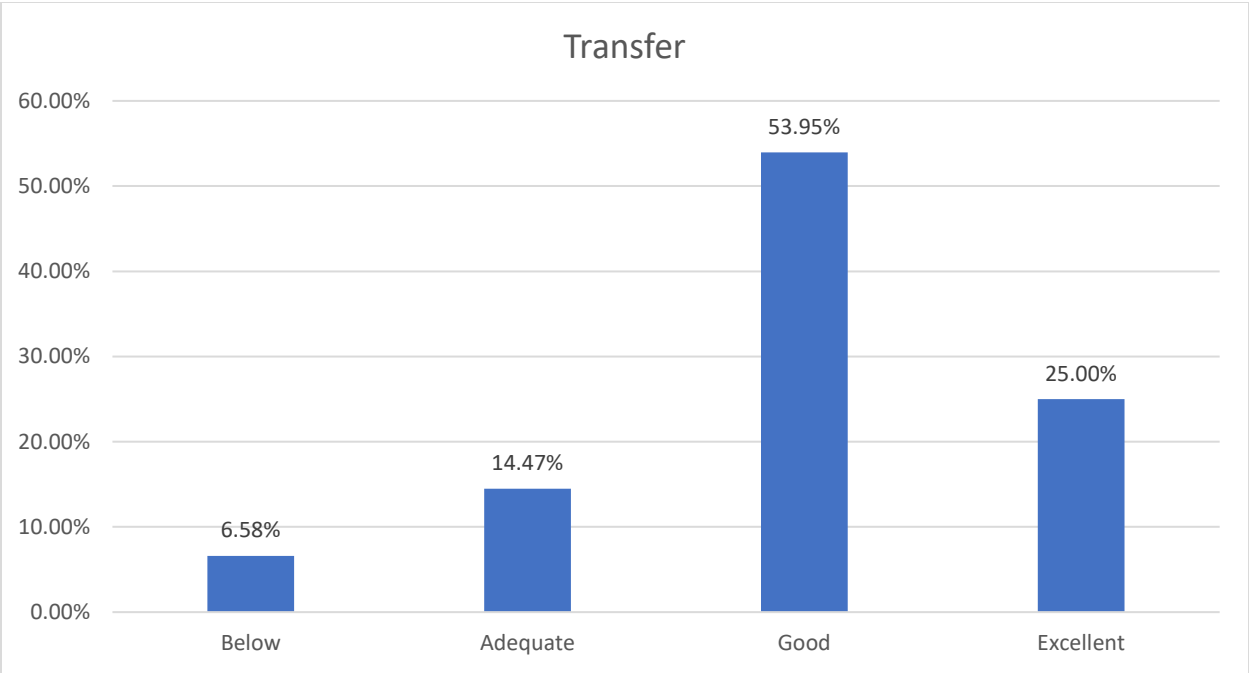
Challenge Seminar (Fall 2021-Spring 2022)

For 2021-2022, we assessed SLO 1 for the Challenge Seminar: Students will Collaboratively analyze and respond to a significant enduring question or contemporary challenge, incorporating perspectives from multiple disciplines. In this assessment, we were both trying to see how the first cohort of students in the Challenge Seminar performed and assess the rubric itself.

At a June 2022, faculty teaching the Challenge Seminar substantially revised the rubric. Future reports will reflect the new rubric. In terms of assessing the Seminars, however, a couple of items stand out. First, faculty reported some difficulty in making the seminars interdisciplinary (this showed particularly in the Connections to the Discipline reports where one instructor ranked the entire class as below expectations owing, according to the instructor, largely to assignment design). Future faculty development will continue to address designing the courses for interdisciplinary learning. Second, faculty

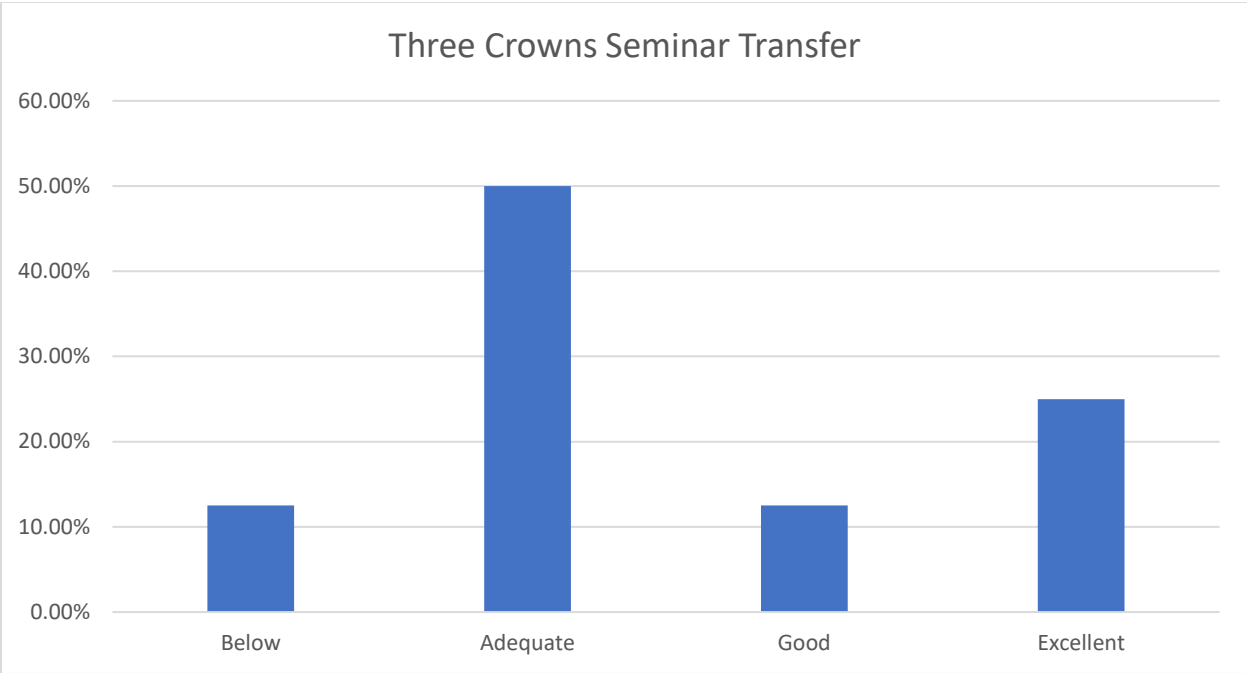
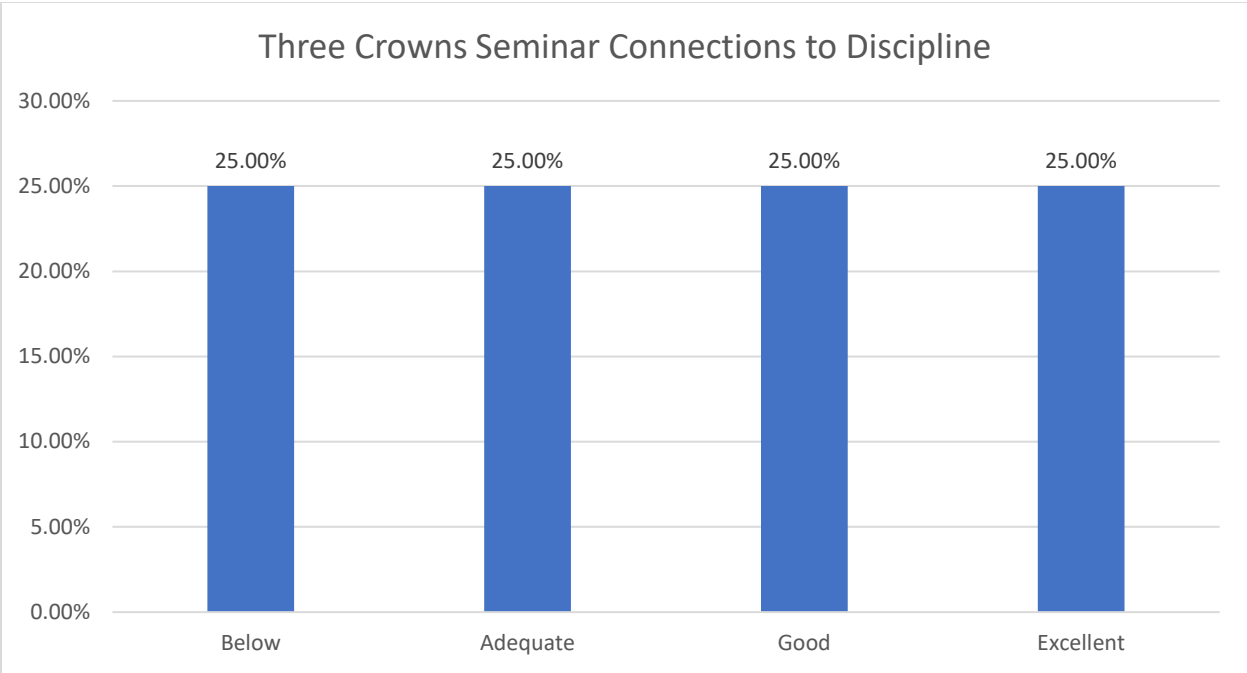
indicated that students struggled to understand what was meant by a “discipline,” even as some students could bring in other course work and skills to the class. As we continue to assess this SLO and think about general education, we will want to track how well we are teaching students disciplinary thinking and methods in our general education courses.

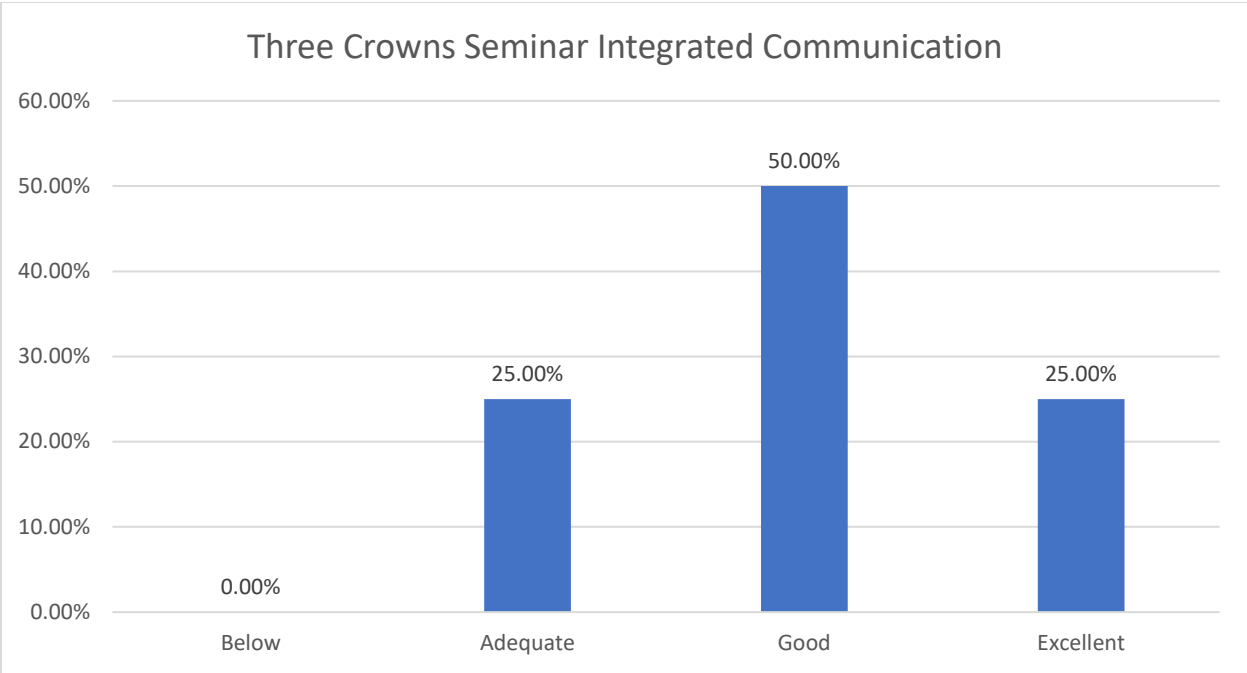




Three Crowns

The Three Crowns Seminar used the same rubric as the Challenge Seminar. As we sunset the Three Crowns program, we will work with the Three Crowns faculty to discuss the best way to assess the seminar.





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 disciples, making it difficult to create a meaningful rubric.

Return Rate

Area	Emails Sent	Forms Returned	Percentage
Arts	56	96	58.33%
Challenge Seminar	2	3	66.67%
Global Affairs and Cultures	12	23	52.17%
HBSI	9	12	75%
Humanities	19	31	61.29%
Natural Science	5	6	83.33%
Quantitative and Analytical Reasoning	9	14	64.29%
Theological Studies	8	9	88.89%
Three Crowns Seminar	2	2	100%
U.S. Identities and Difference	4	10	40%
Wellbeing	14	18	77.78%
WRITD	36	24	64.86%
WRITL	7	11	63.64%

Next Steps

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

1. We will revise rubrics during 2022-2023.
2. We will continue to gather information about the Challenge Seminar SLO 1 and use it to help us think about disciplinary learning in the Challenge Curriculum.
3. We will provide venues for conversations about some of the issues faculty raised in their assessment reports.

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.

Spring 2022 Arts																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.80%	14.72%	37.28%	35.84%	11.36%	625		In Person	0.45%	11.61%	45.98%	34.38%	7.59%	224		In Person	19.05%	0.00%	19.05%	38.10%	23.81%	21
Hybrid	25.00%	16.67%	8.33%	50.00%	0.00%	12		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	0.00%	10.53%	26.32%	47.37%	15.79%	19		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Spring 2022 HBSI																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	21.02%	9.31%	28.53%	32.43%	8.71%	333		In Person	25.81%	32.26%	38.71%	3.23%	0.00%	31		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		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

Spring 2022 Humanities																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	6.06%	26.77%	24.24%	33.84%	9.09%	198		In Person	1.19%	5.95%	59.52%	27.38%	5.95%	84		In Person	0.00%	23.53%	52.94%	17.65%	5.88%	17
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	0.00%	7.41%	59.26%	22.22%	11.11%	27		Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Online	10.64%	0.00%	57.45%	27.66%	4.26%	47		Online	0.00%	0.00%	22.22%	66.67%	11.11%	18		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Spring 2022 Natural Sciences																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	12.12%	42.42%	36.36%	9.09%	0.00%	33		In Person	4.13%	72.48%	16.06%	7.34%	0.00%	218		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	0.00%	15.38%	61.54%	19.23%	3.85%	26		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

Spring 2022 Theological Studies																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	2.38%	21.43%	48.81%	27.38%	0.00%	84		In Person	7.27%	23.64%	23.64%	45.45%	0.00%	55		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	0.00%	14.29%	57.14%	28.57%	0.00%	14		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%	8.33%	66.67%	25.00%	0.00%	24		Online	15.00%	0.00%	25.00%	60.00%	0.00%	20		Online	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0

Spring 2022 Global Affairs and Cultures SLO 2																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	5.95%	23.81%	20.24%	29.37%	20.63%	252		In Person	1.79%	23.21%	35.71%	32.14%	7.14%	56		In Person	0.00%	0.00%	100.00%	0.00%	0.00%	28
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	0.00%	0.00%	100.00%	0.00%	0.00%	13		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

Spring 2022 Global Affairs and Cultures SLO 3																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	3.17%	13.10%	27.78%	34.92%	21.03%	252		In Person	3.57%	30.36%	41.07%	19.64%	5.36%	56		In Person	0.00%	0.00%	0.00%	100.00%	0.00%	28
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		Hybrid	0.00%	0.00%	100.00%	0.00%	0.00%	13		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

Spring 2022 Quantitative and Analytical Reasoning SLO 2																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	32.47%	44.85%	18.56%	4.12%	0.00%	194		In Person	12.00%	40.00%	48.00%	0.00%	0.00%	25		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		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

Spring 2022 Quantitative and Analytical Reasoning SLO 3																						
100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students		300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	32.47%	44.85%	18.56%	4.12%	0.00%	194		In Person	12.00%	40.00%	48.00%	0.00%	0.00%	25		In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0		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

In Person	21.13%	64.95%	12.89%	1.03%	0.00%	194	In Person	20.00%	36.00%	32.00%	12.00%	0.00%	25	In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	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

Spring 2022 U.S. Identities and Difference SLO 3

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.00%	50.00%	37.50%	12.50%	0.00%	40	In Person	7.14%	42.86%	35.71%	14.29%	0.00%	14	In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	6.67%	0.00%	20.00%	73.33%	0.00%	15
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

Spring 2022 U.S. Identities and Difference SLO 4

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.00%	50.00%	40.00%	10.00%	0.00%	40	In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	In Person	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	20.00%	60.00%	20.00%	0.00%	0.00%	15
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

Spring 2022 Wellbeing SLO 2

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	1.85%	25.00%	37.96%	35.19%	0.00%	108	In Person	5.41%	44.59%	20.27%	29.73%	0.00%	74	In Person	0.00%	4.00%	36.00%	44.00%	16.00%	25
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	0.00%	0.00%	8.33%	79.17%	12.50%	24	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

Spring 2022 Wellbeing SLO 3

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	0.93%	23.15%	55.56%	9.26%	11.11%	108	In Person	5.41%	44.59%	28.38%	18.92%	2.70%	74	In Person	24.00%	28.00%	8.00%	24.00%	16.00%	25
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	0.00%	0.00%	12.50%	62.50%	25.00%	24	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

Spring 2022 Writing and Information Literacy

100_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	200_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students	300_Level	Does Not Meet	Beginning	Intermediate	Advanced	Beyond Advanced	Number of Students
In Person	1.52%	16.67%	46.97%	31.82%	3.03%	66	In Person	7.02%	21.05%	24.56%	36.84%	10.53%	57	In Person	15.38%	15.38%	38.46%	23.08%	7.69%	13
Hybrid	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	Hybrid	0.00%	33.33%	33.33%	33.33%	0.00%	3	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