


MEMORANDUM

Date: December 7, 2021

To: Deans, Associate Deans

Via: Senior Vice President and Provost   
Anita Borja Enriquez, B.B.A.

From: Vice Provost for Institutional Effectiveness *Deborah D. Leon Guerrero*

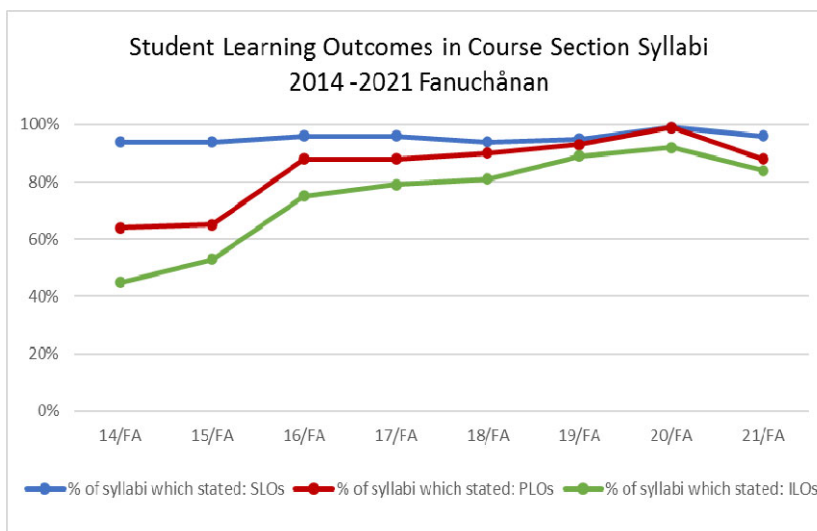
Subject: *Reflecting Student Learning Outcomes in Syllabi; Findings from the Fanuchånan 2021 Sampling*

**Background.** In 2009 WSCUC recommended to UOG that course syllabi should include course and program learning outcomes to indicate how achievement of these will be measured, and to document learning results and student achievement over time program-by-program<sup>1</sup> (CFR 2.3, 2.4, 2.6).

Since 2014 Fanuchånan on an annual basis, randomly selected samplings of syllabi were identified from each college and school to assess if course student learning outcomes (SLOs) were stated, including specifying alignment to program learning outcomes (PLOs), and the University’s institutional learning outcomes (ILOs).

For Fanuchånan 2021, a random sampling of 10% of the undergraduate and graduate course sections was taken from each of the colleges, schools, and EMSS, yielding an initial sample size of N=78. Upon recommendation from the UAC and approved by the SVP&P, faculty who did not submit their syllabi are selected the following semester, thus bringing the sampling size up to **N=79**. In addition, by request of the Faculty Senate’s Standing Committee for Institutional Excellence, statistics on the compliance of the use of the updated +/- grading scale will also be included in our findings.

**Findings.** The submission rate was **100%** from the requested sampling of 79 course sections. This is the first semester to receive a 100% submission rate since our first sampling in 2014 Fanuchånan. However, there is a significant decline in Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes stated in course syllabi.



Of the 79 syllabi reviewed, **96%** stated SLOs and **88%** stated PLOs; Courses that are not part of a major program were not included in this statistic (ie. CT101, MA110). In addition, **84%** stated ILOs, an eight-percentage point decrease from the previous semester. Of the 79 syllabi submitted, 21 are general education requirements as specified in the 2020 Fanuchånan undergraduate catalog. Of the 21 general education courses, **7 (33%)** stated General Education Learning Outcomes (GLOs).

Of those in the sampling that did not state SLOs, 100% were from syllabi of full-time faculty. Of those in the sampling that did not have PLOs stated, 50% were from syllabi of full-time faculty and 50% were from syllabi of part-time faculty. Of those in the sample that did not have ILOs stated, 62% were from syllabi of full-time faculty and 38% were from syllabi of part-time faculty.


Semester	% of syllabi which stated		
	SLOs	PLOs	ILOs
14/FA	94%	64%	45%
15/FA	94%	65%	53%
16/FA	96%	88%	75%
17/FA	96%	88%	79%
18/FA	94%	90%	81%
19/FA	95%	93%	89%
20/FA	99%	99%	92%
<b>21/FA</b>	<b>96%</b>	<b>88%</b>	<b>84%</b>

100% of the samples which indicated learning outcomes utilized a list (21%), matrix (47%), and 32% used a combination of both to align learning outcomes. 68% of syllabi in this semester's collection specified their assessment methods as part of their learning outcomes matrix or aligned their assessment methods with their course calendar/assignment calendar. Lastly, 33% of the syllabi submitted included the updated +/- grading scale.

A few of the samples embedded hyperlinks for reflecting student learning outcomes, program learning outcomes, general education learning outcomes, and institutional learning outcomes in addition to the listed outcomes in the syllabi. Hyperlinks are not required, however if a college or school does not have a prescribed format (e.g. matrix, bullet list, parentheticals, narrative) for stating SLOs/PLOs/ILOs in syllabi, faculty may want to consider using hyperlinks if page length is an issue and to promote the UOG Green initiative.

**Recommendations.**

1. Require standardization of assessment terminology when referring to SLOs, PLOs, ILOs, or GLOs, that is, the use of the term "outcomes" instead of "objectives" or "competencies."
2. General Education Courses as reflected in the Undergraduate Catalog must reflect General Education Learning Outcomes (GLOs) with stated linkages in their syllabi.
3. Increase the sample size from 10% to 15% for following semesters where sampling will be administered.

Approved  Disapproved  SVP&P Initial

The Office of Institutional Effectiveness will continue to sample syllabi on an annual basis to report on compliance. Overall, it is clear that these reviews demonstrate a trend in an increase in compliance. However, there is a concern in the decline of stating PLOs and ILOs during this semester.

If you have any questions or comments, please let me know.

I also thank Mark Burgos from my unit for administering the sampling, conducting the review, and compiling the results.

CC: Vice Provost for Academic Excellence, Graduate Studies & Online Learning

<sup>i</sup> This was a major recommendation (A.1) in the WSCUC Visiting Team report in April 2009 which was endorsed by the WAS commission in June 2009.

**2021 Fanuchānan Syllabi Sampling**

Total course sections in original 10% of course section sampling:	78		
Number of sections in original sampling removed as it was designed for Non-Degree Seeking Students:	0		
Number of course sections required to re-submit due to non-compliance during previous semester:	1		
Total course sections in revised/net sampling:	79		
Total number of syllabi submitted:	79	100%	[CLASS:29 CNAS:17 EMSS:2 SBPA:15 SENG:2 SOE:9 SOH:5]
Number of sections in sampling that did not submit:	0	0%	
			<i>submission rate for 2020 Fanuchanan sampling was 95%</i>
Number of syllabi from full-time faculty:	50	63%	[CLASS:20 CNAS:14 SOE:3 SBPA:11 SOH:1 SENG:1]
Number of syllabi from adjunct faculty:	29	37%	[CLASS:9 CNAS:3 EMSS:2 SBPA:4 SOE:6 SOH:4 SENG:1]
Number of syllabi from multi-assigned faculty (team teaching):		0%	

**Findings:**

Number of Syllabi with SLOs reflected:	76	96%	[CLASS:28 CNAS:15 EMSS:2 SBPA:15 SENG:2 SOE:9 SOH:5]
Number of Syllabi with SLOs not reflected:	3	4%	[CLASS:1 CNAS:2]
			<i>three (3) percentage points decrease in SLOs reflected as compared to the 2020 Fanuchanan sampling</i>
Number of Syllabi with PLOs reflected*:	57	88%	[CLASS:18 CNAS:12 SBPA:12 SENG:2 SOE:9 SOH:4]
Number of Syllabi with PLOs not reflected:	8	12%	[CLASS:3 CNAS:1 SBPA:3 SOH:1]
			<i>eleven (11) percentage points decrease in PLOs reflected as compared to the 2020 Fanuchanan sampling</i>
Number of Syllabi with GLOs reflected**:	7	33%	[CLASS:5 CNAS:2]
Number of Syllabi with GLOs not reflected:	14	67%	[CLASS:9 CNAS:3 SOE:1 SOH:1]
			<i>21 general education courses in this sampling are included in this statistic</i>
Number of Syllabi with ILOs reflected:	66	84%	[CLASS:24 CNAS:14 EMSS:2 SBPA:12 SENG:2 SOE:8 SOH:4]
Number of Syllabi with ILOs not reflected:	13	16%	[CLASS:5 CNAS:3 SBPA:3 SOE:1 SOH:1]
			<i>eight (8) percentage points decrease in ILOs reflected as compared to the 2020 Fanuchanan sampling</i>

\*Percentage does not factor courses which do not belong to a program (ie. MA 110, CT 101)

\*\*Per 2019 Fanuchanan findings, General Education Learning Outcomes (GLOs) will now be included in findings.

Similar to last Fanuchanan, most of the samples utilized a bullet matrix or list format to reflect learning outcomes.

68% of course section syllabi aligned assessment method with learning outcomes

32% of course section syllabi used "objectives" or "competencies" as opposed to "Outcomes"

