
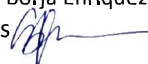


MEMORANDUM

Date: October 7, 2022

To: Deans, Associate Deans

Via: Senior Vice President and Provost 
 Anita Borja Enriquez (Oct 20, 2022 11:18 GMT+10)
 Anita Borja Enriquez, D.B.A.

From: Vice Provost for Institutional Effectiveness 

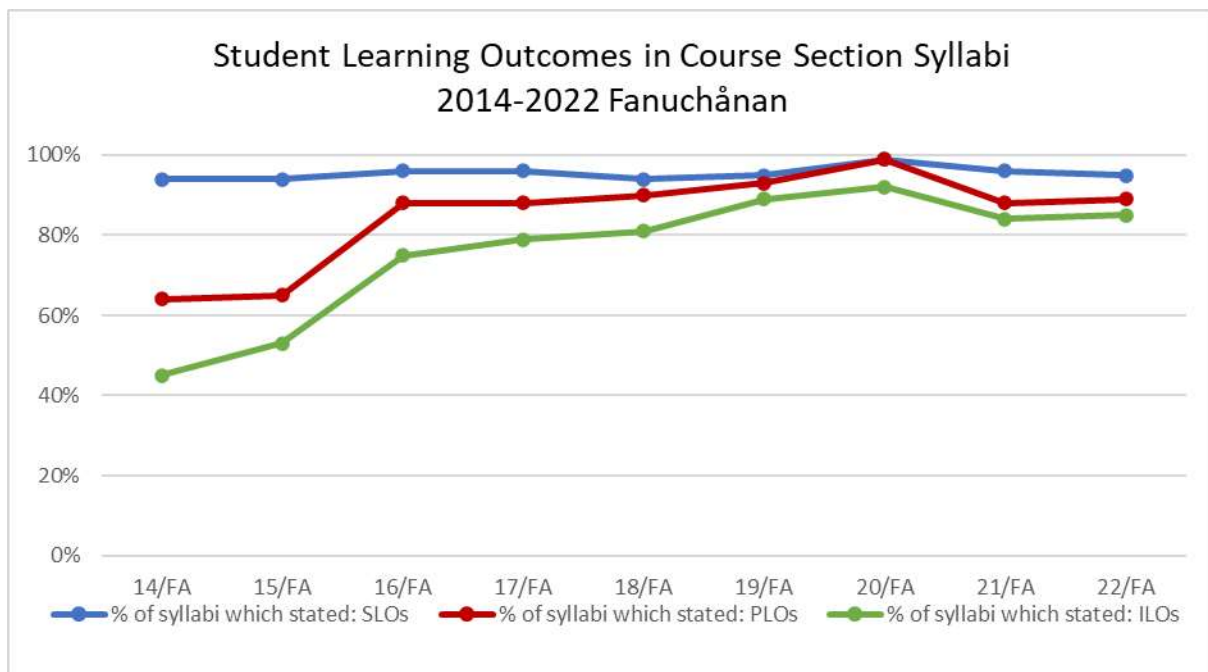
Subject: *Reflecting Student Learning Outcomes in Syllabi; Findings from the Fanuchånan 2022 Sampling*

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-programⁱ (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 2022, a random sampling of 15% of the undergraduate and graduate course sections was taken from each of the colleges, schools, and EMSS, yielding an initial sample size of N=121. An education course was removed from consideration due to the nature of only serving as a point of record, rather than an actual course. An alternative course syllabus was submitted by the School of Education, keeping the sample size of **N=121**.

Findings. The submission rate was **99%** (120 syllabi submitted) from the requested sampling of 121 course sections. The submission rate is a slight decrease from last Fanuchånan. Overall, there is little variance from last year’s sampling for Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes stated in course syllabi.



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%
21/FA	96%	88%	84%
22/FA	95%	89%	85%

Of the 120 syllabi reviewed, **95%** stated SLOs and **89%** stated PLOs; Courses that are not part of a major program were not included in this statistic (ie. CT101, MA110). In addition, **85%** stated ILOs, a one-percentage point increase from the previous semester. Of the 120 syllabi submitted, 35 are general education requirements as specified in the 2021 Fanuchānan undergraduate catalog. Of the 35 general education courses, 19 (**54%**) stated General Education Learning Outcomes (GLOs). This is the highest inclusion rate of GLOs since its addition to the findings in the 2020 sampling.


Of those in the sampling that did not state SLOs, 67% were from syllabi of full-time faculty. Of those in the sampling that did not have PLOs stated, 64% were from syllabi of full-time faculty and 36% were from syllabi of part-time faculty. Of those in the sample that did not have ILOs stated, 67% were from syllabi of full-time faculty and 33% were from syllabi of part-time faculty.

One hundred percent (100%) of the samples which indicated learning outcomes utilized a list (24%), matrix (49%), and 27% used a combination of both to align learning outcomes. Fifty-eight percent (58%) 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, 57% 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. Continue with the increase the sample size from 10% to 15% for following semesters where sampling will be administered.
4. Redistribute syllabus template to all full time and part time faculty members.
5. Require standardized syllabus components for all New Course Request(s) and Request(s) for Course Revision.
6. Communicate syllabus components that are not in compliance with individual faculty members noted in the data spreadsheet.
7. Follow up orientation or refresher training for key administrators and faculty to increase the inclusion of GLOs as required.

Approved Disapproved  ABE 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.

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

ⁱ *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.*

2022 Fanuchanan Syllabi Sampling

Total course sections in original 15% of course section sampling:	121		
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:	0		
Total course sections in revised/net sampling:	121		
Total number of syllabi submitted:	120	99%	[CLASS:44 CNAS:19 EMSS:3 SBPA:33 SENG:2 SOE:11 SOH:8]
Number of sections in sampling that did not submit:	1	1%	[CNAS:1]
			<i>submission rate for 2021 Fanuchanan sampling was 100%</i>
Number of syllabi from full-time faculty:	77	64%	[CLASS:27 CNAS:13 SOE:8 SBPA:22 SOH:6 SENG:1]
Number of syllabi from adjunct faculty:	43	36%	[CLASS:17 CNAS:6 EMSS:3 SBPA:11 SOE:3 SOH:2 SENG:1]
Number of syllabi from multi-assigned faculty (team teaching):		0%	

Findings:

Number of Syllabi with SLOs reflected:	114	95%	[CLASS:43 CNAS:19 EMSS:3 SBPA:28 SENG:2 SOE:11 SOH:8]
Number of Syllabi with SLOs not reflected:	6	5%	[CLASS:1 SBPA:5]
			<i>one (1) percentage point decrease in SLOs reflected as compared to the 2021 Fanuchanan sampling</i>
Number of Syllabi with PLOs reflected*:	87	89%	[CLASS:26 CNAS:15 SBPA:25 SENG:2 SOE:11 SOH:8]
Number of Syllabi with PLOs not reflected:	11	11%	[CLASS:3 SBPA:8]
			<i>one (1) percentage point increase in PLOs reflected as compared to the 2021 Fanuchanan sampling</i>
Number of Syllabi with GLOs reflected**:	19	54%	[CLASS:16 CNAS:2 SBPA:1]
Number of Syllabi with GLOs not reflected:	16	46%	[CLASS:8 CNAS:3 SBPA:2 SOH:3]
			<i>35 general education courses in this sampling are included in this statistic</i>
Number of Syllabi with ILOs reflected:	102	85%	[CLASS:38 CNAS:18 EMSS:3 SBPA:23 SENG:2 SOE:10 SOH:8]
Number of Syllabi with ILOs not reflected:	18	15%	[CLASS:6 CNAS:1 SBPA:10 SOE:1]
			<i>one (1) percentage point increase in ILOs reflected as compared to the 2021 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.

58% of course section syllabi aligned assessment method with learning outcomes

28% of course section syllabi used "Objectives" or "Competencies" as opposed to "Outcomes"

