





MEMORANDUM

Date: December 3<sup>rd</sup>, 2018

To: Deans  
Associate Deans

Via: Senior Vice President for Academic and Student Affairs   
Anita Borja Enriquez, D.B.A.

From: Assistant Vice President for Institutional Effectiveness 

Subject: *Reflecting Student Learning Outcomes in Syllabi; Findings from the Fanuchanan 2018 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 Fanuchanan, 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 Fanuchanan 2018, 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=88. Per the Senior Vice President's suggestion from the 2016 Fanuchanan sampling, instructors who did not submit their syllabi for were selected once again, thus bringing the sampling size up to N=90. The final sample size then decreased to N=87 due to courses which did not have a syllabus or cancelled courses (e.g. Thesis courses, labs) with 0 student enrollment as reported by the dean or associate dean of the respective college.

**Findings.** The submission rate was 98% (85 syllabi submitted) from the requested sampling of 87 course sections. The submission rate has increased from 94% in 2017 Fanuchanan and 89% in 2016 Fanuchanan. To date, this is the highest submission rate since our first sampling in 2014 Fanuchanan (97%).

Of the 85 syllabi reviewed, 94% stated SLOs, which has slightly lowered from 2017 Fanuchanan (96%). 90% stated PLOs, a two-percentage point increase over last Fanuchanan. Courses that are not part of a major program were not included in this statistic (ie. CT 101, MA 110). Lastly, 81% stated ILOs, a two-percentage point increase.

98% of the samples utilized a list (26%) or matrix (72%) to align learning outcomes, many that used the matrix format also specified their assessment methods. Approximately 8% of the samples used the terms "objects" or "goals" instead of "outcomes" which is a significant decrease from 2017 Fanuchanan at 29%.



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A few of the samples embedded hyperlinks for reflecting student learning outcomes, program 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, parentheses, 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.

Attached is a summary table of these findings.

**Recommendation.**

As per the concerns addressed last sampling, cross-listed courses were not entered twice, and labs were removed from sampling to ensure a fair selection. For future syllabi review, thesis courses will be removed from sampling as they do not require a syllabus.

Approved  Disapproved SVP Initial

The Office of Institutional Effectiveness will continue to sample syllabi on an annual basis to report on compliance. It is clear that these reviews demonstrate a significant increase in compliance.

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

CC: AVP, Academic Excellence

<sup>1</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.



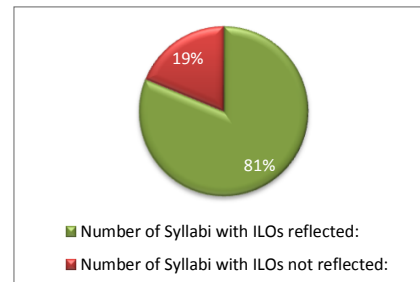
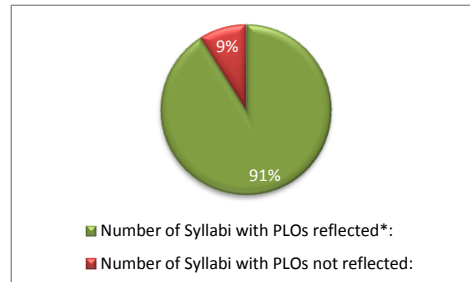
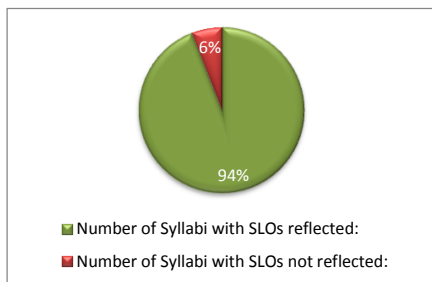
**2018 Fanuchánan Syllabi Sampling**

Total course sections in original 10% of course section sampling:	88		
Number of sections in sampling substituted with another course using due to cancelled courses/no syllabi required:	3		
Number of sections in original sampling canceled due to no enrollment:	-2		
Number of sections with no syllabi for course (reported by Deans/Associate Deans)	-4		
Number of course sections required to re-submit due to non-compliance during previous semester:	2		
Total course sections in revised/net sampling:	87		
Total number of syllabi submitted:	85	98%	[CLASS:36 CNAS:17 SOE:9 SBPA:15 SNHS:5 SENG:1 EMSS:2 LIBRARY SCIENCE:0]
Number of sections in sampling that did not submit:	2	2%	[CLASS:1 CNAS:0 SOE:1 SBPA:0 SNHS:0 SENG:0 EMSS:0 LIBRARY SCIENCE:0]
Number of syllabi from full-time faculty:	61	72%	[CLASS:25 CNAS:15 SOE:6 SBPA:10 SENG:1 SNHS:2 EMSS:2 LIBRARY SCIENCE:0]
Number of syllabi from adjunct faculty:	20	24%	[CLASS:9 CNAS:2 SOE:3 SBPA:4 SENG:0 SNHS:2 EMSS:0 LIBRARY SCIENCE:0]
Number of syllabi from multi-assigned faculty (team teaching):	2	2%	[CLASS:0 CNAS:0 SOE:0 SBPA:1 SENG:0 SNHS:1 EMSS:0 LIBRARY SCIENCE:0]

**Findings:**

Number of Syllabi with SLOs reflected:	80	94%	[CLASS:34 CNAS:17 SOE:9 SBPA:13 SENG:1 SNHS:4 EMSS:2 LIBRARY SCIENCE:0]
Number of Syllabi with SLOs not reflected:	5	6%	[CLASS:2 CNAS:0 SOE:0 SBPA:2 SENG:0 SNHS:1 EMSS:0 LIBRARY SCIENCE:0]
<i>two (2) percentage points decrease in SLOs reflected as compared to the 2017 Fanuchanan sampling</i>			
Number of Syllabi with PLOs reflected*:	61	90%	[CLASS:30 CNAS:15 SOE:8 SBPA:13 SENG:1 SNHS:4 EMSS:2 LIBRARY SCIENCE:0]
Number of Syllabi with PLOs not reflected:	6	9%	[CLASS:1 CNAS:1 SOE:1 SBPA:2 SENG:0 SNHS:1 EMSS:0 LIBRARY SCIENCE:0]
<i>two (2) percentage points increase in PLOs reflected as compared to the 2017 Fanuchanan sampling</i>			
Number of Syllabi with ILOs reflected:	69	81%	[CLASS:30 CNAS:16 SOE:6 SBPA:10 SENG:1 SNHS:4 EMSS:2 LIBRARY SCIENCE:0]
Number of Syllabi with ILOs not reflected:	16	19%	[CLASS:6 CNAS:1 SOE:3 SBPA:5 SNHS:1 EMSS:0 LIBRARY SCIENCE:0]
<i>two (2) percentage points increase in ILOs reflected as compared to the 2017 Fanuchanan sampling</i>			

\*Percentage does not factor courses which do not belong to a program (ie. MA 110, CT 101)  
 Similar to last Fanuchanan, most of the samples utilized a bullet matrix or list format to reflect learning outcomes.  
 Many who used the matrix format also specified their assessment methods.




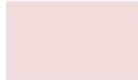

Term	Acad Level	COLLEGE/ SCHOOL	Section Name	Short Title	Active Student Count	RANDOM SAMPLE SELECTION	SUBMITTED?	Faculty	Course SLOs specified	PLOs Specified	ILOs Specified	GLOs Specified	Format	Comment
18/FA	UG	CLASS	AR-101-03	INTRODUCTION TO ART	15	Y	Y	RIFKOWITZ, LEWIS	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	AR-405-01	Advanced Watercolor Painting II	1	Y	Y	CASTRO, RICHARD	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	CM-101-04	ELEMENTARY CHAMORRO I	20	Y	Y	BEVACQUA, MICHAEL	Yes	N/A	No		List	Course SLOs different from other CM101 Course
18/FA	UG	CLASS	CM-101-05	ELEMENTARY CHAMORRO I	20	Y	Y	TERIA, JIMMY	Yes	N/A	No		List	Course SLOs different from other CM101 Course
18/FA	UG	CLASS	CO-210-01	FUNDAMENTALS OF COMMUNICATION	23	Y	Y	LUJAN, CHRISTOPHER	Yes	N/A	No		Bullet	
18/FA	UG	CLASS	CT-101-02	CRITICAL THINKING	37	Y	Y	HADAP, CHARLEEN	Yes	N/A	No	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-110-05	FRESHMAN COMPOSITION	22	Y	Y	THURBER, DIANE	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-110-09	FRESHMAN COMPOSITION	22	Y	Y	CRUZ, JOSE	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-110-22	FRESHMAN COMPOSITION	1	Y	Y	SOLOMON, KIMBERLY	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-110-24	FRESHMAN COMPOSITION	22	Y	Y	TYDINGCO, KAYLE	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-111-02	WRITING FOR RESEARCH	20	Y	Y	RAGAN, SAMANTHA	Yes	N/A	Yes	Yes	Matrix	Assessment Method Specified
18/FA	UG	CLASS	EN-111-15	WRITING FOR RESEARCH	20	Y	Y	THURBER, DIANE	Yes	Yes	Yes	Yes	Matrix	
18/FA	GR	CLASS	EN-560-01	LITERATURES IN ENGLISH	1	Y	Y	SCHREINER, CHRISTOPHER	Yes	Yes	Yes		Matrix	
18/FA	UG	CLASS	JA-101-04	ELEMENTARY JAPANESE I	20	Y	Y	IWATA, YUKA	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	GR	CLASS	LN-500-01	TOPICS IN LINGUISTICS	2	Y	Y	QUAN, CLARISA	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified
18/FA	GR	CLASS	MI-599C-01	READINGS IN MICRO STUDIES	1	Y	Y	AMES, ANGELINE	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	MU-101-01	MUSIC FUNDAMENTALS	17	Y	Y	SABLAN, EILEEN	Yes	Yes	No		Bullet	Used "Objectives" and "Goals" rather than "Outcomes." Assessment Method Specified
18/FA	UG	CLASS	MU-104-01	UNIVERSITY SINGERS	12	Y	Y	JOHNSON, RANDALL	Yes	Yes	Yes		Matrix	Assessment Method Specified. Listed all Learning outcomes in addition to Matrix
18/FA	UG	CLASS	MU-302-03	APPLIED MUSIC	1	Y	Y	JOHNSON, RANDALL	Yes	Yes	Yes		Matrix	Listed all Learning outcomes in addition to Matrix
18/FA	UG	CLASS	MU-302-06	APPLIED MUSIC	1	Y	Y	OLAH, DEAN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	MU-305-01	Upper Division Band	3	Y	Y	BEDNARZYK, STEPHEN	Yes	Yes	Yes		Matrix	Assessment Method Specified. Listed all Learning outcomes in addition to Matrix
18/FA	UG	CLASS	MU-402-01	SENIOR RECITAL	2	Y	Y	JENNINGS, COLLEEN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	PI-101-01	INTRODUCTION TO PHILOSOPHY	40	Y	Y	MOSCHELLA, MARLISA	No	No	No			
18/FA	UG	CLASS	PI-102-01	CONTEMPORARY ETHICAL PROBLEMS	9	Y	Y	HEMMINGSSEN, MICHAEL	Yes	Yes	Yes		Bullet	
18/FA	UG	CLASS	PI-301-01	HIST OF WESTERN PHILOSOPHY I	16	Y	Y	DUNLAP, RIKA	Yes	Yes	Yes		Matrix	Assessment Method specified; ILO not aligned in matrix. Listed Outcomes in addition to matrix
18/FA	UG	CLASS	PS-101-02	INTRO TO GOVT AND POLITICS	22	Y	Y	SWAMY, ARUN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	PS-101-03	INTRO TO GOVT AND POLITICS	19	Y	Y	SWAMY, ARUN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	PY-100-03	PERSONAL ADJUSTMENT	23	Y	Y	GOUNIAI, JACQUELIN	Yes	Yes	Yes		List	
18/FA	UG	CLASS	PY-304-01	MOTIVATION	16	Y	Y	FLEMING, PAUL	No	Yes	Yes		List	
18/FA	UG	CLASS	PY-426-01	PERSONALITY THEORY	17	Y	Y	NORTHINGTON, DANIEL	Yes	Yes	Yes		List	
18/FA	GR	CLASS	PY-504-01	TOPICS IN CLINICAL PSYCHOLOGY	10	Y	Y	KAWABATA, YOSHITO	Yes	Yes	Yes		List	
18/FA	GR	CLASS	PY-641-01	CLIN INTV I: COGNITIVE-BEHAVIORAL THERA	9	Y	Y	TWADDLE, IAIN KERR	Yes	Yes	Yes		List	Included Institutional Graduate Learning Outcomes
18/FA	GR	CLASS	PY-695B-01	THESIS II	1	Y	No Syllabus	TWADDLE, IAIN KERR						
18/FA	UG	CLASS	TA-102-02	CONVERSATIONAL TAGALOG II	21	Y		ANGEL, FELICITAS						
18/FA	UG	CLASS	TH-101-02	INTRO TO THEATRE	36	Y	Y	BLAS, MICHELLE	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	TH-102-01	ACTING I	7	Y	Y	SLANE, MICHAEL	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	CLASS	TH-394-01	Special Studies: Stage Voice and Speech	8	Y	Y	JENNINGS, COLLEEN	Yes	Yes	Yes		Matrix	Assessment Method Specified

18/FA	UG	CLASS	TH-102-01	ACTING I	7	Y	Y	SLANE, MICHAEL	Yes	Yes	Yes		Matrix	Assessment Method Specified	
18/FA	UG	CLASS	TH-394-01	Special Studies: Stage Voice and Speech	8	Y	Y	JENNINGS, COLLEEN	Yes	Yes	Yes		Matrix	Assessment Method Specified	
18/FA	UG	CLASS	TH-425-01	THEATER HISTORY I	9	Y	Y	BLAS, MICHELLE	Yes	Yes	Yes		Matrix	Assessment Method Specified	
18/FA	UG	CNAS	AL-185-02	HUMAN NUTRITION	24	Y	Y	ADA, ANTHONY JOHN	Yes	Yes	Yes		Matrix	Assessment Method Specified. PLOs and ILOs listed in addition to Matrix. Link to ILOs provided	
18/FA	UG	CNAS	AL-351-01	Prsnl & Fmly Financial Mgmt	18	Y	Y	SPEARS, LAJOY	Yes	Yes	Yes		Matrix	Assessment Method Specified. PLOs and ILOs listed in addition to Matrix.	
18/FA	GR	CNAS	AL-692-01	Teaching/Research Assistantship	1	Y	Y	GOLABI, MOHAMMAD	Yes	Yes	Yes		Matrix	Assessment Method Specified	
18/FA	UG	CNAS	BI-315-01	GENERAL GENETICS	71	Y	Y	LOFDAHL, KATHERINE	Yes	Yes	Yes		Matrix	Assessment Method Specified. PLOs and ILOs listed in addition to Matrix. Link to ILOs provided	
18/FA	GR	CNAS	BI-695-01	THESIS	13	Y	No Syllabus	STAFF,							
18/FA	GR	CNAS	BI-695-02	THESIS	3	Y	No Syllabus	STAFF,							
18/FA	UG	CNAS	CH-310A-02	ORGANIC CHEMISTRY	39	Y	Y	GATEWOOD, ROBERT	Yes	Yes	Yes		Matrix	Assessment Method Specified. Uses "Objectives" rather than "Outcomes"	
18/FA	UG	CNAS	CS-201-01	INTRODUCTION TO PROGRAMMING	18	Y	Y	SWANSON JR, CARL	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified. SLOs, PLO, GE GR Learning Outcomes, and ILOs listed in addition to Matrix. Uses "Objectives" rather than "Outcomes"	
18/FA	UG	CNAS	CS-305-01	ASSEMBLY LANG & COMPUTER ORG	15	Y	Y	ZOU, YOUSUO	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified. SLOs, PLO, GE GR Learning Outcomes, and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	CS-425-01	Systems Analysis & Design(capstone Crse)	8	Y	Y	SWANSON JR, CARL	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified. SLOs, PLO, GE GR Learning Outcomes, and ILOs listed in addition to Matrix.	
18/FA	GR	CNAS	EV-507-01	ADVANCED STATISTICAL METHODS	4	Y	Y	KERR, ALEXANDER	Yes	No	No		List	Learning Outcomes: A-Knowledge Based, B-Skill-Based	
18/FA	GR	CNAS	EV-695-06	THESIS	2	Y	No Syllabus	ROUSE, JOSEPH							
18/FA	GR	CNAS	EV-698-05	Environmental Scienc Professional Track	0	Y	Deleted	ROUSE, JOSEPH							
18/FA	UG	CNAS	MA-110-06	BASIC MATHMATICAL APPLICATIONS	5	Y	Y	MALLADA, CONNIE	Yes	N/A	Yes		Matrix	Assessment Method Specified. SLOs, GE GR Learning Outcomes, and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	MA-115-07	INTRODUCTORY COLLEGE ALGEBRA	14	Y	Y	NAGAHASHI, HIDEO	Yes	Yes	Yes		Matrix	Assessment Method Specified. SLOs, PLOs, and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	MA-151-01	INTRODUCTORY STATISTICS	26	Y	Y	HERREROS, MARCHELL	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified. GE GR Learning Outcomes, PLOs, and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	MA-203-01	CALCULUS I	37	Y	Y	CHOI, JAEYONG	Yes	Yes	Yes	Yes	Matrix	Assessment Method Specified. GE GR Learning Outcomes, PLOs, and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	MA-203-02	CALCULUS I	25	Y	Y	PAULINO, RAYMOND	Yes	Yes	Yes		Matrix	Assessment Method Specified. PLOs and ILOs listed in addition to Matrix. Link for ILOs provided	
18/FA	UG	CNAS	MSL-301-01	TRAINING MANAGEMENT AND THE WAR-FIGHT- Ing Functions	6	Y	Y	DUENAS, CLIFFORD	Yes	Yes	Yes		Matrix	Assessment Method Specified. PLOs and ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	MSL-401-01	THE ARMY OFFICER	7	Y	Y	RIVERS, CHRISTOPHER	Yes	Yes	Yes		Matrix	Assessment Method Specified. ILOs listed in addition to Matrix.	
18/FA	UG	CNAS	PH-251-01	UNIVERSITY PHYSICS	31	Y	Y	YOON, JOO CHUL	Yes	Yes	Yes		Matrix		
18/FA	UG	EMSS	FY-101-09	First Year Seminar	25	Y	Y	EDUVALA, LORENZO GEORGE	Yes	Yes	Yes		Matrix	Assessment method specified	
18/FA	UG	EMSS	FY-101-15	First Year Seminar	25	Y	Y	SABLAN, SALLIE	Yes	Yes	Yes		Matrix	Assessment method specified	

18/FA	UG	SBPA	BA-130-03	INTRO TO COMPUTERS AND APPLICATIONS	18	Y	Y	VILLAVERDE, FRANCES	Yes	Yes	Yes		List	For Course SLOs, uses "Objectives" rather than "Outcomes." "Learning Objectives Alignment Matrix" section on page 1 is blank.
18/FA	UG	SBPA	BA-230-01	DATA PROCESSING AND DATA ADMINISTRATION	22	Y	Y	CLAROS, JENNIFER	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SBPA	BA-303-01	GOVERNMENTAL ACCTG NON-ACC MAJ	8	Y	Y	CRISOSTOMO, DOREEN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SBPA	BA-323-01	CORPORATE FINANCE	24	Y	Y	KABIGTING, LEILA	No	Yes	Yes		List	Assessment Method Specified
18/FA	UG	SBPA	BA-402-01	ACCOUNTING SYSTEMS	20	Y	Y	CRISOSTOMO, DOREEN	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SBPA	BA-440-01	ORGANIZATIONAL BEHAVIOR	24	Y	Y	PERALTA, PAMELA	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SBPA	BA-441-02	OPERATIONS AND PROJECT MANAGEMENT	24	Y	Y	SCHINDLER, JEFFREY	Yes	Yes	No		List	Assessment Method Specified; Used "Objectives" rather than "Outcomes"
18/FA	UG	SBPA	BA-453-01	TOURISM POLICY, PLANNING & DEV	22	Y	Y	SCHUMANN, FRED	Yes	Yes	Yes		List	Assessment Method Specified
18/FA	UG	SBPA	BA-481-01	PRACTICAL APPLICATIONS IN SMALL BUSINESS/ENTREPRENEURSHIP	7	Y	Y	PEREZ, VALENTINO	Yes	No	No		Paragraph	
18/FA	UG	SBPA	LW-404-01	ADMIN & MGMT CRIM JUSTICE ORG	24	Y	Y	ISHIZAKI, FRANKIE	Yes	Yes	No		CLO-Paragraph	Uses "Course Goals and Objectives" rather than "Outcomes:"
18/FA	UG	SBPA	LW-442-03	LAW & ETHICS IN BUSINESS GOVERNMENT	30	Y	Y	MARAMAN, KATHERINE	Yes	No	No		List	Assessment Method Specified. Uses "Learning Goals" rather than "Outcomes"
18/FA	UG	SBPA	LW-443-01	BUSINESS LAW II	21	Y	Y	VALDES, GEORGE	No	Yes	No		List	
18/FA	UG	SBPA	PA-403-02	PUBLIC PERSONNEL ADMIN	17	Y	Y	SAYAMA, KRISTINA LOUISE	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	GR	SBPA	PA-530-01	PUBLIC MANAGEMENT	16	Y	Y	AGUON, RONALD	Yes	Yes	Yes		List	Assessment Method Specified
18/FA	GR	SBPA	PA-550-01	COMPARATIVE PUBLIC ADMIN	13	Y	Y	ESTEVEZ, CHARLES	Yes	Yes	Yes		List	
18/FA	UG	SENG	ES-303-01	GEOTECHNICAL ENGINEERING	1	Y	Y	PATIL, UJWALKUMAR	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SNHS	HS-106-01	Aerobic Fitness	11	Y	Y	SABLAN, MATTHEW	Yes	Yes	Yes		Matrix	Assessment Method Specified
18/FA	UG	SNHS	NU-302B-01	ADULT HEALTH NURSING	27	Y	Y	VARGHESE, ANNAMMA	Yes	Yes	Yes		Matrix	Assessment Method Specified; Included benchmarks in Matrix
18/FA	UG	SNHS	NU-310-01	PATHOPHYSIOLOGY	28	Y	Y	CRUZ, ANNA	Yes	No	Yes		Matrix	Assessment Method Specified; Included benchmarks in Matrix; lists Course SLOs and ILOs in addition to Matrix
18/FA	UG	SNHS	NU-412-01	COMMUNITY HEALTH NURSING	31	Y	Y	FINCH, JAMES	Yes	Yes	Yes		Matrix	Assessment Method Specified; Included benchmarks in Matrix
18/FA	UG	SNHS	SW-331-02	GENERALIST SW PRAC METHODS III	19	Y	Y	LIZAMA, TRICIA	No	Yes	No		List	Assessment Method Specified; Aligned PLOs with Accrediation Standards Core Competencies of the Council on Social Work Education (ASCC). Mentions UOG-ILOs all correspond to PLOs
18/FA	UG	SOE	ED-201-02	HUMAN GROWTH & DEVELOPMENT	26	Y	Y	MILLER, MARY JANE	Yes	Yes	Yes		Matrix	Includes: SOE Conceptual Elements, Guam Teacher Standards, InTASC (PLOs); Assessment Method Specified
18/FA	UG	SOE	ED-321-01	LANGUAGE ARTS METH:SECONDARY	2	Y	Y	SANTOS, MICHELLE	Yes	Yes	Yes		Matrix	Includes: SOE Conceptual Framework, InTASC (PLOs), GTP Standards
18/FA	UG	SOE	ED-350-01	EFF TCHG STRATEGIES FOR ELEM/MUL CLASS	12	Y	Y	PEREDA, DOREEN	Yes	Yes	Yes		Matrix	Includes: SOE Conceptual Elements, ACEI Standards, GTP Standards
18/FA	UG	SOE	ED-353-01	SOCIAL STUDIES METH:ELEMENTARY	14	Y	Y	LIMTIACO, MATTHEW	Yes	Yes	No		Matrix	Includes: SOE Conceptual Elements, ACEI Standards, InTASC (PLOs), GPSSTS Standards, GDOE Standards
18/FA	UG	SOE	ED-385C-01	CHAMORRO ORTHOGRAPHY	5	Y	Y	FRANQUEZ, JOSEPH	Yes	Yes	No		Matrix	Includes: SOE Conceptual Elements, InTASC (PLOs)
18/FA	UG	SOE	ED-392-20	METHODS PRACTICUM	8	Y	Y	SEERENGAN, KRISHNAN	Yes	No	No		List	
18/FA	UG	SOE	ED-492-05	PRACTICUM STUDENT TEACHING:	4	Y	Y	SANTOS, MICHELLE	Yes	Yes	Yes		Matrix	Includes: SOE Conceptual Framework, InTASC (PLOs), GTP Standards
18/FA	GR	SOE	ED-610-20	SCHOOL LEADERSHIP AND ADMIN	9	Y	Y	JAMES, GERALDINE	Yes	Yes	Yes		Matrix	Includes: SOE Conceptual Framework, ELCC 2011 Standards (PLOs); Assessment Method Specified

18/FA	GR	SOE	ED-645-21	ADVANCED METHODS IN PK-12 SCHL LITERACY	15	Y	Y	RIVERA, MATILDA	Yes	Yes	Yes		Matrix	Includes: Standards for Reading Professionals, Graduate Insitutional Learning Outcomes, National Board of Professional Teaching Standards, Guam Teacher Professional Standards, SOE Conceptual Framework. Assessment methods specified
18/FA	GR	SOE	ED-683-21	CLASSROOM MANAGEMENT	1	Y	Deleted	STAFF,						
18/FA	GR	SOE	ED-692-01	PRACTICUM:	5	Y		CAMACHO, VALORIE ANN						

Row Color Legend

-  Course is not part of a major program
-  Included in sampling this year because instructor did not submit a syllabus last year
-  Syllabus not submitted





Why include SLOs, PLOs and ILOs in syllabi?

Including or listing the PLOs and ILOs that are aligned to a course’s SLOs is primarily driven by accreditation standards. Best practices and our institutional requirement also support this.

**WSCUS**

One of the criteria for assessing the quality of academic Program Learning Outcomes (PLOs) is the “Student Experience”. At a minimum, students need to be aware of the learning outcomes of the program(s) in which they are enrolled. Ideally, they could be included as partners in defining and applying the outcomes and the criteria for varying levels of accomplishment.

Questions:

- Are the outcomes communicated to students consistently and meaningfully?
- Do students understand what the outcomes mean and how they can further their own learning?
- Do students use the outcomes and criteria to self-assess?
- Do they participate in reviews of outcomes, criteria, curriculum design, or related activities?

One of the criteria for the quality of a PLO is considered to be at various stages based on the following levels of **student experience**<sup>1</sup>:

Initial	Emerging	Developed	Highly Developed
Students know little or nothing about the overall outcomes of the program. Communication of outcomes to students, e.g. in syllabi or catalog, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.	Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in the catalog, on the web page, and elsewhere.	Students are well-acquainted with program outcomes and may participate in the creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of outcomes in all course syllabi, and they are readily available in other program documents.

WSCUC evaluation teams reference the WSCUC Rubric for Assessing the Quality of Academic Program Learning Outcomes when evaluating curriculum (CFRs 2.1–2.5, 2.8, 3.5, 4.1, 4.4, 4.7).

<sup>1</sup> WSCUC Rubric for Assessing the Quality of Academic Program Learning Outcomes





When submitting a substantive change application to WSCUC, one of the requirements is to submit sample syllabi must include specific student learning outcomes for the course. Another requirement is to describe the process by which syllabi are reviewed and approved to determine that course learning outcomes are described and are linked to program learning outcomes.

WSCUC CFR 2.4 Specifies: “The institution’s student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution’s faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.” A WSCUC guideline provided to its evaluation teams for CFR 2.4 if “Student learning outcomes are reflected in course syllabi.”

WSCUS provides the following definition for “Syllabus”<sup>2</sup>:

Syllabus – a document prepared by the instructor and distributed to students at the beginning of a course. The syllabus generally **includes learning outcomes**, grading standards, a reading list, assignments, dates of tests, the plagiarism policy, and other information.

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<sup>2</sup> 2013 WSCUC Handbook of Accreditation