

1 October 13, 2011

2 **S.R. 1106**

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4 **Title: In Support of Increased Transparency of and Student Involvement in**
5 **Learning Outcomes**
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7 **WHEREAS,** Learning outcomes outline what a student can expect out of their degree program
8 and major by outlining the overall mission and goals of departments on campus;
9 and,
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11 **WHEREAS,** Departmental goals and missions serve as guiding principles in the creation of
12 course curriculum and set expectations for student success; and,
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14 **WHEREAS,** Furthermore, learning outcomes are used as an institutional metric for measuring
15 progress to departmental goals by assessing and holding units accountable for the
16 Southern Association of Colleges and Schools (SACS) accreditation process;
17 and,
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19 **WHEREAS,** These outcomes help outline the purpose and material of curriculum, they are not
20 made transparent or publicly accessible to students applying or pursuing a
21 degree; and,
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23 **WHEREAS,** Students benefit from a preliminary understanding of the objectives of each field
24 of study in order to make an individually advantageous decision on which degree
25 to pursue; and,
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27 **WHEREAS,** The Second Task Force on Enrollment Strategy suggests that “a key part of the
28 problem students face in finding their way is that they feel they must declare a
29 major before they have enough information to make an informed decision,”¹
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31 **WHEREAS,** Students currently in their major coursework would have a clearer knowledge of
32 the expectations of their coursework and a tool for tracking intellectual
33 development and growth if these outcomes were made available to them; and,
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35 **WHEREAS,** Outcomes are available on a course-by-course basis through course syllabi, they
36 are not available to distinguish the overall objectives of a major; and,
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38 **WHEREAS,** These outcomes specify the direction and focus of curriculum, students have no
39 input in the formation of the learning outcomes and therefore in departmental
40 course curriculum; and,

¹ Second Task Force on Enrollment Strategy, pg. 14

41
42 **WHEREAS,** Students, faculty and administration should be equal partners in higher education
43 and the formation of curriculum to ensure that curriculum within specific majors
44 remains relevant to younger generations and ensures that student expectations for
45 their educational experience match those of the institution's; and,

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47 **WHEREAS,** Schools such as the University of Wisconsin Madison, Michigan State University,
48 and Indiana University have learning outcomes for all degrees available to the
49 public through their respective websites; therefore, be it,

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51 **RESOLVED,** That the Senate of College Councils recommends that learning outcomes be
52 posted on a centralized location on the University of Texas website in addition to
53 their departmental websites; therefore be it further,

54
55 **RESOLVED,** That the Senate of College Councils recommends that students have a formalized
56 role in the formation and reevaluation of learning outcomes for major specific
57 curriculum; therefore be it further,

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59 **RESOLVED,** That this resolution be sent to Vice Provost for Faculty Affairs Neal Armstrong,
60 Director of Institutional Accreditation and Program Assessment Linda Dickens,
61 Provost Steven Leslie, Vice Provost for Undergraduate Education and Faculty
62 Governance Gretchen Ritter, all college deans, and all department chairs.

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