

# Student Learning Outcomes

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Course goals at the AAU are called student learning outcomes and they are found on the syllabus for your class. Student learning outcomes explain exactly what the student should be able to do by the end of the course, Student Learning Outcomes should be concrete and measurable, and they are the same for every section of a course. Internalizing the student learning outcomes will guide and focus every step of the lesson planning process.

Here are two examples of student learning outcomes:

- Upon completing MPT 205, Introduction to Producing, students will be able to schedule, budget, pitch, and write treatments for a music video & short film project.
- Upon completing FSH 111, Introduction to Fashion Business, students will be able to describe and analyze the chain of relationships from fiber development through design to manufacturing and end use by the consumer, for fashion products.

Notice that these student learning outcomes are concrete, measurable and written for the student. It is easy to see what sorts of assignments and topics might lead up to the outcomes described above.

## Daily Student Outcomes

Daily student outcomes provide direction for your daily lessons. These outcomes state explicitly what the students will be able to do by the end of a day's session. Daily outcomes, like course student learning outcomes, should be concrete and measurable so that both you and your students know whether or not they have attained them. They should be written for the student. They should also define the scope of what you will cover on a given day.

Compare these two attempts at daily outcomes for a lesson on shutter speeds and apertures:

1. I will cover shutter speeds and apertures in a lecture and show students the controls on their cameras.
2. Students will be able to calculate equivalent exposures, using F-stop and shutter speeds

Note that #1 is a plan for what the teacher will do, while #2 is written for the students. #2 is a concrete description of what the students will do. It is measurable the teacher can say if the calculations are done correctly or not.

Compare these two attempts at daily outcomes for a field trip to Grace Cathedral for an Art History class:

1. Students will go to Grace Cathedral and think about connections between various styles of architecture.
2. Students will go to Grace Cathedral and identify the architectural components that identify it as French Gothic.

Both of these outcomes are written for the student. But #1 is not concrete. It is difficult to observe and measure thinking. #2 is the better example of a daily learning outcome because the teacher can observe a student identifying something specific, either by writing or saying it.

Here are two more examples Daily Outcomes that are concrete, measurable, and written for the student:

### Print Making:

Students will be able to create five unique block prints using various color schemes.

### Fashion:

Students will be able to identify the main features of Chanel designs.



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