

# MISSISSIPPI VALLEY STATE UNIVERSITY

## Helpful Assessment Information

### HANDOUT #1

#### SMART Student Learning Outcomes

- ***S- Specific*** – Describe a specific category of student learning
- ***M- Measurable*** – using concrete language to describe what students will be able to do-
- ***A - Appropriate/Attainable/Action-Oriented/Aligned*** – expectations for student learning should describe the expertise that is reasonably attainable and appropriate for the developmental level of students.
- ***R - Relevant/Realistic/Results-Oriented*** – SLOs should be reasonable given the resources available.
- ***T - Time-Specific***- SLOs should be appropriate for the location of a course in the curriculum. Program-level SLOs should be appropriate for the level of expertise represented by the degree awarded (baccalaureate, master's)

#### Bloom's Taxonomy of Educational Objectives

- Level 1- Knowledge
- Level 2 – Understand
- Level 3 – Apply
- Level 4 – Analyze
- Level 5 – Evaluate
- Level 6 – Create

Consider the following:

1. Students should be able to comprehend and apply early childhood theories.
2. Students should be able to clearly apply early childhood theories.

**NB: Number 2 is better stated.**

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### HANDOUT #2 - Expressing Student Learning Objectives

- *Aim for objectives that are neither too broad nor too specific.*

Aim for a midpoint between these two extremes.

**Too vague:** Students will demonstrate information literacy skills.

**Too specific:** Students will be able to use institutional online services to retrieve information.

**Better:** *Students will locate information and evaluate it critically for its validity and appropriateness.*

#### EXAMPLES OF SLOs:

- Students will be able to select the most appropriate investigative methods or information retrieval systems for accessing needed information. (Level 1- Knowledge)
- Students will be able to choose appropriate interventions to manage client fear and/or anxiety in a social work counseling setting. (Level 3 – Apply)
- Students will be able to accurately assess the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized. (Level 5 – Evaluate)
- Students will be able to structure a 3 to 5-page essay around a thesis, maintaining unity and coherence. (Level 6 – Create)
- Students will be able to describe the operations of financial institutions and the service they provide. (Level 1- Knowledge)
- The students will be able to summarize the important features of major periods in the history of Western music. (level 2 – Understand)
- Students will be able to apply basic techniques of hypothesis testing to draw conclusions about population samples. (Level 3 – Apply)
- Students will be able to identify the theories employed by researchers who use oral history methods. (Level 1 – Knowledge)