BLOOM’S TAXONOMY: HOW WELL IS MARYMOUNT DOING?
Bloom’s Taxonomy

- Knowledge - Remember
- Understand - Describe, Explain
- Apply
- Analyze
- Evaluate
- Create

Bloom’s Taxonomy (Revised)

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)
National Survey of Student Engagement

- Measures student experiences inside and outside of the classroom
- Uses a cross-sectional model targeting first year students and seniors
- Marymount participates biennially
  - 2004 – 399 students (35%)
  - 2007 – 323 students (26%)
  - 2009 – 289 students (31%)
## National Survey of Student Engagement

<table>
<thead>
<tr>
<th>Level</th>
<th>NSSE: How much does your course work emphasize:</th>
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</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Memorizing facts, ideas, or methods from your courses and readings</td>
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<tr>
<td>Intermediate</td>
<td>Analyzing basic elements of an idea, experience, or theory</td>
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<td></td>
<td>Synthesizing and organizing ideas, information or theories</td>
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<td></td>
<td>Making judgments about the value of information, argument or methods</td>
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<tr>
<td>Advanced</td>
<td>Applying theories concepts to practical problems or in new situations</td>
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Marymount’s Coursework Emphasis - 2009

- Memorizing Facts
- Applying Theories and Concepts

First Year
Senior

First Year
Senior

Bar Chart

0 10 20 30 40 50 60

Memorizing Facts
Applying Theories and Concepts
Trends in Course Emphases

- Memorizing Facts
  - 2004: 40
  - 2007: 30
  - 2009: 30

- Applying to New Situations
  - 2004: 40
  - 2007: 50
  - 2009: 50

Legend:
- Blue: First Year
- Orange: Senior
Comparison between Marymount and Other Masters & National Norms

- **Memorizing Facts**
  - First Year: All, Masters, MU
  - Senior: All, Masters, MU
- **Applying to New Situations**
  - First Year: All, Masters, MU
  - Senior: All, Masters, MU
Implications

- Marymount has a developmental approach to the undergraduate curriculum
  - There is an increased emphasis in higher level learning between first year students and seniors
  - Over the last five years, there has been a generalized increase in higher level learning for seniors
- The only real issue in the data is a higher than expected emphasis on memorizing facts at the senior level.
  - Is this a bad thing? A good thing? Or just a thing?