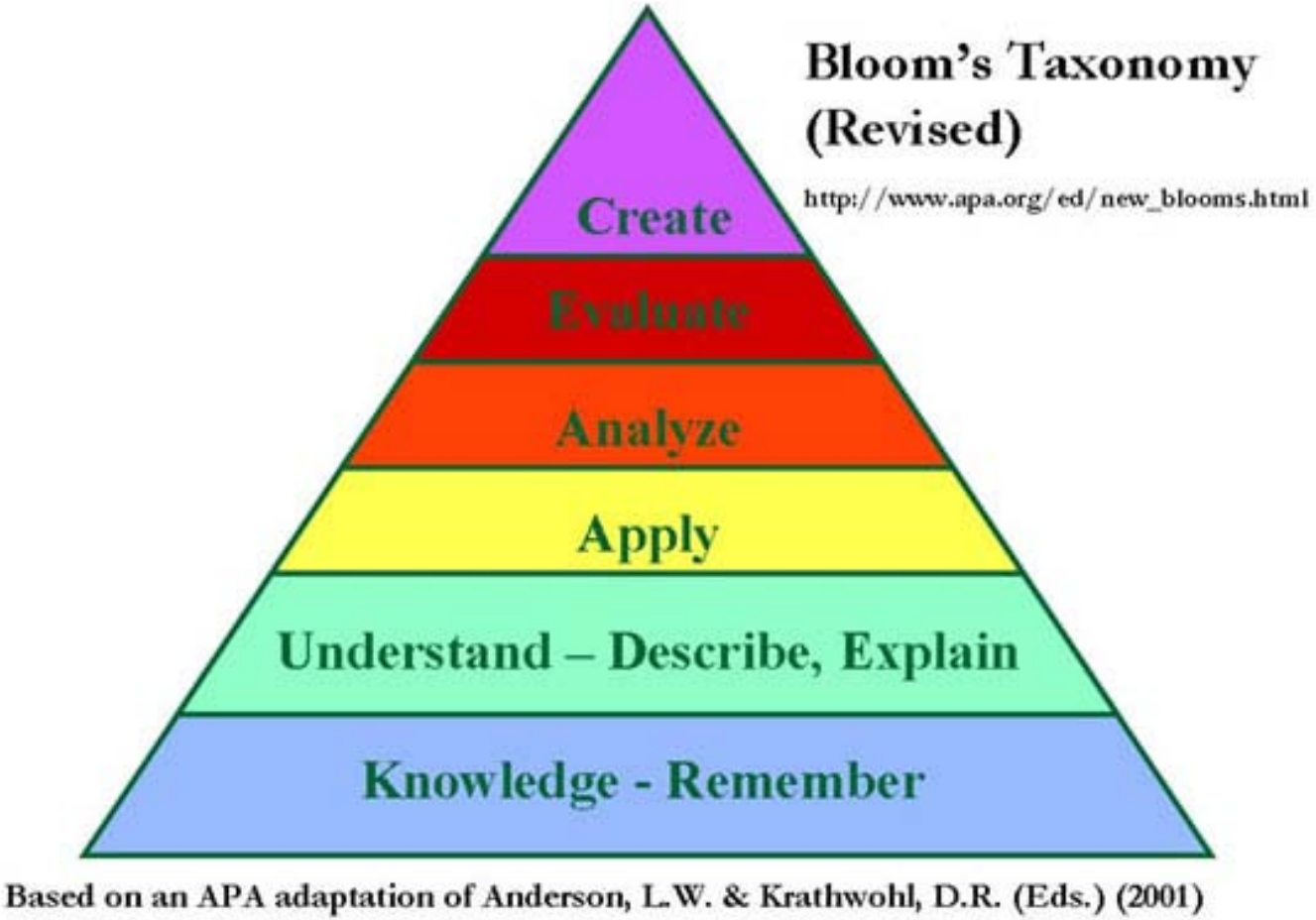
BLOOM'S TAXONOMY: HOW WELL IS MARYMOUNT DOING?

Marymount University – 2010 Innovations

Bloom's Taxonomy



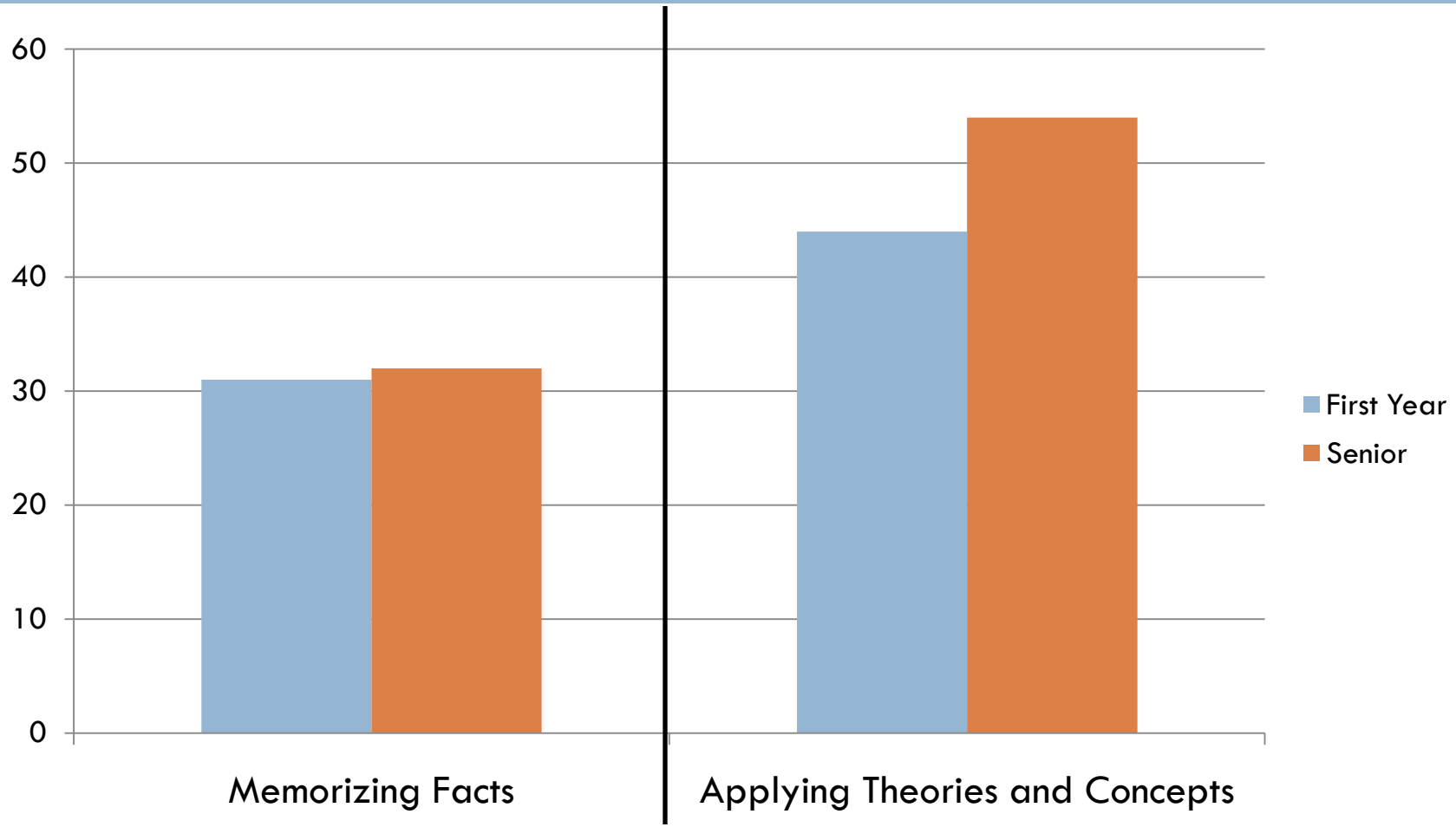
National Survey of Student Engagement

- 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%)

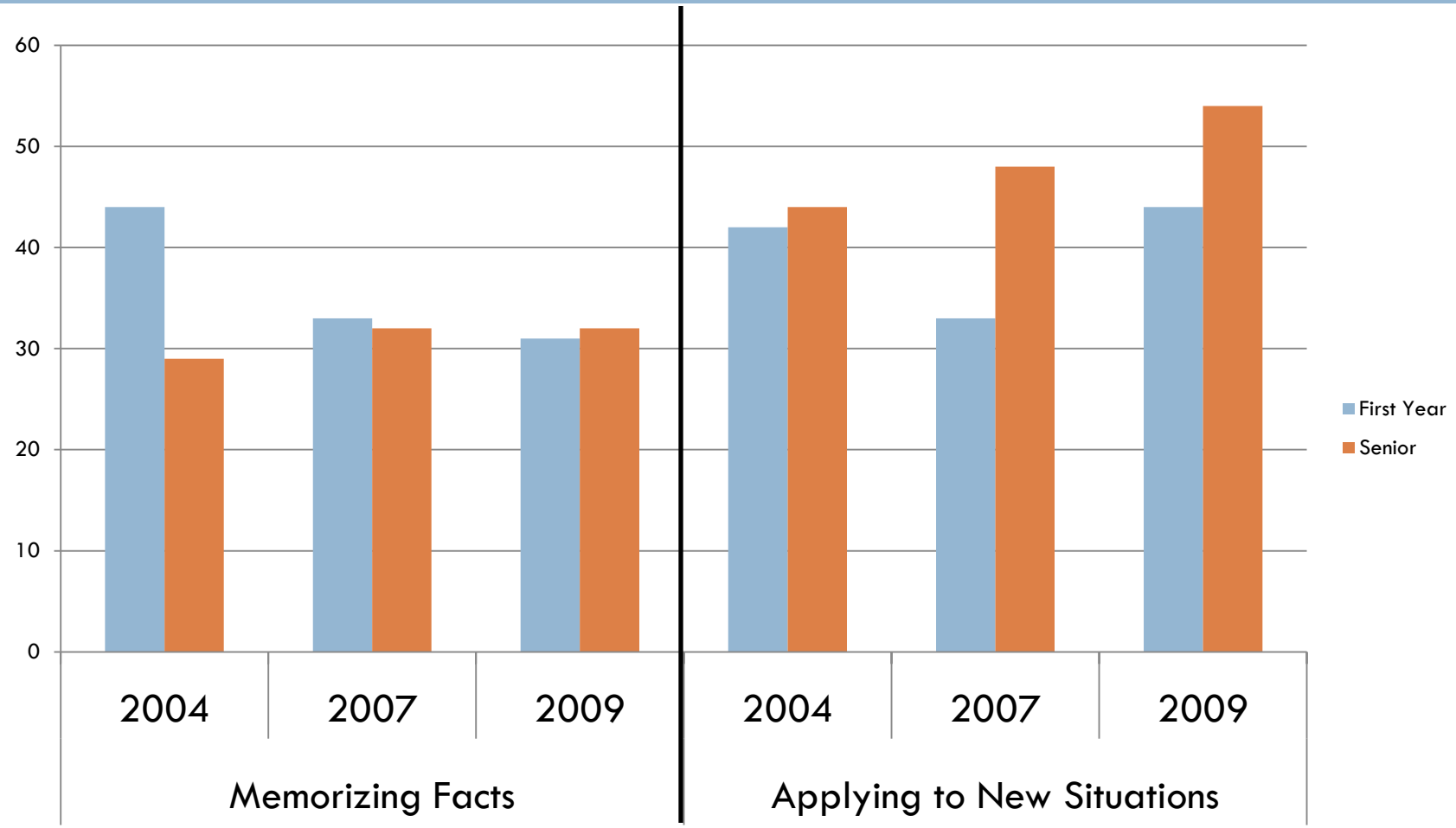
National Survey of Student Engagement

Level	NSSE: How much does your course work emphasize:
Basic	Memorizing facts, ideas, or methods from your courses and readings
Intermediate	Analyzing basic elements of an idea, experience, or theory
	Synthesizing and organizing ideas, information or theories
	Making judgments about the value of information, argument or methods
Advanced	Applying theories concepts to practical problems or in new situations

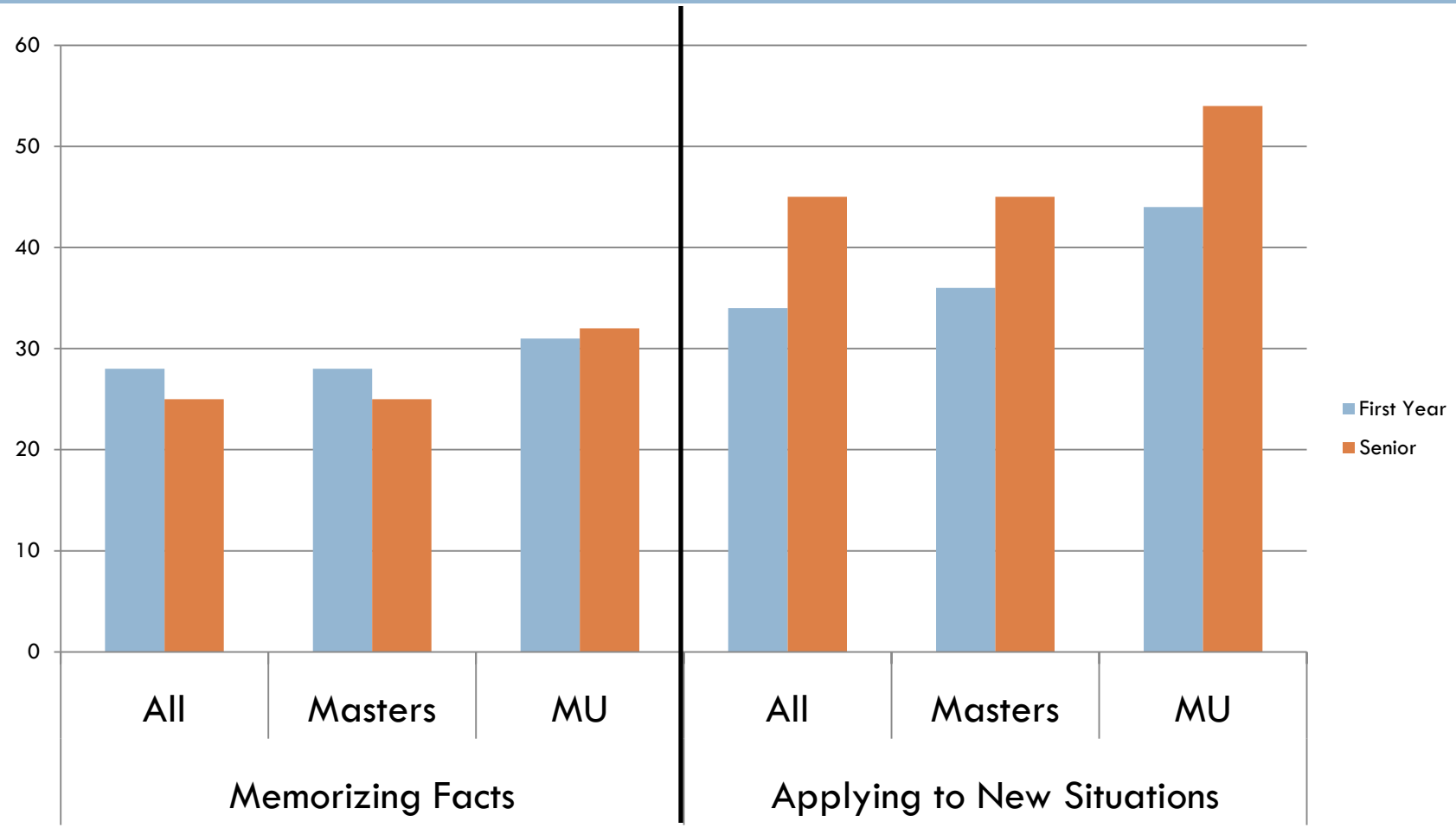
Marymount's Coursework Emphasis - 2009



Trends is Course Emphases



Comparison between Marymount and Other Masters & National Norms



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 an 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?