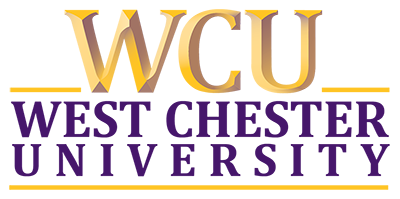
As a result of participating in this session, participants will be able to:

Categorize three learning outcomes using Bloom’s Taxonomy

Develop at least one learning outcome for a program using the A, B, C, D format

Create one assessment question for each learning outcome

# **BLOOM’S TAXONOMY: THE LEARNING PROCESS**



|  |
| --- |
| **CO-CURRICULAR LEARNING GOALS** **Civic Engagement**  Encompasses actions wherein individuals participate in activities of personal, political, and public concern that are both individually life enriching and socially beneficial to the community. |
| **Communication**  The exchange of information orally, non-verbally and in writing, with individuals, groups and external audiences using multiple modes, including technology and related applications. |
| **Critical Thinking**  A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. |
| **Integrative Learning**  An understanding and disposition that a student builds across their personal, curricular, and co-curricular lives, from making simple connections among ideas and experiences to synthesizing and transferring learning to new and complex situations. |
| **Intercultural Fluency**  Valuing, respecting and learning from people with diverse backgrounds (e.g., ability, age, culture, economic status, education level, ethnicity, gender, nationality, race, religion, sexual orientation). The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences. |
| **Personal Development**  Includes both intra- and inter-personal elements. Intra-personal development refers to an individual's self-understanding in the extent to which the engage in selecting and living by their personal values and beliefs.  Inter-personal development refers to an individual’s ability to build and maintain meaningful and healthy relationships, work collaboratively, and lead others. |
| **Problem Solving**  The process of designing, evaluating, and implementing a strategy to answer a question or achieve a desired goal. |

**Note: The Co-curricular Learning Rubrics are a great resource for developing learning outcomes. Check them out on the Student Affairs Assessment website.**

# LEARNING GOLF THROUGH BLOOM’S TAXONOMY

1. **Remember: Recall Facts and Basic Concepts (Co-curricular Milestone 1 Program)**

*Student lists/recalls the elements of golf*

Element Examples: Golf course, a golf bag, iron numbers, payment, towel, tees, attire, game rules, golf cart, golf cart etiquette, other golfers, scorecard, golf ball, golf stance, flag, hole, sand trap, fairway, be quiet when someone is up, iron numbers, allow other golfers to pass through

1. **Understand: Explain Ideas or Concepts (Co-curricular Milestone 1 Program)**

*Student describes the elements of golf*

Description Examples: A tee goes in the ground, the ball sits on it, uses of irons, the flag can be removed from the hole when…, a par is the average number of hits it takes to get the ball in the hole, the expectations for golf attire are…

1. **Apply: Use Information in New Settings (Co-curricular Milestone 2 & 3 Program)**

*Student practices golf*

Practice Examples: swinging, aiming, placing tee, putting, driving the golf cart, dressing appropriately

1. **Analyze: Draw Connections Among Ideas (Co-curricular Milestone 2 & 3 Program)**

*Student runs golf tests*

Test examples: categorize irons, test stances and swings, reflect on the differences between courses, determine what works best for them

1. **Evaluate: Justify a Stand or Decision (Co-curricular Milestone 4 Program)**

*Student assigns value to their analysis*

Value examples: makes a case for/against golf rules, critiques golf ball and iron brands, prioritizes the order of the team members in order to maximize success

1. **Create: Produce a New or Original Work (Co-curricular Milestone 4 Program)**

*Student creates something new based on what they have learned*

Examples: develops new sport based off of golf, coaches/teaches others, develops a model for a new course, designs a new golf club, authors a book on golf, creates an instructional golf video

# **PRACTICE**

As a result of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, participants will be able to:







|  |  |  |
| --- | --- | --- |
| **Co-curricular Program Level** | **Bloom’s Taxonomy** | **Categorize the learning outcomes above into the appropriate milestone.** |
| Milestone 1 | Remember |  |
| Understand |  |
| Milestone 2 & 3 | Apply |  |
| Analyze |  |
| Milestone 4 | Evaluate |  |
| Create |  |

# **FINALIZING LEARNING OUTCOMES**

**The ABCD format includes four components of a learning outcome:**

1. Audience
2. Behavior
3. Condition
4. Degree

Example: As a result of golf practice, students will be able to select the appropriate golf club for seven out of nine holes.

# **DEMONSTRATING STUDENT LEARNING**

Art

Blog post(s)

Papers

Presentations

Recitals

Reflections

Skits

Sports practice

Worksheets

Written or oral plans

# **ASSESSING STUDENT LEARNING**

Focus Group Interviews

Individual Interviews

Observation forms

Rubrics

Surveys

Tests

**CREATING YOUR ASSESSMENT PLAN**

Program Title:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes** | **Bloom’s Taxonomy** | **Co-curricular Milestone** | **Co-curricular Learning Goal** | **Students will demonstrate learning through:** | **Student learning will be assessed through:** | **The following question will be used to assess student learning:** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Overall Program Level: