



**MINNESOTA WEST
COMMUNITY & TECHNICAL
COLLEGE**

ASSESSMENT HANDBOOK

2022-2023

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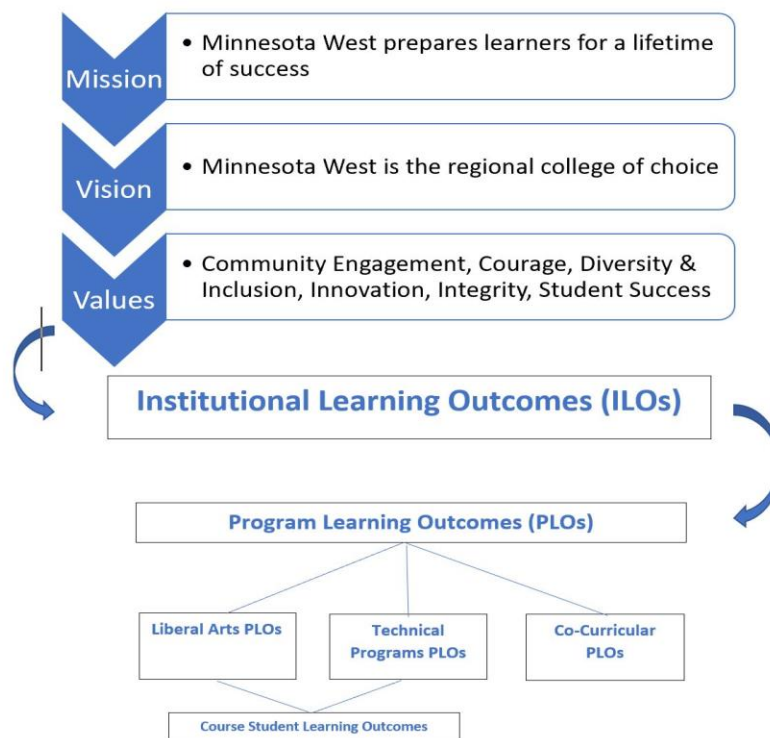
GENERAL INFORMATION

Definition

Assessment is a continuous, systematic process of developing appropriate assessment tools, accumulating and analyzing data, making decisions based on data analysis, taking-action on those decisions, and determining whether or not those actions have improved effectiveness. Assessment is about accountability, evidence, credibility, and ongoing continuous improvement.

The Minnesota West assessment plan flows from the college mission, vision, and values (see figure 1). It is an ongoing process that is a part of course, technical and cocurricular program goals. Assessment is faculty and staff driven and administratively supported, and uses various measures that are both quantitative and qualitative. It is organized so the results of any assessment will lead to improvement and increased effectiveness.

Figure 1



Assessment practices at Minnesota West are transparent, as this builds trust with stakeholders. The purpose and values underpinning assessment are clear and shared. Assessment practices engage stakeholders as something that is done with them and not to them. Assessment practices follow ethical guidelines related to research-based assessment.

Purpose of Assessment

Minnesota West Community and Technical College's purpose for an Assessment Plan is to help determine to what degree the college is fulfilling our mission. The assessment process provides the college with the appropriate data to use to continually improve the quality of education in courses, technical and cocurricular programs.

The Higher Learning Commission (HLC) establishes the credibility of member colleges. Minnesota West Community and Technical College adheres to the HLC's criteria for accreditation and assumed practices. Criterion 4, Teaching and Learning: Evaluation and Improvement, core component 4.B. (revised and effective, 9/2020) requires the college demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning. Minnesota West strives to meet the following core components of assessment:

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings;
2. The institution uses the information gained from assessment to improve student learning.;
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Purpose of Assessment

Focus on student learning that is based on outcomes;
How those outcomes are based on course and program goals;
Which reflect the College's Mission, Vision, and Values;
That, if followed correctly ...
Meet accreditation.

Faculty and staff at Minnesota West engage in assessment activities throughout the academic year for several reasons. First, assessment activities provide opportunities to improve student learning through the development and measurement of learning outcomes at the course, program, and cocurricular levels. Second, assessment of learning outcomes provides both qualitative and quantitative data that demonstrates continuous improvement and accountability to our constituents, community and accrediting agency(s). Third, assessment activities provide a culture of continuous improvement by providing feedback on what does and does not work well both within, and outside of the classroom. Last, assessment activities demonstrate and support the college's mission to prepare learners for a lifetime of success; the college's vision to be the regional college of choice; and the college's values that promote community engagement, courage, diversity and inclusion, innovation, integrity, and student success.

Six themes are present at Minnesota West that integrates institutional-wide assessment that fosters cross-divisional/departmental/program teamwork:

1. Administrators serve as role models in their commitment to gathering and using data in the decision-making process.
2. Faculty and staff are responsible to plan and assess the curriculum.
3. Collaboration creates a common view of student learning outcomes and priorities.
4. Student learning experiences and their assessment are coordinated across the college, both curricular and cocurricular.
5. Faculty and staff recognize, promote, and assess institutional learning outcomes.
6. Assessment results are used to improve the holistic student experience.

Benefits of Assessment

Students:

- Confidence to transfer to a higher education institution
- Insight in coping skills
- Opportunities to take more responsibility for learning
- Education that provides skills and values for life-long learning
- Results of learning to meet employer requirements
- Motivation to learn
- Relevant career education
- Career guidance
- Documented direction for employment
- Certification of workplace competencies
- Opportunities to evaluate skills required for employment

Faculty/Program Coordinators:

- Opportunity to showcase educational excellence
- Benchmarks for assessing learning progress
- Methods to focus on student learning
- Plan to improve the quality of learning in the classroom
- Opportunity to work with industry establishing outcomes
- Accountability to public, state, and federal agencies
- Feedback from students' learning to show the strengths and weaknesses of curriculum
- Plans for on-going improvement
- Marketing tools
- Opportunities to integrate foundation skills such as critical thinking and teamwork
- Alignment of curriculum with learner outcomes
- Opportunities to develop better assessment tools
- Improved communication among students, faculty, staff, and administration
- Improved validation of programs and content with licensing agencies
- Increased student satisfaction
- Opportunities to work with industry and advisory boards to improve curriculum
- Receive meaningful feedback

Cocurricular Programs:

- Provides motivation on learning new skills
- Increases adaptation to a changing environment
- Increases responsibility and free expression
- Provides the avenues of socialization, self-identification, and self-assessment
- Develops time-management and organizational skills
- Builds on skills taught in the classroom and generalized to life-long activities outside of the classroom

Employers:

- Trained employees in alignment with workforce standards

- Documented achieved learner outcomes
- Employees with critical thinking skills

College:

- High quality curriculum, educators, and students
- Data to use in marketing efforts
- Proof of student learning
- Methods to assess in educational courses, cocurricular clubs, and technical programs
- Accountability of students achieving student outcomes
- Opportunities to partner with agencies/businesses

ASSESSMENT PLAN

The Assessment Plan at Minnesota West Community and Technical College is reviewed throughout the year to determine the need for changes to the overall process, specific learning outcomes in courses or programs, and establish timelines for completion, analysis of data, and dissemination of information.

The Assessment Plan:

- Enables faculty, staff, and administrators to identify strengths and weakness in courses, technical and cocurricular programs;
- Provides the assessment committee with data that will lead to informed decisions regarding college curricula and cocurricular programs;
- Provides the assessment committee with data regarding budget;
- Provides faculty, staff, and administrators with direction for creating both short- and long-term projects for improvement;
- Creates an atmosphere of greater cooperation among all areas of the college by stimulating discussion of issues vital to student success.

LEARNING OUTCOMES

Learning outcomes are the navigation tools in courses, technical programs and all cocurricular programs. Effectiveness of learning outcomes are measured at the institutional level and in all courses, technical programs, and cocurricular programs including advising, clubs and organizations, Library and Academic Resources (LARC), peer and professional tutoring, and student services.

Institutional Learning Outcomes

The Minnesota West Institutional Learning Outcomes (ILOs) are directly connected not only to the Values of the college – essentially becoming the Values, defined – but also to the college’s Mission and Vision. The ILOs are the knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of Minnesota West, including courses, technical programs, and cocurricular programs. The ILOs are a part of every assessment tool and are measured in courses each semester, and annually in technical and cocurricular programs. The ability to measure is essential for understanding how well we are achieving our Institutional Learning Outcomes and, ultimately, understanding how well we are achieving our mission. The Minnesota West Institutional Learning Outcomes are as follows:

1. Community Engagement and Courage: Learners develop the confidence, skills, and values to effectively recognize the needs of individuals, communities, and societies and make a commitment to constructively engage in social action.
2. Diversity and Inclusion: Learners develop knowledge, skills, and behaviors to live, work, and communicate with people whose backgrounds, experiences and perspectives are different from their own as well as to consider the global impact of their decisions.
3. Innovation: Learners develop the ability to use knowledge, behaviors, skills, and experiences flexibly in new and unique situations to innovatively contribute to their field.
4. Integrity: Learners develop the confidence, skills, behaviors, and values to effectively discern life goals, form relationship, and shape their personal and professional identities to achieve fulfillment.
5. Student Success: Learners develop knowledge, skills, and behaviors necessary to live balanced and fulfilling lives.

Course Student Learning Outcomes

Student learning outcomes (SLOs) are clear, concise statements that describe how students can demonstrate their mastery of the specific course material. The SLOs are written in observable, measurable statements that support the course, program and Institutional Learning Outcomes, and ultimately, the mission. Student Learning Outcomes are listed on each [course outline](#).

Technical Program Learning Outcomes

Technical Program Learning Outcomes (PLOs) focus not only on the specific courses within the program, but also the overall progress of the program as it is outlined for certificate, diploma or degree award. Several technical programs have additional external accrediting agencies and memberships along with the requirements established by the Higher Learning Commission (HLC). The PLOs are clear, concise statements that describe how students can demonstrate their mastery of the specific technical program.

Cocurricular Program Learning Outcomes

Cocurricular Program Learning Outcomes (PLOs) focus on those activities that are available to students outside of the classroom setting. Cocurricular activities reinforce or supplement classroom curriculum, and provide complementary learning. Program Learning Outcomes are established in the following areas:

- Advising
- Clubs and Organizations
- Library and Academic Resource Centers (LARC)
- Peer and Professional Tutoring
- Student Services

ASSESSMENT RESPONSIBILITIES

Student

1. Participate in course, technical and cocurricular program assessments as provided by faculty, advisors, and administrators.

2. Analyze assessment results by reviewing the Assessment Summary Report on the Minnesota West website.
3. Recognize the college's commitment to assessment.

Faculty

1. Develop a course outline with a statement of purpose and educational measurable student learning outcomes for every course delivered. These student learning outcomes link to the college's mission, vision and values, and institutional learning outcomes.
2. Develop an assessment plan within each course. This plan will include student involvement. Examples include: pre- and post-testing, exams, quizzes, etc.
3. Document student learning outcomes and results of assessment activities at the end of each semester using the online course assessment tool located on Brightspace by D2L. This tool includes methods and effectiveness of course assessment, faculty training needs, proposed changes in curriculum, modification of course delivery, summary of how the assessment data is used, and how assessment data is disseminated to the students and general public.
4. Document student learning outcomes in the Course Student Learning Outcome Tool (short-form) as a direct measure of the learning outcomes in each specific course.
5. Incorporate changes in long-range and annual departmental planning documents and budget requests.
6. Document steps in the process and provide a timetable to follow to evaluate changes and/or modification implementation.

Cocurricular Faculty & Staff

1. Develop a mission statement and distinctive program learning outcomes for respective cocurricular programs that is directly linked to the college mission, vision and values, and institutional learning outcomes.
2. Document program learning outcomes and results of assessment activities at the end of each academic year using the specific online cocurricular assessment tool located on Brightspace by D2L. This tool includes methods and effectiveness of cocurricular assessment, staff training needs, proposed changes in cocurricular activities, and modification of delivery of service, summary of how the assessment data is used, and how assessment data is disseminated to the students and general public.
3. Incorporate changes in long-range and annual cocurricular planning documents and budget requests.
4. Document steps in the process and provide a timetable to follow to evaluate changes and/or modification implementation.

Technical Program Coordinators/Lead Faculty

1. Develop Technical Program Learning Outcomes with a statement of purpose linking to the college mission, vision and values, and institutional learning outcomes
2. Develop an assessment plan within each technical program. This plan will include student involvement. Examples include: pre- and post-testing, exams, quizzes, etc.
3. Establish an advisory committee that comprises the Program coordinator, program faculty, and workforce representatives.
4. Document program learning outcomes and results of assessment activities at the end of the academic year using the online program assessment tool located on Brightspace by D2L. This

tool includes methods and effectiveness of program assessment, budgetary implications, recommendations for changes or revisions, timeline to implement recommended changes and revisions, summary of how the assessment data is used, and how assessment data is disseminated to the students and general public.

5. Document program learning outcomes in the Program Learning Outcome Tool (short-form) as a direct measure of the learning outcomes in each specific program.
6. Incorporate changes in long-range and annual program planning documents and budget requests.
7. Document steps in the process and provide a timetable to follow to evaluate changes and/or modification implementation.

Advisory Committee Members

1. Review program outcomes and recommended changes.
2. Analyze assessment results.
3. Recommend possible changes to curriculum and/or assessment tools based on the analysis of the results.
4. Document discussion in advisory board minutes.
5. File minutes with appropriate faculty and include with the annual program assessment report.
6. Review and document changes made as a result of prior recommendation and make further recommendations if necessary.

Assessment Coordinator

1. Provide training to faculty and staff on current research and changes to assessment methods as needed throughout the academic year.
2. Facilitate assessment day activities to ensure completion of all assessments in all areas.
3. Work with the assessment committee to review data, assessment tools, and make changes as necessary.
4. Work directly with faculty and staff on learning outcomes and effective measurement.
5. Write the Annual Assessment Summary Report and submit to Administration.
6. Attend professional development conferences/workshops as are available.

Assessment Committee

The assessment committee will be composed of the college-appointed Assessment Coordinator, the Accreditation Liaison Officer, one campus Leader of the Center for Teaching and Learning (CTL) from each campus, one representative from each cocurricular program: Advising, Athletics, student Clubs and Organizations, Library and Academic Resources Center, Peer and Professional Tutoring, and Student Services; and the Division Chairs. All questions regarding assessment should be directed to the Assessment Coordinator.

The committee's functions are to represent the stakeholders involved in the assessment process, to support assessment efforts, and to implement processes and procedures to be used by faculty and staff. It is this committee's responsibility to compile the results of assessment activities throughout the college.

The college Division Chairs will also be integral in the dissemination of information and ensuring the completion of the various assessment activities.

Assessment Coordinator:

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ASSESSMENT PROCESS

Assessment is an on-going, continuous process that is broken down into several steps of action for a course, technical or cocurricular program. Assessment is a self-correcting process to assure quality education and the outcomes of the course or program are being met.

The Higher Learning Commission has designed six Foundational Questions to facilitate creation of appropriate learning outcomes;

- How are the college's learning outcomes appropriate to your mission, programs, degrees, and students?
- What evidence do you have that students achieve the stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure that shared responsibility for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- In what ways do you inform the public and other stakeholders about what and how well your students are learning?

Student Learning Outcomes

Student learning outcomes are expectations of what a student should know, think, and/or be able to do upon completion of a course, cocurricular activity, and/or technical program. Faculty and staff must analyze courses, activities and programs and establish outcomes. These outcomes stem from the college's mission, values, goals and objectives. Student learning outcomes must be measurable. It is necessary to demonstrate the relationship between student learning outcomes and the mission of the program, activity and college. Student learning outcomes will vary across all courses, activities, and programs.

Methods for establishing student learning outcomes include analyzing the course, activity, or program content as documented in the course outline, syllabus, college catalog, state and/or national standards, industry and/or licensing standards, industry employment standards, and student feedback. Student learning outcomes will be distributed to students at the beginning of their educational experience to bring awareness of the course, cocurricular activity, and/or

program expectations. Changes made to the student learning outcomes must be shared with the students. Student learning outcomes are available on the college website.

*See Appendix A for writing student learning outcomes.

*See Appendix B for Bloom's taxonomy.

Curriculum and Activities

Curriculum is reviewed at the end of each semester to determine if student and program learning outcomes are being achieved. The method of delivery of curriculum will vary with every course and program. The methods can be asynchronous and include lectures, labs, field experiences, discussion forums, assignments, internet activities, etc.

Assessment Measures

Faculty and staff utilize multiple assessment methods that best demonstrate student learning. There are a variety of assessment tools available to effectively measure student learning. For example, using the National Occupational Competency Testing Institute (NOCTI) as an exit assessment tool will provide a standardized measure that is nationally normed. The NOCTI provides a comparative standard of performance and provides individual program results as well as other programs in the state of Minnesota.

Examples of assessment tools can be found directly on the assessment form.

Document Results and Effectiveness

Course assessments are completed after each semester while technical and cocurricular program assessments are completed at the end of each academic year. These assessments determine not only if the learning outcomes have been achieved, but also how effectively those outcomes have been achieved. The assessment form is available on D2L Brightspace on the Assessment Site. Assessments forms analyze the following:

- Assessment methods used
- Effectiveness of assessment methods: completed via a Likert Scale rating and compared to prior assessments to determine improvement or need for change.
- Effectiveness of meeting learning outcomes
- Evaluation of changes made from the prior year
- Proposed changes for the following year
- Training needs of faculty and staff: request for training in areas that enhance instructional and guidance skills is indicated on the assessment form on D2L.
- Works with the CTL Leaders to ensure training opportunities are available throughout the academic year.

Analyze Results

How data is used varies across courses, technical and cocurricular programs. Results of assessment data is compared to prior assessments to determine effectiveness of methods, strengths and weaknesses in the learning outcomes, potential curricular changes, and student satisfaction.

Data obtained from this analysis is disseminated to the students and the public in general. Student notification is provided through face-to-face dialogue, written summaries, and the college website reports. The general public has access to course outlines, accrediting agency reports, and assessment summary reports on the college website.

ASSESSMENT RESPONSIBILITIES

Faculty (Full- and Part-Time, Adjunct)

- Attend the assessment meetings as are scheduled each semester.
- Complete a Course Assessment tool for each class taught during the respective semester. This tool can be found on the Brightspace by D2L Assessment Site.
- If more than one section of the same course is taught, only one tool needs to be completed.
- If assessment results determine a need for changes to the student learning and/or course outcomes on the course outline, complete those changes and submit to respective curriculum committee to begin the process for approval through the Academic Affairs and Standards Council (AASC) to be implemented the following academic year.
- Complete the Course Student Learning Outcome tool (short-form) to directly measure the student's level of mastery of the specific student learning outcomes for each course at the end of each semester. Maintain a copy of these tools for reflection for the next time the course is taught.
- Due date for completion of all course assessment forms is the last day of the semester.

Program Coordinator

- Consult with advisory committee to obtain information to help in the program assessment and program review process.
- Meet with all faculty in the respective program to review all completed course assessment tools.
- Determine training and budgetary needs for the program.
- Complete the Program Assessment tool located on the assessment site on Brightspace by D2L.
- If assessment results determine a need for changes to the student learning and/or program outcomes, complete those changes and submit to respective curriculum committee to begin the process for approval by the Academic Affairs and Standards Council (AASC) to be implemented the following academic year.
- Complete the Program Learning Outcome tool (short-form) to directly measure the student's level of mastery of the specific program learning outcomes for each degree award at the end of the academic year. Maintain a copy of these tools for reflection for the following academic year.
- Due date for the completion of Program assessment forms is the last day of the academic year.

Cocurricular Program Staff

- Review student evaluations of cocurricular club prior to the assessment day.
- Meet with all cocurricular advisors to analyze data to determine if the Foundational Masteries have been met, and how effectively they have been met.

- Complete one Cocurricular Assessment Form located on the Assessment site on Brightspace by D2L for each co-curricular club advised.
- If assessment results determine a need for changes to the student learning and/or club outcomes, complete those changes and submit to the Assessment Coordinator to begin the process for approval to be implemented the following academic year.
- Due date for completion of Cocurricular Assessment Forms is the last day of the academic year.

CTL Leaders

- Meet at the beginning of the academic year with the Assessment Coordinator and the CTL Coordinator to review the prior year Assessment Summary Report to determine training needs for Faculty and Club Advisors.
- Review goals and objectives of CTL and make changes as needed.
- Schedule training for the academic year and publish the schedule on the website and through email to inform Faculty, staff, and Club Advisors of topics, date, and times.
- Work with the Assessment Coordinator on the assessment days to facilitate completion of assessment forms and help with questions.
- Complete the Annual CTL Report.

Division Chairs

Division leadership provides the charge and expectations of the assessment priorities.

- Communicate the importance of assessment and provide an assessment agenda for faculty and staff to follow.
- Ensure that sufficient resources are devoted to the assessment process.
- Review the processes and resources on a regular basis to make sure that the momentum continues.
- Educate new staff in the assessment process.
- Communicate and promote the assessment day activities to ensure full faculty participation.
- Disseminate information throughout the academic year to promote assessment activities, opportunities for training, and ensure course outlines are written in a manner that is professional and measurable.

Assessment Coordinator

Facilitate the assessment day activities held at the end of each semester.

- Work with faculty and cocurricular program staff to inform, train, and guide them through the assessment process.
- Collect summative data, training needs, and comments, questions, and concerns from the course, technical and cocurricular program assessment tools.
- Work with CTL Leaders to provide requested training.
- Conduct training sessions on pertinent topics on assessment as needed or deemed necessary.
- Maintain communication with Faculty and Advisors about assessment.
- Provide training to all new faculty and staff.
- Meet with assessment committee to review assessment results.
- Review the Assessment Handbook for possible revisions.

- Write the annual Assessment Summary Report and submit to Administration no later than the end of the fiscal year.

Administration

- Review the Assessment Summary Report and report required revisions to the Assessment Coordinator.
- Review the Program Analysis System results with respective Program Coordinators.
- Report to the President/designee the accountability of assessment activities and effectiveness of the assessment Process.

Links:

- Desire to Learn Assessment Site: <https://mnwest.learn.minnstate.edu/d2l/home/2316171>
- Higher Learning Commission: <https://www.hlcommission.org/Policies/criteria-and-core-components.html>

Appendix A: Writing Learning Outcomes

Student learning outcomes are statements that specify what student will know or be able to do as a result of course instruction, cocurricular activities, and program completion. Because student performance is evaluated in terms of specific actions, the learning outcomes must be observable and measurable.

Questions to consider when drafting learning outcomes:

1. What is the most essential knowledge student need to have acquired upon interacting in the course, club, or program?
2. Are there specific skills or abilities students need? What are they?
3. How does interacting with the course, club, or program attempt to shape students' attitudes or views?
4. How do these skills and abilities relate to the college's mission?

Writing Learning outcomes:

Goals are an overarching principle that guides decision-making. Goals guide and focus on the activities of the course, club, or program.

Student learning outcomes are specific, measurable steps that can be taken to meet the goal.

<u>Goals</u>	<u>Student Learning Outcomes</u>
Are broad	Are narrow
Are general intentions	Are precise
Are intangible	Are tangible
Are abstract	Are concrete
Are generally difficult to measure	Are measurable

S.M.A.R.T Learning Outcomes:

S = Specific M = Measurable A = Attainable R = Relevant T = Time-bound

Examples of Student Learning Outcomes:

- Students will demonstrate the ability to apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will be able to identify environmental problems, evaluate problem-solving strategies, and develop science-based solutions.
- Students will communicate, using appropriate writing and oral conventions, basic economic theories, concepts, analytical methods, and policy choices.

Appendix B: Bloom's Taxonomy

Bloom's taxonomy is a classification of different ways of learning, from lower- to higher-order levels.

Bloom also developed taxonomies around psychomotor (physical skills) and affective (attitudes) domains. These taxonomies organize learning from the less sophisticated to more sophisticated.

Common Learning Action Outcome Verbs:

Define	Identify	Describe
Explain	Select	Apply
Interpret	Solve	Analyze
Compare	Correlate	Criticize
Create	Categorize	Compose
Design	Formulate	Illustrate
Integrate	Plan	Conclude
Estimate	Evaluate	Summarize

Cognitive Domain: Definitions and Action Verbs

Category and Definition	Action Verbs for SLOs
REMEMBERING: The learner is able to recall, restate, and remember learned information	Choose, cite, enumerate, group, label, listen, locate, match, memorize, name, outline, quote, read, recall, recite, record, relate, repeat, reproduce, review, select, show, sort, underline, write
UNDERSTANDING: Comprehending the meaning, translation, and interpretation of instructions or problems	Account for, annotate, associate, classify, convert, define, discuss, estimate, explain, express, identify, indicate, interpret, observe, outline, recognize, reorganize, report, research, restate, retell, review, translate
APPLYING: (critical thinking) The learner grasps the meaning of information by interpreting and translating what has been learned.	Adapt, apply, calculate, change, collect, compute, construct, demonstrate, dramatize, generalize, illustrate, interpret, make, manipulate, show, solve, translate
ANALYZING: (critical thinking) The learner breaks information into its parts to best understand that information in an attempt to identify evidence for a conclusion.	Analyze, appraise, arrange, calculate, categorize, compare, contrast, debate, detect, discriminate, dissect, distinguish, examine, experiment, infer, relate, research, scrutinize, sequence, sift, summarize, test
EVALUATING: (critical thinking) The learner makes decisions based on in-depth reflection, criticism, and assessment.	Appraise, argue, assess, choose, compare, conclude, criticize, critique, debate, decide, deduce, defend, determine, differentiate,

	discriminate, evaluate, infer, judge, justify, measure, predict, prioritize, probe, rank, rate, recommend, revise, select, validate
CREATING: (critical thinking) The learner creates new ideas and information using what has previously been learned.	Act, blend, compile, combine, compose, concoct, construct, create, design, develop, devise, formulate, forecast, generate, hypothesize, imagine, invent, organize, originate, predict, plan prepare, propose, produce, set up

Affective Domain: Definitions and Action Verbs

Category & Definition	Action Verbs for SLOs
RECEIVING: (awareness; external motivation) The learner is willing and open to listening to certain stimuli or phenomena.	Accept, acknowledge, ask, attend, describe, explain, follow, focus, listen, locate, observe, receive, recognize, retain
RESPONDING: (react; external motivation) Learners actively participate and attend or react to phenomena. However, learners may be doing so because they are required or expected to participate, respond, or obey when asked or directed to do something.	Behave, clarify, comply, contribute, cooperate, discuss, examine, follow, interpret, model, perform, present, question, react, respond, show, study
VALUING: (comprehend and act; external motivation) The worth or value a learner places on a specific object, phenomenon, or behavior. Valuing is based on the internalization of a set of specific values and the learner expresses these values in his/her overt behavior.	Accept, adapt, choose, differentiate, initiate, invite, justify, prefer, propose, recognize, value
ORGANIZING: (personal value system; internal motivation) A learner commits to a certain set of values. During this process, the learner organizes his/her values, prioritizes some over others, reorganizes internal conflicts between them, and creates a unique value system. The learner then can make appropriate choices between things that are and are not valued.	Adapt, adjust, alter, arrange, build, change, compare, contrast, customize, develop, formulate, improve, manipulate, modify, practice, prioritize, reconcile, relate, revise
INTERNALIZING: (adopt behavior; internal motivation) All behaviors a learner displays are consistent with the learner's value system. The resulting behaviors are consistent, predictable, and represent the characteristics of the learner. These behaviors could be categorized into social, emotional, and personal patterns of learner adjustment.	Act, authenticate, characterize, defend, display, embody, habituate, influence, internalize, produce, qualify, questions, solve, validate, verify

Psychomotor Domain: Definitions and Action Verbs

Category & Definition	Action Verbs for SLOs
PERCEPTION: The learner's ability to use his/her senses to absorb data for guiding movement.	Describe, detect, differentiate, distinguish, hear, identify, recognize, select
SET: The learner's readiness to act. This could be considered a person's mental, physical, and emotional mindsets	Arrange, begin, display, explain, move, proceed, react, show, state, and volunteer

GUIDED RESPONSE: The early stage in learning a complex skill. This stage includes learner trial and error.	Copies, traces, follows, reacts, reproduces, responds
MECHANISM: The intermediate stage in learning a complex skill. Learned responses are now habitual and movements can be performed with basic proficiency.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, manipulates, measures, mends, mixes, organizes, sketches
COMPLEX OVERT RESPONSE: The expert stage in learning a complex skill. The learner can perform motor acts that involve complex movement patterns that are quick, accurate, and highly coordinated. The learner performs without hesitation.	Assembles, calibrates, constructs, dismantles, displays, fastens, fixes, manipulates, measures, mends, mixes, organizes, sketches *Note: while these are the same actions verbs as in the mechanisms stage, here an adverb or adjective should be placed before the verb to indicate that the performance is quicker and more accurate
ADAPTATION: Skills are well developed, and the learner can modify movement patterns to fit special requirements.	Adapts, alters, changes, rearranges, reorganizes, revises, solves
ORIGINATION: The learner creates new movement patterns to fit a problem or situation. The learner is creative with his or her highly developed skills.	Arranges, builds, combines, composes, constructs, creates, designs, initiates, makes, modifies, originates

References:

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