



## Student Learning Outcomes Plan

### Human Diversity - Spring 2019

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Page 1: Welcome

#### Q1

First, please tell us a little about yourself so we can link your RESULTS to the PLAN you made for winter quarter:

Your name: **Barry Young**  
 The name of your program **CNC Machinist**

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Page 2: Student Learning Outcomes - RESULTS part 1 (R/U)

#### Q2

Please record the number of students that demonstrated Human Diversity at each of these three levels of Bloom's Taxonomy for the courses you identified in your SLO Plan (follow the link and click on the PDF for your program. Your answers are in the fine print):

	Your Critical Thinking CSLOs	Not Met (#)	Met (#)	Exceed ed (#)
Remember/Understand (R/U, page 2): Reading and listening analytically with understanding and openness toward other points of view; writing and speaking clearly, accurately, fluently and with a sense of continuity.		<b>0</b>	<b>2</b>	<b>3</b>
Apply/Analyze (A/A, page 3): Recognizing academic and personal obstacles to learning and demonstrating strategies to overcome them; showing respect for self and others; communicating needs and making decisions.		<b>0</b>	<b>3</b>	<b>2</b>
Evaluate/Create (E/C, page 4): Articulating and setting priorities; making ethical decisions; working independently as well as cooperatively to develop awareness of and sense of responsibility for the wider community.		<b>1</b>	<b>3</b>	<b>1</b>

#### Q3

**Added more opportunities to practice concepts**

What changes did you make to your courses to improve your students' learning outcomes winter quarter?

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**Q4**

What resources would be most important for your dean to request on your behalf to further improvements in student learning on these outcomes?

Additional equipment, computers, software	<b>Not Needed</b>
Updated equipment, computers, software	<b>Important</b>
Improved class scheduling	<b>Not Needed</b>
Better academic advising	<b>Not Needed</b>
More reliable WiFi	<b>Not Needed</b>
Increased tutoring offerings	<b>Not Needed</b>

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Page 3: Confidence

**Q5**

How confident are you right now in your ability to:

design and support learning experiences that address students' unique strengths Comment:	<b>Very confident</b>  Not at all
design and support learning experiences that address students' unique needs Comment:	<b>Very confident</b>  None
develop reciprocity and cooperation among students (interdependence and teamwork) Comment:	<b>Very confident</b>  It allowed me to show that people of radically diverse backgrounds can work together to people who were sure that could not happen
include content well-suited to Bates' diverse student population Comment:	<b>Somewhat confident</b> I have very little diversity in my student population
foster connections among students in and out of the classroom Comment:	<b>Very confident</b> People expected an old white guy and they discovered an old guy that cares about their success
vary assessment measures and techniques to engage cognitive diversity Comment:	<b>Somewhat confident</b>  None
create learning atmospheres that encourage all students to share viewpoints Comment:	<b>Very confident</b>  Not at all
use diverse perspectives to engage and deepen critical thinking Comment:	<b>Very confident</b> Nope
develop student self-awareness (e.g., learning styles, personality types, assumptions, thinking styles, etc.) Comment:	<b>Very confident</b>  No different than teaching other subjects

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