



## 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: **Joe Lyon**  
 The name of your program **HVAC**

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.		2	10	0
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.		2	10	0
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.		3	9	0

#### Q3

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

**Added more opportunities to practice concepts,  
 Incorporated student self-reflection**

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

Page 3: Confidence

**Q5**

How confident are you right now in your ability to:

design and support learning experiences that address students' unique strengths	<b>Not confident</b>
design and support learning experiences that address students' unique needs	<b>Not confident</b>
develop reciprocity and cooperation among students (interdependence and teamwork)	<b>Somewhat confident</b>
include content well-suited to Bates' diverse student population	<b>Somewhat confident</b>
foster connections among students in and out of the classroom	<b>Somewhat confident</b>
vary assessment measures and techniques to engage cognitive diversity	<b>Not confident</b>
create learning atmospheres that encourage all students to share viewpoints	<b>Somewhat confident</b>
use diverse perspectives to engage and deepen critical thinking	<b>Somewhat confident</b>
develop student self-awareness (e.g., learning styles, personality types, assumptions, thinking styles, etc.)	<b>Somewhat confident</b>