



Student Learning Outcomes Plan

Effective Communication - Spring 2018

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: **Matt Spitzer**
 The name of your program **Power Sports**

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

Q2

Please record the number of students that demonstrated Effective Communication 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.	0	10	14	
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.	0	10	4	
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.	0	10	4	

Q3

Added more opportunities to practice concepts

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

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