



Student Learning Outcomes Plan

Human Diversity - Spring 2019

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: **Pat Normandeau**
 The name of your program **Welding**

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.		0	33	3
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	18	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.		0	18	0

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

Page 3: Confidence

Q5

How confident are you right now in your ability to:

design and support learning experiences that address students' unique strengths	Very confident
design and support learning experiences that address students' unique needs	Very confident
develop reciprocity and cooperation among students (interdependence and teamwork)	Very confident
include content well-suited to Bates' diverse student population	Very confident
foster connections among students in and out of the classroom	Somewhat confident
vary assessment measures and techniques to engage cognitive diversity	Very confident
create learning atmospheres that encourage all students to share viewpoints	Somewhat confident
use diverse perspectives to engage and deepen critical thinking	Somewhat confident
develop student self-awareness (e.g., learning styles, personality types, assumptions, thinking styles, etc.)	Somewhat confident