



## Student Learning Outcomes Plan

### Human Diversity - Fall 2018

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Page 1: Confidence Teaching & Assessing Human Diversity

#### Q1

How confident are you right now in your ability to:

design and support learning experiences that address students' unique strengths

**Extremely confident**

design and support learning experiences that address students' unique needs

**Somewhat confident**

Comment:

I need help defining student's unique needs

develop reciprocity and cooperation among students (interdependence and teamwork)

**Extremely confident**

include content well-suited to Bates' diverse student population

**Very confident**

Comment:

I would like to know more about diverse cultures, ethnicities and language differences

foster connections among students in and out of the classroom

**Extremely confident**

vary assessment measures and techniques to engage cognitive diversity

**Not at all confident**

Comment:

This sounds like tailoring exam standards not to industry needs, but of the cognitive abilities of the students regardless of how low the these abilities are

create learning atmospheres that encourage all students to share viewpoints

**Extremely confident**

use diverse perspectives to engage and deepen critical thinking

**Somewhat confident**

Comment:

I need to know how to introduce this concept to students

develop student self-awareness (e.g., learning styles, personality types, assumptions, thinking styles, etc.)

**Extremely confident**

#### Q2

Respondent skipped this question

How confident are you right now in your ability to:

Page 2: Plan to improve student outcomes - part 1 (R/U)

**Q3**

Your name:

**Barry Young / Denny Zander**

The name of your program

**CNC Machinist**

**Q4**

Remember/Understand (R/U) Please list your chosen CLSO and associated course number as they appear in the MCO. This first one should be emphasized early in a student's program and center on students' ability to remember or understand concepts, attitudes, or skills. Students demonstrate human diversity at this level by: Recognizing their own unique qualities were shaped by culture and that culture impacts their attitude, beliefs, and experiences; articulating insights into their own cultural rules and biases.

Course #

**CNCM 102**

CSLO #

**Identify how people from diverse backgrounds and cultures have integrated into this trade**

**Q5**

How will you assess this first CSLO?

**Other,**

Describe the improvements in students' skill or understanding you hope to see on this assessment::

Team participation with mixing of teams I want to see students able to work within any group

**Q6**

What will you change to improve student learning on this CSLO?

Add this as a factor in the rubric for one or more lessons

**Q7**

How will these results affect your teaching/program?

Accreditation requirements will be satisfied

### Q8

Apply/Analyze (A/A) Please list your second chosen CLSO and associated course number as they appear in the MCO. This second one should be emphasized mid-way through a student's program and center on students' ability to apply or analyze concepts, attitudes, or skills. Students demonstrate human diversity at this level by: Analyzing, integrating, and applying knowledge from multiple points of view, and demonstrating effective working relationships with people who are similar to and different from them; initiating and developing productive interactions with those who are different.

Course #

**CNCM 111**

CSLO #

**Discuss the evolution of machining. Define the word machinst**

### Q9

How will you assess this second CSLO?

**Test/Quiz,**

Describe the improvements in students' skill or understanding you hope to see on this assessment::  
Understanding where the technology came from, should assist the student apply their machining skills

### Q10

What will you change to improve student learning on this CSLO?

Add a group discussion about machining, term, history, and culture

### Q11

How will these results affect your teaching/program?

More lecture time

Page 4: Plan to improve student outcomes - part 3 (C/E)

### Q12

Evaluate/Create (E/C) Please list your third chosen CLSO and associated course number as they appear in the MCO. This third one should be emphasized late in a student's program and center on students' ability to evaluate or create concepts, attitudes, or skills. Students demonstrate human diversity at this level by: Engaging communities as a way to break down barriers between people of different cultures; respectfully participating as citizens of local, global, and digital communities; evaluating their own culture or worldview, as well as the views of others.

Course #

**CNCM 114**

CSLO #

**Create a manufacturing plan and work order**

**Q13**

How will you assess this third CSLO?

**Other,**

Describe the improvements in students' skill or understanding you hope to see on this assessment::

This set of documents created with the intent of communicating to others across language barriers.

Machined parts are made and used globally. Documents are mad with this in mind

**Q14**

What will you change to improve student learning on this CSLO?

Nothing. This is being done now.

**Q15**

How will these results affect your teaching/program?

The importance of this CLSO will be increased

**Q16**

**Yes**

Do you plan to make any curriculum changes in 2018-2019?