



## Student Learning Outcomes Plan

### Human Diversity - Fall 2018

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Page 1: Confidence Teaching & Assessing Human Diversity

**Q1** Respondent skipped this question

How confident are you right now in your ability to:

**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: Tyler, Rick

The name of your program: Welding

**Q4**

Remember/Understand (R/U) Please list your chosen CSLO 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 #: WELD 102

CSLO #: Interpret welding abbreviations and symbols

**Q5** Lab/Practicum,

How will you assess this first CSLO?

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

I hope the student will be able to apply and understand and recognize welding symbols

**Q6**

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

Based on test scores and what I observe maybe make the delivery more simple. Make flashcards with them to make sure they all have flashcards

**Q7**

How will these results affect your teaching/program?

Understanding welding symbols is a critical skill to function in the welding field

Page 3: Plan to improve student outcomes - part 2 (A/A)

**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 #

**Weld 102**

CSLO #

**Perform as a culturally competent welding professional**

**Q9**

How will you assess this second CSLO?

**Other,**

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

Teamwork exercises Confidence in sharing their ideas and willingness to listen to others

**Q10**

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

Spend more time

**Q11**

How will these results affect your teaching/program?

Teamwork, communicating, and listening is crucial to safety and quality craftsmanship in the welding field

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 #

**WELD 101**

CSLO #

**Pass the welding safety test w/100%**

**Q13**

How will you assess this third CSLO?

**Test/Quiz,**

Describe the improvements in students' skill or understanding you hope to see on this assessment::  
Knowledge of the dangers we face in the welding field

**Q14**

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

More time, study and talk

**Q15**

How will these results affect your teaching/program?

0 band aids, safety is key and #1 in the welding world

**Q16**

**Yes**

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