

LO	Dept	Discipline	Term	Course Prefix	Course Title	Number Enrolled/Affected by	Support for institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.
3	GE	AN	F23	ANT 252	Ceramics I	15	the class chemistry project
3	GE	AN	F24	ANT 252	Ceramics I	14	Quantitative Literacy - Glaze Chemistry assignment - ceramic formulas implies a chemical basis for assessment strategies in the development of glazes. And the recipes are lists of chemical components that result in different outcomes.
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	29	
3	CTE	MFG	SP21	MFG 155	Blueprint Reading	8	45- This course relies on application and analysis based on the earlier assumption of need to create a product. At the core of what students in manufacturing do is finding applications and using quantitative analysis to solve the problem the application presents as they develop the solution in form of product. Not much addition was necessary beyond making students more cognizant of the process and procedure.
3	CTE	MFG	SP1	MFG 150	Manufacturing Processes	7	Analysis of word and detail was added to better meet this CLO
3	CTE	EM-Tech	F21	ET 221	Semiconductor Devices and Circuits	5	LOD #3 Why is this out of order? Application and analysis of electronic circuits and applications.
3	CTE	MFG	F22	MFG 105	Welding Technology	12	I would lay the most work is around CLO# in MFG105 particularly. Students are trained to be extremely analytical in their learning of welding so that they know the problems they encounter and the diagnostics required to adjust equipment and process for a more desirable outcome. This is done through a variety of learning styles, including journaling, analytical comparison via physical/rubric and a Socratic method in pairs.
3	CTE	EE	F22	EE 221	Semiconductor Devices and Circuits	14	Additionally, I noticed that at times students were formulating generalizations of component behavior rather than gaining a deeper understanding of what the graph was conveying, so I re-wrote exam questions and held in-class discussions to help students develop their ability to analyze and understand the implications of data rather than simply consult data to memorize LOD #3.
3	CTE	MFG	W23	MFG 156	Integrated Manufacturing I	12	Being my first year of instruction, my primary focus was to take these students from the whiteboard and apply their knowledge. Through the application of written manufacturing process, applied mathematics, as well as introducing basic metallurgy/chemistry, this course added to the the students abilities in both quantitative literacy and critical thinking (problem solving).
3	CTE	CT	W23	CT 105	Weld and Cable Fitting	11	40 we do all day is problem-solving, orally communicating, quantitative literacy (welding with detail).
3	CTE	AMT	F23	AMT 215	Avionics Maintenance	10	Write a design reflection and analysis of technical data and description.
3	CTE	EM-Tech	W24	ET 219	Programmable Logic Controllers	10	Another addition to my curriculum this year was "Documentation (lower-level) parts." A key function of an electro-mechanical technician is sorting through device documentation to find the information you need. I believe this supports LOD #3 regarding quantitative literacy. Rather than give the students every relevant number, parameter, and piece of information that they need, I would like them to be able to scan a datasheet/manual to locate and interpret that information, as this is a key that separates exceptional technicians from mediocre ones.
3	CTE	MFG	W25	MFG 211	CAD Design for CNC Manufacturing I	10	This year has been full of changes. The largest surprise change has been focusing individual attributes of each project to add LOD's in order to promote a broader understanding of how our world is shaped and defined. This has achieved my goal of generating students ability to change perspective and allow for attending viewpoints toward a common goal.
3	CTE	MFG	W25	MFG 280	Aluminum GTAW/TIG Welding	19	Inbound with LOD# 3 part of the critical thinking process must be analysis and application of solutions and weighing their effectiveness. These are based on assumptions made from available evidence in the manufacturing environment.
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	118	
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	0	
3	GE	MTH	F20	MTH 221	Foundations of Elementary Math	21	Because this is a math class, the students applied new quantitative literacy with every unit. Problem solving techniques, explored and discussed how to approach problems. Addition subtraction, multiplication, and division methods. Explored and discussed a variety of algorithms to find solutions.
3	GE	MTH	SP21	MTH 95	Intermediate Algebra	5	I spent time with students doing LOD #2 and #3. I have students answer more word problems on exams and do more word problems for homework. I also have them working together to solve problems and report back.
3	GE	MTH	SP 21	MTH 221	Statistics II	15	CLO#3 included in MTH 244 some discussion/review of quantitative and pseudo-quantitative measurement topics discussed more thoroughly in MTH 243 as it relates to conclusions arising from statistical analysis.
3	GE	MTH	F21	MTH 98	Quantitative Math	11	In Math 98 I continue to focus on CLO#3 Application/Analysis. Students have a final project where they research a math topic of their choice and present this to the class. The topic choices allow for excellent discussions, which students lead. Students application of the knowledge and analysis of ideas flows. Researching and learning about math rather than making assumptions is important. Students learn the material and interact with the math.
3	GE	MTH	W22	MTH 243	Discrete Math	6	Several of my small assignments involve reading and critiquing articles that use data in some way, especially if it is used to draw conclusions.
3	GE	MTH	F22	MTH 251	Calculus I	7	I have been emphasizing the importance of assumptions here. They are used to their other classes where you must be aware of your own biases and any assumptions you have made so that you can try to eliminate or at least ignore them, because they are yours and probably get in the way of properly analysis. In math however, it is the assumption that leads to the model (yes, in math we don't pick an equation for our model, we form assumptions and then lead to the model). It's a work in progress.
3	GE	MTH	F22	MTH 251	Calculus I	7	In calculus, students always pick 1 as their starting level of knowledge unless they have had calculus before because the core concepts (limits and differentiation) are totally new and never arise in previous math classes. However, I noticed (others in math perhaps have noticed the same thing) that for the outcome related to communication they mostly said that this started at level 2, and as a result of caps level 1, I think this is partly due evidence that their efforts at teaching students how to communicate their mathematical results in earlier classes are paying off. That is, students are not entering calculus with no idea of that notion.
3	GE	MTH	SP24	MTH 95	Intermediate Algebra	10	CLO#3: Write their own problems and solve them. Then share the problems with a small group or the class.
3	GE	MTH	W24	MTH 212	Foundations of Elementary Mathematics	8	CLO#3: I continue to encourage students taking the courses related to education to ask questions about numbers, data, and interpretation of data.
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	91	
3	Health Occ	MA	W21	MA 111	Medical Terminology	32	The written papers address three.
3	Health Occ	NRS	F22	NRS 221	Nursing in Chronic Illness II and End-of-Life Care	23	Professional Papers and concept maps.
3	Health Occ	NRS	F22	NRS 150	Foundations of Nursing-Health Promotion	30	Theory, assignments, and clinical practice focus on the development of clinical judgment through assessment, interpretation, and response to patient care situations.
3	Health Occ	NRS	W23	NRS 111	Foundations of Nursing I	30	LOD #3: Quantitative Literacy - "Application/Analysis" and/or "Assumptions". Students demonstrated analysis and application on the theory exams. This term 50% of the questions were at the analysis and application level.
3	Health Occ	NRS	F23	NRS 221	Nursing in Chronic Illness II and End-of-Life Care	28	LOD #3 Professional Papers and concept maps.
3	Health Occ	NRS	F23	NRS 221	Foundations of Health Assessment and Health	30	CLO#1, #3, and #4 are all present in the 10 OCDC competencies. The written papers to uphold the achievement of competencies has been matched with the ILQs to supply proof of achievement to both governing bodies without increasing the required out of class work of the student.
3	Health Occ	NRS	F24	NRS 119	Clinical Pharmacology for Nursing I	32	With the implementation of Competency-Based Assessment (CBA), students are required to engage in reflective learning and demonstrate applied knowledge throughout the course. The following summarizes how course objectives are met and integrated with Oregon Health Authority (OHA) competencies: 3.
3	Health Occ	NRS	F24	NRS 217	Nursing in Acute Care II and End-of-Life Care	27	Article summaries, discussion boards, concept maps, and nursing care plan.
3	Health Occ	NRS	W25	NRS 222	Nursing in Acute Care I	10	Mathematical Application in Patient Care: Basic math skills are integrated into instruction and practice. Students must calculate medication dosages, oxygen delivery rates, and treatment durations accurately and efficiently, reflecting real-time decision-making required in the prehospital setting.
3	Health Occ	EMS	SP 25	EMS 106	EMS Part II	242	
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	88	
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	0	
3	GE	Science	F22	WPE 205	Health & Fitness for Life I	21	Quantitative Literacy. This is advanced through the use of their food journals and the Cronometer app where they analyze their current nutrient intake and develop methods of finding nutrient balance through food.
3	GE	Science	F23	WPE 225	Nutrition	16	LOD #3: Quantitative Literacy. This is advanced through the use of their food journals and the Cronometer app where they analyze their current nutrient intake and develop methods of finding nutrient balance through food. Students also use the Cronometer app to determine an adequate 1-day diet for a hypothetical person, as well as analyze their Cooking Video math/nutritional density.
3	GE	Science	F24	WPE 209	Health & Fitness for Life	16	LOD #3: Quantitative Literacy. This is advanced through the use of SMART Goals and Plan development, cooking videos, and the label ingredient list assignments. These assignments require that students take information and knowledge from class and apply that in the real world.
3	GE	Science	F24	WPE 121	Elemental Chemistry	35	I have added another quantitative literacy assignment on top of the embedded work within all existing assignments.
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	88	
3	GE	Social Science	SP 21	ATH 102	Introduction to Archaeology & Paleontology	29	CLO#3 - I have supported institutional efforts in this area by encouraging students to apply knowledge learned through course materials to pre-existing assumptions they may have brought with them in relation to prehistory, the ancient world, and the manner in which data is mined from archaeological contexts. This requires recognition of culturally differentiated attitudes about the past and who should/does have access to material goods from the ancient world.
3	GE	Social Science	W21	WEC 202	Contemporary Families in the US	11	This course naturally covers many of the ILQs. When I designed it, I made sure that the assignments I created helped students achieve them, especially #1, 2, 4, & 5. Since I've taught it now twice and realize the opportunities for supporting students in achieving #3, I've been focusing more on that one. There are tons of graphs in the book. We discuss these and compare data from past and present to make predictions about the future, regarding the societal trends covered in the course. Students also have to review and summarize research articles that include quantitative data.
3	GE	Social Science	SP23	PSY 213	Introduction to Behavioral Neuroscience	13	LOD #3 - we spend a lot of time looking at journal articles and discussing assumptions we might make from the data, and as well how to analyze research data and apply it to ourselves or the general public.
3	GE	Social Science	SP 24	PSY 215	Human Development	28	CLO#3: students are required to use peer-reviewed journal articles for their final research papers. They must look at the data for "application and analysis" related to their research topic.
3	GE	Social Science	W25	PS 202	US Government II	12	This was my first time teaching, and my first time teaching online asynchronous. To ensure our students were learning towards LOD #3, which is what I was assessing this term, I scaffolded the learning in this manner: Weekly forum posts required APA 7th edition citation, with an earlier-on focus on simple attribution of a data source, and a focus on analysis over summary. The first Individual Assignment was their first foray into using quantitative data to sources to support a claim. The next Group Assignment was a collaborative project that really graded heavily on citation and use of data sources, and required more sources to support a stance. Finally, by the final Project Paper, citation was not as important, but connecting learning to the course overall was. Students naturally cited the course material and other items to demonstrate their learning (although quantitative wasn't at play). Overall, I think the scaffolding worked well, so I would lean into that.
3	GE	Social Science	W25	CE 201	Inclusion of Children with Special Needs	33	Students are asked to reflect on inclusive language, strategies for the classroom, and legal requirements for the accommodation/inclusion of children with disabilities.
3	GE	Social Science	W25	CE 201	Principles of Economics/Macroeconomics	32	Focus on various real life examples to motivate students in providing a reasonable analysis of theory to support for real-world media articles. This includes defining the situation and estimation of results from changes in supply and demand and other economic forces. This would include local, national and global news.
3	GE	Social Science	W25	PS 100	First Year Experience	9	LOD #3: Quantitative Literacy (Application/Analysis): Budget activities and planning work encouraged real-world application of financial literacy and academic planning.
3	GE	Social Science	SP25	PSY 213	Introduction to Behavioral Neuroscience	14	I added a new discussion on assumptions made from data and when designing research methods. Students also earn extra credit related to application/analysis for doing extra research and applying/analyzing what they found.
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	179	
3	GE	WPEL	F20	WR 124	Introduction to Expository Writing	25	Students used quantitative data as support for their thesis statement in the proposal essay.
3	GE	WPEL	F20	WR 227	Technical/Professional Writing	16	CLO-3: Quantitative Literacy: We go over the use of visuals, such as graphs, and how they can be used to highlight or de-emphasize certain data.
3	GE	WPEL	Sp 24	WR 124	Composition I	47	CLO #3: IAR mini essays as writing activities (Application/Analysis)
					Total Number Students Enrolled and Affected by implementation of Teaching Strategy	88	
					Total Number CLO#3 Students Enrolled and Affected by implementation of Teaching Strategy	792	