LLO	Dept	Discipline	Term	Course Prefix & #	Course Title	Number Enrolled/Scheduled for	Support for institutional effort to support students in improving " Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication.
1	GE	A/H	F17	ART 102	Understanding the Visual Arts	8	All assignments addressed core learning outcomes
1	GE	A/H	F17	MUS 191	Guitar I	14	Class dialogue strongly defended with good results
1	GE	A/H	So19	ART255	Ceramics II	3	Each student is assigned a glaze to become the class "go to" person and becomes the source for experience of glaze workings. Students also create powerpoint presentations centering on particular firing processes and presents this ppt. to the class.
1	GE	A/H	F19	ART 252	Ceramics I	8	CLO#1 and #2 - students present their findings on their glaze tests to the class, comparing their glaze tests with the other students, and determining what went right as well as what went wrong.
1	GE	A/H	W21	MUS 108	Music Cultures of the World	13	The mid-term and final were quantifiably structured in such a way that subjective opinion was balanced with researched content in dealing with subjects that are esthetic, cultural and artistic in nature. In class discussion was successful in Zoom format with most students becoming increasingly comfortable with the class format. The written essay topics were encouraged to be tied into student's ethnicity or genealogy resulting in a greater quality of engagement.
1	GE	A/H	W23	ART 252	Ceramics I	12	ILO#1 & 2 - adding the videoing of instruction and writing in journals helps them to identify problems and then the class works together to identify strategies.
1	GE	A/H	F23	ART 252	Ceramics 1	11	after every firing each student has to present to the class, describing (communicating) the functional form of the piece and how and why the glaze turned out the way it turned out
1	GE	A/H	F24	ART 252	Ceramics I	11	Communication - group problem-solving activity - students have to learn how to identify and communicate what they are struggling with, and the other students have to demonstrate their ability to communicate solutions.
1	GE	A/H	F25	ART 230	Drawing I	7	I focused on ILO 1. I fine tuned the requirements for the written commentary on the still life final to more closely match the language of the writing rubric. Adjustments included addition of the requirements to include drawing/ principles of design academic language, explanation of what constitutes appropriate style for an artist statement, and clearly defining the audience for the writing. The writing moved from a one paragraph written commentary to a three paragraph written commentary. This fall, I also required students to print and display their writing with their artwork in the library area of the Hood River Campus. I think this helped motivate students to take pride in their writing as the audience would include people outside of class.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			87	
1	CTE	BA	F17	BA 224	Introduction to Human Resource Management	7	Students present formal and informal presentations throughout the term. They cite their sources and become more comfortable with public speaking and the need to organize and manage their time in order to deliver effective presentations.
1	CTE	CAWT	F17	CAS 102	Marketing with Social Media	12	CLO is supported by assignments in the course that were included in the original design. While no additional changes were made this term, they were already included in the course.
1	CTE	CAWT	F17	CAS 121	Beginning Keyboarding	14	I do online forums in my classroom and I am actively involved in weekly online discussions to support students effectively communicate using appropriate reading and writing skills. This is a skill building course and do not touch on Source and Evidence at this basic level of keyboarding.
1	CTE	CAWT	So18	CAS 230	Design Principles	7	This class is about critical thinking with project based learning; reading the specific directions and then relying on the beginning Moodle OER lessons, course reference book and past experiences to design a project. Students are able to use what they already know to design their projects while learning about design principles.
1	CTE	ECEFS	So18	ECE 234	Introduction to children with Special Needs in ECE	3	I worked a great deal on teaching students how to properly cite their sources (in-text and reference lists) using APA. Many said their writing courses focused on MLA, so there was a lot of practice needed. We spent time discussing when and how to use quotation marks as well as practicing referencing books. I made notes on their papers throughout the term when errors were made (without deducting points) and then towards the end of the term they were informed of which assignments would receive reduced points if certain APA guidelines weren't met. There was considerable improvement!
1	CTE	CAWT	Su18	OS 280F	Co-op Education: Administrative Assistant	2	Student assignment includes student creating and e-portfolio they could use to apply and/or present to potential employers. Students create website, prezi's, PPT, slideshares, ect.
1	CTE	BA	F18	BA 101	Introduction to Business	19	Required APA format in paper. Required oral presentations: also required small group "spokespersons" each class session.
1	CTE	CAWT	Sp19	OS245	Office Systems and Procedures	3	In this course students must do all communication in writing (online course). They do weekly discussion forums and a required reply to another student, create office documents, and complete a weekly journal where they do a 3-2-1 refection of their learning that week. These written tasks require students to organize and present their information in a professional format that would be appropriate for a working professional in an office setting.
1	CTE	CAWT	Su19	OS 280G	Co-Op Ed Administrative Assistant Seminar	3	Students create and online Career Portfolio which is focused on their chosen career path.
1	CTE	ECEFS	F19	ECE 179	Child Portfolios in ECE	4	CLO #1: Students shared and presented their assignments bi weekly to each other
1	CTE	ECEFS	F19	ECE 224	Multicultural Practices: Curriculum & Implementation	10	Even though this is not a Gen. Ed. course, I wanted to target CLO #1. Several assignments were graded using the Written Communication Rubric. Project #1 included written and oral communication, and one part of the project included a self-assessment using the Oral Language Rubric. The students were really nervous at first, but we watched videos in class about how to deliver a quality presentation, and role played what "not demonstrated" and "accomplished" might look like. It was pretty funny seeing them act out the "not demonstrated" examples for each category. I also met with each group the class period before the were scheduled to deliver their presentation and had them walk me through how they would present it, this allowed me a chance to make suggestions or provide tips, and it seemed to help the students feel more at ease.
1	CTE	BA	W20	BA 104	Applied Business Math	11	(email dated 3.29.21 from Todd) I'm working with a few other people in the CGCC community to see if we can shore up the English competency issue early on in a program. Will keep you posted.
1	CTE	BA	W20	BA 226	Business Law I	13	Many times the answers to the case problems are not what a lay person without any knowledge of business law would expect. I encouraged students to think critically and not be swayed by their "heart strings." I also suggested to several that they would benefit from taking Writing 121 before taking this class since I tried to teach them to write concise, logical and persuasive arguments using the IRAC method of legal analysis which breaks each case into its Issue, Rule of Law, Application and Conclusion. When correcting their work I would encourage them to describe the relevant facts of the case; identify the issue at the core of the dispute; correctly define and explain the relevant rule of law; apply the rule to the facts at hand and come to a conclusion that was logically supported by each of the prior building blocks of their argument.
1	CTE	CAWT	F20	CAS 134	Introduction to Google Drive	5	Since CLO #1 is the focus of this year CAS 134 is already designed to support this outcome. Almost every assignment addresses communication, either written or visual (Google Slides and graphs/charts in Google Sheets). These are the student comments about communication using Google programs: I can do collaborative work with more confidence. I don't have to ask someone how to use google docs I feel confident in using Google Drive as a way to communicate. My ability has increased as to how to share documents. I will be able to share information quickly and efficiently. My ability to communicate using Google Drive has improved a great deal!
1	CTE	ECEFS	F20	ECE 120	Introduction to Early Childhood Education	5	The rubric included criteria on credible sources, and listing references. I provided videos Tori recorded with information on available library resources, how to use the library resources, and how to pick credible sources. I provided examples of credible sources in class.
1	CTE	ECEFS	W21	ECE 121	Guidance & Classroom Management	9	CLO #1: I added a 3 to 5 minute class presentation requirement to Project #1 for our final Zoom class session. Each student was asked to plan a 3 to 5 minute class presentation and share with their peers some highlights of their Project.
1	CTE	EM-Tech	So21	MFG 155	Blueprint Reading	8	#1- Absolutely the use of moodle and digital videos were the largest change in any area. Often times using multiple sources to show the difference in the many styles, types and welding solutions that I may not have mastered yet, but are just as relevant and efficient as the techniques taught direct in class in lecture and in lab coaching.
1	CTE	CAWT	F21	CAS 133	Intro to Office Software	10	CAS 133 is heavy in the students needing to communicate. They have weekly forums to post/reply to, as well as written response papers.
1	CTE	EM-Tech	F21	EET 221	Semiconductor Devices and Circuits	5	ILO#1 Writing and oral reports, Thoroughness in the reports that are written. This is how to evaluate a situation and report on it so everyone understands.
1	CTE	ECEFS	SP22	ECE 200	Professionalism & Advocacy	8	Communication- To complete the Advocacy in Action assignment successfully, students must create a handout, slide presentation or letter that clearly describes an issue and presents a supportive argument or proposal.
1	CTE	CAWT	F22	OS 131	10 Key for Business	8	ILO #1 is the only LC that applies to this class as it is skills based. Students meet this goal through the few short written assignments and feedback to others.
1	CTE	CAWT	F22	CAS 121	Beginning Keyboarding	10	Weekly Moodle discussions are more robust than they once were. Discussions include students to share items from their perspective and experience, as well as look at solutions or options If something is not quite working for them, such as evaluating their workstation to be ergonomically correct, critically thinking about how their keyboarding skills will be used in the work environment, and evaluating, applying their proofreading skills, and discussing a variety of different proofreading techniques.
1	CTE	JET	F22	EET 221	Semiconductor Devices and Circuits	14	Asking students questions about their lab projects is something I tried to do increasingly, desiring to support them not only in acquiring new knowledge but also developing their ability to communicate that knowledge (ILO #1).
1	CTE	CT	W23	CT 105	Wall and Ceiling Framing	11	All we do all day is problem-solving, orally communicating, quantitative literacy (working with data).
1	CTE	MFG	W24	MFG 202	Tube & Pipe Fabrication 2	13	Many of the adjustments have been to focus on students individual perspectives. Utilizing round table discussions, allows students to broaden their scope. This has also been an effective way for students to change their perspectives and better be able to communicate as a group.
1	CTE	BA	W24	BA 131	Introduction to Business Technology	15	Higher communication requirements from the students.
1	CTE	MFG	W25	MFG 211	CAD Design for CNC Manufacturing 1	10	This year has been full of changes. The largest supportive change has been focusing individual attributes of each project to alIS ILO'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 alternating viewpoints toward a common goal.
1	CTE	MFG	W25	MTH 280	Aluminum GTAW/TIG Welding	19	We are well aligned in this area as we have the ability to teach both visual, tactile and verbal communication; many classes are not able to due to the nature of their instructional methods and content.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			258	
1	ESOL	ESOL	Sp19	Level 5	Level 5	5	Organization and presentation are discussed in class prior to students giving short talks. Students are evaluated on this area.
1	ESOL	ESOL	F19	Level 1-2	Level 1-2	6	For my students our focus is always on communication of the message. Our goal is to help students understand and be understood when presenting their ideas.
1	ESOL	ESOL	W22	Level 5	Level 5	7	Control of syntax and mechanics is a constant element of my instruction. I fine-tune and tailor it to the students' needs and questions that come up. Often, I end up adjusting future lessons to address areas of need or reacirdne student questions and interest.
1	ESOL	ESOL	W25	Level 30-40	Level 30/40	10	Communication is most important for most at their current level of English proficiency
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			21	
1	GE	MTH	Su 17	MTH 95	Intermediate Algebra	14	I have students do journal entries. They need to put in writing how they approached a problem and how they solved the problem. All word problems must be answered using sentences.
1	GE	MTH	Su 17	MTH 111	College Algebra	13	I spent more time in class discussing appropriate sources for a mathematics research paper and where to find them
1	GE	MTH	Sp18	MTH 60	Beginning Algebra	14	I am having students write about their math experiences. Students need to describe how they solved problems, demonstrate their methods to others, and present their work to small groups. They also create their own story problems and I use these problems for quizzes.
1	GE	MTH	F18	MTH98	Quantitative Math	14	Each student completed a project where they explained a mathematical formula or concept to the class. They made a brief slide show to share with the class. The use, history, and examples were required. This simple project covered the three areas above
1	GE	MTH	F18	MTH 111	College Algebra	28	I have students write up a report on a set of graphs. They need to organize their thoughts so that their presentation on the material can make sense to those not familiar with the material.
1	GE	MTH	W19	MTH 105	Math in Society	10	Students were tasked to pick an area of society that interested them and find the math in it. They were then to write a 5 page paper (graphs/charts could be part of this 5 pages) talking about the math that was needed for this particular area. While I didn't have any examples (never having taught this before) I did work with a number of students to help guide them in what was expected. They also needed to present their findings to their classmates.
1	GE	MTH	F19	MTH 65	Beginning Algebra II (AB)	26	One area that is difficult for students is to communicate with each other about math. More work on my part needs to be done in this area.
1	GE	MTH	F20	MTH 211	Fundamentals of Elementary Math	21	All students did a short presentation on the method they used to solve certain math problems. They spoke to the class about why they chose the problem, did some research, and walked the class through the method of solving.
1	GE	MTH	W21	MTH 252	Calculus II	23	I wasn't claim to have given it heavy coverage, but I did remind students of the need to site their sources in the one writing assignment they had.
1	GE	MTH	W22	MTH 111	College Algebra	10	I have adjusted the report that I have students write each term. I have more mathematics involved and more analysis. Students don't realize just how much they know until they start working on the term paper.
1	GE	MTH	W23	MTH 212	Foundations of Elementary Mathematics II-	7	Small group discussions and presentations of math assignments in class. Continued focus on speaking using correct mathematical vocabulary.
1	GE	MTH	F23	MTH 65	Beginning Algebra	11	For ILO #1, mathematics students are required to communicate all word problems need to be answered with words. I am constantly telling them that they must communicate answers to me as if I knew no math!
1	GE	MTH	SP24	MTH 95	Intermediate Algebra	10	ILO #1 - Communication. Students complete a slide show and do a presentation for the class.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			201	
1	Health Occs	NRS	Su 17	Nur 60	Nursing Success Strategies	21	Nursing Program Writing Standards were reviewed and updated to present during NUR 60 and students will carry that knowledge forward into the Nursing Program. Students have historically participated in 2 in-class presentations in NUR 60 where they were given feedback in general; this year they were given more specific feedback from their first presentation to help focus on what to improve upon for the second presentation.
1	Health Occs	NRS	F18	NRS 110	Foundations of Nursing - Health Promotion	24	Sources and Evidence- Evidence based practice is a cornerstone of the OCNE curriculum. There was initially theory content, then an evidence based practice assignment which involved analyzing as aspect of care in the clinical site to compare policy against evidence-based recommendations (and finding these). Evidence base also was required for clinical care plans and case studies. Organization and Presentation- Students, as a part of their cultural project, gave presentations about their chosen culture. Students presented to other students in a "round robin" session on methods of birth control. Students presented on a health topic to classes of Head Start students. Students presented findings of in class assignments.
1	Health Occs	NRS	F18	NRS 232	Pathophysiological Processes I	24	Communication- Part 1 of their course project is a poster on an assigned disease process aimed at an audience of health professionals. Part 2 of their course project is a videotaped instructional session to a "patient" explaining various aspects of an assigned disease process.
1	Health Occs	NRS	F20	NRS 232	Pathophysiological Processes I	28	The project assignment involved researching current and reliable sources on a given pathophysiological process.
1	Health Occs	MA	W21	MP 111	Medical Terminology	32	The written papers address these.
1	Health Occs	NRS	W20	NRS 222	Nursing in Acute Care II and End-of-Life Care	23	CLO#1, 2 & 4: Students are assigned a paper where they are given minimal information on their "patient" and they have to explore and discuss what they would want to know/do/ask about their patient. They have to rely on the information they have learned in the 4 terms prior to this term and apply it to the NCP patient. There are different 'cultural' aspects that the student has to consider in this paper.
1	Health Occs	NRS	F18	NUR 210	Nursing IV: Psychiatric & Complex Acute Care	24	Students have papers which must be written this term about their alternative clinical experience and an article they reviewed. Students also have to interact with a mental health patient and do a therapeutic communication review. Finally, they have to practice SBARR in giving a clear, concise report to other healthcare individuals.
1	Health Occs	NRS	W19	NRS 111	Foundations of Nursing in Chronic Illness I	23	Source and Evidence is being emphasized this term, in patient preps and care planning in the hospital, as well as in student clinical experience preps and write-ups. There is a place on each rubric for this.
1	Health Occs	NRS	W19	NRS 230	Clinical Pharmacology I	23	CLO #1: The course is based on evidence-based information. Also, the students had to present their assigned drug in a poster format.
1	Health Occs	NRS	W19	NRS 233	Pathophysiological Processes II	23	Communication. It will be noted that outcome 1 & 3 both speak to both aspects of communication listed, source and evidence, and organization and presentation.
1	Health Occs	NRS	Sp19	NRS 112	Foundations of Nursing in Acute Care I	23	CLO #1-Students, in their nursing care plans and patient care preps are required to access evidence-based information and in their care plans, cite their sources.
1	Health Occs	NRS	Sp19	NRS 231	Clinical Pharmacology II	23	CLO#1-Students were required to develop a medication teaching plan. Tickets to class included questions evidence based information and about teaching.
1	Health Occs	NRS	F19	NRS 221	Nursing in Chronic Illness II and End-Of-Life Care	23	The students now complete a Standardized Patient Nursing Care plan to enlarge on what the needs of the patient are holistically. Previously they did an in-depth care plan on a clinical patient. By have the standardized patient, and having all term to complete the assignment, the quality of the nursing care plan is much better.
1	Health Occs	NRS	W20	NRS 222	Nursing in Acute Care II and End-of-Life Care	23	CLO#1, 2 & 4: Students are assigned a paper where they are given minimal information on their "patient" and they have to explore and discuss what they would want to know/do/ask about their patient. They have to rely on the information they have learned in the 4 terms prior to this term and apply it to the NCP patient. There are different 'cultural' aspects that the student has to consider in this paper.
1	Health Occs	NRS	F20	NRS 110	Foundations of Nursing - Health Promotion	28	Sources and evidence-Seeking, evaluating evidence is foundational to the concept of evidence-based practice. All theory, skills lab and clinical assignments involve seeking sources and evidence. There is an assignment based specifically on comparing practice found in the clinical setting with best practice. The assignment was modified to adapt to the virtual setting. Organization and presentation-students completed a teaching plan for preschoolers and several slide presentations on various content throughout the term. Students completed a self-health assessment as a written assignment using APA format.
1	Health Occs	NRS	F20	NRS 221	Nursing in Chronic Illness II and End-Of-Life Care	25	Communication: increased student rep/faculty meetings once a month and as needed throughout the term. Team two met weekly to help alleviate student and faculty concerns and address any questions.
1	Health Occs	NRS	F20	NRS 232	Pathophysiological Processes I	28	Professional communication is developed through a project in which students work together to develop a slide presentation on an assigned pathophysiological process. Students then provided peer review through a discussion forum, developing appropriate written feedback skills.
1	Health Occs	MA	W21	MP 111	Medical Terminology	32	suggested that students utilize spell and grammar check prior to submitting papers.
1	Health Occs	NRS	W21	NRS 111	Foundations of Nursing in Chronic Illness I	23	CLO #1. Source and Evidence is a thread woven throughout the curriculum. Both student assignments and clinical documentation emphasize the importance of evidence-based practice and use of scholarly sources. A student assignment in this course focused on accessing scholarly resources on dementia and organizing the information in a care plan.
1	Health Occs	NRS	W21	NRS 230	Clinicla Pharmacology I	24	CLO #1. Communication. Course outcomes 1 & 3 both address source and evidence. and organization and presentation. The patient teaching project and course outcome 5 focus on professional communication and presentation of information.
1	Health Occs	NRS	W21	NRS 233	Pathiophysiological Processes II	26	CLO #1. Communication. Course outcomes 1 & 3 both address source and evidence, and organization and presentation.
1	Health Occs	NRS	Su 21	NRS 112	Foundations of Nursing in Acute Care I	25	CLO #1-Students, in their nursing care plans and patient care preps are required to access evidence-based information and in their care plans, cite their sources.
1	Health Occs	NRS	Sp 21	NRS 231	Clinical Pharmacology II	25	CLO #1: Communication. Students use peer-reviewed sources for their project. Communication and organizational skills were developed through developing a presentation and discussion forum posts.
1	Health Occs	NRS	F22	NRS 221	Nursing in Chronic Illness II and End-of-Life	23	student representative meetings more guided to obtain feedback and clarification of student concerns. Format change in Moodle to provide students with more direct access to their clinical group or particular assignment drop boxes.
1	Health Occs	NRS	F22	NRS 110	Foundations of Nursing - Health Promotion	30	Communication - in this term, the students post to a discussion board on the Cultural Project. Clinical and simulations utilize the SBAR technique to communicate report re: patient progress
1	Health Occs	NRS	W23	NRS 111	Foundations of Nursing in Chronic Illness I	30	ILO#1: Communication - in this term, the students posted to a discussion board on observed skills from the Dementia Project. Also, clinical and simulations utilized the SBAR technique to communicate report re: patient progress.
1	Health Occs	NRS	W23	NRS 232	Pathophysiological Processes	31	ILO #1: Communication- Professional communication is developed through class activities in which students work together to develop a concept map on an assigned pathophysiological process.
1	Health Occs	NRS	W23	NRS 230	Clinical Pharmacology I	31	ILO #1: Communication. Course outcomes 1 & 3 both address source and evidence, organization and presentation. The medication project and discussion boards focus on professional communication and presentation of information.
1	Health Occs	NRS	So23	NRS 231	Clinical Pharmacology II	29	ILO #1: Communication. Students use peer-reviewed sources for their project. Communication and organizational skills were developed through discussion forum posts.
1	Health Occs	NRS	Sp 23	NRS 112	Foundations of Nursing in Acute Care	27	ILO #1: Students, in their nursing care plans, and their nursing care preps are required to access evidence-based information and, in their care plans, cite their sources
1	Health Occs	NRS	F23	NRS 221	Nursing in Chronicle Illness II and End-of-Life Care	28	ILO #1 Student representative meetings more guided to obtain feedback and clarification of student concerns. Format change in Moodle to provide students with more direct access to their clinical group or particular assignment drop boxes. Created a PASSPORT system for clinical.
1	Health Occs	NRS	F24	NRS 110	Foundations of Health Assessment and Health Promotio	30	ILO#1, #2, #3, and #4 are all present in the 10 OCNE competencies. The written papers to uphold the achievement of competencies has been matched with the ILOs to supply proof of achievement to both governing bodies without increasing the required out of class work of the student.
1	Health Occs	NRS	F24	NRS 237	Clinical Pharmacology for Nursing 1	32	Content development of assignments that connect OTC medications to patient teaching
1	Health Occs	EMS	SP 25	EMS 106	EMS Part II	10	Explanation of Course Objectives and Competency Integration 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: 1. Communication Competency Students complete written self–reflections on their learning progress and how course content will be applied in the EMT environment. Communication—a required OHA competency—is addressed through simulation exercises in which students must give and receive verbal reports and function effectively within a team during patient care scenarios.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			874	
1	Pre-college	Pre-college	F17	CG 225	Transfer to a Four-Year College	6	CLO#1: Source and evidence - one part of the final for the course was to meet with a CGCC academic advisor to ensure that their assessments in the assignments mentioned above were correct and that they are indeed on the right path to prepare for transferring to their specific programs.
1	Pre-college	Pre-college	Su18	Synchronous	Reading & Writing I & II (AC)	11	CLO #1 and CLO #2 were heavily focussed on for paragraph and essay writing- research, positions on issues, backing with evidence in an organized manner, etc.

1	Pre-college	Pre-college	F18	CG 111	Study Skills for College Learning	13	Source and Evidence - Students were required to complete a forum post discussing the validity of a controversial claim.using the CRAAP method.
1	Pre-college	Pre-college	F24	GED 50	Spanish GED	21	ILO #1: Communication (Content Development and Control of Syntax and Mechanics) Focused Writing Exercises: I introduced more structured writing assignments, with emphasis on content development, clarity, and coherence. I provided detailed rubrics for students to follow, ensuring they focused on developing their ideas effectively and maintaining control over syntax and mechanics.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			51	
1	GE	Science	Sp17	BI 233	Human Anatomy & Physiology III	8	Changes were based on instructor's awareness of the outcome when planning aspects of the class.
1	GE	Science	Su17	BI 234	Microbiology	16	Presentations, lab work in partners to share collected data and observations, and small group and whole class discussions about case studies.
1	GE	Science	F17	BI 122	Introduction Human Anatomy & Physiology II	21	I always focus on "source and evidence" as this is a science class and the class has always had presentation and collaboration as facets so I think "organization and presentation" are supported.
1	GE	Science	F17	CH 121	General Chemistry I	16	They are required to write a paper and present credible sources for the information cited in the paper.
1	GE	Science	W18	GS 109	Physical Science (Meteorology)	20	CLO#1 - my students were required to give presentations in class, however I have found many students need help with researching information.
1	GE	Science	F18	BI 211	Principles of Biology	15	Changes have included being more aware of current science in the news and discoveries, supported by classroom discussion.
1	GE	Science	F19	ESR 171	Environmental Science:Biological Perspectives	21	Focus Project presentations are graded by students in addition to myself so they need to be a good audience and I added qualifier to to grading.
1	GE	Science	S20	GI184	Global Climate Change	17	This is a new course - so I tried to touch on most of these when building it. I may make some tweaks here and there for the next time I offer this course online.
1	GE	Science	F21	BI 233	Human Anatomy & Physiology III	11	New this term, the students were required to present aloud in groups which promoted the communication ILO #1.
1	GE	Science	F22	HPE 295	Health & Fitness for Life	21	Communication: This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.
1	GE	Science	F22	BI 231	Human Anatomy and Physiology I	19	Shared additional feedback on homework assignments about content and syntax.
1	GE	Science	F23	FN 225	Nutrition	16	ILO #1 - Communication: This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.
1	Ge	Science	F24	HPE 295	Health & Fitness for Life	16	ILO #1 - Communication: This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.
1	GE	Science	F24	BI 233	Human Anatomy and Physiology	6	ILO #1. I have created additional assignment that provide an opportunity for students to communicate aloud their perspectives on different body systems and pathologies.
1	GE	Science	F25	FN 225	Nutrition		This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			223	
1	GE	Social Science	Su17	PSY 213	Introduction to Behavioral Neuroscience	7	Source and Evidence: The forums required students to evaluate and present academic information and research in these areas. They gave oral and written presentations.
1	GE	Social Science	F17	SOC 205	Social Change in Societies	13	I have taken part in the CLOs and have used and or created assignments for these assessments. The course is set up foster communication already, and the research paper aids in helping an understanding of source and evidence. They most present their political letters as well. =CLO #1
1	GE	Social Science	W18	EC 201	Principles of Economics: Microeconomics	30	Students are required to provide emperical evidence to support theory from media articles. Also to provide forecasts from economic shifts.
1	GE	Social Science	Sp18	ATH 102	Introduction to Archaeology & Prehistory	27	I have required students to include source information on posted and submitted assignments with the notation that it is best practices to always include this information even if it is not required. I also have encouraged students to consider formatting an important part of their work because it reflects their skills in presentation and is good skill-building for the future. I offer comments and feedback on both of these areas, including encouragement and acknowledgement of improvement.
1	GE	Social Science	Sp18	PSY 215	Human Development	30	Students are required to state their position on many of the theories and themes of the course and substantiate their positions using evidence. They are also required to apply the various theories to real life developmental situations and analyze which theories are most applicable (and why).
1	GE	Social Science	W21	HEC 202	Contemporary Families in the US	11	This course naturally covers many of the ILOs. When I designed it, I made sure that the assignments I created helped students achieve these, 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.
1	GE	Social Science	F18	ATH 101	Introduction to Physical Anthropology	28	Students are encouraged to present their work in a professional manner, properly citing and including source information. By asking students to operate at a 'best practices' level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continued reminding. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research.
1	GE	Social Science	W19	WS 201	Women of the World	12	Students have to use research and cite sources.
1	GE	Social Science	Sp19	PSY214	Introduction to Personality	12	Group sessions and group research created an opportunity for the student's to discuss and process theories in open discussions in class.
1	GE	Social Science	F19	PSY 202A	General Psychology	19	I have created 4 assignment to help students scaffold the steps to writing a formal research paper. 2 of the assignments are directly related to these two areas. Students are required to submit a list of their sources as one of the steps prior to submitting the final paper. They are also required to submit an outline. The first step helps me to check on the sources and evidence that students are using for their papers. The second step helps me provide feedback with regards to organization.
1	GE	Social Science	W20	ATH 103	Intro to Cultural Anthropology	29	CLO #1 - Students are encouraged to research using appropriate materials and to document their work using "source and evidence, and proper "organization and presentation."
1	GE	Social Science	W20	EC 201	Principles of Economics: Microeconomics	25	Use real life examples to motivate students to provide a reasonable analysis of theory in support or non-support of written media articles. This includes defining the situation and provide a forecast from economic supply and demand shifts. Exploration of different market structures sometimes involve global interactions. World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.
1	GE	Social Science	W20	PSY 214	Introduction to Personality	13	CLO #1 - Open discussions, self-disclosing presentations, shared evaluations of readings and materials.
1	GE	Social Science	W21	PSY 201A	General Psychology	31	The course has an assignment specific to Source & Evidence, in that students submit a list of References for their final paper and I check to ensure the references meet the criteria. Students also submit an outline so that I can check organization for their paper. Both of these are then formally assessed using the CLO#1 rubric, which is shared and explained to the students.
1	GE	Social Science	W21	HEC 202	Contemporary Families in the US	11	This course naturally covers many of the ILOs. When I designed it, I made sure that the assignments I created helped students achieve these, 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.
1	GE	Social Science	Sp 21	ATH 102	Introduction to Archeology & Prehistory	29	ILO #1 – I have supported institutional efforts in this area by requiring students to include source information on discussion forum posts and submitted written assignments. I remind students who omit "source and evidence" notations that it is best practices to always include this information even if it is not required. By the end of the class, the majority of students habitually include sources and many actively click-through links on peer posts to check out their sources. Formatting examples are provided for students which give them a model to emulate in organizing and presenting assignment results. I also utilize rubrics on some assignments so that students can see how their work will be assessed and what value "organization and presentation" has on their potential scores.
1	GE	Social Science	F21	WGS 101	Women's and Gender Studies	12	For ILO #1 – I encourage students to use the Writing Desk, and I incorporate a forum where they can receive feedback on the mechanics and content of their final essays.
1	GE	Social Science	F21	CG 111	Study Skills for College Learning	12	CL#1 – "Content Development" and/or "Control of Syntax and Mechanics " - Content development is taught and assessed in the Critical Thinking essay and the culminating report that requires students to create a report addressing what they have learned in each unit and how they plan to apply the new strategies to their current and future education. Control of Syntax and Mechanics is taught and supported through-out the course. All grammar and spelling mistakes are noted and corrected.
1	GE	Social Science	F21	ATH 101	Introduction to Physical Anthropology	26	Students are encouraged to present their work in a professional manner, this includes properly citing and including source information, but also using complete sentences and expected grammatical structures and punctuation. By asking students to operate at a 'best practices' level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continual reminders. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research.
1	GE	Social Science	F22	ATH 101	Introduction to Physical Anthropology	24	Students are encouraged to present their work in a professional manner, this includes properly citing and including source information, but also using complete sentences and expected grammatical structures and punctuation. By asking students to operate at a 'best practices' level they learn to format their research in a way that meets most college-level expectations. When these details are lacking, reminders are offered to encourage greater participation without making the requirement punitive. Some students comply quickly and others need continual reminders. Generally, by the end of the session they are consistently applying effort to present their work in an acceptable format and identifying the sources used during research.
1	GE	Social Science	F22	PSY 215	Human Development	23	Increasing their awareness of the course-specific ILOs and why they are important to them and to me and to the course.
1	GE	Social Science	SP23	PSY 213	Introduction to Behavioral Neuroscience	13	ILO#1 – Students receive feedback related to content development and control of syntax/mechanics for each reflective journal
1	GE	Social Science	Su23	ATH 208	Introduction to Ethnography	8	Students are encouraged to research using appropriate materials and to document their work using "Source and evidence, and proper "organization and presentation."
1	GE	Social Science	SP 24	PSY 215	Human Development	28	ILO#1: Students are required to submit an outline for their final paper prior to writing and submitting the paper as a means of demonstrating content development. Students are also given extra credit points for submitting their papers to the writing tutor or NetTutor to help with content development and hopefully catch some of the control of syntax and mechanics.
1	GE	Social Science	SP 24	ECE 200	Professionalism & Advocacy	14	ILO #1- These areas are scored specifically on the Statement of Commitment and Advocacy in Action project with extensive feedback provided on draft Statements of Commitment.
1	GE	Social Science	F24	FY 100	First Year Experience	17	This course was re-developed as a general education elective, so the curriculum was updated to emphasize communication (conducting culturally responsive interviews, forum posts, sending and responding to email communications),
1	GE	Social Science	W25	ECE 234	Inclusion of Children with Special Needs	31	I ask students to write in APA format and provide citation examples and resources, and encourage them to use the writing labs
1	GE	Social Science	W25	EC 201	Principles of Economics: Microeconomics	32	Focus on using real life examples to motivate students in providing a reasonable analysis of theory to support (or not) written 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 environment.
1	GE	Social Science	W25	FY 100	First Year Experience	9	ILO #1: Communication (Content Development): Students practiced communication through reflections, a pathway pitch, and the Community Learning Project presentation.
1	GE	Social Science	SP25	PSY 213	Introduction to Behavioral Neuroscience	14	Students receive feedback on content development in their forums, and their syntax/mechanics on their papers. They earn extra points for doing extra research in their papers (content development)
1	GE	Social Science	Su25	HST 110	World History I: Ancient to Mid	10	Essays required structured, evidence-based writing.
1	GE	Social Science	W26	PSY 201Z	Introduction to Psychology I	22	I have added an optional assignment that allows students to turn in a draft of their paper to the tutor or NetTutor for extra credit prior to turning in their final paper. Students receive substantial feedback related to content development & control of syntax and mechanics from the tutors.
1	GE	Social Science	W26	ATH 103	Introduction to Cultural Anthropology	23	ILO #1 - Students are encouraged to present research using appropriate materials and to document their submissions using appropriate research materials, connecting to course materials, and providing resource evidence with proper citation, organization and presentation of work.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			645	
1	GE	WFFL	Sp 17	WR 227	Technical and Professional Writing	24	I increased course requirements for linking and citing sources, created a course activity designed to help students determine veracity of online sources, and increased the number of assignments requiring students to identify the best organizational pattern to employ given different audiences and purposes. (Students seemed initially overwhelmed by the number of potential organizational patterns possible--most were aware of just the main four patterns of chronological, compare/contrast, cause/effect, and classification--but they responded well to learning another eight possible patterns and seemed to enjoy the freedom of making a deliberate decision regarding how to organize information as opposed to having the organizational structure predetermined.)
1	GE	WFFL	Su 17	ENG 195	Film Studies: Film as Art	12	I gave them lists of films they could access from our library, which has bulked up the number of movies available to students. I also attended local film showings with some students and met after viewing to discuss their assessment of the film critically.
1	GE	WFFL	F17	ENG 260	Intro to Women Writers	27	This CLO is the cornerstone of my literature classes so I did not make any changes to incorporate it.
1	GE	WFFL	F17	LIB 101	Library Research and Beyond: Find, Select, and Cite	9	Our course is centered around the idea of realizing students' deficits in information and how they go about rectifying that. This has a great deal to do with organizing one's question; finding, evaluating, and retrieving information/evidence; and then reorganizing, presenting, and arguing for something.
1	GE	WFFL	F17	WR 121	English Composition	17	Instructor provides evidence throughout his Part B
1	GE	WFFL	F17	WR 122	English Composition	27	I have added an additional activity on MLA formatting and an additional link to an OER resource on creating claims.
1	GE	WFFL	W18	COMM 111	Public Speaking	27	With regard to "Source and Evidence," I give students strict instructions on what is required to support the information or arguments contained in their speeches. Three outside sources are required; each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. With regard to "Organization and Presentation," I have added to the Moodle shell for this course a comprehensive guide to outlining their topic, as well as examples of a completed organizational outline and a visual representation of an effective speech (via video link).
1	GE	WFFL	Sp18	RD 90	Transformative Reading	7	To address CLO #1 I taught students how to cite quotations from a text using MLA style. Students had a short writing assignment due each week and often used quotes to support their ideas. To support "Organization and Presentation" I had students complete a PowerPoint about a short story they read. I created a PowerPoint template for them to fill in. I first completed a PowerPoint for a story we read together and then they completed one on their own.
1	GE	WFFL	Su18	ENG 106	Introduction to Literature - Poetry	15	I required students to write several short essays organized around a thesis. They needed to present their ideas using MLA format, citing their primary sources.
1	GE	WFFL	F18	LIB 101	Library Research and Information Retrieval Strategies	28	"Organization and Presentation"-- The course was rearranged and updated from reflecting one WR particular course outline, to better align to how a topic is researched and a evidence found. The mini bibliographies build on one another and the final bibliography is an amalgamation of the work done on these.
1	GE	WFFL	F18	WR 121	English Composition	24	We spend a week on plagiarism and source analysis.
1	GE	WFFL	W19	ENG 201	Shakespeare's Early Works	17	I require that student provide textual evidence to support their assertions in all writing they do for this course. Evidence is a criteria on the rubrics I use. I also direct students to the OWL Purdue Writing website for information about organizing essays.
1	GE	WFFL	Sp19	ENG254	American Literature from 1865	10	This course is solidly based on all three CLO's, so it's hard for me to answer this question except by saying that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLOs.
1	GE	WFFL	F19	COMM 140	Introduction to Intercultural Communication	21	"Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the international buffet.
1	GE	WFFL	F19	RD 90	Transformative Reading	11	Students present their research "research roundtable" -- they must explain their research and its implications in their own lives and the world.
1	GE	WFFL	W20	ENG 202	Shakespeare's Later Works	11	CLO #1: I include clear rubrics that assess students ability to communicate effectively. In the future, I hope to adopt the college's communication rubric to assess the assignments in this class.
1	GE	WFFL	W20	ENG 253	American Literature	10	I've been teaching pretty consistently to all four of these for the past three years that I've taught this class, so I can't describe any changes.
1	GE	WFFL	W20	WR 227	Technical and Professional Writing	18	CLO #1: I taught them to communicate more clearly and concisely, and to organize their information effectively in short documents.
1	GE	WFFL	F20	ENG 104	ENG 104 - Introduction to Literature-Fiction	13	Switching to small groups for discussions
1	GE	WFFL	F20	WR 121	Introduction to Expository Writing	25	small and large group presentation and discussion
1	GE	WFFL	F20	WR 122 (KI)	English Composition	11	I worked on sources and evidence by creating many lectures about how to locate reliable information. Also, I created lectures about how to evaluate information. I also had many individual conferences during the term and this one on one instruction with hugely beneficial in helping students organize their thoughts.
1	GE	WFFL	F20	WR 227	Technical/Professional Writing	16	We did not use sources and evidence, but we spend a lot of time on organization and presentation through assignments in document design and formatting. Several of the guest lecturers talk about organization when they make slides, write papers and create posters.
1	GE	WFFL	F21	COMM 111	Public Speaking	28	With regard to "Content Development," I give students strict instructions on what is required to develop and support the information or arguments contained in their speeches. Key factual information with three outside sources are required; each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. With regard to "Control of Syntax and Mechanics," I have added to the Moodle shell for this course a comprehensive guide to oral delivery of their speeches, as well as outlining their topic, Examples of effective speech delivery, a completed organizational outline, and effective visual representation of a speech are provided via links.
1	GE	WFFL	Su22	WR 115	Introduction to Expository Writing	7	For content development, I teach writing as process. We also read several examples of the types of reading students are going to practice. For control of syntax and mechanics, as necessary I correct their work and offer them extra support if they have deficiencies in syntax and mechanics.
1	GE	WFFL	F22	COMM 140	Introduction to Intercultural Communication	24	CLO#1 -Communication - "Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the international buffet.
1	GE	WFFL	W23	ENG 106	Introduction to Literature-Poetry	21	always coming up with new questions, formats and strategies for engaging students in discussions
1	GE	WFFL	W24	ENG 260	Introduction to Women Writers	7	This course always requires substantial communication and critical thinking skills.
1	GE	WFFL	Su 24	WR 1212	Composition I	6	ILO #1: Sentence-level revision lecture (Control of Syntax and Mechanics)
1	GE	WFFL	F24	COMM 111	Public Speaking	25	With regard to "Content Development," I give students strict instructions on what is required to develop and support the information or arguments contained in their speeches. Key factual information with three outside sources are required; each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. With regard to "Control of Syntax and Mechanics," I have added to the Moodle shell for this course a comprehensive guide to oral delivery of their speeches, as well as outlining their topic, Examples of effective speech delivery, a completed organizational outline, and effective visual representation of a speech are provided via links.
1	GE	WFFL	F25	ENG 104	Introduction to Fiction	11	ILO #1: I allow students to choose their format for the Final project: essay, PPT, song, story, painting...
1	GE	WFFL	F25	COMM 140	Introduction to Intercultural Co	17	"Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			526	
	Total Number CGCC Students Enrolled and Affected by Implementation of Teaching St					2886	