LO	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.
4	GE	A/H	SP19	ART255	Ceramics II	3	Class discussions focus on the various historical cultural influences on ceramics. Student presentations focus on the modification of those cultural influences to meet their needs.
4	GE	A/H	W20	ART 230	Drawing I	12	We spent more time discussing cultural awareness and looking at artworks from around the world. I had 2 in class assignments were students were to use different cultures as inspiration to create their own artwork. We also had small group discussions so students could network one on one with each other which I think helped create a better understanding and interest in the subject.
4	GE	A/H	F20	ART 286	Watercolor I	7	I have created 2 new assignments to speak to cultural awareness. Students have an assignment on how world cultures are represented in artwork. Students get assigned a particular culture to do research on and they discuss with the class their findings as well as present images for the class to study.
4	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. The rich archive of world music performance available on You Tube is multi-dimensional in that it presents people making music in the context of village life, festival performance, educational settings, music combined with worship,dance, story telling, various age groups young and old. Instrument building is also present on line and the technologies required from ancient to modern.
4	GE	A/H	F21	ART 230	Drawing I	11	ILO#4 I added an additional drawing assignment to have students research and apply learned content to a drawing assignment specific to world cultures and societies
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			46	
4	CTE	BA	F18	BA 101	Introduction to Business	19	Informal class discussion as it applied to doing business globally and having a diverse workforce.
4	CTE	CAWT	SP19	OS245	Office Systems and Procedures	3	There is a week in this course where we focus on a multi-culture work places and work place ethics. Students have materials to view, forums for discussion, and a journal for reflection for the week. The students also stated in the course survey that they felt this was an important part of this course, and that it helped improve their understanding of a multi-cultural work environment.
4	CTE	ECEFS	SP19	ECE124	Multicultural Practice: Exploring	9	CLO#4: We incorporated some "brave space" activities, and created group norms together and kept them displayed all term long. I encouraged all students (and myself) to be curious rather than certain. We had some really deep discussions as well as writing assignments that encouraged us to identify our own biases towards those who are culturally different from us.(I didn't know "Core Learnine Outcome Assessment Rubrics" existed, but I will be utilizing them in the future!)
4	CTE	CAWT	SU19	OS 280G	Co-Op Ed Administrative Assista	3	Students participate in online discussions requiring review and research of resources and discuss and evaluate various situations regarding human relations, professionalism, and workplace culture and diversity. Students are required to ask questions in order to seek out answers.
4	CTE	CAWT	F19	CAS 104	Basic Internet Skills	4	CLO #4: Extending activities to include both a personal journey journal and group blog discussion entries.
4	CTE	ECEFS	W21	ECE 121	Guidance & Classroom Manage	9	CLO #4: I found an excellent YouTube video (by Dr. Allen) that I presented during one of our Zoom class sessions that discussed the statistics of expulsion rates in preschool programs. We were reading a NAEYC article on the subject of preschool expulsion rates that week and I felt that the YouTube video was very thought provoking and added a lot of value to that topic. As a follow up discussion, we discussed anti-bias practices and how to ensure that our work supported positive outcomes for all of the children and their families.
4	CTE	BA	SP21	BA 101	Introduction to Business	13	#4: Ethics and culture are a separate topic early in the term, but I constantly bring ethics and social awareness throughout the course.
4	CTE	MFG	SP21	MFG 155	Blueprint Reading	8	This is a difficult ILO to include in this course. and was not addressed beyond through the lens of problem solving for product in different countries with problems differing from the US.
4	CTE	MFG	F21	MFG 150	Manufacturing Processes	7	Students were introduced to workplace discrepancy in wage and representation in gender.
4	CTE	ECEFS	F21	ECE 126	Early Childhood Development: E	7	Each week as a part of one of our class discussions, we would discuss elements of equity and inclusion and would have meaning discussions about how early childhood providers/teachers could ensure that their practices were inclusive and supportive of each student in a respectful manner and ensured that each individual child's needs were met and that their culture and individual dispositions were considered during curriculum planning. We had a lot of meaningful class discussions regarding how to create curriculum that was free from bias and how to create inviting environments that supported all children to thrive.
4	CTE	EM-Tech	F21	EET 221	Semiconductor Devices and Circ	5	ILO 4 Curiosity…. The shear volume of new technologies within the electronics field should be a curiosity to students. Read students Read.
4	CTE	ECEFS	SP22	ECE 200	Professionalism & Advocacy	8	Cultural Awareness- Sessions on Communication and Ethical Responsibilities to Families include consideration of cultural perspectives and practices.
4	CTE	CT	W23	CT 105	Wall and Ceiling Framing	11	As far as cultural awareness, we talk about it in a subtle way so that the environment is safe and inclusive.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			106	
4	ESOL	ESOL	W20	Level 4-5	Level 4-5 (CC)	3	Cultural awareness was a major focus in this course. With students from Russia, Thailand, and Mexico, I was fortunate to have a multicultural group of students. We learned about each other's cultures, as well as other cultures around the world. As for the other CLOs, critical thinking and problem solving, as well as community and environmental responsibility were present in the course, but communication, in the way it is described according to the CGCC CLO was not.
4	ESOL	ESOL	SP19	Level 5	Level 5	4	Regarding CLO # 4, this is an ongoing theme in my courses. Working with students from other cultures presents great opportunity to look more deeply at culture in general. This is always an area of focus in my classes.
4	ESOL	ESOL	SP19	Level 5	Level 5	5	Our class is multi-cultural. Students ask one another many questions about each other's cultures daily.
4	ESOL	ESOL	Sp19	Level 3	Level 3	14	Definitely we discussed about cultural awareness. We talked about different ways to become more active in our communities
4	ESOL	ESOL	F19	Level 1-2	Level 1-2	6	Also, cultural awareness is often discussed because we are a group from many different cultures and we are constantly learning from one another.
4	ESOL	ESOL	F20	Level 5	Level 5	7	In our multi-cultural class we often take time to appreciation and learn about one another's culture and values. CLO #4
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			32	
4	GE	MTH	F19	MTH 65	Beginning Algebra II (AB)	26	I have added a few small projects involving the history of the quadratic equation. Students learn which cultures used the equation. We then have a class discussion of how the equation is used in their lives. Definitely still working on bringing more history of math into the classroom, more visuals, more videos, and have found some great TedEd programs to have students watch and evaluate.
4	GE	MTH	F20	MTH 211	Fundamentals of Elementary M	21	students read short historical excepts and responded to these. Researched the different methods of multiplication over the ages and how these are still used today.
4	GE	MTH	W23	MTH 212	Foundations of Elementary Mat	7	Accessing math history as a discussion point to focus on cultural awareness for many of the math assignments. Rewriting problems from the textbook so they are culturally relevant. Discuss why some topics would not make any sense to students.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			54	
4	Health Occs	NRS	W21	NRS 111	Foundations of Nursing in Chro	23	Students address cultural awareness in theory and in clinical practice. The clinical concept map and care plan documents developed for this and next term will highlight psychosocial/cultural/spiritual assessment, along with holistic nursing concepts structure on Gordon's Functional Health patterns
4	Health Occs	NRS	F18	NRS 110	Foundations of Nursing - Health	24	Cultural Awareness: The course contained specific theory time for cultural aspects of nursing care. Additionally students completed a cultural self assessment and interviewed people from other cultures in teams of 2. Interviews included their perception of how culture impacted care and interactions in the health care arena, among other topics. Students did a presentation to the class about the culture they had selected.
4	Health Occs	NRS	F18	NRS 232	Pathophysiological Processes I	24	Cultural Awareness- This aspect of pathophysiology is addressed in the material related to various pathologies.
4	Health Occs	NRS	F20	NRS 110	Foundations of Nursing - Health	28	theory content. learning activities and a group assignment focus on cultural awareness.
4	Health Occs	NRS	F20	NRS 221	Nursing in Chronic Illness II and	25	Cultural awareness is an intergral part of all learning assignments.
4	Health Occs	NRS	F20	NRS 232	Pathophysiological Processes I	28	case studies and learning activities weave cultural factors into building understanding about risk factors, prevalence and healthcare disparities related to disease processes.
4	Health Occs	MA	W21	MP 111	Medical Terminology	32	Paper #3 focuses on this. The students must seek out a healthcare professional of a culture different from their own, to discuss cultural healthcare issues.
4	Health Occs	NRS	W21	NRS 230	Clinicla Pharmacology I	24	Cultural Awareness. Cultural practices and natural remedies were discussed where relevant, both in class and through discussion forums (i.e. folk remedies, use of natural products).
4	Health Occs	NRS	W21	NRS 233	Pathophysiological Processes II	26	Cultural Awareness. Disease processes which reflect health disparities were discussed where relevant, both in class and through discussion forums (i.e. diabetes prevalence, COVID 19 morbidity and mortality.)
4	Health Occs	NRS	SP21	NRS 112	Foundations of Nursing in Acute	25	CLO #4-Theory objectives sometimes specifically highlight cultural aspects of care, such as, "Identify cultural influences on the labor/delivery process", from the intrapartum lecture. Sometimes classroom activities will highlight cultural aspects of the topic, such as a cultural group of questions in the OB Jeopardy game.
4	Health Occs	NRS	W20	NRS 222	Nursing in Acute Care II and End	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.
4	Health Occs	NRS	F18	NUR 210	Nursing IV: Psychiatric & Compl	24	While completing their nursing care plan, there is a component which addresses culture of the patient. The student has to complete this on a med-surg patient to better understand how culture can affect a patient's health and well-being.
4	Health Occs	NRS	W19	NRS 230	Clinical Pharmacology I	23	CLO #4: Students learned about the various culture's views towards medicine/pharmacology and how each culture used medications.
4	Health Occs	MA	SP19	MP 111	Medical Terminology	42	#4: The Graded Paper #3 now focuses on culture outside of a student's own culture for awareness. This was my first term adding this to the paper. I am changing the language for clarification going forward.
4	Health Occs	NRS	SP19	NRS 112	Foundations of Nursing in Acute	23	CLO #4-Theory objectives sometimes specifically highlight cultural aspects of care, such as, "Identify cultural influences on the labor/delivery process", from the intrapartum lecture. Sometimes classroom activities will highlight cultural aspects of the topic, such as a cultural group of questions in the OB Jeopardy game.
4	Health Occs	NRS	F22	NRS 221	Nursing in Chronic Illness II and	23	Added cultural components to SUD mental health and sexual assault and domestic violence lectures.
4	Health Occs	NRS	F22	NRS 110	Foundations of Nursing - Health	30	Cultural Awareness - Theory content, learning activities, and a group assignment focused on cultural awareness are completed.
4	Health Occs	NRS	W23	NRS 111	Foundations of Nursing in Chro	30	ILO#4: Cultural Awareness - Theory content, learning activities, and a group assignment focused on the cultural differences of Dementia individuals.
4	Health Occs	NRS	W23	NRS 232	Pathophysiological Processes I	31	ILO #4: Cultural Awareness - case studies and class learning activities weave cultural factors into building understanding about risk factors, prevalence, and healthcare disparities related to disease processes.
4	Health Occs	NRS	W23	NRS 230	Clinical Pharmacology I	31	ILO #4: Cultural Awareness. Cultural practices and natural remedies were discussed where relevant through discussion boards (i.e. fold remedies, se of natural products)>
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			539	
4	Pre-college	Pre-college	F19	PC - Reading &	PC - Reading & Writing I	9	CLO #4 was taken to another level than previous terms. After focussing on the location of countries and continents, we carried that knowledge into lessons on WWI and WWII. We talked a bit more deeply about why Hitler came into power. We also made comparisons to how U.S.A. provided financial support for countries in V
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			9	
4	GE	Science	W21	CH 100	Everyday Chemistry with Lab	31	Some work involves researching and writing about important people in the field of chemistry, for the past two years I have had students focus on scientist of color. Students were not told this, it was just that they scientist we discussed happened to be people like Mexican Nobel Laureate Mario Molina, the person responsible for humans reduced use of CFCs which caused a hole in the ozone layer. And sadly he passed away last year.
4	GE	Science	F19	ESR 171	Environmental Science:Biologic	21	We need to include world cultures when discussing environmental worldviews and this is always better when I have multi cultural groups so we hear many viewpoints.
4	GE	Science	SP20	GS 108	Physical Science - Oceanograph	20	I am also trying to add in some cultural information related to the oceans (Native American legends about tsunamis and earthquakes, climate change and sea level rise impacts on other countries, asking students to compare hazard responses to one another when discussing projects, etc.
4	GE	Science	W21	CH 100	Everyday Chemistry with Lab	31	ILO #4: Some work involves researching and writing about important people in the field of chemistry, for the past two years I have had students focus on scientist of color. Students were not told this, it was just that they scientist we discussed happened to be people like Mexican Nobel Laureate Mario Molina, the person responsible for humans reduced use of CFCs which caused a hole in the ozone layer. And sadly he passed away last year.
4	GE	Science	F22	HPE 295	Health & Fitness for Life	21	Cultural Awareness: This is achieved through readings, lectures, and cooking assignments where students can showcase meals that they have created, which are often culturally diverse.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			124	
4	GE	Social Scienc	F18	ATH 101	Introduction to Physical Anthro	28	This course incites much curiosity about variation in the human species and how those differences and similarities express within populations. Students explore these ideas on a personal level but also make observations about how definitions play out in terms of geographic distribution. In addition, we explore the history of racial profiling and biological expression of traits in the past as well as the present.
4	GE	Social Scienc	W19	SOC 204	Sociology in Everyday Life	29	I focus on CLO#4 - cultural awareness in my course by asking my students a discussion question where they are to think about a time that they felt either ethnocentrism or culture shock. This discussion is an excellent way of bringing about cultural awareness. I find that this discussion is one of the most interesting and engaging discussions that occurs in my class.
4	GE	Social Scienc	W19	WS 201	Women of the World	12	Many times students have opportunities to choose topics for further research, which encourages students to ask deep questions and be curious.
4	GE	Social Scienc	SP19	PSY214	Introduction to Personality	12	Film documentaries were provided to present worldwide views Student's submitted papers and class discussions were involved. Guest speakers were provided to enhance differing cultural perspectives.
4	GE	Social Scienc	F19	PSY 201A	General Psychology	25	I added group sessions to include student to student evaluations on their group projects. Several speakers increases their awareness of their community and involved cultural reports from various cultures. The students ability to utilize their curiosity was very clear based on the high level of project presentation displaying insights and problem solvine above and beyond the basic class expectations
4	GE	Social Scienc	F19	PSY 201A	General Psychology	19	CLO#4 - I have focused much of my feedback to students regarding their curiosity - after all the greatest psychologists are those who are most curious about people.
4	GE	Social Scienc	W20	ATH 103	Intro to Cultural Anthropology	29	CLO #4 - Since cultural anthropology is an exploration of culture systems around the globe, we address how to "ask deeper questions about other cultures and seek out answers to these questions" as a part of our investigations into expressions of culture.
4	GE	Social Scienc	W21	PSY 201A-02	General Psychology	31	more forum questions were added to the course to focus on curiosity related to other cultures. We spend a lot of time in the course talking about the importance of curiosity in the study of psychology and how important it is to think about the applicability of all the concepts for other cultures.
4	GE	Social Scienc	W21	HEC 202	Contemporary Families in the U	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.
4	GE	Social Scienc	F21	ATH 102	Introduction to Archeology & Pr	29	ILO #4 – I have supported institutional efforts in this area. This course connects strongly with cultural awareness, inciting students to explore areas of interest through both geographical location and spatial/time awareness. Because it addresses prehistory on a global level, and the place of people in the landscape throughout time, students often are excited to focus on their personal areas of interest.
4	GE	Social Scienc	SP21	WGS 202	Activism and Social Change	8	I continue to focus on Cultural Awareness for this class with reflections and discussions on the topics.
4	GE	Social Scienc	W20	EC 201	Principles of Economics: Micros	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.
4	GE	Social Scienc	W20	PSY 214	Introduction to Personality	13	CLO #4 - Every aspect of personality was viewed through a cultural lens, and the individual cultural experiences of the students were often incorporated into the weekly discussions.
4	GE	Social Scienc	W21	HEC 202	Contemporary Families in the U	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.
4	GE	Social Scienc	F21	WGS 101	Women's and Gender Studies	12	For ILO #4 -- We do this in each class in discussion, QQRs, journals, especially QQRs where students have to ask deeper questions about the reading that relate to other cultures, as well as responding to their own questions to generate potential solutions and to evaluate the effectiveness of solutions already being practiced.
4	GE	Social Scienc	F21	ATH 101	Introduction to Physical Anthro	26	This course incites much curiosity about variation in the human species and how those differences and similarities express within populations. Students explore these ideas on a personal level but also make observations about how definitions play out in terms of geographic distribution. In addition, we explore the history of racial profiling and biological expression of traits in the past as well as the present. Students readily grasp that human phenotypes occur on a spectrum and that physical attributes are also widespread on this spectrum.
4	GE	Social Scienc	F21	SOC 2014	Sociology in Everyday Life	26	This course has a heavy focus on ILO#4 - Cultural Awareness. To help with this outcome I have a discussion question which asks them to identify when they have felt ethnocentrism or culture shock. This discussion helps to bring about cultural awareness. This particular discussion is one of the more interesting one's that students respond to.
4	GE	Social Scienc	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.
4	GE	Social Scienc	SP23	PSY 213	Introduction to Behavioral Neur	13	ILO#4 – We spend an entire unit looking at how hormonal differences between men and women affect stress, love and relationships
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			382	
4	GE	WFFL	F19	COMM 140	Introduction to Intercultural Co	21	"Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") In addition to the Country Profile cited in CLO #1 above, students also conducted interviews of people who had traveled internationally and experienced a variety of cultural occurrences, learning how these people expanded their curiosity and increased their awareness and knowledge of cultural differences. Students also researched the cuisine of their chosen culture for the international buffet.
4	GE	WFFL	F19	RD 90	Transformative Reading	11	I'm always updating readings for students that reflect expanding cultural awareness. I've loved discussions resulting from Chimamanda Adichie's "Danger of a Single Story"
4	GE	WFFL	W20	ENG 202	Shakespeare's Later Works	11	CLO #4: Cultural Literacy is an important aspect of this course, as the culture of Early Modern England is different from our own. I would like to explore how to assess this better. The rubric the college uses doesn't exactly fit with my curriculum.
4	GE	WFFL	W20	ENG 253	American Literature	10	I've been teaching pretty consistently to all four of those for the past three years that I've taught this class, so I can't describe any changes.
4	GE	WFFL	W20	WR 227	Technical and Professional Writ	18	CLO #4: The first week is dedicated to intercultural communication issues.
4	GE	WFFL	F20	WR 121	Introduction to Expository Writi	25	Students completed a rhetorical analysis of a charity ad for an international crisis within the frame of "poverty porn"
4	GE	WFFL	F20	WR 227	Technical/Professional Writing	16	CLO 4: Cultural awareness: The course starts out with a lesson on intercultural communication and students write a written reflection about culture and ethics.
4	GE	WFFL	W19	CHN 102	First Year Chinese, Part 2	7	I connected them with native Chinese speakers through different forms of communication such as exchanging videos & letters. I encouraged students to ask further cultural questions through the responses from their language exchange partners. During group practices in classes, students need to come up with appropriate conversations in various designated daily life situations.
4	GE	WFFL	W19	COMM 237	Gender and Communication	18	CLO #4 best fits for this course, where students learn to more deeply understand the cultural and social construction of gender in our world and how it impacts daily interaction.
4	GE	WFFL	W19	ENG 201	Shakespeare's Early Works	17	Early Modern England is a culture very different from modern day America. Students were curious about several aspects. For example, while studying Romeo and Juliet, students were interested in the marriage practices of couples in Early Modern England and were shocked to find that most marriages were not arranged. Actually the average marriage age in England in the 1600s was mid to late twenties, similar to today. When we read Richard II, students were interested in the idea of primogeniture to determine if it was right for Bolingbroke to seize the crown from Richard.
4	GE	WFFL	W22	ENG 253	Survey of American Literature I	4	This term, for example, I greatly increased the number of marginalized voices in my curriculum, from around 30% to over 70%. The result was a much more well-rounded view of our early literature and culture. Students loved the additions, many of which were really eye opening!
4	GE	WFFL	Su22	WR 115	Introduction to Expository Writi	7	Cultural Awareness. Students were exposed to writing from author's whose cultural backgrounds were different from their own. For example, when studying satire, we watched several skits by Key and Peele. These skits related the black experience in a way that was comedic, but also a social commentary. Some of my students had never considered lived experience of a BIPOC person.
4	GE	WFFL	F22	COMM 140	Introduction to Intercultural Co	24	CLO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") In addition to the Country Profile cited in CLO #1 above, students also conducted interviews of people who had traveled internationally and experienced a variety of cultural occurrences, learning how these people expanded their curiosity and increased their awareness and knowledge of cultural differences. Students also researched the cuisine of their chosen culture for the international buffet.
4	GE	WFFL	W23	ENG 106	Introduction to Literature: Poet	21	Had students work in groups to develop wiki pages for Black poets: Did a unit on Poetry of Social Justice and Protest. Very powerful.
			Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			210	
Total Number CGCC Students Enrolled and Affected by Implementation of Teaching Strategy						**1502**	