

ARTS & HUMANITIES						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	GE	ARTH	F17	ARTH 102	Understanding the Visual Arts	8
2	GE	ARTH	F17	MUS 191	Spanish I	14
2	GE	ARTH	F18	ARTH 257	Caravaggio	9
2	GE	ARTH	W21	MUS 108	Musical Culture of the World	13
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	43

CAREER & TECHNICAL EDUCATION						
LD	Dept	Discipline	Term	Course Prefa. & #	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	CTE	BA	F17	BA 224	Introduction to Human Resources	7
2	CTE	BA	F17	BA 208	Business Ethics	7
2	CTE	CAWV	F17	CAE 102	Marketing and Social Media	12
2	CTE	CAWV	F17	CAE 121	Business Management	14
2	CTE	ECES	F17	F17	Child Development	7
2	CTE	BA	F18	BA 222	Financial Engineering	5
2	CTE	CAWV	SP18	CAE 230	Design Principles	7
2	CTE	MS	SP18	MS 208	Introduction to Information Systems	11
2	CTE	MS	SP18	MS 111	Introduction to Accounting	11
2	CTE	CAWV	SP18	OS 280F	Gen Ed Course Administration	7
2	CTE	BA	F18	BA 206	Introduction to Business	16
2	CTE	EM-Tech	F18	EE 222	Semiconductor Devices and Circuits	15
2	CTE	CAWV	SP18	OS 245	Office Systems and Procedures	3
2	CTE	IAS	SP18	OS 100	Introduction to Information Age	19
2	CTE	CAWV	F18	OS 131	Key for Business	14
2	CTE	BA	W20	BA 226	Business Law I	13
2	CTE	CAWV	F20	CAE 121	Business Engineering	14
2	CTE	SP18	CAE 102	Introduction to Business	12	
2	CTE	MSFC	SP21	MSFC 105	Business Reading	8
2	CTE	CAWV	F21	CAE 133	Introduction to Office Software	10
2	CTE	MSFC	F21	MSFC 105	Business Reading	8
2	CTE	EM-Tech	F21	EE 222	Semiconductor Devices and Circuits	15
2	CTE	SP18	CAE 102	Introduction to Business	12	
2	CTE	ECES	SP22	EE 130A	Principles of Electricity	3
2	CTE	ECES	SP22	EE 200	Professionalism & Advocacy	8
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	251

ENGLISH AS A SECOND LANGUAGE						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	ESOL	ESOL	F17	ESOL 1	ESOL 1	11
2	ESOL	ESOL	F17	ESOL 2	ESOL 2	7
2	ESOL	ESOL	SP18	ESOL 1	ESOL 1	4
2	ESOL	ESOL	SP18	ESOL 2	ESOL 2	5
2	ESOL	ESOL	W21	ESOL 1.5	ESOL 1.5	5
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	30

MATH & COMPUTER SCIENCE						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	GE	MTH	SP 17	MTH 95	Intermediate Algebra	18
2	GE	MTH	F17	MTH 20	Basic Math	7
2	GE	MTH	SP18	MTH 40	Beginning Algebra	14
2	GE	MTH	F18	MTH 98	Quantitative Math	14
2	GE	MTH	W19	MTH 205	Math in Society	10
2	GE	MTH	SP18	MTH 205	Math in Society	10
2	GE	MTH	F20	MTH 251	Calculus I	26
2	GE	MTH	W21	MTH 251	Calculus I	26
2	GE	MTH	W21	MTH 251	Calculus I	26
2	GE	MTH	SP21	MTH 95	Intermediate Algebra	6
2	GE	MTH	SP21	MTH 95	Intermediate Algebra	6
2	GE	MTH	W22	MTH 111	College Algebra	6
2	GE	MTH	W22	MTH 243	Statistics I	6
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	163

NURSING & HEALTH SCIENCES						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	Health OCN	NA	W18	MD 111	Medical Terminology	14
2	Health OCN	NRS	SP18	NRS 112	Nursing III: Obstetrics & Gynecology	23
2	Health OCN	NRS	F18	NRS 100	Foundations of Nursing - Health	24
2	Health OCN	NRS	F18	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	F18	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	F18	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	F18	NRS 111	Foundations of Nursing I	23
2	Health OCN	NRS	F18	NRS 111	Foundations of Nursing I	23
2	Health OCN	NA	SP18	MD 111	Medical Terminology	14
2	Health OCN	NRS	SP18	NRS 112	Foundations of Nursing II	23
2	Health OCN	NRS	SP18	NRS 221	Nursing in Chronic Illness I and II	23
2	Health OCN	NRS	W20	NRS 222	Nursing in Acute Care I and II	23
2	Health OCN	NRS	F20	NRS 111	Foundations of Nursing	23
2	Health OCN	NRS	F20	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	F20	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	W21	NRS 111	Foundations of Nursing I	23
2	Health OCN	NRS	W21	NRS 111	Foundations of Nursing I	23
2	Health OCN	NRS	W21	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	W21	NRS 220	Pathophysiological Processes I	24
2	Health OCN	NRS	SP21	NRS 112	Foundations of Nursing II	23
2	Health OCN	NRS	SP21	NRS 221	Nursing in Chronic Illness I and II	23
2	Health OCN	NA	W21	MD 111	Medical Terminology	14
2	Health OCN	NRS	W20	NRS 222	Nursing in Acute Care I and II	23
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	600

PRE-COLLEGE						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	Pre-college	Pre-college	F17	CG 235	Transfer to a Four Year College	6
2	Pre-college	Pre-college	SP18	Reading & Writing 1 & 2 (IAI)	Reading & Writing 1 & 2 (IAI)	11
2	Pre-college	Pre-college	F18	CG 111	Study Skills for College Learning	13
2	Pre-college	Pre-college	F20	PC-MTH 8	Pre-Math 8	7
2	Pre-college	Pre-college	F20	PC-MTH 8	Pre-Math 8	7
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	30

SCIENCE						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	GE	Science	F17	BI 122	Introduction Human Anatomy & Physiology	21
2	GE	Science	F17	CH 121	General Chemistry	16
2	GE	Science	F17	CH 109	General Chemistry	16
2	GE	Science	S17	BI 234	Microbiology	15
2	GE	Science	F18	ESB 174	Environmental Science Biology	14
2	GE	Science	SP18	ESB 184	Physical Science - Oceanography	20
2	GE	Science	S17	BI 233	Human Anatomy & Physiology	8
2	GE	Science	F18	BI 233	Human Anatomy & Physiology	8
2	GE	Science	F18	BI 231	Principles of Biology	11
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	187

SOCIAL SCIENCE						
LD	Dept	Discipline	Term	Course Prefa. & #	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.
2	GE	Social Science	F17	SOC 205	Social Change in Societies	27
2	GE	Social Science	SP18	ATH 202	Introduction to Anthropology & Archaeology	20
2	GE	Social Science	SP18	PSY 215	Human Development	20
2	GE	Social Science	F18	ATH 101	Introduction to Physical Activity	28
					Total Number Students Enrolled and Affected by Implementation of Teaching Strategy	95

2	GE	Social Science	F18	PSY 101	Psychology of Human Relations	22	Emphasized more group work on topics presented that required problem-solving &/or critical thinking to accomplish, giving everyone opportunities to hear different perspectives.
2	GE	Social Science	W18	EC 201	Principles of Economics: Micro	27	Use real life examples to motivate students to provide a reasonable analysis of theory in support of 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.
2	GE	Social Science	W18	WGS 201	Women of the World	12	Students must evaluate potential solutions for humanitarian issues we study.
2	GE	Social Science	S18	PSY 214	Introduction to Personality	21	Students were required to evaluate and create group problem solving and the creation of solutions for research and data outcomes.
2	GE	Social Science	F18	PSY 203A	General Psychology	19	Students are asked to state a position in the majority of the forum, then back up their position using evidence from the course content. Students are also contrastive evaluating potential solutions. We spend a lot of time beginning responses with "It depends..."
2	GE	Social Science	W18	ATH 101	Physical Culture of Anthropology	29	W18-F19 Critical Thinking and Problem Solving are a primary objective of research and problem solving in the discipline. We use real life examples to motivate students to provide a reasonable analysis of theory in support of 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.
2	GE	Social Science	W20	EC 201	Principles of Economics: Micro	25	World events from the COVID-19 provided a real life "lab experience" in applying theory and expectations.
2	GE	Social Science	W20	PSY 214	General Psychology	13	COVID-19 Students were self-reflective over historical issues and how they apply to the real world as a weekly basis.
2	GE	Social Science	W20	SSC 205	Social Change in Societies	34	In this course I focused on COVID-19 Critical Thinking/Problem Solving by asking that students report to different discussion questions that ask them to come up with solutions to some of the problems that exist in America's social institutions. I have been impressed with the creativity that some students have brought to their solutions. Students have come up with solutions to problems that I haven't thought of regarding that their critical thinking skills are well developed.
2	GE	Social Science	W20	EC 202	Principles of Economics: Macro	19	I used real life examples to motivate students to provide a reasonable analysis of theory in support of non-support of written media articles. This included defining the situation and providing an expectation from macroeconomic shifts. Exploration of different market structures sometimes involved global interactions. World events from the COVID-19 provided a real life "lab experience" in applying theory and expectations.
2	GE	Social Science	W21	PSY 203A.01	General Psychology	11	This forum requires students to take a position and support it, or to evaluate potential solutions for problems from each unit. Students are constantly practicing of making these outcomes.
2	GE	Social Science	W21	WGS 202	Contemporary Families in the U.S.	11	This course naturally covers many of the ILDs. When I designed it, I made sure that the assignments 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.
2	GE	Social Science	SP21	ATH 102	Introduction to Anthropology & P	29	AD #2 - I have supported institutional efforts in this area by incorporating critical thinking and problem solving into exercises so that students can demonstrate how to apply what they are learning. This is an important aspect of critical skill-building in learning how to research and present information, how to sift through data to find the evidence to support conclusions. Without that ability, the study of anthropology lacks context to human behavior. In some exercises, students are asked to take a position or stance on an issue, either times they are asked to reflect on ethical concerns or situations as they are presented in course materials. These affect actual field practices in the subject area.
2	GE	Social Science	SP21	SSC 206	Social Problems in the U.S.	29	In this course I focused on COVID-19 Critical Thinking/Problem Solving by asking that students report to different discussion questions that ask them to come up with solutions to some of the problems that exist in society. I have been impressed with the creativity that some students have brought to their solutions. Students have come up with solutions to problems that I haven't thought of regarding that their critical thinking skills are well developed.
2	GE	Social Science	W21	WGS 202	Contemporary Families in the U.S.	11	This course naturally covers many of the ILDs. When I designed it, I made sure that the assignments 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.
2	GE	Social Science	F21	WGS 202	Women's and Gender Studies	12	W18-F19 Critical Thinking and Problem Solving are a primary objective of research and problem solving in the discipline. We use real life examples to motivate students to provide a reasonable analysis of theory in support of 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.
2	GE	Social Science	F21	GS 111	Study Skills for College Learning	12	2. Gather your information: you will be expected to find evidence to either support the claim or reject the claim (4 points total). 3. Apply the information (ask critical questions, explain how you came to your conclusion and why the sources you've consulted are credible using CRAAP) 4. Consider the implications (what are the effects of your position?) 5. Explain other points of view. (Discuss the opposing point of view and whether there is any validity to it.)
2	GE	Social Science	F21	ATH 101	Introduction to Physical Anthro	26	Students are asked to apply information learned in the course through a personal lens which allows them to evaluate how curriculum relates to real world experience. For example, when learning about genetic inheritance students evaluate their own phenotype in order to reflect differences between polymorphic and Mendelian traits. Student reaction to being able to draw a direct link between academic assignments and the way they perceive family traits is powerful and gets them excited to apply more research in practical ways.
2	GE	Social Science	SP21	EC 202	Principles of Economics: Macro	16	I used real life examples to motivate students to provide a reasonable analysis of theory in support of non-support of written media articles. Used current event articles for homework questions if applying theory and thought process. This included defining the situation and providing a prediction from macroeconomic shifts.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy							487
WRITING, FOREIGN LANGUAGE & LITERATURE							
10		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.							
2	GE	WFL	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. Course outcomes are shared in the syllabus. They are also repeated, in more specific form, in the Weekly Objectives and Assignments. My tests and assignments arise and align with Course Objectives.
2	GE	WFL	F17	ENG 102	Library Research and Research I	9	Course outcomes are shared in the syllabus. They are also repeated, in more specific form, in the Weekly Objectives and Assignments. My tests and assignments arise and align with Course Objectives.
2	GE	WFL	F17	WR 121	English Composition	17	"Student's Position" and "Evaluate Potential Solutions" are both major aspects of our course. Evaluative information and arguments is essential to our course calls for regularly. Instructor provides ample evidence in Part B.
2	GE	WFL	W18	Comm 111	Public Speaking	27	With regard to "Student's Position" (Critical Thinking), students are required to be aware of and understand the uniqueness of their audience so their message can resonate with all listeners. This requires a thorough analysis of who is in the room, forcing students to think critically about how they formulate and deliver their topic. With regard to "Evaluate Potential Solutions" (Problem Solving), one of the most common problems in public speaking – aside from conquering fear – is, as stated above, delivering a message effectively to your audience. A blended audience can pose a "problem" when students must deliver a single message to a group with diverse experiences, interests and levels of knowledge. Hence, the importance of in-depth audience analysis.
2	GE	WFL	SP18	RD 90	Transformative Reading	7	I had students answer critical thinking questions after each assigned reading. Sometimes the questions were assigned as homework, sometimes we discussed them as a group and sometimes students discussed them in pairs. Questions included: 1. Ironically, we create horrific effects in terms of human suffering and loss. On the other hand, it can also create economic growth and social change. What peaceful means can generate positive results without the negative? 2. If you were on the jury for a murder or rape case, would you convict a defendant on the basis of DNA evidence alone? Why or why not? 3. How have technological advances in food production or medicine, for instance, contributed to overpopulation and, consequently, to loss of natural resources? Their discussions required them to interact with one another and with challenges, sometimes oppositional ideas. Sometimes they had to synthesize "problem solving" around how to use contradictory ideas and at the same time.
2	GE	WFL	SP18	ENG 106	Introduction to Literature - Poe	15	One of the intended outcomes for this course is to "Understand many of the economic, legal, and social issues surrounding the use of information," in order to better meet this outcome, we ask students to learn about, and keep in mind, some of the barriers that come with the creation and dissemination of information, including how people – including those as heterogeneous as our student population, seek out information, how it is shared, and how those roles hinder or affirm their biases.
2	GE	WFL	F18	LIB 101	Library Research and Informatic	28	"Student's Position" – This assignment about lateral reading instructs and teaches a series of habits that could be employed (in this case on the internet) to better evaluate and responsibly consume and disseminate information.
2	GE	WFL	F18	ENG 121	English Composition (W)	24	We do homework at the start of class to identify and analyze problems. We read critically from a variety of essays, articles, blogs, videos, poems, etc. from a variety of backgrounds and try to make connections.
2	GE	WFL	W19	ENG 201	Shakespeare's Early Works	17	The close readings and Analytical Essay required that students take a position about a topic (presented about each play. For example, in the Taming of the Shrew the over arching question was, "Is Kate tamed at the end of the play?" Students took a position about that topic and used their idea in the reflective writing piece that accompanied the close reading assignment.
2	GE	WFL	SP19	ENG 104	American Literature from 1885	10	This course is a hybrid based on all three CLOs. It's a high bar for me to answer this question except by saying that every pedagogical choice I make to disseminate or deliver this course is based on one or more of these CLOs.
2	GE	WFL	F19	RD 90	Transformative Reading	11	Students present their research "papers to the world" – they must explain their research and its implications in their own lives and the world.
2	GE	WFL	F19	WR 111 (4T)	Introduction to Expository Writ	20	We talk specifically about critical thinking with the first four CLOs and then use the term frequently throughout the course CLOs. The final essay assignment is a research paper on ways an ordinary person can help improve problem of ethnic wealth in the world. (CLO2 and 5)
2	GE	WFL	W20	ENG 202	Shakespeare's Later Works	11	CLO #2. While students do a lot of critical thinking in the course, I haven't developed a tool to assess this. I am still working on it.
2	GE	WFL	W20	ENG 203	American Literature	10	Has from last two years' comments to all of these for the past three years that I taught this CLO. It isn't like the area changes.
2	GE	WFL	W20	WR 122	Technical and Professional Writ	13	CLO #2. Because the assignments and an online open source feedback tool have had the ability to choose which assignments to do in certain weeks, they were compiled to make decisions. They also were required to provide feedback to one another and help each other with assignments.
2	GE	WFL	W20	ENG 106	Introduction to Literature F18	16	Using more texts by BIPOC authors
2	GE	WFL	W20	WR 121	English Composition	25	Students write a "progress" essay in which they developed a solution to a problem.
2	GE	WFL	W20	WR 122	Technical and Professional Writ	16	CLO #2. Critical thinking skills emerge. Emphasis on rhetorical communication as a tool to define, inform and explain, which is very different from persuasive. Therefore, rhetorical task appropriate to most professional writing.
2	GE	WFL	W20	WR 122	Technical and Professional Writ	16	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.)
2	GE	WFL	SP21	COMM 111	Public Speaking	24	With regard to "Student's Position" (Critical Thinking), students are required to be aware of and understand the uniqueness of their audience so their message can resonate with all listeners. This requires a thorough analysis of who is in the room, forcing students to think critically about how they formulate and deliver their topic. With regard to "Evaluate Potential Solutions" (Problem Solving), one of the most common problems in public speaking – aside from conquering fear – is delivering a message effectively to your audience. A blended audience can pose a "problem" when students must deliver a single message to a group with diverse experiences, interests and levels of knowledge. Hence, the importance of in-depth audience analysis.
2	GE	WFL	F21			28	
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy							359
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy							2150