

W20	EC 101	Principles of Economics: Micro	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.
W20	PSY 214	Introduction to Personality	13	CLO #1 - Open discussions, self-discipline presentations, shared evaluations of readings and materials.
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.
W21	HEC 202	Contemporary Families in the U.S.	11	This course naturally covers many of the CLOs. 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.
So 21	ATH 102	Introduction to Archwheels 8 & 9	29	CLO #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.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			316	
WRITING, FOREIGN LANGUAGE & LITERATURE				
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.
So 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.)
So 17	ENG 105	Film Studies: Film as Art	12	I gave them lists of films they could access from our library, which has built 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.
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.
F17	LIB 101	Library Research and Beyond	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.
F17	WR 121	English Composition	17	Instructor provides evidence throughout his Part B
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.
W18	COMM 111	Public Speaking	7	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).
So 18	RD 99	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.
So 18	ENG 106	Introduction to Literature - Poe	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.
F18	LIB 103	Library Research and Informa	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 built on one another and the final bibliography is an amalgamation of the work done on these.
F18	WR 121	English Composition	24	We spend a week on abolitionism and source analysis.
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 rubric I use. I also direct students to the OWI Purdue Writing website for information about organizing essays.
So 19	ENG 254	American Literature from 1865	10	This course is solely based on all three CLOs, 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.
F19	COMM 140	Introduction to Intercultural Co	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.
F19	RD 99	Transformative Reading	11	Students present their research "research roundtable" - they must explain their research and its implications in their own lives and the world.
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 adjust the college's communication rubric to assess the assignments in this class.
W20	ENG 253	American Literature	10	I've been teaching evenly consistently to all four of these for the past three years that I've taught this class, so I can't describe any changes.
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.
F20	ENG 106	ENG 106 - Introduction to Liter	13	Switched to small groups for discussions
F20	WR 121	Introduction to Expository Writ	25	small and large group presentation and discussion
F20	WR 122 (K)	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.
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.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			380	
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy			1705	

2	GE	Social Science	116	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	W19	EC 201	Principles of Economic, 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	415	WGS 201	Women of the World	12	Students must evaluate potential solutions for humanitarian issues we study.
2	GE	Social Science	5419	PSY 214	Introduction to Personality	12	Students were required to evaluate and create a problem-solving and the creation of solutions for research and data outcomes.
2	GE	Social Science	116	PSY 202A	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 constantly evaluating potential solutions. We spend a lot of time beginning responses with "It depends..."
2	GE	Social Science	920	ATH 103	History of Culture of Anthropology	29	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	920	EC 201	Principles of Economic, Micro	25	World events from the COVID-19 provided a real-life "lab experience" in applying theory and expectations.
2	GE	Social Science	920	PSY 214	Introduction to Personality	11	CLDP: Students are self-reflecting over potential issues and how they apply to the real-world in a weekly basis.
2	GE	Social Science	920	SDC 205	Social Change in Societies	14	In this course I focused on CLDP: Critical Thinking/Problem Solving by asking that students respond 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 not only that their critical thinking skills are well-developed.
2	GE	Social Science	920	EC 202	Principles of Economic, Macro	19	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	921	PSY 203A-03	Introduction to Personality	11	This forum questions to state a position and support it, to evaluate potential solutions for problems from each unit. Students are constantly questioning & making their own opinions.
2	GE	Social Science	921	WGS 201	Women and Gender Studies	11	This course naturally covers many of the ILDs. 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.
2	GE	Social Science	921	ATH 102	Introduction to Anthropology & P	29	ILD #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 archeology lack context to human behavior. In some exercises, students are asked to take a position or stance on an issue, other times they are asked to reflect on ethical concerns or situations as they are presented in course materials. These reflect actual field practices in the subject area.
2	GE	Social Science	921	SDC 206	Social Problems in the U	29	In this course I focused on CLDP: Critical Thinking/Problem Solving by asking that students respond 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 not only that their critical thinking skills are well developed.
2	GE	Social Science	921	WGS 201	Women and Gender Studies	11	This course naturally covers many of the ILDs. 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.
2	GE	Social Science	921	WGS 201	Women and Gender Studies	11	For ILD #2 - The forum cover this. Students must analyze and reflect in each weekly journal. This demonstrates critical thinking and growth in their thinking specifically.
2	GE	Social Science	921	WGS 201	Women and Gender Studies	11	CLDP: Evaluate Potential Solutions - Students were required to complete a forum post discussing the validity of a controversial claim using the CRAAP method. The rubric requires students to: 2. Gather your information; you will be expected to find evidence to either support the claim or reject the claim (4 sources total). 3. Apply the information to 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. Explore other points of view. (Discuss the opposing point of view and whether there is any validity to it.)
2	GE	Social Science	921	ATH 101	Introduction to Physical Anthro	26	Students are asked to apply information learned in the course through a personal journal 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 the 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	921	EC 202	Principles of Economic, Macro	16	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 in applying theory and thought process. This included defining the situation and providing an expectation from macroeconomic shifts.
Total Number Students Enrolled and Affected by Implementation of Teaching Strategy							487
WRITING, FOREIGN LANGUAGES & LITERATURE							
10		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 CLD Communication.
2	GE	WFL	F17	WGS 260	Intro to Women Writers	27	This CLD 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	WR 303	Library Research and Research II	9	"Student's Position" and "Evaluate Potential Solutions" are both major aspects of our course. Evaluative information and arguments is something our course calls for regularly.
2	GE	WFL	F17	WR 321	English Composition	17	Instructor provides ample evidence in this Part B.
2	GE	WFL	918	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. 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. Inocently, 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 negatives? 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 "system solving" around how to let contradictions ideas exist at the same time. "Student's Position" - The 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. One of the intended outcome 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 step in mind, some of the barriers that come with the creation and dissemination of information, and/or how people - including those in heterogeneous as our student population, seek out information, how it is shared, and how those rates hinder or affirm their biases. The course 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 they completed for the class media assignment.
2	GE	WFL	918	WR 303	Library Research and Research II	9	"Student's Position" and "Evaluate Potential Solutions" are both major aspects of our course. Evaluative information and arguments is something our course calls for regularly.
2	GE	WFL	918	WR 321	English Composition	17	Instructor provides ample evidence in this Part B.
2	GE	WFL	918	WR 321	English Composition	17	This course's syllabus based on all three CLDs, so I had to pose to answer this question except by using that every pedagogical choice I make in designing or delivering this course is based on one or more of these CLDs.
2	GE	WFL	F19	WR 303	Library Research and Research II	11	Students present their research "research roundtable" - they must explain their research and its implications in their own lives and the world.
2	GE	WFL	F19	WR 315 (47)	Introduction to Expository Writing	22	Use both specific about critical thinking skills the first day of class and then the term throughout the course CLDP. The final essay assignment is a research paper on ways an ordinary person can help improve problem of plastic waste in the world. (CLDP and 5)
2	GE	WFL	920	WGS 260	Shakespeare's Later Works	11	CLDP: 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	920	WGS 260	American Literature	10	Use from in-class points consistently in all of them for the past three years that I've taught this class. At least I've done the area assignments.
2	GE	WFL	920	WR 322	Technical and Professional Writing	19	CLDP: Because the assignments used an online open-source feedback and they had the ability to choose which assignments to do in certain weeks, they were compelled to make decisions. They also were required to provide feedback to one another and help each other with assignments.
2	GE	WFL	920	WR 322	Technical and Professional Writing	19	Using more texts by BIPOC authors
2	GE	WFL	920	WR 321	English Composition	25	Students write a "progress" essay in which they developed a solution to a problem.
2	GE	WFL	920	WR 322	Technical and Professional Writing	16	ILD #2 - I've focused on this course by emphasizing the communication as tool to define, inform and explain, which is very different from persuasion, information, or entertainment. I have also incorporated a model professional writing.
2	GE	WFL	920	WR 322	Technical and Professional Writing	16	I increased course requirements for citing and citing sources, created a course activity designed to help students determine variety of online sources, and increase the number of assignments regarding 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	921	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