

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2014

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Why We Assess:

1. Quality Focused

Vision

Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs, and services.

Mission

The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

We will seek to achieve our mission through five interrelated aspirations that define our commitment to excellence in education:

Aspirations

- **Empowerment**
We strive to empower all students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.
- **Learning**
We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship.
- **Evaluation**
We evaluate the relevant skills and knowledge acquired by all students to enhance their meaningful and productive educational experiences. Similarly, Barton evaluates its performance in terms of its contribution to student learning and success.

- **Discovery**

Because we are a force for innovation, we continually strive to discover better ways to empower all students to learn and grow. Barton is a learning institution in both its means and its ends; we facilitate our students' discovery of what they need and want to know.

- **Growth**

We strive to grow each year in our ability to accomplish our mission through purposeful enrollment and a commitment to quality.

Assessment is a process of continuous improvement and is the driving force that can build a more effective course, a more meaningful degree, and a more potent educational experience for Barton's students. By identifying and focusing in on the respective issues that students are struggling with, Barton can make strategic modifications to improve student learning. This is in direct alignment with the mission and vision of the college.

2. HLC Mandate for Accreditation

Criterion Four - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

3. KBOR Policy and Requirement

Chapter III, A. 10. ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with the Higher Learning Commission of the North Central Association, an accrediting commission for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with the Higher Learning Commission of the North Central Association may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing HLC accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end of fiscal year report to the Board of Regents confirming adequate progress toward accredited status with the HLC, including as applicable any supporting documentation.

KBOR Mission for Community Colleges

Community Colleges

The mission of Kansas community colleges is to provide access to quality education programs and services to those who may benefit from services of the institutions. The primary educational function of the community college sector is to help students achieve successful outcomes in such areas as: degree programs designed for transfer, technical education certificate and degree programs, adult education, developmental education, and customized training to assist business and industry.

Community colleges may offer noncredit courses, customized training, technical certificates, and the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees.

Faculty Participation:

1. Percentage of Faculty who documented at least one assessment:

Term	Number of Faculty	Faculty Participating	% of Faculty Participating
2012			
201201	224	119	53%
201202	233	125	54%
201203	125	71	57%
2013			
201301	244	177	73%
201302	247	170	69%
201303	131	92	70%
2014			
201401	256	171	67%
201402	260	193	74%
201403	141	94	67%

2. Percentage of classes (by CRN) which documented at least one assessment:

Term	Class Count (by section)	Classes Assessed	% of Sections Assessed
2012	2182	1603	73%
201201	951	705	74%
201202	957	717	75%
201203	274	181	66%
2013	2331	2001	86%
201301	982	875	89%
201302	1045	885	85%
201303	304	241	79%
2014	2496	2039	82%
201401	1082	832	77%
201402	1078	948	88%
201403	336	259	77%
Grand Total	7009	5643	81%

Documented Assessments and Improvements to Enhance Student Learning:

Each of the following assessments, submitted by faculty, resulted in at least one change/adjustment/improvement to enhance, and improve student learning. Note for brevity, the following are only a subset of the assessments documented during the given term.

Course	Assessment Description	Change/Adjustment/Improvement
Abnormal Psychology	<p>We discussed Antisocial Personality Disorder (among others). On the exam, I have a question about APD and anxiety. This information is discussed, and is in the text. Four students answered accurately; three did not.</p>	<p>I will place more emphasis on this key aspect of APD before the exam.</p>
Abnormal Psychology	<p>A one-page paper and pencil matching exercise was administered before the material was presented. The same exercise was administered before the final exam. Results were considerably better. I asked if this handout was helpful. All students indicated yes. I even asked students HOW I could teach this material better (or what they could do). Several ideas emerged from that brief CAT.</p>	<p>I plan to duplicate these practices this semester with another class of student to see if it is as effective this semester.</p>

Abnormal Psychology	<p>On the exam, I have a question about APD and anxiety. The text makes clear that research indicates persons with APD experience less anxiety than other people do in threatening situations, thus tend not to be deterred by anxiety even in the face of unpleasant consequences.</p> <p>4 of 14 understood and answered the exam question correctly.</p>	I will engage my next class in further discussion of this characteristic of APD, perhaps asking them to give examples from their experiences with others.
Abnormal Psychology	<p>The question is about antisocial personality disorder and the general lack of anxiety in response to threatening situations typical of persons with this disorder; thus, they tend not to learn from punishment.</p> <p>Out of 7 students, 2 correctly answered the exam question. Two of 7 received partial credit; two of 7 did not read the question accurately, and gave irrelevant answers.</p>	I will continue to use this question and lecture information. I will attempt to make this clear before the exam is given.
Abnormal Psychology	The first exam is the test which focuses most explicitly on theoretical perspectives. I included several additional multiple choice questions on exams 3, 4 and 5 to see if they were understanding them better. While not a dramatic improvement, performance did improve - and I made the point of asking for theoretical perspectives in class as were covering the various disorders.	Theoretical perspectives are a perpetual problem. I will continue to emphasize these 6 perspectives and look for new and effective ways to teach them.
Abnormal Psychology	Exam question, after lecture and explanation: State-dependent learning in relation to DID. One out of eight students understood and answered the question.	I will emphasize this theory and explain it more thoroughly in two cycles.
Abnormal Psychology	For each weekly unit I have a clarification opportunity for each student. This provides the chance to ask for clarification on a topic, concept, or a question on the quiz that needs clarification.	If multiple students are confused about a particular concept then I will provide additional information.

Accounting I	Muddiest point over T-account/Debit & Credit	Continued practice plus new material will be included.
Accounting I	Muddiest Point located in Final Work Module	Will add supplemental material for those competencies indicated by students for review
Accounting I	Determine COGS using LIFO, FIFO, Weighted Average, & Specific Identification	While the students did a very good job on this activity, I will continue to have them solve this by creating tables to show detail.
Accounting I	Muddiest Point review for final with additional assignment given to reinforce material Located in Final Work module under Extra Credit CAT	Continue to provide additional material/lecture for students to clarify their muddiest points.
Accounting I	Test effort assessment linking test grades to study and effort.	Require students to do more reading/note assignments (including quizzes) to stress the importance of reading material.
Accounting II	Background knowledge probe over bonds - all students didn't understand so I assigned activity and discussed in class. Then did another assessment and students mastered topic.	Will open with bond discussion.
Accounting-Business Operations	In Units 1-7 under threaded discussion questions labeled Muddiest Point	I will be adding new video and updating my homework notes based on the comments posted by the students
Accounting-Business Operations	I used a muddiest point thread under Unit 10.	I plan to find additional video/instruction on "how to prepare journal entries".
Accounting-Business Operations	I use the Muddiest Point in Units 1-7.	I've decided to add games to certain units to help the students grasp the more difficult concepts.
Accounting-Business Operations	Muddies point located as the last thread for Units 1-7.	Students struggle with the concept of the journal entry. I included new videos and websites that I feel might help.
Accounting-Business Operations	I had a muddiest moment located in Units 1-7 threads.	The muddiest point that was the most common was about journal entries. I will continue to find new lectures and videos to help explain the concept.
Accounting-Business Operations	I have a muddiest point as the last thread under each unit.	The students really grasped the concepts with the new videos. I've added a few games but thinking of adding a few more to help some of the harder concepts easier.

Accounting- Business Operations	I have a muddiest point located under Units 1-7 for students to post any questions.	This group really struggled with the FIFO/LIFO concept. I'm thinking about adding an interactive game to help as well.
Accounting- Business Operations	I had a muddiest point located as the last thread for each chapter labeled Muddiest Point.	Implementing a homework "help" section where he provides more explanation for the homework questions students seem to really struggle with.
Adv WP Applications & Proced	This is a muddiest point / suggestions CAT. This is located in Unit 16 as a discussion board	I do not intend on changing this assessment until have to had additional students try it. I will be changing this course to meet Office 2013 requirements.
Advanced Database Management	Muddiest Minute located in Unit HTML under content item link labeled CAT April 10	We will continue to cover HTML at a similar pace and depth.
Advanced ER Medical Technician	Students were having a difficult time differentiating between weight and volume of a medication. I prepared handouts of various sizes of syringes along with dosage calculation problems. Students were required to work the math problem then mark on the syringe the correct volume that would be administered.	I found this to be very helpful exercise for my students. I plan on using this in my future presentation of this material.
Agency Administration	Students were not understanding the terms and definitions used in CJ. I had the students look up the definitions of words they did not understand utilizing dictionaries and thesaurus either on line or physical books.	The students have displayed a better understanding of the terms used in the CJ fields.

Agriculture Orientation	Before covering essential skills, students were asked to work in groups and identify traits in employees valued by workers and the students were asked to assess their essential skills before each main topic was covered. Then students were given individual and group assignments and we were able to assess their progress in understanding the concepts and reevaluate where they stood in relation to where they needed to be.	More role playing to use skills covered in class
American History 1877-Present	After viewing a scene from the movie War Horse, I had students write a reaction to the use of 19th century tactics against 20th century weapons.	I will use this technique again.
American History 1877-Present	Each week there are Chapter checkups, discussion questions, and essay questions for the students to answer. There are also three exams and all of the above combined to give me feedback on what I needed to give additional coverage.	Each class will have prior knowledge different than other classes. Knowing this I will have to give different additional information to help the students.
American History to 1877	Essay question was Examine how THREE of the following impacted the growing tensions between Great Britain and the American colonies between 1763 and 1776.	As I graded each paper, I commented on any additional information that needed to be provided and also what format changes needed to be made. Students came in if they needed/wanted help or clarification on their paper.
American History to 1877	I used a writing assignment comparing letters written by a Union and Confederate officer informing families of the death of their sons. The letters were similar in the pride in the soldiers and the sense of loss. I wanted students to relate to the past as the dead men were close to their ages.	I need to rewrite the directions to be more specific.
American History to 1877	I did the muddiest moment. I had to go over some of the causes of the Civil War, explain them a little more in depth, after the first day I lectured on them. I asked the students what their questions were about the causes of the war, and if certain aspects didn't make sense.	Give the students a preview of the week ahead, that way they have an overview of what we will talk about.

American Military History	In course home is a section marked course mistake. This allows students to ID errors in the class. As the exercise is open and ongoing for the entire class it is a constant CAT. It is reviewed each week and results in not only content adjustment, but also direct student contact either in the classroom or through email to ensure that students understand the key concepts.	Each and every time I conduct a class the course mistake section has resulted in some changes to the class either in an edit of content or a change in exams/quizzes.
Analytic Geometry-Calculus I	Documented Problem Solving	Successfully re-presented material previously covered based on the issues found.
Analytic Geometry-Calculus I	A Muddiest Point is located in most Units.	Additional notes were added to further clarify an area of confusion. (Delta-Epsilon proofs)
Analytic Geometry-Calculus I	Muddiest Point located in every unit.	Additional content was added using MPs from other sections and compiled as a FAQ in response to new MPs.
Analytic Geometry-Calculus II	After discussing trigonometric substitution, I had students write a sentence about what they learned (one-minute paper). 1-4 wrote an accurate assessment of what was taught but the other three expressed confusion.	I did some re-teaching on the topic the next day to fill in the gaps.
Analytic Geometry-Calculus II	Muddiest Point in Ch. 10 part 1 How to choose the right test to run	I retaught the order in which the student needs to consider tests in the thread.
Analytic Geometry-Calculus II	Muddiest point in Ch. 10 part 1 One of the themes was confusion on the Integral Test.	I retaught on the subject, adding some additional video examples/explanation.
Analytic Geometry-Calculus II	I used practice problems with a Walk-About.	I was able to use the CAT to visually identify which areas my students understood and thereby strategically focus on the single area.

Analytic Geometry-Calculus III	After teaching about Lagrange multipliers, asked student to write what their muddiest point was. Most identified that the solving of the system (really an algebra issue) was the most confusing part.	I did some re-teaching the next day and focused on discussing some general techniques that they could employ to solve the systems.
Anat/Physiol-PreHospit Provide	Tissue chapter has a muddiest point.	Learning the part of the cells and how they work is always a "muddy" area so I am always trying to find ways to explain it better or give examples, etc.
Anatomy & Physiology	CAT I offered are pre/post tests at the beginning and at the end of the semester respectively. During the semester, students are given One-Minute Paper at the beginning of each lecture. Also, we did Background Knowledge Probe, Focused Listening, and Misconception/Preconception Check on every lecture. Students did Concept Maps, Invented Dialogues, and Empty Outlines during each lab. Memory Matrix.	I will try to use the Pro and Con Grid elicits and asses evaluation – an important component of critical thinking - as student identify the advantages and disadvantages of a given plan or idea.
Applied Music Indiv-Baritone	Computerized evaluation in every lesson. I use SmartMusic as an evaluation tool. Every assignment is graded via the computer program and the student makes immediate changes in their proficiency from week to week.	Students seem to respond to immediate feedback, especially when a computer is grading their proficiency.
Applied Music Individual-Flute	Benchmark: Each Applied Lesson is given 6 criteria that are tested every week. They have 3 opportunities to score an 80% or higher.	Students seem to have a positive reaction to computerized evaluation compared to traditional evaluation by instructor.
Applied Music Indiv-Percussion	Students are evaluated at every lesson using Smartmusic. Student's proficiencies are graded after an option of 3 tries to attain an 80% or better.	Individual assessment is given by the instructor after each section.
Applied Piano-Adults	The object is to improve student's ability to perform with a metronome and keep a steady beat. The student must record the left hand with the metronome on the Fantom keyboard. The student then records the right hand with the metronome and the left hand playing in the background. A discussion follows about the problems of performing the selection hands together and problems with keeping a steady beat.	This is an excellent measuring tool and may be utilized on lots of piano repertoire.

Art Appreciation	Muddiest moment Located in Module 6	Individual questions were addressed to the 8 out of the 21 students who responded. I will continue to use the presentation and respond to individual questions.
Art Appreciation	Module 3, Did the electronic flashcards and games help you to learn this week's vocabulary?	A majority of the students responded the flashcards and games helped them to learn the formalist vocabulary, I will continue to update and use this learning tool.
Art Appreciation	The online CAT is located in Module 1. The questions asked: Did you use the Quizlett link to learn this week's vocabulary? If so which component of Quizlett did you find the most effective? (Flashcards, Games?) Quizlett promotes learning the course vocabulary quickly.	22 of 25 students responded. The majority of the students like the flashcards and games. I have decided to continue to use quizlett within the course.
Art Appreciation	Module 3, Labeled C.A.T. Knowledge probe, Did the module 3 project help you to learn this week's vocabulary?	Most students reported the project helped them to learn the required vocabulary. The hands on projects help students to understand the concepts related to creating art and allows application/synthesis of the course content.
Art Appreciation	In addition to reading the text and PPTs with additional in-depth discussion, I incorporate journal entries that tie into the subject being discussed. With the projects, I hope that they can attach different terms, techniques, periods and/or styles to these projects to help with long-term memory.	I am going to add an additional assignment each week as part of the hybrid portion for students to do a weekly Chapter Guide for the upcoming lesson plan discussion.
Art Appreciation	Module 2 Did the electronic flashcards and games help you to learn this week's vocabulary?	Students reported it did help. The games and flashcards are an effective tool to help students to learn the vocabulary.

Art Appreciation	<p>Linking vocabulary to the portfolio project: Is the assessment tool helping students learn the vocabulary? Did this week's project help you to learn this week's vocabulary?</p>	<p>A majority of the students reported the projects did help them to learn the vocabulary because they had to use the vocabulary to explain what they created. Projects will continue to be a part of the course</p>
Art Appreciation	<p>Located in Module 3. Did the electronic flashcards and games help you to learn this week's vocabulary?</p>	<p>A majority of students who responded felt the electronic flashcards were beneficial. I will continue to use the electronic flashcards to help students achieve success in the course.</p>
Art Appreciation	<p>Location Module 1 C.A.T. Students were asked to open this week's vocabulary list and follow the link to the flashcards and games. The knowledge probe assessment asked; Did the project help you to learn this week's vocabulary? The majority of the students responded it did.</p>	<p>For a majority of the students the games helped them build a knowledge base quickly. Update as needed for edition changes.</p>
Art Appreciation	<p>Location, Module 7 Question: Did this week's video (concentrating on Judith Baca's, "The Great Wall of Los Angeles") help you understand the link between art and social activism?</p>	<p>The majority of the students responded it did help them understand the link between art and social activism. I will continue to measure the success/failure of embedded media within the course.</p>
Art Appreciation	<p>Module 7 CAT Did this week's video (concentrating on the relationship of a cartoon and the fresco painting technique) help you understand what a cartoon is in relationship to a fresco painting?</p>	<p>Only a few students did not think the video helped them understand the relationship of a cartoon to the fresco technique. The majority of the students responded that it did help them understand the relationship. I will continue to use short videos to help explain concepts presented within the class.</p>

Art Appreciation	Module 1 Knowledge check. Did the student learn the vocabulary when responding to the module 1 thread?	A majority of the students reported using the course vocabulary within the threaded response. Connecting the vocabulary to this writing assignment helps to build a knowledge base which leads to critical thinking skills. I will continue to concentrate on having students learn the language of art
Art Appreciation	Location: Module 3 C.A.T.	A majority of the class reported the projects did help them learn the vocabulary, I will update and continue to use the projects to help the students learn the course vocabulary
Art Appreciation	Module 1 CAT Knowledge Probe, Did the thread help you to learn and use the course vocabulary?	The majority of the students reported they had to learn the vocabulary to be able to use it in the thread, it was a help. I will continue to require the use of course vocabulary within the threaded responses.
Astronomy	I used the planetarium to assess student's understanding of topics we had recently covered in class related to the night skies. Use of the planetarium both pointed out difficulties with their understanding, and proved effective in teaching the concepts	I will use the planetarium more proactively to teach motions of the night skies.
Aural Skills I	The nature of this class is to learn skills. We learn processes to develop skills and then test those skills. After the midpoint of the course I hand the students a checklist of the skills they will need to pass for the final. They make their own assessment of their level of skill in each area.	Many new strategies are employed depending on the areas indicated.
Aural Skills I	We take a 30 second speed test to name the notes in the bass clef. The goal is to name 30 notes in 30 seconds.	We discuss strategies to increase speed and we drill using software in the MIDI lab.
Aural Skills II	This is a performance based course. In each class, I explain and demonstrate sight reading, rhythm and pitch concepts and then we apply those concepts. If the results are positive, I reinforce their efforts and move on. If their efforts are not satisfactory, we stop and I explain, then we try it again.	The results will change neatly every time but to varying degrees. I address the inconsistencies that arise and praise the results that are positive.
Aural Skills III	Self-evaluation through computerized testing with Auralia and Musition software.	Students self-pace their achievement by computerized testing. Students have to achieve a minimum of 80% proficiency.
Aural Skills IV	An online self-test is administered for all areas of Aural Skills. Standards are set at 80% proficiency rate.	Student self-evaluates their success rate. They may retry to achieve a high proficiency rate of knowledge acquired.

Automatic Transmissions	We tried a few nights in the classroom and a quick turn to strictly hands on. Found student interest and success was tied to strictly hands on.	More hands on with required work sheets to keep students on task with skills and classroom is the new norm
Automatic Transmissions	Used muddiest point and directed questions while in the lab to identify students' needs toward course mastery. I found the biggest challenge for most students is the patients that manual labor takes to proceed well.	I will continue to work basically hands on in this class since the best results are found in the lab.
Automotive Air Conditioning	Changed to a more comprehensive hands on approach	Test results and actual skill demonstration show improved results.
Band	Evaluation is done through rehearsal techniques from class period to class period. Final evaluation is through performance.	Ability of student performance has increased throughout the semester as evaluated through classroom and concert performance.
Basic Algebra	I used an audible/nods assessment, and posed the question, "When the denominator in a fraction is 0 the answer is 0, right?" The student realized quickly the fallacy in this reasoning, and correctly emphasized that would not be the case, the answer instead is undetermined.	We were able to move forward in the lesson.
Basic Algebra	Daily Math Journal - required part of course grade. Details in course shell under "Math Journal" heading.	Student comments were incorporated in chapter review material and format.
Basic Algebra	Using an audible/nods approach I stated to the class, "when zero is divided by 5 the result is zero, and when 5 is divided 0, the result is also zero, Right?" Students quickly disputed this premise and said, " no when the denominator is zero the answer is actually undefined."	The results of the C.A.T allowed us to move ahead in the Chapter 1 lesson plan.
Basic Algebra	I did a muddiest moment in Module 3	Students showed improvement on using the formulas to find the equation of a line. Will probably change modules for the next CAT
Basic Algebra	Walk About: After lecturing over a topic, I assigned a few problems to work on their own as I walked around to view how they were doing.	This mode of CAT allowed me to address student misconceptions or lack of understanding in a timely way before giving them an assignment to take home.
Basic Algebra	Muddiest point: chapter 5 - Discussion Question.	Will use the results of students muddiest points to tweak next semesters teaching and making sure students understand material before the chapter exam.

Basic Algebra	Math Journal - a daily writing assignment. Located under "Math Journal" tab on BARTONline.	Comments on Math Journals indicated when students were struggling with topics (solving basic algebra problems). This allowed me to re-teach and refer students to alternate presentations of the same material.
Basic Algebra	I did a background knowledge probe by giving a quiz over positive exponents after the material had been presented.	I asked them questions about the problems to be sure they were understanding, then I had them get their quizzes and correct the mistakes. Most of them were successful that time, but I still noted confusion about the difference in factors and terms. I continued to review that idea throughout the chapter.
Basic Algebra	I did a background knowledge probe over multiplying binomials which result in the difference of two squares. The majority had a general idea of how to do an example. 5/14 got the problem completely correct, while 6 others were nearly correct (sign error or missing exponent).	After looking over the results of the pre-quiz, I discussed the FOIL method and the results when the binomials are identical except for the signs. I emphasized the points indicated by the pre-quiz and then returned the pre-quiz and asked them to work the problem again. All 6 of the "nearly correct" ones were successful after the lecture.
Basic Algebra	As a result of the final exam we work more on slope of lines.	Have the students use $(y_2 - y_1)/(x_2 - x_1)$
Basic Algebra	After I graded the Ch. 3 (graphing) homework I will cover graphing more	Have students do graphs in class so I can observe
Basic Algebra	Daily Math Journals (described in the Course Shell)	Students concerns mentioned in math journals were addressed in chapter reviews.
Basic Algebra	I continual look for ways to help students	I will change some of the class notes to more clearly explain order of operations.
Basic Algebra	I used a Muddiest Moment in Unit 5 (link labeled Muddiest Moment)	Students struggle with which factoring method to use. Will add additional material to the course.
Basic Algebra	Muddiest Minute - Unit	Students struggling with Polynomials. Need to add additional information on finding Zeros, Asymptotes, etc"

Basic Algebra	Muddiest Moment under Unit 5.	Students still struggling with factoring. Too many methods. Will give students helpful tips on how to study this Unit.
Basic Algebra	In order to gather data about student progress throughout the course, I regularly gave short 5 question quizzes to assess specific math skills.	Not use the first chapter of this course if students show readiness in order to spend more time at the end on more difficult topics.
Basic Algebra	A background knowledge probe was conducted at the beginning of each chapter.	Material that students were already confident about was very briefly demonstrated. Material that students were unfamiliar with was discussed in greater depth.
Basic Algebra	I did a muddiest moment located under Unit 5.	I gave extra help with factoring; most students did better than expected in this unit. They still struggle with word problems, but that takes practice. Have moved the CAT to Unit 6 for Fall session. There were a lot of questions in this section.
Basic Algebra	I did a muddiest moment which is located in Unit 3	Students struggled with ordered pairs, finding x- and y- intercepts and graphing. I added additional material to the course to help with these concepts.
Basic Algebra	I did a check for understanding probe on the whiteboard. Several students did not grasp the inequalities and graphing until they did some examples on the board where I could help one on one. The next example they did well.	We did another example right after the activity and was proven to help them, they did the example well.
Basic Applied Mathematics	I used the Muddiest Point located at the end of each unit.	I will be listing the competencies so they are more easily referenced by the students.
Basic Applied Mathematics	Conducted Classroom Walk-about a minimum of three days each week checking student comprehension	Corrected student understanding and knowledge based upon issues noted during walk-about.
Basic Applied Mathematics	I related interest, discount, and mark up to an example of taking people to a restaurant. This made it more realistic for the students because many of them could relate the math problem to real life.	When I asked probing questions about chapter 6, students understood how to solve the questions.
Basic Applied Mathematics	Face to Face course. Students completed muddiest point after reviewing Chapter 5 test.	After reviewing Chapter 5 tests and Muddiest Point, 2 questions were commonly missed by students. Those areas will be focused on during the next semester discussion.

Basic Applied Mathematics	In Section 6.7, I used an example of a parent taking their son/daughter and 6 friends to a restaurant. This was to show the application of a 20% gratuity automatically put on a bill, along with sales tax.	It helped them understand what a percentage actually meant. The students mentioned the better understanding of a percentage, and they scored well on the chapter 6 exam.
Basic Applied Mathematics	I did a muddiest minute post and students did not leave too many details on what they needed help with.	The course needs considerable multimedia added to assist students and a new course author is adding those multimedia items for visual learners.
Basic Applied Mathematics	Students were required to complete a daily math journal. Details available in the course shell under "Math Journal".	Student comments in journal entries were incorporated in class instruction and reviews.
Basic Applied Mathematics	I did muddiest point after each chapter to determine what needed to be recovered for the final and to make changes for the following semester.	GCF/LCM continue to be a problem for students to remember from Chapter 2 until the time of the final exam.
Basic Applied Mathematics	In the section 8.7 lecture, I showed the students how to check their answers when solving for a variable. I checked if they were applying this method by doing example problems in class and having them show me their answers.	The students did well on the final in this area. I also saw many of the students using this strategy on their homework.
Basic Applied Mathematics	During lecture in every class, I would ask the question, "what concept is most confusing to you?" After nearly every lecture, we would pick a concept to review again before the class would adjourn.	I have updated some course lecture material to cover specific topics in more depth. Specifically, fractions seem to be a common area of concern for most students.
Basic Applied Mathematics	I used a muddiest point in this class in unit four. Students did not specifically have any issues with the class except in one of the assignments where I did not get what I really wanted.	I will make my explanation of the expectations much clearer the next time around.
Basic English	I did the muddiest point on changing from passive voice to active voice. I showed it on the document camera, and asked them to correct it. I made up some examples and gave those. I gave them some tips on how to correct them much more easily.	Going over the examples helped, but I am going to make a worksheet or two of making active voice sentences. I am sure that will help.

Basic Math Skills	<p>Students were given many word problems to practice, and then were given a follow-up assessment with word problems dealing with whole numbers, decimals, and fractions. Students on that assessment showed improvement, but still needed more practice. Throughout the rest of the class, we re-visited fraction word problems. We then did another knowledge check, similar to the first. This time, students showed improvement.</p>	<p>I will keep up the intensive review of word problems with fractions.</p>
Basic Math Skills	<p>Team teaching is used to teach the class. We alternate time during the class. We would probe the students with questions, and both of us would walk around the class and help students when needed.</p>	<p>The students seemed to learn more information during the class with us team teaching, and they were able to get more individual attention during class.</p>
Basic Math Skills	<p>I completed a background knowledge probe for multiplication of fractions in a word problem. All four of the students were not able to calculate the correct answer. After we had studied the material, I gave them an exercise that contained multiplication of fractions in a word problem, and at this time all of the students were able to correctly calculate the answer.</p>	<p>During this cycle, I allowed my students 30 minutes to use the Petersons' website to supplement the material I gave them, but I will not do this again.</p>

Basic Math Skills	<p>Fraction Review: Students were given 5 word problems to do after spending 3 days working on fraction problems. The Review problems were all word.</p>	<p>We will have to go over key word recognition so that the students have a better chance of correctly identifying multiplication by a fraction.</p>
Basic Math Skills	<p>I completed a background knowledge probe for multiplication of fractions in a word problem. Six of the seven students were not able to calculate the correct answer. After we had studied the material, I gave them an exercise that contained multiplication of fractions in a word problem, and at this time, all of the five students were able to correctly calculate the answer.</p>	<p>Although all of the students were able to solve the word problem on the assessment I gave them. I intend to provide additional practice problems closer to this test.</p>
Basic Nutrition	<p>I use an equation for computing energy requirements in unit 11. Some students gave information needed but did not complete calculations so I had to ask them to re-read and complete.</p>	<p>I will modify instructions and re arrange activity set up</p>
Basic Nutrition	<p>I make a rough tally of the questions the students propose and I evaluate the questions and use the good ones as prompts for discussion. I also revise some of the questions and use them for future quizzes.</p>	<p>The adoption of the Regents-wide nutrition outcome would allow me to collect new information from students. I readjusted the course based up on the constructive feedback of the students</p>

Basic Nutrition	Activity for unit 2 is still causing problems for some students. I will include an example in addition to explanation.	Many students refer to wrong appendix and it's confusing to them. I will include some examples.
Basic Pharmacology	Muddiest moment was used in module four.	This class wanted more information regarding proton pump inhibitors so a research vehicle was inserted to help them understand how these drugs work and the side effects that may occur.
Basic Pharmacology	Classroom Assessment is used in Chapter 4	Need to adjust the gradebook to match worksheet scores. I did add to this course as a result of last sessions CAT results asking for more information on diuretics.
Basic Pharmacology	This CAT is situated in the test section where they must answer the three questions to get credit. The questions outline what they found surprising, what they found to be well explained and what they found to be confusing.	This class is being revised this summer to reflect shortfalls and also to utilize a new textbook that I hope will be a better fit for my students.
Basic Pharmacology	This class used muddiest moment in chapter 9	Questions arose about abbreviations, so an approved abbreviation list from the Joint Commission will be inserted.
Basic Pharmacology	This course utilizes the Muddiest moment in unit 4. Assessments shows that the course content does not follow with the assignments as well as they could.	I have adjusted the reading assignments to chapters instead of pages assigned and the discussion threads are more interactive to facilitate enhanced learning of the concepts.
Basic Pharmacology	This class uses a muddiest moment placed in chapter six of the course shell.	Students asked for more student-instructor interaction so I have added more media and graphics to discussion points and have made a point to respond to discussion threads where the student to student interaction has been outstanding.
BASIC Programming	I did a muddiest moment which is located in Unit 5 under content item link labeled Procedures CAT.	Most students seem to grasp the material. We will continue to cover this topic at the current level.

Basic Reading	Students completed a learning styles inventory. I went over ways to use personal learning styles to make the most of study time.	I adapted classroom activities to "fit" with the predominant learning styles of the students.
Basic Reading	Student summary of another student's answer - to gauge comprehension and active listening	Demonstrates a class' understanding of the current topic and to prompted active participation by all students.
Basic Reading	I assigned a textbook "scavenger" hunt." to determine if students knew the basic textbook features and how to utilize these features,	I was able to tell which textbook features I needed to explain and which features students were already competent in using.
Basic Reading	Students were having trouble with a few words on the test, so I see this as a muddiest point on their own. I did not want to give them any help with the test, but I decided that on the next one that I would just say the word for them without a definition. The next time I tried just saying the word.	Just saying the few words really did help them. For the most part they improved with just the word said. Not only did it give them that little boost for the test, but for the most part they were now doing better both with non-tests and the tests.
Basic Reading	I had students take a learning styles inventory. I went over ways to improve their study time by using their learning style.	I adapted classroom activities to include the various learning styles of my students.
Basic Reading	Memory matrix - students were asked to complete a diagram with definitions of terms we had been covering. Specific terms stood out as needing review.	We reviewed the terms that the majority of students didn't remember and I provided more examples of the meanings.
Beginning Keyboarding	I used a muddiest minute to discuss the acronym GWAM which means total words keyed.	I will put further details in my instructions.
Beginning Keyboarding	Muddiest moment in rough draft typing	While my students met my expectations, I will be modifying my shell to better explain rough draft work.
Beginning Keyboarding	1600 I did a muddiest moment which is located in Unit 8 content item labeled Muddiest Moment.	Will require students to do timed writings each day in class instead of every other day.
Brakes I	Individual questions round robin style.	Found that this kept students on task since no one wanted to be caught with no answer. It also lets you see quickly if the concept is missed or captured.
Brakes I	The CAT consisted of more one on one hands on practice. Students seemed to have a better understanding of the workings of mechanical systems. More will be determined in Brakes II to check their memory.	Depending on retention of knowledge a permanent change could be effected.
Brakes I	A case scenario diagnosis sequence. Having students think through the process and using application of their training.	More tests more often to train the need for attention to detail and more case scenario diagnosis.
Brakes II	Work in the shop early on to reinforce the needed skills that the end of course would be using. Most students did not retain the skills taught in the previous first course.	A definite review with constant one on one instruction will be employed so that students do not try to cover their inexperience. Students must show competence before going forward.

Business Admin Procedures	I utilized self-evaluation in the Ethics Module in the course shell.	Students have a good understanding of ethics and the standards that they are held to.
Business Calculus	Muddiest Point located in all units	Additional clarification was added to the MyMathLab instructions as well as new lectures made for Chapter 1 to help clarify some issues/questions.
Business Calculus	Chapter 3 Part II Discussion Thread	An issue surrounding no differentiable functions appeared again. I will be adding the student's question and my response in the FAQ for subsequent semesters.
Business Calculus	After developing all the derivative techniques, I put the students at the board and posed problems which mixed the derivative rules. They didn't really struggle with the derivative itself, it was the algebra around the process in which they made errors.	I was able to check and see their understanding of the derivative concepts, and I had to continually reteach the algebra throughout the course.
Business Calculus	Muddiest Point found in each unit.	Additional content was added to the FAQ to clear things up.
Business Calculus	Muddiest Point located in each unit.	Additional content items were added and updated in the FAQ section.
Business Calculus	Muddiest Point thread in Chapter 4 Part I unit. The unit concerns derivatives of exponential and logarithmic functions. An algebra review was conducted in the first unit, but at least one student indicated that they were still confused on the algebra.	I am going to take the two videos that were in the review unit and copy them to the Chapter 4 Part I unit so that students can have easy access to that review material.
Business Calculus	Did a muddiest point in the Ch. 5 part 1 unit	One of the major common themes was some difficulty with graphing. However, after pointing those students to some of the FAQ questions and answers contained in the course, they reported understanding and it showed in their written assignment for the week.
Business Communications	I utilized a "Y" chart where students examined a Utility Memo for incompleteness. Students needed to assess why components of the memo were incorrect and then state "why" they were mistakes.	Students did well identifying changes that needed to be made.

Business Communications	At the end of April I had the students do a Minute Paper and also a Muddiest Point exercise.	I will endeavor to have group discussions in order to make the course work interesting, along with keeping the attention of the participants.
Business English	Muddiest Point in Module 3	The methods utilized to teach this section are working for comprehension and reinforcement.
Business English	Module 3-Muddiest Point	Based on the information that was shared in the muddiest point, I believe that sufficient information is provided for this chapter.
Business Ethics	Students did a Minute Paper, and also a Muddiest Point Exercise.	I plan to continue the same format, but will emphasize more discussions on ethics, and the global aspect as well.
Business Law I	Muddiest point done over group project including topic and evaluation of activity and learning.	More critical thinking analysis will be required next time and activity will continue to be required.
Business Law I	Group project muddiest point in class. Found that most students would rather me give presentations over material instead of classmates.	I am going to adapt group project for more teamwork oriented assignments with presentations being made by me.
Business Law I	Personal Application exam is given to make sure students understand knowledge gained and can apply it to their personal lives. After exam, I address the concepts missed as follow-up.	This is a continual closing the loop process on an individual basis. Each application is unique to the student and individual knowledge gaps are addressed.

Business Law I	<p>Follow-up Application Module 4</p> <p>This CAT provides an opportunity for students to apply knowledge gained to their personal life. If not applied correctly, then I can address the "holes" in their knowledge.</p>	I will continue to use this CAT to provide individualized attention to my students' needs. Also, I will build a group of activities, videos, etc. for more specific needs.
Business Mathematics	<p>Quick Quiz. Checking to determine if students could work problems with ordinary shipping costs and FOB shipping. One of five had it pretty well in hand. We proceeded to do three different problems together until I felt they had a grasp on the concept.</p>	Need to find some 'real life' examples of shipping charges and FOB charges. Something to make it more real to them.
Business Mathematics	<p>I did a muddiest point located in Unit 3 Chapter 7 under the content link labeled Discussion Question.</p>	It was helpful for to see what the students issues were for use in the next semester and for the students to be able to help each other with issues of how to remember the rules and terms used.
Business Mathematics	<p>There was only 1 student in the course - not significant data. Muddiest Minute in several units and student never posted she needed assistance.</p>	Will continue to keep muddiest minute in courses in the future and assist students when needed.
Business Mathematics	<p>Muddiest Point: found in Chapter 7 - Discussion Question</p>	I will use the student's feedback to tweak next semesters teaching and making sure they know material before the chapter exam.
Business Mathematics	<p>I did a performance assessment by having each student tell me the importance of each subject matter and how they can apply it to their everyday life.</p>	I plan to incorporate more examples in the lecture notes, then have them follow up in a later shopping experience.
Business Statistics	<p>Background Knowledge Probe given prior to Unit 1 Exam</p>	Based on their results, I identified areas of concern, addressed them and was able to focus my review where they needed it.
Business Statistics	<p>Background Knowledge Probe</p>	Gave a pre-test over integration techniques, then identified the most common issues. We reviewed these issues thoroughly before the next exam.
Business Statistics	<p>I used a background knowledge probe prior to a unit exam.</p>	Based on the background knowledge probe, I identified 3 main areas to review prior to the exam as opposed to just covering everything again in 50 minutes.
C Programming	<p>Students completed a muddiest moment which is located in Unit Chapter 6 under content item link labeled Methods CAT.</p>	In class, we will have more examples of different ways of passing variables to a function.

Ceramics I	After explaining dehydration at the beginning of the class and then conducting three dehydration experiments. The students worked on projects. Near the end of the class a knowledge check was conducted by asking the CAT question: What are the three stages of physical dehydration?	All students responded with partially correct answers and then helped each other remember the three stages.
Ceramics I	Module 3 After watching and participating in the pinch pot demonstration, what could be improved?	According to the students who responded no changes are needed.
Ceramics II	Muddiest point in the demo. After the demonstration on handles, the student was asked, "Do you have any questions about the technique?"	Minor points were recovered leading to a full understanding of the technique demonstrated.
Ceramics II	Knowledge probe, direct in class question, What type of lids do you know how to make? Response was limited to hand built lids. Course of action, adjustments ... a demonstration of various lid making techniques on the throwing wheel.	Demonstrations of how to throw lids on the wheel. Student learned how to make wheel thrown lids.
Ceramics Seminar-Potters Wheel	Cat was given during an out of class meeting due to the students medical problems. Question: Do you understand how the projects are graded?	The student understood the grading rubric and I will continue to use the rubric when objectively grading the work.
Characteristics of Haz Mat	I did muddiest moment on Unit 3, had to go one on one to clear the problem	This course will have a new edition and there will be much work to add class notes, add new assignments and make a new final exam.
Child Abuse and Neglect	I asked a CAT question at the end of each exam.	I need to update the exams and information in the course with the new edition information.
Child Abuse and Neglect	I ask the following questions a number of times during the semester: If you were the teacher how would you instruct this chapter? What is something you thought we would discuss within this chapter that we did not?	We did some outside research on current child abuse articles in local newspapers and on the web.
Child Abuse and Neglect	I like to ask questions at the beginning of class and have A, B, C answers. Students must walk to where I have the letters placed to indicate their answer choice.	I can tell by how they walk if they are confident in their choice or if they are following someone's lead. We can discuss items at that point in time as a review with peer input before moving on.

Child Care Practicum	What was your muddiest point? It is under week 4. Students would like more detailed information on the weekly journal.	I will have an example already filled out.
Child Care Practicum II	Student questions on Final report explanation	The final report needs to be better explained
Child Health-Safety & Nutrit.	It is located under Week 9 under CAT. What knowledge/resources/activities could I have provided that would help you?	Would like to move my CAT to an earlier place in this course.
Child Health-Safety & Nutrit.	It is in the last week. I asked What knowledge/resources/activities I could have provided that would be helpful in this course. All responses were the student learned a lot from the course and enjoyed the course.	I think I will move my CAT to an earlier place in my course, in order to help more students identify any problems with content.
Child Play and Games	Have a CAT locator in my Doc Sharing stating where my CATS are located. I have a CAT question in every Unit.	Provide more links and information on what is an interactive book in the field of Early Childhood.
Children's Literature	Threaded Discussion - Unit 3	Revise a question to account for issues on student answers - students misread the phrasing.
Choir	We had a post-performance open discussion. Students critiqued the performance to determine what went right and what needed improvement.	I placed more emphasis on balance and blend in subsequent rehearsals.
Choir	Post-concert open discussion about strengths and areas for improvement.	Every choir is unique and has different areas needing improvement. Adjustments are made during every rehearsal to help strengthen the skills needed for successful performance.
CJ Interview & Report Writing	Multiple strategies were employed in this class involving report writing scenarios, face to face interviewing and interrogation strategies, demonstrations of past interrogations and preparation for suspect/witness questioning	These activities enhanced and reinforced learning principles association with course learning objectives.
Class Piano A	In preparation of a final grade on a piano piece, student records their performance of a piano piece. They then listen and have to find the worse spot in the entire song. The student then records the song again and completes a written evaluation of their performance.	Most students start to realize the benefit of multiple repetitions in creating a stronger performance of their piano music.

Class Piano A	After student has learned the concept of playing a major 5 finger pattern in C, G, D, A on the piano, the student also writes the pattern on the staff and places letters on the keyboard to review the concept.	Each set of different patterns - major and minor - will be reviewed in some other way, like writing, spelling on keys, besides just playing it.
Class Piano A	Two classes before a graded performance of a solo, the students were instructed to find the spot in their music that wasn't going well. I cut a square out of a sticky note and they placed that open square over that spot and told to only practice that spot over and over. A discussion then follows about their improvement or lack of improvement in that tricky spot.	Sometimes the spot is on a line change in the music and the sticky note doesn't fit that scenario. There are other solutions to that problem we will discuss and try.
Class Piano C	The student must record in Garage Band, a harmonization project then check their performance against the Grand Staff Editor to see how accurately they have performed their work.	Garage Band will be used each semester alternately with transposing and harmonization.
Class Piano D	Students learn a melody and add an accompaniment with chords.	Instead of a live performance, the students must play the melody separate from the accompaniment in Garage Band. This method makes them listen to their performance and come closer to a more successful performance.
Class Voice	Post-Concert open discussion highlighting strengths and areas needing improvement.	Adjustments are made in each rehearsal based on the real-time evaluation of the performance.
Class Voice	The CAT I used asks students to describe and answer questions about a new kind of probation being implemented in the Juvenile Corrections System - Balanced Probation. Out of 6 students participating, 4 students were able to answer correctly.	I plan to show the students a video about Balanced Probation that is being used in Orange County, California.
College Algebra	Documented Walk Around- I put problems, one at a time, on the board and allowed students a bit of time to work on each as I walked around helping and checking understanding. It was apparent some students still needed assistance while others have mastered the concept.	I need to create some "reteach" moments while also encouraging "enrichment".
College Algebra	Background Knowledge Probe - administered at beginning of course to gauge students' knowledge that I had not had in the previous 2 classes. The two areas they were weaker than students I had in the past was simplifying radicals and graphing	Have added some review materials and will direct students to those areas in the first week.
College Algebra	I had to work on the matrix so I could help students to advance.	There were unit tests as well as the final that I look at to improve the class in the future.

College Algebra	I do a questionnaire at the beginning of the units.	Based on the level of the students I adjust the problems or methods of how I will explain the material being presented
College Algebra	I administered a Pre- Assessment before the beginning of each Unit. Most of this was done orally.	Based on the outcome of these assessment, I altered my lesson to address those prerequisite skills my students were lacking.
College Algebra	I did a background knowledge probe to find out what the students knew about the 8 parent functions from lesson 2.4.	We quickly went over some of the details about the 8 parent functions: the equations, graphs, common points, domain, and range.
College Algebra	I did a muddiest point in Chapter 5 when dealing with continuously compounded interest. When given the interest rate and the principal they seemed to do well, but had problems when either of those 2 were not given. I demonstrated how to use the continuously compounded interest formula, filling in what we know and then working backwards to find either the interest rate or the principal.	I think in the future I will make sure to show them how to work backwards from the given formula to isolate what needs to be found.
College Algebra	I opened the class lecture covering logarithms by asking questions to determine prior knowledge of the content including knowledge about exponents. I discovered that some students knew a lot about exponents, and found that others were unfamiliar or unsure of the concept. I changed the course of the lecture to include a more in-depth review of exponents including definitions and rules of exponents.	Next time, I will prepare a more in-depth review of exponents before introducing logarithms. I will use this review to clarify and elaborate before moving on.
College Algebra	One minute paper: after teaching on exponential functions, asked to student to write a sentence or two about what they learned. A majority of the responses discussed something about the graphical nature of the function.	From their responses, I was able to tell that there was understanding, which allowed me to change my plans of re-teaching and move on to the topic of logarithms.
College Algebra	I did a background knowledge probe to see what the students remembered about operations with functions, specifically composition of functions. Since I was also their Algebra 2 teacher, I knew they had worked with composition, but I didn't know how much they remembered.	I needed to review operations with functions, especially composition of functions. I also showed them two common ways of indicating composition of functions - a small circle and nested parentheses.
College Algebra	In Section 6.4, I used visuals in the book to show that Systems of equations can have a variation of answers when working with graphs other than straight lines (ex. parabolas, circles, ellipses). Also, I stressed the importance of having the answers as positive and negative values when taking the square root of a variable.	The students understood why they were getting sometimes 3 or 4 answers instead of the traditional one, no solution, or infinitely many solutions. They had fewer questions on this section during and after the lecture.

College Algebra	I distributed random coordinate graphs of equations and asked each student to present an analysis to the group. Students were asked to explain whether the relation was a function, give the domain, range, symmetry (even/odd) characteristics, increasing-decreasing-constant intervals, zeros, and relative maximum and minimum points.	I was able to correct misconceptions and clarify understanding so I knew the students were ready to move on to other material with confidence. This information made pacing of our content match the needs of these students.
College Algebra	Background knowledge probe and experience with short term courses	Over half of the students had not taken short term course - sent multiple emails throughout each week instead of just one to remind students of expectations for week.
College Algebra	Project - Unit 9	Add additional directions for formula to use
College Algebra	Project - project instructions	Instructions were changed to account for more missed issues
College Algebra	At the end of the hour I have each student complete a problem on that day's lesson. In the first round 85% of the students finished the problems correctly, in the second round 90% of the students finished the problem correctly. The last few students were then able to work one on one with me to clear up any misunderstandings with the time remaining in the class.	I have continued to adopt this in all my classes at least 2 times each week
College Algebra	Muddiest Moment in Unit 5.	Many students still struggling with graphing logs and the arithmetic of logs.
College Algebra	Increase the percentage of students who review daily mathematical concepts at home for 5-10 minutes per night.	Percentage of students reviewing mathematical concepts each evening is up significantly.

College Algebra	After presenting on zeros of a polynomial function, I asked student to write a sentence or two of what they learned today. Of the 10 students attending on that day, 8 wrote accurate summaries of what was taught.	I didn't need to reteach the next day which allowed me to move forward into the next section.
College Algebra	Audible on Graphing	Developed a table to help summarize some of the pertinent information as identified in class.
College Algebra	Had the students respond to a muddiest point in the review unit.	I responded specifically to their concerns during the next class session doing some re-teaching that I wouldn't have done otherwise.
College Algebra	In the chapter six unit, I briefly introduced the topic of systems of equations. I had them read through the material and share their muddiest points.	I answered their questions through the muddiest point thread, and when I conducted the full lecture in the class session the next week, I focused on the confusing parts for them.
College Algebra	Before teaching the lesson on Polynomial and Synthetic Division, I gave an equation on the board and asked my students to solve. Most remembered synthetic division from last year. A few forgot how to do long division with a polynomial.	Based on the CAT, it helped me to realize I only needed to review a few of the main details and process of synthetic division and spend more of the allotted time with long division.
College Algebra	I used a Student Knowledge Probe over function analysis which covered domain and range, even/odd characteristics, zeros of the function, intervals of increase/decrease/constancy, and relative minimum/maximum. The probe showed some confusion regarding increasing/decreasing/constant intervals because these are described in terms of intervals of the independent variable, while most of the other items are named as coordinate pairs.	I explained in more detail how if they determine the relative minimum and maximum points and list those ordered pairs first, they will use only the x-values when recording the intervals of increase/decrease. We did additional examples with students presenting individual function analyses to the class.
College Algebra	I do a background check the first day of the course. I have students write about themselves and their math background.	Depending on the last time a student has been in a math classroom and their level of comprehension I can plan how I will address different concepts.
College Algebra	Unit 1 Muddiest Minute	58% of the students mentioned word problems. Additional materials were added to the course.
College Algebra	Students completed daily math journals. Information is included in the course shell under "Math Journal" heading.	Student suggestions were addressed in subsequent classes, especially to clarify missing or confusing instruction.

College Algebra	Notebook assessment: I use this assessment throughout the course. The notebook consists of notes, assignments, and quizzes for each section. I can track the student's efforts, knowledge retention, and overall grade. I can determine individual needs based on their results.	I will spend more time on the sections they overall group had trouble on and less time on the sections the students grasped faster than expected.
College Algebra	I used a background knowledge probe to see what the students remembered about operations with functions, specifically composition of functions. Since I was also their Algebra 2 teacher, I knew they had seen composition notation.	I needed to review all of the operations with functions, especially composition. I also showed them two ways composition is indicated - with a small circle and with nested parentheses.
College Algebra	I did an extra credit assignment at the end of a class in which the students were able to work together to solve a three variable system of equations problem.	Not only did the students enjoy working together, but they also learned the material better because they had to teach each other the steps and comprehend if they were solving it correctly.
College Algebra	We did a gallery walk where the students were each assigned a problem from the chapter review to complete and write on a white board that we then displayed around the classroom. As students walked the room and checked their work with each on the white board, they added a mark if they did not get the same answer. We then used the problems with the most marks as our starting point for reviewing the most misunderstood items for our test.	Based on the most common missed problems, we started our focus of our review work on those items. I was also able to identify students who needed more intensive intervention based on the total number of questions they had missed on their review.
College Chemistry I	Classroom Walk-about were conducted at least four days each week during Lab and Class work time.	Additional examples were worked based on feedback received during the Walk-about.
College Chemistry I	I used the minute paper and had students answer two questions at the end of class. The students solved two problems relating to the gas laws.	Video lectures and more examples showing how the ideal gas law relates to the smaller gas laws.
College Chemistry I	"How's it Going" survey at the end of Module 3 Muddiest point discussion at the end of Module 5	The muddiest point discussion tends to offer the most insight. I don't think I'll ever be able to break students away from YouTube, but the challenging parts of the course are changing so I am gauging how my changes are affecting student outcomes.

College Chemistry I	For each chapter students were expected to read prior to class and come with questions. We then proceeded to decipher the notes for the session, and then worked on practice problems. We worked together, with partners, on our own, etc...For labs we also spent some time during the second session determining how to best use the Virtual Lab Set Up since it was unfamiliar to many students.	I found that I needed to provide much more background material for students. The text that is used assumes that they have this knowledge and some did, but definitely not all of them. This was incorporated every time for the rest of the course.
College Chemistry I	Background knowledge probe prior to each chapter. Students had no pre-existing knowledge of the concepts so a more in-depth explanation was required.	Students had no pre-existing knowledge of the concepts so a more in-depth explanation was required.
College Chemistry I	I do 2 Muddiest point discussions to assess student understanding and shore up weak areas in the classroom.	I find resources to explain commonly commented on areas and produce videos and written explanations to adjust the course.
College Chemistry I	I continue to use the Muddies Point with much success.	Beginning with the fall 2013 term I created additional video explanation of the subjects of confusion.
College Chemistry I	I continued to ask students what their most confusing concept for each unit. I developed, and continue to update, videos that illustrate step by step how to solve problems that they encounter.	Students improved their scores on both homework and exams. I will expand these videos and I will start to use another method for CATS.
College Preparatory Math I	For each Module located in their course shell, the filled out Learning Goals before starting the lessons. When they finished the Module, the rated how they achieved those goals, or not.	Individual basis of checking on the students' progress and goals they set.
College Preparatory Math I	Every student is required to complete a learning goal before starting each module. After completing the module every student grades themselves on whether or not they reached the goal.	Areas where students' grade is low, I watch the videos to determine if changes need to be made.
College Preparatory Math I	Check for understanding journal entry located in module 1 under journal entries. Checked if student understood how to divide two numbers manually. Most students understood and a few I pulled aside to reteach and quiz again.	I will do an activity on this concept by a partner explaining to each other or partner teach activity.

College Preparatory Math I	After instruction on long division in module 1, the students wrote a minute paper on "If a friend asked you for help on the problem "Divide $20,616 \div 102$ ", how you would explain the process to them?" Of the ten students, four got the response completely correct. Of the six that missed, most of it was lacking a full description of the process. Some missed describing the multiplication or missed the zero.	I will change the question directions a little bit at the end and add the directions "Give a full explanation."
College Preparatory Math I	Each module has a module reflection and it is located at the end of the module. If a student had a reflection of what they did not understand I retaught the concept and then quizzed them.	I check the practice-test closer before they took the module post-test to catch any concepts they struggled with.
College Preparatory Math I	One minute paper on Equivalent Mixed Numbers located in Module 2 embedded in MyMathLab: 63% mastered this question, 12% were close, and 25% needed some additional tutoring. It appeared that most of the students had a good understanding of this concept.	I will continue to monitor future results, but the immediate adjustment will be to look at additional examples with those who did not master the concept.
College Preparatory Math I	In each module every student in required to complete a learning goal before starting the homework. After completing the module every student grades themselves on reaching their learning goals.	Sections where students' grade is low, I watch the videos to determine if changes need to be made.
College Preparatory Math I	Journal Entries under Module 2 in the companion shell.	I will increase the usage of proper terminology or correct them more when students talk about fractions in class.
College Preparatory Math I	I used a one-minute paper in Module 3 dealing with dividing by tens. I had 7 of 13 respond correctly to the question.	Those that missed the question, I did a re-teaching thing where I gave them personal feedback as to why their answer was incorrect and what I was looking for.
College Preparatory Math I	Students completed a one-minute paper in the form of a journal entry immediately following the instruction and practice in module 2. The question concerned determining whether or not two mixed numbers are equivalent and the solution involves transforming between mixed numbers and improper fractions. Of the 41 students who completed the minute paper, 26 got the response completely correct.	I made comments on those that missed the question or didn't describe a full, complete response asking them an additional question(s) or describing a correct response.
College Preparatory Math I	Personal learning goals, Module evaluations located in each unit. If a student answers and has a want to know more of I explain.	A student that gets a concept explained and understands can continue on the next topic and have more confidence in what they know and the ability to use that prior knowledge attained.

College Preparatory Math I	Journal entry on combining like terms. Students had to describe what combining like terms meant under Module 3 Journal 8.7.	Students that described their understanding of the combining like terms in an incorrect way were retaught and quizzed to see if they understood. Monitored the students and tried to catch them before they took the Journal 8.7 and checked their understanding.
College Preparatory Math II	One minute paper on the difference between simplifying and expression and solving an equation. Six out of 27 students responded correctly.	I retaught by responded to each student's paper sharing what the correct answer was and why.
College Preparatory Math II	One minute paper on Expressions and Equations located in Module 5 embedded in MyMathLab: 50% mastered this question, while 50% were close.	I will continue to monitor future results, but the immediate adjustment will be to discuss the differences with the students who do not master this concept.
College Preparatory Math II	I did a one-minute paper on the relationship between vertical lines and y-intercepts located in module 6. 5 of 14 students responded correctly although two responses were very close to being correct.	I retaught the ones who missed the question by giving them personal feedback as to why their response was not correct and what a correct response should have been.
College Preparatory Math III	Students completed a one-minute paper in the form of a journal entry immediately following the instruction and practice in module 10. The question concerned comparing a contrasting the division process of rational expressions and rational numbers. Of the 4 students who completed the minute paper, no one got the response completely correct.	I made comments on those that missed the question or didn't describe a full, complete response asking them an additional question(s) or describing a correct response. Students had difficulty with the vocabulary of the question. I will add to the question example problems for comparison.
College Preparatory Math III	For College Prep Math 3, most students are in the module 9 through 12 range. In module 10, I asked students to write a one-minute paper concerning whether or not you can clear fractions in an expression. Of the 6 respondents, no one got the response completely correct	I retaught each of them by responding to them specifically explaining the correct answer and reasoning.
Computer Aided Draft/Design I	I provided multiple tasks (that reviewed previous class content) on slips of paper where each student chose from randomly and then took turns performing CAD tasks in front of the classroom to demonstrate capabilities.	Demonstration of tasks showed what skills needed to be reviewed. And, the rest of the class had the opportunity to support their classmates.
Computer Aided Draft/Design I	When working on laying out the ground surface on the plot plan of their cabin project. I had the students turn in the plot plan early so I could look over their ground surface to see how well they understood the lesson and how their work was turning out.	The students did not do well with the instructions I gave them so I added a hand out with written instructions and a picture of my screen that helped them to understand how to make the ground surface on the plot plan.

Computer Aided Draft/Design I	I gave a large independent assignment over using Autodesk Inventor, however before I gave out the assignment sheet I took a class period to walk around and ask the students if they had any questions and look at where they were struggling with their current Autodesk Inventor assignment.	After gathering the information on where the student's skill level was I was able to address the class and help them with their common problem areas before we started the new larger assignment, I was also able to steer the students toward picking an independent project that they could be successful at.
Computer Aided Draft/Design I	I performed performance tests. I assigned a task and had the student demonstrate their ability to perform the task	The student was unable to perform the task, so I had them watch while I performed it while they took notes. And then I had them demonstrate the task, and then I had an assignment where they performed the same task independently. Then I asked them to describe their procedure that they performed the task and prompted them with words that examined their proficiency in the subject.
Computer Concepts & Appl	I asked student which topics we needed to review in Access. It is located in Unit Access 3 under content item link labeled Access CAT.	We used the feedback to guide our review session.
Computer Concepts & Appl	Students were asked to select what we needed to review about Access prior to the exam. Access 3: Access CAT	Responses used to guide study session and what topics need more focus early on in future classes.
Computer Concepts & Appl	I asked what topics we needed to review prior to the Access exam which is located in Unit "Access 3" under the content item link labeled "Access CAT"	Spend more time and examples on action queries, lookup fields, validation rules, and parameter queries.
Computer Concepts & Appl	Classroom observation/walk-around: I observe student progress, answer questions, and correct work as I walk around the room each day. If there are questions from multiple students about the same thing, then I reteach that to the whole class.	I make note of things multiple students have problems with (sometimes it is just quirks with the technology working) so that I remember to directly teach that the following year.
Computer Concepts & Appl	F2F ecompanion course - Spring 2016 Completed muddiest point in review and preparation for Access Test. Areas of struggle included Validation rule and text, lookup menus, importing and group calculations. This were discussed and demonstrated in several different areas.	Access is always the hardest application to complete and review and repetition of the content is key to student success. Areas of clarification are always different in each class.
Computer Concepts & Appl	This was an evaluation of their muddiest point to review the Excel content before their test. It was completed in class.	The students were struggling with the Assumptions table, absolute cell references, if function and general layout. We reviewed this information with examples and through an extra credit practice project.

Computer Concepts & Appl	Completed a Comparison discussion between PowerPoint and Prezi. This discussion is located in BARTONline unit PowerPoint 2. Item called Prezi Discussion	Students were able to adapt their PowerPoint knowledge to use and figure out the Prezi application. I believe we may provide opportunities to do some of the Chapter 3 assignments in Prezi if the student chooses to do that to provide experience for the students that want it.
Computer Concepts & Appl	I did a survey of material we needed to review for the Access Exam which is located in Unit 11 under the content item link labeled Access CAT.	Results were used to guide our review day before the exam.
Computer Concepts & Appl	I deliver 4 tests within the course, to ensure students have understood the established material before we move on to more material.	I plan on reinforcing and integrating old material in throughout the course along with new material.
Computer Concepts & Appl	I completed a muddiest point assessment for my Facebook Presentation. This was through a discussion that is located in the Social Media Project Unit called Facebook Discussion. The students seemed to learn a lot about the privacy issues in Facebook and why it was important. Many of the student's commented they did not have any misunderstandings and were glad to know about the information.	My adjustments for the following semesters with this concept will be to add information and possibly implement a quiz to identify what the students learned.
Computer Science I	I did a muddiest moment which is located in Unit 5 under content item link labeled Loops CAT.	We will spend more time identifying when to use a loop in a program.
Concepts for Agriculture	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After every exam, questions missed by 50% or more of the class were discussed in class. When covering materials involving setting up and solving equations for crop production, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses. In class exercises to use materials learned and apply them to "real world" data. Class room group and individual exercises were conducted to apply pertinent principles gone over in class. Experiments were conducted after certain sections and students had to determine the principals involved. Various nonverbal cues are also evaluated constantly.	More real life applications and more demonstrations
Creative Activities	What was your muddiest point in this unit? It is located under Ch. 18 Test	I may have a vocabulary assignment for this chapter so students understand the vocabulary.

Creative Writing	In each of the six units in the course, there are weekly journals, homework assignments, and a practice assignment done in class as assessment strategies. Also, as a final project, students are composing a creative writing portfolio of their rough drafts and final versions of their work.	I would like to change a couple of the assignments and add different ones if I were to teach the course again. Also, I would incorporate a few more short stories for outside reading.
Creative Writing	Classroom discussion of required work and sequence of assignments	The sequence of writing tasks should increase in difficulty but build on student familiarity; then the assignments need to be consistent in time required, from week to week, plus each task should seem clearly important, both in itself and in preparation for future tasks. Class time should clearly assist the task performance, but no task should seem to be make-work. Varied student skills, time managements, and task abilities are key variables to manage in teaching plans.
Criminal Law	At the beginning of the class I quizzed the students on their current knowledge of the Constitutional Amendments. Most only knew the 2nd and 4th, but were extremely vague in their answers. This week I providing them that same quiz that will entail Law Enforcement injects to see how they are retaining the information. They understood all the amendments and were able to answer the scenario based situations by applying the Laws of the Amendments.	The 4th Amendment could be the only one taught during the entire period. I would give myself a lot more time on this amendment and conduct a debate style C.A.T that would allow the students to self-discover the learning objectives.
Crop Protection	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class are discussed in class. After reviewing diseases of wheat, class went to a wheat field, scouted and identified possible problems.	Simply approach the material from a variety of teaching methods.
Cross Cultural Awareness	Muddiest Point; located in Unit 4. Students are confused as to why "civilization" is judged based upon standards of Western civilization.	In my upcoming section, I plan to further explore this concept and provide a lecture better explaining the reasoning behind this.
Cultural Anthropology	A background knowledge probe was done from an exam in unit 2. Most students did get the material as a result of stressing the value and need to read the text book.	A continual thrust to push students to read the text book and work on assimilating the material was incorporated.

Cultural Anthropology	Muddiest point for extra credit in Unit 9. I have added to the lecture in Unit 5 from requests in this section previously and also to Unit 6.	I recently added another video, graphs and also charts to that unit. I am going to add 30 minutes.
Cultural Anthropology	Muddiest point in Unit 9 for extra credit. In the past the students indicated they had trouble with the marriage patterns unit. I added a power point to that unit for more clarification. Now the students have indicated more than 50% that more websites are needed for the website essays	I will be adding more websites and videos to the website essays assignments.
Cultural Anthropology	Muddiest point in Unit 9 for 5 points extra credit. I have added more information on marriage patterns.	I have added additional information in the form of graphics and outlines on descent groups to the lecture for unit 5.
Cultural Anthropology	I did a background knowledge probe on the first day of class and each student needed additional explanation on the basic course information covered for cultural anthropology.	I will continue to utilize knowledge probes and will provide explanation and information for students regarding course content and the usefulness of the study of and field of cultural anthropology.
Cultural Anthropology	Muddiest Point 60% of those that responded said they would like more explanation for Chapter 10	I am adding more lecture information and a screen cast video lecture for Chapter 10
Customer Service	Module 4 Muddiest Point	Information obtained from the discussion was helpful and provides insight for teaching future concepts.
Customer Service	I utilized a Muddiest Point in Module 4 of the course shell.	I am going to have to do a voice over PowerPoint for this chapter.
Customer Service	A Muddiest Point Assessment was utilized and is located under Module 4 in the course shell.	I have adjusted the lecture materials to provide further explanation of the principles that were unclear from the chapter.

Customer Service	I did a muddiest point, as well as a minute paper, about half-way through the course. During the next session we discussed the students' points/findings.	I felt that this feedback was invaluable, and I will endeavor to try to incorporate these ideas in this, as well as, future offerings.
Data Base Management Systems	In class survey on the delivery of course materials	Spend more time on creating database
Data Base Management Systems	I asked students which topics we needed to review prior to the exam which is located in Unit "Chapter 12" under content item link labeled "CAT November 14"	We discussed and performed additional examples of joining tables, macro events, multi-valued fields, and encryption.
DC1 Basic Concepts	Students viewed lectures online and came to class with their muddiest point for each unit.	In several instances the muddiest point discussions in class resulted in additional examples being discussed. In other instances the muddiest point discussions resulted in the creation of new worksheets that will be used in future classes.
Death & Dying	We stopped at a point and asked for questions or muddy perceptions. Students were confused concerning requirements for inheritance in the absence of a formal will.	We went through alternative examples to clarify the inheritance differences.
Death & Dying	Muddiest Point thread topic, Module 4 content item companion shell.	Students wanted more information on funeral practice for other cultures. Will expand that section next time around.
Death & Dying	Muddiest Point, located in Unit 4	Video describing the psychological alienation of technological warfare was unclear to some students; selected a newer, but similar video to explain this concept.
Death & Dying	Exam question about how to increase the social status of the elderly. Seven students answered well, ten poorly.	Spend more time on the concept of providing the elderly a place of meaning after they are no longer working for a living.

Death & Dying	Goth Journal in Course Home, Course Mistake in Course Home and Muddiest Point in Module four.	The Goth Journal works real well for the course and clearly brings out the students that are interested in the course material.
Developmental Psychology	I did a background knowledge probe. I asked about “the cycle of abuse” and most students did not know what it meant. So, I explained the concept in regards to development.	I will update the reading comprehension questions to be more elaborate.
Developmental Psychology	We paused to contrast sex-based chromosome disorders from sex linked disorders. Confusion still existed.	Searches will be made to find some better means to illustrate the differences.
Developmental Psychology	I did a background knowledge probe to see if the students knew how a person’s environment shaped their development. I explained many developmental theories and applied them to real life situations and current journal articles.	I will provide students with the tools to find factors that influence development in 2015.
Developmental Psychology	Exam question on continuity of psychological difficulties/disorders from childhood into adulthood. Fourteen out of sixteen students missed the point that externalizing difficulties were more likely to show continuity than internalizing difficulties.	I will emphasize the details about childhood compared to adulthood and mental well-being.
Developmental Psychology	I asked them to a broader Muddiest point by asking them to report as to which developmental theory that still were unclear about before we moved on with the test. Students were confused about parts of Bronfenbrenner's system theory. More students were confused as to parts of Riegel's version of system's theory than expected.	Contrasts will need to be clarified in the future.
Developmental Psychology	Students were asked to summarize the main findings concerning heritable traits based on twin studies.	An outline will be provided to assist note taking.

Developmental Psychology	Moment of clarity - Paused to confirm understanding of similarities and differences between sex chromosome disorders, sex-linked disorders, and autosomal disorders.	Further use of compare/contrast examples or worksheets.
Developmental Psychology	In the power point I added a point of interest slide before each unit. Once I gather student's responses I explain the concept in reference to the course.	I will add links to supplemental reading materials in my LMS
Developmental Psychology	Face to face - distinguishing sex-linked (x-linked disorders) from sex chromosome disorders	Handouts which were available and discussed were not ultimately provided prior to the exam.
Developmental Psychology	Online discussion board were used to allow students to make connection from theory (content) to practice (application). The following class (F2F) was used to help clarify the connections.	I will continue to use the online discussion posts to help students make connections form theory to practice.
Developmental Psychology	How to create a moral child.The key factors are modeling (parents' behavior), induction (explaining how the child's behavior violates others), and rewarding good behaviors within a warm, accepting environment.On the Exam question, 5 students answered with all key points.	I will tell them it will be on the exam. Covering it twice in class, writing it on the board, and having them read and discuss in class didn't get enough correct responses.
Directed Independent Study/Art	The three sections of Independent study students were asked in individual meetings when starting a wide variety of projects: Do you have the materials you need? Responses vary and problems are solved for each individual according to the project.	This question works when used in conjunction with demonstrations as well as when projects are in progress. I will continue to use this type of CAT to clarify materials needed to solve the construction problems for the individual projects.
Early Childhood Career Develop	I located a knowledge probe in Week 13 of the course under content labeled: Power of Play Power Point. Students were asked to discuss the Power Pt and how they did on the True/False slides following each topic. 50 % participated in the Discussion for the week.	All of the students were included as the topics were continued to be addressed in following Discussions and course material/assignments which were not optional.
Early Childhood Curriculum	Background probe revealed what developmental domain areas needed more work than others	The majority of students could explain the importance of 3/5 developmental domains. We began with the areas most familiar and then worked out to build upon their foundation of information.

Early Childhood Program Admin	Journal entry	I also need to make the assignments so that they're straight forward on what is expected.
Early Childhood Program Admin	The CAT is a "what do you know" quiz that the students are to reflect about their knowledge and journal their reflection. It is located in "Journal" / Week 6 in the Course shell.	It will be moved earlier in the course session and also made a requirement, rather than extra credit.
Early Intervention Birth-Five	The class was given a multiple choice quiz that was completed in the course shell. The content reflected the first few class periods.	I plan to continue instructing in the same fashion, but will add more "choice" assignments whereas the students design the final project, assuming they follow a set of standards.
Early Intervention Birth-Five	"What do you know" quiz was taken in Week/Unit 3. This was a background knowledge probe. Most students indicated some knowledge as a base to learn new material presented in this course.	I like having this located early in the course to help me know more about the knowledge level of the students.
Economic Entomology	After covering insect life cycles and phenology, several field trips were conducted to see how effectively students could apply the materials covered in class and weaknesses addressed. Various nonverbal cues are also evaluated constantly.	Spent more time on phenology in a different format with more illustrations
Elementary German II	I did a background knowledge probe about the correct usage for direction/location prepositions, most students were confused about which case to use for the prepositions.	I explained and gave examples. Students generally catch on when they are reminded about when to use the accusative and dative case.
Elementary Organic Chemistry	How's It Going Survey - End of Module 3 to gauge any adjustments to how students are understanding the material thus far. Adjusted with more videos as needed. Muddy point discussion in Module 7 to hear which topics were still unclear. Also requested suggestions for solutions to the challenges.	After several semesters of hearing "more videos" when I have linked several hundred of my own videos along with Khan Academy and other vetted sources, I will be turning my attention to shoring up the gaps with the post test data.

Elementary Spanish I	A memory matrix was used for verb conjugation.	I applied clarification of verb tenses for students not understanding or passing with an 80% or higher.
Elementary Spanish I	I used VoiceThread in the beginning of the course for introductions using the basics for second language acquisition introduction vocabulary.	A new VoiceThread will be used giving students a list of vocabulary words to assist them with correct phrases after the assignment.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 6	Clarification and additional content was incorporated within the course in order for students to understand the following: Remembering Verbs , memorization & Ser & Estar
Elementary Spanish I	I did a muddiest moment via Poll Everywhere. Scores were 70 % and above I explained the tense of a verb that everyone had missed on the poll.	I thought it was a great tool providing immediate feedback allowing me to recognize student's weak areas in the following: The differences between the verbs Conocer and Saber.
Elementary Spanish I	Background knowledge probe reference a different culture was performed. 75 % success rate.	I changed my C.A.T. but need to apply culture along with knowledge.
Elementary Spanish I	A memory matrix was used for verb conjugation AR verbs in the present progressive tense.	Clarification of verb tenses for students not understanding or passing with an 80% or higher. Examples and clarification of the present progressive tenses for students not understanding or passing with an 80% or higher was taught and covered in class.
Elementary Spanish I	Muddiest point located in Unit 6 under content item link Muddiest Point Thread. Students had difficulty differentiated between noun and verbs. I explained and gave additional content to student.	Based on the C.A.T result I will incorporate a grammar section in the unit to better assists students.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 5.	No one posted a questions to muddiest point, yet throughout the course clarification was given to the class as a whole reference various grammatical concerns.
Elements of Statistics	In Section 3.3, I used the example of how to figure a GPA for weighted averages. I used two students in the example and one of them focused on a 5 credit hour course and less on the one credit hour classes. The other student focused on the one credit hour classes and less on the five credit hour class.	Since the material was relevant to the students because they saw the importance of their GPA, many of them said they would work harder in their classes. Also, the students with children, said they would emphasize the importance of education to their children.

Elements of Statistics	In units 1 and 2, I describes the difference of the way graphs are represented by relating them to the opposite of what you would think. If a graph is skewed right, most of the material is on the left. If a graph is skewed left, most of the material is on the right.	The students comprehended the material better, and used this reasoning throughout the course in other units. Whenever I asked them about whether the graphs were skewed left or right they would use the reasoning of where most of the material was at.
Elements of Statistics	In chapter 10, I related hypothesis testing to the judicial system. For example, I related a type I error to when an innocent person is convicted.	The students had good discussion in class about the different examples I used in class. Also, they seemed to do better on the chapter 10 exam than other classes I have taught.
Emergency Medical Technician	I did a muddiest moment during labs, about airway management. While the students had been taught about having the airway straight up and available for clearing and ventilating the patient.	It was a good moment to help my students understand how critical thinking and critical treatment modalities must merge.
Emergency Medical Technician	I talked with students regarding nutrition at beginning of 8 weeks to assess their background.	I will use more application activities in class.
Emergency Medical Technician	Required each student to bring 3 questions from selected chapters. Questions could be muddiest point, or a question to ask their classmates. Each student read their question to the class and they were answered. If the student's did not know the answer it was discussed in greater depth and explained. Patient assessment flow chart was also given and the students were required to fill in the blank sections.	I plan to prepare a small quiz at the beginning of every class to better evaluate each student that will prevent one student from answering every question.
Emergency Medical Technician	Clarified the Muddiest point in lecture on EMS Health and Welfare, Did a five point review of what was covered in the Evening lecture. Reviewed Safe lift/Self-protection of technician	We will review this material throughout the course for student wellness and safety.
Emergency Planning	I did a muddiest minute moment which is located in Unit 3 under content labeled "Minute Paper."	Did not have to change anything however, I did have to provide a little more detail on the evacuation topic.

Engine Performance III	Classroom very limited exposure. Mostly hands on with a coaching approach on the part of the instructor. Made students decide as a group what path to take.	The steps will be better defined and more hands on work will be incorporated.
Engine Repair I	I tried a direct hands on approach at the beginning of the course. I tried identification and explanation to introduce the students to terms and parts to see if this would help carry through for the course.	Students seemed to be able to grasp concepts easier. I will have a display for permanent use in future courses,
Engine Repair II	Total hands on approach followed by selected classroom sessions.	The hands on project that a student feels ownership in has shown to be very popular.
Engineering Physics II	I gave a quiz the students at the beginning and again at the end of class over the definition of 'voltage'. The pre-quiz showed that they did not have strong knowledge at the beginning, but improved by the end of class.	I plan to collect more feedback throughout the classroom period to gauge student understanding.
English Composition I	I used the post writing stage of the writing process to determine the most often made mistake on this essay. Students suggested what error they needed to work on	I retaught 3rd person pov
English Composition I	I did a peer review during Unit 3 to check for understanding regarding a proper thesis statement among the students.	I am encouraged regarding the level of attention the students paid to this exercise.
English Composition I	I perform daily assessments of students' background knowledge and further explore areas of weakness. For example, I assigned a grammar review, and we focused more heavily on the areas in which most students struggle instead of spending time on concepts that come easily to most.	The adjustments I make in instruction drive the type of assessments that I give to my students.
English Composition I	Muddiest point in grammar unit	Will create a threaded discussion for students to record their thought process in addressing their own grammatical errors.
English Composition I	I presented a background knowledge probe at the beginning of the semester on punctuation and sentence structure to know where to begin the study of grammar and mechanics.	This year's class scored higher on the probe than some of the previous years' classes. As a result, I was able to give a shorter review of the mechanics and concentrate on writing and organization.

English Composition I	Students were asked to write a list of twenty-five items about themselves using complete sentences. At least five of the items should contain at least three sentences, the length of a short paragraph. I'm looking to see that they understand sentence boundaries so that they can eliminate any fragments of sentences, comma splices, or fused sentences.	One-to-one mentoring of their work on papers that require documentation reduces the possibility that any information in their papers might be regarded to have been plagiarized. I will continue this practice.
English Composition I	The students read/listened to a graduation speech delivered this past spring. Students referred to Chapter 1 in their Patterns for College Writing book to help them become critical readers. After taking notes/making notations in the margin, students crafted a one page response evaluating the speech and discussing whether the speech was appropriate for the time and giving their impressions of the message.	I'm debating having the students read/listen to the speech again a week before they graduate when their heads will be closer to the reality of graduation.
English Composition I	I assigned a reflection paper in which the student was asked to discuss how s/he would take the material presented and incorporate it into an overall philosophical perspective on life	The papers showed that the questioning in the discussion board has been helpful in helping students engage the material. I would like to keep focusing on developing questions that help students interact with the important philosophical questions (and answers) and their own lives
English Composition I	Several times a week, students submit "exit cards". Examples of exit card topics include the following: explain 3 key points from the day's class period or unit we are covering, write 2 questions you have regarding today's material, or the exit may simply be some guided review questions. I read the cards after class and plan my lesson for the next day accordingly from my students' feedback.	The feedback I receive from the exit cards guides and determines my lessons each day. If I see that students have many questions or are struggling to come up with a thesis or something else pertaining to their essay, I will readjust my plans and address any topics that need attention the following day.
English Composition I	This course has quizzes inside each unit over Grammar, Form, Writing, Style and one over Figurative Language. I am satisfied with the all but the Figurative Language exam. Students have a very hard time with the diction that is used, so I will be modifying it as soon as I can.	I have recreated the Figurative Language quiz in unit 2 of this core shell. Before, the diction was too challenging and obscure. Now, the language is relevant, understandable, and furthermore, causes the students to know terms that will benefit them not only in my classroom, but in others and the outside world. The exam was also created using all levels of Blooms Taxonomy versus one level.

English Composition I	I had the students complete a KWL chart after I had told them what type of paper / slideshow we were working on and what type of presentation they would have to complete. I had told them we would be doing a PowerPoint presentation using comparison and contrast methods. Scores were lower than expected and were overall weak in compare and contrast.	I spent more time talking about compare and contrast.
English Composition I	Reflection letter	need to simplify but lengthen research essay development
English Composition I	I did a background check on basic writing skills and found that they had difficulty with conclusions.	We searched essays and talked about what kind of conclusions that were effective and which we're not.
English Composition I	Muddiest point in unit 1	Students just need occasional clarification, advice, and wake-ups to what college coursework demands, so I regularly use pop-up quizzes or in-class tasks.
English Composition I	<p>Students complete quizzes in each unit that cover basic grammar and questions regarding the basic forms of writing. Students seem to respond well to these quizzes.</p> <p>I am pleased with the outcome of the Figurative Language quiz that I created in module 2. Prior to this quiz, the existing one was very difficult for students to understand and had no real world application. My quiz now provides that for the students, as well as, utilizes all forms of Blooms Taxonomy in the questions.</p>	I will be revising or recreating the quiz in unit 5, as I have found multiple problems with the quiz. These problems have given students problems answering the questions, so I will be designing a quiz, using the competencies of the unit that is more user friendly, and is a more accurate representation of students understanding and comprehension of the curriculum.
English Composition I	Had a pop quiz on essay types and corresponding reference materials. Half of the students were unsuccessful with identification of terminology.	Will provide feedback on course text and how to read and locate for information.
English Composition I	After their first paper that required cites, I realized they weren't actually plagiarizing, they just didn't know how to cite the information in the text itself. It was definitely the muddiest point, although not how I generally do muddiest point. We discussed ways to cite within a paper.	I had them do a short paper based on one of the literature stories we do for the English IV section of our class, and cite it according to what we were discussing.

English Composition I	Students were asked to write a list of twenty-five items about themselves using complete sentences. At least five of the items should contain at least three sentences, the length of a short paragraph. I'm looking to see that they understand sentence boundaries so that they can eliminate any fragments of sentences, comma splices, or fused sentences.	I use additional worksheets and a web tool at chompchomp.com to give them more instruction. One-to-one mentoring of their work on papers that require documentation reduces the possibility that any information in their papers might be regarded to have been plagiarized.
English Composition II	I used a muddiest point to assess students' comfort with documentation and research strategies.	More time and practice documenting.
English Composition II	When asked which skills students wanted to review for the 2nd research essay, one most mentioned was evaluating sources for reliability.	I have scheduled a review class for picking reliable sources
English Composition II	Checked essential knowledge of paraphrases and précis/summaries after lecturing and practicing the skills in class. I asked the students to define these two terms. The majority of students were able to adequately describe paraphrase and précis/summary.	I will continue to use the lecture and practice tools I currently use.
English Composition II	A background knowledge probe with writing processes were used throughout the course.	Instructions for the major writing assignments need some clarification to help the learning processes.
English Composition II	I used an oral response opinion poll as to what skills to review during the research essay editing stage.	Students need more instruction in use of recitation sites, in-text citation, and the 4 step method to adding outside sources.
English Composition II	Students did not correctly produce source and note cards to use on their first research essay.	I plan to provide a detailed handout or place it on the course shell to accompany my lecture so that they will have something to which to refer.
English Composition II	Muddiest Point Thread in Module Two Class size: 4. They all attended class and took part in the CAT. All scored 90% or better.	The CAT did not detract from success and maybe helped.

English Composition II	Peer editing was used week 3 of the course.	I will add a second day for the peer editing.
English Composition II	I did a visual argument based on chapter 7 content utilizing current media trends.	Follow-up with immediate context for application for relevancy
English Composition II	Students completed new assignments I had created this cycle for understanding of the core concepts of Persuasion and Arguments.	I wanted to incorporate a debate into the core shell, and this next cycle I will do so.
English Composition II	I did an exit ticket/ticket out the door for them to self-evaluate and give me some feedback on how confident they felt about their argument essay topic selection. Their results showed me they were less than confident and needed more time and help, which I incorporated into the next day's lesson.	In general, in future classes I will spend more time helping students pick appropriate topics.
English Composition II	My students learn the process of researching, developing, organizing and writing a 12-15 page persuasive research paper.	I will continue to evolve the process I use with the students to help them grasp each step of the process.
English Composition II	I asked students to tell me what aspect of writing a research essay they wished they understood better. They said the 4 steps to adding outside sources.	Besides showing the power point and asking them to produce a practice example from their own work, I will put them in groups to practice on an example I produce.
English Composition II	I activated prior knowledge about the use of semi-colons. After discussion as a group and a few sample sentences/problems projected on-screen, I realized that most students were not proficient in using semi-colons to join two complete thoughts.	As a result of my CAT, students completed additional practice problems using free digital tools Grammar Bytes and No Red Ink. Because No Red Ink is prescriptive and gives them more than one try to answer correctly, it seemed to be the most useful classroom tool for this purpose.
English Composition II	<p>After explaining that a good counter-argument includes acknowledging any valid arguments made by the other side, I assigned the reading of a sample counter-argument and answering in writing the question, "How do concessions and rebuttals function in the argument?"</p> <p>I found that only one of the three students addressed the "concessions" part of that question and discussed this with omission with them.</p>	The follow-up assignment was writing against a claim made in a Newsweek opinion piece on a topic of the student's choice. I gave each student a full page of written comments on their essay in which I noted whether or not she had effectively acknowledged valid arguments made by the opposition. Two of the three students did so.

English Composition II	Muddiest point regarding aspects of documentation	More practice on parenthetical citations
English Composition II	A background knowledge probe was used during week 5 in class. Students were needed help with their research essays. An additional peer editing session was added to help the students.	Additional peer editing will be incorporated for the research essay.
English Composition II	Muddiest Moment: Students wanted more instruction on in text documentation for quotes and summaries and paraphrases	I will present the power point then practice with each type of note in order to show that each is done the same way.
English Composition II	I did a 3/2/1 triangle/square/circle exit ticket over a reading assignment. List 3 important points from the reading, 2 ideas you "square with," and 1 idea your mind is still circling around.	I used the ideas students mentioned they were still circling in their minds to shape our discussion questions for the next class period.
English Speakers Other Lang II	Background knowledge measured student's level of English	Yes, varies per students' grammatical and reading level.
English Speakers Other Lang II	Following a writing lesson, I assigned students to write a rough draft of a narrative paragraph using what they learned in class.	After I checked and graded the students' paragraphs, I explained common mistakes to the whole class and individual mistakes to each student. Next, they edited and revised their paragraphs and most students were able to follow the directions.
English Speakers Other LangIII	To challenge increased vocabulary, inferences and word play, selections were chosen from Weighty Words, Levitt, Guralnick, and Burger. Pairs of students collaborated on the story and presented a summary to the rest of the class. This was very good practice for moving beyond the literal meaning of many words.	We will spend more time in the "analysis" of written selections, discussing both the story and the implications of the story.
English Study Skills	Class survey	Students need longer prep time for this type of class. Suggest to extend by a week.

English Study Skills	<p>I completed this particular assessment during a face-to-face BSEP course with no on-line course shell. I used the Memory Matrix technique by adjusting the technique to allow for an effective whole-class verbal interaction rather than a group or an individual assessment with written matrices.</p>	<p>Therefore, the assessment was valuable in helping me determine the frequency and the types of Word Drills I needed to utilize in class to ensure better knowledge retention among the students.</p>
English Study Skills	<p>Students were still struggling with fraction problems on the practice tests, so I gave students a 5-problem review to hand in to me. I discovered that they did not remember how to execute division problems with fractions, and that most forgot how to borrow with mixed number subtraction.</p> <p>Number of Students taking the CAT: 13</p> <p>Overall Scores: 5/5 correct: 1/13 4/5 correct: 3/13 3/5 correct: 2/13 2/5 correct: 2/15 1/5 correct: 3/13 0/5 correct: 2/13</p>	<p>I'll try to add more fraction review into the daily class</p>

English Study Skills

I did a follow-up check of student's ability to solve 3 kinds of word problems. We had practiced these in class, and students had done homework on all three types of problems. People/Time problems: 1/3 students was able to correctly identify and solve the problem Inclusive Dates problem: 2/3 students were able to correctly identify and solve the problem Number sequences: 2/3 students were able to find the next two numbers in the series Reasons for lack of success: People/Time problem: students reported that they forgot the two steps in the process for solving the problem Inclusive Dates: student reported an addition error, but understood the process. Number Sequence: student was absent the day we practiced these

Result: Students can't have too much repetition in practicing specialty problems! Need to keep presenting them with these types of problems.

English Study Skills	<p>I did a pre/knowledge assessment and a post assessment of two kinds of problems commonly missed by students on the GT post exam. People/Time problems are often confused with proportions, and inclusive dates problems require students to remember not only how many days are in each month, but also the “trick” of adding a day to the first month when they use a subtraction method to compute the number of days remaining. We had a pre-knowledge check, did a focused learning activity, and then had a post knowledge check.</p> <p>Pre Check Post check People/time 4/9 missed the problem 0/9 missed the problem Inclusive dates: 7/9 missed the problem 6/9 missed the problem</p> <p>Of the 6 people who missed the Inclusive Dates problem on the post check, 4 had missed it previously. I need to add more follow-up to the Inclusive Dates.</p>	The practice clearly helped in the people/time problem, but was less effective with the inclusive dates. Need to add more follow-up to the Inclusive Dates.
English Study Skills	I completed a background knowledge probe for multiplication of fractions in a word problem. Four of the twelve students were not able to calculate the correct answer. After we had studied the material, I gave them an exercise that contained multiplication of fractions in a word problem, and at this time all twelve of the students were able to correctly calculate the answer.	Although all of the students were able to solve the word problem on the assessment I have them, they still struggle with this type of problem on the GT Qualifier Test, so I intend to provide additional practice problems closer to this test.
English-Speak Other Languages	Background knowledge was used to measure student's English level. Asking a series of choice and product oral questions. This was followed by discussion questions.	Changes varied on student’s individual needs.
Entrepreneurship I	Interview - students had to interview five people and return and analyze their results. Students were hesitate at first, but when they realized they were not the only ones that had to work on the project at the same time, they were more willing. The utilization of positive peer pressure.	Students are the best teachers for peers. Just have to get the ball rolling. Will continue to use peer pressure for positive results.

Environmental Sampling & Monit	I did a CAT using one of the course objectives	I am going to place a greater emphasis in this area.
Environmental Science	I did a form of a muddiest point/clarification in that students were to suggest ways that the experiment could be improved so that we could get better data. Suggestions that were either poor or completely incorrect indicated that student's knowledge base of the scientific method.	Reading over the suggestions also helped me see which students were still having some trouble with the proper use of the scientific method, and I used that as a discussion point during class the following week.
Environmental Science Lab	I gave the students a lab exercise where they were required to measure the length of an object, the mass of the object, and find the volume of the object. They were also required to find the temperature of a cup of water. The students had their choice of measuring devices to use because I was trying to see if they understood how to measure each of them, and how accurate they were at using the devices.	I found that nearly all the students knew how to measure length, mass, and temperature, but most did not know how to determine the volume of an object or how to calculate it. When we do a lab that requires measuring volume, I review both the procedure and the calculations.
Environmental Science Lab	The students were asked to write down their muddiest point after my Ch. 5 lecture on population dynamics. Nearly all students understood the concepts with the exception of a couple of new vocabulary words, so at the beginning of the next class, we went over those words in greater detail.	A short vocab matching quiz in the next class (after the further explanation took place) confirmed that most students now understood the concepts.
ESOL Conversational English	After giving directions and an example about how to ask follow-up questions, then I had the students to demonstrate in various circumstances.	When questions were not applicable to the situation or did not make sense, I clarified and gave more examples.
ESOL Conversational English	After studying idioms, we divided into 2 teams and played "Word Teasers", a game that asks a question using an idiom. The game is similar to the TV show, Jeopardy, but the answer must involve the correct interpretation of the idiom. An example is the question, "who among your friends is most likely to take the bull by the horns?" Winning team members were awarded prizes of bookmarks decorated with drawings of idioms.	We need to spend more time defining and recognizing those idioms that appear commonly in every day speech.

Farm Machinery and Technology	Asked students to describe the fuel injection system on a diesel engine in the shop. Two out of three students could not explain the High Pressure Common Rail System, so we tore apart the system, and I explained the components.	Next semester I will have a unit in class that covers both H.P.C.R. fuel systems, and mechanical injection fuel systems.
Fertilizer Management	Fertilizer management - Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After exams, questions missed by 50% or more of the class were discussed in class. When covering materials involving setting up and solving equations for management, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses. On-farm problem applying course concepts.	More case studies, less traditional learning time. More individual delving into concepts
Fertilizer Management	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After exams, questions missed by 50% or more of the class were discussed in class. When covering materials involving setting up and solving equations for management, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses.	Even though not a lab class, simple labs to be used evaluate understanding of fertilizer principles
Field Experience in Nutrition	The CAT in this course was the muddiest point threaded discussion which was located in Unit 4.	Answered questions by email to students and in threaded discussion. Will go back and change reading notes and emphasize use of note and activities to learn the digestive system.
First Aid Emergency Care	Before and after teaching CPR, I ask the students to explain what they believe is correct CPR technique.	We discussed why TV and movies are not accurate and should not be used as factual information. We also discuss critical thinking decisions in regards to CPR.
Fld Exp in Human Resources Mgt	In Unit 4 there is a muddiest point threaded discussion.	Student questions were answered and I plan to set up more examples of FTE calculations and other calculations used within the courses.

Fld Exp Sani & Mgt of Food Sys	The threaded discussion in Unit 4 was "Muddiest Point" This discussion asks, what was the most important point that you learned from the Unit 1-Unit 3 block of instruction? What point remains least clear to you? This allows me as the instructor to assess student learning at the midpoint and make necessary adjustments.	The biggest concerns students had was fully understanding all the different bacteria, viruses and toxins that cause food poisoning. The course is being adjusted to dedicate more time to this topic.
Foundation of Computer Science	I did a muddiest moment which is located in the Chapter 5 Unit under content item link labeled CAT.	I will continue to cover algorithms in the same level of detail. The results indicate most were grasping the material at the expected level.
Foundations of Modern Educ	A "Muddies Point" was used on 4/25/13 to assess questions still remaining on what to expect in their first year in the classroom. What I learned is that there should be an open discussion following the unit so that these questions could be voiced and handled as an entire classroom.	Open discussion to voice common questions to allow everyone to hear responses.....
Foundations of Modern Educ	Muddiest Point Asked students what need further clarification on motivations for becoming a teacher: use of a notecard for response/s. Then I read cards that had unique question and answered those questions to the best of my ability. Also answered questions common to all.	This CAT will help me address those type of questions in my initial presentation of material.
Foundations of Modern Educ	Muddiest Minute - Unit 7 - Ethics and Law seems to trip students in this course up. Most stated there were too many to remember.	Will add in strategies for remembering these laws - can use acrostics and other techniques.
Foundations of Modern Educ	I assigned the students a one-page summary paper on use of Common Core standards, which they presented to the other members of the class. Following the presentations, I conducted a knowledge probe to determine what they now understood about the required practice of using the Common Core. The students demonstrated an understanding of the basic arguments on both sides of the controversial practice.	Based on the results of this knowledge probe, I plan to expand the assignment to include additional content.
Fundamentals Animal Nutrition	I generally visit with the class the first day to become aware of where the students are on the subject area. This provides me with the insight to understand how basic or advance they are on the area of interest.	I may with this course begin to have survey sheet for the student to fill out to have documentation of their understanding of the material to be covered.

Fundamentals of Debate	In this course we used the muddiest point method, I ask students to write down their interpretation of a speech that used ad hominem attacks; using terms from the text.	We will be using more real world examples of ad hom attacks to facilitate a strong understanding of how these fallacies manifest in real world situations.
Fundamentals of General Chem	I did a muddiest moment which is located in Module 4 under content item link labeled "What is the most confusing thing".	It is here that I can give specific feedback to the students one-on-one to each student and the students can give feedback to each other as well where students can learn from one another.
Fundamentals of General Chem	I did audible/nods. I asked them if I was performing the steps in correctly in a theoretical yield calculation.	I provided additional examples and had the students instruct me on how to solve the problem.
Fundamentals of General Chem	I did a muddiest moment located in module 2 under content item link labeled "What is the most confusing thing?" I did a muddiest moment about what is still not clear about chapter 3. Then I used the next class period to clarify ionic bonds, periodic table and valence electrons.	I will reinforce the previous class period's lecture with an opening problem to start the lecture.
Fundamentals of General Chem	I did a documented problem solving/walking about CAT. I asked them to solve for pH of an acidic solution.	Most students could not recognize the difference between strong and weak acids, but could use the equation to solve for pH. The list of strong acids will have to review multiple times.
Fundamentals of Nursing	I did the muddiest point exercise to determine what, if any areas, were not understood fully by students in regards to instructions for the Sentinel Events Poster Presentation (Clinical Lab 16). We had 38 students participate and 38 students reply. 25 of the 38 students (66%) replied there was no confusion, the directions were clear and they enjoyed the assignment. 8 students (21%) expressed confusion regarding whether or not the use of PowerPoint and/or computer was acceptable to use during their presentations. 5 of the 38 students (13%) expressed confusion regarding varying areas including (2) where to put their reference citations, 3 - what the poster should contain, 1 just knowing how to put it all together, and 1 complained the Rubric was confusing.	The Rubric will be revised to include specific instructions regarding the use of electronic presentations, such as PowerPoint presentations, overhead projections, audio or visual clips, etc. to augment their poster presentations.

Fundamentals of Nursing	The type of CAT that I used was the muddiest point. The specific area was focused on clinical skills.	Due to this being the muddiest point of skills covered for the majority of students, I think it might be beneficial to introduce the skill as it was introduced in past years. I plan to talk with other team members concerning this change. I also gave additional time for practice in the clinical lab in order for students to gain mastery of this skill.
General Accounting	Test effort/Book use muddiest point - reviewed answers to muddiest point about time spent studying, using the book, etc.	I will review the importance of using the book/studying for test and not relying on lecture material only for the first two weeks of class.
General Accounting	Students said that it was difficult to follow examples that I was providing on the dry erase board. As a result, I typed up my lecture notes with examples and provided as a handout. I made certain to explain each and every caveat of the examples provided in the hand out. Student were able to make notes regarding lecture on the handout which they found to be more helpful These handouts are stored in the "doc" sharing of my e-companion.	If I teach this course in the future, I will definitely continue to give handouts. Students seemed to benefit from a greater understanding of the material.
General Psychology	Wiki assignment extra credit option	I think I will enter it in multiple units
General Psychology	A One-minute-paper was performed on October 28, 2016. This was a Go to Meeting class with another section at Ellsworth. Students were comfortable on neurotransmitters but uncertain about the types and steps in their release.	A flow chart should be produced to show the process and a table showing the names of neurotransmitters and their functions.
General Psychology	I did a walk about for the CAT. In regards to social cognition the students were in groups of four working on a problem together. I was able to hear their understanding of the topic and expand on their comprehension.	I will add more reading comprehension questions in the online course shell. This is a nice way to allow the students to keep motivated with the reading for the course.
General Psychology	I did a short quiz on Developmental Theories and then using that data, found an activity that I used to reteach the theories they were unsure of.	I liked the new activity and will continue to use it next year.

General Psychology	Moment of clarity - Material was halted to check to see if students were confused concerning role of dopamine (where Parkinson's was concerned) and ACH (where muscles were concerned). They were, so further description was made.	Make further clarification on similar but different phenomenon.
General Psychology	Background knowledge probe using the base question, "what do you expect to learn in this course?"	Structuring classes more to broaden the overall coverage of text
General Psychology	I did a student survey on prior knowledge of Left Brain/Right Brain and split brain. The results were mixed, but overall they indicated that I needed to spend some time on these subjects.	I added an activity to the class that I had not used in the past.
General Psychology	Pre Assessed by discussion/ feedback on existing understanding of topics and terms.	Developing additional power points and video resources to support the visual/ kinesthetic learners, with more reviews throughout the course.
General Psychology	One example would be after certain chapters, students will answer 2 questions, 1.) What was the most important thing that you have learned? 2.) What important question do you still have unanswered?	Adjustments that have been made is to make it more than just a couple sentence responses. Asking the questions at the beginning of a chapter instead of the end.
General Psychology	During our lesson on behavior, I explained to students the difference between secondary and primary reinforcers, as well as the benefits of these in the context of advertisements. The students were then asked to use their iPad to search for ads and identify the primary and secondary reinforcers used. All students were able to identify each with the ad chosen.	Before this CAT, students were unable to see the benefit of knowing the difference between the two types of reinforcements, especially when it came to business. After they were able to understand the methods used in commercials and were able to come up with their own ideas.
General Psychology	After reading an article on 'pre-coverage quizzing' in the journal Teaching of Psychology, I decided to use it when covering the modules on Social Psychology in my 4 sections of General Psychology. This is NOT a course pre-post test, but it does make use of non-graded pre-testing before covering material. The rationale behind this practice is to make students aware of the material they will soon be covering AND to familiarize them with the types of questions they will see when a unit exam is given. I performed this for one sub-section of General Psychology (Social Psychology).	On the pre-test, the 'grade' did not count and was not used in determining one's semester grade. The pre-tests were returned to the student for study purposes. I did not do statistics on this technique (compared to other classes in previous years) but the grades on the Unit Exam was above average. I will do this practice again this summer - and I may 'enlarge' it to include other modules contained in the course.
General Psychology	I did a muddiest moment while discussing Modules 15 and 16 in class. Students seems to be struggling with understanding absolute threshold and perceptual set.	Students required more examples to help them understand the two concepts. Will look at possible website information in the future to supplement with on-line content.

General Psychology	A One-Minute-paper was done on November 29, 2016. Students were comfortable with symptoms of depression and its causes. Students were concerned with dysthymia and cyclothymia variations.	Dysthymia and cyclothymia variations are not contained in the chapter. Despite the picture illustrations (a previous CAT change), students still seem confused. Students will be provided with a handout so they can retain copies of the pictures.
Gerontological Nursing	I provided a suggestion box for students to submit suggestions for improvements, changes, likes, dislikes or any concerns related to classroom teaching.	I will use more interactive teaching methods like Jeopardy games and resources pulled from the resource website. Attempt to eliminate noise and distractions from the classroom as much as possible.
GIS for Emergency Operations	Module 8: Disaster Mitigation -Discussion 8 Part 2: Highs and Lows	Based on the student feedback the main discrepancies in the course were that the assignment instructions often seemed to contain errors and were difficult to understand/follow. I plan on doing a thorough revision of each assignment and making changes where necessary in preparation for the upcoming fall semester.
Government of United States	For this class I did a pre-test. This allowed me to assess where the students' knowledge was strong and where it was weak. This allowed me to flex within the syllabus and work on students weaknesses.	We were able to focus more on writing and reviewing documents to increase the student's writing proficiency.
Government of United States	CAT USED: Muddiest Point Project Learning Summary	I amended project learning summary to incorporate points from class as well as an outside website for support.
Government of United States	One Minute Paper: Students used sticky notes at the end of class. On one sticky note students listed a concept they were familiar with, and on another sticky note they listed something they were confused about and why.	This was a useful activity when we were discussing founding philosophers of government, an area in which students often have a hard time. This allowed me to see which concepts and ideas needed to be refreshed and which ones students felt comfortable with.
Government of United States	I included a muddiest moment and a cumulative summary project. This allowed me to access and modify from feedback.	I changed the project.
Government of United States	Project Learning Summary in unit 6 Exam Feedback Extra Credit	Based on comments, added an extra credit component, used the exam feedback to make more relevant to the competencies.

Government of United States	The students were instructed to use their Notes, Text and other sources to write 4 multiple choice, 2 short answer, 2 fill in the blank and 2 short essay questions over the chapter and subject at hand. This gave me the opportunity to assess the individual student's critical thinking ability, knowledge of subject, thought process, achievement and content understanding level. This is chapter 6 assignments 1 and 4 on my e-companion site under chapter 6 assignments.	I will adapt a more specific method in determining which subjects and academic levels the students need to respond to.
Government of United States	I used three CAT's. 1- Exam feedback where students critiqued the exams and we discussed the relevancy of certain topics that matched with the core competencies 2- Web link learning summary project. This was a mini webliography where students critiqued a website that pertained to a topic that coincided with topics covered. The summary was a writing assignment that showed deep thought and reviewed the material covered in the course. This was also covered in a thread where they then had to discuss what other students had learned about. 3- feedback as the last threaded discussion where they gave information about improving the course	I have and will continue to change the exams to reflect the current topics covered in the course. I will use the student feedback to make the exams more relevant to the material. I have and will continue to improve all aspects of the course from the student feedback.
Government of United States	I did background check of knowledge on the Subject being taught. Most student had some idea of what I was talking about so I probed them and explained what they did not understand.	I was able to teach information that was not known by the students.
Graphic Design	Over-arching, all- encompassing question, located in Final (Unit 5) Would students answer the question and in their response relate back to the content of the past six chapters?	I will consider moving the chapter on Branding back two weeks. Let them generate the logo and use it in the stationery then present Branding.
Harmony I	Students complete chord progression examples at the board.	With students working at the board it allows me to watch their thinking process and make individualized suggestions to help them through the process.
Harmony I	This course requires demonstration of learned skills so we have daily exercises where the students complete the notation of assigned chord progressions on the board.	With this method I can see each student's strengths and weaknesses. I can also immediately address any points of confusion individually.

Haz Mat Response Operations	The CAT I used for this course was evaluating the activity given in Week 3 vs. the Core Competencies it covered (Competency #2-5). The activity in this week of the class is designed to emphasize the importance of the recognition and identification of the presence of hazardous materials. This class prepares the students to challenge a national certification test for Hazardous Materials Awareness/Operations level training and R&I are the main components to that level of training.	I had a couple of students with questions regarding some of the material covered. All of the students in this class did achieve the 80% or better mark on this assignment. The questions that were brought up were addressed and explained more thoroughly. In the future I plan to add an exercise to emphasize the points where there were questions and hopefully clear up and confusion for the students.
Hematology & Coagulation	I did a form of the Muddiest point. It is located within Unit 6 in my course. I asked the students to identify the hardest concept of manual cell calculations and then offer ideas on how to make the concept easier to learn in an online format. I also asked them to include suggestions that I as the instructor could use in my course to help them have a better visualization of the hemacytometer. This seems to be a concept that many of my students find hard to grasp.	There were many suggestions about including videos about the hemacytometer and I have some excellent resources but I am not sure how often the students refer to them. I will consider making this more of an assignment to "force" them to use the current tools in the course.
Hist & Phil Western cul to1500	I did a background knowledge probe in the module 8 discussion.	There was need for follow up for additional clarity.
Hist & Phil Western cul to1500	A learning summary was used in module 12 to measure learning and assimilation of the material.	Some adjustments to the instructions will be made for the project.
Hist & Phil Western cul to1500	I did a background knowledge probe in the module 5 discussion regarding differences between Plato and Aristotle and there was need for additional information.	An additional follow up discussion was presented to formulate the differences and value of Plato and Aristotle.
Hist & Phil Western cul to1500	A background knowledge probe was used in the Course Home and Module 16. There was general improvement in learning.	Directions within the Course Home and Announcements may be shaped along with the Course Schedule. To promote student learning.
Hist & Phil Western cul to1500	A background knowledge probe was used in module 12 with a learning summary essay.	The essay evaluates learning and assimilation of material and concepts. Encouraging students to use their discussions to prepare should help in the future.
Hist & Phil Western cul to1500	A background knowledge probe was used from the module group discussions.	Follow up posts from me will be adjusted to provide better evaluation for learning.

Hist & Phil Western cul to1500	A background knowledge probe was used in module 12 and module 13 to examine understanding of Thomas Aquinas and leadership.	Follow up to reinforce understanding of Aquinas from module 12 was compared in module 13 to build further understanding.
Hist & Phil Western cul to1500	We team teach this class with a number of instructors. I have put a course mistake section into Course Home for each of the classes. It was designed to find editing errors, but provided insight into many other aspects of the course. Students ask questions about the meaning of lecture notes and reading assignments. We have updated links and lectures to fix not only syntax mistakes but also methodology to ensure that the material is understood by the students. The Course Mistake section is an excellent tool and I have incorporated it into all of my classes.	I learned from the course mistake section that we need more than just text in our threaded discussions. As a result I have placed video into all of the thread topics for my group. Over the past three sessions the addition of the video has much improved the threaded discussion portion of the course from the standpoint of student participation and comments.
Hist&Phil West Cul 1500 - Pres	A learning summary project was used in module 14.	Information regarding the assignment will be sent to the students in advance to utilize their discussions to prepare for the essay.
Hist&Phil West Cul 1500 - Pres	A project learning summary in module 14 was used to evaluate learning and assimilation of material.	Coaching earlier in the course with the possibility of introducing the Project early in the discussions may help students with their learning.
History of Kansas	One minute paper on the official cause of the start of WWI. Out of the 15 students officially enrolled, 9 students were present to participate. Out of 9 students who participated, 6 correctly explained. The 3 whose answers were incorrect seemed to be confused that the question asked about WWII or why the US entered WWI.	Will make it clear that I am asking about the official cause of the start of the First World War, not the Second World War or why the US entered WWI.

History of Kansas	Muddiest Point. I give my students 5 extra points for the muddiest point.	In the past it has been the concept of Trustbusting so I added a power point and extra lecture materials. Now the last two times the students have said the textbook. I added outlines for each and every chapter and I also added outlines for the essays that are due. The grades on the essays went up as did the test scores. Not one of the students complained about the book. In fact the only complaint that I had in the muddiest point section was the amount of work that was due. Students posted no complaint keep the course the way it is and one complained about too many essays maybe more quizzes. I will not add quizzes but I will continue to keep the outlines in.
History of Kansas	I use the muddiest point in Unit 9. I ask the students to explain the most difficult concept of the course and why they could not understand it. I also ask for suggestions on what would help them to understand. Traditionally Unit 4 and anti-trusts have been the most difficult. I have added so I have added graphs, videos and also a power point on it. This session 80 percent of the students did not comment on Unit 4 but rather they asked that I outline what is expected from the essays. I went into to each essay and outlined what the students need to write about.	I will see if the quality of the essays increases or if the students will just find something else that they want added to the course.
History of World Civ 1500-Pres	Daily Quick Response To start each class I am taking a few minutes to ask the students critical and non-critical questions over the previous lesson. I am giving the students 30 seconds to an answer and if the correct answer is not given I will briefly explain the correct response.	This process gives me a quick determination for understanding of the topics at hand and gives an indication as to whether or not more depth to the topic is required.
Human Relations in Business	We did the muddiest point in class. Found out what information from the chapters the students didn't understand and went back with further information until the point was clear	Chapter 5 on Organizational Values seemed to be somewhat unclear so we went back and relearned the chapter as well as had a class discussion to help students understand the topic.
Human Relations in Business	Muddiest point in Unit 7	Here is what the student said, "I did not find any section confusing but I thought the instructor was asking us to do a quiz again on the same chapter. After taking the test I realize we were being tested on the later part of the chapter." This is a problem because of the edition change. I need to change the textbook again.

Infant & Toddler Edu & Care	Write down the muddiest point in the chapter on a Sticky Note and stick it to the white board.	3 out of the five sticky notes collected were about the same concept. So next class with took the first 20 minutes reviewing and allowing students to use the white board to write down what they knew and then as a class we built upon that knowledge. We spent about 3-4 minutes each on the other two sticky notes.
Infant & Toddler Edu & Care	For extra credit, there is a "What Do You Know Quiz" in Week 4. Most students missed some questions.	I have the opportunity to address the questions missed in upcoming lectures and discussions as the CAT was done early in the course.
Infant & Toddler Edu & Care	At least once a month I would ask students to right down one thing that they would like clarification on that we have discussed in class. They would hand this in with or without including their name. This is also an opportunity for them to ask questions without feeling self-conscious.	This has provided additional insight into what I need to spend more or less time discussing in class based on the responses of students.
Information Security	I did a muddiest moment which is located in Unit 11 under the content item link labeled Personnel CAT.	I will continue to cover this content in a similar manner.
Information Security	Muddiest Moment located in Unit 8: Cryptography under content item link labeled Cryptography CAT	We will spend more time and detail on Public Key Infrastructure.
Information Security	I did a muddiest moment which is located in Unit 5 under content item link labeled Discussion Thread	Students seemed to grasp the concepts. We will continue to cover the topic as designed.
Interaction Tech w/ Children	Questions at the end of quizzes & muddiest point	I need to make sure there are submission options for all assignments. For some reason a couple of them didn't have a way to submit them once the course started.
Intermediate Algebra	Look at what areas students had trouble and alter presentation.	I look at test results.
Intermediate Algebra	In the unit on graphing I did the RSQC2, I proposed a problem that the students needed to solve without teaching how to solve it. I refreshed the students on the tools necessary to see if they could connect the previous lesson with the current lesson. After a few bumpy starts, the students were able to apply the rules without having a traditional lecture.	I used a cross curriculum aspect introducing how science and math go hand in hand.
Intermediate Algebra	I did a muddiest moment in Unit 4.	Document on factoring methods already in course; perhaps email a copy at the beginning of the unit.
Intermediate Algebra	Matching activity for parts of an equation and the equation. Students scored about 70% at the beginning. Most questions missed included those that were horizontal and vertical lines with the slope	More concrete examples will be provided and shown to students of equations that are not in slope intercept form.

Intermediate Algebra	Walk About: After lecturing of Rationalizing a Denominator, I assigned a few problems for the students to work on their own as I walked around to view how they were doing. I added comments if I notice they were missing a step, to get them back on track.	This type of CAT works well in my lecture classes. I can immediately see where issues are and make corrections at that point.
Intermediate Algebra	I did a muddiest moment in Module 4.	I will change the muddiest moment to an earlier module to make improvements on some errors students have earlier on in the course.
Intermediate Algebra	Before teaching Cramer's Rule as a method for solving systems of equations, I did a background check for their understanding of Cramer's Rule. Once the students saw the determinants, they remembered having done Cramer's Rule. They couldn't remember specifically how to set up the determinants.	We spent some time in class going over how to set up the determinants. Since this isn't a skill the students have used much since Algebra 2, it is necessary to review.
Intermediate Algebra	Before starting Chapter 3, I used a background knowledge probe to find out what my students remembered about finding the slope and writing equations of lines. These skills were covered in Algebra 1 and Algebra 2, but it has been awhile.	Before the lessons in Chapter 3, I will emphasize how to find slope and write equations of lines. Students can ask questions about these skills. After grading the assignments, I can also go over any commonly missed problems.
Intermediate Algebra	I focused on solving system of equations with 3 variables in section 3.4.	The students understood 2 variable system of equation problems better after solving the 3 variable system of equation problems. They did better on the unit 2 test, and I think they will be better prepared for college algebra.
Intermediate Algebra	On October 3, 2012 I did a muddiest moment paper. They were to list the concept(s) in Chapter 6 that were the most confusing. From that list I built a review sheet to use to study for the Chapter 6 test. We are taking an extra two days to make sure the students feel confident BEFORE we take the exam.	The greatest change I have made is cutting back the amount of homework to give them time to really digest what they are doing. Assign ten problems every day instead of thirty every two days. It seems to be working -- so far.
Intermediate Algebra	As the result of homework and unit exam functions need to be worked on.	Have the students watch a video on Functions.
Intermediate Algebra	I did a muddiest point in the rational and radical functions. Students were asked to write about one thing they wished I could go over. I put all the results together and found out what I had to reteach.	I had to reteach rational and radical functions all over again.
Intermediate Algebra	Compass and feedback from the students. I look at the results of the Basic Algebra final	I will cover a section extra if the students need the extra coverage.

Intermediate Algebra	Walk About: After I explained a how to complete absolute value inequality equations and did numerous examples. I then gave a problem for each student to complete. I then walked about the classroom as each student had to complete 2 inequality equations without assistance. As the students worked independently, if the student hit a point at which they were stuck, I would give hints as to the next step without indicating how to complete the problem.	I will use the same type of strategy while teaching only do it from the board.
Intermediate Algebra	Review question and answer sessions were held with each of the unit and final exams given this semester.	Weakness noted in two areas that will be corrected in the next class; Pathophysiology of shock and radiation exposure.
Intermediate Algebra	Walk About: After lecturing over a topic about Multiplication and Division of Radical Expressions, I assigned a few problems to work on their own as I walked around to view how they were doing.	I stopped and fixed any errors in their work as they were finishing their problems. If more than 3-4 of students missed big steps that tells me that I need to revisit that topic.
Intermediate Algebra	I did an option survey (a system of three equations in three unknowns) and asked students to solve the system, identify their method of solving, and then explain their choice of options. I was very pleased that all students found the correct solution, and 4 of the 6 used the most recently learned method (Cramer's Rule) rather than the allowable and correct methods they had learned in previous courses. I now know that the students are ready to move on and that they have mastered one of the competencies for the course.	Intermediate Algebra is a preparatory course for College Algebra, so it is important to identify areas of mathematical content weakness or omission in students' previous learning. I know that I have one less competency to prepare for.
Intermediate Algebra	I inserted a lecture after chapter 7 to describe the importance of the Pythagorean Theorem by using the material in section 10.1. For example, I showed how construction workers use it to make sure the corners of rooms in houses are square.	Students were happy to see the purpose of the distance formula. This provided relevance for learning the formula.
Intermediate Algebra	After introducing solving systems of equations, I asked students to solve a 3 x 3 system using the method of their choice and asked them to tell me what method they had used and why.	The students all solved the system successfully and explained their choices of method with great understanding, so we are moving on to new material.
Intermediate English	I did the Muddiest Minute with the students. They are totally confused as to what to put down for the daily activities with times and especially which quadrant to put it into. I gave them an example with me and had they discuss where it should go and why.	This was like night and day. I will most definitely do it this way again.

Intermediate English	In Intermediate English I used the muddiest minute for conjunctions. The students felt that they did not have enough time to learn it well, so I slowed it down by breaking it into chunks.	The results were definitely better, and the students said later that they were more confident of what they were doing.
Intermediate English	Students didn't understand the power or necessity of a transition work or phrase. Their com/con essays reflected this gap in their skill set. I handed out a list of transition words and phrases during the post writing phase.	I'll hand out the list of transition words and phrases during the prewriting phase.
Intermediate English	I did the Muddiest Minute. The students are having trouble with the various sentence types. I really went out on a limb and used algebraic symbols with the conjunctions sheet to show equal, more than etc. plus I used initials for the clauses.	I was surprised how much most of the students liked it by combine the algebra with the English. I guess the two can mix!!!
Intermediate Reading	I did a Muddiest Moment after a lecture on implied main idea. Students were unclear on the methods to create an implied main idea statement, so I went back over the methods with examples.	Use more examples of implied main idea sentences and how the sentences were developed.
Intermediate Reading	I use Clarification pauses whenever I lecture to make sure students are actively listening and understanding key concepts. I also walk around the room as I talk because some students will not ask questions unless you are close to them.	The clarification pauses guide the way a lecture progresses - whether you move ahead or go back and explain or expound on previous points.
Intermediate Reading	Each One - Teach One After explaining how to form an implied main idea, I asked students to turn to a partner and "teach" their partner what I just presented. Partners had to explain back what was heard.	Students need to see the process in action, not just hear how it works -I will incorporate visually the process of creating an implied main idea sentence.
Intermediate Reading	I did a comprehension check on the kinds of writing patterns. Most students were confusing comparison/contrast and cause/effect. We went over further examples of these patterns.	Offering practice in distinguishing one pattern from another needs to be included in future lessons instead of working on one pattern and then moving on to the next pattern.
Intermediate Reading	I gave the class an evaluation form ranking the instructional components of the course from most helpful to least helpful.	The results of the evaluations will help me determine the structure of the course for next semester as far as time given to mini-lectures, individualized work, and skill practice.
Intermediate Reading	I did a muddiest point after a discussion about implied main ideas to determine what was confusing.	Students need more guided practice on how to write an implied main idea. They understand the concept but have trouble formulating or summarizing information into a single main idea statement.
Intermediate Reading	Before the Final, we played vocabulary Jeopardy to review terms and to see which terms were unclear.	I plan to hand out a vocabulary sheet at the beginning of the semester so students can use it as a study guide throughout the semester.

International Relations	I use the Pro and Con Grid in Units 2 thru 6, under the content item, International Relations Forum. Students participate in an online debate where I choose a topic and perspective that they are required to defend. This allows me to assess their level of factual knowledge and ability to apply critical thinking to the concepts of the course.	The Forum allows me to adjust Assignments and the activities they participate in the MyPoliSciLab Activity to ensure that students are exposed to the facts they need to successfully participate in a debate related to political science.
Interpersonal Communication	I use an exercise that requires the students to look at them self and describe the 10 items that identify them. I require them to cite examples.	I have adjusted the requirement to make it more effective.
Interpersonal Communication	Self-Tests in Lectures - used to begin discussions and lectures (see what they already know about information and where we go from there)	These exercises seem to be working as of now for the class; will continue
Interpersonal Communication	For this class I surveyed the students for input on how to best present the material. My objective was to determine how to make a 9 week course into a 16 week course.	I changed the format to make work due each week over the seventeen weeks. To due this I reworked all the lessons and exams.
Interpersonal Communication	I used the muddiest moment to get the students thinking in Unit 2, 4, & 6. This required the students to apply their personal situation to a hypothetical communication problem.	I found that I need to explain the situation in greater detail before the next class. Some students did not get the point correctly.
Interpersonal Communication	I asked students to identify forms of desensitization rhetoric in WWII War Bond advertisements.	I will use a structure identification system that proposes options instead of simply asking students to evaluate the advertisements cold.
Interpersonal Communication	I used extra credit evaluation question to determine if the information I was providing my students met their needs.	I found that some students did not understand why we did certain parts of the course. I will add additional information to the course next time.
Interpersonal Communication	I took the exam questions from past terms and created a new exam by rewriting questions that students had trouble with.	Converting to CANVAS gave me some problems with this course. I think I have corrected them for future courses.
Interpersonal Communication	From student input I determined that I need to strengthen my electronic communication instruction. I asked each student to select a form of electronic communication that they use to communication.	Using this data I added new sections to my course.
Intro to Contemporary Math	Muddiest Minute - Unit 1	Students are still struggling with Euler's circuits. I've added videos, additional lecture notes. Will try meeting online for a QA in the middle of the week to see if this will curb people's issues with Euler's circuits.

Intro to Criminal Justice	I use exam evaluations throughout this semester. This allows me to get instant feedback on the student's understanding of the course material.	This technique is in all my courses. As a result of this feedback, I can adjust my lecture content and test/quiz format.
Intro to Early Childhood Ed	I have one CATS questions with my eight modules. One muddiest questions, one write and answer you own test question and six short answer questions.	I will be adding in new web links.
Intro to Early Childhood Ed	I have CATS in all eight units. One muddiest point, one write and answer your own test question and six one minute responses on how the course could be improved.	Add in an example IEP for students.
Intro to Early Childhood Ed	I have CATS questions in all eight Units. One muddiest point question, one write and answer test question and 6 one minute questions within my course shell.	Adding in information about ADHD and Autism.
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test questions.	Yes, I added in the Course Mistake Extra Credit Project to my unit Home for my summer courses.
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers, 1 muddiest point and write and answer test question.	Updated information about new standards.
Intro to Early Childhood Ed	One muddiest point, write and answer your own test question, 6 one minute answers.	Threw out a test question.
Intro to Entrepreneurship	Audible/Nods. Questions were posed to students regarding business start-up questions. For example - forming, operating, reporting, etc. Assessments were made regarding students understanding of concepts. Class material presentation was adjusting based on their knowledge.	Future class will provide pre-test questions in written form at the beginning of each unit section to assess student's understandings.
Intro to Literature	Reviewed Blooms Taxonomy by asking typical teacher questions and having the students classify the type of higher order thinking skills the question encouraged.	I'll need to teach this skill more than one time. I will add a bingo game.
Intro to Literature	Through class discussion and a snowball activity (similar to a "muddiest moment" activity), I assessed students' understanding of the literature. The ideas and themes that were unclear to students were better identified and explained in subsequent lessons. In other words, through these activities, students were able to identify areas that I needed to revisit and better explain in class.	The C.A.T. described above allows me to spend more time on the students' weaker areas and to personalize my instruction for each class, based on the students' needs.

Intro to Literature	After discussing folk ballads, I assigned the students to read "The Twa Corbies" and explain how the ballad fit the format of a folk ballad. They presented a paragraph on the meaning of the ballad and a written explanation of its classification.	I was pleased that most of the students could compare this ballad to a typical ballad. In some cases the students wanted to summarize and I had to encourage them to give an understanding of the underlying meaning of the ballad beyond a simple summary.
Intro to Literature	This was the first class I taught as a Barton instructor, so I was learning on the fly about teaching soldiers. This rather large class had ranks from PVT 1 to First Sergeant E-8, so the age and experience levels of the students were very different. We concentrated on in-class discussion and sharing of experiences between the soldiers, which was effective in a Personal Finance class.	Emphasis in this class depends on the maturity/experience of the soldiers; young soldiers need more focus on basics like how to purchase a car; older NCO's are more focused on saving for college educations for their children. So the key is tailoring the course to the specific needs of the students.
Intro to Mass Media	Inquiry of the key understandings resulted in more feedback on technical concepts and a void in the law and under pinning rules that direct the operation of media that is available.	Will increase focus on FCC and court decisions and terms that provide guidelines for public media operation.
Intro to Mass Media	Not in course shell, oral pretest on media types, propaganda, first amendment law and regulation.	The book is to focus on specific media operations and would use more historical time line as foundation to anchor against the rapidly developing trends.
Intro to Mass Media	Mid-term PowerPoint presentations	I utilize PowerPoint presentations in my public speaking classes, but had not intended to include those in the mass media class. I announced midterm assignment as a paper, but opened the door to alternative suggestions. As a result of this exercise, I will continue to seek student input on how to structure assignments.

Intro to Political Science	Because of the very small class size, the presentation of material was more of a person to person conversation. In this format it was very easy to measure the student's comprehension based on their questions and conversational interaction. In addition to this "special circumstance" there were the usual objective and subjective quiz questions that result in the earned class points.	Because of the extensive student interaction, the course work focused more upon political philosophy and current applications of political thought and less on the usual legislative, executive, and judicial logistics of political science.
Intro to Political Science	I use the Pro and Con Grid in Units 2 thru 6, under the content item, Political Science Forum. Students participate in an online debate where I choose a topic and perspective that they are required to defend. This allows me to assess their level of factual knowledge and ability to apply critical thinking to the concepts of the course.	The Forum allows me to adjust Assignments and ensure that students are exposed to the facts they need to successfully participate in a debate related to political science.
Intro to Political Science	At the beginning of each class session we begin with a review of yesterday's material. This is done by means of a quick oral quiz of those items covered yesterday that could very well show up on the next quiz/test (this seems to get their attention). If an acceptable class answer is offered we can go on to the next point, and if there is no good answer given we can take the time to re-teach that item. This start-of-the-class-period practice is also an excellent way to move into the new material to be covered today.	Lecture notes and class presentations are always under constant revision and improvement. Based on questions asked by a responsible student, course shell notes and the lecture content covering those curriculum components were altered and will be used in the future.
Intro to Social Work	After viewing The Grapes of Wrath, each student wrote a summary of how they think the Great Depression might have significance with social services today, based off what they saw in the movie.	I will make a list of discussion questions to look at while they are viewing the movie so they are thinking about the key details while watching, rather than at the end. Each week we only watch about 20 min. of the movie, so it is often hard to remember week to week.
Introduction Ergonomics	I ask for a biography of each student which shares their experience level and expectations, Pre-test, pop quiz and discussions of knowledge based.	Each course I teach I adapt my lessons to allow for a better understanding. Feedback from my students is important.
Introduction to Business	The students completed a Business Plan discussion at the end of the semester to provide areas that they would like to see improved. We also provided opportunities throughout the semester for students to review their muddiest points and discuss those areas again. The discussion is located in the BARTONline course unit 16 under "Business Plan Discussion".	The students stated that they struggled the most with the Marketing section of the business plan. This is the last section that they work with. I will try and move the introduction presentation up by a week and therefore create a little additional time at the end of the semester for more Marketing plan preparation. I also believe I will have the students complete peer reviews for the Marketing plan.

Introduction to Business	Business Plan which is located in the course home unit. This is comprehensive assignment of what the students learned throughout the entire course develop their own business plans for a business they wish to someday start.	Go more in-depth into financial information
Introduction to Business	I required each student to create a Business Plan for a new business and make a quality PowerPoint presentation on the last day of class. While the total exercise was good, teaching students who had never studied accounting or finance how to do the financial portion of the plan proved too much for most students. I was forced to base their grade on the overall - mostly non-financial - parts of the plan, because they just did not know how to integrate the financials with the remainder of the plan.	The next time I teach this course I think I will reduce the financial section to a cash flow and skip the distinctions of a balance sheet and income statement. Even that will require a lot of hands-on teaching with individual students.
Introduction to Computers	I did a 'muddiest moment' after covering Chapter 7 Networking. As a result of the feedback we went ahead and set up a three computer network in class the following day.	Because of these results and the blank stares I often get when I begin to talk about networking I have now worked a 'set up the network' into the section on chapter 7.
Introduction to Computers	I did a background knowledge probe. Specifically how many of them had ever installed a printer? One student had. We visited about the steps involved and I set up the following day to have students install different printers and uninstall them.	Since they really hadn't done this before I had the students add a different printer to the network and to their machines. Then I also had then install a USB printer directly to their machines. Finally they got to uninstall everything.
Introduction to Computers	Muddiest moment which is located in Unit 7 under a content item link labeled Module Comments.	Updating all information to Windows 10
Introduction to Computers	I did a muddiest moment which is located in Unit 6 under a content item link labeled Module Comments.	Will add more information into course lectures about SmartPhone viruses
Introduction to Computers	I did a muddiest moment on something students learned and that requires more explanation about basic Networking terminology.	We will spend more time explaining some the acronyms associated with basic Networking.
Introduction to Corrections	One-Sentence Summary – ask students to answer the questions and have a discussion with one another over it. I monitor it to make sure they stay on topic and being respectful to each other.	I will continue to add new stuff if it will pertain to my students and help them learn.
Introduction to Finance	Determining the value of M1, M2 or M3?	I will adjust my requirements for the chapter notes
Introduction to Finance	I used the muddiest point for students to determining the value of M1, M2 or M3 which is found in the Chapter 1 Threaded Discussion	I need to make more notes for students regarding this CAT

Introduction to GPS	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. Lab group and individual exercises were conducted to apply pertinent principles of GPS gone over in class. A field trip to Camp Aldrich were taken to apply principles learned in class regarding GPS and mapping	More on hands reinforcement
Introduction to GPS	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. Lab group and individual exercises were conducted to apply pertinent principles of GPS gone over in class. Several field trips to Camp Aldrich were taken to apply principles learned in class regarding GPS and mapping.	More hands on with available GPS technologies.
Introduction to Investments	I use the muddiest point for my CAT and I applied it to understanding how to calculate future values.	This was the first time I had taught this class and have many "issues" to be fixed.
Introduction to Leadership	Leadership characteristics were evaluated in final project for understanding after continual discussion in course.	More discussion and material will be given over leadership characteristics for knowledge reinforcement.
Introduction to Music	Muddiest Point: a quick survey of concepts that are confusing. I tally the results and review the areas of concern.	I have added additional videos that help show and describe the elements of music.
Introduction to Music	The students took a multiple choice quiz (not for a grade) over 4 genres in preparation for a test which includes these genres.	A new strategy includes separating the 4 genres into matching 2 at a time on the test.
Introduction to Music	I have an Extra Credit assignment that simply asks "How Are You Doing?" They can answer anything and get the extra credit but it allows them the opportunity to reply and ask for help if needed.	Most adjustments are minor due to the one on one nature of teaching online. It does allow for specific interaction with the issues each student may have.
Introduction to Music	I offer a threaded discussion and ask students to tell me how they are doing (with the class). If they are OK they must say so, if a particular element of the class is difficult, tell me what it is and I will clarify or add additional materials to help them.	The majority of the students do not need help. The most common area of concern is all of the terms in the class. I added a review sheet for each test in Doc Sharing to help them.

Introduction to Music	I did a comparison between a multiple-choice knowledge check and an essay question on the unit exam. I then analyzed the results and posted it for the students. The C.A.T. is found under Module 4, under the button C.A.T. results for Chant and Polyphony.	I will keep communicating with my students as to how they can improve.
Introduction to Music	Muddiest Point. We have an open discussion about the elements of music. The class votes and matches terms with definitions on the board. At the conclusion we review the list and give examples of terms that were matched wrong or of terms that the class had a hard time agreeing upon.	I will place more emphasis, and give additional examples of the terms we discuss.
Introduction to Music	Muddiest Minute	Assessment of muddiest point dictates review and discussion of material presented.
Introduction to Music	A Gradeless quiz is given two classes before Test 2 over musical elements, genres and events from Eras of the Middle Ages, Renaissance. The CAT results - 6 out of 24 missed the term "Rhythm", The Test - 4 out of 24 missed the term "Melody".	Using the results of the CAT, we cover the most missed items again the class before the test.
Introduction to Music	Most Understood/Least Understood CAT on Mozart. Most students understood the content, but a lot of students did not understand the historical time period.	Will continue to ask students what back round knowledge they have of history and how it relates to music history.
Introduction to Music	I used 2 multiple choice Knowledge Checks to help students prepare for the essay questions on their first big exam. Students can take the Knowledge Checks as many times as they wish in order to get the answers correct. The C.A.T. results for both the Knowledge Checks and the Essays are found under the Module 4: C.A.T. for Chant and Polyphony button.	I discovered that there was a major part of the first essay question that did not correlate with the Knowledge Check on Chant. I may change the Knowledge Check to reflect this next time.
Introduction to Music	I used a multiple-choice Knowledge Check after a lecture presentation. I shared the results of the Knowledge Check with the class, and compared those results to the students' responses to a paragraph essay from their exam on music from the Classical era. The CAT is described in a report found under Week 4: Sonata Allegro Form Knowledge Check Results.	I need to explain the rubric for the essay question more clearly, and ask students in class to verbalize their understanding of the sonata allegro form the day after the lecture presentation.

Introduction to Music	In Week 5, of a 9 week course, I have a thread where I simply ask students, "How are you doing with your understanding in this class?" They are asked to list any concept studied that is difficult or unclear, or they may simply say everything is OK. Posting these as a thread allows other students to see that they may not be the only one having difficulty with a concept.	The most common concern is with the listening assignments which are inherently more difficult in an online course. I am researching new methods to present and assess these listening assignments.
Introduction to Music	I did a pre-knowledge check; it is described under Week 4 : Sonata Allegro form	I will keep working to reinforce the sonata allegro form structure and ask for more feedback in class.
Introduction to Music	I did a Knowledge Check, followed by a paragraph on the unit exam. The C.A.T. results are found under Week 4: Sonata Allegro C.A.T. results.	I plan to keep emphasizing the Sonata Allegro form in lecture and PowerPoint presentations. I will add more audio examples next time.
Introduction to Philosophy	A background knowledge probe was used in class during week four. A cold case was presented for evaluation and understanding, with input for each student in class. Learning adjustments were made with understanding of the material.	Adjusts in learning were made with each students understanding of the material.
Introduction to Philosophy	A background knowledge probe was used in the class room during week 4. Students were examined for their knowledge of Francis Bacon with respect to Epistemology and metaphysics.	Additional explanation and relating were presented in class to bridge needed knowledge.
Introduction to Philosophy	A background knowledge probe was used in the class room during week 4, regarding Francis Bacon and his philosophical contribution.	As a result of the findings, additional information was provided in lecture and discussion.
Introduction to Philosophy	A background knowledge probe was used with classroom discussion to evaluate understanding of material in week 2 in the classroom.	The week 2 question allowed for follow up discussion to identify lacking information and help gain needed info as well as assimilation of material. This was continued for weeks 3-6.
Introduction to Philosophy	I asked students to reflect on their experience in the course in Unit 8 on the basis of their stated objectives in an introductory discussion	I need to do a better job of showing students from the beginning how the concepts being discussed are directly related to their own live -- students indicated that they did not really "get" how the material was relevant.
Introduction to Philosophy	I conducted a "clearest" moment and "muddiest" moment type of CAT in Unit 8.	The students reported that they would like a little more background on each philosopher as they write on the meaning of the quotes they choose in the Discussion Forum. To accomplish, I am firming up and redoing several of my video lectures.

Introduction to Philosophy	I asked the students to look at the course outcomes and objectives and then to reflect on which one(s) they had achieved the most success in and to explain why. This was done in Unit 8.	Their responses indicated that they were most successful in understanding the historical development of philosophy and less successful in thinking through their own personal philosophy. I believe this indicates I need to emphasize more (in my questions) the connection between the "facts" of the course and the experiences of the students.
Introduction to Philosophy	I asked them to reflect on their stated goals and objectives for the course (question asked in Course Home week) in light of their experience in the course. This question was asked in Unit 8.	I need to continue to ask probing questions throughout the Units in order to push the students to deeper reflection on the material in light of their own experiences.
Introduction to Philosophy	Muddiest point, Socrates' 4 Basic Principles. #4 had most votes for Muddiest. Discussed in next class.	Will take more time on #4 next class. It seems the hardest to understand.
Introduction to Philosophy	Muddy Point. Reviewing the 3 New Turns in Epistemology asked which if any were a Muddy point. All nine students voted there was no Muddy Point. A few discussions confirmed that all 9 were confident they understood, and were secure that they would do well on the coming test.	This semester I made changes in the presentation that worked better this year. Made note in textbook do the same in the fall semester.
Introduction to Philosophy	A background knowledge probe was used throughout week 5 in class with critical thinking questions.	The questions and answers from the students allowed for adjustments in understanding and perspective to be adjusted and confirmed as needed.
Introduction to Philosophy	I asked the students in Unit 1 to talk about their expectations and goals for the course. Then in Unit 8 I asked them to evaluate their experience in the course in light of what they had written in Unit 1.	To encourage student learning and interaction, I am going to add a requirement that students greet each other by name when responding to posts.
Introduction to Philosophy	A background knowledge probe was used during week five to evaluate knowledge and the ability to relate areas of Philosophy.	Review of areas of Philosophy, using short video clips and interactive feedback to relate situations to Philosophers and their areas of Philosophy.
Introduction to Philosophy	In Unit 8, I asked the students to talk about what they had learned as a result of doing the phenomenological paper.	I have decided to change the paper to a more didactic paper that asks the students to reflect on course outcomes/objectives and talk about how they achieved this during the semester.

Introduction to Philosophy	A background knowledge probe was used in class during week 6 to help improve the final essay.	Help sessions after class time were added to provide opportunities to workshop and process the major essay development for the course. This helped students process and improve their work.
Introduction to Philosophy	I asked the students to talk about one course objective that they thought they had fulfilled/succeeded in achieving	I have been adding comparative questions to help the students link together the various philosophical opinions/views and I want to continue to develop more questions to help students achieve mastery of the material
Introduction to Philosophy	I asked the students to choose one philosopher and discuss what he would say to a current politician in Unit 6. This is a question designed to assess whether the students are able to connect the philosophy they are studying to the world in which they live (last competency).	The students did a good job and it is clear that they are thinking through the philosophical views they are learning with an eye to the modern day. I need to continue to refine my responses in order to help them clarify their own appreciation for developing a consistent philosophy.
Introduction to Philosophy	Muddiest Point. After lecture and discussion of the 3 proofs of God's existence. The secret ballot of the class of 18 was: 0 - Design, 0 - Cosmological, 9 - Ontological. Explained #3 is hardest since it is based on reason and logic only, and the others include much observation of the world and analogies. Discussed how that works in the 4 steps of the proof. Class satisfied that they followed this but it is still the most difficult of the 3 proofs.	The class became more interested and thought more about this proof and what made it a powerful argument in spite of or because of the use of logic and reason alone. So it may be a wise plan to use this on other questions to create interest in why some of the most important ideas are also a bit muddy.
Introduction to Philosophy	A background knowledge probe was used in week to prepare students for their major essay.	The additional preparation was beneficial for learning.
Introduction to Sociology	I assessed how well students learned the theoretical perspectives. The results showed that 80% of the students had a satisfactory understanding,	I had planned to cover the material on theoretical perspectives again; but, as a result of the success demonstrated by the CAT, I am moving on to another topic.
Introduction to Sociology	Getting to know your student is very important. I like to take a day where they can answer some deep questions in essay form that they may not like talking about in front of their peers, but open up to me on paper. I've been told by many students they appreciated that time to "vent" about a particular subject,	I would offer more of these essay submissions, possibly for extra credit or just for the students to get things off their chest. I have found that it can be cathartic for students to talk to someone they do not know well however look up to as a teacher.

Introduction to Sociology	For this Unit class of Military Police, I was able to structure the class in such a way that they were able to write essays and discuss in class (if they felt comfortable) about past experiences that led them to want to pursue law enforcement in the military. They all seemed to enjoy being able to interact with one another (no matter what rank they wore).	I would adjust the amount of time I allow the students to participate in class discussion. Sometimes it is important to move on as we have a certain amount of ground to cover, however they really enjoy hearing about each other's backgrounds and why they are MP's.
Introduction to Sociology	I did an assessment of how well students were understanding the theoretical perspectives. After going over additional information on the theoretical perspectives 100% of students were able to provide satisfactory explanations.	Only 50% of the students were able to provide satisfactory explanations what the theoretical perspectives are. I went over the explanations again.
Introduction to Sociology	I asked students to interpret a video using the theoretical perspectives and only 1 of the 3 students was able to do so.	I did a lecture about the video and how to use the theoretical perspectives to interpret the video. Again only 1 of the 3 students was able to do so. I will be repeating this again next week until all the students are able to provide a satisfactory interpretation.
Introduction to Sociology	I did multiple CATs on the theoretical perspectives. They are labeled CAT 1, 2, 3, and 4 in the course shell. These are scored from 1 - 10 with 10 as the highest score. A score of 8 means the student is able to describe 3 perspectives. The perspectives were described and applied to specific examples multiple times.	Explanations and additional CATs were done in March with 6 students able to describe. Additional adjustments and descriptions were made in April with no improvement in the number of students able to describe. In May an entire class period was devoted to providing examples and CAT 4 was administered. This time 12 students were able to describe.
Introduction to Sociology	For this class I like to get to know the students by having full class discussions on the topics being taught. I will teach a certain topic, and then open up the classroom to a question. What is fun about this is these students are soldiers, and they have a completely different view on certain things in Sociology than I would normally witness in a typical LSEC class. You can learn so much from your students by just listening to their own personal experiences.	While I will continue with this type of method, I am always changing my questions to discuss during class and on essays etc. I like to switch things depending on what is happening in the media or on base.
ISO 14000 Environmental Mgmt	I did background knowledge probe by assigning an EMS document assignment (a modified term paper). The EMS document assignment allowed my students to conduct outside research, use the textbook to follow the format provided and outline the various references they used.	I had to provide an example of the EMS document so they could completely understand the requirements of this assignment and follow the format in the example.
Java Programming	Muddiest Point: Located in the discussion thread under the Second Look at Classes Unit.	Using an online training software that provides immediate feedback on student errors.

Java Programming	Students completed a muddiest moment which is located in Unit Methods under content item link labeled Discussion Thread.	We will continue to use the results in address questions in the discussion thread.
Juvenile Delinquency/Justice	Using a rubric and scoring 1-10 with 1-5 being f, 6 being D, 7 being C, 8 being B, 9 being A, and 10 being A+ I asked students to describe treatment programs for juveniles. At 4 weeks their average score was 3.6. I repeated the assessment at 12 weeks and the average score was 6.6.	I will began earlier and assess more frequently.
Juvenile Delinquency/Justice	The CAT I used asks students to describe and answer questions about a new kind of corrections being implemented in the Juvenile Corrections System - Balanced Probation. Out of 6 students 4 students were able to answer correctly.	I plan to show the students a video about Balanced Probation that is being used in Orange County, California.
Keyboarding I	It is a self-assessment located in Module 8.	Students understand the impact on ergonomics on keyboarding skills.
Keyboarding I	<p>The following assessment is located under Module 8:</p> <p>Students were asked to complete a Self-Assessment Technique Rating Sheet. Students complete this assessment three times throughout the duration of the course. They rate themselves on the following:</p> <ol style="list-style-type: none"> 1. I keep my eyes on my copy. 2. I keep my feet flat on the floor. 3. My wrists do not touch the table or the keyboard. 4. My arms are a handspan from the keyboard. 5. I sit up straight. 	Students do well with this assessment and recognizing the importance of ergonomics and the role it plays in keyboarding.
Keyboarding I	I utilized a self-assessment where students are asked to rate themselves three different times over the duration of the course. Students must critique their form at the keyboard over ergonomics and if they are improving or staying the same.	The students understand the importance of ergonomics with the information that I provide. Students seem to further understand the impact of correct form on their keyboarding skills.
Leadership & Mgmt Seminar I	Team taught course with self-check quizzes in each of the units. A highly interactive class and the self-check quizzes verify student understanding of the material.	The course is pass fail and the self-check quizzes are essential for tracking student knowledge.

Leadership & Mgmt Seminar II	Each course content section (Six) contains a threaded discussion that focuses on the competencies for that session. While it is a face to face class the threads force student as part of homework to express an understanding of the content in relation to the course competencies. This allows us to address any deficiency at the next seminar meeting.	Course content updated and changed to stay aligned with the requirements of the Fort Riley Command Group.
Linux I	I asked questions of the class to determine their knowledge of Linux and did a Post test at the end of the class.	I can always improve the class and do more hand on learning.
Linux I	Each week we do an in class discussion regarding what was discussed the previous week. During the discussion I perform several audibles with a show of hands to gauge the class on the understanding of the previous week's material.	Depending on the class response to the in class discussions the review of the previous week's material will be lengthened or shortened.
Linux I	In Unit 5 the students did a minute paper covering the muddiest area that they encountered. Overwhelming majority had difficulty grasping the multitude of command lines that are required.	Since command line is the foundation of Linux the major adjustment is to provide more resources to help students quickly identify commands that are needed and when to use them. I added some additional file resources with quick references to command lines and some links to videos that help students learn to use command lines for different flavors of Linux.
Marketing	Muddiest point discussion in course shell located in Unit 16 called marketing plan discussion	Through this CAT the students are needing more clarification on the following items: PEST Analysis, SWOT, Goals & Objectives, and to eliminate the presentation section. I plan on removing these presentations and reorganizing the business plan checklist and rubric to accommodate this change.

Marketing	I have the CAT that I used in my online shell under Unit 15 called Course feedback. I have provided the students with an opportunity to let me know what they did not understand and what suggestions they would make about the Marketing Plan (Final project).	In the middle of the semester they will be submitting a portion of their completed introduction and management components so that I can provide more feedback and they have a more definite deadline.
Marriage & Family	I did a Muddiest Point in Unit 2.	I plan to give examples of "A" papers in the future so students have a better idea of what a quality paper looks like.
Marriage & Family	I did a Muddiest Point located in Unit 2.	Students would like more information regarding attachment theory. I will create additional material to better explain this.
Marriage & Family	I used a Muddiest Point assignment, located in Module 2.	Per feedback from one student, I learned that Canvas does not automatically save changes to a quiz. I learned that after making the changes, I still needed to hit the "Save" button for the changes to be published. I have corrected this in my course.
Marriage & Family	The CAT for this course measures student understanding of 4 theories of family. It is located in doc sharing, Explanations begin early in the course and students are then asked to explain what they have learned. Answers are scored from 1-10 with 1 being very little or no understanding, 6 is competent and 10 is perfect. The average student score was 6.1 or slightly better than the minimum for competency.	After analyzing the CAT results I believed we could increase student understanding with furthered explanations using new examples of how theories applied to different kinds of marriages. Students were again asked to explain what they had learned. This time the scores improved to a 9.2 average.
Medical Admin. Procedures	I used a section in the course shell called classroom assessment, where this student could tell me what she didn't understand.	This particular student didn't have any learning deficits, however, what she indicated in her work will help me place specific practice in the new course currently in development for this class. This class has been altered due to KBOR alignment.
Medical Administrative Aspects	Course Assessment information as well as written assignments	Assignment identify problematic areas with understanding the concepts of medical office practice for those who will work in the front end of the office. Course adjustments are made for those difficult concepts.

<p>Medical Clinical Procedures</p>	<p>I did a background check for knowledge of basic patient care concepts that students would have gleaned from Certified Nursing Assistant courses. Two thirds of my students were previously CNAs and had working knowledge of patient care procedures. One third did not, since this is probably indicative of many of my lab courses face to face.</p>	<p>I have included a quick review of systems in each unit so that every student is on the same page. I need to assess that at the beginning of every class to determine what facts I need to make extremely clear for those who don't have it at the beginning of class.</p>
<p>Medical Professional Issues</p>	<p>I use muddiest moment in this class about midway through the course</p>	<p>Referring to the feedback, I make adjustments to the content.</p>
<p>Medical Surgical Nursing I</p>	<p>One minute paper was completed on content related to acid base imbalances. Students relayed they were more knowledgeable about the content following a lecture and PowerPoint presentation. However, due to the difficulty of the content the students did not feel they had a strong grasp of the content. Students were offered a tutoring session to help increase knowledge.</p>	<p>Perhaps the content could be presented in an earlier class and then come back to it in a subsequent class to further assess knowledge.</p>
<p>Medical Surgical Nursing II</p>	<p>The C.A.T. was for the students to recall and utilize information about the perioperative care of client, the roles/responsibilities of circulator nurse and scrub technician, proper technique for scrubbing/gowning, and nursing responsibilities within the surgical room (intraoperative). Some of the students remained uncertain on the different roles/responsibilities within the surgical room of the circulator nurse and the scrub person.</p>	<p>Adjustments: The instructor needs to provide list of nursing roles/responsibilities for circulator and scrub person. This needs to be done prior to the event for the student to review prior to the activity.</p>

Medical Surgical Nursing III	After explaining/practicing interpretation of ABG's in class, the students completed a quiz with five ABG results. 3/25 students answered 5/5 correct; 3/25 students answered 4/5 correct; 4/25 students answered 3/5 correct; 4/25 students answered 2/5 correct; 3/25 answered 1/5 correct; and 8/25 students answered 0/5 correct. I am concerned that 15/25 students correctly interpreted only 2 or fewer of the ABG results.	I will plan to modify my technique of how I explain this content. I will incorporate a teaching strategy that I learned from a recent seminar I attended.
Medical Terminology	Probing questions were used as well as direct observation	Hit the lesser known concepts harder to facilitate understanding.
Medical Terminology	Probing questions and direct observation to see if they are getting the input they require	Have learned what key concepts that need to be more strongly covered and have made those changes to lesson plans.
Medical Terminology	Muddiest moment was inserted into chapter six.	Students found some discrepancies between schedules in various places in the course. This was corrected. Content was appropriate for most of the students.
Medical Terminology	I did a muddiest moment, which is located in Module 5 under content item Med Term CAT.	Many struggle with the sheer volume of information and the number of quizzes in each module. I will trim down the number and length of each module's quizzes.
Medical Terminology	Muddiest Point is the section that I go to for determining what I have missed for the student to help gain understanding of basic pharmacology standards. I did make some adjustments to the course content and attachments as the students indicated in this section of the course.	See above. There were some issues with the attachments and access to PDR online.
Medical Terminology	Muddiest point CAT located in the Course Home section, the answers related more to not having enough time to complete the exams, the amount of content required for the course, etc. than issues I could address.	I am developing a new CAT for this fall's class that will hopefully give feedback regarding the material in the course, not how it is set up.
Medical Terminology	This particular course uses classroom assessment technique which is placed about midway in the course. I do check the progress of students using this particular online format three times weekly to determine progress towards completion. As this has been taught a couple of times by me so far, I didn't feel it was as interactive between students and instructors as I would have liked. I definitely let the students know at the onset how rapidly this course moves along.	I have added more media aspects and potential for instructor student interaction in this particular model similar to the one I teach face to face on campus.

Medical Terminology	I use the muddiest point about halfway through the course. I did have some responses related to course content, but the primary focus of all answers was that it was a lot of material to learn in a short session.	I will increase the information given in my welcome letter and in the course at the beginning to help increase their awareness of the amount of material required for the course, emphasizing this for the short session courses.
Medical Terminology	During the last few minutes of the class period, I asked students to answer and summarize the most important point they learned and what remains clear to them. Twice during the term I asked students to write test questions and model answers for the topic studied in a format consistent with course exams	I review the responses and note any useful comments. During the next class periods I emphasize the issues illuminated by the student's comments. I make a rough tally of the questions the students propose and I evaluate the questions and use the good ones as prompts for discussion. I also revise some of the questions and use them for future quizzes.
Medical Transcription	This is a very interactive course between students and instructor via email and discussion threads and face to face.	This class will not be offered in a hybrid format any longer. Students with language barriers do struggle with the online and face to face format because of the English grammar practices.
Medical Transcription	Background knowledge probe is being used. Most of my students have already had CNA education and Biology in high school. I try to build upon those concepts and see where they are foggy. I also use exams to verify learning shortfalls.	Repetition seems to work the best with this population, I also used games and report writing on topics within Medical Terminology that they found interesting. They really enjoyed Jeopardy!
Medical-Surgical Nursing IV	I used the example of the Pro and Con Grid. In Nursing, we are constantly addressing confidentiality and mainly the Health Insurance Portability and Accountability Act (HIPAA). I gave the students a sheet of paper with a simple case study as an example, and asked them to list three pros and three cons to the ethical dilemma of HIPAA. I asked them if there was a dilemma. When, if ever, is it permissible to violate this law?	Students have the knowledge of what HIPAA is, but I do not feel that they understand the penalties involved as well as to when this law allows it to be 'violated'. After teaching the students about the law, it will be important that they understand all aspects of the law and any consequences that may accompany the violation of it.
Medical-Surgical Nursing IV	Did muddiest point with lecture on burns. Students did not understand importance of fluid resuscitation and fluid shift with major burns.	More demonstration to show how fluid shift occurs early on in the lecture.
Medication Administration	I did a background probe especially on the math component of this class.	Changing the format of this class to incorporate the current text instead of a different book.
Mental Health Nursing II	I did the muddiest point on therapeutic communication. The students have confusion concerning identifying the different types of therapeutic communication.	Give more examples of the therapeutic communication and have students work in groups doing skits to demonstrate the different techniques.

Mental Health Nursing II	<p>I conducted a pre-test at the beginning of class to determine the student's background knowledge of terms related to schizophrenia. The results showed that students showed knowledge of less than half of the terms (ave. correct 6.6/15 possible). At the conclusion of lecture, the students were given the test again to determine how much the lecture improved student's knowledge. The results showed that students increased their knowledge of schizophrenia (ave. correct 9.1/15 possible). The results further showed that students do not fully understand the behaviors associated with hallucinations so that information was reviewed further and will be covered more in depth in future classes</p>	<p>The CAT measured how well students could identify and correctly label certain behaviors or statements made by a client. The results of the CAT show that students could use more practice identifying client behaviors and statements. I used this information to clarify the behaviors and statements of clients with schizophrenia. Students were also given additional practice questions to allow them to practice identifying client behaviors correctly.</p>
MLT:Blood Banking	<p>I did a muddiest point type CAT located in Unit 26 in the form of a Threaded Discussion. I received many helpful suggestions about certain concepts that the students found difficult to grasp.</p>	<p>I am going to allow more time in the presentation of the areas of difficulty and provide more visual concepts to help illustrate these concepts.</p>
MLT:Blood Banking	<p>I did a form of the muddiest point. My CAT is located in Unit 9 of the course. I asked them what the hardest concept in Blood Banking was to learn and for ideas on how to present this information in a better way. I did receive some ideas and also validation that I was doing a good job already.</p>	<p>I will try to add more information in the course about antibody identification and possibly include a video. I did have a suggestion about including visual lectures. I am looking into using Panopto and other programs.</p>
MLT:Blood Banking	<p>I did a muddiest point located in Unit 26 in a Threaded Discussion format. I asked what concept was the most difficult and some ideas on how to improve delivery and teaching for these areas.</p>	<p>I will allow more time and try to introduce more visual aids for my online students.</p>
MLT:Blood Banking	<p>My CAT is located in Unit 9 in my course. I asked them a form of the muddiest point. We were studying a very hard concept of antibody identification and I asked for ideas to help them understand the concept better.</p>	<p>I will try an audio-visual that explains the procedure to do an identification panel and put it into the course.</p>

MLT:Blood Banking	I did a muddiest point in a weekly discussion in Week 10. The module dealt with a very complicated method of antibody identification and I asked the students to identify the concepts they had trouble with and the ones they did not have difficulty understanding	I need to record more videos where I physically draw these panels and explain in great detail what is meant by the elimination method. I am making this a goal for the next class
MLT:Blood Banking	I did a version of the muddiest point in Week 9, located in a CAT Question type of discussion. I asked them about antibody panels and identification and what problems they were having with this area and how I as the instructor could provide them with a better understanding of this section.	A video that shows me actually performing this technique would be great. I attribute this to the supporting labs and their "lack" of training and comfort in this area. I will get a video made and put in next year's course.
MLT:Capstone Sem in Lab Med	Thread question of what would have improved the delivery of the course material.	Looking at doing a "video" with examples.Maybe an additional external speaker for specific career expectations.
MLT:Clinical Chemistry II	I did a pretest/posttest in the arterial blood gas unit. Pretest for background knowledge probe, and a post test to see if the students gained any new knowledge.	I will put more emphasis on the causes of metabolic/respiratory acidosis/alkalosis and their respective compensatory methods. As those were the areas the students didn't improve on very much.
MLT:Clinical Microbiology I	My CAT is located in Week 8 under Weekly Chat in my course. I did a muddiest point over a hard concept to understand in Clinical Microbiology. I asked them to write what was the hardest area of the 5 tube setup to understand and then give suggestions on ways of presentation that would benefit them. I received several suggestions, implemented them, and I think it did help my lab students. I am going add these helps to my course for all my online students as well.	I will be adding more information to the course and provide additional support to the cooperating labs that are supporting my students.
MLT:Immunology & Serology	Ag-Ab unit muddiest point and what would help them understand the concept better or at all.	More pictures and possibly a video.
Money & Banking	CAT on competency 5 - Define gross domestic product and other customary measures of U.S. economic activity. I use the muddiest point CAT.	I am going to adjust the presentation of this unit.
Network +	Teach while sitting with the students (moving to a different student each class). I have them look up answer to questions and then share with class. I help guide them in finding the answer to help lower fear.	I asked the students if they like this method of instruction for this type of class. They all said yes.

New Test Lit: Acts & Epistles	(listed as session 3, not cycle 1 as it should be) I did a background knowledge probe in unit 4 with instruction and preparation for inductive study for the texts. Practice sheets were provided to learn the process. Correction and adjustments were needed.	Going over the practice sheets with added corrections and direction enhanced the learning process.
Newspaper Production I	I adjusted this course to be a hybrid for spring 2013. Previously the course had been TBD. I was looking forward to having the students together in the room once per week.	I discovered the Hybrid is better than TBD, but I will be changing the course to a face-to-face delivery. Too much time passes between meetings and my ability to follow-up, track, motivate, etc. will be enhanced with a traditional face to face format.
Nonverbal Communication	Best and muddiest point - students are still having issues with codes of NVCs	Will add in more explanation in future course
Nonverbal Communication	Muddiest Point - students can discuss misunderstandings in each section	This seems to be a good way to answer questions to help students within the course
Nonverbal Communication	Reflection assignment in Assignment Sets	Will add more information/activities about Culture and Hofstede Dimensions for better understanding
Nonverbal Communication	Muddiest Point - under each unit	After reading any confusing ideas, I feel like my assessment is to keep moving forward with what I have for this class - no big changes required at this time.
Nonverbal Communication	Best and Muddiest Point - students are having trouble with Week 2 quiz and understanding the questions. In the past, I have changed some of the questions...but...	Will revamp the entire Week 2 quiz
Nonverbal Communication	Muddiest Point Reflection - part of Assignment Sets - students discussed what they got out of units and questions they had.	There are a few sections of Unit 1 that I will add more information to lecture.
Nonverbal Communication	Best and Muddiest Point in each section - students having trouble with concepts in Assignment 7 of course - I explained to them	I have changed the question to make sure it is clearer.
Nursing Home Aide	I have incorporated virtual Medication dispensing for each student to practice administration of medications.	Individualized per student.

Nursing Home Aide	I gave a pretest on Foley catheters to use for a base of knowledge and then was able to focus on the weak points and explained them in greater detail with a visual demo with using a mamikin genital and placed a Foley in both male and female and shower them how to clean sites also used a video of the procedure. Gave post-test and the scores were much improved over the entire process.	Will be using more power points and handouts with pertinent information. make better use of visuals in class based on this CAT
Nursing Home Aide	Face-to-face: Background knowledge probe. Discussion on Leadership brought to my attention the students did not see themselves as leaders. After introducing the fact that as a CNA they would be considered leaders, students understood the concept of "orienting other CNA's in the employment force, and delivering critical information to their charge nurse regarding patient care."	Will begin instructing students on the importance of viewing themselves as critical team players to reach the goal of excellent patient care.
Nursing Home Aide	Round table discussion on the subject of accountability. Students gave descriptions of characteristics of a person who is accountable. Also discussed the importance of being accountable for one's actions, This subject is a very good topic for high school students.	I will bring the topic of accountable staff and coworkers for the best care deliverable to patients and residents.
Nursing Home Aide	I had a face to face course so I did a background knowledge probe. The students knew the generic framework of what being a CNA entailed, but they did not know the finer details of what went into being a CNA so I explained all what a CNA does. Even with explanation the class did not fully understand the concepts until clinicals started.	Within the first week or two of class, I want to take the class and shadow the CNAs at the facility so they are able to see firsthand, and maybe understand the course work a little better.
Organ	The student must record a performance on the iPad and complete a rubric form as they listen to their performance.	The student must repeat their performance and rubric form when they are ready to pass the song.
Organic Chemistry I	Muddiest point discussion - Unit 4	For Spring I have re-recorded several problem solving videos and added a survey earlier in the course with a muddy point later. This will allow me to check in more often to adjust the trajectory sooner.
Organic Chemistry II	2 Muddiest point discussions Unit 4 & Unit 7	This is the second semester in a series. These CATS showed me that there is a fundamental flaw in the first semester where one concept in particular isn't being thoroughly understood. I am adjusting for that flaw immediately for launch in the Spring.

Organizational Communication	I have a "muddiest point" in each unit (also labeled "muddiest point").	I was able to see concepts that were not as clear through the lectures, since several students brought up the same thing in the muddiest point. I've been able to adjust and make certain concepts more clear to help minimize future confusion.
Organizational Communication	Muddiest moment in unit 4 doc sharing. Although Pre/post test is not considered a C.A.T. this group of students did show better results on the post test.	Looking at method of delivery and may incorporate group projects however this will depend on the number of students in a session.
Organizational Communication	Each unit had a muddiest point thread, as well as a Q & A thread for students to ask unit-specific questions.	Based on the weekly muddiest points, I respond to help clarify concepts or terms for better understanding. If I keep seeing the same type of comments, I change material within the course to address it for the next session.
Orientation to Pharmacy Tech	I did a muddiest moment which is located in Unit 5 under content item link labeled Muddiest Point.	Made adjustments to include more options in the discussion thread related directly to questions student had on this week's material.
OSHA General Industry Regs	I used a CAT in Unit 4	By this CAT, I found that I need to provide specific guidance to the student to address this CAT.
Paramedic I	Oral review for the Semester Final. I utilized the curricula objectives vs. the actual test question to query the student's depth of knowledge. This allowed for further questions from the class on the subject matter and topics were reviewed as needed.	I review the class notes for objectives that I identify as not well understood by the class. Modifications are then made as needed to ensure the material is well covered for future classes.
Paramedic III	We play a game called "kahootit". It is an online game that has questions that allows students to use their phone, iPad, and/or computer to answer the question. Then the results are shown on the big screen TV. It is a fun, interactive way for the students to see where they are lacking as well as a way for me to see what area they need remediation.	Using games like this helps me make changes immediately for the entire class or if it is just one or two students struggling.
Parenting	I have CATS questions in 8 of my units, 6 minute papers one muddiest point and write and answer test questions.	Updated, PowerPoints, quizzes and added in some new links.
Parenting	I have cat questions in Ch. exams 2, 4, 6, 8, 10 12, 14 and 16. I do a muddiest point, write and answer own test question and 6 minute questions for students to answer.	I had to rebuild this course. Provided more detailed information for students to follow and be able to understand throughout this course.

Parenting	This is a 17 week course. I have placed CATS questions in my even number Unit shells. 6 minute papers one muddiest point and write and answer test questions.	Throwing out some test questions.
Parenting	I have CATS questions within 8 separate units, 6 minute papers, one muddiest point and write and answer test question	This course will be combined with my SOCI 1145 course for spring session 2
Parenting	Chapter 2 test includes the following question. "Please write a quiz question and a detailed answer which you believe needs to be placed in this quiz".	It was interesting to see the variety and depth of a few of the questions. Students that wrote simple recall type questions have proven to be the students that do not seem to "get into" their studies.
Parenting	I have CATS questions in each unit, 6 minute papers one muddiest point and write and answer test questions.	Different PowerPoints, just make it clearer for the students since the shell needed to be rebuilt in a short amount of time.
Patient Care II	This was a new experience in incorporating ECG reading into the course content as well as Medication Administration. Students had more difficulty with ECGs.	Dishing the Medication Administration book, will keep the ECG book and incorporate Medication administration from the current text.
Payroll Procedures	Full manual assessment of payroll calculations completed in Modules 10 & 11	Will continue to use assessment to identify material needed to be reinforced in course.
Personal & Community Health	In the "Muddiest Point" located as the last item in Chapter 7, students were encouraged to discuss their concerns/difficulties in the course. Students commented that the behavior modification plans due each week appear repetitious, although each is for a different behavior.	Will provide explanation to this class and future classes why they must go through the same process when making change to ensure success.
Personal & Community Health	I used a background knowledge probe for my C.A.T. In my Personal & Community Health classes we cover a lot of material. When the students came to class this past week we did a quick unit on Target Heart Range. In order to do the calculations to figure Target Heart Range the students had to refer back to one of the first units taught on Anaerobic and Aerobic thresholds. This called for them to recall resting heart rate averages for both male and females as an average which had been covered in one of the first units. Many of them were able to do so. We were not perfect however, and so I retaught some of the previous unit so that all could work the calculations needed for finding Target Heart Range.	The background knowledge probe helped me to get a better understand of where students were with their knowledge of Heart Rate, Anaerobic, & Aerobic Thresholds. I found this tool to be useful in understanding of how prior lessons were serving future lessons. I believe the students also gained a clearer understanding of how important prior information can be for future lessons.

Personal & Community Health	During Week 7, I noted that after 7 weeks of feedback for students writing 5 Behavior Modification Plans, providing them with email reminders, and mini tutorials, 15/15 students received full credit for their SMART goals.	I will continue to use the techniques of individual student feedback, email reminders, and mini tutorials in Module Introductions to teach students the mechanics of correctly writing a SMART goal, in hopes that all students in a class will receive full credit for the writing of their SMART goals before the Week 7 point of measurement.
Personal Finance	Self-reflection on personal finance philosophy	Will incorporate more individualized material before self-reflection
Personal Finance	Muddiest point over guest speaker presentation - debt, credit cards, and credit score	Handout will be developed for speaker information for more interaction/understanding and questions.
Personal Finance	Assessment over 3 week activity in class and reviewed surprises and activity evaluation.	Material adoption including form creation will be included next time.
Personal Finance	Payroll Stub knowledge probe - after lecture - did a follow-up knowledge probe to ensure understanding	Will address knowledge still needed and change instructional methods if needed
Personal Finance	I used the muddiest moment in this course to find what the students liked and disliked.	I may revise the way I am doing the unit comparisons. Those assignments proved confusing.
Personal Finance	I did an assessment of attitudes of debt and help point out some misconceptions and myths.	Going to add further content to try and break down the misunderstandings within the lecture so that by repetition students may begin to shift from misconception to truth.
Personal Finance	I use exam evaluations to conduct CATs. The last question on each exam asks the student to discuss what they liked/learned most; liked/learned least, was their muddiest point and what they are most looking forward to about the remainder of the course.	I have adjusted my approach to future blocks/classes based on feedback from students. I have a difficult class for the younger students who have less life experience in the world of personal finance.
Personal Finance	Personal Finance always has a range of students, from the just-out-of-high-school kids to mature adults, and therefore a range of personal experiences in dealing with financial matters (buying a car or home, paying taxes, managing credit cards, saving and investing, etc.) In this class I concentrated on getting the more mature students to discuss their life experiences, good and bad, with these issues.	I will continue this approach. Having a bad experience buying a car, for example, becomes quite real when one student is explaining to the entire class how things went bad for him, as opposed to the instructor simply citing generic cases.
Personal Finance	Bank reconciliation assessment activity - completed and 90% of the students had never completed a bank rec.	Will add another activity over bank reconciliation.
Persuasion	A background probe was used in the form of critical thinking questions and project workshops in class and answered aloud and developed multiple days each week.	The adjustments made were realignments and refocusing on needed outcomes for the course. The workshops were an experiment that worked and were developed in this course.

Pharmacology for Nurses	The students were having a difficult time understanding the differences between Adrenergic Agonist, Adrenergic Antagonist, Cholinergic Agonists, and Anticholinergic medications. I made 4 different colored posters with names of medications and their characteristics and had the students use colored index cards to help differentiate. This helped the students identify each medication categories better.	This worked extremely well, and I intend to use color to help students organize their study materials.
Pharmacy Operations	I used a muddiest moment activity located in Week Five.	I have modified how Lab assignments are turned in and the way in which students respond to discussion questions as part of their weekly assignments.
Pharmacy Technician Topics	Students were required to complete a muddiest moment, which is located in Week 5 of the course.	Most students stated the course was fine as is...however I did have a few students who wanted more emphasis placed on the math aspect of the certification exam and this course. For future courses, I will broaden the variety of pharmaceutical calculations so that students have more exposure.
Pharmacy Technician Topics	I did a muddiest moment which is located in Unit 4 under content item link labeled Muddiest Moment.	Plan to add math content to serve as a review for the changing/modified PTCB exam.
Physical Science	I did a brief quiz at the end of class covering Newton's 3rd Law. Many students still thought that a larger object exerts a larger force during a collision, so I did a couple demonstrations the next class period illustrating the correct concepts.	I will include more demonstrations during class in an effort to make topics more visceral.
Physical Science	Background Knowledge Probe - At the beginning of each unit I surveyed the class about existing knowledge.	Material was explained in greater detail based upon comments during the probe of pre-existing knowledge.
Physical Science	I did a Background Knowledge Probe about radioactivity. Students had a wide range of knowledge, as well as many misconceptions. The responses were used as a springboard for a classroom discussion	Because so many students have misconceptions about radioactivity, I will continue to use this technique, since it helps students realize that many others have similar misunderstandings.
Physical Science	Unit 5 Temperature I used muddiest point. Most students stated that they found converting between the three temperature scales tricky. However they all did well on the assignment question.	I will add more examples as I redesign the course for Canvas.
Physical Science	Background Knowledge Probe - conducted at the beginning of each unit. Individual topics were modified based on pre-existing student knowledge.	Topics were explained in greater depth if several students indicated no familiarity with an idea.
Physical Science	A background knowledge probe was conducted at the beginning of every unit.	Information gathered during the background knowledge probe enable me to tailor the presentation of the unit's material.

Physical Science	I did a Directed Paraphrasing to gauge student understanding of the nature of science. Many students focused on biological sciences, so I explained the breadth of scientific fields beyond the life sciences. Many students also focused on theory but not on experimental observations, so I highlighted the need for good science to be based on data.	I will continue to include this question at the beginning of the year. Eliciting students' misconceptions and then addressing them for the class is a powerful way to get the students to face their misconceptions.
Physical Science	Muddiest point in Unit 5 - Temperature. Since there was no consistency to student responses I responded in the thread to each comment so that all students could review my responses.	I will also add some more links on Random Motion and Absolute Zero.
Physics I	I did a quiz at the end of class over Newton's 2nd Law. They had trouble with the vector addition required to complete the problem. We spent extra time with vector addition in the next class.	I will do one or two additional examples involving vector addition to the course in the future.
Physics I	I only had a couple active students, so we did a few chat nights through Skype.	This worked okay, so I am hoping to use something similar in my next session, probably with go to meeting or collaborate.
PN Transition into Nursing	I did a muddiest point after the lecture on dealing with difficult people. 33 students were present. There was only 1 muddiest point subject for clarification which was on leadership styles which was actually 2 lectures previous.	Will revamp the material on leadership styles and do a CAT with that lecture.
Preschool Child	I have CATS questions in each unit, 6 minute papers, 1 muddiest point, and write and answer test questions.	Try to add in a 3-D diagram on the brain with included labeled and animated functions of neurons. Place more video's within each Units introduction.
Preschool Child	I have one CATS question within my all my unit quizzes. I have one muddiest point, create your own test question and 6-1 minute question for my CATS	I threw out some tests question however, I'm getting ready to transfer/build the course in Canvas and plan to make some changes with setup arrangement.
Preschool Language & Literacy	Students do not like the hybrid approach	Moved course back to 2 days a week
Preschool Language & Literacy	What was your muddiest point in this course so far?	May look at adding 2 Quiz's to the course and take out a couple assignments.
Preschool Language & Literacy	Asked students to make a journal entry on specific chapters, communicating the most important information they learned.	This will be incorporated in my shells more often! Very informative about students' learning styles, personalities, and dedication to learning the content.

Principles Grammar Form & Style	<p>I completed two CATs. One asks students to identify what course section was most helpful and least helpful in learning the unit's concepts. The second CAT was a "Muddiest Moment" for the two previous units because most students struggle with these units. The first CAT is located in the Unit 2 Quiz, and the second CAT is located in the Unit 7 Quiz.</p>	This summer I believe that I will attempt to add more information to my Lecture Notes.
Principles Grammar Form & Style	<p>For this course I used journaling. Many of the students were from other countries, so this gave them a chance to get their thoughts on paper without worry of spelling, grammar, etc.</p>	Though journaling can seem tedious, it is quite effective once a week and I will continue with this technique.
Principles Grammar Form & Style	<p>Under Unit 15, there should be lecture notes on using modifiers and prepositions correctly. However, the instructions direct the student back to their textbook and this particular information is not in the current textbook the students are issued for this course.</p>	I formulated my own information for this unit and will utilize it in the future and edit the course shell for future classes.
Principles Grammar Form & Style	<p>Students complete several worksheets in class to determine what they already know about parts of speech, and how well they recognize correct sentence boundaries.</p> <p>They must also prepare a list of twenty-five items about themselves using complete sentences. Five of the items must use at least three sentences that can be regarded as a paragraph.</p>	The adjustment had been made in advance. Making adjustments for a course is not always based on experience with one class. I had, however, prepared more worksheets for this class, and using those worksheets seemed to improve their learning, but again, this is too small a sample on which to base a determination.
Principles Grammar Form & Style	<p>I have included Muddy Moments in every odd-numbered unit so that my students can post their questions about the two units that they will be tested over in the even-numbered units. I like the concept of this, but the students who probably needed to ask questions did not post them, but just stated that they didn't "get it." I have added videos. I have added extra credit to get the students to "reflect" on their mistakes on quizzes.</p>	I am in the process of changing all of my Lecture Notes to Softchalk and adding some additional assignments to check for understanding.

Principles Grammar Form & Style	<p>I have included Muddy Moments in every odd-numbered unit so that my students can post their questions about the two units that they will be tested over in the even-numbered units.</p> <p>I like the concept of this, but the students who probably needed to ask questions did not post them, but just stated that they didn't "get it."</p>	As with my other e-courses, I intend to develop another CAT, but I need to determine which one(s) will elicit more detailed responses from my students.
Principles of Animal Science	Background knowledge probe first day of class. Review slide at end of power point presentation emphasizing important information and review for examinations. Daily "muddiest point" reviews before and after presentation.	Emphasize reviews.
Principles of Animal Science	After lecturing over a topic I asked the students to write a one minute paper of something they learned from the lecture that day and one question they still had over the material and then we went over the questions.	I made changes to my lecture and in class activities to increase their understanding of the material.
Principles of Biology	I used a written lab report that includes critical thinking and analysis. I also look at the muddiest minute postings as additional data.	Once again I will remind students to follow the directions posted, to look in Doc Share to see the lab report format and also examples provided and to look back at the practice lab they completed before this one.
Principles of Biology	Following our discussions over photosynthesis and cellular respiration, I had each student take a laminated card with a name of one of the reactants, products, or intermediary processes, and place that card in the correct column on the whiteboard.	When everyone had placed their card on the board, as a class we discussed whether each card was correct or not. We had about a 50% correct placement rating. If a card wasn't correct, we put in in the correct column.
Principles of Biology	After our discussion on photosynthesis, I asked the students to write down their muddiest point(s) in 15 words or more.	After reading the muddiest points, it was clear that nearly half the students did not understand the second part of photosynthesis, so I drew a diagram on the board and we went over that at the beginning of our next class period.
Principles of Biology	I gave a short matching exercise for the students to match the definitions to "atom", "ion", and "isotope" because I wasn't sure if they remembered the distinctions between the three.	Since this is a small class (12 total enrollment), I was able to grade this exercise while they were setting up a lab exercise. Enough students missed the 3 questions that I took a few minutes at the end of class to explain the differences between the three entities.

Principles of Biology	I use the lab report in lesson 7. it requires that students understand multiple major concepts of biology including: genetics and heredity, reproduction, female (natural) selection, how to write a formal lab report, analysis of data, presentation of data, and correct use of many scientific terms. Before they complete this lab they complete a "practice lab"	I try to change the lab so that students cannot submit a lab from a previous semester. I also use Turn it In so that I can check sources. I would like suggestions on how to get students to pay attention to the feedback I spend hours providing to help them improve.
Principles of Biology	After our discussion on photosynthesis, I asked the students to write down their muddiest point(s).	Since not many of the students mentioned the first part of photosynthesis as being a muddiest point, and a lot of them didn't seem to have a good grasp on the second part of the process, I drew a diagram on the board and we went over that part of the process at the beginning of the next class session.
Principles of Biology	The CAT is found midway through the class in lesson 7. This is an assignment designed to test how to write a formal lab report, collect, compare, interpret data, and logically explain the processes of evolution. The students prepare for this CAT by completing a formal lab report in lesson 2 in which I provide a lot of feedback for improvement and remind them to use this feedback in lesson 7. This allow me to determine if they understand the most important concepts in biology.	revision of rubric for students
Principles of Biology	The students were asked to write about their MUDDIEST POINT after they had viewed the PowerPoint slides and Mastering Biology activities on the topic of Basic Chemistry. We then revisited the topics that they submitted at our next in-class session.	I noted that several students had questions regarding "water properties and the cell" as well as "chemical bonding", and these were covered in more detail at the next class session.
Principles of Biology	I had students provide three concepts or ideas they did not understand about Cellular Reproduction.	Students were just confused about it all. I will make a flow chart or some other visual as a handout next time to help students keep the different phases of cellular division straight.
Principles of Biology	I asked the students to write down their murkiest point regarding DNA replication.	In lab that week, we used DNA pieces (a manipulative activity) to explain DNA replication. I incorporated various murkiest points that were written by the students in the previous lecture to further explain the process.
Principles of Biology	I asked the students to tell me their "murkiest point" after we went over DNA replication in class. It had to be 15 words or more in length.	The results were pretty promising in that the students understood the basic steps in replication, but they had some difficulty with the 4 enzymes involved in the process. We discussed those 4 enzymes in the next class meeting.

Principles of Biology	I did a muddiest point at the end of our discussion on the structure of the plasma membrane. The students each wrote down what their muddiest point was on their Daily Response sheet.	Based on the most frequently given "muddiest points", I reviewed those parts at the beginning of the next class period. I also wrote something on every students Daily Response sheet to help explain their particular muddiest point.
Principles of Biology	The assessment I use is midway in the semester and includes a written formal lab report requiring critical thinking about major biology content. Most students were successful but those who were not used other resources rather than thinking critically about the lab data and did not follow directions. The majority of the students performed very well. I reviewed both the content and the format when I provided specific feedback to them.	I will reinforce the directions and remind students of the concepts of: female selection, directional selection, change over time, population genetics, reproduction and passing on genes, and how to write an acceptable lab report including data analysis.
Principles of Biology	I gave the students a "murkiest point" after we finished going over cellular respiration. The students were asked to tell me what they still did not understand in 15 words or more, and if they understood everything, they were to tell me something they learned about cellular respiration in 15 words or more that they didn't know before.	I found that most students had the greatest difficulty with the electron transport chain that takes place in the light-dependent reactions. At the next class meeting, I re-explained the ETC for about 10 minutes.
Principles of Macroeconomics	Muddiest point over impact of government shutdown nationally and globally - 92% of students didn't understand what the shutdown was.	Will add project material over shutdown impact
Principles of Macroeconomics	Background knowledge probe given over supply/demand basics and daily application. Most students could come up with one example after I provided one.	More daily application will be used and reinforced in future classes.
Principles of Macroeconomics	This semester I have brought semi-weekly business situations into the classroom. This gives me a better quicker assessment of students thought process throughout the course. A building process of thought that allows group and personal achievement.	I am trying this for the first time I am using these assessments throughout the semester
Principles of Macroeconomics	I try to give them two to three situations during the course that they work through as a group to come up with solutions. They then bring the solutions and present to me and I question them and ask them to look past the immediate what is the long term effect of the solution. this provides students an opportunity to interact and put the learning into practice and develop their skills	I make adjustments each time I teach a class. Each class of students is different. I look at age of students and their experience level. Then I make adjustments that can be matched up with my perception of their abilities.

Principles of Management	Weekly lecture followed by extensive discussion of management principles. I introduced a number of additional textbooks for study by different class members followed by high-quality presentations the last day. This went over very well.	I will emphasize more outside study and reporting to push students away from "textbook" answers to real-life solutions they can relate to.
Principles of Management	Muddiest point discussion for the reflection paper for the assessments completed in this class. This is found in Unit 16	I was going to continue to make clarifications and additions to this assignment, however, my feedback was positive stating I do not need any further changes.
Principles of Management	Each Unit has a definitions and learning objectives submission. Students were not completing these assignments timely. Discussion with students regarding motivation to complete assignments.	Essay questions were given regarding the objectives and vocabulary questions. This provided students an opportunity to think about subject material and apply to a current business situation. Submission responses increased and students felt more involved in the learning process.
Principles of Management	This was the muddiest point using a discussion board in the BARTONline eCollege located in Unit 16 called Assessment discussion.	Many of the students thought that the reflection paper brought the assessments together and allowed for a clear view of their assessments throughout the semester. If the students were honest this should have provided additional insight to improvements and self-growth that could take place as well as their academics. I will be updating this with new assessments with the new textbook edition.
Principles of Management	Principles of Management provides many opportunities for the students to share their own past experiences in leadership positions, and I assumed that sharing would continue in this class. Unfortunately, the class had four students total, and they were all very young, with no leadership experiences whatsoever. The class became too much my talking and sharing my own experiences and not nearly enough input from the students.	The next time I teach this class I will have an alternative set of problems or exercises prepared for younger students requiring them to assume different roles and act them out or think through how that fictitious person would behave.
Principles of Management	The muddiest point discussion that is located in unit 16.	Looking for issues / concerns and areas of struggle for some of the students during the assessments and the reflection paper. Some students did not like the length that was required, however, there seemed to be no other problems. I was going to be adding additional content to this project, but have decided it is easily understood by the students.

Principles of Microbiology	The course assessment is hands on. This is the first time I have used it. It is a compilation of the use of sterile technique and the making and staining of micro slides.	I will incorporate more hands on labs in the class with both of these procedures and emphasize the technique aloud and by having students re-do their technique if it is not done well. These occur throughout the class under the lessons.
Principles of Microeconomics	The Final project - A business problem that determines - the problems that occur within a business with new management. This develops strategies for dealing with situations in the business world.	I will continue to use this type of situation learning
Principles of Microeconomics	I am still working on assessment with Business problems for my students working in teams to solve stated problems. This provides the students with good insight as to what will happen in the business world. This is a different measuring device to show me that they are learning practical use.	I am constantly making adjustments to improve the task. Also, I adjust each term to what I think that this group of students can handle with the many learning styles.
Principles of Microeconomics	For this course I worked on the prior activity that I had done and made it more student oriented so that they can see the results at each step of the process. It is a business organizational problem that they have to solve with the information that they have available to them.	I have used this for the past 2 years and continue to change and add information as needed for the students that are taking the class that semester. Students have responded to this activity very well and relate their experiences in order to accomplish the process.
Principles of Microeconomics	I tried a different approach to learning other than the test for each unit. I tried starting out with small business problems that I had used the prior semesters. This time I tied them into the final Business Problem that would give the students an opportunity to work as a team to make hard decisions. I need to do some more work on the business situations prior to using them in the next courses. I feel that this will improve retention of material and show them further learning that can take place.	For the summer courses I plan to introduce problems the first day in class to get students thinking about how to handle situations and also get them to interact with each other. They will have a fairly large project that they will be required to work through and present prior to the end of the course. I feel that performance based learning with enhanced opportunities are a key to success in to my courses.
Principles of Phlebotomy	I provided the class with a 'pop quiz' regarding the correct order of draw (phlebotomy) at the beginning of the class, then we lectured and reviewed the correct order of draw, and at the end of class, I asked them if they needed to changed their original answers, and they corrected them.	I will do this more often with topics I want to stick with them, I feel that they will retain it more if they feel 'put on the spot'.

Principles of Phlebotomy	I used a pro-con grid type of CAT, it is located in unit 8, chapter 7	I have decided to create an outline of required techniques and equipment for students to use throughout the course. I have found that if a student is uncomfortable with a certain set up, they tend to avoid that and use something else. I want students to be comfortable with all set ups and techniques before finishing the class so they're more versatile when entering the work field.
Principles of Phlebotomy	For my face to face class, I used the nod/audible/feedback method of a CAT. I quizzed them verbally about the correct order of draw, gained feedback on the areas they were confused about and why, and re-explained it to them. I did this on several occasions. For my online class, they had a laboratory draw exercise they had to turn in, from that, I learned which areas were still being misunderstood.	I changed my emphasis this semester to include those areas the students were not understanding, and I included these areas more often in the study tools that are given to them.
Psychology Grief & Separation	I did a Muddiest Point, located in Unit 4.	One student indicated that the instructions for a written assignment were unclear. I reworded these instructions to improve clarity.
Psychology of Serial Killers	Each week, students are required to submit a reflection. One component is that students tell me what they found confusing that week (or add additional questions on). Out of the 29 students in the class, 2 students did not submit the reflection that week (1 student hadn't participated in class in several weeks). Out of the 27 students who submitted the reflection, 1 did not include this required portion. Out of the 26 students who included a response for this section, 21 stated that they did not have any confusion with any topic. 5 students did include a question/point of confusion. Out of the 5, 3 had questions regarding Munchhausen By Proxy Syndrome (one of the topics discussed that week), 2 had questions about the motivation categorization of serial killers.	I plan to have students actively use and employ the motivation categorization in case studies of known serial killers.

Psychology of Serial Killers	<p>Each week, students were to complete a weekly reflection. The last two items on every reflection are designed to serve as CATs. One question asks if there is anything covered that week that they don't understand. The last question asks for suggestions. In the week 5 reflection, out of 23 enrolled students, 14 completed the reflection for week 5.</p> <p>Out of the 14 students who submitted the reflection, nine stated they had no concept they did not understand. One student was confused regarding how a particular criminal got his nickname and another was confused regarding product and process killers as she was absent that day. Two students needed further clarification regarding the "less dead" concept.</p>	The less dead concepts has a tendency to be confusing, so I plan to offer further examples in future while discussing the concept.
Public Speaking	Prior knowledge probe on research; a lot of students did not know websites they could go to for research.	I need to spend more time on this portion.
Public Speaking	I asked the class to design an outline based on previously lectured information on course outlines. At the end of the project I asked students to confer on which part of the outline project was most muddy point. A majority of students indicated that the same problem was occurring, internal previews. So I explained.	Worksheets for internal preview comprehension.
Public Speaking	As part of our section on persuasive speaking, we learned the steps in Monroe's Motivated Sequence. I used Nods/Audible* method to determine if students understood the steps.	Some students did not have understanding, so I explained it again using different examples.
Public Speaking	Students must build and give a Final Persuasive speech in which they must use and describe at least two techniques for building and giving a persuasive speech. In addition, students were also asked to research and use at least three different outside resources, using APA citation, as well as three media resources to help demonstrate their main points. Students were asked to provide a formal outline in which included a thesis as well as three subtopics and a viable solution to their dilemma. Final assessment measured these requirements as well as final speech performance, as outlined in our text.	Include peer evaluation for persuasive speech draft before final persuasive speech is given.

Public Speaking	I asked the students if they knew what the three parts of a good introduction are and how to use research to enhance the introduction. Most knew about a "thesis statement" but that is about it. Then we talked about "attention grabbers" and why they are so important, and lastly, how to quickly mention the main points	Next time I will have more examples of the "right way" and "wrong way" of doing a good introduction.
Public Speaking	A background knowledge probe and workshop was used in class on Week six. Instructions were given and a scenario explained. Students needed to prepare an impromptu speech.	After the impromptu speech there was discussion for how to learn helpful lessons from the process.
Public Speaking	Because of the time frame, analysis was from student performance as they gave speeches and completed assignments.	Will need to make sure that online assignments are more clearly understood. May need to adjust these assignments.
Public Speaking	Reading Response - confusion in all weekly modules	We are going to make the speeches and outlines a full requirement for the course - some students don't turn it in
Public Speaking	As part of a lesson over Monroe's Motivated Sequence, I used Nods/Audible technique to determine if students understood the requirements of each step of the sequence. Some were still not totally clear, so I reviewed the material using additional information including a PowerPoint.	Some were still not totally clear, so I reviewed the material using additional information including a PowerPoint.
Public Speaking	The muddiest minute was used in class during week 5 of the course. The concepts for persuasion were evaluated and there was a need to emphasize to read the text book.	Emphasis was reinforced to read the text book. Persuasion concepts were reviewed in class to help build additional understanding.
Public Speaking	Students were asked to differentiate between haptic and proxemic responses in non-verbal scenarios.	I will continue enforcing the brightline between haptic and proxemic responses in non-verbal analysis for audience centered approaches to communication.
Public Speaking	I asked students to complete a survey about whether or not they were able to write outlines, cite sources, use Power Point, etc. I also asked students to present speeches in class and I did walkabouts when students were working in groups creating commercials.	The information from the surveys helps me to adjust the information that I teach. The presentations that the students give help me to analyze what skills and concepts the students have grasped and have not and the walkabouts help me to check for understanding.

Public Speaking	Placing students into groups of 6, I requested that students use provided internet access to develop a speech using our eleven step method. Each group was able to do this portion of the assessment. I then required students to switch speeches between groups and explain each step of the other group's speech to the class. I discovered that of 21 students present, only two groups were able to satisfy the second portion of the assignment.	We will be spending substantial time (two weeks) on information break downs and proper strategic and organization patterns that facilitate operational oral communication skills. This new method directly coincides with competencies 2 AND 6 of our course curriculum.
Public Speaking	Confusing Point (under each Reading Response) - a few students were confused on how to utilize media within speech - I explained and provided guidelines to follow.	Will emphasize the guidelines more through Announcement
Public Speaking	Reading Response in each unit has a "Confusing" question...a few students participated.	Will continue this item; may add more information concerning fallacies.
Public Speaking	I did a muddiest moment which is located in Unit 4 under content item link labeled Muddiest Minute. Face to face data I taught a lesson on the Communication Process Module. When I had the students write down the muddiest moment in the lesson, students had written down that they did not understand "the Shared Meaning" part of the Communication Module. I then gave further and more detailed examples of how the "receiver" (audience) can be an active listener and have shared meaning with the "sender"(speaker), without necessarily agreeing with the speaker's thesis statement.	Based on the feedback from the muddiest moment assignment, I will try and give more examples in class.
Public Speaking	In Class - prior knowledge test on research - Students took test and then we went over the answers/misconceptions in detail in lecture.	I would like to search for more avenues of research for students and how to cite them in their speeches.
Public Speaking	Interactive Poll of audience needs and expectations	This was the first cycle I did this CAT in class and will continue for helping students understand the audience importance concept
Public Speaking	In an introductory unit I explained the different methods of organizing the body of a speech. Using Nods/Audible I checked students to see if they knew the appropriate method (chronological) for a narrative.	For students who did not understand, we reviewed the material, reviewing why the chronological organizational method is the appropriate one for a narrative.

Public Speaking	Muddiest Minute located in Unit 4: A few students didn't understand how the "Debate" project directly related to Public Speaking, I further explained to the students the need to sell yourself and how your accurate information will apply to Public Speaking in everyday life.	This writer has decided that the next time the "Debate" project is used, I will give a short lecture on the reasons that the "debate" project applies to Public Speaking.
Public Speaking	I did a background knowledge probe and had students regularly pair and interview each other.	I believe that allowing students to interview and check their understanding with each other fostered good communication in the classes and built a good learning environment.
Public Speaking	I used a Muddiest Minute. I did a background knowledge on the understanding of the lecture on how to design a proper outline for a Persuasive speech.	I did have a couple of students that did not understand where the references are to be placed on a proper Persuasive Speech outline. I clarified that the references are to be on the bottom of the outline or on a separate page. I will clarify this more in future outline lectures.
Public Speaking	Reading Response - confusing points and questions - in each module	This CAT appears to be working - will continue
Public Speaking	In class quiz on Research - to determine what students know - most students just use Google for research...	I will encourage more understanding and avenues of research for students.
Public Speaking	Did a short lecture on the importance of making a good working outline based on research of a topic. Then put a topic on the board and told them to do some research cards (but for the classroom exercise, they could just make up the research). Then I gathered up the cards and the class worked in dyads on how to put the research together in a working outline. Then each dyad presented their ideas to the class.	Next time, I will have handout sheets ready to show them what a good working outline is, so they can compare it to what they created.
Range Management	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. Class room group and individual exercises were conducted to apply pertinent principles and gone over in class. Class was broken up into groups and had to design an "ideal" grazing system and diagram it using principles learned regarding optimizing grazing systems.	More group application exercises as this one effectively engaged the class.
Reason and Argument	Background knowledge probes were used at intervals to assess progress with their research project.	There were needed areas of direction and correction that resulted from the assessments.
Reason and Argument	I asked the students to share one example from their personal lives of how they would evaluate a deductive argument	I want to add additional opportunities for real life (real world) application of concepts being learned

Reason and Argument	I asked the students to write a letter to new students telling them what they could expect in the course, and what they would need to do to successfully complete it. This gave me insights into the student's own preparation for the course and their appreciation for what the course is teaching.	I continue to work on developing effective questions that push students to connect what they already know and have experienced with what they are learning and experiencing in the course. In particular, I need to give more specific examples in the discussion of what the students need to do to complete the assignments.
Reason and Argument	In the Unit 7 discussion, I asked the students to reflect on the "take-away" value of the course. I also asked them to answer the following question: How will use the information you have gained in this course in your personal and/or professional life?	The students' responses indicated that most of the Units were both understood by them and that they were able to incorporate their learning in class into their real-life experience. However, the Unit introducing Symbolic Logic was too foreign to them and they did not seem to be able to understand its importance. I need to develop better discussion questions to help them realize how to use the material in their lives so that they are more engaged learners.
Reason and Argument	I asked the students to write a "letter to future students" giving them advice on how to pass the course successfully. I also asked them to reflect on their experience in the course and what was beneficial.	Yes, I will continue to refine my instructions for the paper. Their responses indicated that this will greatly help them write their paper.
Records Management	I use a mid-term Alphabetic Filing test located under Chapter 5 in the hybrid Course Shell. This allows me to see if the students have a good understanding of the Rules 1-10.	Students did well and aside from reinforcing the rules, no adjustments need to be made.
Services Techniques I	The majority of this class is hands on. I would let the students hear and verify problem and then observed how they would develop a strategy to diagnose the problem. I found that most students do not have the drive to dig deeply, the drive for instant gratification is over shadowing their efforts. This is a very big thing to recognize.	I will continue to let students struggle a bit before coming in to help. It is infinitely important that students learn to think for themselves in this industry. I will not let them reach an extreme amount of tension and possibly ruin their interest in this field.
Services Techniques I	The important of customer service.	They need to know what good customer is and how to you it.
Small Business Records I	I use the muddiest point for my CAT and I applied it to Unit 4 and why the use of ratios.	Students need more practice with ratios
Social Emotional Development	I did a do you know located in Week 6 with a quiz and again in Week 9 in the Discussion. In Week 6 most students were unsure of the questions and the material in the following weeks would help them to have opinions and ideas by Week 9.	I will give the quiz a grade, maybe extra credit points so more students participate.

Social Emotional Development	<p>I located a knowledge probe in Week 11 of the course under content labeled: What Do You Know Quiz, for extra credit. 2 of 5 students participated with the Journal Entry. Both had a good idea, however, I entered the Journal also with additional comments. All of the students were included as the topics were continued to be addressed in following Discussions.</p>	<p>This is probe was placed near midterm in the course to provide student background knowledge to which the instructor can adjust some of the course material to better facilitate understanding and enhance learning for each student.</p>
Social Psychology	<p>CATs are used to assess whether students have grasped a core concept of Social Psychology, the tendency to attribute others' behavior to personality rather than to external circumstances. I address this concept by discussing it in class, and asking students to provide examples from their personal lives. I test using an exam question. I show a video that references this tendency.</p> <p>And I ask my students to read a research article and to find and describe instances of the attributional tendency within the article. I discuss the article and give examples. I allow a rewrite of the assignment after in-class discussion when the assignment is graded.</p> <p>For this small class, 1 student wrote a good paper. Three wrote a fair paper, but chose not to rewrite. One student did not turn in the assignment.</p>	<p>I think perhaps the last option for encouraging clear expression of understanding of this concept is for the students to discuss their individual papers and examples during the in-class discussion, and to have the students help each other reach more clear understanding and clear expression of this concept. I will try this next time.</p>
Social Psychology	<p>For this class, the "fundamental attribution error" is a critical concept. Defining the concept was on Exam 1; and examples were given in a video. Then the students were given a research study, and asked to find and explain examples of the tendency to explain individuals' behavior based on personal characteristics over situational influences. We discussed the study in class before the assignment was due. Revisions of the assignment were allowed. Of 13 who completed the assignment, 7 grasped the concept; 6 did not.</p>	<p>I am intending to ask for more student explanations in the discussion prior to the assignment due date.</p>

Social Psychology	A core construct in Social Psychology is "fundamental attribution error", which is the tendency to attribute behavior to personality rather than to external circumstances. I cover this in lecture, test over it, have a graded discussion over it, and also have students read a formal research article with this construct inherent in the material. I ask students to identify specific instances within the article, and write about it. I give them the opportunity to rewrite the paper after discussing it in class. In this class, 8 students wrote a good to excellent paper; 7 wrote a fair to poor paper.	When I returned the papers, I actually read from two prior papers students had written well. Perhaps this helped for those who rewrote their papers, although I cannot make students do that. I will try this example giving again with the next class.
Spanish for the Workplace	A Muddiest Point Thread was placed in Unit 4.	I answered each student reference their questions and or concerns. Verbs, Verb Conjugations and their tenses.
Spec Off Procedures-Medical	Classroom assessment is located in unit 4. What I have noted is that some of the content is not clear to the students so I have paid particular attention to those issues	Even though this is the last time this class is to be offered in this format, I have taken some of the comments about the class structure into accounting for the new class in development. Using the online features is important for the students to understand and this will be a prominent feature of the new course.
Spreadsheet Applications	I did a muddiest moment which is located in Unit 8-Final Exam under a content item link labeled Muddiest Point.	Have re-written all exams in this course to include newer content and graphical images.
Stagecraft	did background knowledge probe on power tool experience, not all students were familiar, so performed mini-lesson	will vary according to experience of class
Stagecraft	Pop quiz (hands on) on tool safety	Made adjustments to how the tool safety is utilized in the shop
Steering & Suspension	Steering and suspension is more theory and supported by hands on the last few weeks students lead their classes. Seems the students when properly engaged will complete the course on their own with minimal direction.	Students have reported on their own that they really like the hands on portion.
Steering & Suspension	Custom made an Argo lesson plan and assigned well ahead of the similar items in the text book.	Students did not feel as lost since they had already had an introduction to the material at hand.
Steering and Suspension II	Hands on and video mixed Electude and hands on. The students were then involved in class hands on example in lab.	I will mix the venues used more thoroughly. Students did seem to catch on better in this method. Final grades and hands on abilities were used to prove this conclusion.
Student Success	Reviewed the understanding of the Focus2 which is a major component of student planning. Basics were understood but the drill down for understanding was weak. Encouraged students to follow up for their own benefit.	Enhanced the outline of the process. Enlisted assistance from resident expert.

Student Success	Students submitted a personal reflection paper that informed of weekly activities. After reviewing the papers, I provided feedback on missing content or highlighted areas of success for the student. This was done on an individual student-by-student basis. This assessment was done partly online and partly face-to-face.	I will continue to conduct the above activities for Student Success to assess areas for growth.
Student Success	I did the Muddiest Minute with the students in student success. They are confused as to what to put down for daily activities with times, and especially which quadrant it should belong in. I used an example of me then I had them discuss which quadrant it should go to and why this was chosen.	Yes, I will definitely use it again. This is not hard to do, but they were just making it that way. Once we did, then it was easy to see.
Student Success	I did the muddiest point, I guess you could call it. I told them to use their textbooks to help answer their questions. They seemed totally lost on it. They just wanted to read the chapter if that. I got out some books and showed them how to use a glossary, table of contents, or index. They seemed both happy to know and yet upset that they did not know about this sooner.	I will definitely make this a part of my class from now on. I just did not realized how little they knew about how to use their textbooks to help them
Student Success	In Student Success, I did the muddiest point of locations of offices or departments on campus. Some were really having trouble with it. For the rest of the scavenger hunt, I suggested pairing up, and then I sent them back out after the end of the class.	At the next class period, I asked if that helped. Nearly everyone agreed and said it was also more fun. This will be used again... I also could see some were making friendships and it showed interdependence which is a part of the course. This is a great teaching tool. It will be used again. I hate to say it, but by having a little failure and then showing them how it would work it pairs it touched more areas for the course. I am thinking seriously of doing it this way all the type so they can see the advantages for other problems.
Student Success	Initial evaluation of students covers educational and professional goals, and understanding of college. Most students are unaware of the system and direction of their lives, Class focus is on developing understanding in areas where there is a deficit of information.	Have expanded skills in writing as a needed area of strength for starting students.

Student Success	I did the muddiest point of how to study for tests. Even though we had gone over methods to study, they still had not improved as much as I had hope. I have now started asking them every day of class, if they have started studying for the next test since you learn better over time rather than cramming. I have also been going over the outline form in detail.	After just one test the scores went up. I will be using these techniques again.
Systematic Ethics	A background knowledge probe was used in unit 6, regarding Karl Marx. Additional teaching and explanation were needed.	I provided additional teaching information in my follow up post in unit 6.
Systematic Ethics	A background knowledge probe was use in unit 4 with regard to Kant's basis of intent.	Additional explanation was needed to establish better understanding of Kant and his basis of intent.
Systematic Ethics	A background knowledge probe with the perspective of freedom and humanity, with respect to Jean-Paul Sartre and his existentialism.	Additional explanation and discussion were needed to help develop the concept of freedom within Jean-Paul Sartre's existentialist perspective.
Systematic Ethics	Background knowledge probe was used for the CAT. The Final Project essay was used in unit 8.	I think I need to introduce the Final project essay in the beginning of the course and help students to connect to their discussions to prepare for the Final Project essay.
Systematic Ethics	A background knowledge probe was used in unit 8 with the Final Project essay.	Students need to be reminded of the connections between the discussions and their journals for the essay preparation. This way they should have better opportunity to take advantage of their learning and build upon their educational findings.
Systematic Ethics	The Cats used were located in the Course Home and Unit 8. A background knowledge probe was used.	The quizzes will be changed to only be retaken up to 3-4 times rather than unlimited for 3 days. There appears to be less learning of the material because the quizzes can be retaken until one obtains 100%. When a quiz that can only be taken one time, the students are falling short in their learning.
Systematic Ethics	A background knowledge probe was used in unit 6 with additional preparation information for the Final Project.	The projects may have been a little better, but I think more can be done to enhance this evaluation of learning. More time up front going over the project and gaining feedback from students regarding what they plan to do will be an addition in the future. I also believe I will try moving this project to unit 5 and see if the week before the last week of class is better for this educational evaluation.
Systematic Ethics	Background knowledge probes were used for the initial discussions.	Follow up submissions were used to enhance learning.

Systematic Ethics	I did a background knowledge probe in the unit 4 discussion. The focus was upon Rene Descartes and relating his ethics to the real world.	A comparison was made in my discussion follow up to enhance learning.
Systematic Ethics	A background knowledge probe with critical thinking, was used in the discussion in unit 5.	The relating portion went well, but needed some additional explanation.
Systematic Ethics	A background knowledge probe was used in the Unit 4 discussion.	Additional explanation was provided regarding Immanuel Kant and the nature of intent.
Systematic Ethics	A background knowledge probe was used to identify understanding of Karl Marx.	Additional information with the discussion response was used to develop additional understanding.
Systematic Ethics	Additional information was expressed for the final project and the info seemed to help.	Restructuring of the directions for the project with clearer step by step instructions with be incorporated in the class.
Systematic Ethics	A background knowledge probe was used in unit 6 in the form of a learning project. An outline element was added.	As a result of the project outline the assignments were improved. This will become an additional element for future classes.
Systematic Ethics	A background knowledge probe was used in unit 3 from the Discussion Thread.	There needs to be more interaction with the material the students need for the outcomes of the course. I am trying additional interaction to present and provide answers to questions.
Systematic Ethics	A background knowledge probe was used in two forms. There was a Pretest and a Posttest located in the Course Home and module 8 of the course. The second evaluation was from the Final Project for Ethics, located in module 8. This essay has values important to the student explained. Then each value must be connected to a Philosopher studied in the course.	An adjustment that needs to be made is that the Final Project needs to be weighted more heavily to curb students choosing not to do this assignment and taking a lower grade (like an "A" to a "B" and so on).
Systematic Ethics	A muddiest point was used in unit 3. Most did not seem to have a muddiest point.	For the two who had a muddiest point, I was able to provide some additional information to help with understanding.
Technical and Report Writing	Students were asked to write a list of twenty-five items about themselves using complete sentences. At least five of the items should contain at least three sentences, the length of a short paragraph. I'm looking to see that they understand sentence boundaries so that they can eliminate any fragments of sentences, comma splices, or fused sentences.	This varies from class to class. Most students will learn to recognize and eliminate sentence fragments, but comma splices still appear in some of the students' later work. I use additional worksheets and a web tool at chompchomp.com to give them more instruction.
Technical Drafting I	I demonstrate to the students how to do an assignment on my drafting board then I give them a similar problem and walk around and assess what they are able to do and not do on the assignment I gave them.	Depending on the type of results I see on the assignment I will review something that I taught that the students did not grasp well on the assignment, or if they really struggle with it, I will try and completely reteach the concept approaching it totally different and using different teaching methods.

Technical Mathematics	Muddiest Minute - 80% of the students stated probability and the other 20% stated box plots.	Continue to add more videos to aide in the understanding.
Technical Mathematics	Muddiest Minute- Unit 7	Struggled with application of angles - added 3 more examples.
Technical Mathematics	Muddiest Minute - Unit 3 Threaded discussion	Will be emailing out tips for the proportions. 80% of students had issues with this when fractions were involved in values.
Technical Mathematics	Muddiest Minute - Unit 4 - Probability	We have added items into this unit - more examples, videos, etc. but students still state they struggle with probability. Will continue to refine course to meet this student need.
Technical Mathematics	I taught the students the basics of graphing and factoring the last 2 weeks of class.	Since I had covered the curriculum for the class and had extra time. I taught the students how to graph and factor because I knew some of the students would be moving on, and with only 4 students they would be able to comprehend the material. One of the students took the compass test and placed into intermediate.
Technical Mathematics	Muddiest Minute - I changed my muddiest minute this time to the geometry unit and I had fewer student issues with the content. 80% of the students stated they felt like the unit was pretty easy compared to the probability unit. The 20% that struggled needed assistance with the arc length and rotation examples.	Going to try to add a video of the process for finding arc length and rotation.
Technical Mathematics	I did a Muddiest Moment under Unit 4.	There was significant improvement in Unit 4 assessment, so I will change the muddiest moment to Unit 6 next session.
Technical Mathematics	I conducted a background check on writing and solving proportions. The students did fine until the information was given in a word problem. So, I showed them the method of labeling the numerator and denominator.	By encouraging the students to label the units for the numerator and denominator, it cut down on some of the mistakes.
TGPC I	I asked students to name the areas of the stage for blocking purposes. There was confusion, so I did a demonstration to clarify.	Students then understood what my blocking directions meant.
TGPC I	Face-to-face muddiest point.	Need to define post-severance comp definition for 457 plans in greater detail.
TGPC II	Muddiest Point exercise. This was done in class after the lectures over Eligible and Ineligible 457 plans. The majority of students were confused by the distribution and taxation rules Ineligible 457 plans.	Will provide more examples of what does and does not constitute a substantial risk of forfeiture in an Ineligible 457 plan.

The Middle East in Modern Time	I included a website critique to allow students to find better resources that complement the class. Also included was a Muddiest Point. Tested one module with different format of lecture.	Muddiest point was included this in the unit and adjusted according to student feedback. Too, I changed type of lecture in one module and asked for feedback which I incorporated.
The Short Story	muddiest moment in class in unit 14	added pop quizzes to sharpen learning at key moments
Theories of Personality	I asked for a class reaction to a video shown on TED.com. The video was of Kathryn Shulz who is presenting on the importance of being wrong. I know this is a Theories of Personality class, but I was interested in this 'tangent topic' related to personality (and science). I asked students for their educated opinion of Shulz's presentation. I was amazed at how favorable their responses were. One student, for example, wrote "This is an amazing video!" and went on to explain why. Almost to the student, they enjoyed this educational experience.	I plan to use this video in the class the next time I teach it. I think it is a valuable addition.
Total Quality Management	Course is team taught. I have a thread in each of the 16 modules. I have the students post a video comment as I have inserted several short vids in each of the threads to highlight key concepts. Student comments provide insight on how well the students grasp the material and verifies that they actually looked at the material.	The vids that were inserted are highly successful and tend to work better than reading assignments.
Trigonometry	I did a muddiest moment on a note card. Based on the feedback I retaught the concepts that appeared.	I retaught the concepts that were not understood.
Trigonometry	Muddiest Point thread in Chapter 4 unit over graphing	I retaught on one issue within the thread and that response will also be saved and posted in the FAQ for future students.
Trigonometry	Chapter 4 Muddiest Point thread	I added some additional video examples. I will also add these student questions and my responses in the FAQ to help future students.
Trigonometry	At the beginning of each class meeting, we spent the first 5-10 minutes addressing any questions that the students had over the previous lecture. When several students had the same question or difficulty understanding a specific topic, I would reteach the material using a different method.	In the future, I will teach students multiple methods in my lecture so that they are less likely to struggle with their homework and assessments.
Trigonometry	Muddiest Point in Chapter 2 unit showed that the students had difficulty understanding the relationship between an angle measure and the quadrant in which it terminates.	I was able to respond to their question(s) on this issue and I will add the material into the future offerings of this course to help future students.

Trigonometry	When talking about range and domain of Sin, Cos, and Tan, I purposely mixed up the range of Sin and Tan. Many students caught the mistake	This C.A.T. provided an opportunity to see how well the students had learned that concept and how well they were paying attention to details. I was able to then relate the information to the appropriate graphs to help make the connection even stronger.
Trigonometry	There is a Muddiest Point in each unit in the shell. Students had to answer the following question: As you go through the material for this chapter, what is lacking, what needs more explanation? What is your "Muddiest Point?" .If there is nothing specific at this point, then use this as an opportunity for you to ask a question (over any of the assignments) as you would in class. If possible, please point other students in the right direction.	I will include more homework problems
Trigonometry	Muddiest Point in Module 2 - There was a bit of a theme concerning confusion on applications of radian measure.	I added some videos to reteach the concepts.
Trigonometry	When learning how to verify trig functions, I did a background knowledge probe about Identities. The students remembered them so we continued on with the material.	By doing this C.A.T., I was able to move onto a different topic instead of review.
Trigonometry	I did an authentic assessment in Unit 1 to check the background knowledge of my students in a few skills/concepts from College Algebra which we were going to use in Trigonometry. Most students had forgotten how to factor quadratic trinomials and solving quadratic equations. We spent a few minutes each day working on these concepts.	By the end of the second unit (Week 2), 60% of the students were proficient, by the end of the third unit about 80% were proficient.
Trigonometry	(Background Knowledge Probe) I give a short and simple problems(two or three questions) at the start of each of the six units. These problems help me test prerequisite skills needed for that unit. Trigonometry requires a lot of skills from Algebra .Even though the course provides a few avenues where these can be done it turns out not to be enough for me the students in this course.	Based on the results from the Background Knowledge Probe I adjust my lessons. Mostly I had to review a few skills before or during the unit
Trigonometry	Muddiest Point in Chapter 5 unit	I had two really good comments that I will add to the FAQ in the next course.

<p>Weights Measures Cont Ed</p>	<p>I did a background knowledge probe with the students on a new topic involving rational functions and asymptotes. Through classroom discussion, it was evident they had very little knowledge regarding the subject, so therefore I taught and explained the new and current lesson as I was expecting to. Through assessment of classroom discussion and example problems, they picked up some of the concepts, but not all of the concepts. It was clear a base understanding was understood to the students, but not a very complete and concise understanding of the full new topic being presented to them.</p>	<p>Since there was not a complete and thorough comprehension of the new topic that was presented, I furthermore explained the topic another day. I did this by re-teaching the topic by going over more examples and more student engaged learning. Through these techniques, the students proved that they had a much clearer and better understanding of the material being presented. Overall, expanding and re-teaching the concepts proved to be very beneficial in the students' comprehension, and supported through the students' achievement on their homework problems.</p>
<p>Western Civilization 1500-Pres</p>	<p>Module five contains a thread topic marked muddiest point.</p>	<p>Had several comments related to edition change of the book? This caused some problems with the course as the book was changed at the last minute. This will result in a total rewrite of the class for Summer. I wish the publishers would quit moving around the information in the text. It does not improve the book, it just caused problems for the sequence of the online material.</p>
<p>Western Civilization 1500-Pres</p>	<p>Muddy Point Module Five</p>	<p>The first time they do the exam it gives them the score but does not provide right or wrong answers. On the second attempt the test pool resets. This is an effective tool in forcing students to use the book and course material.</p>
<p>Western Civilization 1500-Pres</p>	<p>I used the muddiest moment. We discussed the causes of World War I, but my presentation was somewhat confusing because I gave them too much information to keep track of. I've created a graphic organizer so that next time I can give them a summary first, and then go into more detail about the causes. I think this will help them keep the information in an easy to understand manner.</p>	<p>Organizing the information helped put everything in perspective, and next time I will start with that instead of waiting for the questions to be asked.</p>

Western Civilization to 1500	I have a muddy point thread in module 6. I also have a course mistake section in course home.	I changed the objective exams to two time entry based on the muddy point complaints that the exams were just too hard. Seems to not have improved the grades, but at least the students cannot snivel anymore and realize that maybe they have to study to pass the exams.
Women & The AmericanExperience	A background knowledge probe was completed about the women involved in the suffrage movement. The student knew of 2 or 3 individuals. We discussed more people.	I need to add more information about a variety of people involved in the movement.
Women & The AmericanExperience	I have a Mistakes and Concerns section in the Course Home Tab for problems students may have within the course - no student participated.	I will encourage more feedback from students.
Women & The AmericanExperience	Course Questions/Mistakes	Only one student was enrolled in the course - they were not active in the course. Because of the lack of connection, I will connection, I will continue to go on as I am. The one change I did make to the class was to make the readings more accessible to students.
Word Processing Applications	Course Comments under Post Test Unit	I adopted this course from another instructor and I will be changing my CAT to a muddiest moment.
Word Processing Applications	I use e-mail to correspond with students and address questions or concerns I have or that the student may have concerning course material. Additionally at the end of Unit 6: Unit 1 Exam I have a Quick Questions section for students to provide feedback on questions they may have, i.e.: What have you learned so far that seems very useful to you in the future? Is there anything I can do to make the directions or requirements more clear? Do you have any questions for me?	The evaluation of course material is an ongoing process and based on student feedback course content is re-evaluated and updated if necessary.
World Literature	I used a reading response journal for the selections in the World Lit course to be sure that all students had a chance to contribute their opinions.	I will use this again, as it was extremely effective.

World Literature	CAT was based off of Reflections and journal entries prior to class discussion of the readings that were assigned, quizzes were given once a week to view what they are understanding in addition to a midterm and a final that both included a writing exam and a presentation over an author of their choice that had not yet been discussed in this class. The journal were specifically for them to start looking at stories in a way that may lead to an option for a literary analysis essay that was also due by week 8 of the class.	I would like to make an addition or a substitution if you will in terms of subject matter rather than a change in terms of the material, but the class as a whole I felt was successful.
World Religions	A background knowledge probe in the form of a critical thinking question was used each week.	The feedback from the students caused me to adjust and correct missed information.
World Religions	I asked the students in Unit 8 to comment on the class assignments in terms of what they learned, did not learn, and what was most important to them.	I need to reconfigure the discussion to make it more accessible to students and more focused.
World Religions	In Unit 8, I asked the students to imagine that they were asked by the Dean to explain and defend the value of a course on religion in a secular academic institution.	In their answers to this question, I was able to observe what students had learned AND what they thought about the outcomes/objectives of the course. It is clear to me that I need to do a better job emphasizing the outcomes/objectives for the course so that students are able to effectively understand why the course is valuable both personally and academically.
World Religions	F2F course. Muddy point. Yin & Yang, Secret ballot with me out of the room. Class unanimous that there was no muddy point. So I changed my plan to have more discussion and went sooner to the next item.	Yin & Yang are important concepts in China. I expected some students would not be comfortable with them the first time through. I'm glad I can go on sooner and explore the Three Teachings with extra time.
World Religions	Muddiest/Clearest point of the course CAT administered in Unit 8	The students reported that the emphasis on the experience of religion was helpful. They also indicated some more direction in terms of the assigned paper would be helpful -- so I will develop additional resources for them to use in future courses.