

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2016

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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%
2015			
201501	260	152	58%
201502	245	155	63%
201503	115	65	57%
2016			
201601	232	121	52%
201602	222	159	72%
201603	110	53	48%

**An unknown % of the 2015/2016 data was lost due to a Malware attack on the database.*

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%
2015	2394	1591	66%
201501	1082	667	62%
201502	1056	746	71%
201503	256	178	70%
2016	2308	1553	67%
201601	992	601	61%
201602	1028	790	77%
201603	288	162	56%
Grand Total	11711	8787	75%

**An unknown % of the 2015/2016 data was lost due to a Malware attack on the database.*

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	Student based interest article, students were instructed to explain the article and its relationship to psychology. Returned to students three weeks after submission and reviewed with each of them individually.	I will update test questions and add additional questions as needed
Abnormal Psychology	Audible/Nods- I ask the class a few questions at the start of each unit. This allows me to gauge the trajectory of the daily lecture. I will add worksheets to aid a deeper understanding of the more complex topics	I will add worksheets to aid a deeper understanding of the more complex topics
Abnormal Psychology	Exam question on DID and state-dependent learning. Requires understanding of state-dependent learning theory and its application to dissociative identity disorder memory abnormalities. Reading and comprehending one paragraph in the text should be sufficient. I also discuss this theory in class, and in context of videos shown. Thus, listening in class should tie information from the text and the videos together. Two students answered the question correctly. Twelve did not.	Perhaps stamping my foot and saying "Listen. This is on the exam." I question the ability of the majority of my students to use critical thinking skills: What are the key words in this question? What facts do I need to deal with the key words?
Abnormal Psychology	Exam question on DID and state-dependent learning. Requires understanding theory of state-dependent learning and its application to dissociative identity disorder memory abnormalities. Helps to be paying attention in class. Two students did excellently, two fair, one poor.	This class was small, and competent. I will likely give considerable explanation for the next class. This particular question is one of my "A" student filter questions, because it requires thought. Thus, I do not expect all students to get it right, although that would be a good outcome.

Abnormal Psychology	Understanding the 6 theoretical perspectives underlying the etiology/treatment of various psychological disorders is always a weak area for Abnormal Psychology students. I have addressed this in other CATs. This semester I wrote/administered a pre-test over just this material. This was not part of the final exam, so a grade was not earned on this assessment instrument.	The post-test results indicated improved performance on these 6 perspectives. Knowing that perspectives are a 'weak' area of the course, I have addressed this during each presentation during the semester. The perspectives are addressed with each disorder covered, so I slow down, offer more examples, review, etc. when these are covered. It appear these techniques are working. I will continue to be mindful of these perspectives.
Abnormal Psychology	Within every unit there is a Clarification Assignment which provides the student with an opportunity to ask questions regarding quizzes, assignments, discussions, or any concept within the textbook that needs clarification. I	In reviewing the questions and concerns of the students each week/unit/module I adjust my explanation of a concept, change a quiz question, or respond to the class discussion.
Accounting I	Background knowledge probe was done on Job Search documents and interviewing. Most students had never prepared a resume or interviewed. Job Search Project was implemented and then assessed for all business students.	Several changes will be made including documentation and research requirements.
Accounting I	I use a muddiest point located in Unit 6 determine COGS using LIFO, FIFO, Weighted Average, & Specific Identification.	modify my lecture
Accounting I	I use a muddiest point to determine COGS using LIFO, FIFO, Weighted Average, & Specific Identification.	The students require plenty of practice to assure they are comprehending the topic.
Accounting I	Guidelines: There are two parts two this opportunity: a. the initial answer to the question below and b. Response to my material review option for you Please answer this question: What was the muddiest point in reviewing for your final? I will then respond to your muddiest point with an activity to hopefully help you understand the material you indicated that is causing you difficulty.	This is a great CAT for final reviews and I am going to use it for midterm assessment too.

Accounting I	<p>Final Work Module Extra Credit Cat Student Question: What was the muddiest point in reviewing for your final?</p> <p>I respond with an activity and explanation for each individual student's muddiest point to ensure clarification.</p>	This continues to be a great way to engage student and provide additional opportunities to improve knowledge over concepts.
Accounting II	Minute paper - over flipping classroom	More assignments will be given requiring students preparation before class time
Accounting II	<p>Extra Credit CAT (Muddiest Point) located under Final Review Module:</p> <p>Two parts: 1. What was the muddiest point in reviewing for your final? 2. I will then respond to your muddiest point with an activity to hopefully help you understand the material you indicated that is causing you difficulty.</p>	I will be supplementing material for those competencies commonly indicated.
Accounting-Business Operations	I have a muddiest point for Units 1-7 as the last thread labeled Chapter X: Muddiest Point.	This group of students did well and really responded to the changes I've made since Fall. I need to find a way to keep the momentum they had at the beginning of the session through the 17 weeks. I'm thinking of adding more games to make it a little more interesting.
Accounting-Business Operations	I have a muddiest point thread as the last thread for Units 1-7.	The students really seem to struggle with the journal entry concept. I will search for better videos, rewrite my notes, and add skype as a possible way to communicate with those who are really struggling.
Accounting-Business Operations	I have a muddiest point in each unit as the last threaded discussion question labeled Muddiest Point.	During the Christmas break, I updated my course with new video instruction and added games to help understand the material better. Student's grade and understanding really improved in this session compared to prior. I would still like to find more detailed videos on journal entries to improve the course.
Accounting-Invest & Financing	I have a muddiest point at the end of each unit.	This course the students really struggle with. It is a lot of information to grasp in a short period of time. Over the holiday break, I plan to search for better instructional video for the more difficult topics. If I can't find anyone, I plan on making them myself.

Acting II	Ask students for original examples of specific theatre genres.	When students were unable to answer, went back to repeat some of the lesson.
Adult Beginning Piano	Student must know the grand staff by the end of the semester. After discussing the bass clef, students choose quizlet.com flashcard activities to review the names of the notes in the bass clef.	Usually, work on the bass clef is needed over the treble clef. Next time, I may try having them write it in their scores.
Advanced Pharmacy Operations	I did a muddiest moment which is located in Unit Four under item link labeled Muddiest Point.	Yes, I made some adjustments in my discussion threads to incorporate more current events, law changes, and ethics by giving students the opportunity to choose their own 'current' topic. This helped facilitate a more meaningful and broad discussion, while still covering the relevant material and course outcomes. I also purchased some training software covering compounding (sterile and non-sterile), as well as created quizzes for review of the material.
Agency Administration	<p>Essential Skills</p> <p>At the beginning of the semester August 2013 in all of my classes I asked the question how many of them had heard of Essential Skills and how they applied to their daily life? I was surprised to learn that only six students out of the 30 plus had received information and knew how they applied and how important they were in building a foundation to their future in the Criminal Justice field. Each student was told to apply those skills in each of their classes, and at the end of the semester we would be able to determine their progress towards their goal of entering the Criminal Justice field. Ninety percent of the students applied those skills.</p>	I am going to have the student's build on their writing and spelling skills
American History 1877-Present	I used the muddiest example. I ask my students what they did not understand, and when necessary I go deeper or present the information again (in a different way). I like to check for understanding throughout my lecture. If test or quiz scores are low or the students seem to miss the same types of questions, then I feel that is a sign that something wasn't clear, and I address that.	I feel that the best way to help my students is just to ask them questions throughout the cycle so that I can meet their needs. Every cycle I have different students. This semester, I had some ESL students, and from working with those types of students in the past, I changed up some of my methods (simpler explanations-trying to avoid words they might not know).

American History 1877-Present	I used the audible nods and muddiest point CATs. As I lectured, I would stop and ask the students to tell me what we covered that day regarding a particular topic. I did this on the more important points of the lecture I wanted them to remember. If I did not get back a response, I would reteach that part, asking them what they did not understand. Because classes are an hour and a half, I have found that it is good to check throughout the class (not just at the end) for comprehension. I also used the muddiest point (I think it's the best CAT). It helps me to just ask the students what they didn't understand about the day. That allows me to make adjustments for the next class period and the next time I teach that topic.	Using the audible/nods and muddiest point CATs just in general help me to understand what my students don't understand. It also creates a conversation that allows be to discuss with the students what would help them (the CATs actually help me as a teacher too). My main goal is to meet the needs of the students, so hearing back from them lets me do that, and I think the audible/nods and muddiest point are the best way to do that.
American History to 1877	I use the ten minute quiz in which students can use their notes. This allows me to access if they are takin notes over the most important points.	I will adjust lecture or go over areas the next class period for areas students missed.
Analytic Geometry- Calculus I	Walk-about. I went from person to person looking over their work pointing out errors while they worked on a problem. I made note of any patterns that emerged in their errors.	I went back over the problems pointing out and clarifying all issues that I witnessed.
Analytic Geometry- Calculus I	Muddiest point located in each unit	Additional content detailing steps for specific problems were added to the course to address issues given.
Analytic Geometry- Calculus I	Muddiest Point - located in each unit	I added an additional video based on feedback from the MP
Analytic Geometry- Calculus II	Muddiest point in Module 3. Themes from the posts included struggles with partial fraction decomposition.	Between responses from myself and their peers, reteaching took place.
Analytic Geometry- Calculus II	Muddiest point thread posts in module 2. A common theme was difficulty with trig integration.	I produced and posted some videos reteaching on the topic.
Analytic Geometry- Calculus II	Muddiest point thread in module 2. Major issue was trig integration.	I retaught using videos and posted them to the thread.
Anat/Physiol- PreHospit Provide	Muddiest point in chapter 4 and 11 and a minute paper in Chapter 7.	The biggest struggle continues to be in the micro and endocrine areas. I have added videos in the shell but I think I will try to do some short animated videos to "highlight" various points to see if that will help with memorization and understanding.

Applied Piano	Students records themselves and listens to the performance with the score 2 or 3 times before a first performance. Specific problems are discussed with the instructor after the student and instructor listens to the recording	Often, improvements are made after student hears the recording.
Applied Piano	Students read a list of practice techniques that may help them achieve success on a piece of music. They must choose one technique and try it during their practicing.	The student must discuss their practice with the instructor and discuss whether the practice technique helped.
Art Appreciation	Muddiest point Module 6	Add more information on liquid media and pastels.
Art Appreciation	Module 2, C.A. T. Did the electronic flashcards and games help you to learn this week's vocabulary?	Yes, I will continue to use quizlet flashcards and games to stimulate learning the vocabulary in Art Appreciation. Updating the flashcards as needed with edition changes.
Art Appreciation	Module 2 CAT Knowledge Probe, Did the thread encourage the use/learning of the vocabulary.	Only 2 students did not respond. The others thought the vocabulary helped them in the thread. It is an effective assessment tool and measures the use of the visual arts vocabulary in the course/ in the thread(s).
Art Appreciation	Module 2, content item is labeled C.A.T. Background knowledge probe: Did the electronic flashcards and games help you to learn this week's vocabulary?	Most students reported the electronic flashcards and games helped them to learn the required vocabulary. The flashcards help students to learn the required vocabulary. I will continue to measure the effectiveness of this type of learning tool...
Art Appreciation	Knowledge probe, located in module three, measuring the effectiveness of learning the course vocabulary using a project, "Did the module 3 project help you to learn this week's vocabulary?"	A majority of the students reported the project helped them learn the course vocabulary in module 3. This project is effective. Other projects will be measured for effectiveness.
Art History Survey I	After the first week of class the question was asked... Did the game help you learn the material? Do you want to see more games inside the course? (A crossword puzzle is located in Module 1)	Students were split in the response. Some wanted more games, some did not care for games. Only four students responded the game help to learn the material. Only four students entered and played the crossword puzzle. Only 4 played the pre quiz study game. I will limit the games inside the course to playing jeopardy reviews.

Art History Survey I	In class CAT How effective was the review game used for the midterm?	The class was split on how effective the review game was. Those who thought it was effective came prepared and dominated the review. Those who did not prepare ahead of time did not do well in the in class game. The review helped to illuminate areas where some students had knowledge deficiencies. I will continue to play review games to enhance learning within the classroom.
Art History Survey II	Module 5 assessing a learning tool, the multimedia component of the course Was the multimedia component of this module helpful in understanding what printmaking is?	Yes it did help the students understand the medium presented in class. I will continue to use the multimedia component in the course to enhance learning.
Art History Survey II	Module 5, Was the multimedia component of this module helpful in understanding what printmaking is?	Based on student responses the multimedia used was effective and aided in understanding a complicated topic/technique. I will continue to use and update the multimedia used in this module and others.
Art History Survey II	Module 5 Was the multimedia component of this module helpful in understanding the nature of the reformation?	The students who responded indicated it was helpful. They explained it complimented the PP presentation. SmartArt conversations will be embedded in the course to facilitate learning the course content.
Astronomy	I did a background knowledge check about the students' knowledge about the order and size of the planets. I was surprised that students did not know the order and sizes as well as I expected. We collected information from the students to create a list of properties for them	I will not assume that students come into the astronomy class with a knowledge of size and order of planets in the solar system.
Astronomy	At the end of class I gave a quiz over the topics covered that day (electrostatic forces). The students seem to know the equations to use, but had difficulty applying them in 2-dimensional settings. I went over vector addition the next day and did another example problem with the students.	I will continue to emphasize vectors and vector addition throughout the course so that the skill will hopefully remain fresher in their minds.
Aural Skills I	Part of this course is performance based using specific processes such as solfeggio. We sight sing using solfeggio as a group. After several examples I will assess them individually even as they sing as a group. This is less threatening than singing individually.	When the group continually misses specific intervals we will practice those intervals in different keys.

Aural Skills I	This course requires demonstration of learned skills. Each day we aurally sight sing new melodies and rhythms. Students participate in the group and individually.	This method allows for immediate correction and gives the opportunity to modify learned methods to each student's needs.
Aural Skills II	Individual performance tests. These are live tests where students demonstrate that they can perform listening and singing skills.	Instruction is individualized to work on methods and processes where students demonstrate lack of competency. It is essentially pass/fail.
Aural Skills II	Timed Tests. We regularly take timed tests (60 seconds) to determine competencies.	Results of the tests direct how much additional class time is spent on each competency.
Aural Skills III	Muddiest point: After presenting concepts on Neopolitan 6 chords a review was given at the end of the period. Students who did not understand concepts were reviewed individually.	Will continue using assessment techniques provided by the textbook and use individual teaching methods for students who need additional help.
Band	Through rehearsal techniques, student makes self-evaluation to determine errors in proficiency.	Self-evaluation can be guided through instructor and resources.
Basic Algebra	Part of the project has a muddiest point discussion and I encourage students to make suggestions.	Better instructions for the Project
Basic Algebra	The compass test and previous knowledge	Homework and unit tests are looked at.
Basic Algebra	I did a whiteboard quiz/check for understanding. Corrected mistakes with direct feedback and students learned concept before they left for homework.	I reviewed and was more thorough with Chpt. 2 review knowing where they were making their mistakes.
Basic Algebra	Muddiest Minute - Unit 7	Students are struggling with the rotation problems so will add a video on how to do those types of problems.
Basic Algebra	Decision chart for addition, subtraction, multiplication and division of real numbers - Students were given a blank chart and tasked with filling in the path.	Subtraction of real numbers is still a problem for 20% of the students. Will need to provide more concrete examples.
Basic Algebra	Basic Algebra requires an early identification of students who "get it" and those that are adrift. To this aim I teach a section, then have the students immediately do a set of problems in class which I collect and study overnight. I can then start the next morning reviewing specific problems, and when the next set of in-class work is begun, I can spend my time watching and helping the students having trouble.	Students tell me that this technique has helped them finally "see the light" with math. In the future I will plan to allow even more time for students to do problems in class; I am convinced that they grasp concepts better this way than just watching the instructor do repetitive problems on the board.
Basic Algebra	I looked at ways to make the assignments due dates more clear	I put the due dates on the homework schedule

Basic Algebra	I did Problem Recognition Tasks for these classes. I chose a problem, over long division of polynomials that had been missed in past semesters. Their task, in a group, was to identify the mistakes and correct the problem.	This task worked so well in the summer courses I will plan on using it this Fall.
Basic Algebra	Math Journals (located as a unit on the course e-Companion). Students were required to write a daily math journal entry.	Based on comments in the math journal entries, modifications were made to group work formats.
Basic Algebra	I did a muddiest moment located in Unit 7.	Rational expressions still giving student's trouble. Will find video to help with this concept.
Basic Algebra	Students complete a daily Math Journal writing assignment throughout the class. Assignment is listed under the "Math Journal" tab on the course shell.	Based on comments from math journals, material was reviewed immediately before the chapter four exam.
Basic Algebra	I did a muddiest moment in Unit 6 under link titled Muddiest Moment.	Students said that this is the hardest Unit of the course. I will add additional notes, examples and videos.
Basic Algebra	Project	Students were prepared but missed several word problems. Have added document on word problems into doc sharing and linked to unit.
Basic Algebra	I did an Audible/Nods with Quadratic Equation, we first get one side of the equation equal to 10, right? No. We get it equal to 0 (zero). Student corrected me right away.	We can use this CAT to determine our ability to proceed in the process of learning the Quadratic Equation. My adjustment was to continue into the lesson.
Basic Algebra	I used the example of using football to describe positive and negative numbers in chapter 2.	This class had some students who were struggling with positive and negative numbers and the other examples I used were not working. After using this example of saw the figurative "light bulb" go on for some students.
Basic Algebra	This Basic Algebra class had two students - one prepared for this class and one who should have been taking Basic Applied Math. I tried without success to convince the unprepared student to drop this class and then sign up for the Basic Applied class. He thought he could "catch up." I maintained the schedule for the class, which became a dialogue between myself and the good student. It was a strange classroom.	I now more aggressively attempt to quickly identify students signed up for Basic Algebra who are not prepared, even if they did pass the Compass test or somehow qualified for the course. I am fairly to the point in encouraging these students to drop the class, although the decision remains theirs.
Basic Algebra	In chapter 6 I explained why we needed to find the zeros of equations. For example, I related a parabola that was opening down to the home run derby, and how the zeros would tell how far the ball was hit.	The students seemed to enjoy relating the concept to a real world experience. Just like other classes I have taught, they always asked the question "Why do we need to know this" or "How would I ever use this". Another example I used was artillery shells, and where they would land. Since many of the students are associated with the military this made sense to them.

Basic Algebra	I gave a quiz over the laws of exponents after lecturing the material. After they completed the quiz, I quickly looked at the responses, noting the mistakes and areas of confusion.	After seeing the areas of confusion, we talked about homework problems they had done which were similar to the quiz problems, and I emphasized areas they had not mastered. I allowed them to get their quizzes and correct them. The majority of them were successful that time. This helped me pinpoint topics that they were still confused about after doing their homework.
Basic Algebra	I include a quiz review located in my shells. Most students take the review after each section even though it just a practice quiz, it is often a good indicator on the strengths of students. Most students struggled with rational expressions. Another probe indicated the problem was actually with factoring trinomials. I did a series of mini lessons on quadratic trinomials	I will spend a lot more time on factoring quadratic trinomials.
Basic Applied Mathematics	I used muddiest points in each unit.	I use videos as an additional resource.
Basic Applied Mathematics	This class had 10 students, five who wanted to be there and five who were "voluntold." Those who did not want to be there passively resisted the entire class - refused to do homework or exams, skipped classes, etc. They knew they would receive a failing grade and did not care at all. I concentrated on the five who wanted to learn and worked closely with each of them.	Subsequent discussions were held between the Ft. Riley Dean and NCO's and officers of the 1-5 FA. I had no further feedback.
Basic Applied Mathematics	Daily Student Journal Entry	Student journal responses offered insight into areas of content that needed reinforcement. Additional instruction could then be offered on those areas.
Basic Applied Mathematics	In this class I concentrated on having students do work at the whiteboard, to see if increased participation might be a positive motivator for some students.	I will test this again, but my conclusion from this one small class was that bringing students to the front tended to slow down the pace of the class and did not provide any marginal motivation on the part of the students.
Basic Applied Mathematics	This Basic Applied Math class had 21 students. When working on problems in class, I allowed the students to either work alone or with a partner. I knew that one negative to allowing students to work in groups is rising levels of noise in the classroom, but I wanted to see if there was any evidence that struggling students were getting meaningful help in this way.	My conclusion was that allowing students to work in groups was more negative than positive. Some people only have one voice volume - loud, and some students were having trouble concentrating with the general level of talking. Second, I observed that the poorest students were just letting their smarter partners do the problems, rather than investing themselves in really trying to learn.
Basic Applied Mathematics	Encourage comments and suggestions from students	More lesson material on the course shell.

Basic Applied Mathematics	I used a muddiest point in each unit.	I would additionally use videos as a resource.
Basic Applied Mathematics	I use the muddiest point located after each unit test.	I am looking for more videos to add to the course.
Basic Applied Mathematics	I required completion of a pre-test that allowed me to distinguish the level of preparedness of each student for the class. In the initial classes I then concentrated on common areas of confusion among class members.	I will require the pre-test every time I teach this course in the future.
Basic Applied Mathematics	Homework as well as Chapter tests	Look at ways to cover material students have trouble so I can help future students
Basic Applied Mathematics	Math Journal - Listed on the e-companion. Students were required to write daily entries in a math journal.	Specific topics were reinforced following comments by students in math journal entries.
Basic Applied Mathematics	Daily Math Journal - assignment information is located as a unit in the course shell	Math journal entries provided information about topics that needed to be reviewed even after a chapter was finished.
Basic Applied Mathematics	I did a background knowledge probe on fractions and division. Most students had no clue adding/subtracting fractions and also on long division.	I gave short mini lessons on adding/subtracting fractions and also on long division. This improved grades on those Chapters significantly.
Basic English	In Basic English, after we started working on conjunctions I basically had the muddiest minute. They immediately let me know that they could not handle it. I decided to show it down.	The results were better, but they still were having troubles, so I decided to slow it down more by breaking it into smaller chunks. That did it! The results were definitely better then!
Basic English	I did the muddiest point and discovered that the students could not remember the eight parts of speech. They really seemed to be struggling with it. I gave them a mnemonic divide to remember it and we went through it together a couple of times.	Along with using the mnemonic device and going over it a couple of times together, really made all the difference in the world. I will do it this way again.
Basic Math Skills	Proportions and ratios are the most difficult for the students to understand when solving word problems.	I offered additional worksheets to help the students with application.
Basic Math Skills	Fraction follow-up: Students had been struggling with identifying fraction multiplication problems. In a general review, two of the ten problems were problems requiring multiplication by a fraction. Fraction problems on review: Multiplying by a fraction: #3, #7 3/3 students got both problems correct	I plan to do more of these short follow-ups to help students reinforce their mastery of math concepts and execution.

Basic Math Skills	This was a very small class, and the TABE score in math computation was very low. I spent a good deal of time on long division in class. We had a lesson, practiced problems, and did a follow up. The official CAT was a pre and follow-up assessment. On the Pre Test, all 3 soldiers missed a question about finding an hourly wage. On the follow-up assessment, 2/3 soldiers got the problem right; 1 person still missed it.	I will keep giving students opportunities to practice their basic multiplication and division skills. I will use more 1-minute drills next cycle.
Basic Nutrition	Unit 8 activity. Activity requires label reading of a nutrition product. Students at times submit a choice that does not meet the requirements to answer the questions adequately	I have added additional instructions which reiterate the specifications in addition to what should not be used as example
Basic Nutrition	I added examples to the unit 2 activity since previously the majority of the students had problems with understanding the activity	I added examples to the unit 2 activity since previously the majority of the students had problems with understanding the activity. However, some students are still having problems so I may add a practice one and have them submit it before activity is due.
Basic Pharmacology	CATS in session 7 regarding muddiest moment.	Will also be looking to help students cite work related assignments properly. Many are unaware of the legalities surrounding this issue.
BASIC Programming	I did a muddiest moment which is located in Unit "Chapter 5" under content item link labeled "Procedures CAT"	We spent and will spend more time working through examples of procedures and how they work.
Basic Reading	Approximate Analogies; students were asked to complete second part of several analogies relating to comprehension. Ex. "The central idea is to a passage as _____ is to _____."	From the results of the analogies students did, it was easy to see which points I needed to review and clarify.
Beef Cattle Production	Pre-class background knowledge probe. Review slide at end of power point presentation to emphasize important information and exam review. "Muddiest Point" moment before and after each class.	emphasize review moments
Beginning Keyboarding	I did a muddiest moment which is located in Unit 8 content item labeled Muddiest Moment.	Need to begin the document formatting portion of the course as soon as lesson 13 is completed. Consider possibly skipping teaching symbols and numbers.
Beginning Reporting	In a discussion of current news coverage, I mentioned that the coverage of President Obama was similar to the coverage of Jesse Jackson. I noticed blank stares so I questioned them about their knowledge of JJ. I showed a short segment from his '88 convention speech and discussed his impact on current policy.	I am reminded almost every day that my cultural references are dated and that I need to use my historical knowledge to add context, not eliminate them from my discussions.

Brakes I	Live work taken in during course text session.	The integrated live work and classroom sections will be used in the future.
Business & Economics Stats I	Muddiest point located in most units	Additional lecture videos were made for the course to clarify issues noted
Business & Economics Stats II	Muddiest Point in every unit.	Improved use of the gradebook review and ask my instructor feature. Additional instructions/clarification videos/content added.
Business Calculus	Muddiest Point thread located in Chapter 3 part 1	Students primarily muddiest points surrounding the topics of Chain Rule and Demand & Supply. Retaught on the issues that students had.
Business Calculus	A Muddiest Point in Chapter 4 Part II. A common theme seemed to be issues/difficulties surrounding implicit differentiation.	I added some videos responding to their questions to reteach the material. My responses to their questions will also be added to the FAQ so that other students can get the benefit of those questions and answers.
Business Communications	I ask a discussion question in each unit designed to assess how well the students have acquired understanding of the key concepts of each unit.	Plan to expand content and provide additional explanations and examples on the units where students demonstrated a lack of understanding.
Business English	Muddiest Point in Module 2	Students have access to information needed to be successful.
Business Law I	I use a muddiest point thread to differentiate between Tort Law & Criminal Law.	Most students need plenty of discussion on this topic to comprehend it thoroughly.
Business Law I	Background knowledge probe conducted over elements of a contract. After reviewing knowledge, focused on missing concepts and then did another probe.	This probe helped me to focus on the needed concepts and not those the students already knew.
Business Law I	Muddiest point - contract knowledge	will continue with this assessment with more in-depth requirements to encourage more critical thinking
Business Law I	Contract assessment evaluation over elements of a contract before/after lecture and then addressed material needed	will continue with assessment of contract knowledge - helps identify specific competency needs
Business Mathematics	I use the muddiest point for my CAT and I applied it to how to calculate the percent markup based on cost.	I need to tweak this presentation a little more in order to get the results I am looking for.
Business Mathematics	Muddiest Minute - Unit 1 -	Only 2 students in the course so not enough data to make a difference but it is one of the first times the course is offered.
Business Mathematics	Muddiest Minute - Unit 7	Small class but 3 mentioned taxes gave them issues. Will add more information to the notes.

Business Statistics	Walk-About Cat done during a lengthy review in class.	I was able to identify the top two issues students had over the material and address them on the spot.
Ceramics I	The CAT was a Knowledge probe, asked in class after the Ceramic terminology quiz (Module 2)	A majority of the students present responded with the correct information, some were unclear on vitrification, I will adjust my lecture/demonstration with additional information on dyhydration and vitrification.
Ceramics I	Knowledge Probe One class after introducing the components of a glaze students were asked to list the components of a glaze.	I will continue week to week follow up with background knowledge probes as all students did not recall the four components of a glaze.
Ceramics I	Knowledge probe, Direct in class question. Third week in class What are the three stages of dehydration? Students only able to respond correctly as a group... each individual needs to know, adjustments in class are needed.	Each student is asked about the three stages of dehydration each week by midterm all individuals know the three stages of dehydration. Repetition was the key to remembering.
Ceramics II	Not located in the shell. Knowledge probe given after the class completed the online safety quiz. Question: What are the ways to keep safe in the ceramic studio? The group responded to the question. Each being able to provide some but not all the facts from the quiz information.	Safety quiz information was reviewed with the group. I used this opportunity to reinforce the need for safety in the classroom.
Ceramics Seminar-Potters Wheel	CAT was administered in class after the presentation of the syllabus, Question: Do you understand how the projects are graded?	Students were not clear on how the projects are to be graded. We reviewed that section of the syllabus. After going over it again students understood the projects would be graded with the rubric: Creativity, Correct completion in the allotted time and craftsmanship. This method seemed to be effective and I will continue to use it in the future.
Child Abuse and Neglect	I asked a question or 2 at the end of each quiz.	I changed a couple of test questions to make them easier to understand.
Child Abuse and Neglect	ask quiz question at end of each quiz	I will reword some of my quiz questions to make them easier to understand.
Child Abuse and Neglect	These are questions asked at the end of each quiz given each unit.	I will add videos to a couple of the units to help the students understand.
Child Abuse and Neglect	I ask a question at the end of each quiz.	I still have some work to do to update everything with the new edition. I found out I need to make a few adjustments with the PowerPoints to update them.
Child Abuse and Neglect	questions at the end of each quiz	One of my assignments didn't have an option to upload it at first so this caused an issue that I have now resolved.

Child Care Practicum	Muddiest Point question in Week 4	Having students learn how to balance the hours and assignments for this course. I may provide a handout of what they need to complete online and in the classroom.
Child Health-Safety & Nutrit.	My Cat is listed in my last week. I asked, "What knowledge/resources/activities could I have provided in class that would have better prepared you for CHLD 1507 Child Health Safety Nutrition?"	Overall every student said it was a wonderful course. Well organized and easy to navigate. Many students felt they gained more knowledge than they thought they would in this course and are able to apply it to their daily interactions with young children. I will continue to keep the discussion forums up to date with current topics in the early childhood field.
Child Health-Safety & Nutrit.	In week 5, I ask: What knowledge/resources/activities could I have provided in this class that would have better prepared you for working with young children?	I will give a more in depth section on playground safety.
Child Health-Safety & Nutrit.	I have students write on a post-it note all they knew about the particular subject each week. Then I assign the chapter to be read. After reading the chapter they go back to their original post-it note and add to it or place it in the "need more information" column on the board. All of the "NMI" post-its get divided up to groups of students for research and a class presentation.	Many times we have gone off the schedule and rolled with the information the students were finding. I love seeing them present the information with the confidence that the "recent research" has given them. It keeps up learning the cutting edge information.
Children's Literature	muddiest points in threaded discussions	I'd like to add several small lessons to show students various techniques of story-telling, poetry, and drama
Choir	We do a post-performance self-evaluation. Students have the opportunity to share verbally and in writing their perception of the successes and opportunities for improvement as it relates to the fall concert.	This is a performance ensemble and the success of the ensemble is based on the ability and motivation of the students enrolled. I assess their comments and adjust my instructional methods based partially on their input. This fall we worked for greater focus in each minute of each rehearsal.
Choir	The nature of a performance class is that constant assessments are made throughout the hour. We sing a selected song and I make immediate assessments of learned concepts on the spot. We discuss the assessment and immediately create solutions then apply those solutions and assess again.	New assessments and new strategies are executed for each issue encountered as we rehearse.
Choir	I conduct a post-concert group discussion about the concert performance. I listen to their impressions, the feedback they hear from students, staff and family and I offer my assessment after I have heard all of their comments.	Generally some minor adjustments are made either to rehearsal procedures or to the logistics of the concert performance.

CJ Interview & Report Writing	<p>Essential Skills At the beginning of the semester August 2013 in all of my classes I asked the question how many of them had heard of Essential Skills and how they applied to their daily life? I was surprised to learn that only six students out of the 30 plus had received information and knew how they applied and how important they were in building a foundation to their future in the Criminal Justice field. Each student was told to apply those skills in each of their classes, and at the end of the semester we would be able to determine their progress towards their goal of entering the Criminal Justice field. Ninety percent of the students applied those skills.</p>	<p>I am going to have the student's build on their writing and spelling skills</p>
Class Piano A	<p>Before grading the solo, Dream Echoes, students played it together out loud instead of alone with headphones on. We then discuss pausing for problems and how you can get rid of pauses. Students realize very quickly when they are not keeping up with the class.</p>	<p>I will try different types of assignments played together out loud in a group.</p>
Class Piano B	<p>After working on a piece of music for a few days, the student must give themselves a grade. The student records the music on an iPad then fills out a rubric form, measuring their progress and how much they have left to do to make a successful performance.</p>	<p>The student records themselves again closer to the due date, measuring their performance again on another copy of the rubric form.</p>
Class Piano C	<p>Students have a goal of performing chords in the left hand and melodies in the right and transposing these to different keys. Two classes before grading this activity, students record their song, listen and using a rubric scale, rate their performance. The class then has a discussion about how they may improve their performance before grading.</p>	<p>On a longer and more difficult selection, I will have another student listen and complete a rubric or give suggestions about how a student may improve.</p>
Class Piano C	<p>The student must sequence a piano performance on either Garage Band or Roland Fantom G8. They must use the metronome to lay down the tracks. Student begins to realize their incorrect performances of rhythms when they listen to the sequence and have to make appropriate corrections.</p>	<p>Each performance can be assigned a bit differently depending on the student's abilities, for example, hands apart, together, and slowly or fast performance.</p>
College Algebra	<p>Muddiest Minute - Unit 4 and Unit 5</p>	<p>Email class during the week with several examples and how to work them out.</p>
College Algebra	<p>I did a muddiest moment in Unit 3</p>	<p>Several muddy topics brought up. Will add additional document with examples.</p>

College Algebra	In the unit on logs 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.	The students were put in a real life scenario should they be asked to perform a job function.
College Algebra	Muddiest Minute - Unit 4 -	Solving logarithmic and exponential equations was mentioned frequently. Have added additional notes to help cover this topic for students.
College Algebra	Muddiest Minute - Unit 1	Word problems main source of contention - will be adding notes and email additional resources out during the first part of the week for students.
College Algebra	I did a documented problem solutions at the end of the class over the current lesson. 100% of the students solved the problem on the first try,	The goal is to teach strategic thinking regarding the best approach to beginning the problem. I will continue to use this approach in all of my CA classes
College Algebra	I did a documented problem solutions at the end of the class over the current lesson. 75% of the students solved the problem on the first try, 25% of the students needed to be guided on minor mistakes but had the process correct. The students went back and made revisions. 10% of the students still had errors in the calculations and needed revisions.	The goal is to teach strategic thinking regarding the best approach to beginning the problem. I will give hints on what to look for before beginning the problem.
College Algebra	I gave a mid-chapter quiz about the different characteristics of rational functions. I discovered many kids were missing the same concepts on this topic, mainly how to find the intercepts and asymptotes.	We reviewed more examples, and I found other ways to explain intercepts and asymptotes. The end of chapter test was much more successful that I think it would've been if this quiz did not take place.
College Algebra	At the end of each lesson before the students leave, the students must demonstrate (independent of instructor help) the skill taught for that day. If the student can demonstrate a medium difficulty problem without mistakes then the student can leave, if a mistake is made, the student returns to his or her seat, and reworks the problem from the point of the mistake with a hint in what direction to take. Then the student returns for confirmation. The process repeats until the student has it correct. The first round about 80% of the students have it correct; Second round 90% have it correct, and by third round all students complete the task.	I have begun to use this in my everyday course 3/5 days per week and 1/3 days per week in my 3 day per week courses.

College Algebra	Background knowledge probe - midweek sent out via email	Replies indicated issues with several content items and I emailed entire class with some helpful hints on those items.
College Algebra	Documented Problem Solving- I gave students problems, one at a time, and walked around the room checking and helping as they worked. I could quickly see which students still needed quite a bit of assistance and who could move on.	I could see that I needed to allow for "reteach" for some students and "enrichment" for others before we moved to the next section.
College Algebra	I did a muddiest moment in chapter on graphing. I requested during the first 15 minutes of class that the students to ask or explain using an example problem from the assigned homework "What did you have the hardest time understanding?" I then asked the student to walk me through as far as he or she could go. Once the student was stuck, I then proceeded to work the problem. I then gave a similar problem for the student to perform on his or her own. At the end of the class the students were then given similar problems from the hw to reinforce the muddiest moment.	I will use reinforcement from the previous night's hw on a daily basis to remind students of where we were and where we are going to connect the dots.
College Algebra	I did a background knowledge probe before teaching a unit on finding an inverse function. The students did not know how to solve for y when there was more than one y term in the equation which was a necessary skill for some inverse functions. We had to practice before the lesson could be mastered.	I will spend more time solving for y when I teach literal equations with more than one y term so this skill will be more available during the inverse lesson.
College Algebra	Did muddiest point over the section on transformations of functions. Students have trouble with horizontal compression and stretch so I wanted to check understanding.	I was pleasantly surprised that some students understand the concepts clearly. There are others who do not so will have peers assist them in another activity.
College Algebra	Project Summary	I have added more descriptive directions in the project about the grading of the summary paragraph. Some students were leaving it off and others were just writing one sentence.
College Algebra	I showed when doing the systems of equations unit that students can actually do the elimination method twice to solve for x and y instead of using elimination and then using substitution.	The students who liked the elimination method over the substitution method used this to solve for x and y. They told me later that they liked the freedom of using whatever method they wanted to solve the problem.

College Algebra	When starting the review for chapter 5, I went over the various types of problems and then asked for a thumbs up if they understood and knew they could do it on the test, a thumbs down if they did not understand and needed more review/work and a thumbs to the side if they felt that they mainly understood but thought that they might make a minor mistake on the test. I then made a review that was only the thumbs down or when a majority has a thumbs to the side. I felt the three choices worked better than just a nod.	Knowing that solving equations containing logs or natural logs on only one side or those that require condensing logs were the major problem, I would spend more time on those lessons since the extra oral and written review worked according to the test results.
College Algebra	Muddiest Minute - Unit 1	Will need to add to the notes for the top 3 areas - word problems, conversions and MML input
College Chemistry I	I use online quizzing built into each chapter/unit. When I find significant issues with a topic I will follow that with a written in class quiz/test. I also use small lab activities and discussions in class to make assessments and adjustments.	Each CAT and student group are unique and therefore adjustments need to be unique to the personality of the class.
College Chemistry I	I had a muddiest point WITH recommendation of additional resources that would help in Unit 8 this time.	I take the ideas the students present and attempt to implement them in all of my courses so that I reach as many students as possible.
College Chemistry II	Asking students to write a test question was not very valuable to me as it was hard to quantify.	I plan on returning to using the muddiest point technique because that helps me zero in on specific material to help them with.
College Chemistry II	2 Muddiest point discussions - Unit 4 & Unit 7	The students overwhelmingly reported that one unit was their muddy point. In previous sessions the muddy points were all over the place. This shows that I have successfully tightened up the instruction in most places but still need to make improvements in one Unit in particular.
College Preparatory Math I	Located at the end of each chapter/module in the course shell, students complete evaluations of content. Students describe what needs changed and improved, the video lectures, homework problems, etc.	Will review evaluations and meet with other developmental math faculty to review needed changes to modules.
College Preparatory Math I	Module Evaluation under module 2 in course shell, if students put need to know more of a fraction concept, I would review concept and give a quick quiz to check for correction on the concept understanding.	Students were more confident in the next module, if they had to encounter fractions. Notice of better skills in practice.
College Preparatory Math I	One minute paper over exponents and order of operations	Eight out of 28 students showed a complete understanding so I retaught on the issue.

College Preparatory Math I	One minute paper on Whole Number Division located in Module 1 embedded in MyMathLab: 47% mastered this question, 27% were close, 13% needed some additional tutoring, and the remaining 13% did this exercise prior to this semester. It appeared that the students had a basic knowledge of doing long division, but they had difficulty writing out the steps.	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 and be certain they are including all of the steps.
College Preparatory Math I	For each Module located in their course shell, they filled out Learning Goals before starting the lessons. When they finished the Module, they rated how they achieved those goals, or not.	I choose individual students that seem to be struggling with passing the practice exam and revisit the learning goals. This helps them and myself see where adjustments may need to be made.
College Preparatory Math II	Muddiest point - Since all the students are at different points in the class, the ideas expressed varied.	Examine videos - change videos to increase student comprehension.
College Preparatory Math III	Journal entry under module 9 entry 1. Check for concept understanding of factoring. Most student understood others I pulled aside to reteach and quiz again.	Use partner teaching strategy to help with understanding.
College Preparatory Math IV	At the beginning of the Module in his course shell, the student completed Learning Goals before starting the lessons. After finishing the Module, he reflected on whether he achieved those goals.	I monitored the results of the practice test and then worked with the student by reviewing the problem concepts. This helped him to master the material, and it gave me an idea of adjustments that need to be made to the module in the future.
Community College Orchestra	Performance based material. Students as a class perform music that is selected at their proficiency.	Material will vary from semester to semester depending on class size and proficiency.
Community College Orchestra	Performance is evaluated at every rehearsal. Improvement is individual and total class performance is measured through concerts/performances.	Performance outcomes varies from year to year and instructional material is selected accordingly.
Computer Aided Draft/Design I	I like to teach the students how to draw on AutoCAD by using software on the computer that shows the students my screen on their monitor. That way they all know the exact steps it takes to do the assignment, then I use the same software to monitor their screens to watch them do the assignment to check for learning.	I usually use the information I get from the C.A.T. to change the length of time I use to explain a concept as well as change the number of ways in which I present the information.
Computer Concepts & Appl	muddiest point	spend more time with Access and how it works

Computer Concepts & Appl	F2F Ecompanion - Spring 2016 - Prezi Discussion located in PowerPoint Chapter 2 UnitProvide Prezi muddiest point / preference opportunity. Assignment is provided to complete the same assignment in PowerPoint and in Prezi. This provides an opportunity to use adaptive skills and to compare two different applications that work and function differently for the same reason.	Providing students with an opportunity to compare applications are important for adaptation in the real world, but also to see how user friendly an application can be when set up against another.
Computer Concepts & Appl	Throughout a Facebook / Social Media discussion in class, I asked the students questions that they responded to and then we discussed the content. Many of the students did not realize the importance of their privacy settings on their social media accounts. I had the students complete a short discussion in their course shell called Facebook Discussion in Unit called Social Media Project.	Of course, I continue to make changes as the students also provide me with additional information and ideas / questions regarding other social media applications as well as updating the Prezi presentation to accommodate the new adaptation.
Computer Concepts & Appl	For my C.A.T., I used a version of the muddiest points. After our Access chapter, I had the student write on a discussion board entitled Access Review about their biggest problems with Access. I then was able to recover all of the material before they took their Access Exam.	I think this particular type of C.A.T. will help to create more of an individualized learning strategy for the students. I can lecture for 3 hrs. but if I am not covering the right subject matter then it probably doesn't matter. This way, I can determine what issues the class is having and make adjustments to assignments accordingly.
Computer Concepts & Appl	Students indicated which topics need review in Unit Access Chapter 3 under content item link labeled Access CAT.	We will spend more time demonstrating statistical queries.
Computer Concepts & Appl	I did a muddiest moment which is located in Units 2, 4, 6 & 7 under content item link labeled Muddiest Point.	In the process of adding more videos for PowerPoint and the Integrated features.
Computer Concepts & Appl	Conducted CAT's during each class about previous assignments and discussion. They are not in the course shell.	In Excel, the students struggle with the If function and the understanding of absolute and relative cell referencing and how to incorporate this into an assumptions table. I would like to provide more examples on this subject.

<p>Computer Concepts & Appl</p>	<p>I use communication with students via e-mail to provide feedback to students on course material updates/changes. I provide comments to students in the Grade book to provide feedback to students on issues with submitted assignments. I provide an opportunity for students to provide feedback on the course material through a Comments module located throughout the course.</p> <p>I continually evaluate feedback from students and adjust course material if deemed appropriate.</p>	<p>Continuous contact with students throughout the course via e-mail. Additional contact with students who appear to be struggling with course material via e-mail.</p> <p>Re-evaluate course material and assignments and adjustments as needed.</p> <p>What have you learned so far that seems very useful to you in the future?</p> <p>Is there anything I can do to make the directions or requirements more clear?</p> <p>Do you have any questions for me?</p>
<p>Computer Concepts & Appl</p>	<p>I completed the muddiest point after completing an Access project in class. This was an assignment that was posted in the drop box under Access Discussion.</p>	<p>Information provided in this CAT was that the project helped the student understand and identify how to organize the tables in Access and develop queries easier. This also forces them to understand terminology and ask questions. The concepts that were still unclear for some of the students were the validation rules and text, lookup menus and update and delete queries. I plan on developing a terminology sheet for Access that may help with the comprehension of the concepts in this section.</p>
<p>Computer Concepts & Appl</p>	<p>CAT completed was the muddiest point and a comparison between PowerPoint and Prezi. This was a discussion board that allowed the students to complete questions in their own words. It is located in PP Proj. 2 unit in the BARTONline shell.</p>	<p>Responses from this discussion were that Prezi was fun, was a new designing technique and colorful. It was a free presentation software and you could easily share it online. The students had the most difficulty with the new techniques that Prezi requires that PowerPoint does not have. This did not hinder their creativity nor their response that they liked it and had fun with it. This works to help them adapt and create more flexibility in their computing skills. We will add more opportunities to increase this adaptability.</p>
<p>Computer Concepts & Appl</p>	<p>I used the muddiest point in a discussion for the Summer 2016 Canvas course. I used a discussion board in the Excel module called Excel Chapter Review discussion.</p>	<p>The students shared that they needed further assistance on creating a chart, using the If function and formatting. We discussed this using the extra credit as an example and demonstrated these techniques.</p>

Computer Concepts & Appl	Muddiest moment which is located in Units 2, 4, 6 & 7 under content item link labeled Muddiest Point.	Students voiced that they would like the SNAP program integrated into the LMS. Beginning with the Fall 3 session the SNAP program will move to 2016 and has this integration.
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.	develop more labs to demonstrate key concepts
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. Had students work together on math problems and have them lead me through the solution. Letting them make mistakes with me and have them catch their mistakes without my prompting.	Need to develop a better set of agricultural math handouts or if possible have them work with me to develop their own.
Contemporary Social Problems	Last discussion question is what they liked most and least about the course	I am thinking about reviewing other textbooks
Continuity Operations Planning	Muddiest moment in class. Class was good and easy to follow. Had problem with new book that came out 1 week prior class.	Yes I am in process to modify class to fit new reference. Class was built with edition 1 and edition 2 came out prior class.

Coping with Stress	Book evaluation	I had students submit a book evaluation. Overall, I thought the book was too difficult but some of the evals seem to really do well with this assignment. I will change it only slightly going forward.
Creative Activities	I ask questions at the end of each weekly quiz.	I need to fix grammatical errors and make questions easier to understand.
Creative Activities	I did a background knowledge assessment of a winter workshop that the students planned and carried out for the Child Development Center children. After a couple weeks of planning and putting their ideas together for the workshop, I assessed what they had learned so far from their planning process. After holding the workshop for the children I asked the students again if they would have done anything different in the planning process to make the workshop more successful and if planning on paper and planning to carry out an event was different.	When teaching this course in the future I will be doing the same assessment (even if not for the CAT assessment) to gauge if the students feel confident in their planning and the planning experiences that they have had. I will also include the information from the previous class's questionnaire to better prepare the future students for the event.
Creative Activities	For face-to-face course date: I did a group work evaluation to see how effective our group work in planning a workshop for the children of the Child Development Center was for the class. I found that all of the class felt that as a group the student's works well or extremely well together. All the students felt that all 5 students contributed actively to the assignment. Over half felt that they did not learn something from the group that they could not have found out by themselves and that same group felt that the group did not learn anything from them that the group couldn't have found on their own also. Two students felt that everyone had good projects that would be fun for the children to do for the workshop and that same group felt that they contributed specific ideas in their chosen area for the group. 4 out of 5 felt there was nothing that the group working together could have done better and one felt that there could have been better communication.	I will definitely be using this evaluation more often in the classroom for group activities. I felt that this being the first time all the students did not want to step out of their comfort zone and brag about what they contributed to the group. Maybe after a couple time of doing this evaluation the group will want to share what they brought to the group.
Creative Dramatics: Children	White board brainstorming based on techniques learned	reinforced techniques, Q &A

Creative Dramatics: Children	Check In - at the beginning of each class, I have the students answer a critical thinking questions that also assesses their thought/emotional mindset of the day. This helps me figure out which activities to do or what I should include in the lecture/demonstration.	Good indicator of where students are at for the day - will continue to use.
Creative Dramatics: Children	Puppetry Knowledge - students were asked about aspects of puppetry - a lot of students had misconceptions or lack of knowledge - showed examples	Need to find a new video to show for this unit - I have seen the video I have used is not cutting the mustard with students - they are not responding appropriately.
Creative Writing	Students were asked to write poetry during the poetry unit. I noticed a lack of imagery in so e of the work, so I selected for each student one of their pieces and asked them to incorporate more imagery in their portfolio. Even those who were uncomfortable with imagery did much better in their revisions	I will continue to use this technique of focusing on imagery in the poetry unit.
Creative Writing	After discussion character in short fiction, I had the students describe the main character(s) in one of your stories. Who is this person? What motivates him or her? How does this person change (if at all)? Think beyond the brief story you are telling to fully examine this character as a person.	The students seemed to really give their main character a lot of thought, especially in regard to background and motivation. I will use this exercise again because it forces the students to think about their character outside of the limited circumstances of the stories they are writing.
Cross Cultural Awareness	I did a Muddiest Point located in Unit 4.	One student indicated being unclear on the concept of power distance and wealth. I plan to create a presentation better explaining this concept.
Cultural Anthropology	A background knowledge probe was used the end of week 4 in the class room. Students were probed for knowledge of needs and desires for their interview project.	Adjustments were made to help students best prepare to conduct their interviews with someone of a different ethnic background.
Cultural Anthropology	A background knowledge probe was used in unit 5/week 5 with questions answered aloud in class regarding interviewing techniques for the major project.	The skills for interviewing someone of a different ethnic/cultural background was improved as a result of questions reviewed in class and suggestions to improve.
Cultural Anthropology	Muddiest point for extra credit in Unit 9.	Several have asked for more information on kinship and mentioned that they like the graphs I have provided and I asked about evolution. I am going to see if I can add more lecture on kinship and a video on evolution.

Cultural Anthropology	Muddiest point for extra credit in Unit 9. Students are offered extra credit for explaining the muddiest concept and what would help them with it.	80% of the students listed the muddiest concept as the Unit 5 Marriage patterns and charts. I had recently added more charts but the students are asking for more information so I added a power point presentation on the concept.
Cultural Anthropology	Muddiest Point comment worth 5 extra credit points if the students submit in Unit 9	I added extra lecture materials on kinship and various descent groups. Even with the added power points and graphs the students are saying the muddiest point was the descent groups. However the students did better on this essay with the added material. I will find more basic materials to add to the lecture for descent groups and add it to the course. Of the students that responded 80% still said the descent groups.
Cultural Anthropology	Muddiest Point in Unit 9 30% of the responses said please open threads for the final and midterm	Students asked to be able to view their threads for the midterm and finals. I have added thread questions and also interjected follow-up questions from the text.
Cultural Anthropology	Muddiest Point in Unit 9. Students had been saying that Unit 5 was the hardest to understand so I added more lecture materials.	All 3 students said that Unit 3 was the most difficult to understand. I gave them an outline for their essays and they were better but the test scores were not. I will add more lecture to Unit 3.
Cultural Anthropology	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 5 and the descent groups has been the most difficult so I have added graphs, videos and also a power point on it. Unfortunately 80% of the students or 8/10 responded that they had trouble with the descent groups.	I am going to send students an email in Unit 5 and refer them to the website, videos and the power point on descent groups to see if that will make a difference. If not I will add more materials for clarification
Cultural Anthropology	Muddiest point for 5 points extra credit in Unit 9	Students are asking for additional graphs for evolution and also for state systems. I have added these for other topics and so will add both.
Customer Service	I utilized a Muddiest Point Discussion and it's located under Chapter 4 in the course shell.	Most seemed to grasp this chapter, so I think I will assess over a different one next time it's offered face-to-face.
Customer Service	I utilized a Muddiest Point located under Module 4 in the course shell.	I adjusted the lecture last semester but realized that it's still not enough. I may need to do a voice over PowerPoint to get the point across.

Death & Dying	I did a muddiest point which is located in Unit 4 under the content item labeled Muddiest Point.	Received feedback from a student that he found the audio threads that augment the course material to be unnecessary. I explained to him that I have presented the course material in several different ways to accommodate different learning styles. I will include information on this in my course orientation in the future.
Death & Dying	I did a background check to see if they could distinguish types of euthanasia and contrast it from assisted death.	I will create scenarios that illustrate these principles better.
Death & Dying	I did a Muddiest Point in Unit 4.	Students would like more information on the different cultures and how they deal with death. I will include videos to better explain this concept.
Design I	Knowledge probe for the first week quiz. Based on the reading assignment and the in course presentation. Question: What is design? 5 out of 11 students responded correctly, a short review of the reading assignment and the presentation of the onscreen information was held.	A short review of the reading assignment and the presentation of the onscreen information was held. Next class a vocabulary quiz was held. 7 of the 11 students correctly defined design.
Design I	Background knowledge probe, Unit 6, What is convergent thinking?	Students responded to a poll question asking what convergent thinking is. A majority of the students were not sure, the material was recovered with more examples and this helped them to understand, I will continue to use this technique in future classes...
Developmental Psychology	Before discussing genetics, students were asked questions concerning normal chromosome composition of males and females compared to abnormal varieties.	Surprisingly, a small percentage of students could not distinguish normal chromosome pairs from abnormal chromosome pairs. This initial background questioning will be repeated in the future.
Developmental Psychology	In Unite 3, I asked if there was anything that was confusing to the student. This was under the Journal tab.	Several students indicated that metacognition and working memory were not clearly understood. In addition to responding to the students, I will add additional information in my unit notes for future classes.
Developmental Psychology	Muddiest point in Unit 3. This was part of the Journal.	Very few students answered the question, "Is there anything in this Unit that you did not understand?" Due to the lack of response, I am going to reword the question. Everyone that responded indicated that they were comfortable with the information.

Developmental Psychology	I used the first 5 of the 6 parts of the RSQC2 method to assess student processing of the previous day's class on heritability of genetic traits, genetic evaluation methods, and genetic counseling in a developmental psychology class.	Put more emphasis on the connection between these sections and the goals of the course.
Developmental Psychology	<p>In Developmental Psychology, we have an assigned in-class discussion on how to create a moral child. Then I have an exam question on the same topic.</p> <p>The key factors are to provide an example by one's own behavior; to use induction, which is explaining how the misbehavior in question hurts others; and to create a warm accepting environment. This information is in the text.</p> <p>On the exam, 5 students missed at least part of the answer; 2 answered correctly.</p>	I will increase emphasis on the key aspects of this area of development in my next class.
Developmental Psychology	Exam question about the continuity of psychological/emotional problems from childhood to adulthood. A full answer includes details about types of problems (externalizing and internalizing), and research-based percentages. Requires reading and comprehending information, and paying attention in class. Six of 11 students answered fully, 1 partially, and 5 poorly.	Next Cycle, I will spend more class time on this area of information, and check exam results.

<p>Developmental Psychology</p>	<p>Exam question about the continuity of psychological/emotional problems from childhood to adulthood. A full answer includes details about types of problems (externalizing and internalizing), and research-based percentages. Requires reading and comprehending information, and paying attention in class. Five of 9 students answered fully, 2 partially, and 2 poorly. No changes needed - answers reflect students' focus on class and class materials.</p> <p>Two other exam questions were explored in this class.</p> <p>Explain the contextual perspective on aging. Requires reading and extracting crucial information from text, as well as classroom attention. One student answered fully, 3 partially, 4 poorly. Focus of future in-class emphasis.</p> <p>Functional literacy in the U. S. question, which requires reading and critical thinking. One student answered fully, 6 partially, 1 poorly. Explained and discussed information in class. Good opportunity to illustrate critical thinking skills.</p>	<p>I will place more emphasis on the concept of "contextual aging." I am aware that younger students are less interested in old people. As for literacy and critical thinking skills, that is why we teach college classes, is it not?</p>
<p>Developmental Psychology</p>	<p>I am attempting to engage metacognitive skills in students. Therefore, I have asked students to "predict, as accurately as possible" their score on a given exam. I have found that high-scoring students are very good at this and low-scoring students are very poor. For example, a student who earns a 54% will predict that they earned a 75% on an exam. I want students to begin thinking about their thinking.</p>	<p>I have asked this on each exam, starting with Exam and ending with the Final Exam (Exam 5). I have found that most students improve their ability to predict accurately their exam scores. I also believe that their preparation for the exams is related to this metacognitive exercise.</p>
<p>Digital Photography I</p>	<p>I did an "ask me anything" discussion in modules 5&6. Students were very receptive to a chart that further explained aperture settings.</p>	<p>I added the aperture chart from the discussion to the permanent lesson.</p>

Directed Independent Study/Art	<p>Second week knowledge probe in the face to face class students were asked...</p> <p>Question: Do you have what you need to start the projects?</p> <p>This question was asked after students established goals for the semester.</p>	<p>Responses to the questioned varied from student to independent study student. Most were prepared to start and had the appropriate tools/materials/ and knowledge base.</p> <p>Others had to review techniques for use in the projects.</p>
Directed Independent Study/Art	<p>In class knowledge probe.Meeting with each student individually, verbally asking, do you understand what to do? At the end of the demonstration/critique. The students responded in a variety of ways which included, yes I understand or no I do not... My course of action is to continue explaining the procedure.</p>	<p>It's important to check if understanding has taken place as the students spend a lot of time working independently. Asking questions which pertain to knowledge gained enables the students to excel.</p>
Drawing I	<p>Had the students do an introductory drawing on the first day of class. Allows me to assess the level that the class is at and helps me in deciding the length of the different drawing projects as well as the type of projects that they will be working on.</p>	<p>May find it necessary to adjust the projects to do more line and less value work.</p>
Early Childhood Program Admin	<p>Course Mistakes are located in the course home.</p>	<p>I will correct a couple of links and add more CAT options when I create my new course in Canvas.</p>
Early Childhood Program Admin	<p>In Week 4, students took a "What Do You Know Quiz". Most students missed at least one of the questions on the quiz.</p>	<p>I have the opportunity to explain further in upcoming lectures and discussions as the CAT was early in the course.</p>
Early Childhood Program Admin	<p>At the end of the class students were given the option to fill out a sticky note of anything they needed more explanation or might have been uncertain of.</p>	<p>When students entered the room for the following class each tier group was assigned a sticky not for them to research and present. They were given 10 minutes to find as much information about what was on the sticky note as possible. Then, each group was given 3-5 minutes to present and answer their question.</p>
Electrical II	<p>Base on a survey done last year of the student on whether they wanted to use computer or a book in class. The survey results showed they wanted book over computer in class. Because they could follow along better then on a computer and if they missed a class it would be easier to keep up with the class work they missed. The book for this class is Advanced Automotive Electricity and Electronics.</p>	<p>There are work activities for the student to do and review question for each chapter cover.</p>

Elementary German I	I did background knowledge probe and teacher designed Feedback Forms with 5 questions.	As for the background knowledge probe introduce a few more worksheets in class so the student can get more teacher and peer input for the grammatical structure in the target language. . Students graded the group sessions (oral work session) the highest. Therefore, more focus will be given on oral session and oral testing. Recording a dialog with a partner (testing oral proficiency) and submitting it to the instructor for grading purpose.
Elementary Organic Chemistry	I did the muddiest point which is located in module 7 as the module 7 discussion.	The video lectures will be redone and more will be added.
Elementary Organic Chemistry	I did the muddiest point located in module 7 and is listed as the module 7 discussion. Majority of the students reported difficulty in naming compounds as the hardest topic in the course.	More examples will need to be given along with tables of the prefixes and suffixes used.
Elementary Spanish I	A memory matrix was used. Both an informative and formative assessment were used. Intended outcome of assessment was to ensure students understood verbs, tenses and conjugation.	Applied Clarification of verb tenses for those students not understanding or passing with a 75% or higher.
Elementary Spanish I	I did a muddiest moment located in Unit 6.	I modified a section for the directions in the textbook based on the students muddiest point.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 6. I answered each student's questions and or concerns. In addition I added graphics with explanations in order to clarify students with grammatical concerns.	Graphics in modules with grammatical explanations will be added to the next online class in order to help future students.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 6	There were no grammatical questions, mainly it was the recording and understanding of recordings within the assignment. Clarification was given to students.
Elementary Spanish II	A memory matrix was used for verb conjugation between preterite and imperfect verb tenses.	Clarification of verb tenses between the preterite and the imperfect for students not understanding or passing with an 80% or higher was reviewed.
Elements of Statistics	Background Knowledge probe for Unit 2 Exam	Based on the results, I was able to focus in on what they were struggling with in the review for the exam itself.
Elements of Statistics	I spent more class time on the symbols used in the formulas we throughout the class. I tested them throughout the class by asking them probing questions, and by asking each student individually at different times during the cycle what each symbol meant.	The students seemed to understand the formulas better because they knew what each symbol meant, and they were able to solve questions better with these formulas.

Elements of Statistics	<p>I did a background knowledge probe for each Chapter. Most students had issues transitioning from Chapter 7 (Normal Distribution) to Chapter 8(Sampling Distributions). This became evident when they had issues with the Test Statistics in Chapter 10(Hypothesis Testing). I had to reteach 7 and 8 simultaneously. Students did not have any issues after the reteaching.</p>	I will teach Chapter 7 & 8 simultaneously.
Emergency Medical Technician	<p>I had my students do a self-assessment, "state to the class what your biggest weakness is" I then had their classmates give them constructive criticism and any ideas on ways they can improve on that...maybe certain ideas that helped them learn the material. To me this form of CAT is beneficial due to the fact it comes from other students and peer assessment and help is sometimes the best form.</p>	Plan of doing this at the end of each section or numerous times/class.
Emergency Medical Technician	<p>After the chapter on Pharmacology I gave them a short quiz over the drug profiles. Most of the students did poorly so this made them aware of the fact they needed to work harder and study more.</p>	I will use this CAT in the future, I think it did a good job of sending home the idea that the drug profiles are important.
Emergency Preparedness	<p>I inserted a course assessment with muddiest moment in chapter 4 this class is Emergency Preparedness.</p>	Will reconsider the students having to contact EMS directors at their home locations, most said the directors were too busy to answer questions regarding in field decontamination.
Engine Repair I	<p>Hands on over classroom and finding muddiest point, we then worked on it hands on and rechecked.</p>	More hands on and then explore in the classroom after students become more acclimated to parts ID
Engine Repair I	<p>Compare learning styles.</p>	Some students (most) learn better with hands on. However Students need in classroom instruction as well. Each class will have both hands on and text book instruction.
Engineering Physics I	<p>I had a short quiz at the end of class about friction. Many students were confused about the distinction between "force of friction" and "coefficient of friction" so we covered this topic again at the beginning of the next class.</p>	I plan to elicit more direct responses from students during class to better gauge their continued learning and understanding.
English Composition I	<p>I did a cat using the post writing stage of the writing process. After students were asked to write down what they needed to work on in their essays.</p>	Using the results of the cat I retaught the two structures of a comparison/contrast essay

English Composition I	<p>After discussion the elements of formal, academic-style paragraphing, students paired up and created a formally structured paragraph based on a partial prompt given to them.</p> <p>Each of the groups developed their paragraphs using the structure of topic sentence, major supports, minor supports, and concluding/transitional sentence to create a tight structure.</p>	I will continue to use this strategy, but I may move it as to be part of a larger writing assignment rather than a standalone assignment.
English Composition I	Since this class size was small, I was able to do a face-to-face session with 5 of the 6 students. The remaining student had excessive absences. I was able to spend time with these 5 students individually to assess understanding.	This was an effective way of letting the students know that I was available for clarification as well as understanding their difficulties with the material.
English Composition I	I did a background knowledge probe of MLA format. Most students understood the basic elements of font size and spacing. Once I established the parts of MLA format that they remembered, I could focus specifically on the more intricate requirements such as margins, headers, page numbers, and Works Cited formatting.	Once I established the parts of MLA format that they remembered, I could focus specifically on the more intricate requirements such as margins, headers, page numbers, and Works Cited formatting. This enabled the pace of class to change a bit and my instruction to be more explicit on the necessary concepts.
English Composition I	We wrote our first paper, and the citations were terrible, so we discussed how to use them, when to use them and how to find out about changes, or using the internet, or just basic rules like underlining book titles, and citing pages within the paper. Then we practice with everything we do in the writing and the literature part of this English IV/College Comp class.	Without a doubt, we will start working on these earlier. Actually, I have had this class since they were in 10th grade, so I was a little disappointed that they didn't have this down, since it was not the first time they had seen it. Most of my students have shown massive improvement. Several still struggle. Now it is a choice to succeed or not to succeed.
English Composition I	For this face to face class, I did a Kahoot review before a quiz to gauge the readiness for the quiz. In one section, most students got most answers correct, so we only played once. In the other section, quite a few more were missed, so we played a second time to further review.	The group that did not do as well the first time thru "cemented" the tested material in a different way than the group that did better (and had more days in between their learning activity and quiz). It might be that there were more days, but it might also be that their learning activity was not as effective. I will watch the results closely they next time we do that learning activity and if retention does not improve, I will consider finding a replacement.
English Composition I	short form CAT	received feedback as to which techniques/activities yielded the most comprehension
English Composition I	After the first paper, I always look to see what their muddiest points seem to be. They all had problems with setting up the paper physically, so we talked about margins, and spacing, and names . . . this is really the first class to be confused by MLA.	Before the next paper, we reviewed the problems we had addresses. Mistakes still occurred, but not nearly as many as previously encountered.

English Composition I	I did a 3/2/1 exit ticket (three things I think are key/important, 2 things I understood and agreed with, and 1 thing I still have a question about) and then addressed the questions from "1 question I still have" in next class period.	I think I actually need to use these more often because it's surprising what they don't seem to get, and even the "2 things I understood and agreed with" weren't all interpreted correctly.
English Composition I	I had the students fill out a KWL chart about a career plan and what it would take to get them from November of their senior year to their freshmen year of college. We completed this before starting to write their career plans.	The students were clueless about some of the aspects that were needed to get into college and what to do afterwards. I will be pulling the counselor in more as we work on the written career plan.
English Composition I with Rev	I did a background knowledge probe on the elements of a strong/cohesive paragraph.	Comp I with Review has been created to meet the needs of Comp I students who score into Intermediate English. Therefore, their feedback and questions is imperative when designing course lectures. The results of their feedback indicated that they were uncomfortable creating paragraphs that supported a main idea. So, I focused two additional lectures on the development of a cohesive paragraph.
English Composition II	I asked students to remind me of the four steps to adding outside sources. Although many could tell me, they did not consistently do it on the research essays.	I plan to isolate this skill and practice it three times on the first research essay.
English Composition II	In this course, there are three essays, multiple threaded discussions, and graded exercises in the core shell for students to complete.	I am taking out items that discuss the Toulmin Analysis as it seems to confuse the students, and I am not teaching them.
English Composition II	A background probe was done during the last week of the course.	There was a need to explain the essay instructions earlier and assign the first essay a little earlier. This would allow more time to develop the written work.
English Composition II	I did a personal reflection on identifying ethos, logos, and pathos in an argument. I asked students to evaluate their knowledge about the three and whether they could identify their use in an essay, and finally if they felt they could apply them to their own writing.	Personal reflections indicated that their understanding is solid, however they are still struggling with application. We will spend more time on putting the lesson into practice in the next week.
English Composition II	Several days a week, I ask students to submit an exit card. On the card, they must list questions they had over the day's material, a summary of the material, etc. (Each day's exits are different). From there, I can tell what material I need to spend more time covering or if they are comfortable with the material.	The use of exit cards has been an effective strategy that I have implemented this year. It allows students to anonymously ask questions or share information without doing so in front of the class. It also provides valuable feedback for me to use.
English Composition II	I weekly do vocabulary reviews using the student engagement tool Kahoot. This allows me to quickly and easily see how familiar students are with their vocabulary words for the week and we will run through it twice before a quiz if there seems to be a need.	I can quickly determine if we need more review before taking a quiz. Most of the times we do need a second review. Quiz scores have improved greatly this year.

English Composition II	I presented a controversial issue to the class and they wrote a mini-paper with logical arguments. They had to acknowledge the opposing argument and then respond with a logical rebuttal to support their position. I collected their papers to determine if they were ready to move onto the major research/argumentative final paper.	Next time, I would like to have my students complete several of these mini-writings. I feel as though this assisted my students in applying what I taught and what we read in our textbook.
English Speakers Other Lang II	Following a vocabulary lesson, I asked students to complete a "Finding Meaning" exercise where they combine two phrases to make a complete sentence that correctly uses a vocabulary word. After doing the exercise individually, students take turns reading their answers and the rest of the classes "votes" to indicate their agreement or disagreement.	After they answered, I gave the correct answer and explained further because some answers were incorrect, indicating that they did not fully understand some terms.
English Speakers Other Lang II	After introducing and explaining a list of vocabulary words, I asked students to work in teams to list subjects that could be used with each verb and then to write an example sentence for each verb.	After they answered, I corrected and clarified minor mistakes in usage or grammar. Later, students were able to write sentences using each vocabulary word.
English Study Skills	<p>I wasn't sure that my students were understanding working with fractions and mixed numbers very well, so I gave them a quick 4-problem review. Three of the problems required students to add, subtract, and multiply mixed numbers, and the division problem required them to divide fractions alone. Not surprisingly, the students did best with the fraction problem.</p> <p>. 3/7 students still appear to be unsure of how to interchange mixed numbers and improper fractions.</p> <ol style="list-style-type: none"> 1... Multiplying mixed numbers: 4/7 soldiers got the correct answers 2. Dividing fractions: 6/7 were correct 3. Subtracting mixed numbers: 4/7 were correct 4. Adding mixed numbers: 3/7 were correct <p>I need to keep reminding students of the mechanics of doing mathematical operations with fractions and mixed numbers.</p>	I plan to keep reinforcing these concepts by frequent in-class checks.

English Study Skills	<p>This GT class had a span of scores from the low 80's (previous GT scores) to just over 100. Due to this I had to size them up very quickly and find out what their learning styles were, where they had problems in the math arena etc. Once that was established they were an amazing group to work with. If I was busy with a student explaining something, I found other students going up to the board helping each other on different problems. With Unit class of soldiers who all know each other this is quite common (if they all get along!). As the class moved along I got more and more comfortable having the higher ranking (smart) soldiers working with their comrades if I was with a different group. It worked out great, 11 out of my 12 soldiers retested (AFCT) and improved their scores by an average of 12 points which I am and they are very proud of!</p>	<p>I would keep encouraging the students to work together because this really worked out well for this class. The only time you have to be careful is if they begin wandering off (in their heads) and talking about work or outside issues; it is important to reel them back in as politely but firmly as possible.</p>
English Study Skills	<p>I did a follow-up check on percent problems. We spent three days doing different types of percent problems. I gave the soldiers the first part of a percent review activity that combined the different types of problems. Soldiers were given 20 minutes to complete as many problems as they could. There were 30 problems, and I asked them to try to complete at least 15. All soldiers were able to do that, and they showed a good understanding of the different types of problems. A follow-up check two days later showed that, with one exception, soldiers had mastered the percent problem set-up. The only type of per cent problem with which they still had difficulty was a type of discount problem in which they had to find the original price when given the price paid and the per cent of discount. Since this is the most complicated type of per cent problem, I was pleased with their mastery.</p>	<p>I will experiment more with breaking up the review exercises into smaller segments to help soldiers focus better.</p>
English Study Skills	<p>I did a Muddiest Point threaded discussion. The day before the qualifying test, I asked students to tell me which areas in the math they were still struggling with.</p>	<p>I plan to do this again. I learned that per cent problems were their biggest concern, but I also found this a helpful way to sharpen my focus for the math review.</p>
English-Speak Other Languages	<p>Following a vocabulary lesson, I asked students to complete a "Finding Meaning" exercise where they combine two phrases to make a complete sentence that correctly uses a vocabulary word. After doing the exercise individually, students take turns reading their answers.</p>	<p>When they answered, most students made a few mistakes. Therefore, I explained further because some answers were incorrect, indicating that they did not fully understand some terms.</p>

Environmental Science	I did a muddiest moment which is located in Lesson 7 under content item link labeled Muddiest Moment.	Feedback given on Lesson 6 and need to for more explanation in notes.
Environmental Science	We had a review of the differences between populations, communities, ecosystems, and biomes. The following class period, I asked the students to give an example of each to see if they really did know the differences.	Since knowing the differences between these four terms is so important in the field of ecology, I was happy that 85% of the students could correctly give a good example of each. We then went on to use these terms in the Populations and Communities chapters.
Environmental Science	The students did a lab on "Atoms and Molecules". This is not something covered in the textbook, but it is one of our Learner Outcomes. After finishing the lab, I asked the students what their muddiest point was regarding the chemistry concepts.	Students generally understood the basic parts of an atom, and the differences between an atoms and a molecule. However, based on the muddiest point responses, they still had some difficulty with the differences between an ionic bond and a covalent bond. I put more examples and exercises on the board for the following class period.
Environmental Science	During week 2 of the semester, after we had finished our metric measurement lab, I had the students match the measurement unit to the correct type of measurement (e.g. length - meter, temp - Celsius, volume - liter, etc.)	We reviewed the answers to the matching during our next lab session.
Environmental Science	Following a discussion on the biogeochemical cycles, I had the students write down their MUDDIEST POINT on a sheet of paper. Based on their responses, we summarized the nitrogen cycle at the beginning of the next class period.	Based on the student's responses, I noted that only the nitrogen cycle needed to be summarized. Nearly all of the students were OK with the carbon and phosphorus cycles. For those that weren't, I just wrote some explanations on their sheets and returned them to the students.
Environmental Science	I did a muddiest moment thread, which is located in Module 7 under content item link labeled Muddiest Moment.	questions raised about several Module 6 exam questions not found in book must review
ESOL Academic Vocabulary	After introducing a new list of vocabulary words, I had the students complete a "Comprehension Check" activity where they apply understanding of each vocabulary word in context. After doing the exercise individually, students take turns reading their answers and the rest of the classes "votes" to indicate their agreement or disagreement.	After they answered, I gave the correct answer and explained the context or application of the word because some answers were incorrect.
ESOL Academic Vocabulary	To encourage fun dialog we played "fortune telling" with Chinese Fortune Sticks. Each student took a turn as the fortune teller; her or she had other class member draw a stick by turn and then "explained" the fortune to the seeker. This was a lighthearted use of many phrases, idioms, and general conversation.	I will incorporate more opportunities to speak to other class members, not just to respond in class.

ESOL Academic Vocabulary	I have found that often the stumbling block to understanding a statement or question is a verb or noun relating to an act that is difficult to describe with other words, so we have developed a small version of "charades" to act out until everyone understands the meaning of the word, e.g. share. I would take two pencils from my bag and give one to the student next to me, then that student would repeat a similar action with some other items with another student until all understood that we were sharing.	It's fun, and all the students are able to mentally store the association of words with actions in their own languages. This kind of learning new words seems to work well.
Farm Machinery and Technology	I did a background knowledge probe in the form a pre-test to determine students understanding of basic electricity and hydraulics.	Most students had very little to no knowledge of basic electricity or hydraulics. Since this is the basis for modern farm equipment, I developed a unit on each item and added them to the curriculum at the beginning of the semester. This provided the students with background knowledge that they could apply throughout the rest of the semester.
Fld Exp in Human Resources Mgt	Use a Muddiest Point threaded discussion in Unit 4.	Implemented PowerPoint audio slides with examples of calculations used in the course. Student questions are answered.
Fld Exp in Human Resources Mgt	The Unit 4 threaded discussion was asking the students their "Muddiest Point" and then with the Field Experience course with each unit there is a Q&A discussion.	Every time I teach these classes it is great for me to learn what this group of students is struggling with based on the CATs. It provides input to tweak my assignments or add needed clarification/information.
Fld Exp Sani & Mgt of Food Sys	Muddiest Threaded Discussion in Unit 4 of course.	Answered questions. Looking to add more information on nutrients and activities in the notes section.
Fld Exp Sani & Mgt of Food Sys	Muddiest Point Threaded Discussion in Unit 4 of course shell.	Any questions are addressed to the student. Working on some interactive activities for some of the material.
Fld Exp Sani & Mgt of Food Sys	Using Muddiest Point Threaded Discussion in Unit 4	Student's questions were addressed in email and changes will be made to some of the material. Some area seem a little foggy still so will look for different activities to add in area of foodborne illnesses.
Foundation of Computer Science	I did a muddiest moment which is located under Module 5: Internet and the Web under a content item link labeled CAT - Networks.	We will continue to coverage Networks at the given level.

Foundations of Modern Educ	Journal on technology located in Module 7	Will continue to do technology assignment. This last time I gave students options for using their own newer software to see if I could learn about any new ones. All students used one of the 3 that I had listed instead of using a newer one.
Foundations of Modern Educ	I used a "Muddiest Point" on 4/26/12 to determine what the class didn't understand about job openings in education. Fifty percent of the class responded with the same comment, about traditional and alternate types of license. There were questions about salaries and interview questions that might be asked. But the overwhelming number of responses were about teacher license types. Therefore, I spent a portion of the next class covering that topic in more detail. Needless to say, next semester, I will do a better job of addressing this subject.	As noted above, I will spend more time addressing teacher license options next semester.
Foundations of Modern Educ	Background knowledge probe - course orientation	Use the information based on their experiences with younger children make recommendations for them to volunteer in areas to beef up their experience.
Fundamentals Animal Nutrition	Daily reviews of material covered in previous sessions, constant asking if material is understood, reviews before sectional examinations and final	Helps me to identify material not fully understood and can review
Fundamentals of General Chem	I used a muddiest moment each week and asked the students to describe what concept was not clear from those chapters that were required reading. I then asked students to explain it to one another. Then at the end of the week, I went in and provided a summary of the misconceptions for any concepts that were still unclear to the students.	I believe that students explaining to students is effective as well as having a teacher elaborate on the discussion is supportive. Students often learn better from other students.
Fundamentals of General Chem	I used the Documented Problem Solving/Walking About. Students would solve a problem based on the information covered in the class.	I will try multiple examples to provide students with more practice and try finding other methods to explain the topic.
Fundamentals of General Chem	I did a muddiest moment which is located in Unit 2 under content item link labeled "What is the most confusing thing?" Most students struggled with naming compounds.	I will provide additional practice problems on naming compounds as well as additional links to how to remember the exceptions to the rules.

Fundamentals of General Chem	Threaded discussions would give me feedback regarding problems the students had with each module along with what they found easy/beneficial. Used this feedback to help them with the next module.	Plan on providing an example of a lab report that they can use to help them with Lab reports. Will be changing the grading scale to have less emphasis on the lab reports. Homework 30% Labs 30% Exams 40%
Fundamentals of Nursing	To wrap up the course, I reviewed the course objectives and competencies as stated in the course syllabus. These were reviewed one at a time and discussed with the class to elicit responses about understanding or to determine if there were any issues with confusion or misunderstanding. Following a complete review of all objectives, students were given an index card and asked to write down objectives which they felt were covered inadequately or areas in which they felt further instruction was needed. These cards were then handed into instructors for review.	Students expressed a desire to have more instruction regarding nursing care plans and also documentation. These areas will be addressed in more detail in the upcoming course. I felt it was beneficial to the students and to the instructors to review all of the course objectives at the end of the course and to wrap up any loose ends or questions the students might have. Consideration of students' suggestions will be carried over to the next course.
Game Programming & Design	I did a muddiest moment which is located in Unit "Chapter 6" under content item link labeled Sprite CAT.	Student response demonstrated a good understanding of Sprites. Will not spend additional time to cover this topic.
General Accounting	I use the muddiest point for my CAT and I applied it to understanding financial statements.	Students still need to practice more
General Psychology	I did a knowledge probe at the start of each unit- during the week I go through the topics and explain each point.	I will add supplemental reading sources in my LMS.
General Psychology	I did an exercise where I had them turn in questions they had about the material we had covered. I thought they might be more comfortable asking questions that way rather than in class verbally. We then went over the questions and I found alternative methods of presenting to the class.	I will use some of the alternative methods next time I teach this course.
General Psychology	We paused for concerns or muddy thinking concerning how synapse activity contrasted with dendrite and axon activity.	Distinctions were made between types of chemicals and locations and function purposes.
General Psychology	In this face to face class, we contrasted major depression vs. dysthymia and bipolar disorder from cyclothymia. I did a post analysis of their performance.	As noted in the other sections, post analysis showed inadequate understanding, despite visual aids. A solution will be researched.

General Psychology	A One-Minute-Paper on August 30, 2016 was performed. Students were comfortable with Wundt's ideas from the previous class. However, they were confused as to Freud's three personality parts.	Freud's personality parts were not shown in PowerPoints but described in summary by illustrating an iceberg picture. Presentation will be revised by using explicit slides showing the parts with the illustration to the side.
General Psychology	The course has a pretest in the shell, and based on the chapter headings I use an anticipatory set to expand the understanding of the course and its objectives	Will narrow the startup overview to allow more time for the structured PowerPoint overview
General Psychology	During the Spring semester 2014 I used a CAT that identified Sleep Stages/Sleep Stage Waves as a problem area in this course. I decided that I would address this problem in the Summer session. I administered a brief quiz on this material before I started my presentation. I then looked at the students' responses on Exam 4. Summer students scored significantly (a letter grade) higher on the material associated with sleep on Exam 4. A disclaimer: Summer students perform significantly better than Fall/Spring students, so my results may be related to the quality of summer students and not to the intervention I engineered. I will follow up in the Fall semester.	I will use the same strategy I used this Summer with the Fall, 2014 students and see if the results are similar.
General Psychology	I did a muddiest point during discussion of psychopathology and received feedback that the DSM-5 was confusing to the students (its purpose and so on).	I am going to spend more time on the DSM-5 and may bring the DSM-5 to class so the students can see one in "real life."
General Psychology	The Muddiest Point - After what I felt to be a difficult lesson, I had the kids write down what they thought was the most difficult section of this unit.	This allowed me, as the instructor, to realize what points I needed to emphasize and what sections the kids were able to understand. This put responsibility back on me to make sure I was getting my points across.
General Psychology	I asked all General Psychology students to indicate the most difficult material, concepts on Exam 4. Ninety percent indicated that it was sleep phases and the brain wave activity associated with these 5 stages/phases of sleep. I was surprised by the sheer number of students who indicated that this was a 'problem area'. Glad I did this CAT!	I will design a worksheet that addresses these five stages of sleep and the corresponding brain waves and administer it before the exam is taken next semester. I will monitor the results of Exam 4 to see if scores improve.
General Psychology	Muddiest point and received feedback that Drive Reduction Theory and Maslow's Hierarchy needed additional explanation.	I realized I was not using the best example to explain the theory (just based on physiology) and likely quickly walked too fast past Maslow (as we discussed this previously), so I gave an example using Maslow's hierarchy to explain motivation.

General Psychology	I asked 4 questions: 1. Predict, as accurately as possible, your grade on the exam you are about to take. 2. What was most helpful in studying for this exam, 3? What was least helpful in studying for this exam and 4? What do you plan to do differently as you study for Exam 3?	Students who scored poorly on the exam often predicted 10-12 points better than they actually scored on the exam. This, I think, is related to over-confidence. The most helpful activities engaged in where reading the notes daily, writing out study index cards, using PowerPoints from eCompanion and distributed practice. The least helpful were procrastination, not studying daily, not using PowerPoints, distractions and poor sleep habits. The majority indicated that they planned to start studying earlier for exam 3. They also said they planned to write more complete presentation notes.
Gerontological Nursing	The type of C.A.T. that I used was the muddiest point. Students were asked which topic area was the most unclear and they desired more explanation.	After learning that the muddiest point was laboratory values. I planned more class time to include covering this topic more completely. This topic was important for the role of the nurse. So rather than covering leadership and management of care for the entire class period, I covered more on the topic of laboratory values and the responsibilities of the nurse. I also included laboratory on the final exam. I do plan to complete a handout for future classes that summarizes some basic laboratory values.
Gerontological Nursing	Audible/Nods: Throughout the course, questions reviewing content presented were asked of the students. Students would respond audibly or with nods. If the students were uncertain of content, content was reviewed and questions were answered. More activates were integrated into the last four weeks of class time. Student responses were improved.	Our plans are to use more activities in the classroom and use less lecture time. Students' attention was maintained and content retained when activities were presented using this method.
Government of United States	Gave a Pre-test of the Electoral College and found out that most students had little understanding of the College and how it elects the President. So I explained how it works	The importance about this result is that the students now has a greater understanding how the president is elected and who elect them.
Government of United States	Muddiest PointProject Learning Summary	I changed the 16 modules to 8 used from student feedback.I looked at the Project and adjusted accordingly.I changed some of the essay questions and added that portion to the quiz.

Government of United States	<p>Exam Evaluations</p> <p>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 assignment 1 on my e-companion site under Government chapter 6 assignments.</p>	<p>I will adapt a more specific method in determining which subjects and academic levels the students need to respond to. At this point it is too early in the semester to gain a full assessment of the proposed evaluation</p>
Government of United States	<p>1. Project learning summary web link project. This is a web critique and course re-cap that involves extensive writing component and allows for me to see what they are learning and for me to change when necessary.</p>	<p>I can see that some items are not necessary and then I amend the course to reflect updates and changes.</p>
Government of United States	<p>Muddiest Moment in unit 4 Project Learning Summary in unit 6 Exam Feedback</p>	<p>I looked at the Project and adjusted accordingly. From the Muddiest moment, I added additional information to reinforce the concept of Federalism. From the Muddiest moment, I emphasized more about lobby groups to help students understand the concepts</p>
Government of United States	<p>Muddiest Point and Project learning summary. Both incorporated student feedback to improve course for ease of learning.</p>	<p>According to student feedback received, I changed information about the topic FEDERALISM. I added a ppt and some more material for clarification. I then used a Project Learning Summary to assess the most important topics in the class and adjusted quiz questions to reflect these.</p>
Harmony I	<p>Students were given a group project to figure out the rhythms of a new SATB piece and teach it at the end of 30 minutes. After the presentation we discussed the challenges of teaching a piece of rhythmically challenging music.</p>	<p>I will do this CAT again. It forced the students to work together and revealed the leaders and followers in the class.</p>
Harmony II	<p>I have the students go to the white board and complete harmonic part writing exercises. As they work I can see their processes and assist them individually with whatever problems arise.</p>	<p>My response varies from student to student depending on their individual needs. I can determine those needs from watching them complete the examples.</p>
Harmony III	<p>Evaluation is determined through self-check quizzes for every chapter. If knowledge of material is not achieved a review of material is done before advancing to the next chapter. Each chapter builds knowledge from the previous chapters.</p>	<p>Continuous evaluation is done based on the proficiency of the student.</p>

Haz Mat Response Operations	I did a Muddiest Point discussion for the CAT for this class. The CAT was utilized in week 5 of the course under content item link labeled Muddiest Point. The statement that was presented was, "What was the "muddiest point" for you in Chapter 8? What I mean is was there something that was covered in this unit that wasn't 100% clear to you. We use this information to critique our courses and try to clear up and grey areas for the students."	All of the students had fully grasped the information covered in Chapter 8. There were underlying questions from previous chapters that we had covered so my plan is to move the CAT to a different week of the class to try and capture some of those unanswered questions before they're lost forever.
Healthcare Doc & Transcrip II	A course assessment is part of the course located in the 8th chapter in this particular class. I use the muddiest moment and what they have found to be surprising as well.	I have the homework which is quite extensive sent via email, I can now grade it and return it via email with corrections; suggestions for improvement.
Help Desk Fundamentals	NTWK 1067 Help Desk I did student one minute paper on key elements from Units 1-4.	The CAT was intended to see where the student was at in their learning. The students did give an over view of the first 4 units were. They were successful in learning the Key Elements Listed.
Hematology & Coagulation	Located in Week 7 in the Weekly Chat. I asked the students to talk about a concept they were struggling with and what suggestions they had to explain that concept so they understand it better. This is an example of the muddiest point Cat.	They seemed to struggle with the maturation of both the RBC and WBC lineage. Even though I have great pictures in the course, I thought perhaps of doing a separate lecture that goes into more detail and explanation for the students in both of these areas.
Hist & Phil Western cul to1500	The Project Learning summary essay in Module 12 was used for the CAT. This project assesses learning and assimilation of the material. Overall, with the course material, students demonstrated value with their learning. Instructions need tweaking.	The instructions for the Project Learning Summary essay will receive clarification.
Hist & Phil Western cul to1500	A background knowledge probe was used in the module 3 discussion with Greek value.	This was helpful to process Greek values, especially the value of "fate".
Hist&Phil West Cul 1500 - Pres	I did a background knowledge probe in module 10 regarding Du Bois and his contribution.	A follow up post was presented to further understanding of Du Bois and his contribution to contemporary society.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used for assimilation of information and critical thinking in Module 1 discussion.	Additional comments of explanation and a follow up post was used to help build the process with students.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in the module three with the contributions of Locke and Hobbes.	There was progress with understanding of Locke especially in the discussion.
History of Kansas	I assigned students to read two accounts of violent crimes in Kansas, one 19th century and one 20th century. They had to compare the two events.	I need to rewrite the directions to be more specific. Students wrote of general similarities and differences.

History of Kansas	I give the students extra credit to find errors and to comment on what was the most difficult concept. In the past it has been trustbusting and I have added lectures power points etc. Now the students are commenting 80% on the questions in the midterm and the final. They do not like the fill in the blank questions. One student commented that we have no big picture question.	I have reduced the number and the percentage in both the final and the midterm by 50%. I have also added more short answer and essay questions. In addition I added an essay question to Unit 8 and more detailed thread discussion questions.
History of Kansas	I have a muddiest question in Unit 9. Most students complain each session about the textbook. I have added information in the lecture notes to explain that we are using the textbook that is used at KSU and KU and they still complain. In addition I have a recorded lecture where I introduce the textbooks and explain them. The students still complained this session about the textbooks, 50% of them on the Unit 9 Muddiest question. I am going to indicate in the Muddiest question section that I want a comment concerning the course materials and not the textbooks for an answer. In the past students have indicated a problem understanding trust busting so I added additional information. This session 2 students or 20 % asked for more information on the Native Americans in Kansas.	I will be added a note to the Unit 9 muddiest question thread that I would like the students to address course issues other than the textbook with an explanation as to why the text was chosen. Then I will also be adding information on the Native Americans in Kansas.
History of Kansas	Muddiest Point for extra credit in Module 9	7 out of 8 responded to the muddiest point with the same request. They would like more information on the Eisenhower and Carrie Nation webliography assignments on how to relate what happened to Kansas history. Also more information in the lecture on Unit 8 final essay what's the matter with Kansas? I will be adding to the lecture in each of these units.
Human Sexuality	As the result of an exam I became aware that students were not grasping the material. I prepared a CAT questionnaire to discover what went wrong. I discovered that students were not using the material I had put online. I gave them some additional instruction on using the material online. A week later I gave them another opportunity to answer questions about the material. The results were mixed as follows: 5 students had done well on the exam and they did not participate, 5 students showed a decline in the number of correct responses, 4 students stayed the same, and 7 students showed improvement,	I was expecting more students would improve. The fact that only 7 out of 16 made the expected improvements indicates I have more work to do. I plan more student involvement in a classroom discussion of the material.

Human Sexuality	Following a lecture and discussion of contraception I asked students questions about the important points regarding the proper use of a male condom. None of them were able to provide a satisfactory answers Since class time was ending I told them we would continue the discussion the next class period.	When we resumed our discussion the next class period I described the proper use of a male condom with greater detail reminding them they would be tested on the material. I then went on to discuss other contraceptive methods. In a subsequent class period I repeated questions again the male condom. This time 75 % of the students were able to answer questions correctly.
Hybrid & Electric Powertrains	Built a power point for use in Hybrid & Electric Powertrains to help the student better understand the operations of the hybrid car and it operating systems.	Will adjust as need to for the student to understand it.
Hybrid & Electric Powertrains	Hands on assessment Students were asked individually to provide oral instructions on how to disable the high voltage electrical system on a hybrid car. They then performed the disable procedure according to manufacture instructions.	With smaller class sizes such as these, it's easier to manage hands-on assessments.
Individual Art Projects	Upon completion of demonstrations, I ask a background knowledge probe question (s) Do you understand the procedure. What is not clear?	I will continue this line of questioning to evaluate what the student needs for a successful learning experience. Checking that the steps for correct completion are understood allows the student to succeed at a higher level.
Individual Art Projects	After the explanation on how to use the time log in the face to face Individual art projects ceramic course the question was asked... Do you understand what to do?	The majority of students understood what to do. A few had specific questions on what counted as time spent and what could be logged as time spent, for example, "is research time for the project in the library logged ? I answered the individual questions and clarified the instructions. This CAT will improve how I transmit what is needed to be logged on the time sheet for future classes.
Industrial Hygiene/Toxicology	I used the Muddiest Point discussion for each Unit except in the modules where an exam is required. The discussion is in the form of a threaded discussion question: What was the muddiest point? The concept was introduced in the course introduction where I explain that this is where I will clarify any student questions. Each module except for Module 3 and 8, the Muddiest Point thread is the first thread in the discussion.	I hope to provide students immediate feedback on the points they are having difficulty understanding. I hope to use the results to expound on course material presented in the Module either by including more exercises or activities that address the muddiest point or providing supplemental information in the form of a fact sheet or white paper to provide students with illustration, examples, case studies or scenarios that might lend to their learning in those areas they found difficult.

Infant & Toddler Edu & Care	I had the students describe the dance between the child and parents. This provided me with the information needed to see if the students understood what it means to "dance" and if I needed to change the direction moving forward. In this case, the students did well and I only had to make small changes.	This information was helpful in knowing that we were on the right track.
Infant & Toddler Edu & Care	The CAT is explained in the Discussion the last week of the course. Students are to discuss the pros and cons of the course, making observations on what and how they learned as well as what could be improved.	There are some links not working, although they did not tell me at the time. I will go through the course and check, also adding a section in Course Home called Course Mistakes asking the links, etc. to be identified as the course is taking place. I also need to add the chapters covered in exams although they are listed on the outline/schedule.
Infant & Toddler Edu & Care	In Week 3, I did a Play Quiz with a Journal Entry for "what do you know". There was only one student and the probing questions helped her solidify her position of knowledge for her work in early childhood.	I need to increase the level of expectation for what the students may already know early in the course by adding some more advanced questions. Because the quiz is a fun Power Point, it's visual and easy with answers appearing on the next page. It assures me that they will participate.
Infant & Toddler Edu & Care	This was a Knowledge Probe presented as a question probe with a reflective journal entry in Week/Unit 3. All students participated and showed a strong base of knowledge to build on with this more advanced course material.	I like having this early in the course to provide the detail I need to help them gain the knowledge they are lacking entering the course. I can determine "where" they are with the basics. This helped me to know what additional information to provide early on in my lectures, handouts, etc.
Intermediate & College Algebra	I did a documented problem solutions at the end of the class over the current lesson. 40% of the students solved the problem on the first try, 20% of the remaining students had process errors and 40 % had minor calculation errors. I sent the students back to their seats to revise their work after one on one instruction. They returned to me with the revisions and each student then had the correct answer.	The goal is to teach strategic thinking regarding the best approach to beginning the problem. I will use the group instruction and then use the last part of class to give individual work to see if the lesson was assimilated by having the students check 1 problem. And if there is time revise with 1 on 1 instruction. I will continue to use this approach in all of my CA classes
Intermediate & College Algebra	Walk-About	Based on their comprehension of the material, I was able to move ahead, bypassing a lecture, thereby giving me more time to cover more complicated material
Intermediate Algebra	I conducted a background check on factoring skills. The students did fine on factoring trinomials, but struggled with using the perfect cube formulas when factoring.	I went over the perfect cube formulas for factoring and talked about ways to remember them.
Intermediate Algebra	I did a student survey in which I asked each to solve a system of three equations in three unknowns and then tell which method they had used and why they preferred that method.	Based on the student responses, we discussed briefly the advantages and disadvantages of the various methods and were then able to move on to new material.

Intermediate Algebra	I assigned homework over the first chapter without giving a lecture, to determine background knowledge. Students had sufficient knowledge to move forward.	I assigned homework over the first chapter without giving a lecture, to determine background knowledge. Students had sufficient knowledge to move forward to the next chapter.
Intermediate Algebra	I did a muddiest point, which is located in Chapter 7 under content item link labeled Discussion Question.	"I thought I would have to revisit this topic a little more than I did, but I decided from the data I would not need to. The students helped each other and I helped individuals as needed.
Intermediate Algebra	I did the Muddiest Moment and it is located in Unit 4, 5, 6 and 7 in my course shell. I have also did a background knowledge probe in Units 4,5,6 and 7.Students had problems factoring polynomials in unit 5.They also had problems knowing when to factor an expression and when to solve an equation.	I spent a few minutes in every lecture summarizing the connection between previous lessons and the lesson after .Therefore students after a few of these summaries ,realized that they had to factor first before they could solve most quadratic equations in the course. This improved grades in that unit significantly.
Intermediate Algebra	We do a showdown review to check student's understanding on the different chapters. This gives me the opportunity to answer individual questions.	I will continue the reviews because it allows this individual opportunity in class
Intermediate Algebra	I did a muddiest moment which is located in Unit 7 under content item link labeled Muddiest Moment.	Feedback given on difficulty with graphing- work more examples into notes and homework.
Intermediate Algebra	After learning several methods of solving a system of equations, students were asked to work an example problem using their method of choice and then to defend/explain the choice along with the solution. All of the students found the correct solution and explained their choices of method using the pros/cons of the various possible methods.	I was able to move on to other material based on the students' successful completion of this objective.
Intermediate Algebra	I have also did a background knowledge probe in Units 4,5,6 and 7.Students had problems factoring polynomials in unit 5.They also had problems knowing when to factor an expression and when to solve an equation I have did a background knowledge probe in before starting Units 4,5,6 and 7.Students had problems factoring quadratic trinomials in unit 5.	After reteaching the factoring techniques form Basic Algebra and also in Unit 5 of Intermediate Algebra .I gave students a little quiz on just the factoring techniques and scores improved by 60%.
Intermediate Algebra	I did a background knowledge probe to see what my students remembered about graphing inequalities. I was interested to see if they were familiar with using open or filled in circles or the round parenthesis or square brace method.	Most of the students were familiar with graphing inequalities so we didn't need to spend as much time going over those examples.I re-entered this CAT because I left off the semester and year the first time.

Intermediate Algebra	<p>I did Muddiest Moments in Two Units. I also did three background knowledge probes.</p> <ol style="list-style-type: none"> 1. Rational Expressions 2. Radical Equations 3. Quadratic Formula <p>Most of the students had problems remembering the quadratics formula and how it was used to solve equations. I explained it and had them make index cards of the formula.</p>	<p>The basic steps of solving radical equations and the quadratic formula was always on the board and all students knew I would call on them to solve problems using these. I gave them the same problems and all but 1 out of 18 did better.</p>
Intermediate Algebra	<p>I did a background knowledge probe for all chapters. Most students were not proficient in the basics of linear functions. I spent a longer time than I would working on the basics. Most students ended up doing better on linear functions than they did in the probe.</p>	<p>I will work a lot more on the order of operations, fractions and the effective use of technology in my next class</p>
Intermediate English	<p>The muddiest minute made me realize that I was trying to push too fast for the conjunctions. I needed to slow down, and break it into chunks.</p>	<p>This does take longer, but it works better. They can retain the information for a longer period of time, and they showed less nervousness with it.</p>
Intermediate Reading	<p>Background Knowledge Probe on patterns of organization. All of the students in this class had practical understanding of the most commonly used patterns. Focused on the patterns they were not familiar with.</p>	<p>There are a lot of thought patterns and knowing which ones students know and the ones they are not proficient helps me adjust instruction accordingly.</p>
Intermediate Reading	<p>Student generated test questions. After reviewing for a test, I had students write on a notecard a question they perceived would be on the test and also answer the question they wrote.</p>	<p>I will continue this exercise because it helps them to predict test questions which guides their studying and also helps me know what information they see as important.</p>
Intermediate Reading	<p>I did a sentence scramble exercise to see if students were able to differentiate between major and minor supports.</p>	<p>The exercise was a better way to help students with the thinking process involved in understanding relationships between ideas in a paragraph. I will use it more often in the future.</p>
Interpersonal Communication	<p>I opened class with a couple questions about the movie "Castaway" and how he managed to survive, not only physically, but mentally and emotionally. Then I asked if anyone had ever heard of a man named Abraham Maslow and his "Maslow's Hierarchy of Needs". Only a couple. Then I proceeded with a diagram and discussion of the Hierarchy, relating each area to the movie. Then the students did a little survival exercise, in groups, to assess what they learned.</p>	<p>I would like to get the movie and begin by showing clips from it.</p>
Interpersonal Communication	<p>I asked students to describe how violence construction occurs in rhetorical discourse. Students used a piece of paper and 3 minutes to dispense their knowledge.</p>	<p>I will use small groups to encourage participation during this exercise.</p>

Interpersonal Communication	Using three practical questions regarding interpersonal dynamics involving body orientation and kinesics, I requested that each member of the class write and report on the status of the individual pictured on their test. They were required to identify the figures gesturing (kinesics) and position (proxemics) in relation to the silent figure also pictured. This included competencies 2, 5, 8, and 3 of our course curriculum. Of the five students surveyed 60% (3) were able to properly diagnose the body orientation of the figure. Further probing of the 3 ineffective students revealed a lack of formal terminology to be the problem.	As opposed to leaving the test without vocabulary I now feature a list of vocabulary terms on the data sheet. This will reveal whether or not the student understands the terminology in a practical manner or whether study habits are the critical issue. Further testing is necessary.
Interpersonal Communication	In the course of instruction I will mention a film or person or event and quickly realize that I have mentioned something that the students have not experienced. I will then discuss why I used the reference and ask for a more contemporary example that makes the same point.	I am reminded almost every day that my cultural references are dated and that I need to use my historical knowledge to add context, not eliminate them from my discussions.
Intro to Automotive Technology	Shop tour and conversation on muddiest point	The direction of the course was guided by the feedback.
Intro to Automotive Technology	Base on a survey of the done last year of the student on whether they wanted use a computer or a book in class. The survey results showed they wanted book over computer in class. Because they said they could follow along better with book then on a computer and if they missed a class it would be easier to keep up with the class work they missed. The book for this class is Auto Upkeep (Basic Car Care, Maintenance, and Repair).	With the book they have Activities to do and study questions for each chapter at cover the contents of the chapter.
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers one muddiest point and write and answer test questions	Updated permission slips and assignments under two of my units. Also, placed a PowerPoint for State Standards.
Intro to Early Childhood Ed	Discussion question: name two areas where you have gained knowledge and then list two areas in Early Childhood you would like to learn more about.	It was very interesting to see where each student felt knowledge had been gained. Equally interesting were the areas they would like to explore. I will be using 3 of their suggestions in the next offering of CHLD 1500.
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers, muddiest point and write and answer test question	more information on inclusion
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers one muddiest point and write and answer test question.	Replace and add in new videos.

Intro to Early Childhood Ed	I have a CAT questions in each Unit. One muddiest point, write and answer your own test question and 6 one minute questions.	Planning on adding in weblinks and video's.
Intro to Exercise Science	With only 2 students in this online course, I found that responses to Discussion questions were slow and lacking. I found that by joining in the Discussion question early in the week and posting my response to student postings, it engaged students more, facilitated more conversation, and enabled students to complete the requirement in a timelier manner.	When this course has 3 or fewer students registered, I will be a participant in the DISCUSSION questions early in the week, allowing students to respond to my posting to fulfill their Discussion requirement.
Intro to Literature	I did a background knowledge probe on novellas before reading The Metamorphosis. The term was unfamiliar to students so I did a half-day' worth of presentation and discussion over key concepts related to the novella before officially beginning the unit. All of my notes are in Google Classroom (the learning management system we use here at EHS.)	The information I presented helped students better understand the work as we began our study.
Intro to Literature	I tried to do a Muddiest Moment with this group each week to assess their level of comprehension of the literature.	Some students were very reluctant to participate, but I will continue with this technique and try to draw more from it.
Intro to Literature	I gave a background knowledge probe at the beginning of the semester to determine the students' knowledge of the literary terms used in Intro to Literature. I found that the students had a strong background of terms used in association with narrative stories and a weaker background of terms used in relation to poetry.	I will place more emphasis on the poetry section, making sure that students understand the individual terms in relation to poetry. I will provide the students with multiple examples of each term and have them find the terms in various selections of poetry.
Intro to Literature	muddiest point in threaded discussion in unit 5	Each unit and week's assignments need to be consistent in time required, from unit to unit and week to week, plus each task should seem clearly important, both in itself and in preparation for future tasks. No task should seem to be make-work. Examples and definitions of key terms, theories, and genres need to be both visible and clearly relevant.
Introduction to Business	I did an Audible/Nods with Types of Ownership in Chapter 5. A disadvantage of corporations is limited liability, right? No, this is an advantage. Students recognized this quickly.	I was able to proceed to the next lesson and discuss the nature of joint ventures and S - corporations, confident they understood the previous lesson.
Introduction to Business	I completed the muddiest point for the business plan in Unit 16 discussion board called Business Plan Discussion	I believe that I will move the business plan forward a little and provide some credit for the Management and marketing section by just turning in the content. I believe this may make the students more aware of time and time management. I also believe that Increasing the discussion we have about the Marketing section will clarify the struggles the students were having with this section.

Introduction to Computers	I did a muddiest moment which is located in Unit 7 under a content item link labeled Module Comments.	Need to make updates to content and make sure there are no references to Office 2007 or to Windows XP.
Introduction to Computers	I began by asking who had an email account. Found that three of the five did but two had never had one. Could they explain their email address? No clues. We discussed and I helped explain email addresses, email etiquette, spam, phishing, the list goes on. I had copies of headers, short headers, long headers and we dissected.	I will come prepared with more examples of various phishing and different spam and hoaxes. Am always reminded that not everyone is net savvy nor even knows how to set up an email account.
Introduction to Computers	Muddiest moment which is located in Unit 7 under a content item link labeled Module Comments.	Many students wanted to cover programming. Although there is not time in this course to cover programming languages, I will add some links on programming languages for them to review.
Introduction to Corrections	The Background Knowledge Probe is a short, simple questionnaire given to students at the start of a course. It is designed to uncover students' pre-conceptions and then I gave the same follow up short test at the end of the 9 weeks to see how much they have learned from the beginning of the class to the end...	The Muddiest Point is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]" The term "muddiest" means "most unclear" or "most confusing." I will be using this for the next session...
Introduction to Drama	Course Mistakes and uncertainty in Course HomeComplete overhaul of course done at request	A few adjustments with readings will be looked at...a complete overhaul done
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 and reviewed. Field trips to Camp Aldrich were taken to apply principles learned in class regarding GPS and mapping.	Develop plan to allow actual use of the technologies.
Introduction to Music	We do a muddiest point quiz. It is over terms basic to the course. Results are immediate and discussed immediately following the quiz.	As issues on different terms arise, I add more examples to clarify the confusion within that semester and in future semesters.
Introduction to Music	Just after mid-term I do a Music Elements Recall. It takes 3 minutes at the beginning of class to have students complete a matching quiz which lists all the elements of music and their definitions.	If students show confusion on one of the music elements I find new ways to demonstrate and define the element in the following class.

Introduction to Music	I did a Knowledge Check to assess student's mastery of a more difficult concept in understanding Classical era music. I then compared the results of the multiple-choice Knowledge Check with mastery as revealed on an essay question asking for the same information on the following Classical Era exam. The detailed results are found under a button under Module 8 labeled Class CAT results.	I am contemplating going back to using an essay format for the CAT as well as the exam question. I'm not sure whether or not students do so much better on the multiple choice question because they don't have very high critical thinking skills or they figure that they don't need the points on the exam because they already got 10 points on the Knowledge Check.
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 and . Using the results of the CAT, we cover the most missed items again the class before the test. The results: The CAT - 7 out of 20 missed the term "Melody", The Test - 3 out of 20 missed the term "Melody".	Used the missed questions on the CAT to review for the test.
Introduction to Music	I do a background knowledge probe at the beginning of the Intro to Music Units that tie music history and world history together. Most students do not know important dates and people in history.	I will continue to reinforce world history into my music history course to help students understand the relevance between the two.
Introduction to Music	I used a Knowledge Check to help evaluate students' grasp of the sonata allegro concept. The C.A.T. is described under Module 8, C.A.T. results.	Beginning in the Fall Session 3, I have decided to correlate the points given on the C.A.T. with those given on the essay question on the test.
Introduction to Music	Muddiest Point Survey. Students submitted an anonymous slip of paper listing one or more of the elements of music that they found most difficult. The papers were gathered and I presented additional prepared information trying to clear up any confusion or misconceptions.	As we study the musical element of texture I will present additional examples in different formats to try to get the concept more thoroughly understood,
Introduction to Music	In Week 5 I have a Thread for extra credit. It simply asks "Are you confused about anything in the course so far?" Students receive 5 points extra credit for answering the question even if they simply say "I'm OK."	Most of the time students have difficulty with the same musical element - texture. I already have audio, video and text lectures for this element in the course. When they identify this element as a problem, I usually look to see if they have spent any course time on the units where I have these lectures. Usually they have not watched or listened ore read the lectures, so I refer them back to the unit.

Introduction to Music	I did a Knowledge Check, followed by a short paragraph follow-up on the unit exam. The results are found under Module 10, Sonata Allegro C.A.T. results.	I have been frustrated by the lack of carry-over from the objective format of the Knowledge Check to the paragraph on the exam. Despite the grading rubric which I think describes exactly what I want, students struggle with the part of the question requiring critical thinking skills. I may need to structure a better score by re-evaluating the points on the Knowledge Check, to go back and change the Knowledge Check points to the same number of points earned on the essay.
Introduction to Music	I call this assignment, "How's It Going?" Essentially it is a muddiest point exercise where students state that they feel they are understanding the concepts studied so far, or they have the chance to ask for some clarification on a particular concept. It is located under Week 5 - Extra Credit CAT.	Since the replies are individual, some of my responses require no change. For students needing clarification I will add content with audio and pictorial descriptions of the content. If I have found some interesting new way to present the concept, I will incorporate that into my regular online lecture.
Introduction to Philosophy	I asked the students in Module 8 to indicate which course outcome/competency they had achieved the most success in.	It is more really that I need to continue what I am doing rather than make drastic changes. The strength indicated by most students is achievement in understanding the historical progression of philosophical thought AND in developing critical thinking skills. This (to me) is an indication that the structure of the course is being effective. In helping them achieve other outcomes, I need to continue to develop effective questions that push them to probe specific philosophical ideas and thoughts.
Introduction to Philosophy	A background knowledge probe was used in class during week 5 to evaluate how prepared students were for their essay exam.	Adjustments were made to help students prepare for the essay exam.
Introduction to Philosophy	I asked the students in Unit 8 to reflect on their achievements in the course on the basis of what they had stated in the beginning that they wanted to achieve. This self-reflection indicates a great deal about their own grasp of course material and the way in which they have integrated that material into their own lives.	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.
Introduction to Philosophy	In a final discussion (8th Module) I asked the students to reflect on the course outcomes/competencies and to discuss which one they thought they had achieved the most success in. I also asked them to tell me why they achieved success.	I can tell from their responses that I need to focus a little more on some of the political philosophical ideas presented in the Enlightenment period through to the modern world.
Introduction to Philosophy	A background knowledge probe was used in the form of peer editing to the major essay. This was accomplished in class during week five of the course.	Peer editing with an additional day to ask questions before essay submission was and will continue to be an adjustment.

Introduction to Sociology	A knowledge probe slide has been included into the start of every units power point show. The topics most students don't know is where I spent a lot of time explaining.	I will add links to supplemental reading in my LMS.
Introduction to Sociology	The CAT I used asks students what they know about the major theoretical perspectives. Out of 26 students participating 19 students were able to describe the theoretical perspectives.	I will give students a handout with descriptions of the theoretical perspectives in addition to the material I place online.
Introduction to Sociology	Review question delivered as a game with prizes (cookies). If they answered the question correctly, they got a prize. They had the questions ahead of time and gave their answers verbally with discussion on each question.	I will do this for every test. They were engaged and better prepared for the test over those chapters.
Introduction to Sociology	I assessed how much students had learned about the theoretical perspectives. The results showed me that 55% of the students were able to demonstrate a satisfactory understanding.	I am covering the material again and will do a follow-up CAT to demonstrate the improvement in student learning.
Introduction to Sociology	I asked students to share their understandings of the theoretical perspectives located in Doc Sharing titled CAT 3. Only 50% of students were able to answer at a satisfactory or better level.	I used the Social Institution of Family as an example for teaching the theoretical perspectives. This time 80% were able to answer at a satisfactory of better level.
Introduction to Sociology	This sociology class was quite different than previous ones I have taught because my students (soldiers) were mostly instructors themselves who NCO's are teaching the WLC (warrior leadership course) to E4's and E5's. It was different because they are used to being in control, in charge of the classroom so the dynamic was much different. That said, it was a great deal of fun because most of them knew each other and were able to open up to me and fellow soldiers easily. The class almost ran itself, I would lecture on a topic and then have one or two of them elaborate on how that might affect the soldiers they teach.	Honestly, the students would have stayed even longer each day if given the chance. While they were instructors of an Army leadership course, very few had ever taken a college course and really enjoyed it. I would do what I did before, but probably incorporate even more classroom discussion and participation because groups like this seem to really enjoy that aspect while learning.

Introduction to Sociology	I did several CAT exercises throughout the semester. They are located in Doc Sharing under CAT 1, CAT 2, CAT 3, and CAT 4. Each CAT deals with questions about the major theoretical perspectives of Sociology.	CAT points are awarded according to effort and correct understanding of the concepts. 1-4 points are awarded according to effort without regard to how correct their answers are. 5-7 points involve effort plus at least 1 or 2 concepts are close to being described correctly. 8-9 points are awarded for a better effort with 2-3 concepts being described in a mostly correct way. 10 points are awarded for outstanding effort that demonstrates a complete understanding of the concepts. Concepts are discussed before each CAT is administered. Results are discussed the class period following the administration and lectures are modified to address specific areas students are not understanding.
Introduction to Soils/Lab	Intro to Soils - 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. After the units on soil characteristics, lab time was spent in the conducting a land mapping exercise and discussing the application of what was covered.	More integration of hands on time with concepts.
Introduction to Soils/Lab	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. After the units on soil characteristics, lab time was spent in the soil pit and in a classroom setting applying the information and going over areas of misunderstanding	attempt different delivery methods for material presenting difficulties
ISO 14000 Environmental Mgmt	I did a Muddiest moment which is located in Unit 2 under the content item labeled Muddiest Point (CAT).	I had to completely rewrite my CAT instructions; I had the core competency correct but referred to it in the wrong section my syllabus.
Jump Math	Did a writing sample over long division after the material was presented. I had six students in the class, 3 described the process correctly and 3 did not. Of those that didn't respond correctly, two of them had the same error concerning place value in the division.	I had a discussion with each student concerning their response and had a future assignment in their notebook problems in which this type of problem was asked again. All six got the answer correct.
Keyboarding I	I utilized a self-assessment located under Module 8 in the course shell. Students are asked to evaluate their keyboarding approach and rank themselves on categories that pertain to ergonomics.	Students are aware of the importance and no adjustments need to be made at this time.

Keyboarding I	I have students complete a self-assessment where they have to evaluate themselves three times during the duration of the class. They complete and evaluate themselves on ergonomics at the keyboard such as their posture, keyboarding distance from the table, feet flat on the floor, etc...	The ergonomics covered in the classroom are appropriate and students understand the importance.
Keyboarding I	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: <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 ten-key.
Keyboarding I	Self-Assessment in Module 8.	Students were asked how they did in the area of ergonomics and were asked to rate themselves. It heightens awareness, so it's an appropriate assessment.
Keyboarding I	Module 4 Self-Assessment	Students have a good understanding of what is important to ergonomically sound in this class through their self-assessment.
Legal/Ethical Issues in Health	Course assessment through discussion thread about muddiest moment in unit 6.	Students were having difficulty with concepts of HIPAA in video case studies. Will consider using more examples for discussions prior to case study exams.
Linux I	Muddiest Moment is located in Unit 7.0 Disk and File System Management under content item link labeled CAT.	We will require the CAT earlier in the semester to get feedback sooner.
Local Area Network Workstation	In Unit 2 the students were required to do a minute paper explaining the layers of the OSI model and what types of hardware and what functions were used at each layer. The students had no problem identifying the layers but found some difficulty in identifying the functions at each level.	The only adjustment was to provide students with additional resources regarding each layer.

Local Area Network Workstation	<p>Anonymous Survey titled "Classroom Assessment: located in week 4 (repeated in weeks 8, 12, & 16).</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Looking back over the last three weeks, what was the most difficult topic for you? 2. What made it difficult? 3. What could I have provided to make it easier for you? 4. What study aids did you use to learn the topic? (Textbook, PowerPoint Notes, Videos, Internet Research, Discussion Board, Lab) <p>Findings:</p> <p>Q1. ImageX Q2. Complexity - Book lab directions are difficult to follow Q3. More lab time Q4. Text, Videos, Internet research, Lab</p>	<p>Additional Lab time has been added to this module. In addition, an in-class video on the procedure has been added prior to the Lab and easier to follow printed graphic/text instructions have been developed for the ImageX activity. Thus increasing the amount of learning material for audio, visual, and kinesthetic learners.</p>
Managerial Accounting	Knowledge probe of Managerial versus financial accounting	Will incorporate more hands-on material regarding differences
Managerial Accounting	Muddiest point over various costs; then addressed weaknesses and assessed again.	New activity was created to help students understand costs more.
Managerial Accounting	Final module includes muddiest point for preparation for final.	Additional information will be added to modules to reinforce the knowledge.
Manual Transmissions	very brief classroom then directly to hands on	The class will be hands on and then to the class room
Marketing	This is a muddies point discussion in the course in unit 16 called Marketing plan discussion	Through this CAT the students are needing more clarification on the following items: PEST Analysis, SWOT Analysis, and statement of confidentiality. I plan on trying to use Panopto to see if this may be a solution to provide additional / personal information for these assignments.
Marketing	CAT requested opinions from the students about what was most difficult for them when completing their Marketing Plans. This was to gain insight from the student perspective about how to improve the marketing plan for future courses. This is located in Unit 15 called Marketing Plan Discussion. It is created as a discussion board so the students could discuss their opinion freely.	During this CAT I found that the students would like to see more examples the SWOT analysis and the marketing objectives. They are struggled with developing Promotions for their marketing plan. I intend on created example promotions the students can use as well as improve the checklist that is already provided.

Marketing	Completed the muddiest point using the discussion board in Unit 16 called Marketing Plan discussion	The confusion varied between SWOT analysis, PEST analysis and Marketing areas. I also had comments about paper layout. I will be adding to this course a business plan layout that is a template. This should help assist in many areas what a generic paper will look like after completed.
Marketing	I asked the student what the muddiest point was in regards to their Marketing Plan Final project. This discussion is located in the BARTONline shell, Unit 9 called Class Review.	I need to provide more information for the students to use as an example. Throughout the course, the students had access to checklists for each section as well as other marketing plan examples. I will work to provide more examples of each section and post them when the students are working on that section. I also plan on expanding and improving my own Marketing Plan example.
Marketing	I had the students do a Minute Paper and also a Muddiest Point exercise on February 6, 2013. This is a 12-week course conducted at the Ellsworth Correctional Facility. It was stated that the class, in general, was quite beneficial. The real-world and current business events were mentioned as being enjoyable, very educational, and thought-provoking. As usually the students thought the class was too long, and it is difficult to maintain their concentration late in the evening. However, due to the environment of this class, the evening sessions are usually the only time that is available.	<p>While no muddiest points were cited, it was mentioned that more group work with practical applications of Marketing would be useful, and I have endeavored to conduct more exercises in this regard. However, it is difficult to do this with two groups of students, with one being physically present, and the other conducted through ITV. The applications that I provided did work well, even though it was hard to control the content with the distant location. Finally, several comments were made that it was good to have a teacher present, and the other group stated, "no more ITV."</p> <p>I felt that the students were eager to learn this subject, and business in general. I hope that they continue their educations, since this may have been their first experience with this type of course.</p>
Marketing	I used the muddiest point in a discussion for the Summer 2016 Canvas course. I used a discussion board in the Marketing plan module called Marketing Plan discussion.	Comments were made to allow students to research and write about different current businesses within the sections that are proposed in the marketing plan. However, Marketing is a creative aspect of business. Research what others have done I believe may be hard to find and will not include using creative skills but researching and online navigation skills. So this will not be changed. Another comment that was provided was to make the project journals more interactive so the students could work with each other. I believe I may write this within the instructions to make it more apparent, but this has already been an option for all students to work together with questions, concerns or comments.

Marriage & Family	A background knowledge probe was used during the last week of the course in class with discussion.	The discussion brought to light the need to focus upon more cultural understanding of marriage and family. Changes were and will be incorporated in the course.
Marriage & Family	Muddiest Moment; located in Unit 5.	<p>Students overall found some of the family systems theories to be confusing. I plan on creating my own lecture videos, and uploading to YouTube to better explain these concepts.</p> <p>On another note, I was elated to receive the eCourse Rubric, which gives explicit guidelines regarding what is expected. I have made several improvements to my course based upon this.</p>
Marriage & Family	A muddiest minute was used in class during week three regarding communication. The levels of communication were needed.	Additional detailed explanation was needed for understanding of the levels of communication.
Marriage & Family	I assessed how much students had learned the material on Exchange Theory. The results showed 90% were able to demonstrate a satisfactory understanding.	Based on the CAT results I will be able to cover a new topic rather than spending addition time on Exchange Theory.
Maternal Child Nursing II	I asked "What was the key point that you learned today?" And "What would you like further clarification about?" The students wrote on index cards and submitted them at the end of class.	<p>Areas to clarify and add emphasis include: more information about ketoacidosis and the types of insulin pumps available. The students felt the handouts were helpful for teaching parents and patients. One student expressed the lecture answered questions about pediatric patients and what to do for the diabetic child before exercise or if they are ill.</p> <p>In the future, I am interested in finding a guest panel or a pump representative to talk with the students and answer questions. This may fulfil the request for more information about the technology available for clients with diabetes, especially children.</p>

Maternal-Child Nursing I	<p>In class I did a Muddiest Minute. On 4-15, I presented a lecture which contained rheumatic fever and sickle cell disease. The muddiest point was not really a question about the lecture other than to ask how often rheumatic fever happened in the US which was not one of the objectives or topics of the lesson.</p> <p>The other muddiest point from that lecture which included sickle cell disease; pathophysiology, nursing interventions and evaluation of those interventions, the question was asked if carriers of sickle cell are discouraged from having children when they have genetic testing. This also is not content from the lecture and will be covered at the RN level.</p>	Will occasionally remind students that they are being taught the basics at the LPN level and will be taught additional in-depth information about the diseases and if the topic isn't covered will challenge them to find out then share with the class.
Maternal-Child Nursing I	My CAT was done in a face-to-face setting on February 10, 2012. The students have trouble grasping the concept of fetal monitoring so I moved the material from the classroom setting to the clinical lab setting. A pre-test and post-test containing 6 questions was given. The pretest average was 12%. The post-test average was 97% after hands on experience with utilizing fetal monitor strips.	I will continue to teach the fetal monitor portion as a hands on in the lab.
Math for the PreHospital Provd	Muddiest Point found in Chapter 8	I'm working on finding videos to help teach basics like fractions, decimals, etc. They seem to be more difficult than actually doing the pharmacology math.
Math for the PreHospital Provd	Chapter 8 - muddy point - Roman numerals were the most bothersome for the students.	There is nothing in the textbook referring to roman numerals so there is only my notes for the students to study from but I am adding short videos to help with various areas.
Medical Admin. Procedures	Classroom assessment is part of unit 10 in this course of independent study. There is one student, who has been working in this capacity for several years and is pursuing her degree.	Though this is the last time this class is being offering as this name, many of the concepts will be used in the new course, hitting the front office aspect more directly than the back office aspect of a busy medical practice.
Medical Administrative Aspects	Online classes are when I use the muddiest moment where students tell me what they have the most difficulty with. This is usually done in the sixth week to eighth week.	Changes are made with regards to examples of new laws and regulations that are unclear to students
Medical Administrative Aspects	Muddiest moment is placed in chapter 8 in this course.	Most students have some difficulty with HIPAA and legal concerns within a physician's office. Added were more student to student interaction through discussion threads of timely topics.

Medical Coding I	I did a muddiest point which is located in Module 4 under the content item link labeled Muddiest Point.	Some students were confused about the evaluation and management coding. I have added some worksheets to help explain them better and to help the student to pick the correct code.
Medical Coding II	Muddiest Point under Week four in the content item link labeled Muddiest Point	I have added an explanation for evaluation and management codes. I have also added explanations for which books to use.
Medical Surgical Nursing II	Lecture 4- At the end of lecture, several questions were posed to the class to answer. Muddiest points were determined from these questions. Rationale for the correct answers was then discussed.	Lecture will change some next year as a different text book, designed for first year nursing students, has been selected by the team. The amount of pathophysiology taught in this lecture will decrease with signs and symptoms, assessments and nursing interventions having more emphasis.
Medical Surgical Nursing II	I asked students about the muddiest point on the content of taking the National Council Licensure Examination for Practical Nurses. The students started by having several questions concerning the examination prior to the class. The content was presented in a PowerPoint presentation. The students were given on-line sites that they could access information right from the agencies that are in charge of the exam and licensure in the state. Students as a whole very happy to have the update as far as what to expect for this examination.	I actually did make them a one page handout with the key website to access so that it was easy for them to access.
Medical Surgical Nursing III	I utilized Focused Listing. Students were asked to list three symptoms indicative of left-sided heart failure and three symptoms indicative of right-sided heart failure after the content was presented. The majority of the students correctly listed at least 2 symptoms for each type of heart failure.	Provide a review and reinforcement of content utilizing an interactive approach.
Medical Terminology	I did a background knowledge probe of what direction that students are taking to determine what concepts I needed to hit harder. Most of my students are involved with healthcare in some fashion, many nursing, some pre-pharmacy, dental and radiology. Also some are trainers. This helps me focus on what sections of the curriculum I will focus. Many had a good basic understand of root words but were less clear on the prefixes and suffixes.	Because of the makeup of the student population in this face to face class, I have been hitting particularly hard on the suffices and prefixes for understanding. I relate my personal experiences with terminology and the students feel free to offer their experiences as well. This does enhance understanding.
Medical Terminology	With all four of my face to face medical terminology courses I watch the students closely to see what they are getting and what they are not. I will ask probing question to assess knowledge and when not understood, the concepts were clarified.	Some medical terms are similar in appearance but have different meanings so I try to show the differences. I have also procured a torso so that I can use this for demonstration purposes, I use games and videos to enhance understanding of key concepts. The students enjoy not hearing me drone on class after class.

Medical Terminology	Student interaction and expression. If I observe questions with some of the more involved chapters, I stop and ask probing questions to determine what their questions might be. With the total of five classes face to face and each class being different, each class understands or doesn't understand the content due to if high school or community college levels.	Will continue to observe students for understanding and know that I have to adjust many times to high school level understanding.
Medical Terminology	I ask questions for understanding and clarification each time I meet with the students at the high school. I have also given pre-tests that show me where the lack of understanding is most evident. This is where I focus the next class to enhance comprehension and retention of terminology.	These students are highly motivated to understand medical terminology. They accept the lessons and question relevancy of concepts. Through the verbal interactions and studying the pretest scores, I have a better idea of what concepts need further clarification.
Medical Transcription I	This class uses direct observation of homework submitted to me directly. Specifically it begins in chapter 3 with the initial submissions.	With submission of homework, I can look for the proper technique of submitting medical transcription with formatting etc. It is obvious when students do not grasp the concept of transcription. There will be a new class beginning next year with Medical Grammar that will be a pre-requisite for this particular class. I expect improvement to occur after this implementation.
Medication Aide	I modify the class according to their learning styles and with the CAT, I can specialize teaching for each student.	I have incorporated student assignments according to Chapters and students are given an assignment of making a power point and presenting that information to the class.
Medication Aide	I did a background knowledge probe of anatomy and physiology in relation to medication actions on the body. Students were not aware so I explained the processes that occurred with medication intake and how it affects the human body. I started the probe before we discussed the first classifications of medications.	I think the addition of more case study examples for them to work through it would be beneficial to help with their problem solving skills regarding the use and benefits of medications. Also repetition of information is helpful as it reinforces information they have learned.
Military Hist/Amer Civil War	I use teaching points to check what students learned from each Unit. I am able to assess how student have been able to use each point to determine the effect a battle has on the overall political, social, and military development.	I check each Unit to determine where I need to add more on a battle to help the students understand why one battle is more important than another.
Military Hist/First World War	I use the Analytic Memo in Unit 3, 4, and 7 under the content item, Campaign and Battle Study. Students are required to examine a specific campaign or battle in the First World War and provide a critical analysis of the actions taken in those events.	The work submitted in the Battle/Campaign studies allows me to adjust Debate and Chapter Assignments to address factual and analytic shortfalls.

MLT Pathogenic Microbiology	I did a muddiest point in Module 6, Week 7 over the five tube set up a microbiology procedure.	The student's access to this type of material is somewhat limited and even though there are videos, I feel that I need to make sure they have access to the tubes in a timelier manner and perhaps another Panopto video over this material is warranted.
MLT:Clinical Chemistry II	I had a pretest before a specific unit, and following that specific unit, I presented them with a post test. This could also go under the 'background knowledge probe'.	The students all performed considerably better on the posttest, so I feel that the units are built adequately, I will be adding a few more notes in the unit's lecture, as there were a few questions that the majority of the class missed.
MLT:Clinical Microbiology I	I have two CATS located in this course shell. Both are in the form of a Threaded Discussion. One is located in WEEK 8, it is in the form of a muddiest point concerning a rather complex theory in microbiology. The other is located in WEEK 14 asking for suggestions about ways to improve the layout of the material in this course and if there were concepts that could have been taught in a better format.	Yes, I am looking for more background information about testing in Clinical Microbiology and ways to present it in an online format.
MLT:Clinical Microbiology II	I did two CATS within my course on two different subject areas. They are located in Unit 8 and in Unit 12. Both were forms of the muddiest point. I asked the students about a complex topic and their suggestions on ways to present the material (in an online format) to help explain it better. I also asked them for ideas on how to present this course in a way to make the subject matter more interesting and appealing. I received many suggestions, including what not to change, what didn't work, and ideas for future courses.	I will be looking at offering more audio-visual information. I am looking at adding more study guide material. I will be keeping review sessions in my course, seems to be a big favorite.
MLT:Immunology & Serology	Unit 4 discussion-CAT is muddiest point I also have a few assessments that are not labeled as a CAT, but technically are. In units 7, 8, and 9, labeled as the weekly discussions, offer a 'write your own question (unit 7), a minute summary (unit 8), and a one sentence summary (unit 9).	This course is currently being re-written with a new textbook and different instructor for spring 2017.
MLT:Immunology & Serology	I asked the students what was the most difficult thing to learn about a specific subject, and would the addition of videos, more audio, more pictures, and more activities help?	The majority of the class asked for study guides, so they know what to expect on the exams, so I added study guides as well as a quiz, so they'll have a better idea of the type of questions will be on the exam.

MLT:Intro/Med Lab,Urin,Body Fl	My CAT was a muddiest point located in Week 6 under WEEKLY CHAT. I asked my students what was the most difficult concept they had to understand within the course and how I as an instructor could present this challenging concept in a better way. I had some good points and already took one suggestion and acted upon it immediately in order to help them. When I review the course for the next session, I will incorporate those changes within the course.	I will add more color photos and perhaps some inserts in DOC SHARING to help them understand difficult concepts.
MLT:Intro/Med Lab,Urin,Body Fl	I had the students describe, from an instructor's point of view (as they too will become teachers/leaders in their profession), what course work worked for them, and what didn't work for them and why.	There were some very good responses from the students, suggesting new ways to present the information and quizzing them before examinations. I will try and re-structure the course material in an easier format for the students, as well as re-work the practice quizzes to allow them to hopefully be better prepared for exams.
MLT:Sem in Laboratory Medicine	I did a knowledge application threaded discussion based on case studies on Accountability, Communication, Critical Thinking, Customer Service, Professionalism, and Self-Management.	Probably more case study interpretations for each of the above skills.
Modern Dance I	Taught a combination using all material from class technique exercises. Found that student in modern I was not able to pick up choreography as fast as student in Modern II. Although all steps were from exercises done in every class, they had a hard time once it was all put in a continuing combination (choreography)	Results were as I expected. Student in Modern II with more experience was able to pick up choreography quicker than student in Modern I.
Money & Banking	Competency 5 - Define gross domestic product and other customary measures of U.S. economic activity.	While the student did an excellent job with this competency, I will emphasize this more in the prep work for students.
Network +	I did a definition search and quiz which is located in Unit 5	NTWK 1057 The CAT was intended to see where the student was at in their definition learning. The students were able to define key points with in the course to date. They were successful in identifying main definitions listed.
Networking I	I did a check on learning to see what the students had learned to this point. This is located under Unit 5 CATS Simply a check on learning. I wanted to see how much the student has retained in terms of Networking.	All 4 students submitted the CATS and wrote informed papers. The papers included vast explanations of Networking which tells me they are learning the core content.
Networking I	I did student one minute paper on key elements from Units 1-5.	NTWK 1059 The CAT was intended to see where the student was at in their learning. The students did give an over view of the first 5 units were. They were successful in learning the Key Elements Listed.

Networking II	Students did a two minute paper. CAT located in Unit 5	Course needs to redesign to include labs and simulation to help students get more hands on experience in networking.
Nonverbal Communication	I did Muddiest Point under each Unit - students had misunderstandings about the first unit's terminology.	I still need to work on an audio PowerPoint that will allow me to discuss the terms - this may help more than the book's description.
Nonverbal Communication	Muddiest Point - students were still uncertain about the Dimensions of Cultures - I provided a website for further research	I might put this website in the "Helpful videos and information" section of the proper unit.
Nursing Home Aide	I did a muddiest moment on infection control. I realized the students were not "getting it" so I started using a graph. It helped clear up the matter to the students.	Will continue to use a graph when teaching this subject.
Nursing Home Aide	At the beginning of the year gave a pretest to obtain a background of knowledge in the field of being a CNA and then was able to cover in greater detail the weak areas.	I will be using more power-points, pertinent handouts and more visuals.
Nursing Home Aide	I did background knowledge on the legal aspects of CNA including the student's legal responsibilities and liabilities. They did not realize the legal obligations they had.	Will be sure to go over the legal aspects of nursing very carefully with each class.
Nursing Home Aide	The muddiest point was when we did catheter care. They had a problem seeing the catheter in place.	I brought in a complete catheter and bag set, blew up the bulb and then was able to show them how it was held in place and the entire system.
Nursing Home Aide	I did a background knowledge probe on Special Care Skills. I showed them equipment such as a foley catheter, NG tube, IV, colostomy, and JP drain. I had them tell me their own or family/friends experience with this type of equipment. Their knowledge was limited about the foley catheter and IV and they were still unfamiliar with how they even functioned. The other equipment they had no exposure to. I went into great detail with each piece of equipment as it was placed in/on the manikin. I then had them simulate emptying the JP drain, colostomy and foley catheter.	With the high school classes, like this one, I have realized these students have had little to no exposure to healthcare equipment. In the future, I plan on using our AHC lab more to get them familiar with the equipment used.
Nursing Home Aide	I did a background knowledge check on the awareness of caring for an ill or aging person.	Assessment revealed beginners of healthcare. The students had minimal knowledge of the tasks that are involved in assisting with care for an ill aging person. This gave me the ability to confirm to start at the very basics in teaching the students, and to begin at a slow pace for ease of understanding terms and concepts.

Nursing Home Aide	I did a round table face-to face discussion on professionalism. The students were asked to give behaviors and attitudes an employer would look for and considering a potential hire. The students participated and gave great examples of professional behavior and attitudes.	I believe this discussion prompts the students to look at some of their own behaviors and strive to align them with the behaviors and attitudes discussed. I will include the discussion of professionalism in my next course.
Nursing Home Aide	Face -to-face course data: I did a knowledge probe on Professionalism. Students at roundtable discussion format discussed tier ideas on professional behavior and what professionalism meant for them. Many students discussed unprofessional behaviors and attires that would place a "bad" idea on the healthcare worker and the place of employment. The students were able to identify with others ideas of accountability. An example they gave was being to work on time and being ready to work as a team player. Half of the students reported they did not think of this as an idea to include in professional behavior.	Teaching students to be professional and to be thinking as a professional as new CAN id very important to their new role.
Orientation to Pharmacy Tech	Students were required to complete a muddiest moment exercise which is located in Week 5 of the course.	At this time, students were pleased with the course material. However, with the conversion to canvas, I want to incorporate more interactive study materials for students.
Orientation to Pharmacy Tech	I used a muddiest moment CAT located inside course shell Week Five.	Based on student responses I have/will modify discussion threads to include more than one question option to facilitate better discussion and relevant article search.
Orientation to Pharmacy Tech	I did a muddiest moment which is located in Unit Four under content item link labeled Muddiest Point.	Offering more variety and requiring the students to answer multiple questions for the weekly discussion thread. This will help to directly cover more of the content both in the textbook and the supplemental resources. When the students are required to pick a topic and do additional research, I've found it stays with them longer and they will get more from the all of the discussions, not just the topics they picked.
Paramedic IV	Midway through internship, we used Kahoot to see what students could remember about the previous three semester's material.	Not any major changes just more reviewing during internship. Students get very wrapped up in completing internship they forget to study what they have learned. The stronger students did well but the weaker students need the review.
Parenting	I have CATS questions within 8 separate unit, 6 minute papers, one muddiest point and write and answer test question	Add in more video's for students to view

Pathophysiology	I use Muddiest Point which is located in unit 5 to provide me information what students find least clear or most confusing about a particular lesson or topic	<ol style="list-style-type: none"> 1. Improve skills at paying attention 2. Develop ability to concentrate 3. Improve listening skills 4. Develop appropriate study skills, strategies, habits 5. Learn terms and facts of this subject 6. Learn concepts and theories in this subject
Pathophysiology	CAT I offered pre/posttests at the beginning and at the end of the semester respectively. Also, we did Background Knowledge Probe, Focused Listening, and Misconception/Preconception Check on every lecture. Students did Concept Maps, Invented Dialogues.	I will try to use Memory Matrix, which should help students to organize, access and analyze information. 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.
Payroll Procedures	CPP I-III payroll assessment to ensure students can calculate basic payroll calculations	I will continue this CAT and track consistent payroll calculation errors to assist student in learning material.
Personal & Community Health	Students were provided a copy a Nutritional Analysis. The students were able to use the analysis to see the requirements for the paper and reports available for them to review.	Continue to provide an example of the Nutritional Analysis for the students to review.
Personal & Community Health	Weekly Muddiest points are discussed in class to focus on the specific chapters. Review of the Study Guides is used to identify areas needing additional focus.	Added three videos to focus on the use of computers, cell phones and exercise as it relates to posture and back issues.
Personal & Community Health	In Unit 6, have the Point of Confusion for students to comment on the course. Students are using the email to communication and when there is not a requirement to complete the discussion, they by pass it.	I will continue to communicate with the students using email and provide comments to assignments to improve the following week.
Personal Finance	I used a Muddiest Moment discussion to allow the students to what they liked or didn't understand about the course.	In the future I will look for more recent events to use in the discussions to get students to understand the relevance of Personal Finance.
Personal Finance	Calculating future value of an annuities	This issue may require more time to discuss.
Personal Finance	muddiest point - time value of money	Students still need work on which table to use. I will give them more practice.
Personal Finance	Student faculty question and answer for background assessment / knowledge for course content. General concept were understood, but needed refining which will be incorporated into the learning plan. Face to Face data mining technique	Adjusted course content to focus on specific formulas dealing with interest rates, compound interest, and actual investment strategies. Using Smartstocks.com allowing students to apply what they learn in a realistic scenario as an example. Based on student feedback, tests, and course criteria.

Personal Finance	The classroom emphasis was discussion of the overarching themes in each chapter as opposed to spending class time going through many details within the chapter that would appear on the chapter exam. The purpose was to see which students would take the time to carefully read the text in order to answer test questions correctly.	My conclusion was that we have many students who expect the instructor to tailor each lecture to cover every exam point; that is, these students do not want to invest the time and energy studying the text on their own. Test results and final grades clearly reflected this observation. In the future I will continue this approach with more emphasis on the importance of homework if one expects to score well in this class.
Pharmacology for Nurses	Pharmacology class requires nursing math to calculate correct dosages of medications. Dimensional Analysis was taught to the class. The class understood the math concepts, but several students did not use rounding rules correctly to answer questions. The rounding rules currently are introduced with the math concepts and reviewed heavier later in the semester. After the review later in the semester, the students answered questions using the rounding rules more consistently.	Rounding rules will be taught in the first two weeks of the course and then the math concepts will follow to see if this improves the overall comprehension for the students.
Pharmacy Technician Internship	Each week students are required to complete a journal. In this journal students explain their experiences during internship and also any questions or issues.	Next semester, I will incorporate law & ethics into this course. It is touched on briefly in other courses, however, once a student is actually working in the field of pharmacy. Knowledge of law and ethics is very important.
Pharmacy Technician Topics	I did a muddiest moment which is located in Unit Four under item link labeled Muddies Point.	Yes, I made some adjustments in my discussion threads to incorporate more current events, law changes, and ethics by giving students the opportunity to choose their own 'current' topic. This helped facilitate a more meaningful and broad discussion, while still covering the relevant material and course outcomes.
Pharmacy Technician Topics	I did a muddiest moment located in unit 4	Adding more variety to the discussion threads to allow for more q&a back and forth and also purchased video to embed in course shell.
Pharmacy Technician Topics	Located in week 4 I did a muddiest moment which gives students a chance to acknowledge concepts that were challenging. By using this feedback, I will be better able to adjust my teaching style.	The feedback I received indicated that students would like to see more "real life" examples. I would like to incorporate more interactive problem solving with such as "real life" case scenarios with group work.
Photography I	each test that is given has several questions in that ask what was unclear about the presentation, what did you like or dislike about the presentation, what would make it more meaningful to you.	At this time everyone seemed to be ok with how things were presented. The only suggestion is that they would like them to be shorter. Some adjustments to examples can be made and will be looked at for next time.

Physical Geography	Used the muddiest point CAT.	Students believe the exams are too difficult. This is a college course and I feel the exams are appropriate. However, I will look into revising questions.
Physical Science	I did an exercise at the end of class on chemical bonding. There was some confusion about multiple bonds, so we went over that topic again at the beginning of the next class.	I will add more in-class exercises to encourage active learning and to gauge student understanding.
Police Firearms	I utilized directed paraphrasing where I would ask my students to provide their own understanding of the fundamentals of shooting, and how they impact their hits on the target. Utilizing this technique allowed me to focus on an individual students understanding of the core fundamentals.	Receiving student feedback during the class allows me to utilize different techniques to demonstrate the effects of improper techniques, and the impact they have on where a student's bullet strikes the target. With the feedback I received from a student this year, I determined the need for an instruction firearm with a laser to demonstrate improper and proper trigger control and grip.
Preschool Child	One muddiest point, write and answer your own test question and 6 one minute answers in each Unit.	Updated some of the graphics and added in some links.
Preschool Child	Unit 2 Chapter 3 quiz: Asked "What is the most significant thing you learned from this block of instruction?"	I allowed the students to share with their peers their individual answers and explain why that information was significant to them personally.
Preschool Child	I have CATS questions in each unit, 6 minute papers one muddiest point and write and answer test questions.	Updated and threw out some test questions
Preschool Language & Literacy	I asked What your muddiest point was. It was located under Week 4 Discussion Forum. Many students stated they did not feel like it was an online course and reading from a textbook then a test. They enjoyed the hands on activities that they were required for this course. Many will use as a teacher in the future.	Maybe add more hands on activities to other courses.
Preschool Language & Literacy	Online Course: I asked What your muddiest point was. It is listed under Week 4. I only had 2 students in the course. One student didn't know where to send her assignment my e-mail or dropbox? The other one didn't have any problems.	I e-mailed the student and told her where to submit her assignment.
Principles Grammar Form & Style	For my courses, whether LSEC or Hybrid, each unit contains graded exercises, practice quizzes, and quizzes. Additionally, students also complete practice handouts in class.	Next time I teach Grammar, we will be focused more on writing.

Principles Grammar Form & Style	For this course, I have two CATs in this course. Both were Muddy Moments in Units 4 and 5.	I am going to change the pre-writing assignments so that students are writing a draft in each unit. When they have to turn in a final draft, in Unit 5, they will have a few to choose from. Hopefully, this will reinforce the idea of revision. In addition, I am going to lock-step the entire course so that students will have to, at least, click through each of the notes' sections.
Principles Grammar Form & Style	I used weekly online worksheets and online discussions to monitor student progress, as well as emailed assignments.	I want to change the way the online discussions (webliography) is presented in the course shell.
Principles Grammar Form & Style	I did a journal exercise so the students could express their level of comfort with the course halfway through.	Most of the students responded well to the journal exercise and I will use it as a gauge more frequently.
Principles Grammar Form & Style	In Week 8, I conducted an in-class Instructor Review during the lab time of each students Essay #3, providing assessment tailored to each students specific writing problems.	I will conduct these individual in-class Instructor reviews after each student peer review during the lab time for Essay's 1&2, not just Essay #3. I found that the one-on-one instruction allowed me to explain to the student how to fix their specific writing problems. Additionally, it allowed me to clear up any incorrect assessment that might have been given by the peer.
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 paragraphs.</p>	<p>Students appreciate online resources, and they appear to need tools that they can take with them beyond this class. Some class time is devoted to acquainting the students with some of the better resources available on the Internet.</p> <p>Additionally, a little more class time could be devoted to re-acquainting students with basic dictionary use. (Who knew you could find past participles in a dictionary?)</p>
Principles of Animal Science	The first day of class I find out the students back grounds and visit about what the class will cover and ask questions about the subjects to be covered to see where the students' knowledge of the subject area is and then base the learning process on that. As the semester progresses I try to involve the students in classroom discussions to access their grasp of the material presented and then give an exam to insure they are getting the material.	I plan on having some additional pop quizzes and topics for discussion that will be provided to the student prior to the class discussion to allow for them to have a better grasp and participation for the students.

Principles of Biology	The muddiest moment in in lesson 7 which seems to cause students the most consternation. The students responded to what was most unclear for them. Their comments were insightful as some focused on the minutia and some on the relevant concepts and topics. I responded to all of them with clarification and most responded that it was much clearer.	I will leave this CAT in place in my 17 week class with some clarification for students on what is appropriate to post.
Principles of Biology	The CAT for this class was the "guppy" lab demonstrating critical thinking, scientific writing and understanding of the concepts of evolution	I am in the process of looking for a similar virtual lab that will require the same types of skills but with less technology issues.
Principles of Biology	I did a murkiest point with the students on 25 February. They were to write down what questions they still had regarding aerobic respiration, including the Krebs cycle.	Since the majority of the students were unsure of the steps in the process, I provided a diagram on the whiteboard of the overall process for the next class period and we went over it for the first 15 minutes of class.
Principles of Biology	Muddiest point - of the 42 students in attendance this day, 29 indicated no muddiest point, 5 had one like area of question, 4 another like question, and 4 had unique areas of concern.	I think I will pose the questions to fellow students in each class to clarify or answer.
Principles of Biology	I did a muddiest moment from the chapter reading on biochemistry	Yes, most students had no chemistry in high school and were not even able to explain what they did not understand because they were so lost.
Principles of Biology	I use the Guppy lab so students can demonstrate understanding of genetics, female selection, change in population and heredity. After this class I will add more hands on learning about evolution by including skins and skulls of different animals and also use a manual related to habit, mating, reproduction and feeding preferences to reinforce the Guppy lab.	After this class I will add more hands on learning about evolution by including skins and skulls of different animals and also use a manual related to habit, mating, reproduction and feeding preferences to reinforce the Guppy lab.
Principles of Biology	The CAT I used this semester are the labs in lesson 3 and also the lab in lesson 13. These two labs measure the ability of students to take the information and relate it to real life and themselves. These also measure whether the students can think critically about what they observe in science - this is a crucial scientific skill. I also have a muddiest moment but since it is not required not all students respond. Lab 3 and 13 are more representative.	I am going to require that the students use the lab report forms that I require. If they use the format they earn more points and can easier show me what they know other than just randomly writing responses to the prompts. Other than the format these two CATs can easily gauge if the students can follow directions, thinking critically and understand the evolution of the function of the structures.
Principles of Macroeconomics	Muddiest point done over first chapter concepts.	Evaluated and reviewed missing concept knowledge in following class and will continue process.

Principles of Macroeconomics	I am continuing to adjust the exams and the student project final. I have incorporated more business problems for students to perform throughout the course; this gives them more preparation in dealing with the final interactive final.	Adjustments are a constant and must be continually worked on to provide a better experience of learning for students.
Principles of Management	I provided a muddiest point discussion in unit 16 to allow students to provide me with the areas they would like more assistance with or areas where they struggled.	I do not plan on changing much, due to the students providing information that the assessment reflection paper instructions were clear and manageable.
Principles of Management	Current Event Students were not aware of recent hiring of first female referee in the NFL. During class students researched current news and laws governing hiring practices. Students divided up research and presented information after 20 minutes of research.	Student engagement with one another. It was a race to see who could get their information the quickest
Principles of Management	The discussion was provided in Unit 16 to allow for student feedback and clarification regarding the final reflection project. This is called Assessment Discussion.	The students thought that the assessments were very accurate and provided information about the student's management skills and weaknesses. The student suggested that the final reflection project be available at the beginning of the semester so the students can complete the reflection paper throughout the semester. I intend on adding this document to Doc Sharing so they are able to download this at the beginning of the class.
Principles of Microeconomics	This was an assignment based on a city's needs for a transportation program. This was accomplished by assigning student early on to work in small groups and provide timely responses for students so that they can see the worth of the project.	I will continue to work and add and take away from this project.
Principles of Phlebotomy	Exam 8 extra credit question: I took a classroom poll I have performed several muddiest moments in my face to face lab class What's the principle? = several case studies in the weekly discussions And everyone has to turn in a process analysis, or Performance competencies at the end of the semester	I will be adding more detailed case studies to the course and incorporating more process analyses than what are already present.
Principles of Phlebotomy	I did a muddiest point located in Week 8 in the discussion area labeled "meow meow". I asked for students to give me examples of concepts they found more challenging to grasp and understand about any area of phlebotomy.	Yes, I received several comments about the order of draw and am going to do a video explaining that as I feel a visual would add to the student's ability to understand. This is a concept that most students struggle with in class.

Private Voice	I asked students to summarize concepts presented in the last two sessions and state which they felt were covered/explained extremely well, and which they felt left them with questions or felt they just were not covered well in class.	10 students responded to the CAT. 8 of the 10 felt all concepts were covered extremely well. However 2 felt they were struggling with application of the concepts. In the future I will work to spend more time on more varied exercises that apply the concepts that were discussed in those sessions.
Public Speaking	I think I did this once before so I am not going into great detail here. It was an introduction/conclusion assignment and then breakdown and discussion	We will take longer with this next time.
Public Speaking	Prior knowledge on Research - assessed students on research and places to go for research	Will add more avenues for research and require different types of sources
Public Speaking	This CAT is not in the shell, it was an in-class assignment on the purpose, types, and necessity of "transition sentences" in the organizational plan of a speech. I used several examples from literature and also put examples on the board. Many students were unclear about the purpose of the transition statement.	We will do small group, immediate discussions and preparation of transitions within the class period.
Public Speaking	After introducing a new outline format, the students were not understanding how it would work in a speech.	I designed a class activity where the students created an "infomercial" based on the new outline form.
Public Speaking	Students were asked to re-design the Shannon-Weaver model of communication and express it's' tenets using a provided script of conversation.	A continued focus on how to evaluate 'noise' is pertinent to developing the operation of the model and future application, I will be using more examples in the class.
Public Speaking	A background knowledge probe was used in unit/week 6, regarding reading assignments.	There was need to build in evaluation for reading for accountability to strongly encourage reading the text book assignments. A reading submission should help for each week.
Public Speaking	I used the Nods/Audible technique to determine understanding of the difference between facts and opinions. Mr. Oborny is employed by BCC is a fact, right? Mr. Oborny is a great man is an opinion, right?	When the strategy reveals understanding, we are able to move on. When any question or confusion is revealed, we go over the material again, explaining it in different terms and using more examples.
Public Speaking	I did a muddiest moment which is located in Unit 4 under content item linked Muddiest Minute. I did a lecture on proper outlines and references. A couple of students were not sure exactly where to place their documented references to turn in. I clarified that the reference sheet should either be stapled to the outline or typed on the bottom of the page of the outline if the student has room.	The Muddiest Minute exercise reminded me to go over every detail on requirements for graded information, because what might be obvious to you is not necessarily obvious to the student. More detailed clarification will be added to the reference/outline session in my lectures.

Public Speaking	I used a Muddiest Point (face to face course data). I did a lecture on how to structure a proper outline. The most popular "muddiest point" written down by the class is that they did not quite understand what I wanted on the outline for a pre-summary. I further lectured on the pre-summary section of the outline. The students all stated that they understood after I went into further detail on how to develop pre- summary material.	The "muddiest point" CAT taught me that what is simple to me, is not necessarily simple to someone whom has never had a Public Speaking Class before. A further detailed lecture on the pre-summary section of an outline taught the students how to write the pre-summary on their outlines properly.
Public Speaking	Research Knowledge Probe - asked students in class a series of 6 questions about research - used this as basis of discussion	All seems to be working well with this CAT; will adopt it again.
Public Speaking	A background knowledge probe was used in class during week 5 for persuasive communication. This was a needed area to work on and we worked one persuasive techniques.	Persuasive techniques and process will continue worked developed in this and future classes.
Public Speaking	I used a Nods/Audible to assess if my students understood the step in Monroe's Motivated Sequence as we prepared for persuasive speeches.	The CAT indicated some students did not totally understand, so I provided additional information utilizing a PowerPoint and additional lecture and discussion.
Public Speaking	I used nods/audible* to determine if my students understood the stages of Monroe's Motivated Sequence (found in Ch. 24 of the text).	If students did not comprehend or understand a step (indicated by their nods and/or audible responses), we reviewed using different terms and examples until comprehension was achieved.
Public Speaking	I used the Nods/Audible technique to determine students understood the five steps in Monroe's Motivated Sequence. This was part of our study of persuasive speaking. The last step is the action step. "Can you think of an example of an action step at the end of a persuasive speech?" Any action or actions you'd like the audience to do.	Using the nod/audible technique, I was able to determine when students did not understand a step in Monroe's Motivated Sequence. I was then able to explain it further and provide additional examples until the students understood.
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. Several field trips to Camp Aldrich were taken to apply principles learned in class	will emphasize more hands on next year

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. Several field trips to Camp Aldrich were taken to apply principles learned in class.	More field exercise time to evaluate student's ability to apply materials learned.
Reason and Argument	I asked the students to identify which of the course objectives they had met. I also asked them to identify what assignments helped them fulfill this objective. (8th Unit)	Because the students struggled with symbolic logic (and the objectives associated with it) I have reworked the Units to introduce them more slowly to the important concepts.
Reason and Argument	I asked the students in Module 8 to reflect on the course and to indicate which discussions they had found to be most helpful and why.	The challenge of this course is to connect it to the students' lives so as to encourage learning. The responses of the students indicated that my questions are helping -- so I need to make sure I continue to ask probing questions that link course material to what is happening in students' lives
Reason and Argument	I asked the students to write (and submit) a reflection paper in Unit 8 indicating what they had found helpful over the course of the semester and how they will use the material presented in the course in their professional and personal lives.	This is one of the more difficult courses (at least for me) to teach online as it requires teaching basic information about logic that students do not find immediately transferable to the "real world." I have worked and will continue to work on developing effective questions in each Module that show the students how they will be able to use the information they are learning.
Reason and Argument	In the final Module, I asked the students to reflect on what competency/outcome they had achieved the most success in and to explain why.	I have added new readings and visual/auditory learning aids and I can see that they are working to help students. I need to keep developing a reservoir of readings and videos in order to continue to help students with varying learning styles.

RN Leadership and Management	<p>I did a Group-Work Evaluation. Students were asked to evaluate how effectively their group worked together over the semester on assigned case studies. The choices were: Poorly, Adequately, Well, and Extremely Well. 6/32 students reported Adequately; 16/32 students reported Well; and 10/32 students reported Extremely Well. The students identified that the majority of the members actively interacted and participated within the group. The students were asked to share one thing they learned from working in groups. 28/32 students identified they learned about teamwork and being exposed to different ideas when discussing the case studies. The remaining 4 students identified they didn't learn well from group work.</p>	<p>I incorporated group work and case studies in every class. Based on student feedback regarding suggested changes, I would consider the following: utilize other activities beside case studies for group work; make the group size smaller (instead of 5 members/group consider 3); allow more time for class discussion after the groups have completed their activity; and have students be in different groups from class to class.</p>
Social Psychology	<p>For this course, I have a multi-layered process of trying to create understanding of attributions (explanations of others' behaviors). In addition to lecture and exam questions, I have a research article students are to read, discuss as an assigned in-class discussion, then write a paper describing attributions within the article. The discussion of the article was unusually engaged and passionate. However, for the written assignment, I received 2 excellent, 2 good, and 2 poor papers; and none of the students did the optional rewrite. Perhaps clear writing is much more challenging than talking, but I took away a sense that understanding of attributions was not thorough.</p>	<p>I may work another brief discussion time into the class when I return the papers, to broaden the opportunity to understand how to describe others' behaviors clearly.</p>
Spanish for the Workplace	<p>A Muddiest Point Thread was placed in Unit 4</p>	<p>Clarification and additional content was incorporated within the course in order for students to understand the following: Remembering Verbs & conjugating verbs</p>
Spreadsheet Applications	<p>Muddiest moment which is located in Unit 8-Final Exam under a content item link labeled Muddiest Point</p>	<p>Changed instructions on assignment sheet and gave more helpful information for submitting correct work.</p>
Spreadsheet Applications	<p>Muddiest moment which is located in Unit 8-Final Exam under a content item link labeled Muddiest Point.</p>	<p>Students voiced that they would like the course updated to Office 2016, will be moving to 2016 in Fall 3.</p>
Stagecraft	<p>I did a quick survey to see the level of comfort with power tools, I then adjusted my demonstration accordingly.</p>	<p>It saved time and avoided repetition.</p>

State & Local Government	I had a muddiest moment (unit 8), threaded discussion feedback (unit 16), and a web project that built off of all of the units.	I changed the scope of the course so that it is now 8 units for the next session and added a wiki project.
State & Local Government	Project Learning Summary in unit 6 Exam Feedback Muddiest Moment in unit 4	From the Muddiest moment, I added additional info about foreign policy to help students understand the spending more. I adjusted the exam and quiz based on the feedback.
Student Success	I did group activities to build team experiences and to help the students learn to well with others.	I will probably continue with a lot of what I'm doing but work on improving study skills even more.
Student Success	Used the Focus 2 career assessment to provide foundational direction to the students long range career/ education planning... Delineated the specific information that was expected of each as a result, in final course outcome.	The system was not as dynamic as expected and will expand the detail and lists of additional resources in future.
Student Success	As an initial course for learning the college process, self-report on career and education goals, financial support, and educational operations is initiated in the opening. Explanations and information follow the 'anticipatory set' that is given	It is important that the need to know is seen as urgent so that students will individually focus on their future plans
Student Success	Students are required to provide a self-assessment of their learning style, study habits, career goals and problem solving skills. This serves as a foundation for discussion and factual development of their study/jobs future using the tools and considerations in the course	Have increased the amount of direct contact requirements with professionals within their selected/anticipated career fields.
Systematic Ethics	Background knowledge probes were used for initial discussion posts.	Follow up posts were used to enhance learning.
Systematic Ethics	A background knowledge probe was used in unit 8 with an essay project.	Additions to the instructions were made and there was some improvement, but there are still needed adjustments.
Systematic Ethics	A background knowledge probe was used in the Course Home, and the last unit. A pre posttest and a final project were used.	I need to incorporate ways to help the students retain the general information and knowledge. I am rethinking the process of retable quizzes. When the ability to allow a certain number of times for a quiz begins in January, I will make use of that feature.
Systematic Ethics	Review and questioning day before the major essay was due allowed for a knowledge probe during week six in the classroom.	The knowledge probe with evaluation of the essay process was helpful and will continue, with peer editing in future courses.
Systematic Ethics	A knowledge probe was used in the discussion in unit four and went well to process information.	The knowledge probe helped people process their ethical understanding.
Technical Communications	I utilized a Muddiest Point discussion and it's located in Module 4 in the course shell.	I assigned the muddiest point prior to discussing a technique in the chapter, so I plan to alter when I give this assignment so I am able to demonstrate it.

Technical Mathematics	Each student is on a different unit. I did a walk about each week as students completed the pretest. On the problems that the students got wrong, we went over the problems and discussed the errors that were made to understand where the student did not understand the concept before the student moved onto the homework for the chapter so that the student could complete the post test.	The students have at least a 15% increase in the post test compared to the pretest and performed correctly the problems that he or she did incorrectly on the pretest.
Technical Mathematics	I did a muddiest moment in Unit 4 under link titled Muddiest Moment.	I will add more examples of Probability.
Technical Mathematics	Muddiest Point - Unit 4	More students got the box plot but need more assistance now again on probability. Seems like I'm flip flopping. Video helped box plot but statistics still needs work.
Technical Mathematics	Muddiest Minute - Unit 5	Over half mentioned the geometric angles portion. Beefing up notes and possibly adding video for fall.
TGPC I	After outcome 3 lecture we did a muddiest point in class concerning the differences between different types of retirement plans.	In the future will lecture more on Simple plans and SEPs as these were a muddy point for almost everyone.
The Short Story	muddiest point in threaded discussions	I am deepening the strictly historical role of story-telling, with illustrative examples, which requires differentiating strictly fictional uses of historical references, clarifying the story-shaping role of plot formation, and identifying divergent points of view in different stories or news reports on the same historical event.
Trigonometry	I did a background knowledge probe about SOH CAH TOA. They did not remember so I explained it again.	I retaught SOH CAH TOA.
Trigonometry	Muddiest Point in Module 4 (Trig Identities). The themes that arose were on verifying identities and using double and half-angle identities	I did some reteaching by adding some video content in response to their questions. Peers also responded to some of the questions/concerns.
Trigonometry	I had each student go to the chalkboard to work a problem individually. Since they often work as pairs, this allowed me to evaluate what each student knew, as compared to just reading over homework.	It allowed me to see what parts of each problem the students were confused about, and I was able to do a better job of reviewing.
Trigonometry	Muddiest Point thread in module 2. A common theme was issues concerning applying the concept of arc length.	I did some reteaching within the thread to clear up confusion.
Western Civilization 1500-Pres	Muddy point thread in Module Five	Very effective tool in determining which students are totally off track.

Western Civilization 1500-Pres	I used the 10 minute 10 item quiz form the day's notes. This technique allows me to check if students are taking good notes and getting the important information.	If a number of students did not have correct answers on a specific questions, I know I need to recover the information.
Western Civilization 1500-Pres	Module five contains a muddiest point thread.	I will add some material on the Webliography assignment. A couple of students were confused as to how the project works as it is not the traditional term paper that they expect. I put a sample paper in doc sharing and the grading rubric to see if that will address the issue.
Western Civilization to 1500	The muddy point brought out some course edit changes as a result of book edition change.	We had a book edition change and the muddy point thread pointed out that some of the test bank questions were in the wrong chapter. Book editions always just shuffle the chapter. So this caused me to move a few questions around in the test bank.
Western Civilization to 1500	I used the muddiest moment. At the beginning of the week I introduced the topic of what caused the fall of the Roman Empire. We read some articles, but there was still some questions about which theories were more plausible. I spent the week lecturing and discussing with the students components of the different theories and that helped them understand what the different theories were on the fall of Rome and which ones seemed more plausible than others.	I plan on reading more in depth on the Middles Ages. The muddiest question is a good approach, because the students are pretty good about sharing what they don't understand, and I try and do a good job of listening and being open when something isn't making sense. I always try to answer questions.
Women & The AmericanExperience	Course Mistakes and questions - students are asked to make comments on areas of the course that are not clear.	Will make small changes in content for future classes
Women & The AmericanExperience	Course Mistakes and Questions tab in Course Home - student asked a question about one of the essays in course (may be out of date)	I will find a more current essay to place in course.
Word Processing Applications	I did a muddiest moment which is located in Unit 8 Exam module and is labeled Muddiest Moment.	Will add a video lecture on how to set tab stops.
World Religions	In Unit 8, I asked the students to comment on what was the most valuable part of the class, what was the least valuable, and to express their advice for future students of the course.	I have (on the basis of previous CATs) added additional discussion resources. It seems that this has been a helpful change to the course as it has helped the students understand a phenomenological approach to the study of religion. I need to continue to refine my resources to enable the students to continue to appreciate the diversity of the world's religious traditions.

World Religions	A muddiest moment was used in week 4, regarding objective knowledge of Islam.	Additional and correctional information was provided to enhance learning.
World Religions	In the final Module, I asked the students to explain to a fictional Dean why they thought this was an important course and to discuss what academic skills were developed by taking it.	I really appreciated the students' replies as they gave me insights into what they found helpful academically. I can see from their responses that I need to continue to develop probing questions that will "force" them to think deeper and with more clarity.