

ASSESSMENT DOCUMENTATION REPORT  
BARTON COMMUNITY COLLEGE

2017

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## Why We Assess:

### 1. Quality Focused

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.

#### *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.

## 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
<b>2012</b>			
201201	224	119	53%
201202	233	125	54%
201203	125	71	57%
<b>2013</b>			
201301	244	177	73%
201302	247	170	69%
201303	131	92	70%
<b>2014</b>			
201401	256	171	67%
201402	260	193	74%
201403	141	94	67%
<b>2015</b>			
201501	260	152	58%
201502	245	155	63%
201503	115	65	57%
<b>2016</b>			
201601	232	121	52%
201602	222	159	72%
201603	110	53	48%
<b>2017</b>			
201701	209	147	70%
201702	218	160	73%
201703	121	95	79%

*\*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
<b>2012</b>	<b>2182</b>	<b>1603</b>	<b>73%</b>
201201	951	705	74%
201202	957	717	75%
201203	274	181	66%
<b>2013</b>	<b>2331</b>	<b>2001</b>	<b>86%</b>
201301	982	875	89%
201302	1045	885	85%
201303	304	241	79%
<b>2014</b>	<b>2496</b>	<b>2039</b>	<b>82%</b>
201401	1082	832	77%
201402	1078	948	88%
201403	336	259	77%
<b>2015</b>	<b>2394</b>	<b>1591</b>	<b>66%</b>
201501	1082	667	62%
201502	1056	746	71%
201503	256	178	70%
<b>2016</b>	<b>2308</b>	<b>1553</b>	<b>67%</b>
201601	992	601	61%
201602	1028	790	77%
201603	288	162	56%
<b>2017</b>	<b>2281</b>	<b>1868</b>	<b>82%</b>
201701	965	803	83%
201702	989	789	80%
201703	327	276	84%
<b>Grand Total</b>	<b>13992</b>	<b>10655</b>	<b>76%</b>

*\*An unknown % of the 2015 and 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, the following are only a sampling of the 1,868 assessments documented during the given term.

Course	Assessment Description	Change/Adjustment/Improvement
Abnormal Psychology	I have a Clarification Assignment in each module which provides the student an opportunity to ask for clarification on a topic, concept, quiz question or grade from the previous module.	Students like this option. If there is an error in grading or on a quiz question I always make adjustments according to the situation. If many students express confusion on a topic I will redefine/clarify the concept for them.
Abnormal Psychology	I offer a Clarification Assignment for 2 points in which students can ask for clarification on a quiz question, writing assignment grade, discussion grade, and/or any topic/concept they need explained.	Depending upon student responses I will make adjustments if necessary. Students seems to like this assignment as it provides an opportunity for communication and clarification.
Academic Integrity	A knowledge background probe was used in the electronic meeting number five. Rene Descartes was discussed for his ethical contributions to integrity.	Additional understand and ideology were discussed to enhance learning.
Accounting I	I use the muddiest point for my CAT and I applied it to Chapter 6 and how to analyze the effects of inventory methods for both financial and tax reporting.	Although the students were successful in applying this analysis, calculating the weighted average method is still the most difficult to learn.
Acting II	I did a muddiest moment regarding the styles of acting.	I collected the notecards with those unclear or misunderstood statements and reviewed them at next class meeting
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.



Agriculture in our Society	Prior to introducing topics, students are given a group or individual assignment to help them and the instructor assess their knowledge. After covering the topic, another exercise is given, reviewed in class and deficiencies addressed. Various nonverbal cues are also evaluated constantly.	Develop a group project, one period topic for students to explore as a group and present to the class
American History 1877-Present	I used the muddiest moment while teaching about the New Deal and explaining the different problems addressed by the New Deal. I explained different historical approaches to judging the New Deal, but this was still confusing to some students, so I passed out handouts and we read and discussed positive and negative views of the New Deal and I had them ask me questions about what they still did not understand, and through discussion and reading we addressed this.	I will probably try to simplify my approach next time and organize their readings in a way that will organize the different approaches to judging the New Deal from a historian's perspective. I have started a graphic organizer to organize the different ways, and before I give them readings, I will lay out for them what different historians have concluded.
American Military History	Each of the four blocks of instruction contain a self-check quiz.	Quiz is effective and students that use the quiz score higher in the objective and essay exams for each block.
American Military History	The course has self-check quizzes in the following modules or units 1,3,4,5,and 7	I monitor the student performance on the self-check quizzes and then adjust the lecture emphasis to adjust for ideas or concepts that the class may be having trouble understanding.
American Sign Language	Based on past class experiences and trying to use more technology, homework assignments were added so the students could video themselves and practice vocabulary.	Students were not interested in doing this type of 'homework'. Having different videos of the instructor signing sentences and having them write the sentences as homework will be attempted.
American West	Each week, students write a weekly reflection. A component of each reflection includes a "muddiest minute" type of section. As only 2 students were enrolled, there isn't a discernable pattern for specific problem areas/topics. The majority of weeks, both students stated that they didn't have a particular topic they were confused about.	As only 2 students were enrolled, there isn't a discernable pattern for specific problem areas/topics.

Analytic Geometry-Calculus II	I did a few muddiest moments which is located in each Module in the Course Shell. It is clearly labelled as Muddiest Moment.	I had to provide notes on knowing when to use the shell or disk method. The grades for the show work assignment improved significantly after this.
Analytic Geometry-Calculus II	I did a Muddiest Point in all Modules of this Course. Most of my students had issues with Numeric Integration. They had a lot of issues with using the tables for solving integration problems.	This is an online class. I had to use the ask my instructor feature in MML to help students work around the problems they had. I realized that most of my students could not do U substitution very well.
Anat/Physiol-PreHospit Provide	Endocrine Chapter - listed as CAT. The student is to describe what they know about each endocrine gland in their own words. This activity is designed to see how much they have learned about each endocrine gland.	I'm doing two things. First I'm breaking down the information into smaller chunks and working on videos summarizing the glands. Second, I'm not doing a CAT for this chapter at this time. Too often the students were basically copying from the book rather than putting it in their own words.
Anatomy & Physiology	I offered pre/posttests at the beginning and at the end of the semester respectively. During the semester, I gave students One-Minute Paper at the beginning of each lecture. Also, we did Background Knowledge Probe, Focused Listening, and Misconception/Preconception Check on every lecture. Students did Concept Maps, Invented Dialogues, and Empty Outlines during each lab. Memory Matrix	I will try to use Memory Matrix, which should help students to organize, access and analyze information.  I will try to use the Pro and Con Grid elicits and assesses evaluation – an important component of critical thinking - as students identify the advantages and disadvantages of a given plan or idea.
Applied Music Indiv-Clarinet	Student was evaluated on a 6-point proficiency. Student is given three attempts to achieve a score of 80% or better.	Evaluation is computer based and student can re-take the proficiency until outcome is reached.
Applied Piano	I record students on my iPad and we listen to the recording together, discussing different strengths and weaknesses of the performance in terms of rhythm, musicianship, continuity, dynamics.	this works pretty well. Probably a follow up discussion on tactics they used during their practice time the week after the recording took place.
Art Appreciation	Knowledge Probe, Module 1, CAT. Did you use the Quizlet link to learn this week's vocabulary?	Quizlet was used by 6 students, 4 students reported not using it. Those who did use it enjoyed the learning experience and it

		added to their knowledge base. I will continue to update Quizlet.
Art Appreciation	The CAT is located in Module 15. The CAT asked, "Did you study and use the key terms in the Architecture writing quiz? Why or why not?"	The CAT measured the amount of students using the Key Terms within each module. A majority of the students reported using the Key Terms before entering the writing assignment. Key Terms will continue to be updated and used for student success within the classroom.
Art Appreciation	Located in Module 15. Knowledge probe: Question; Did you study and use the key terms in the Architecture writing quiz? A majority of students responded they did.	Some students reported they did not, a majority of students reported they did access the key terms. All students will be encouraged to review key terms before entering writing assignments.
Art Appreciation	The CAT was conducted in class. The question asked was, "What is Art?" Written responses were collected. A quick analysis revealed some students thought nature was art.	Students responded with a variety of correct responses, however a few said everything is art or nature is art. An explanation was provided for the whole class, nature is not art., therefore not everything is art. This information was included in the class presentation.
Art Appreciation	The CAT is located in Module 1. Did you use the Quizlet link to learn this week's vocabulary? If so which component of Quizlet did you find the most effective? (Flashcards, Games?)	The class was split with some liking the flashcards, some liking the games. A few students did not use the Quizlet link. I will continue to use Quizlet to facilitate students quickly learning the formalist vocabulary needed for formal analysis.
Art Appreciation	The online CAT is located in Module 1. The questions asked: Did you use the Quizlet link to learn this week's vocabulary? If so which component of Quizlet did you find the most effective? (Flashcards, Games?) Quizlet promotes learning the course vocabulary quickly.	Three students did not respond. 22 students responded. The majority of the students like the flashcards and games. This helped me to decide to continue to use quizlet within the course.
Art History Survey I	I conducted a recent memory probe. Students were asked to list the architectural elements of a Romanesque portal.	Upon review 5 of 6 students attending were able to list 4 of the six components. We reviewed the architectural elements as a group and created a study guide for the final exam.

Astronomy	I did a background knowledge probe about the phases of the moon. Students had little experience observing the moon and its phases. We did an activity in class where the students modeled the phases of the moon.	The moon phases activity will be included in subsequent semesters.
Astronomy	I did an exercise at the end of class on measuring properties of stars. There was some confusion about changes in spectra from the Doppler effect vs temperature, 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.
Aural Skills I	The nature of this class is to learn skills. We learn processes to develop skills and then test those skills. After the midpoint of the course I hand the students a checklist of the skills they will need to pass for the final. They make their own assessment of their level of skill in each area. I collect the papers and focus my instruction on the areas the students have determined to be their weakest.	Many new strategies are employed depending on the areas indicated.
Automatic Transmissions	Used muddiest point and directed questions while in the lab to identify students' needs toward course mastery. I found the biggest challenge for most students is the patients that manual labor takes to proceed well.	I will continue to work basically hands on in this class since the best results are found in the lab.
Automotive Air Conditioning	I did a muddiest point with the class. When I realized that the subject was not well understood we revisited the subject and used interaction to assure me that the material was now clear.	I will use the input to enhance my explanation in future classes and use muddiest point testing again to find problem areas.
Basic Algebra	I did a muddiest point located in all modules of the course shell.	I had to reteach a few concepts based on feedback form the CAT
Basic Algebra	Chapter 3 exam which is over graphing showed that I will need to go over graphing more carefully.	Encourage students to view graphing videos to bet more graphing background.
Basic Algebra	I completed a Nod test and asked the class, "When using the quadratic formula, you must set the equation equal to 10-	The use of this CAT allowed me to move forward in the lesson plan.

	Right?" Most of the students quickly caught the error and corrected this sentiment.	
Basic Algebra	Prior to testing chapter 3 on slope of a line and graphing, I gave students a short 1 question quiz that was a word problem. I wanted them to connect the concept of rate of change and y-intercept with the graph, table, and equation. I gave them immediate feedback on their performance and gave suggestions for improvement.	Chapter 3 seems to be a difficult chapter for students. The various connections between the graph, table, equation, and word problem seems to confuse rather than clarify their understanding. I have created simpler problems with solutions and worked through these at training stations to help alleviate this problem. More time would help, too, but we can't seem to afford that in a 29 day cycle.
Basic Applied Mathematics	Gave chapter exams and a final exam as well as encouraged comments from students.	Look at test results and cover topics more carefully.
Basic Applied Mathematics	Gave in-class worksheets that help me to see if the topics covered were understood.	I will continue to give in-class activities to help cover materials.
Basic Applied Mathematics	Each Chapter had a Chapter test and I look to see what type of problems were missed.	Since individuals had trouble with order of operations, I will cover it and do more examples in class.
Basic Applied Mathematics	Students responded to evaluations as well as in class assignments to make sure everything is covered	Use additional in class activities to help students learn
Basic English	Many of the students are very confused about proofreading symbols. We went over every one that I use. They asked some questions and I answered them.	Good results. It is so much easier now for them to see what I mean, but in "shorthand".
Basic English	I did the muddiest moment in the class. Students are having a hard time seeing the transfer from an outline to the essay format. I typed up two examples from an outline I did and then typed up two model essay from the outline.	This really worked. I most definitely will use it again.
Basic Incident Command System	I used someone else course shell and there was not a specific CAT developed for this course that I could tell. I have since implemented a CAT in the new course which has transitioned to the new learning management system.	I will implement a muddiest point in the new course, in fact it is already built into the course.

Basic Nutrition	I asked questions in regards to difficulty of assignment in UNIT 11.	I noticed students were making the same mistake so I reworded the instructions and broke down information needed for the calculations in a different way.
Basic Nutrition	Essay located in Unit 15 regarding food borne illness. Students asked for further explanation regarding essay which explains problems in responses.	I will expand the instructions to ensure better more accurate responses. I will break them down in parts and include more details
Basic Nutrition	I used the one in the Unit 2 assignment. This activity always poses problems for the students, so I am trying to make it more understandable. I expanded the instructions and added an example.	I will provide more examples to see if that makes it easier for them to understand
Basic Nutrition	I asked for feedback on a particular exercise in Unit 2 that requires calculations. I asked, in order to make the activity easier to understand, since I noticed some students misunderstood the instructions in the same manner.	I will provide more examples and will also make sure to direct the students to the exact resource they need so they obtain the correct numbers needed for the calculations.
Basic Pharmacology	Muddiest moments were used in module four about half way through	This class had difficulty with cardiac drugs so further information on types of drugs and actions were included.
Basic Pharmacology	I used muddiest moment in module five to assess learning deficit.	None has expressed any difficulty with the content however formatting and question sequencing were adjusted to fit the needs.
Basic Reading	Memory matrix - students were asked to complete a diagram with definitions of terms we had been covering. Specific terms stood out as needing review.	We reviewed the terms that the majority of students didn't remember and I provided more examples of the meanings.
Basic Reading	After explaining about making valid inferences, I asked students to complete a review sheet. They could help one another and explain answers. For the answers none of them could supply, I went over the information again.	This method helps me see what information in each different class was not understood or was missed. I can then adjust what needs the most review or more instruction.
Beef Cattle Operations	Students had to develop examples of possible hazards that might occur on their beef cattle operation.	This went really well and to develop this even further would be to provide more examples before the activity.

Beginning Reporting	I gave a pop culture example. I realize that because most students were born at least 30 years after I was they may not be familiar with my example. I then question them about a movie, tv show, music or other media that accomplished a similar goal as the one I originally referenced.	It is an excellent method to engage them and it ensures that they are connecting with the purpose of my original example.
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	A combination of hands on and classroom activities were embedded in the class. This let me gage student retention and involvement. I found that this was working well from roundtable discussions that I directed while working In the lab.	I will continue to work this method in the courses that follow. What I did not realize was how defiant these students are to completing required paper work. I will explore this area next.
Business Calculus	I did a Muddiest Point in each unit of the Course. It is clearly labelled Muddiest Point under each Module in the Course.	I addressed the needs of students that was stated in the Muddiest Point. Some of these included extra examples on specific units or re-teaching of specific topics
Business Calculus	Muddiest Point in Module 2 (Limits). One common area of confusion was the difference between a secant line and a tangent line.	Both myself and peers responded to the confusion and retaught/explained in a different way the concept.
Business Calculus	I did a Muddiest Point in each Module of the course. I students were awarded participation points so the response was very good. There were two Sections that most of the students had a lot of problems.	This is an online class. I had to use the ask my instructor feature in MML to help students.
Business English	I did a muddiest point located under Module 2 that covers Chapters 3 and 4.	The classroom assessment technique shows that my lectures and information provided helps the students learn in the best way possible.

Business Ethics	I did a Minute Paper and also a Muddiest Point Exercise toward the end of the semester. Both items offered valuable information about the course.	Students expressed that they found the critically thinking formats valuable, along with the discussions that ensued. They also mentioned the flexibility of the instructor (me) in handling the coursework. Suggestions were future projects, more visuals/videos, and procedures to handle ethics situations. I will try to incorporate these items in future classes. There were no muddiest points listed.
Business Ethics	An informal evaluation process was conducted two weeks before the end of the course. This was not located inside any course shell, since the students (correctional) do not have access to computers.	Additional information was requested on the Milton Friedman abstract at the end of the book, along with the Triple Bottom Line theory. Both of these real-world items reflected the present, and past, ethical situations. Students discussed various positives and negatives in this regard
Business Ethics	Since this was a Go to Meeting class, informal evaluations were conducted two weeks before the end of the course. The evaluations were not located inside any course shell, since the students (correctional) did not have access to it.	The obtained responses mentioned the abstract by Milton Friedman at the end of the book, along with additional information regarding the Triple Bottom Line ethical theory. These items provided a larger picture of the various statements in regard to present, and past, ethical views.
Business Law I	I use a muddiest point thread to differentiate between Tort Law & Criminal Law.	Students are this concept better now with my new technique.
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	I did a Muddiest Moment which is located in Module 2 as a discussion thread. I asked students for feedback on which concepts they found to be most confusing and to identify how the presentation of the material failed to meet their learning needs.	According to the student data (only 2 students), no adjustment is needed. I will look for ways in which I can the layout of the course can be improved to allow students better accessibility to the course presentations, despite the lack of data.



Business Mathematics	At the very beginning of the course, I gave an open-ended pretest over the basic skills that will be needed for Business Math. Once the test was graded, it allowed me to skip over some of the basic skills while reviewing some of the others, like dividing by a fraction.	I was able to skip over some material. This pretest also showed me what I really did need to review before beginning the main material for this course.
Business Mathematics	Muddiest Minute - Issue with projects and students thinking the stock project because it was in 2 parts would count as 2 different projects. Allowed students to complete at the end of the course but did increase grading time necessary for end of course grades and cause students stress.	Changing the directions on the project to notate it will only count as 1 project in their total.
Care & Prev of Athletic Injury	Minute Paper (not in the course shell) /Face Completed on the last day of class. Topic: 3 Questions: 1) What did we cover that was a waste of your time? 2) What did you find most interesting? 3) What do you wish we would have taken time to cover?	Regarding questions 1 & 2, I found it interesting that a majority of the students felt the same way I did. Regarding question 3, the answers seemed to revolve around majors or specific sport interests. This information will be valuable as I look to re-structure the course to meet the changing needs of students.
Case Management in Corrections	I did a muddiest moment during the mid-term and end of course surveys.	I am working on finding or developing videos that students can interact with to apply their knowledge.
Ceramics I	I conducted an in class CAT. In a small group review the students were asked to remember the 3 stages of physical dehydration. Only 2 students were able to remember the 3 stages of physical dehydration.	By having the students review the information before leaving class, the lesson on physical dehydration was reinforced. A follow up CAT the next class asked the same question, what are the 3 stages of dehydration? All students remembered the 3 stages.
Ceramics I	In class CAT. The CAT was a part of reaching the goal of remembering the stages of physical dehydration. After explaining dehydration at the beginning of the class and then conducting three dehydration experiments. The students worked on projects. Near the end of the class a knowledge check was conducted by asking the CAT question: What are the three stages of physical dehydration?	All students responded with partially correct answers and then helped each other remember the three stages. The group interaction was helpful to all students.

Ceramics II	The CAT asked the question, "What are the components of a glaze?" A majority of the students remembered the three main ingredients, glassmaker, refractory, and flux. However they did not remember the colorant.	After the students responded we reviewed the main colorants/oxides and carbonates which produce color. The CAT was repeated at a later date and a majority of the students remembered all ingredients for a glaze.
Child Abuse and Neglect	A knowledge probe showed students had no idea how prevalent child abuse is in our community, state, or nation. So they were assigned to find two reported cases in the past 6 months.	This research gave us the opportunity to not only study recent cases but allowed us to learn and use proper citation techniques, advancing student soft skills.
Child Play and Games	I have one CATS question within my eight modules in my quizzes. There is a muddiest point, create our own test question and 6-1 minute questions.	Providing more information on my Interactive books assignment.
Child Play and Games	Muddiest Moments: Asked test question: What area do you feel you need more information/explanation? Students wrote one or two sentence answers.	One student responded that they did not understand the difference between parallel play and associative play. Therefore, it gave me the opportunity to allow peers to explain what each meant to them. Bringing in that in EC we network with others to find out information and build our competencies.
Choir	This is a performance based course. Students must demonstrate proficiency on learned concepts in class. The assessment is the performance at the concert.	After each concert we review the video and discuss successes and needed improvements. We make immediate adjustments to incorporate those learned improvements
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.
CJ Interview & Report Writing	multiple strategies were employed in this class involving report writing scenarios, face to face interviewing and	These activities enhanced and reinforced learning principles association with course learning objectives.

	interrogation strategies, demonstrations of past interrogations and preparation for suspect/witness questioning	
Class Piano A	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.	I will try different types of assignments played together out loud in a group.
Class Piano B	2 weeks before grading a piano solo, students must record their solo, listen to it then give themselves a grade. Depending on their grade, they must write a sentence explaining how they could improve their grade. Write a sentence explaining how they could improve their grade.	Usually if time, a discussion takes place one on one, student and instructor to discuss their ideas on improving.
Class Piano C	Before grading their individual scales, students played it together out loud instead of alone with headphones on. Students realize very quickly when they are not keeping up with the class. We then discusses pausing for problems and how you can get rid of pauses.	We will try the scales played in a round next time.
Class Piano D	3 weeks before the final grade of their solo, students must record their solo, listen to it and give themselves a grade. Then they must write a sentence explaining how they could improve their grade.	The next class time we self-assess solos, we may have another student listen to the solo and give it a grade based on a rubric.
Coaching Advanced Soccer	Test: We did a practice drill, with a midfielder running inside the box.	Test: We did a practice drill, with a midfielder running inside the box.
College Algebra	I did a few Muddiest Points in all my modules in the course shell.	Unit 3.3 in this course shell produced basically the same muddiest points .Most of my students had problems with Completing Squares .They did not do that in Intermediate Algebra so I had to teach it in class.

College Algebra	I did a muddiest point after each unit. Students wrote down what they were struggling with. Most students had issues with polynomial inequalities and logarithmic functions.	I gave a few mini-lessons on simplifying rational expressions and simplifying radical expressions.
College Algebra	For this course I did a muddiest minute in Unit 1. Throughout the week I would read through the responses and then send an email with extra reading material, videos, etc.	Will continue to do this as I'm not sure everyone goes back and reads the posts
College Algebra	Muddiest Minute - Final module. I changed the verbiage and "forced" students to answer another students post. What I did notice was that several would mimic the solution another student gave on the post.	Next time I will give the instructions that if a post has already been answered, they need to post to a different student or provide the solution in a different way than what was already posted.
College Algebra	Muddiest Minute - changed this cycle to prompt more dialog with the addition of a requirement to post to another students' question. This will be the same response for the other grouped college algebra courses.	I did have more dialog among students and good resources were shared. I need to include the number of points for each part in the directions.
College Algebra	For this course I did a muddiest minute in Unit 1. Throughout the week I would read through the responses and then send an email with extra reading material, videos, etc.	Will continue to do this as I'm not sure everyone goes back and reads the muddiest minute thread after they post.
College Algebra	Before teaching the lesson on Polynomial and Synthetic Division, I gave an equation on the board and asked my students to solve. Most remembered synthetic division from last year. A few forgot how to do long division with a polynomial.	Based on the CAT, it helped me to realize I only needed to review a few of the main details and process of synthetic division and spend more of the allotted time with long division.
College Algebra	I conducted a background check of methods for solving systems of equations: graphing, substitution, elimination, matrices. We are reviewing for the end-of-course assessment and the students need to have many methods for solving systems of equations.	In class we discussed what types of problems you would use each of the methods for. Then I provided extra practice problems for the students.

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	At the beginning of the lesson about systems of linear equations in two variables, I asked questions to determine prior knowledge. Most of the students had very little knowledge or some confusion about the topic. So, I proceeded to explain the concept step-by-step with detailed examples and a lot of guided practice.	This technique is useful because it allows me to determine how much the students know so that I do not waste time teaching something they already have mastered. On the other hand, I may have to elaborate more during lecture if their answers do not convince me they know much about the topic.
College Algebra	I did a background knowledge probe about graphing lines and ways to determine the solution (intersection) of two lines. Most students were either unsure or had no idea what I was talking about. I did short example for them to freshen their memory, and many of them were able to follow along giving me instructions as I worked	By probing for prior knowledge, I determined the students needed a more depth review than what I originally had planned. Their responses prompted me to teach an entire lesson covering what I considered to be prior knowledge.
College Algebra	<p>For a face-to-face course: I did a critical thinking or knowledge probe of graphing functions and how they apply to everyday applications using weather and stocks as examples.</p> <p>Most students had no clue how a stock chart was just an example of <math>y</math> in terms of <math>X</math>, so I explained the purpose of why we were learning how to graph polynomial functions and the impact of money over time.</p>	Students do not see a point to learning to graph or how it impacts them personally. I am going to make an effort to find more examples that will make the assignments more meaningful to the student, giving the class purpose.
College Algebra with Review	Throughout the course I provide a concept check by assigning a single problem to check if a concept was learned before ending the lesson. Each student had to provide the answer directly to me before he could leave the class for the evening. If, the wrong answer was not provided, I would re-	80% of the students performed the task on the first try, 20% of the remaining students performed the second try and the remaining students performed the last on the 3rd try.

	instruct the student on the lesson and assign a new problem before he could leave. If the correct methodology and answer was performed the student was allowed to leave.	
College Chemistry I	This class requires a certain skill set that is not discernible using a MC test; I gave a background knowledge probe on skills although many students placed into this class based on a MC test. To make sure all students were on the same level skill wise I used problems that would require factoring, radicals and rational skills.	Based on the overall class results, I adjusted the syllabus to incorporate lessons into schedule to make sure the students would have the necessary background skills needed for the College Algebra w Review course. This is not always necessary. It is class dependent.
College Chemistry I	How's It Going? Survey, Module 2 Muddy Point, Module 5	I have found that the How's It Going Survey gives more actionable feedback therefore beginning in the Summer Sessions I will no longer do a Muddy Point. The Muddy Points are changing so my additions to the course seem to be helping to smooth over the commonly identified points but there are just some topics that are more difficult than others. This is reflected on ground as well.
College Chemistry I	I did the muddiest point which is located in module which is labeled module 8 discussion.	More examples and reevaluating module 6, studying of heat transfer, needs to be done.
College Chemistry I	Most students struggled with chemical equations. I did the muddiest point which is located in module 6.	More examples will be needed to show how to perform these calculations.
College Chemistry I	Word Questions, Excel Questions, Access Questions, PowerPoint Questions which is located in Modules 1, 3, 5 & 7.	Will add information on Access calculated fields and PowerPoint master slides
College Chemistry I	I used the minute paper and had students answer two questions at the end of class. The students solved two problems relating to the gas laws.	Video lectures and more examples showing how the ideal gas law relates to the smaller gas laws.
College Preparatory Math I	I had the students submit a "How's It Going?" Survey at the end of Module 2 to ascertain the usage of in course resources and help students find supporting resources.	I have found some useful resources to add to my classroom but I have also uncovered a series of mis-information and mis-direction websites that students were using that was creating a

		situation where I thought I wasn't presenting material well. Instead, students were not using in-class resources and getting poor information from other sources.
College Preparatory Math I	I have a journal question under module 3 called journal 3.3 to check for understanding and respond back to the student.	The importance in the question was to check if they understand and explain how to add or subtract fractions with different denominators. Journal question seemed to be oblique in the question, so will either reword or prepare students better by reviewing and questioning before journal.
College Preparatory Math I	Journal entry on combining like terms. Students had to describe what combining like terms meant under Module 3 Journal 8.7.	Students that described their understanding of the combining like terms in an incorrect way were retaught and quizzed to see if they understood. Monitored the students and tried to catch them before they took the Journal 8.7 and checked their understanding.
College Preparatory Math 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 I	Located at the end of each chapter/module in the course shell, student's 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 II	Learning Goals/Reflection Goals At the beginning of each Module in their course shell, the students complete Learning Goals before starting the lessons. After finishing the Module, they reflect on whether they achieved those goals.	I monitor the results of the practice test and then work with those students who are struggling by reviewing the problem concepts. This helps them to master the material, and it gives me an idea of adjustments that need to be made to the module in the future.
College Preparatory Math II	Journal entry on how to plot two points on a graph under Module 6 journal 10.1	Students described how to plot and if they did not answer correctly, I reviewed with them and quizzed them again. Next

		time check with student on concept sooner before they did the journal.
College Preparatory Math III	Located at the end of each chapter/module, student's complete evaluations of content. Students describe what needs changed and improved, the video lectures, homework problems, etc	Will meet with other developmental math faculty to discuss needed changes and improvements.
Harmony III	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.	Continuous evaluation is done based on the proficiency of the student.
Harmony IV	face-to-face course data: Background knowledge probe was used. Explained how the use of advanced harmonic material is a compilation of previous knowledge of fundamental chord usage.	Student will provide examples of acquired knowledge through class discussion.
Haz Mat Response Operations	I did a Muddiest Point discussion for the CAT for this class. The CAT was utilized in week 2 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 3? 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 3. There were more questions later in the course 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 muddiest moment was used to assess what the student could not understand	Since dictation is no longer a viable class, consideration of deleting this class is being discussed.
Hist & Phil Western cul to1500	I did a background knowledge probe in the module 8 discussion.	There was need for follow up for additional clarity.
Hist & Phil Western cul to1500	A background knowledge probe was used for the initial discussions for modules 1, 2, and 3.	Adjustments were made with follow up posts to shape learning.



Hist & Phil Western cul to1500	The muddiest moment was used to compare two different times and people groups in the discussion in module 2.	Additional info and processing was introduced to increase knowledge and understanding.
Hist & Phil Western cul to1500	A background probe was used in the module 2 discussion to work on comparison from on point of history to another.	Follow up information and further discussion with the comparison helped build greater understanding.
Hist & Phil Western cul to1500	A background probe was used in module 4 to evaluate knowledge of Socrates and his trial. There was some needed additional consideration for this area.	A follow up in the discussion was used to further and expand students' knowledge in the assigned area.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used throughout the initial discussion posts.	Corrections and further direction were made with follow up posts for discussions.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in the module 5 discussion to check knowledge application for Karl Marx.	Additional discussion follow up was used to increase this area of learning.
Hist&Phil West Cul 1500 - Pres	A knowledge background probe was used in the discussion in module 2 by identifying problems in France, and some of the thinking of the time, with influence from Rousseau.	Additional processing with possibilities of Rousseau were sparked for further consideration.
Hist&Phil West Cul 1500 - Pres	A knowledge background probe was used in the discussion in module 2 to identify basis of understanding of the times and thinking of the age and the functioning of society.	Additional critical thinking was introduced using the ideas of Rousseau to facilitate the processing.
History of Kansas	Each week, students are required to submit a weekly reflection. Each reflection asks for a Muddiest Moment. Out of 11 students, all 11 submitted 9 had no confusion 2 had some confusion:	Remind students to review the outlines.
Human Resource Management	I did a Muddiest Minute in Week 5 and the final week to help see if topics or course shell related items needed to be changed, altered or modified for future use.	Covering topics that the students have experienced in the profession careers.

Human Resource Management	One of my threaded discussions was a muddiest point where students could comment on areas where they needed more guidance.	Students need more practice with writing schedules.
Human Sexuality	After presentation and discussion on coercive sex and rape students were asked what additional information was needed. They responded by indicating that they would like more information on reducing the likelihood of victimization.	This inquiry was met with additional lecture and discussion of rape prevention techniques. Students were then asked if this information was helpful. They indicate it was and appreciated the extra effort. On the following exam all students got correct the question(s) related to this topic.
Individual Art Projects	CAT was conducted face to face. A recent memory probe was conducted. The CAT question was: Do you remember the application procedure for cone 05 glazes.	The students all responded, "yes". They related the procedure and implemented the procedure in the studio.
Infant & Toddler Edu & Care	I used a discussion post as a way to gauge student mastery of the material.	Since the students did well with the material, we will take basic concepts to a higher level.
Infant & Toddler Edu & Care	At least once a month I would ask students to right down one thing that they would like clarification on that we have discussed in class. They would hand this in with or without including their name.	This has provided additional insight into what I need to spend more or less time discussing in class based on the responses of students.
Information Security	I did a muddiest moment which is located in Module 5 under content item link labeled CAT: Firewalls and IDPS	This was a small class. The students reported no questions on the material. We will continue to cover the material at the same level.
Intermediate Algebra	Background knowledge probe - to determine students background and how much assistance would need to be given	Only one student in the course. Not enough data to be significant.
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 muddiest point located in Chapter 5 under the content link labeled Discussion Question. I taught a different version of how to factor polynomials in this chapter.	In reading the responses from students and their responses to each other, I will no longer continue this method. I will go back to the tried and true method that I am used to teaching.
Intermediate Algebra	I did a muddiest point in the rational and radical functions. Students were asked to write about one thing they wished I could go over. I put all the results together and found out what I had to reteach.	I had to reteach rational and radical functions.
Intermediate Algebra	Walk About: After lecturing over Solving Equations using the Quadratic Formula, I assigned a few problems to work on their own as I walked around to view how they were doing.	This type of CAT works well in my lecture classes. I can immediately see where issues are and make corrections at that point.
Intermediate English	Many students are confused about proofreading symbols. We went everyone that I use. They asked some questions and I answered them.	Good results. It is so much easier now for them to understand and correct their essays once they understood the "shorthand".
Intermediate English	I did the muddiest moment in the class. Students are having a hard time seeing the transfer from an outline to the essay format. I typed up two examples from an outline I did and then typed up two model essay from the outline.	It really worked. I most definitely will use it again!
Intermediate Reading	Approximate Analogies - students completed the second part of analogies using skills in comprehension. Ex. "The central idea is to a passage as _____ is to _____."	The analogies students wrote indicated areas of misunderstanding / confusion. I went over those points again and will add more clarification in the future.
Intermediate Reading	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.	There are so many thought patterns and knowing the ones students have experience with versus the patterns they don't, helps me focus instruction accordingly.
Intermediate Reading	Keep the Question Going - ask one student a question over material covered in class; ask another student if that answer was correct; ask a third student for an explanation of why	From the questions the students had trouble answering or agreeing on, I could tell what points I needed to clarify or review.

	there is an agreement or not. This helps keep students engaged.	
International Relations	I did the muddiest question. I also would have the students do an in class discussion about leadership qualities we saw in world leaders and how they handled different situations. This helped me understand what sort of themes I needed to stress (to watch for) before the lesson.	My CATs helped me understand better what to prepare the students for regarding important themes.
Interpersonal Communication	I did a muddiest moment after the unit on Conflict Management.	At the next class meeting I reviewed those statements made regarding being unclear.
Interpersonal Communication	To evaluate the new sections on electronic communication I developed new exam items to add to the course.	I reviewed the exam questions and determined that some were not clear to my students so I rewrote the questions.
Interpersonal Communication	I used the muddiest moment in a two situations for each Module where each group of student was required to assess the situation and post the comments	I have changed several exam questions to better assess progress.
Interpersonal Communication	For this course I used the Muddiest Minute which I gave the students 16 different situations and asked each group to discuss the implications for good communication.	For this course I used the Muddiest Minute which I gave the students 16 different situations and asked each group to discuss the implications for good communication.
Interpersonal Communication	For this class I surveyed the students for input on how to best present the material. My objective was to determine how to make a 9 week course into a 16 week course.	I changed the format to make work due each week over the seventeen weeks. To do this I reworked all the lessons and exams.
Interpersonal Communication	I use muddiest minute in my discussions to create a situation where students can add and comment on an instructor given statement and to how they see it affecting their communications.	I change the statements to try to make them relevant to the current course.
Interpersonal Communication	I use my Journal to get students to create a communication theory that they can use in their daily communication. Each student must create communication strategies in various settings.	I comment on student theories to insure that they cover all areas of their lives.

Interpersonal Communication	To improve the course, I used data from previous course to determine a weakness in electronic communication. I asked each student to tell me how they use one form of electronic communication	I used the information to write new sections on electronic communication.
Interpersonal Communication	From student input I determined that I need to strengthen my electronic communication instruction. I asked each student to select a form of electronic communication that they use to communication.	Using this data I added new sections to my course.
Intro to Athletic Training	I did a muddiest point (verbal/discussion) in Unit One regarding the taping of an ankle. This is not located in the course shell.	I changed my method of instruction from previous semesters and have found it works well, but needs some revision in terms of presentation.
Intro to Automotive Technology	I did background knowledge probes frequently throughout this course. I often found out that students had no clue or had some wrong impressions on the various topics that were covered in this course. This gave a base for discussion and instruction.	The cat proved that I was reaching my audience. I later found that my audience was not concerned by my warnings that home work was part of required course participation. I will next work on this problem and solve in the future.
Intro to Contemporary Math	Muddiest Minute - students were struggling with how to use Turnitin and I had many emails and concerns over how to post.	I will make a video and will be loading it into the summer courses.
Intro to Early Childhood Ed	I had the students complete a quiz to demonstrate knowledge about child abuse as well as basic education (EC) principals. This was after our class discussion was complete. Most students did well.	Although the students did well, I will be using multiple assessments for students to demonstrate knowledge
Intro to English Language	After introducing a new grammar lesson on expressing ideas about the future using "be going to" and practicing it in a conversation, I had the student practice using the form in the context of a written conversation (fill-in-the-blank activity).	I had not given much explanation of how to construct the negative form, so two students missed that part. I explained in more detail and they were able to use both negative and affirmative forms in a later activity.
Intro to Exercise Science	With only 2 students in this online course, I found that responses to Discussion questions were slow and lacking. I	When this course has 3 or fewer students registered, I will be a participant in the DISCUSSION questions early in the week,

	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 more timely manner.	allowing students to respond to my posting to fulfill their Discussion requirement.
Intro to Exercise Science	Early on, in my online course, I noted that in my small class of only 3 students 1-2 students would often wait until late in the week to join the Discussion question, making it difficult for the highly motivated student/s to complete the assignment.	In the future, when class sizes are small, I will start very early in the course, reminding students to join the Discussion early. Additionally, I will join in with the discussion and allow students to respond to my postings.
Intro to Literature	I did a muddiest point related on the elements of fiction; students continue to struggle with theme and style.	I saw improvement in students' understanding of theme, but their understanding of style was lacking. I will make instructional adjustments next spring.
Intro to Literature	Instruction was provided over the content in class (I do). We had walked through an example together (we do), and then I'd assigned them the same work independently (you do). When I received assignments, I noticed that their independent work did not reflect mastery of the content, so we went back to creating an example together.	Subsequent homework assignments were much improved as a result of our covering the material a second time.
Introduction to Business	I use the muddiest point for my CAT and I applied it to Chapter 4 and why the dot.coms failed.	The students successfully answered the questions correctly regarding the dot.coms.
Introduction to Business	Used an online assessment available in the course shell. The students that did respond.	In the event that the number of students are 3-10 students, I plan to use a project oriented style of learning.
Introduction to Business	Online course - Module 8 called Business Plan Discussion - This asked for the muddiest points regarding the business plan project.	I would like to create more videos that would discuss each area of the business plan verbally and perhaps use examples in that way.
Introduction to Computers	Muddiest moment which is located in Modules 1, 2, 3, 4, 6, 7 under a content item link labeled Module Comments.	Will modify some of the Unit 3 assignments to include new features of Office 2016

Introduction to Finance	I use the muddiest point for my CAT and I applied it to Chapter 1 and how to determine the values of M1, M2 or M3.	Students did a great job and I will be assessing another competency.
Introduction to Investments	I use the muddiest point for my CAT and I applied it to understanding how to calculate future values.	I am not satisfied with the result and so will be modifying my notes.
Introduction to Leadership	Essential Skills background knowledge probe over thank you notes, business communications and emails. Most students have not had any business communication training.	I will now add a section of business communication training in every course.
Introduction to Music	I did a muddiest moment on the rock opera J.C. Superstar.	Will offer varied examples of the musical/opera genre to enhance prior student knowledge.
Introduction to Music	Personal Assessment: I simply ask, "How are you doing in this course?" It is located in Module 10.	This assessment allows me to deal individually with whatever issues each student has. I answer the questions and give additional examples to help clarify any misunderstandings.
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture. All 3 students had appropriate answers.	Students will use a different musical element "Melody" for a short answer essay.
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture. 10 out of 13 wrote an accurate description.	I may give them a multiple choice question with videos on texture next semester.
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture. 24 out of 30 wrote an accurate description.	Ask for a short answer essay on another musical element "Melody".
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture.	I may give them a multiple choice question with videos on texture next semester

Introduction to Music	I have an Extra Credit assignment that simply asks "How Are You Doing?" They can answer anything and get the extra credit but it allows them the opportunity to reply and ask for help if needed.	Most adjustments are minor due to the one on one nature of teaching online. It does allow for specific interaction with the issues each student may have.
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture. Both students wrote an accurate description.	Review the term "Melody" comparing it to "Harmony" later in the semester again with specific historically significant listening examples
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.	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	Survey of the elements of music. Students are given a list of 10 music elements and they must match them with the correct definition.	More emphasis is placed and additional listening examples are incorporated for those elements that need further review.
Introduction to Music	Definitions of Genres such as Madrigal seem to be the toughest for students to remember to the end of the semester for the final. I gave an impromptu quiz over early vocal genres of chant, madrigal and opera.	Reviewing the vocal genres at the end of lectures throughout the semester seems to be the best answer.
Introduction to Philosophy	A background knowledge probe was used in week to prepare students for their major essay.	The additional preparation was beneficial for learning.
Introduction to Philosophy	A muddiest moment was used in class during week five to determine understanding for the final essay.	Additional explanation was necessary to enhance understanding.
Introduction to Philosophy	A background knowledge probe and muddiest moment process was used during week 6 to help students prepare for their major essay.	A peer editing process was used to enhance learning.
Introduction to Philosophy	A background probe was done for the Philosophy paper assignment. The aim was to evaluate students' readiness to accomplish the task.	Additional information and help was needed and provided to better prepare students for this work.



Introduction to Philosophy	A knowledge background probe regarding Socrates and his trial was used in the class discussion during week two to help students prepare for an essay.	Additional ideas and perspectives were presented to increase learning.
Introduction to Philosophy	A background probe process was used in class during week 5 of the course. Short video clips were used to help students relate philosophers to issues/topics.	This process was followed by help with supportive reasoning, so students could build their ability to relate philosophers for their major writing assignment.
Introduction to Philosophy	I asked the students to look at the course outcomes and objectives and then to reflect on which one(s) they had achieved the most success in and to explain why.	Their responses indicated that they were most successful in understanding the historical development of philosophy and less successful in thinking through their own personal philosophy. I believe this indicates I need to emphasize more (in my questions) the connection between the "facts" of the course and the experiences of the students.
Introduction to Philosophy	Muddy Point. In review for coming test, it appeared that students were underestimating the importance of Plato in Socrates being the most well-known Philosopher. We had a discussion of all the qualities and status of Plato that if any were missing Socrates would be unknown.	I have a note for next semester to have a better longer discussion of this question in the first time instead of in the review for the test.
Introduction to Sociology	I asked students to describe the 4 main theoretical perspectives. 53% of students provided acceptable descriptions.	Additional efforts will be made to increase the number of students with the ability to provide descriptions and follow-up measurements will be done to determine success.
Introduction to Sociology	I asked students to describe the 4 main theoretical perspectives. Only 44% of students were able to provide an acceptable description.	As a result, I prepared additional material on the 4 main theoretical perspectives. I repeated the CAT and this time 68% of students were able to provide an adequate description.
Introduction to Sociology	After a class presentation and discussion, I asked students to describe the 4 main theoretical perspectives. Only 52% were able to provide acceptable descriptions.	In a follow-up lecture and discussion, I repeated the request to describe the 4 main theoretical perspectives. This time 72% of students were able to do so.
Introduction to Sociology	I asked students to answer questions about the theoretical perspectives we discussed during the 1st 4 weeks of class. Only 3 students were able to provide satisfactory answers.	I continued discussions of the theoretical perspectives using examples from a film documentary. This time 12 students were able to provide satisfactory answers.

Introduction to Sociology	I asked students to write answers to questions about the major theoretical perspectives that we discussed during the 1st 4 weeks of class. Only 2 students could provide satisfactory answers.	I continued discussions of the theoretical perspectives using examples from a film documentary. This time 10 students could provide satisfactory answers.
Introduction to Sociology	Lecture and discussion of material on the 4 main theoretical perspectives was presented followed by asking students to describe what they had learned. Only 50% of students were able to provide acceptable descriptions.	In a follow-up lecture and discussion of the theoretical perspectives students were again asked to describe the theoretical perspectives. This time 68% were able to provide acceptable descriptions.
Introduction to Sociology	I learned that only one of the students has written an APA Paper so I taught all the students how to do so and required it in the course.	I am making the assignments of writing APA papers a regular part of all my courses moving forward.
Introduction to the Theatre	I did a muddiest moment after the lesson on Greek and Roman theatre	I will plan to use visuals (e.g. internet examples)
Introduction to the Theatre	I did a muddiest point after the unit of technical positions with the theatre production	I collected the notecards with those unclear or misunderstood statements and reviewed them at next class meeting.
Java Programming	I did a muddiest moment which is located in Module 5 under content item link labeled CAT Methods.	Using the discussion thread for the CAT allows students to learn from one another. The instructor then covers anything that requires further explanation.
Juvenile Delinquency/Justice	I asked students to write about crime theories we had been discussing in class. Only 2 students were able to provide a satisfactory description.	I continued the discussion of crime theories using more examples from case studies juveniles who became criminal. I again asked students to describe the crime theories discussed. This time 6 students could provide a satisfactory description.
Legal/Ethical Issues in Health	I used the muddiest moment in this class in the fourth module which is about half way through the course.	I changed textbooks this coming semester to help give more information on the legalities as well as ethical issues that they may face in a medical practice or hospital.
Linux I	Students a minute paper discussing their most difficult area up to that point.	Will provide students additional materials to help with identifying when to use specific commands.

Local Area Network Workstation	Students did a one minute paper in unit 2 labeled Course Assessment	Redesigning course to incorporate materials for Windows 10.
Manual Transmissions	Let students have a say as to what style we would use for Standard trans teardown. Found students much more engaged and focused using this method.	I will continue to use this method until it proves not to work.
Manual Transmissions	Used muddiest point and also let students pick what approach we would take toward lab work. Found students remained engaged and responsive to their active role.	Will continue to have students involved in what style of hands on they will participate in.
Marketing	Face-to-Face course, muddiest point for Access - Discussion board completed called Marketing Plan Discussion	PEST analysis - SWOT analysis - Marketing strategies were the areas of the biggest struggles. We used examples that I had created and then started working with ideas and brainstorming for their plans.
Marketing	Barton line course - in the Marketing Plan Module called marketing plan discussion - asks about the muddiest points in the marketing plan project.	I would like to create more videos that would discuss each area of the marketing plan verbally and perhaps use examples in that way.
Marketing	I used a combination of Learning Style inventory, personal learning experience bio and a Myers Briggs inventory to help determine learning style and relevant personal historical information.	I plan to take out the reflection discussion papers and have the students write a complete marketing plan in stages throughout the duration of the class.
Marriage & Family	A muddiest moment was used during week three in class to determine communication values and understanding.	Help, corrections, and improving understanding and process was instituted for class progress.
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	After discussing theories of successful marriages students were asked to describe. Only 38% were able to provide acceptable descriptions.	In a subsequent class period we were again discussing the theories of successful marriages and I again asked them to provide descriptions. This time 83% of students were able to provide acceptable descriptions.

Medical Administrative Aspects	This complete semester online class uses a muddiest moment located in chapter 8 or about mid-semester.	Work with students who are looking at working in the front office on telephone etiquette and interviewing skills. More information on interpersonal communication will be added.
Medical Administrative Aspects	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 Professional Issues	I use muddiest moment in this class about midway through the course	referring to the feedback, I make adjustments to the content.
Medical Professional Issues	Muddiest Moment was used in this class, questions arose regarding professionalism and work expectations	Will use work ethic information learned earlier this year to incorporate professional goals for MAs.
Medical Surgical Nursing II	The four types of shock had been reviewed with students. At the end of the discussion, questions were asked to determine the student's understanding of the concepts.	The shock information that was presented this year over the course of two classes will be repeated in next year's course.
Medical Terminology	Probing questions were used as well as direct observation	Review the lesser known concepts harder to facilitate understanding.
Medical Terminology	Probing questions and direct observation to see if they are getting the input they require.	Students learned what key concepts that need to be more strongly covered and have made those changes to lesson plans.
Medical Terminology	Muddiest moment was used in this class of 30.	Changes were made according to this classes needs to facilitate learning.
Medication Aide	I did knowledge probes regarding classifications and the students attempted to answer but were mostly guessing. I clarified the information	I provided more information in the discussion regarding the classifications and allowed more time for questions
Medication Aide	Muddiest Minute-I did a knowledge check at the beginning of the class and once I understood what their needs were, I explained to them the information.	By elaborating on the information more thoroughly it will lead to a better understanding of their knowledge

Mental Health Nursing II	I utilized a Chain Note in this face-to-face course. The purpose of this CAT is to give the teacher feedback on the students' level of engagement and involvement during class at a specific time.	Will explore ways to make the class more interactive to engage all students.
Microcomputer Account Applications	Module 7: Extra Credit Cat Muddiest point for final review - then student is given additional material and information to clarify point.	Reinforcement material will be given to address those competencies that are continually identified.
Military Hist/Amer Civil War	I did a background knowledge probe. I had the students do a writing assignment about the Civil War. The assignment involved questions such as what were the causes of the Civil War and was Lincoln's leadership vital for the war effort	My CAT helped me understand what misconceptions students have about the Civil War.
Military Hist/Vietnam War	I used the muddiest moment. We talked about the TET Offensive in the Vietnam War, and there were three areas I wanted to focus on (TET, Khe Sahn, and Hue).	The individual events weren't confusing to the students, but when I switch topics a lot this is what was confusing. So my adjustment will be not to switch topics as much.
MLT Hematology/Coagulation	I did two CATS. One is in Module 12 and the other is in Module 15 in the online course. I did a form of the muddiest point for both. They were to give me feedback about a concept in coagulation that is typically difficult and the other muddiest point type cat was about hematology course and improving the delivery of the material.	Strategies include more videos that students have found online to help explain the coagulation concepts.
MLT Immunohematology	I did a muddiest point in Module 9 about antibody identification.	More visual aids and I will look into more written material to help with the understanding of this complicated process.
MLT Pathogenic Microbiology	I did a muddiest point in Module 6, Week 7 over the five tube set up a microbiology procedure.	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 Urinalysis & Body Fluids	I did a muddiest point in Week 6, Module 5 in the weekly discussion about chemical testing.	The students felt that more videos would help explain this testing better. I will try to add more Panopto videos into the next session.

Money & Banking	CAT on competency 5 - Define gross domestic product and other customary measures of U.S. economic activity.	The results of the CAT were that students are grasping GDP and the other economic measurable.
Money & Banking	I use the muddiest point on competency 5 - Define gross domestic product and other customary measures of U.S. economic activity for my CAT.	I like the results I have gotten from the process I have employed. May need to look at another competency.
Multimedia Presentations	I used an "favorite tool or technique or " in weeks 5 & 6 .	Not getting good responses on this to assess the course. Will re-word to muddiest point or favorite area we have not covered.
Network Security I	I did a muddiest moment located in Module 5 and it is called CAT - Cryptography. It is a short survey for students to enter comments about the Module 5 Lecture.	The students brought up some great suggestions that I will use to improve this lecture in future deliveries.
Networking II	Students completed a minute paper in unit 5 labeled CAT	Redesigning course to use more labs and simulations.
Nursing Home Aide	I did a muddiest point/ most difficult point to understand.	Most students discussed the understanding of getting vs. such as counting the pulse then the respirations without moving the patient. The students related that the more they practiced the technique the better and more confident they felt with this skill.
Nursing Home Aide	In the introduction discussion I asked students about their goals. Most students are taking this summer class to get into nursing school or to further their education.	The information I received from our discussion on goals I chose to teach this class with a student directed style. I did not do a lot of reminders and follow ups. I feel this style helps students learn to read the instructions and follow directions.
Nursing Home Aide	Class was asked to describe the learning experience at the clinical site. Journaling of the experience is completed by each student with learning experiences documented. Students verbalized each skill that was experienced and the interactions witnessed and performed.	I intend to continue the growth of the students as they enter their experiences and critical thinking skills in which they discover the roles of a CNA in the workplace.

Nursing Home Aide	I did a muddiest point on the discussion of professionalism. Understanding the terminology of the medical field is important in reading the care plans and the use of terms is deemed professional knowledge.	I plan to utilize the terminology taught in class as a professional model as students learn in the course.
Organizational Communication	I have a "muddiest point" in each unit (also labeled "muddiest point").	I was able to see concepts that were not as clear through the lectures, since several students brought up the same thing in the muddiest point. I've been able to adjust and make certain concepts more clear to help minimize future confusion.
Paramedic IV	I used a group testing feature for review of the exams this semester including the class final. Students logged onto emstesting.com. Students were shown and had read to them a question then they selected their own answer and submitted it. The correct answer was then given to them along with a detailed rationale. Students had the chance to ask me questions if they needed further help. This is not located in my class shell.	Students had requested I use this game more often than just with the course final. Students enjoy this over other methods I have used in the past, and I will continue to use this game. It does help them develop critical thinking.
Parenting	In Quizzes 4, 8, 12 and 16, a question was embedded to ask about any information that needed clarified within the unit.	Used the information obtained from C.A.T. to expand on discussion about topics needing clarification. Extra time was allowed for these units as well.
Parenting	I have one CATS question in the even number modules, total of eight CATS. I have one muddiest point, create your own test question and 6-1 minute questions.	I have rebuilt this course in Canvas. I threw out some test questions when testing this course this fall.
Patient Care I	This is a face to face class and I used probing questions to find out how much the student retained plus followed up with quizzes to access their knowledge base.	This particular class of students require more feedback and reinforcement. They are often not prepared for class when they attend. This is something I will work on with this class and as they continue on through the MA curricula

Patient Care II	Direct observation of clinical applications and direct questioning on learned subjects.	If concepts are not well understood or applied, they were reviewed and practiced further.
Personal & Community Health	I used a "Muddiest Moment" in Week 5, Module 4 to see if students had any concepts that were still confusing to them. Three students posted questions about having difficulty with writing SMART goals to complete the required weekly Behavior Modification Plans. I immediately implemented a mini-tutorial reviewing past concepts and further breaking down the information into smaller, more manageable pieces.	This mini-tutorial will hopefully minimize confusion and help to answer questions for future students getting to this place in the course.
Personal & Community Health	For my online course I did an Exercise Plan requirement which is located in Unit 4, in which I was trying to determine student knowledge of the benefits of exercise. Students failed to address these benefits in their Exercise Plan, perhaps because the requirement wasn't clearly enough stated. So, in future courses, I will re-state the requirement, as well as, provide a labeled space for it on the Exercise Plan form that the students turn in to me.	By providing a labeled space for students to answer the question, it is less likely to be missed in the reading, and more likely to be answered correctly, thus improving student scores on the Exercise Plan.
Personal Finance	Payroll Stub knowledge probe - after lecture - did a follow-up knowledge probe to ensure understanding	Will address knowledge still needed and change instructional methods if needed
Personal Finance	I use the muddiest point for my CAT and I applied it to Chapter 4 and how to apply tax planning strategies.	I need to tweak my presentation a little more to meet my goals.
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 Topics	I used a suggestion box which is located in the last module (Week 9: Review and Final) and labeled Suggestion Box.	The students indicated that they enjoyed the course and would not change it, but one of their comments was regarding other students and falling behind if they don't stay on task. In a small class, this is important for discussions because they rely on each other to post in order to make their responses. I will send more reminders to my students on a regular basis to help them stay on track since it is easy to ball behind.
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.
Physical Science	Muddiest point - Unit 6 CAT Muddiest Point -2 <a href="https://bartonline.instructure.com/courses/4392/modules/items/245696">https://bartonline.instructure.com/courses/4392/modules/items/245696</a>  Used it to determine if there were areas in the chapter on heat and temperature that students had struggled with.	Add new material on converting from one temperature to another.
Physics I	My first CAT is a three-minute summary in module 2. Students take three minutes and just write out all the important points they can remember from the lesson. This gives me an idea of what ideas need more focus.	I need to add more problem solving practice within the first couple lessons. I think having a better understanding using simple problems will help students with the more difficult problems later on.
Physics I	I have a CAT every couple weeks for both of my courses. Some are muddiest moment type questions that help me pinpoint what concepts need more focus. Some are questions geared more towards delivery of content and what might be a better way to get the information across.	I have a list of suggestions from students that I am working through. This includes more tutorial videos and more practice problems.
Physics II	I had the students complete a series of multiple choice questions about topics in magnetism that we had just covered in class. Because of their difficulties determining the direction of magnetic forces, we reviewed this topic.	I plan to collect more feedback throughout the semester to ensure that students are actively able to perform the mathematics and problem-solving skills for this course.

Police Firearms	I did an anonymous poll to determine students background in regards to firearms training and experience. This information was used to identify focus of instruction on fundamentals and safety. Additional polling was provided prior to advancement to the next topic. This led to increased or modified instruction on specific topics.	I continue to observe students who are beginning my course with little experience, and dedicate a larger portion of the classroom on simulated range activities via the TI Simulator. This allows for a student to begin handling firearms in a safe manner in a more controlled environment.
Preschool Child	Following the Singing Valentine activity that this group led; we brainstormed on what changes could have/should have taken place to make it even more beneficial for the CDC children and the bystanders.	This was an awesome way to allow class participants see themselves as knowledgeable and professional. They were harder on themselves than I would have been.
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 of Animal Science	Held an in class discussion as a final review and then had students write down what areas of the final they felt they were least prepared for and then covered that information.	Tried presenting material in other ways to enhance student learning.
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	Student understanding of enzyme inhibitors was assessed by asking for examples of how this knowledge could be exploited in practical applications. Students were unable to provide examples so I did so for them.	Students are often unable to synthesize and connect concepts across units. I need to incorporate more opportunities for students to make these connections during the semester.

Principles of Macroeconomics	Background knowledge probe given over supply/demand basics and daily application. Most students could come up with one example after I provided one.	More daily application will be used and reinforced in future classes.
Principles of Management	This is a muddiest point discussion board available in the last module called Assessment Discussion.	The students were split on opinions regarding the assistance of the assessments. I believe each student would learn something about themselves through these assessments and how they would use management in their own lives and businesses. I will continue to update assessments.
Principles of Management	I did a Kahoot! survey. The survey consisted of 5 examples of tasks performed by managers. The students had to select whether the task involved the manager utilizing technical skills, decision making skills, or interpersonal skills.	The assessment indicated that a couple of the students struggled to identify which skill was being utilized. I retaught the content and provided them with more examples. I conducted the Kahoot! survey again, and the students were 100% successful with the 2nd time.
Principles of Microeconomics	For this C.A.T. I used a series of Business problems used throughout the course. Then on the last evening we tied them together in large business situation that introduced students to individual hiring and candidate selection. I will need to move it in the shell for future use.	This is first time that I have used a series of business problems that added together for a complete picture of business education.
Principles of Phlebotomy	I did a muddiest point located in a weekly discussion in Module 6 labeled Meow Meow.	The students indicated that Chapter 12 terminology was challenging to them and presented the most difficulty. They suggested a more specific worksheet outlined toward word terminology description and more intense focus on the meaning of such terms. I will be providing that in the next session based on the suggestions of my students.
Public Speaking	After lecture and discussion explaining Monroe's Motivated Sequence for organizing a persuasive speech, I used the Nods/Audible CAT to determine student understanding.	Some students were still confused, so I answered questions, gave other examples, and used a PowerPoint presentation to review the steps. I continued until all understood.

Public Speaking	Muddiest Minute located in Unit 4: A few students didn't understand how the "Debate" project directly related to Public Speaking, I further explained to the students the need to sell yourself and how your accurate information will apply to Public Speaking in everyday life.	This writer has decided that the next time the "Debate" project is used, I will give a short lecture on the reasons that the "debate" project applies to Public Speaking.
Public Speaking	I had a student question the purpose of the journal that I used and what the purpose was. Seeing this as a possible muddy point I addressed this question for the whole class and learned that they did not really gain any value with the use of the journals when the intent was for discovery and reflection.	Therefore, I assigned speeches that were relevant to the class and the speech that we were preparing for and replaced the journal entries with speech reviews.
Public Speaking	I did a muddiest moment which is located in Unit 4 under content item link labeled Muddiest Minute. I did a Public Speaking Debate project. Most students did not understand the rebuttal phase. After the feedback from muddiest moment, I further explained the rebuttal process and how there is to be no new arguments, only refuting statements. After the explanation on the rebuttal phase of the debate all students stated that they fully understood the material.	If I ever utilize the debate material of Public Speaking I will go more in depth in the future on the rebuttal phase to debates.
Reason and Argument	I asked the students to look at the course outcomes and objectives and then to reflect on which one(s) they had achieved the most success in and to explain why. I called this "Choose your Competency." This was done in Unit 8.	Some of the material in R&A can see dense and obtuse to students. Although necessary to teach, the struggle for me is to find ways to connect this information with the life-experiences of the students. Their responses indicated some success in doing this (primarily through the questions I raise in each discussion) but also provided inspiration to continue to focus on developing good questions that help students connect material with life experience so as to promote life-long learning.
Rules & Officiating	I used a pre/post evaluation for Rules and Officiating. Students had 5 questions over their knowledge of high school football officiating guidelines. After the chapter students were given the same 5 questions. The majority of students had little knowledge of officiating guidelines prior	In the fall of 2017 I will use more videos that show the correct position/calls for officials. I will also make the students actively practice officiating during class periods. A more

	to the chapter and had a better understand afterwards. However 2 students seemed to still be struggling with officiating guidelines in high school football.	hands on approach needs to be used to get all students to understand how to be officials.
State & Local Government	1- I used a discussion to reflect muddiest moments. 2- I included a new project and asked for project feedback.	I changed the project to include a poll so that students could see what others thought about current events. Based on the muddiest moment, I changed test questions and included an essay.
Steering and Suspension II	I did a muddiest point check for alignment technique. Found only one student had a clear understanding. I then went back to the book and started in chapter 32 to teach content.	I will start with a demonstration next course and the quiz students as the demo occurs driving their comprehension.
Student Success	I did the muddiest point in class. The students are really struggling to distinguish the difference in real life situation to see what is independent, interdependent, dependent, and codependent behavior. I will go over each assignment like this every day in class before the test to see if these grades are better than other years.	The grades were MUCH better. I will do this again.
Systematic Ethics	A muddiest point was used in unit 3. Most did not seem to have a muddiest point.	For the two who had a muddiest point, I was able to provide some additional information to help with understanding.
Systematic Ethics	A background knowledge probe was used in module 5 with Soren Kierkegaard and human ethical development.	Additional information and discussion was used to follow up and expand this area of learning.
Systematic Ethics	A knowledge background probe was used in the discussion to identify the ideology of Karl Marx and his thinking and influence in America.	Additional information and ideas were introduced to enhance learning with Karl Marx and his contribution possibilities.
Technical Accounting Capstone	Muddiest point (Extra Credit CAT) located in Module 8 for the final. Students submit their muddiest point & I provide additional information/assignment over material to clarify and master material.	I will continue this CAT and track consistent muddiest point material and then add additional information to course to assist student in mastering the material.

Technical Mathematics	Background knowledge check on probability. Most were familiar with the basics but struggled with conditional probabilities.	Start early in the week and email out tidbits each day to assist students with the material.
Technical Mathematics	I conducted a background check on writing and solving proportions. The students did fine until the information was given in a word problem. So, I showed them the method of labeling the numerator and denominator.	By encouraging the students to label the units for the numerator and denominator, it cut down on some of the mistakes.
Ten Key Mastery	Self-Assessment in Module 4 where students assess themselves on a variety of criteria regarding their ten key technique relating to ergonomics.	Students do well assessing themselves and it reiterates that it's important for students to reflect on their own progress relating to not only ten key speed and accuracy but ergonomics.
Trigonometry	Muddiest Point. We were graphing Trig Functions and I asked them to write down the most confusing and troublesome parts of graphing. Then we went over those and cleared up misconceptions and errors they were making.	Students knew they were having trouble and appreciated the opportunity to ask questions and have me go over the trouble spots.
Word Processing Applications	Word quiz / "Ticket out the door" - Students were asked to answer a few random questions relating to MS Word from the first 3 chapters of the text. This was a check for understanding activity.	Only minor adjustments were needed. These focused on content I "assumed" the student knew.
World Religions	I did the muddiest question after each different religion.	The CAT helped me understand what students were likely to not understand. The Eastern Religions produced more questions, so I know now to present some of my lectures in a different way. Some religions we discussed I need to lay more groundwork than other religions.
World Religions	A knowledge background probe was used in class during week five to determine scope of understanding for Hinduism.	Additional information and processing of Hinduism were presented to enhance learning.
World Religions	In Unit 8, I asked the students to imagine that they were asked by the Dean to explain and defend the value of a course on religion in a secular academic institution.	In their answers to this question, I was able to observe what students had learned AND what they thought about the outcomes/objectives of the course. It is clear to me that I need

to do a better job emphasizing the outcomes/objectives for the course so that students are able to effectively understand why the course is valuable both personally and academically.