

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2018

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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
2014			
201401	256	171	67%
201402	260	193	74%
201403	141	94	67%
2015			
201501	260	152	58%
201502	245	155	63%
201503	115	65	57%
2016			
201601	232	121	52%
201602	222	159	72%
201603	110	53	48%
2017			
201701	209	147	70%
201702	218	160	73%
201703	121	95	79%
2018			
201801	225	172	76%
201802	228	178	78%
201803	136	100	74%

**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
2014			
201401	1082	832	77%
201402	1078	948	88%
201403	336	259	77%
2015			
201501	1082	667	62%
201502	1056	746	71%
201503	256	178	70%
2016			
201601	992	601	61%
201602	1028	790	77%
201603	288	162	56%
2017			
201701	965	803	83%
201702	989	789	80%
201703	327	276	84%
2018			
201801	978	811	83%
201802	1019	780	77%
201803	468	357	76%

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

3. Percentage of Courses which documented at least one classroom assessment.

Term	Course Count	Courses Assessed	% of Courses Assessed
2014			
201401	347	285	82%
201402	350	328	94%
201403	189	166	88%
2015			
201501	345	264	77%
201502	348	283	81%
201503	171	141	82%
2016			
201601	338	235	70%
201602	333	294	88%
201603	167	112	67%
2017			
201701	314	278	89%
201702	334	301	90%
201703	176	155	88%
2018			
201801	330	289	88%
201802	349	304	87%
201803	180	141	78%

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

****Note, not all courses require classroom assessments to be documented (based on length, type, credit hours, etc.) as outlined in the classroom assessment process handbook.**

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 1,664 assessments documented during the given term.

Title	CAT Description	Additional Feedback
Abnormal Psychology	Personality disorders are not covered extensively in General Psychology and many students misunderstand what a personality disorder is (from a DSM 5 perspective). Before I started the unit on Personality Disorders, I gave each student a slip of paper and asked them to write down what constitutes a personality disorder.	Not a single student offered a meaningful definition. Several simply wrote, "I have no idea". After covering this material I asked again and all gave 'good' answers; in more than a few cases, they provided 'very good/excellent' answers. They will have another opportunity to provide me with feedback as personality disorders will be covered on the final exam. I must remember to use this again as it worked well. It certainly provided them with timely feedback of their improvement.
Abnormal Psychology	For each module an opportunity for clarification is provided in the form of a 2 point assignment. Students are awarded points when they tell me how they are doing in the course to date and/or that they need clarification on a grade, an assignment, or a comment I have made.	If further clarification on a topic is required I do provide that information to the student. If an error has been found in a quiz question I will amend the question and adjust grades if necessary.
Abnormal Psychology	For each module I have set up a Clarification Assignment in which I ask if there is any topic/concept, test question or comment that needs clarification. I ask that even if things are going well the students let me know. When they respond they are awarded 2 points.	I do make changes to quiz questions or provide further explanation for topics that students are confused about. I do modify the course if needed so everything is clear.
Abnormal Psychology	Within each module there is a clarification assignment that when completed award the student 2 points. This provides an opportunity to ask questions about content and exam questions as well as get clarification on a concept that needs further explanation.	Revisions and corrections are made when necessary. Student tend to like this assignment as it provides opportunities to connect to the instructor and ask for help.

	Students write a short summary of how they are doing with the assignment module.	
Abnormal Psychology	Within each module, there is a clarification assignment providing each student with an opportunity to ask questions regarding test grades, test questions, assignment clarifications, and general information about the course.	Students generally like this chance to get clarification outside of regular email. When they let me know how they are doing (or ask a question), they earn 2 points.
Abnormal Psychology	I have included a Clarification Assignment in each module. This assignment provides opportunities to ask question about content, an assignment, a question on an exam, or a question about grades.	After reading the feedback from students, I make changes if necessary in order to clarify a topic, or answer a question regarding something in the course.
Accounting I	I use the muddiest point method and I used it on the competency to describe the advantages and disadvantages of partnerships to measure my CAT	I have not used this competency as a CAT so though I did get the desired result, I need to use it longer to determine validity.
Accounting II	I use the muddiest point for my CAT and I applied it to Chapter 1 and compute partner return on equity and use it to evaluate partnership performance.	Although I have received positive results from this CAT, I will continue to adjust and use it in the future
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 names of notes in their scores
Adult Beginning Piano	After explaining a transposing assignment, I do a walk around while students practice on keyboards with their headphones.	Some students easily play the assignment while others need a keyboard demonstration.
Adult Intermediate 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, and dynamics.	A follow up discussion on tactics they used during their practice time the week after the recording took place.

Advanced Emergency Med Tech	I did a check the knowledge portion of lab and allowed students to grade each other. I realized that there was a knowledge gap in understanding what the NREMT wanted, this due to the lack of clarity on the test sheets. I sat all the students together and explained the sheet as a group effort to clarify the issue.	I will sit with the students for the first time that they do any skill in a live lab environment to make sure that there was no confusion.
Advanced Emergency Med Tech	I had a face-to-face course and all grades were kept on Canvas. I had the assignments separated as Module Exams and Assignments. Students learned how to access all of their information and had no difficulties. I have plans to utilize this more in the future for online assignments.	After getting used to Canvas, I am very happy with it.
Advanced Pharmacy Operations	The type of C.A.T that was used for this course was a One Minute Paper located in Week 6 of the course under content item link One Minute Paper	I will try to combine the modules better so there isn't so many separate tabs to click on
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.	Less lecture and more assignments to explore parts of topics individually and present to class.
American History 1877-Present	I conducted a check on learning with providing the class with a pre-test 4 days before the mid-term and final.	Based on the results of the 2 pre-test, I was able to identify 3 areas of weakness of information and knowledge. I was able to conduct a block of instruction and get students to understand these areas before the midterm and final were given.
American History to 1877	Muddiest Point: I asked students from their perspective on the assigned reading what was Interesting, Surprising and confusing. At the end	I now assign a student to summarize what they got out of each class. Then I open up to the rest of the class for their input. Using this approach, I am able

	of class, I asked if I answered what was confusing them and if there were any other issue.	to discern if there remain any points that require clarification. If so, then clarify them. I also use Learning Environment Questionnaire to see if this approach is helping.
American History to 1877	After the first quiz, students had some concerns about the test questions and how some questions were worded. I went over the quiz with them in class and tried to identify what the class weakness were. Some of the questions directly worded from the in class slide deck presentations.	I asked how many students were taking good notes, only a few of them said yes. This might be the main cause for students missing the questions. I now require every student to have notepaper and a writing tool.
American Military History	It was in Module 8. I asked the students to look at the course objectives and to think through the entire semester's worth of learning to identify what they have learned (positive) and what areas they have struggled in (challenge).	Since this was the first time I have taught the class, the responses of the students were very helpful in leading me to think about the discussion questions in order to identify better ways of using this option to increase student mastery of course objectives.
American Military History	In Module 8, my final discussion asked them to discuss which of the course objectives they had achieved the most success in. I then asked them to discuss what assignments had helped them meet those objectives.	The textbook that we are using is from the 1990s. In thinking through the response of the student who participated as well as the larger data of accomplishments produced over the course of the semester, I need to update the textbook.
American Sign Language	Students were asked to submit a video homework response to What is your name. The students were shown teacher's example of how to sign what was needed to complete the homework. The signed example was also done in the classroom setting before dismissing so multiple visuals were used.	Since this course is in a once a week format, the students have problems remembering vocabulary until the next week. It is going to be my attempt to help my students retain vocabulary by having a webcast video for them to review as needed during the week.
American West	Asked students to state the guiding principles of Manifest Destiny in the first topic in the discussion in Module 4. This is tied to Outcome & Competency 1.C. Out of the 5 students enrolled, 3 students responded and adequately	I will continue to ask students to explain the major principles of Manifest Destiny.

	explained the major points of the concept of Manifest Destiny. 2 students did not respond.	
Analytic Geometry-Calculus I	After leading the class through an example of an optimization problem, I had the students attempt one on their own. After a few minutes, I walked around and checked students work. It appeared that the majority of the students were struggling at the same point in the problem - knowing which function to differentiate.	After I walked around, I completed the problem on the board with the help of some individual students. The next class period, students were paired up and asked to complete a similar problem together. Partners were able to clarify or correct and complete the problem successfully.
Analytic Geometry-Calculus I	The CAT that I used was the “muddiest point” for all modules (8 modules total, covering 5 chapters).	I have been responding to many of the muddiest points in previous classes. I plan on being more patient and allowing the students to post responses to their classmates. I will also more proactively encourage students to post when other students have questions posted.
Analytic Geometry-Calculus I	I conducted a muddiest point for each module that allowed students to provide their comments to a chat board where they could discuss issues with their understanding of the material.	I will continue to provide this resource. In the future, I will try to advocate for its use more than in the past. I want the chat room to be a place for the students to help each other, less of a place where I interject.
Analytic Geometry-Calculus II	I did a Muddiest Minute in each Module. Most students had questions about the Shell and Disc Methods; there were a few more questions about Series.	I created a few instructional videos in Panopto for Frequently asked questions.
Analytic Geometry-Calculus II	I did a Muddiest Point in each module to help assess where students are having difficulties. I asked students to fill out a form in the course shell using quick responses to one question: “What was the muddiest point in a unit?”	I addressed these issues by proving resources and contacting students.
Analytic Geometry-Calculus III	Muddiest Point Thread in Module 3. One of the themes that came from the thread was domain of a function in more than one variable.	I asked some probing questions to help guide the students in their logic.

Anat/Physiol-PreHospit Provide	Muddies Point Chapter 8 - CNS System - it was about a 50/50 whether the students understood the various parts of the endocrine system.	This is one of the more difficult systems to grasp, as there are so many parts so I have been trying to find ways to get students to remember the different glands and their functions. Some classes do really well and others are about 50/50. I've come to the conclusion it is how motivated the student is
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. In addition, 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 asses evaluation – an important component of critical thinking - as student identify the advantages and disadvantages of a given plan or idea.
Anatomy & Physiology	I use a Categorizing Grid to provide me with a snapshot of the students' "sorting rules". This feedback allows me to determine quickly whether, how, and how well students understand "what goes with that"	I use a Categorizing Grid to provide me with a snapshot of the students' "sorting rules". This feedback allows me to determine quickly whether, how, and how well students understand "what goes with that"
Anatomy & Physiology I	Muddiest point forum: It is located in Module 4 under the content item link labeled Muddiest Point Forum.	This session had all positive comments, so there was not anything that jumped out to be dealt with immediately. The one adjustment I made was in response to one student who indicated they were worried about getting more time on the final exam. I dealt with this through an email to all students reminding them that the final exam was NOT cumulative, hence the reason they got the exact same amount of time on the last exam as the others.
Applied Music Indiv-Bass	80% proficiency in 3 attempts with 6 areas of instruction per lesson.	Students show noticeable bnm improvement with Smart music computerized assessment.

Art Appreciation	<p>Face to Face CAT: Knowledge Probe; Question asked; Who was Saul Bass.</p> <p>This question was asked prior to the Graphics presentation. 100% of the class did not know the designer and innovator of motion graphics used for title sequences in motion pictures.</p>	<p>100% of the class did not know the designer and innovator of motion graphics used for title sequences in motion pictures.</p> <p>One class later the CAT was repeated. 80% of the class retained the knowledge needed to correctly respond to the question; Who was Saul Bass?</p>
Art Appreciation	<p>I wanted to find out if students are using the vocabulary key term list to study for assignments. I asked "Did you study and use the key terms in the Architecture writing quiz? Why or why not? The CAT is located in Module 15. 14 students responded.</p>	<p>3 students did not use the key terms to study. 11 students used the key terms to study. Having the key terms listed in each module is an effective way to focus on the "Key terms." I will continue to enhance the key terms portion of each module.</p>
Art Appreciation	<p>Module 15, C.A.T.</p> <p>Knowledge Probe: Did you study and use the key terms in the Architecture writing quiz? Why or why not?</p>	<p>About 8 students responded. Most students used the key terms within the module writing assignment. Some expressed regrets having not used more of the key terms.</p> <p>Key terms will continue to be stressed from the beginning of the course to the end.</p>
Art Appreciation	<p>The CAT is located in Module 15. 17 students responded to the question asked: Did you study and use the key terms in the Architecture writing quiz? Why or why not?</p>	<p>Students who responded they did use key terms have scored higher than their class peers on the Module 15 writing assignment.</p> <p>I will continue to encourage students to use the key terms to raise their scores on writing assignments.</p>
Art Appreciation	<p>Module 1, In Class Classroom Assessment Technique,</p> <p>Respond in writing to the question asked. "Name three types of artist's."</p>	<p>No evidence of preparing for class. Most students had incorrect responses. In future classes, stress the importance of the outside class reading assignment to prepare for in class participation.</p>
Art Appreciation	<p>Located in Module 1, CAT, Question asked; Did you use the Quizlett link to learn this weeks vocabulary? If so which component of Quizlett did you find the most effective? (Flashcards, Games?)</p>	<p>A majority of the students said they use the quizlett, I will continue to add quizlett to the modules to help students understand the course vocabulary.</p>

Art Appreciation	Knowledge check: Did you study and use the key terms in the Architecture writing quiz? Why or why not?	5 of 6 students responding indicated they did use the key terms. The key terms will be used in future classes to enhance learning within each module.
Art Appreciation	Module 11, Background knowledge probe: "Who is your favorite movie director?" Almost all students had a response.	Plan to incorporate student responses into the unit presentation.
Art History Survey I	Face to Face CAT, Knowledge probe relating to the presentation in Module 1, Key Terms (Formalist Vocabulary). Question asked, What are some of the visual elements used in "Bison with turned Head?" About a third of the class responded incorrectly by identifying content instead of the visual elements of line, shape, and color.	I will continue to ask this question to help the majority of students identify the visual elements in a work of art.
Art History Survey II	Second day: in class CAT. Background question probe: What is Art History? Seven of nine students responded with personal opinion, two students cited information from the textbook reading assignment.	Stress the importance of completing the reading assignments before the class. Students were made aware of the importance of reading the course text before the class in order to have a better understanding of the concepts presented. This change facilitated better discussions in the class.
Astronomy	After discussing the stages in the evolution of the sun, I asked students to arrange images of the stages chronologically. Many students confused protostars and planetary nebulae.	I will have the students construct a timeline of stellar evolution, arranging the stages in order during the lecture time.
Astronomy	After discussing the motions of star in the sky, I quizzed the students. Many were still fuzzy about how and why the stars move across the sky, so we did an activity with simulation software to help reinforce the ideas.	More use of sky simulation software will be included to strengthen intuition about this topic.
Aural Skills I	(Audible/nods) When taking harmonic dictation, students were asked to listen for the bass line played on the piano and then to sing it aloud	In the early stages of harmonic dictation, the students will sing back the bass or soprano line

	immediately afterwards to verify audition accuracy before attempting to identify the chord progression. A second playing allowed students to correct their tonal memory before determining the chords. Successive repetitions allowed students to verify their answers.	more frequently before being asked to adulate it silently.
Aural Skills II	Students demonstrated failure to aurally discriminate between major/minor 6ths and 7th intervals. Students shared individual strategies for identifying the intervals and were assigned a computer drill. During the next class, students were reassessed verbally to identify the problematic intervals and an improvement of approximately 40% was observed.	Next year, students will have more computer drill on intervals required as part of the course load.
Aural Skills III	80% proficiency as baseline for Aural Skills concepts. Use Auralia and Musition for computerized assessment.	Students are performing at 90%+ proficiency. Will continue face-to-face technique prior to assessment.
Automotive Air Conditioning	I used the muddiest point for assessment. This occurred in the shop during hands on instruction,	Found that students were pretty comfortable and I was satisfied with answers. Largely the need for more class time was the biggest need. I do intend to look at scheduling changes for next Fall.
Ballroom Dancing I	Toward the end of class, I asked the students with which dance step they were having the most troubles. We then reviewed those steps together.	I will ask students to demonstrate the steps for each other more often -- both to demonstrate their own mastery and to help teach the other students.
Basic Algebra	I did a muddiest point which is located in Modules 2 and 5 in my shell. In addition to that, I do a muddiest point at least twice a week for the 6 weeks of this LSEC class. I also do a quick background probe at the beginning of each unit.	In a few of these muddiest moment and probes, I had to reteach certain portions of a lesson. I also spend the first 5-10 minutes of each lesson answering questions on homework.
Basic Algebra	I did a muddiest point after (Chapter 3, 5 and 8) and discovered which points were the most difficult for students to learn.	I had to spend a few more days re-teaching quadratic equations and linear applications. I plan

	I went through all the responses and sorted them into piles containing groups of related muddy points .Linear applications and solving quadratic equations piles had the highest frequency .Most of them had the same issues.	to pay close attention to those sections the next time I teach Basic Algebra.
Basic Algebra	I did a Muddiest Point at the end of each unit in class. I also did a Muddiest Point in two Modules of my Canvas Shell. Most students had issues with writing equations of lines.	I had to reteach finding equations of lines, when you are not given the y intercept. I saw a significant improvement in the grades after that.
Basic Algebra	I did a Muddiest Point to help assess where students are having difficulties. I asked students to fill out a form in the course shell using quick responses to one question: "What was the muddiest point in a lecture, homework ,test, quiz or assignment?"	Based on the muddiest point. I either did some re-teaching or gave a tutorial to clarify what students were unclear about in the unit .
Basic Algebra	I completed a head nod test to determine if the students understood the quadratic formula. I stated, "to use the quadratic formula the equation must first be set equal to 10, right?" Most quickly recognized the error.	The C.A.T. allowed me to confidently move forward with the lesson plan.
Basic Algebra	Tests as well as Muddiest moments and other feedback from students	Clear up the instructions on the Panopto recordings and the My Math Lab.
Basic Algebra	Students to take part is discussions to help improve the class.	Additional power points were added to help students.
Basic Applied Mathematics	I incorporated a head/nod test in the lesson plan to ensure that the students understood how to set up proportions. I stated that we do not need labels to ensure proper set up, most students quickly recognized the error in reasoning and corrected my statement.	As a result of this C.A.T., I was able to confidently move forward with the lesson plan.
Basic Applied Mathematics	Feedback from students on line, email or is in person	Adjust and use additional info and sheets to help the students.

Basic English	I used the walk-about. After helping the students, I noticed that they wanted to use words in prepositional phrases as the subject or verb. I stepped back and for a couple of days, we worked in the prepositions. Then I continued with the subjects and verbs. What a difference!	I stepped back and for a couple of days we worked with the prepositions. Then I continued with the subjects and verbs. What a difference
Basic Incident Command System	I use a muddiest moment in Module 5 called "What Concept" in a discussion forum.	NIMS/ICS is in the process of an update. Once it is rolled out completely, this material will need to be updated.
Basic Nutrition	Daily, I used Audible Nods; I also implemented Suggestion Box, Student-Generated Quiz Questions, and we will play a Jeopardy-style review game ahead of the Final. This class, unlike prior HOME 1501 courses I've taught, were very curious about the "why" involving the physiology and chemistry of nutrition, so I provided additional information, then added thought/application questions to provide additional insights and to spur additional queries.	Implementing a pre-class questionnaire will help me better meet their goals above and beyond those specified within the learning objectives. It will also help me tailor lectures to their individual fundamental knowledge levels and help them recognize that their instructor is interested in not only delivering material to meet the course learning objectives but also in providing additional information to meet their individual interests.
Basic Nutrition	Daily, I used Audible Nods; I also implemented Suggestion Box, Student-Generated Quiz Questions, Quiz Correction, and we Jeopardy to review for the Final. This class, like a recent HOME 1501 class, was very curious about the "why" involving the physiology and chemistry of nutrition, so I provided additional information, then added thought/application questions to provide additional insights and to spur additional queries. I found this to be successful and their quiz performance was enhanced.	Moving forward, I plan retain the aforementioned CATS, and also to incorporate Anonymous Question Submission and What is the Principle? to increase students' opportunities to ask questions and to emphasize the "real-world" application beyond the classroom. Thanks!
Basic Nutrition	I asked what they had difficulty with at the end of the course and some thought that course had too many essays.	I will not adjust this since I believe essay writing is an integral part of college courses and many

		students do not perform well in this area and practice is the only way to improve
Basic Nutrition	I added a "CHANGE IT" section to get the input of the students in the short session to see what activity or class aspect they would change.	The answers varied and a few students would change a particular thing but none stood out as if they needed to be changed. I will use this again and see if there is a pattern.
Basic Nutrition	I changed the instructions for the UNIT 2 activity after the last session per the student's responses. It went a lot better. Students completed the activity with fewer issues and less mistakes.	I may add extra examples to the activity in unit 2 in order to make it even clearer since some students still seemed to have difficulties
Basic Nutrition	I did an honesty moment. Some students want less work or more time on tests. No agreement on what should be removed. Some suggested clearer instructions on some assignments	I will adjust some instructions to read differently to see if it helps understand activities better
Basic Nutrition	I noticed students had problems with the procedure for the activity for UNIT 2. I explained to some individually what was needed and where to find it.	I will expand the instructions with more specific details on where to find the information.
Basic Nutrition	Students had trouble with the instruction on unit 2 and where to find the information. I explained to some individually what was needed	I will expand the instructions to make it easier to find the information needed
Basic Nutrition	Students seemed to have trouble with the procedure for Unit 2. I explained individually to what information they needed and where to find it.	I will re-word the instructions and add information to the activity.
Basic Nutrition	The honesty moment. Students suggested I re-write some instructions for certain activities.	I will re-write some instructions to make it easier to understand
Basic Nutrition	Honesty moment. No consensus on removing an activity. Clarification on instructions was suggested.	Will clarify instructions in the activities suggested
Basic Pharmacology	Muddiest moment is placed within this course shell in Module four.	I continue to monitor to see which issues and chapters cause the most difficulty. This time there

		were no major issues with content or understanding of the material.
Basic Pharmacology	This class is session one in BOL, I use muddiest moment to assess learning deficits.	Found some were confused in the order of assignments as well as chapters we do not cover. Explain in the course introduction what is going to occur.
Basic Pharmacology	This was also a muddiest moment in Module 4 to ascertain what has been most difficult to understand.	The question most often asked was in formatting the essay questions so that has been fixed for Fall 2018.
Basic Reading	I asked students to write a quick response to the question "What was the muddiest point in today's lecture over thought patterns. I then clarified missed concepts.	Course strategies usually will not be changed by this type of CAT. It is very helpful to verify if students understand lecture material as soon as it is delivered.
Basic Reading	I did a muddiest point survey. After getting the students' feedback, I went over points for clarification.	Muddiest point helps address each class uniquely. The points that are clear for one class may not be for another and vice versa.
Basic Skills Emergency Manager	I consistently track missed assessment questions, as well as, reoccurring questions asked during the course. At the end of the session, I return to the material and make adjustments as necessary.	Questions and assignments will be reworded or multiple choice answers changed based on the material provided and high missed questions or repetitive questions over the same topics.
Beef Cattle Operations	Students were asked to discuss their ideas about a video and to answer questions in regards to course content that was taught that week.	The students responded well with answer questions about the video and then relating the material to the course content. More activities like this should be implemented to help students gain that realistic application of the material and to help me assess the student.
Beef Cattle Operations	I asked students to identify hazards in the OSHA content page and to explain how they could be managed according to guidelines we had gone over in class.	Students did well but needed more insight into management of hazards. More examples of how to manage will be gone over.
Beef Cattle Operations	Asked students to draw a beef cattle facility with given parameters and then asked students to redraw after lecture over beef cattle facility.	The students needed further clarification on new technologies available to the beef industry.

Beef Cattle Production	I had students create flashcards to help with memorization of facts discussed in class and then I "tested" the students using the flashcards to see how much information they had retained.	The flashcards provided useful opportunities for repeated verbalization of the information. The students designing the cards also allowed them hands on opportunity and they responded well to the activity. To enhance this activity in the future, it could be utilized more but if it could be used on a more individual basis would probably be more effective.
Blueprint Reading - Welding	I questioned students on math skills (mostly fraction) and reading a tape measure. I noted this would need to be a point of training thru entire semester.	I went to Fastenal and received a donation of tape measures, drill and thread templates for next semester. I also brought from home different metals and bolts (both sae and metric). I gave numerous fraction quizzes even after we finished those chapters, because during our semi-annual advisory board meeting, reading and understanding fractions was stressed by employers.
Business & Economics Stats I	I did a muddiest point located in almost every module	Distribution was identified as an issue. Additional videos were developed to supplement the topic. Based on the following homework assignments, the issue seems to be handled.
Business & Economics Stats I	Muddiest Points done in most modules. Issues with identifying Inferential vs Descriptive Statistics were identified.	Additional information was added to the course and chapter FAQ for clarification. Homework results indicate the topic made sense moving forward.
Business & Economics Stats II	Data: Muddiest Point information collected. Issues with R-Charts was identified	Response: Additional lecture videos were created on the topic Result: Improved grades on resulting homework assignment
Business Admin Procedures	Muddiest point done in Module 7 (label EC CAT): student identifies muddiest point for review and then student is given additional material and information to clarify material.	I use this CAT in all online courses to identify individual needs and then provide reinforcement material to address those competencies that are continually identified.
Business Calculus	I did a Muddiest Point in each Modules of my Canvas Shell. For this class one of the Muddiest	I could not help a lot of them and I directed them to our technical team and also Canvas and Pearson

	Points was the use of Panopto and Purchasing MML. They had a lot of teething problems in the use of this software. In addition, there were quite a few questions about Chain Rule.	help .Most of their issues were resolved. I also created a few instructional videos in Panopto for Frequently asked questions.
Business Calculus	Topic: Determining intervals of continuity CAT: Documented Problem Solving/Walkabout Data: 70% of the class got the problem correct	Action: Noting the errors made by those who missed the problem, on the next example I was quick to point them out and how they can be avoided. This CAT was used again resulting in 100% of the class getting the correct answer.
Business Calculus	I did a muddiest point in each module. This can be found in the each module of my course shell. Students were free to right about any part of the Unit that they had issues with. They were also encouraged to Use the ask my instructor feature on MML in lieu of the Muddiest Point.I read through all the responses.	Most students had issues with the Chain Rule. I had to solve a few more examples for most of the students to explain how the chain rule works.
Business Calculus	I did a Muddiest Minute in each Module of my Canvas Shell. Most students had issues with the Chain Rule ,Limits ,Advanced Derivative Rules and Integration. There were also a few problems from about Panopto and MML.	I directed them to Pearson and Canvas help. I also created a few instructional videos in Panopto for Frequently asked questions.
Business Calculus	I did a Muddiest Point, which is located in each module in Canvas. Based on the information gathered ,the chain rule was a big issue for the students in that online class.	I made additional instructions notes for various topics especially Chain Rule.
Business Calculus	I did a muddiest momment, which is located in all Modules under the label Muddiest Points.	I had to solve and email samples of problems from a few Units to Students.
Business Calculus	I did a muddiest point in every Module of the course shell. There was an incentive of points that made the participation very high. The issue my students had varied. Some of the issues were related to the course material and some were about logistics.	I addressed these issues in different ways with varying results.

Business Communications	I start every class with a discussion to determine the life context for every student. All students have a context that will help them relate to the course matter. Some students are more difficult and do not understand how they can relate to the course. That involved further course discussions to help them relate to the course.	There are always things I can do to improve. I rely on student input and performance to help me determine what works and does not work. I make adjustments accordingly.
Business Communications	I implemented a head/nod test, stating to the students, "when communicating we should always remember the "I-attitude" and consider the sender when constructing a message." Correct? Most students were quick to catch the issues with the statement and were able to explain that the, "you-attitude (1) is required when crafting messages, it reminds us to consider our audience(2)."	Performing the CAT, allowed me to confidently move forward in the lesson plan.
Business Ethics	I did a head nod test. Stating, "In regards to universal-ism principle, the ends justify the means, correct? Most students quickly realized that this is a tenant of utilitarianism, not universal-ism.	The results of this particular C.A.T. provided the information that I could confidently progress with the lesson plan.
Business Law I	Muddiest point (Extra Credit CAT) located in Module 16 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. This CAT works great for online classes to identify individual needs.
Business Law I	Muddiest point located under Module 16 - Extra Credit CAT - for final preparation.	Reinforcement material and assignments were given to address muddiest point. Additional information will be added to class for content improvement.
Business Law I	Module 16 - Muddiest Point listed under Extra Credit CAT - each student indicates their muddiest point when preparing for the final.	I will continue to add additional material for the most indicated concepts. This helps me to see where the weaknesses may be in my course.

Business Law I	Muddiest point for final exam completed in Module 16 for preparation of final.	Each student gives me ideas where I need to add supplemental material for those concepts they need clarified.
Business Law I	I use the muddiest point for my CAT and I applied it to distinguishing between torts and crimes.	I believe it is about time to change CATs as students appear to be doing well on this one.
Business Law I	I use the muddiest point for my CAT and I applied it to determining the difference between criminal law and tort law.	I am beginning to see the results I had hoped for.
Business Mathematics	I did a Muddiest Moment, which is located under Module 2 of MATH 1819, and was labeled as such. I created it as a Discussion Link, where students gave feedback on their course progress.	For the most part, students did well in adjusting to the objectives set forth by the course. The format made it easy to navigate and brought about student success in the overall course. I had one student who stated they struggle with word problems, so I am considering placing a few resources on strategies for how to extract important information from context clues.
Business Mathematics	I did a muddiest moment, which is located in Module 2 as a discussion thread.	I only had one student in this class and no feedback was given. I also taught a 17 week Math 1819 class along with this one, in which I decided to provide more resources on fractions the next time I teach this course.
Business Mathematics	I did a muddiest moment, which is located under Module 2 as a discussion thread.	From the CAT data it seems as if many students had trouble with fractions. In the next course, I will implement more resources to help students through the course content covering fractions in the early modules.
Business Mathematics	I did a Muddiest Moment, which is located under Module 2 in the Discussion threads.	I addressed student needs based on the feedback received from the Muddiest Moment discussion threads. In addition, any additional issues with the rigor of the course will be adjusted for upcoming semesters.

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 am still not getting the best results. They are better but not the best. Therefore, I will tweak this a little more.
Carpentry Basics	I made up some sample problems on Module 7 to help see if the students understand the slope and pitch of roofs and worked them on the board with the students then had them do some on their own and checked their work.	I think I will change the information put on the board before I start the lesson and make the students find less variables at a time.
Carpentry Basics	Before giving a test over calculating materials, I gave a practice test to evaluate what parts of the section the class as a whole was not picking up.	I found that I have to cover better how to calculate the volume of concrete in a foundation, especially how to read foundation plans.
Case Management in Corrections	Under Unit 4 and end of course, I asked students for most and least helpful activities and muddiest moment in the course.	Students would like to see more case plan examples and fewer quizzes. I would like to develop more case plans to replace the quizzes, which do not seem to be helpful.
Case Management in Corrections	I used a muddiest moment, which is located in Unit 4 under content item link labeled Mid-Course Reflection and Unit 8 under content item link labeled Course Reflection.	I will review use of fewer quizzes and increase use of case studies.
Ceramics I	Face to Face CAT, During the first three meetings, Question asked at the end of the evening to review the main lesson, What are the three stages of physical dehydration?	I will continue to ask review questions at the end of the evening to help in retention of the knowledge covered within that class. Focusing on dehydration, the first week the majority of students helped each other remember the three stages of dehydration. By the second meeting the majority of students were able to respond on their own and by the third meeting all students with the exception of one remembered the three stages of physical dehydration.
Ceramics I	The concept of dehydration was introduced the second class. A knowledge probe was used to assess if students remembered the three stages of physical dehydration. The question was	Only half of the class could respond correctly. This prompted a repeat demonstration. Each project needs to begin with the explanation of physical dehydration and how to identify each stage of

	asked, "What are the three stages of dehydration? Only half of the class could respond correctly.	dehydration. By the second project each student in class was able to identify the physical stages of dehydration.
Ceramics II	Student was asked, What are the components of a glaze?" Did not know.	Introduction of glaze components has to take place earlier in the semester. Student was informed of the components of a glaze.
Child Abuse and Neglect	For this face to face class, I had students write something on a blue sticky note and slap it on the door as they left the classroom. This sticky note was to contain any questions they still had about the unit -- that they wanted to review the following class during the test review.	This was very interesting. I had one question that reoccurred 3 times. This indicated to me that I needed to spend a little extra time so that the class all had the same information before the test.
Child Health-Safety & Nutrit.	It is located in week 5, under CAT. What was your muddiest point?	They wanted more information regarding neglect vs. abuse. I will add some video to address this issue.
Child Health-Safety & Nutrit.	Face to Face Class. I asked students to write 2 test questions with the correct answers - that were not on the test but the student thought they should have been.	I will be updating the quiz with a couple of new student generated questions.
Child Play and Games	Students wrote one or two areas from the unit that they thought they knew well enough to peer teach. We broke into pairs and allowed students to teach for 5-8 minutes.	I decided to then let the "student" in the pair turn around and "teach" the peer that originally instructed them plus another pair of students. And then lead a discussion on the "area" taught. Wow, the discussion was excellent. Now I will do this more often.
Child Play and Games	This online class is where students wrote a question in the discussion thread. This question had to be a higher level question using Blooms Taxonomy. The question author had to moderate the peer responses and keep the learning moving.	Some students did an amazing job motivating others to be creative and think outside the box. Directing the discussion into the direction, they envisioned. It was fun watching the powers of persuasion and value added to the discussions.
Children's Literature	Students were not clear on the function of character in a novel.	I created a worksheet for which students needed to answer specific questions about characters in the novel and discuss the answers in class.

Choir	In rehearsal on March 14, students were individually graded on a 16 measure example of "Ave Verum Corpus" by Mozart using a Likert scale assessing pitch, rhythm, breath, diction, and tone. Notes were compiled by myself and students to assess which measures needed attention in the next rehearsal. Following that rehearsal, students were assessed again within their voice sections to determine mastery of the measures.	The following rehearsal resulted in corrections of the errors presented in the March 14 rehearsal.
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.	Students should write a sentence explaining how they could improve their performance.
Class Voice	Each singer was asked to sing a four measure phrase individually in order to determine who was having difficulty with the questionable note. Then, all singers were asked to sing that particular part in unison repeatedly (10 times) to create new muscle memory. Once accuracy was ensured, singers were asked to resume their assigned part with the corrected note.	In the future, singers might be asked to render their part individually sooner in the process to verify accuracy so that mistakes are not engrained.
Class Voice	Students rehearsed an acapella piece in the Gallery for the benefit of a different acoustic environment. A student recorded the rehearsal on their phone and we listened to it immediately afterward to assess tone quality, pitch accuracy, and rhythmic accuracy. Upon hearing for themselves, the students comprehended what I had been instructing them in terms of a lightness of tone quality. Subsequent rehearsals improved as students used their light vocal mechanism.	I will employ this technique more frequently in subsequent semesters, and set up a playback system in the regular rehearsal space.

Coaching Advanced Soccer	I used most of the knowledge from my previous experiences as a soccer coach to influence my students.	I will try to use more powerpoints and encourage more discussion with the group as we go into this Fall.
College Algebra	I did a muddiest moment which is located in Module 2 and Module 5 under content item labeled Muddiest Moment #1 and Muddiest Moment #2, respectively.	Many students voiced their concern over the amount of work in a 4 week course and I responded to each student that the course content does not change even though the time of the course is significantly less. Many students also suggested that for the 4 week course that I possibly open more assignments at one time and allow them to close at the end of the semester so I may consider something like this for future Intersession courses.
College Algebra	During the semester, I perform a walk abouts for each lesson taught to reinforce concept and outcome. If any students had trouble with a specific step, I would stop and work individually with that specific student, work through that particular step and assign another problem until that student had mastered that problem.	This is important for concept retention and course sequence for students moving on to higher level math. In most cases, the initial percentage of students that were able to perform a task ranged from 70-80% of the task. When asked to repeat the task the percentage increased to 80-85% and allowed students to go home and perform HW skills without assistance. During the next class period, the previous skill is used as a warm-up.
College Algebra	I used a Muddiest Moment which is located in Module 2 and Module 5 labeled Muddiest Moment #1 and Muddiest Moment #2.	Students suggested that more assignments open at one time and close towards the end of the semester since the semester was so short. I might entertain that idea the next time I teach an Intersession course. Students also complained about the amount of work in a 4 week class but I explained to each student that the amount of work does not change, only the time in which they took the course and they seemed to understand I hope.
College Algebra	Under Module 2, I did a muddiest moment label Muddiest Moment #1.	Student responded that they would like to see more videos, in addition to the ones already assigned. I purchased a full access ShowMe subscription (which I already had a free trial one)

		and have continued to make and post quick videos on concepts that students reach out to me about. I have put this link in my Announcements tab, as well sending messages to students with a ScreenCast video of how to access them.
College Algebra	I did a Muddiest Moment which is located under the discussion threads, labeled as "Midterm".	The thread was used to answer questions about the midterm, and it was soon discovered that there was technical error from the TestGen plugin created by Pearson. I made adjustments by reformatting the Final Exam by taking questions directly from MyMathLab instead of using TestGen. It made for a much smoother ending to the course.
College Algebra	During the last few minutes of class, I asked students write down any topics or specific problems that they would like to review in order to prepare for the next test.	I reviewed the problems and topics the students shared on their papers, and the next class we spent 30 - 40 minutes going over those problems. Some of the problems were worked out by other students, and I did the ones that no one felt confident doing. The problems included solving logarithmic equations and condensing logarithms.
College Algebra	I did a muddiest moment which is located in Unit 2 of College Algebra under the Modules tab in Canvas.	I obtained very little student feedback from the results. In future courses, I am going to implement the muddiest moment during every class week and make it a larger portion of the overall grade. This will generate more student feedback and drive changes in instruction to adapt to student needs.
College Algebra	Under Module 2, I did a muddiest moment labeled Muddiest Moment #1.	Students asked for a more problem based Midterm Exam review instead of just the objectives covered which I already had posted. I assured them that I heard their concerns and feedback and I created a problem based Midterm and Final Exam review and put them in the appropriate modules.
College Algebra	I did a muddiest moment which is located in Module 2 after the Module 2 Exam. It is labeled Muddiest Moment #1	None of the students that completed the muddiest moment said they had a problem "using" MyMathLab or Panopto. They did suggest

		additional lesson videos built into MyMathLab. I am working on making and uploading additional videos now to help them better understand the material.
College Algebra	Background Knowledge Probe at beginning of week through email. Only 8 of the 18 students replied as I did not require it for a grade. Of those 8 I was able to send additional information based on their answers. These 8 scored an average of 3% higher on the exam compared to the 10 that did not respond or get the additional information.	Need to make as part of the grade to get more students to respond or I need to stress the importance of replying back to the email. I could also make a threaded discussion in the course but I was not sure students would be as honest if it was open for others to read.
College Algebra	I did a muddiest point which is located in almost every Module in my course shell. In addition to that I do a muddiest point at least once a week for the 6 weeks of this LSEC class. I also do a quick background probe at the beginning of each unit.	I have on numerous occasions retaught some aspects of lessons. I did that in Modules 4, 5 and 6. One other way I address issues and clarify key points in my lessons is to answer homework questions in the first 5-10 minutes of class.
College Algebra	I did a muddiest moment which is located in Module 2 in Canvas labeled Muddiest Moment #1.	I found that many students asked for more direction on using Panopto so I provided a screencast from start to finish on how to use Panopto in addition to the written directions that I had provided.
College Algebra	I did a 'Suggestion Box' for College Algebra. I gave each student a sticky note and asked them to write all of the ways to solve a polynomial. They left this on the board as they left that class. I reviewed these to make adjustments for the next class period.	After reviewing their responses, I noticed that many forgot about the option of using Rational Zero Test. We then reviewed this, as well as the other options, the next time we met.
College Algebra	I did a muddiest moment, which is located in Module 2 under content item link labeled Muddiest Moment.	Students voiced concerns for additional videos and I sent them the information for my ShowMe page where I have created and uploaded additional videos for multiple topics.
College Algebra	I did a Muddiest Point at the end of each unit in class. I also did a Muddiest Point in two Modules	I spent a few 15 minutes before lessons to reteach Piecewise Functions. The scores for the second

	of my Canvas Shell. Most students had issues with piecewise functions.	attempt on the homework for Piecewise Functions increased significantly.
College Algebra	When I taught Synthetic Division, I asked the class if they remember the process for the specific problem I had on the board. Most students nodded so we proceeded with the problem as a class.	Based on this Audible/Nod C.A.T., I did not have to spend the time re-teaching this method. We could simply review the process and reasonings and then move on
College Algebra	For this year's courses, I was very vanilla in my teaching. The students had not had a good experience with math during the 2015 - 2017 school years. My instruction methods were basically Me modeling, students help the teacher and then students work on their own with me as the teacher watching and correcting as needed	This worked for this group of students. Next year's students will have a much stronger background and I will be able to vary instruction techniques.
College Algebra	I did a background knowledge probe to see what my College Algebra students remember about evaluating logarithmic functions. Since I taught these students two years ago in Algebra 2, I knew what they had learned. What I wanted to find out was how much did they remember.	I found out that the students just needed a few examples to remind them of the definition logarithmic form and exponential form.
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 via email and through gradebook comment box as I'm not sure everyone goes back and reads the posts
College Algebra	I did a background knowledge probe before teaching a unit on finding the solution of a system of inequalities. The students did not know how to show the solutions to a linear inequality on a graph, which was a necessary skill for this objective. We had to practice before the lesson could be mastered.	I will spend more time graphing linear inequalities so this skill will be more available during the system lesson.

College Algebra	I did a muddiest moment, which is located within each module of the course as a discussion thread.	I made improvements by providing students with resources that addressed each specific need.
College Algebra	I did a background knowledge probe on Applications of Quadratic Functions and their graphs. I gathered from the probe that my students were struggling with finding the vertex and its applications.	I emailed a few students with material that helped them to understand the section better.
College Algebra	I did a muddiest point activity following a lesson on graphing system of inequalities. The students were most confused about deciding which side of the line to shade.	We discussed using a checkpoint to help determine correct solutions the next day.
College Algebra	I did a muddiest point in a few Modules of the course shell. I also did a lot of background probe on a few essential topics. The issue my students had varied. Most of my students struggled with applications of quadratics functions. I addressed most the issues by re-teaching and individual tutoring.	The grades on the exams were better than what they obtained on the homework.
College Algebra	I did a muddiest moment which is located within each module of the course as a discussion thread.	I provided each student with additional resources based on individual needs.
College Algebra with Review	The students were assigned to watch a video over the next course topic, and at the beginning of class, I wanted a quick assessment to determine if the students had in fact watched the video. I distributed notecards to each student and put 4 problems on the board for them to solve. After 3 - 5 minutes, I picked up the cards and quickly scanned through them to determine if anything needed to be clarified.	After flipping through the collected notecards, I quickly determined that the majority of students did not understand how to condense logarithmic expressions. I spent the next 15 - 20 minutes working the problems out on the board with the students and talking about the mistakes that I found on their cards.
College Chemistry I	I did a course survey, which is located in Module 7 under the content item link Course Survey	Overall, comments regarding the course were positive. I recently changed to an embedded

		version of the OEM text, so I think more students are reading it when it is in the classroom. The hardest to understand topics are still the math-heavy topics (stoichiometry and energy), so I am working on making more videos that work out the example problems. I switched to a new lab kit this summer and the instructions were a bit vague so I will be rewriting the labs for future classes.
College Chemistry I	I did an anonymous, which asked general questions about the course content and text, which is located in Module 7 under the content item link labeled Course Survey.	Based on the results of this CAT and the one from my session 1 course, the students are generally happy with the course. They continue to have issues understanding the theoretical chemistry and thermochemistry topics, especially if there is a lot of math involved. For all of my CHEM 1806 courses, I am planning to add in more videos and I would like to add in other interactive simulations that may aid in the harder to understand topics.
College Chemistry I	I did a course survey, which is located in Module 7 under content item link labeled Course Survey	Thermochemistry, stoichiometry, and gases seem to be the hardest topics for students to grasp, as they are very math based, so over time I would like to add in more example problems. I am in the process of converting the online textbook into wiki pages embedded within the modules, and I ultimately plan on adding videos for all of the example problems provided in the text (likely won't be done until sometime in Fall 2018 semester).
College Chemistry I	I did a survey which is located in Module 7 under the item link labeled Course Survey	Overall, the students appear to be happy with the course. I continue to see issues for particular topics (stoichiometry, thermochemistry, and atomic theory), which I plan to address in future courses. I would like to add more math review (as many students seem to have trouble with the calculations) and more videos (either my own or

		other YouTube videos, such as Khan Academy) to future sections.
College Chemistry I	I did a course survey, which is located in Module 7 under content item link labeled Course Survey.	Students seem to have issues with the same general topics as previous courses. I have provided more outside video resources for the students, but I would still like to incorporate more of my own videos showing more advanced example problems. I have had several comments regarding issues with/dislike of the labs. I will be switching out the labs in the summer session.
College Chemistry I	In this class, I implemented Audible Nods, Suggestion Box, Exam Evaluations, Student-generated Questions, Quiz Correction, and Jeopardy Review.	In the future, I plan to retain the aforementioned CATS and include a Pre-test, Muddiest Point, and Peer-Review. Based on student feedback and performance, Audible Nods, Suggestion Box, Exam Evaluations, Student-generated Questions, Quiz Correction, and Jeopardy Review appear to be effective CATS.
College Chemistry I	<ol style="list-style-type: none"> 1. I have provided students with 'muddiest point' moments at the end of modules 2, 4, & 6 respectively. 2. I have given students an opportunity to 'Meet the Instructor' online if they had no clue on how to work with labs and multimedia activities 	<ol style="list-style-type: none"> 1. I would like to modify a few assessment items in Pre-Post test to best fit the curriculum goals. 2. I would like to start giving students a chance to attend 'meet the instructor' online at least once in two weeks so, all students will take advantage of this meeting.
College Chemistry I	Daily, I did Audible/Nods and tailored lecture to meet their level of comprehension. Daily, we also worked numerous in-class problems so that I could evaluate students' progress and help them work through the material. I implemented Suggestion Box and Quiz Corrections, student-generated questions. At course completion, we played Jeopardy to help prepare the students for the final exam and to identify areas that required clarification.	If I were to teach this course again, I would implement the aforementioned CATs; they appeared to have been effective. I would also include Muddiest Moment. Thanks!

College Chemistry I	I did one 'Muddiest Point' each located under every Module. These muddiest points focused on Chapter feedback as well as feedback on online resources from a textbook.	One of the muddiest points talked about 'clarity' in the laboratory experiments. I modified lab reports with student-friendly instructions.
College Chemistry I	I used 'muddiest points' in the course to provide students an opportunity to voice their opinions and to make this course a better learning experience.	The 'muddiest point' discussions helped me understand preferences and made adjustments as per comments.
College Chemistry I	I did the muddiest point, which is located in module 6 under module 6 discussion.	Emphasis needs to be placed on stoichiometry. More videos and more homework questions need to be added.
College Chemistry I	The CAT I did is located in module 6 and is the muddiest point. The discussion on enthalpy confused most students especially Hess's Law.	Hess's Law needs to be reevaluated in how it is presented and redone to provide a better example.
College Chemistry I	1. I used Muddiest points throughout the course to make sure students are having positive learning experience. 2. I used Pre-Post test to determine the learning curve	I used 'Discussion' board to help students share & communicate knowledge & resources.
College Chemistry II	I did a muddiest moment which is listed in Unit 3 under a content item link labeled Muddiest Moment Survey.	I addressed areas of concern that were mentioned within the Muddiest Moment with additional resources or extra instruction, as appropriate to the specific concern.
College Chemistry II	I did a muddiest moment survey during module 3. (The item is listed as Muddiest Moment Survey.)	Students expressed a need for clarification on reaction rate laws and equilibrium constants. Additional resources were provided to assist in those areas.
College Chemistry II	I did a muddiest moment in Module 3 (listed as Module 3: Equilibrium - Muddiest Moment Survey)	Based on student comments I will attempt to include more applications of the content to real-world situations in future modules and future courses.
College Chemistry II	I did a muddiest moment survey in Module 3 (located in Module 3, labeled Muddiest Moment).	Students needed clarification on kinetics and equilibrium constants. Additional materials were provided to help clarify those concerns.

College Chemistry II	I did a muddiest moment in Module 3. It is listed as "Muddiest Moment Survey" within that module.	Based on student comments, I provide additional information, more examples, or clarifying instruction.
College Chemistry II	I asked the students to determine the pH of a weak acid or base after the addition of a strong acid or base. Most struggled and could not do the calculations.	The students struggled and more examples and practice problems will be needed to help students.
College Preparatory Math I	For each Module located in their course shell, they filled out Learning Goals before starting the lessons. When they finish the Module, they fill out Goal Reflections according to their perception of how well they did or didn't do and what needs to change for the next Module.	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. It also helps me narrow down the area(s) that need more work before the Post Test.
College Preparatory Math I	Learning Goals/Goals Reflection 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 I	I used a Journal Question located Module 2 under the name Journal 5.7. This was a quick check of understanding the concept being taught. Many students had not explained the concept in detail well enough. I re explained quick checked again.	The importance of this CAT was to understand double discount method against just one discount method using percentages. Found that I need to adjust instruction to include double discounts thoroughly. Then try partner teach activity.
College Preparatory Math I	For each Module located in their course shell, the students filled out a Learning Goals before starting the lessons. When they finish the Module, the students fill out Goal Reflections according to their perception of how well they did or didn't do and what changes need to take place in order for them to be successful in the next Module.	I choose individual students that seem to be struggling with passing the practice exam and review their Learning Goals with them. This helps them understand where adjustments need to be made.

College Preparatory Math I	For each Module located in their course shell, they filled out Learning Goals before starting the lessons. When they finish the Module, they fill out Reflection Goals according to their perception of how well they did or didn't do and what needs to change for the next Module.	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	I did a journal located under module 2 called journal 4.5 how to quickly divide a number by a power of ten. Several students would move the decimal the wrong direction, so I reviewed with them and quizzed them again.	I will reword the question or catch the student before the next journal to help with understanding.
College Preparatory Math I	Students complete Journal Entries and Evaluations located in the chapter.	Videos will be reviewed and new ones selected to increase student learning.
College Preparatory Math II	For each Module located in their course shell, the students filled out Learning goals before starting the lessons. When they finish the Module, the students fill out Goal Reflections according to their perception of how well they did or did not do and what changes they need to make for the next Module.	If a student appears to be struggling at the end of the Module, I take them back to their Learning Goals and discuss what they wrote. This allows them to make adjustments to their behavior and/or study habits in order for them to be successful. This time also gives me an opportunity to pin down the skills or concepts with which the student is struggling. I can give them little hints and tricks at this point.
Commercial Driver's License	As a class we went over the pre-trip inspection of the truck and then I asked them to partner up and "test" their partner as I monitored the students' progress.	This worked well and will be used again. This provided the students an additional opportunity to go over the pre-trip and also gave them another person's perspective of the pre-trip.
Commercial Driver's License	In regards to coupling and uncoupling of a tractor to a trailer, I asked students to point out the locking lever. Few knew what and where it was and once I showed them where and how it worked, they understood	Not every student in the program knows parts of semis and trailers. As long as we know that and can better instruct them, they will be able to grasp the material in better ways
Commercial Driver's License	Asked student to back up into specific lines after demonstrating and explaining the maneuver.	Student responded well but gained insight into how to better explain maneuver for future students.

Computer Concepts & Appl	BOL course - Session 2 - 17 weeks - Excel review - Discussion regarding the muddiest point	The muddiest points for this class in the Excel Module included the If function, using and creating assumptions table, and absolute cell referencing. We reviewed over these issues using the extra credit and providing a video reviewing these areas of struggle before the test and provided opportunities for questions regarding the extra credit provided.
Computer Concepts & Appl	Face to face course - review for Excel in discussion board about the muddiest point	The muddiest points for this class in the Excel Module included the If function, charting with non-adjacent cells, using and creating assumptions table, and absolute cell referencing. We reviewed over these issues in class before the test and provided opportunities for questions regarding the extra credit provided.
Computer Concepts & Appl	face to face - Access review discussion board regarding the muddiest point	The muddiest points for this class in the Access Module included using the proper format to capitalize fields, creating queries, updating field properties, and importing into a table. We reviewed over these issues in class before the test and provided opportunities for questions regarding the extra credit provided.
Computer Concepts & Appl	Face to face course - Access module review - muddiest point in discussion board	The muddiest points for this class in the Access Module included creating the lookup menu, using the proper format to capitalize fields, creating queries and importing into a table. We reviewed over these issues in class before the test and provided opportunities for questions regarding the extra credit provided.
Computer Concepts & Appl	This was an online course through Bartonline for Fall 2017. I completed the muddiest point discussion in the Access Chapter called Access Review. This allowed students to discuss three of the main areas they struggled with.	The students struggled the most with the following areas: importing, creating queries, validation rule / text and creating the lookup menu. I made sure that the extra credit and video explaining the extra credit reviewed these areas and showed correct

		concepts for preparation for the students to take the test.
Computer Concepts & Appl	face to face course - Excel review discussion board - asking about the muddiest points	The muddiest points for this class in the Excel Module included the If function, spreadsheet and chart formatting, and absolute cell referencing. We reviewed over these issues in class before the test and provided opportunities for questions regarding the extra credit provided.
Computer Concepts & Appl	I used a good portion of the exercises in the text mixed with a portion of skills assessments I developed to ensure the students were understanding the material at each transition point in the course.	I need access to the Instructor eBook material for the text for the material to be taught properly. I will incorporate more locally developed hands on skills assessments enhanced with knowledge based question tests at the transition points.
Computer Concepts & Appl	Word Questions, Excel Questions, Access Questions, PowerPoint Questions which is located in Modules 1, 3, 5 & 7.	I have added multiple explanations and images to describe 2 function used in Excel to my lecture notes in the course. The PMT function and the IF function which students had trouble comprehending.
Computer Concepts & Appl	In this course, I used short responses provided by students to identify mastery of a concept. For example, we discussed internal and external networking at a home (LAN and WAN). I asked the students to tell me, in their own words, how a LAN and WAN are designed.	I need to spend a little more time on the finer details of networking, as my students are inmates, they do not have a lot of experience in this area.
Computer Concepts & Appl	I did a muddiest moment which is located in Unit 1, Unit 3, Unit 5 and Unit 6. Face to face course data content item link labeled Student Comments. I requested feedback from students on what they had problems with vs what they found to be easy.	Student responses to the Student Comment thread will determine what adjustments are made for the next course.
Computer Concepts & Appl	Threaded Discussions: Word Questions Module 1, Excel Questions Module 3, Access Questions Module 5, and PowerPoint Questions Module 7.	I am in the process of adding several more lecture videos for the Access and PowerPoint sections.

Computer Concepts & Appl	Muddies Moment which is located in Modules 1, 3, 5 & 7.	Will add information on formatting reports in APA style since the textbook only covers MLA
Computer Concepts & Appl	I asked students to select the material in Access that we needed to review. We used the feedback to drive the class review day prior to the exam. It is located in Module 5 under the content item link labeled Access CAT.	This seems to work well for student to self-identify areas where they have questions.
Contemporary Social Problems	The Muddiest Point Assignment was located in Module 5.	One student noted that he did not realize that he could have his textbook or notes handy while taking the (online quiz.) I will send out a note to my students that this is a possibility. (Even though I thought it was common knowledge.)
Contemporary Social Problems	My CAT is a muddiest point that is located in Module 5 folder.	2 students noted that the social theories were hard to understand in the class from the readings. I will create supplemental notes to help explain them further.
Contemporary Social Problems	I assigned a Muddiest Point assignment which is located in Module 5.	A student's muddiest point was further explanation on the social research methods. Moving forward I will make point of explaining them in clearer terms.
Contemporary Social Problems	I did a muddiest point assignment that is located in Module 5 of the course.	A student wanted to have a social theory explained more in depth so I added supplemental information concerning this theory to the new course.
Continuity Operations Planning	I did a muddiest moment which is located at the end of each Module under content item link labeled Muddiest Point.	I will use the announcement to communicate with students and interactive more on a weekly basis.
Creative Activities	After presenting activities with preschoolers. Students were asked how they would manage and set up the "next" event. They were asked to make a detailed spread sheet of tasks and responsibilities.	Most originally said they had no idea, so once we did it as a class (leaving out some important organizational steps) their experience gave them useful insight. Most broke it down in to three parts: Before, During, and after. Some (that have since received more instruction) had tunnel vision and only saw the activity as the focus.
Creative Experiences for Child	Students were asked to make a 2-4 minute video covering a specific type of art instruction for	They were graded on how well the video followed the outline. It was enlightening on how some

	preschoolers. They were instructed to write a simple outline for the script to turn in beforehand. They would be graded on how well the video followed the SIMPLE outline.	students could not even follow their own instructions. It was a chance to for inner reflection and discovery for all.
Creative Writing	Students did not understand the concept of writing from their own experiences.	We discussed using childhood experiences as a basis for a story again. We brainstormed for experiences that could be useful for a story arc. I encouraged them to try again for the next assignment.
Creative Writing	I used prompts in the Unit #8 Discussion area to gauge student understanding of the need to participate in group critique of each other's work (Outcome E). All students who participated in the discussion indicated understanding of this concept.	I will continue to pose questions to the class in the Unit #8 Discussion area to gauge student understanding of the need to participate in group critique of each other's work.
Creative Writing	I used a final discussion within the course and final quiz to look at student's growth within the course and to look at creative writing as a way to respond to other students' work. (Course outcome E)	I evaluated Assessment F (accepting integrating outside critique) to help students recognize artistic agendas.
Critical Concepts	This class consisted on 10 1-hour live review sessions.	During the sessions I got feedback about what the students were struggling with which influenced what I covered in the next live review session.
Cultural Anthropology	Muddiest point in Unit 9 for 5 points extra credit	Students used to answer that they needed more information on descent groups. I have added lecture materials and a video and this time no one mentioned that unit. Now 40% of the students are asking for more lecture on state systems. I am going to add a video on the state systems to that Unit in Unit 6.
Cultural Anthropology	Muddiest Point for 5 points extra credit in Module 9	4/7 of the students asked for more information to understand politics and state systems. This is much different from the past when most students asked for more information on kinship. I have added two

		videos on kinship recently. I will add information and videos on state systems to the lectures.
Cultural Anthropology	Muddiest Point for 5 points extra credit in Unit 9.	Students are asking for more information and PowerPoints on kinship. I am going to stress the PowerPoints in Unit 5 more and also those already in the Unit.
Cultural Anthropology	A background knowledge probe, for their ethnic interviews, was used in class at the end of week four.	From the probe I was able to make suggestions and possibilities to aim for improvement of this assignment.
Cultural Anthropology	A background knowledge probe was done during week 4 of the course. The purpose was to check for input from students for their Cultural studies assignment.	Additional guidance was provided to assist students and their processing of this assignment.
Cultural Anthropology	Muddiest Point for 5 points extra credit in Unit 9	2/3 responses asked for more information in the lecture on descent groups.
Database Management Systems	I did a muddiest moment on importing data to Access. Most students indicated they understood everything. The difficulties presented were related to how the files were organized as opposed to the actual import process.	We will continue to cover importing on the existing level. Spend some more time on how the files are arranged.
Database Management Systems	Muddiest moment on each Module in the book which is called Muddies Point and is located in each Module 1-5 and Module 6&7.	Will be adding videos for each Chapter in the Access 2016 version
Death & Dying	In a face to face course, facial acknowledgement of the difference between the concepts of causality and finality regarding children's understanding of death was examined.	Of the concepts concerning children's perception of death (biological causality, universality, finality, and irreversibility), causality and finality continue to be difficult to distinguish based on the class presentation. The course has not used a textbook for the past two spring semesters. Performance was better with the textbook. A search will begin for an O.E.R. for the course.
Design I	Face to Face, CAT, Knowledge Probe, relating to the focus artist James Johnson.	Most of the class did not know who the focus artist for the project was. Due in part to lack of

	<p>Question: Who is James Johnson? Only one person knew, because the student had completed the assigned reading before class.</p>	<p>preparation for class. The artist was introduced within the class after the CAT. Two weeks later the same question was asked, a majority of the class was familiar with James Johnson at the end of the module assignment.</p> <p>I will encourage students to come to class prepared for the presentations in order to facilitate learning.</p>
Developmental Psychology	<p>In a face to face class, students were presented with the cross-sectional, longitudinal, and sequential research designs. By facial acknowledgement, students were asked to confirm their understanding of their differences.</p>	<p>While students were able to distinguish cross-sectional from longitudinal, students were unable to distinguish between longitudinal and sequential, which possesses an element of longitudinal. Some elements of language in the course require more than short presentation to understand. As with the other classes, O.E.R. material need to be researched. The absence of reading material has made some sections of material unnecessarily challenging for some, but not all, students.</p>
Developmental Psychology	<p>A 'muddiest point' technique was used to explore Piaget's theory of cognitive development. Once the 4 stages were covered in presentation, I asked for 'most difficult to understand concept'.</p>	<p>Student's struggled with theory of mind, conservation, egocentrism, and class inclusion. I then went back to re-cover these concepts. I provided new examples and asked for questions from the class. I had a couple of questions when originally covered, but received more with the review. I then followed up by asking for feedback after the exam over this material. Overwhelmingly, they indicated that the review was helpful (and exam scores reinforced this).</p>
Developmental Psychology	<p>Students were presented material concerning personality and grief. Contrasts with elements of personality were made using an illustration, based on last semester's misunderstanding of the concept.</p>	<p>Students showed an improved performance by examining a chart of personality elements and relating them to the grief experiences when compared to last semester. Use of the more charts will be emphasized for other concepts with which students seem to struggle.</p>

Developmental Psychology	In a face to face course, comparisons to the Wechsler intelligence tests were made. By facial recognition, students were asked to distinguish between the children's test group (WISC) and adult (WAIS).	Most were able to make a distinction between the WISC and WAIS. A side by side comparison slide will be used in the next presentation to demonstrate a clearer difference.
Developmental Psychology	I did a muddiest point for Journal 1, Module 2. This gives students the chance to ask for clarification.	I do not change anything unless a change is required to update or clarify information.
Digital Photography I	I did an "Ask Me Anything" discussion regarding questions about any of the techniques learned so far in the course. Or, techniques students were hoping we could cover but were not.	Questions regarding mirrorless cameras are coming up more often. I will add a section on this new technology in the course redesign.
Drawing II	I opened with a general knowledge discussion and had students make a list of their favorite artists. We reviewed student portfolios if available and also used a short free draw assignment to gauge each students creativity and level of understanding of basic design concepts.	I would add the use of transparency overlays to draw over the top of student work, indicating corrections and adding comments in direct relation to elements of student work without destroying it.
Economic Entomology	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After exams, questions missed by 50% or more of the class were discussed in class. After covering insect life cycles and phenology, several field trips were conducted to see how effectively students could apply the materials covered in class and weaknesses addressed. Various nonverbal cues are also evaluated constantly.	More time out in the field to allow students to have a better understanding of insect ecology.
Electrical I	Did background probe at end of chapter 2. most were clueless.	A slow and conclusive approach to ensure engagement.
Elementary French I	I received feedback regarding my embedded videos, feedback that the pace and rigor of the courses are appropriate and feedback regarding	Yes, I believe it was helpful and will continue doing CAT questions.

	the conjugation of the compounded tenses in French.	
Elementary Health & Phys Education	Unit 8 contains a threaded discussion in which students discuss the concepts they struggled most with.	Based on this information I knew what to cover more in future classes, such as the developmental levels of instruction of PE
Elementary Organic Chemistry	I did the muddiest point which is located in module 7 and labeled as module 7 discussion.	Most students struggled with writing simple mechanisms for the some of the chemical reactions. In the future courses, more examples focusing on this topic will be given when covering the reactions.
Elementary Organic Chemistry	I did the muddiest point which is located in module 7 and is labeled as module 7 discussion.	Students found the discussions hard to do. The discussions have been changed to encourage participation and used to review the material they are struggling with.
Elementary Organic Chemistry	I did the muddiest point which is located in module 7 and titled the Module 7 Discussion	The labs seem to be problematic for the students and videos on how to set up the labs were created.
Elementary School Art	When going through the art history section I would periodically stop at certain famous artist's names and ask students if they recognized the name, most would not. Then I would then show them pictures of said artist's work and then ask them if they recognized the work, most would. And then I would talk about how the artist's work is a lot of the time more famous that the artist themselves.	What is important here to me is that the students do recognize either the name of the artist or the work of the artist. If they do not I will then need to go into to more detail about the artist and their work.
Elementary Spanish I	Students were provided a survey, as well as some announcements that requested to message the instructor if they had questions. The survey was a comprehensive evaluation of the course and the instructor. I am aware of what the students struggle the most content wise, because of the nature of a 5 credit hour class, in 9 weeks, and a foreign language. The	From the responses I obtained on the survey, I will continue messaging students before the class starts; making announcements at the beginning of a week; and add some more discussions in English about culture and tradition aspects. I am considering adding some real-time webcam office hours, and an "optional" activity with me in real time, so students can interact with me in Spanish, even if it is very short.

	amount of grammar in such a short course feels a bit like a burden to most students.	
Elementary Spanish I	I created an assignment with an added comment for students to mention what they were struggling with the most.	Since students informed that they felt stressed and overwhelmed by the amount of assignments (5 credit-hour class in a 9-week session), I changed the amount of required assignments to be turned in, but left them open to be completed if students needed more practice for learning. I prepared another CAT for the end of the course, so I can improve the next courses.
Elementary Spanish I	Every session, before starting with new grammar in Spanish I did a background knowledge probe in English. Most students did not know what certain grammar concept in English was, so I explained and provided examples in English first. Then, I proceeded to present the new materials in Spanish, providing further examples and checking for comprehension. I also asked in regards to the amount of work on the online-book resource, Portales.	Since students felt Portales was a bit overwhelming, I provided paper copies of assignments for students to complete at home, and we corrected them in class together. It helped the students have a better understanding of the grammar concepts.
Elementary Spanish I	A memory matrix was used for AR, ER/IR verb conjugations in the present tense.	Clarification of verb tenses for students not understanding or passing with an 80% or higher was taught and covered in class. Verbs were re taught throughout all 4 chapters.
Elementary Spanish II	I did some CAT extra-credit assignments on module 2, I requested students input on their needs, and how they were studying/approaching learning. They had another CAT at the end of the course, on module 6, to provide some feedback on the course.	I plan on providing more opportunities to students to practice the language in a comfortable environment. They did not take me up on the offer of having a live-conference, so I assume that everyone is going to be more willing to prepare and work on the assignments if they know that they can record themselves, instead of fearing improvisation.
Elementary Spanish II	We had two video conferences during which we discussed what the student is struggling with,	I told her that she can turn in composition essays in Spanish with grammar content that contains the

	<p>and if there were any points she didn't understand.</p> <p>She said that she had trouble moving around Portales, and that she got sick quite often.</p>	<p>grammar points of grammar points not practiced on Portales.</p>
Elementary Spanish II	<p>I offered an extra-credit survey regarding course procedures, content and communication.</p> <p>I lessened the load, and provided more opportunities to communicate with students. I also offered myself available to online chat.</p>	<p>I prepared more serious analysis of the culture and literature, as well as activities where students need to record themselves and speak in the target language.</p>
Elements of Statistics	<p>I did a Muddiest Point in all Units to help assess where students are having difficulties. I asked students to fill out a form in the course shell using quick responses to one question: "What was the muddiest point in a lecture, homework, test, quiz or assignment?"</p>	<p>This was a large class and I had a few issues addressing the muddiest points each class. I made time before and after each lesson to address the muddiest points. There were a lot of problems in Chapter 8.</p>
Elements of Statistics	<p>I did a Muddiest Point after Chapters 3 to 13. I went through all the responses and sorted them into piles containing groups of related muddy points and the Chapter 8(Sampling Distributions) and Chapter 10(Tests of Hypothesis) piles were the biggest pile .</p>	<p>I have made adjustment to my teaching decisions about which topics I had to emphasize and how much time to spend on each. I spent a little extra time teaching Chapter 8 and 10.</p>
Elements of Statistics	<p>I did a muddiest point which is located in a few Modules in my course shell.</p> <p>In addition to that I do a muddiest point each day the class meets .</p>	<p>One way I address issues and clarify key points in my lessons is to answer homework questions in the first 5-10 minutes of class.</p>
Elements of Statistics	<p>I gave them a sample problem after the example. 2 of the four students were confused and couldn't solve the sample problem. I retaught the subject.</p>	<p>I will try to get more feedback from them while instructing.</p>
Elements of Statistics	<p>Muddiest Point located in most modules. Excel issues with regression were identified</p>	<p>Additional videos made covering regression and Excel.</p>
Emergency Medical Technician	<p>We used our online adaptive testing feature to play a review game. It is similar to "Kahoot" but uses the same exam questions we use</p>	<p>The students did about as I expected. It is a learning curve to understand how to implement the knowledge you learn in the class and take a</p>

	throughout the class and similar to their national written exam.	computer adaptive test. We will continue to use this feature. The students like to play the game and I like the review process.
Emergency Medical Technician	We use the follow the drop of blood through the body so the students have to revert to the book and see in several different chapters how it is relevant to the body and shock management. We also move backwards during patient assessments to the Pharmacology (6 R's of medication administration) in the middle of a scenario so the students put those pieces together with the management of the seriously ill patients.	Our cat is important for tying the students minds, patient complaint and diagnostic abilities together so they get a better grasp on how pharmacology can benefit the patient outcome.
Emergency Preparedness	This is an online class, I used interactive discussions and class assignments to see what the students learned.	I will continue to use this method for this particular class. It is going to a six week format this fall.
Emergency Preparedness	This session three BOL class uses muddiest moment in the fifth module	Make sure that if I ask for written responses, I have places for them to provide those written responses.
Engine Performance II	Described problem with vehicle and then let students describe method for diagnosis. After their feedback we discussed and corrected approach and the acted upon their opinion.	Advanced classes must have student input this example will be repeated in the next upper level classes.
Engine Performance III	Hands on application. Brought students to the attention that was required.	Earlier courses will concentrate on better explanation and understanding so that application can become more in-depth.
Engineering Physics II	I had the students work problems at the board about topics we had just covered that day. Even when they say they understand, the students often struggle to apply the concepts. I provided feedback as they worked the problems.	I will have students present more problems in class, both for their own learning and to help teach the other students.
English Composition I	I included a final "quiz" titled Assessing the Course in Module 8 where students are able to submit feedback on the course.	I will no longer use Turnitin as a predictor of plagiarism. I was allowing students to submit their essays, review the Similarity Report, and revise and resubmit the essay again. I discovered that students

		were using the Similarity Reports to modify their wording until the plagiarism indicator went away instead of learning to summarize and correctly cite their sources. Now, students will only be allowed to submit their final draft through Turnitin.
English Composition I	My CAT can be found in the "Assessing the Course" in Module 5. Students are asked to answer 4 questions regarding what they felt worked in the course and what they learned or are still struggling with.	Due to the short length of the course, there was not time to work revisions for all essays into the schedule. One student suggested adding discussion board posts where students could post parts of their essays that they are struggling with to receive feedback from other students as well as the instructor. This is something that I will be adding to my fall courses.
English Composition I	I created a Discussion at the end of Module 3 where students submitted their opinions on whether or not they felt it was difficult using solely online sources rather than a traditional textbook.	Most students were comfortable with the sole use of online materials, but a few felt the need to also have a textual source they could more easily annotate and reference. Next semester, I will look for a primary source that is available digitally as well as in hard copy so that students may choose to purchase the text book if needed or preferred.
English Composition I	I asked the students to provide the most unclear aspects of the course and its located in Assignments under Course Assessment Technique	I will make adjustments to some of the questions in the Pre/Post Tests. I will adjust the assignment requirement for the Final Exam to be clearer. I will seek out more videos to share concerning specific topics that they struggle with such as transitions, thesis statement, run-on sentences, etc.
English Composition I	I asked the students to provide the most unclear aspects of the course as well as anything that went well.	The combining of two CRNs into one course somewhat confused certain lessons related to having to select both CRNs to ensure all students understand the requirement. I know now that I must choose both CRNs for every assignment to reach all of the students.
English Composition I	I created a Discussion where students submitted their opinion on whether they had difficulty	This course had only one student enrolled who had no difficulty with having access only to online

	using solely online sources rather than a traditional textbook.	sources, but based on feedback from other courses, I will search for online sources that also provide the availability of hard copy texts as well.
English Composition I	I asked the students to provide the most unclear aspects of the course in Module 8.	I made adjustments based on the students feedback concerning due dates. There were a few discrepancies with due dates that Canvas posts and due dates that I wrote into the syllabus. I have since corrected.
English Composition I	My CAT is in the "Is It Cheating?" Quiz in Module 1. Short quiz designed to find out what students consider cheating in an English course.	Next session, I have incorporated an exercise as well as additions to the self-edit checklists that students use for all essays to help them identify potential areas of concern when writing their essays.
English Composition I	I used the student's Unit #10 Summary and Strong Response and Unit #14 Persuasive Research papers to evaluate them in terms of Assessment E. All students who successfully completed these units have learned to look at the importance of audience-based reasoning.	I believe this, along with Unit #14, the Explaining a Concept Paper prepares students to also assess the value of an outside source and provide the necessary documentation of it in their work.
English Composition I	I posed questions to the class in the Unit #12 Discussion area to gauge student understanding of the need to compose a thesis that will address a specific audience (Outcome B, Competency 3). All students who participated in the discussion indicated understanding of this concept.	I will continue to pose questions to the class in the Unit #12 Discussion area to gauge student understanding of the need to compose a thesis that will address a specific audience.
English Composition I	I asked students to list third person pronouns. When students did not know the difference between first, second, and third person, we had a mini-lesson to differentiate.	I'd incorrectly assumed students had this background knowledge. This CAT required me to provide instruction on a basic concept students needed before moving on.
English Composition I	Discussion Board Post: Course Materials Discussion in Module 3	I will be incorporating additional online materials that a couple of my students have indicated they are using to supplement the existing course material.

English Composition I	I had students read a chapter over process analysis and then summarize what they learned from their reading. I was able to check their understanding of the subject matter through their writing.	The adjustments that I made for this course was having students write down questions after reading the chapter for discussion for comprehension.
English Composition I	I completed a postscript on the writing process after our first major essay. In this journal assignment, I learned that students were still struggling with the development of essay organization in relation to their thesis.	I included an additional lesson and exercise to develop outlines based on the thesis statement to support the writing of an essay.
English Composition I	I used a discussion question which is located in Unit 2 under content item link labeled Unit 2 Discussion to gauge student understanding of how rhetorical tools can be used to shape a reader's impressions. Most had little background knowledge about the use of rhetorical tools, but this is explained in depth in Unit 3.	I will continue to make sure this concept is explained to students in depth and continue to ensure their understanding.
English Composition I	I asked students to identify rules of using semi-colons and colons. When students did not know all of the rules, I covered the concepts thoroughly.	Once we discussed proper uses of the punctuation marks, students began incorporating the marks in their writing.
English Composition I	Oral survey in class. What areas should we review? What are your largest concerns regarding the Argumentative Essay?	Address areas of concern through another approach than previously used, i.e., video, worksheet, example papers
English Composition I	Students couldn't explain the differences between set of instructions and a process analysis.	We organized our notes and added a chart comparing/contrasting the characteristics.
English Composition I	I assigned two process analyses. The majority of the students in all my Comp I CRNs could not produce the difference between a set of instructions and a process explanation. I will	I will spend an extra class practice on the difference between the two next times.

	reteach the concept with practice in class, and allow a rewrite.	
English Composition I	MY CAT can be found in “What have I learned in Module 2?” in the course shell. To see how the Pretest in zero module to see what basic concepts students know. Post-test in Module 8 to review basic concepts.	I will move the “What Have I learned?” CAT to later in the class.
English Composition I	I did a "what have you learned" exercise under Module 2.	The exercise lets me identify what lessons are useful.
English Composition I	I did a 3-2-1 Exit ticket. 3 KEY things you learned/heard today, 2 NEW pieces of information you heard, 1 QUESTION you still have	Addressing various questions during next class period
English Composition II	I completed an ungraded knowledge check on an out-of-class reading assignment.	From the knowledge check, I realized that many students were not identifying key themes in longer texts, whether it was from boredom, lack of focus, or struggles with identifying the rhetorical choices of the author. So, we began document mapping out of class readings to highlight main ideas and supporting rhetorical choices, and I began asking the students: how do you know that is the author's opinion? Where in the text do you see it?
English Composition II	Muddiest Point - documentation. Students indicated they still do not completely understand how to do in-text citations, and their work bears this out.	I've seen significant improvement in students' ability to create works cited entries (a documented problem in the past). Using CAT data helped me to pin-point the most challenging areas and create materials to address them.
English Composition II	After lecture and reading assignment on integrating a source into a paragraph, students completed an in-class writing assignment to practice the 4-step process. This in-class writing assignment directed focus of the next class meeting's lecture and coverage of material. It was interesting to note that after reviewing the	After this course exercise and course conversation, I changed the format of future writing assignments to begin with an example that highlighted specific steps and processes the students could follow.

	paragraphs, the students asked for more examples that broke-down the process more clearly.	
English Composition II	I posed questions to the class in the Unit #6 Discussion area to gauge student understanding of the need to effectively integrate outside source material into one's own writing (Outcome D). All students who participated in the discussion indicated understanding of this concept.	I will continue to pose questions to the class in the Unit #6 Discussion area to gauge student understanding of the need to effectively integrate outside source material into one's own writing.
English Composition II	I used the student's Unit #3 Summary and Critical Response and Unit #4 Persuasive Research papers to evaluate them in terms of Assessment D (Read outside source material critically, for both its inherent meaning and its potential use in one's writing and integrate source material).	I believe this Unit #4, the Persuasive Research Paper prepares students to assess the value of an outside source and provide the necessary documentation of it in their work.
English Composition II	I give an intro to research lecture and provide homework. When students come to class, they tell me which parts of the homework were most difficult, and I ask other class members to explain while I fill in the blanks.	I plan to demonstrate accessing a database 3 times, hoping that more repetitions will help students apply the skill more accurately.
English Composition II	I used a discussion question which is located in Unit 6 under the content item link labeled Unit 6 Discussion to gauge student understanding about the need to incorporate appropriate source material. Most showed a growing understanding of the need to evaluate sources for reliability and ensure the credibility of supporting materials.	I will continue to monitor student progress as it relates to evaluating sources and make adjustments if necessary in the future.
English Composition II	I did a muddiest point regarding documentation; students indicated the most challenging aspect of documentation is parenthetical citations.	I will focus more on parenthetical citations, providing more instruction and practice.

	Observing test results and documentation on essays, I would have to agree.	
English Composition II	Students couldn't produce a properly documented works cited list.	As a class we corrected the errors in a works cited list.
English Speakers Other Lang II	After watching a video clip of a documentary, I assigned the students to post on a discussion board which era or individual from the video contributed most to our current understanding of diseases and explain why it was important. They also had to comment on two other students' posts.	After they answered, I graded them on being able to communicate and explain the logic for their answers as well as being able to discuss others' opinions. Most students were able to do it successfully. I fine-tuned my explanation of the assignment when we repeated a similar activity later in the class.
English Speakers Other Lang II	After introducing and explaining a list of vocabulary words, I asked students to work in teams to list subjects that could be used with each verb and then to write an example sentence for each verb.	After they answered, I corrected and clarified minor mistakes in usage or grammar. Later, students were able to write sentences using each vocabulary word.
English-Speak Other Languages	After I explained and demonstrated comparative and superlative sentences with the appropriate adjective forms, students worked in groups to write their own comparative and superlative sentences and then read them to the class.	Every group used the correct adjective forms and basic sentence structures. When there were one or two other grammatical errors, I explained and corrected them.
English-Speak Other Languages	Background knowledge measured student's level of English. Individualized instruction for students was completed in order to help them with the language.	Varied per student individualized instruction for 3 different languages was applied in order to meet students' needs and success in the classroom.
Environmental Sampling & Monit	I did a muddiest moment which was located in Module 5 under the content item label CAT. I had my student provide a CAT on the following Competency: "Demonstrate proper procedures for Sampling Soils". I had no student submissions.	I might pick another competency, maybe a simple one and increase the bonus points.
Environmental Science	I did a muddiest moment in Module 3, under content item "Course Checkin"	I will be reevaluating how to make the topic of population issues easier to understand for students

		- some had issues with the way the textbook used graphs and charts to convey the topic.
Environmental Science	I used the muddiest moment, which is located in module 3 labeled "Course Checkin."	Most students mentioned that they would like more explanation on human population vs food supply issues, I will look in to expanding information provided on that topic.
Environmental Science	I did a muddiest moment evaluation, which can be found under "Course Check In" in Module 3.	Several students had issues understanding ecological footprints, I will work on improving my explanations and the clarity of materials on this topic in future courses.
Environmental Science	I did a muddiest moment - found in module 3 under "course check-in" due November 5th.	Several students had issues understanding population grown on a global level, I will find better examples and expand my explanations of how population is calculated.
Environmental Science	I did a muddiest moment, found in module 3 under "Course Check-in" due on October 1st.	These students had the same issues as my other section - difficulties with human population growth. I will find better exapmls and expand my explanations.
Environmental Science	I did a muddiest moment thread, which is located in Module 7 under content item link labeled Muddiest Moment.	Some concerns about order of chapters in text and order presented in the course- must evaluate if this a valid concern.
Environmental Science	A background knowledge probe was used to assess prior knowledge of governmental regulations related to environmental science issues. Overall students had no prior knowledge or understanding of governmental regulations.	I will incoprate more real life examples of enviromental regulation to help students understand the connections.
Exercise Design, Mgmt & Eval	I used a muddiest moment located in Module 6 under "Where do you need clarification" discussion board.	I will most likely change the group work to individual work in the back half of the course, especially for classes with low numbers. Participation by those that need additional develop is usually lacking and this would help facilitate the opportunity for further growth.

Foundation of Computer Science	I did a muddiest moment which is located in Module 5 under content item link labeled Module 5 Discussion: CAT on Operating Systems.	One of two active students completed the CAT. His response explained what a general 'user' would find hard to understand instead of what he didn't understand (which actually demonstrated that he understood the topic).
Foundations of Modern Educ	A background knowledge probe in the form of journals was used to gain knowledge on students idea of school funding. Many of them believed it came from 2 sources - state and federal government.	Additional information was shared via email and throughout the course discussions on sources of funding, uses and percentages. The students also looked at a parent/guardian property tax statement to see percent of mill levy that is used for school funding.
Foundations of Modern Educ	Journal Prompt - Module 3 - Sent out additional information to students via email after reading their journal posts. There were several students that did not mention a key piece of rationale for funding and I re-iterated it in an email.	This proved to be successful as the majority of students did include this rationale on the exam for the module. Only 1 student missed the question on the quiz.
Foundations of Modern Educ	most students were unable to identify key education leaders and their role in state and federal education.	I created a set of questions they had to research in order to find out who the leaders were and what they do related to education
Fundamentals Animal Nutrition	After students had been explained a simple ration formulation they were given a worksheet to complete with a similar problem.	The areas the students struggled with as a whole provides me insight into the area that I will need to modify how I present the next section of information. The next section builds on previous problem and I can modify to accommodate my students.
Fundamentals of General Chem	Writing questions I did a "Student Generated Test Questions" CAT which is located in Module 6/ Week 6 under content itme labeled Writing Questions as part of the Learning by Discussion. Only about 75% of the students participated at 100% of the assignment. The students were also required to answer peer questions and grading the questions their peers	In this CAT, I was able to determine what students consider to be most important in the chapters, what they believed to be fair and useful test questions based on how my tests were written and then how they mimic writing the questions. This helps me assess how well the students are learning the material so I know how to refocus the material should a student get lost in the material.

	answered. 15 % of the students didn't participate in the manner in which the DB was presented out of laziness.	
Fundamentals of General Chem	Chemistry I did a "Documented Problem Solutions" CAT which is located in Module 4/ Week 4 under content item labeled Atoms and Molecules as part of the Learning by Discussion. 95% of the students were able to show the how the essential properties of any material are dependent on atom arrangement, bonding and kind through example.	Understanding that a change in any of these elemental properties changes the existence of the item itself. It is the difference between a physical and chemical change.
Fundamentals of General Chem	- I used 'Muddiest moments' three during the semester. Also, I organized a few web conference calls to help students understand the content as well as the course procedures.	I would like to try to 'web conference' calls more frequently in canvas to help students succeed in the course.
Fundamentals of General Chem	1. Two muddiest points were assigned during 2nd & 5th week of 6-week course. This is the place where students shared their experiences with logging into Online Labs and Practice assignments. 2. Online Web conferences were held once a week to give you an opportunity to ask questions or receive help.	Make online web conferences for grade so students will be motivated to attend the conference and seek help.
Fundamentals of General Chem	In Module 4 Chemistry I did a "Documented Problem Solutions" CAT which is located in Module 4/ Week 4 under content item labeled Atoms and Molecules as part of the Learning by Discussion. 95% of the students were able to show the how the essential properties of any material are dependent on atom arrangement, bonding and kind through example.	I need to make the question a little clearer for some students.

Fundamentals of Nursing	As we introduced the procedure for inserting catheters, we did muddiest points to identify steps in the process that students were unclear about. This helped us to identify gaps in knowledge related to anatomy, sterile technique, and specimen collection.	Following the muddiest points, we provided instructor demonstration videos in the course shell for students to view as many times as they needed to.
Fundamentals of OSHA Const Ind	<p>I am using a minute paper which is located in Unit 3 under content item link labeled Minute Paper. I asked the students to take their time to answer the following questions after they have studied all the material contained in Unit 3:</p> <p>1) What is the most important point they have learned? 2) What point remains the least unclear?</p>	After Unit 3, I reviewed the student input and determine and decided no changes are needed at this time. Students were not having any problems understanding the material.
General Accounting	I use the muddiest point for my CAT and I applied it to understanding financial statements.	I am beginning to see the results I have been striving to achieve with the changes I have implemented
General Psychology	In a face to face class (we did not use the GTM system this semester), facial acknowledgement was used to determine understanding of positive vs. negative correlation.	Though students seemed to understand positive correlation easily, their understanding of negative correlation is, at best, comparable to guessing. An attempt will be made to show a contrast in examples first, then followed by the terminology, rather than presenting terminology (which is unfamiliar to them already) followed by the examples.
General Psychology	When I concluded the material on States of Consciousness, I asked for a Muddiest Point for the entire section. Over one-half the students indicated that there was not a 'muddiest point' associated with this material. For the remaining half, however, the most troublesome material was Stages of Sleep and corresponding brainwave activity.	Upon returning the exams, I reviewed this material and made available a worksheet from PBS on this very topic. Students indicated this review/reinforcement was helpful. In the future, I will spend more time on this material the first time through and I will provide the handout earlier.

General Psychology	For a face to face class, I did a facial acknowledgement reaction of the difference between Freud's Ego and Super-ego.	Despite their public acknowledgement of understanding the difference, test performance on the item was unacceptable. Though the Powerpoint slides individually show each facet of personality appropriately, a compare/contrast slide might make an improvement in the learning of this point.
General Psychology	The mood disorder variations of dysthymia and cyclothymia were presented. Based on facial acknowledgement, students were asked their agreement with understanding the difference between the two based on two different forms of illustration.	While most students were able to identify the difference in the two disorders, a small percentage of students still found the two concepts confusing and reversed their answers on two questions. Further illustrations will be sought or the material discontinued.
General Psychology	There is a student survey in Week 5 and ongoing course observation.	Based on the responses there and other observations, I will be making no substantive changes to the course. I will be updating some data in the assignments using Turnitin and submitting them to Turnitin directly rather than using the grading part of Turnitin.
General Psychology	Students were presented with a contrast between depression with a seasonal pattern (formerly seasonal affective disorder) and standard major depression. Students were shown two forms of illustrations to contrast the two types. By facial acknowledgement, students were asked to acknowledge understanding or ask questions within class or outside of class.	Though a large percentage of students seems to grasp the difference in concepts, some doubts still remain. While the phrasing seemed very clear on the test question, more exploratory sort of inquiries will be tried to determine their understanding.
General Psychology	Emphasis was made to distinguish between thalamus and hypothalamus functioning, as well as hippocampus functioning. These three parts of the limbic system are often misunderstood. Diagrams, emphasis on wording and mnemonics were suggested to distinguish these parts.	Despite using Quizlet, students continue to struggle with some parts of the brain compared to others, perhaps due to similarity of terms. A diagram of blocks, grouping the the common features, will be used in the future presentation.
General Psychology	Students were presented with a variety of concepts, each concluding with the word	Despite their confirmation, students still struggled with distinguishing the three concepts. A diagram

	"effect" (halo effect, matching effect, proximity effect). Students were asked to acknowledge their understanding with a head nod.	contrasting concepts according to helping behavior vs. attraction behavior will be used in the next presentation.
General Psychology	For the face to face class, I facilitated a class discussion on the psychological disorders, which is located in Unit 4 under content item link labeled Modules.	Even though the result of the C.A.T. was generally positive, given the active participation of all students present, I plan to vary the C.A.T. in subsequent classes.
General Psychology	In a face to face class, facial acknowledgement was used to confirm understanding of differences in types of mood disorders.	While most did well, some did not. An overarching chart as a handout for students to complete would be more helpful for comparisons.
General Psychology	I offered a Course Assessment/Student Feedback survey in Module 7.	Course discussion due dates will be adjusted by closing the discussion on the final due date with no late posts allowable.
General Psychology	I did a background knowledge probe on human brain biology. We viewed several videos to describe. They had to write up an APA paper with peer reviewed references on topic.	APA paper grading rubric intensified moving forward.
Gerontological Nursing	Utilized index cards for muddiest points assessment during Legal/Ethical Issues lecture time. After collecting muddiest points data during last break, any areas of confusion were clarified during final half of lecture.	Due to continued confusion regarding basic definitions of legal & ethical terms, I developed a Quizlet, which was then shared with the students for studying purposes.
GIS for Emergency Operations	I did a Highs and Lows questionnaire which is located in Module 8 labeled "Discussion 8 Part 2: Highs and Lows"	Will make sure assignment instructions are up to date with software updates.
Government of United States	Muddiest moment in unit 4, Project Learning Summary in Module 6 and Exam Feedback.	I changed the 16 modules to 8 based on student feedback, added extra videos and emphasized information on lobby groups to help students understand the concepts. I adjusted the exam and quiz and removed the essay components in the final so it would not conflict with the project.
Government of United States	There is a muddiest moment in the 4th module. I used a quiz feedback after the first quiz, and a final feedback in the last module discussion.	From the muddiest moment, I added another video about the Electoral College. From the quiz feedback, I allowed more time for the essay. From

	These allowed me to focus more on topics that students were not familiar with.	the discussion feedback, I allotted another week for the project and changed one specific area to include educational value.
Government of United States	I have a muddiest moment. I added extra video to explain topics more thoroughly.	I changed the text to OpenStax after receiving information from students about materials being too costly. I added a survey(background knowledge probe) and changed all lectures and questions to reflect open educational resources.
Government of United States	I added an exit slip to the discussion board in unit 4. I wanted to gauge whether the students were fully comprehending the material to that point. They were also given the opportunity to participate in the discussion minute paper (with prompts) about the course.	Based on this, the OER book from the pilot was incorporated. Two discussions have been changed to make it more relevant to the material and the current elections. The CAT and student responses allowed for course improvement.
Government of United States	Muddiest Moment in unit 4, Project learning summary in unit 6 Exam Feedback	I changed number of modules based on student feedback, added extra videos and emphasized information onFederalis to help students understand the concepts. I added essays to the quiz to allow for expression of ideas on topics.
Government of United States	I had a muddiest moment. I added a survey about the Open Stax (OER) Book. I reviewed this and chose it based on previous feedback. I added a peer feedback on the project. For the shortened course, I included interactive activities to explain the materials in different mediums.	I will use the OpenStax text moving forward. I am modifying the project based on feedback to that of a scenerio- if you are in the Senate/ House, Justice of SCOTUS, or Executive, how would you react to policy x or y?
Government of United States	Have muddiest moment, added quiz feedback and have project.	Changed the exam and allowed options for project based on the feedback from discussion and student feedback. Options now exist for project to allow for collaboration and creativity.
Government of United States	Exam Evaluations The students were instructed to use their Notes, Text and other sources to write 4 multiple choice, 2 short answer, 2 fill in the blank and 2	I will adapt a more specific method in determining which subjects and academic levels the students need to respond to. Directed Paraphrasing

	<p>short essay questions over the chapter and subject at hand. This gave me the opportunity to assess the individual student's critical thinking ability, knowledge of subject, thought process, achievement and content understanding level. This is chapter 6 assignments 1 and 4 on my e-companion site under chapter 6 assignments.</p>	
Government of United States	<p>I used a muddiest moment discussion, peer discussion over project and project.</p>	<p>Based on the feedback from discussion and muddiest moment, I revised exam. Added group collaboration. Will adjust based on feedback.</p>
Government of United States	<p>I had a muddiest moment. I added a survey about the Open Stax (OER) Book. I reviewed this and chose it based on previous feedback. I added a peer feedback on the project.</p>	<p>I changed the text. I modified the project. I added additional videos regarding the Electoral College.</p>
Harmony II	<p>At the end of Chapter 8 (first inversion triads), assignments revealed misunderstanding of the salient points. In the next class, students were asked to compile a list of the principles they understood and a list of their muddiest points. Each "muddy point" was revisited with re-explanation, note-taking, and student board-work of representative problems.</p>	<p>Prior to the textbook assignments, students will have more written drill on voicing first inversion chords on staff paper and the board.</p>
Harmony III	<p>Chapter online checkpoint quizzes are given are chapter review.</p>	<p>Will continue to supplement assesment with online checkpoint knowledge.</p>
Harmony IV	<p>Students submit chapter quizzes in textbook that evaluate students knowledge of material presented.</p>	<p>Will continue to use textbook based quizzes to evaluate students knowledge of chapter material.</p>
Haz Mat Response Operations	<p>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%</p>	<p>All of the students had fully grasped the information covered in Chapter 3. There were underlying questions from previous chapters that we had covered so my plan is to move the CAT to a different week of the class to try and capture some of those unanswered questions before they're lost forever.</p>

	clear to you. We use this information to critique our courses and try to clear up and grey areas for the students."	
Hist & Phil Western cul to1500	Module 2 discussion, topic 1. Students were asked to discuss Greek values. They were expected to be able to correctly identify Greek religion/Greek gods as being of primarily importance. This reinforces the Outcome & Competency of 3B.	Of the 5 students enrolled, each were able to successfully state that Greek religion/Greek gods were of primary importance regarding Greek values. Each student was able to provide at least one specific example.
Hist & Phil Western cul to1500	A background knowledge probe was used in the module 3 discussion to evaluate the understanding of Greece, and fate, for the foundational value for Western Civilization.	Additional information was provided to enhance overall understanding.
Hist & Phil Western cul to1500	I used a type of background knowledge probe, regarding fate among ancient Greeks, in the module 3 discussion.	Additional information was provided with further discussion.
Hist&Phil West Cul 1500 - Pres	Discussion question (initial topic #2 in Module 10) asking about the Continuing impact of W.E.B. DuBois on modern society. Related to Outcome 4, competency d: Appraise the transitions and interactions of historically underrepresented groups of the West with dominant groups (eg: women, Jews, Africans). I expected the students would discuss NAACP, and civil rights movement/fighting discrimination/seeking equality/fighting against racism	Out of the four students, only 1 mentioned NAACP. 3 out of the 4 mentioned DuBois' influence on civil rights/racial equality/fighting against discrimination, racism, and oppression. I am a little surprised that 3 of the 4 students completed failed to mention NAACP as its mentioned in the lecture. I will clarify the discussion question to ask for specific concrete examples as to how DuBois' actions and work continues to impact the U.S.
Hist&Phil West Cul 1500 - Pres	Students were asked in the Module 2, topic 2 discussion to identify 2 points for the Federalists and Anti-Federalists. They were expected to be able to identify the Federalists of favoring strong central government and accepting the US Constitution as is/featuring checks and balances. They were expected to identify that the Anti-	Out of the 5 students enrolled, 3 responded. Only one student was able to correctly identify all 4 elements. I will post a follow up response in future to point out the 4 needed elements.

	Federalists favored states rights and the addition of the Bill of Rights to the US Constitution. This reinforces Outcomes and Competencies 1b and 2b.	
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in module 1 regarding Rene Descartes.	Additional information was provided to enhance understanding of Rene Descartes.
History of Kansas	Each week, students are required to submit a reflection which includes a "suggestions" section and a "confusion" section. For the vast majority of weeks, students stated that they had no suggestions or points of confusion. On a few occasions, a person would ask for a little more detail about a specific topic or would offer a suggestion.	I will continue to include this assignment as it allows me to pinpoint if a student is confused on a specific topic. I also tend to speak quickly, so when students ask me to SLOW DOWN, it is a great reminder for me.
History of Kansas	Muddiest point for extra credit in Module 9. Students asked for more information on Populists	I have added a video and lecture notes on the populists movement and also another video on monopolies and Teddy Roosevelt
History of Kansas	Muddiest point for extra credit in Module 9. Students complained about too many essays	I have taken out 3 essays and replaced them with a letter to the President, and 2 Power Point Presentations
History of Kansas	Muddiest point for extra credit in Module 9. Students stated that there was not enough time for all the work etc	I have added lecture information in the Orientation about the quick pace of the Intercession courses
Human Resource Management	Muddiest Point threaded discussion in Unit 5 and Unit 8	Based on feedback I am plan to start initiating a mid and final live review session so students have the opportunity to ask questions and get information in a live setting.
Human Resource Management	I did a discussion board in Unit 5 asking for the muddiest points in Unit 1-4 and found policies and procedures to be the most confusing and hardest for students to understand.	Yes, I will provide additional examples on how to develop proper policies and procedures and provide additional explanations on how policies and procedures are followed.
Human Sexuality	In Module 6 I used Muddiest Water. Asking questions about risky sexual behavior and how they understood the material and if it was	I plan to change up the test and information to clarify and hopefully my next classes will have more

	helpful. Since I only had one student there was not a lot of discussion.	than one student which allows for better interaction.
Individual Art Projects	This course had only one student enrolled. Numerous questions which related to CAT's were asked. A CAT asked during midterm critique was: Which glaze temperature would be appropriate to use when firing the cups?	I will continue to use the Socratic method when teaching advanced students to aid in developing critical thinking abilities. Being functional ware the student responded "Cone 10 Gas reduction firing."
Interaction Tech w/ Children	I ask a question at the end of module 8 quiz on how the assignments were and what changes they would recommend making.	One student mentioned it was a lot of writing assignments and more than her other classes she's taken, so I will look into my assignments and see if I can adjust the writing length requirements.
Intermediate Algebra	I used a background knowledge probe to find out how the students processed step-by-step factoring of polynomials. After having the students tell how they would decide which type of factoring was needed to factor a given polynomial, I went over the 5 steps to factor a polynomial described in Lesson 5.7 of the textbook.	I think it would be helpful to start at the beginning of the factoring lessons and present this step-by-step approach. That way the students would see how each type of factoring fit in the big picture. They could also practice being very methodical to their complete factoring.
Intermediate Algebra	I did a Muddiest Point at the end of each unit in class. I also did a Muddiest Point in two Modules of my Canvas Shell. Most students had issues with applications problems involving systems of equations.	I spent a few class periods (First 15 mins of the class), solving the set of problem that were most problematic. I saw a significant increase in scores.
Intermediate Algebra	I did a muddiest point after all the Chapter and discovered which points were the most difficult for students to learn . I went through all the responses and sorted them into piles containing groups of related muddy points .Absolute Value Inequalities , Rational Equations, Radical Equations and Applications of Systems of Equations had the highest frequency .Particular Absolute Value	This is a hybrid class and thus was difficult to do any remediation. I had to make instructional videos and posted them online for my students .

	Inequalities and Applications of Systems of Equations gave the students some problems.	
Intermediate Algebra	I did muddiest points that can be located in Module 3 under the content item labelled Muddiest Points. I also did a background knowledge probe after Unit 3. I gathered from the Muddiest Points that my students were struggling with the addition method and some applications of systems. I spent time after class to re-teach and solve examples for my students.	My students did better on their Unit Quiz as compared to their homework.
Intermediate English	I did a muddiest point since the students seemed confused about finding the subject. They showed so much confusion and were so upset. We did a few examples together. I told them to underline all prepositions first since the subject and verb are never in a prepositional phrase. After a few of these, most of the students were getting them correct.	I will most definitely use this again, and I will do it right at the beginning. It is so much better.
Intermediate English	I included a "quiz" titled Assessing the Course in Module 8 where students were able to submit feedback about the course.	I will be incorporating more discussions that require student-student communication.
Intermediate English	I did a muddiest point since they seemed confused to me. They said they could not always see what the subject was in the sentence. I went back and we circled all prepositional phrases first. I told them the subject or the verb was never in a prepositional phrase. Then we started again to find the subject. Bingo!	Always work on this first before giving the assignment. This is so much better!
Intermediate English	I did the walk-about. I noticed that the students were wanting to use words in the prepositional phrase for the subject and verbs. I stepped back for a couple of days. We worked on the preps.	Then I continued with the subjects and verbs. What a difference it made!
Intermediate English	I did the walk-about. I noticed that they kept wanting to use words in a prepositional phrase. I	Then I continued with the subjects and verbs. What a difference it made!

	stepped back and for a couple of days, and we worked on the preps.	
Intermediate English	I used the walk-about. I noticed that they kept wanting to use words in a prepositional phrase for the subject and verb. I stepped back and for a couple of days, we worked on the prepositions.	Then I continued with subjects and verbs. What a difference it made!
Intermediate English	I used the walk-about. After helping students, I noticed that they kept wanting to use words in a prepositional phrase. I stepped back and for a couple of days we worked preps.	Then I continued on with the subjects and verbs. What a difference!
Intermediate Reading	I sent an email to students similar to a Muddiest Minute.	I asked students what they felt would make navigating the course easier to understand (especially with the difference between assignments in CANVAS and those in MyReadingLab. Some of the suggestions were very helpful and I added/changed things in the course to make it more student - friendly.
Intermediate Reading	Approximate Analogies Students complete second part of an analogy. I use statements for every main point made in the day's lesson. Ex. The central idea is to a passage as _____ is to _____. This is a good way to check if students picked up on the main ideas of the lesson.	I review the points that students struggled to get according to the analogies they wrote. If I see a pattern where students in all my classes struggle with the same idea, I add more instruction/examples to the lesson.
Intermediate Reading	For this online class, I monitored student activity in practice exercises and emailed explanations or clarified directions.	Seeing, as soon as possible, when and where students are struggling and interjecting with guidance/help is important to student morale and attitude. Success and/or retention in the course could strongly be affected.
Intermediate Reading	I asked students to write a quick response to the question "What was the muddiest point in the	Muddiest Point CATS are a good way to get instant feedback from students on their understanding of material covered in class, allowing the instructor to

	lecture over thought patterns?" I then clarified missed concepts.	clear up misconceptions or fill in missing information.
Intermediate Reading	I asked students to write a quick response to the question "What was the muddiest point in the lecture." Then I clarify missed concepts.	Muddiest Point CATS are a good way to get instant feedback from students on their understanding of material covered in class, allowing me to clear up misconceptions or fill in missing information.
Intermediate Reading	I asked students to write a quick response to the question "What was the muddiest point in the lecture over thought patterns?" I then clarified missed concepts.	Muddiest Point CATS are very useful for instant feedback from students to monitor understanding of concepts and to measure engagement.
Intermediate Reading	I sent an email to a student who wasn't moving through the assignments in a timely manner and asked what was confusing or unclear [muddiest point]. He replied that he was confused about major and minor supporting details. I explained and gave him some more examples.	I am adding more explanation to the online work on supporting details.
Interpersonal Communication	I use work group discussion to get students to comment and discuss how different parts of the course relate to every day communication.	I have changed several of the foils to get students to think more on how the course applies to their everyday lives.
Interpersonal Communication	I used multiple assignments to insure students were able to recite principles of Interpersonal Communication.	I plan to change several assignments to better assess my students in future courses.
Interpersonal Communication	I use the muddiest moment in all Modules where I challenge students to come up with their own ideas for a set discussion question.	I have changed some of the questions to make them more current.
Interpersonal Communication	I used the muddiest moment to have students respond to discussion question.	I respond to their questions and add additional questions.
Interpersonal Communication	Muddiest report regarding the 4 different types of communication	Followed up with review of material at next class period
Interpersonal Communication	I used the Muddiest Minute to have students respond to situation in my discussions. This requires them to apply the principles in the Module.	I respond to students and add additional questions.

Intro to Athletic Training	Muddiest Point: This course covers a wide range of material. The question asked had two parts: 1) What topic concerns you the most in moving through the material as quickly as we do? And, 2) What topic(s) needs more time spent in discussion because of your perceived importance of the topic.	I need to spend less time on general information, or theory, and get right to the practical application of specific tasks and skills.
Intro to Autism Spectrum	On each quiz, I ask the students to reflect on the parts of the course that were unclear to them. This gave me the opportunity to look for additional resources to help them better understand the material.	The student gave a lot of positive feedback on what was helpful to her in the class and what was not as helpful. I was able to adjust the material to give a better understanding of the material.
Intro to Contemporary Math	Muddiest Point in Module 8 for the final. I provided additional information on items they needed clarified.	I will continue to use this CAT and then assist students when warranted.
Intro to Early Childhood Ed	Had students write test questions they think should be on the quiz (that are not currently on the quiz) and support them with their best answers supplying supporting details.	I love this CAT! It allows me to see what direction their thoughts are traveling. If I get three or more questions dealing with the same content, I then design a discussion question as a follow-up in the following module. This way we can keep the excitement and research going.
Intro to Early Childhood Ed	Students were given a reading assignment and asked to respond in a few sentence responses. Students were able to discuss their topic but did not do a great job writing it out.	It is understood, I need to dive into content deeper with most students.
Intro to Early Childhood Ed	I have a CAT in each module 1 muddiest point, 1 test question and answer, and 6 one-minute essays.	Explaining more on the different types of EC learning programs.
Intro to Exercise Science	To determine student overall knowledge and understanding of body fat (which we have discussed in almost every chapter thus far) characteristics and functions, I inserted a question for students to answer re:	Student was able to give very well-thought-out impromptu answer to this question, indicating good summarization of concepts for the past few weeks. I will use this method again in future courses

	compare/contrast topic of body fat as it pertains to children, the elderly and males/females.	
Intro to Exercise Science	In week 5, I inserted a CASE STUDY into the homework assignment that required students to consider and apply multiple course and chapter concepts to explain a rationale for the follow-up of female athletes with decreased performance and weight loss due to anorexia. One out of 2 students performed this assignment successfully.	In my next course, I will revise my lecture during weeks 2 & 3 concerning eating disorders, then apply the same assignment in my next class.
Intro to Fire Prevention	I did a muddiest point which is in Module 4 under content item link labeled 'Muddiest Point'.	This was the first offering of this class so there are many tweaks that need to be made. The Muddiest Point will assist in making clarifications on the way material was covered. I will move the CAT to a new location in the next class, so I can get a snapshot from multiple areas in the class. I have also had students providing feedback throughout the class to help with getting all the kinks worked out. I believe this will continue for the next couple of offerings.
Intro to Fire Prevention	I did a muddiest point in Module 3, students had no questions. In class I checked with the students in each session to determine if there were any questions or confusion on the material. None noted.	No recommendations currently will continue to evaluate.
Intro to Leadership Concepts	I did the head not test. I stated, "According to Fielder's Contingency Model, the most preferred co-worker is used to measure one's inclination towards task vs people orientation -correct?" Most students quickly realized that this was not true and stated that the "least" preferred co-worker was used to measure a person's preference.	The results of this C.A.T. allowed me to confidently move forward with the lesson plan.

Intro to Literature	Short answer definition - setting. The easiest of all the elements of fiction concepts to understand, students still struggle with the describe in detail and apply.	Students seemed to understand the concept of theme much better this semester, so the enhancements I made with applying this concept paid off.
Intro to Literature	I asked students to differentiate between the approaches to literature we studied (6 total). Small groups comprised lists of elements of each Approach.	Because all students could clearly differentiate between the approaches, I confirmed their information and then moved on to a new concept.
Intro to Political Science	I conducted an online CAT via my observations since I did not get much feedback from my students.	<p>The delivery of the material was great, but some format issues can be organized better. Due to excess spaces between paragraphs, cause some confusion for students. In one instance, one student did not or could not view the diagram (photo). So, I emailed him the diagram (photo).</p> <p>The content was extensive and required lots of reading. I will reduce some of the reading requirements.</p> <p>Overall, the design and development appear to be fine.</p>
Intro to Political Science	I developed my own survey questions for my CAT and request the students to complete it after each module is complete. They are encouraged to do so and will received points toward the overall grade if they complete it.	For some reason, one of the diagrams in Module 5 or 6 will not appear in the student view. Some can see it, but other students can't. I must send the diagram at least to one student each time this course is taught.
Intro to Social Work	I had an optional 'Best and Worst' discussion at the end of each module.	Students discussed one assignment in which instructions were not clear and led to confusion on how to complete the assignment. The assignment will be clarified going forward to avoid any confusion. The assignment is important to understand how difficult it is for families living in poverty to meet basic needs, so it is imperative

		students understand the assignment to get the full scope of the struggle for those in poverty.
Intro to Social Work	There is a 'Best and Worst' section within each module that allows students to discuss their most and least favorite aspects of the module.	There were no responses to the 'Best and Worst' sections and there were no improvement suggestions on the instructor feedback. I plan to change various aspects of the course moving into the Spring 2019 semester to encourage states to engage more with each other and myself.
Intro to Social Work	I had the students write a letter to future students in which they were asked to share what they have gained from the class, what they wished they would have learned more about and general advice for future students.	I plan to provide more speakers in other areas to give an even broader array of the areas of social work.
Introduction to Business	Muddiest point completed in a discussion board in the course called Business Plan Discussion that is in the last module of the course.	This business plan project is worked on throughout the semester and CAT's are completed throughout the semester and discussed in class in areas that are most confusing to students. This discussion board is an opportunity to convey ideas / thoughts and suggestions on changes that could be made to the business plan project and areas the students continued to struggle. This class had the biggest issues in the management section, creating their advertisements, and implementing the PEST Analysis.
Introduction to Business	module 8 - business plan discussion - muddiest point / suggestions for improvement	many of the students discussed requests for shorter projects instead of the 15 – 20 page paper. They would also like to see more examples. I will not be changing the length of the paper. At a university level student will be writing at least 20 - 30 page papers/plans. I will be completing research to provide more examples of different areas of the business plan.
Introduction to Business	Session 1 BOL course - Complete muddiest point discussion board regarding the business plan.	Students seem to struggle the most with the SWOT analysis, PEST analysis and the Marketing Strategy.

	This is in the business plan module called Business Plan Discussion EC.	When I have time, I would like to add more videos that I create to explain more specific areas of each of these areas and try to provide examples that are not easy to copy and paste into their own document.
Introduction to Business	BOL Session 1 course - 9 week Completed business plan discussion board in the last module - This is called Business Plan discussion	The students found the SWOT and PEST analysis were the most difficult. I believe I will continue to add more content in about these areas as well as created a video completing one with an example idea to add to the already added videos.
Introduction to Computers	Muddiest moment which is in Modules 1, 2, 3, 4, 6, 7 under a content item link labeled Module Comments.	Modifying the section on Internet and WWW to include a speed test for each student's system and then create a threaded discussion for open dialog on how their speed could be increased and what might be causing a slow speed.
Introduction to Computers	I did a muddiest moment on basic Networking concepts.	Students reported that they understood the material presented. We will continue to cover Networking at the current level.
Introduction to Computers	Informal class discussion with specific questions relating to the topic	The students were not as far ahead as I assumed, we reviewed the content accordingly.
Introduction to Corrections	The Background Knowledge Probe is a short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover students' pre-conceptions.	I am always looking for new ways to intrigue my students with their learning and education in the Corrections System.
Introduction to Film	Presented info on various roles/responsibilities to produce a film	Students responded with this info at next class period
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.	This is the second time I have taught this class with the changes I implemented earlier, and I am getting good results. If I get good results the next time, I will change the CAT and work on it.
Introduction to Investments	I use the muddiest point for my CAT and I applied it to understanding how to calculate future values.	Students still seem to need guidance when it comes to this CAT. So, I will continue to work on it.

Introduction to Leadership	Face-to-Face: Probing CAT identifying leadership characteristics and improvement needs for each student.	I am going to continue this CAT in this course. This provides personal reinforcement of characteristic needs and improvement plans.
Introduction to Music	On 4/19, the class was divided into teams to play an interactive game for points (provided on the textbook publisher's website.) The terminology not recalled was documented by the instructor for intentional verbal and written review prior to the next two exams. The additional review yielded an average increase of 32% correct responses.	Next year will involve a different text book (moving to online), so definitions of elements of music will be re-worded in lectures, study materials and exams. I believe this will help comprehension.
Introduction to Music	Students were divided into small groups to generate test questions over the Baroque Era. Each group was assigned one chapter to focus upon.	The test utilized questions from the text bank, the teacher, and the student's questions. No statistically significant improvement was noted on the student-generated questions.
Introduction to Music	Module one Discussion on Muddiest Point over the Musical Elements	Students answer other students' questions about the muddiest point. I also follow up in the discussion highlighting the most discussed questions.
Introduction to Music	In module 1, students must comment in a discussion stating which of the 9 Musical Elements confuses them the most.	Review which musical elements are asked about the most. Revamp the explanation of the musical elements in lectures as needed.
Introduction to Music	in module 1, students must comment in a discussion stating which of the 9 Musical Elements confuses them the most.	I answer individual students with an explanation or video tutorial on the musical element and their question.
Introduction to Music	Short Answer essay asking which Musical Element confuses them the most and why.	Most often, texture and tonality are the answers, so I send out an explanatory email with a YouTube tutorial.
Introduction to Music	Muddiest Moment on J.C. Superstar. None of the students had seen the musical. Almost all found the content unusual and had to explain the historical significance of this mid-20th century opera.	Will continue to present this opera to students and will have explain in greater detail to each new class.

Introduction to Music	Weeks before posttest students (in groups) go to the white board and write the eras in chronological order and the appropriate historical event for each era.	Some students seem to incorrectly match events and eras for two eras. Focus on those eras and events.
Introduction to Music	Short Answer essay asking which Musical Element confuses them the most.	Answer each student with a new explanation or new video tutorial on each specific musical element.
Introduction to Music	A week before the Post Test an impromptu quiz was given for zero points over vocal genres presented early in the semester.	Review these genres in contrast to later vocal genres (madrigal vs. blues).
Introduction to Philosophy	I asked the students to look at the course outcomes and objectives and then to reflect on which one(s) they had achieved the most success in and to explain why. This was done in Unit 8.	In previous reports, I have indicated a need to expand student's learning so that additional objectives are covered beyond "understand history of philosophy." I was very encouraged by the responses this semester that indicate my efforts are achieving success. My intent is to continue to work on developing questions and assignments to push students even more to a greater learning of the material.
Introduction to Philosophy	I asked the students to reflect on four questions: Identify one important concept, research finding, theory, or idea that you have learned this semester. Why do you believe that this concept, research finding, theory, or idea is important? Apply how you will apply what you have learned to some aspect of your life. What question(s) has the activity raised for you? What are you still wondering about?	Based on their answers, I am encouraged that the introductory study has encouraged them to continue their quest for knowledge. I think that I need to provide "additional resources" at the end of the semester to give them an idea of how they continue their own self-study after the semester ends.
Introduction to Philosophy	I asked the students to look at the objectives listed in the Syllabus and to comment on which one they had achieved the most success in. This was in Module 8.	Their responses confirmed the value and importance of continuing to develop good questions that lead them to consider additional aspects of philosophy. I think they also indicated

		that I need to focus a bit more on introducing aspects of eastern philosophy into the course.
Introduction to Philosophy	<p>I asked students in Module 6 to comment on the following:</p> <p>Identify one important concept, research finding, theory, or idea that you learned this semester.</p> <p>Why do you believe that this concept, research finding, theory, or idea is important?</p> <p>Apply how you will apply what you have learned to some aspect of your life.</p> <p>What question(s) has the activity raised for you? What are you still wondering about?</p>	It is not so much that I need to adjust or add but their responses were an encouragement to continue to ask probing questions to help students think through the material they are learning and its significance.
Introduction to Philosophy	A background knowledge probe was done in class on week two to evaluate organizational process for the first philosophy essay.	A process of development for an outline was used to assist students with improvement for their organizational process of their essay.
Introduction to Philosophy	A background knowledge probe was use in week 5 to determine and help students develop their major written project essay.	Discussion of the aim and choices the students had for their projects allowed opportunity to verbally help them develop their work.
Introduction to Philosophy	A background knowledge probe was used in week 5 to help students develop their essays with peer editing.	Peer editing was successful and helped students realize needed areas for correction and development of their work.
Introduction to Philosophy	I used a background knowledge probe to evaluate preparation and process for the major essay.	Additional information and help were provided to support needed areas of relating for the essay.
Introduction to Philosophy	A background knowledge probe was used in week 5. In the classroom I gathered info from students regarding their major essay.	Adjustments with additional help were expressed to aid students to improve their essays.
Introduction to Philosophy	A background knowledge probe was used during week 5, in the class room. Students needed to provide their goal for their major essay.	From the probe I was able to help students develop and process ideas and points.
Introduction to Sociology	I did a background knowledge probe about understanding different levels and comparison between norms, mores, values, aspects of	To help illustrate the differences, throughout the course, I incorporated a couple of card games designed by psychologists/sociologists (Awkward

	culture and conformity vs nonconformity at the different levels	Moment & Buffalo) to give specific illustrations and examples to enhance student understanding. Students also conducted projects which included various types of social experiments and presented their experiments and results to their classmates. I will continue utilizing these techniques to enhance learning.
Introduction to Sociology	For each module I provide a Clarification Assignment which allows students to ask questions about a comment I made in grading, a specific test question or to ask for further clarification on a topic or concept.	I do make changes to quiz questions or provide further explanation for topics that students have confusion about. I do modify the course if needed so everything is clear.
Introduction to Sociology	The Muddiest Point Assignment was in Module 7.	One student noted that the social research methods was tricky to apply to a subject. I can go over this topic better in my next class (I can do an overview video.)
Introduction to the Theatre	Utilized BOL module for instruction questions and clarification.	No students took advantage of the module this semester
Introductory Craft Skills	Most students did not know what MSDS. Explained Material Safety Data Sheets (MSDS).	We zeroed in on Trade Terms Introduces at the end of the module before we go over the module. Improved knowledge on trade terms.
ISO 14000 Environmental Mgmt	I did a muddiest moment which was in Lesson 2 under content item link label CAT Muddies Minute paper. My students were to provide a paper on the following competency: "Explain and illustrate by example, the typical structure of an ISO documentation system. Two students submitted this assignment, and both do not provide adequate answers.	I am going to pick another competency and locate the assignment later in the class, perhaps in the 4th week.
Java Programming	I did a muddiest moment which is in Module 5 under content item link labeled CAT: Methods.	The CAT is set as a Discussion Question so that students have a chance to answer one another's questions. Some questions were adequately

		addressed in student responses and some required more instructor explanation within the thread.
Java Programming	I did a Discussion Question on the muddiest moment on Methods located in Module 5 Methods under the content item link labeled CAT Methods.	Using a Discussion Question for a CAT is valuable because students can answer on another's question. We will continue to use this Discussion in future classes.
Juvenile Offender	Utilized a Pro-Con Grid to determine student attitudes towards adjudicating juvenile offenders as adults.	Effective C.A.T. provided feedback reflective of student's backgrounds on punitive aspects of juvenile justice. Will adjust course content to portray the range of responses on this issue.
Legal/Ethical Issues in Health	This class contains a muddiest moment within module 4 or 5 to assess legal issues the student may have issues with understanding.	This round was the problem of understanding lecture concepts which will be stressed a little bit more in the future offering.
Legal/Ethical Issues in Health	Session three BOL course uses muddiest moment. Most consider this to be a difficult course	Consider weighing course questions more appropriately for longer answers.
Managerial Accounting	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 to add more content to reinforce material.
Marketing	BOL course - completing the marketing plan review discussion board allowing for muddiest point and feedback on the marketing plan / full semester project.	Student would have liked additional information / examples of the marketing plan layout and the marketing mix. This was discussed and review multiple times throughout the course, videos and examples are provided for these areas. I will provide additional resources for the marketing mix as well as provide a step by step guide during this portion of the class.
Marketing	Asking for muddiest points and suggestions via a discussion board in the course. This is in the last module called Marketing Plan Discussion.	Many students have problems with the SWOT and PEST analysis. I will try to provide more outside resources for the students to use as a guide. The marketing promotions were difficult for some. I think I will also provide a little more direction/

		examples of what the students can do here for their 3 advertisements.
Marketing	module 8 - marketing plan discussion - muddiest point/suggestions for improvement	Students would like to see more information for the SWOT and PEST analysis. I do also plan on adding more of my own videos personally explaining different areas of the marketing plan.
Marketing	I incorporated a head/nod test in the lesson to ensure the students understood the 4 p's in the marketing mix. I stated that the fourth P is package, correct? Most students quickly recognized the error and corrected my statement.	Because of the C.A.T., I was able to move forward with the lesson plan.
Marriage & Family	I posted a Muddiest point link for students in Canvas at the end of Week 1 for students to ask any clarifying questions about the state of the family day, including popular myths. Based on Feedback from this thread, I reiterated some of the trends we are seeing in the family today at the beginning of Week 2 before we moved on to new material.	The myths and misconceptions surrounding the family are many. Debunking them all at once as an introduction in a shallow fashion to signpost the rest of class is a nice approach, but sometimes its helps to offer students a chance to have some of the myths clarified before moving deeper into class and its core material. I will continue to make this an option in future classes.
Marriage & Family	A background knowledge probe was used in class discussion during week four of the course. An expectations handout was used to help students process their relational values and understanding.	Discussing the discoveries of student's findings was a helpful learning process for the class.
Marriage & Family	A background knowledge probe was done during week one of the course. A review for the first quiz was done.	The review was helpful and allow students to better understand the testing for this subject.
Marriage & Family	A background knowledge probe was used in week 3 to help students prepare for a test.	The preparation seemed to help students with their tests.
Medical Administrative Aspects	This is an online class for the full semester due to the credit hours required. The method used was muddiest moment in the course shell.	I did happen to get face to face interaction as one of the students is located on campus. She expressed that it is important to continue the pace where there is reading then reinforcement of

		concepts through assignments. Discussion threads will continue to be used with the expectation that to get full credit the student must respond meaningfully to another students posting.
Medical Administrative Aspects	This is a BOL class offered in session two or the full semester. I included a muddiest moment in one of the middle modules to assess what concepts students had the most problem. Most had difficulty with legal concepts, this is handled through more discussions and assignments	A newer education textbook is being included this year for this class.
Medical Surgical Nursing I	Inserted pickers pretest questions into the endocrine lecture to identify areas of weakness. Identified areas of weakness were then stressed during lecture.	I will use pickers again during this course to help identify weaknesses to stress areas of need with more time.
Medical Surgical Nursing II	During the lab portion of the gastrointestinal module, the students were divided into groups and assigned different GI medications to present to the group. These medications had been covered in the previous semester. The students also developed test questions for the critical areas of learning related to the medication classes. The students presented the material and then presented the questions to the class. The students enjoyed the activity and learned from it.	I plan to add time for students to write test questions for other content I cover in this course. This course is taught by a team of 3.
Medical Terminology	Daily, I implemented Audible/Nods, and I used Suggestion Box, Student-Generated Questions, Quiz Correction, Jeopardy, and Anonymous Question Submission.	Moving forward, I plan to retain the Cats and implement What's the Principle? I will emphasize the "real-world" utility between the lecture material and the realm outside of the classroom. To evaluate their comprehension, I will add additional in-class case studies and projects we can work through together and address questions as they arise.

Medical Terminology	I implemented Audible/Nods daily during lectures, and included Suggestion Box, Student-generated questions, and Quiz Corrections. We will play Jeopardy to review for the Final. These CATs have been helpful in allowing me to gauge students' comprehension; I was able to spend more time on certain concepts that required additional explanation.	If I was to teach this course again, I would include additional case studies from sources outside of the textbook, to expand the working knowledge and application of the material. This would augment students' use of materials outside of the text and help to draw connections between the course material and their career aspirations. Thanks.
Medical Terminology	This class was attentive and participated a great deal in the discussion. Some lateness and one or two who did not attend regularly.	Make sure that students understand what is going to be expected of them from the beginning of class through the completion and repeat learning and questioning.
Medical Terminology	I did a muddiest moment in chapter 4 to assess what they felt they needed more of	Some answered that they needed more practice interpreting medical terms, so I added some additional exercises to interpret medical terms to the modules.
Medical Terminology	This is a session one class uses muddiest moment in one of the middle modules.	Found that students wanted to work ahead and did allow only if the student was on deployment or I did leave the modules open for longer times.
Medical Terminology	I use muddiest moments in Module four for students to tell me what they had difficulty with if any.	This class suggested redoing lecture audios that go with power points. They are outdated, and I will be doing that.
Medical Terminology	This is a face to face course. I taught concepts through lecture then we would break to complete the tasks required. This seemed to work well with these three students.	I will continue to refine this technique of lecture followed by see one, do one, then teach one in this class.
Medical Terminology	This was also a face to face class where I did probe student to see what they learned in previous lessons. About half again were paying attention and participating in discussions, the others talking in class.	Repetition and rewards for those completing work on time and participating in lectures
Medical Terminology	This was a continuation of more students enrolled in Medical Terminology this summer	I added more interpretation exercised for Medical Terminology to course content.

	2018. I again used the muddiest moment to ascertain what they required to retain more.	
Medical Terminology	I would question almost daily about what we discussed or learned in the class before. Though I noticed that some students were paying more attention to class content, there were almost half who didn't get the idea that you must put in some work on your own.	Repetition and reinforcement with these type students is going to be key.
Medical Terminology	Early morning class with few students, much absenteeism and not paying attention. Some could adjust, others could not	Set stricter parameters for class behavior and attendance
Medical Terminology	Knowledge probe is used with this class that is face to face	This class is college based on the Great Bend campus.
Medication Administration	Hands on and face to face. Used the see one, do one teach one method and found it acceptable	Will keep this as part of the medication administrative programming.
Medication Aide	I did a knowledge probe. Students did not understand mechanism of action of medications on the body, so I explained	I will be more thorough when presenting information and continue to test their knowledge before and after to assess their understanding of the information
Medication Aide	I did the muddiest moment and inquired about their knowledge on mechanism of action of medications, the students had no knowledge of this, so I had to explain and then reviewed with them afterwards for reinforcement of material	I think the ask and review of materials and reinforcing it in the curriculum assists in retaining and understanding the information
Medication Aide	I did a knowledge probe and quizzed them over classifications which they did not understand so I explained the differences.	I will continue to do knowledge probes, I find them useful in targeting areas that need clarification or more information delivered
Medication Aide	The students did a round table discussion on the "7 Rights of Medication Administration". All the students were engaged, and discussion entailed how these rights will assist in the decrease of medication errors. Most students retained the information from a previous lecture.	I believe I could do an extra credit addition to early tests to promote the memorization of the "7 Rights".

Mental Health I	Misconception/Preconception check. I utilized this assessment to gain a better understanding of student's views related to domestic violence and sexual assault. We then had guest speakers from the family crisis center and a class discussion to identify and debunk common misconceptions about victims of abuse.	Next year, I plan to have the guest speakers come later in the course after this topic has been covered in lectured. The students were uncomfortable with how little some of them knew about this subject and I want them to be more confident.
Military Hist/Amer Civil War	I have a muddiest moment CAT located in each module. My CAT asks students to identify something they did not understand in the module. In this session I did not have any students do the CAT. This is the first time this has happened. I offer extra credit for completing the CAT, and in the past students have always filled them out. In the future I will make at least one CAT required.	I realize that I need to make the CAT required so that my students will give feedback.
Military Hist/Amer Revolution	I have a muddiest moment in each module. I ask the students to comment on something that was confusing regarding the content or the delivery of that content (such as a video lecture, the organization of the module, a worksheet or discussion question). Only one student responded, and they said everything looked good and they were not confused.	Even though the student who responded to the CAT said everything was fine, I worked on reorganizing the discussions, so they flow better with the course. I also re-recorded some video lectures that I thought needed adjusting. An example is I recorded a video that covered a brief overview of the Revolution, so the students have a preview of what is to come in the course before they dive in.
Military Hist/Amer Revolution	I conducted a pre and posttest of the students' knowledge of the timeline of the American Revolution. I collected scores from the pre-test and then compared them to the post test. I saw over a 30% gain in knowledge about how the students understood the information and timing of events during the American Revolution.	No adjustments were completed, but it enforced and validated my teaching ability for this subject.

Military Hist/Vietnam War	Midway through the class I conducted a review of the course requirements, work load, and deadlines.	I discovered that the course requirements and workload was good, but students required more time to take the quizzes, therefore I gave an additional 30 mins on each quiz, this was well received.
Military Hist/Vietnam War	Students were asking a lot of questions about writing a history paper and how to conduct an academic paper. I set up an in class writing workshop which allowed students to ask questions, provide examples, and use the proper format.	I will use this writing workshop in each of my classes to assist students with formatting and writing a paper.
Military Hist/Vietnam War	I did a midterm review on the entire class so far. The students provided feedback and liked how I structured the class. I did not just go in chronological order but highlighted key topics and had the students provide details through discussions.	The way that I structured class went well and I will sustain this method of instruction.
MLT Immunohematology	I did a form of the muddiest point located in Module 9 in the weekly discussions	I asked the students to provide suggestions to help them when we study a very complicated antibody identification scenario. They agree it is complicated and many of them lack support from their cooperating labs. They suggested more videos, perhaps utilizing you tubes from the Blood Bank Guy (I'm hesitant due to his overboard nature) and additional information not provided in depth from the author. I will consider all these suggestions when I do a personal revamp of the course.
MLT Immunology	My first semester teaching this course was the Spring 2017 session. Based on the CATS from that semester, I made changes to the class for this semester. I liked the changes, the students liked the format, and this semester went much smoother than last. Based on the CATS discussions in Module 7 and 16 this semester, I	Module 7 discussion - how do you learn best - Majority of the students answered visually, and enjoyed the videos I used, but would like to add to the list of videos for the course. Module 16 discussion - What can I do to help you learn procedures better when we don't have a specific lab class for this course? - The students

	will make no major changes to the format or teaching style, other than looking for a few new engaging videos to help explain content in a different way.	would like to see more virtual labs. I will search for or prepare more virtual labs for the students to participate in.
MLT Pathogenic Microbiology	I did a form of the muddiest point over a complicated theory involving a test known as the 5-tube setup. Most students thought that more visuals would help and a video discussing the reactions. It is in Module 6	I do have videos that explain this in the course, but I feel that many students do not have support in their cooperating labs and do not get the needed back up of performing this test in person. It is a somewhat antiquated procedure, but necessary for compliance with our accrediting agency. I will try to make these tests more available to all students. I think doing it, hands on, will make the concept more recognizable.
MLT Urinalysis & Body Fluids	I did a modified muddiest point version in a weekly discussion located in Module 5. I asked the students to describe the area of a certain test that they found to be the hardest concept and then provide suggestions to help make the learning process easier. They also talked about current tools that are effective.	The online lectures are very useful, and they want more visuals of the chemical reactions. I will try to post more visual aids in the course for the following term
Multimedia Presentations	Stickiest Point in Module 6 where students are asked to indicate which part of the writing process was the most difficult for them on Essay 1.	I will provide more examples of easy ways to convert 1st and 2nd person writing into 3rd person.
New Testament Lit: Gospels	A background knowledge probe was done in class in week 4 regarding Inductive study understanding and development of meaning.	The process of development for students to investigate meaning of the literature was processed individually. I worked with each student one on one to work on their perspective of meaning.
	I did a face to face round table discussion on Confidentiality of patient information. The HIPAA laws. The discussion detailed the aspects of understanding the students understood. The students engaged in the discussion on the topics of communicating information verbally,	I believe a roundtable discussion may be included for the review of the HIPAA law due to the engagement in communication that was experienced. The students learned different perspectives of the law as shown by the different examples discussed.

	electronically and written. All students were engaged and discussed the topic openly, questions arose on the fines that are mentioned for breaking the HIPAA laws.	
Nursing Home Aide	On April 24 I sent out a Muddy Moments announcement. I asked students to go through their coursework and see if there was anything they did not understand and asked them to bring questions etc. to clinicals so we could talk about it face to face.	Students did not have a muddy moment, but all agreed the time log and vital documentation should be put in each module instead of in a separate area of the course. I will be changing that for fall.
Nursing Home Aide	Nursing Home Aide	There is still the mindset of not working in the resident home. Will add additional material to get out of this mind set.
Nursing Home Aide	Assessing skill in application and performance. While in clinical if they are under 18 they cannot push buttons on lift but can assist with it.	While in lab need to reinforce this so that students are aware before we have hands on care in clinical site.
Nursing Home Aide	I did a muddiest moment on October 20, 2017 it is located under the announcements for all students.	I am going to add some examples for the mapping exercises for next semester.
Object-Oriented Programming	Students completed a muddiest moment as a survey. It is in Module 4 under content item link labeled CAT - classes.	In future classes we will spend more time discussing how all the files tie together into a program and the purpose of public/private access specifier.
Oral Interpretation	My CAT was "Students respond to 2 or 3 open ended questions about the value of an assignment to their learning." My CAT was placed in week 4 of a 6-week class. I asked students two questions: 1. What did you learn by doing a review for an oral interpretation on poetry? 2. How did doing a review help you with your own presentations?	Based on some of the students' responses, they were confusing peer reviews with the reviews they had done when learning how to select good examples and poor examples of pieces of literature for interpretation. I will make sure students know the difference and that they read directions carefully before submitting work.

Organic Chemistry I	I asked students to identify where chemistry intersects with students' major course of study. This caused students to put our first module into the context of their own relevance.	I will research and apply examples to my instructional materials that relate to the students' identified intersections.
Organic Chemistry I	I posted an ungraded survey at the end of Module 3 to determine what resources the students find helpful and to see where more resources should be added.	I use this survey to find areas the students still find unclear in the classroom.
Organic Chemistry II	I have a survey on the end of Module 3 to ask what resources work and what resources do not.	I have compiled answers and will lean the course instruction towards the resources that work for most of the students. I will not remove resources but add to the course.
Organic Chemistry II	I have a "How's it Going" survey that is not a graded assignment to identify what resources students use the most.	I am learning what students prefer to use to gain knowledge. Unfortunately, Khan Academy is the most common even when the videos are incorrect.
Organizational Communication	I have muddiest points located inside each module for week. This is used for students to elaborate on what they are unclear about after doing the reading or assignments.	Noticing if many students are having a hard time grasping a certain concept, I will usually go in and update the content to make those concepts a bit clearer.
Organizational Communication	Used Muddiest point. There is a muddiest point within each unit that students are required to fill out each week.	Based on what students find confusing, difficult, I can adjust for future classes.
Painting I	I began class asking students what they knew about the color wheel/color theory and found that only a few knew in detail what I was asking about. I then explained the color wheel/color theory throughout the next classes.	I also had students fill out a worksheet about the color wheel and related terms and I found that with students who English is not their first language I need to do more than just verbally tell them what each word means. Next time I plan on also having visuals.
Painting I	I opened with a general knowledge discussion and had students make a list of their favorite artists. I also used a short free draw assignment to gauge each student's creativity and level of understanding of basic design concepts.	I will include a short color theory exercise to gauge students existing level of understanding.

Painting I	one on one individual critiques, as mentioned called walk around critiques, once every class period. Suggestions are given for improvement. Two group critiques.	student improve their projects and understand the creative process better.
Parenting	Chapter 14 Quiz students were asking to "Create a question which you feel needs to be placed within this quiz."	The topics ranged from teenage contraceptives to children who split time with divorced parents. The students seemed to gain information from questions that gave a percentage answer which leads me to believe they are internalizing information from their studies in this course.
Parenting	I have eight CAT questions in my even numbered modules. One muddiest point, question and answer test question and 6 one-minute essay questions.	Updating some discussion questions to make it pertain to parents more.
Pathophysiology	I use Muddiest Point which is in unit 5 to provide me information what students find least clear or most confusing about a lesson or topic	<ol style="list-style-type: none"> 1. Improve skills at paying attention 2. Develop ability to concentrate 3. Improve listening skills 4. Develop appropriate study skills, strategies, habits 5. Learn terms and facts of this subject 6. Learn concepts and theories in this subject
Patient Care I	I use knowledge probe in this class and with the knowledge of what they will be expected to complete for Field Operations Day have made some adjustments	I have tailor made the content of the class to fit the specific needs of this student population. Taking more time to complete technical skills such as running the autoclave, removing stitches and CPR abbreviated course.
Patient Care II	This is a face to face class. Last in the series before graduation in spring. I did background probing and found that most have a solid understanding of the course. Some adjustments will be made according to the class make up	Adjusting the timing and the amount of time spent on topics they may not have to deal with in their profession
Personal & Community Health	As with my prior HLTH 1248 courses, during lecture, I implemented Audible/Nods and adjusted lecture content to meet students'	Moving forward, I plan to retain the Cats and retain the new organization of the course from LSEC 2. I had redistributed the lectures for clarity, and the

	<p>comprehension. The students also completed and submitted multiple low-stakes assessments in the form of Lab Projects prior to the Final. During the physical activity portions, I worked with students one-on-one as their personal trainer, to meet their individual needs and maintain safety. I implemented Suggestion Box and we played Jeopardy to review for their Final.</p>	<p>students' performance on the Labs and Final were enhanced. I plan to implement this similar course design in the future. I have had the opportunity to teach this class several times, and I feel as though based on the students' feedback, the CATs are effective. Thanks!</p>
Personal & Community Health	<p>I implemented Audible/Nods daily, whether we were engaged in physical activities at the gym or in the classroom. I implemented Suggestion Box and we will play Jeopardy to review for the Final. These appear to be effective CATS, based on the students' scores on their lab projects and final exam.</p>	<p>I would retain the Cats and include additional case studies from current events, to demonstrate the connection between the material and our world. I anticipate that this will enhance the students' appreciation for the complexities of health-related information. We will discuss some case studies in class, so that I can evaluate their thought process behind credibility/evaluating source credibility. Thanks!</p>
Personal & Community Health	<p>As with my prior HLTH 1248 courses, during lecture, I implemented Audible/Nods and adjusted lectures to meet students' comprehension. The students also completed and submitted multiple low-stakes assessments prior to the Final. During the physical activity portions, I worked with students one-on-one as their personal trainer, to meet their individual needs and maintain safety. I implemented Suggestion Box and we played Jeopardy to review for their Final.</p>	<p>Moving forward, I plan to retain the Cats and reorganize the course a little to redistribute the expectations of the students. I have had the opportunity to teach this class several times, and I feel as though based on the students' feedback, the CATs are effective. Thanks!</p>
Personal & Community Health	<p>To assess student understanding of the 8th dimension of wellness and the writing of SMART goals, I inserted a requirement for students to write a SMART goal for the 8th dimension of wellness, the FINANCIAL DIMENSION, as an "out-of-the-norm" activity during the 4th week. At</p>	<p>I will keep this CAT as a part of my class assessment, inserting it at different times during the first half of the course. If at least 1/2 of the class, or more students, can answer it correctly, it will hopefully improve SMART goals developed in later chapters.</p>

	least half of the class completed the assignment correctly.	
Personal & Community Health	The question that students were asked was "What is the muddiest part this class so far? What do you not understand/having problems with? This was in the course shell around the 8th day of class.	Students indicated that lab activities were not helpful in determining status of their current health, changes were made in the number and kind of activities that were assigned for credit.
Personal & Community Health	To determine current understanding of prior concepts, I inserted a CAT into the assignment of the 4th week whereby students were asked to compose an on-the-spot SMART goal for the 8th dimension of wellness - the FINANCIAL dimension. 58% of the class was able to do this correctly. This activity showed me where I needed to put emphasis in the coming weeks.	I will add an ANNOUNCEMENT in the upcoming weeks about how to correctly write a FINANCIAL SMART goal in hopes of getting students to think about this area of wellness.
Personal & Community Health	In Week 4, Module 3, I planted a request to students to correctly write a SMART goal for the 8th dimension of wellness - the FINANCIAL. 17 out of 30 students did this correctly, for an average of 57%. This score helps to indicate to me that a little over half the class understands the concept of the SMART goal at this point in the course. It will help me to decide how much more emphasis needs to be put on the topic.	I will continue to teach the SMART goal in my courses beginning in the 1st week, providing varied requirements for students to demonstrate understanding.
Personal & Community Health	Introduced a classroom assessment activity in Week 4 where students were instructed to complete a SMART goal for the 8th dimension of wellness - the financial dimension - to practice concepts learned in the first 3 weeks of the course. Over 50% did the assignment correctly. This was a successful exercise in that it demonstrated general understanding by the class of the concepts taught in the beginning of the course.	I will continue to use this CAT in future classes to assess general class understanding 1/4 of the way thru the course.

Personal & Community Health	During the 4th week, I introduced a CAT where I required students to complete a SMART goal for the 8th dimension of wellness - The Financial Dimension. The purpose of this assignment was to assess student understanding of SMART goal construction at this point in the course. Approx. 67% of the class completed the requirement satisfactorily. This CAT identified areas that needed improvement in future lessons.	I will use this same CAT at this point in future classes to determine overall understanding of the SMART goal process.
Personal & Community Health	During the 3rd week of the course, I inserted an on-the spot requirement for students to write a SMART goal for the 8th dimension of health, the financial dimension to test a concept that was covered during the first 2 weeks. 50% of the class was able to perform this assignment correctly. This CAT is an indication that students still need some instruction on the correct way to develop a SMART goal.	I have added a short tutorial explaining the basics of the SMART goal in the Introduction page of the Module 4.
Personal & Community Health	For this online course, an assignment was added to Module 3 for students to write a SMART goal addressing the 8th dimension of wellness - the financial dimension. This requirement was used to assess class understanding of the correct way to write a SMART goal early in the course. Sixty-seven percent of the class performed the CAT correctly. This CAT revealed that there is still some confusion about how to write a SMART goal.	I will provide further instruction on writing SMART goals in the upcoming module.
Personal & Community Health	I did the muddiest moment in my classes. It was labeled muddiest moment.	Just to need have a little more detailed explanation.
Personal Finance	Background knowledge probe done over amortization schedules and purpose. Most students had no clue what they were and why	I will continue this in the future classes but also require summarization of the important amounts

	they were used. We reviewed one entirely and then students had to have six in their final project.	on the amortization schedule and how students can save money in the future using the schedule.
Personal Finance	I use the muddiest point for my CAT and I applied it to Chapter 4 and how to apply tax planning strategies.	For this being one of the first times of using this competency as a CAT, the students did very well. I will continue to monitor and adjust as necessary
Persuasion	There is a muddiest point in each unit that students are required to fill out for points. By doing so, I'm able to see where there might be confusion or what students are understanding.	Based on the muddiest point outcomes, I am able to adjust content as needed to make more clear.
Pharmacology	I used a Suggestion Box located in the last module, Week 17: Review and Final Exam.	A student suggested that I post a reminder on Sunday about having to respond to 2 students in the discussion. I usually send an email on Monday, but will consider sending a reminder on Sunday, especially during the regular semester when students may be taking multiple courses. Reminders are always good to have.
Pharmacology	I did a Suggestion Box found in the last module (Week 17) which consists of one short-essay question used to help me make improvements to the class.	Based on student responses, I will adjust this course in future sessions by adding more assignments such as small reports on drugs. Students mentioned they could benefit from outside research on specific drugs since the course covers broad drug topics.
Pharmacology for Nurses	Students demonstrated difficulty rounding during the dimensional analysis math portion of the course. A quiz was developed and placed in Canvas for students to perform prior to the first examination. Those students who had difficulty came in for extra remediation and extra rounding questions. The first test had very little rounding issues as compared to previous years.	I plan to put this assignment in next year's course.
Pharmacy Calculations	I used a Suggestion Box in the last module, Week 17: Course Review & Final Exam.	A student suggested adding fun games to help them learn the math. I agree that a fun way to learn would be some type of game, especially in a math

		class that can be really hard for some students. I will research some games that may be relevant and add them to certain modules.
Pharmacy Operations	For this course, a muddiest moment was done. It is located in Week 5 under the content item link labeled muddiest moment.	Yes, course will contain more video examples of hospital pharmacy procedures.
Physical Science	I did a muddiest point in Unit 2 labeled CAT Muddiest Point 1. Several students were concerned about how to write up the lab reports	I added a document that explained how to write up the various kinds of labs and used related rubrics to grade the labs. Lab write up improved significantly and students expressed appreciate for the added clarity.
Physical Science	After discussing chemical reactions, students practiced balancing chemical equations. Some students still had trouble balancing the equations, so I presents a couple alternate physical and graphical approaches for balancing chemical equations.	Additional time will be spend using some of the alternate methods for balancing chemical equations.
Physical Science	I did a background knowledge probe about global warming. Many students confused this idea with the hole in the ozone layer. I explained that both were related to human activities and to the atmosphere, but that they involved different gases and were due to different human activates.	I will emphasize the differences between the greenhouse effect and the ozone hole.
Physical Science	I used the muddiest point in Unit 6 - CAT Muddiest Point 2 - and found that students were still struggling with formulas and equations.	I will add more information and a video lecture on solving equations.
Physics I	The first CAT I did was a three minute summary at the end of Lesson 2. This allowed me to see what ideas students picked up on and which ones needed to be emphasized again.	During online sessions with students, I was able to emphasize the topics that seemed to be missing from the summaries.
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	I have been able to go back and clarify some things in the module as well as add in more information.

	need more focus. Some are questions geared more towards delivery of content and what might be a better way to get the information across. One example is a 3 minute summary in Module 2.	
Physics I	I have several within my course. One is a three minute summary of the lesson. Students take three minutes and recall all information they can about what has been covered.	This gives me an idea of what topics are standing out and which ones might need more coverage.
Physics I	After discussing Newton's third law, students were asked to apply this principle in various settings. Even though students could usually repeat the statement of the law, they still had problems applying the law to some situations.	Students will apply Newton's Third Law and then explain their reasoning to other students.
Plant Science	At the start of each unit, students are given an exercise to determine their knowledge of the subject. Major weaknesses are noted and emphasized during class. Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. Lab exercises were conducted based on class materials to evaluate student's ability to apply concepts learned. Various nonverbal cues are also evaluated constantly.	More hands on lab exercises to employ the concepts
Play Production	Listed the various roles and responsibilities for mounting a play	Students were expected at the next class meeting to present this information back
PN Transition into Nursing	In this course, we used double journal entries to assess student's attitudes and values related to nursing leadership roles and responsibilities.	We will continue to include activities that require the student to examine their personal values about leadership.
Preschool Child	I have CATS in all my modules one muddiest point, question and answer test question and 6 one minute essay questions.	Providing my "Fact Sheet" with more directions so it is clearer for students.

Principles of Agriculture Economics	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. Students were given real world agriculture examples concerning various laws of economics after covering a key concept and asked to explain what happened in those terms. Various nonverbal cues are also evaluated constantly.	Group worksheets to help apply principles learned and understand concepts in a real word setting.
Principles Grammar Form &Style	For this course, I have two CATs. Both were Muddy Moments in Units 4 and 5.	I am in the process of rearranging some modules so that they reflect the order that I teach in my face-to-face courses.
Principles Grammar Form &Style	For this course, I have two CATs in this course. Both were Muddy Moments in Units 4 and 5.	I'm thinking of redoing Modules 3 and 5 because when I teach it face-to-face, I teach them in a different order.
Principles of Animal Science	Students are asked to complete a Matrix over the content learned that week. The matrix has three areas that where the students are asked to state: 3-points things they learned that week, 2 - ways they will apply that information, and 1 - thought/Concern or Question for the instructor.	This has been the best tool I have used and have gotten great feedback from students. If I modify in the future courses it will be ask for more from the students.
Principles of Animal Science	I did a one minute paper over the livestock digestive systems functions.	The responses from the students gave me insight into the material that students needed more clarification on.
Principles of Biology	This type of CAT worked very well. But I will revise the directions again a bit.....students seem confused by some of the directions even though I provided a model and example of what I was expecting. I think I need to make the example more obvious because they focused more on climate and weather patterns than the actual evolution of organisms. However this did	I think I need to make the example more obvious because they focused more on climate and weather patterns than the actual evolution of organisms. However this did demonstrate that they were critically analyzing the data.....just not what I was expecting

	demonstrate that they were critically analyzing the data.....just not what I was expecting	
Principles of Biology	I did a muddiest moment located in module 5 under "Course Check-in" due September 24th	Several students had issues understanding and keeping track of things like multiple species concepts or selection pressures - for Spring 2018, I will add separate sections explaining those concepts in greater detail.
Principles of Biology	lab and report and essay response this response is brief for this CAT only am wearing arm/wrist brace for few weeks	I am providing better directions with the info for the essay response and going to provide an example and vocab even though this response is brief for this CAT only am wearing arm/wrist brace for few weeks
Principles of Biology	I did a muddiest moment (found in Module 5) labeled "Course Check-in"	Several students mentioned issues with clarity in the Pearson Mastering Labs - I'll be double checking all the problems assigned to make sure there aren't any mistakes or issues with Pearson's materials.
Principles of Biology	I did a knowledge check on evolution in a lab exam essay response. Most of the students were able to identify at least one characteristic that provided benefit for survival. I would have liked to have seen more than 1.	I am going to use the same assessment questions but provide more directions to see if students can provide more information with better direction.
Principles of Biology	Students completed a concept map with labels to demonstrate their ability to remember and classify key concepts of mitosis and meiosis. Most students struggled to classify the concepts to the correct process.	I will incorporate more hands on activities to strengthen student recall of important concepts.
Principles of Biology	Students completed a concept map with labels to demonstrate their ability to remember and classify key concepts of mitosis and meiosis.	I will incorporate more hands on activities to strengthen student recall of important concepts
Principles of Macroeconomics	Students were asked to provide Muddiest Point for course and share feedback on specific point that was most challenging in class.	Feedback provided a basis for incorporating additional resources to support student success.

Principles of Macroeconomics	I continue to use a different business problems to enhance the class instruction and the final exam is out all of the information together.	I am constantly making adjustments in accordance with the group of students I have.
Principles of Management	This is a muddiest point discussion that provides feedback about the assessments completed throughout the course. This is located in the last module called Assessment Discussion.	The students didn't have a lot of suggestions or struggles but I feel that this assessment could be improved by implementing a secondary component comparing themselves to other managers. I will be added an interview assignment to the course for the next semester that will also be added to their reflection paper at the end.
Principles of Management	Complete the muddiest points using a discussion board in the last module called Assessment discussion.	Everyone thought this layout and instructions were set up well and had not suggestions for improvements. I think next semester I will be adding to this reflection paper, an area that will allow the students to reflect on what they learned most from their interviews completed throughout the semester.
Principles of Management	I did a KWL chart with the students concerning Title VII of the Civil Rights Act. On the board, I recorded what the students told me they know about the act and what they want to know. After realizing what they already know from previous courses, I focused on what they wanted to know and the other areas that were not included in what they already knew. After the lessons, as a class we recorded what they learned about Title VII of the Civil Rights Act.	In the future, I will provide detailed information regarding Title VII. It's important for students to understand their rights as employees as well as what they can and can't do if they are in a management position.
Principles of Management	Module 4 - Assessment comments - discussion board - muddiest point	A couple of students would have like resources added to the assessment that provided additional information about improving their skills in that area. This would be a very good idea.
Principles of Management	I did a head nod test. I stated, "According to the CSR pyramid, the base level need for all businesses is to 'be legal'-correct?" Most	The results of this particular C.A.T., allowed me to confidently move forward with the lesson plan.

	students quickly realized that this is not true, and answered that being profitable is the most important need.	
Principles of Microbiology	I used the CAT for microbial collection and then a written lab format with analysis, synthesis and critical thinking in the conclusion about the results.	I will provide more directions and post information earlier for the students..... the lab form is good as is the comparison chart for microbial collections.....but I may provide vocabulary to use and send out directions even though I post in class and in directions and in Announcements.
Principles of Microbiology	I require students to collect microbial lab data and plate microbes and analyze the data. They write a lab report. This demonstrates that they know how to write a formal lab report, understand how to record results and can analyze the conclusive results.	I may make this worth more points as a few students just did not complete the lab report. I had already extended the time by weeks for submission. So it was not that they did not have time for a successful lab, they just did not write the lab report.
Principles of Microbiology	Daily, I used Audible Nods and Suggestion Box. I also incorporated Student-generated Questions, Quiz Corrections, and Jeopardy.	Next time, I plan to add Anonymous Quiz Submission, as this provides yet another opportunity for students to submit questions over material they would like additional explanation for. Thanks!
Principles of Microeconomics	I didn't make a lot pf changes to the course this time around. I am experimenting more with Practical exercises in the form of business problems that students are involved in to create cohesion and team building.	I have prepared different business problems that I use for class to ensure that students have an understanding of how to use the principles they are learning. Students will do the exercise then we will discuss the principle of it. I also, have a final business exercise that the students will take on the last evening of the course. I evaluate this with each course. The make-up of the class is a real key to how each business problem goes.
Principles of Phlebotomy	CAT #1 Week 3 Unit 4 How effective is the course content and delivery in your opinion? Do you have any suggestions? Is the abbreviated schedule affecting your learning experience?	CAT #1 responses were very positive on the type of learning experience they were receiving for this delivery method, and they enjoyed the shortened schedule. I will make no changes here.

	<p>CAT #2 Week 6 Unit 6 Please write a paragraph summarizing the differences in quality control and quality assurance. Tell me everything you know about this topic.</p>	<p>CAT #2 response - students were unclear in the difference between quality assurance and quality control. I will expand this section of the course slightly and include a video that will help explain the concepts better.</p>
Private Voice	<p>I did a muddiest point on Singing Tone. Six students completed the CAT with 3 students giving an accurate definition and 5 out of 6 students responding with accurate judgements of the tone qualities they described. 3 of the students did not give a definition of any kind and one student did not follow the directions on the CAT.</p>	<ol style="list-style-type: none"> 1. In the future I will give more direct instructions about how to complete the CAT. 2. In the future I will discuss Singing Tone in class in greater detail leading students to verbalize a definition that is accurate.
Public Speaking	<p>I did a Definition CAT. I asked students to read the chapter and define what they thought speaking extemporaneously is. I found out that most students did not know what the term means. It made me question if they actually read the chapter. The CAT was located in week 9 of a 16 week course.</p>	<p>I plan to implement a discussion board where I can make sure all students read the chapter and discuss different terms that they need to know for this course.</p>
Public Speaking	<p>I have two Public Speaking classes for POL and I did the same CAT for both. It was done in week 9 and I had the same results for each class. I asked students to read a chapter and then define the term extemporaneous speaking.</p>	<p>I will have a discussion board for the students to discuss important terms. I will not just trust that they read the chapters that I assign.</p>
Public Speaking	<p>Reading Response in each module - students will write about the Muddiest Point of the reading and we help explain.</p>	<p>Will continue to use this CAT Alissa Duncan is filling out this form for Angela Lewis due to a medical emergency.</p>
Public Speaking	<p>I used nods/audible response to check if my students understood the five steps of Monroe's Motivated Sequence during our unit over persuasive speaking. When indicated by their</p>	<p>The C.A.T. strategy indicated what material needed to be reviewed, so we did that to gain student comprehension.</p>

	responses, we reviewed the material until they understood.	
Public Speaking	Research Prior Knowledge Quiz given in class - use as a basis for lecture/discussion	Will continue with this CAT as it lets me know what students understand about research for a Persuasive speech
Public Speaking	I did a background feedback assessment, and I used the feedback to build flexibility into the class.	The feedback allows me to make small adjustments to accommodate the unique classroom dynamic.
Public Speaking	After discussing Monroe's Motivated Sequence for organizing persuasive speeches, I used nods/audible to see if the students understood the 5 steps involved. Because there was still some confusion, we reviewed the steps using different examples and terminology.	Reviewing the material enable my students to understand Monroe's Motivated Sequence.
Public Speaking	I did a head nod test to determine if students understood the concepts discussed in Chapter 3. I stated, "the first step in speech preparation is to outline your speech, correct?"	The results of the C.A.T. allowed me to confidently proceed to the next concept.
Public Speaking	Oral survey in class. What areas should we review in preparation for Speech 2?	Address questions and concerns regarding Speech 2.
Range and Forage Management	Presented material to students and then I gave a pop quiz with questions about the factual information that was given and also questions where the student would need to do some critical thinking to answer-relating the information learned to real life experiences and management principles and theories.	The students did well and I think along with allowing the students to be assessed and assess themselves, it also encouraged them to be more engaged in the classroom. The students did well with expanding their thinking to applying the information.
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.	The course's strength is its ability to help students think through the construction of arguments. I also think that my emphasis on interacting with social media has been helpful. I do need to keep working on providing additional resources to help them understand the course material.

Reason and Argument	<p>I asked the students to answer the following questions: Identify one important concept, research finding, theory, or idea that you learned this semester. Why do you believe that this concept, research finding, theory, or idea is important? Apply how you will apply what you have learned to some aspect of your life.</p> <p>What question(s) has the activity raised for you? What are you still wondering about?</p>	<p>On the basis of student responses, I was encouraged that they seem to be grasping important issues related to critical thinking. However, I need to work on helping them think through how they will incorporate these issues into their daily lives (both personal and professional).</p>
Reason and Argument	<p>A background knowledge probe was used in class during week six. Each project was reviewed as a class, and improvements were suggested.</p>	<p>The suggestions offered for the projects were a good avenue for improvements for the final version of their projects.</p>
Social Emotional Development	<p>This online class would do the muddiest moment every other module.</p>	<p>They got to where they would answer with "nothing". Therefore, I would have a student read a particular section of the material and then research an article or video to share with their peers that would help to make the information more manageable.</p>
Social Psychology	<p>I offered a Course Assessment/Student Feedback survey in Module 7. This was modified based on Fall 2017 information.</p>	<p>This version generated no responses from the students. I will make this more prominent and perhaps have three shorter questions.</p>
Spreadsheet Applications	<p>face to face course - using final discussion review provided in the final module regarding muddiest points</p>	<p>Students were struggling most with the creating and incorporating the Vlookup function, pivot tables and macros into their file. They would have liked additional review over these areas. I did provide extra assignments that would allow them to have an example to work from based on these reviews. I also provide work days in class to allow for questions and time with the instructor. Next Spring I will be doing an extra assignment / assessment regarding pivot tables.</p>

Spreadsheet Applications	Muddiest moment which is located in Unit 8- Final Exam under a content item link labeled Muddiest Point.	Will work on determining why some students are receiving a Black screen when trying to input a screenshot or screen clipping.
Spreadsheet Applications	I did a muddiest moment on Defining names in Excel. Students indicating they understood how to define names. They expressed some confusion once a name was defined how to use it.	We will continue to cover Defining names at the existing level and spend more time on how they are used.
State & Local Government	Muddiest moment module 4 Self-assessment links Feedback Discussion	I added lecture videos for clarification on modules. Added self-assessments for extra practice for quiz, I changed the quiz to correlate to the discussion so that students had studied topics and could use citation to explain their view based on feedback. Also, I had these attached to quiz instead of a separate assignment.
Steering and Suspension II	Hands on demonstration conducted 1st. Most students had some idea, but could use more.	Hands on Demo is needed for first class to get students on board.
Storytelling	Required the students to do some exploring on international stories	The students responded by finding international stories and telling them in class.
Student Success	I did a face-to-face data on their attendance. Some students have already started missing a lot. We have talked about this repeatedly, so I did the data. I showed the ones who were doing well and their attendance. I also showed those who were not doing well and their attendance. All of this was anonymous. I heard comments about it being so different.	After a two weeks I checked the ones who had poor attendance and their grades. The attendance was better and the grades had improved a little too. I will start doing this earlier in the semester with the data I have obtained this year.
Student Success	In their journals, I noticed many of them noted they had trouble attending every class. I then developed a chart without names and showed how many times each had missed and what their grades were. I explained the more they attended, the better the grade.	They seemed amazed, and some of them really did improve on attendance.

Systematic Ethics	A background knowledge probe was used in week 5 to gather the elements the students intended to use for their projects.	I was able to help students develop their understanding and process elements for their projects. This added value to their final projects.
Technical and Report Writing	I used a formal report analysis which is located in Unit 7 to gauge student understanding of the elements of a formal report. All students were able to identify these elements.	I will continue to make sure these elements are explained to students in depth and continue to ensure their understanding.
Technical Mathematics	At the end of the class the students can have a discussion in the Muddiest moment. Suggestions and comments are given and consider how to help the class in the future.	Students make comment about tests and they are adjusted as needed.
Technical Mathematics	Feedback from students, corrected a few exam problems.	Continue to correct and adjust assignments and exams.
Textile and Fibers	During the weaving project I would periodically walk over to the student's work and see if they were doing the particular stitch correctly. If not I would then show them what they were doing wrong and then watch to see if they could then do it correctly after another demonstration.	If the student is still struggling with the stitch even after a second demonstration I would then try and explain it in a different way than I had before. I would also ask the student to try and verbally tell me what they thought they were to be doing.
Theory of Basketball	I did a Background Knowledge Probe at the beginning of our Rules/Officiating Unit. I gave a short quiz to determine the extent of how familiar the students were to the rules of basketball. At the end of the unit, a more complex test was given to measure their knowledge.	This was effective for me since I had several non-basketball players in my class this semester.
Trigonometry	I did a muddiest moment in class on chapter 6. The question that came back was on clarifying What does it mean to look for the inverse function vs finding the function itself? Ex) $\cos x = (1/2)$ vs $\arcsin x = (\pi/2)$. Given example: 100% process but comprehension issue.	The instructions confused the student because although it said solving by inverse, it was in the inverse form and you were looking for the sin coordinate when you were at a specific angle. And on the other problem, you were given the cos coordinate, and are looking for the angle measure. The directions confused the students and the student could process the problem but didn't "see"

		the problem for what it really was- there seemed to be a translation/comprehension issue.
Trigonometry	I did a background knowledge probe before beginning Angles of Elevation/Depression. Many students remembered this concept from Geometry so I did a few less examples than I had planned for.	This C.A.T. was important because it showed that I didn't need to go into as much detail about this topic as I had planned. The students remembered many Geometry concepts that went along with this topic so we moved on quicker than expected.
Trigonometry	After spring break, I did a Muddiest Point. We were in the middle of a chapter so this was a good time to see what still did not make sense from before break.	Based on the C.A.T., this told me that we needed to review more about Verifying Trig Functions.
Vocal Ensemble	Following the Advisement Tour (April 10), class time was devoted to the collection of student ideas on streamlining equipment set-up logistics which would then be implemented on the Spring Tour April 19-23. Each tour performance had a successively shorter set-up time, which resulted in more sound-check time and more recruitment conversations prior to performing.	Students were provided with a documented stage plan, equipment assignments and sequence, and taught to wind cables properly.
Welding Safety/OSHA 10	Since I had high school students, the knowledge of OSHA and all around job safety especially in the welding shop would need to be addressed immediately.	Looking into finding a book suitable for the syllabus. Due the training On AWS (American Welding Society) I will always teach that part of class first and give required AWS written quiz as most students are taking welding classes at same time I am teaching safety in welding.
Western Civilization 1500-Pres	I have a muddiest moment located at the end of each module. I ask the students to tell me something that didn't make sense in the module (the actual history content) or something that didn't make sense with the delivery of the material (organization of the module, a lecture). A couple of students mentioned that they did not understand some of the words/terms I used in my video lectures. They suggested uploading a	I am currently working on making a list of terms and important concepts that I will write down/type out before each module. I want to give the students a preview of what is to come. These terms/concepts will be the important things to watch for in the module. I think this way the students will not be overwhelmed and feel they have to remember everything in my video lecture.

	transcript of my video lectures so students can follow along.	
Western Civilization 1500-Pres	I used a muddiest moment in each module. The feedback I received was that the audio in my lecture videos was a bit muffled at times.	I am planning on re-recording many of my videos with my new webcam I purchased, which will provide better audio for my recorded lectures. I also am looking into putting closed captioning on my videos.
Western Civilization 1500-Pres	During week one I gave a pre-test to all students to see what their background knowledge of the subject material was in relation to Western History. The class did well in some areas and not so well in others.	This Pre-Test assisted me in identifying weakness and gaps in knowledge. I then made several minor adjustments to the course content to accommodate for the students gaps in knowledge.
Western Civilization 1500-Pres	A muddiest moment was used in module 3 of the course.	Questions and requests were addressed to help the students.
Western Civilization to 1500	Mid-Class After Action Review (AAR) Half way through class I completed a 20 min feedback and Q&A session with all students to get an understanding of how they were receiving the course and what issues, questions, and concerns they might have.	Students were happy with the pace of the course, the assignment structure, but wanted to add more primary documents into the course. Being ancient times, this was sometime problematic to incorporate, because of the rareness of documents of that time. However, having the students use the internet in class we were able to discover several useful text and videos that portrayed similar information without a prim source.
Western Civilization to 1500	I did an assessment on student learning and the pace of the course in week 2. I discovered that the content was going faster than the students were used to and they requested that we slow the pace down and review some of the previous information.	I reviewed my lectures and lesson plan and allowed for more student reflection time and adjusted the pace on the course.
Western Civilization to 1500	A muddiest point was used in module 3 of the course.	Explanations and help was provided to aid with student questions and requests.
Women & The American Experience	Reading Response Quiz - completed at the beginning of each class to determine the understanding of a time period or event	Will continue as this helps class delve in the discussion for the day

Word Processing Applications	Students were asked to create a document using several items we covered in class. These assessments were reviewed	I did adjust instruction but didn't make major changes. I did review the topic during the next class period.
Word Processing Applications	Muddiest moment which is located in Unit 8 Exam module and is labeled Muddiest Moment.	I am in the process of adding lecture videos for several of the assessments students struggled with.
Workplace Accident Investigation	I used a Muddiest Minute/CAT in Unit 4 for students a short note on "Developing the Sequence of Events" No students responded.	I have already rewritten the CAT assignment in what I think is a more clear instructions.
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. The specific purpose of this assignment was to assess their understanding of the larger academic outcomes of a course on world religions.	The strength of the course is the information it gives to students about the variety of religious practices in the world. They continuously report that they leave the course with a much better appreciation for the diverse beliefs and practices of people around the world. I do think that I need to continue to find resources (audio/visual) to help them develop in these areas.
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. The specific purpose of this assignment was to assess their understanding of the larger academic outcomes of a course on world religions.	I continue to be encouraged by the deeper understanding students have of the significance (academically and personally) of understanding the world's religious traditions. I don't at this point think I need to change anything but should continue to develop probing questions to help them continue to experience religion from the "inside out" when it comes to others.
World Religions	I asked the students to reflect on the course objectives (as stated in the Syllabus) and to indicate which two they had achieved the most success in and to explain why.	Although it always dangerous to make conclusions on the basis of "information not shared," the fact that students did not mention "understanding the historical background of each religion" indicates that (perhaps) I should stress this more. I have (in fact) changed the course textbook to provide more information about this area as I have noted its lack before.

World Religions	A background knowledge probe was used in week four with orientation of an article to determine about evaluation, rather than judgment of another religion.	The process of going over the article with explanation did help students have better orientation to evaluation a religion.
World Religions	I used a background knowledge during week 4 to evaluate knowledge of Islam.	Additional knowledge formation and provision were provided to enhance and bridge needed gaps.