

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2019

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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:

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%
2019			
201901	222	154	69%
201902	222	136	61%
201903	141	101	71%

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

Starting in 2019 Barton Community College has chosen to require only one Classroom Assessment Technique per instructor per semester with a greater focus on quality rather than quantity.

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 382 assessments documented during the given term.*

Course Abbreviation	Course Number	What did the results/findings show you?	How will you implement change?
ACCT	1212	Suggested a very simple step of taking a few minutes at the end of class to have students write down the questions they might be having difficulty with.	I can have students use the paper training log for this step and put any questions they might be having trouble with for review.
ACCT	1614	<p>This CAT identified several things:</p> <p>**Most (90%) students did not know how to establish goals. For this reason, I implemented the SMART goal model. I reviewed the importance and how to make a SMART goal.</p> <p>***Most students just go through the time budget activity process but really don't pay attention to how their time is used except to complete the activity and assessment. I wanted to make it more effective and useful to a student.</p> <p>**More time must be used to help students understand the correlation between school and workplace time management and overall essential skills.</p>	<p>SMART goals will now be discussed and taught in the first week of courses so students understand how to set attainable goals.</p> <p>Time budget activities will be implement in the first three weeks of class and during week 10 or 11 in the course so students can implement their SMART goals.</p>
ACCT	1641	I have a handful of students that do not understand how to calculate the equations for present value and future value without using a scientific calculator.	I make my students explain their answer. With or without the calculator I expect my student to explain how they received the answer to a question.
ADHC	1229	After reviewing the questions from the test that the students had written, the class averaged an 82% together for those questions, but when broke down individually by person and question, I was able to see where material would need to be covered better.	I will put more emphasis on the questions that the class struggled with as a group and individually.

AGRI	1115	The data consisted of the map and question sheet to answer the concepts. Out of 9 students, six understood the importance of landscape position on soil development, the effect of vegetation on soil stability, and the impact of human activity on soil. Eight of nine were able to formulate reasonable ideas/practices to protect and improve the site.	Split some of the work away from group into individual work. Use this directly as we examine fertility, nutrition, and erosion (i.e. incorporate it as we go through these concepts).
AGRI	1120	The students did a great job completing this project. They developed principles that included technical information, along with holistic management strategies. I would have liked to see students develop a couple more principles based on self-management techniques. I believe this is important because if they can't manage themselves, it doesn't matter how good of a manager of the land they are.	Next time I will implement a little more discussion before students begin the project. I had a little lead into the project but did not want to steer them too closely to the answers so I had left the discussion very vague. I will probably include a grading rubric to help students understand the importance of developing all types of principles.
AGRI	1212	During last few minutes of class period, ask students to use a half-sheet of paper (a discussion thread can also be used) and describe what they didn't understand and what they think might help	I think I can implement this particular change by adding this step to the bottom portion of the daily log sheet students are required to fill out.
AGRI	1216	The result of the pretest showed that over 80% of the students had little to no understanding of basic engines and maintenance on mobile agricultural equipment.	After reviewing the results of the pre-test, I modified the course content to include engine cycles, and implemented a tear down of a basic diesel engine.
ANTH	1816	50% of the students said that the lineage types was the most difficult concept. I have added videos and lecture notes but the students are not using them. I am going to add more intro information on watching the videos.	I am going to stress that the students use the resources that are in the course shell such as the videos and the lecture materials to better understand the materials. It is obvious from the comments that many are utilizing the resources.
ANTH	1816	The students 50% said the tests questions are ambiguous. I am going to review them to see which ones need to be reworded.	I am going to review them to see which ones need to be reworded.
ANTH	1816	Students no longer are asking for more on kinship since I have added videos and also charts. Now the number one response is more information on nations and states.	I will be adding lecture materials, charts and videos on the difference between nations and states.

ANTH	1816	That students may not be using the resources available such as videos and lecture materials	I am going to send the links to the descent video and lectures via email
ARTS	1200	<p>5 out of 11 students did not reply or did not want to participate in the C.A.T. Indicating they did not understand how the critical thinking process was encouraged throughout the course.</p> <p>6 students replied.</p> <p>Writing assignments and threaded discussions were cited as promoting critical thinking in the class. (4 students)</p> <p>Projects were cited once as promoting critical thinking. (1 student)</p> <p>One student described all assessment tools led to promoting critical thinking in the class.</p> <p>Critical thinking skills are promoted throughout the course and are explained in detail for the student. Each module contains an introduction and objectives which details how critical thinking is a part of that week's assignments.</p>	<p>I will continue to collect information to answer the questions in this C.A.T. in my future classes</p> <p>This was a small sample group and I need more information to proceed with substantial changes to the course.</p> <p>I will encourage students to read the objectives for each module.</p>
ARTS	1200	<p>Fourteen students in the class responded.</p> <p>The results documented one student with a full understanding of the concepts. They rated themselves as a 10</p> <p>Six students rated themselves at an 8. They stated understanding but need more practice using the course vocabulary.</p> <p>Five students rated themselves at a 7. They understand but need more practice using the course vocabulary.</p>	I will continue to update course presentations and create assignments which measure how well students are progressing towards achieving the course competencies and outcomes.

		<p>One student rated themselves at a 5. The student needs more instructions.</p> <p>The responses indicate the majority of the class is building and understanding of the visual elements and how they are arranged by the principles of design.</p>	
ARTS	1237	This helped me determine what areas within the elements and principles of art I needed to spend more time on with the student.	I will spend more time on principles than on elements. Students seem to have a decent grasp of the elements when coming into the class but not so much with principles.
ARTS	1246	A common question is how to take photos with long exposures during the day.	I have decided to add a lesson on neutral density filters to the "How do I shoot..." lessons of the course.
ARTS	1246	This semester there were several questions regarding mirrorless cameras.	I have a lesson the following week with a list of topics that are commonly mentioned in the discussion. Next semester I will add a lesson titled "How do I pick which camera to buy?"
ARTS	1246	One student asked about taking long exposure shots during the day. Sever others said they would like to know about it in reference to the discussion post.	I will add a lesson on long exposure shots in daylight into the "How do I shoot a ..." lesson which answers the most common AMA questions.
AUTO	1100	Most students talk the talk but few have any concept of how to perform tasks.	A continued presentation of hands on actions and make sure each student must participate.
BSTC	1036	9 out of 14 students indicated that we needed to review parameter queries and queries that used statistical functions. We focused on these topics during the review session.	More focus will be placed on providing students guidance as they attempt these concepts in the work leading up to the exam.
BSTC	1036	The students had a variety of background information, but most students didn't have a complete understanding of the higher features of the word processing software.	We will spend more time on the advanced features and less time on the basic functions.
BSTC	1036	As expected, they are struggling the most with Excel formulas. Those are always the hardest for students to comprehend. I was surprised, however, when a few said they struggled with charts, formatting, titles, or even simply reading the directions carefully for very specific details. This is a good reminder that even though I've	We already discuss formulas extensively, but will try to come up with more ways to dissect/discuss/break down.

		been using Excel for over 20 years, and today's students are tech-savvy, Excel is brand new to these students.	
BSTC	1036	After conducting the initial background probe I was able to "baseline" the class and develop methods to ensure we would be successful. Everyone in the course that actively participated broadened their grasp of the software suite.	There was one report during the final out that I overlooked, we will do a bit more hands-on instructor led activities on the meeting nights. The night students do not care to much for the text, "it is more of a how-to for assignments and not a lot of quality reading"
BSTC	1036	About half of the class did not correctly do the project that required use of the IF function.	Be sure to cover the IF function thoroughly. Use more than one example.
BSTC	1036	Several students listed that they had trouble learning how to set TAB stops in Word. Although I have revamped my lecture for this topic many times, I will consider another way to present this technique.	Considering changing the muddiest moments in each section to Q&A thread. Will move the Muddiest Moment to the end of the course. The Q&A might catch the student's eye more than muddiest moment and they may actually read the responses that I leave when questions are posted.
BSTC	1896	I find through this method that I can better monitor student learning the vocab related to the competency for spreadsheets. As I continue to discuss and probe as the unit goes on I can assess understanding by students using the vocabulary during the discussion. I feel I get great discussion and I feel this builds students confidence and helps with the objective assessment at the end of the unit.	I feel I have changed this unit tremendously over the years to adjust to student learning levels and abilities and to make it more understandable to the students who struggle with using spreadsheet formulas and functions. It has been the toughest on students than any other competency on my syllabus.
BUSI	1600	The students would like more information provided in example format. This is a gray area due to plagiarism of example material being provided.	I plan on developing a business plan section in every module to allow for more information to be present including online resources for examples and a video explaining different concepts of each of the areas of the business plan.
BUSI	1607	The course content seems too relevant to the information provided and the students enjoy the variety of assignments given.	Adjust some of the assignment details to provide a bit more clarification on grading.

BUSI	1702	Out of the six students who responded to the muddiest point, only one seemed to have a question around performance management and it was centered on 360 evaluations. Otherwise, they all seemed to get it or one had a question that was completely unrelated to the content.	At this time, I do not think that anything needs to be changed. The book, supplemental resources, lecture, and assignments do provide a good idea of their understanding. It also allows for hands on work with the instruments to see how they would be applied in a workplace setting.
BUSI	1702	The findings showed me that students grasp the concept of performance management systems and that they are actually able to connect their own personal experiences with content in the chapter.	No specific changes are necessary as students understand the concept and are able to practice some practical hands-on knowledge with the other assignments in this module.
BUSI	1800	The assessment methodology employed is appropriate and useful for students in this curriculum. Students' communication skills improve notably over the span of the course.	I will continue with the same style of learning assessment.
BUSI	1802	Each of the module polls indicated something different. Some modules are great but others need work. I will be adding supplemental material and videos for those modules the students indicated need more information to help them succeed for the next course.	After adding the supplemental material indicated by the students in this course, I will be closing the loop by conducting the same module CATs in the next course to verify the needed supplements are available to the students.
BUSI	1803	The results showed me that the students needed additional instruction on the subject matter to have an enhanced understanding of the material.	I will spend more time discussing the grand strategies and giving examples.
BUSI	1805	12 students responded to the assessment out of 21. 3 / 12 need clarification on Market Segmentation 5 / 12 need clarification on Marketing mix 9 / 12 need clarification on SWOT or PEST analysis. There were also suggestions about adding more examples for better understanding	I would like to add resources with examples to all of these 3 / 4 areas and would like to add a schedule for the Marketing plan instructions with due dates and points.
BUSI	1807	The class is going well. The students particularly like the group discussions, along with current business events that relate to all of us.	I will try to have more role playing, although the class is quite small, and this will be difficult. I will continue the discussions to make them relevant for the subject matter.

CHEM	1802	A few students have expressed their concerns with multimedia assignments being lengthy, tedious and time consuming. Also, the hands on labs are open ended.	<p>- Assign students only the questions from a selected pool of concepts that help students complete them in time and develop positive learning experience.</p> <p>- In the labs, provide students with more detailed instructions on how to set up labs, collect data</p>
CHEM	1804	In order to give the student's additional practice on the topics that they found challenging, I adopted the use of Knewton Alta. Knewton Alta is an adaptive learning program that helps build the student's mastery of the topics. If students didn't understand topics, then they had the option to seek additional information in the form of short videos or a short summary of the discussion topic. The concern was that the examples and questions given by Knewton Alta were too advanced for this course and didn't match the topics covered in the course closely enough.	I am going to remove Knewton Alta from this course since the opinions of the students corroborate my own concerns. In future courses, I will be incorporating other resources that the student can refer to for additional examples and other reading. From the additional sources that will be incorporated into the course shell, I can create additional test and homework questions.
CHEM	1806	- From the students' feedback and email communication I learned that these two activities (muddiest point & meet your instructor) gave students multiple opportunities to seek help one on one and receive help to improve their understanding of concepts.	I will keep doing both the items of CAT and start looking into making the online meetings twice a week instead of once a week. Also, extend this opportunity to other sections of the course.
CHEM	1806	Students found the math the hardest. They struggled with knowing what equations to use and how to apply the math equations to the problems.	Multiple smaller assignments that are targeted to specific topics in the course have created to give students additional practice on the various topics that they are struggling with.
CHEM	1806	Students have found that the lab from the Fall Vendor that needed the most support related to Enthalpy.	I will analyze where the students had the most difficulty to see if portions of the procedures need to be rewritten, supported with additional videos, or scrapped altogether.
CHEM	1806	Most of the students struggled with experiment calculations. They had troubles applying previously learned concepts to the current material and utilizing those concepts in calculations to solve for unknowns.	I am using data tables provided in the experiment to show sample calculations. The students will be able to use these example data tables while they perform their calculations so they can determine and work out how to apply known and unknown variables to the mathematical equations that are needed in order to complete the experiment.

CHEM	1808	Students find buffers challenging so seeing that students found the buffer lab calculations challenging is not a surprise.	More videos have been produced to address these deficiencies.
CHEM	1808	Students had outstanding questions about kinetics and equilibrium.	I provided additional examples and resources for those topics.
CHEM	1808	I found that approximately 95% of my students did understand 90% of the exercises' relevance to the course. There was one lab that students struggled to "see the point" of. I will work to connect the dots a bit better for students moving forward.	I will re-write several lab report document guides in order to better lead the students through why they are performing certain exercises.
CHEM	1808	Students need clarification about equilibrium positions and how changes in concentrations affect equilibrium position.	Additional resources were provided - mostly new external websites.
CHEM	1814	The majority of students understand the laboratories as they are written. There are students who point out places for clarification or indicate that they need help following directions.	I make updates to the laboratory procedures as I find places that could be clarified. One such suggestion was putting a "Take a picture here" instruction in the procedure that is then carried over to the Lab Report since students didn't always open the lab report document until after the procedure was complete.
CHEM	1814	Student responses about what is missing or needs more videos, etc. are all over the map. I realize this is likely due to either have enough material to describe the content but each student found a different facet of the course difficult OR everything needs redone.	I am choosing to re-record all lecture videos to address each facet mentioned and be as thorough, approachable, and direct as possible.
CHEM	1816	Student responses about what is missing or needs more videos, etc. are all over the map. I realize this is likely due to either have enough material to describe the content but each student found a different facet of the course difficult OR everything needs redone	I am choosing to re-record all lecture videos to address each facet mentioned and be as thorough, approachable, and direct as possible.
CHLD	1500	All students were able to convey facts and strategies of why instructors do what they do in the classroom. Even though it was not the same topic for each student the students were able to include positive emotions associated with the learning they chose to describe.	I will be using it for a threaded discussion next time, instead of a test question. I think that students will be able to see the excitement that learning new information has given them and their peers. Besides they will be able to "see" the information in more than one platform.
CHLD	1505	The majority of students were able to successfully share enough information to show that connections were being made with the domains of development. Those	I did have one student that needed more individual teaching to help fine-tune ideas. And additional study skills and time-management materials were shared.

		students that were able to define, describe and compare principles of child development were functioning on target.	
CHLD	1506	Students wanted more information on how to get their practicum hours and getting used to submitting time logs each week.	I am going to change our welcome letter and include hours and how to submit time logs.
CHLD	1507	I had 2 students ask about answers to specific test questions and I provided the correct answer and/or told them why that was the answer. They stated after I responded back to them they understood.	I will always review current test questions and make sure all explanations are included on future tests.
CHLD	1551	The students all seemed to have a muddiest moment. I was able to see the areas that were more confusing or that they wanted more information on and I was able to add in discussion and additional resources the next class period.	Moving forward, I will know to provide some additional resources and discussion to help them better understand the topic.
CHLD	1553	I found out that the lesson plans I am requiring them to do are working well. Most of the students enjoyed doing them. Someone suggested a bit more help on connecting the Kansas Early Learning Standards to their lesson plans. I would also like to make a weekly lesson plan a requirement to tie it all together.	I will include more examples of KELS and I will implement and show a few weekly plans on Week 8.
CHLD	1565	Each student developed their own One Sentence Summary and shared them with two other classmates. This sharing allowed students to see reactions and get feedback on how to fine-tune their summary statements if needed.	Encouraging students to share their One Sentence Summaries with other students provided an electric atmosphere where students gained a better understanding of all of the stages of young children's writing. It allowed a foundation for students to ask questions and have an educated discussion. I will be using this CAT more and more in both my face to face and with my online students as well.
CHLD	1568	The common thread was that there are so many medical and mental health issues when looking at the autism spectrum and each student chooses one to really explore in depth and share with their peers; however, if the class is small which typically mine are, they are only getting a couple or a few items.	Moving forward, I am going to provide them with additional resources that discuss the most common medical and mental health issues associated with autism and then have them explore some of the less common medical and mental health issues to share with their peers. This will give all students a good base for the common issues and then can explore something that may benefit them personally in their work with children with autism.

COMM	1200	My honest questioning of what examples and questions are out of bounds is essential in this environment. Interpersonal Communications are essential for success in the prison, with the relationships they nurture outside of prison, and for their future outside of the prison. By inquiring about strategies utilized by the inmates and how they differ from their communication strategies before they entered prison, we were able to focus on why an academic study of Interpersonal Communication was relevant to their current status and how it could make tangible improvements their lives.	Although I have asked my traditional classes such questions in the past, I will be more deliberate and focused upon questions related to their current conditions in order to help them make the connection to how the academic study of Interpersonal Communication (or any course) can help them to make beneficial improvements.
COMM	1220	For week 3, many of the students had questions about a comma exercise I had assigned. Because of this, I was able to send them additional helpful information on "comma tips". For my future classes, I'll add that to my module to hopefully help eliminate so much confusion.	For my future classes, I'll add the information I sent to my students to my module for that week to hopefully help eliminate so much confusion on the assignment.
COMM	1220	Certain concepts discussed throughout the weeks need a little more elaboration and clarification.	I have added more info in certain modules, as well as add additional links/resources to help clarify the concepts I saw were mostly "muddy" to the students.
COMM	1220	Many students realize they don't know as much as they think they do. Almost every student states that they learned something new and interesting.	I have an assignment where the students have to research a company's business practices in another country, and it continues to help reinforce the importance of culture and communication.
COMM	1230	4 out 13 were not able to list the steps of Monroe's Motivated Sequence commonly used in organizing persuasive speeches. Seven out of 13 had difficulty providing a simple explanation or definition. The data showed the need to review the material.	I decided the material needed to be reviewed. I also provided additional examples and a PowerPoint presentation over Monroe's Motivated Sequence.
COMM	1230	All students showed some improvement in areas that are pertinent to public speaking.	Based on my CAT I will make no changes. I may include a zoom conference with opportunities to speak in a video conference situation, since doing this during our snow day was interesting. The students who participated found it useful.
COMM	1230	The background knowledge probe revealed that the students had heard of the terms before in English classes, but they did not have a strong understanding of	I will assign related material from the text, I will lecture over the material, and we will discussed it. I will provide examples of Aristotle's techniques and how they work. The students will

		their meaning and how they related to persuasive speaking.	then be quizzed over the material. The students will develop persuasive speeches utilizing the techniques.
COMM	1230	Many students don't fully understand the personal connection/audience need to know concept. They have trouble determining how to connect the audience to a topic.	I will add more information about this concept and have students work more with audience need to knows.
CORR	1001	Most of the students understood what they were reading and what the material was about in the chapters.	I will read over what they say in the one-minute paper and see if there is anything I am needing to change up or add to it. Right now, the feedback from my students, they are saying they understand the material. So, I will not be changing anything right now.
CORR	1004	Students find the quizzes to be unhelpful in learning and applying the material.	I would like to remove the quizzes and develop a more activity-based assignment in their place.
CORR	1005	Students didn't participate in the Muddiest Point. This tells me the information provided was sufficient to help the students grasp the concept.	I will continue to monitor the information given to students and will adjust as research and statistics are updated.
CORR	1008	I only have one or two students each time I teach this course. For the ones who completed the CAT, the feedback was positive.	So far, I will not make any changes to my course as the feedback has been positive.
CRFT	1001	In this case one student was having an issue with the long division. Once we practiced in this new way. The student had more confidence to work the problems on his own. I saw his light turn on when we got to four digits, understanding the decimal and divisor.	I will remember that this different way of teaching worked for this student. If I have an issue that is the same, I will remember to work with those students in this way to help them learn faster.
CRIM	1612	I only had two students in this course. One student said she was having trouble with the crime scene reports, but after help, she was able to grasp what I needed from those reports.	As long as students are honest and let me know what they need help with, I will continue to ask for the muddiest point.
CRIM	1612	The results showed that I need to add more assignments and opportunities for them to present specific types of evidence. For example, providing testimony regarding forensic science outcomes.	I will create a rubric outlining the presentation of evidence in a criminal case so students feel less overwhelmed by the project overall.
CRIM	1612	Most students showed understanding of the importance of clear communication and did well in written communication and report writing.	I received feedback on the written assignments. One student suggested mixing up the written assignments to not always be a crime scene sketch and report. In future courses, I will be adding different types of assignments so that not all of them

			are crime scene sketches/reports. I feel it's important for student to do these in most assignments so that they get the important concepts, but will change it up a bit in future courses.
CRPT	1001	8 out of the 10 students understood the whole concept and got the answer correct. That is better than usual. I was able to look at the two students assignments who did not get the answer right and discern what they misunderstood and where they miscalculated. From there I sat down with them and helped them understand what went wrong.	I plan to make more pretests like this for different modules that have outcomes that have to do with material estimation. They are very effective to show whether the students are ready for their exam or not, it also helps them to understand exactly what their test will be like. All of the material estimation tests are paper tests in my class. It seems that the students understanding of how to complete the test is just as important as the knowledge of the information tested over in order for them to be successful.
DANC	1036	<p>I found the students had a very difficult and slow time at the beginning of this Live Quiz. They were shocked they did not know over half of the ballet terms when there was no physical demonstration by the instructor. However, after a couple of exercises they began to recall more of the terminology. I believe part of the difficulty was due to lack of confidence in what they had learned and just did not what to be wrong.</p> <p>The ballet barre exercises progressed to become more fluent. Once we transitioned away from the barre, however, more confusion set in because of the amount of terminology used was over-whelming. We had to decrease the amount of steps they would usually do in the "center" part of class because of how slow they were at translating the words into movements.</p>	<p>Immediate reaction to the assessment was to discuss the results with the students in our following class. We discussed what terms they found more familiar and which ones difficult. They also said the assessment made them realize that even though they may have known what a ballet term might be as a step, they could not easily recall how to PROPEERLY EXECUTE the step without the demonstration. This assessment immediately told the students were their understanding was lacking in the terms and how they were to be done.</p> <p>Within the last month of the semester I repeated the process and the students did a better job in quickly responding to the verbal instruction at both the barre and center exercises. This time around they were able to pin-point specific deficits of knowledge and ask better questions to clarify movements.</p> <p>In future ballet II classes I will try to do this assessment two to three times. I learned that as an instructor I tend to demonstrate more than I should. My plan is to slowly cut down on demonstrating movements so there is a more natural transition to the verbal instruction. I will be thinking and researching over the summer on other ways to strengthen the dance students' response to verbal instruction.</p>

DANC	1100	<p>The results showed:</p> <ul style="list-style-type: none"> * Four out of the six students were identifying and feeling the turnout in the wrong place (in the feet instead of the hips). They felt the line of movement in the opposite direction. * All six remembered the exercise well. * Two out of the six had a difficult time visualizing the action. 	<p>The following week went came back to this CAT. We safety pinned pieces of white elastic to the front hip part of their pants and stretched in outward spirals down their legs, then tied to their middle toes. This gave them a physical sensation of the line of action, as well as a visual too. Once the students revisited the exercise they performed it with a clear sense of the turnout action.</p> <p>I will try his again in future technique classes, maybe earlier in the semester as a learning tool for turnout!</p>
DIET	1630	~50% of the class struggled with the math formulas and those that attended the review sessions got a lot out of them and reported the concepts made better sense.	<p>I will make sure the math formula portion is explained in greater detail, providing more examples of these questions.</p> <p>I will continue the live reviews as these are very beneficial for the student.</p>
DIET	1632	I found that students really struggle with the math in the class, in particular the math dealing with catering. This CAT really opened my eyes to this and made me see both the need for more catering math practice and the value of the live sessions.	I am going to add more catering math problems to my assignments and quizzes and continue the live review sessions with lots of math practice!
ECON	1615	The results indicated more "hands-on" activities are needed in this area along with a more powerful example in all insurance areas so each student understands the impact, both negative and positive, that this will have on their finances.	More "hands-on" activities will be developed along with more examples of personal experiences with the various insurance needs and consequences. Implementation of an additional speaker along with scheduled panel speakers will also address this need to hopefully impress how important it is on the financial stability of each student.
ECON	1615	Best instruction is through lecture, combined with personal application and continue monitoring through test and examinations.	Continually update by chapter, and changes from one semester to another based on the educational and skill level of the students
ECON	1615	All of the students passes the quiz but not all of them earned an A.	I may need to find a better video to aid in student comprehension.
EDUC	1103	It started off rather slowly in showing improvement, but by the end of the semester, nearly all of the students were definitely doing better.	I will change to the new way by hitting the end of the chapter first.

EDUC	1103	Test questions on this started improving. It was slow at first, but it kept on increasing during the semester. Some students did well from the start, but others gradually starting doing better. By the ending of the semester, most of the students had definitely shown improvement.	From now on, I will start doing this part first before we begin with each new chapter. I am sold on this.
EDUC	1128	The results of the background knowledge probe were pretty low. I emailed them several times throughout the week with helpful tidbits about key theorists and other major events in the history of education. The quiz results were higher on these items in the past comparatively.	I am adding notes to the lecture on these and will continue to email out tidbits throughout the week. I believe this may be helpful for all units just to refresh and remind students.
EDUC	1136	Unfortunately, I only had one student enrolled in class this semester. She said that she really enjoyed all the hands on activities except the Escape Rooms. She said they were frustrating to do on her own which I can see. Moving forward, if I have more students in the class, I would at least pair them up and have them work online together to figure it out and make it a group grade.	I would like to do more group projects in my online class and I think this proved that the students would like that as well. Providing I have more students next semester I will move to add in maybe one or two group assignments and see how they go. I think a drawback to online learning is students don't have to learn to work with others as often and that may be difficult for them as they enter the workforce.

EDUC	1142	<p>Students are confused in the OER and Copyright areas. This is not surprising because they are a tough thing to learn.</p> <p>Creating and using the technology was not understood in this class like previous classes.</p> <p>Using Citations and works cited pages correctly was problem</p>	<p>I will be adding videos to every project.</p> <p>I will be updating the instructions in the Final project so they are clearer to include lesson plans, handouts that are created, using the technology they will be using for the class. I will have the students demonstrate each technology through video as if they were teaching it to someone.</p> <p>I will be adding a lecture page and an assignment to learn and practice citations and how to create a works cited page.</p>
EDUC	1568	<p>The common thread was that there are so many medical and mental health issues when looking at the autism spectrum and each student chooses one to really explore in depth and share with their peers; however, if the class is small which typically mine are, they are only getting a couple or a few items.</p>	<p>Moving forward, I am going to provide them with additional resources that discuss the most common medical and mental health issues associated with autism and then have them explore some of the less common medical and mental health issues to share with their peers. This will give all students a good base for the common issues and then can explore something that may benefit them personally in their work with children with autism.</p>
EDUC	1828	<p>This was a small class. Only 1 student knew and understood part of their property taxes went to education and had access to their information to relay to rest of the class.</p>	<p>I will probably repeat this CAT the next session. There were few students in the course so it would be worth trying again to figure out if the results are the same.</p>
EMHS	1905	<p>After reading their responses, some students struggle comparing previous experiences to what is established as the standard. Other areas include adjusting test questions/answers to better reflect the purpose of the material to gain optimum experiences and knowledge across the board.</p>	<p>Modification of materials or exam questions/scenarios.</p> <p>In some cases, an explanation to the student directly is needed. This helps when an experienced individual completes the class "as a requirement" not necessarily for knowledge.</p>
EMHS	1906	<p>That the way the course is delivered in a step-by-step format is on track with their learning and that it is the best method in exposing them to a subject that can be challenge if taken as a whole.</p>	<p>This method has been fairly consistent with other offerings of this course. The second part of the course is group work, so I am going to implement a peer-to-peer review as part of the grade as well.</p>

EMHS	1907	I only had 2 students in this course and both of them had prior knowledge of hazardous materials. They both reported no issues with the material we covered in Chapter 3. Their muddiest point indicated that they didn't have any questions regarding the information learned from that chapter. Because of their understanding we were able to proceed with the following weeks work with no issues as well.	Since no one had any questions/issues I will be moving the CAT to a new module where more questions were asked. Module 6 is where there are usually a lot of errors on the assignment so I will be placing it there for the upcoming session.
EMHS	1963	1 out of 6 need a little more information on the National Flood Insurance Program and I feel this is a very important part of the lesson while all other students did not seem to have any issues.	<p>Since it was only 1 out of 6 students that did not understand I provided a little more detail to the student. Below is what I provided which gave the student more insight and he was good to go:</p> <p>Life throws many unexpected things at all of us. While we usually can't stop these things from occurring, we can opt to give our lives a bit of protection. Insurance is meant to give us some measure of protection, at least financially, should a disaster happen. There are numerous insurance options available and many financial experts tell us that we need to have these insurance policies in place. Yet, with so many options, it can be difficult to determine what insurance you really need.</p> <p>The National Flood Insurance Program aims to reduce the impact of flooding on private and public structures. It does so by providing affordable insurance to property owners, renters and businesses and by encouraging communities to adopt and enforce floodplain management regulations. These efforts help mitigate the effects of flooding on new and improved structures. Overall, the program reduces the socio-economic impact of disasters by promoting the purchase and retention of general risk insurance, but also of flood insurance, specifically.</p>
EMTS	1500	Most all the students asked good questions and were correct in their thoughts on reading and question asking	The classroom was completely flipped this semester so we got to task the students with new information during scenarios.

EMTS	1500	That it is difficult for the students to get comfortable with talking to others and to do the hands on part of the job. During patient assessments the technician must put hands on the patient as part of the skills required.	Again starting very early in the class to start the scenario based, practical so the students can get used to how they are going to run a call effectively.
EMTS	1506	I went from 90% talking/explaining to 90% hands on and it made a significant difference with student learning and the excitement students express during that learning. The big question is; are they taking the information back to their own classes.	I have taught a flipped classroom for several years and this shows getting the students more involved makes a significant difference in student learning. I will continue to find ways to facilitate or flip the classroom, including in the assessment arena.
EMTS	1543	Critical thinking skills are improved with the students being able to perform better in all phases of the paramedic education-classroom lab skills, clinical and field internship.	Ensure that students feel comfortable in asking questions and applying critical thinking when exposed to concepts that they are not familiar with.
ENGL	1121	<p>Example questions:</p> <ol style="list-style-type: none"> Who does not usually need to be objective in his or her job? -Teacher -Actor -Referee -Judge Give an example of something that is abstract. <p>For the "abstract" question, some students gave answers that were not correct, so I asked the class to evaluate each [anonymous] answer on the screen and determine if it was truly abstract. As a whole, the class was successfully able to identify which answers were abstract and which were concrete.</p> <p>On the "objective" question, some people answered incorrectly, so I asked the class to talk about what would happen if each one was not objective in their job. From that discussion, they figured out the correct answer.</p>	On my copy of the vocabulary list, I made notes about how I want to modify some of my vocabulary definitions to be clearer for the students. I also made notes about how to better explain the same word in the future.

ENGL	1194	Most of the students, did get the check and seemed more confident of what they were doing. A few refused the check and just wrote it. About 75% or more of those who had the check and more individual instruction with the checking had a C or above.	I will continue to use this process of okaying the outlines, and try to encourage those that did not get the check to get it.
ENGL	1204	Many of the students did know how to complete the steps of the writing process. However, they were still struggling with the concept of creating patterns in writing to support claims made in a topic sentence. This is an integral part of writing a sustained argument, or a well-supported thesis.	As a result of this CAT, we spent more time developing and understanding of using writing techniques (patterns of development) to support their ideas. We practiced identifying these patterns in previously written student essays. Further, students were required to reflect on the questions they missed on the survey and express their understanding after reviewing their notes/books/course materials/etc.
ENGL	1204	1 out of 8 students demonstrated understanding of effective organization, supporting the thesis, and directing purpose. It was really disappointing how few students turned the assignment in and how many fewer demonstrated an understanding of the assignment.	We've been working on this assignment for a couple of weeks when they turned in the outline, and it shows me that I'm still missing something from instruction. When I took it more slowly last semester, students lost interest in the assignment. I might have gone over things too quickly this semester, or I need to restructure assignments so that each one better supports the preceding and following assignments.
ENGL	1204	Because of this quiz, I was able to see that students have a limited understanding of cause and effect writing.	Because of this CAT, I plan to provide a few more examples of cause and effect essays to help students understand that genre of writing in a more effective way.
ENGL	1204	The research essay poses the biggest challenge, both in terms of potential plagiarism and especially topic development issues; reducing student uncertainties in outlining the essay and paraphrasing quotes should help.	I will ask for the source quote to accompany each paraphrase from each article in the annotated bibliography's Cornell Tables. I will also cut out options in the research essay's topic development by requiring the students to focus on a problem worth researching and by emphasizing traditional problem analysis that is, requiring sub-topics on the problem's nature, incidence, causes, and solutions.

ENGL	1204	As I mentioned earlier, it became very obvious to me that I needed to spend less time telling students what I was looking for in their writing, and a lot more time showing them how to take their writing and turn it into what I was looking for in their writing.	I plan, for the Spring semester, to spend more time, in the beginning, working on essays that students have already created. There seems to be a disconnect between an understanding of how to write an academic essay and the actual writing of the academic essay. If I can work directly with previously created work, then I should be able to show students the need for implementing the things that we talk about in class.
ENGL	1204	Based on reviews of essays, I found that students were struggling to form a thesis that accomplished their intended purpose and employed strong, academic writing. Because purpose is SO important in a thesis statement, this skill reaches far beyond the ability to construct a literal thesis statement for an academic paper.	Based on the review of essay thesis statements, I focused more on the prewriting and drafting processes to help them narrow and perfect their thesis statement before they got very far into the drafting and polishing processes for their essays.
ENGL	1204	Again, the results show me where my students are at in terms of executing solid writing concepts, which allows me to fine-tune the additional instruction I give them.	I fine-tune follow-up communications -- hammering certain concepts harder and more explicitly in rubric and paper feedback, spelling concepts out in more depth in weekly announcements, working with students via email on the things that are holding their work back (and offering early looks at their work to see their progress), etc.
ENGL	1204	I found that students have rarely been taught simple structure for essays in the past and this was eye opening for most of them.	I plan to break it down even further, starting with a clear, succinct outline from the beginning of the course.
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ENGL	1204	Students have varied knowledge on the subject. Not all students were recalling info.	Continue to use background probes when introducing new information.
ENGL	1204	The results of this CAT showed that students had a fairly good grasp on main and contributory causes and immediate and remote causes; however, students still had difficulty in discerning between causal chains and post hoc reasoning.	As a result of this CAT, I realized that I needed to cover this topic more extensively and find more examples to explore in class.

ENGL	1204	<p>Once students submitted their quizzes, I viewed the overall grades, and the quiz average was approximately a 52% in one class alone. Seeing this, I realized students did not understand the concept and re-teaching was necessary.</p>	<p>Based on this CAT, I did not take the assessment for a grade. Instead, I walked through each individual quiz question and the answers with students. After re-teaching the grammar concept, the following class period, students took another quiz and their performance was much higher.</p> <p>This CAT reiterates to me that the purpose of assessment is truly to determine students' knowledge. An assessment is not merely for a grade. If an assessment reflects a consistent lack of knowledge from most students, I've not done my job.</p>
ENGL	1204	<p>It seems that some of the confusion comes from changes made from one edition of MLA to its most recent edition. I'm not sure how to fix that other than to draw attention to it and provide helpful resources.</p> <p>As for APA, and to an extent AP for which I did not require a quiz, students were very unfamiliar with it and struggled to make the transition from one style to another.</p>	<p>This is a relatively small sample size, so I will likely try again this upcoming semester.</p> <p>Additionally, I'm not sure how I feel about this competency particularly. Writing is much more important to me than format. Students are still struggling to write well, so I don't want to spend more than a minimum amount of time on formatting, and yet I know that following styles will be very important to some of their teachers in the future.</p>
ENGL	1204	<p>Students demonstrated both strong prior knowledge of concepts as well as common misconceptions about terms. For instance, the term "thesis" is commonly misunderstood by students to mean an essay's general topic rather than a specific claim. These basic terms absolutely must be understood correctly for a student to develop effective writing techniques. A faulty understanding of these terms will result in the student not only missing the mark with their work, but also a lack of awareness of their failure.</p>	<p>Some of the pre-test quiz wording should be tweaked to prevent confusion. Either/or questions and multiple choice questions should be revised to all present fairly stark differences for students at this level. Some of the nuances in wording are too subtle for entering Composition I students to detect and therefore the quiz is not as diagnostic or helpful as it could be.</p>
ENGL	1206	<p>I look forward to reading these letters, which signal various successes--and also shortcomings--of every student. Most students find the research process which we work on both intensive and successful, though a few [good and poor] students would rather not go through the drawn-out process. The textbook has similar</p>	<p>I have de-emphasized the textbook and will work on writing replacement lectures.</p>

		responses, probably less successful, but I would need to write up replacement lectures to get rid of it.	
ENGL	1206	Students indicated that they felt comfortable composing attributive tags; indeed, their final papers also demonstrated that the vast majority understood and could apply the concept.	I plan to continue to provide opportunities to practice attributive tags, covering the concept earlier and more frequently.
ENGL	1206	This turned out to be a great discussion, where each student had a slightly different idea of what credible meant. By having these discussion, the students were able to discuss their own ideas and develop a class definition of credible.	I think this CAT went extremely well with this class, and I plan to repeat it again for my next class.
ENGL	1206	All students who participated in this discussion were able to identify at least some of the main points of the article at hand, and they were also able to discuss their strategies for summarizing the article in their own writing.	I will continue to engage students in this discussion to ensure they have proper strategies for incorporating outside material into their own writing in terms of both summarizing the author's points in an unbiased fashion and critically analyzing the article at hand.
ENGL	1206	Students were able to read the assigned article critically.	I will continue to ensure that students understand how to read outside source material critically.
ENGL	1206	That most students had a good grasp of their research topic, but that many had "hit a wall" in terms of completing their research. They were struggling to identify more specific information or topics to research to narrow their focus.	We spent another class period reviewing their current research and reviewing the research process.
ENGL	1206	Again, the results show me where my students are at in terms of executing solid writing concepts, which allows me to fine-tune the additional instruction I give them.	I fine-tune follow-up communications -- hammering certain concepts harder and more explicitly in rubric and paper feedback, spelling concepts out in more depth in weekly announcements, working with students via email on the things that are holding their work back (and offering early looks at their work to see their progress), etc.
ENGL	1206	Students made errors in every area of outcomes listed above; however, the areas of A.1, B.1, E.1, F.1, and F.2 were particularly troubling for me as those areas will	I did reteach the following outcomes: A.1, B.1, C.1, E.1, F.1, and F.2. Then gave students the opportunity to rewrite their essays based on the reviewed skills. I plan to change the

		figure prominently in the successful outcome of their research essay. Also troubling were the 2 instances of purposeful plagiarism and 1 or 2 instances of accidental plagiarism.	source material more often, and I will use an RSQC2 CAT for immediately assessing student understanding of MLA format rules for page format and documentation rules.
ENGL	1206	These help me refine the language used in assignments and instructions.	Editing instructions for clarity and directness, as well as limiting some topic choice.
ENGL	1206	Native speakers were able to understand this concept easier. English as a Second Language (ESL) students struggled a little with the concept, but the one in class was able to work through it with one-on-one help. One student understood it at the beginning. The other student picked it up with more practice.	I will have more examples available to students and spend more time covering the concepts.
ENGL	1206	Students submitted quality, well-organized and soundly-structured arguments that were well supported.	I will continue to use the outline as part of the project, and incorporate more workshop time for the students to craft them.
ENGL	1216	Students understood the basic differences between the two prose genres but had room for growth in terms of more nuanced distinctions. This gave us a good learning opportunity and an occasion for further discussion.	I will continue to gauge student background knowledge of genre distinctions and then use our discussions to further their understanding as needed.
GEOG	1819	A majority of students did very well, and a small number did not. In some instances, those that didn't correctly ID countries didn't do particularly well in other areas of the course.	Will emphasize the importance of geographically locating the countries of the world.
HIST	1400	I didn't have any students fill out a CAT, but I did have multiple students email me about having trouble maneuvering through the course online.	I will talk with students during the first week about how the course is set up online, what is due each week, when to post on the discussion board, etc.
HIST	1400	I have a diverse population of military members, spouses, and dependents, which have varying degrees of knowledge of history. What I am finding in my classes is that students have gaps in their understanding of history, because the students are relocated and transferred from school to school and never complete a start to finish (6-12 grade) curriculum with any consistency.	I have started to provide more background to my classes. Added more primary documents and worksheets to encompass the complete understanding of the time frame of history we are covering.

HIST	1400	I had a few students who had trouble maneuvering through the modules, so most of my issues this session involved helping students get around online.	I am looking at ways to make the course modules more user friendly. I am also thinking about recording a video that walks the students through the modules and how to turn in assignments/post on the discussion board.
HIST	1400	The findings showed that most students grasped the concept at hand and obtained knowledge and critical thinking skills from the course.	I will require more in-depth research.
HIST	1402	The biggest issue for me this course was it was my first time teaching a 6-week course. I need to reorganize some material and move it around to different modules. Some of the students commented on how some modules seemed to have more work in them than others.	I am currently going through each module and calculating how much time it takes to go through the module. I will then reorganize certain readings/assignments/videos to even them out.
HIST	1402	In each module, I had primary source readings. Some of the feedback I received was that students preferred to have the material organized in different manner. I also had an assignment attached to each reading, with a corresponding picture on the readings and assignments. Some students preferred not to have matching pictures.	I plan to try and reorganize some of the readings in the modules. However, some of the student's requests would make the modules seem more busy and disorganized. I feel there is a balance to organizing the module in a way that I feel is best for the students, and what the students feel is best. I'm planning on seeing if students in my next class have the same comments on my organization of each module. If they do, then I will make some changes.
HIST	1406	The students complained about the shortness of the course but also had difficulty understanding the boom and bust cycles. In addition 40% of them missed this question on the midterm.	I am going to add more lecture material on this topic of the boom and bust cycles in the late 1800's in Kansas.
HIST	1406	The students 70% asked for more information to help them answer the Power Point question in Unit 8.	I am going to add lecture information on the Orphan Trains and the path from liberal to conservative.
HIST	1406	Over 50% of the students say they do not have enough background in US history for the course essays.	I am going to add some US History general knowledge videos
HIST	1408	I found the students did know the facts but missed the point of the lesson, which was how living in a shatter belt impacts cultural development.	I will change the lecture making sure I explain the concept of shatter belts more clearly.

HIST	1408	I didn't have any students fill out a CAT. I need to make them a requirement. I have always had them listed as a discussion thread. Students usually fill them out, but this class didn't. In the future, I plan on making a requirement that they fill out at least one CAT throughout the session.	I always have a lot of things I want to change, but as I said above, the students did not give me feedback, so I will have to make it a requirement. I have been researching more primary readings and YouTube videos to incorporate into my class.
HIST	1410	The CAT response for module 1 pointed out that some poems we read dealing with the Protestant Reformation were difficult to read because of the language that was used back then is different than what is used today.	I'm thinking about a couple of options. First I am thinking of posting the original poem, but also a cleaned up, modernized English version. That way students can read the original, but if they are struggling they can read the simplified English version and still grasp the basic idea. I also have thought about recording a short video where I read the poem (or document) and analyze it line by line or paragraph by paragraph. That way students will still have to read it, but if they don't understand it they don't have to read it 5 times-they can listen to it being analyzed.
HIST	1410	I had students who had trouble maneuvering around the module. They emailed me (they did not address this issue in the CAT discussion post in the module) about the issues, and I corresponded with them through email to help them out. I think as I fill out these CATs I think mostly about content questions, but I am finding out that most of my students have more technical questions regarding online questions. I mostly focus on ways to make content better, but I also need to focus on other aspects as well.	I am looking at ways to make the course modules more user friendly. I am also thinking about recording a video that walks the students through the modules and how to turn in assignments/post on the discussion board.
HIST	1410	One student wrote that he didn't understand the differences between the different Protestant sects during the module on the Protestant Reformation. I focused on the different people leading the different Protestant sects more than I did on what each Protestant sect believed.	I will have to do more research to better understand this question myself. The differences between the Protestant sects are very nuanced at times. I've already got some books lined up to read on the topic, so my plan is to read them before I teach this class again and incorporate the material I learn into the module on the Protestant Reformation.

HIST	1460	The student who responded to my CAT had questions about the due dates. I have assignments due every week (7 days), but I allow 10 days for discussion posts. I do this because some people read/move through the module at different speeds, and I want everyone to participate. I think I will keep this the same, but I will do a better job of explaining my reasoning for this.	I will communicate more effectively with the students about why some due dates are staggered.
HIST	1461	Some of the results I found was that I need to reword some of the discussion questions. I found that some of my discussion questions are not open-ended, which limits the discussion.	I have been rereading the book we use for class, and I am currently in the process of rewriting the discussion questions so they allow for more debate.
HLTH	1248	During the discussion most students caught my interchange of the two different definitions of Anorexia and Bulimia. They were quick to correct me and clarify the correct definitions with the correct terms. We were able to then continue the discussion into more specific regions of disorder and discuss important statistics. This increased the student's depth of knowledge on the topic.	This method of assessment allowed me to take note of both verbal and non-verbal understanding of this health concept. The line of questions could have gone many different ways, and I was able to ask questions that guided students to a better comprehension of how these eating disorders tie into our current topic of nutrition. That immediate feedback allowed me to make small changes in my explanation to correct understanding and clear up misconceptions right away.
HLTH	1248	Fifty-eight (58%) of the students in the class were able to successfully complete the assignment. I found that the lack of success tended to be due to failure to complete the assignment at all or lack of clear understanding of the components of the SMART goal - specifically the time-based component.	I have already implemented some changes. In the Module 4 Introduction and week 4 email to the class, I reiterated the steps to correctly writing a SMART goal with emphasis on the how to correctly write a time-based goal. Also, when grading assignments, I am providing possible options to use as examples.
HLTH	1248	Seventy-eight percent (78%) of students passed this CAT and correctly wrote a SMART goal for the Financial dimension of wellness.	I will continue to use this CAT in this course in the future, as it appears to be a good indicator of understanding of this topic by this point in the class. But, to provide change, I will also provide individual responses to the students about their paragraphs and provide a summary paragraph in the Module 4 Introduction page to provide a more comprehensive understanding of this topic.
HLTH	1248	The students were far more knowledgeable in certain areas due to prior education.	I will need to dig in deeper with facts on certain topics to educate the students.

HLTH	1248	Most of the students have been able to figure what is needed to learn and excel in the class. I have a small group that I have to teach differently for some of the Units.	I will try to do a better job of explaining assignments, especially in the Units that seem to give the students the most issues.
HLTH	1248	For the most part, students did pretty well on post chapter exams and quizzes. I feel the ones who didn't just didn't put in the time needed.	I would probably do more pre-tests to see what knowledge they had previously of the chapter.
HLTH	1248	During the discussion most students caught my interchange of the two different definitions of Anorexia and Bulimia. They were quick to correct me and clarify the correct definitions with the correct terms. We were able to then continue the discussion into more specific regions of disorder and discuss important statistics. This increased the student's depth of knowledge on the topic.	This method of assessment allowed me to take note of both verbal and non-verbal understanding of this health concept. The line of questions could have gone many different ways, and I was able to ask questions that guided students to a better comprehension of how these eating disorders tie into our current topic of nutrition. That immediate feedback allowed me to make small changes in my explanation to correct understanding and clear up misconceptions right away.
HLTH	1248	Sixty (60%) percent of the class passed this CAT and correctly wrote a SMART goal for the 8th dimension of wellness, the financial dimension. This finding indicates that there is still almost half the class who needs further instruction in this process.	A short tutorial that reviews the basics of the SMART goal has been added to the Introduction page for the next module, Module 4, as well as, posted as an ANNOUNCEMENT, giving the class an idea of their success. Students will have the opportunity to write 4 more behavior modification plans in this course to get the process correct. I plan to continue using this CAT in Module 3 of the course for future classes, as it does appear to be a good indicator of student understanding.
HOME	1501	Overall they did better. I will; however, have to adapt instructions to define what they should include in comparison	Will adapt instructions to define what they should include in comparison
HOME	1501	About six students needed more explanation on what was the instructor's requirement on APA style in writing assignment.	The students were allowed to do class activity that helped them to write on the content material.
HOME	1501	Students seem to be doing better overall after these changes	I will continue using the announcements as a reminder of how to do well in this activity, what they need to use in this calculation, and monitor to see if improvement is consistent.

HZMT	1919	<p>The students and I discussed each team's performance at the end of the exercise.</p> <ul style="list-style-type: none"> * They discussed their prior planning. * They explained the reasons for using the methods and resources they used. * They presented a copy of their results to the class. * They clarified their assumptions, priorities, and future plans based on what they had seen. <p>100% of the students made the same mistake. Everyone failed to initiate some form of atmospheric monitoring. The lesson consists of three phases. Everyone grasped phase one and two with little or no deficiencies.</p> <p>The text book dedicates nineteen pages to the three phases of site characterization. Only one page focusses on continuous monitoring and situational awareness.</p>	<p>I reviewed some potential adverse outcomes that could result from failing to consider situational changes and not monitoring for atmospheric hazards.</p> <p>I plan to emphasize the importance of phase three in future classes. I will also use the roll playing exercise to confirm that participants realize that this phase is critical to their safety and success.</p>
HZMT	1919	<p>The results showed me that the class is at the right level of slide shows and actual hands on. The students really enjoyed the hands exercises, getting out of the classroom and doing something fun. The exercises were exciting because it was something new to them and they did not have to sit there and look at a slide show.</p>	<p>I think I'm going to try and come up with more practical exercises that relate to the slide show I'm going over. I think this will make the learning a little better and more interesting for the students.</p>
LANG	1908	<p>3 students out of 5 expressed their needs and I was able to implement activities for the students. Two of the students didn't express that they struggled with anything.</p>	<p>The results showed that students were overwhelmed by the amount of material they had to learn in that time span and how to apply everything in a sensible way. Thus, I have created some materials that will help students do better in the class.</p>
LANG	1908	<p>Students who choose to think this through are able to go beyond what they have learned to see why the rules for reflexive verbs should not be overgeneralized to other verb forms. The CAT was optional, but four students chose to answer it. Most were able to come up with the correct answer.</p>	<p>I will keep this question as it seemed to help students understand this concept. I may ask students to provide some additional incorrect examples to help further reinforce the point.</p>

LANG	1908	Students are able to understand the materials. However, some of them struggle with keeping up with the amount of competencies required in this course.	Since the required competencies cannot be modified, the assignments are simplified.
LANG	1908	Students seem to ask about the same types of things with respect to this topic.	I will try to explain this concept more upfront.
LANG	1908	About five students answered the question and received clarification on points they did not understand. This is a particularly different concept, so it is helpful for me to know what students still need help with in order to see how I could present it more effectively.	This will help me to know what I should do differently to present this information more clearly to students in the future.
LANG	1910	I reviewed outcomes within seconds and assisted a couple of students immediately, clarifying and giving an example of the imperfect and the preterit.	Clarification of verb tenses for students not understanding or passing with an 80% or higher was re-taught in class.
LANG	1910	The student finds that the materials build upon her previous knowledge of the subject, the repetition is appropriate to the level, for a steady learning progress.	Based on the results, I plan on creating my own materials implementing activities and methods that work best for them.
LANG	1910	Students were understanding the materials and the module assignments showed that they made small common mistakes that didn't have a big impact on their progress and learning.	Module assignments are meant for students to practice the language in a context and demonstrate their understanding of the subject matter. I modify these assignments slightly to introduce new questions and see how students can improve faster.
LANG	1914	5 of the 7 students had difficulty with verb conjugation.	I may need to re-record my video about conjugation or allow another week of instruction.
LANG	1914	Most students reported and the muddiest point is conjugation.	I will record a video which better explains these points.
LEAD	1000	While most students reported that they had no confusion about or struggles with any of the content, a couple reported that they had issues with the way I worded questions on a quiz.	I have re-worded the questions students considered problematic.

LIFE	1402	<p>More than 89% of all students responded correctly to all questions.</p> <p>The average score on this quiz including multiple choice and essay was 95%</p> <p>This results are amazing. I have never had students show such high levels of learning and understanding on the topic previously. I think it is due to my changing of the video, the format for testing for understanding and the engaging video. But I also think it is directly related to the revision of the prompt and providing positive and negative examples.</p> <p>I noticed that 3 foreign students did not perform as well as others. I am going to change the prompt a bit to clarify to determine if there is a difference in second language learners in the future</p> <p>The most missed question was related to polar bears..... 11% answered incorrectly. Now I am wondering if these students are not familiar with different types of bears found in the U.S.</p> <p>Polar bears have evolved to be most fit in an Arctic environment. But as bears they would also be highly successful in a forested environment.</p>	<p>I have already implemented changes. I thought I get better understanding of where the students were on this topic. I added a different web site and video for the exam. I changed the format from a structured formal lab report to some multiple choice questions and essay. Some students were just not completing the formal lab, I think they though it was too much work, but then I did not have a grasp of their knowledge.....</p> <p>By changing the format almost all students completed the exam (some had already dropped the class) and a vast majority completed the essay response.</p> <p>I also changed the wording on my prompt (last semester) and provided both a good example response and a poor example response. Student scores were improved on the essay question and I think it was due to the rewording of the prompt.</p> <p>As I read through all of the essay responses I responded directly to each student if there were any misconceptions or problems with their analysis or thinking. I will also send out a memo clarifying the findings for the exam direct student thinking that might have been off track.</p>
LIFE	1402	<p>About 2/3's of the class said they understood everything and there was no muddiest point. The other concerns or questions were all interrelated - something that hadn't previously occurred to me.</p>	<p>I plan to point out how the 2 or 3 concepts that were confusing to some students are interrelated. Also this year after the CAT, I had students who understood the concepts peer tutor those that didn't.</p>

LIFE	1402	<p>Amazing results..... The average score was 97% which is much higher than the lab report average. It shows that the students are learning and it was easier for them to complete the one essay response and exam. The lowest score was taken in haste and a student that had not completed work throughout most of the class.</p> <p>No questions were missed by a majority of the students. One question was missed by about 25% of students and included information that was common knowledge but not correct scientifically. Some student's exposure to previous untruths clouded their new knowledge.</p>	<p>Since this was the first time I have used this exam and essay and it seemed to be successful I am leaving it as is to check against future classes. I will make changes after I have piloted it a bit more. I will review stats in my session 4 and session 2 classes when they end. But I am excited and thrilled that the students performed so well on this exam and learned from this video which I really searched long and hard for.</p> <p>I will need to revise or rethink the one main question that seemed to stump a few students.</p>
LIFE	1402	<p>Five of nine students accurately identified and described CO₂ released from burning fossil fuels as contributing to trapping heat from the sun via the greenhouse effect. These students also described the consequences of climate change. Three students described air pollution created by burning fossil fuels as contributing to climate change and described the consequences of climate change. Air pollution is a problem resulting from the burning of fossil fuels, but it does not contribute to the greenhouse effect in the atmosphere. Carbon released as CO₂ from burning fossil fuels that travels to the atmosphere trapping in heat that would otherwise escape earth's atmosphere that is the issue. This was why I chose this CAT, I needed to understand how well students really understood the process. The last student inaccurately attributed holes in the ozone layer to burning fossil fuels demonstrating the student confused CO₂ released from burning fossil fuels with Chlorofluorocarbons (CFCs) which damaged the ozone layer before their use was stopped worldwide.</p>	<p>I will provide greater emphasis on the direct link between burning fossil fuels, the composition of the atmosphere and the mechanics of the greenhouse effect in the future.</p>

LIFE	1407	Rarely do any of the responses relate to specific content items up to that point. Rather, concerns may be about the total volume of content, especially early in the course. The other issue mentioned by the class relates to difficulties some students have acquiring the required website subscription for the labs.	<p>I have made concessions in total coverage in the class over the past several year, however, I will keep the content amount equivalent to what students must know for any accredited A&P course. I will not short them on content, especially since many students indicate that they're planning to go on to careers in nutrition and health care. They have multiple options for session length, and if they choose the shorter sessions, I will still require them to read and do the work expected in longer sessions.</p> <p>On the lab website issue, I have a contact at the software company who responds quickly to any legitimate issues that come up, and this seems to have fixed issues in an efficient manner. This fall the company was going through major changes to their e-commerce side of the site, which caused many headaches for the students, me, and the company. I think those issues have been resolved. I have searched diligently, but I have no other viable alternatives to the online quizzing capabilities on the labs for assessment.</p>
LIFE	1407	I found that after I posted videos for the class after reading the first few "check-ins" I was able to clear up much confusion thereby helping the rest of the class avoid those problems.	I have decided to put in more mini video lectures moving forward.
LIFE	1407	I use exam evaluations to see which areas students are finding difficult so I can bolster that information.	I added videos to help illustrate the concepts. This helped them improve their understanding and improve their grades.
LIFE	1409	Most students had difficulty with meiosis and genetics.	I am going to add some short homework assignments and more short videos in this module to help drive home the important concepts.
LIFE	1412	<p>* Students were able to understand concepts and operations of laboratory skills, techniques and knowledge. Correctly demonstrating use of a bright field light microscope to view and interpret slides (ability to identify type of bacteria).</p> <p>* Successfully prepare slides for microbiological examination, including performance of a Gram stain.</p>	Because students were able successfully prepare slides, correctly interpret slides and ability to identify type of bacteria I will not make changes in the way I teach this outcome.

LIFE	1412	The vast majority of students performed to an excellent degree on this lab. A few were confused about the formatting of a lab report but they did not use the lab forms I provided.	I am going to require that the students use the lab form I provide instead of just providing it. I think they will show me more of what they know when they follow protocol and can check their work off before submitting it. I am also going to expand on the lab so that students will add to critical thinking in the conclusion.
LIFE	1412	* Students were able to understand concepts and operations of laboratory skills, techniques and knowledge. Correctly demonstrating use of a bright field light microscope to view and interpret slides (ability to identify type of bacteria). * Successfully prepare slides for microbiological examination, including performance of a Gram stain.	Because students were able to successfully prepare slides, correctly interpret slides and ability to identify type of bacteria I will not make changes in the way I teach this outcome.
LITR	1210	The results of my chosen CAT showed me some students had some basic knowledge-level questions. Once we addressed that content, students were ready to engage in the higher-level thinking questions I asked of them. As I responded in question 7, I felt it was important that the knowledge-level material be present before students could think about the text in more complex ways.	I will continue using informal assessments such as these to ensure students are with me and ready to learn the next part(s) of the course content.
LITR	1210	Students definitely understand the concept of PLACE as it applies to setting, the most simple of the 6 elements. They are capable of describing the immediate environment. They are less capable of describing geographic setting/location. Most (5/7) did not mention TIME at all. Similarly, they struggled connecting setting to the other 6 elements.	I plan to assign four or five VERY short stories for students to analyze specifically for setting. We will discuss some of them IN class, and then I'll do another CAT to see if they understand the concept any better.

LITR	1216	The course had four students. The muddiest point forum was offered as bonus to those who participated. One student discussed the difficulty in finding and using different websites to research the topics on poetry. While my lectures had briefly covered the mechanics of writing the course essays, I did not cover information on source evaluation due to time constraints.	I have added concise notes on the modules covering the course essays to cover basic information on finding and using open access resources and scholarly databases for research.
MATH	1805	A majority of the students were confused by the "easiest" way to find the least common denominator when adding or subtracting fractions. I did show three different ways and suggested that they choose one that seemed to make sense and they were able to do the most accurately.	I'm not sure that I will make any changes to my course. Each class is different in what it understands, so I start by showing the most common way to identify a common denominator, and if I notice that some students are struggling with this method, I show the other two methods.
MATH	1806	Both students had a good understanding of how to do the conversions and got those questions correct.	Although the results were perfect, I want to integrate the engineering scientific notation with the multiples of three in the metric measurements/conversions. I want them to have a better understanding of the connection between the two. I am thinking a worksheet along with a question on the final exam.
MATH	1807	Students gain a better understand of how a ratio comparison leads to using a proportion. They also became familiar with setting up proportions which they agree help make solving problems easier. This strategy help reinforce the students ability to identify a ratio comparison problem. In addition, the collaboration help set a foundation of their knowledge of using proportions so they can continue to build upon that knowledge throughout the course.	I will use this technique to support what was learned earlier and help them to understand and make connections that are needed between ratios, ratios comparisons, and proportions.
MATH	1809	Out of the examples, students need more examples to be more successful. They missed the first two examples, they others they seemed to do better.	In the future I will give more practical and step by step lessons and examples to improve the student's background knowledge.
MATH	1809	I will need to cover fractions more. I need to review more at the end of the class.	Try to find more fraction videos and cover more in class.
MATH	1809	I was able to confirm understanding and move on to the next lesson.	I am confident in the progression of my lessons. My students have a solid foundation entering into too Basic Algebra.

MATH	1809	Well, I'm not sure that it showed me anything that I didn't already know, but as I mentioned, this CAT does force my students to identify questions that they still have about fractions.	I could include the video that I include in my explanation for why we flip the divisor and multiply when we are dividing, but I think it has more impact in the CAT. (I say this because I don't think a good majority of my students read my lecture notes.)
MATH	1809	It showed me that students really don't recognize how much math they really do use, and in a few cases, students were surprised at that. Most of the students commented that this course had really opened their eyes to this and that it had helped them in some simple tasks like price comparing when grocery shopping and even, how to tip their server at a restaurant.	I don't think I will make any changes to my course based on this CAT although I suppose I could attempt to add even more "real-life" word problems to the module tests.
MATH	1813	100% attempted to answer the question. 80% answered the question completely and correctly.	Will discuss with the other dev math instructors to determine if problem exists across all classes or just mine. Will implement plan after that discussion.
MATH	1813	Not a 100% of the students answered the question entirely correct.	Continue stating reminders of how to properly answer question.
MATH	1813	The results showed me a couple of things. Number one, it revealed to me if students could accomplish the task. Secondly, it showed me the students' ability to explain mathematical concepts in their own words. As a result of this CAT, I spent some time at the beginning of the next class giving examples of well-written journal entries and some examples of journal entries that needed some editing. Some of the less desirable entries revealed that the students knew how to complete the task, but struggled with explaining the concept in an easy-to-follow format. Students were given the opportunity to edit their responses and receive more points for the assignment.	Next semester, I will go over examples of journal entries before any of the students get to the assignment. I hope this will cut down on the number of incomplete and poorly written explanations.
MATH	1813	In most cases, the students were able to tell me how to add/subtract signed numbers. Those who struggled with explaining it most likely also struggle with actually doing it in a problem.	As students struggle with the explanation, I can sit with them individually and go over the process. If they miss the concept when testing, I can refer back to this exercise.
MATH	1815	I revisited the Video Packet for this material to see if this topic was being adequately covered. I discovered that the answer I had been looking for from the students was	We will revise the first page of the Video Packet to include the word "origin" and its definition for the next session. We had mistakenly assumed this was common knowledge.

		NOT included in their study packet, therefore the majority (5/7) were unable to answer it unless an instructor or tutor helped them.	
MATH	1821	Over half of the students were frustrated with the use of it and found the help desk not so helpful. There were 2 students who also said they tried scheduling it with more than 24 hours and were forced to pay the on demand fee. I did try all 3 levels and surveyed the students on which level they preferred and they stated level 2 because there was someone there at the beginning and end if they had questions.	I have been pretty diligent about telling students in the weekly email to schedule their exam at the beginning of the week to ensure they get the time they want. I will maybe try two emails in the next session one on Monday and another on Wednesday saying - have you scheduled yet?
MATH	1821	Students need further examples and explanation on how to set up and solve application problems. I did a similar CAT in Module 1 of MATH 1828, and had the same results.	I think a separate Module titled "Application Problems: Examples and Solutions", would help. The module could contain similar word problems to the ones they are working in the textbook and exam. Step-by-step instruction on how to set up the problems and solve them would help the students. It would give them similar examples to follow. Unfortunately, since I am retiring, I will not be able to implement this idea. Solving application problems is a common issue for many students in ALL of the math classes. If the students can become confident in setting up the problems, I think they will find solving them a lot easier and we would have less statements of "I always have trouble with Word Problems"!
MATH	1821	Reviewing the journals allowed me to better focus our time on the concepts that were more difficult to grasp	To further improve student learning, I will incorporate additional CATs, such as head/nod and muddiest moment. These would allow for "real time" adjustments during class.
MATH	1824	Looked at Spring 2019 Session 4 with an enrollment of 12 students. Looked at exam #4 problems 14 and 15. So looking at 24 problems total. 24 of the 24 were completed successfully. I had noticed students were struggling with this material in previous courses and I have added extra examples and homework problems on this objective.	I was so happy to see the results and improved scores. I will continue as is.

MATH	1824	I found that 80% of the students did not remember from previous math classes how to factor quadratic expressions.	I plan to spend more class time having students solve practice problems after reviewing each factoring technique.
MATH	1824	The most common muddiest moment that my students listed was difficulty with basic graphing. Many students have a hard time know how to find points on the line and where to begin.	I have added a very concise and helpful video on the topic to the module for the upcoming term.
MATH	1824	Which students were understanding the concept and it also showed me what background was missing in their understanding.	I will use this type of exercise more often as it was very helpful.
MATH	1824	They need additional practice graphing quadratic functions.	I will give them additional classroom practice in graphing quadratic functions.
MATH	1824	The concept that was brought up the most is graphing. 3/10 students mentioned difficulty with graphing.	Graphing always seems to be a challenge for students. I'm working to incorporate more graphing examples, both mine and relevant videos.
MATH	1826	Stronger students often overshadow weaker students, this allows both stronger and weaker students to shine and it also allows the weaker students to get help one-on-one. I can also tell which students are doing the assigned work and which students are not.	I will continue to use the exit cards as they help pick out who needs additional help and where.
MATH	1828	I opened class by writing two equations on the board: $3x + 4y = 18$ and $x - y = 1$. I asked the students to turn to their neighbor and discuss any strategies that may be used to find the solutions for x and y . I found that about half of my class (8 students out of 17) knew to either graph the equations or use substitution to solve for x (or y) first. This let me know that I did not need to spend time teaching those techniques. I simply asked everyone to begin solving the system using either graphing or substitution. The students that had a solid grasp on the concept were able to complete the work on their own, and I was free to walk around the room and assist students when needed. Once everyone completed the problem, we moved on to the most difficult concept, solving using elimination, and we were able to devote the majority of the class time on that concept.	I will probably continue using this strategy for this outcome because it is a concept that most students have seen before.

MATH	1828	At least 1 out of every 3 muddiest points claimed that they did not understand which side of the line they should shade. Also, many of them could not remember when to make the line solid or dotted.	We will review graphing linear inequalities more before graphing the systems.
MATH	1828	Students have weak prerequisite mathematics skills	I implement changes to the course based on my end-of-course survey.
MATH	1828	I found that when they saw the equation, about 75% felt that they had the concepts down without the use of the calculator but when put into $f(x)$ form such as $f(2x)$ or $-2f(x)$ or $f(-x)$ about 25% know what the change to the graph was and the rest struggled with knowing what the constants did. They also stated that knowing when the graph was flipped over the x versus the y axis was still confusing them.	I put extra review into the practice for the quiz and again for the test over that chapter on these concepts. We also has a short daily review of about 3 minutes a day as we worked up to the test to keep the information fresh.
MATH	1828	I found that students were able to get the instruction that they needed, when they needed. Overall, the course grades were good, averaging a B for all students.	I'll continue to use Muddiest Moments, as they work within the particular realm of College Algebra. If I were to make changes, I might change the wording or requirements in order to capture a broader range of students. Right now my class sizes are small (less than 5 students), so activity in the discussion threads are low.
MATH	1828	<p>Converting from logarithmic form to exponential form is mostly been about memorization, there is a technique to use based on a definition that works every time (similar to converting from inches to feet, there is a basic technique to use). When solving a logarithmic function, one of the steps is to convert to exponential form. If a student skips this step, the algebra can still be followed, just to an incorrect step. Similar to forgetting to convert to feet, you may come up with an answer but it is in square-inches instead of square-feet. So the math worked, but the answer is incorrect or at least can be misinterpreted.</p> <p>As a group we noticed that this step was consistently tripping the class up (about 40% were missing this step consistently).</p>	<p>Considering that we had covered this multiple times (as it occurs in previous sections as well) the question was asked if another method could be used. As it happens when solving radical equations, the method to solve is to raise both sides to a given power (after the radical is isolated). This technique can also be used to solve logarithmic equations however you "base" both sides (a subscript instead of a superscript) to undo the logarithm thus converting to exponential form. This is essentially an additional step to the problem one that has in the past confused students more than not (I did not want the comprehension to drop more than it already had).</p> <p>However, I explained this to the group (as a warning) and as it turns out, this additional step made all the difference. 100% of the class was able to work the problems correctly after this point (at least for this class period). Something that I had misconceptions about ended up being a turning point for the</p>

			class. I did not realize that the inconsistency between conversions and applying inverses was holding them back. This will most definitely be added to my lectures for future classes.
MATH	1828	<p>One question on my CAT was simple technology use. The overwhelming majority was able to complete this part accurately. This tells me I can focus on the concepts and directly to usage instead of taking time how to plug things in a calculator. And the students that did not understand may lean on classmates for the minor issues.</p> <p>Another result related to the logarithmic properties. As expected, very few of the students remembered how to rewrite logarithmic equations as exponential (and vice-versa) even though they certainly covered this before. This told me that I needed to verify that they learned the concept after I instructed on it more - as it is a concept which pre-reqs other concepts.</p>	This CAT allowed me to put extra focus on a topic which different students will have different levels of experience on. In the future, I think I can safely assume that students will need checked on the simple logarithmic properties after instruction the first time due to this disparity. In the future, I do not think I will need to probe this topic, but I will continue to assess this baseline subject after first instruction. As I believe that comprehension of this is a direct factor in mastery of the competencies.
MATH	1828	80% of my students did not remember how to evaluate 3^{-3} or 3 to any negative values. Half of my students did not remember that 3^0 is equal to 1.	We will practice the rules of exponents before trying to complete the lesson on graphing exponential functions.
MATH	1828	The majority of my students knew how to find domain by setting the denominator equal to zero but they still get confused that an equation like $x=3$ is a vertical line of points.	I will spend more time teaching graphing of vertical and horizontal lines during the chapter on linear functions.
MATH	1828	The CAT reaffirmed that the students did not fully understand the instructed material, as was expected. The students' responses told me more specifics on how they lost track with the instructor during the lengthy problem. Additionally, the results from the CAT helped me to understand troubles in the class I did not know about; the students informed me about troubles they were having which were not previously disclosed.	Since the CAT told me what the students currently do not understand, I was armed with the knowledge to approach those issues in an altered way to re-mediate their confusion on the subjects in class. The immediate change then was to re-explain those concepts in an improved manner. Additionally, a longer term change is that I now have better insight on how to help prevent this topical confusion in future courses.

MATH	1828	Student struggle with a variety of content matter on a weekly basis. By and large, students struggle with operations with functions and other related topics. I was able to provide external resources for help, as well as walk students through various posted problems.	I will post extra resources that I find valuable to students that pertain to functions and operations on functions. Over time this will develop into a resource bank for students as we come across these same topics.
MATH	1828	The results showed me that the students remembered a lot more from Algebra 2 than I assumed they would. This made me happy!!	I will not spend much time on Synthetic Division of Polynomials. My students appeared to already know many of the details that encompass this topic.
MATH	1828	I had great results in terms of student achievement and understanding. Not a single student failed the course, and only one student earned a D.	I would implement changes in real time for any course. Every class is different, with changing needs. The content is static, its student understanding that needs adjustment. That's why teaching with an ongoing discussion of the course content is critical.
MATH	1828	My results yielded that 6 out of 14 students said that taking the Midterm Exam through Examity was a major issue for them. They suggested using a different proctoring service because Examity did not work for them and they were not able to take their exam successfully using the program. This is very important to me because I am aware of all of the Examity issues and this feedback solidifies my thought that my proctoring process is not working.	I plan to rewrite my Final Exam in Canvas and use Respondus Monitoring.
MATH	1828	Initially 10 out of 25 students were able to correctly identify which type of compounding for 6 out of the 6 problems 5 out of 25 students were able to correctly identify which type of compounding for 5 out of the 6 problems 7 out of 25 students were able to correctly identify which type of compounding for 4 out of the 6 problems	I will reduce the number of problems in the probe .I think this will help me finish the probe during our lesson.

		<p>3 out of 25 students were able to correctly identify which type of compounding for 3 out of the 6 problems</p> <p>I explained the key difference in the two types of compounding for each of the problems using our notes and some input from students .This took about 15 minutes and then I provided them with similar problems. The result was</p> <p>19 out of 25 students were able to correctly identify which type of compounding for 6 out of the 6 problems</p> <p>4 out of 25 students were able to correctly identify which type of compounding for 5 out of the 6 problems</p> <p>2 out of 25 students were able to correctly identify which type of compounding for 4 out of the 6 problems</p> <p>I repeated the process after class for 3 of the 6 students who could stay and 1 of them got 6/6</p>	
MATH	1830	<p>The students proved that they remembered reciprocal Trig functions from a lesson learned in a previous course. We were able to simply give a quick review and then move on.</p>	<p>I will continue to do a short Trig lesson at the end of my Algebra 2 classes each spring. It seems to help when many of those students take Trig the next year. I use graphs to help them see what these reciprocals trig functions look like and piece together the correct equations to the graphs.</p>

MATH	1830	<p>Overall assessment for entire class can be ascertained as to whether concept/objective/competency was met.</p> <p>In this particular lesson, we had some stumbling blocks for 1-2 students. So, other students volunteered to try and explain it. Unfortunately, the students that did not understand the topic were able to punch and crunch the numbers but not comprehend the applications to the real world created a learning moment for all of us - how could we better explain it. This allowed for us to revisit the topic in another way at our next class meeting. We used technology to remove the pressure of the topic and simply played Kahoot as a class and looked at the problems from a different viewpoint. We took the same problems, showed them in a different way but practiced them as a game. The students that were struggling, had an opportunity to have fun while figuring out what they didn't understand. Question and discuss when a problem was answered incorrectly/correctly but from a different context reducing the anxiety of the first lesson on the same topic.</p>	I will continue to implement the strategies that I have been doing. They work well.
MATH	1830	<p>7/16 participate in the CAT and 100% of those students earned 92-100% understanding with a minor calculation error.</p> <p>9/16 did not participate in the CAT and therefore could not be evaluated for the assignment or understanding of the CAT.</p>	The only thing I will change to get more participation in this CAT is to make it a mandatory assignment and not allow students to move forward in the unit until this assignment is completed.
MATH	1832	There was nothing earth-shattering in my findings here. The student needed help in a particular topic. Other students were able to help out and provide assistance.	I will continue to provide an open forum in my online class to assist in the students' understanding.
MATH	1832	In this particular instance, a student had a question regarding anti-derivatives for trigonometric functions. Using the muddiest point chat room, another student provided a good example of a slide that he had created showing a graphical representation of the function, the function's derivative, and then the integral.	I will use the example slide that the student created (assuming I get permission from the student) to provide to future students as a nice way of organizing the concepts in the course. This example will serve as a nice template for future students to use while going through the course.

MDAS	1655	10% did not understand fully for successful completion of the assignment. 90% with guidance and examples did successfully complete the assignment.	I will continue to provide specific help and guidelines to those who are struggling with what a code of conduct or ethics would contain and why it is important for them to understand what could happen if they do not have a code from which to draw.
MDAS	1672	Students' main issue is that the Exams are timed, allowing only 30 seconds per question.	I am not willing to extend the time on the Exams, as that 30 seconds per question helps to hinder students from looking up each answer. I do not require that the Exams are proctored.
MDAS	1672	I used goal setting questions on my students so that I was familiar with their personal goals for the future. As these are older teens I did see that some of them had more ideas in regards to the importance of knowing how to interpret Medical terms.	I am going to ask these questions much earlier in the course rather than midterm.
MDAS	1672	Students generally feel that the 6-7 week course is intense and a lot of information is to be covered in a short period of time. Some feel the power points are boring.	Instructor will interject more supplemental information into the power points.
MDAS	1672	Probably 26 out of 33 did understand how to use these guideline however they did not practice it as often as I would have expected. I started correcting this early on and the final does ask this question. More do appear to be answering this question correctly.	I am not going to change stressing this but re-enforcing how important that this truly is to successful completion of Medical Terminology.
MDAS	1675	<ol style="list-style-type: none"> 1. The students are having trouble finding the starting place when looking for a code. 2. The students are having trouble when there is more than one code. 	<ol style="list-style-type: none"> 1. I will do a short video tutorial for looking up the code from start to finish so they have an understanding of how it is done and where to start. 2. I will keep working with students on telling the whole story with codes by doing an assignment using a story and coding from the story. This will help them if more than one code is needed.
MLTC	1503	I need to adjust timing and be stricter with submissions.	I will be more aware of how timing fits within the scheduling of the hands on parts of the class. Instead of Monday due dates I will adjust to Sunday due dates. With the exception of discussions all other assignments will be moved to weekend turn ins.

MLTC	1503	<p>The findings indicate that the students have a general understanding of the two terms and realize that they are different in meaning, but there is still some confusion as to which is which.</p> <p>I will be implementing an extra video into the unit explaining the 2 terms in more detail.</p>	I will be implementing an extra video into the unit explaining the 2 terms in more detail.
MLTC	1503	Some students use vague definitions which tells me they do not definitively know the differences between the two terms	I will continue using clear and concise definitions and examples of the terms to illustrate the differences between the two terms, I also will look into possible exercises for the students to complete to enhance the learning process
MLTC	1503	Overall, the students felt as though the information was being delivered in a manner that suited their learning style. They thought that the line of communication was open and the instructor was very accessible. Mention was made of including more vocabulary in the course to help with the medical terminology that was present. Often these students are challenged by academics and find that learning a "new language" can be overwhelming	I will try to dedicate more work towards the vocabulary curriculum.
MLTC	1503	I believe the students interpreted this assignment as a rating of their clinical site and experiences. While I was able to gain insight as to a couple of scenarios that my students encountered, the majority commented on their satisfaction rates. Those that did share specific scenarios provided their peers with a great learning opportunity of a real-world situation and how it was handled which prompts others to reflect on how they would've handled such a situation had it happened to them.	I will re-word the instructions to this CAT so my expectations are clear as to what I am looking for, then I will consider what changes need to be implemented into my course.

MLTC	1503	Students were able to catch the majority of the incorrect phlebotomy techniques. They even understood the lack of soft-skills in one of the scenarios. I would like for them to discuss possible future consequences that could result from such an incident rather than focusing on that incident alone. (nerve damage, possible lawsuits, bad reputation, loss of customer base due to a bad reputation, etc.)	I will work on directing students' attention to possible future implications as they need to understand that mistakes, negligence, etc. can have a lasting impact and that the problem isn't always solved just because the patient has left.
MLTC	1504	Post test scores increased by 49.12% from the pretest. Students seem to understand the pathophysiology of disease states with regards to enzyme levels. Chemical reactions that take place during enzyme analysis seems to be where students get stuck.	I will be taking a closer look at the lab component and adapt the assignment to focus more on the chemical analysis of enzymes to ensure the students are better reviewing the necessary material
MLTC	1508	I definitely need to incorporate more skills in the class to help this learning competency. I am finding that more and more of the cooperating labs that handle the biggest job of teaching this skill are lacking on their part to really instruct the students. I feel that the shortfall becomes my problem and I need to somehow put "more" in the course to adjust for the lack of instruction on the cooperating lab's part.	I am considering making a more detailed and complex video that not only outlines the antibody complex but provides more insight into the dynamics that need to be used to do antibody identification in a complete way.
MLTC	1509	The results vary from class to class, but most students felt they would benefit from having more virtual labs associated in the coursework. I added them, and got positive feedback from the students.	I will put the virtual labs in the module on a regular basis!
MLTC	1520	My intent in this CAT is to give the student confidence and to identify any weak areas they might have before they take the national registry. My intent is to find areas that need additional support from me, the instructor, then to take the time to add more training to help strengthen that area of weakness. My results are proven by the outcome of the national registry scores, more specifically the scores in the areas that I instruct.	I look at national scores, my program scores, and then take the student evaluations of the course, any CAT comments they have made and improve any areas of defined weakness. For example, if the students score low on the registry in fetal/maternal information, I would add more instruction in the Blood Banking course in that module.
MLTR	1022	The major point that was brought up as a discussion was we were lacking a thorough practical exercise hands on in filling out the appropriate forms for the physical	I have already conducted a practical exercise that requires each student to fill out the required forms and the feedback is that it was definitely a help on learning.

		security requirements. I have developed an exercise which I have used in my last two classes. The students take the completed forms with them to use as examples back in their units after completion of the course.	
MLTR	1024	Some students were still unclear on how to build the OEL and what information was needed to maintain the list.	I plan to spend more time with this particular area to ensure that the student's will be able to build their OEL.
MLTR	1026	After reading over the CAT I found that during this particular class I was going to fast as there were multiple students that were still confused on how to log in to TC-AIMS. They were also confused on which tab they need to select for the assign and associate equipment.	I plan on spending more time on these two areas to help the students better understand how to be successful in operating within the system.
MLTR	1029	Some students were able to understand most of the information that was put out. There were a few that still had questions so I answered them in more detail to better explain the information.	I will evaluate the course as a whole and see what I can take and add to make this course better for the students.
MLTR	1029	My results found that the students or soldiers really understood the class. My self and the other instructor that assisted me in teaching this class tough the class at a level that each person clearly understood the material that was being presented. Questions could be asked and answered by the instructors and the learning environment was very comfortable.	I really don't think any changes need to be made at this time, this course is right on pace.
MLTR	1039	These were the comments of a few students <ol style="list-style-type: none"> 1. Went too fast teaching math 2. Spoke too fast, lost on the math 3. For the math, explain it slower 4. Talked too fast when instructing on what to write down 	Based on the bad assumptions on my part I will be given a pre-exercise or quick refresher in simple math before we began using it in class. I have already began given multiple written practical exercises. This means the students will be able to estimate materials (paint) needed by being able to measure the rooms correctly.
MLTR	1040	Some students do not grasp the requirements for backing up and pre-trip inspections.	I will explain more fully the requirements of backing up and pre-trip on the first day of the course.

MLTR	1040	Some students do not grasp the requirements.	Explain more fully the requirements for backing up exercises and pre-trip inspection procedures on the first day of the course.
MLTR	1040	Thoroughly explaining and showing on the board an outline of the backing up course to follow will help.	Explain on Day one and again on Day 3 and handout diagrams of the backing up exercises to each student.
MLTR	1040	Explaining on day one and again on day three before the backing exercises begin.	Spend more time on day one and day three explain the backing up procedures.
MLTR	1050	All students understood the information given to them but when placed into a time constraint for the assessment, they lacked in the confidence to complete every task with satisfactory results.	Place the practical exercises under similar time constraints as the assessment and repeat the more difficult practical exercises more than once so the students become accustomed to the time constraints and work more efficiently to complete all assigned tasks.
MLTR	1535	<ol style="list-style-type: none"> 1. I explained that the CLS bags depend on the number of CLS providers in your unit and how big your unit is. 2. We discussed how to use the seat belt cutter or trauma sheers to cut down the clothes and then cut the side the PPE for the casualties or un-Velcro them. 3. To get something out of someone's mouth you should roll them on their side and use a finger sweep to get objects out of their mouth 4. I discussed that on day 3 we use the entire morning hour to go over 9-lines and the students write up their own 9-lines then transmit the 9-lines over the radios and then they receive the 9-lines. Also Wednesday afternoon each student will do a 9-line during the outside lanes when we put everything together. 	<ol style="list-style-type: none"> 1. Make sure and inform students that CLS bags are dependent on the size of the unit. 2. Get a seat belt cutter to show students how to cut down clothes 3. I will go over a bit longer on who to do finger sweeps. 4. I already implement 9-lines into the course.
MLTR	1535	Students tend to struggle the first few times when they try a pressure bandage. So we usually practice this technique multiple times throughout the first few days until students have learned how to properly apply and in speedy fashion.	We want to continue the same lessons and monitor for possible changes in future classes.

MLTR	1535	The students need this class annually since this is a skill that they will lose if not refreshed on a regular basis.	Find the students at the lowest level of medical care and teach to their level until everyone learns the basics.
MLTR	1535	We walked through the process of checking pulses and blood pressures again. I had the student's check each other's and record their answers. Then I had them stand up and try again and see the difference between sitting and standing.	I will try practical exercises from now on to make sure that the students understand the process of checking the pulses and blood pressures
MLTR	1535	I went over how life limb or eye site made you an urgent. I went over how if you can stand it for 12-24 hours you are priority and over 48 hours you are routine.	I will explain how to triage better
MLTR	1626	Students needed slower demonstration on disassembly and re-assembly procedures of weapon systems that are not used on a regular basis or may be unfamiliar to the student.	For the weapon systems that are unfamiliar to the student, slow down the pace of instruction and explain the procedures in more detail.
MLTR	1626	The students all agreed that more time needs to be spent with the required maintenance forms to record the services.	Each day more emphasis will be placed on recording the information needed on maintenance services during the daily review.
MLTR	1626	1. The students thought that more time is needed in filling out the maintenance documentation. 2. This was also noted during the end of course written practical exercise.	More written exercises will be added into the homework assignment. Then it will be reevaluated in the next class.
MLTR	1627	This only finding I received were that the weapons were dirty. This finding really does not help me at all since cleaning these weapons is the responsibility of the unit that we are receiving the weapons from.	The change I tried was informing the unit that the weapons were really dirty and maybe the next time they brought us weapons maybe the weapons can be cleaned before bring us the weapons.
MLTR	1627	Delivery of instruction was good. However, the slide presentation needs updating.	Update the information needed in the slide presentation.
MLTR	1921	The subject area that gave the students the most difficulty was calculating Nuclear fallout.	Spend more time on the calculation for radiation and nuclear fallout
MLTR	1921	Some students have difficulty with remembering map reading and basic math skills. Need to spend a little more time going over the military reports.	Begin the section covering reports earlier in the class, so the students get more time with them.

MUSI	1000	By comparing the note names on a given string to a number line or a ruler, confusion about the difference between open stringed notes and closed position notes was eliminated.	I'll simply include this information in my classroom presentation.
MUSI	1002	Eight of nine students stated they had a clear understanding of the material.	I believe this is an excellent personal assessment and I plan to keep it as one of the assessments in the course.
MUSI	1002	The vast majority of students related they had no significant issues understanding the musical elements. Two students identified they had trouble with musical texture. Two students identified issues with so much terminology. One student identified tonality as an element that was confusing.	I would like to get more responses to specific elements. The CAT is in Module 3 presently and I believe I may move it a bit later in the course to try to capture better responses.
MUSI	1002	Texture and Tonality were the elements that were most often confusing to students.	I can't delete these from the course but I can reassure students that they will have help identifying them throughout the course.
MUSI	1002	The final exam showed 16 out of 16 students chose the correct answer for dynamics.	We will keep this discussion in the course as a reminder about the definition of dynamics.
MUSI	1018	Proficiency in interval and scale spelling improved throughout the course of the semester and students did not give up trying to master the material.	Next year I will probably introduce the material in this fashion rather than using it for remediation.
MUSI	1022	A gain of 10 percentage points resulted this semester by attempting this strategy. (from 80.5% average for the chapter assignments in 2018 to 90.9% average in 2019.) Additionally, I predict that the earlier introduction of the resolution of the seventh chord will make Chapters 7-9 easier for the students to process.	I will compare assignment scores for Chapters 7-9 from 2018 to 2019 and see if the means increase with the change to the sequence of instruction. At this point, it seems to have been a significant help that I will plan to present the materials in the same sequence in Spring of 2020.
MUSI	1038	12 students completed the CAT. On a scale of 1 - 5 with 5 being most confident, 9 students selected levels 4 - 5, and 3 students selected level 3. No students selected below 3.	Based on the results I will continue to use the Song Performance Sheet as an avenue to help students connect to their song text, understand musical terms, and musical styles and how to present them. It is evident that students grow as

		<p>10 students responded that their confidence came from either completing the Song Performance Sheet and/or the class discussions. Several students mentioned that their own practice, or lack of practice, was the main issue with their confidence level.</p> <p>One student suggested that more repetition in class with the instructor going over their song would help, but the remaining 11 indicated that it was up to them to do more practice in order to gain the confidence.</p> <p>A few side statements by students were: more sleep, more practice, perform it more, more small group performances, afraid of the high notes, memory issues, and need to watch others more.</p>	<p>they practice more, so encouraging MORE practice is necessary as well as providing more opportunities for them to perform in non-threatening venues. Possibly overlapping lessons so students sing for the next student in a very casual performance would be beneficial for all students.</p>
MUSI	1038	<p>All 16 students that submitted the CAT felt they benefited from the exercises that were presented in class and did us them regularly, but not all of the exercises were used in their own practice sessions.</p>	<p>Some of the students need a recording of the exercises in order for them to use them. While students are free to record any portion or all of their lessons they often don't. I need to be sure the exercises are recorded in some format that is usable for each individual student.</p>
MUSI	1051	<p>After a week of practice using a blocked chord technique versus a broken chord (as written in the score) the student had improved the continuity of all but 1 place in the literature. Recording a performance is a great way to assess changes or improvement in A1 concepts. Sometimes, the teacher can record too early in the performance and the student gets nervous and feels unprepared for that step.</p>	<p>Sometimes, the teacher can record too early in the performance and the student gets nervous and feels unprepared for that step. Deciding when to record and discuss, correct rhythms, pitches, dynamics, pedaling, continuity, etc. may vary from student to student and levels of literature. The recording step gives the student a true physical example of how they actually performed the concept that was graded, instead of me just telling them to improve. The recording can almost be used as a pretest and post-test showing improvement from one week to another.</p>
NAID	1229	<p>Students felt that what is taught in class is sometimes different than what happens in real life.</p>	<p>Changes were made in how and what is done during clinicals.</p>
NAID	1229	<p>The results showed that most students were struggling to obtain manual blood pressures.</p>	<p>I will spend more time obtaining manual blood pressures during our lab sessions in the future. I will use the blood pressure arm for the mannequin and also use the dual</p>

			stethoscope to help students obtain manual blood pressures accurately and have confidence in doing so.
NAID	1229	I gained information as to what the students felt they needed more knowledge of.	Research to find the information they requested and teach the information in classes.
NAID	1229	The students were not understanding and comprehending the different abbreviations that they may come across during their times as a CNA.	I will make sure that more time is spent on abbreviations next term and do a few more quizzes throughout the term to make sure they are comprehending the abbreviations that they will use as a CNA.
NAID	1229	Showed me if students were lacking in knowledge and therefore not prepared for employment.	Continue to screen and try different ways to do instruction and exams.
NATG	1125	Use of correct test equipment on various pipe conditions and sizes made for real job experience.	I will use different flat steel thickness along with pipe diameters to show how following technical recommended practices will aid in getting accurate readings. I will also use new test gauge in welding blue print reading, and will make it available to welding instructor to full fill other course syllabus requirements.
NATG	1200	We have at the college individual regulators but not operating stations. Therefore we visited actual regulator stations for instruction.	To further enhance training, I plan on using local distribution personnel to aid in instruction if possible.
NTWK	1032	Students are understanding the concepts but having difficulty identifying specific layers at which certain network devices operate.	Redesigning the course to use more labs and simulations so that students get a more realistic view of the devices operating at the various layers.
NTWK	1034	Based on the results 75% of students demonstrated a solid understanding of the cable and connector characteristics. The remainder of students failed to pay attention to detail, for instance, if a question asked what is not a characteristic of a certain cable type they identified an answer that was actually a true characteristic.	At this time there is no need to change anything. Providing the students with the ability to work with the cables and connectors in a simulation environment has been a great benefit.
NTWK	1035	The results showed that more emphasis is needed when it comes to fiber optic cables and connectors.	Since connectors are initially addressed in Net I will implement a review of that area during the first week of Net II as well as provide additional resource materials regarding fiber optic cabling.

NURS	1206	6 questions were asked of the students related to the material provided in the video. Students were able to answer questions well so other adult assessment techniques could be discussed during the limited class time.	I will utilize short videos more in the course to prepare students for the class.
NURS	1207	Students don't always think of safety as a nursing intervention.	I am considering adding a case study to help students see the importance of protecting other from the angry/aggressive patient.
NURS	1208	2 of 13 students were unclear on the treatment medications for Tourette's syndrome. 1/13 students wanted to know more information about medications for ADHD. The majority of students reported that the information was clear, but that they needed time to study the information and then ask questions.	<p>To meet the needs of the students, nursing faculty has implemented question & answer sessions prior to each exam. These sessions provide the students time to study content and then ask questions and clarify content. The study session for the exam covering the childhood content for this CAT was well attended.</p> <p>For future changes, faculty will change the slides regarding Tourettes' to be clearer regarding medications. Also, faculty will encourage future students to discuss treatment of ADHD and the medications for treatment during class time.</p>
NURS	1208	<p>1) I found that the students all identified what I considered to be important concepts from the lecture. They identified signs and symptoms of a variety of common anxiety disorders, common medications used to treat those disorders, and the nursing behaviors and interventions that would benefit patients with anxiety disorders. Students not only identified what was important but demonstrated correct understanding and reasoning.</p> <p>2) Regarding the ability to create high-level questions: I found that some students created knowledge and recall questions. Fourteen of the 22 questions submitted were at the application level or higher. Most students chose to identify their questions which allowed me to correlate the cognitive level of the question and the overall performance of the students in the course. Interestingly, there was a correlation between lower performing students and lower level question development.</p>	The CAT showed me that the method of teaching I used for this content was sufficient. I used discussion and PowerPoint slides to teach and review concepts related to anxiety disorders. Students had been exposed to some of the concepts in previous lectures and assignments, so I minimized the amount of true lecture. I would like to administer this kind of CAT again in the fall semester. If there still appears to be a correlation between student performance and the ability to create high-level questions, faculty could offer additional coaching to help high-risk students develop their application level cognitive skills.

NURS	1228	Results showed that students did not know how to ask questions or what areas they did not understand.	Structure lectures so that a review is added into the end of each section which allows documentation in the areas that are muddy.
NURS	1229	Various questions would reveal that 50% of the class did not know the correct answer. Others, it was revealed that 100% of the class knew the correct answer. It was immediate feedback for me AND the students.	Based on the reaction and result of the Kahoot program, I will create more Kahoots. I will be able to use the information I gathered from this class, to be more specific in certain areas.
NURS	1229	If 6 out of 7 students took a long time to answer a question and it was incorrect, that would be an indication that I needed to review that specific topic of the question. If next time a similar question is asked and 7 out of 7 students answered correctly, that indicated to me that they had a clear understanding of the topic.	Reviewing the last class I taught, based on the "Kahoot" CAT, medical abbreviations were an area students struggled. I implemented a program I called "8 in 8", we reviewed, via power point, 8 medical abbreviations every morning, resulting in 64 new abbreviations studied. Again, based on the "Kahoots", students improved their knowledge of abbreviations.
NURS	1256	The students will be tested over care of the neurological patient. I read these to see if they were able to recall important assessments for this type of patient. If there were any gaps, I will review that during the question/answer session before the test.	If students are unable to identify the important points, we will address how to present this information differently.
NURS	1256	The students did a great job writing the questions and providing the rationale for their answers. Students working together on the project resulted in students who are good test takers assist those who struggle to read questions and answers more critically.	I will include this activity in the GI module next year.
NURS	1257	Approximately 75% of students demonstrated competence at basic interpretation.	Additional resources were added to the course shell and practice added to clinical lab with focus on application at the client bedside.
NURS	1258	The findings indicated what they picked up on in class and what they felt was important information. It also gave me the opportunity to recognize areas that are weaknesses and discuss them in the next lecture to help clarify any confusion.	I plan to discuss the muddy points with the students based on their feedback during a separate review session.
NURS	1259	The findings showed me what they picked up on in class and what they felt was important information. It also gave me the opportunity to recognize areas that are	I discussed the muddy points with the students based on their feedback during a separate review session. After this discussion and the review session ended, the students

		weaknesses and discuss them in the next lecture to help clarify any confusion.	verbalized a better understanding of the material. The exam scores reflected their knowledge.
NURS	1259	Students had several areas of learning to clarify. These included: Electronic Fetal monitoring interpretation, Stages of labor and what the presentation of the stages, fundal massage, Medications used for laboring clients, nursing interventions for fetal heart rate decelerations, and problems with the placenta.	A question and answer period is offered to students prior to the exam over this content. The mannequin and equipment to facilitate kinesthetic learning are also available in the lab for students to schedule a practice time with the instructor for further practice and learning if needed.
NURS	1261	During the large group discussion after case scenario/worksheet completion, it was identified that primary pituitary disorders were especially confusing and were presented in an odd manner in the text.	Discussion of primary pituitary disorders will be increased during future lectures. Student were given material to supplement the textbook information for these disorders.
OFTC	1601	It shows me that some students make accommodations based on their assessment because they recognize the importance of ergonomics. It also shows me that some students do not care about ergonomics and tend to continue to use incorrect posture and set up. I also found that students do not routinely answer the assessment the same way so I do believe there is critical thought given to how they evaluate themselves based on the questions asked and the criteria that is given.	Again, as I iterated above, I think it's an important step for them to stop and evaluate their surroundings to understand how ergonomics has an impact on the student's ability to successfully keyboard.
OSHA	501	The results were that my class paid attention throughout the week and their ability to answer my questions proved that.	It will help me assess a couple topics I need to stress more emphasis on in the future.
OSHA	1007	The students were motivated on days one and two. They seemed to be bored with the exercise by the end of the four days. I asked the students to write a couple of test questions, each night, based on the topic objectives we covered that day. We started by creating questions at the end of the first day and covering them in class. This gave them a chance to practice what I wanted them to do.	I plan to use the method again, but probably not every day. It may work better if I could use their questions as the actual final exam. I will use a variety of methods, or at least two different evaluation methods the next time I teach that subject.

		<p>Either, I or they would have the class answer the questions, at the beginning of class, each day. For the first two days, the students came up with multiple, very detailed, and challenging questions. It became a competition. I asked them for a couple of questions, but each of them submitted 3-5 questions</p> <p>The students only submitted 1.5 questions per person, on the third day.</p> <p>Only 58% of the class submitted original questions on the fourth day. The others submitted questions I had asked them on the day before. They explained that they did not have much time to work on the assignment, because they had to study for the final examination.</p>	
OSHA	1010	<p>The OSHA classes usually have 10 to 30 students and only students that want to be in the class are in the class so the students are engaged and most of the students actively participate in the class discussion.</p> <p>The Electrical Standards class has a pretest and a post test. The 7/22-25/19 class the average score for the pretest was 60% and the average score for the post test was 92% so I am confident the students learned something about electricity, the hazards of electricity, and safe electrical work practices.</p>	<p>This is a new course curriculum that OSHA rolled out last year. I have taught this course material twice now, I would not change it.</p>
OSHA	1928	<p>8 students responded out of a total of 10 students. Their answers varied a great deal but most addressed the CAT properly.</p>	<p>When I setup this module I mistakenly chose a discussion format but my CAT instructions stated that the students were to submit their responses to me by email. Only 2 students followed the module instructions.</p> <p>My change will be to eliminate the discussion format and have my students submit by email.</p>

OSHA	1929	There were a few students that had questions about some of the material presented in this module. By knowing that we can find a better way to convey that information and clear up the grey areas.	<p>The CAT will be continually moved throughout the modules so we can do a check on learning to ensure we're not leaving anyone behind and that we're covering the pertinent information from the competencies/outcomes.</p> <p>For this class I immediately cleared up the fuzzy areas for those students that had questions and made adjustments to the material to hopefully eliminate those questions from coming up again.</p>
OSHA	1932	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.	<p>I do not have to change anything at this time however, below are a couple of students comments:</p> <p>Student #1</p> <p>" For me, these chapters were valuable. The most important point I learned had to do with analyzing the flow charts of JHA, and comparative change analysis. Those flow charts were extremely thorough and I may print them and hang them in my office. Getting a little bit more into the psychological drivers of human behavior was also interesting is it helps to illustrate why people do what they do. Lastly all the information on a behavior based safety program was informative, as we utilize this at my company and it has proven to be an effective program. What I am enjoying about this textbook and course is that clear steps are provided for implementing these various programs, as opposed to high-level generic this is how it should be guidance. Nothing is unclear to me in these previous two chapters, this is the world I live in at work."</p> <p>Student #2</p> <p>"The most important points taken from this week module is how various hazards and/or unsafe working act and condition can affect the behavior of a worker, thereby, making workers accept and take these conditions as a norm in an organization. How these conditions and actions can affect the organization negatively and the various ways of preventing them from</p>

			<p>happening. Another point taken is how management can be complacent to these unsafe act and conditions because there hasn't been any occurrence of a reportable injury, hence showing lack of management commitment to safety which, in turn, serves as a proof of a negative and/or bad BBS in the organization.</p>
OSHA	1933	<p>I had 3 students in this class. Of those 3, 2 responded to the CAT assignment. One student did not understand what the requirements were but the other one was very helpful. In fact, he pointed out that I had made a mistake in developing this CAT assignment. I was asking my students to respond to a different chapter and competency that was not part of the unit. In an email, he explained that the assignment instructions were unclear and the material to access the competency were in different chapters not yet covered.</p> <p>After I made my corrections, I asked him to provide feedback on the corrected CAT assignment. He stated that it now "ties in perfectly with the material"</p> <p>However, I will continue to monitor the CAT in future classes.</p>	<p>I have already implemented changes. Once I found out that I had made a mistake I corrected the CAT submission while class was in session. I thought it was important to correct my mistake then and not wait until the class ended. I reviewed my competencies in the CAT module and rewrote the instructions using a different competency that was covered in the unit that the CAT was drawn from.</p>

OSHA	1971	The students in the OSHA 501 General Industry Trainer class are experienced safety professionals in industry. The classes tend to be small, the class on February 11-14, 2019 had 3 students. Because of the small class size the class tends to be very interactive. The "muddiest moment" technique fits in very well with the informal discussion format of this class. The students are very comfortable asking questions and asking for clarification on specific topics. The "muddiest moment" technique allows them to think about the topics discussed the previous day and the discussion the first thing the next morning is a good bridge between the previous day's discussion and what is coming today.	The class evaluations show that the students really like the format used in the OSHA Outreach Trainer classes. I do not plan to change the course based on the results of the CAT.
PHED	1244	I found that students needed more information on developing lesson plans.	Provide more instruction on how to write lesson plans for next semester. I will likely do a short video walking through an example.
PHED	1244	I have many student athletes in my classes and they often realize that most of what they do on a daily basis is the start of exercise science.	Each year, I use more assignments that allow these students to utilize their daily interests to understand the topics of the class.
PHED	1246	It showed me that more skill(s) application should be inserted into the course. It showed me that 50 minutes is very limiting for a course like this and that a Tues/Thurs longer class setting would be better. Often the students will just be getting into the skill, feeling comfortable and then we have to stop.	Discuss findings with Brian Howe and athletic department for possible changes in Fall 2019.
PHED	1253	Students had a clear understanding of how to use the "flash-to-bang" technique for determining how close lightning might be to a venue. However, several students (approximately 20%) were unclear on when to notify spectators to leave the field and when to expect them to have moved to a safe location.	After re-reading the handout, I can see how there could be confusion on the appropriate timing of each step of ensuring safety. Before the next time this subject is taught, I need to re-evaluate wording and will need to spend more time on class discussion.
PHED	1258	The class was somewhat knowledgeable about the rules but had no idea how to apply the rules or how much goes into being a basketball official. I would say their eyes were open as to how difficult official's jobs are.	Spend more time on the mechanics of officiating. We can study the rules and guidelines but until you actually are on the court in the flow of the game you don't know how much you can apply what's been learned.

PHED	1270	Students pass this CAT. Each highlighted different specifics about body fat and its characteristics in the given populations, but the paragraphs showed acceptable comprehension.	I will continue to use this CAT in this course in future, as it appears to be a good indicator of understanding.
PHED	1308	Most student had the same exceptions of what they wanted to learn during the course, and what was not that important to them individually. This seemed to match up with particular majors.	Each semester seem to get more difficult in covering the material I want to cover. Not only does this CAT provide direction for 2018, I hope to use it to help design future courses.
PHED	1308	I found out that when given the opportunity to share their opinion, I was right on course with what was really important to all students, and how much of the information was not desired by everyone. This appeared to be somewhat based on individual majors.	I am going to go back through the course outline and make adjustments when possible to ensure that certain skills/theory are always going to be taught, with other topics to be covered based on majors and time availability.
PHIL	1602	What I was most interested in this semester was judging how effective the course textbook was. There has been a push towards using OER instead of textbooks. I framed this question so that students could reflect on what they had learned from the lower priced textbook (around \$10) instead of the more expensive textbook. By comparing their responses to those of previous classes who had used the more expensive textbook, I was able to conclude that the lesser priced textbook provides the same information.	I will use only the lower priced textbook and supplement it as necessary with additional readings.
PHIL	1602	There were 10 out of the completing 12 students who struggled with relating and written skills. The help seemed to help them accelerate there learning.	The help with outlines, peer editing, and relating short video clips with be continued with pursuit of enhancement for learning.
PHIL	1604	The articulation process of personal ethical values still needs help for many students. Relating (critical thinking) the ethics of philosophers is also difficult for many students to process.	The articulation process will be an ongoing process of development within the discussion assignments and the journal assignments. Some new questions will be introduced in the discussions to foster articulation and processing to relate the ethical theories of philosophers.
PHRM	1000	The majority of students understood the role of the pharmacist and technician in relation to their roles in the pharmacy and basic requirements of the profession. However, some students did have concerns about the complexity of pharmacy calculations.	In PHRM 1000, we only do a brief intro to pharmacy calculations as it is covered in more depth in pharm 1002 pharmacy calculations. But, I will go a little bit more in depth as students seem to want to learn earlier.

PHRM	1000	The majority of students reported the course was easy to follow and faced minimal difficulties completing the course.	I have implemented more interactive activities via Cengage MindTap.
PHRM	1003	Majority of students understood the material. There were no issues expressed about the difficulty of the course material. This course focuses on the different pharmacy settings pharmacy technician can work in.	Giving great detail and examples (video) of what the different settings entailed made it easier for students to understand.
PHRM	1004	This was the first session that I added sample or practice certification exams for students. They took a mock certification exam that gave them exposure to the types of questions they would expect to see on the actual certification exam. The feedback received were positive and helpful to students.	As a result of the positive feedback from students in regards to the mock certification exams, I will continue to make them available in the course. I will also make a change to the final course assignment to close the loop on the competency of getting students prepared to become certified.
PHRM	1004	The results let me know the way I have structured the course is very helpful. Students continue to let me know they like the practice exams. A new feedback from the summer session suggested adding videos to help with math problems. Math is still a weakness for some students.	Yes. I plan to create videos to show students how to solve specific dosage calculations problems. These will include step-by-step instructions for common types of questions that students can expect to see on the national certification exam.
PHSC	1400	Overall, I did see anything really significant. Most CATs stated everything was fine, or stated they liked a certain topic. A few do state they do not like "math" but this is expected. I do think, I may add more math assignments for practice.	Currently, I think the course is fine. As always more resources providing by Barton would be helpful. I may consider more math practice in the course. However, I do feel the majority of the students do understand these concepts.
PHSC	1400	Most students had some valuable knowledge of the topic, but few used knowledge from earlier in the course.	Global warming is the final topic I cover in Physical Science. I plan to foreshadow this unit by talking about associated science as we progress throughout the class.
PHSC	1400	Although most of the students answered the homework question on balancing equations correctly, 27 out of 34 who responded to the CAT either mentioned balancing equations as a problem in their original post or in a response to another student. Other areas that were mentioned by more than one student was polar molecules and catalysts.	I will add another resource on balancing equations. In fall 2019 I am switching to an embedded e-textbook for the students. This embedded text book interludes multiple short videos and other resources that will enhance student learning. I will follow up with this next semester.

PHSC	1405	Students were first rather timid about answering questions, but grew more confident as the semester progressed, and were not afraid of answering a question 'wrong', but recognized that it was a part of the learning/thought process.	No reason to change...used the student feedback to redirect their thought process toward the correct answers...
PHSC	1405	By the process of question/answer, I can direct the student's thought process to assist their understanding of the seasonality, climate, etc. Their answers to specific questions help to refine the direction I take the next series of question/resulting answers.	No reason to change anything important. The answers I receive to specific questions often direct the next series of questions...
PHYS	1600	I have used this one for a while now and have used it to refine that particular module. I did notice this time around that students were listing more of the main ideas than they had in the past.	Based on the feedback, I think this module is set up fairly well. I plan on moving the CAT to another one that seems to be a struggle for kids and see if that helps me pin point where I can add in some things that might be missing.
PHYS	1600	For the most part, students were able to recall the main points.	I plan on adjusting some of the material so that those missed points are covered in a different manner.
PHYS	1600	Students like the content broken into smaller pieces. I worried about that thinking that it would be overwhelming with what looked like so many pages in each module.	I plan on adding in more videos this next semester.
PHYS	1602	I have used this one for a while now and have used it to refine that particular module. I did notice this time around that students were listing more of the main ideas than they had in the past.	Based on the feedback, I think this module is set up fairly well. There seem to be a couple concepts that kids are still struggling to pick up on. I need to go back and figure out another way to present these so they stick.
PHYS	1602	This CAT has been in this section for a while now. I find that it helps me pinpoint places to better explain certain concepts.	I have been adding in more information or try to explain it in a different way. It seems that every semester, there is less "muddy" understanding.
POLS	1385	If the instructions are not clear, then students can easily be misguided through to the course.	I will implement the changes by reviewing the instructions on the home page and changing the comments to say that participation in discussions are required.
POLS	1800	That I need to develop a more specific method in determining which subjects and academic levels the students need to respond to	Ask more direct questions that require critical thinking.
POLS	1800	That from previous feedback that differences were not explained well. But with the added text and videos students were able to see what they knew and better	I will add another discussion question that is more relevant to what is happening with current events so that students can relate with concepts.

		understand and distinguish between concepts. They were even able to discuss on the boards.	
POLS	1800	Based on the quiz feedback and midpoint survey, I amended assignments and quiz questions.	Based on the quiz feedback and midpoint survey, I amended assignments and quiz questions.
POLS	1800	The results illustrated that some students took the easy way out and simply copied material from their text and notes.	I will modify the assignment in a fashion that will require their own knowledge to complete the assignment instead of coping from their text or notes.
POLS	1800	The results indicated that not all students took the assignment seriously and simply copied material from the text without using their knowledge to explore the topic in question.	I will expand the CAT to require the students to utilize new and prior knowledge in order to gain future understanding of the topic. And not just copy material from their text and notes.
POLS	1800	The minute papers showed that some students grasped concepts dealing with: Analyze and describe how policy decisions are made and explain the impact of policy on the American public. Others needed added video or lecture notes to help them fully understand the information.	I have added extra resources to preempt any issues that student may Analyze and describe how policy decisions are made and explain the impact of policy on the American public.
POLS	1804	At the beginning of the course, a majority of students didn't have any prior knowledge or understanding of the main components of Realism and its theories.	I will continue to use this assessment as it helps me to know where students stand at the beginning of the course. If in the future I find that more students enter the class with prior knowledge of this subject area, I would then shift teaching this a little earlier in the course.
POLS	1804	I have found a strong majority of students had limited knowledge at the beginning of the course when it came to global politics. The one minute assessments when tallied at the end of the course, have shown each student's progress in increased understanding of how global political relations function, as well as their impact on the greater international political community.	I don't plan to make changes at this time. The assessment gave me the results that students are taking away the correction information concerning such things as the identity perspectives, foreign relations, the League of Nations, and the continuing effects of the Cold War.
POLS	1828	Having only 1 student enrolled in this course, she was able to learn something completely new to her and it gave her a better understanding of bureaucracy, as well as government function at the local and state level.	I initially wasn't sure that the actual term and complete function would be understood, however, in this case the student comprehended the material for this particular area, so I wouldn't make any changes at this point.
POLS	1828	That what I felt were the most important lessons from the module typically lined up with the students.	I will have only minor changes in some focus areas when it comes to content.

PRGM	1007	Most students reported understanding the content. The current level of coverage appears to be sufficient.	Continue to cover security at the current level.
PRGM	1030	<p>Student questions on the topic varied, there was not one area that stood out. The discussion question format provides the opportunity to address individual questions that all can see - to consider areas that may not have occurred to them or verify that understood the the material.</p> <p>In one case, a student asked questions based on knowledge of other programming languages. In another, the questions addressed questions that would be covered in the next module. The questions mostly focused on 'next level' material...they needed to understand the concept to ask the question.</p> <p>One specific area does not necessarily need more attention.</p>	As mentioned in the last question, the questions students provided are primarily next-level questions and one that focused on details specific enough to demonstrate they understood the basic concept. More explanation could be added about what will be covered in the coming modules, but otherwise, the lecture and programming exercises seem to provide the understanding required for the module.
PSYC	1000	Students seem to find ways that psychology applies to their chosen field, whether it be nursing, radiology, agriculture, and so on. Some (usually about 1 in 20) struggle a bit, and need some directions to sources to help them better understand their chosen profession. Some go beyond the basics and see where; psychology can be a big part of their profession (particularly nursing and education).	<p>I am using a new, open-ended discussion. There is no topic, and it is not graded. The idea is for communication among the students beyond the class setting.</p> <p>Also, we are looking at OER resources for this class, and I hope to find specific content on this topic.</p>
PSYC	1000	<p>An analysis/interpretation of the survey revealed the following outcomes:</p> <p>WHAT STUDENTS LIKED MOST ABOUT THE PRESENTATION:</p> <p>90% of respondents reported the presentation gave them an opportunity to present their own work and perspective, and that they were proud to stand in front of the class to present a profession work.</p> <p>5% of respondents liked the idea of conducting the</p>	<p>The results of this CAT will be implemented in future class as follows:</p> <ol style="list-style-type: none"> 1. Students will receive their topics through a secret ballot. This will prevent the duplicity, as well as limit the topics to only disorders found in the DSM-5. 2. For future presentations, students will be encouraged to use any format they wish for their presentation, such as PPT, Google, etc. 3. This CAT will continue to include the administration of the survey, to assess the impression of students.

		<p>research themselves because it allowed them to get a better understanding about the topic.</p> <p>5% liked the break from formal lecture pattern.</p> <p>WHAT STUDENTS LIKED LEAST ABOUT THE PRESENTATION</p> <p>Nearly 90% of students reported they did not like to hear about the same disorder multiple times; it made it repetitiously boring.</p> <p>Nearly 5% reported they would have like to use different formats of presentation such as Google, Power Point, etc.</p> <p>Finally, 5% of students reported that standing before the class made them nervous and somewhat uncomfortable. However, they added they felt good after the presentation, knowing they accomplished the task.</p>	
PSYC	1000	<p>Despite a guided review of the concepts following the presentation of the material, two of the eight students were not able to make distinctions between the four concepts.</p>	<p>The muddiest point CAT demonstrated that the guided review was successful in removing the confusion concerning the four concepts. In a future class, the guided review questions will be provided to the students individually, using a multiple choice format. Students will first identify the independent/dependent aspect, then then experimental/control aspect. They will be asked to complete them in class, then provided those pages the next class period for feedback.</p>
PSYC	1006	<p>The Clarification Assignment highlights test questions that perhaps are not correctly worded, topics that need further explanation, and other areas of confusion.</p>	<p>Depending upon the weekly comments I would revise a test question or add more information to help clarify a topic.</p> <p>I answer all questions that students have about the content.</p>

PSYC	1012	The knowledge probes did confirm that one student had a much wider basis of basic information because of having a parent in the mental health counseling field while other students had very limited knowledge of basic counseling professional issues, functions and strategies. It was helpful to learn what the one with the broadest base of information knew and what she could still benefit from, especially regarding strategies and functions beyond what her parent specialized in. Having done the knowledge probe was helpful to target what areas to focus more on for all the students.	I have already used the information to target the material we covered in class and will continue to use it in the future, especially for focusing on role playing practice with the students and classroom discussions.
PSYC	1012	All three students in the course indicated that they understood the information. I Followed up with an email to clarify as well.	Since none of the students needed clarification and I followed up afterwards, no changes were made.
PSYC	1014	The results showed some of the subject areas students have difficulty understanding.	Since the questions are addressed and clarified in class immediate changes are not required. However, if several students have the same "Muddiest Point", I will take a look at the lecture and material and adjust accordingly for future classes.
PSYC	1014	Students showed significant improvement on the 2nd exam relative to the performance of students in the previous semester. The change in presentation was a follow-up to last year's results.	Material in the course will be reviewed for categorical logic, rather than sequential presentation as used in the textbook, and changed to categorical presentation. Already, this method has been initially applied in a General psychology course later in the same semester concerning psychological disorders and the results appear promising.
PSYC	1027	About half of the students reported that had difficulty differentiating between acute, medium and long term stress. In the previous exam I noted that many of the same students did well explaining long term stress, but failed to distinguish between acute and medium term stress.	I plan to implement more examples and a discussions regarding acute, medium and long term stress to help students examine and recognize the difference between these terms.
PSYC	1027	This semester students seemed to overall find the course material quite clear. There was not any specific issue that seemed "muddy" to the majority of students.	At this time, I will be retaining information "as is" since it seemed to be quite clear to students. I did provide more feedback this semester and I believe this provided the opportunity for students to ask more questions and gain clarity when needed.

PSYC	1027	Students this semester report that they struggled with introspection and self-evaluation more so than with grasping the concepts of the text and assignments.	The first assignment requires self-evaluation which students report was initially difficult for them to do due to lack of introspection. Each week journaling assignments require students to practice this skill in different ways and it seemed evident that by the end of the course, most students had gotten better at self-evaluation and a deeper understanding of their own personal stress levels. I also encouraged more students to submit journal assignments early for feedback so that more one on one attention could be provided for those students.
PSYC	1033	While all 21 students who took part (only one student was not in class on this day and, as such, did not take part) were able to provide an example of a paraphilia successfully. Only 13 provided clarifying information about at least 1 paraphilia they used as an example. So, while all are able to provide an example, it's not clear if they understand what the example is or how it can be a mental disorder	I will include a requirement of providing a brief explanation about the example and how/if it is/can be a mental disorder
PSYC	1130	Despite showing video clips of the music styles and offering adjective descriptors in class for each music form and same descriptors on the exam, students still were unable to distinguish the three types of death-related music.	The adjectives alone are insufficient. Next time, more formal, bullet pointed characteristics will be listed in a compare/contrast format.
PSYC	1130	Students were in fact uncomfortable initially with the topic, however, after spending time and discussing grief and grieving, the students comfort and understanding of the topic was increased.	To increase student comfort levels and understanding I will begin with smaller group discussions and then move to larger whole class discussions.
PSYC	1130	Many students initially approach this aspect/topic with some reservation and discomfort, after the topic is addressed and discussed students have increased levels of understanding and comfort related to grief and grieving.	I will continue to ensure this topic is covered. I believe because of the level of discomfort it is better to approach this topic it seems to be helpful to start with smaller group discussions before coming together as a whole class for discussion.
READ	1108	The results showed that students lacked the prior knowledge about topics used in the inference quiz. Their inferences skills were not accurately assessed on the two questions.	I am replacing the two questions with information that students will understand in order to accurately measure inference skills.

READ	1109	<p>There was a common misunderstanding of the difference between comparison and contrast.</p> <p>Several students wanted more explanation about cause and effect.</p> <p>There were no questions about time order, process, or definition patterns of organization.</p> <p>There is an obvious need to learn transition words linked to the different patterns.</p> <p>This assessment tool really helps get a good analysis of what students understand and what needs further explanation / practice.</p>	<p>It was obvious from the questions that several students had trouble understanding the difference between certain patterns. I've added more examples of these patterns, side by side, to make the characteristics of each pattern more distinguishable. Some students have a hard time recognizing transition words and putting them with the corresponding pattern(s) and difficulty thinking critically about the meaning of the text based upon the pattern of organization. I've added more examples for discussion at the end of the power point.</p>
READ	1109	<p>The area that most students had trouble with was determining if an opinion was informed, expert, or biased judgment.</p> <p>Being able to determine the difference is a critical reading / thinking skill needed for making valid inferences and for evaluating an author's argument. It is also critical in finding valid information for research papers.</p>	<p>I've included more examples in my power point presentation for students to think about and discuss before working on the module review sheet.</p>
RELI	1311	<p>All 13 students completed the concept map and were able to identify at least four similarities between the Eastern and Western religions.</p>	<p>This CAT confirmed for me that the two modules (Eastern / Western) Religions was productive classes and confirmed that the students could identify the differences.</p>
SOCI	1100	<p>Through the clarification assignment, I have been aware of errors on the exams and have been asked to explain a certain grade on an assignment. Both of these opportunity contribute to clarity and detailed explanation if needed.</p>	<p>If errors in the exams are found I immediately correct them and amend student exam scores.</p> <p>If further explanation is needed on a specific topic I will provide that clarification.</p>
SOCI	1100	<p>I provide a clarification opportunity in each of the weekly modules. If a student needs further explanation on any topic, wants clarification on why a question was missed, or wants further explanation on a grade</p>	<p>I feel it is important to direct the student in finding out the reason behind missing test questions. For example, if the students asks for further explanation on why response A is the correct answer to question 4, I will not only provide the page number but will ask WHY he/she missed this</p>

		received on an assignment, this CAT provides that chance.	question. Options could include the topic wasn't in the notes, don't remember reading about the topic, didn't understand the question, didn't understand some of the responses etc. By understanding the why, hopefully the student will gain understanding in what part of the studying process needs improvement.
SOCI	1100	One result showed me that a student did not know how to search for her topic in academic journals in the Barton library.	Based on the above result, I told her to: "go back to the library resources, click on the first option: EBSCOhost Research Databases, then the first database, Academic Search Premier, make sure you are doing a basic search." From here I shared this information with the rest of the class just in case there was another student that was not sure on how to search for their chosen topic.
SOCI	1100	Results vary. Sometimes there is an error in a question or answer or there is a topic that needs clarification.	Results vary. I do revise quiz questions or clarify assignments as designated by students.
SOCI	1100	The results showed that for the most part all the questions students had were answered in a timely manner. When there was an issue such as an error in one of the exams, students were quickly provided the chance to answer the corrected question.	Most of the clarification questions asked for specific answers which were provided. If there was an error somewhere in the course, the error was quickly corrected.
SOCI	1100	Every module there is a difficult result. When students are having a difficult time with an exam question I do review the question and revise if necessary.	I change information, exam questions, discussion topics according to comments from students, if need be.
SOCI	1102	One student asked if there was a way to help remember specific theories of love. Her thoughtful feedback was a reminder that students have different learning styles.	As a result of this CAT, I will be conscious of addressing the different learning styles through varied methods of instruction--videos, text lectures, etc.
SOCI	1102	Two students indicated not understanding that all course material not only the text readings and PowerPoint presentations within a module could be presented on the quiz.	In my Fall 2019 classes, I will specifically mention that all course material presented within a module could be on the module quizzes.
SOCI	1106	I received very little feedback with this method. Students do seem to enjoy the use of documentaries and TED talks as methods of education and prompts for additional discussions.	I will be implementing a new CAT going forward in hopes to receive additional information/feedback to better improve this course.

SOCI	1110	Students understood the behavioral risk factors for delinquency (E5) very well and were able to relate to them in a very personal way that no doubt aided in their comprehension. Conversely, the array of theories that are included with the risk factories (E3) were confusing to some students and some even merged or transposed aspects of different theories in their journals.	I will continue to refine how the theory portion of class is taught. I will begin by reassessing which theories I teach and how they relate to the course objectives. More depth and time on the most essential theories might be more beneficial to student comprehension than making sure they are exposed to 'all' of the theories, at least at introductory level.
SOCI	1114	Students were asked to form opinions on the incel movement and why this particular sub-culture of those who are involuntary celibate are also highly misogynistic and violent. Each student (n=11) who was asked to form an opinion of the incel movement today was able to demonstrate an understanding of celibacy and different types of celibacy as well as define a culture sub-culture defined by their sexual behavior in the United States, which were the two competencies I was looking to assess with this activity.	My results were largely successful, as all students were able to meet the basic criteria of the competency. However, there varying degree of mastery the students exhibited in their answers as well as some overlap by the time the last student was asked. Next year I might ask several different variations of the 'survey' question I ask or maybe even assign students a positions and force some students to play devil's advocate so that as many positions as possible are covered and students end up not just meeting the course competency, but meet at an even higher level of proficiency.
SOCI	1114	I only had 3 students in the class and one took an incomplete. Only one student responded so therefore did not receive good credit. The one that did respond was able to give accurately the problems with STD's so there was no good data to compare.	At this time due to limited information I will not make any changes.
SOCI	1129	One student relayed this feedback: "I'm a little caught up on terminology. When we talk of religion, the religion itself is only PART of a culture, correct? Or could it be said that there is a Christian or Muslim culture?" This was important to me because both of his statements can be true; religion can be part of a culture, but can also be a culture of its own. I think it is also important to note that this student is an international student from a country in which religion is a very integral part of his culture, so I particularly valued his feedback.	In the future in the section on religion and culture, I will address this very concept--religion can be its own culture AND part of a larger culture.
STAT	1829	Several student mentioned various topics as their most difficult concepts to understand. Very rarely were any topics mentioned more than once.	One change I have considered is building a library of helpful videos over topics that other students have asked about in the past.

STAT	1829	<p>After reviewing the results for the CATS (after I administered for the first time) about 6/18 students correctly identified what each function was used for.</p> <p>What was surprising was that 14/18 answered 1, 2 and parts of 3 correctly. After seeing this result, I spent about 10 minutes reviewing the problems with the students. After that I assigned the students similar problems and 13/18 answered all parts correctly.</p> <p>I worked with the 5/18 who were still having issues and traced the problems to the lack of understanding to what cumulative means and what order you had to take sums of the individual probabilities.</p> <p>Most of them got confused by the terms at most, at least and no more than. I arranged with each of them for little mini lessons after class on different days to re explain those concepts.</p>	<p>After going through a few of these CATS, I always make sure that my students in STAT 1829 understand concepts before introducing a graphing Utility to enhance their problem solving skills.</p> <p>This step is important because even though using Technology enhances problem solving skills, understanding the problem is the first step to properly using the TI-84.</p>
STAT	1829	Some students had no issues while others mentioned specific parts of the course. I attempted to answer those using short answers or videos to help clarify the concepts.	I will compile video links that could be useful to other students into one document that any student can download and peruse.
STAT	1829	Students will open up about problems and try to understand concepts better if you give them a chance to open up about it, or even reward them about it as well.	I have considered the idea of having a library or list of statistics videos discussing concepts that students have found difficult in the past.
STAT	1829	The last topic, linear regression, is the most confusing topic. It combines so many of the previous concepts that student can become quite confused about how to work the problem.	It might be helpful to have links to videos that the students can watch first before trying to work problems.
STAT	1845	Multiple regression equations came up with 14/17 students. The issue was comprehension of a specific equation needed in Excel. Specifically how to adapt it between simple linear regression and multiple regression hypothesis tests for B_i . Considering that the Excel formula/equation took me about 5 hours to	I worked out several more problems using the Excel formula and posted them in an FAQ section. I informed students of this and directed them to it. Afterwards, students were seemingly successful completing the homework assignment.

		develop myself and "program" into Excel, I can understand.	
THEA	1327	<p>Most of the students had little experience with drama/theatre/getting up in front of people. Many of the students situated themselves down at the NEVER or A LITTLE end of the spectrogram.</p> <p>More people had worked with children in some capacity; therefore, many situated themselves at the SOME and A LOT end of the spectrogram.</p>	<p>Most of the students had little experience with drama/theatre/getting up in front of people - this helped me pick activities that helped guide them into drama/improv without making them feel they were in the spotlight.</p> <p>More people had worked with children in some capacity; therefore, I would ask them further questions about their experiences and try to incorporate that knowledge into discussions and activities.</p>
WELD	1349	The results were pretty humorous. I had 7 out of 10 students in my class figure out what was wrong pretty quickly. 3 of them after about an hour of guessing finally asked me or another student for help. Now when they come in everyday the first thing they check is their machine setup, winch is exactly what I told them to do on day one.	I'm going to randomly unhook the grounds and power leads to ensure they can operate the machines successfully.
WELD	1349	The students were/are able to start welding using the GTAW process.	Give them a hand out and practical test.
WELD	1351	I showed the students to use soap stone and a scribe to mark a straight line. With this they were able to make a straight first weld.	During my demo weld for the students, I will show them how to do this during the demo.
WELD	1351	That there has to be extra time given to certain students based on their ability to absorb information. That some students learn much faster by doing rather than hearing.	Try to identify the students who have difficulty in understanding what they read sooner. Implement more props in the classroom, so the students can get a hands on assessment of the problem or process.
WELD	1353	Give a pre-tape measure quiz on the first day of class, to determine knowledge of the students.	Have a tape measure quiz every day of class and advance to material needed using fraction math as the class progresses.