

# Assessment Documentation Report Classroom Assessment

*Barton Community College*

*2019-2020*



## **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.

## Why We Assess:

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
<b>2015</b>			
201501	260	152	58%
201502	245	155	63%
201503	115	65	57%
<b>2016</b>			
201601	232	121	52%
201602	222	159	72%
201603	110	53	48%
<b>2017</b>			
201701	209	147	70%
201702	218	160	73%
201703	121	95	79%
<b>2018</b>			
201801	225	172	76%
201802	228	178	78%
201803	136	100	74%
<b>2019</b>			
201901	222	154	69%
201902	222	136	61%
201903	141	101	71%
<b>2020</b>			
202001	235	210	89%
202002	222	194	87%
202003	145	116	80%

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 term with a greater focus on quality rather than quantity.\*\* (three possible terms per academic year; Fall, Spring, Summer)*

## 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 500+ assessments documented during the given term.

Subject Code	Course Number	What did the results/findings show you?	How will you implement changes in your course based on the results of your CAT?
ACCT	1602	The percentages did vary, however, no more than 25% in each of my six classes, were trained on how to create a proper email.	<p>Later in the semester, I will be requiring each student to create and send me another email to close the loop. At that time, any student that does not create a proper email will be required to do additional work to improve communication skills.</p> <p>I will be adding this email requirement to each class, including online, every semester from this point on. I am planning to create a business communication module in my courses to improve or enhance their communication and essential skills.</p>
ACCT	1602	A majority of students understood and did well on the exercise.	I will emphasize student retention and application in my lectures
ACCT	1602	All of the students did fantastic for this CAT.	I will continue to hone this process for students to do their best.
ACCT	1602	This assessment allows me to review the steps of the accounting cycle with each individual student especially the steps or processes the student might be missing. In this course, there were three that needed to include the processes but they did provide the steps correctly.	I plan to continue this assessment with more detailed instructions regarding adding each process for the various steps. After the next class completes this assessment, I will review to see if anything else needs to be added.
ACCT	1616	When reviewing the quizzes, I took a class opinion poll to find out if the students felt the activity was helpful or just "busy" work. → 100% of the students indicated that the activity was essential to their terminology grade along with the understanding of the various terms. → 100% of the students also indicated that I should continue assigning the activity and also apply it to other chapter terminology quizzes. →	I will not only continue this activity in this course but I will be applying the same activity in this course in other chapters and in other courses to help the students understand and apply the material instead of just memorizing it for a quiz.

AGRI	1100	<p>The project emphasized the difficulties the students had to complete research, especially on government website. They seemed to find the business information ok. It was a good way for them to find specific information about businesses and open their views to larger impacts of government regulations. I also gave the students the opportunity to pick the format in which they presented their information. They could chose from a formal paper, flyer, poster, or brochure. This freedom to chose was encouraging to the students, while perhaps a little more time consuming on my part to make a correct assessment.</p>	<p>I really liked this project and the students response to it. I will keep requiring this project but both assignment requirements and student requirements will be expanded upon more next time.</p>
AGRI	1110	<p>I asked students to complete this after the feed evaluation methods lesson. The students could express some of the content. They did emphasize that it was good information to know but some didn't know if they would use the evaluation methods in real life experiences. Other students expressed interest in future academics and utilizing the evaluation methods.</p> <p>The questions that were asked pertained to some muddy points from the lesson and some more critical thinking questions. The critical thinking questions indicated that the students had understood the material and were trying to figure out how to apply this material in a more in depth manner.</p>	<p>From this CAT, I will develop an activity to begin the lesson content with. I will set out different types of feed and quality of feeds. The students will have to go around to the different stations and evaluate the feed. The feed that I use will have an analytical evaluation done before hand. The questions asked will hopefully encourage the students to understand the importance of analytical evaluations and not just rely on physical evaluations.</p>
AGRI	1114	<p>3/4 of the students at the start had little background knowledge of basic plant structure, the differences between monocots and dicots, and how those differences effect cropping decisions. Afterwards the review and examine showed 10/12 were able to adequately describe those differences and their importance.</p>	<p>While this technique works well for the majority of students, I will work to find other techniques to help students understand what the differences in plant structure and growth mean to agricultural crop production decisions.</p>

AGRI	1120	<p>This was during the Covid-19 home based/online learning. This project gave me insight not only into how much of the lesson content the students were retaining but also how well they were taking information learned online and applying it.</p> <p>The students struggled with understanding the main concept behind taking an inventory of the rangeland because only 1 out of 4 actually gave a quantitative and measurable amount of vegetation. 3 out of 4 students listed what type of vegetation they found but didn't provide sufficient information to measure amount of vegetation.</p>	<p>The next time I present this information I will take students out to a range land and walk them through a specific example of taking inventory. I will also redevelop the content that explains the importance of why producers must take inventory and then monitor that inventory. If learning is not face to face and is online, I will develop a video of taking an inventory of range land.</p>
AGRI	1123	<p>I feel like the students took in the information and applied it to their operations as well as could be. For most of the students this assessment indicates to them the importance of financial risk management and how important communication is. When I present this information students feel like they have a good handle on what will happen and when in regards to transitioning of the ranch to them, but after working through the worksheets they realize how much they still need to communicate and figure out.</p>	<p>More lesson content on conflict resolution should be implemented into the management content. I also want to add in more content in regards to financial risk management and ways to develop, plan and implement operation goals and mission statements.</p>
AGRI	1128	<p>With Covid 19 this lesson was presented via zoom. I feel like the interaction between students and instructor during the live chat helped to facilitate an open dialogue. I feel like the video would not have gone over as well if it wasn't live.</p>	<p>Having the students able to touch the different parts of the saddle would increase the amount of information that they retain. It would also allow the students to interact with the content and each other more. In a classroom setting, I will have the students quiz each other before they take the paper quiz. This will hopefully help them to memorize the parts of the saddle.</p>
ANTH	1816	<p>In the previous classes many students complained that they needed more information on globalization I have added a power point but I will also be adding a video.</p>	<p>I will be adding a video on globalization to increase understanding of this concept.</p>
ANTH	1816	<p>Students are still asking for more information on Neanderthals and homo sapiens. I am going to direct students to the videos and the lecture notes that are available and I will also add a concise power point.</p>	<p>I am going to direct students to the videos and the lecture notes that are available and I will also add a concise power point.</p>



ANTH	1816	80% out of 3 courses said they would like more videos and lectures to understand kinship.	I am adding a power point on kinships that is very elementary. I have videos in the course but they are lengthy and I do not believe that the students are utilizing them due to the length.
ANTH	1816	As it has been in the past, students have difficulty understanding kinship patterns. I am adding another simpler video.	I am adding a video that a student submitted for extra credit that helped them understand kinship.
ARTS	1200	<p>I developed a project to be completed in class that would help students practice identifying indicators of different art eras and movements. The students would divide into groups of 2 or 3 and work together to identify images of similar works of art. This project could be applied to sculptures, paintings, architecture, and much more.</p> <p>One such project required that the students identify differently architectural structures of the Gothic era. I would present them with 4 images and they would have to use their notes to find the specific identifiers of the time to decide the location of the structure. Once they had identified the location of a structure they were able to use books and online resources to research structures of these locations and accurately identify the structure in the image provided.</p> <p>Understanding this information and the students' ability to apply learned information is important in developing the understanding of culture, artistic regions, artistic development, and artistic practices. This exercise also helps students develop problem-solving skills, observation skills, and team-building skills. This also helped students to understand why and how they would be able to apply the information of other art forms and use the information in practical applications.</p>	I did use the concept of identifying these indicators in my presentations of many prime examples of works of art that I provided to my students. I would point out each indicator and a method of identifying that specific work in connection to the discussed movement and even how that indicator was useful in implementing the development of future art movements.

ARTS	1200	<p>No students responded with a 10, 9, or 8 for understanding the concept.</p> <p>3 students responded 7 2 students responded with 6 2 students responded with 5. 3 students did not respond.</p> <p>The students as a group rated them selves average to below average in response to the question,</p> <p>"The visual elements and how they are arranged by the principles of design has been the focus of chapter/module 3 and 4. How would you rate your understanding of this concept on a scale from 10 to 1? Briefly explain your rating."</p> <p>I responded to each student by explaining how to identify content and form. I sent individual responses through the grade comment box for this CAT. I explained how to identify content and form in a work of art.</p>	<p>I have created detailed Prezi lectures for chapter 3 and 4 with visual examples to help students begin to see the visual elements and how they are arranged by the principles of design. I will continue to use this CAT to measure the next group to see if the changes are effective.</p>
ARTS	1200	<p>At first, the students were having problems. I got emails from 3 of the 6. I replied back and told them to get out of their cars and walk downtown. By the end of the hunt, all students hand example of all the required items they were looking for. I used the photos as my data. They had to label each photo as well as give the location. The matching of the terms to the photos they took was an easy assesment for understanding.</p>	<p>I did this after they had read the material and my lecture. I think next time I would do this before my lecture so I could use it more as a conversation lead-in instead of a closure.</p>

ARTS	1200	<p>13 of 21 students in the course participated. Some students identified two assessment tools in their response.</p> <p>The assessment tools presented in the Prezi were: Threads, Writing assignments, Quiz/Exam and Projects</p> <p>Threads, 6 students identified the threads as best promoting critical thinking.</p> <p>Writing assignments, 3.5 students identified the Writing assignments as best promoting critical thinking.</p> <p>Quiz/exam 1.5 students identified the Quiz/exam as best promoting critical thinking.</p> <p>Projects 1 student identified the Projects as best promoting critical thinking.</p> <p>one student identified Quizlet as best promoting critical thinking. Quizlet was not an assessment tool, it is a study tool in the course.</p> <p>9.5 of the students polled thought Threads and Writing assignments promoted critical thinking in the course</p>	<p>The 13 students who responded have become aware of the process of building a knowledge base and through analysis, synthesis and evaluation use that knowledge to make valid judgements based on facts.</p> <p>The assessment tools used in the class promote the critical thinking process. These skills support the competency and outcome:</p> <ul style="list-style-type: none"> <li>* Critically interpret and analyze works of art in terms of form and content.</li> <li>c) Use a visual arts vocabulary to formally analyze works of art.</li> <li>d) Solve visual arts problems independently through analysis, synthesis, and evaluation</li> </ul> <p>The change inspired by these results would be to more vigorously promote critical thinking in the classroom. Only 13 of 21 students responded indicating no desire for the 5 extra credit points offered for completion/response. perhaps indicating they do not understand the concepts presented.</p>
ARTS	1200	<p>This allowed me to see where each student was struggling, what concepts were not being processed or understood and allowed me to return to the topic and clarify information. I was able to create visual demonstrations, timelines –†with corresponding influences and movement overlaps, and projects that were developed to increase understanding</p>	<p>I will continue to use the review quiz in both online and in formal classroom settings. This will help me to meet the needs of the students I have at that particular time.</p>
ARTS	1200	<p>3 out of 3 students completed this and showed an understanding of the Feldman's method as well as using the vocabulary and other previous knowledge correctly.</p>	<p>I have not yet this semester, but I did change it from the last time by having a leader for each section, that way one person did not constantly start.</p>

ARTS	1210	<p>Your answer can be your data such as 3 out of 4 students did not understand XYZ. Or you can write information based upon your particular assessment technique.→† Please provide enough detail for an outsider to understand the data you collected and why it may be important to you.</p> <p>Your Answer: 7 out of 10 students exhibited a 100% understanding 2 out of 10 students exhibited 90% understanding 1 out of 10 students exhibited 70% understanding</p>	<p>While students go through the practice of painting in oil, re- introduce the terms associated to specific stages in the creation of a painting (beginning/middle/completion and critique). Create 3 exams (not 2) testing the understanding of an expanding terminology in each exam at the beginning, mid-term, and end of the semester.</p>
ARTS	1210	<p>7 of 10 students exhibited a 100% understanding 2 of 10 students exhibited 90% understanding 1 of 10 students exhibited 70% understanding</p>	<p>While students go through the practice of painting in oil, re- introduce the terms associated to specific stages in the creation of a painting (beginning/middle/completion and critique). Create 3 exams (not 2) testing the understanding of an expanding terminology in each exam at the beginning, mid-term, and end of the semester.</p>
ARTS	1214	<p>Students need much more direct technical instruction and demonstrations from the teacher.</p> <p>Students need to be more encouraged to both asking questions and observing the teacher at work.</p> <p>Students need to be exposed to both the processes and final works of other historical and contemporary artists of note.</p> <p>Students need to become more actively involved in a growing understanding of the elements of art, history, and the ability to critique the work of others and therefor their own.</p>	<p>Will be adding many more visual surveys of historical and contemporary artists related to the evolving topic (s) at hand.</p> <p>Will be doing more demonstrations of techniques relating to evolving topics at hand.</p> <p>Will spend more one on one counseling time with each student to 'listen' to what the student needs personally in the class, and ensuring that individual needs and responsibilities for class are being understood and met for the student.</p>
ARTS	1214	<p>This data allowed me to work individually with students that needed more help while allowing the other students to move on. Drawing is a very hands-on class and the data I could collect was on an individual as well as on the whole class.</p>	<p>I could also use the data I collected from the sketchbooks as a personal growth reflection to reconsider how I demonstrated certain techniques and ways to possibly change the way I did it to meet all students' needs.</p>

ARTS	1234	I realized this after grading the prints they turned in and we spent additional time the next class meeting covering the use of depth of field and its affects on making images. I presented them with examples of what the assignment asked and then we ran through the math calculations on how to achieve said technique. In photography you have multiple vairables but the shutter speed and aperture settings determine your exposure, depth of field, etc. There is an equation : $f16 \text{ over } 100; x \text{ over the ISO (speed of film)}$ you must essentially solve for "x" to determine the proper exposure. In this assignment they needed to adjust their aperture while still properly exposing the film. I determined they needed additional practice making the conversions so each student could be properly equipped to complete the remaining assignments correctly.	I take additional time in the first few classes explaining this portion of photography and hading out practice equation conversions sheets. Memorization and repetition is key when making the conversions.
ARTS	1246	All questions were camera-specific or already covered in the FAQ in the next chapter and previous lessons.	This fall, no new material was needed to be added to the course.
ARTS	1246	There have been a growing number of questions about doing long exposure shots in daylight situations.	I do not like to make students buy extra items for the course, but in this case, if they want to explore that feature, they will need buy a neutral density filter. I may include a free hack with old sunglasses as well in the new lesson.
ARTS	1246	The most common questions are about ISO.	I am updating the course for OER and will completely redesign the ISO section to explain it better and earlier in the course.
AUTO	1124	After having the students complete an in home produced work sheet it was found that in the next classes they were able to handle the concepts. This also helped the students to realize that looking back at references is not an embarrassment.	I will repeat this method in future classes to help gauge student learning and comprehension.
AUTO	1128	I found that overall the class was pretty solid on knowledge, guidance was extended toward processes. I found that this was the weakest point.	The shop/hands on side will will give more detail on diagnostic/thought organization.

BSTC	1001	After discussion, because this is a correctional setting, the students agreed some terminology was difficult for them to understand without having access to actual online/hands on practice.	This insight helped me realize the necessity for vocabulary review and understanding throughout the lectures. To re-assess, I plan to ask students for their definitions and understanding of terminology that seems to be difficult for them to grasp.
BSTC	1001	Two of the three students mentioned above did have the lowest scores, with the one student getting only half of the questions correct. This confirmed my suspicions that he is not understanding all the material. On the flip side, I had several students verbalize appreciation for the quiz, stating it was good to see how well they were actually retaining the material. It seemed to be a good moral booster for most of the other students.	Overall, most students did very well, so I will continue with the class structure as is. However, I will be working more during class with the two students while we are completing the hands-on exercises and practice to ensure he is better understanding the material.
BSTC	1036	60% of the class requested that we review four different types of queries.	We reviewed the queries identified in the CAT before the exam. Students were tested on those concepts in the following class period.
BSTC	1036	Of the 12 students who posted, 5 of them do not understand the IF function.	I posted an explanation of the IF function that explains it in a different manner.
BSTC	1036	Results this time were varied more than just one thing standing out as is usually the case with Excel. (Formulas are usually the most frustrating point. This could associate with me spending more time on formulas this year.) Results included formulas, understanding the difference between accounting and currency formats, and simple errors (proofreading).	I will remember to demonstrate the difference between the currency and accounting formats, and continue with further explanation of formulas. (I've already made a note in my lesson plans so I'll see it next year.)
BSTC	1036	Students expressed the most questions about creating charts and other widgets (a grist term to summarize and filter data) in Grist.	If we continue to use Grist in future semesters, we will spend more time covering charts and other widgets in Grist. The walk through will also be revised to cover charts and other widgets in more detail.
BSTC	1036	Students learn that a function normally gives them one solution.→ Now they learn that the IF function gives them a solution from two choices. Sometimes it is difficult for students to establish a logical test that gives them the correct results.	I will give some simple assignments that will walk them through establishing a good logical test, then move on to the next step to ensure the True and False statements are correct. Finally an assignment that requires combining all into one assignment.

BSTC	1036	6 out of 7 students did not understand how a custom sort or a multiple criteria sort worked in a table in Excel.	Demonstrate the custom sort, let the students do the same custom sort, evaluate their results, give them a different custom sort, then evaluate that result.
BSTC	10360	All students who completed a practice test did so with 100% mastery. Some did so independently to show understanding and some took varying levels of intervention to completion~† Each student was given opportunity to show their understanding and complete with success.	I feel all was successful and the only thing I would change is hopefully not have method of instruction changed during the game ever again like it was during the COVID19 pandemic situation but it was handled the best we knew how and my supervisors helped me through this very well.
BUSI	1600	4 out of 7 students had issues with out the organization of the business plan needed to be put together and how to create the Executive summary.	I have a lot of information and instructions in the course already. However, I think it will be helpful to create a video explaining the Business plan layout and posting in it several places so it may be easier to find. I will also provide an example, that I will create, of an executive summary so they have an idea about what it should look like.
BUSI	1603	I have added a new Threaded Discussion item to help enforce student comprehension.	I will continue to use this Threaded Discussion to measure student comprehension.
BUSI	1702	Three out of the three students understood it. One provided the request for additional information and when I prompted her to specify more, she didn't respond. I also followed up with an email and got no response. So perhaps my take away is that the students understand it enough or did not need/request further information.	I am not sure that I will do anything different. Perhaps I can provide more examples of performance appraisals but they do get that in one of their assignments.
BUSI	1702	Surprisingly only one student out of seven students had a specific question that they didn't understand. It was specific to peer performance appraisals and the value of them in the workplace.	I am not sure that I will change anything as the teaching methods and concepts seemed to inform the students of the concepts.
BUSI	1800	Kim Nichols, HR Manager at Koch Fertilizer, came to our class on Sept. 25, 2019, and spent 2 hours reviewing business letters the students had written. Her feedback to me was that the letters students wrote would be effective in the actual workplace.	Based upon feedback from Kim Nichols, the style of business letter writing I am teaching is effective in a real-world industry situation. I will continue the same teaching content and techniques.

BUSI	1803	10 out of 11 students assessed successfully mastered the competency.	I will not implement any changes as the results were successful. I believe my method of instruction along with students completing a self-assessment, reflection, and participating in a classroom discussion helped to reinforce the concepts.
BUSI	1803	10 out of 11 students completing the assessment correctly stated the Big 5 Personality Dimensions. 9 out of 11 students completing the assessment correctly demonstrated their understanding of the 5 conflict resolution styles.	I will not make any changes as the students who were in class for the instruction demonstrated their understanding of the material. I feel that the way I presented the material by administering a self assessment for the personality traits, having the students analyze their results, and having a class discussion was beneficial to their understanding. When presenting the conflict resolution styles, I provided several real-life examples of each. I feel this was beneficial to their understanding as well.
BUSI	1803	It seems that students are understanding the information being provided but are having a harder time with Time Management. 6 out of 15 students stated something about needing better time management. Others made comments about preparing for the tests were difficult sometimes.	I may try to space out the Interviews we do twice throughout the course to provide extra time to get this completed on top of their course work.  I will also be working on moving this class to an OER course using OpenStax and I hope that this may give me the opportunity to consolidate some of my information into better sized chunks rather than one lecture.  I think creating study guides for the students to help prepare for each test would be helpful.
BUSI	1804	At this point, the class is set up and very few students had any issues this semester.	I have received the feedback that this course could easily be completed without a textbook, therefore; I am working on transitioning this course to OER.



BUSI	1805	<p>Understanding was occurring in many areas but additional help and conversations needed to occur in regards to the following:</p> <p>What are goals?            What are objectives and how are they different than goals?            How are marketing objectives different than business objectives?            Details needed in the product description.</p>	<p>Additional time was spent on goals and objectives and building the product description in class. We used some of the students businesses as examples to develop these areas in their business plans. I provided additional resources and examples as well. I will often create a video for further explanation as well for future referencing.</p>
CHEM	1802	<p>The feedback has shown me that majority of students did not find the content, in the chapter, that was asked in the test. They felt like most of the questions in the test are not connected to the content being tested. Also, students did not prepare well - the 'study guide' provided to them or did not ask instructor for help with study guide.</p>	<p>Apparently, students are noticing a 'disconnect' between the content presented in the lectures and the concepts that are asked in the exam. I will provide the 'study guide' and a sample problem with key for each of the concepts they see on the test. Also, adding a lecture slide number next to the study guide questions might help students see the connection between the material presented and the content tested. This will help me "close the loop" and improve student learning.</p>
CHEM	1802	<p>I have noticed significant improvement in student assessment scores. Majority of the students have expressed that these voice-over PowerPoint and the links to videos and animations have helped them gain better understanding of the concepts which in turn led to the improvement in their assessment scores.</p>	<p>This experience has taught me to provide students ~voice-over" PowerPoint for the topics that involve abstract concepts to facilitate easy learning and better understanding and also a few check points to assess their progress. Hence, I would like to continue to design, develop and deliver effective voice-over PowerPoint to help students demonstrate the gain of knowledge of atoms, the periodic table, Molecular structure and bonding.</p>
CHEM	1802	<p>This is a virtual campus class so not only did I have an opportunity to answer the students, the students were required to help answer each other but I also had an opportunity to clarify any misconceptions.</p>	<p>I will continue to use this Discussion Board because it gives students an opportunity to think and to do some investigation. I then provide the answer to the discrepant event after the discussion closes relating it back to the modules topic. It allows me as the instructor to close the loop.</p>

CHEM	1804	Some students are struggling with being able to predict the products of reactions. They don't look closely enough at the examples to be able to relate it to the problem that they are given.	I will need to include a tutorial on how to look at examples in order to solve the problems that they are given. From the examples, they should see some similarities and be able to therefore answer their questions.
CHEM	1806	Most of the students struggled with this topic. The idea that 2 or 3 mathematical equations need to be used is troublesome and the idea that units are important.	I introduced a worksheet that helps show them the relationships between the equations. They seemed to get a better feeling for the equations and how they are related to one another after completing it. For future classes, this would be a good classroom discussion that I could use to involve everyone during lecture time.
CHEM	1806	I have done this CAT in 6 different classes this semester, 3 Barton (CHEM 1806, 2 WCC (CHM 111- Same objectives as CHM 1806) and I got similar questions about the material.  The most often misconception was about Classifying reactions, how to assign oxidation numbers, identify atoms that are oxidized/reduced, and the species that is the oxidizing/reducing agents.	I immediately addressed this in the discussion board and have posted some links to outside resources. I will add the links to the outside resources to the unit/module in my future classes.  I have already added more feedback to the specific questions, found in the chapter quizzes, that the students referenced.
CHEM	1806	6 out of 7 students correctly answered the question pertaining to Aufbau's Principle correctly on the test. They were asked to explain what the principle was and also demonstrate the notation for a specific element.	I think based on my results, the instruction was successful.  I demonstrated how electrons fill the atom with the notation on the board. We discussed how that the numbers indicate the number of electrons in the atom. Then I had students come to the board and teach/demonstrate an example on the board to their peers. We also did a worksheet and took a quiz over the information. Finally the information was then presented on the chapter test.
CHEM	1806	Students tend to be aware that chemistry plays a role in day to day life. Hopefully we'll be able to bring this thought in a spiral-like pattern to continue to show relevance of the material.	I will attempt to draw connections with the material and the majors / career paths identified in order to help students see the relevance of our topics.

CHEM	1806	About half the students have scored very low on these (show what you know) formative assessments. This low performance could be due to students' lack of prior/background knowledge and this in turn is affecting their scores on end of this chapter assessment. Students' performance in these formative assessments has provided me enough information to modify and design effective curriculum to help students learn, understand and identify names, formulas, changes of	From these results it is quite evident that 'measure of students' prior/background knowledge' is vital to help them learn better. hence, I would like to use these 'show me what you know' results and design effective instructional activities such as simulations, multimedia, labs etc to help students achieve this outcome.
CHEM	1806	Inconclusive. Many students just don't care. Some are firmly entrenched in each camp.	I'll gather more data and take that information forward for when I reset my courses with a more "gamified" presentation.
CHEM	1806	A number of students (20-30% of a class) mentioned problems relating to the following learning objectives.  F. Describe the general properties of solids, liquids, and gases, using Kinetic Molecular Theory.  3. Determine oxidation states and assign oxidation numbers.  4. Balance Redox reactions and determine oxidation/reduction agent.	I found review material on the Khan Academy website that reviews over the questions asked and will incorporate this in the instruction in the fall classes.  ***** ***** [Unit: Redox reactions and electrochemistry] ( <a href="https://www.khanacademy.org/science/chemistry/oxidation-reduction">https://www.khanacademy.org/science/chemistry/oxidation-reduction</a> ) ***** *****
CHEM	1806	There were some clarifications that could be made. Some of the students could follow along with the video lectures, but the students would appreciate some additional sample problems.	I am planning on having a couple of Zoom sessions to answer questions by students. The sessions would be recorded so that students who were not able to attend could also see the sessions when they would have time.
CHEM	1806	The results were good. The students performed well on the comparison and on the critique. During mid-term, no student missed the question about Lab Safety. Once Lab time began, the students were cognizant of their safety requirements.	The activity was successful as structured for the small number of students in this cycle. In a larger sized class, I will placed students into small groups to compare/contrast the two sets of rules and then teams to find the rule infractions on the diagram.

CHEM	1808	Students needed clarification about specific ideas.	<p>Additional resources were provided, depending upon the needs of this group of students.</p> <p>Additional resources and encouragement were provided via a Canvas message to all students in the class.</p>
CHEM	1814	In general, students want more low-no-stakes practice with all of the concepts.	I have been creating additional practice sets for students to use to gauge their understanding. I will ask again at the end of the course if there needs to be more practice anywhere in the course.
CHEM	1821	<p>1/1 student: the first attempt on his first map was sketchy; missing a lot of connecting information. Student focus on side topic rather than the main point of unit- Concept map was new learning tool for student. By the end of 8 weeks, his concept maps were excellent, easy to follow. Like writing a paper, student still needed guidance on main topic of concept map, but making maps itself no issue in meeting objectives of the unit.</p> <p>Concept Maps although not a new tool, do not seem to be a well known to this generation of students and how effective it is in learning.</p> <p>Current student stated that it was effective in his learning, he now understands his healthcare field job better, all the terms and instructions he gives patients.</p>	I will be having a live chat/video presentation week 1 to introduce the topic even though it is outlined in detail in my course to give students a better idea of how to use the concept map as a learning tool for the remainder of the unit.
CHLD	1500	<p>All students 5/5 turned in a 4-5 page document. One student turned in an 8 page document.</p> <p>5/5 students successfully completed competencies #1, #2, #4, #5 and #6.</p> <p>3/5 students successfully completed competency #3.</p>	We found that compare and contrast is a skill that was difficult for a couple of the students. The work of those two students lacked facts and details and went more to emotionally charged "I like" or "it makes me feel" verbiage. It gave us a wonderful classroom opportunity to discuss, bounce ideas off of one another plus work together to advance skills and knowledge that will assist them in the workplace.

CHLD	1506	I identified that all students were struggling with their discussion posts. During these discussion posts, we identify key topics of conversations at the center, discuss behaviors of students and staff and work to provide solutions.	I am working to provide more detail and clarification in my assignments. I also encourage students to use Bloom's language to dive into the dicussion posts more rather than just a simple answer.
CHLD	1507	One student's response was that she actually wanted to make sure she was using enough details when responding to the discussion boards. I have never had a student make that comment before. I do have instructions for discussion boards.  Another student stated she enjoyed the Chapter Reviews because she felt they got her ready for the Chapter tests.  One student also enjoyed the virtual lab examples of concepts in the videos.	I will review my current Discussion Board requirements and give specific examples of how I would like each response.  I will also keep my Chapter Reviews for this course.
CHLD	1512	I had a few students request more videos on the material, specifically court cases.	I plan to find some with actual footage of some different court cases and demonstrations of rehabilitative classes/therapy of some sort. This is challenging because we are dealing with children and most of this information is confidential. I will have to do some research.
CHLD	1551	During the informal assesment, I found that many of my students had a handle on the different areas of Infant and Toddler Development.	For the students who did not fully understand the concept, I reached out to each student individually to correct any issues they may have had. For future courses, I plan to spend additional time covering some introductory skills.
CHLD	1554	A student mentioned she would like to see some outdoor activities. I think it would be a great addition. I could tie in all areas of development and the areas of the curriculum into outdoor activities. It would just be a good addition to the science section of the course.	I may create a small assignment for students to do some research. I could also have them add some outdoor activities to their science activities they do already, but I will develop some information and ideas within the module and how all areas of development and curriculum are involved in outdoor activities. I think outdoor learning should be a huge part of early childhood curriculum and there are tons of creative activities we can incorporate.
CHLD	1560	They all demonstrated an increase in their knowledge about early brain development based on the information, text, videos, and powerpoints in this course.	I may implement this type of CAT in another course. The students responded well and were able to learn more about brain development.

CHLD	1565	I found that a couple of the students, needed a little extra assistance with the content. The majority of students however, did quite well. I then asked a couple of students to share their work with the rest of the class. Two or the four students that did well, gladly shared; thus helping those that originally had a rougher time, to better connect with the information. This peer teaching method usually works well. We then got to do a speed round - where student pair off and tell their two most important take-a-ways within two minutes (one minute) for each participant. Then the pairs are switched for two more minutes of sharing. We usually do this for three rounds.	Students respond well to this method of the syllabus paper and speed rounds paired together. They enjoy getting to share with each other and learn concepts from others.
CHLD	1566	I had a student who wanted a better understanding of basic vs. complex emotions during Module 4. Being in the early childhood field, children's emotions are all over the place. I think the more knowledge on emotions, the better for anyone, but especially early childhood educators.	I have added a URL to the Module and I plan to add more information to "close the loop".
COMM	1200	I found that there were very different results for the three groups of students. Students that gave the presentations got the highest average score. Students that wrote the paper did well, with the exception of the 5 students that plagiarized their paper. The students who took the test scored the lowest. I was hoping that students would go to their strength. Unfortunately, they feared the idea of the presentation more than they should have.	I will not be doing this again. I will require the presentation for the final.
COMM	1200	Not all students understood the concept specifically.	I use polls and gamification to gauge student's understanding and provide supplemental instruction
COMM	1200	For one particular week, we discussed dialectical tensions in relationships. They then had an assignment to mix and match the tensions to what scenario fit it best. Roughly 4-5 students felt confused by the scenarios presented and felt it could have been another answer.	Upon reviewing, I agreed that the scenario that confused them might have been misleading and was able to better word the assignment question. It helped to make it more clear going forward.

COMM	1217	8 of the 11 students claimed minimal (low score) impact on the environment, even though their other answers suggested a higher impact. This is to show students that environment has a strong correlation to our moods, behaviors, attitudes, etc. This is where the lecture begins.	I will continue the CAT as is because it is a good probe of understanding and a good intro into the lecture about environment and communication.
COMM	1217	75% of students have trouble with understanding arbitrary and iconic meanings. These are not terms we use everyday and some use the terms incorrectly (misunderstand the actual meaning).	I will attempt to review the information that I have in the lecture and add extra examples.
COMM	1220	Most of the students excelled in the exercise, and it helped to see that in the muddiest point for that week, that there were not a ton of questions or concerns.	I will continue to use the exercise in my future courses.
COMM	1220	This week, the students were having a difficult time distinguishing between the three "face needs" discussed when it comes to identity and culture. There were several "muddy points" about this concept, so it showed me that is something I need to be more detailed about going forward.	For my next course offering, I am going to add another page in the weekly module dedicated to the "face needs" for more information.
COMM	1220	In the assignment, many students are surprised that it isn't as simple as they thought and realize that although there are subtle differences in the various communication models, they are important to note. Many discuss in the muddiest point about how it made sense after they went back and re-read the chapter.	I have made it a point to elaborate on these as a wrap up of the week.
COMM	1230	Most students improve some by doing minimal work outside of class. With outside effort a higher grade can be earned through improved performance on speeches. This normally results in a bell curve in grades.	It became apparent this cycle that I need to rework my syllabus, to cover textbook information prior to the speeches that it covers for better performance.
COMM	1230	The exam evaluation revealed that two out of six students did not understand how to select the appropriate organizational method.	I will review the material with the class, and provide supplemental information, in addition to the text material covered earlier. I will also spend more time with the two students who did not understand.

COMM	1230	Most students improve some by doing minimal work outside of class. With outside effort a higher grade can be earned through improved performance on speeches. This normally results in a bell curve.	This is my first time teaching fully online due to the Covid virus. I have been ironing out kinks and moving into a comfortable rhythm with my students .I intend to go back to a hybrid style class once that option is available to me. Online speeches are NOT the same as public speaking.
COMM	1230	Stronger performance from many students utilizing zoom or similar technology for the delivery of speeches.	I will assign at least one speech in future semesters that will be delivered remotely. This change in format has exposed a success and I will continue to utilize it.
COMM	1230	Five out of 10 students had a basic understanding of appropriate sites and documentation, but only 2 out of 10 knew and understood all of the research verifications and documentation skills necessary for a successful informative and/or persuasive speech.	I determined it was necessary to review appropriate search engines and site categories, as well as documentation styles.
COMM	1230	Students were able to answer 3 of 6 questions correctly but did not understand the 6 important considerations of a source, how to narrow down searches, or the different types of support you should use for specific reasons. This lead to me understanding what I should focus on more within the lecture.	I don't think I will change anything because these 6 questions lead to a variety of discussions and helps the class in understanding.
COMM	1230	I discovered that I was able to answer more questions than I was previously answering. I also learned that questions that might have come to me via email, were now coming in a live setting where tone of voice, eye contact and other personal ques were available to me to assess understanding.	I will continue this practice for all courses with a zoom component.
COMM	1234	The students' speeches were great and it showed that they read the chapters, listened to the lectures, and were able to formulate a successful speech.	I won't be changing anything for now, but I feel our Connect assignments helped tremendously in their understanding of certain concepts.
CORR	1001	A few students take the time to actually fill it out. Most of the students say that they understand the chapters and material.	If they are struggling with the chapters, I will go in and make changes to accomdate them.



CORR	1005	<p>Very rarely do I ever have students ask anything in the Muddiest Point forums. This semester was different! One student asked for additional information on punishment, specifically the death penalty. The other student (only 2 in the class) jumped in and we engaged in a short discussion.</p> <p>I will add, one student did contact me for additional information on deviant behavior related to violent sexual offenses outside of the Muddiest Point forum. I sent an announcement out so the other student had the additional information as well.</p>	<p>I did decide this semester that I need to update my course. The material is updated with the textbook, but I need to get rid of the old videos I created and come up with something new. I also need to add more recent examples from our society.</p>
CORR	1005	<p>3 out of 10 students regularly engaged in the muddiest point. The questions were geared toward understanding various elements of psychology and criminal behavior.</p> <p>The muddiest point discussions help me understand where the divide between knowing a topic and understanding a topic exists. This lets me create additional material that may help in future classes.</p>	<p>In future courses, I will add material to each module that will help explain issues where there were clear problems. I usually have very little participation in the muddiest point discussions, but this semester was a little more active.</p>
CORR	1012	<p>The class is a little too fast paced for those that are already leading very busy lives.</p>	<p>I will likely eliminate one of the modules and extend the time allotted to complete required tasks.</p>
CRFT	1001	<p>Not all students have near the same amount of previous knowledge, but it gave me a good idea of students strengths and weaknesses.</p>	<p>Every student can learn something from every lesson, regardless what they think they know.</p>
CRFT	1001	<p>11 out of 12 students completed the minute paper. 8 out of the 11 had an idea of what safety is, but thought all responsibility fell on the employer and not themselves.</p>	<p>I will provide an 11 step outline on what safety is and who is responsible for their safety. It will show that it is not just the employer responsibility, but also the individual person doing the work. You are responsible for your own safety to. My students need more work to connect this piece.</p>
CRFT	1001	<p>Found out students were having difficulty working out problems with fractions especially division of fractions.</p>	<p>I will give students more time to work on fractions. I have bought a book "Fractions Essentials Workbook by Chris McMullen, Ph. D." I will have students work on fractions problems out of this book. I will also allow students who are having difficulty working with fractions borrow the book.</p>

CRFT	1010	5 out of 5 students completed the one minute paper. 3 out of 5 had never seen all 16 steps of the MSDS sheets. 2 had an awareness of the detail on the sheets but not truly aware of the detail provided in the safety sheets. I learned through this that it is more important to provide more information on the detail of the safety and life threatening situations that chemicals may place them in. I also learned that I need to provide more awareness on how to find this information when they go to work. For example on the computer, and the employer should have them printed.	I will provide a copy as an example of the MSDS sheet. I will go over each step with them. I am also considering adding questions on the MSDS in a quiz.
CRFT	1030	3 out of 12 students struggled to retain the knowledge to advance with no problems. The students said they got it to get rid of me and they figured I either wouldn't find out or they would figure it out as we went on.	I now do a cumulative review at the start of every new class. That way I know that no one is falling behind.
CRIM	1600	Most of the students understood the role of the defense attorney, but 2 students who've actually been represented by attorneys in criminal matters, felt differently. They believed their attorneys were not willing to represent them beyond plea negotiation.	In the future, I will cover the components of the 14th Amendment before discussing and analyzing the courtroom work group. When I re-assess outcomes on this competency, I'm hoping the entire class will understand the vital role in constitutional rights the defense attorney performs.

CRIM	1600	<p>The majority of my students didn't realize that judges not only accept prosecutorial discretion in the plea bargaining process but choose not to limit this process and encourage its use. I feel it's important in this foundation class to understand this. I use the CAT to see what points I need to review or emphasize.</p>	<p>I feel this CAT assists me in covering this material with additional resources, video of real life examples and appellate summaries. I will continue to assess that I cover this material well.</p> <p>For example, most people don't really have an understanding of how the courts work until they or someone they know are in trouble. Then, most defendants are assigned counsel who's job is not to defend them if they are not guilty or innocent of the crimes charged. Their job is to insure the rights of the defendant are protected regardless of guilt. When a defendant plea bargains, they often (with the encouragement of their own attorney) voluntarily enter a plea they feel is in their best interest (it often is). However, they sometimes don't realize the state did not have evidence beyond a reasonable doubt, they cannot withdraw their plea, they waive their right to appeal, etc. I attempt to use this CAT to make sure this material is covered in its entirety. Some students cover this material and feel criminal justice is not the field for them to enter professionally. Some students embrace this concept. CAT is a good measurement for me to assess this.</p>
CRIM	1600	<p>Seven students replied and most stated it was clear and concise material. One student stated the case examples were helpful but could have been expanded.</p>	<p>I will utilize more case law and actual examples to demonstrate stages in the criminal justice system.</p>
CRIM	1612	<p>I had a student that was confused on how to draw the crime scene sketch in the first module. After I explained exactly what I was looking for and explained the portion on the rubric that ties to the sketches, he was good to go on the other assignments.</p>	<p>I would like to find a free or inexpensive crime scene drawing software that helps student really visualize the crime scene. As of now, they only have to draw from Microsoft Paint or another free software that allows student to draw on. Students do a great job, but having an actual crime scene software would allow them to really get a taste of crime scene sketching.</p>

CRIM	1612	1 out of the 3 students were having issues with the crime scene sketches. The student was self-conscious about her drawings. I let my students do their sketches how they want to do them -drawn, digital, using Paint, due to not wanting students to have to buy crime scene sketch software on top of tuition and books. Some students have trouble because they believe the sketch has to be perfect, so I explain that as long as there is a legend or something letting me know what each piece of "evidence" is, they will get the points.	I will make sure to state in the class that a perfect crime scene sketch is not needed, just make sure to label each piece of evidence within the sketch. Having crime scene software available at a low cost would be most beneficial, but I have not found it yet.
CRIM	1612	No results were yielded as the student did not list any questions or concerns. I only had one student in this class.	Based on no feedback, I will not change anything at this time.
CRPT	1010	What I found is that more often than not students have more problems understanding formulas because they are not familiar enough with the vocabulary. When I ask the question, " How many Floor Joists do you need to frame the floor?" It seems they know how to do all of the estimations, but they are not sure what is what. They ask the question. Which formula was that, or which part is that on the diagram?	We have to spend more time learning the names of all of the parts of the building and making sure they are memorized from a diagram.
CRPT	1020	I found out that my 4 of my 8 students were confused on how to make the cut on a rafter that sits on top of the wall. It is called a birds mouth. The biggest problem, I found out after I demonstrated it again was that they did not have their speed square oriented and placed in the right position. The did not focus on that when I showed it the first time.	I think really what I will change is I will make a point to call attention to the placement and orientation of my speed square in order to make sure they remember it better.

DANC	1003	<p>5 out of 8 participants had difficulty in understanding how to properly shift their weight to the back (derriere) due to not knowing where their body posture and leg/knee placement should be while do the weight transfer.</p>	<p>Immediately during the class period we went over torso, knee, and foot placement for this movement. After this discussion and additional practice the participants felt more confident in performing this movement.</p> <p>For future semesters I will place more focus on body placement before initiating movements going behind the body, with extra attention on physically developing the muscle groups in these two areas:</p> <ol style="list-style-type: none"> <li>1. In the hip used for placing the knee in the right position for the weight transfer.</li> <li>2. In the chest (sternum) to counterbalance the backwards motion.</li> </ol> <p>As participants work on building this foundation I will verbally explain which muscle groups are working, why we are using them, and describe how it should feel in their bodies (perhaps by using some kind of mental imagery to help). I may also create a written handout on these muscle groups with diagrams for visual learners.</p>
DANC	1010	<p>I found the students were willing to assess both their and each other's work freely. However, they are still lacking understanding when they are critiquing from their opinions, rather than evaluating based on the criteria given in class. There are only two students in the class and they each ended up giving suggestions on how the other could "make the work better".</p>	<p>Over the next few weeks I will expose the students to a variety of different choreographers' work with discussion including: 1. How they made different choices from each other, 2. How different audiences connect with these different choreographic choices 3. List the ways they differ and how they are similar.</p> <p>Next month we will try a similar assignment as this first CAT with an assessment attached. Hopefully, the students would have gained a broader sense of artistic choices and what constitutes artistic value by then.</p>

DANC	1040	<p>The results revealed the students remembered only five out of the eight dance themes, forgetting to mention three of the others. Once we discussed their answers I prompted some other themes missed being mentioned and then there was some recollection but it was obvious they were unclear about certain parts of these themes.</p> <p>When I looked back at my lecture notes I noticed my wording was confusing on these three themes, and they were more abstract concepts difficult for our contemporary students to relate to.</p>	<p>During the following class I spent more time on the three more difficult themes by giving examples of what these dances may have been like in prehistory, as well as how these themes transfer over in our culture today. After that class I could tell the students felt more confident with the information, and honestly, so did I.</p> <p>I will save these added notes on the three themes to include in future semester lectures during this chapter.</p>
DIET	1630	<p>The results showed me the areas they are struggling with the most and what they need more help with.</p>	<p>I feel asking these questions are important so when I do the live review sessions, I know what area we need to spend more time on.</p>
DIET	1630	<p>Most are struggling with the math/calculations of figured EP and % yield when dealing with food production.</p>	<p>I will continue add additional math/calculations they can practice on their own.</p>
DIET	1631	<p>More students show up to a live review session that I conduct when they know I am going to be covering items they are struggling with from the muddiest point thread.</p>	<p>I will continue to use muddiest point threads along with live review sessions via zoom.</p>
DIET	1631	<p>Overall, most of the information was well understood, but as I anticipated they struggled with the math parts of the units.</p>	<p>I will continue to provide more instruction on the math aspects.</p>
DIET	1637	<p>Every student but one in the class reported they still struggled with nutrition screening concepts and wanted additional time in another live zoom session to review.</p>	<p>While I will likely dedicate more time to nutrition concepts I will also continue to poll the class so I know what they need to learn more about.</p>
ECON	1610	<p>Results of the test showed 80% understood and comprehended the material during the instructional period. Generally, what I found through discussion with other students not meeting the comprehension was due to work, other classes, or a misunderstanding and interpretation of the question. Students through class participation and group projects overall do well for end of course requirements.</p>	<p>Generally, I use a question and answer approach from all class participants. Further define the answer through examples and real life application. Pending on the overall evaluation, a retest or clarification of the questions are provided. Additionally, class or individual project forces students to read, research, and deliver a product which meets the end goal objectives of the class.</p>

ECON	1610	Generally, 90% of the class demonstrates understanding, ability to research, and comprehend the material based on passing rate. Students whom have difficulty generally have competing events such as work, other classes, and sickness within the families.	Students which generally did not understand or demonstrate the comprehension as the instructor I provide additional guidance after hours and during weekend. I have as well had to adjust the course curriculum to clarify questions or the material presented through the feedback from the students,
ECON	1610	Students grasped most concepts in the class and found the supplementary resources helpful	I intend to incorporate additional support resources for future terms.
ECON	1610	Students identify key concepts that they struggle with that impact resources incorporated into the course for future students.	Add new resources for student support
ECON	1610	75% of was able to achieve the outcome desired.	Practice Resources Interactive Videos
ECON	1615	This class had 12 students. One of the 12 was 30+ in age; he constantly interacted with the instructor on the various topics, while other students (all young dependents) just sat and listened. Their parents had not exposed them to any of these concepts, and their overall attitude was "OK, I'll worry about all that stuff when I move out of my parent's home. Separating these two groups and re-writing the course for the young people (drop all investment discussion, etc) might be worthwhile.	Sort the students into these two categories in the first class or two. If every student is a stay-at-home dependent, I would drop the topics geared for older students and beef up the time spent on such things as insurance, taxes, and purchasing a car. If the preponderance of students is older, then get to the more sophisticated topics quicker and spend more time on them.
ECON	1615	As the instructor, I have students ranging from 13 to 40 years of age. Each class of students required different techniques, and a combination of test, projects and classroom discussions. Student assignments are set in a way they must perform learning objectives through tests, and research. When multiple students indicated either verbal or through their assignments troubles grasping and implementing the concepts, we spent time either during class or after hours to re enforce the precepts governing the particular subject area.	Course review and reflection from the students prefer a clearer timeline, and associate the project topic with page and paragraph. I plan to address the project with timelines for completion. generally the students had troubles with time management. Secondly, I plan to incorporate in class project time as the students want to share interactively what and how the research was performed for their projects.
ECON	1615	Students have better comprehension of this outcome/competency now that I have implemented a new Threaded Discussion to enforce understanding.	I will continue to evaluate this CAT for further student comprehension.

EDUC	1105	<p>Most students were unaware of the different requirements for Barton Graduation, NJCAA eligibility, and NCAA transfer - specifically in regards to their initial eligibility status, and the definition of a "transferable credit." Further, most were unfamiliar with the language surrounding a simple degree audit from Barton - required credits, required course types, fall through courses, etc. This lack of knowledge and experience makes it difficult for the student to assist their academic advisors when planning for upcoming semesters.</p>	<p>We spent three class periods working on the individual students' academic plans. This was longer than I had originally planned for, but the questions they continually asked through the process indicated they needed further explanation.</p>
EDUC	1128	<p>1/3 of the students still did not mention that taxes were part of school financing or understand the connection. I sent out an email before the exam showing my own tax statement and how the taxes collected went to the school. Several students then contacted their parents to see the amount or get that information as well after seeing that there is definitely a connection. The exam results showed more favorable results of the connection.</p>	<p>I have added in the notes information showing the information that I emailed and encourage students to check out this information if they own a home or know someone who owns a home and is willing to share with them.</p>
EDUC	1136	<p>The results will demonstrate that the students define, list, and differentiate the following:</p> <ol style="list-style-type: none"> <li>1.-poetry and verse exists as separate entities.</li> <li>2.-there are differences in these entities, and, while both are legitimate topics of study, poetry will show qualities of content, form, and style that verse will not.</li> <li>3.- what qualities and characteristics should be used to choose poetry and anthologies for their classrooms.</li> </ol>	<p>I've already saved the new lecture to use in next spring's class.</p>



EDUC	1136	7/10 completed the CAT and 3/7 mentioned that they felt like the Children's book award information was under represented on the quiz. With the Discussion Board focus as well as an essay assignment and reading material, some of them thought there should be more focus on that topic on the quiz.	I will need to reflect on the best way to get all the information to all the students. I have each of them choose one of several awards to write their paper and do their discussion board post over so in order to make the test questions fair I will have to make sure all students have the same key information presented to them on all of the different awards. I do know throughout the rest of the course on different assignments and quizzes I do ask some additional questions about the awards; however, I will try to be more intentional about the topic and questions.
EDUC	1136	Six out of seven students participated in the CAT. 50% thought that the activities were worth while and helped them better understand what activities to use in the classroom and 50% felt that there were too many of them and they did not need quite as many examples.	Because it was so divided, I will probably keep things the same for now and try to help them understand "why" we do those types of activities to meet that competency. I will do this same CAT again next semester and make adjustments as necessary. I don't want to jump too quickly make changes and would like to evaluate the way I reach this competency a little more.
EMHS	1100	I found that the students had a good basic understanding of religious terrorism having no bounds. The students seemed to have a clear understanding of extremist religious groups as well. There are a few items that could be addressed better such as Karl Marx and the marxist movement.	I am highly considering adding a rubric to make sure the students are hitting 1-2 key points.
EMHS	1905	Students are using personal experiences and grasping information quite well.	Currently no changes need to be addressed at this point. The only exception would be expanding the answer bank on a few quiz questions or rephrasing the questions themselves.
EMHS	1907	1 out of 8 students had questions on the material covered during this module. His specific question was in relation to one of the resources we use to explain the DOT hazard classes. I was able to work with him to help him understand the areas that weren't clear to him. He had a much better understanding once he had a chance to ask the questions he was struggling with.	I will continue to do knowledge checks at the end of every module to ensure that there aren't any loose ends that aren't getting tied up. The CAT will move from module to module to verify that competencies are being met throughout the course.

EMHS	1909	Due to issues arising in previous sessions, I have made some minor adjustments. This session seemed to flow much smoother. The students that put forth the effort and completed all assignments, appeared to be doing quite well without any major issues. This session there was also minimal questions from the class. This could be attributed to the adjustments made prior to class.	Based on the performance and minimal questions this session from students, I will not be implementing any changes at this time.
EMHS	1909	Being that I only had one student in this session, he grasped the concepts outlined in the materials quite well and was able to incorporate personal experience as well as material in his response.	I will not have any changes at this time.
EMTS	1500	What it showed me was 8/10 students were struggling with the trauma patient assessment and Obstetrics and gynecology. Some specific things that they struggled with were the DCAPBTLS which is the acronym to help recall Deformities, contusions, abrasions, penetrations, burns, tenderness, lacerations, swelling. The students also struggled with the phases of birth and remembering what happens in each phase. Review was done on each of the areas that there was students struggling. Improvements were scene in the class. All 10 students passed their final exam for the class with an 85% or higher.	Next semester I am going to dedicate some more time to teaching trauma patient assessment and focusing on the memorization of DCAPBTLS. Also more time will be focused on Obstetrics. Surveys will be used on a weekly basis to see what students are retaining and what they are struggling with. The surveys will be sent out using google forms to the student college email.
EMTS	1500	The results showed that when using Kahoot with the students it can show an educator first hand if the classroom really understood the material or if they were passively nodding their heads. This is especially important with the virtual classroom which is where a lot of classes are moving too.	In the future, because of virtual classes, I will continue to use kahoot as way to check the understanding of students after a session of learning. This will show me as the instructor the knowledge the students have gained, or still need to understand a different way.

EMTS	1506	<p>Initially they were a little slow saying and doing at the same time but once they got going, 5/6 students did very well and it exposed the weakness of the 6th student. However, the other students were very good at working with her and helping learn the steps so by the end of the game, she had improved.</p> <p>By the time they took their final this week, all six knew the steps without hesitation and could adequately explain and apply each step to an EMS Education situation.</p>	<p>I already implemented changes in this course and will continue in other courses. This worked so well as an informal evaluation tool that I started using other activities I normally use to teach with as evaluation tools.</p>
EMTS	1513	<p>Many did poorly on the quizzes initially. Once we utilized scenario based discussions and they knew there would be a quiz every class they improved significantly.</p>	<p>Use more scenario based discussions, implement treatment worksheets. Possibly divide them in groups to individually determine a treatment plan then come back as a group and discuss the treatments.</p>
EMTS	1513	<p>As the class progresses, the students are getting better at knowing what the key points are to each skill. At first there will be a lot of "fails", or things they did or didn't do during the skill that wouldn't be up to par for the state or nationally. Doing repetitions on all of the skills gives them somewhat of a muscle memory. By the end of the class and finals are coming around, the students are doing what they need to without hesitation and more confidence. We are in hopes, although it will be stressful in a real situation, the student will be able to provide adequate care as they do in class. We also send them to clinical's in the ER and field internship where they can practice those skills and hone them on real patients.</p>	<p>Because the AEMT students are required to know how to do advanced procedures that BLS providers cannot do, it can be a little intimidating when first starting out. We have had to just give some students a little push to jump in and try a skill. For example, doing IV's for the first time can be scary. We first give the students a minimum of 5 successful sticks on an IV arm in the lab before attempting a live stick on one of the students in the class. Each stick is watched by the instructor. There are sometimes students that are nervous about trying it on a human even after having a lot of successful IV's on the arm. The best way they can learn sometimes is jumping in and trying it. We don't expect for them to be good at it at first. We understand it will be a skill that needs a lot of repetition. That is why we start little like the IV arm, then they move to live sticks on students, then they get to really hone their skills in a real setting like the ER and field internship on a real service on real sick people.</p>
EMTS	1541	<p>Students find it difficult to maintain a linear thinking capability but this format gives them the ability to practice critical thinking skills</p>	<p>Students find it difficult to maintain a linear thinking capability but this format gives them the ability to practice critical thinking skills</p>

EMTS	1542	All students were exposed to the correct treatment plan or the correct answer to the question. The rational of why the answer was correct and the rational on why the distractors were incorrect was provided to them. Students were also encouraged to discuss the questions and ask questions.	When doing practical skills and scenarios this information is reinforced.
EMTS	1543	Shows me the strengths and weaknesses of the students. Lets me plan on what I need to cover during the lab sessions of the class.	During the lab session especially the out of hospital scenario I can ensure I include information that needs to be re-enforced.
ENGL	1105	The average score on the pre-lesson quiz was 57.7 so it seemed that most students did not understand much about the usage of the three prepositions prior to the lesson. The average score on the post-lesson quiz was 71%, so there was an improvement in the students' understanding.	In order to improve student understanding in the future, I plan to add an interactive, whole-class cloze activity to help them apply what they learn before taking the quiz. I plan to continue the use of the pre- and post-assessments to monitor the improvement.
ENGL	1120	There were 4 different speaking levels and assignments needed to be adjusted accordingly. Varied per student individualized instruction was applied in order to meet students needs and success in the classroom.	Findings will not apply as I will no longer teach the course. However if I did teach it I would continue to search current instructional ESL material in order to assist students with different communication English needs.
ENGL	1121	2 out of 3 students did not have anything to say about changing the actual assignment. 1 student did not fill out the CAT. I of the students thought that it would be helpful for me to make a video to explain how to write the paragraph.	I am going to create a 4-5 minute lecture on how to write a paragraph and what I am looking for. I have it written up, and I have a video on the basics of writing a paragraph, but it would be helpful for the students to see me explaining exactly what they need to do.
ENGL	1122	6 out of 6 students all said that they enjoy the class and would not change much about it. One student did write that she would like to have more lecture videos to help explain various topics in class.	I am going to go through my modules and add a couple of video lectures where I think I can best help students improve.

ENGL	1194	<p>Nearly all seemed confused. It was like deer's eyes in the headlights! We read an article on COVID-19. I then asked them to tell me what was this about in one word. They got that. Then I asked what about COVID. Some gave things like where it started. I asked if that was in the article and they said no. After more discussion, we came up with a workable thesis. COVID has caused some serious problems of lack of materials and financial burdens for hospitals. After a few examples, about 75% were getting a thesis much more easily. I could see this when I would check their outlines for their essays. They could see how the thesis could give the reader a better idea of what the essay was all about.</p>	<p>This should be done every semester at the beginning. I will not use it though since I am retiring.</p>
ENGL	1194	<p>About half of the students were lost on how to construct the statement. Since this tells the reader what the essay is about, they will be able to understand the essay better and gain the knowledge more easily.</p>	<p>We started off with a short reading. I asked who or what it was about and to tell me in three words or less. I told them to think of it as a title to a book. Once we got that, then we went on to say what about that. For example, it might be about COVID-19. Okay, then what about that. They could tell me some things but sometimes that was not mentioned in the title of the essay, like where it started from. If they said that I could show that it was not part of the essay. What did it talk about? The effects of lack of materials, and financial burdens to hospital might be a response. Okay, now then the thesis tell what the whole essay is about. A thesis might be: COVID-19 has produced a lack of materials for hospitals, and also the financial burdens have produced problems. After a few of these examples, they were starting to get. About 75% of the students were becoming more comfortable with it when I went around to check their outlines.</p>
ENGL	1200	<p>What I suspected was true. Not only was the chapter challenging for them, this aspect of the chapter was especially challenging.</p>	<p>This semester, I was able to message students who listed this as their struggle more content about the functions of pronouns. I will be tackling this as my course assessment challenge as well in order to overhaul how I teach the full chapter.</p>

ENGL	1200	Students have answered past muddiest point discussion boards later in their session with questions about this topic, and I've always explained the topic to them one by one. The worksheets and test grades for that chapter were never fantastic, but it had never occurred to me how to close the loop until this session teaching the course.	It occurred to me this session that Chapter 2 about sentence types is a must know before students can be successful in Chapter 9 about the use of conjunctions. I created a thorough review video of Chapter 2 and the sentence types for students to view in the module with Chapter 9. I also re-recorded my Chapter 9 videos to make sure I used consistent language with the new video to demonstrate how they were connected.
ENGL	1204	Overall, the students found the test as fair, but they found two areas that needed improvement. The overall scores increased by 5% on their tests after reevaluating their tests and the areas of deficiency.	I have already made the necessary changes to the test, so next year's students will benefit from these changes. They will help refine the test each year as well.
ENGL	1204	I needed to tighten the requirements for the part of the essay where they evaluate the assignment as a whole, with three sub-topics identified by concise focal statements and marked by bold in-line headers.	Built into the assignment and illustrated by student example.
ENGL	1204	My students performed HORRIBLY on the assessment. I graded all of the exams and decided I didn't even want to hand them back to students. Instead, I explained the results were poor and we reviewed the concepts more extensively in different ways. At the end of the week (one week from the first test date), we re-tested. I ended up taking the higher of the students' two tests scores and returned both tests to students when the second was graded. Almost all students, with the exception of the few who did do well on the first test, improved their test scores.	This experience made me realize that while I think I've explained something well, sometimes it's not enough for students. The poor test results made me reevaluate my instructional methods, and I had to find new ways to reteach the material. I believe the Google Form also made students realize they are responsible for their learning, as well, and several were more committed to putting forth more effort to earn a more desirable score.
ENGL	1204	Students grasped the concept for the most part. Non-native English students had some difficulty.	I can provide supplemental information on the subject for students that require more assistance.
ENGL	1204	Students can reflect on their writing and highlight specific areas they need to work on.	Self assessment is always important in writing. It is part of the writing process. Drafting and feedback are two activities that help students learn this concept.

ENGL	1204	<p>For the first CAT: I was pleased to hear that some students had learned more about how to avoid accidental plagiarism. I believe one student wrote, "I learned that plagiarism is really, really bad." In my Comp 1 classes, we spend a lot of time talking about plagiarism. Many students don't know when they are doing it. I stress that other teachers will not make exceptions for accidental vs. intentional plagiarism. We talk about the the repeated use of signal phrases so that issues of attribution will not come up. To put this into practice, I assign eight summary exercises so students can practice. I give formative feedback so that they unlearn some bad habits they may have picked up. My ultimate goal is to have them always know exactly whose words and ideas they are referencing.</p> <p>For the second CAT: Most of the students talked about their own issues when writing: writing a thesis, fulfilling the word count, not procrastinating too much. Many of the students opened up about the difficulty of taking classes online. They understood why but I think they miss being in a classroom. Some students criticized the amount of work I assigned. They thought it was too much. For this, I would have to agree and have since made changes. Finally, a good amount of the students are sensitive when receiving feedback on their papers.</p>	<p>I'm always open to making changes. My decision to talk about plagiarism in class, and my decision to assign specific lessons designed to teach students how to avoid accidental plagiarism is itself a reaction to an issue from a class at MCC Penn Valley in the Fall of 2019. I failed a student who plagiarized heavily in their papers. We went over plagiarism in class, but only briefly. I explained what plagiarism was in the feedback. I warned them of the consequences. They still kept plagiarizing. When I finally met with the student face to face, I realized that they had no idea what plagiarism was. No one had taken the time to explain it to them. Now, I understand that certain schools put the onus on the student to know but I feel that is unfair. I feel this approach falls under the hidden curriculum so I took this situation and made changes to rectify it.</p> <p>For the students that thought the course was too labor intensive, I took a look and decided to pull back on a few non-essential writing assignments in order to give them some breathing room.</p>
ENGL	1205	<p>Roughly 75% of students had at least some experience with technical writing in a professional setting, and thus determining the appropriate purpose and audience for such tasks. However, this experience was generally limited, and this was important information for me as an instructor. This is an area I will continue to monitor.</p>	<p>I feel that it is important for me to gauge student experience in this way early in the term so that I can provide further explanation and examples if necessary. In this case, I believe the instruction was appropriate and successful, but this is an area I will continue to focus on in terms of expanding student knowledge and practice.</p>

ENGL	1206	I found that two of my students knew the terms well and could define them without an issue. I had two that knew 50% of the terms and how to define the terms. I had one student who knew nothing about the topic.	I do plan to use this pre-quiz again because it allows me to see my students' previous knowledge on this topic and plan my lesson accordingly.
ENGL	1206	Most of the outcomes for this course are research oriented and the rest talk about the writing process and other outcomes common to writing courses. About half of the students failed to include a focus on the research when talking about the class and trying to make connections between what we've done in the class and the focus of the course.	This last essay will have to have an even greater emphasis on research.
ENGL	1206	Based on an assessment of their essays, and meeting a specific journal entry criteria, 90% of students were able to evaluate the effectiveness of their own writing. They were also able to use the rhetorical tools and rhetorical context they learned about during the term.	My current curriculum process works very well. Although it is a significant increase in the number of hours spent reviewing student drafts (and providing detailed instructor feedback within their major assignments) having students submit an outline, a first draft, a second draft, and then a polished revised final essay seems to reinforce the pedagogical theory of "writing as a process." This process enables students to: complete the writing practice they need, establish their "rhetorical context," choose a specific discourse community, choose an affective format, organize their ideas and then apply specific rhetorical tools in order to build effective communication.
ENGL	1206	Students have difficulty transitioning from simply summarizing a text to creating a discussion about how a text is constructed and what rhetorical tools are used to create an academic text	Offer specific examples of how to deconstruct a text-based on first having students identify specific rhetorical tools and the three appeals  Then have then deconstruct a text of their choosing
ENGL	1206	The vast majority of students understood the value of reading critically, including the importance of being able to evaluate the relative success of an article as a piece of persuasive writing. A few students struggled to differentiate between critical analysis and personal response.	As a few students struggled to differentiate between critical analysis and personal response, I will continue to work to emphasize this distinction in lecture notes, discussions, and individualized feedback as needed.



ENGL	1206	Students were uncertain of their ability to introduce someone else's thoughts - not necessarily a quote, but giving credit to another's ideas when paraphrasing the meaning.	More practice examples and exercises to see the integration process.
ENGL	1206	Four out of six of the students asked for more clarification in the prompts concerning the requirements for the essay.	I would need to be more specific in the essay prompts and also include more videos to elaborate. Also, it would help to have zoom meetings with the students to allow for more dialogical conversation.
ENGL	1206	The students seem to embrace a technique that I use called PEET to help them organize their body paragraphs. I will continue to use this technique.	I will not make changes at this time, unless the outcomes point to a different trending problem.
HIST	1400	A number of students wrote that they had trouble with the videos and the accompanying assignment. They said they struggle with watching the video, comprehending it (or knowing exactly what specific parts they are supposed to comprehend), and filling out the worksheet. From the feedback I received, I feel like students feel like they have to divide their attention between just watching the video and taking in the information, and trying to be ready to spot the answer that goes on the accompanying worksheet.	I gave feedback on the worksheet that accompanies the video-so when my students did have a question or miss a concept, I left feedback so they understood what they missed. I have decided to create a little timeline/guided notes to accompany the video. I want to create these guided notes so the students can look at a one-sheet piece of paper while they are watching the video (or before they watch it) so they now the main points to watch out for. This way, they don't have to try and remember every detail in the video. They can know what to watch for and enjoy the rest of the video.
HIST	1400	I only have two students. Sometimes they struggle with critical thinking. Why didn't the colonial governor of Virginia want a printer to print things in the colony? I don't know. If they are ignorant they are easier to control. If they are educated they might start asking questions on why things are the way they are. Oh.	Depending on the students I might have to take ten minutes to explain something when normally it would take five. I told them they need to write notes in class, it will help them remember things. I can tell one is but I don't think the other one is. One student is committed to learning the other only took the class to keep his wrestling eligibility.
HIST	1402	The results helped me to understand which sources they latched their attention to and how clear the subject was. This particular gallery walk was centered on the Gilded Age. The data I collected was in the details they provided in their minute papers. The activity was successful as the conclusions they made as they remembered the primary and secondary sources were well thought out and complete.	Next time, I may provide a list of the sources to help them remember what they had reviewed. They did have difficulty remembering all of the sources for their papers.

HIST	1402	I had a number of students say the Paris 1919 video was confusing. I have found that most of my students enjoy watching instead of reading. Paris 1919 is a great video (based off the book Paris 1919) that I show, but some students said they had a hard time following it. I assigned an accompanying worksheet with the video, and the biggest complaint was that the students were too busy looking for the answers on the worksheet to enjoy/soak in the information in the video.	I decided that on my worksheet for my videos, I will put in parentheses something like "answer around 2 minute mark." I don't want students to skip to the part where the answers are, but if they have a heads up when in the video the answers will be I think they will be able to relax more and just watch. I also am contemplating having a parallel option of reading about the Paris 1919 conference for students that would rather read about it than watch a video.
HIST	1406	The students agreed that the most difficult concept was still Kansas monopolies in Module 4.	I have added more print lecture and also information from the Kansas historical society on Kansas trusts.
HIST	1406	3 out of the 4 who responded indicated that they would like more information on Teddy Roosevelt and Kansas monopolies.	I have added another power points where I go over Kansas monopolies.
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	Most of the students understood the material to that point. Some of them have questions on our behavior modification plans, but most were able to be answered in the inbox.	I will talk to the students before the assignment showing and giving more examples. Then put a muddiest moment in the class at a later point as well.
HLTH	1248	Our class went over the importance of nutrition. I asked a question that involved "empty calories." I quickly saw that 25% of the class did not understand the definition of an empty calorie. Therefore, I took a step back and went over the definition of the term. Also, I provided information regarding food breakdown.	I will breakdown terms into simpler definitions to help student grasp concepts.

HLTH	1248	Forty-four (44%) of students passed the CAT and correctly wrote a Financial SMART goal. This indicates that more than half the class either did not complete the assignment or did not do so correctly.	<p>I have added a short tutorial that reviews the basics of writing a SMART goal embedded into the Introduction page of the next module, Module 4, as well as, posted the information in the class ANNOUNCEMENT so that they know how well they did as a class.</p> <p>I plan to continue using this CAT in my course because it appears to be a good indicator of student understanding.</p>
HLTH	1248	Forty-five (45%) of students passed this CAT and correctly wrote a SMART goal for the financial dimension of wellness. The CAT indicated that some of the students still need instruction on how to correctly complete a SMART goal. It also showed me that several students just blew off the assignment, not completing it at all.	<p>In an attempt to motivate students who did not participate, I posted an ANNOUNCEMENT informing the class of how they did as a whole. A short tutorial reviewing the basics of the SMART goal was added to the Introduction page of Module 4. I plan to continue using this CAT for future courses, as it appears to be a good indicator of understanding.</p>
HLTH	1248	Fifty-five (55%) percent of students correctly passed this CAT and wrote a SMART goal for the financial dimension of wellness. The results of this CAT demonstrate that either students did not bother to participate in the assignment, or that some still need instruction on the correct way to develop a SMART goal.	<p>In an attempt to motivate students who did not complete the assignment, I took the opportunity to inform the class about how well they did as a group (55% correct). I also have short tutorial on the Introduction of Module 4 that reviews the basics of writing a SMART goal. I will continue to use this CAT in future courses because it seems to be a good indicator of student understanding.</p>
HLTH	1248	In this class fifty-eight, (58%) of the students in the class passed the CAT and correctly wrote a SMART goal for the financial dimension. Some students just didn't answer the question at all, and some did not provide a full answer, causing them to lose credit. These findings suggest that some students still need instruction on the correct way to develop a SMART goal and some students just don't fully read directions.	<p>I have added a short tutorial reviewing the basics of the SMART goal in Module 4 on the Introduction page. I also posted an announcement of the success rate of the CAT to the class, hopefully to encourage the competitive spirit of some to do better next time. I plan to continue using this CAT for this course because it gives a quick indication of the students' understanding.</p>
HLTH	1400	The findings illustrated the need for more instruction in certain areas will be required, while common knowledge skills are adequate.	<p>I will spend more time on the History between 1810 and 1850 and less time on the Civil war.</p>

HLTH+	1248	Fifty-five percent (%55) of students passed this CAT and were able to complete the assignment and correctly write a SMART goal for the financial dimension of wellness. This CAT indicates that some students either failed to complete the assignment OR that they need further instruction on how to correctly complete a SMART goal.	<p>In an attempt to motivate students who did not participate, I have posted an Announcement to the class letting them know how they did as a class with this assignment. Also, a short tutorial has been added to the Introduction page of that reviews the basics.</p> <p>I plan to continue using the CAT at exactly this point in the course, in the future, because it gives me a quick indicator of student understanding before we move further on into the course.</p>
HOME	1501	It demonstrated that the students were able to pinpoint specifically a topic and it was discussed during next class to answer their questions	Will use the technique of having them write their questions more often because it focuses more on what they do not understand and can apply real life examples
HOME	1501	Some students are still not understanding the need for a calculation and will give an answer based on general recommendations /will not complete calculation which does not demonstrate the understanding of the concept.	I will just enhance the explanation of the need for a calculation.
HOME	1501	Most students in this group seem to understand the instructions and how to go about calculating these.	I will expand the instructions in one of the calculations since some failed to complete a portion of one activity.
HOME	1501	Most of the students performed better on this activity using the list format versus the essay and their responses are more detailed and clearer.	I will keep this format for this particular activity.
HZMT	1903	<p>4 out of 5 total students responded to this CAT and most understood the assignment.</p> <p>One student provided information that he had learned a lot about the legal way to run a landfill and just not digging a hole and covering up Hazardous waste</p>	I discovered my submission instructions were written improperly. In my instructions I said submit your submission by email but it was setup as a uploaded assignment. I changed my instructions to delete a email submission to the instructor to an uploaded assignment.

HZMT	1905	<p>Of the 3 students enrolled in this course, only one participated in this CAT exercise. This student, in a very detailed response, stated that he was impressed with the amount of useful information in this unit (Unit 5), such as soil types, moisture conditions, consistency and soil structure. This knowledge to primary in collecting good soil samples for testing.</p>	<p>No major changes but I will investigate possible techniques to measure whether any hazardous material might be contained in the soil. My student, who participated in this CAT, thought that this topic should be included in this course since this course is a part of the Hazardous Materials Management degree.</p>
HZMT	1907	<p>The findings of this CAT showed me that I am on the right track.</p> <p>Of the 6 students enrolled this class, 3 responded to the CAT. All three provided very detailed answers that pretty much hit the mark. One student wrote that she could use the information gained in this CAT for a future occupation.</p>	<p>I might encourage more students to complete the CAT by posting a reminder announcement or emailing the entire class.</p> <p>For this class, it was a 50% return rate.</p>
HZMT	1950	<p>The students did not post their problems until after they had completed the entire section. The opportunity to assist them, as a group, had usually expired by the time they made the post. In fact, everyone who had a problem during the modules emailed me directly. I responded to those students directly.</p> <p>I posted one or two of the questions I received in announcements along with the answers or the reference.</p>	<p>I plan to announce to everyone to post their questions in the muddiest point thread. I will ask them to post the questions as they realize they have an issue. That will allow their classmates and I an opportunity to help, before the module ends.</p> <p>I will be able help more than one student at a time, if I can persuade the students to ask the questions in a public forum. I can determine if the course materials are effective if I can direct them to an answer while they are using those materials.</p>
HZMT	4701	<p>It showed that I need to work on updating the assignment material in order to increase the effectiveness of my lessons.</p>	<p>Will work on updating course software so that students are able to focus more on the content instead of the installation process.</p>

HZMT	9000	The classes contains 12 - 30 participants, which makes it complicated to evaluate all of them in a one hour session. The role playing takes those with the least experience in the job and displays whether they acquired knowledge of the jobs. The input from their fellow participants gives me the opportunity to fill in information the participants may have missed or information I did not communicate clearly.	I have used this method for ten classes, so far. I have modified my presentation and handouts three times based on how the role playing exercise went. I realized that giving the same information in the same manner to different groups did not always produce the same results. I will continue to use this exercise for he next three class. I will use the results to modify my presentation and resources for the classes next year.
LANG	1900	I had three students tell me that the German vowel sounds were confusing, in particular the umlauts. I learned that I need to teach and emphasize how to pronounce the German vowel sounds in a separate lesson. Simply, teaching the alphabet is not enough.	They need to be able to apply German vowel sounds to words in a controlled way (not as part of a larger speaking assignment in which they must build sentences). Ideally, the focus needs to be on singular words in which one vowel sound occurs and then they can build from there. To this end, I will include a lesson in which I review the vowel sounds and include my pronouncing of several words so they can hear the sounds. I will have them record the words after I have pronounced them.
LANG	1900	Four students said they were struggling with German word order, which is different than English at times.	I did this CAT during Spring Session 1 so this session (Session 4), I sent via email an additional PDF explanation and audio clip of my explanation during the week we focused on word order. In addition, I gave students an additional attempt to complete their word order quiz.
LANG	1902	3 out of 5 students mentioned sentence structure/word order. One student specifically mentioned sentence structure as it relates to the present perfect tense.	I would like to change out the practice that I have for the present perfect. In retrospect, I need to have something simple and straightforward. The practice I currently have comes from a supplementary book that I have been using for the class that I am realizing that I don't like all that much. It's based on Grimm's Fairy Tales and looks at grammar. I think the exercises are too advanced. I have another resource I will use instead from Grenzenlos Deutsch.
LANG	1908	2 out of 16 students had some trouble using the correct endings. They needed more practice in identifying the subject pronouns and their meaning.	I created a couple practice quizzes on Canvas to complement the Quizlet vocabulary sets for students to practice and learn the forms of the pronouns.

LANG	1908	Students seem to have varied ways of studying the verbs. Some students reported that they simply look the verbs over ever so often. This gave me a chance to help them develop stronger techniques for learning these such as making verb charts and flashcards.	I will try to integrate more study skills help up front to help students learn better techniques for study before the end of the chapter.
LANG	1908	Clarification of verb tenses for students not understanding or passing with an 85% or higher was taught and covered in class.	Review how I introduce verb conjugation every class is different.
LANG	1908	Most students have a general knowledge of common words, but their knowledge does not extend beyond that to a more ample vocabulary. Also, they often are unaware of proper spelling of the vocabulary they already know.	I will keep using the CAT to gauge students' background knowledge.
LANG	1910	The only student in my class had a good knowledge of the language previous to taking the class, and she welcomed the grammar in this course.	I will continue checking the background of the students, and whether they are more comfortable with some more readings than just the written practice activities.
LANG	1910	Students come up with some really creative ways for memorizing verbs. They show that they have reflected on the use of verb endings in Spanish as well.	I will continue using video instruction to help remind students how to memorize material and work with verbs.
LANG	1910	In general, students understood the materials, but it was easier for them when I included Quizlet practice activities for the vocabulary and verb forms, instead of just the classic writing activities.	I included more Quizlet practice, and added practice activities.
LANG	1914	It showed that the students needs extra support when learning to conjugate verbs.	I will either tweak or re-make videos for them.
LANG	1914	The students who had trouble expressed the most concern with conjugation.	This session, I'm going to call each student at the midway point to check for understanding.
LANG	1914	The results showed me that conjugation is still a muddy point.	I will offer more opportunities for conjugation practice.
LEAD	1000	Students are having difficulty telling the difference between ethics and morals.	I will clarify the wording of some of the content and research sources which provide clarification.
LIFE	1402	Those topics and concepts that were covered in class and followed up using a practical application were often the ones that the students knew best when asked about them on the exam.	I will try to incorporate more practical applications, particularly for those topics that seem to be hardest for the students to grasp.

LIFE	1402	<p>The majority of students in the class (16/23) felt there was no muddiest point or that they understood everything/how to answer the essential questions addressed in the lesson.</p> <p>Of the 7 students that gave feedback on a muddiest point, 4 wanted clarification on the same information, 2 were similar to each other, and 1 was unique in the information they struggled with.</p>	<p>I won't make any drastic changes but plan to have students that understand each concept or process peer-tutor or teach those students that didn't understand or needed clarification. I also am looking for an activity for my students to do that will illustrate the most common muddiest point.</p>
LIFE	1402	<p>The class period after the exam, I asked them what we could do that would help them. They said that the material in the PowerPoints went by so quickly they didn't have time to think of questions. The amount of material being covered for each class period was daunting.</p>	<p>After our discussion, I changed my style of delivery from PowerPoints to writing on the board. This slowed the pace at which material was presented. When I did this, the class began to ask questions and interact during the class period. I could see their facial expressions change if they weren't understanding a point. This gave me the opportunity to probe for where the confusion was.→†</p> <p>None of the students ended up dropping the class. Their exam and quiz scores improved.</p>
LIFE	1402	<p>The results were better than in past years. I changed the prompt a bit from last semester and added an example of what not to respond with. The results showed improvement.</p> <p>The vast majority of students earned full credit (even extra credit) for thinking outside the box and producing a response that showed critical analysis of the benefits of evolution.</p> <p>I am happy with the student learning.</p>	<p>I think the discussion prompt was highly beneficial. It allowed students to formulate their own responses and read the responses of other students to begin to understand the evolution processes and benefits thereof.</p> <p>I will keep this format for another semester or two and see if I get the same results. I also added a discussion question along with the video, slides and readings to help guide students to a deeper understanding.</p>



LIFE	1402	<p>Students had two areas of confusion. The first area of confusion was the concept that above the level of biological organization with all the properties of life is a cell. However, 9 of 36 students selected atom instead of a cell. Additionally, only 19 students correctly answered a plant responding to the sun as a response to stimuli. 11 students selected photosynthesis, 2 selected a chlorophyll reaction and four did not respond.</p>	<p>A more detailed explanation of response to stimuli will be offered, including examples of flowers such as sunflowers that actually rotate to face the sun during the day.</p>
LIFE	1402	<p>I changed the prompt some from last semester and added an example of what not to respond with and the results were amazing.</p> <p>The vast majority of students earned full credit and even extra credit for thinking outside the box and producing a response that showed critical analysis of the benefits of evolution.</p> <p>I am thrilled with the results.</p>	<p>I will keep this format for another semester or two and see if I get the same results. I also added a discussion question along with the video, slides and readings to help guide students to a deeper understanding.</p> <p>The results are from my 9 week class and I am eagerly awaiting the results from the 17 week class to see if they perform as well with my improved directives and examples.</p>
LIFE	1402	<p>Nine of the 12 questions were answered correctly by at least 80% of the students. Students had difficulty with two vocab questions and one question requiring frequency calculation. The incorrect responses on the vocab words are very typical and something I caution students about and provide multiple opportunities for retrieval practice. The incorrect calculation of the frequency may have been a result of too limited time given to respond.</p>	<p>I will not change how I implement my course. Students are warned throughout the term that terminology is important and a frequent tripping point on exams. I provide multiple retrieval practice opportunities for this very reason.</p>

LIFE	1402	<p>Most of the students performed very well. If they completed the lab a majority were able earn all or almost all full credit.</p> <p>Those that were not successful were students who did not read directions or the examples I provided or compare their work to the rubric I also provided. A very few just started the lab but did not finish and submitted an incomplete lab report using the lab form and format I provided. I can not fathom why.</p>	<p>I am going to change the directions just a bit and ask students to use the term evolution in their responses. I think some students get confused between adapt and evolve. Although I have evolution in my example and directions, I do not specifically tell them to address how animals "adapt" through the process of "evolution"</p>
LIFE	1406	<p>Most students were hesitant at first with the new style of quiz taking, but many of them have expressed this method has helped them focus on their ability to explain a major concept rather than memorize and repeat smaller details. They also have expressed they feel more comfortable pronouncing scientific terms, which will help them in future classes.</p>	<p>I will continue to think and create new ways for students to demonstrate they understand material rather than just memorizing material. Scientific communication is an essential tool and I will continually think of new methods to strengthen this ability in students.</p>
LIFE	1407	<p>Many students did understand the process, but it was not 100 percent of the students.</p>	<p>I plan on adding a video of the process, including an extra assignment and more detailed notes on the topic.</p>
LIFE	1408	<p>15/19 students got 89.5%+ correct. All students mastered the external structures of the brain. Students struggled with correctly identifying internal structures and mixed up functions.</p>	<p>Focus practice on internal structures. Review functions in greater detail. After the practice practical, spend more time in whole class discussions and then in small groups reviewing the material.</p>
LIFE	1408	<p>Students were able to answer questions correctly demonstrating they had a clear understanding and ability to identify and describe the physiology of the negative and positive mechanism and physiology of this (negative and positive feedback controls).</p>	<p>Because students were able to answer questions correctly and demonstrated understanding I will not make changes in the way I teach this outcome.</p>
LIFE	1408	<p>Students were able to answer questions correctly demonstrating they had a clear understanding and ability to identify and describe the physiology of the negative and positive mechanism and physiology of this (negative and positive feedback controls).</p>	<p>Because students were able to answer questions correctly and demonstrate understanding, I will not make changes in the way I teach this outcome.</p>

LIFE	1409	Most students did not answer the blood vessel essay question correctly which was to track a red blood cell through the body from the foot to the heart.	As a result of this result, I am making many mini-lecture videos of my own and I am redesigning the homework for the cardiovascular system as well as revamping my exams.
LIFE	1409	Most students misread the question and only answered half of the question.	I am going to put additional homework questions in that module to make sure they understand how the cardiovascular system works.
LIFE	1411	1 out of 1 students now better understand sprains and strains. I only had 1 student in my class so it was difficult to gauge the reception of the material.	In my fall EMT , AEMT , and A and P courses I will be implementing Flipgrid as to allow the students to have open discussion throughout the entirety of class. This will help with the fact the students will only be on campus for a short amount of time. When students are able to connect and educate each other it will help the questions during physical class time.
LIFE	1412	Most of the students were successful on this lab. They were able to follow the basic directions for writing a purpose, and hypothesis. A very few did not include the correct terms in the hypothesis. The students were able to successfully set up and grow microbes in a lab environment. Most were also able to complete the results section of the report. The biggest mistake from those students who were not successful was to confuse results and conclusion. They wanted to talk about the results in the section devoted to the conclusion.	Provide more extensive examples in the lab directions.
LIFE	1412	The worksheets for lab done in groups, demonstrated that the students were able to grasp the concepts and techniques used for Microbiology. Almost all of the students were able to fully complete the labs correctly. The topics covered in lab were also the ones that were nearly universally understood on the exams.	I will try to incorporate more hands-on techniques for those topics that are often more difficult to grasp.

LIFE	1412	Students gave feedback on how the laboratory and lecture components helped them understand this competency. This was done through an oral examination where I asked students about this particular competency and what tools they used from the course curriculum to help them understand this concept better as well as apply it to a real world scenario (e.g., antibiotic resistance).	I would like to involve more laboratory investigations that meet more of the course competencies as well as enable the ability for students to have more one-on-one interactions with me after completing the laboratory.
LIFE	1412	Students were able to complete Research Project "Scientists are concerned that bacteria will be resistant to all antibiotics within the next decade".  Demonstrating they had a clear understanding and ability to identify and describe knowledge using their knowledge of genetics, and how bacterial populations can develop drug resistance.	Because students were able to complete Research Paper correctly and demonstrated understanding I will not make changes in the way I teach this outcome.
LIFE	1413	5 out of 6 responding mentioned difficulty with the section on nuclear power. Since this is a group discussion, I often think students take the easy way out and second something said above.	I will review the notes presented on nuclear power and see if anything should be added to clarify. I will also look to see if there are any helpful videos I can add on this topic.
LIFE	1413	Overall, I feel the students are meeting my goals and the outcome. They are demonstrating a greater understanding of our environment and their impact on it.	At this time, I do not feel anything needs to be improved. My main focus would be better materials for the course and a updated textbook that is more student friendly. Also, might do CATS very early, not please with the fact this CAT is due at semesters end, but felt I was harassed to do it early. You might send out a e-mail as a reminder and one at semesters end.
LIFE	1413	Found this to be an important comment to address, as I learn visually. So, maybe videos showing and explaining processes would help me understand the content more. I struggled using the textbook. It was difficult for me to make connections from the text and apply it to the test questions because I was struggling to comprehend the concepts as a whole just by reading it.	I definitely need to work this fall on incorporating more videos into the course.

LITR	1210	Students definitely understand the terminology. They are not as good at applying the concepts; surprisingly, the easiest of the concepts, setting, causes them the most trouble.	I plan to provide several extremely short pieces with obvious setting components for them to practice on.
LITR	1210	<p>As I started reading completed assignments, I realized students did not know how to effectively incorporate source information into their responses. As a result, the following class meeting, we had a mini lesson on how important it is to provide support for any statements/claims one makes--that doing so establishes credibility to one's thoughts. We talked about how to find key pieces of information (in a text) that help support statements and how to properly document that information in accordance with MLA format.</p> <p>This skill is crucial for students to know how to proceed in the course as well as simply to understand the basic nature of what makes arguments and claims believable.</p>	Prior to assigning a minute paper where I simply anticipate students will provide me with the depth of response I expect, I will review those basic concepts of how and why we provide textual evidence to support our answers. Giving them an example beforehand may help eliminate assignment confusion and refresh their memories (or teach them) about what a strong response looks like.
LITR	1210	One student mentioned it was "hard to reply to others discussion posts" and so this student would "wait for others to answer first." At the time, the requirement for a reply was that it refer to text from the syllabus.	I have added details to the discussion board instructions, including advice for writing replies to posts from other students. I've also included a word count average.
LITR	1210	A student noted she had struggled with understanding how to locate scholarly articles for the research essays. Another student asked for more clarity and direction with the essay instructions.	Scholarly articles are already provided throughout the course in review lectures, but I have changed the research paper instructions to emphasize that these materials are scholarly articles and can be used for the essay in addition to encouraging students to use the link provided for Barton's Library. For added clarity and direction for the essay, I have also attached to the instructions a two-page document listing potential research topics that students could consider when planning their essay.

LITR	1212	The division of the literary subject into different genres can raise issues of comprehension and differentiation. The transition to OER increased the importance of easily accessible stories in each part.	I will adopt one or two formulations which I wrote in response to student issues in this CAT, concerning the definition of story genres. I have added a numbering of included stories in the top of each sub-module of story links, followed by many easy-to-read pdfs of the remaining stories assigned in each module.
LITR	1216	Attention to genre in the class is sufficient, but more attention to mode of literature is necessary.	I will offer more context in preview lectures about the mode of literature.
MATH	1807	<p>6 out of 6 students realized that they have always hated math, even in elementary school. Each student mentioned that it always seemed hard.</p> <p>They realized it was because they did not know exactly when to perform certain tasks during problem. In addition, seeing a word problem would cause them to shut down because they did not know what clue words to look for. Therefore, they did not know how to get started for that math problem. 3 out of 6 students admitted they could not do math on a test or if they had to be timed. Once either of those stressors took place, their minds just went blank.</p>	<p>I really think this class analysis of whether a student has a math or test anxiety was needed early in the class. It really opened their eyes. They had never given math a chance and were willing to try this time.</p> <p>This helped me to individualize what each student needed to work throughout the class. Each student was provided with strategies to work on and tips to use as they prepared for their AFQT assessment.</p> <p>I would use this type of assessment again.</p>
MATH	1809	Students were still struggling with how to get started in the process of long division. They couldn't determine how many times the divisor went into the dividend, so I again addressed the idea of front rounding and how to use this process to get started.	I already have notes on front rounding, but perhaps a video that shows the process might be helpful to more students.
MATH	1809	That means I that I will be able to work out more examples for the students or provide additional videos to help students.	I will continue to work out ways to help students to be able to get through the problems to advance to the next class.
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MATH	1809	11/16 Students retained enough content to master the course.	<p>Although I wish ALL students would have retained a sufficient amount of content knowledge to master this course, I realize that students were given many opportunities to make this happen. Students who did not master the course were among those who did not make the needed efforts.</p> <p>I would improve student learning by emphasizing the importance of assignments that build up to the assessment. This includes building strategies and techniques that stray away from fear of testing and focus more on student confidence and ability.</p>
MATH	1809	<p>Some of the students said that they learned how to multiply and divide fractions, but one of the consistent questions was "why do we flip the divisor?"</p> <p>Several sessions ago, I had added an explanation in the course notes, but apparently, these students did not read them. I thought this would answer this question, but maybe I need to bring it to the entire classes attention by sending it as an email or as an announcement.</p>	<p>As I mentioned in Question #8, I think I will send it to the entire class in an email or add it to the Announcements so that it will be apparent to them, even if they don't read the lecture notes in the course shell.</p>
MATH	1809	<p>It is amazing to me how a student can identify that he/she learned how to multiply or divide fractions and then as a part of the two questions, ask about an "easier way" to complete either of these operations!</p> <p>I can't tell if it's because he/she was grasping to identify three lessons learned or the two questions, but based on module test scores, it's the second.</p>	<p>I have placed a step by step set of instructions on how to complete both operations; I have added videos of how to complete both operations, so at this point, I do not intend to add changes to the course, but I may need to identify a different CAT to really get at what questions they might still have.</p>

MATH	1809	I looked at questions of divisibility rules on an unit exam. I looked that the total of students that answered each question and added to get a total. I then counted the number correct. I took the total correct and divided by the total possible. That gave me a decimal and I changed the decimal to a percent.	I will continue to stress the divisibility rules and I will have the students work on a few during the class session to get more practice.
MATH	1813	5 out of 8 answered the question completely and accurately.	Meet with other Dev Math instructors to determine if videos and homework are assisting students to understand concepts properly.
MATH	1813	Some students took my advise and spent some time studying and when they retook the post test did better. A few still did not pass that attempt but the percent who did was much greater than those that just wanted to retake without further study. I feel that students are just trying to get by and not learning the material so that they will succeed in College Algebra.	Since this class is more individual instruction as the students work on their modules, the student's understanding of the concepts is harder to know since they can get help from the program, other students, as well as the instructor. But things I would change, (1) the notebook problems need to be turned in at least one class period before the student wants to take the test so the instructor has time to look them over and work with the student on showing work for the test, (2) the student's work on the post test they passed should be included in their folder to show what they can complete the problems without the aid of others, (3) it should be noted on the folder how many times it took to pass the post test. I might also require the students to go over any post test they failed with the instructor before they can take another test.
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MATH	1815	3 out of 3 students did not answer this question correctly. They just said that the addition method would be easier and/or explained how to work it by the addition method.	After giving students in my other section of this class the hint to try working the system using the substitution method before they submitted an answer, they were able to correctly respond to the problem. Therefore, I will reword the directions to the problem in the future to include a "hint."
MATH	1815	Three out of three students did not answer this question correctly. They just said that the addition method would be easier and/or explained how to work it by the addition method.	After giving students in my other section of this class the hint to try working the system using the substitution method before they submitted an answer, they were able to correctly respond to the problem. Therefore, I will reword the directions to the problem in the future to include a "hint."

MATH	1815	<p>Out of 22 students:</p> <p>9 scored between 90-100%</p> <p>0 scored 80%</p> <p>3 scored 70%</p> <p>10 scored between 0-60%</p> <p>Many of my students did not understand the journal prompt itself, with 15 out of 22 students writing the given inequality in interval notation. Out of the 9 who scored 100%, all of them earned this grade on a resubmission. Every student had to have this journal prompt explained to them, they had to be reminded what an equivalent inequality was and provided an example, along with being directed to that portion of their notes packet. Many of my students are international students and they did not understand the wording either. This made me analyze the notes packet, homeworks, and journal entries themselves, to see if they were adequate.</p>	<p>My colleagues and I found that many revisions had to be made to the assignments pertaining to this particular module and the notes associated with it. This packet made us realize that in the whole of our CPM revisions, everything must be accessible to all students, international and local alike. From this, I also found I will hold small study groups as students come into this module, to make sure they truly understand the concepts. Currently, I made sure to check the understanding of my students who were working through this module, until the journal entries are evaluated/changed.</p>
MATH	1817	<p>3 out of 5 students who did this Journal in Module 12 did not accurately answer this question. They either failed to say the equation had to be in standard form first before deciding on A, B, and C, or they did not understand what the question was asking.</p>	<p>Because this is the last module, I was unable to change anything for these students other than tell them what they had missed about the problem. Going forward, I will point out the importance of this concept before students are tested on the quadratic formula. The question itself may need to be reworded.</p>

MATH	1817	<p>4 out of 5 students that completed this journal entry got below a 70%. The other student, 1 out of 5, only passed this journal entry with guided questions and further explanation from me. I saw that the 4 students who did not pass this journal entry did one of two things. They either tried to copy steps from their notes verbatim (incorrect steps), or they tried to give me instructions on how to compute operations using the rational expressions, with a step including the phrase, "find the LCD." So they missed the entire direction of the journal prompt.</p> <p>I looked back on the previous semester and found consistent results, so there is something that students are not understanding. The thing is, many of these students, past and current, have been successful on their post test for the module. This indicates that there must be a communication issue, and it stems from how vague the journal entry is.</p>	<p>As I mentioned before, I had to explain to the students who missed this journal entry what the question was asking. I feel that this journal needs to be updated and reworded to be clear in its directions and what it is asking. This will help all the students - local, out-of-state, international - with what is expected from the journal entry. It needs to have a clear question or directive, and even a provided example that students could use to help their explanation. When I followed up with my students, I found they had a better time explaining to me when I gave them an example to use.</p>
MATH	1821	<p>I would say about 80 percent of students seem to do perform well on exams based off their participation in the preparation leading up to an exam.</p>	<p>I believe I could do a better job emphasizing the importance of exams. I think some students see that exams are worth about the same towards their overall grade as worksheets, therefore, if they do well on one or the other their grade will be okay.</p> <p>I plan to make an adjustment to how I scale exams in the next cycle.</p>
MATH	1821	<p>Immediately all the students recognized the issue (must set the equation to zero), because of this CAT, I was able to confidently move forward with the lesson plan.</p>	<p>I use the head-nod test because I am able to make many "real-time adjustments." In math this is critical because we move quickly and most lessons build upon the previous lesson. Using CATS, ensure we have understanding before we move on, increasing the likelihood of learning and student success.</p>

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MATH	1821	The feedback directly from the students. They were wanting to improve the class.	Doing my notes in Notability to present them and also to include them in the course shell.
MATH	1824	Only 3 students had to correct their work, and I worked with them individually right away. This allowed us to move on to a new topic the next class period.	I think I will continue using the same strategy for this concept. As I stated before, this is a concept taught in high school. If most students can work the problem on their own, I know I don't need to spend much time with it in class.
MATH	1824	6/8 students felt confident about answering test questions about solving systems of linear equations; 5/8 students felt confident about answering test questions about graphing linear inequalities and solving linear equations in one variable while 1/8 felt weak; 2/8 students felt confident about answering test questions about solving absolute value equations; 2/8 students felt confident about answering test questions about solving absolute value inequalities while 1/8 felt weak; 2/8 students felt confident about answering test questions about mathematical models and applications while 4/8 felt weak.	It was no surprise to find that such a large percentage of students felt weak in their ability to solve mathematical applications, despite spending a comparatively large amount of time on the subject. In the future I will try to pair stronger students with weaker ones and do more in-class problem-solving so they get more practice "doing" with readily available help.
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MATH	1824	<p>3 of 7 students specifically mentioned word problems as their biggest struggle.</p>	<p>I will add more examples of videos of word problems being solved.</p>
MATH	1826	<p>Initially, 5 out of 14 students successfully multiplied the three different variations of polynomial multiplication presented. After identifying the need to focus on subtraction such that the first term gets a sign change as well, and when multiplying two separate variables, their exponents are dealt with separately, I then provided clarity, justification, explanation, and additional examples of each. The CAT was repeated with three additional polynomial multiplication problems being presented. 12 out of 14 students were able to successfully multiply the given problems at this time (class was over at this point).</p>	<p>At the beginning of the following class period I went back over the competency and presented newer and more challenging problems. After several passes, a majority of the class was able to master the competency (a rotating 13 out of 14 with perfect work).</p>

MATH	1826	Initially, 5 out of 14 students successfully multiplied the three different variations of polynomial multiplication presented. After identifying the need to focus on subtraction such that the first term gets a sign change as well, and when multiplying two separate variables, their exponents are dealt with separately, I then provided clarity, justification, explanation, and additional examples of each. The CAT was repeated with three additional polynomial multiplication problems being presented. Twelve out of 14 students were able to successfully multiply the given problems at this time (class was over at this point).	At the beginning of the following class period I went back over the competency and presented newer and more challenging problems. After several passes, a majority of the class was able to master the competency (a rotating 13 out of 14 with perfect work).
MATH	1828	By design of the CAT, it was part of an iterative process where I repeated until I got 100% of my students to pass all of the questions. None of the students got 100% correct the first time which was informative as to what needed further or better explanations.	The negative results from the first iteration of the CAT were informative for myself on what specific topics I could improve. Additionally the results were helpful to my students on where their own shortcomings were. I am thus able to improve my course next year to make the learning more efficient of this topic.

MATH	1828	<p>When i verbally went through the equations 6/15 of the students had the concept down.I emphasized that frankly it did not matter how they solved but based on information from previous classes ,knowing that the difference between In and log helped a lot in being successful. First Explanation :I went through the difference between In and log and solved a few of the problems.I then gave them another set of these equations to set up and solve ,This time 10/15 were able to solve them properly.</p> <p>It made it easier for the students if the could identify the difference between In and log.</p> <p>Second Explanation :I included a few more complicated problems ,After i went through the difference between In and log again. This time I asked a student to help in the explanation of the problems.I gave them another set of equations to set up and solve ,This time 13/15 were able to solve them properly.</p> <p>We run out of time and stopped</p>	<p>I will include a shorter version of this exercise in my lessons when i get to the Solving Exponential Equations Unit.This little exercise has showed me that spending a little extra time on this issue (In or Log) can increase my students grasp of problem solving techniques .</p>
MATH	1828	<p>One half of the students mentioned the confusion of why one domain was written as all real numbers except a value(s) versus all real numbers greater than or equal to a value.</p>	<p>We will practice more problems using radical functions versus rational functions at the same time to make the comparison more clear.</p>
MATH	1828	<p>The students who did show up to the online meeting had a 83% success on the questions with the transformations. Unfortunately there were only about 8 students at the meeting. A similar video was added to the course materials .</p>	<p>I will have the same online meeting in all of my College Algebra courses as well as remind students about where they can find the information if they are unable to attend.</p>
MATH	1828	<p>Students really expressed how overwhelming the amount of work in Module 1 and 2 are in my course. I realize the amount of work in those modules but I've had a hard time figuring out what to do. However, my students overwhelming said that it was too much work in those modules in my Muddiest Moment in my B2 class.</p>	<p>Based on the results of my Muddiest Moment in B2, I went in and adjusted my B3 and future courses. I went in and deeply examined the topics and I found that I was double-teaching of the same concepts so I consolidated topics so that the workload was lessened.</p>

MATH	1828	8 out of 12 students stated that they had difficulties answering word problems that required them to develop a linear equation from the text, and 3 of 12 stated that they had difficulties solving linear inequalities.	We will do more word problems in class. There is more inequalities work coming, so I won't change anything with respect to inequalities.
MATH	1828	12 out of 15 students remembered the process for checking y-axis and origin symmetry.	I quickly reviewed the rules and limited my example problems. This saved on time and will allow us to go into further detail on other concepts later in the semester.
MATH	1828	By design of the CAT, it was part of an iterative process where I repeated until I got 100% of my students to pass all of the questions. None of the students got 100% correct the first time which was informative as to what needed further or better explanations.	The negative results from the first iteration of the CAT were informative for myself on what specific topics I could improve. Additionally the results were helpful to my students on where their own shortcomings were. I am thus able to improve my course next year to make the learning more efficient of this topic.



MATH	1828	<p>When I verbally went through the equations 6/15 of the students had the concept down. I emphasized that frankly it did not matter how they solved but based on information from previous classes ,knowing that the difference between In and log helped a lot in being successful.</p> <p>First Explanation :I went through the difference between In and log and solved a few of the problems.I then gave them another set of these equations to set up and solve ,This time 10/15 were able to solve them properly.</p> <p>It made it easier for the students if the could identify the difference between In and log.</p> <p>Second Explanation :I included a few more complicated problems ,After i went through the difference between In and log again. This time I asked a student to help in the explanation of the problems.I gave them another set of equations to set up and solve ,This time 13/15 were able to solve them properly.</p> <p>We run out of time and stopped</p>	<p>I will include a shorter version of this exercise in my lessons when I get to the Solving Exponential Equations Unit.This little exercise has showed me that spending a little extra time on this issue (In or Log) can increase my students grasp of problem solving techniques .</p>
MATH	1828	<p>One half of the students mentioned the confusion of why one domain was written as all real numbers except a value(s) versus all real numbers greater than or equal to a value.</p>	<p>We will practice more problems using radical functions versus rational functions at the same time to make the comparison more clear.</p>
MATH	1828	<p>The students who did show up to the online meeting had a 83% success on the questions with the transformations. Unfortunately there were only about 8 students at the meeting. A similar video was added to the course materials .</p>	<p>I will have the same online meeting in all of my College Algebra courses as well as remind students about where they can find the information if they are unable to attend.</p>
MATH	1828	<p>Eight out of twelve students stated that they had difficulties answering word problems that required them to develop a linear equation from the text, and 3 of 12 stated that they had difficulties solving linear inequalities.</p>	<p>We will do more word problems in class. There is more inequalities work coming, so I won't change anything with respect to inequalities.</p>

MATH	1828	Twelve out of fifteen students remembered the process for checking y-axis and origin symmetry.	I quickly reviewed the rules and limited my example problems. This saved on time and will allow us to go into further detail on other concepts later in the semester.
MATH	1828	12 out of 15 students understood the concepts fairly well after the practice problems were completed.  10 out of 15 understood the product and quotient rules, but struggled with being able to rewrite a log to an exponent as the exponent times the log.	I don't know if I will change anything. When teaching face to face, it normally takes a number of examples with constant coaching before students catch on.  It seems to be more challenging online.
MATH	1828	I found that I reasonably gave all the proper material and information for the students to have a through understanding of the competences for each exam. 7 out of 8 students achieved a grade of at least an 85% or better on each exam with 4 out of 8 achieving scores above 90% on each exam.	I thought that it was very important that I gave students time each day to complete a few homework questions in class to allow them to ask for help to properly understand all material.
MATH	1828	I found that at least one student had seen the equations before but not the visual representation using planes which he/she found confusing. I found that one student didn't get how to list the solutions for a dependent system which would also link to a system with 2 variables so I needed to go back over that. I found that half of the students felt that everything was clear. One student said they understood it, but was frustrated with how many steps there could be and how a little mistake messes everything up. I was then able to use that as a starting point the next time and remind them that it is more about the process than the answer and that it is okay to mess up to keep persevering.	I will spend more time next course going over the visual representations and making sure they understand how to write answers for dependent systems and why we do it.
MATH	1828	For example, during that week's muddiest moment (I offer one each week), I had 1 out of 3 students have difficulties with logarithms. I was able to work through a problem with the student and then offer outside videos from Kahn Academy to help the student further understand the concepts.	I made adjustments by offering supplemental resources to address difficulties for each student. This way I can modify course content by catering to student needs where there are gaps in understanding.

MATH	1828	Approximately 60-65% of the time the "remember when" questions resulted in all 7 students being able to answer them correctly. All 7 students could remember the meaning of such things as function notation, formulas, linear graphing, solving system of equations by elimination, vertical line test, synthetic division, and solving absolute value equations. Approximately 20-25% of the time, half of the students could answer the questions. Only about 10% of the time did less than half of the class correctly answer the question. These results showed me they had a good background for this class and that they learned the material while in their Algebra classes.	I would continue to ask these type of questions to see if other classes would have this same good foundation in Algebra or if they needed that review prior to teaching concepts that use these processes.
MATH	1828	5 out of 9 students stated that they had difficulty recognizing the equation of a parabola, choosing points, and plotting those points. 5 of 9 also had difficulty answering word problems that required them to develop a linear equation from the text.	We will analyze and graph parabolas in class with some board work and we will practice more word problems in class.
MATH	1828	Multiple students asked for an avenue to submit troublesome problems and have me work those out either in a live session or a video posted. I then created a Quick Poll for my students and asked if a live session or a posted video would be more convenient and beneficial for them. The majority of the students wanted a posted video.	I will be creating a Midterm Video working out troublesome problems that students post in a Discussion Board. This will help students clear up any misunderstandings before their Midterm Exam.
MATH	1828	At least one in four students did not understand how a negative exponent affects the value of a number.	I will try to review rules for exponents before beginning Chapter 4.
MATH	1828	Multiple students suggested more opportunities for live virtual meetings. I held meetings like this in past sessions with little to zero attendance so I stopped offering them on a scheduled basis but scheduled them by request instead.	I plan to implement the opportunity for live virtual meetings as a trial. I will plan a meeting and require students to register to ensure that I have students that will actually attend the meetings. This way I maximize my time and efforts, as well as providing this opportunity for the students.

MATH	1830	Some of the students didn't know how to start, most struggled with the period of the function. But I could see which parts I had not explained well enough.	Often my students think they understand the concept by watching me do it. It is not until they actually try it that they realize they do not. This allowed me to give instant feedback and help rather than answer questions over their homework the next day.
MATH	1830	Some of the students didn't know how to start, most struggled with the period of the function. But I could see which parts I had not explained well enough.	Often my students think they understand the concept by watching me do it. It is not until they actually try it that they realize they do not. This allowed me to give instant feedback and help rather than answer questions over their homework the next day.
MATH	1830	Example: In Module 4 of Trigonometry, the students are studying unit circle. If the student did the Pre-lab work, the students are completing task cards in teams of two. The students will complete 20 problems, compare their answers. I walk around the room probing or using questions to move students along if the students gets stuck during the process. By the time the student reaches Q20, the student has mastered the material. This is teaching a student the material but also how to study. I have taken the "crutch" of the "lecture" away, the student must rely only on the formula, but also has the "power" to ask a question when a live person is available, not when completing homework and no person is available to ask. The student tends to ignore the problem or shut down when they don't know how to do something, most students will not take the initiative to research it on YouTube.	<p>By the time the student reaches Q20, the student has mastered the material.</p> <p>The student will then go home and complete homework problems without computer mediated assistance on that topic and prepare for the next lesson in a similar manner. By this time they have completed the topic a 3rd time (if they are following the model).</p> <p>There is also a unit test on the module and a project for the module.</p>
MATH	1830	15 of my 15 students remembered the acronym and could then make a relation with the Trig Competency.	No changes were needed since all 15 students were able to make the connection with this concept.

MATH	1830	I did a "What you know-relating concepts" in Module 7 under content item labeled "Connecting the dots" as part of the Learning by Discussion. Here the students provided documented problem solutions to areas of a triangle using the traditional formula and demonstrating the equality using the new learned formulas. 7/8 of the students were able to show the equality of the 3 formulas. 1 student was not able to see how to find the area of one of the triangles because it was not a right triangle. The student simply had a block and forgot one of the other formulas before being able to calculate the area.	I continue to use similar types of discussion board rotating the given problems and I have implemented project based learning to replace traditional exams. I balance this quizzes with textbook style questions.
MATH	1832	A handful of students stated that they were struggling with understanding the idea of "rates of change". One student provided a thorough explanation to help the other student understand the material.	I will continue to make the chat room "muddiest point" a part of the online courses that I teach. For those items that students are still confused on, I will continue to make myself available to help point them in the right direction for getting their answers.
MATH	1832	A handful of students stated that they were struggling with understanding the idea of "rates of change." One student provided a thorough explanation to help the other student understand the material.	I will continue to make the chat room "muddiest point" a part of the online courses that I teach. For those items that students are still confused on, I will continue to make myself available to help point them in the right direction for getting their answers.

MATH	1832	<p>This particular time, I noticed that about half of the students (5 out of 11) were able to complete the problem successfully. Most of the others, missed a negative sign and the mistake was easy to fix.→†</p> <p>I used the same problem as a warm-up problem for the next class period. More students (8 out of 11) got the problem correctly, but I still went over the example and emphasized the importance of watching positive (+) and negative (-) signs. Perhaps, some of the students were rushed the first time they completed the problem. Maybe, they were more focused at the beginning of the class period and did not make silly mistakes. Either way, I like using exit tickets because it gives me a good idea of how I may need to begin the next class period.</p>	<p>I think I will continue presenting this particular lesson in the same way and using the exit ticket to determine if there is any part that I may need to focus on as I move forward.</p>
MATH	1832	<p>Related rates is a specific topic that I see students having issues with in every class.</p>	<p>Based on feedback from my students this semester, I plan on having an optional synchronous (and recorded) meeting every week to go over some material. I will definitely cover related rates in the future during this weekly or per module meeting.</p>
MATH	1836	<p>Muddiest point threads are not tailored to the type of results asked in this question. It helps identify what students are understanding and what they are struggling with so that either I or a peer can help reteach it. In this particular thread in Module 3 a couple of students identified issues concerning integration.</p>	<p>Students responded to the questions and they gave assistance. I will also be taking their responses and adding my own to a Frequently Asked Questions link.</p>
MATH	1836	<p>Muddiest point threads are not tailored to the type of results asked in this question. It helps identify what students are understanding and what they are struggling with so that either I or a peer can help reteach it. In this particular thread in Module 3 a couple of students identified issues concerning integration.</p>	<p>Students responded to the questions and they gave assistance. I will also be taking their responses and adding my own to a Frequently Asked Questions link.</p>

MATH	1836	They struggled with the symbolism of the partial derivatives and didn't understand the tree diagram, but they could apply the technique correctly.	I'll be adding video content from Films on Demand to help with the tree diagram.
MATH	1840	There are only 3 people in the course. 1 student had quite a few "bugs" which meant they needed to be retaught. 2 students had slips which is not misunderstanding but they needed to slow down and read the question and check their work as a fix for their errors.	I will probably move this type of assessment sooner in the course as I did it towards the middle of the course so they can use it on the future assignments. I will also remind them they can do this activity with any class or assignment.
MATH	1853	Half of the students did well on the assignment and said the video helped. The other students got about 50% of them correct. One student ended up using her mom (an RN) to help her.	The videos helped but I think I am going to add more step by step examples within the course.
MATH	1853	I need to continue reiterating the importance of slowing down and reading all the information given in the problem. About 20% of the students said the same thing - I need to slow down and read more carefully.	I will encourage them to slow down and give examples of how hurried calculations or missing decimals can make a huge impact on patient care.
MDAS	1644	I found that my students got confused about the difference between QC and QA. However they do seem to understand why they are important.	I think I will break up QA/QC in to two different lectures. Hopefully this will keep them from getting muddled together.
MDAS	1655	<p>2 out of the six students enrolled in this class had difficulty understanding the difference between sanitation and disinfection. All understood the sterilization concept. With that knowledge, I need to be sure that we actually practice sanitizing instruments then disinfecting them before sterilizing. The students need to know the difference to prevent errors in preparing instruments and other equipment for use with patients.</p> <p>On the second competency, it was initially difficult for 5-6 to don sterile glove appropriately. t will require more practice. One had ample experience putting on sterile gloves. All students could appropriately identify and maintain the sterile field without prompting and could apply the sterile field to the operating tray.</p>	<p>Competency one: have examples of each type of solution for disinfection and sanitization. Stress that sanitization is removing all visible debris or otherwise infection materials and disinfection is trying to kill as many bacteria as possible.</p> <p>Competency two: obtain proper sizes to fit students hands, probably 7 and 7 1/2 size surgical gloves for practice.</p>

MDAS	1672	The amount of time allowed for exams and the amount of work required per module is a concern for most students.	The time allowed for exams has been extended.
MDAS	1672	<p>When students express they are overwhelmed at the number of suffixes that have the same meaning - it's important that the are told that is is not necessary to know ALL but a good general knowledge will get the where they need to go.</p> <p>When students express being overwhelmed by the sheer number of suffixes and pre-fixes that they need to learn - they are told that as they hear the words used more they will remember along the way.</p> <p>Several shared the gratitude for general understanding of how the body works.</p>	I will not change anything, I will remind myself to encourage the students as they learn and tell them that learning a new language is best reinforced by using it.
MDAS	1672	<p>When students express they are overwhelmed at the number of suffixes that have the same meaning - it's important that the are told that is is not necessary to know ALL but a good general knowledge will get the where that need to go.-†</p> <p>When students express being overwhelmed by the sheer number of suffixes and pre-fexes-† that they-† need to learn - they are told that as they hear the words used more they will remember-† along the way.</p> <p>Several shared the gratitude for general understanding of how the body works.</p>	I will not change anything, I will remind myself to encourage the students as they learn and tell them that learning a new language is best reinforced by using it.



MDAS	1673	<p>1. 4 out of 9 students wanted to learn more about individual insurance policies especially Tricare insurance. They also thought that the class did well with going through every type of insurance and what the differences were. I will try in future classes to go over the TriCare insurance a little more in depth.</p> <p>2. 7 of the 9 students were surprised about all the abbreviations and acronyms that were involved in the insurance industry. They would have liked to have had more time to go through all of them and learn them better.</p>	<p>I am going to put more TriCare insurance tips and information in the module. I will put a little video in there from Tricare also.</p> <p>Spend a little time in each module learning the abbreviations and acronyms instead of putting them all the first modules.</p>
MDAS	1674	<p>Four out of eight students did not have a full understanding of the right time to use the different categories of codes. They did not understand between ICD-10 and CPT. ICD-10 codes are used for the diagnosis of a patient's problem and CPT is the procedure that was done on the patient.</p> <p>Two out of eight students felt they did not understand Modifiers. Modifiers are 2 digit numbers or letters put behind a code to make it more specific. This also gives the reader a better understanding of the code.</p> <p>One out eight students felt they did not have enough information to code Evaluation and Management codes. These are codes Providers use to report the face-to-face contact they have with the patient. It is used for billing the visit.</p>	<p>1. I am going to do a video that explains the use of the ICD-10 vs. the CPT and show the student how to use the books in their classroom.</p> <p>2. More practice with the modifiers in different situations will help student understand this better. I will put more assignments pertaining to this for them to practice.</p> <p>3. I have added the use of an E&amp;M document for them to figure out the code. This is something that auditors utilize to make sure the provider or coder is using the correct code.</p>

MDAS	1675	<p>Five out of six students answered the CAT questions. Four out of six students were still having trouble with coding out a complete report from scratch. Five out of six students felt they had achieved a greater knowledge of coding through doing on chapter of codes at a time. Two out of six students felt they were still very unsure when coding combination codes.</p>	<p>I will provide more one on one or group discussions or Zoom meetings to code full cases. I will put together a tutorial for them to do combination coding. I will continue to have the student code one chapter at a time so they can learn more about each section of codes.</p>
MLTC	1503	<p>Students' knowledge and level of training vary depending on the lab(s) they attend. We had a good discussion with students sharing their training experiences with their peers and what they've learned in the field. Students were able to see how/where their training aligned with their peers and were able to make adjustments with their coop labs in order 'catch up' if needed. I found that my students were all at a reasonable level of knowledge/training (considering lab times were cut short due to the shutdown).</p>	<p>I will add more of the 'fine details' to my weekly lab activities guide for my distance students to ensure that the training they're receiving is on-track with what the campus students (campus coop lab) are getting.</p>
MLTC	1506	<p>I was able to answer a few questions about the lockdowns on each module. Several of my students wanted to move "at their own pace." I made a video explaining why this could not happen in this course, or any MLT courses in the Bartonline section. By far the identification of parasites was the most often area of concern in the class. I starting by asking them their opinion of the class and the structure, the most often remark was the need for more identification aides. I have several pictures inthe course and do allow them to use notes for identification, yet they seem to be lacking in that area. We do not have a lab section to help with this and I am trying to find alternative ways to "beef up" this identification concern.</p>	<p>We do not have a lab section to help with this and I am trying to find alternative ways to "beef up" this identification concern. This particular area in the MLT curriculum is hard to teach online and harder yet to find Cooperating Labs that do Parasitology. I have in the past sent teaching slides to my students, yet failed to get them returned, thus compromising my stock inventory. I feel that many of my students do not put the time necessary in this course that they need to be better able to identify parasites. Hard truth, but I have a few that are very successful and when I query them, they are putting in a lot of study time.</p>

MLTC	1508	I found that most of my students have grasped the concepts of typing blood, screening blood, and that the area that presents the most difficulty is in atypical antibody identification. I feel the reason for this is that most of the Cooperating Labs that my students are in, they themselves do not perform these tests and many of the technical people feel that they cannot adequately show the students this procedure. I have several panels in the course for the students to use to practice on and for points as well. According to the scores, they present like they do understand, yet this is the area they point out that confuses them the most.	I have told them where to go for excellent video presentations, and many have and said that they helped. I will continue to provide more sample panels to help build their confidence and maybe require additional reading and videos over this certain area.
MLTC	1509	Last semester 13 of 21 students felt they did not understand the difference between T and B lymphs clearly enough. This is a key concept in immunology.	I will provide additional information on the difference between T and B lymphs before the final for this semester, and I will focus on a different "muddiest" point next semester.
MLTC	1509	15 of 15 students replied virtual labs would help. 12 of the 15 were familiar with most of the tests already, but would like virtual labs and or videos as well.	I have added an entire list of virtual labs they can go in and explore as they wish. At this time they are not required to go through them. I will assess the learning of the students during their last few modules this semester and compare their results on exams to previous semesters. If there is not noticeable improvement in scores, I will make the virtual labs mandatory next semester.
MLTC	1509	The results of all 15 of 15 students were that they would like to see virtual labs included in the course. 12 of the 15 are familiar with at least a few of the tests we describe in class.	I have added an entire list of virtual labs and videos to the course which describe different procedures and different test methods and how they are performed. I will evaluate next semester how many of the students will utilize the information provided, and see if their understanding of test procedures improves.
MLTR	1024	The results here find that we are doing a pretty good job. The soldiers leaned different ways to load a pallet and how to apply the nets to the pallet.	As of right now there is no need to apply any changes.

MLTR	1024	Through the muddiest point I was able to discover that some students felt there were not enough time spent on the hands on portion of the class. Everyone in the class completed the hands on portion of the building pallets as well as chaining down vehicles on the rail car.	Ensure that every student is provided the opportunity to do the hands on portion multiple times if they feel they need it.
MLTR	1024	The soldiers wanted better sound and video for the TXA video	This is the only TXA video for the military, but I was able to get speakers from Terri for the next time I show the video.
MLTR	1024	The students understood how to do these thing but wanted a little more hands on. They wanted to practice using lacing wire on the rail cars so that they could take pictures for a reminder.	I will be purchasing lacing wire so that each student can use some to practice and photograph for a reminder on the proper way to apply it.
MLTR	1024	With implementation of hands on training and practical exercises in a classroom setting, the understanding of the abilities of the TC-AIMS system is effective and necessary.	I have noticed that certain areas of the system require additional time to digest. Creating tangible hand outs for the class to reference would help tremendously with the permanent retaining of the subject.
MLTR	1024	8 out of 9 students thought that the training mock up equipment should be fitted with shackles like a real military vehicle would have.	I was able to find a shackle and I did place it on one of the mock-ups. We are looking for more shackles to use.
MLTR	1026	The class suggested a cheat sheet or hand out with the different codes and acronyms that are used to help them better understand where to use them and why.	I will create a sheet that student can reference when the have questions about a code or acronym.
MLTR	1026	Course syllabus is effective and accurately demonstrates the capabilities of the system. Many students would like to have the ability to view their actual UIC and organizational equipment list versus the default unit that is built into the computers.	I will start each section of the main business processes with a brief description of that portion and how it enables the Unit Movement Officer instead of explaining its effectiveness afterwards.
MLTR	1029	Student's were having trouble understanding the concept of how to preform the operation.	If students are having trouble understanding how to preform the task I will spend more time on the P.E and stay latter with the class to ensure they understand how to preform the task.
MLTR	1039	The areas in the class that might need extra attention	Adjust time management of skills student easily understand to give more time to areas that are more difficult

MLTR	1039	I found that the student's understood the roles at each level and more importantly knew what they could, and could not do. Everyone was given a copy of the course material digitally and know where to reference the material in the future should they forget.	One comment was "too much power point". While a good portion of the class is power point, there is also plenty of discussion and hands on with drywall repair. In the future I will look for ways to incorporate more hands on into the course.
MLTR	1040	Sometimes only one student but other times there may be others.	Complete better diagrams to handout to all of the students.
MLTR	1040	I need to stress the proper procedures for making right turns more thoroughly.	Continue to instruct weaker drivers the proper techniques for making good right turns.
MLTR	1050	The data shows that 50 percent of the students have not performed this task for many years and have forgotten how to perform this task.	Perform refresher training prior to conducting the class.
MLTR	1050	As the students get further along in the course they start to understand other duties better, that enables them to interact with the correct sections appropriately and not waste a lot of time.	Facilitating conversation amongst the students helps them understand other perspectives and learn the course material better.
MLTR	1064	Most said they had problems figuring out how much water to send for a camp with X amount of soldiers with X amount of females and X amount of days in different types of weather.	We did exercises on the board with everyone for over 30 minutes with different number of soldiers and days and weather. By the time we were done everyone said they understood and I will use this exercise in every class now.
MLTR	1535	Students mentioned doing some of the CLS training with their kits/gear on. It was also discussed that we could use some low light scenarios to simulate real world situations.	Its easy to shut the lights off and run some trauma lanes. It is also suggested day 1 of the class to bring in any kit they have to try using it during training.
MLTR	1535	Always focus on a "crawl, walk, run style of training when it comes to hands on skills in the CLS class. Class must be catered to lowest knowledge level students on all scenarios.	More hands on training along with the crawl, walk, run as previously discussed.
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	That I need to discuss spinal injuries in class.	We talked about how in the military you can not treat spinal injuries and when it comes to care under fire you just have to say sorry and move them. But once you get them in Tactical Field Care you need to be careful with the casualty and check their back and then place them on a talon and do not move them again till you have to. Try and make a make shift C-collar with a SAM splint.
MLTR	1535	The class requested more hands on training for the trauma lanes.	We will spend the next two days focusing on the "crawl, walk, run" phases of hands on training outside.
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	1627	12 out of 13 students understood how to record inspection results and maintain those files.	Implement more practical exercises to increase understanding of material presented in class.
MLTR	1795	One critical feedback was that I (the instructor) need to elaborate more on the actual function or role supported by the in class simulation.	I gave the students the opportunities to discuss the issues and resolutions that they have encountered in their real world experiences with the system.
MLTR	1795	Ninety percent of the class would like to go directly to the training database to practice real world scenarios after doing the step by step simulations. The other ten percent thought it was done well, no changes.	As of now the process of going and doing real world scenarios in the training database is done in the second week of the class, and it is done by a third party (non Barton affiliated) to which is dictated by the U.S. Army Training Command (TRADOC). At this current time, any changes will be taken into consideration and will be presented to the appropriate officials for review.
MLTR	1795	With this particular class 18 out of 18 students would like to see two (2) separate courses offered for Military Schools: (1) A class for the experienced supply operators, (2) a class for the beginners that are totally new at the unit and that has very little experience with the GCSS-A (Global Combat Supply System-Army) supply management system.  11 out of 17 also would like to review the Army's regulatory guidelines that covers their roles and responsibilities as the Supply Room Operator (clerk).	The regulatory portion of the class I can find time in the schedule to address roles and responsibilities of the Supply Room Operator and add the information to the curriculum. However, the separation for two separate courses, one for the novice clerks and one for the more seasonal operators, will require to be taken up to higher ups with the authority to make educational and institutional changes that will affect the need for a new course.

MLTR	1815	Most of the students do not know how to use the system when they arrive but when they leave they have a better understanding of how important it is to soldiers not just commanders. Training record updates, like weapons proficiency and physical fitness ratings, in DTMS are directly tied to their promotions system. The METL reflects the units readiness and capability to preform its assigned mission and is reported to their higher echelons. The students are leaving the class planning their training schedule in the system which is not currently required by the army to do	The most important aspect of the class is the hands on and practical exercise that they do on the DTMS practice site. I logon and walk them through it and they follow along on their own company sites as well, it's not just a power point.
MLTR	1815	I use two different instructional methods with this class in which, the first one was demonstrating from the live practice site, the second involved using a PowerPoint presentation. 12 out of the 15 preferred the instructional method using the live demonstration.	To close the loop on this one is to get an early feeling from the class within the first day to see which instructional technique works better with class.
MLTR	1921	Need to spend more time on calculating nuclear fallout.	Come up with extra practice worksheets for the students.
MLTR	1922	Five of 17 students stated that the forms were the most difficult portion of the class and recommend more time spent in that area.	I will dedicate a little more time on the required forms to ensure the students know when, why, and how to complete the forms and the purpose of the forms.
MLTR	1922	There were 99%of the students that said the course and information was thorough and did not see a need for changes. However, one (1) student saw a need to actually go in a step-by-step detail on how to fill out accountability and tracking documents.	To "close the loop" I will see if there is enough time during where I can do a step-by-step presentation on the instruction, or if possible present to my department supervisors to see if the current schedule and timeline be amended to add time to the an in-depth presentation on the accountability and tracking documents.
MLTR	1922	14 out of 14 students would like to see a separate evaluation and grading technique for hands on demonstrations with the accountability documents.	The student testing and evaluation is done and completed in an online exam that is managed and controlled by a Dept. of Defense service, not by the instructors or Barton CC. I will bring thing this finding forward to my supervisor at the next Dept. curriculum review.  Any additional time or resources must be addressed to higher echelons with the approving authority to make those recommended changes.

MLTR	1924	The instruction was presented at a fast pace and was hard to follow at certain times.	Slow the pace of instruction and ask more questions to receive feedback to judge whether the speed of instruction needs to slow down or speed up.
MLTR		I need more visuals and lecture over latrines.	I will pull more pictures off the internet and place them in the power point and also do more explanation of the Latrines.
MUSI	1000	<p>After three weeks of implementing a "round table" seating arrangement in class, I solicited anonymous opinions about this arrangement from the class. I simply handed sheets of paper to the small class at the beginning of the fourth week.</p> <p>I was surprised by the unanimous positive response from the students.</p> <p>"I don't mind it, it makes it personable," "Sitting in a circle is strange but it makes it feel less judgy (sic). It's nice," and "I personally like being in a circle. Easier to learn especially when learning an instrument" were the responses from the students.</p>	I will definitely adopt the Harkness Method going forward when the class size is 12 or fewer.
MUSI	1002	Five out of the seven students used accurate descriptive words to describe timbre of their selected music videos.	In the future I may narrow the listening example to instrument families that have contrasting timbres instead of student's choice of keyboard music.
MUSI	1002	89% of students (8 of 9 students that answered the question) answered the question correctly.	I don't think that there is a reason to change anything. I use a "loop" teaching technique to try to emphasize the composers names for each musical era.



MUSI	1002	Three of the 5 musical elements (harmony, melody and timbre) were missed most. These were the earliest musical elements introduced in the course. So a review of each one of these was presented again with alternative explanations.	The results of the first exam showed this review was helpful. The only 2 students that missed these 3 musical elements were a student that was frequently absent and a student from another country that has never had any music classes. The latter student has proven to be determined to attend class regularly and with my frequent reviews in class has done much better on later exams with these same terms. Since these terms are introduced and used throughout the entire semester, they even appear on the final exam. this gives me repeated chances to review in a variety of ways.
MUSI	1002	The results showed that 9 out of the 14 students found it difficult to differentiate between a Pre-Chorus and a Bridge. The other 5 out of 14 students struggled to remember the names of the forms.	After reviewing the results we spent some time with more examples of songs that have a pre-chorus and a bridge. I also had students map out the song forms so they had visual guides for notes and could recall the names. Later in the semester as part of an exam evaluation students were asked to identify these song forms by name and differentiate between a pre-chorus and bridge. 12 out of 14 students successfully answered these questions. This demonstrates the extra time reviewing the information and having students create their own visual aids had a positive effect on student learning.
MUSI	1002	I found that by using the Breakout Rooms early in the Cycle and continuing their use as we came to each new chapter that the students were much more actively participating in class. Students seem more willing to speak up when I ask questions and typing their questions and responses in the "Chat" window. The students often say "Good morning" before class starts and tell me "Thank you" or "Goodbye" when class ends. Students will also "stay" after class to ask questions, which rarely happened when using the teleconference style.	I have continued to use the Breakout Rooms and will do so with more frequency moving forward.

MUSI	1002	<p>Results are very individualized so it is difficult to quantify.</p> <ol style="list-style-type: none"> <li>1. Students tend to be careless in spelling. i.e. homophobic rather than homophonic,</li> <li>2. Students tend to generalize using terms like "music" rather than melody, or "meter" rather than measure.</li> </ol>	<p>I have a description and an example in the directions however I think I will rewrite the directions and give even more specific examples.</p>
MUSI	1002	<p>The practice quiz over the genres was given two weeks before the post test. We had covered all genres except for 1 by then. The quiz was a matching term and definition quiz even though the Post Test is multiple choice. 2 students didn't bother to take the quiz, 6 students had a perfect score, 1 student missed 1 genre and 1 student missed 2 genres.</p> <p>Since only 3 students have completed the Post Test and the others will probably wait until 11:35 P.M. to complete the post test, I don't have complete results. I do know the 2 students who missed genres on the practice quiz did not miss a genre on the Post test.</p>	<p>Even though all genres are covered in the study guides throughout the semester, I will continue to give review quizzes like this one. I am not sure if I will give extra credit or not.</p>
MUSI	1002	<p>I discovered that most of the students had seen many of the art examples that I added to my lectures, building more bridges and connections to the various musical and historical periods.</p>	<p>I definitely plan on adding more art throughout the course because I see the students making better connections to music from the time periods and a better concept of the "timeline" of musical and historical eras.</p>
MUSI	1009	<p>Students successfully demonstrated several strategies that they could use towards learning new music. They also made connections between the music they were learning and what they had performed in the past.</p>	<p>I found this to be extremely helpful for students. They critically applied their knowledge while also having fun. I will continue to add various exercises to extend their repertoire of troubleshooting techniques.</p>

MUSI	1018	Upon initial examination, student performance on outcome A4 was below 70% accuracy. The material was presented again within the context of memorizing triads by chunking as opposed to considering single intervals. Recognition and notation of major and minor thirds in subsequent homework has improved for all students, at an accuracy level of 90% or better for 5 of 6 students.	The next time I teach the course, I will experiment with introducing memorization of spelling Group 1, 2 and 3 major triads prior to teaching the notation, spelling and recognition of thirds on the staff so that students have ordered pairs of pitches in mind for perfect fifths and ordered pairs of pitches for major/minor thirds within the triad. I predict that the memorized associations will expedite their recognition of the written intervals.
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<p>MUSI</p>	<p>1038</p>	<p>Nine students completed the CAT. Question one revealed that all of the students had good understanding of the information presented. Question two revealed that seven of the students had isolated the skill with some confidence while two were not as confident doing so. Question three revealed that over the past two weeks 2 students stated they had practiced it 1 -3 times each week; 6 students stated they had practiced it 4-6 times per week; and 1 student stated that they had practiced it 1-10 times per week.</p> <p>Question four showed that most students had some idea of what they were to accomplish but a few lacked understanding evidenced by their comments:</p> <p>"I need to practice it"</p> <p>"I'm not sure if I'm doing it correctly",</p> <p>"I have a hard time repeating it correctly."</p> <p>"I'm not sure how to push my stomach out and let the air fall in without sucking in air."</p> <p>Question five asked students if their confusion was related to understanding HOW it works or their need to practice it to feel more confident doing it. Five students left it blank; 2 students relied "No"; 1 student replied that they need to practice it; 1 replied "Probably both." and 1 student responded, "It's a matter of me practicing it on all of my songs."</p>	<p>I will present my findings to the next Voice Lab with a quick review of the video that we did last Lab on Appoggio Breath Management. I will also discuss basic difficulties of messages from our brain to our muscle sets that are involved, and how to practice in shorter segments, going back to breath every few minutes. Because it is a new message there is muscle memory issues to overcome because to body wants to go back to what it knows.</p> <p>Also, students do not understand how focused they must be when they sing so I will discuss that issue as well. I will also ask if any student wants to share how they "conquered" the concept and it's application.</p>
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MUSI	1038	<p>11 students completed the CAT with 10 of the students responded accurately that they understood that the vocal folds vibrate to produce pitch. Out of those same students 4 additionally understood that the rate of speed of the vibrations and the length and thickness of the folds effects the pitch . One student did not understand any of the information, and that student had not attended class the week I presented that material.</p> <p>Students were also asked to explain their understanding of the singers job in regards to producing the pitch. 8 student responded that they understand and accurately expressed why they knew it.</p> <p>When given and opportunity to express any confusion they had regarding pitch production only 3 students said they did not have ANY confusion. 7 students responded with various statement, some not even related to the topic, and 1 student expressed not knowledge/understanding of the topic.</p>	<p>I found that most students understood the basic concepts of vocal fold vibrations as well as the lengthening and shortening of the folds, and that the frequency of the vibrations effect pitch. But students often wanted to add other concepts of vocal production that don't directly apply to pitch. Reviewing the topic in Voice Lab for 5 - 10 minutes will help clarify misunderstandings and give a more accurate picture through questions and discussion.</p>
MUSI	1043	<p>4 out of 4 students received 100% on their worksheet.</p>	<p>Even the pneumatic devices used to memorize the staff are easily forgotten or confused with another pneumatic device. Frequent verbal reviews and discussions seem to help the end results.</p>
NAID	1229	<p>All of the students knew what was expected of them and was able to complete all labs with 100%.</p>	<p>I did ask my students if they could change one thing what if would be. There response was to form study groups to meet once a week, to assist each other if anyone wanted to participate.</p>
NAID	1229	<p>The results of the Kahoot, indicated that we needed to work more on effected-side vs strong-side transfers and ambulation.</p>	<p>We reviewed transferring techniques in class with discussion and demonstration. Students were asked to verbalize proper way to transfer a resident.</p>

NAID	1229	After observation and discussion, several students reported that there were CNA's or Nurses that they thought did a great job of communicating with the residents.† The students can look up to these healthcare providers and use them as role models and their careers. The students also mentioned some things they saw that they did not agree with or questioned. We then used these examples as a discussion and learning opportunity to be a better CNA.	I did not feel a reason to change anything. I really liked this tool as a real life learning experience and to learn from our surroundings. I think it makes the students stop and think, and helps them to become a great CNA.
NAID	1229	I noticed that the majority of them had little knowledge so that as a group they would need to have the same content presented to all of them and not certain ones would need more one on one.	I would not change anything this time around. I have found that having them do the assigned assignments, lecture, and hands on portion have really seemed to help this time around.
NAID	1229	A pretest of understanding was given and 50/50 of the students had a basic general knowledge of long term medical care.	Continually asking/enquiring understanding of the material that is covered in lectures and skills.
NAID	1229	<p>5 out of 7 students did not understand that CNA's do not give any medications. The question was regarding a very common, everyday medication, Tylenol. The students assumed because it was a simple medication they could give it to the patient. Definitely made the point that CNAs do NOT give ANY medications.</p> <p>4 out of 7 students were unable to identify 5 medical conditions that may impair a residents ability to feed themselves. It is important to understand medical conditions that could, eventually lead to impaired feeding ability because those individuals need to be monitored closely so the impairment does not go unnoticed. The residents may have been capable last week but this week they are having trouble.</p>	<p>I love using the fill in the blank format! I will definitely focus my instruction on the fact that CNAs can not give medications of ANY kind. This is a critical concept to have ingrained in their minds. I actually was surprised that that many students did not get that concept. I MUST improve my instruction on that topic!</p> <p>I will also focus on conditions that could lead to impaired feeding ability. I need to be clear and specific so the students not only know the conditions but why that condition effects feeding ability and what to look for as far as signs that it may be time for more assistance.</p>
NATG	1130	I have small single phase transformers, but now we have a typical industrial 3 phase transformer for true hands on training.	Transformer training is part of the syllabus, so now we have actual hands on equipment.

NATG	10631	As in previous semesters having 2 - 20 hr weeks is best for this course. It takes that long to apply voltage to the buried pipe and raise native potential to full polarized potential to show proper hands on of DOT instant off and best training for a short course.	If schedule allows always keep this course 2 - 20 hr weeks.
NTWK	1068	Students demonstrated an understanding of the requirements and changes that are occurring.	No change is needed. By adding supplemental materials and videos the students were able to see how the help desk functions at various levels.
NTWK	1071	The 1 student in the course had a full understanding of the importance of security. The student provided this detail:  I like that the class works.  I like that the class is straight forward.  After completing the assignments both written and test your knowledge the student has maintained an exceptional understanding of the material.	Will restructure some of the content. This was my 1st time teaching the course and some content should be moved to other Modules.
NTWK	1071	I only had 1 student in the class and feedback was positive. The assignments were beneficial to setting the framework for the remainder of the class.	I will continue to tweek the assignments based on changes in network security issues.
NURS	1206	So pressure ulcers are taught in the first lecture, in lab a few weeks later, I asked some questions to find out what the muddiest points were. This review allowed me time to clear up the muddiest points while introducing new content about choosing a dressing for a particular type of wound.	This year's CAT is actually an extension of last year. When the last years students got to Lab 10, many had forgotten the priniciples of wound healing from the earlier lecture. I added a built in review for this year and found that the students had similar muddy points so the build in review was beneficial.
NURS	1206	With 31 students in the class, I did not feel as though I was able to assess each student's knowledge. Students were able to answer the questions I asked, but I was not able to assess each student. I asked 5 questions with different students answering each question, but not all students verbally participated.	I would like to put out a small questionnaire next year to get a better idea of whether all students benefited from the assignment. These concepts are building blocks for many concepts that will be introduced throughout the semester, so it is vital that they understand them and are able to apply this knowledge in a practice setting.

NURS	1210	<p>Many students felt very comfortable texting in and participating. There were two questions asked that were addressed at the test Q &amp; A.</p>	<p>The plan is to continue to use PolIEV during lecture and again at test Q &amp; A sessions. The more the students get familiar with this method the more they will open up and ask questions. If questions are not addressed during lecture, then they will be addressed in the form of a follow up lecture "Blast" or as a test Q &amp; A topic. They will be used to lead the Q &amp; A sessions.</p>
NURS	1255	<p>The initial concept map was vague, there was minimal medical terminology used and non-specific interventions such as "medications." As a whole, the class had vague idea of what cardiac patients face, but no specific way to explain interventions to treat them. Interventions included vague responses such as diet, exercise, monitor blood pressure, monitor heart rate, and give medications.</p>	<p>Changes implemented resulting from initial concept map included lecture and Powerpoint notes with increased medical terminology. Active classroom discussions included in depth nursing interventions. For example, we cannot educate the patient to go on a diet, we must be able to list what recommendations and restriction they must follow. Low Sodium diet limiting sodium intake by following the D.A.S.H. diet guidelines of less that 2000 mg per day. Ways to find reliable resources to reference were also discussed, such as the American Heart Association website.</p> <p>The same idea for medication administration was used. Instead of a vague intervention of "take meds," in depth discussion occurred about the classification of medications the client might take, nursing considerations that must take place when administering the medications, and proper ways to educate the client to manage this independently at home. Setting the expectation of providing detailed responses encouraged them to dig deeper.</p> <p>The result of this included individual concept maps that included specific medication classes, specific lab test names, and specific diagnostic interventions such as cardiac catheterization. It was also identified that some continued to use vague responses. This gave me the opportunity to discuss going in depth and using specific drug classes, lab names, and diagnostic testing to fill out a concept map and the areas they were unable to do so needed review using notes and books.Â</p> <p><del>Closing the loop in the future will require repetition. Providing concept</del></p>



NURS	1256	The results showed me that the students really understood hypovolemic shock well and had some difficulty understanding distributive shock and the subcategories of this area. I was able to outline this for them in my Blast and point them to an excellent chart in their textbook to help them.	No changes. I will probably use this CAT in future lectures to answer muddy points and help direct the "Blasts" that I send out.
NURS	1257	I found that 90% of the students addressed ways to prevent recurrence of stone formation. Instructing the patient to drink water is very important and all students included this in their teaching. 85 % of students remembered to instruct the patient to monitor for potential complications like severe pain, bleeding, signs of infection, etc, however few referred to more than one complication. 63% of students instructed the patient to strain their urine. Before class let out we reviewed all the signs and symptoms of complications and discussed the importance of teaching for patients.	I was pleased with the students recall and felt comfortable moving on to other subjects. It appears the students simply need to review this topic. I will give less time to this during class and spend more time on complex, difficult to understand content.
NURS	1257	Students are still exhibiting difficulties with interpretation of compensated & partially compensated ABGs.	Increased instructor led study-time was implemented.
NURS	1258	The results showed that a specific cardiac disorder, tetralogy of fallot, was confusing to a few students. When several abnormalities are occurring at the same time, it overwhelmed the students. This feedback was helpful as it wasn't a muddy point in previous years, so it's not something I would've known to spend more time on this year. With this feedback, a nurse blast is going out to the students, which will further discuss this disorder and ask questions, which will require the students to read about this disorder and critically think about it a little more.	I will be sending out a "nurse blast" with additional information, but also made a note in the notes section of my powerpoint, so I discuss it more thoroughly next year.

NURS	1259	The results showed me that 1 student misunderstood me regarding a diagnosis and 1 student requested additional information regarding a disorder because she did not follow me during lecture. Both of these findings were clarified in an email blast to the class and also will be discussed in class at the next lecture to ensure I clarify this information and the class understands.Â	I made notes within my powerpoint so next year I will spend a little extra time on one of the diagnosis questions and make sure that the class understands me regarding the other.
NURS	1261	Endocrine disorders are a common disorder that students will be expected to demonstrate competency in upon graduation, but due to the sheer number of disorders and the cross-over that some endocrine disorders can have with each other, students often find this content challenging Jeopardy results were improved from the prior year. Students verbally reported increased understanding of the material, and exam grades for this content were excellent.	No changes will be implemented at this time. I currently also use a clinical lab to allow students to demonstrate care of the client with diabetes and with Cushing's disease. I will continue to investigate ways to expand upon the evolving case studies to provide students with additional opportunities to practice with these disorders.
NURS	1265	Students responded favorably that they felt they met the QSEN competencies.	I think we will continue to make QSEN a part of the program and work to impress upon students these standards and competencies.
NURS	10170	5 students reported that "nothing right now is muddy." Content requiring further clarification included: lab values to expect/anticipate with treatment such as magnesium, medications of treatment such as magnesium and labetalol, the pathophysiology of proteinuria, the difference between eclampsia and pre-eclampsia, tests for the fetus during pregnancy (BPP, CST, NST), and the categories of hypertension.	I plan to clarify some of the slides/handouts to simplify the content of preeclampsia and the categories for hypertension. I also plan to add detail regarding magnesium and the levels so that the students hear the content more than once to help them remember the content.
OFTC	1603	I find that students will answer always or sometimes to the questions. There was one student who answered rarely to the items. This tells me that the students are either practicing good keyboarding habits or recognize what is good to practice.	I will continue to do this CAT and reinforce ergonomics and the importance of them.

OSHA	1007	I determined that 16 of the 20 students were familiar with the terms and regulatory requirements.	<p>I decided to have the folks work in teams of four. I had at least two knowledgeable students in each group. They supported each other and trained each other.</p> <p>I plan to use this type of assessment again, if I am in this situation again.</p>
OSHA	1009	The results I found was that none of the military personal use any kind of Fall Protection when they work at any height.	Continue explaining the importance of the Fall Arrest System and explain why everyone should use the Fall Arrest System when working at heights.
OSHA	1010	All of the students understood the concepts discussed in class. The questions from the students focused on how the electrical principles we discussed apply to specific work situations they have encountered.	We discuss all of the learning outcomes and competencies required for the course, but the most interesting part of the class for me, and I think the most beneficial to the students, is our follow-up discussions on how the course principles apply to their work situations and experiences.
OSHA	1928	5 out of 7 students participated in this CAT submission. I was very pleased with their submissions. In a written response, one student explained the noise and vibration hazards associated with a workplace. Another one in a three paragraph written response wrote about hazardous materials in the workplace.	I changed from a CAT discussion in this module to actual email to me. I thought doing this way would provide a more accurate response.
OSHA	1929	This group of students didn't have any muddy points from this module. But they all did want more information on topics covered. They each had a question that dug deeper than the material had gone. This was exciting and the first time this had happened.	Having not found any issues with this module I will move the Muddiest Point to another module in the next offering to ensure continuity throughout the course.

OSHA	1932	The student stated he fully understood the seven guiding principles of integrated safety management however, the principles really cover all bases of safety management. He also stated, more principles are needed and with bullet points within each principle that goes deeper into safety management.	No changes are needed however, I explained and stated the following: the "seven guiding principles of integrated safety management" is just another set of tools for a great safety program and to help build a safety culture. There are a lot of safety tools out there that is used and have some flaws. However, it's how you as a safety professional decides to use the tool to improve your company safety culture to prevent injuries. If you combine the OSHA seven elements for a safety program with the seven guiding principles of integrated safety management, you will have a great program.
OSHA	1933	As I said previously, only 1 of 4 student enrolled in this class submitted this CAT assignment. The one student who submitted the assignment understood it completely and laid out corrective actions to prevent future accidents in this CAT assignment.	I will not implement any changes at this time. I thought the student who submitted this assignment understood the instructions very thoroughly.
OSHA	2225	We have considerable discussion during the class as well as during the review sessions where all topics of the course are thoroughly covered. The class is conducted in a manor where all students feel comfortable speaking in class.  The students understanding of the topics is reflected in the test scores.	I am always looking for ways to include more demonstrations and hands-on activities in the class.
PHED	1219	About a third had competition level experience in skeet shooting, about a third had shot but not regularly, and about a third had never touched a firearm. I had to teach the new ones the basic skills while fighting against the bad habits of the experienced ones.	I concentrated a little more on the fundamentals of the experienced ones more. When they finally seemed to change old habits, the new learners quickly went into step.
PHED	1236	I was able to assess that all but one of the students had understood and was ready to advance.	I will continue to avoid the assumption that my students arrive with proper knowledge and weight-lifting techniques.

PHED	1246	I found that 40% of students felt comfortable and confident in applying what they had learned from the memorizing of Victim Assessment steps and then doing it, timed, in front of others. I found about 30% could recall the steps, and apply them with coaching, then others were often the students who had to be reminded to stay on task during practice sessions and did poorly when placed in simulated situation to apply the information they had learned.	Next year, I will shake up the groups that tend to not participate, lay on the mat, or they are on their phones. Lab sessions they will not be allowed to have any phones out (unless there is an emergency situation with home/family/etc.). It truly has become a big nuisance in the classrooms. The students always say "I can do two things at once" but if this were true they would be able to apply the material that they learned while doing it on an actual person. They often get upset when you tell them to put their phones down. In order to get the most of short labs it will have to be implemented, otherwise students would lay on the mat for 45 minutes with their cell phones or take a nap.
PHED	1248	Personal skill development improves sport as a whole.	I am learning that each student learns at a personal level.
PHED	1253	Collectively, the class felt I had spent enough time on the topic and had given them enough time to ask questions.	This topic has been difficult for previous classes to comprehend. This semester I incorporated more discussion opportunities and cut back on lecturing regarding the evaluation of athletic injuries. The take away for me, is looking at other topics that require a specific skill set in demonstrating an understanding of the material. It is important to note that this class was more responsive to classroom discussion than previous classes. Next spring should tell give some indication of where to go from here.
PHED	1256	I found that the majority of the class understood the leadership styles but had a hard time applying them to certain situations.	More hands on leadership training. Most students are involved in sports and exercise programs at Barton. Some simple changes can help them understand different styles and how it affects their success. The more each one is applied to their situation, the easier it is for them to understand.

PHED	1278	Rarely, if ever, does a student comprehend and accomplish a good, dependable serve in one practice. This activity takes a lot of one-on-one instruction. It takes many days of adjustments and direction and reinforcement before a player becomes adept at serving. Slow-motion video review is a tool that can help a player visualize their progress (or lack thereof). Flaws can be identified and corrections suggested to improve the swing.	practice, practice, practice!
PHED	1278	With this particular team I found the need more repetition to successfully learn material.	Slow down, break it down into smaller section with a lot of repetition.
PHED	1278	That student-athletes coming in not only improve as athletes, but they've also improved as people and as students by gaining a sense of maturity & belief in themselves.	Continue to push them in ways that have worked but also by learning from experiences and implementing new techniques to get the best out of my student-athletes.
PHED	1278	The majority of my students know the concept but had a hard time applying all the concepts together at the same time. Once they focused on every step their targeting ability went from approximately 60% to near 85%.	I will begin next season by choosing to start off with these techniques. I also have purchased an electronic device called board boxes that use laser lights to determine the exact placement of the ball on the lanes. This will greatly improve our accuracy.
PHED	1278	Analyzing opponents thru film study helps us succeed in competition.	Film study has proven beneficial, we will continue using this process of analyzing opponents for competition.
PHED	1278	Working on individual skills to help win conference in the fall of 2020.	I will break down skills efficiently.
PHED	1278	Personalized skills are developed differently by each athlete. Therefore as a coach my ways of teaching change for each.	Constant feedback and learning how to coach on a personalized level .
PHIL	1602	The students report that they have difficulty keeping the philosophers separated in their minds. This course covers A LOT of philosophers so the students can have difficulty knowing which ones are important, etc.	I tried to ask more specific questions about similarities and differences between philosophers in the discussion forum so that they would be able to remember the key differences. I will then use this approach in future courses.
PHIL	1602	The students reported that they were having trouble understanding Hegel's epistemology.	I added additional readings and a video to help students better understand Hegel. I could tell from their discussion posts that these helped them better understand his philosophy.

PHIL	1602	Out of 13 students, 12 participated and 9 of the 12 accomplished the process in a reasonable way to achieve the competency/outcome.	The preparation with an outline and then peer editing of the essay, with guidance will continue to be used.
PHIL	1605	Overall there were elements of needed learning development for about 15 of the 19 students in the course.	Changes were implemented by review and class discussion with allowance of revision and re-submission of the course project. This was implemented and will continue in future courses.
PHRM	1000	The results confirmed to me that course materials such as the textbook needs improvement. Of the 8 students who completed the poll, 4 recommended text and content updates such as more videos. I am working to convert my course to OER and the results are exactly what I needed to apply to the updated course.	I won't be making any changes to this course since my goal is to use the updated OER version in the fall. The OER course will not use the current text which students have found confusing, and will have more inter-actives as well as videos.
PHRM	1000	Overall 10 out of 13 students, 3 which did not complete the assignment, were able to understand and comprehend the material presented in the course. It is very important that students are able to understand material presented in the introductory course as it lays the foundation for the student as they continue through the program.	With Fall 2020, I plan to incorporate more live pre-recorded lectures to "close the loop" to improve student learning and possibly re-assess those outcomes. It has been challenging to conduct live lectures as students are different schedules outside of class.
PHRM	1003	5 out of 8 students communicated they understood the material. 2 students did not complete the assignment and did not provide feedback. 1 student asked questions but they were not related to the materials we had covered thus far in the course.	I did not find a reason to change anything, however I think the videos helped them to better understand vs just reading from the text. Also, the integration of MindTap with the interactive activities help to further bring understanding of the concepts as well.
PHSC	1400	Several (40%) students identified that they had difficulty with the concept of the mole. I also had 2 students email me about a particular homework question that involved calculating the number of atoms in a sample.	I will add a section to the chapter lecture notes on the concept of a mole.

PHSC	1400	<p>1. 5/31 students did not submit the lab and received a zero - 16%</p> <p>2. Average grade was 71%</p> <p>3. 16/26 submitted the lab correctly with minimal errors 61%</p> <p>4. 2 students either gathered the data incorrectly or entered it incorrectly in the table. 8%</p> <p>5. 7 students were either unable to plot the graphs or plotted them incorrectly 27%</p> <p>6. 1 student did not understand the term periodicity. 4%</p>	<p>Revise the directions to the lab so that the students are able to create meaningful graphs to analyze. Help students to review the data for trends even if they are unable to plot the graphs. Ensure that all students understand periodicity.</p> <p>Review the results next semester to determine if the changes improved the outcomes.</p>
PHSC	1404	<p>Through repetition of key concepts throughout the lecture session, students reinforce their understanding of the material presented.</p>	<p>It was important to 'Connect the Dots'. Students find it easier to understand concepts when I do not presuppose that they understood each step of the process. Through repeating these concepts in a slightly different manner, students can grasp the finer points of the lesson.</p>
PHSC	1408	<p>Overall, I think the class is doing well, with the resources available. Currently, it is important with the current isolation and the use of "zoom" to get a good assessment of learning outcomes.</p>	<p>Currently, I do not feel there is much that needs to be changed. As I access student active via grades and assignments class appears to be going well.</p>
PHYS	1600	<p>Doing this technique allows me to assess student learning immediately and correct any mistakes quickly. Students like to see the step by step work needed to solve these problems. Having them written out helps them follow their work and compare it to mine. Many time students will take a picture of my board so they can go back to it later. They express how writing it out and seeing my work written out is a big help.</p>	<p>I use this technique quite frequently and students feel like it is a big help to them. I will keep using it and adapting it to other classes that I teach as well.</p>



PHYS	1600	Several students were using distance to determine the velocity rather than displacement.	I added a new video explanation discussing the difference between distance traveled and displacement and between velocity and speed.
PHYS	1602	I have apparently been doing better about explaining this topic. Fewer students have reported having trouble understanding fields this semester than in the past.	I am still adding more opportunities to practice work in electric fields.
POLS	1800	Almost to a student, and this is not an observation of just the students in this course but in all the courses I have ever taught, writing skills are substandard. Many cannot write a basic essay that is organize, structured, and free of glaring errors in writing mechanics (grammar, spelling, punctuation, etc.)  I believe the lack of writing skills is their greatest deficiency.	I spend a considerable amount of classroom time coaching students on how to write papers. They seem lost as to how to do basic research and apply any literacy skills to as assignment.
POLS	1800	I learned that most students understand why a government is needed, however they still needed more guidance in how governmental aspects affects their everyday life.	I created a worksheet assignment requiring students to explore in-depth how governmental regulations affect them.
POLS	1800	This was more engaging and students gladly participated. In the past with muddiest moment, a few participated and only if issues. So, it was fun and we added to the discussion board.	I will update and add in polls on current events more often, especially with elections. It was more engaging and still able to measure how students felt about participation in politics.
POLS	1800	Students discussed more in the survey as no names were attached.	I will alter the discussion and add more information about transgendered, Native Americans and Chinese.
POLS	1801	If a several students identify a question that is unclear, then I will reword the question for clarity. For example, the terminology was a concern so I will go back and check for emphasis on terminology.	Whether or not I make changes to the course instructions during the semester, I will usually go back and re-read the concepts for myself to insure clarity and accuracy. There is always room for improvement and with understanding, I can always tweak sentences and paragraphs.

POLS	1801	None of the students in my class ever read these authors- that is why this assessment will be a part of my future classes. I want them to understand that reading is important for an entire life of continual learning.	I may get students to read these novels, but writing an essay that ties the theme to classroom material will prove to be the next challenge.
POLS	1804	I found that a large majority of students agreed on what they viewed as the most important information learned each week. Likewise, it let me know that students were grasping the material, as I didn't have any students state they were confused or didn't understand any of the material each week.	I didn't find any reason to change anything. This assessment has helped to confirm that the format of this class is effective.
POLS	1815	Since the two students did not complete the CAT, there was no findings or results to show.	No changes will be implemented due to no data collection.
PRGM	1030	The CAT revealed that our new book uses an approach with a particular programming construct that I had overlooked which was causing confusion.	I will add in content to address the confusion created by the programming construct in question. Instructor notes can be added to the text to provide clarification. It is actually a simple explanation but not one that would be obvious to a novice programmer.
PSYC	1000	<p>Most students don't participate.</p> <p>When I read her response, I think maybe I should allow students to rework the first unit for more points after their first attempt if they are willing to take notes.</p> <p>Her quote below:</p> <p>"I don't have one thing that's most confusing. I didn't understand the discussion part. And I went through the whole Unit and didnt find where I should have wrote down any notes for the first quiz. I failed it."</p>	<p>I don't think I will change anything, I will just keep monitoring first unit results. Maybe a direct email to students would get better results.</p> <p>Students don't seem to do optional anymore.</p>

PSYC	1000	<p>This will be ongoing as the COVID 19 issues hot rural areas. I have seen some issues with more urban areas (such as internet access and bandwidth). For some students, they are also enrolled in other schools, and that has had an effect, particularly on the high-school students.</p> <p>Overall, the two competencies seem to be met for most students. That information is from direct comments. So the material is still being learned by the students, and the insights these competencies drive seem to be developing.</p> <p>The technical issues and breaks in course presentation (downtime for servers for several days, spring breaks, some school and business closures, and the overall stress of the COVID 19 situation) seemed minor in effect. Manipulating the due dates and other criteria on a PRN basis helped. The "what" was satisfied, but the "how" could be smoother.</p>	<p>I will be exploring the use of sections for students who, as a group, need specific attention. A geographic region may have internet issues. School districts will close putting pressure on other resources. Sections in the course may help management of those issues.</p> <p>The course material will not change. On a PRN basis, some items were "updated" to address the current situation(s). We literally have students all over the planet, so each will have specific needs that we may need to address.</p>
PSYC	1000	<p>Of the wight responses, each was different it what was accomplished by the student. The fact that each found something important shows, to a degree, the pragmatic applications of psychology that the student discovered.</p>	<p>We will be using a new (ish) text next term, so I will be looking to see if the constructs are still learned as well.</p>

PSYC	1000	<p>I only had one student respond, "</p> <p>A lot of the terms from chapter 9 that were in the quiz I found some difficulty with during the quiz. Some of them seem to be very close in meaning and without paying very specific attention to how the question is written on the quiz I found it easy to select the incorrect answer. That's my fault but it is my only muddy point from this section. I found both chapters read very well and were easy to understand.</p> <p>I think the terms are confusing. I plan on updating the lecture to include definition and example for each heuristic.</p> <p>(<a href="https://bartonline.instructure.com/courses/14600/discussion_topics/183267?module_item_id=1220355#">https://bartonline.instructure.com/courses/14600/discussion_topics/183267?module_item_id=1220355#</a>)</p>	<p>I plan on updating the lecture to include definitions and examples for each heuristic.</p>
PSYC	1000	<p>I had one student that did not understand the two forms of persuasion. I had another student that did not understand attribution theory. I also had two students who were curious about why people do things that are against their beliefs. I taught them the following day of a reason as to why this might be so, through obedience. It was important to gather this information to know that I had taught them the importance of how a culture and environment shapes individuals. I was also able to see where I needed to improve and go over these topics the following day to help clarify this information.</p>	<p>This was a great way to tie up those loose ends that may have left some of my students puzzled. I used a different info graphic and new examples to explain both attribution theory, peripheral and central route persuasion. I think this further depth was able to solidify these topics for my students.</p>
PSYC	1006	<p>While students expressed understanding after the in-class feedback, performance on the actual test on four items demonstrated that fewer than 50% of person were correct on two of the four items.</p>	<p>Rather than provide in-class feedback, the nine examples could be used as an assignment wherein the students have to explain justifications for their choices. This approach will identify the reasoning in their their decision making. Once that is done, a second set of different scenarios could be developed and used to see if their thinking had changed from the first assignment.</p>

PSYC	1006	Depending upon the clarification I will review exam questions, change grades on assignment and/or further explain topics that are in question.	If I see an exam question that needs to be clarified I will do so. If a topic is presented and is not understood I will revise the content.
PSYC	1012	This student was clear on the objectives and so no need for additional change was made based on the assessment.	This student, as mentioned was my only student so we discussed many things throughout the course. No changes were made.
PSYC	1014	Some students understand from the beginning, from past classes, etc. Some students still get the two confused, so reviewing the material and discussing examples, especially with real examples (such as the documentary Three Identical Strangers) can be very helpful to their understanding. Also helpful is for them to use examples from their own lives of how they see nature and nurture playing out in their lives.	Continue reviewing this concept because it is so important in the field and critical for students to understand.
PSYC	1014	No one had issues with understanding this	NO changes
PSYC	1027	Feedback indicated for the vast majority that the course was easy to follow and information easy to understand. 2 out of 22 people in the class thought there was too much reading in the textbook and another 2 out of 22 people thoughts that the second module, which covers physiology of stress, was the most difficult to understand.	Because Module 2 entails the most reading of any other module, I will review this to see if I can simplify or increase conversations around this topic so it is more easily understand.
PSYC	1027	Since adding more content in Module 2, less students reported confusion on this topic than they did the previous semester. Overall, the majority of students indicated they did find any of the content difficult to understand.	I plan to leave the course "as is" for the fall semester to see if it yields similar results in terms of students better comprehending Module 2. Additionally, I have added sections relevant to current events throughout the modules and plan to continue to update this in the following semesters.

PSYC	1033	<p>Initially students didn't understand the differences regarding diagnosing serial killers and the differences between them, their mental illnesses or psychopathy. As we continued to explore this and discuss Antisocial Personality Disorder, the Hare Psychopathy Checklist-Revised, and look at different serial killers and aspects of their upbringing we would examine and discuss issues of nature &amp; nurture. Students got quite proficient and assessing and examining background and asking those questions to try to determine what was going on with various serial killers.</p>	<p>I think I will continue to evaluate base knowledge at the beginning, then provide overviews and discussions of diagnosis and traits - looking at nature and nurture and then utilize this framework when examining individual serial killers.</p>
PSYC	1033	<p>Of the 18 students enrolled in the class, ALL 18 students (I think this is one of the few 100% participation occasions) took part in the CAT. Out of the 18 students who participated, 10 included all three criteria correctly; 6 students correctly identified 2 of the 3 criteria; 2 students were unable to correctly list any of the criteria.</p> <p>This pointed out I needed to go back over the corresponding criteria as it's a definition that makes up the foundation of the course.</p> <p>On the final day of the course, the same question will be included in their final.</p>	<p>I will monitor how the students respond to this question on their final.</p>
READ	1109	<p>The majority of the students demonstrated understanding of topic and main idea. However, most of them struggled with major and minor details.</p> <p>Students also did better with a single paragraph than with a passage with two or more paragraphs.</p> <p>This assessment indicated to me that more explanation and practice was needed to help students master the indicated competencies.</p>	<p>I am expanding the time allotted to the module on basic comprehension and adding more examples with passages to my introductory lecture.</p> <p>These competencies are the foundation skills for comprehension of written material. Therefore, it is vital to improve student learning of basic comprehension skills.</p>

READ	1109	The students understood the parts of a paragraph and how they connected. Most of the students were not clear on the relationship of ideas in a passage. Understanding how the main ideas and details relate to the central idea is crucial to reading comprehension and also to effective writing.	I have added more examples using passages instead of single paragraphs and guided students in the thought process to see the relationship of ideas between details and main/central ideas.
SOCI	1100	If something needs to be changed (exam question, explanation) I will do so according to student feedback.	If something needs to be changed (exam question, explanation) I will do so according to student feedback.
SOCI	1100	3 students from the muddy point assignment noted that they needed a bit more clarity on the social theories in sociology. The text only goes over them as a survey and does not give enough examples for these students.	I will add supplemental information to the first couple of Modules. I have already worked with students this Spring term concerning the social theories. They must include one social theory in their final essay. On one thread toward the end of the class. I have students go over any difficulties they are having with the final paper. I remind them here (many times over) that they must include a social theory into their final essay and to not forget this part. From here I've also given students suggestions on which social theory matches better with their chosen social issue.
SOCI	1100	The results show me various things. I answer each student independently and answer their questions.	If through student comments I find an error in an assignment or class notes, I will change the information.
SOCI	1100	The results vary according to student need. I answer the student and explain what needs to be explained, clarifying assignments or topic. If there is an issue with an exam question or any assignment, I go back to that assignment and review, correcting any errors.	I will make changes according to the student responses. If an exam question is unclear I will review and make changes as necessary.
SOCI	1100	If there is a need for clarification I return an email with the information needed. Some times I find out there are mistakes on the exam question and therefore I can revise the question and give credit when needed.	If a change is indicated by a student I will make it.
SOCI	1102	One student discussed their struggles with test anxiety, and asked for ways to overcome this.	I plan to research resources I can provide to students in all of my classes on reducing test anxiety and overall stress. I also plan to provide information on mental health services available through the college.

SOCI	1102	The majority of students were aware of the interplay between their own initial thoughts and feelings about which loss scenario they would 'prefer' and the reaction the outside world would have to their choices. Most students demonstrated a good awareness of how the external and societal views can impact our choices regarding the most intimate of our social institutions (the family).	I have used this exercise for three years and did not see a need to make a change this past year. However, this is largely because I have gotten better at playing 'devil's advocate' with student responses and steering them to consider more strongly whichever side of the issue I think they may not have had present in their initial response. I have also changed the exercise from the past to require them to read the article ahead of time rather than in-class and to have a paragraph response written out ahead of time to help guide their oral responses as I call on students. I do plan to continue assessing this activity each semester to ensure students are continuing to learn what I expect from this lesson.
SOCI	1102	2 out of 8 students indicated that they were struggling on quizzes-- although, interestingly, both students are earning As on all of their quizzes. I reminded them of different modes of instruction that I have provided, and also that they can complete quiz corrections to earn back half of the points that they have missed.	I will revisit the quiz questions in the course, and analyze whether or not any questions are more frequently missed than others. If a question is frequently missed, it may be beneficial for me to change the wording, as not to provide students with a trick question, but rather one that assesses learning.
SOCI	1104	I had 3 students submit the Muddy Point CAT. One student in particular noted something that stood out regarding our discussion on race relations. He was tying our discussion to current events and had questions about why there was a strong social movement occurring.	I 'closed the loop' with this student by explaining how and why this social movement came to be and how it related to sociology.
SOCI	1106	Students completed a chapter test once every three weeks. Their test grade indicated to me they understood the information that was implemented through lecture and classroom assignments.	Since I was only able to meet with my class once a week, for eight weeks, I feel they enjoyed the everyday case studies that I was able to share with them. The case studies were actual students and parents that I worked with. I would change the name of the student and family member that was involved. I would break down the situation and ask how they would handle the situation as well as advice or resources that would help with the situation.



SOCI	1106	Students often provided positive feedback to include the various methods of instruction and the explanation of material. One concern that came up several times was the type of assignments in the course. Tests/quizzes were favored over short essay/research assignments. Concerns also included the amount of work and rate in which the work was due as a result of the compressed Summer session.	I am planning to adjust and change the assignments and quizzes. I have taught this course over several sessions with the same textbook and material. I feel the course is ready for an update and I have a large enough break between now and my next session to make these updates. I also plan to use a different CAT as students provided general feedback regarding the module and course, but their feedback was not necessarily specific regarding the material and how it could be improved.
SOCI	1114	Students respond to the muddiest point by saying they did not realize all the different types of STIs and the effects these have on each person both physically and mentally. I plan to add some additional information in this particular topic as the answers show that more information is needed.	I use student learning to provide vital information and also to continuously add to the topic through additional modules.
STAT	1829	I had three students remark about having issues in the same concept in Chapter 11 over the difference of means. I was able to work a problems that everyone could see and then also refer to the pages in the text that also worked a similar example. At least two students felt better about that same concept.	I may add a group of statistics video in a library for easy reference by any student.
STAT	1829	During the Background Knowledge Probe 3/7 of my students could tell the difference between the two .  This was in line with the data from the the Muddiest Point .  After a MiniLesson before the Unit of Confidence Intervals , 6/7 of the students could identify 100% of the time both the means and standard deviation in both cases.	I will pay close attention to the data from classroom assessments the moment students turn those in for those two Units, analyze and the address any issues .
STAT	1829	Four of seven students did not have a clear understanding of how to state Type I and Type II errors of hypothesis tests in context. This showed me that at the very least, I need to spend more time on this subject and to make sure each student gets adequate time in class to practice these statements.	I will spend more time on this concept and give each student opportunities in class to practice stating what a Type I error and a Type II error are in the context of a problem.

STAT	1829	<p>Initially 4 out of 9 did not understand.(2 STUDENTS WERE ABSENT IN THIS UNIT)</p> <p>After reviewing with them and also discussing these issues from homework assignments .</p> <p>9/9 understood the difference and the way to calculate the expected values in each case.</p>	<p>All classes are different , I will wait to analyze data for that class and then proceed.</p> <p>In my last class I had issues with the Central Limit Theory ,in a previous class it was using Normcdf and InvNorm on the calculator.</p>
STAT	1829	<p>In this summer class, 5 out of 7 students were able to complete the last section of homework that covers linear regression. Four of the students completed the section with a perfect score.</p>	<p>From the Muddiest point, I was able to show students how to use Excel by building my own spreadsheet that showed a linear regression model. They then understood the process far better.</p>
STAT	1840	<p>In this case, a particular problem came up relating to a further application of the binomial distribution building on the multiplication probability rule used earlier. Although Excel could easily calculate binomial probabilities, the student still had to use critical thinking skills to apply the values given properly. I even received a few emails on the topic from students asking for help. Clearly, I was not sufficiently covering this topic or introducing the concept of using more than one rule at a time sufficiently.</p>	<p>I made a video walking students through this type of application to address their immediate concerns.</p> <p>I then looked through the previously assigned problems to ensure that this type of problem (mixing probability rules beyond what software can just come up with for them) is introduced earlier.</p>
THEA	1300	<p>All but one student completed and understood the assessment technique. Our Rubric was based on a presentation, and all students present had access to the Rubric and filled one out for each presenter, complete with notes. I also filled one out and gave direct feedback on each presentation.</p>	<p>This was an excellent way to assess. I I will use this method again and will add a more defined written element into the assessment.</p>
THEA	1300	<p>4 out of 4 students understood the importance of each job and they were able to give opinions on, and describe each position.</p>	<p>I don't think I would change this course lesson a single bit. It was fun, informative, and the students clearly articulated their knowledge by discussion it. They discussed what they would like to do and how they would do it if they were employed in the theatre.</p>

WELD	1351	<p>That no matter the teaching style all of the students learn at different levels, some being visual learners and some hands on.</p> <p>Also that I cannot expect outcomes to be equal.</p>	<p>By spending more time with the hands on, one on one learning of each student.</p> <p>Possibly lowering my expectations a bit realizing that these are beginner classes.</p>
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