

Assessment Documentation Report Classroom Assessment

Barton Community College

2021-2022



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

Barton offers exceptional and affordable learning opportunities supporting student, community, and employee needs.

We will seek to achieve our mission through eight ENDS, four Core Priorities, and five Strategic Goals that define our commitment to excellence in education.

ENDs

1. Fundamental Skills
2. Work Preparedness
3. Academic Advancement
4. "Barton Experience"
5. Regional Workforce Needs
6. Barton Services and Regional Locations
7. Strategic Planning
8. Contingency Planning

Core Priorities (Values)

- Drive Student Success
- Cultivate Community Engagement
- Optimize the Barton Experience
- Emphasize Institutional Effectiveness

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
2016			
201601	232	121	52%
201602	222	159	72%
201603	110	53	48%
2017			
201701	209	147	70%
201702	218	160	73%
201703	121	95	79%
2018			
201801	225	172	76%
201802	228	178	78%
201803	136	100	74%
2019			
201901	222	154	69%
201902	222	136	61%
201903	141	101	71%
2020			
202001	235	210	89%
202002	222	194	87%
202003	145	116	80%
2021			
202101	256	194	75%
202102	225	193	86%
202103	133	106	79%
2022			
202201	243	181	74%
202202	222	193	86%
202203	128	79	61%

Course Appv.	Course Number	What did the results/findings show you?	What changes did you implement in the current course based on the results of your CAT?
AGRI	1,106	After making some changes to the assessment of the digestive anatomical parts and functions, the students responded well to that change and the understanding and grades improved for that portion. The majority of students expressed concerns over how quickly the material was covered felt like more worksheets would have been beneficial to help them process the information. This information was important to me because I was concerned that the students were maybe not understanding the material as well as they were letting on.	After this exam, I talked with students and encouraged them to speak up if they do not understand the information as others struggled also. I will also develop a worksheet/assignment that helps the students organize the information that they have learned. I believe that this will help them find the missing pieces of information or showcase what they need more understanding on.
AGRI	1,114	Of 21 students less than half had any understanding of ecology and the differences between "natural" ecosystems and agroecosystems. It also revealed a basic lack of understanding of the differences between domesticated and "wild" plants.	More examples demonstrating the differences between the two types of ecosystems and the differences in the types of plants.
AGRI	1,115	About 1/3 of students were where they needed to be, 1/3 were aware of the common soil orders in the Great Plains, and the rest had problems.	We needed to spend more time and detail on these as they are a key to understanding soils. We went back and spent more time on them during regular class time and the review session and provided more example and the relevance of this material.
ANTH	1,816	3 out of 4 of the replies were not over content issues as they have been in the past but over not understanding due dates in particular for the thread discussions in the first Module.	I have added a video tutorial on the thread discussions along with an orientation video from a previous live class for clarification. I have also added an example thread.
ANTH	1,823	the different schools of thought surrounding it. 50% of the students found this the most difficult concept as there is a strong version and a weak version that is referred to in the textbook.	I have added a live lecture on the weak and the strong aspects of the Sapir Whorf hypothesis. In addition I have also added lecture material and a TED video on the topic.
ANTH	1,823	1 out of 1 student identified linguistic determinism. I had students in my live course also have difficulty with this concept.	I have added a lecture on linguistic determinism and also a video. My students in another class had the same difficulty with the concept. I recorded a lecture of myself explaining the concept and they said it helped so I have added that to all the courses.

ARTS	1,200	I found that in some topics, I would lose student engagement in larger numbers. This offered me the opportunity to rethink how I would present the information. Students would often tell me there was nothing they did not understand, but their original answer to the point of their interest gave me more of an understanding to their true comprehension. I found that in areas where I lost student engagement, it was often due to lack of comprehension and an overload of information.	I started to assign more projects that would expand understanding and also break up the overload of information. This gave student practical application and offered art therapy as a means to process the lesson.
ARTS	1,200	I found that by opening the class with a discussion such as this, students were more eager and willing to participate. I also found that before answering discussion questions and even answering verbal questions my students were more likely to research or ask questions in return. I believe it helps to break the digital disconnection that we sometimes find through distance learning, opening dialogue and discussion.	While the discussion starts the class out on a strong path, I find that students do start to disconnect if the dialogue is not regularly emphasized. I will present students with similar works of art and ask them to evaluate their preconceived notions and feeling. We will then discuss them in detail, focusing on why students feel that way and if they feel differently knowing the history behind these works.
ARTS	1,201	The exam demonstrated that 25% of the students were able to differentiate artistic traditions of different ancient cultures without any prior review, and that after focused class review 75% of students were able to correctly identify art by culture on the final exam.	I intend to review this concept more frequently throughout the course, and not just before the final exam.

ARTS	1,203	Students were struggling with understanding the information needed to score high on the exams.	<p>We implemented small group discussions at the beginning of February.</p> <p>Students broke into small groups and collected contextual and formal information for the image assigned to the small group. Each small group then shared the information collected with the larger group. They produced their own study guide for the exam images. Group leaders, those who reported to the larger group, receive an extra credit point for leadership. When students give the collected information to the larger group I have the opportunity to hear if they understand the contextual and formal information, if I hear misinformation I have the chance to make gentle corrections so everyone, "is on the same page." I also have the opportunity to offer praise for a job well done.</p> <p>Test scores on the image essay questions have increased since the implementation of the small group discussions. The class continues to use small group discussions to prepare for the chapter exams.</p>
ARTS	1,203	The results of this CAT indicated that students feel most comfortable analyzing painted media, but struggle more with applying the same analyses to sculpture in the round and architecture.	The worksheet will be re-evaluated for clarity, and more time will be spent in class working through a formal analysis of sculpture and architecture to build student understanding.
ARTS	1,214	In this particular vocabulary test, 4 out of 9 students did not understand the words and terms used pertaining to "Drawing".	I added another vocabulary exam mid-way along with discussions on the words/terms to be tested on. 2 out of 9 students still did not understand the terms satisfactorily.
ARTS	1,214	3 of 3 students understood and completed this assignment correctly for the written and art piece of the assignment.	I think next time I would narrow down the guidelines. To allow for more creativity.

ARTS	1,214	4 out of 9 students did not understand the majority of words and terms used in the art of drawing, including the Seven Elements of Art.	It became obvious that students who did not study the material lacked interest in the subject, were simply lazy, or were confused by the words/terms used. As a response to this I devoted more time to this area in the study and practice of Drawing. This included both Visual presentation and an extended discussion with the students.
ARTS	1,246	More and more students are using phones vs. DSLR or mirrorless cameras.	I need to rebrand the lessons to be so so phone and camera instead of camera being default and phone being supplemental.
BSTC	1,036	Out of the 14 submissions 11 students mentioned having issues or not understanding the formulas.	During the course I responded to several of the Muddiest Moment posts with suggestions on formulas and how they are used. I also answered individual questions students sent by email. I am working on posting more lecture notes on formulas and functions for future sections.
BSTC	1,036	20% of the students thought that the surge protector kept providing electricity to their computers when there was a power outage.	light going off once the surge protector was unplugged. Explained how a UPS would keep the power on if no electricity. Next time will bring in one of my UPS's and do a demo with that.
BSTC	1,036	Based on the student responses, 75% of students were not comfortable with the information presented in Excel Ch 3 which is what both the extra credit, Excel exam and part of the final is based on	As a class, we discussed the concepts before they took their Excel exam and will also go back over these concepts before they take their final since there is an Excel part included.
BSTC	1,036	A large percentage, approximately 75% of the students don't understand the formulas that are in the textbook, but once they are described in personal terms, they have a better understanding of them and how they work.	I would like to work to create assignments for the Excel chapter that are life situations rather than straight from the textbook.
BSTC	1,036	3-5 student expressed difficulty with the FV function on one of the exams.	I immediately posted an FV explanation in the Muddiest Moment discussion group for Excel.
BSTC	1,643	Everyone needs to review and know what is sexual harrassment and what is not.	To put more emphasis in the course about what is sexual harrassment and what is not.

BUSI	1,600	Informal feedback from students seemed to validate my approach.	I update lectures, quiz questions, and business plan requirements/guidance based on student performance and feedback.
BUSI	1,602	If students are able to catch the mistake, I quickly review the task traits. If students don't catch the mistake, I spend more time reviewing the traits that are associated with task-oriented leaders.	This CAT allows me to move on in the lesson plan with certainty that my students have an understanding of the material recently presented.
BUSI	1,602	I was pleasantly surprised that 25/29 students did understand the concept of servant leadership and could identify at least three or four qualities a servant leader would have.	current servant leaders in their lives and what qualities each of them had. We also spent time identifying when each student had been a servant leader and the qualities each used. Every class will be different so I plan to continue to use this CAT for this competency. I also plan to close the loop in the same way. Identifying leaders in their lives and their different styles is very impactful on their knowledge and mastery of the material especially this competency.
BUSI	1,702	There were seven students who responded to the discussion thread. Out of those seven students, the following topics were muddy or unclear: -The amount of support that is offered to supervisors by HR throughout the performance appraisal process. -Software that support the performance appraisal process. -A vague question regarding the formal process which made it difficult to understand what the overall question was. -A question regarding an assignment that I had students do.	to research three different kinds of performance appraisals. This exercise allows them to see various examples that are utilized and forms that may accompany the process. This process allows them to see the processes and variability that companies use with the process. I believe that this also allows them to think critically about what questions may surface for them from a supervisor angle. No changes are needed at this time because there is an assignment that allows them to research and an assessment that allows them to ask questions that may not have come to them without knowing process. The assessment process is working as it should with this concept. I have closed the loop by responding to the student's inquiries.

BUSI	1,800	Students find this information to be new to them and very useful and interesting, per their feedback. When they write their sample email, it is clear they have learned the teaching objectives.	I have been teaching the course for about 5 years and since moving to Zoom a few years ago, email is much easier to teach.
BUSI	1,800	All students benefit from this instructional method.	I've been teaching with this method since I began teaching this course with Zoom. This is the 3rd time I've taught the course on Zoom. The method is highly effective and works extremely well for teaching writing.
BUSI	1,803	<p>students had a 92% or better understanding of the concepts covered, with 5/15 showing a 100% understanding of the concepts. Furthermore, the remaining 4 of the 15 students completing the assessment showed an 87% or better understanding of the concepts related to a SWOT Analysis.</p> <p>This data is important to me as it indicates that all students had an 87% or higher understanding of the concepts covered. By conducting this assessment, I learned that the concepts students didn't grasp 100% were threats and opportunities for businesses. Upon gathering this data, I was able to re-instruct on those two concepts to provide a better understanding for all students.</p>	As previously mentioned, this assessment indicated that some students didn't fully grasp what constitutes opportunities and threats to a business. Equipped with this data, I was able to re-instruct the students on those two concepts and provide additional examples of possible threats and opportunities to specific businesses for students to comprehend.
BUSI	1,807	Students enjoyed learning in class and reviewing in class but completing assignments on their free time.	I shortened class time when appropriate to allow them more free time to complete assignments. Students that enjoyed class time was able to stay and discuss topics within the classroom while other students were able to work on case studies outside of the class.

BUSI	1,807	<p>students were a bit frustrated in their responses. Some had no questions regarding the content and others had replies about the following topics:</p> <p>strategy, empowerment, customer service life cycle, preferred customers, and customer relationship management</p> <p>The biggest commonality with their responses is that they wanted to know some examples of these in the real world or how they would apply or why they were important. When it came to preferred customers, I have seen a trend that some students find it unfair when there are preferred or a tiered customer service system. So I wasn't shocked by this but it's honestly a good way to get their thoughts and feelings on some of these concepts.</p>	<p>to be mentioned above, they wanted examples. To close the loop, I replied to each student and gave them specific examples of what they were asking about and was able to engage a bit more with them. In addition, some other students chimed in which was great because that was also helpful.</p> <p>I may think of replacing a discussion board with a question about some of these concepts that would allow them to provide some examples of their own with some of these topics. This would allow them to research and see if they understand real-life examples without getting them from me. Another thought is to have a discussion board that allows students to debate on preferred customers so they can see the value of this concept and why it would be value-</p>
CHEM	1,802	<p>Hence I used Mastery & Concept Checks to evaluate their conceptual understanding and the application.</p> <p>These assessments involve multiple-choice based questions with close distractors to evaluate student misconceptions and the ability to apply. I noticed that the class average on these assessments is below average.</p>	<p>So, to 'close this loop' I have started using 'more time' and 'multiple attempts' options so students take their own time to prove their mastery of the content. I will continue to re-assess & monitor their progress on these outcomes and hope to see continuous improvement in the student learning.</p>
CHEM	1,804	<p>The results showed that some of the students have difficulty recognizing the differences in the lipid structures and properties. Since many of the students are going into health-related fields (nursing, dieticians, etc.) it is important that they know how lipids behave in cellular membranes and the structural differences between the types of lipids.</p>	<p>I plan to implement a case study regarding lipids. The case study will allow students to work through a series of questions that deal with the structure and properties of lipids are important. As they work through the questions, they should be able recognize the differences through application.</p>
CHEM	1,806	<p>They were better able to see the steps and the flow charts needed to carry out the calculations. Most students were able to start the calculations better than they could before because they saw how each step related to one another.</p>	<p>I am planning on having the students map out the concepts to show how concepts are related to one another in a chapter. Most students said it helped them summarize and see the bigger picture better.</p>

CHEM	1,806	After scoring the responses, the results show just over half (58%) have a partial mastery, (17%) demonstrated a full understanding, and a quarter (25%) were unable to explain Intermolecular forces correctly.	In conjunction with the CAT activity, we then evaluated all of the responses (anonymously) and determined the best summary sentences. These were then placed on the Concept Review page for future reference.
CHEM	1,808	The students were 'muddy' about the arrows in the drawings, and the changing directions of the Cathode/Anode between the two types of cells. These were good places to reinforce the half-reactions.	To reinforce the half-reactions, I brought in an additional diagram as a resource and then divided up the parts for the students to describe back to the class. This concept requires multiple visits to ensure the students understand and can explain the Cathode and Anode in both types of electrochemical cells.
CHEM	1,808	Many students felt their understanding was more robust than they claimed.	I will write more remedial material to attempt to support student prior knowledge.
CHEM	1,808	with the techniques needed a thorough refresher of the material. They were not retaining the information. A large portion of those students came from one particular instructor's 1806 course.	I will be writing more remedial material to bring students up to my standard.
CHEM	1,814	The majority of my assumptions of a priori knowledge have been correct. I am writing supplemental information to be sure all students have the same solid foundational information.	I am writing content to address the knowledge gaps I have seen.
CHEM	1,821	50% of the students are not able to ask meaningful questions about the material. Students are not able to communicate what they don't understand or where to begin to ask questions about topics.	This helped me to redirect the student to resources within the class that were not being utilized. Also, it helped me to redirect students to information within a lesson that was not being seen, like specific details.
CHEM	1,821	how to research and know how to find answers while others do not. Some students know how to use study tools, while others do not.	It was more enlightening to me as an instructor on how to provide better instruction to each student and provide more information within the classroom as resources.
CHLD	1,504	3/5 student were able to list all the important key words for that competency in 1 minute.	I followed up with the 2 students that did not successfully complete the competency via email. I am also going to try something different with them as I feel like they understood the content but maybe a minute is not enough time for them to process.

CHLD	1,512	Several of the students did not fulfill the final project correctly or at all. It is a brochure which is an overview of everything they have learned throughout this course. It covers all competencies and outcomes, so it's very important.	I am rewriting the assignment to make sure the students know exactly what is expected and I plan to have the students present their presentations via video in the future. I also plan to include a rubric.
COMM	1,200	Every student was able to come up with a real-life example for each nonverbal communication type based on what they wrote down and their group discussion. Each student recognized at least one function of nonverbal communication from the video clip and explained what they are and how they were used.	I plan to put students in smaller group like 2 people instead of 4 or 5. In that case, students can provide more in-depth info and discussion with more time.
COMM	1,200	I only looked at feedback given by students who actually completed the assignments related to these two objectives. In this case I had seven students who gave me feedback. On conflict resolution styles, all seven stated that the assignments related to this topic did well in helping them understand and apply these concepts with 6/7 saying they did "very well" and 1/7 saying the assignments did fairly well. I got the same results for the question on perception. 6/7 stated the case study method did "very well" in helping them understand and apply concepts and 1/7 said it did "fairly well." Because of this result, I am happy with my new application of real life case study analysis as a key method of understanding and applying interpersonal communication concepts.	As the results here were very positive, I will continue to seek out and utilize case studies in my course as a main learning tool.
COMM	1,200	Most students felt they understood the differences in hearing vs listening, but after reading the content, and completing a listening assignment for that week, they posted in the summary post that they felt that they needed more practice in listening skill and reiterated the importance of listening in everyday life.	I have no changes at this time, because I think the listening self quiz/assignment they took and then reflected on helped to reinforce the concepts from that week.

COMM	1,206	various types of information, such as print vs. electronic sources, sources with/without authors, with/without dates, etc. Using their knowledge of the Owl Purdue MLA site, they had to formulate these 10 sources into a correct work cited page. Of my 6 students, 3 were able to do this assignment without help, 2 needed a bit of help understanding the specific elements of certain types of entries, and 1 needed almost constant help completing this assignment.	The only thing I changed because of this CAT was allowing students to choose 10 out of 15 sources for them to format. This allows them to choose ones that they can do and avoid ones that might be a bit too difficult. Allowing them choice gives them ownership of their work.
COMM	1,230	Most students could relate to the different persuasive tactics we discussed and provide examples of how they can apply them to their own speeches while using credible sources. For those who had difficulty with this, we discuss how we can better use credible sources to back up our claims.	More resources on oral citations, credible websites, etc.
COMM	1,230	I learned that 4 out of 5 students made an attempt to meet the needs of their audience and applied the information to them. The students that failed to meet this goal were very focused on the information and not necessarily communicating it with the audience. I think that more emphasis needs to be spent on my end showing them how to establish relevance.	before their persuasive speeches. I hope to show the importance of a statement which lets the audience know why they should listen to the speaker's topic. My goal will be to have the students relate their topic to his or audience in such a way to be easily understood and persuaded by the student.
COMM	1,230	Students were not clear on the difference in practical terms. Discussion followed/examples provided	Adapted to class knowledge.
COMM	1,230	Most students, quickly respond and say "no, not your phone." At the time of this CAT, all my students were in ZOOM, I then ask them to use the Chat Box application to submit the correct answer. All students correctly responded with, "your heart."	The results of the CAT allowed me to confidently move forward with the lesson.
COMM	1,230	Since public speaking is a functional skill. It is imperative that skills are learned, practiced and improved. By grading students against their own baseline, improvement is the only imperative.	The only changes made were in the area of how timely feedback was provided.

CORR	1,001	<p>My classes are small and most of the students score 5 out of 10 on the Pre-test, but when they finish the class and due to having the knowledge and understanding of Corrections, they usually will score 10/10 or 9/10.</p> <p>Due to my classes are small, some students do complete the Minute Paper, but some do not. I provide feedback for the students that do complete this task.</p>	<p>Following up with an email to the students and clearing up with them any confusion that they may have or explaining the question and answer in more of a detailed manner with them.</p>
CORR	1,001	<p>I have two students in the class and they have said that they are not having any problems understanding the chapter or the material. They stated that they have enjoyed reading about Juvenile Delinquency.</p>	<p>I may need to add more Minute Papers to more of my sections of the course.</p>
CORR	1,010	<p>About half of the students understood the concept.</p>	<p>I plan to add more visuals; they seem to grasp it better if they can see it in action.</p>
CRFT	1,010	<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's responsibility, but also the individual person doing the work. You are responsible for your safety and the safety of other employees. My students need more work to connect this piece.</p>
CRIM	1,600	<p>The majority of students recognize hiring criteria for specific employment opportunities, but are unaware of disqualifiers, such as full sleeve tattoos, poor credit score, etc.</p>	<p>I will utilize three actual job openings in criminal justice, law enforcement and corrections and demonstrate disqualifying criteria. I will then request a one-minute paper to re-assess this outcome by querying what are some disqualifiers to employment. I believe this will allow students to think critically about what direction of employment they want to pursue and think about how their individual characteristics may or may not fit.</p>
CRIM	1,612	<p>Each student was able to articulate how case law has set the path for current and future practices. Using this tool also introduce the student to Criminal Law.</p>	<p>I use this tool to determine if there are prerequisites needed for this class.</p>

CRIM	1,612	<p>In my week 2 module, pointing out of the 7 students were not sure of the structure in which to put the crime scene notes and report referenced in the assignment due to not having a book. In the assignment, I ask students to reference a page within their books to create their crime scene notes and reports. The 3 students did not have their books at the time of this assignment.</p>	<p>From that feedback, I took a screen shot of the ebook page and students were able to reference that. I also made sure to add it into the lesson in case other students had the same issue but had not reached out about it.</p>
CRPT	1,020	<p>I showed the students how to calculate measure and cut a roof rafter. The students we supposed to write down the muddiest point of the lesson. Two students said that marking the cut that sits on the wall was the most confusing part, and they couldn't figure out how to mark it, and two students said that cutting the tail (the part that sticks out of the building) is the most confusing part because they are not sure how add on a measurement to the already cut rafter.</p>	<p>We finished cutting more rafters the next day and I took the information given to me and reviewed over the lesson from the day before, this time slowing down and taking more time to explain to two processes a little differently. The students were able to work very independently at that point.</p>
CRPT	1,030	<p>It showed me that the most difficult part for people was the last step: calculating the size of the stairwell opening off of the slope of the steps.</p>	<p>I found that I should teach the students how to calculate the opening size from existing stairs, and also the stair size from an existing opening that way they get a little more time with the concept and they are ready for either scenario.</p>
DANC	1,016	<p>Out of the four students in class, both pairs did a good job creating the choreography with the steps. Regarding the performance of the steps: 3 students were proficient, and 1 student had a difficult time, especially with the timing.</p> <p>It was a group effort, but the students correctly guessed the names of the tap steps.</p>	<p>During our reviews I drilled the timing of the steps from this module in class warm ups. The added on more steps with a higher level of difficulty but paid more attention to how I approached timing and accent.</p>
DIET	1,630	<p>Before having my live zoom session I reviewed the muddiest point threaded discussion. I noticed that 2 students had said that they struggle with recipe math so I knew this was something to go over in the live review session.</p>	<p>By reviewing the threaded discussion I was able to plan my live zoom session to best meet students learning needs.</p>

DIET	1,631	19 students posted in the Unit 4 muddiest point threaded discussed that they were struggling with nutrition screening formulas	The next zoom live review session we spent a lot of time going over nutrition screening and formulas.
DIET	1,631	Almost every class struggles with the equations, so we review these and do multiple practice equations in our review sessions.	I have incorporated 2 more live review sessions during the course.
DIET	1,632	For the FTE calculations, 4 out of 10 students did not understand how to properly figure FTE's. For completing a schedule efficiently, 2 out of 10 students were not able to adequately complete a schedule based on the information they were provided.	In our upcoming live review session, I am going to spend a great deal of time calculating FTE's and review tips for completing a schedule in an adequate amount of time.
ECON	1,610	A majority of students reflected mastery of the learning outcome through performance on initial quizzes and discussion board work.	Additional supplementary content added to course resources and tutorials
ECON	1,612	5 of 9 students generally prefer a test so its objective in nature and they know what they need to do in class to pass. The combination of exam and projects focuses the student outside their comfort zone allowing them to expand their social skills, and using multiple critical thinking points to instill the application verses just memorizing the book and taking a test. The project brings it together that must be explained in detail.	I changed the project to be a little more detailed in expectations, and used smaller groups to add more participation. I'm working to place students in a greater role to gain confidence in the course understanding and application.
ECON	1,612	Students have grasped the course competency fully.	None, additional initial supplementary videos have been incorporated based on prior student feedback.
ECON	1,615	Most of the students reported not having any difficulty. Three of twelve students were unclear on how income taxes worked. One student was unclear about discussion expectations.	For the income taxes, I posted additional information for the class and also pointed them back to the government resource provided for one of their activities. This resource provides excellent summary information in an easily digestible format compared to the textbook. For the discussion expectations, I emailed the student directly; this resulted in marked improvement in his discussion posts and better grades.

EDUC	1,103	Before a unit about time management, students were asked to answer an anonymous poll question in which 62% of the class indicated that they were not completely pleased with their abilities to manage their time. In class discussion, over 70% of the class said that they did not regularly use a planner of any sort.	When I taught the time management lessons, I explained more of the basics than I would have otherwise. I also coached the students (in class and one-on-one) on their weekly planner assignments (where they submit a planner photo and short reflection each week). At the end of the semester, 80% of the students were able to explain what they learned about time management.
EDUC	1,103	40% of the students had the most difficulty with The Critical Thinking chapter in Module 3	I have added a lecture on critical thinking along with a video on critical thinking that explains in a more abstract manner than the textbook.
EDUC	1,105	Prior to beginning the conversations on Barton Policies, most students identified that they were not at all familiar or somewhat familiar with Barton's Academic Integrity, Student Code of Conduct, and Student Problem-Resolution policies. Further, most could not identify their Barton Academic Advisor.	This allowed me to shift my focus of procedures to broad implications and awareness of all policies, and have students present in groups to explain (from a student's perspective) what students needed to know about the policies. The group presentations were about "how this affects me as a student" instead of a lecture that identified what a faculty member felt was important.
EDUC	1,128	My students' knew fairly little about special education other than what they had observed in public school/high school. They did not have any prior/background knowledge about IDEA or other legal issues related to special education,	I invited a guest speaker to introduce some of the topics that the students seemed so unfamiliar with. She did a great job to give a mini-presentation about these topics.
EDUC	1,128	I was very surprised and pleased that all my students had the basic understanding down. They could share why it is important to be using standards to guide our practice. I even had a few go more in depth and briefly discuss curriculum but 100% had the basic understanding down. This information will assist me in the future: 1) I know they have the understanding and we are ready to add more to this process, 2) the way I taught this worked. I can use this same model of teaching on the next unit that is also as challenging as this content.	I know that I have a few competencies that are a challenge for my students to learn. They take much more practice to get the content down and create a solid understanding. I will use the same type of step by step teaching, repetitive practice, and lots of different questioning techniques in the areas where my students are struggling. Also, celebrating the mastery of this competency for my students. They worked hard and the one minute paper showed that.

EDUC	1,134	I'm still getting students with this confusion even after editing the notes. I have edited the information to send out to students during that week reminding them that the philosophies are X and how axiology and other terms relate to them. Hoping the issue is fixed before the final where they will be assessed again on the topic.	I edited my lecture notes and have also emailed out information describing it twice now before the final.
EMTS	1,500	The results showed that over 80% of the class had good retention of the cardiovascular and respiratory system. However there was some information that needed to be touched on like pharmacology which is always a struggle for students.	I implemented a pharmacology matrix for students to continue to study and practice their medication memorizing. This helps them prepare for their national boards.
EMTS	1,506	The class went from almost every student missing some or most of the six levels of Blooms Cognitive levels to getting 100% even after doing other things for an hour. The repetitive activity, getting up and moving about, and having fun, reinforced the six levels.	We did similar activities for the other two domains and continued to do these types of things throughout the semester to reinforce key elements of the class.
EMTS	1,540	Students were able to understand the importance of maintaining scen safety during incidents and are able to apply this knowledge in variance situations.	No changes. Instructional staff has done a great job in re-enforcing safety concepts during labs, and class reading review sessions.
EMTS	1,542	Most of the time students misread the question, or over think the questions.	No changes were identified. Encouraged students to continue to work through their ECG workbooks and take adaptive testing.
ENGL	1,113	Students improved when instructor focused on the needs of students.	Instructor adjusted the emphasis of student needs and deficiencies.
ENGL	1,121	Each student wrote about different issues. There was not 1 particular issue that students wrote about. One said that he has trouble coming up with examples to help his writing. One said that they really like Khan Academy to help them improve their grammar and writing. One student said that their only issue is time management and that they will work on it.	I really don't see enough data to make any changes to the assignment, except one. I should add another example of what a paragraph should look like to help students picture their own paragraph. That might help them as they are trying to come up with ideas to write about.

ENGL	1,122	<p>A majority of my students wrote that they did not have any issues with any part of the assignment. They all wrote a well-written essay for an ESL speaker, so I think they were telling the truth.</p> <p>One student wrote that he had a hard time writing the concluding essay. He was unsure of what he needed to have in</p>	<p>Based on the comments of one of my students, I am going to attempt to explain how to write concluding paragraphs a little more clearly.</p>
ENGL	1,194	<p>students are more willing to articulate their struggles when prompted. 90% of students report struggles in a particular area</p>	<p>Each semester I add resources to the course shell to address student's areas of difficulty</p>
ENGL	1,204	<p>As evidenced by the discussion responses, more than 90% of my students had appropriate organizational strategies they were already considering as they drafted their Explaining a Concept Research Papers.</p>	<p>knowledge and understanding in this way early in their process of drafting the Explaining a Concept Research Paper. This allows me time to provide further explanation and examples if needed. In this case, I believe the instruction was appropriate and successful. That said, this is certainly an area I will continue to focus on in terms of ensuring students approach their research papers with appropriate organizational strategies in mind.</p>
ENGL	1,204	<p>Most of the students choose the Venn Diagram to begin and then shifted to a traditional outline.</p>	<p>I showed the students that a Venn Diagram can be turned into a traditional outline without having to rewrite it.</p>
ENGL	1,204	<p>Three students in the section did not follow the directions and show both sides of the argument, and this is a pattern that has repeated between sections.</p>	<p>and I included this note in the student feedback, so it can be corrected before the final draft of the essay is submitted.</p> <p>It is important for the students to learn that the most effective arguments look at both sides before making a claim.</p>
ENGL	1,204	<p>My students recalled essay structure fairly well. The main area that they always seems to be forgotten is the definition of a thesis statement and where it goes in the introduction and conclusion, which happened with this class as well.</p>	<p>Based on this activity, I spend a bit more time discussing thesis statements and practice developing a few examples.</p>

ENGL	1,204	I asked students to estimate how much of this task they got correct--about half, less than half, almost all, and then also of three categories, which one was the worst and best. My data found that my predictions about what skills would be worst/best were mostly right, but students were mostly getting about half and less correct.	We did this same project the next week with a different sample, and we're going to continue to do it until we see significant improvements.
ENGL	1,204	After receiving a few questions from students on their latest essay, I asked others if there were questions. After fielding several questions, I created a video example of how I could do the process essay myself. The students who wrote to me with questions had enough questions that I was sure there were more students out there wondering the same things. They clearly needed further guidance.	They were, indeed, confused. I created a video, sent it to the students who'd reached out to me, posted it in my announcements, and sent it out in a message to all students. Responses from the students who'd originally emailed me indicated that my video was helpful. Their essays showed clear purpose and understanding of what I'd taught.
ENGL	1,204	We are currently starting our fourth essay and going through the outlining process again. Students have improved essay over essay in their planning strategies. Some have improved quicker than others, but as I have implemented a more detailed rubric and have repeated the processes in class, the students mostly improved their planning abilities throughout the semester.	that this wasn't going to work, so I created a detailed rubric with my expectations clearly defined. I have also more clearly stated expectations on the outline templates and have pushed all the requirements in class. So far, this strategy has greatly increased student success during the outlining process.
ENGL	1,205	As evidenced by the responses, all students who participated in the discussion had a clear understanding of the importance of considering the needs of their intended audiences. Many offered practical, real-world examples that illustrated this concept as well.	I feel that it is important for me to gauge student background knowledge and understanding in this way early in our course session for Technical & Report Writing. This allows me time to provide further explanation and examples if necessary. In this case, I believe the students had some background knowledge related to consideration of audience, and the instruction was appropriate and successful. That said, this is an area I will continue to focus on in terms of ensuring students understand the importance of considering audience needs when drafting technical communication.

ENGL	1,206	About 75% of the students had done the task correctly, and the other 25% got the corrections they needed.	I don't think I need to change anything on the front end, but I do think this is an effective CAT to help me see quickly who needs the most help. I can go straight to them and focus on their work while the others who "got it" can work ahead and on their own.
ENGL	1,206	This semester has been rough for many students, but the students who have completed the outlines and prewritings correctly and on time have earned higher grades on the essays and in the class overall. 9/10 students who are completing these assignments correctly are finishing the course at the A/B level. The others are performing at a much lower level or not turning in assignments at all.	I have been adjusting the prewriting and outline worksheets over the semester (and from last semester) as I understand how the students view the various essay genres better.
ENGL	1,206	The questions in the background knowledge probe should be re-tooled to better address students' likely proximal zone of knowledge. That is, students likely have a working knowledge of publication information in general, but they also are likely not fully confident in answering true/false questions about MLA formatting for said information. I arrived at this conclusion based not only on the answers from the quiz but also from comments from students as well as their completed Works Cited pages.	I am re-tooling the quiz! I also hope to find ways to incorporate some side notes throughout the course regarding citations, so that the final two sections are not the only ones mentioning citations.
ENGL	1,206	Students still struggle with confidence in their own writing. Students are hesitant to peer review and edit, but they still try. We need to work on fostering confidence in students writing.	I will implement more assignments that are built to foster the confidence in students.
ENGL	1,206	I printed their homework without identifiers and asked students to evaluate each citation for accuracy. After all the assignments were evaluated, I asked each student to tell me one new skill they had learned as a result of the exercise. 7/7 students were able to tell me at least one thing they had learned. Then I allowed anyone who wanted to revise to do so.	I'm allowing them to revise to take advantage of new/reviewed information.

ENGL	1,206	Students were able to take a very simple argument--that they created--and both acknowledge and then refute what someone with an opposing view might say. Because their argument was a bit simpler or more commonplace (choosing one restaurant over another, why one make of vehicle is better than another, etc.), addressing a counterargument seemed much easier, and students completed the task very simply.	We were able to use the ease with which they completed the minute paper to illustrate that it is the same concept they would apply to a formal essay. Students found the content to be approachable, so I was able to spend less time on instruction for this topic.
ENGL	1,206	I'm still missing something. Some students were able to use the assignment well, but many remained at a surface level.	This next essay, I'm trying another activity that should focus on applying some of their sources to understanding others.
ENGL	1,206	Students verbally indicated that they were comfortable, but a significant portion still struggled with applying the concepts when they submitted their final essays.	In future courses, I would still use background probing, but I would ask that students submit some examples of their citations prior to the final essay submission, so they could receive additional help before submitting if necessary.
ENGL	1,206	The results show me how much experience the student has with writing, their gaps, and what areas they might struggle with the most going forward in the class.	None. The main gap is using research and the library. I fill that gap with additional resources and library practice.
ENGL	1,236	Based on reviewing their bad news letter assignment this session, I determined that nothing class-wide was required to improve this outcome/competency. Only 1/6 of the class missed important pieces of the Bad News Letter assignment. I left individual comments on the assignment of the student who wasn't able to hit the mark on this competency, but I didn't do anything further for the full class to address it.	I left individual comments on the assignment of the student who wasn't able to hit the mark on this competency, but I didn't do anything further for the full class to address it.
HIST	1,400	The results from this CAT show that students in my course enjoy having additional videos to supplement the lectures and lecture notes in this course. Student also enjoy the text used in this course. I have found that students do not like responding to students in the discussion boards.	I will implement questions in the discussion boards that students will ask students so that they have guidance on how to respond to peers.

HIST	1,402	The results showed me that in my courses for the spring term, the proper crafting of a thesis statement was the weakest area in student understanding. This was also reflected in individual effort in assignments, further strengthening the data pulled from my CAT. I noticed an under-performance in the thesis statement area early on, which the CAT supported.	Due to the data retrieved from the CAT, I made sure to individually reach out to each student specifically about their thesis statement. I provided extra commentary in their term paper Assignments to help ensure a solid understanding of the purpose of a thesis statement. By placing this emphasis on the idea and importance of a thesis statement early in the course, I believe I have corrected what would have been a session-long confusion over the concept. I'm already seeing a firmer grasp and better use of thesis statements in my student's paper rough drafts.
HIST	1,402	All of the students were actively engaged in the activity especially since we built on the background knowledge they did know by doing online research to expand on what they recall.	I changed it this year in that they had to write a research paragraph based on the background knowledge that they activated to build on their knowledge base.
HIST	1,402	The results of this terms muddiest point CAT showed that students in this particular class struggled with the concept of passive vs. active voice in historical writing.	To help with this, I am sending out an additional document with examples of active vs. passive voice for students to evaluate and improve their skills. It's my hope that this will pay off in the term paper due at the end of the course.
HIST	1,404	<p>While there were two students in the class during this week in the course, only one student completed the CAT and subsequent quiz (the other student subsequently dropped/was dropped).</p> <p>The student was able to correctly identify and discuss the concept of the frontier.</p> <p>The student was able to correctly identify when the frontier closed in the lower 48 states in the US (1890).</p>	<p>I will continue to ask this topic in future to prepare students for the quiz question as I believe it does adequately prepare students to correctly identify information regarding the concept of frontier.</p> <p>As with this same CAT I conducted in Spring 2021, the results are the same....the students who are correctly about to define the term "frontier" are able to correctly identify when the frontier was closed in the lower 48 states in the US on the quiz in Week 1 of the course.</p>

HIST	1,406	75% of the students said they understood the concepts due to the information provided in the course ie videos and lectures. The problem identified was included more details and dates in the essays. The students are not all proficient in writing complete essays. In addition the history perspectives of dates and facts are very foreign to them. I have added more sample essays and a tutorial in the Course Home Module.,	I have added more sample essays and a tutorial in the Course Home Module.
HIST	1,406	3 out 5 students had difficulty with the relationship of trust busting and the Populists party in Kansas. It is essential that students understand how national politics and national issues impacted Kansas.	I have added particular information previously on the Populists Party in Kansas. I will be adding additional information that is specific to trusts and monopolies in Kansas in the early 1900's.
HIST	1,410	14 out of 17 students achieved a score of 80% or higher on this assignment. This shows that they understood the concepts being asked for and were able to apply them to two historical events.	In terms of the outcome of instruction, I feel that this was very successful. The only downside was that three students choose to not turn in the assessment. I will work to find ways to ensure that all students turn in assignments or assessments.
HIST	1,410	10/12 students were successful in earning a score of 15/20 or greater on the assignment. This score shows a clear understanding of the document used in the assessment and the ability to apply learned knowledge about the topic to the document from that period.	The only changes I made were to use more practice of this skill in the class. With continued practice through the semester, 10 out of 10 students were able to complete a summative assessment of the French Revolution using the assessment skills discussed in the earlier formative assessment. Three students elected not to submit this summative assessment and received a score of zero.
HIST	1,463	I have a set of videos about the road to World War II for each major nation (USA, GB, France, USSR, Germany, Japan, Italy). I have a worksheet where students are supposed to describe the post-war (WWI) policies of each nation and how WWI led to WWII. Some of the students did not understand what I meant by "post war policies since its a broad topic...not sure if it was international or domestic."	I will "close the loop" by writing instructions that are clearer.

HIST	1,463	The results showed that students had trouble understanding the Battle of Crete in World War II - which was an important watershed battle for parachute warfare.	I am currently watching some documentaries and doing some extra reading so I can make some supplementary material to use for this part of class.
HLTH	1,248	I provided questions to see if students understood that consequences of drugs and alcohol use effect more than just the user. 20 out of 20 students provided information that helps ensure that they understand that drinking and drugs have so many consequences for the user and others.	Due to the massive amount of understanding, I did not change anything at this time.
HLTH	1,248	Using a real-life scenario, this assignment allowed me to evaluate their understanding of heat illness and exercise, a topic that we covered last week in the class. Only, sixty percent (60%) of the students correctly answered the questions posed in the Case Study and passed the CAT. The other 40% of the class did not complete the CAT. At this point, I am not sure if it was because they ran out of time or did not know the answer.	I added a short tutorial to review heat illness on the Introduction page of Module 4. I also posted an announcement to the class to let them know how they did as a group. This technique was used as a teaching moment to provide the correct answer and remind students of the need to learn signs and symptoms as they may be tested on them.
HLTH	1,248	Seventy-eight percent (78%), or 7 out of 9 students performed the CAT correctly, and of the 2 who did not, one student failed to do the assignment at all. This gave me a feeling for how much students already knew and where I should focus learning. I, then, provided a review of the concepts in the Introduction sections of the next two modules, 2 and 3.	I will continue to use this CAT in future classes, because it seems to be a good indicator of student background knowledge and reading of the chapter.
HLTH	1,248	We completed a quiz review over THR and approximately 12 out of 15 students did well on the review. I then went over the calculation in class again and found that it is important for students to understand the concept. Just getting the answer does not mean that they understand THR.	I will try to break down the "why" in the calculation. Even though a lot of students did well on the review, there were still concepts that they needed to understand within the calculation. Therefore, I will spend more time going over the concept and then the calculation.

HLTH	1,248	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.	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	1,248	One hundred percent (100%) of the students in the class passed the CAT and correctly identified the heat illness as heatstroke. This gives me an indication that the class understands the topic of heat illness in a real-life scenario.	appears to be a good indicator of understanding. Additionally, I have added a short tutorial reviewing heat illness on the Introduction page of Module 5, as well as posted this information on the Announcements page of the course, so that students know how they did as a class answering the question.
HLTH	1,248	Eighty-eight (88%) of the students passed this CAT and correctly answered the questions posed by the case study. This CAT, which gives me an indication on whether students understand the topic of heat illness in a real-life scenario, is an indication that some students still need a reminder about the differences between the heat illnesses.	I added a short tutorial to review heat illness on the Introduction page of the next module, Module 4, as well as, posted a class announcement so that students would know how they did as a group, in answering the case study questions. I plan to continue using this CAT in this course in the future, because it appears to be a good indicator of students' understanding.
HOME	1,501	Comments range from it was easy to understand to i did not understand what is being asked. I have amended this assignment in the past since it seems that the instructions lead some students to believe that this is a complicated activity when it is not, a lot of times they are looking at the incorrect information needed to complete it.	I will give thought to re-writing the instructions for this activity or incorporate a picture of what they need to look for in addition to the example provided in the activity.
HOME	1,501	Students did not seem to have trouble overall yet a few did not complete the comparison properly. Others answered this question for an activity in another unit.	I have already amended the instructions to see if this makes a difference.

HOME	1,501	5 out of 18 students did not accurately describe the function of the stomach as it relates to digesting macronutrients	Went back through the digestive system powerpoint and reviewed what happens in the mouth, stomach, and intestines for digestion
HZMT	1,907	<p>Of 12 students enrolled in this class, only 4 students submitted a One-Minute paper as a CAT.</p> <p>The 4 submissions were mostly to the point. They thought the exercise of determining a waste was beneficial, interesting and fun.</p> <p>One student thought it was professionally beneficial because he works as a Bioenvironmental Engineer.</p> <p>They said they will read the whole explanation first before beginning the assignment. They struggled to determine which code to use for a specific product or a waste.</p>	<p>Several students struggled to complete the Waste determination assignment that was tied to this CAT.</p> <p>Here are my changes:</p> <p>(1) Review the entire assignment including the explanation before the waste determination exercise.</p> <p>(2) Reorganize the task by placing a more thorough explanation before the exercise.</p> <p>(3) Provide more examples.</p> <p>(3) Ask students for their suggestions as to how to make the assignment clearer.</p>
HZMT	1,912	<p>Seven of seven participants successfully passed the quiz. Only one participant did not achieve the the maximum score. None of the participants list that section (information) as one of their muddiest points.</p> <p>The result is that, when I presented information to the participants in three forms they seemed to understand it more. They scored higher than any group before them.</p>	I would like to use this method again. The challenge for me to identify exactly where this technique will be most effective. It is not common that the majority of participants have difficulty with one outcome. Usually, most will do well and only one or two will have issues with a specific topic. It takes a lot of effort to try to find multiple sources that will present information in different was. The CAT works. Setting up the situation to use the CAT is my challenge.
HZMT	1,940	2 out of 5 students needed a little more assistance with the lifting equation.	Added a Step-by-Step Guide to using the NIOSH Lifting Equation for Single Tasks video that explain it with more detail to this module.
HZMT	6,036	I realized that students missed questions on topics they thought they were comfortable with and could answer questions on topics they thought were muddy.	I plan to continue to use the muddiest point CAT for this class. It lets me know that quizzes are not a completely effective method for assessing understanding of a topic.

LANG	1,902	I only have one student in this class, but her response echoes the responses of students in the past. She doesn't understand nominative, accusative, and dative case. Case refers to how a word is used in a sentence. Is it the subject? The direct object? Etc. She had no understanding of this as was evidenced by her score on the quiz.	I've talked about what case means during our student/teacher Touchbase. I followed up with an email that contained two videos I had made previously that were in both the German 1 and 2 courses (maybe she had skipped over them?). And, I included three basic sentences that showed how the articles of the nouns change depending on whether the noun is in the nominative, accusative, and dative case. I plan to add these three basic sentences on a separate page in the course, as well. I have found that most times, keeping it simple helps.
LANG	1,902	The class is small - only 3 students and 2 of the 3 mentioned that the gender of nouns and how the gender affects the cases was hard for them.	closed the loop by sending an email with a link to a very good resource by the University of Michigan. I love this chart but cannot for copyright reasons include it in the shell of the course but I can send the link in an email as a helpful resource. In addition, I will send a printable chart in PDF format of the adjective endings. This information is in the course shell, but encouraging them in a separable email to print it out and put it on their wall will be helpful. It's how I had to learn.
LANG	1,908	Some students were having difficulty and I was able to help them.	I will see if I can make a few more videos to clarify common questions.
LANG	1,908	90% of students understood conjugation. Reaching 85% was the goal, however conjugation was re-taught for the 10% who did not achieve understanding.	More examples were given during lecture. Videos were produced to reinforce lecture and availability via zoom was given to students to support instruction.
LANG	1,908	I found that students understood through comparison and contrast of family and relationships after watching a video and reading about the topic.	I will modify it slightly by adding a short assignment in which students research about a specific Spanish-speaking country's culture.

LANG	1,908	<p>them a lot to memorize vocabulary, as well as to practice pronunciation.</p> <p>I need to apply this to other sections and competencies.</p> <p>At the same time, I am taking the first course of the Canvas Certified Educator program and I have been thinking and working on improving my use of Canvas.</p>	<p>Implement Quizlet in other sections of the course. I will also use discussions more for students to share their thoughts and their struggles.</p>
LANG	1,908	<p>85% of students understood conjugation. Reaching 80% of students is goal however re-teaching for the other 15% is important as well and section is reviewed.</p>	<p>Re-taught present progressive section with a 3 minute video to foster learning and a visual aid for student assisting with conjugating verbs.</p>
LANG	1,910	<p>Some, but not all, students come up with a correct answer. This shows that I need to stress the importance of accents to all students.</p>	<p>I included some more exercises for homework on accent marks.</p>
LANG	1,914	<p>The data observed show that the majority of students are successful in the class when they consistently get their work done on time. Allocating enough time to study and get assignments done on time help achieve success.</p>	<p>No change is made to the course but students are strongly encouraged to be consistent in getting their work done on time.</p>
LANG	1,914	<p>Students are satisfied about the classes and the way they are structured. They stated they learn well and it translates through their success in the homework assignments and exams.</p>	<p>My availability to promptly explain difficult concepts has been helpful in helping students being successful in the class.</p>
LEAD	1,002	<p>I had the results I anticipated. All students taking the quiz failed on the initial attempt. After completing the module all students passed the quiz.</p> <p>I enjoy using type of CAT and the students seem to like seeing their results as well.</p>	<p>None, the CAT showed me that by completing the module, the students gained the anticipated knowledge.</p>

LEAD	1,002	The results showed me that this group had little knowledge of the critical leadership skills module at the start. Following the lesson and having time to review the material on their own, the knowledge level improved dramatically. Of the 12 students that took both the pre and post tests, the average changed from a score of 30 to a score of 90.	None, the material is appropriate.
LIFE	1,402	enzymes involved in DNA replication and 74% labeled the leading DNA strand and 81% correctly labeled the lagging DNA strands. 69% of students correctly identified the new DNA strand is built in the 5 prime to 3 prime. Additionally, 75% of students were able to give the complementary nucleotides for a DNA strand, and 95% of students described how the new strands consist of a new strand and an old strand. However, only 25% of students knew the term for this was conservative replication.	This semester I had students write each of the steps of DNA replication as they followed an animation and they wrote descriptions of each of the enzymes involved. Next semester I will have students draw a storyboard of the process with the enzymes as characters to help students remember the names of the enzymes.
LIFE	1,402	23 of 24 students successfully responding in discussion, for at least full credit.	I decided to review the discussions rather than the single response on the lab exam. This allowed the students more time and reason to expand on their thinking.
LIFE	1,402	The students did remarkable well on this exam. It did include a short video and readings and also a short answer response. The success rate was 37/45 which is rather remarkable. This shows that majority of students understand the processes and how this benefits humans and thus animals in the world. Many of the students (14) earned xc for there extensive understanding and explanation of the process of evolution.	I did change directions for the short answer and also put the most important ideas in bold. I also provided feedback to the entire class upon seeing some misconceptions in the discussion related to evolution prior to the students taking the exam.
LIFE	1,402	8 out of 9 students answered questions regarding cohesion and adhesion correctly. After all of this, I am confident the students know the difference between cohesion and adhesion. The data from a quiz, which contained questions regarding cohesion and adhesion, supported this.	I felt relating the terms to situations familiar to the students really helped make the connection. The demonstration helped to reinforce the examples.

LIFE	1,407	I found that 64% of the students did not understand neuroglia cell functions.	homework assignment to students to test their understanding. All the students now understood the function of all neuroglial cells. Moving forward, I will provide a special instructional unit on neuroglial cells in future classes as well.
LIFE	1,407	The evaluation showed that most students study by rereading the chapters and studying as they are going. Transcription and translation was an issue that students were confused on. I will add an activity to reinforce the transcription and translation process. Three out of seven students also indicated that confusing questions were troublesome on the exam. I will reevaluate the exam questions to provide further clarification and make them less confusing and more straightforward.	I reviewed the confusing questions on the exam to make them more straightforward. I also eliminated the fill in the blank questions on the exam, as they were confusing to the students without a word bank. I have also added a couple of resources to the areas that were confusing to the students (cellular level and transcription/translation) for the next semester courses.
LIFE	1,407	Approximately 45 percent of the students had difficulty with the identification of some tissues.	I created a tissue review and updated the second exam to include tissue identification questions to measure their understanding.
LIFE	1,408	I learned that 100% of my students have mastered the beginning process of release of the gamete and their route through the reproductive tract , but only 78% knew that fertilization occurs in the upper third of the fallopian tube.	I had students model the passage of gametes and fertilization using a dry-erase board and beads. As they modeled they had to describe what was happening.
LIFE	1,408	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).	Because students were able to answer questions correctly and demonstrated understanding I will not make changes in the way I teach this outcome.
LIFE	1,412	Students do not have much laboratory experience before taking microbiology based on their responses.	Will include this assessment for future courses.

LIFE	1,412	<p>Students were able to complete research project. Scientists are concerned that bacteria will be resistant to all antibiotics within the next decade".</p> <p>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.</p>	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	1,412	<p>Students were able to complete research project. Scientists are concerned that bacteria will be resistant to all antibiotics within the next decade".</p> <p>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.</p>	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	1,412	Students were able to apply basic knowledge of the human immune system to how vaccinations worked to prevent microbial spread and support herd immunity.	I will design more opinion based inquiries so that students may be able to relate personal experiences to real world scenarios in science.
LITR	1,210	Students were successful in identifying approximately 90% of the structure and themes of literature.	I'm not actually convinced that this is an effective CAT. The quizzes are somewhat inconsistent with in-class discussions. I'm wanting to redesign the quizzes to test with something that is harder to find in the texts.
LITR	1,210	90% of students were able to make connections between historical, cultural, and economic events and the literature produced within a given time frame and geographical region.	They will create a PowerPoint presentation in which they link a writer and their work with a historical time frame as well the events that occurred during that time.
LITR	1,228	Most students do not understand the point of the play or even understand the dialogue due to the complete change from dramatic form of the "typical play". Most students are unable to fully answer the prompts provided in order to discuss their understanding of it.	I feel that, though I have provided information and a video for student to watch to help explain the play, I need to possibly add in more (in the lectures) about absurdity plays and the rules they follow/break in comparison to "typical" plays. While I introduce non-typical plays earlier, this one is especially difficult to grasp.

MATH	1,513	Five out of 8 students were able to answer the problem correctly and give a complete explanation (including final costs) to support the solution.	I sat down individually with the 3 students who did not answer the question correctly and pointed out where the mistake(s) was made. I allowed them to correct their work and resubmit it.
MATH	1,813	I used data from both of my CPM I classes so a total of 20 students did Journal 8.5. 12 out of 20 scored 8 or better out of 10 points, which I considered "understanding." That meant that 8 out of 20 students did not master the concept.	This information allowed me to follow up with those 8 students BEFORE they tested on this material.
MATH	1,815	2 out of the 3 students were able to properly interpret what their results meant. The third student did not elaborate enough, but was able to find the answer.	The students seemed to have a good grasp on the concept given. One student just chose not to elaborate fully, so I plan to emphasize fully completing these types of assignments more.
MATH	1,821	The results showed that 5/14 students present could not factor quadratic trinomials where the leading coefficient was not one after factoring out the GCF.	I did a mini lesson /review lesson of that type of factoring. I also introduced another factoring strategy in addition to the ac method.I gave the class a similar exit ticket. 1/13 present that day did not get it right.
MATH	1,821	1 of 11 said they struggled with this specific learning outcome. The remaining students either commented that they were not struggling with a learning outcome yet or mentioned a different learning outcome. This type of feedback is what drives any warm up problems we may start class with as we work to continue spiral back to topics we have previously covered while continuing to learn new material.	I immediately implemented a warm up problem the next day where we reviewed a problem related to this learning outcome.
MATH	1,823	I found that some of the students thought very methodically and others approached situations without even considering information they may already know.	I will keep using this CAT because it will open up discussion about the different strategies used in problem-solving.
MATH	1,824	Only 1 of 11 students that completed the exam got this problem incorrect.	I feel that the numbers show that the students understood this material.

MATH	1,824	7 out of 7 students provided feedback that the topic of systems of linear equations actually went well and felt that we had covered it well in class and the homework practice on the topic went well. One student specifically mentioned that this section was a bit easier because they could see the relation to real world use of the topic.	I found being able to relate the topic to real world situations helpful for not only me but also my students. Math is the foundation of so many subjects, but when we have to practice concepts without a strong real world connection - that is when it can get boring. I will continue connecting this topic to real world situations and continue providing the fillable notes that we use during class as this has helped students stay organized and keeps topics such as this one outlined well for teaching and for later student reference.
MATH	1,824	90% of students did really well, as this is a review concept for them. About 10% of students struggled with not rushing through the directions to identify the parallel vs. perpendicular slopes. Some of those 10% made miniscule sign errors, as well.	perpendicular, we remediated this further with an in-class activity. Those who felt confident in the concept didn't mind the refresher, and working with peers helped reinforce the concept for those who were maybe unsure of different elements.
MATH	1,826	Out of the 11 students present on that day, there was one that struggled longer than others and I kept them up at the board a little more until I could see their understanding click on.	I was able to reteach to that particular student while everyone got more practice to solidify their understanding.
MATH	1,826	Approximately 80% of the class knew enough about Domain and Range, both algebraically and graphically, that I was able to spend time mainly on the graphical concept to assist the 20% gap. Abbreviating the lesson easily saved 20 minutes of class time, which was then dedicated to functions in general.	I was able to adapt my instruction to the prior knowledge of my students, building upon it to allow more time to spend introducing newer concepts.
MATH	1,828	I found that about half of the students were able to perform addition and multiplication with fractions, but they could not remember how to divide fractions.	I asked a student to demonstrate to the entire class the process for dividing fractions, and then the students completed some practice problems during class time in order for me to help them.

MATH	1,828	I also have non-dual credit students in my class, so what I found was that 25/30 knew how to solve a 3-variable system using elimination, 28/30 earned the correct answer using the matrix menu on the graphing calculator, but over half missed or gave up on the Gaussian method.	<p>For changes this year, we increased our practice and did some group work with the Gaussian method so students had an opportunity to become more comfortable with it.</p> <p>For next year, I think I will teach Gaussian before they learn the calculator function. (This year I taught the calculator method before the ACT so they had a shortcut strategy). I think learning such a shortcut makes the long process of Gaussian seem even more painful to my high school students.</p>
MATH	1,828	2 out of 3 students were not able to even complete the assignment/request of writing out the muddiest point of the lesson. They wanted to show an example of a problem they had difficulty with but could not explain it in words.	I plan to improve my teaching of vocabulary and have students do a few more activities where they have to use the language and not just do the problems in the textbook.
MATH	1,828	The students had a good grasp of the absolute value function with 6 of the 7 able to tell be about the slope of the sides, and where the cusp was at. The parabola was also good when the equation was in vertex form, but one one could tell me how to find the vertex when in standard form. They all did not know how to express the vertical stretch or realize that the h and k told them the right/left and up/down movement from the parent graph. For the rational function, when asked about asymptotic lines, how to find the zeros, how to find the stretch of the graph, only 1 out of 7 could explain any of the processes. For the step function, most struggled with the length of the	I do not assume that the students have seen any topic before and I asked them about new material. Sometimes it is the vocabulary, sometimes it is the notation, and sometimes I find that they have touched only a short time on the topic. We are just starting logarithms and I again asked them about their background and have found that they have only a basic idea of logs. I again will be going over the material slower they I usually would and show more examples. I also have been encouraging them to talk more to make sure they each understand.
MATH	1,828	The results showed that more students struggled with the topic titled, Transformations of Functions, more than any other topic.	This topic has proved troublesome in previous terms as well. I plan to revisit this topic by reviewing the questions asked in the homework sections and on the assessment to ensure that students are being asked questions that are reflective of the learning objective.

MATH	1,828	I heard from several students that they would like even more videos made by me.	I created a required graded discussion where students post troublesome problems and I create videos to assist. This gives students more student-to-student interaction and more student-to-teacher ratio.
MATH	1,828	50% of my students were not able to factor different expressions to the level required for this competency.	I presented a variety of expressions to factor and assisted with finding the problems they were having and clearing up misconceptions about factoring. Most of their weakness was just due to time and space since practicing this skill. By presenting this material a second time, the process of solving quadratic equations by factoring became much easier for the students.
MATH	1,828	In most cases, the initial percentage of students that were able to perform a task ranged from 60-70% of the task. When asked to repeat the task the percentage increased to 80% and allowed students to go home and perform HW skills without assistance.	I will continue to use this practice throughout the remaining period of this term as well as future classes. It is a good gauge of how students are performing on if they are completing pre-assignments ahead of time as requested or after class time, how they are doing on HW and exams. Students that participate in class and asking questions are the students that are doing the pre-assigned videos.
MATH	1,828	I learned that they DID remember the Domain and Range concept. This cut the 'lecture' time back tremendously and became more of a review instead of a 'lecture' session.	I was able to move onto the next concept quicker than I had originally thought since the students remembered the concept from last year.
MATH	1,830	3/7 students were able to complete the assignment 100%, 4/7 students were able to process most of the information but they ran into a few hiccups and were unable to find how to fix the process, already knowing what the solution was.	This DB closes the loop on learning because it demonstrates how application of learning objectives are important outside of the classroom. This helps students with critical thinking skills and learning to analyze problems.
MATH	1,830	All the students had difficulty doing the problem, but I was able to immediately give individual instruction.	I will do it the same way in the future. Even though they think they can follow my example, until they try it they don't realize they have missing details.

MATH	1,830	In most cases, the initial percentage of students that were able to perform a task ranged from 80-90% of the task. When asked to repeat the task the percentage increased to 100% and allowed students to go home and perform HW skills without assistance.	I will continue to use this practice throughout the remaining period of this term as well as future classes. It is a good gauge of how students are performing on if they are completing pre-assignments ahead of time as requested or after class time, how they are doing on HW and exams. Students that participate in class and asking questions are the students that are doing the pre-assigned videos.
MATH	1,832	Based on student responses, 5 of 6 students were able to successfully describe the difference in the limit and the y-value.	Students seemed confident in the definition of a limit. I feel the videos that support the Power Points helped students make the distinction between limits and function values.
MATH	1,832	6 out of 8 students were able to properly state that the limit of a function value at a given $x = c$ can sometimes be the same as the value of the function at c . As previously stated, I want to be able to assess students ability to identify the difference in the two values. The relationship between the limit and the function value are foundational in determining the continuity of a function.	Several students indicated that they needed more instruction on this topic. Beginning in the Spring of 2022 students will have a graded discussion assignment for the course. The intent behind this addition is to create a place where students and the instructor can engage in dialogue to shore up areas such as the continuity of a function.
MATH	1,840	There were only 2 students in the course. 1 out of the 2 students still struggled with this topic.	I did add this information into my notes online and then worked one on one with the student who struggled with the topic. We met on zoom and she did end up being successful on the exam that was taken later in the week.
MATH	1,853	When I first did this semester, I found that 6 out of 8 participating students struggled with some portion of percentages, whether in fractions, or decimals.	I have not made any changes yet, but what I am going to do for the Summer semester and going forward is I am going to enhance and remodel the decimal, fraction and percentages section as to help students succeed better in the future and allow them better success.

MDAS	1,672	16 out of 19 students were able to understand how to read medical terms by determining the contact word, combining form and suffixes and prefixes as shown by tests and discussion questions	able to be used with all body systems and as soon as the students do understand that they,Ãre able to apply them to all other systems and begin to read and understand terminology
MLTC	1,500	The vast majority of the students felt the pressure of the amount of content within the module and wanted more 'time' or practice with the material.	Since I don't have the ability to grant them more time in the course, I created an optional practice exercise (unlimited attempts) for the students to use as practice when reviewing the chemical analysis of urine. This way they get the repetition they felt they needed while testing their knowledge of the material.
MLTC	1,502	Students were happy to have the in-depth review of each of the WBCs in the cases as well as the RBC morphologies. They said they felt more confident going into the next set of medialab cases that were assigned for the following week.	After receiving this request/feedback, I am considering recording reviews of each case and posting them to the course after students have completed each case as a review and to offer clarification when needed.
MLTC	1,503	Almost every one of my students were initially concerned with actually sticking a patient and being stuck. They were also concerned with being able to locate a vein on a patient. This is important to me as an instructor because I would like to ease any worries my students may be having about my class before it even starting.	start in my welcome letter that my students receive at least two weeks before my class starts. I plan to address the concerns in the welcome letter about worrying about sticking each other by reassuring each one of them that no venipunctures will be performed without an instructor or certified lab employee present. I will also encourage them to not be shy at looking at friends and families veins before the class starts just for them to get familiar with the process and not being shy about it.
MLTC	1,503	Students enjoyed watching a video highlighting the profession of phlebotomy and the overarching theme of the entire course...phlebotomy. They were able to increase their general knowledge of the position and express any concerns or anxiety and the more experienced class members who may be joining the course strictly for certificate eligibility can give advice which decreases general anxiety and increases interest in the course as a whole.	Each semester I am able to increase general interest in the course and overall participation by highlighting the importance of the phlebotomy position. Students are more engaged in course conversations throughout the course and clinical supervisors report a higher participation rate and interest level in clinical students who are more aware of the importance of the phlebotomist's role in the healthcare system.

MLTC	1,505	Having the lesson earlier in the class helped them connect the dots so they were able to apply what they learned from this to information that the automated analyzers report out. Also providing the package inserts with the lesson helped the clinical instructors as they worked with the students.	I think that having it earlier in the course was the right thing and it helped the students grasp the concept easier. This helped them connect the dots sooner so they were able to put the information together and use it for more of the class. This was a successful change.
MLTC	1,505	The material/concept presented seemed to be meeting their understanding. The overwhelming response was to present it earlier in the class than it is currently being taught. Opinions felt that if it was taught earlier (more towards the beginning) it would give them better understanding of automated processes that are currently in use. One student commented that having package inserts would be helpful as well, in addition to the lecture material presented.	Package inserts for the media used were distributed for the current students. For future classes, I'll move the material for the 5 tube set-up more towards the beginning of the gram negative rod identification, and include the package inserts in the class at that time for students to refer to as needed.
MLTC	1,509	I got all sorts of answers. A lot of answers that didn't even pertain to the question. I got a lot that wanted more videos which I have in the course outline for them to go look at. They forget that resource is there. One interesting thing I found is that a few students suggested going over antigen/antibodies earlier in the course. They just want more exposure like a link or a sheet to go over it before we actually get to it. I found that suggestion interesting. It could be beneficial for some and overwhelming for others but I am willing to give it a go in the next course.	I spoke with my students and reminded them of my other resources that are available to them in different areas of the course. We were well past the antibody structure when this CAT came up. I can't really give them early exposure to it this time but when they ask for more examples in a module I either post them or message them with additional information. I do want to add an antibody/antigen link and possibly video into my next course for this. I am thinking of adding it to the orientation module. No assignment or grade to go with it but as an earlier exposure/resource for them so they get a little bit of information to link some of it together before we get to that module.
MLTC	1,520	The majority of the students feel the program has prepared them for the clinical experience. 2 of the 13 students noted that they would like to see more time in each department or in a particular department to feel confident. All clinical sites respond that students are adequately prepared.	We are increasing the number of clinical hours for Chemistry and Microbiology.

MLTR	1,026	This area seems to be an issue with units getting correct information inputted into the TC-AIMS system. With wrong weights/dimensions units will be turning in false reports.	Characteristics Database) in my class. This is a web based way of student's finding correct data. The website is updated weekly which makes thing easier for students to find correct data.
MLTR	1,026	Student's where having a hard time understanding how the TC-AIMS system works now that we are utilizing online video's for the class.	I am now having a student log into their TC-AIMS account to have an idea of what the new system looks like. By doing this the student's should have a better understand on how it looks and works.
MLTR	1,040	I have had some drivers that made early turns, but did check their rearview mirror on the right side of the bus and made adjustments on their turn to not hit the curb. Sometimes even my senior sergeants make silly mistakes.	I will do a short demonstration of driving procedures on the first day before I turn the bus over to my students.
MLTR	1,535	Often times students are overwhelmed causing them to rush and make dire mistakes. The practice enables them comfortability and confidence and ensures they build the muscle memory to do it right every time.	Increase lab time and review skills frequently.
MLTR	1,626	20 out of 22 students understood the paperwork needed to accomplish this task.	More reinforcement on what paperwork is used to accomplish this task.
MLTR	1,626	be taken care of. After getting them for the class and putting hands on the weapons they saw how dirty and broken they can get if neglected. For the military, it is unacceptable to have weapons that will not work due solely to a lack of cleanliness and proper care.	I did not make any changes and I always stress the importance of proper weapons care and maintenance.
MLTR	1,626	Around 25% of the class did not understand what forms are needed to record services.	Do more check-on-learning throughout the course.
MLTR	1,815	7 out of 12 students did not understand why or how it affected them and why it is good to understand.	I will spend more time on this in class and try to relate it to their daily life better.

MLTR	1,921	<p>were able to identify and extract technical information required to use nomograms to solve complex detailed technical problems regarding CBRN and Nuclear Hazard Predictions.</p> <p>It was important to gauge the level of the student's understanding because it is critical to not only solve the problem but to be able to make decisions based on the information and answer that is given.</p>	<p>I came up with team building exercises that requires extracting information in order to solve a puzzle or answer a question. This was to get them use to that type of thinking.</p>
MLTR	9,025	<p>There were three things students stated that they would like to see happen in the class:</p> <ol style="list-style-type: none"> 1. Faster pace. 2. Partner Practical Exercises (work as a group). 3. More instructional tools. 	<p>There is a set of self paced tutorials for the class that the students can use. Next time I will allow the students to do the tutorials and then implement a practical exercise that will allow the students as a group to recall the necessary step(s) needed to input the personnel data.</p>
MUSI	1,002	<p>Three of five students completed the assignment. The other two students did not open the assignment.</p>	<p>It's difficult to make changes based on such a small sample. I will make more of an effort to encourage students to thoroughly read all of the information in the modules.</p>
MUSI	1,002	<p>100% of students indicated that they understood the definition of melody by a head nod, thumbs up in Zoom, or verbally indicating yes.</p>	<p>I do not feel the need to change anything. However, since this term and its definition will be used almost daily as we talk about music, I will have the opportunity to recheck the learning of the definition for this term.</p>
MUSI	1,002	<p>There were just four elements listed and students had to define these elements. With only 5 students in this course the results were not specifically telling. All students successfully defined each element in a quiz using a matching style question/answer.</p>	<p>These results didn't indicate any change was necessary however next time I believe I will change the format to written definitions rather than matching.</p>
MUSI	1,002	<p>100% of the students correctly indicated the correct answer (the sound was "noise" not "music").</p>	<p>I plan on using more of this "thumbs up/thumbs down" questions during the cycle to clarify information that is foundational for learning in each chapter.</p>

MUSI	1,038	Students were not singing pitches accurately. Students needed more support learning notes to sing melodies accurately during performances.	<p>melody in the piano and let them record with their cellphones. This way, they would have a recording of the song without voice and without accompaniment. They could focus on the melody relying on the accuracy of the piano to learn pitches accurately.</p> <p>Students were able to listen to the recordings during their practice time to listen for accuracy of pitches. They could listen, pause recording, sing pitches, then self asses intonation, then sing again.</p> <p>They would attend their lessons more confident on their singing and their melodies were more accurate on pitch.</p>
MUSI	1,046	4 out 5 students performed perfect scale fingering when graded.	Previously I had only reviewed the most difficult part of the scale but this time around I spent time focusing on the other component part then the difficult section later.
MUSI	1,059	It helped me asses where the student had gaps in their knowledge. Specifically, in hand position with the bow and how to create a staccato sound on bass. The student was familiar with the concept but the technique of how to position the hand and pluck with the fingers rapidly was unfamiliar to them.	<p>I will continue to focus on fundamentals. Many of our students have played an instrument for years but have not received instruction of the fundamentals of making sound effectively on their instrument. This often means they struggle through musical passages that should normally be read easily unless they take extra time to practice.</p> <p>Ultimately focusing on the fundamentals allows for a higher</p>
PSYC	1,000	Most students seem to comment about how they like the format of the course and didn't suggest any difficulties One student didn't indicate that the number of chapters in the unit is an issue	I may consider reordering chapters in which units to balance course better
PSYC	1,000	The results confirmed that my style of instruction is working to help students have a full understanding of course materials to the level of being able to apply the knowledge in practical situations. My goal is always to give students the basic knowledge of psychology, while giving them tools to carry on in their everyday life through real life examples in an effort to allow the material to resonate with them.	My students engaged well in class and seemed to grasp the material being taught, while also learning life lessons to help them move forward.

PSYC	1,000	18/20 students displayed a mastery level of comprehension, and 2 students showed a moderate level of comprehension. Zero students failed to understand below at least a moderate level. Thus, I feel the methods were effective.	I did not choose to change anything with regards to the CAT. I feel the efforts to help the students relate to all of the material, instead of just reading it or hearing it, proved to be the difference maker. This was apparent by all of the students' feedback.
PSYC	1,006	If there is a clarification needed about an exam question I will review and modify the question according to the student responses.	Depending upon the topic that needs clarification I reach out to the student with my answer or explanation.
PSYC	1,006	An exam question was reassessed due to confusion in the wording of the question. The question was updated to reflect the new changes.	I reassessed the question and made changes as were necessary for complete comprehension.
PSYC	1,012	Not many students were familiar with group counseling before the course began.	In addition to teaching about group counseling, I will again do some group counseling role plays to help students understand group counseling.
PSYC	1,016	The results showed some of the topic and/or concept areas students have difficulty understanding.	Since the questions are addressed and clarified in class immediate changes are not required. However, if several students have the same "Muddiest Point", I will take a look at the lecture and material and adjust accordingly for future classes.
PSYC	1,027	4 out of 6 students reported that while they found no topic difficult to understand, there were specific topics of interest that applied to them personally that they would have liked to discuss in more depth.	Provided students with more in depth feedback regarding their particular areas of interest on upcoming discussions. Will make an effort to begin discussion posts with more in depth reflections and observations to material discussed in that particular module. Will increase feedback on assignments when students express a particular interest or struggle with conceptualizing specific topics.
PSYC	1,033	The results showed some of the topic and/or concept areas students have difficulty understanding.	Since the questions are addressed and clarified in class immediate changes are not required. However, if several students have the same "Muddiest Point", I will take a look at the lecture and material and adjust accordingly for future classes.

PSYC	1,130	Depending upon the question or concept I clarify and/or amend.	Depending upon the question or concept I clarify and/or amend.
PSYC	1,130	One student wanted to understand if prolonged grief was a form of complicated grief. I explained that it was, and also that the American Psychiatric Association recently added a new diagnosis to their manual--prolonged grief.	With this new grief-related diagnosis that has been added to the DSM, I will include information regarding this in future classes.
PSYC	1,130	One student asked about the effects of organ donation on surviving loved ones.	I included a peer-reviewed study showing results that organ donation does not negatively impact grief in a family-centered model: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6964929/
READ	1,108	Since the online students were struggling with main idea and supporting details. I decided to do more videos with examples and explanations. It is more difficult to help students through email with detailed examples than it is to work with them in person.	Students will need very basic examples to show the difference between main idea, major supports, and minor supports. Adding a video with several different examples would be beneficial for the students. Creating an interactive lesson could also be helpful.
RELI	1,301	The data from the answers of my two students was somewhat all over the map. One of them had a better understanding of the background and asked questions regarding certain theories and historical ways of understanding the data. This I expected, she seemed well read with the texts, but not so much with the scholarship behind the texts. The other student seemed more self-assured about herself and what she understood, but her answers throughout the course indicated that her background was less broad and deep than she thought.	The changes I made in my current course were related to asking more questions about my students' understanding of the content, both formally and via email. I tried to clarify more in my answers to the CAT question I asked so that they would have appropriate "on ramps" to explore these more.

RELI	1,311	They indicated that of the religions they had studied so far they had been able to discern the key theological beliefs and practices. They also indicated that they were able to compare and contrast their beliefs and practices. The "muddiest" points reflected were specific questions about the various religions we have studied.	I do not think I should make any changes right now. I was able to provide information to each of the students who had specific questions.
RELI	1,311	All students articulated the differences in the six main world religions and were able to express the processes associated with belief in a supernatural being (God).	I will continue as designed. I think the most important measure for the students to comprehend the material was the exchange of ideas they had with each other in breakout groups and the following class discussion.
SOCI	1,100	I found that about 3 students had further questions about the social theories that are part of this class. We go over them in weeks 1 and 2.	The changes that I made was that I left a message to those students that had questions about the theories to contact me directly because they are to choose one theory for their final paper.
SOCI	1,100	Respond to each student's comments by either explaining what is confusing, revising an exam question or discussing any assignment.	If changes need to be made I revise the content or the exam question.
SOCI	1,100	After the aggregate poll results were shared with the entire class, we discussed the ways in which group memberships (e.g. age, religion, urban vs rural) impact political beliefs. 16 of 19 students were able to demonstrate an understanding of how the concepts linked together in that discussion via specific examples.	It seemed to work and get students engaged in a topic that is usually the antithesis of a crowd favorite. I will keep using this exercise to 'start' rather than just diving into notes and definitions right away. I changed how I assess my competencies this year, so I can't definitely say that students understanding was improved, but I definitely felt and sensed improvement in the discussion from this semester to last.
SOCI	1,102	The 'half of all marriages end in divorce' myth continues to persist which is generally my assumption anyway, but it was the single myth with the highest rate of 'true' responses on my background knowledge quiz I administer on the first day of class. This gives me empirical evidence that when they come back for the second dat of class and we start to establish a true snapshot of the family today, that divorce rates and trends are an important area for me to emphasize.	I didn't need to change anything, but it does help me get a pulse on where student's head are going into class. Additionally, there will probably come a day when students indicate they believe other myths more strongly, and when that happens, I will have an empirical basis for adjusting my lecture.

SOCI	1,106	Students have a very basic understanding of social work when they enter the course. By the end of the course they are able to provide a more detailed explanation of social work, identify the various roles and various fields social workers work in, identify a career within social work they're interested in, as well as an ongoing social issue and how social workers may be involved with that social issue.	I did update several questions within discussions and quizzes to be more specific and require the students to apply the knowledge they have gained. For example, I incorporated several case studies for students to identify the various systems involved, the issues that need to be addressed, as well as interventions.
SOCI	1,106	This particular CAT helps students research, review, and report, on current policies, programs, current events that are going on in our world that social workers face on a daily basis.	I did not change anything as this technique helps me better understand the student's point of view.
SOCI	1,110	Beginning props - most students had limited knowledge of what kinds of things characteristics and risks factors were involved, other than the most basic and obvious ones.	No changes were implemented, because it was as I suspected, that most students did not have more than the basic initial knowledge.
SOCI	1,114	Transgender groups. This seems to be a hot topic with so many different gender pronouns, the process and types of transitioning.	I am combining 2 modules in to 1 so I have a dedicated module on transgender issues.
SOCI	1,145	The students scored above 80% on 6/8 questions.	I responded to each student on the missed questions and guided them to the correct answer and where they could find additional information in the text.
SOCI	1,410	Over the last few years over 40% have stated they thought content was needed to enhance the LBGTQ information.	Added additional OER content on the requested topic.
STAT	1,829	There were many steps in the process and I was able to see which steps were giving the most problem.	I realized I would have to review it the next day with more examples.
STAT	1,829	Going through about 30 examples I had the students sort them into the eight categories, a minority of students were answering correctly.	After each example, I would stop and go over the why's behind the correct sorting looking for any hints they can look for to make the correct determination. By the end of class a super-majority were sorting the variables correctly.
STAT	1,829	My students had a good understanding on how to set-up hypothesis testing even with the new concept worked into the mix.	quicker than I normally would. The students learned the concept well because we have had lots of practice setting up tests.

STAT	1,829	I had 5 students (the 5th was absent) respond to my prompt about "what was the muddiest/most unclear point in today's lesson." Each one of them said something different although 4 out of the 5 boiled down to the same thing. Due to the similarity in previous concepts, it was hard to know when you could use the Central Limit Theorem and which standard deviation to use. The fifth person's response was more about the technology side - how to enter it even when they understood what to use.	In response to the results from the CAT, I spent an extra day where we tried to compare/contrast the different situations. We did a mixture of problems (instead of in isolation) and focused on the "clues" given in the problems and what made each unique. The outcomes will be reassessed when they take their Unit Exam and Final Exam.
STAT	1,829	In many cases, student struggle with the standard normal distribution. By using the Muddiest Point CAT, it allows me to post resources that visually explain the concept. I can also talk through a specific problem that they are stuck on.	By posting videos that discuss the subjects they don't understand, it allows them to see how you can solve certain problems.
THEA	1,309	The majority indicated that if I could give them examples of the types of dialogue that could be used, they thought they would be able to match my suggested dialogue with ideas of their own.	I searched on the Internet and collected samples of other "Fractured Fairytales" for them to read. I also searched and collected together examples of the humor and types of verbal puns that the characters could refer to. I also provided them copies of the outline of the script I had prepared.
WELD	1,349	The more the students do, the better their skills become.	assignments.
WELD	1,349	The students skill level improves with this class.	More time at welding will improve student's quality of work.
WELD	1,350	The more the students, the more they understand and their skills improve.	The students learn, become quicker in completing their assignments and the quality of their skills improve.
WELD	1,353	Five out of the Seven students remembered the symbols. The other two had to have a refresher, I was surprised by the outcome.	I will have to do more random pop quizzes to help the content stay fresh in the minds through the program.