



HLC Accreditation Evidence

Title: Assessment Documentation Report 2021
CAT Documentation

URL:

Office of Origin: Vice President of Instruction

Contact(s):

- Coordinator of Assessment

Assessment Documentation Report Classroom Assessment

Barton Community College

2020-2021



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 and four Core Priorities (Values) that define our commitment to excellence in education.

ENDs

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

Core Priorities (Values)

- Drive Student Success
- Cultivate Community Engagement
- Optimize Employee 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 |
|-------------|-------------------|-----------------------|----------------------------|
| 2015 | | | |
| 201501 | 260 | 152 | 58% |
| 201502 | 245 | 155 | 63% |
| 201503 | 115 | 65 | 57% |
| 2016 | | | |
| 201601 | 232 | 121 | 52% |
| 201602 | 222 | 159 | 72% |
| 201603 | 110 | 53 | 48% |
| 2017 | | | |
| 201701 | 209 | 147 | 70% |
| 201702 | 218 | 160 | 73% |
| 201703 | 121 | 95 | 79% |
| 2018 | | | |
| 201801 | 225 | 172 | 76% |
| 201802 | 228 | 178 | 78% |
| 201803 | 136 | 100 | 74% |
| 2019 | | | |
| 201901 | 222 | 154 | 69% |
| 201902 | 222 | 136 | 61% |
| 201903 | 141 | 101 | 71% |
| 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% |

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

***Starting in 2019 Barton Community College has chosen to require only one Classroom Assessment Technique per instructor per term with a greater focus on quality rather than quantity.** (three possible terms per academic year; Fall, Spring, Summer)*

| Select the course subject abbreviation | 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? |
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| ACCT | 1,602 | Due to the fact I am instructing a broad range of ages and experience within the correctional system, I adapt my teaching style based upon the expressions of understanding throughout the classroom. I typically teach the information presented in the book. Then I relate it to real life examples. I then listen to questions to see where the disconnect is and explain a resolution in their line of thinking. I will demonstrate via the white board and also use a simple example in life to explain the concept. At that time I ask them for understanding and have one of the students explain. At that point if there is still a lack of understanding, I will move on to the next process to see if it helps tie the thoughts together. I let them read the book again and then rediscuss the next class. There are times we will go back a few subjects to tie it all together again. Sometimes seeing all the puzzle pieces at once helps. | Knowing the challenges with technology accessible in the classroom, and the ability to communicate outside of class time with my correctional facility students, I come prepared to teach in all types of methods. I first communicate verbally, then I will progress to visual. Then I will get collaboration with the students. Then I will allow the students to work together in groups. Through classroom monitoring, I can then help where I see issues occurring. I like to have them try to help each other first. If I recognize similar issues throughout the classroom, I then stop the process and re-emphasize a thought process to help them down the right path. At this point I plan on a review of topic at the beginning of the next class. |
| ACCT | 1,616 | Most students enjoyed the practical application assignments. Professionalism and work-related were terms used. Many also indicated that they spent more time on these assignments than they would on traditional assignments which surprised them. Only a few indicated that they felt it was "too much" and didn't see the value. | I plan to implement these assignments one more time in each type of course and then review if the assignments need changed. However, I will be adding additional preparation information for both course types for students to understand the importance of workplace application and their preparation and completion time. I also will continue discussing reasons for more workplace application and the need for them to think "outside" of the box. |
| ACCT | 1,616 | Most students only like the discussions if they are detailed requirements and more than just opinions, etc. Discussions must have substance including specific concept reviews, specific problems, etc. | I will continue to use my "Final Review Discussions" but will be revamping my "Homework Help" discussions to be more substantial. |
| AGRI | 1,100 | With the majority of my students being Agriculture students, they had an idea what GMO's are. Some of the students were surprised to the reactions of other people in the video. Most of the students showed learning had taken place and enhanced their understanding of GMO's, what crops are genetically modified, and why the crops had been genetically modified. | This assessment provides me insight into the overall level of awareness of the students about issues in Agriculture. I gain information like their background experiences and how in touch they are with the general public. This assessment is usually enjoyed by the students due to the video. I might implement a project into the lesson where students search out GMO misinformation and provide a presentation with correct information. It would be a goal of mine that students could take their presentations public, maybe in the school cafeteria or on social media! |
| AGRI | 1,110 | As a whole, I gained insight into the acceptance into different teaching methods. This is done in the beginning of the course and gives me insight into how to proceed with the rest of the course. | With this particular group of students, I will tailor my classes to fit with their learning style. This class picks up on new material quickly but needs hands on activities to make it relevant and to tie to a bigger picture. |
| AGRI | 1,114 | Less than half of the class had a basic understanding of the key differences between a natural and man-made ecosystem and why agricultural producers need to manipulate the system. 6 out of ten could provide a basic definition of what an ecosystem is but only 3 could describe with any detail how the living and nonliving components interact. | The changes made for next class will be to provide more concrete examples of the two systems, how they differ, and how the two must be managed differently. |
| AGRI | 1,115 | out of 8 students, six were able to relate the topography to soil physical and chemical factors. Especially how vegetation or lack of vegetation impacts soil structure and organic matter. | Next year, weather permitting, I will move this exercise closer to the materials. It will help them put together and integrate the materials more effectively. |
| ANTH | 1,816 | 3 out of 4 students asked for more information on kinship. It is very difficult to understand. I will be adding information in a simpler form for the students. | I will be adding another chat for the students using an avatar on kinship |
| ANTH | 1,823 | The discussion following the writing assignment indicated that students identify current language manipulation. Examples of current language manipulation are Fake News and Justified Use of Force. | I will use this technique again to tie current events with past historic events. I also see the value of helping students apply critical thinking to information. |

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| ARTS | 1,200 | <p>Most of the students did not know who Saul Bass was in relationship to motion graphics and Hollywood title sequences.</p> <p>After participating in the knowledge probe and the class presentation more students understood who Saul Bass is and his relationship to the relatively new art discipline of motion graphics.</p> <p>The Module 12, Design Disciplines Quiz used the information related to Saul Bass in a question: "A relatively new discipline, motion graphics began with...?"</p> <p>The correct response was " titles sequences for Hollywood movies."</p> <p>12 of the 15 students responded correctly to this quiz question</p> | <p>The effects of the knowledge probe were positive. I will plan to use this approach more when presenting contemporary artists to the class.</p> |
| ARTS | 1,200 | <p>4 out of five students did not understand the differentiation between Impressionism, Post Impressionism, and Expressionism.</p> <p>1 out of five students did not understand the difference between Renaissance, Mannerism, and Baroque art.</p> <p>100% of students understood DaDa, Abstract Expressionism, and Persisionism</p> | <p>I have implemented a closeup evaluation of specific painting techniques where we look at and discuss specific paint strokes and how they apply the different art movements. This is done through close up snapshots of famous works. I would like to have students work to create their own painting stroke exercise when we return to in class learning.</p> |
| ARTS | 1,200 | <p>7 of 9 students responded.</p> <p>6 students responded yes, they had studied and used the key terms in the module 15 assignments.</p> <p>1 student responded no, this student did not use the key term study tool.</p> <p>The one student who responded no, did not use the key term study tool and did poorly in the class .</p> <p>While others passed the class at various levels from A - C</p> <p>Conclusion: the flashcard study tool works. Keep using it.</p> | <p>I will continue to use the flash cards available as a study tool to help students quickly assimilate and use the course vocabulary in order to meet competency and outcome A1.</p> |
| ARTS | 1,200 | <p>Three out of ten students initially struggle with this concept. Through our discussion and practice, this will generally move to 1 out of ten students who struggle with the concept. Through the continuous practice of identifying the concept, the one student who struggles will gain an understanding of the concept in its basic practice.</p> | <p>During this cycle, I came to understand that my students were struggling to identify Positive space in several of the works we viewed. Because of this, I included an exercise where students were to create contrast silhouettes of the positive space in 5 works of art. This was done to help them see how the shape balances the art and cause them to think of the information that could be visually and conceptually important to include.</p> |
| ARTS | 1,200 | <p>The results from comparing the June CAT to the July CAT document an increase in the participating students knowledge base as related to the visual elements. A majority of the students increased their understanding of the visual elements from the start of the class to near the end of the class.</p> <p>This collected information is important as it provides proof students are meeting the outcome :</p> <p>A. Demonstrate an understanding of the terminology and conventions of visual expression.</p> <p>* Define the visual elements and principals of composition.</p> | <p>Messages sent as responses to the participating students encouraged and helped students to focus on learning the Visual Elements and Principles of Composition vocabulary.</p> <p>I will continue to use this forum to focus students on the Outcome and Competency related to understanding the visual elements.</p> <p>An explicit warning not to copy information from websites will be added to promote academic integrity.</p> |

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| ARTS | 1,201 | Students consistently showed improvement in weekly assignments throughout the duration of the course. Additionally, student feedback indicated that students enjoyed receiving weekly feedback on assignments and being able to track their own progress and build upon skills from week to week. | The format of the weekly homework assignment was changed in week 2 of the course based on student feedback to make sections and requirements more clear. The format will be revisited before the next course. |
| ARTS | 1,209 | 4 out of 4 students communicated in a visual map accurately the elements & principles of art within the art exhibited. | We did a pretest of the elements and principles of art at the beginning of course. We practice using that vocabulary with each project. |
| ARTS | 1,210 | 7 out of 9 students did not understand the application of materials in this approach. | <p>The failure in student's understanding was a result of the teacher's lack in demonstrating the technical procedure not only on a 'group' level, but also individually.</p> <p>Students used an excessive amount of Linseed oil in the early stage of underpainting causing oil paint to lack in adherence to the canvas and retard drying time to an unworkable state.</p> <p>The teacher observed two things that would be changed:</p> <ol style="list-style-type: none"> 1. Following a demonstration to the group, perform individual demos with students. 2. It is apparent that this approach is not one for Painting I students and should be reserved for a Painting II class. |
| ARTS | 1,210 | <p>4 out of 9 students did not understand:</p> <ol style="list-style-type: none"> 1. That oil paints are not dissolved with water and that one must use turpentine. 2. That clean up and care for an oil painting palette and paint brushes is not done with running water first, but initially with turpentine and paper towels, followed by warm water and soap. 3. That painting medium is used for the purpose of binding oil color to the support and to allow for control of the amount of transparency in the color. 4. That the different shapes of paint brushes, flat, bright, filbert, mop, etc. exist for a defined affect in their usage. | <ol style="list-style-type: none"> 1. Before actually beginning a painting a demonstration is needed on brush care and maintenance and proper procedures for cleaning. 2. To go over and lecture on the different types of paint brushes, oil colors, painting mediums and solvents and what their use is. 3. In future, after such demonstrations and lectures a quiz will be given on the vocabulary and 'terms' used in regard to the tools, materials and skills in the art of painting. |
| ARTS | 1,212 | 4 out of 5 students were successful in both identifying and utilizing art materials and methods necessary to paint a picture exclusively borne of the imagination. | The only actual reason that one student out of the five was unable to succeed was because the student simply refused to follow the recommended course of creative action. The student blocks the content of what is being taught and simply guesses (incorrectly) on how to proceed. To close the loop and remedy the problem I will be sitting down with the student, at the easel, to monitor their every step in the process to ensure that the 'why' and 'how' of the process is imbibed and practiced correctly by the student. |
| ARTS | 1,214 | 3 of 3 students grasp the concepts to my surprise and I did not need to go back and reinforce any of them. Instead I continued to build on and take them deeper. | It was not a change for this course but for one in the future. I am going to implement this earlier and see if I can push it even further in the 8 weeks. |
| AUTO | 1,124 | Students have poor phonics skills and do not try to understand the words we use in the industry. They will merely stumble over the tough words and as a result their understanding of the material is terrible. | I made it a point of asking what this word or that word really meant and waited till a student answered. This would and did promote conversation. |
| BSTC | 1,036 | 11 out of 13 students requested that we review the Group By option and making graphs. | Both topics were reviewed in detail during our Review session. More explanation and practice on these topics will be added to future classes. |
| BSTC | 1,036 | From my results, students had the most difficulty with Excel and understanding how to nest formulas. Students were able to integrate different Office Suite tools into a single program to show and validate intermediate knowledge of the programs. Students did not reach out for additional instructor support with the Excel problems, as the textbook provided them with the additional support, and showed them how to complete the assignments. | I have implemented more time to teach Excel formulas. I feel that this will further assist students with understanding how to complete their competency as well as allowing them to fully understand the program. |

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| BSTC | 1,036 | 8 out of 17 students had trouble understanding how to use an IF function and copying that rather than using their own logic and completing individual cells. | I gave the students an exercise that led them through the Logical Test step for the IF function. Then I had them evaluate certain logical tests as to whether they were True or False. Then combined the two steps together. |
| BSTC | 1,036 | I need to do more work up front to explain what a database is and it's functions. | I am going to create an intro to Access video for the summer section. |
| BSTC | 1,036 | 13 of 21 requested reviewing using the Group By option on records 15 of 21 requested reviewing Create/modify a chart Over 50% of students requested we review these two topics. All other request were under 50. | We started with these two topics and reviewed them prior to the exam. On the exam, nearly every student got the chart correct. On the same account, they got the Group By concept correct when appropriate. However, several used Group By on other questions where it was not appropriate. Future classes will focus more on when and when not it is appropriate to use. |
| BUSI | 1,036 | Students were struggling using a Mac and / or Chromebook due to differences in the software and device. Students were also struggling with understanding certain concepts due to Zoom use and lab time in the computer lab. | I was able to create a list of issues that students were struggling with as well as technical issues that caused barriers and restrictions. I provided resources and additional instructions for those students needing assistance for Macs and Chromebooks. I re-organized projects and tests so all devices would be able to complete everything on the assignment. A FAQ page was added to modules for easy access to information. Additional videos were provided as needed. |
| BUSI | 1,600 | Generally, 90% of the students gain the insight using the hands on, lecturing that defines and interprets the curriculum into today's business environment which correlates to the exams taken by the students. Additionally, research project is a subjective grading that allows student and teacher interaction for alternative learning to put the whole business concept into action and further refines communications skills in writing and oral presentation. | Changes made generally have been to use the text book concepts rather than the PowerPoint, as the students follow along, inherently read other topics, and spurring conversation and applicability to group project. |
| BUSI | 1,602 | The results were that 31 out of 35 students didn't understand what a personal brand was. The other four had some to little knowledge about it. | Currently, I am working on moving the leadership course to a more practical, hands-on application course. This is the first time we discussed personal branding in the leadership course and I plan to do the same background knowledge probe when I teach it again. I will be changing the parameters of the activity that goes along with the personal discussion. I will be changing is the number of individuals students must ask about their personal brand along with identifying what relationship the individual must have with the student. Many of the students asked "safe" individuals what he/she thought of the student and next time, I will require them to ask those that might not give them the "good" results the student wants. This will help broaden their perspectives. |
| BUSI | 1,800 | Students reported that the simulated job interview role playing exercise was very helpful. | I will continue to devote an entire day to this valuable exercise in future sections of this course. |
| BUSI | 1,800 | Students respond very favorably to this technique and learn efficiently. | One-to-one feedback is essential for developing writing and revision skills. |
| BUSI | 1,803 | It showed me that not all students understood the four parts of the human resources management process. Six out of ten of them scored 100%. Using this detailed information, I was able to identify the concepts that students were having trouble with and re-teach the material using a different method and different reinforcement activities. | I needed to spend more time on the concepts and also provide more reinforcement activities for the students to gain better knowledge of the material. |
| BUSI | 1,803 | Half of the students were struggling to retain and perform well on their exams. I analyze the test results by looking at overall grades, like questions missed and type of questions missed. When I recognize the same questions are missed and answered with the same wrong response, I re-evaluate my teaching techniques and how I communicate relevant information. So instead of issuing tests over 3 chapters, I began to administer tests after each chapter. My test scores went from a 75% average to a 82% or higher. | After changing the exams to a one chapter focus, the test scores improved and the material retention was better. Since the summer semester is condensed, I wanted to get as much information as possible taught but still offer opportunities to learn life skills. It appears as if it kept the students engagement in a more consistent fashion. We did resume reviews and mock interviews. I allowed them to be the employee once and the employer once. |

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| BUSI | 1,807 | There were about 7 students who struggled with understanding the CRM model and how that works in a business. There were also students who didn't understand the life cycle that was described in the book. Also a point of challenge for some was the data warehouse and data mining concepts. | I am going to rework my lecture. It is out of date and there are some YouTube videos that I can incorporate into this section that would reinforce some of these terms and make it clearer to the students so they have a better understanding. |
| BUSI | 1,807 | Students had questions about various terms in the chapter that they were exposed to but may have seen in action. Some examples are moment of truth, SWOT, and the idea of silos. Two students didn't have any questions or were unclear about anything. | I think the muddiest point provided an opportunity for students to question and for me to provide examples that are 'real' life for the students. I plan to enhance my lecture for chapter 4 a bit more and provide examples to see if this helps in the future. |
| CHEM | 1,802 | Prior to using these models, students were not completely aware of the relevance of scientific method but after started using the practice examples as the model, students have gradually improved their ability to analyze the data by using their critical thinking skills. Improvement in the quality of their lab reports is an evidence that the students' have understood the process and significance of scientific method. | In an effort to facilitate students, data analyses, I will continue to provide models/practice exercises before students can actually start working on the lab activity. These practice/model exercises will help them understand the significance and process of effective data analyses using their critical thinking skills. This in turn, lead to the successful achievement of this outcome. |
| CHEM | 1,802 | Not all students participated in this assignment and therefore not all students gained anything from this activity because they chose not to participate. Points were assigned to this activity as an incentive to participate. This is a virtual campus class. I have an opportunity to interact with the students by asking the students to submit work to support their answers and clarify any misconceptions by pointing the students in the correct direction by giving feedback when reviewing their work and returning it with a request for clarification and rework. Here the students provided documented problem solving. Depending on the class 90% of the students were able to demonstrate mastery of the material on the first submission and on the second submission 100% of the students are able to rectify their mistakes with a little guidance. The students are able to self correct or peer correct. | Students are much more willing to learn from each other in cases when asked to critically think. I may change the directions for deeper questions, more Socratic questions and ask for more differentiated questions but I will continue to use this CAT in all of my classes. |
| CHEM | 1,802 | I have noticed significant improvement in student Lab scores. Majority of the students have expressed that this 'guided inquiry' approach with modeling the concepts has helped them grasp the content and skills needed to do well on the lab reports. | This experience has taught me to provide students , guided inquiry' approach to help students develop their lab content knowledge and skills. Hence, I would like to continue to provide this approach and model the content so they can develop required skills to succeed. |
| CHEM | 1,804 | The majority of the students did answer the question correctly. Most of the students could identify the chiral carbon and its importance to the structure of the different sugar molecules. | I want to add some additional chiral and achiral carbon questions. I think it would benefit them and help their understanding of its importance to compounds. |
| CHEM | 1,806 | These are the three topics/objectives that were asked about most often. I provided them links to outside resources for extra help and then added this information to the Mid-Term Exam review Feedback so when I copy the course it will now have the information. * Determine oxidation states and assign oxidation numbers. * Using the Aufbau principle, write the electron configuration of atoms with many electrons. * Determine empirical and molecular formula from appropriate data. | I added further feedback to the Mid-Term Exam Review so when I copy the course it will now have the information. |
| CHEM | 1,806 | Of the students that complied with the request, a little over half were usable questions that showed some thought and effort in the assignment (55.5%). The other half were too simplified or unchallenging for actual use, but credit for the assignment was still given. | Two major changes for the next use of this strategy in my class. 1) Give the students smaller parameters for questions. A narrower selection pool will improve the type of questions that are constructed. 2) Provide a broader review of the material before requesting the Test Question assignment. Extend the review into definitions rather than just focusing on calculations. |
| CHEM | 1,806 | The students that did attend the weekly help sessions did perform better in the class and had a better grasp on the topics. There were still some struggles when applying the concepts, but overall the students attending the help sessions did better and could perform the math calculations better since they knew what to look for. | The lecture videos were a good idea, but they are long. I would like to shorten them and separate them into sections that match the book. Since some students do not attend the help sessions, it would be a good idea to have some short tutorials for solving some problems. |

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| CHEM | 1,806 | Based on student's posts, I am still seeing misconceptions about Oxidation numbers and a new issue with problems dealing with stoichiometry calculations with Molarity. | After I responded to individual student's posts to correct any misconceptions, I added some supplemental material, within the posts. I have also added the information to the overall course modules so they will be copied to future courses. |
| CHEM | 1,806 | In order to improve the student learning gains in the matter and its classification, I have assigned variety of assessments such as concept checks and Module quizzes. But the student learning outcomes did not improve. | Since the student learning outcomes were not met, I have used the 'Laboratory activities' as the assessment tool to achieve the learning outcomes. At the end of these lab activities, student learning gains have improved and learning outcome was achieved. |
| CHEM | 1,806 | I have small enrollments with 12 students spread over 3 classes. On the pre-test 3/12 were able to answer the questions on oxidation states and identifying oxidizing/reducing agents. Once I add additional information after the Mid-Term Exam Review, I found that 10 of 12 students were able to answer the questions on oxidation states and identifying oxidizing/reducing agents. There are some similar questions on the final exam and I will see if this knowledge holds. | I have added links to more resources and updated the feedback on the Chapter quiz that contains this material. |
| CHEM | 1,808 | Students needed clarification about specific ideas. | Additional resources were provided, depending upon the needs of this group of students. Additional resources and supports were provided via a Canvas message to all students in the class. |
| CHEM | 1,808 | Some students could get through the problems if they had someone guiding them and others had a basic knowledge of what to do. | A quiz that guides them step by step on what to do will be explored. The quiz or quizzes can be used during class and/or on their own time. The quiz will be designed so that each student will have a problem to solve and the quiz will ask them questions that will direct them on how to solve the problem. Before seeing the next question, the correct answer will be given to them so they can have the correct answer moving on with the rest of the problem. |
| CHEM | 1,808 | Students needed clarification about specific concepts, particularly those related to elementary steps and rate laws and equilibrium calculations. | Additional online resources were provided, depending upon the needs of this group of students. |
| CHEM | 1,808 | I found that only specific people 'played'. Some students permitted others to do all of the responding to the flashcards. | Some ideas on ways to encourage more participation: * call on a specific person * set teams for the competitive aspect * set a student to be in charge of the flashcards * set students to find the questions and make the flashcards |
| CHEM | 1,808 | Students needed clarification about some concepts, particularly kinetics calculations. Several students also expressed concerns about the math utilized in this course, the labs, and time management/pacing. | Information about additional online resources were provided. Students were also offered reassurances and reminders about time management, math, and the role the laboratory experiences plays in this course. |
| CHEM | 1,814 | About half of my students didn't understand what I had assumed they would be familiar with regarding the use of acids and bases and applying them to Organic chemistry. | I added more background information to two of my modules as a refresher but also to reteach the topics to students who may have missed the information in general chemistry. I am going to begin sending out a "review THIS information" document with video links starting Spring 2021 so that everyone is as prepared as possible for the course. |
| CHEM | 1,814 | More than half of students did not remember how K_a related to the acidity of an H atom. | I will take this information and create an additional review video and lesson write up to review the concept of K_a and H acidity and then apply to the topic of organic chemistry. |

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| CHEM | 1,814 | I need to make a ramp up module and/or review module. If a "C" in the previous course is enough to move on, that doesn't mean the students actually know the pre-req information for this course. | I am actively writing MORE to correct for other instructors lack of rigor (I'm a little salty about that) |
| CHEM | 1,821 | This is completely a distance delivery course. Students still gave similar responses to students in zoom courses. This course needs the F2F live portion, however, this particular class was not conducive to meeting weekly as the previous other classes have been. | Require a weekly meeting, it made a difference in the overall learning outcomes of the course. |
| CHEM | 1,821 | I did concept maps each week. Students confused concept maps with mindmaps. Students have trouble linking relationships between themes and want to brainstorm over linking themes from top down. As the course has drawn to a close, students are getting a better grasp of the general to more detailed approach. | Start concept maps together and slowly wean myself out during live chats. |
| CHLD | 1,500 | 75% of the students were able to convey their insights in a understandable manner. They were able to make sense of the "why" certain techniques are still used. They were also able to "see" how current standards need to be changed to benefit our students. | The students that "got it" were able to present their thoughts in an organized manner to the whole group. All students were asked to ask one thought provoking question over each students' presentation. This gave way to a wonderful discussion on more than a couple of occasions. Allowing students to "teach" insures that the information will stick with them longer. |
| CHLD | 1,500 | Students revealed they had to record four or five times until they were satisfied with the final attempt. Students were permitted to jot down talking points while those that wrote out and read their speeches did not score as well. Most said they did not enjoy this assignment, it was out of their comfort zone. I believe the value of this assignment outweighs the 'uncomfortable' experience this generated in the majority of students. These 'out of box' assignments help us to grow and excel where, once we may not have ever thought possible. | I will do this assignment again due to the total growth that I witnessed within one particular student. In fact, I will probably place this CAT in all of my courses giving more exposure to the practice of working with the ability to share knowledge in a conversational tone, Blooms Taxonomy, current curricula, outcomes/competencies, soft skills and the ability to speak on camera. |
| CHLD | 1,504 | There were 3 questions over all that were associated with competency A.2 and of those 3 questions the students got 1 of them 100% correct. The other 2 questions were multiple answer and they had to choose the best answers. On one questions 100% got the 2 correct answers; however, 5 student answered the same incorrect answer. On the last question 5 had it correct and 2 had it incorrect. | After review the question, I will say that the question where 5 students chose a wrong answer, the answer they chose if often an important part of this topic so, I may need to look more at the wording of the question. I did point them to the specific area in the text for the correct answer but in my own opinion, I can see how they would have selected the other answer as well from just conversations within our discussion boards. I need to look at the validity of the question/answers. |
| CHLD | 1,506 | Some students understood classroom space and how it can drive growth and development, while others did not. | I am working on reteaching some content to ensure students understand DAP. |
| CHLD | 1,512 | I asked what I could add to the unit that would enhance their learning. They want real life stories or perhaps videos. | I am in the process of looking for videos of real life situations and even letters written by children. This is a tough subject to be able to share videos and information because we're talking about child abuse & neglect and it's very confidential stuff. I know someone who has suffered sexual abuse. I would like to talk with her about possibly writing what she has gone through. |
| CHLD | 1,553 | It showed that all students excelled in at least two of the developmental domains. It also allowed students to see where extra effort was needed. | We used peer tutoring to assist everyone with their lowest area from the student in the class that scored the highest. All students got to be an expert to boost confidence and skills. |
| CHLD | 1,554 | I had several students want more activities and ideas for children with special needs. | I will add more videos and information about educating children with special needs within each content area of the curriculum we are covering in this course. I plan to add more information on activities including children with different cultural backgrounds as well. Perhaps I can add an activity to include both of these areas. |

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| CHLD | 1,566 | The students ask for more videos of classrooms implementing what we have learned for better understanding. I have considered taping myself with my own children, but this is not an actual early childhood classroom setting. I think there are a lot of great written assignments in this course that deal with what students would do in classrooms and what activities they might choose for children, but to better meet the outcomes, I think there needs to be opportunities to create social/emotional lesson plans using the Kansas Early Learning Standards. | I could create a video of myself doing a developmentally appropriate activity with my own children and fill out a lesson plan using KELS. Perhaps this would help students understand better. |
| COMM | 1,200 | 12 out of 14 students said they learned a lot in this regard in this class. The remaining two said that they learned some good information in this class. This tells me I am on a good track. Students clearly stated they learned and grew and their communication skills. | There really wasn't a lot of feedback offered in terms of improvement. I will put in a open discussion forum for students to communicate with each other throughout the course, not graded just available for them to use to talk to one another. I will try to clarify a few instructions on particular assignments. |
| COMM | 1,200 | I had only 4 students in this course: Half (2) students reported they felt they learned some in this regard while the other half (2) reported they felt they learned a lot in this regard. All students reported that they felt the case study examples were the greatest tool in this learning with all other modes and techniques of learning receiving at least a 50% response for effectiveness in learning. | Continue to work on implementing more case study examples as a learning tool as students seem to relate and really learn a lot from these real life situations of communication. |
| COMM | 1,206 | I found out that my students knew more about him than I thought they would. Apparently, he was mentioned in their history books in some form. Four out of five students were able to answer 5 out of 10 questions about the author correctly. | Even though they knew some information, I still wanted to know more, so I gave them a worksheet with several questions about him, his life, and his work and allowed my students to use their research skills in a websearch. |
| COMM | 1,217 | 4 of the 6 students have difficulty with Coding and Cognition Principles due to terminology: 8. NVC is iconic; VC is notational 9. NVC is continuous; VC is discontinuous 10. NVC has no basic units; VC is unitized 11. NVC is multi-channeled; VC is single channeled 13. NVC is processed as a gestalt; VC is processed discretely 14. NVC is processed syncretically; VC is processed analytically While the textbook explains these terms with examples, I use the muddiest moment to help provide further examples for clarity. | I will provide more visual examples within the lecture portion of the course. I will see if I can find a video that helps to clarify. |
| COMM | 1,220 | A lot of students hate writing! However, it has helped to show me that I can add some additional writing resources throughout some of the modules to help clarify some of the common writing mistakes made. | Added additional information in certain parts of the course on writing how-to's |
| COMM | 1,230 | Students were clear that the lack of a detailed report after each speech was problematic. If I wasn't specific with my oral comments, they didn't know/couldn't know what areas were weak and needed their attention. | Because I learned this at the end of the semester, I will implement the following in future semesters. For any student that is not physically present in the classroom, I will either provide a scanned copy of the rubric or enter the details of the rubric in a message to the student. |
| COMM | 1,230 | I found that some of my students understood how to document sources properly, but most had a limited working knowledge or no knowledge of how to document sources in MLA Style. | I determined that further instruction was needed. I explained when documentation was needed and how to do it. I projected appropriate documentation on the screen, and we used Citethisforme to show them a helpful tool for documentation. |

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| COMM | 1,230 | <p>Outlining is a difficult concept for some students, so we review it several times in class and I work with individuals on this as well.</p> <p>Ungraded practice speeches provide students with an opportunity to work on trouble areas in a more relaxed environment.</p> | <p>This course was taught both face to face and online simultaneously. I had done both, but never together. There was much on the job training for me. Technical limitations for myself and students make the environment unpredictable and at times frustrating for all involved. I did not know who would be in the classroom or online, making preparation complicated. Using cameras for the speakers and audience is limited by equipment and the length of cords. I will continue to teach this way as the need is present, but prefer a face to face class to teach and learn PUBLIC SPEAKING. Talking to a screen is just not the same.</p> |
| COMM | 1,230 | <p>Most of my students (approximately 90%) wrote thorough and complete audience analysis paragraphs. The topics chosen would be appropriate and interesting to the class. About 1 in 10 of the paragraphs were limited to only superficial information that could be observed (such as gender and age). I feel these students might have needed more time to get to know their classmates before being asked to construct the analysis.</p> | <p>In a non-Covid year, I will definitely do more group building activities and rotate students among their peers more. I could also include a model for a survey that would allow them to know their audiences thoughts and beliefs more. I believe the students know what audience analysis is, they just need more opportunity to practice.</p> |
| COMM | 1,230 | <p>The students were very successful with the assessment. 95% of my students were able to form speeches that were very persuasive. They did an excellent job of audience analysis and chose supports that fit the audience. They had solid thesis statements and coherent main points. They need to work on finding a variety of evidence for all of their claims. Sometimes they just assumed that their claims did not need to be supported which left holes in their arguments.</p> | <p>Next time, I will be sure to review Claim, Warrant and Evidence as the students are preparing. I will look for some more examples to show them what happens if there is not enough support given.</p> |
| COMM | 1,230 | <p>100 % of the students belonged to groups that had specialized jargon.</p> <p>80 % of the students agreed connotative words could evoke negative reactions in them.</p> <p>70% of the students acknowledged they have personal biases (political views, etc.) that might affect how they listened to a speaker and how receptive they would be to his/her speech.</p> | <p>The polling helped me to change the content of my lecture to make sure students were able to best approach audiences for their speeches and in the future.</p> |
| COMM | 1,230 | <p>These one-on-one muddiest points helps to clarify for not only the student asking the clarifying question but can help others in the class who may be too hesitant to reach out individually. Most muddiest points center around citations, research, and structure.</p> | <p>I plan to add a few more "how to" for citations. When answering not only the muddiest moment inquiries (but also individual emails), I give a step-by-step on how to find all information needed for a citation. Students have a light bulb moment!</p> |
| CORR | 1,001 | <p>My student had some issues with inmate code and understanding it. The student was surprised that it is not used more than what the textbook stated.</p> | <p>I will be explaining it more inmate code.</p> |
| CORR | 1,001 | <p>When the students answer - it is pretty much the same - they say they do understand the material</p> | <p>I feel with the power point, the short video, the instructor notes, it is pretty well explained to them about the chapter and the material</p> |
| CRFT | 1,001 | <p>12 out of 12 students completed the minute paper. 7 out of 12 felt they needed more practice on putting on and taking off the safety harness and lanyar</p> | <p>I will give each student more time to practice with each other on how to physically don and remove the safety harness and lanyard, what to look for before putting on harness and lanyard. This will help each student feel more confident knowing that they know how to don a safety harness and lanyard.</p> |
| CRFT | 1,020 | <p>The students that had an employment history involving some form of construction, navigated the math section easier. Also, the ones that had at least graduated from high school also had a better understanding of math in general.</p> | <p>After understanding the students past, I could concentrate more on the areas of concern, and not spend as much time on items that were already understood.</p> |
| CRIM | 1,600 | <p>Students are not aware that many careers in entry level policing at the state and federal levels require a four-year degree.</p> | <p>I've created an instructor assignment asking students to research positions in law enforcement with an emphasis on minimum job requirements.</p> |
| CRIM | 1,600 | <p>Most students understand this competency well but I can utilize other resources to reinforce the learning.</p> | <p>I used and pulled in other resources to demonstrate static principles regarding this competency.</p> |
| CRIM | 1,600 | <p>It demonstrated that most of the class understand this competency well although I can improve upon my teaching and understanding of the concept.</p> | <p>I pulled in different types of resources to explain the competency and foster understanding. For example, how does defunding the police aid or hurt social services providers or mental health providers.</p> |

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| CRIM | 1,612 | I found that 11 out of the 14 students in class had a hard time completing the assignment in week 5, which is an assignment where they create a crime scene report. Listening to the students in the muddiest point made me realize the directions for that particular assignment were not clear and were being misunderstood. I allowed students that had misunderstood the assignment to go back and follow the instructions after I had explained in greater detail what they needed to do for the assignment. | I changed the instructions to be more direct, adding reference to the text where examples could be found. |
| CRIM | 1,612 | In the assignment, I have students tell me in writing how they would do a follow-up investigation and what techniques they would use. I found that not all students were giving me the techniques on how they would approach the follow-up investigation. Most students would tell me only how they would do it. I have since reworked the question pertaining to this competency to ensure students were giving me the techniques they would use to do the follow-up investigation. | I have since reworked the question pertaining to this competency to ensure students were giving me the techniques they would use to do the follow-up investigation. |
| CRIM | 1,614 | Each student was successful. | Having the students verbally articulate what they learned. |
| CRIM | 1,687 | Each student was able to articulate what they had gained from the class (using terminology from the class). 3 of the 4 students said they did not require clarification in any area. One student stated she would like a more thorough look into how modern diversion courts work. This was a personal request, as she had been to diversion court when she was younger. | There was no need for a change. I did however, spend time meeting the request of the one student, and talked more in depth about modern day diversion courts. The student was pleased, as diversion court has progressed significantly since her personal experience. |
| CRPT | 1,001 | They showed me that the weakest or muddiest point in my lesson teaching students how to estimate materials was . 3 out of my 6 students said that they had problems calculating the number of sheets of plywood to cover a building, specifically they had problems when There is a diagram of the building. It seems it was easy for them if was one flat surface, but four walls was harder to figure out. | I now spend more time explaining how to calculate the surface area of a whole building, I completely changed the way I teach it too. I start with one surface (wall) then add one at a time to make the problem more simple. |
| CRPT | 1,001 | 2 out of my 5 students had problems understanding the drawing on the paper where they were supposed to get their information from. because we don't learn about reading plans until later in the class. | I might teach the plan reading portion of Module 4 to help my students understand the material estimation portion out of Module 2. |
| DANC | 1,030 | First thing I learned was that this type of assessment was difficult to administer because it took a while to get these students to submit their videos. After multiple reminders we finally got most of them in. However, some ended up showing their videos to the class from their phones. Once we engaged in the assessment activity they became very involved and motivated. I believe enjoyed doing it. Upon completing the CAT, we as a class determined that: -3 out of the 5 students had trouble with the sequence due to having weaker abdominal muscles (Center). - 1 student was compensating for weak wrists taking them off-balance in some inversion positions (upside-down). - 1 student was having trouble with the neuromuscular coordination of figuring out how to efficiently move their body parts quick enough to do the sequence naturally. | I implemented a wider range of progressive abdominal exercises to be done twice a week. Some of these exercises also included some upper body strengthening as well, such as certain kind of planks. I experimented with making these exercises more fluid and kinetic to help strengthen the neuromuscular component. However, longer term research on how to teach this skill is needed before the next semester. |

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| DANC | 1,035 | The findings of the terminology CAT showed that just over 70% of the class understood the most basic ballet terms from module 1. Just under 20% knew the higher level terms from module 3. This class has four modules. | Changes made in the current semester- We accelerated through module 1, treating it more like a review with in-depth knowledge on how to properly execute the movements tied to the terms. This helped the students refocus on performing these foundational movements with more care and focus. We spent much more time in modules 3 and 4, starting them earlier. |
| DANC | 1,036 | Results of the background vocabulary quiz showed she had a good grasp of the basic ballet terms but became increasingly confused with the intermediate and advanced terminology, especially with compound terms. We also discovered that she did not know how to spell or pronounce many terms from all levels. | Changes being made in upcoming semesters- This background knowledge probe will be given at the end of the first week so I can design a timeline for the curriculum that better suits the students' needs. The results of this CAT prompted me to develop the following: 1. Create a vocabulary list, with coordinated class plans, that focused on intermediate level ballet terminology. 2. Add a section in the class where the student had to verbalize the movements we were dancing in class. |
| DIET | 1,630 | Overall the biggest struggle is the math problems so I spend more time reviewing and giving examples of these. | I provided additional examples of math problems and spent extra time during the review sessions to cover these. |
| DIET | 1,631 | Three students reported in the muddiest point that they were confused about the nutrition care process, specifically the Assessment portion of it. I felt this was enough students that I needed to cover it more. | Posted an announcement to the whole class clarifying the assessment part of the nutrition care process. Plan to add more about this to next class. |
| DIET | 1,631 | The muddiest point discussion is a chance for students to let me know what they are struggling with so I can discuss it in the live review session. Even if only one student doesn't understand something I will make the effort to add it to the next zoom live review session. | My live review sessions will now likely always review the MDS, including what it looks like and how to fill it out. |
| DIET | 1,634 | To this point in the class everyone has a good understanding of the information we have covered. | This is the first time I have taught this course, so I will have a better idea of what needs to be changed after this semester. |
| ECON | 1,610 | The results inform the upcoming course revision to OER courses for ECON 1610 and ECON 1612 that will likely roll out in early to mid- 2021. | Adding supplementary video resources and content for application of economic theory. |
| ECON | 1,610 | Monetary policy was a challenge | Students tend to need remedial assistance and additional supplementary content is integrated into the course. |
| ECON | 1,612 | 75% of students struggled on one course concept | I would like to include more interactive activities for students to learn the materials. |
| ECON | 1,612 | Students generally have a T/F, multiple choice, essay questions to allow different technique to demonstrate the students comprehension of the core competencies. Additionally, I used projects to culminate the final collective understanding for which the student demonstrates the knowledge and application of the micro economics core competencies. | Average students perform well on test, those who don't are evaluated and given an opportunity to retake with retraining identifying the reason for which the poor performance was noted. Test are rewritten for clarity, or change all together. Recently based on the students feed back, more essay questions are used so students can write clear, concise thoughts to the specific subject. |
| ECON | 1,612 | 75% of students were able to master this SLO. | I would like to utilize more application of the concepts to do well. |

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| ECON | 1,615 | <p>10 students responded to the CAT:</p> <ul style="list-style-type: none"> - 3 said that expectations are clear - 3 said that some assignment instructions are unclear - 1 did not understand balance sheets - 1 had difficulty with the FICO calculator in one assignment - 1 had difficulty setting up the Mint app - 1 liked the videos, but did not like having to use an e-book | <p>I revised assignment instructions to include more detail and more clearly identify expectations. I reached out to individual students via email to invite discussion and offer assistance for their muddiest point (balance sheets, FICO calculator, and Mint app). I also offered the student dissatisfied with the e-book some options for printing or downloading the reading pages.</p> <p>I may move the CAT to a later module in the course to capture more feedback; however, I did like the early opportunity for intervention.</p> |
| ECON | 1,615 | <p>4 out of 18 students had questions about the budgeting app</p> <p>1 out of 18 students had trouble with the Excel worksheet</p> <p>4 out of 18 students did not fully comprehend all the tax information</p> <p>3 out of 18 students were unclear about the budget process</p> <p>3 out of 18 students had comments about the reading assignments</p> <p>1 out of 18 students had difficulty submitting assignments in Canvas</p> | <p>I realized a new version of the budgeting app had been released during the first week of the course. I posted a video tutorial about the changes and updated related assignment instructions, as we used the app throughout the course.</p> <p>I sent an email to all students to clarify the output of the tax calculator we are using. For the next section taught, I will add more information to the assignment instructions and look for a related article to add to the reading list.</p> <p>I provided detailed feedback on the budget assignments to help guide every student. I will review the weekly assignment instructions to more fully explain the "why" not just the "how".</p> |
| EDUC | 1,103 | <p>Over half of the students did not write an actual SMART goal and action plan in their homework. Their goals were lacking one or more of the components. A number of the action plans also did not include actionable, measurable steps. These did not meet the rubric criteria, so those students received low marks on the assignment.</p> | <p>"In the next class period, I explained the common errors and how to correct them. I gave all the students the option to resubmit the SMART goal assignment to get better grades. Of the ones who resubmitted, most had written an actual SMART goal and action plan.</p> <p>Next semester, I will change the structure of the lesson and assignment so that students write their own SMART goal and action plan and bring it to the next class instead of submitting it on Canvas immediately. The second day, I will walk them through checking and modifying their SMART goals in groups. After that, the students will submit their assignments on Canvas."</p> |
| EDUC | 1,103 | <p>This is kind of a double CAT because I could see the errors being made on the initial goals, and the class discussion helped the students learn how to correct their errors. On the Canvas assignment, eight of the nine students wrote SMART goals and action plans that passed the rubric. The average grade for the assignment was 92%.</p> | <p>I am going to keep the second day of working on SMART goals in the class schedule because I thought the anonymous class evaluation was helpful for the students to understand how to apply the principles. Next semester, I want to add more examples and practice evaluating goals to the first day of this lesson. Perhaps then students will come to class with SMART goals on the second day.</p> |
| EDUC | 1,105 | <p>Students were very familiar with code of conduct and housing policies, but not as familiar with academic integrity.</p> | <p>The bulk of course activities (group work) focused on understanding and explaining academic integrity. This allowed students to investigate the policy and explain it in their terminology for better comprehension.</p> |
| EDUC | 1,105 | <p>Most students were aware of all policies covered in some fashion. Surprisingly, they were less familiar with academic integrity than I anticipated. They knew that there was a policy, but were not familiar with the vocabulary of the policy: XF, Capital vs. Basic, Sanction...</p> | <p>We treated the coverage of the AI policy as a vocabulary lesson, focusing on learning the language of integrity. I was very impressed with their ability to apply the concepts of behavior to specific actions. For example, they were able to apply and understand how the pillar of courage is exemplified by students academically.</p> |
| EDUC | 1,128 | <p>There were only 2 students in the course and both provided a basic understanding of language, gender, and ethnicities. They did not touch on SES so I made sure to email them about how to look for possible signs when they scan the classroom or while working with students.</p> | <p>We discussed this in a subsequent journal and the two students did speak with the teacher about SES which they pointed out which students had free and reduced lunches or had trouble bringing supplies at the beginning of the year. Students were able to give ideas on how to level the playing field in education based on different student groups.</p> |

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| EDUC | 1,136 | After reviewing, grading, and analyzing the results of the students' completed paragraphs, 75% of students were able to complete the exercise correctly, while 25% of them had difficulty doing more than summarizing the fable. | I will provide the students with two completed models of the assignment (along with a rubric) that they can review-- before they complete the assignment. |
| EDUC | 1,136 | 100% of the students that took the quiz were able to identify the importance of literature in relation to children and experiences. | Although they were able to connect the importance of experience through literature, I will continue to help reinforce this through out the course with comments on assignments and in discussion boards to reinforce the topic. |
| EMHS | 1,100 | <p>* One student wanted more clarification on the religious terrorism aspect. It's a lot of information in a short period of time. This is important because this textbook focuses a lot on how religion makes it harder to define terrorism.</p> <p>* Two students want more clarification about the definition of terrorism. This one is hard because the definition is very broad so it's hard to put specific labels on terrorist attacks.</p> <p>* Two students had a better understanding and learned that there were different forms of terrorism. They were able to clarify between state-sponsored terrorism. They were able to have a clearer understanding of left vs right wing domestic terrorism.</p> <p>* One student learned that people will "do right in the eyes of the beholder." This is important when it comes to why people have a hard time defining terrorism. This is also important when you look at how if we label them as "terrorist" the person continuing out the act does not necessarily see what's wrong with that act they're doing.</p> | <p>I think that because this last CAT was so broad I'm going to limit it to a couple competencies that could still encompass most of the areas students are struggling with.</p> <p>A. Discuss the various definitions of terrorism</p> <p>* Explain the purposes of terrorism.</p> <p>* Discuss forms of acceptable and unacceptable violence in the international community.</p> <p>* Distinguish terrorism from pure political action and other selective types of violence.</p> <p>B. List and define terrorist ideologies.</p> <p>* List and explain significant components of terrorist belief systems.</p> <p>* Examine and explain the motives of modern terrorists.</p> <p>* Define Pathological and Counter-terror terrorists.</p> <p>I think that by limiting it to these two competencies it will help students focus more on those chapters allowing them to understand more of their questions related to terrorism.</p> |
| EMHS | 1,100 | Surprisingly, 3/4 students were all confused about the far right vs far left ideologies not having specific definitions. They all generalized how similar they each were with similar characteristics so they're not quite understanding what makes them different. One student also mentioned how the media misconstrues the definition used in the textbook. This is important because students are learning this early on in the class. The class builds itself onto this foundation so they need a good understanding to fully understand the class. | In the last class the students were confused most with module #4 religious aspect. In this class the students were most confused with the ideologies from far left vs right. I am looking to add another activity to help students differentiate the ideologies. |
| EMHS | 1,907 | 4 out of 6 students were completely clear on these competencies. The remaining 2 students had questions specific to the reference materials used in this module. Additional information and exercises were provided to those students and they were completely clear once that was completed. | I linked the reference materials directly into that module for the students to access. |
| EMHS | 1,908 | As with any training or course, each student will view the materials differently based on personal experience in an emergency type situation, background, or educational level. However, I see that some students that have no personal experience in a emergency situation tend to struggle with the finer details or end up going down a rabbit hole. Although, those with some type of emergent personal experience, will generally understand and comprehend the materials quite well. Due to the nature of this program, it is difficult to answer this question fully without breaking it down to a minimal level. | <p>There was no quantitative data that I determined critical enough to make changes in the course.</p> <p>The only exception would be the "fill in the blank" test questions. The automatic grading of the tests will count the answer incomplete if the student adds a space at the end of the answer, use an abbreviation, or adds a hyphen (just a few examples). Therefore I am always adjusting the possible answers to prevent the auto grading feature counting correct responses as incorrect.</p> |

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| EMTS | 1,500 | When the background knowledge was established and the psychomotor skills developed through games and other competitive/quick thinking activities, it was shown that the critical decision process in 8 out of 10 students improved with very high accuracy when placed in a simulated scenario. This is very important to myself as an instructor since the students have shown they have a background/foundational knowledge of why a particular intervention is necessary. An example would be the placement of an advanced airway device in a patient. Knowing the basic pathophysiological process of the respiratory system as well as a strong foundation of airway anatomy, the student can determine with high degree of accuracy when an invasive device is absolutely critical for a positive outcome. | Utilizing more games and other fast paced competitive activities to test background knowledge. Having something that is entertaining but is developing the critical thinking skills and reinforcing information. |
| EMTS | 1,500 | The result I found was the students did the following: * Started studying their medications more in preparation for the quizzes (ungraded) * Improved in their knowledge of the medications and their parts * Their exam grades have improved on medication-related questions. | The changes that I have made, is that I will use this course of teaching in the following classes of EMT every semester to enhance their knowledge and retention of medications. |
| EMTS | 1,500 | The data showed that their knowledge was good on medical terminology from anatomy and physiology but the spelling of medical terminology was lacking. This gave me as an instructor insight that they understood the concepts of anatomy and physiology but the students needed to work on the spelling of medical words | It really did not change much, but it reinforced the concept that there was a lot to know about anatomy and physiology. The students understood that they needed to work on their craft of A and P and keep improving throughout the class. I closed the loop by saying if there was a word that you had to put down on the sheet you need to go study that word so you can add it to your medical terminology and knowledge. |
| EMTS | 1,513 | The results were able to show me that we needed to do some more honing in the classroom on IV skills but the students had the basic concepts down. If they could talk me through the process of starting an IV, than they could talk me through the process while doing the skill in the classroom. | Based on this assessment, we did more IV skills in the classroom and discussed the questions, comments, concerns that were brought up during the flipgrid. I also plan on using Flipgrid for future classes to help students retain knowledge throughout the week. Flipgrid is a great asset and is very ADA compliant. This allows students who are not good at typing or putting their thoughts on paper, to talk them out. I have seen improvements in students who are shy in class improve and perform well on flipgrid. |
| EMTS | 1,540 | Students understand the importance to do the right thing when no one is looking and to take the "high road" even if it results in unpleasant consequences for them. | Allows me to gauge where my students are in critical thinking, and in their ability to set a high bar of ethical conduct for others to mirror. |
| EMTS | 1,541 | Critical thinking is a challenge with many of the students. Knowledge based questions perform well. We continue to use contrived scenarios to encourage critical care thinking on the part of the students. | Continue to use out of hospital scenarios to encourage critical thinking. |
| EMTS | 1,541 | Surprised that the students struggled with basic first responder and emt concepts. | Talk with the EMT, AEMT instructors to ensure they are teaching these concepts. |
| ENGL | 1,113 | Student feel more at ease with fractions. | The need was to help students with subtracting fractions when you borrow. I demonstrated how to have the students change mixed numbers to improper fractions and then subtract so they did not have to borrow. |
| ENGL | 1,113 | The have to be reminded about fractions everyday | Look for different ways to present the materials |
| ENGL | 1,113 | 4/4 students needed help with the skill development. | Focused on the skills needing improvement. |
| ENGL | 1,120 | The timeframe was now too long between intervals. Doing all in one week is too short according to previous feedback and giving a week between milestones is too long. Next semester will have the brainstorm scheduled on Friday, the rough draft scheduled for Wednesday and the final draft due the following Monday. | As stated above, I am altering the schedule. Next semester will have the brainstorm scheduled on Friday. We will review the brainstorm on Monday and assign the rough draft for Wednesday. We will discuss the rough draft Friday and the final draft will be due the following Monday. |
| ENGL | 1,121 | Based upon my students responses, I was not able to get enough information to assess. I only had two students and their responses were too brief to be of use. I probably won't do this particular CAT next time. | The change I made is that I will be using a different CAT. |
| ENGL | 1,121 | I did not receive back many responses from students. The results showed me that the students really like the assignment with the software. It helps explain things clearly to them, and they are able to get good practice. I found out, though, that students have trouble using it on their cell phones, so I am going to contact customer support and see if there is something I can do to help my students. | I am contacting customer support and see if there is something I can do to help my students use the software on their phones. This will make it more convenient for them to work on their English skills. |

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| ENGL | 1,122 | I find out that my students really enjoy the reading. Most of my students pointed out a few vocabulary words that they struggled with. A couple of the vocabulary words were difficult to find in a dictionary because of the multiple meanings that they have. | I am going to add a short glossary of a few of the vocabulary words that multiple students mentioned. I'll put it at the beginning, before the reading so that students will know where to refer to if they need the definitions. |
| ENGL | 1,190 | Most students could identify how the parts of speech work in a sentence, but they could not necessarily name the part. They didn't have the vocabulary. Thus, the problem in learning grammar concepts for this group was in their lack of grammar vocabulary. | This changed my lecture from discussing sentence constructs to focusing on vocabulary. We practiced the terminology like a vocabulary lesson first and then were able to apply the concepts attached to the vocabulary. Based on the results of our Parts of Speech quiz, I felt better about this method/approach. |
| ENGL | 1,194 | Students in this Developmental Course struggle with sentence fragments. | I am in the process of providing more resources/skills/open quizzes to address this weakness. |
| ENGL | 1,199 | I had only one student in this class, and she did struggle with being able to identify transitive verbs and also being able to identify noun objects and complements. | I did not change anything in the course, but this student and I did discuss through email a method that she could use to identify transitive verbs and noun complements and objects. She did still struggle, but I think she felt more comfortable in her ability to do so this with some additional practice. |
| ENGL | 1,200 | This class did very well with the average score of 88% on the quiz/worksheet. The errors in the worksheet were over minor and often disputed items like the Oxford comma, so 88% is a fairly strong showing. | I had planned to create additional instructional/review content about commas, depending on the outcome of my quiz review. I did not create this additional content for this class of students but will consider reviewing further back in the offerings of this class to see if it might be necessary or if I'd only thought students struggled with commas. |
| ENGL | 1,204 | Approximately one-third of the class still shifted between points of view, shifting between third- (the required perspective), second-, and first-person points of view, going into the final paper. | I added an additional video explaining and showing examples of the various points of view. My reviews/live grading videos of the essays included additional coaching about what perspectives should be included and where the shifts happened but shouldn't have happened. |
| ENGL | 1,204 | As evidenced by the discussion responses, almost 90% of my students had appropriate organizational strategies they were already considering as they drafted their Explaining a Concept Research Papers. | I feel that it is important for me to gauge student background 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 necessary. In this case, I believe the instruction was appropriate and successful. That said, this is an area I will continue to focus on in terms of ensuring students approach their research papers with appropriate organizational strategies in mind. |
| ENGL | 1,204 | Students are more likely to edit carefully with smaller writing passages because not a great deal of points are available to begin with, so they work carefully to preserve those points. | I took time to write feedback, however small the writing sample, and I learned that these smaller assignments gave me an excellent opportunity for relationship building between other larger assignments. They also gave the students more opportunities to learn about editing, so they could avoid the same mistakes in larger writing assignments. |
| ENGL | 1,204 | Although Covid-19 had caused some issues, the students overall remembered more than expected. | The only aspect that needed reemphasizing was the importance of the thesis and different ways to present it. |
| ENGL | 1,204 | I would say about 40% of students were unable to stay on track building an analysis. Instead, many of them included a relevant thesis in their introduction (Example: "This author uses tone, images, and specific secondary sources to reach each his/her/their target audience"); however, once students started their body paragraphs, they once again returned to summarizing the text rather than discussing the rhetorical tools they claimed they would cover in the essay. | I added an in-class assignment in which we modeled creating an analysis. We watched an advertisement together. Students were then put into groups and had to discover who the target audience was, and identify three specific tools the producers used to convey their message. They also had to explain how each tool (camera angles, comedy, and script) made the commercial more effective. During class discussion, each group presented its findings. They weren't allowed to summarize the commercial during their presentation. I then reinforced that this in fact was an analysis mini-assignment. |
| ENGL | 1,204 | Eight out of ten students did not understand all the aspects before. The other two needed a few refreshers, but they quickly picked up on it. | I have discovered that the exercise is effective; however, students need to complete independent practice as well to show a greater level of understanding and mastery, both with and without authors. |

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| ENGL | 1,204 | A student noted be confused by an assignment page, writing, "the approval form in module 12 I struggled to understand exactly what you were looking for. It just jumped straight to submit this form with no context with what you were hoping for." | The instructions were on the form itself, but I copied them onto the assignment page to reduce confusion. |
| ENGL | 1,204 | 3 out of five students had already been introduced to the idea of outlining, but it helped see how I want their outlines and essays to be written, so they can be more specific and direct without writing the entire paragraph. 2 out of 5 had not completed one before, at least to their knowledge. | Have them create their own outlines a bit sooner to ensure they fully understand what is going on. |
| ENGL | 1,205 | All students who responded to this background knowledge probe (located in the Unit #4 Discussion area) illustrated an understanding of the importance of accessible document design. | As students understood the importance of accessible document design, I used positive reinforcement to further emphasize this concept. I will continue to emphasize this in discussions and through one-on-one interaction (including gradebook comments on particular assignments in which page design is an importance component). |
| ENGL | 1,206 | I found out that my feedback and the You are an English instructor assignment was a great model for peer review. I found out that when students are reading another's work, they notice a lot more than I think we may acknowledge. I found out that students can be remarkably compassionate and nurturing when giving feedback. I found out that some students are incredibly uncomfortable having their work examined in a public setting. | I will continue to use the You are an English instructor assignment. I think it is a great way for students to learn how to locate errors in an essay and give compassionate feedback. I will continue to use this assignment as a precursor to peer review. I think that for the students who are uncomfortable with having their work peer reviewed, I will allow some sort of opt out option. I don't want students to be uncomfortable. |
| ENGL | 1,206 | Sometimes it just ends up being students complaining about how hard it is to get an A or how great of a job I am doing, which isn't terribly helpful. I am going to have to change how I'm doing my online classes though. A lot of students feel like Zoom makes it even harder than usual for students to engage in class discussions. | I think that for both this course and most of my others, I'm going to have to incorporate some sort of system where I call on students or something similar. |
| ENGL | 1,206 | Some areas of the lessons required clarification and reinforcement. | Completed a mini hands-on activity to reinforce the MLA documentation rules. |
| ENGL | 1,206 | Students did feel the emotional pull initially, but were able to take a step back and restate the argument in objective language before responding. Students demonstrated their ability to first identify other viewpoints before answering them either in the affirmative or negative. | Simply considering that there are many viewpoints on any one topic is always a valuable lesson. Composition is the effort to communicate effectively and we must consider that our audience is composed of many individuals, each of whom is a unique person with his own life experiences. Practicing analysis divorced from emotion is a worthy effort as it further develops students' abilities to elevate their professional and intellectual habits and best practices. |
| ENGL | 1,206 | Most students understood the value of reading critically, including the importance of being able to evaluate the relative success of an article as a piece of persuasive writing. A few students did struggle to differentiate between critical analysis of a piece of writing and personal response to the issue discussed in the piece of writing. | As a few students struggled to differentiate between critical analysis and personal response, I will continue to work to emphasize this distinction in lecture notes, discussions, and individualized feedback as needed. |
| ENGL | 1,206 | 17/17 students needed some remediation of this lesson. | I will continue to lecture, practice, quiz, and remediate. It is a matter of disciplining their minds to be detail oriented. |
| ENGL | 1,206 | There's the usual stuff, especially comments on this being fully online. More importantly, students report having trouble understanding how to apply a lot of the techniques that we talk about in class (outlines, transitions, integrating sources, etc.). I'll have to work on modeling and giving them clearer guides to use. | This will be our last time going over the same readings, so I think that I want to spend less time talking about what the readings discuss and create opportunities for students to try practicing. It'd be nice to have a clearer way to do this online. |
| ENGL | 1,206 | Basically that over 75% of them struggle with the concept of "logical argument" unfortunately. They do not have a good understanding of making a point and then finding EVIDENCE in their research that supports it. | Back to the drawing board the next day with logic. |
| ENGL | 1,206 | Of my two students, one easily connected her background knowledge with the new knowledge I presented to quickly grasp most of the concepts. The second student struggled to connect with her background knowledge as an older student that had not taken classes or written anything in a very long time. | I don't think I need to make any significant changes, other than continuing to refine my student-centered teaching approach in engaging in different ways to lead the student to grasp the new information, understanding that each student is unique in the way they learn. |

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| ENGL | 1,206 | 2 out of 3 students understood the assignment, but only 1 out of 3 was able to execute it with anything approaching concept mastery. | I don't know how much of the difficulty with the assignment is because of the condensed nature of the summer class and if it would be any better with more time for research. I'll try more or less the same thing in Fall and compare the results. |
| HIST | 1,400 | I found that students enjoyed having different learning resources throughout the course. They enjoyed videos, my lecture notes and also reading material. I did receive great feedback regarding how I am going to structure them in the future. | The response posts in the future, I will pose a question for them to respond to students instead of having them just respond to students without guidance. |
| HIST | 1,400 | The students like the organization of the course and consistency of the assignments. Some requested the lesson to be given in different formats. | I will be providing my lecture for more visual learners by incorporating ZOOM lecture sessions that students can attend. The sessions will be recorded so that other students can be able to view my lecture. This should be able to allow for students wishing to have a more visual based instruction to be more successful. |
| HIST | 1,400 | I found that most students did well with an organized course and one that gave clear instructions and assignments that guided them through the reading. This helped them to understand the material easier. I received feedback from students regarding discussion boards and wanting me to provide a question that students could respond to their peers. I also received feedback they loved the videos and also reading material to give a range of different resources for the material. | I will be making an optional lecture ZOOM time for students who can attend to receive more instruction on the week's assignments. I will also have this meeting recorded and posted so students can attend as well. |
| HIST | 1,401 | That the students are retaining the information they learn in class. | They related to the video that was shown. |
| HIST | 1,402 | I had numerous students struggle with an article we read discussing different historical perspectives regarding what ended the Great Depression (the New Deal, WWII, change in president/policy). The article discussed the traditional view that World War II ended the Great Depression. The author referenced several economists and historians who believe WWII did not end the Great Depression. | To fix the issue now, I commented on each student's submitted work regarding the article, explaining the different historical viewpoints on what ended the Great Depression. I am currently working on a short video that will introduce the students to the different theories about what ended the Great Depression. I plan to have them watch this before they read the article. I think giving them a heads up about what they are supposed to be watching out for will help them understand the different theories better. |
| HIST | 1,402 | That my students were paying attention in class and understood the significance of the Holocaust in American/World history. | My students are visual learners. I have incorporated more videos in this cycle than my first cycle. |
| HIST | 1,402 | My first CAT of my current session helped me realize that my students did not have a solid grasp of the concept of American westward expansion. This was interesting to me, because it is the area of history in which I have the most training and interest. I think it tells me that I may have went a little too deep into the subject, which convoluted the material for students not familiar with the concept. Being an entry level history course, I need to simplify my messaging on this particular topic. | As previously noted, I plan to simplify the American West lecture section. Future sessions will feature something more accessible to entry level students with clear messaging. |
| HIST | 1,402 | I learned that many students demonstrate knowledge in historical aspects and communication. | I modified my lesson to concentrate more on the students' muddiest issues and less on well known facts. |
| HIST | 1,402 | This CAT demonstrated that 6 out of 18 students in my course felt less than confident with the era of American Populism. I used this information by providing detailed responses when grading their Midterm Exams to those who struggled with this area. This extra feedback was meant to help clear up possible misunderstandings about American Populism directly to the students who struggled with it. | I did not feel that a change was necessary, as the muddiest point often varies based on the particular class. Instead I made sure to provide particular attention to this one area on their Midterm Exam grading responses. This extra individual attention was tailored directly to those struggling based on their exam answers. |
| HIST | 1,404 | Out of the 5 students, all 5 were able to correctly identify and discuss the concept of the frontier. Only 4 out of 5 students completed the quiz; all 4 were able to correctly identify when the frontier closed in the lower 48 states in the US (1890). | 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. |
| HIST | 1,406 | Students asked for more information on the railroads with a list that they can look over. | I will be adding a power points on the railroads with dates and facts. |
| HIST | 1,406 | All four students responded and 75% of them stated that the textbook was difficult to understand especially when it came to monopolies and the populists in Kansas. | I will be taking out the textbooks and adding information so that the course will be OER |

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| HIST | 1,408 | I had 4 students in this course, and multiple students commented on the writing assignment I refer to as a Reflection Paper. A Reflection Paper is a writing assignment where I ask students to summarize the content in the module by asking a set of broad questions about the outcomes and competencies for that module (that's why all the outcomes and competencies above are listed). Some students communicated that they would prefer the Reflection Papers to be due the same time as the discussions. | For now, I would like to keep things how they are. My thinking process is that writing a Reflection Paper allows the student to think over all the material covered and answer a few broad questions that allow them to put everything we learned about in a wider context. Having done this, I think it prepares them for a lively class discussion. Having the Reflection Paper due first makes them think about everything they learned, and since each student learns a little differently and often sees things from a different perspective, they can then bring that to the discussion board. |
| HIST | 1,408 | One of the Muddiest Moments was the primary source readings for the study of the ancient Greeks. I have students read the "Theogony" and "Works and Days." These works can get very dry and some of the sections that I have them read probably don't add to the general understanding necessary to understand the Greek gods/ideas on religion. In fact, having the students read the entire document might (probably does) cause them to miss the main point because they are consuming too much detail. | I will add a set of "focus questions" to the top of the primary source materials, and then take out the sections of the readings that do not address those focus questions. This way the students will know what to be watching for and will not get bogged down with irrelevant information that causes them to miss the main points. |
| HIST | 1,411 | Out of the 4 students in the class, 3 regularly submit work and participate. I asked the students to explain what imperialism is. Out of the 3 students who regularly participate 2 gave a very concise definition while the 3rd student provided a more lengthy description. As such, all 3 students were able to provide a good explanation. | I will continue to stress this topic and ask additional follow up questions for help them apply the knowledge. |
| HIST | 1,425 | Mixed - some were able to critically compare and contrast the time periods while others, at first, thought there were no similarities. Some did not read the essay for the question. It is important to be able to compare and contrast in history - to see the changes and lack of changes that have occurred within the society. | Will keep this CAT as is (in my online classes) - It makes many students start to realize that even though we are concentrating on information that happened 200+ years ago, that we still can see remnants of the past in our current views of gender and reproduction. |
| HIST | 1,460 | Data was collected by asking questions and making observations in class and in break-out room discussions. The results of my classroom opinion poll revealed that 13 out of the 14 students understood the various causes that led to the American Revolutionary War. | Based on the results of my CAT, I did not find a reason to change anything. I felt the students were able to learn through our classroom discussion, polling and zoom break-out room peer to peer discussions. The students had to write six causes of the American Revolutionary War on their midterm exam. This short answer portion of the exam revealed that students had a very good grasp of this particular outcome/competency. |
| HIST | 1,463 | Eight of Nine Students complete the Prior Knowledge Survey. Here is a brief summary of the responses. The largest number of students felt that they had more knowledge about the War in the Pacific and want to learn more about the War in Western Europe. (Q's 1-2) The largest number of students felt that they had more knowledge about Adolf Hitler and want to learn more about Franklin Roosevelt. (Q's 3-4) The largest number of students felt that they had more knowledge about George Patton and want to learn more about Omar Bradley. (Q's 5-6) The largest number of students felt that they had more knowledge about the Attack on Pearl Harbor and want to learn more about the Battle of the Atlantic. (Q's 7-8) The largest number of students felt that they had more knowledge about the Holocaust and want to learn more about the lived of Prisoners of War Camps (Q's 9-10) | I will increase the amount of time spent on the areas they wish to learn more about and decrease the amount of time I spent on their areas of strength. |
| HIST | 1,465 | My assessment showed me that about 10-20% of the students (one to two students per class) did not initially comprehend the information. After conducting the assessment and the follow-on training, students were given a quiz and the results improved every time after the CAT was completed. | I will give the students a research assignment in the next class to achieve better quantifiable information. |

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| 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. | This method of assessment allowed me to take note of both verbal and non-verbal understanding of this health concept. The line of questions could have gone many different ways, and I was able to ask questions that guided students to a better comprehension of how these eating disorders tie into our current topic of nutrition. That immediate feedback allowed me to make small changes in my explanation to correct understanding and clear up misconceptions right away. |
| HLTH | 1,248 | Fifty (50%) of the students in the class passed the CAT, correctly writing a SMART goal for the financial dimension of wellness. Some students forgot to go back and do it after submitting their other homework assignments, and some students didn't attempt to answer. This indicates that some students may still need help on how to write a SMART goal. | The addition of a short tutorial reviewing the basics of the SMART goal to the Introduction page of the next module, Module 4, should be helpful to the class. Also I posted an ANNOUNCEMENT of the class' success with this assignment, in an attempt to motivate students who did not participate. |
| HLTH | 1,248 | Sixty percent (60%) of the class completed the CAT and correctly determined that Jane was exhibiting symptoms of dehydration and heatstroke and needed immediate body cooling (ice water, etc) and transfer to the hospital. | I used this as a teaching moment to provide the correct answer posted in the weekly ANNOUNCEMENT and reminded students of the need to correctly learn the symptoms as they might see them again on a test. |
| HLTH | 1,248 | Fifty (50%) percent of the class completed the CAT effectively and wrote an acceptable SMART goal for the financial dimension of wellness. Half the class did not do the assignment. I am not sure if they just didn't see it, or skipped over it, or didn't understand it. | I have sent an email to the class informing them of their success with this project and recommending that they read all the directions for each assignment very carefully, so they don't leave anything out. There is also a short tutorial that reviews the basics of how to write a SMART goal on the next module's (Module4) Announcements page. I plan to continue using this CAT in the future as a quick determination of how well students understand this concept, as well as, if they can follow directions. |
| HLTH | 1,248 | The nutrition label can be an overwhelming label to understand. About 25% of the students were showing that they had a hard time understanding. | I did more examples by having them bring in their own labels and then tested them. This seemed to help students understand what they were struggling with. |
| HLTH | 1,248 | Eighty-three (83%) percent of students passed this CAT and correctly answered the question posed in the case study. This result shows that students understand the topic of heat illness in a real-life scenario. | I added a short tutorial that reviews heat illness on the Introduction Page of Module 4, (the next module), as well as, posted an Announcement so that the class knows how well they did as a whole. I will continue using this CAT in my future courses. |
| HLTH | 1,248 | Students are taught then questioned in class with roll call about what they are specifically doing to prevent cardiovascular disease or cancer and how to promote their own good health habits. | I will continue to question each student each day regarding how they feel or what they have learned each day or week. |
| HLTH | 1,248 | Most students were fine with the class to this point. The behavior modification assignments tend to give them some confusion. Others struggle with a few calculations for a few formulas as well. | Clearer instructions for the students |
| HLTH | 1,248 | Sixty-four (64%) percent of students passed the CAT and correctly identified Jane's symptoms as heatstroke. This CAT gives me a quick measure of whether students understand the topic of heat illness in a real-life scenario. The CAT indicated that students may still need some additional reminders of the differences between heat illnesses | I reviewed the topic in the Week 5 email sent to the class and used it as a teaching moment to provide the correct answer posted it the weekly announcement. I reminded them to learn the sign/symptoms, as they might be tested on it. |
| 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. | This method of assessment allowed me to take note of both verbal and non-verbal understanding of this health concept. The line of questions could have gone many different ways, and I was able to ask questions that guided students to a better comprehension of how these eating disorders tie into our current topic of nutrition. That immediate feedback allowed me to make small changes in my explanation to correct understanding and clear up misconceptions right away. |
| HLTH | 1,248 | Sixty-four (64%) percent of students passed the CAT and correctly identified Jane's symptoms as heatstroke. This CAT gives me a quick measure of whether students understand the topic of heat illness in a real-life scenario. The CAT indicated that students may still need some additional reminders of the differences between heat illnesses | I reviewed the topic in the Week 5 email sent to the class and used it as a teaching moment to provide the correct answer posted it the weekly announcement. I reminded them to learn the sign/symptoms, as they might be tested on it. |

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| HLTH | 1,248 | Seventy-eight (78%) percent of students passed this CAT and correctly answered the questions posed in the case study. In general, this CAT gives an indication whether students understand the topic of heat illness in a real-life scenario. In this case, some students look like they require reminders. | I used this as a teaching moment to provide the correct answer in the weekly announcement and reminded students of the need to review symptoms that they could be tested on in future. I have added a short tutorial that reviews heat illness on the Introduction Page of Module 5 and I will continue to use this CAT in future courses, as it appears to be a good indicator of understanding. |
| HLTH | 1,284 | There were not significant ideas or issues with students who paid attention and contributed to class. Students were asked questions during class time in attempts to keep them engaged. | I found that when I asked questions to engaged students for discussion, it seemed to create more interest. |
| HOME | 1,501 | Most students did not have difficulty completing this task once they understood they needed to calculate their own recommendation | I may possibly change the instructions to include an example of the required steps so they do not take the requirement from tables |
| HOME | 1,501 | Students seem to have an 'aha' moment when they see how much protein one consumes compared to what we need. Some however, did not understand the need to calculate the requirement and confused this with intake portion | I may re-word the activity to make it more clear. |
| HOME | 1,501 | 2 students missed the question about reading food labels. 2 student missed the question about what nutrient is out preferred energy source. | After the exam we reviewed the questions missed and discussed the correct answers during the next class period. Next semester I will spend more time initially teaching these two things so that students feel more comfortable with them. |
| HOME | 1,501 | The one comment I saw a few times was having things be due on Sunday instead of Thursday so they can have the weekend to work on it. | Most students like the Thursday format and have no issues with it. They have the weekend to work on it and not wait until the last minute to complete work. It also allows them to have work Not due on Sunday along with other classes. |
| HZMT | 1,903 | I had 100% participation because it was a 10 point assignment. For the most part my students understood what was expected of them and submitted answers in the ball park of what I was looking for. | I am going to change the way my students submit this CAT assignment. Instead of offering it as an assignment, I going to have my students submit their CAT by email to me and then reward them with a 10 point bonus on their next exam. This is the way my other classes are set up. Doing this way, my students will take initiative to answer this CAT rather everyone doing the same assignment. |
| HZMT | 1,903 | Seven students in this class submitted their CAT assignment. After reviewing their submissions, I think they thoroughly understood this assignment. One student wrote a 2 page single spaced submission. | I find no reason to change. This class is an exceptional class, very involved with discussions and assignments. I believe it was important for the students to know the laws and regulation involved, what happens at a landfill, how they are constructed, how they are monitored and finally why they are filling up faster than anticipated. |
| HZMT | 1,950 | The experiment did not work this class. There were only 2 students. One student posted her comments before the weekend. She gave very little detail. Both students had completed the assignment by the time I had enough detail to determine what their actual challenges were. | I decided to allow the students more time to turn-in their assignments. The muddiest point is due after the assignment. The students usually do not complete their assignments until the last minute. It is too late to help them better understand the subject, when the module is over. I need to find another way to get them to tell me their problems earlier in the game. I do not have a plan yet. Maybe, I will give them the assignment one week and have it due the next week, with the muddiest point assignment. I will not grade it until the week after. We will have a chance to interact and make corrections prior to me grading the assignment. |
| HZMT | 1,978 | The results found that the students learned a great deal about the subject matter then they had know previously. While the lab assignments were better prepared and organized this quarter, students thought that the labs were tedious and lacked critical thinking task. | The changes I implemented in the current course were lab redevelopments. Given that many software packages used in the geospatial field require a license purchase, I was able to find a free open source geospatial software that was easy for students to install and operate. Because of this the technical issues that were often experienced in previous quarters were minimized this quarter. |
| HZMT | 9,000 | A few students (out of 37) were rusty on this concept. Since this is a refresher course we are always planning to need to spend time to clarify and ensure that students are clear on important topics before moving to another. I was able to spend more time talking about this specific subject until all participants were comfortable with the topic. | The loop was closed by referring back to this subject many times throughout the refresher course. I cover a lot of topics multiple times in a class and every year as well so we can ensure the important topics are understood and mastered. |

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| LANG | 1,206 | <p>When I have not taught TEA structure, students often do not know how to structure a paragraph. They often start the paragraph with another person's quote, or they end the paragraph with a quote, or they use quotes that are not relevant.</p> <p>After the TEA structure lessons, their essays are much more cohesive and much more organized.</p> | <p>I have been using these TEA lessons for a while. They are working so far and I have not made any changes.</p> |
| LANG | 1,900 | <p>During my Zoom Student/Teacher Touchbase (a call that takes place in Week 5), two of the four students mentioned that the muddiest point with German pronunciation were the vowel sounds.</p> | <p>In my German 2 course, I actually go into more detail on these sounds. So, I copied the page from my German 2 class (1902) and added it to next week's German 1 module (1900). The page includes audio of me pronouncing a list of German words with vowel sounds that are hard for German learners. In addition, for the remainder of the session, I will make sure that each week, each student receives a video from me offering comments on their speaking assignments with emphasis on vowel sounds. I do this already throughout the course, but I want to be more consistent with it on a weekly basis. Also, for my class next session, I am going to include more videos of me pronouncing words instead of relying on the videos/audio from the OER textbook I use. Students, I am learning, want to see more of their teacher teaching them, and not necessarily videos from the textbook.</p> |
| LANG | 1,900 | <p>This semester I asked what the muddiest point was around German pronunciation. I learned that vowel sounds are difficult, especially when two vowels are together (a diphthong), and the length of German words and how to break up the syllables causes confusing too.</p> | <p>I began offering more pronunciation feedback, and over the course of last session, I added pronunciation audio files on most of my pages that had new vocabulary. But I still want to work on this some more and add more to my unit on compound nouns. Maybe a matching game where I have a word and then offer three ways to say it and they have to choose the correct one. I just thought of that. These CATs really work! :-)</p> |
| LANG | 1,900 | <p>Three of the 4 students mentioned the videos being too hard. It's not a lot of data but students have made references to the difficulty of the videos throughout the last two years. This time around further confirmed what I suspected.</p> | <p>My goal is to replace most of the videos entirely over the next year, but in the meantime, I changed one of the listening assignments to a multiple choice instead of open-ended answers that way the students can have some options in front of them. I will also be sure to include transcripts for each video as students have mentioned wanting these so they can connect sounds to what the written word it. It makes sense. I should be able to do that by Fall session.</p> |
| LANG | 1,908 | <p>Several students wrote with questions that I was able to clarify for them in order to help them in the subsequent modules.</p> | <p>I did not make changes based on the responses. From the responses I was able to see exactly what was still unclear to students and help them clarify these concepts before the next module.</p> |
| LANG | 1,908 | <p>1 of 14 students replied to the Cat discussion throughout the course.</p> <p>1 of 14 students did not understand subject pronouns and needed more clarity.</p> | <p>I will emphasize subject pronouns through the first chapter.</p> |
| LANG | 1,908 | <p>It shows that sometimes students need to explain how and why something works in the language, in order to make sense of it, and be able to replicate that structure in the future on their own.</p> | <p>I provide more of those examples, and situations in which students need to explain why something is used in the language.</p> |
| LANG | 1,908 | <p>Clarification of verb tenses for students not understanding or passing with an 80% or higher was taught and covered in class.</p> | <p>Present progressive was re-taught over 2 chapters of the course. Up until the final week until more than 80% of students had an understanding of Present progressive.</p> |
| LANG | 1,908 | <p>Some students struggle a lot with basic language and grammar terminology. I offer office hour meetings (Live-Zoom meetings) to provide further explanations.</p> <p>I have had a student complain that I did not want to meet on Campus, but I don't have an office, nor time. The student never reached out for a Live-Zoom meeting either.</p> | <p>I need to add more interactive-media practice activities that include listening. I have found liveworksheets.com that unfortunately doesn't embed correctly on the Canvas LMS. Thus, it will send students outside of the Canvas LMS. I am willing to do that with some competencies if that means that the students get more practice and listening.</p> |
| LANG | 1,908 | <p>A student did not understand the difference between the articles and how to use them. Thus, I provided further information.</p> | <p>I made modifications to the free course materials I provide to students, then I made more connections with previous content - explaining the connections often, so they understood the concepts better.</p> |
| LANG | 1,908 | <p>Students struggle on some of the competencies, such as verb conjugations, and adjective and noun agreement.</p> | <p>I find further activities on Quizlet and other sites that help with further practice, and the creation of audio activities to support the writing practice.</p> |
| LANG | 1,908 | <p>Clarification was needed for students not understanding with an 80% or higher.</p> | <p>More content, video, gif's and one on one was incorporated within the course in order to help students comprehend conjugation.</p> |

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| LANG | 1,909 | The students who participated had differing questions about grammar which I was able to clear up for them. Most students were not understanding the formation of the past tense. | I inserted a section in my explanation that better explains the past tense and its formation. |
| LANG | 1,910 | Despite all students conjugating 100% properly, 50% of them were uncertain how to use the imperfect in a sentence vs. the preterite. | I reintroduced several assignments to reteach the imperfect in order for students to understand the imperfect tense and be able to apply it in reading, writing and speaking without hesitation or confusion. |
| LANG | 1,910 | Some students would like more speaking activities and interactions with others, and even though I introduced one, I will work towards adding a speaking component in every module, even if it is very short. I am also aware that for online courses, to have an interactive speaking component between students is very challenging because of schedule differences and the kind. | I added a new speaking activity between students, and I am working on adding some new ones. |
| LANG | 1,910 | I realized that some students will benefit from questions that require them to review and put together what they have been practicing. They may realize that they need to check their notes or that they need to review their notes. | I will be creating "Diagnostic Learning Logs" throughout the course in order to get more student interaction and support with each other. |
| LEAD | 1,000 | Not one student in this session missed any of the dual deadlines. I had made numerous changes/additions to the course, including setting up an I Understand quiz in which students affirm their understanding of key information, including Threaded Discussion due dates and my late work policy. | Based on the positive results for this issue, I consider this issue closed and will tackle something else next time around. |
| LEAD | 1,000 | There is confusion about the dual deadlines for Threaded Discussions and classmate responses. One student, in particular, has struggled with this concept all session long, and noted it in the Muddiest Point assignment. | I will be even more direct about the dual deadlines for Threaded Discussions, both within the Canvas shell and in my communications with students. |
| LEAD | 1,003 | The results showed that students are learning the material in CLDP. the pretest scores for this particular session were an average of 14.6. The post-test, which was an assignment had an average score of 21.6 (A). The resulting improvement provides information that students are interested in the material and able to retain the information. | Nothing specific at this time. I do rely on student feedback to make improvements to material, delivery, assignments, etc. |
| LEAD | 1,003 | Of the students that completed both the pre and post test, none achieved a passing score on the pretest and all achieved a passing score on the post-test. | None, the results help me know what information to spend more time on but not changes to made to the material. |
| LIFE | 1,402 | Results indicated 65% of students were unable to identify two variables (independent and control), and 38% of students were able to identify the dependent variable. | Following the Kahoot! students completed two lab simulations where they had the opportunity to design multiple experiments which included identifying the variables and providing justifications for their selections. |
| LIFE | 1,402 | 76% of students demonstrate that they understand the Theory well. 24% of students did not respond or provided an incomplete response. A few of these students just did not respond A few of these students answered with a response that did not fit the question. | I have clarified this question several times and also added an example along with directions. I am going to try one more clarifying sentence like "check to see that you included (blank)." I previously added a discussion prompt worded a bit differently but asking for the same understanding. The students could have read 80+ responses along with my feedback as a review for this question prompt. I was surprised that a few students did well responding to the discussion prompt but not on the quiz prompt asking for the same information. Time was not the problem. |
| LIFE | 1,402 | 27 out of 35 students said there was no muddiest point. Two students didn't follow the instructions and listed concepts covered in a previous chapter. Of the other 6, 3 had a question about something they didn't need to know how to do (calculate population growth), and the other 3 had questions about dispersion. | I didn't feel I needed to change anything about instruction. I had other students in the class explain the concepts to the students in their own words. |

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| LIFE | 1,402 | <p>Wow, this was powerful. The students overwhelmingly performed better after I revised directions again. I think I finally found a way to gauge their understanding as related to the "real world".</p> <p>The scores for this essay were higher than ever in the past and the responses were more genuine and not canned or very basic. These are the best responses I have ever seen as related to understanding the processes of evolution and change over time. THIS ONE IS A KEEPER!</p> | <p>I will continue to use the revised directions and examples for a few more bio classes and see if the results are the same.</p> <p>I used bold and italics and specifically referred to what what I expected and would like to see. This was an amazing class response.</p> |
| LIFE | 1,402 | <p>As I read through responses for the open ended essay responses related to evolved traits there did not seem to be much difference from before. For the most part the students could identify traits that were passed on genetically for survival. But I also added another lab with hands on learning and design of an eco system with predator and prey. I am interested to see if the student responses to this lab are similar or different in the next semester.</p> | <p>These were the changes, to use alternative web sites instead of the more expensive masteringbiology.com publisher designed learning tools.</p> |
| LIFE | 1,406 | <p>Students were able to be able to define characteristics of a plant better with this new approach.</p> | <p>I had students physically pick a plant example during their assessment to describe what characteristics they observed that indicated it belonged to the plant kingdom rather than another kingdom of life. I feel like students having a visual representation of a plant nearby helped them understand this competency that much better compared to memorizing all the characteristics of a plant without really understanding what they were memorizing in the first place.</p> |
| LIFE | 1,408 | <p>2 out of 4 did not understand the organelle functions.</p> | <p>I will be adding a video lecture just on organelle function and adding an addition homework assignment focused just on organelles.</p> |
| LIFE | 1,408 | <p>Students were able to answer questions correctly demonstrating they had a clear understanding and ability to identify and describe the physiology of the negative and positive mechanism and physiology of this (negative and positive feedback controls).</p> | <p>Because students were able to answer questions correctly and demonstrated understanding I will not make changes in the way I teach this outcome.</p> |
| LIFE | 1,408 | <p>This time I used this question as a pre-assessment. By having a pretty open ended question, I get a good feel of the background knowledge my students are coming in with. 3/14 students went into a great detail about the flow of blood back and forth and the exchange of gases. All of my students grasped the vague concept that they are both crucial in circulating oxygen in our body.</p> | <p>I will need to spend a decent amount of time covering the flow of blood and what gases are exchanged where. I have flashcards that I will have students lay out to trace the flow of blood and indicate where gases will be exchanged. I will use this assessment again, but asking them to be specific, after this activity to make sure all of my students can do this.</p> |
| LIFE | 1,408 | <p>This showed that while 69 percent of the students understood protein synthesis, 31 percent of the students do not.</p> | <p>I will be providing more homework assignments on this topic and an instructional video to increase understanding of this cellular process.</p> |
| LIFE | 1,409 | <p>Before implementing the below mentioned process, approximately 60 percent understood the functions as evidenced by an exam question. After implementing the process below, it rose to 99 percent.</p> | <p>When I realized that the students were confused about some immune cell function, I designed a review, to further explain the functions and created a homework assignment to check their understanding. After completing this process, 99 percent of the students understood the function of the specific immune cells. Going further with future courses, I plan on developing a specific presentation for those specific immune cells to ensure understanding.</p> |
| LIFE | 1,412 | <p>Students were able to comprehend and retain information better when presented with option to visually depict information via a concept map.</p> | <p>Integration of more concept maps (or similar practices) into individual assessments.</p> |
| LIFE | 1,412 | <p>Students were able to complete the 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 describeknowledge using thereknowledgeof genetics, and how bacterial populations can develop drug resistance.</p> | <p>Because students were able to complete the Research Project correctly and demonstrated understanding I will not make changes in the way I teach this outcome.</p> |
| LIFE | 1,414 | <p>There was some confusion about different aspects of this lab.</p> | <p>I have re-written a few areas of the lab to avoid further confusion.</p> |

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| LITR | 1,210 | Students have no previous understanding of a "well-documented" essay. | I included a lecture on plagiarism and made assignment-specific changes to discourage plagiarism, including the requirement of quotes from the assigned reading in writing assignments. When students are required to include quotes from the reading, they are more likely to read the assigned reading--rather than use online websites. |
| LITR | 1,210 | Students are able to follow the basics of the plot quite well. However, I discovered that they sometimes struggled with connecting the motivations of the characters to understand the foreshadowing in the novel. | We have been doing additional page responses at more regular intervals, so I can gauge their understanding, and we have read some chapters together with guided discussions to help keep students engaged. |
| LITR | 1,210 | Students would like to see more time spent on poetry. | More explanation and time is given to poetry. |
| LITR | 1,215 | One student noted that it might have been helpful to have more specific prompts for the essays. | I added more explanation to the essay prompts and included potential outlines for the students to use. |
| LITR | 1,215 | My students were able to have great discussion about my question by listing several modern events and then questioning each others' decisions about what types of decisions they think they would make. I believe this early discussion will give students a great understanding of just how difficult some of the story's characters' choices are to make. | Since the question/discussion was so successful, I will repeat this background knowledge probe in future teachings of this same text. |
| LITR | 1,215 | The Rose Garden verses presented the greatest difficulty for students, and they found them to be the least rewarding to study, so I will use fewer of those passages and incorporate another item in the module that also touches on the value of education in future sections. | I changed the way I respond to poetry analysis. When students aren't feeling greatly confident, line-by-line feedback can help them see areas where they interpreted well and accurately instead of feeling like they missed too many details because they were not able to figure out every single piece. Every right analysis is something to be celebrated, however small the passage. |
| MATH | 1,809 | I found that over 80% of the students answered the poll question correctly. | The poll results assured me that we could move on to the next concept in the lesson. |
| MATH | 1,809 | A few students were still struggling with the idea of flipping the divisor when dividing fractions. I do have a video in the notes, but there's not an explanation in the text, so I'm not sure if the reason they still have this question is because they've not looked at the notes or that is just doesn't make sense to them. | I did explain that even when we divide whole numbers, we still flip the divisor, and I gave an example to prove this point. |
| MATH | 1,809 | Most chose the correct answer, the percentage was over 75%, this measure gave me confidence to move forward with the lesson. | The results of the CAT granted me the opportunity to confidently move forward with the lesson. |
| MATH | 1,813 | 3/6 students fully understood the assignment and completed it successfully. Unfortunately 2/6 did not attempt this assignment. | Context: every module or "chapter" has journal entries. Shortly after this assignment, I started to sit down and review journal questions with students. I had previously sent them messages in canvas so they could review they wouldn't feel "called out" in class. I found students were happy to receive feedback in person and they were much more likely to retry this assignment. This helped students better understand these concepts that are important in their math classes further down the line. |
| MATH | 1,813 | Majority of students could answer question completely. Some didn't include all possible steps. | Meet with Dev Math team and discuss if videos need to updated/changed. |
| MATH | 1,813 | After tracking this prompt, I found that 18/52 students who completed the journal did not answer the question correctly. This means over a third of the students were not successful on this prompt for some reason. Looking into their responses, I found a large number of those students misunderstood what the prompt was asking for. I also found that 24/52 students simply gave an opinion to the prompt without using any work to support their answers. That is almost 50% of the students. Again, looking into their responses, many relied on incorrect observations rather than mathematical proof. When I explained that I was looking for work to support their answer, 5 of my students were able to correct their journal prompt within minutes. I believe that the vagueness of direction, "explain your answer," contributes to the confusion students had when completing this prompt. | My direct changes to the course were to outline my expectations for the journal prompt clearly when students came to the journal. Overall, I will bring this to the team revising the College Prep Math modules to propose a change in wording of the journal prompt for all the CPM classes. |

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| MATH | 1,815 | 2 out of 5 students who did this Journal in Module 7 did not adequately answer the question. They failed to realize that the Substitution Method would produce fractions which would make that method more difficult. | Going forward, I will point out why one method might be preferred--how to determine this if given a choice of methods. The question itself may need to have a hint added. |
| MATH | 1,815 | 4 out of 4 missed this problem on their first Practice Test attempt. The degree of a polynomial is important in future modules and later math courses. | After seeing these results, I worked with each student before they took the Post Test. I also looked at the lesson which was supposed to cover this concept. As we redo lessons for the fall, we will add more detail to this material. I will check for success on the Practice and Post Tests next fall. |
| MATH | 1,815 | <p>3 out of 5 students who completed this journal scored below 70%. 2 of the 3 students who got this wrong assumed that the two different examples were actually related and thought they were supposed to solve or simplify the example $2y+y+2y$ to get $5y^3$. This led them to use this in their explanation of the degree of a term and a polynomial. Since they believed that the examples were related, they then made the erroneous conclusion that they are supposed to add their exponents when combining like terms, which is not true. I checked previous answers from last semester and there were quite a few students who made this same mistake. The other student who scored below 70% gave an extremely vague answer. After discussing the journal prompt with her, she explained that she did not know what the degree of a term or polynomial was.</p> <p>The 2 students who scored 100% had asked about the degree of a term and polynomial when working on the homework before the journal prompt. With them, I was able to go over the differences in the degree of a term and a polynomial. So they were able to complete the journal entry with no confusion.</p> | <p>Since the word "degree" is used for a term and a polynomial, I made sure to go over the differences of both and include examples. Then the students had to make up an example and explain it to me before doing the journal. After the other students scored below 70%, I did this with them, but they chose not to fix their journal entries.</p> <p>I made sure to change the module notes and clearly outline the vocabulary and definitions. I also included different examples for each type of degree. Previously, the vocabulary got lost in all the text and was not formatted to draw students' attention to the words. I also changed the second example in the journal to avoid any mixups and prevent students from thinking the examples were related. Hopefully, these changes will also help future students. If there are still issues, then the course videos covering this content may need to be changed, or even the journal prompt itself.</p> |
| MATH | 1,819 | I found that I was able to address the needs of at least 2 or more students per week. This is significant given the small class size. | I will continue to solicit student responses through the use of the Muddiest Point. |
| MATH | 1,820 | Only one student was struggling and I was able to give her one on one help. | When I realized what was confusing her, I was careful to emphasize that step during the review. |
| MATH | 1,821 | <p>I did an exit ticket and muddiest moment each time i taught a lesson.</p> <p>First Exit Ticket Result</p> <p>Common factors and grouping 7 /10</p> <p>Trinomial expressions 11/13</p> <p>Difference of square expressions 9/12</p> <p>Results after Muddiest Points and Explanation</p> <p>Common factors and grouping 8 /9</p> <p>Trinomial expressions 10/11</p> <p>Difference of square expressions 10/12</p> | I will teach factoring trinomials using at least three different methods |
| MATH | 1,821 | Showing more examples and working with the students as needed increases the confidence of the student. | Do more examples and work step by step with the students as needed. |
| MATH | 1,821 | The results of exam the students needing extra help to graph. | I continue to look for additional ways to teach the intercepts to graph. These include additional power points and videos. |
| MATH | 1,824 | 2 students referenced Module 6 as having a lot of variation between what they saw in the homework compared to the exam. | Checking homework and comparing with exam and making sure it lines up well. |

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| MATH | 1,824 | 2 out of 3 students found the topic of systems of linear equations difficult and felt that "practicing more will help in this area." One student specifically mentioned the application problems as being a topic they did not understand well. | One student attending virtual office hours were we went over how to set up the systems of linear equations application problems and feedback was given that it really helped having those additional problems to work through together. The next class also was started with additional practice on solving and setting up systems of linear equations (straightforward equations and application problems were covered). Students appear to be more comfortable with the topic and have been doing well on the concept when given additional opportunities to show mastery. |
| MATH | 1,826 | Of the seven concepts, the students were adequately proficient with three of them (simplify, add, and subtract radicals). | Based on the results, I covered the three topics in a class period or two (as expected, this worked well and the students understood the material) and then emphasized the remaining four topics for the next week or two. They are now adequately prepared for solving radical equations. |
| MATH | 1,826 | Three out of six groups finished relatively quickly and I actually gave them another problem to solve. Two out of six groups needed more guidance and I was able to sit with them and identify their mistakes and direct them what to do next. These two groups chose to stick around and complete another problem to get a better understanding of the concept. The other group worked well together and finished in an acceptable amount of time with little trouble. The partners did have to help each other and explain their work to one another in order to decide if they were on the right track. | We began the next class period with a similar problem and the students worked on their own. 15 out of 20 student got the problem correct on their first attempt. I will use this activity again. |
| MATH | 1,828 | I collected data at the beginning on what students understood. Only 2 out of 8 students knew one way to properly solve systems of equations. By the end of the chapter all 8 students were able to solve in 4 different ways on the test (graphing, elimination, matrices, substitution). | We went through a day with each strategy and did several different types of examples where students went to the board to do them. Students were able to ask questions and properly understand all the different strategies that were involved. |
| MATH | 1,828 | Several of the students that took part in the assignment and online meeting said it helped them on the next exam to look for those type of errors. | I added notes on how to do the process in the course shell. I believe I'm going to need to force students to do the assignment as required and not optional since to get full benefits from the entire class and have more data results. For those students that attended the zoom meeting they continued to do well in the course and ask for help determining their errors if they couldn't do it themselves. |
| MATH | 1,828 | I have all of my personal videos located in one spot in each module. Multiple students said that they would prefer the videos to be located above each individual lesson so they do not have to look for the video that corresponds to each individual lesson. | I thought this was a great suggestion so I adjusted the video locations and inserted them above each individual lesson. |
| MATH | 1,828 | I found that the students that were in the F2F class were doing significantly better based on the common responses. Although the students that chose to take the class via zoom, have requested to come to class if there is room. If students wanted to learn using a distance format, they would be enrolled in a distance platform. | I am finding as many ways as I can to engage the zoom learner. |
| MATH | 1,828 | I found that all 12 students felt comfortable with long division and I didn't need to reteach that portion before teaching synthetic division. | I did not need to reteach long division before implementing the synthetic division concept. I feel the reason for this is contributed to their knowledge carried over from Algebra 2. |
| MATH | 1,828 | 50% of the students said they really struggled with the range of a rational expression. They knew the domain would be all real numbers except for values that make the denominator equal to zero, but the range was more complicated. | I decided to teach inverse function along with the assignment so that the student could use the domain of the inverse function as the range for the original function. |
| MATH | 1,828 | In most cases, the initial percentage of students that were able to perform a task ranged from 70-80% of the task. When asked to repeat the task the percentage increased to 80-85% and allowed students to go home and perform HW skills without assistance. | During the next class period, the previous skill is used as a warm-up while I completed administrative duties. |
| MATH | 1,828 | I found out that the majority (8/10) of the students could tell me how to find x intercepts from a polynomial equation. I also found out that although many (9/10) of the students remembered talking about end behavior as well as behavior at the x-axis, very few (2/10) could remember how to determine either. | I used the information to plan my lesson on graphing polynomials. Since they knew most about x-intercepts, I started there. Then we progressed to multiplicity and end behavior. Prior to the probe, I might have started with end behavior. |

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| MATH | 1,828 | I had about 10 students state that they really love the check-ins that I do in the announcements. They stated they loved the encouragement, the reminder about due dates and what they should be working on, and the encouraging pictures and memes I include in these announcements. | I will continue to send these reminders to keep an open line of communication and some entertainment while keeping the students on task and on schedule. |
| MATH | 1,828 | 80% of the students were OK on the properties of exponents as long as the exponents were positive integers. Only 60% were able to correctly answer questions with negative integer exponents and only 25% of the students knew how to convert radicals into exponents with fractional exponents. | I will provide more practice and instruction on exponent properties earlier in the course. I will also visit with the Algebra 2 teachers to see what properties they covered. I believe some of the results were affected by the students losing the last nine weeks of school last spring. |
| MATH | 1,828 | One out of the three students could not distinguish between interest compounding over a specific interval and continuously | These two concepts were covered in two different sections. So I solved a few problems side by side when I taught Continuously Compounding Interest. |
| MATH | 1,828 | Students stated that there are so many assignments in the course, in a short format, they would benefit from a checklist so they are able to check off the assignments as they complete them. | I am considering creating a checklist for all of my courses to assist students. |
| MATH | 1,828 | Students needed more explanation between the three categories as some of them were mixing up the computational or notational and then some said that everything was conceptual when it clearly was not. | I am going to add to the instructions additional examples about the difference between the errors to hopefully help them diagnose the differences. |
| MATH | 1,830 | I found that the students that were in the F2F class were doing significantly better based on the common responses. Although the students that chose to take the class via zoom, have requested to come to class if there is room. If students wanted to learn using a distance format, they would be enrolled in a distance platform. | I am finding as many ways to make more activities digital and accessible to zoom students. |
| MATH | 1,830 | This is a virtual campus class, and I complete the same CAT in my F2F class. I have an opportunity to interact with the students by asking the students to submit work to support their answers and clarify any misconceptions by pointing the students in the correct direction by giving feedback when reviewing their work and returning it with a request for clarification and rework. Here the students provided documented problem solutions to areas of a triangle using the traditional formula and demonstrating the equality using the new learned formula. Depending on the class 75%-90% of the students were able to show the equality of the 3 formulas without error on the first submission and on the second submission 90-100% of the students are able to rectify their mistakes with a little guidance on a dropped sign or incorrect calculation. | <p>Not all students participated in this assignment and therefore not all students gained anything from this activity because they chose not to participate. Points were assigned to this activity as an incentive to participate.</p> <p>I change the numbers from term to term so that students can't share the answers or the solutions, however, the objectives remain the same.</p> <p>The CAT and assignment still produce a relatively good marker of students reaching course benchmarks.</p> |
| MATH | 1,830 | All students remembered how to Factor Polynomials so I did not need to reteach this skill when showing how to factor Trig functions. | I did not change anything. |
| MATH | 1,830 | All students remembered how to Factor Polynomials so I did not need to reteach this skill when showing how to factor Trig functions. | It was fairly easy for the students to factor the trig functions after I informed them to imagine the Trig function was simply a variable. For example, $\sin^2 A + 2\sin A + 1 = 0$ can be thought of as $x^2 + 2x + 1 = 0$. This method made it easy for my students to factor and then solve the trig functions. |
| MATH | 1,832 | There were several points students made regarding the way the material in the course was laid out. One student suggested I distribute the reading material so that the reading assignment accompanied the instruction for each individual section instead of listing the reading assignments at the module introduction. | Upon review of the CAT suggestions I was able to update pages in Canvas to reflect these improvements. Material now flows better and students are able to use the notes more effectively. |
| MATH | 1,832 | 4/13 students scored less than 100 on the assignment for this particular CAT. This assignment comes from an adaptive learning system where students are allowed to work until they have reached a 100%. Two of these four students did not submit an assignment while the other two students scored above 80%. While the numbers point out that the majority of students did well, the nature of the topic is foundational enough to require 100% of students master this at 100%. | Most of the student feedback revolved around the need for more supplemental material. My plan is to provide additional examples in videos I can embed in Canvas. |
| MATH | 1,836 | One of the themes from the module 6 one-minute paper thread was the actual integration process for a triple integral. They showed a good understanding of the set-up, but they had difficulty with the integration. In the case of the question that arose, it was really rules of logarithms. | I was able to reteach by doing an additional example. |

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| MATH | 1,836 | A student reported not understanding the equation of a line for two intersecting planes. It was clear the student struggled with connecting the normal vectors of each plane with the parallel vector for the line. | I retaught on that issue by showing another example and focusing my description on the areas the student did not understand. |
| MATH | 1,853 | All of the students said they had learned more about math, have a good foundation, and feel ready to use it in the paramedic program. Two of the four said they were comfortable with medical math, but the other two said they would not get comfortable until they had more time and experience in the field working with the medications and doing the math. This is what I expected. And though two said they are more comfortable, I believe they too will find they will become even more comfortable as they can experience in the paramedic program and out in the field. | No changes at this time. I think the biggest help is having videos to show them how to complete a drug problem and explaining how it applies to the field. Being able to "see" the use of medications and medical math, makes a big difference as opposed to just putting numbers into an equation. |
| MATH | 1,853 | It was to show the students how numbers, including percentages, can be manipulated for someone's purpose and how important it is to do the math, especially when you are working with medications. Percentages are very important when working with medications and if I can get the student to look at percentages and numbers, they will learn whether their answer is spot on, way off, or close. Doing fun activities gets them to thinking about numbers and how we use them in our everyday life and that translates to med math. The majority of the students got the idea that it is important to do the math. One or two thought it would be easier to just use the \$\$\$ off rather than have to figure the percentage. This is not what I want them to learn. As I said, understanding percentages and doing the math is very important when dealing with medications. | No major changes. Continue to emphasize the importance of doing the math, attention to details, etc. |
| MATH | 1,853 | In my results I found that some students did not have enough time to complete the minute paper. Also based on how I worded my minute paper question it did not allow for me to ascertain how the students were doing in the class. | The changes I will be implementing is to change how the question is worded and ask about three things they need help on or didn't understand. I also will be opening the minute paper up to multiple attempts to allow the students the ability to start over if they didn't quite get their thoughts down in a minute. |
| MATH | 11,618 | As the students worked through the assessment, it became clear their baseline experience with rational functions was in need of support. The assessment was geared to see whether the students remembered (or had learned at all) how to do intermediate algebra level of addition/subtraction/multiplication especially. Negligibly few showed competence that it confirmed my suspicion that this pre requisite skill work will be needed for the students to be successful with this course's competency. | I implemented an additional assignment with instruction aimed to provide practice for this skill that the students were missing. The students really needed to have mastered this basic concept before attempting the course's actual competency, so remediation was critically important. It is hoped in the future to avoid the circumstances that led to the deficiency, but it is always good to look for these gaps in knowledge. |
| MDAS | 1,248 | Students answered through CAT - what if anything they do not understand about learning these concepts. A few students explained that they were slightly confused at first regarding their expectations but all admitted that they understand what is expected of them. | I will continue to question each student each day how they feel or have learned about what they have learned each day or week. |
| MDAS | 1,642 | 5 of the 6 students understood the provided resource they could use in their professional work and 1 student did not answer the CAT. Of the 5 respondents, one went further to explain other things she could use that were not part of the content but she had looked up and referenced great material. 4 of the 6 students said that attention to detail would be one of the requirements for demonstrating their coding skills and that communication with medical professionals would be crucial. | I listed those other resources that the student felt would be a benefit for her coding references as they were great recommendations for the other students. |
| MDAS | 1,642 | The data showed that all the students feel they need help with E/M leveling skills. This is a skill that is taught with the aid of worksheets and chart review. This is an entry level skill in the Coding profession. | I plan to add more worksheet information and also more scenario chart reviews for the students to practice this skill. I also am going to make a video to show how you do this in the Emergency Room Chart. |
| MDAS | 1,672 | 8 out of ten students understood the medical terminology associated with prefix and suffixes added to root words | I changed some of my test taking ways for my class, allowing less time to stop students from the ability to look up answers and will do all my hybrid classes tests while class is in session. |

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| | | 3 out of 14 students found the muddiest point to be the pathology associated with medical terminology. This can be due to some have never been introduced to medical jargon prior to the class. | |
| MDAS | 1,672 | 2 out of 14 found trouble with terms that are different but mean the same thing. 9 out of 14 either love the course or have no trouble understanding the subject material. Adding this together shows me the areas (pathology) that need to be unmuddied a little for future classes by using simpler words if able. | I will continue to look for anything that needs changed to help the students with their learning process. I will go over each assessment for similarities |
| MDAS | 1,672 | The students understood how to take a medical term and breakdown the components. However, the students did not understand the assignment on how to present this in a collage format. | I explained my expectations on how to construct a collage. |
| MDAS | 1,672 | Four out of five students surveyed did understand the suffixes and prefixes related to medical terminology with the current methods of instruction. | I did not feel currently that there was any reason to change the presentation as the majority of students seem to understand and grasp the concepts concepts of suffixes and prefixes. |
| MDAS | 1,680 | Three out of fourteen students struggled with the weeks having more content information in them for the shorter formatted 8 week class as compared to the 16 week class. Its important for me to look at the 8 week structure and see if weeks can be modified and not have such challenging information all in the same week. | I will restructure the course presentation for the next class and re-evaluate the chapters to be covered in each week, allowing more time for challenging topics. |
| MLTC | 1,500 | The class as a whole came to a consensus that the material was delivered adequately. They appreciated the smaller chunks of lecture (each covering a specific chemical analysis) rather than 1 long marathon of a lecture that covered the entire chapter. However, they did feel that if they had more time to work with the information (to learn it, to understand it, and to apply) prior to the unit exam, they would have been more confident in their understanding of the topics and would have had more time to gain clarity on any confusion they were experiencing. The students struggled with the amount of information, especially tying in all of the possible physiological causes for any abnormal result in the chemical analysis portion of a routine urinalysis. | I was not able to allow for extra time in this unit for the current class, however, I provided the students with a few extra resources that detailed the various chemical reactions; I also modified an assignment to emphasize the chemical reactions and the possible physiological causes for abnormal results - students had to create a study tool (chart) that outlines this information in an attempt to help them sort through the information and organize it in such a way that highlighted the pertinent information they needed. For future classes: I will be restructuring the course schedule to allow for more time in this particular unit (chemical analysis of urine) as well as keeping the modified assignment (study tool) in the unit. |
| MLTC | 1,501 | Students have found the basic lab skills and POCT assignments to be beneficial in their understanding of what the lab does, and has increased their inquiries into continuing their lab education. | I have added assignments to the other clinical rotation practicum classes to help students review and have a more "well-rounded" clinical experience. |
| MLTC | 1,502 | They did NOT choose this competency as their muddiest point, so I am assuming they understood the concept. I will clarify later in the class with direct assessments. | Students were asked to create their own study tools for this competency and it seems to have worked. The topic they chose for most muddiest will have a study tool creation assignment added later in the class to help review the concept. |
| MLTC | 1,502 | The majority of the students this semester felt that memorizing the cascade was helpful, however several did not understand the relationship between platelets and the cascade. I was able to supply an additional resource which tied the two together. | I added the additional video of platelet function and how it relates to the coagulation cascade to the unit to increase understanding of the concept. |
| MLTC | 1,503 | As predicted, all students had their own interpretation of the video of the two different interactions, could acknowledge the difference and choose a preference on professional behavior over common or even rude actions. | In actuality, if I were to perform this assessment again, I would rather the students watch a singular less drastic video interaction and point out more common mistakes that occur in patient to professional interaction. |
| MLTC | 1,503 | Results were that the majority of students recognize that anxiety over the physical act of inserting a needle into a patient causes a lot of doubt and anxiety, and each student was able to come up with a unique strategy to acknowledge and work to relieve that anxiety in order to provide appropriate patient care. | I didn't change anything to the current course, however, I did adapt the CAT to occur earlier in future semesters in order to address anxiety earlier in the semester in order to improve laboratory performance by decreasing anxiety before a patient or other student is involved in the process. |

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| MLTC | 1,503 | <p>Overall, the majority of the students caught all of the major mistakes and provided an adequate explanation of what should have been done in that situation. This was done in a discussion forum, so those students with eagle eyes that caught minor mistakes that others overlooked were able to share their observations with everyone in the class, which sparked more thoughtful insight and discussion from their peers.</p> <p>Since the majority of my students are learning the hands-on techniques/procedures in a clinical lab, this assignment has shown me that my students are receiving proper in-person instruction in their lab and are applying what they're learning in lecture, in the lab with their patients. I did not have to correct or re-direct anyone regarding their answer.</p> | <p>This was a suggestion made by one of my students: I will be creating a video of myself performing a venipuncture correctly, breaking it down, and explaining each step. By providing this video to my 'distance students' in coop labs outside of campus, they will have a better idea of how I perform the task (and why) and will be able to converse with their lab instructor early on in the course if there are any inconsistencies.</p> |
| MLTC | 1,506 | <p>The students provided feedback early on in the semester that allowed for changes to be made in the delivery of content/instruction. Students felt that the introduction/overview units contained too much information for those with no previous/background knowledge. While the units were meant to be an overview, we slowed it down and discussed certain topics in more depth than originally planned for.</p> <p>Students also wanted access to their exams after grading. We had a discussion that while I am unable to open the exams for unproctored reviewing (NAACLS accreditation requirement), I will compromise and allow them to review unit quizzes. Students know that feedback will be provided and if they still wanted to review their graded exam, they needed to make an appointment with me and we would go over the exams together.</p> | <p>Introduction/Overview units were slowed down a bit and discussed the more difficult topics in more depth than originally intended. If/when I teach this course again, I will re-structure the introductory/orientation modules so they won't be so overwhelming for the students.</p> <p>Quizzes were opened for review after completion/grading, and I will continue providing this option to my students.</p> |
| MLTC | 1,506 | <p>The biggest thing I learned from them was they thought there was too much information for 8 weeks. They thought the course was too fast. I participated and talked to them during the CAT. I explained my thought process to them and what I had done in the course I took and how I took what I had learned in 1 week and split it into 8 weeks for them with the most important information they would need to succeed and for their boards.</p> <p>They said the scientific names and common names were hard to learn. I am trying to think of a way to make that easier for students next semester rather than just a chart format. I know some said they learned best by acronyms or in a silly song. I am going to try for that. They also asked for more videos. I am looking for better videos of real life parasites and collection techniques to link too. My in lab pictures were not the best just for the fact the parasites were no longer alive and had been fixed in formalin for some time.</p> | <p>During this course I decided to add extra credit into some of my announcements to help them with understanding and researching. I presented a topic or case study and then they could earn extra points by not only getting the answer right but also by explaining their thought process. Even if the end answer was wrong, they still got extra points. It also got them thinking. It was kind of fun as the class went on. The students would email or talk in the discussions how they were relating it to real life or how they found an article about a parasitic outbreak.</p> |
| MLTC | 1,508 | <p>The recurring comment from the students was to include more in-depth lecture content and less of an overview lecture.</p> | <p>I added more specific lectures focused on topics to the class for each week.</p> |
| MLTC | 1,509 | <p>I asked the students in a discussion what they thought was the hardest part of learning about antibody and antigen reactions. I got a lot of really good feedback from students. There is a mix of videos, lecture and diagrams. They all said they really appreciated the videos. They actually said it would help to have more videos. They also stated the course moves fast and there is a lot of information and terminology to learn. They liked the variety of material presented. They essentially told me all the material was there and in multiple formats but a few more videos would be nice.</p> | <p>During this course, I did not make any significant changes because the CAT was after the topic. I did, however, send additional videos or links to articles would good graphics when asked by the students either in discussion or by email. I am looking and rebuilding the course for next spring to fit the new book we are using. I am limited on how many videos I can insert in to the modules but I am making sure to include videos where relevant and will have a library of videos available for them. I am planning on inserting a few videos and link when in discussion with the class weekly to see if that helps. I am also trying to make sure the modules are broken down a little more on topic to help with understanding. I will look at this topic again next semester with the new materials I am implementing.</p> |
| MLTC | 1,535 | <p>The students need this class annually since this is a skill that they will lose if not refreshed on a regular basis.</p> | <p>Find the student at the lowest level of medical care and teach to their level until everyone learns the basics.</p> |

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| MLTR | 1,024 | Using the Muddiest Point approach, I rely on nonverbal communications to decide if a group of people or a singular student understands the content being display to them. Facial expressions and participation volumes help me to either spend more time on a certain section of the course or to maybe find better routes in explaining the information at hand. By doing so, I feel more confident that when we leave the classroom to do the hands on portion of the class, they are understand what is required and the proper way to complete the task. | I have noticed that when primarily using power point, sometimes it is beneficial to have more hands on time. Since most people, including myself, tend to be a visual learner. It is best to spend more time actually completing the task versus sitting in the classroom talking about the proper sequences. |
| MLTR | 1,024 | The students would like to see more chains and anchor systems that they will be utilizing when preforming these tasks. | I will be speaking with the Installation Transportation Office here on Ft. Riley to see if I can possibly get more chains and anchors for the class to see and preform practical exercises with. |
| MLTR | 1,024 | 11 out 11 students would like to see shelter be provided for inclement weather (hot, cold, or precipitation) when students are not participating with the hands-on training while at the rail yard. This was critical because the training took place outside in at temperature in a heat index of the upper 90's (F) degrees. Those that was not participating in the training was left to stand and endure the elements. This will be shared with my immediate supervisor, who will share with the powers to be of Ft. Riley Military School. | None at this time, this concern will be shared with my immediate supervisor, who will share with the powers to be of the t. Riley Military School. Their recommendations will be implemented once it is shared with me and other instructors that teach this course. |
| MLTR | 1,029 | The results have lead to much higher scores as they now have 4 day of knowledge to help them be better prepared for the test. | We are now taking the test on the 4th day of class as student have preferred that option. |
| MLTR | 1,029 | All students had a good understanding of the safety requirement when working on the rail. | Going into a more detail description of the UMO binder and key elements that will help make them a successful UMO |
| MLTR | 1,039 | Six of the eleven students could not answer what the regulation specifically was about. Of course they knew it was about the self help program but they were either not confident enough about the content or were not willing to give a snapshot of what it was about. | Based on the feedback received, we revisited that particular block of instruction and how it will be useful to the students after they go back to their units. In the classes following this assessment, I will spend a little more time talking about the regulation so that they understand that it can be a valuable resource for them. This also demonstrated to the students that their feedback is important to the course and is not just something we are doing for no reason. |
| MLTR | 1,039 | I had two students who were having a little trouble on how we were coming up with the answer on how much paint was required. After taking time to talk through it again and work the problems out on the board, they were back with the class. | I chose to do a couple more examples and write them out on the white board so that they could follow along and visualize process. This not only helped those two students but others in the class as well. |
| MLTR | 1,040 | Students would like more driving time. | Beginning driving the bus as soon as possible. |
| MLTR | 1,040 | The smaller whiteboard I bring on the bus and show to the students seems to help. The sooner the students are finished with skill of backing up, the earlier the class will be dismissed for the day. | The extra explanations help with the class. |
| MLTR | 1,040 | Most students understand my instructions but there is always a few that do not listen to know how to turn right and not hit curbs. | I always stress how to turn right throughout the course. For the weaker drivers, I tell them to not turn the wheel until I say so. |
| MLTR | 1,046 | For the most part the students were able to explain most of the hazards that they might see. However, there where some items that they missed. | I am planning to break the class into small groups to work together to see if they can work as a group to find the answers. |
| MLTR | 1,046 | 15 out of 15 students wanted to know what is maximum of chlorine that can be put in the water | The publications and information is provided by the U.S. Army Medical Command with prevention in mind rather than the full applicable science studies and research to be taught to the student(s). With that in mind, I did a little research on my own and found that it is recommended that any amount of chlorine over 20ppm (parts per million) will require the application of and monitoring by clinical physician. I will share my finding with the class as a side note but not to be included in the curriculum itself. |

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| MLTR | 1,535 | The students need this class annually since this is a skill that they will lose if not refreshed on a regular basis. | Find the students at the lowest level of medical care and teach to their level until everyone learns the basic. |
| MLTR | 1,535 | More hands on training to improve muscle memory will give the students the skills and confidence to perform the task in a stressful situation. | More time has been allowed for mannequin training. |
| MLTR | 1,535 | I will implement some hands on for self care. | On day 3, I will do hands on scenarios that are timed. |
| MLTR | 1,535 | More hands on time and one-on-one for students not grasping concepts helped a lot. Also practicing finding pulse rates and respiratory rates on each other really helped the students as well. | More hands on training time allotted for vital sign checks. |
| MLTR | 1,535 | The students need this class annually since this is a skill that they will lose if not refreshed on a regular basis. | Find the students at the lowest level of medical care and teach to their level until everyone learns the basics. |
| MLTR | 1,535 | More time going over pulses and breathing rate checks. More hands on and scenario based activities also helped. | As stated before, more time and more scenarios have helped most students better understand these subjects. |
| MLTR | 1,626 | The hands-on and practical exercise is enjoyed by the students. Most of them do not have one system or another and still can perform maintenance on any particular system after the given instructions. | Added more historical account of the weapons systems. |
| MLTR | 1,626 | 1 out of 11 students did not understand what forms to use for the maintenance services. However, this is an improvement from previous classes where the results were as high as 25% that did not understand. | I implemented more of the Army check-on-learning strategy to help the student learning in that area as well in all other areas of instruction. This improved scores on the final exam. I will implement more of this strategy in future classes. |
| MLTR | 1,795 | 9 out of nine students would like for me to be more specific with the terms and definitions that are used in the course. | To close the loop, I can spend more time discussing the terms and the definitions as they pertain to the course. |
| | | 7 out of the 9 student would like to see more real world scenarios as it pertains to my practical exercises for the course. | Will review my practical exercise and try make it fit with more reactive steps and responses to an actual event relevant to the course. |
| MLTR | 1,795 | Plants are the funding locations where all logistical supplies and maintenance activities occurs. In the U.S Army supply system, there are two Plants, Plant 2000 and Plant 2001. Plant 2000 is the requestor and the user of the supplies, parts, or services uses OMA (Operational Maintenance Activity) funding, while Plant 2001 is the Logistical Resupply Centers, Supply Support Activity, and/or Warehouses. Plant 2001 uses Army Working Capital Fund (AWCF) allotted by the U.S. Army to purchase those items from outside commercial vendors. 9 students out of 12 suggested visiting "Plant" locations to actually see Logistical Resupply Centers, Supply Support Activity, and/or Warehouses to see the active operations that take place after a Purchase Ordered item is delivered to a military installation, from the Receiving Point all the way down to the unit/requestor/user. | None at this time. I have to speak with my superiors both with the college and Ft. Riley to see if this is a doable action outside of the classroom environment. If this is possible, it would tremendously help the students, not only to see the entire system process but to see the logical process of inputting the data into the database to track and troubleshoot to see where the requested item is in real time. |
| MLTR | 1,815 | 15 out of 15 students agreed that all the students should have the same common access to be able to see and input certain data into the "Practice Site" database. | To make the effective change, I presented my recommendations to my higher echelon, which in turn will pass the information on to the units to ensure the student will have common access to the "Practice Site". |
| MLTR | 1,815 | The students understand that they now have to record the training that they participate in and how it ties in to unit readiness. These tasks are the lowest skill level. Some are performed on a daily basis and they don't realize it. They now know that recording that in to the system can be delegated down to other system users in order to ease the load off of any one system user. | The students were shown where to find the latest information pertaining to the use of DTMS and what their units are expected to do based on orders/guidance from higher. |
| MLTR | 1,815 | 11 out of 11 students would like to see a stand alone program that works independent of a network or that can function without the use of internet connection. | None, this has to be taken to authorities outside of the Barton CC realm. The information is shared and brought to the attention of the Ft. Riley Military School Director, Mr. Robert Hart. |
| MLTR | 1,815 | Based on the exam, the information presented in class combined with the practical exercises left them with a firm understanding of how to properly utilize this database and the multiple ways updating it can be accomplished. | One of the most valuable things I do in my class is when the student have a question, I don't just answer it, I go to the sight and show them how to do it on the program itself. There will always be that student that will not ask questions. By doing this, I answer their question too without them even asking. |

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| MLTR | 1,922 | 1 student out of 11 would like to see extended time focused on this subject area with more practical exercises involving the forms. | At this current time, as the instructor, I'm going to continue with the current instructional format on this subject. The reason why is because only one student objected or had an issue with the length of time spent on this subject. More input is needed. |
| MUSI | 1,002 | After giving feedback to 4 students who misunderstood the genre, and then letting them resubmit the essay; 13 out of 13 students answered the genre question correctly on the Post Test. | I will leave the short answer essay in the course for next semester, or possibly change the assignment to a discussion so students can see each other's assignments. |
| MUSI | 1,002 | I simply presented a list of the elements of music and asked the students to identify any elements that they found confusing. Of the 8 elements presented, no particular element stood out. Several elements received one vote but none received more than one. | I don't see that the assessment indicated a need for course revision. I did respond to each student with further explanation and examples to help clarify the element(s) they had indicated. |
| MUSI | 1,002 | This activity was done weeks ahead of the final. 11 out of 17 students knew the eras in chronological order. | I use a pneumatic device when I present these eras. I will review them one more time before the final. Possibly matching up a student who knew them with a student who did not in the groups on zoom. Asking each group member that knew the eras to explain their the best way to memorize the eras to the others. |
| MUSI | 1,002 | 11 of 12 students answered the questions correctly (92%). | I do not see a need to make changes. I believe this definition is understandable for most students, so I will keep it as part of the course materials. |
| MUSI | 1,002 | This was a small class of 6 students. This also happened to be very motivated and exceptional students, so there were no evident deficiencies indicated in the student responses. | Due to the exceptional quality of this particular group of students, no changes in methodology was indicated. |
| MUSI | 1,002 | 3 out of 4 students chose keyboards from the 20th century, but all 4 students understood the emotional or expressive side of the musical element, timbre. | Add to the requirement of the discussion to state which era that keyboard instrument first appears. |
| MUSI | 1,010 | Students were fairly critical of their efforts during rehearsal and performance. They generally believed that they could have tried harder and performed better. | The changes made were mostly on the part of each individual in the ensemble. They did, as a group, learn music faster and more musically after the discussion about the questionnaire. We had a similar post-concert discussion after the final concert and the students were confident that their final performance was much stronger and more musical than the first. |
| MUSI | 1,015 | I was surprised to find that all of the students acquired this skill in less time than I had anticipated. | I spent a good deal of time in the first classes drilling the note names and giving the students acronyms to help retain the information. I believe this gave students the resources to acquire the information quickly, so I do not see a reason for changing anything. |
| MUSI | 1,062 | The student was at a novice level without much formal training (he was a high school student). I was able to then correct technique inconsistencies, and help the student relate their knowledge to the actual techniques. | I will continue using this technique, as it is essential to developing our goals for the semester. Each student is at a different level of musicianship and needs targets suited to their needs. |
| MUSI | 1,095 | Nine out of ten students were able to accurately explain the importance of radio and disc jockeys to the popularity of early rock and roll, by explaining how rock and roll music was played, then later formatted on radio stations, and the importance of disc jockeys playing certain artists' songs. | I did not feel the need to make any changes, but I am going to re-evaluate this after the next time the class is taught. The students that missed this question seemed to not understand what was being asked, and I do not know if they were not careful in reading the question or misunderstood. |
| NAID | 1,229 | Most of these students had good basic knowledge prior to the class. | Guided a couple of student more 1-1 than others. |
| NAID | 1,229 | When we met for checkoffs, 5 of the 8 students verbalized that they were struggling to get the technique for performing vital signs, especially blood pressures. I partnered them up and they practiced several sets on each other. I stood nearby providing immediate feedback and ways to improve. I then assigned them videos in their course shells to continue the practice. By the end of the class on the last day of face-to-face instruction, I checked them off on this skill. They were much more confident and preformed the skill correctly. 1 of the 8 students did verbalize that she still felt like she was not good at it. I told her that her technique was spot on and to continue with more practice to increase her comfort. | Increased amount of time students preformed vitals online and face-to-face. |

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| NAID | 1,229 | After educating all the students that the campus library as well as their high school library could be used for zoom meetings, I then extensively covered zoom and how to work with it. After this all students feel comfortable using zoom, and have logged in on days that they stay home for quarantine or when feeling ill. | The change I made was to educate the students better in the use of zoom. Due to using zoom for my face to face class, when a student is under quarantine or ill, my class has had 100% attendance. |
| NAID | 1,229 | Generally, most students had a basic understanding of the material we would be covering in the class. | Frequently offered opportunities for students to ask questions, repetition of questions, extra time to submit. |
| NAID | 1,229 | The students were able to identify two normal changes of aging without difficulty. Identifying the other 3 required more instruction and/or explanation. | I reviewed normal and abnormal changes as we age. I made two columns on the white board a normal vs abnormal. As students reported various changes, they directed me to write that change in the appropriate column. This provided a visual reference to assist with recalling. |
| NATG | 1,110 | Students need more information on the features that distinguish the natural gas transmission system from the distribution system. | I will add more features for the natural gas transmission and distribution module when I update my materials for the next course. |
| NATG | 1,200 | All students understood most material well. Four students had difficulty understanding the operating principles of gas regulators. This is an important part of the class and I feel more time needs to be spent in this area in the future. | I adjusted the time allotted for regulators, added an additional lab and spent additional time demonstrating problem solving techniques. |
| NTWK | 1,032 | About half of the students had questions. Most of the questions were about how this model can be followed as a standard for networking. | I reviewed the OSI model the next day, but also throughout the course kept asking the students about which layer of the OSI model was involved in what we talking about at that time. I have added that information into my presentations. |
| NTWK | 1,035 | Students demonstrated an understanding of the various concepts. | No changes were implemented. The use of simulations has helped the students to actually apply the concepts. Students indicated that the use of simulations contributed to a better understanding of the concepts. |
| NTWK | 1,035 | Students demonstrated a good understanding of security. | Students seem to benefit from the hands on (simulated) application of the security protocols and procedures. |
| NURS | 1,208 | The results showed that the students were unclear on which medications were used for each disorder and what the risks of the medication were. Students were also unclear on how to screen the children for disorders. One student requested a handout of the diagnostic tools. The text covers this content well, however. Additional Comments were: I enjoyed listening to the instructor's own history and personal connection with the content. This comment was in regard to organ recipient's and organ donation. | I am contemplating creating a quiz over medication as a ticket to class for the lecture. This may be a good way to help students study and see the information additional times. |
| NURS | 1,255 | The assessment technique with the color cards were used for a lecture regarding acid based balances. At least 25 of the 28 students were able to successfully identify the various imbalances that they may encounter with patients. The immediate feedback is helpful to know whether I should move on or go back and reemphasize various information. | I began adapting all of my lectures to include the multiple choice questions with color coded answers and intend to carry that forward in future classes. I'm considering giving more color cards to permit the same interaction with "select all that apply" questions. |
| NURS | 1,255 | The results showed me between 50-80% of the students either understood the concept or were paying attention. | I was able to send out study blasts or questions for them to have to look back in the book or notes to figure out if they knew the concept or not. I may continue to add more and more of these throughout different lectures. |
| NURS | 1,256 | From the data gathered, it was identified that students were unclear of priority interventions for the type of client they learned about. The Blasts required them to identify priority interventions for this specific type of client. These were then evaluated again on the exam. Results identified those that used the Blasts for content mastery and those that did not. | Changes made to this course include supplementing lectures to focus on priority assessments, interventions, and evaluations. In the past this was not included in lecture like it should be, although it is evaluated on exams. Using Blasts and discussing thoroughly in class helps include this in the didactic portion of teaching. It helps the student to think like a nurse. |
| NURS | 1,256 | The findings showed me we needed to talk a little more about IVF and why the patient is getting that certain IV fluid. Basically we need to describe to them why we are doing what we are doing. What leads to them needing this certain Intravenous fluid. Most of the students wrote about this. | Next year will be the second year to complete IV certification with our students. After trying things the first time, we have ideas on what to accomplish or what to change for next year. |

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| NURS | 1,257 | <p>Seventeen out of 29 students did not write a question that would be considered application level or higher. This indicates to me that the students may still assume they will primarily need to recall facts when we expect them to apply the facts to a given situation.</p> <p>Forty-eight of the 58 questions submitted included critical information related to caring for patient with shock and sepsis. It is encouraging to know that overall, students accurately identified the information I consider most important.</p> | <p>I am pleased with the students' understanding of the concepts we went over in lecture and their ability to identify critical information. I will continue to look for creative ways to teach students how to apply new information to patient scenario. One idea is to add time for mini case studies or brief patient scenarios at the end of class.</p> |
| NURS | 1,258 | <p>The results indicated the students did feel comfortable with all aspects of the head-to-toe assessment.</p> | <p>Since the students did not state any specific topics to review, I do not plan to make any changes. However, to ensure they are comfortable with this skill, we will briefly review the checklist before their next lab, where they will perform a pediatric head-to-toe assessment.</p> |
| NURS | 1,259 | <p>The results showed me the students wanted clarification between two musculoskeletal conditions that we briefly discussed. While this didn't pertain to the actual CAT, other feedback I received included how they liked the powerpoints to be broken down and divided per chapter, and they liked how they were fill-in-the-blank, so they didn't lose focus during the lecture.</p> | <p>I sent out an e-mail to the students better explaining the musculoskeletal questions I received. I also included an extra slide regarding these topics in the next lecture. Students verbalized a better understanding and did not have any further questions.</p> |
| NURS | 1,259 | <p>The muddiest point gave me 2 topics that challenged the students.</p> <p>Fetal/Newborn cardiovascular adaptation=fetal circulation and how it changes</p> <p>Neutral Thermal environment</p> <p>To clarify these topics for the future, I can pinpoint the topic through required reading before class, or I can devise a troubleshooting scenario to use in class.</p> <p>The 4 take-aways gave me a lot of clarification of what was taught and future goals for my teaching.</p> <p>I devised a list of topics for the lecture that can be turned into a ticket to class format.</p> <p>I am planning a new way to teach about infants of diabetic mothers with a visual activity.</p> | <p>I am going to trial the visual activity for the Infant of a diabetic mother during a clinical lab activity.</p> |

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| NURS | 1,261 | <p>Most students identified a few areas needing clarification. The following bullets identify the distribution of students and the area they identified as muddy points.</p> <ul style="list-style-type: none"> * 5 of 27 students report no muddy areas * 1 of 27 identified medication - (this student's response was so broad as to be useless to me) * 3 of 27 identified trauma center designation and purpose. * 3 of 27 identified confusion about the type of IV fluids they should plan to administer to a trauma victim. * 3 of 27 identified uncertainty about the trauma secondary survey priorities. * 6 of 27 identified lack of confidence in the treatment and pathology of the trauma triad of death (hypothermia, metabolic acidosis, and coagulopathy) * 6 of 27 identified uncertainty about the complications that are being assessed in the primary survey. <p>From the responses, I realized that some students wanted to know exactly what to focus on. An example was, "Are there specific complications from the video that we should focus on?"</p> | <p>I clarified the relevant points from the trauma survey portion of the video and lecture. I told students to focus on the assessments that occur during each step of the survey and know what interventions the nurses should either do or anticipate. I reminded students that many of the complications referred to in the trauma section were learned in earlier units. For example, students already learned all about tension pneumothorax in a previous lecture. The focus of this content is early recognition of the pneumothorax and a review of the treatment for that disorder. In the future, I will provide a worksheet with the video to help student's focus their attention on the most relevant information.</p> |
| NURS | 1,261 | <p>During pretest review blasts, students demonstrated understanding of the priority content associated with these disorders. Tests stats on endocrine questions were overall within the goals set by the nursing department.</p> | <p>No changes are implemented. This is the third year for this CAT, and it has been effective. Endocrine concepts are vital content areas for nursing and NCLEX success. Students have limited opportunity to see endocrine concepts, other than diabetes and chronic hypothyroidism, in our current clinical sites.</p> |
| NURS | 1,265 | <p>Twelve of the twenty-four students that responded indicated that the top information they walked away with was how to create a resume and prepare for an interview. The others indicated they learned about the importance of a social media image and that employers will search that information.</p> <p>One student indicated nothing was unclear and she learned nothing new since she was recently in high school.</p> <p>All of the information is important for me so that the lecture can be relevant. The information allows me to alter my content and focus in new areas or potentially bring in a different speaker.</p> | <p>At this point, I'm not planning to change the content as more than half felt it was well learned. With regards to things they wanted clarification on, there was no single content area they asked about. Questions such as "Is it ok to only have one job on your resume" to "What is Linked In". So if anything, I will try to pepper that information into future lectures.</p> |
| OFTC | 1,666 | <p>Of the four students who responded, only one felt clear about the content with cross-references. The other three had difficulty with the cross-references and processing how they are used. The difficulty specifically is with the cross-references that are tied to hyphenated names.</p> | <p>Based on this information and what I have learned in the past, I think it's going to be important to offer a Zoom drop-in session option for the students so that they can ask me questions that they may have. It will also allow me to showcase some examples to them as well.</p> |
| OSHA | 1,010 | <p>Of the 12 students, one answered 3 of the 4, misconception questions, correctly. Two more students answered 2 of the 4, misconception questions, correctly.</p> <p>I retested all of the students, on the same questions, on the post test. Twelve of twelve students selected the correct answers for the four misconception questions. One student said "I actually learned something usable!" He wrote that "It was eye very eye opening..."</p> | <p>I plan to use this CAT again when I have experienced students. It lets me know whether I need to focus on misconceptions. It seems to take longer to change incorrect information. I can start on correcting information in the beginning. Then I will not need to worry so much about exceeding the contact time for the course.</p> |
| OSHA | 1,013 | <p>The students showed that understood the class material by how they did on the course test. 50% of the students got an A on the test and the other 50% got B's.</p> | <p>This is new course material from OSHA. I found some of the material redundant. I will try to remove some of the redundant course material.</p> |

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| OSHA | 1,914 | Results let me know that some of the videos were a little old and may need to be updated and it also let me know that my explanation of how to use the 29CFR1910 was very well done. Also let me know that the students really enjoyed the Practical Exercises I have developed. These Practical Exercises really get the students into the books and make them read the material. | I found newer video's and have incorporated then into my class. |
| OSHA | 1,926 | None of the 16 students missed any questions, related to that objective, on the final examination. The students have 1 hour to take a 50 question examination, without any references. All of the questions come from over 50 sections of the OSHA regulations. About 40% of the questions require the students to recall measurements (distances, heights, tensile strengths, compressive strengths, and weights). | I plan to continue to use this method. I was very satisfied with the results. |
| OSHA | 1,928 | Only three students responded to this assignment, however, the three that did respond provided detailed and thoughtful comments to this assignment. One student stated that she learned that high noise exposure is the most common work-related illness. Another one stated that this competency within Unit 4 displayed the many different working conditions that can become unsafe and unhealthy. The last student that he is having difficulty keeping up and the order of the lessons could be re-arranged. | Based on the above statement by my three thoughtfull and frank students. I think I might consider re-arranging the lessons that would have a better match to 29 Code of Federal Regulations which is our main reference. |
| OSHA | 1,929 | There was 1 out of 6 students with difficulty understanding the steps in public fire and life safety education planning that was discussed in the reading. He indicated that he re-read the section and it made more sense to him. He didn't have further questions about that. There was 1 out of 6 students that didn't like the layout of the textbook. She said it was difficult for her to follow. I've never had this come up in this class before. | During this session there wasn't anything identified through this Muddiest Point (or any other discussions throughout the class) that needed to be adjusted at this time. I made a note regarding the textbook difficulties that the one student identified. If that continues to be a trend I will look at the possibility of adopting an alternate textbook or OER option for this course. |
| OSHA | 1,930 | Of the seven students only one had a question which is provide below with my response: Student Response to the Minute Paper I would say the point that remains less clear to me will still be on the workers compensation side of things. I am always wanting to do what is best for both the company and the injured individual and sometimes that doesn,t represent a clear line for me. I am never sure if what I am doing is best for both, although this did help clear it up a little. | Did not feel I had to change anything however, I did provide the below explanation to the student: Instructor Response: "As a safety director you are responsible for your company safety program which includes the employee,s safety. As long as your company comply with the doctor,s restrictions you would be fine. Don't forget at the end of the employee restriction, he or she must go back to the doctor and be cleared for full duty." The student was good after the above statement. |
| OSHA | 1,933 | Only 5 students out of a large class 12 responded to this CAT. After one of my best students notified me by email that she didn't understand what I was asking for. I reworded the CAT assignment in a form of a question. After that, several students completed the assignment with thorough responses. One student's response indicated that we were on track when comparing the class requirements and competencies to what is laid out in the syllabus. Another suggested developing a role playing assignment where students get to practice interviewing those personnel involved in an accident. | My changes have already been made. I re-worded the assignment in a form of a question. I am also considering setting up some form of a video assignment to have student practice their open ended questioning method involved with interviewing those involved in a workplace accident. |
| OSHA | 1,933 | Out of 9 students in the class, 7 submitted this assignment. Reviewing, their very thoughtful submissions, I believe most understood what I was looking for. | I think I will provide more examples in this class, such as root causes of accidents. |
| OSHA | 1,972 | I used to ask the students to write down their questions, but I got little response. The atmosphere we have in class is such that the students feel comfortable talking in class, so I get better response just asking for questions from the floor. | From the students questions I find there are some topics or concepts that I have not explained well. The questions brought up in the "muddiest moment" give me the opportunity to better explain those topics and concepts. |

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| PHED | 1,244 | I went over the three different types of skills and then gave the students questions about these skills. Almost half of the students were struggling with examples for affective skills. ` | I retaught about these skills and gave a mini presentation giving clear examples within a physical education setting. Then all the students had the chance to redo their curriculum project assignment. |
| PHED | 1,253 | 10 out of 21 students correctly identified at minimum 13 bones of the 16 chosen for this exercise. Not one student identified a minimum of 5 out of 10 muscles. This data indicates that nearly 50% of the students already have a basic understanding of bony nomenclature. Unfortunately, no student is bringing muscle name knowledge into this class. | I used this CAT to determine information needing the most attention when discussing the organization of the musculo-skeletal system and the specific names of bones and muscle. I have few concerns regarding the skeletal system. However, I see that more time with more feedback is going to be required when getting students to learn the names of specific muscles when discussing individual body parts. |
| PHED | 1,254 | With only a few of the students having a solid base of the historical figures in basketball, we were able to spend a couple of sessions devoted to some of the pioneers of the game. We incorporated this into philosophical changes and how many rules have been modified due to certain individuals. | I will avoid the assumption that most of my students enter the class with historical knowledge of the game of basketball, its development and its pioneers. |
| PHED | 1,271 | Most enjoyed the new sequence and said they felt their entire body was warmed up and not just specific area. | I continued to add on to the sequence as the semester went on. |
| PHED | 1,278 | The majority did not have proper technique for turns and slowed them down during races. | Demonstrated proper turn technique via demonstration and video. |
| PHED | 1,278 | We played one to two touches, but some players were too slow holding the ball longer. | I explaining to them that we needed to play faster so the opponent can run longer after the ball. |
| PHED | 1,278 | We played a match at the start of the semester and our team shape as well as our understanding of our style of play was poor. | We worked daily in training about our team shape, where & when to run defensively, how to stay as a unit & compact. We watched video & reviewed it as a team to all have the same ideas then we continued to practice those ideas daily. We played a match in October & the shape was SO much better. |
| PHED | 1,278 | Movement passing. Some of my student did not realize they needed to move their feet in all directions to become better passers. | Made them do specific movements in practice to work on their footwork. |
| PHED | 1,278 | The parts of the volley are: correct grip, proper footwork, knee bend, torso position, backswing and follow-through. Not all student/athletes arrive on campus with these fundamentals, many lack or don't understand some or most of these movements. | Access the individual, then begin with the most rudimentary parts they lack. Proper grip, appropriate footwork, knee bend depth, shoulder turn, torso rotation, racquet take-back, ball striking position and follow through. Tell the player they must have a high threshold for tedium as mind-numbing repetition is necessary for success! Start by hand tossing a ball to a player positioned 5-10' from the net. Correct and direct proper movement (demonstrate to illustrate the mechanics). Making certain the student understands the movement and the reasoning behind it. Begin with the first part of the volley (footwork) and progress to the last part (follow through and resetting for the next potential shot) Repeat until the player can effectively hit a volley. |
| PHED | 1,278 | I was demonstrating techniques used in wrestling and it wasn't understood | We broke it down and moved to smaller group |
| PHED | 1,278 | The majority did not have proper technique for turns and slowed them down during races. | Demonstrated proper turn technique via demonstration and video. |
| PHED | 1,278 | We worked on blocking movement and noticed that 50% of the athletes were not using correct footwork. | We broke down our footwork within blocking drills to help them understand. This was to help keep them along the net instead of stepping away from the net. |
| PHED | 1,278 | Of our team, 25% of the players were not locking their ankle while shooting. | I developed a drill that works specifically on locking the ankle while shooting the ball. This individual drill helped these athletes fix this problem. |
| PHED | 1,278 | Of my athletes, 50% of my athletes were not understanding the concept of proper ball targeting. This drill was hard for them to understand and then demonstrate on an individual level. | First, we used a board box to help with target control. Second, we added in partner learning to chart assessment. |
| PHED | 1,278 | Half of my athletes were struggling with tempo and speed. | Worked on drills that work on timing and body position. Work on not overswinging. |
| PHED | 1,278 | We completed a drill called judge layups. This is where incorporate many skills into one drill. The majority of the team was confused on the of complication of this drill. | Due to the complication of this drill, we broke the drill down into sections to help with understanding. This helped the majority of my athletes understand the concept of this drill and skills that are involved. |

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| PHED | 1,278 | Most players, new to my tennis teams, possess weak volleying skills. When employing the correct footwork, racquet position, and grip the players volley techniques improve immediately. | Through mind numbing repetition, a player is instructed how to split step, use a shoulder turn, advance towards the ball, draw the racquet back, strike (or redirect) the ball, follow through properly, and reposition for the next shot. |
| PHED | 1,278 | We worked on takedowns and i realized 50% of my athletes were not understanding the skill demonstration | We went over different parts of a takedown and drilled things seperatly |
| PHED | 1,308 | 8 out of 12 students did not mention avulsions or puncture wounds. Each of the 12 students provided a general understanding of wound care. Only 6 out of 12 students followed current first aid standards in regards to the control of bleeding. Only 4 out of 12 students were familiar with specific would care supplies found in the college athletic training room. | I used this CAT to 1) determine information needing the most attention when discussing specific wounds; 2) finalize an In Class Activity stressing the steps (and supplies) used to care for wounds in the athletic environment; and appropriately test the understanding of abrasion and laceration care during athletic competiopn. |
| PHIL | 1,602 | Many of the students stated that they had difficulty defining the key philosophies of the major philosophers that we are studying. They reported it was difficult to really focus on what was important given the amount of information they received about each philosopher. | I added a few videos (Crash Course in Philosophy) on the most important philosophers of the Modules. These videos do a very good job helping students focus on what is most important about each philosopher. |
| PHIL | 1,602 | More than half of the students needed reinforcement with this learning. This allowed for establishment of better context for students' learning. | The changes were implemented with the evaluation and processed their learning with discussion and reinforcement or correction of learning. |
| PHRM | 1,000 | 8 out of 10 students stated they understood a lot more about pharmacy and the pharmacy technician after the first 8 weeks of this course. | 2 students stated they did feel overwhelmed with the law portion of the course. I will close the loop by breaking this section down in smaller...more manageable chunks. I believe I will also add assignment that will give each student an opportunity to explain a law to their peers. I believe this will also help with comprehension. |
| PHRM | 1,000 | 4 out of 7 students understood their role in relation to the pharmacist and the pharmacy. 3 students did not complete the assignment. It C403is important for students to understand their role in the pharmacy to ensure they work within their scope of practice and to also make an informed decision as to whether this industry is something they would like to continue with or not. | I think the use of more videos demonstrating technicians actually performing tasks that they are learning about seem to make it more real. |
| PHRM | 1,001 | 5 out of 10 students mentioned they like the study slides because they were helpful. I will continue to post those in the course. 3 out of 10 students also mentioned needing help with studying and how to memorize information. | I implemented live office hours each week for my students to meet with me for help and to answer their questions. I offered to host an hour every Wednesday and if that day or time didn't work for anyone then they can schedule a separate meeting with me. |
| PHSC | 1,400 | Looking back over this data there is one item that has come up a few times: the suggestion that I should add zoom meetings or lectures on a weekly basis. I have tried this in the past and have never had much attendance. Currently I have a meet the instructor zoom meeting during the first week of class and then offer zoom office hours as needed or requested. | As a result of the feedback noted above I will add a weekly zoom meeting where I will lecture on a topic for 10-15 minutes and then respond to any questions. These mini-lectures will be recorded and added to subsequent course resources. |
| PHSC | 1,400 | Only 2 out of 6 (33%) active students completed the CAT quiz/ 100% of respondents indicated that they watch the lectures. 100% indicated that they only watched a lecture once. On average they found the lectures useful and watched them more at the beginning of the semester than at the end. | This CAT is closing the loop on the last CAT from last semester. I will continue to offer mini lectures and review the impact. |
| PHSC | 1,400 | Out of the 21 students who responded to this CAT 12 (57%) indicated that they needed help understanding the difference between current and voltage. | I responded to each individual response via the discussion thread, but also posted a general explanation of circuits based on the conceptual model of a water pump and water flowing in a pipe. |
| PHYS | 1,600 | This particular CAT showed me the students can do the math. What they were struggling with was drawing the correct diagram to show what they needed to solve. This told me they needed more work on drawing diagrams from the given information. That was the reason they were struggling with the problems, not the math itself. | From this we went back and did some problems where they were only focused at first on drawing a correct diagram. After further practice, and adding some other techniques to the diagram drawing process, they figured out how to do it correctly. Weekly quiz scores were much better after that then the previous week's weekly quiz. |
| PHYS | 1,600 | I was able to determine students still have difficulty understanding negative acceleration in term of making an objet speed up or slow down. | I review the difference between negative acceleration (acceleration in a neg direction) and deceleration (acceleration that causes the object to slow down). |
| PHYS | 1,602 | I need to distinguish more between electric potential and potential energy in an electric field. Only a couple students seemed clear on the difference. | I am currently rewriting my 1602 units. In my explanations I plan on adding more examples and more practice problems to show the difference. |

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| POLS | 1,800 | Some choose not to vote, and others did not realize that some states took away felon rights to vote ... | I plan to make a discussion based on this information |
| POLS | 1,800 | That federalism as a whole is understood, but when related to the supremacy clause, it is unclear. | I sent emails, added in a video, and revised the discussion for this topic. |
| POLS | 1,801 | In this class, a minority of students were knowledgeable about political issues and could speak about current political events and relate them to their lives. Most were not engaged and pay little attention to politics and current events. | I covered topics that bear relevance to their lives and brought current events into class. Given that the presidential election campaign was ongoing during the class, it provided a rich source of material for the students to reflect on. I believe by the end of the class, all the students were more aware of the issues that the election would be based on. |
| POLS | 1,801 | Students asked for more lecture or even a study guide. Students could access the quiz diagram in Module 6 | I emailed the quiz diagram in module 6 because some students could not access it. |
| POLS | 1,801 | It is not uncommon for just one in ten students to know the answer to the question I pose to them. For example, "what was the New Deal?" | I stressed the importance of knowing past history to make sense of present events. Many students are connected only to the present and have little knowledge of historical events and how they relate to the conditions and problems that exist today. |
| POLS | 1,801 | Consistently about 80% of students have difficulty identifying bias. This is due to them not knowing the political ideology and governing principles of liberalism and conservatism. As the course progresses, especially after covering political ideologies, students get better at identifying an author's or publication's bias. | I did not change anything; the thought process I wanted them to adopt was to recognize that all writers, especially in political opinion pieces, have an implicit bias. I closed the loop by asking students to recognize that there are two viewpoints to every political position, to read articles both in favor and opposed to a particular issue, and to keep an open mind. |
| POLS | 11,234 | I found that most students were gaining the knowledge and research skills needed to engage in advanced learning techniques. | I reviewed the low knowledge topics. |
| PRGM | 1,007 | Students primarily appeared to grasp the material. The questions presented demonstrated understanding at a level expected for an introductory course. The areas of question moved beyond the course to the topic in advanced courses. | Pointing students to additional information on the subject but reassuring them that the answers were next-level concepts that would be addressed in later classes. |
| PSYC | 1,000 | Majority of the students were not aware of the significance of referencing their sources at this level. | To provide this information at the beginning of the class. |
| PSYC | 1,000 | Students do not understand the big picture know much at all about attitude and behavior change. Although society doesn't either. I chose to relate a response based on behavioral psychology as to how responses to COVID could be better and also explain why the public's response is so bad. | I plan to write more inspirational, contemporary messages to students after each unit. I have steered away as some become politically charged but since it is life changing and psychology can explain human behavior I think the application and positives outweigh the challenges of such an approach. I will start this with the intercession term. |
| PSYC | 1,000 | One student asked this question "We took a small note about instincts. Where does our instinct come from?" One student wanted to know the difference between self-transcendence and self-actualization of Maslow's hierarchy of needs. Another student asked "what does Hunger, Thirst, and Sex have to do with the Hypothalamus?" This information was important so that I can clarify this information for my students. If they do not understand a certain aspect of the material they will have all the more difficulty understanding as I give them more information about the topic. | At the next class period I took all of the questions and reviewed these questions at the start of class. I used a powerpoint to reword and review these topics that were confusing to the students. |
| PSYC | 1,000 | Specific comment from a student, "I found myself struggling with the chapter, as there was so much information with it, I felt I couldn't really find the major take away and what to be looking for. I'm sure I'll get it, and it will be fine. Thank you for this class and your time. " | I would like to prepare a more focused guidance email for each unit explaining what is the most important with helpful links. |
| PSYC | 1,000 | Some students listed that they understood the difference between classical and operant conditioning. Quite a few students were confused about the difference between the two operant conditioning concepts of positive punishment and negative reinforcement. It was important to gather this information so that the students will be able to identify examples of either positive punishment or negative reinforcement. Understanding this difference is critical for the test. | For the next class meeting after the CAT, I reviewed each of the items that students were still confused about. I gave a further explanation in a PowerPoint presentation that touched on any of the topics that were confusing to the students. I went into greater detail and gave them more real-life examples to help them pinpoint the differences associated with operant conditioning. |

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| PSYC | 1,000 | Only a few of my students had questions that needed to be clarified in regards to the personality lesson. One student asked if we could have more than one of the five personality characteristics. Another student wanted some clarity about why and what is the root of assumptions that we make about others. 14 out of 16 students did not have any questions. | At the beginning of the next class, I went over each question to explain it to the entire group. I asked if anyone had any more questions and then subsequently continued with the lesson. |
| PSYC | 1,006 | 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 | 1,006 | Students reported no appreciable concerns on the muddiest point assessment prior to the exam. By contrast, only 33% of the 11 students could distinguish the Stanford-Binet test's characteristics from the Wechsler intelligence test characteristics based on exam item analysis. | The Stanford-Binet material will be dropped from the course. The competency only requires that they understand the characteristics of the most common testing methods, not how the testing compares to other forms of testing in the same topic area. The Muddiest point assessment method had been used in the past with non-useful results. Like previous muddiest assessments, students appear overconfident in their understanding and appear unwilling to acknowledge gaps in their knowledge in the muddiest point. Another form of assessment will be used in the future. |
| PSYC | 1,012 | Students in the class did not understand and had never really thought about the various issues involved. There is always a high level of discomfort among students when issues like suicide are discussed. Some students may have some personal knowledge related to informed consent, etc. based on their own previous/current counseling experiences, however, many students are not comfortable, especially near the beginning of the cycle, sharing their personal experiences. So it is important to go over the information even if some students may have some familiarity with the topic, because most don't and many are uncomfortable regarding the topics. | I would not say that I have made any real changes, other than looking at websites online during class/zoom - to discuss that states vary by their legal requirements on duty to warn and it is important that students know the laws where they might be practicing if they go into counseling in the future. |
| PSYC | 1,014 | Because the topic & material is relatable for most of the students and because I give clear examples, they seem to readily understand these concepts. They usually can think of people they know from their own adolescence who fit into the different categories of early and late maturation. Being able to think of examples helps them to now only understand the concepts, also to remember the concepts. | I did not find any reasons to change how I was teaching this concept. I can close the loop by continuing to ask questions and ensure that all students have a complete understanding of this and other concepts in the class, |
| PSYC | 1,027 | 2 out of 23 students struggled to understand the concept of "Yeakes Dodson Principal" which is a principal that focuses on the physical tolls of stress regulation on the body. 3 Students struggled to understand the concept of "Flow". | More explanation was provided on the topic of "flow" to clarify and distinguish it's characteristics and unique place in stress reduction. |
| PSYC | 1,027 | 2 out of 8 students commented that they struggled with applying ideas related to reducing negative thought patterns, such as pessimism. | To the students who expressed difficulty applying concepts of reducing negative thought patterns, I responded to their posts with further explanation of how they might incorporate the cognitive behavioral techniques discussed in the modules/book into their habits. I will adjust my next course to facilitate more discussion centered around this topic. |
| PSYC | 1,027 | Students in this course overwhelmingly reported that they did not have difficulty with the concepts in class but rather with personal self evaluation and being honest with themselves regarding their stress levels and their commitment to doing the things necessary to reduce those stress levels as the course assignments asked them to do. | I think adding more positive reinforcement and feedback to students who complete assignments requiring self exploration might encourage students to feel more comfortable and eager to continue to do so. |
| PSYC | 1,027 | Most students reported that they found information easy to understand and were not particularly confused by any one point. Areas of confusion centered around some of the physiology and the term "flow". | I adjusted "flow" last semester to include more descriptive content because this is frequently a confusing and misunderstood topic. However, even with altered notes and descriptions, it still seems to be confusing for some. I will need to re examine how this is being explained and consider rephrasing again or providing more examples. |

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| PSYC | 1,033 | We have had many discussions throughout the course of the cycle regarding nature vs nurture and what role both play in the development of various serial killers. At the beginning of the cycle the vast majority of the students, even those who were interested in reading about serial killers and watching documentaries, had not thought in depth about the development and the psychology and psychopathy of serial killers. As we have analyzed and discussed cases, the students have developed a greater understanding in the complexities and the factors that feed into the development of a person's psyche and what could make someone become a serial killer. | I didn't implement any changes - we start with basic discussions and assessments to see where students are and their thinking about serial killers, then we examine all the various factors and then discuss these with individual cases. Each student conducts more research and does a presentation and discusses the factors they think were involved in the making of the serial killer they studied more indepth. |
| PSYC | 1,130 | Some students were confused about wills vs. living wills. | I will include more content regarding end of life documents. |
| PSYC | 1,130 | One student reported that in her career as an LPN, learning about the role of medicine in death and dying was helpful. | Teaching on hospice and end of life care helps students to learn the role of medicine and palliative care in death and dying. |
| READ | 1,108 | Students tend to have more difficulty seeing the difference between major and minor supports than between a stated main idea and details. A paragraph must have major supports that directly support, explain, or illustrate the main idea. Minor supports explain the major supports and are not necessary. Recognizing a main idea and major and minor supporting details is vital to reading comprehension as well as to writing an effective paragraph / essay. | I implemented a "questioning" strategy to help students see the thinking process involved in noting major and minor supports. Turn the main idea statement into a question. Find sentences that directly answer the question. With these sentences, ask what other information is provided to further explain each one. |
| READ | 1,109 | I realized that the way the question was stated could be misleading and two different answers could be supported. The wrong answers also indicated that students were not paying attention to the section headings. | I edited the two questions to be more clear and precise. I reviewed the importance of using headings and allowed students to retake the test since they had not seen the results of the first attempt. Grades improved for all of the students after these steps were taken. |
| RELI | 1,311 | The results of my test show that approximately 75% of my class have a good understanding of why people believe in supernatural beings. | I believe I need to find ways to make this portion of the class more interactive by challenging the students through practical exercise to explore their own needs in answering those questions we do not know the answers to. |
| RELI | 1,311 | The students reported achieving success in outcomes 1 and 2, but several of them indicated that they did not feel they had learned enough to achieve success in outcome 3. | I added a few videos that helped give the students a better appreciation for the historical context and development of the religion. |
| RELI | 1,311 | I need to include more information in the course about the historical background of each religion. I added a few short videos that emphasized this. | I need to implement what I just described in future courses. |
| SOCI | 1,100 | This class was interesting and many students (perhaps 5 out of 15) related the muddy point to needing clarification on the section on race and ethnics relations and how it applies to the current social movements in our society. | I spoke to each student individually and answered their questions in the comment section next to their grade. I can close the loop for Spring term by including more supplemental information on current events and how it pertains to race and ethnic relations. |
| SOCI | 1,100 | Students were most likely to generate a test question relating to the concepts of social roles, statuses, etc. This competency was the most dominant theme this unit and students demonstrated a strong degree of understanding of the concepts of statuses, roles - how they are alike, how they are different, etc. in their questions. Because I spent the most time on this competency and a lot of the ideas in the next couple of broad topics in this particular unit built on the idea of social roles, it was not surprising to see the concentration of questions relating to social roles, but it still reinforced that the area I was emphasizing most is also what students were picking up on the most. | I don't think I will make any changes to the current course based on this CAT; however, having student-written questions as an exam review technique is a new approach for me this semester and, therefore, this CAT served as kind of an experiment as well. I will continue to use it in the two exams we have remaining. |
| SOCI | 1,100 | The results found that students find the social theories and social perspectives the most difficult to relate to when it comes to the course. The social theories are presented in the readings at the beginning of the book as well as throughout the book to help explain each sociological topic. | Since one requirement is to choose a social theory for the final paper, I extended extra assistance to those students stating they were having difficulty with the theories. I noted that I can assist them in choosing a viable theory for their final paper. I also extended this specific assistance on the DB in which they chose their final paper. |

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| SOCI | 1,100 | Most often a student would like an explanation on why the correct answer on an exam question is correct. I always send back an explanation and the textbook page number on which he/she can find the answer. | There are changes made according to student comments. Every once in awhile there is an key on the answer key for an exam and after it is brought to my attention I change the key and adjust scores accordingly. Whenever clarification is needed, whether it be on an assignment, a topic, a concept, an exam question or a comment I have made on their writing assignments, I provide feedback. |
| SOCI | 1,100 | This class had 2 students remark on the subject of race and how there is an agenda about race in the political climate and how this agenda is also part of the textbook and discussion board. | Since Critical race theory is in the news media students are connecting any theories of race to CRT (which we do not cover in the book.) We do talk about "white privilege" in the class which is making students upset. I am taking out covering "white priviledge" and instead will cover race using one of the 3 social theories for Fall term. |
| SOCI | 1,102 | One student with a documented disability struggled with taking an online class. I worked closely with Disability Services to assist them in providing accommodations to this student. The results of this CAT showed me the challenges that students with disabilities experience. I also had a phenomenal experience with Barton's Disability Services office. They provided this particular student with an enormous amount of support, and communicated with me regularly. | Working with a student with a documented disability gave me the opportunity to look at my course, and see where I could improve it so that students with a range of abilities could successfully complete the course. |
| SOCI | 1,102 | The results showed some of the topics and/or concept areas students may need additional information, clarification, or 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 look at the lecture and material and adjust accordingly for future classes. |
| SOCI | 1,102 | The majority of students underestimated the changes in family structure over the past generation, believed divorce rates were still going up, though the 'traditional' family was more prevalent than it ever was, and and were unaware how late the average male and female marries today | I don't necessarily change anything based on the results of this activity, but it does tell me what areas will need more emphasis as I go through class and how much time I need to spend deconstructing a certain myth versus straight explaining the current trends when we come to those chapters. It's a one-time assessment that allows me to make several different adjustments to my classroom technique over the course of the entire semester, which makes it a highly efficient way to make necessary in-class adjustments. |
| SOCI | 1,106 | Students that understand the history of social welfare will understand the scope, effects, history of violence, and its relationship to poverty, racism, sexism, families, and other social systems. | I have only taught this course for one semester. At this time, I do not feel I will change my assessment process. I feel it is important to understand the history behind social welfare in order to understand the possible shifts in our social welfare system. |
| SOCI | 1,106 | Students need more information regarding current social problems, and how it affects social policy issues and social work practice. | I added more assignments, examples, and current articles regarding current events. |
| SOCI | 1,106 | The only feedback I received was that discussing the NASW Code of Ethics was an important concept. I found this useful as that entire module is completed from a resource that is separate from the textbook. I have a few students remaining to complete the post quiz, which I will also use to make changes in course information. | Unfortunately the response I received did not prompt any change. I do plan to review other CATs and implement something different to hopefully encourage more participation in feedback. I also plan to change how the course is set up as far as due dates. I was waiting to start Module 1 until Orientation was complete. This was causing off due dates, to include initial discussions due on Sunday. I plan to run Orientation and Module 1 together to allow for better due dates. |
| SOCI | 1,114 | They believe all topics are important but would like to learn additional information on STD's and the affects of STD's. | I did not change anything because there is opportunity and also resources available for students to read additional materials. |
| SOCI | 1,138 | I only had one student, so there is nothing quantifiable, but the student did use the muddiest point to point out a perspective from the text book she disagreed with. This gave me the opportunity to reinforce the idea that the publisher perspective is just one perspective and that even something as sacrosanct as a textbook can be questioned. | I didn't actually change anything in the course content-wise, but I took it as an opportunity to further encourage the student to ask probing questions, share opinions, and take stands on the issue we discuss in this class - helped foster an even more open atmosphere in the classroom in my opinion. |
| SOCI | 1,145 | 8/12 students participated in this CAT. I had a lot of similar answers such as lack of sleep, changes in relationships and money issues listed. I was glad to see that they all had some important common answers but there were a few answers that I had hoped for that I didn't see in their 1 minute paper. | I responded to each of them in the comments with important aspects that we had discussed that maybe they didn't mention in their minute paper. I did this individually since everyone had different key ideas. I will probably not re-assess the topic but will maybe change the CAT next time to allow them a little longer in order to list more key ideas so I have a better understanding of their learning. |
| STAT | 1,829 | Several students can't quite get to this point in the course. They have difficulty understanding several concepts before reaching this point. | I attempt to connect with the students to see where they are having trouble. I then provide hints or resources to help them understand the material better. |

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| STAT | 1,829 | The topic of the empirical rule and the use of the mean and standard deviation of a data set which uses z-scores, measures of position, to divide a bell-shaped distribution into respective relative frequencies (probabilities), came up several times by a set of students (both online and in my Fuzion courses). I had to think back to what I might have changed as this topic has been clear in the past, which lead me to consider an alteration within the Excel template that may have caused some unforeseen confusion. | Believing the issue to be with the Excel template, I made adjustments to enhance the usability and added a visual component labeling the respective standard deviations from the mean (to address a different learning style). Additionally, I created an updated video covering this aspect of the template ensuring that the questions posted were addressed. Initial feedback suggests that the point(s) of confusion were addressed. Current online sessions just now getting into this material have yet to mention it as an issue which leads me to believe that the adjustments were successful in improving student learning in this area. |
| STAT | 1,829 | Students needed to know how to use Excel to perform a linear regression. The Muddiest Point is a good way to show the entire class how to perform that linear regression. | By watching videos and performing their own attempts at linear regression, the muddiest point helped students see how this was done outside of the textbook. |
| STAT | 1,829 | 4 out of 7 students in class the Week that this Outcome was taught in class could not solve 6 problems that I had given the class with a mixture of the outcomes. | I did a bit of reteaching after the CAT was administered. I used the Knewton Alta software that used for this class for Mastery |
| STAT | 1,829 | More than 5% of students commented on visualizing confidence intervals and specifically on why the inclusion or exclusion of 0 in the interval (for two-samples) mattered. | An adjustment was made to the provided Excel template which included a drawn bell-curve which also marked the mean (possibly 0) and the confidence interval. The curve and values are algorithmically generated, so based on the information provided, it will adjust the visual as needed. Based on Exam and Homework results, the concept seems to be understood by those who asked. |
| THEA | 1,302 | 6 out of 6 students understood and demonstrated successfully. They could also identify centering techniques in their fellow students. This is important to be because it is a visible demonstration and the class can clearly see the importance for their work. | It was important for the students to see the demonstration, to observe centering in others, and to physical demonstrate the centering techniques. For this assessment, I think it is solid and the competency was met and outcome delivered. |
| WELD | 1,352 | It showed that most students have never set up a oxy acet cutting rig, or have improperly set them up in the past. | I required the students to actively set up the equipment multiple times and required 100 percent accuracy before allowing them to use on their own. |