



HLC Accreditation Evidence

Title: Assessment Documentation Report 2013

Office of Origin: Vice President of Instruction - Assessment of Student Learning

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2012

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Why We Assess:

1. Quality Focused

Vision

Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs, and services.

Mission

The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.

We will seek to achieve our mission through five interrelated aspirations that define our commitment to excellence in education:

Aspirations

- **Empowerment**
We strive to empower all students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.
- **Learning**
We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship.
- **Evaluation**
We evaluate the relevant skills and knowledge acquired by all students to enhance their meaningful and productive educational experiences. Similarly, Barton evaluates its performance in terms of its contribution to student learning and success.
- **Discovery**
Because we are a force for innovation, we continually strive to discover better ways to empower all students to learn and grow. Barton is a learning institution in both its means and its ends; we facilitate our students' discovery of what they need and want to know.
- **Growth**
We strive to grow each year in our ability to accomplish our mission through purposeful enrollment and a commitment to quality.

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.

2. HLC Mandate for Accreditation

Criterion Four - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

3. KBOR Policy and Requirement

Chapter III, A. 10. ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with the Higher Learning Commission of the North Central Association, an accrediting commission for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with the Higher Learning Commission of the North Central Association may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing HLC accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end

of fiscal year report to the Board of Regents confirming adequate progress toward accredited status with the HLC, including as applicable any supporting documentation.

KBOR Mission for Community Colleges

Community Colleges

The mission of Kansas community colleges is to provide access to quality education programs and services to those who may benefit from services of the institutions. The primary educational function of the community college sector is to help students achieve successful outcomes in such areas as: degree programs designed for transfer, technical education certificate and degree programs, adult education, developmental education, and customized training to assist business and industry.

Community colleges may offer noncredit courses, customized training, technical certificates, and the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees.

Faculty Participation:

1. Percentage of Faculty who documented at least one assessment:

Term	Number of Faculty	Faculty Participating	% of Faculty Participating
2012			
201201	224	119	53%
201202	233	125	54%
201203	125	71	57%

2. Percentage of classes (by CRN) which documented at least one assessment:

Term	Class Count (by section)	Classes Assessed	% of Sections Assessed
2012	2182	1603	73%
201201	951	705	74%
201202	957	717	75%
201203	274	181	66%
Grand Total	2182	1603	73%

Documented Assessments and Improvements to Enhance Student Learning:

Each of the following assessments, submitted by faculty, resulted in at least one change/adjustment/improvement to enhance, and improve student learning. Note, the following are only a sampling of 1,603 the assessments documented during the given term.

Course	Assessment Description	Change/Adjustment/Improvement
Academic Integrity	Background Knowledge probe was used for each area of the course.	The need to have electronic meeting via Skype or other source allowed explanation for needed understanding for this type of material. This was done and will continue.
Accounting I	Background knowledge probe done over closing entries and then presented material needed. Completed another assessment to make sure understanding.	Continued adaption of new materials and activities to improve learning.
Accounting I	I use a muddiest point to determine COGS using LIFO, FIFO, Weighted Average, & Specific Identification	I need to add better examples.
Accounting-Business Operations	I have a muddiest point as the last thread for each unit discussion points. This class was different than the other classes I've had. Concepts most students struggled with they breezed through. Concepts that I might have 1 student struggle with almost half the class did. The muddiest point for this class was finding the square root.	As I stated in the previous box, the students really struggled with finding the square root. Most reported they had never heard of this concept. I showed this class how to calculate the square root and updated my notes detailing how to find the square root in excel and on a calculator.
Accounting-Invest & Financing	Units 1-7 under threaded discussion questions I have a muddiest point as the last thread	I will be updating the homework notes and homework assignments and adding new video based on the feedback from the students
Adult Intermediate Piano	The student completes a performance rubric form after they record themselves performing a solo and listen to their performance during their class. A discussion about ways to improve the performance between the student and teacher follows this activity. The following class, the instructor grades the solo using the same rubric.	The adjustments varied with the 2 students in this class. One student discussed many ways to improve performance during other classes, while the other student did not show up to class enough to make this activity of any benefit.

Course	Assessment Description	Change/Adjustment/Improvement
Agriculture Orientation	Before covering essential skills, students were asked to work in groups and identify traits in employees valued by workers, these were compiled in class. In addition, they were asked to assess their essential skills before each main topic was covered. After covering the materials, students were given individual and group assignments (different from the first) and we could assess their progress in understanding the concepts and reevaluate where they stood in relation to where they needed to be. Various nonverbal cues are also evaluated constantly	More group exercises and class discussions
Analytic Geometry-Calculus II	Did a muddiest point in Ch 10 part 1? A couple of folks asked about calculating error.	Other students or I responded to their question with re-teaching help. Those helps and links will be added to the FAQ for future students as well.
Analytic Geometry-Calculus II	I had a muddiest point thread in the chapter 8 Part II unit. The students struggled with integration needing partial fraction decomposition.	I put together some short videos that explained the concepts for them and it seemed to help. I will add the questions and the video responses to the FAQ for future students to have access.
Analytic Geometry-Calculus III	<p>Had the students write a sentence or two of what they learned on a specific day. It was the day they learned about directional derivatives and I was looking for some sort of statement about a directional derivative being the value of a derivative at a point on a surface in the direction of a vector in the xy-plane.</p> <p>Three students mentioned this and one wrote a partial statement to this effect. Two demonstrated little understanding.</p>	The two that missed it also were not present when partial derivatives were explained so it makes sense they struggled with the directional derivative.
Applied Piano	I record students on my iPad and we listen to the recording together, discussing different strengths and weaknesses of the performance in terms of rhythm, musicianship, continuity, and dynamics.	This works well. Probably a follow up discussion on tactics they used during their practice time the week after the recording took place.

Course	Assessment Description	Change/Adjustment/Improvement
Art Appreciation	For Art Appreciation I specifically use the walk about and the background knowledge probe to assess where the students are at and find where further discussion is necessary. As last quarter I taught this and am still using quizzes, journal entries that directly related to the chapters studied, chapter guides, projects for hands on application for different topics discussed, as well as a midterm and a final. By doing it this way for me I can quickly assess what my students are understanding as they are interacting within the learning process.	This quarter I am going to add a Jeopardy type review to help let my students know where they still need to study and so that I know where their learning gaps are at and to be able to address those issues as they arise.
Art Appreciation	Location: Module 2, C.A.T.	The students reported it did help them, I will update and continue to use the flashcards and games to help students learn the vocabulary
Basic Algebra	I did a background knowledge probe over multiplying binomials which result in the difference of two squares. Most students had a general idea of how to do one. 4/9 students got the problem completely correct with 2 being nearly correct. After looking at the pre-quiz, I discussed the FOIL method and the special results when the binomials are identical except for sign (difference of two squares).	After looking at the pre-quiz, I discussed the FOIL method and the special results when the binomials are identical except for sign (difference of two squares). I then returned the quiz and asked them to rework the problem. 4 more were successful with one student still not quite mastering the concept. The next class period we reviewed the topic again and took a quiz containing a similar problem. All students were successful with that problem. Comparing how the students performed before and after the class discussion helped me to know what points of the process to emphasize.
Basic Algebra	I did a Muddiest Point located in Chapter 5, as a Discussion Question.	I need to spend more time on what role the signs play in factoring.

Course	Assessment Description	Change/Adjustment/Improvement
Basic Algebra	<p>I did a pre/post quiz over the basics of the rectangular coordinate system.</p> <p>Only 6 of 15 students took both quizzes. One made 100% on the pre quiz. Three showed some improvement, two showed no improvement. Of the nine who took only one of the quizzes, 5 scored 5/6 on either the pre or post quiz. There was no way to check the value of my lecture with those 9. However, I did do a one-on-one with those students who scored less than 50% on either quiz, or those who showed some question after taking both quizzes.</p>	<p>This material was presented on a Friday. I had poor attendance in this class on Fridays and on the first day of a new chapter, so this was a double hit with those students. However, it was material that was easily repeated individually for those with questions.</p>
Basic Algebra	<p>Muddiest moment located in U6 under content item Muddiest Moment.</p>	<p>Students raised questions about dividing rational equations. Will include several additional examples in course.</p>
Basic Algebra	<p>Pre/post quiz with 6 questions over basics of rectangular coordinate system. 13 of 17 students took both quizzes. Three had 100% on the pretest. One showed no improvement and one did worse on the post test (may have looked at neighbor's paper on pretest). The remaining students showed improvement after the class discussion. No one scored less than 4/6 on posttest. We reviewed the topics that still seemed to be muddy after the post test. Did one-on-one with the two who had not improved.</p>	<p>Because I did the post quiz the next meeting, I could immediately address those points that were still questionable after the lecture.</p>
Basic Applied Mathematics	<p>Math Journal (Located under Course Home on eCompanion)</p>	<p>Daily student feedback was used to add more examples of material as needed.</p>
Basic Nutrition	<p>During the last few minutes of the class period, I asked students to answer and summarize the most important point they learned and what remains clear to them.</p> <p>Twice during the term, I asked students to write test questions and model answers for the topic studied in a format consistent with course exams</p>	<p>I review the responses and note any useful comments. During the next class periods, I emphasize the issues illuminated by the student's comments.</p> <p>I make a rough tally of the questions the students propose and I evaluate the questions and use the good ones as prompts for discussion. I also revise some of the questions and use them for future quizzes.</p>
Basic Reading	<p>Fish Bowl - I asked students to write on an index card any questions about the material covered. After reading the cards, I had a clear idea of what I needed to reinforce.</p>	<p>Since several students had questions about the same point, I will include more practice/instruction on that in the future.</p>

Course	Assessment Description	Change/Adjustment/Improvement
Basic Reading	I did a background knowledge probe to ascertain what students knew about major and minor supporting details. They had not heard of majors and minors, so I explained and gave examples.	I will include more instruction and practice on identifying major and minor supporting details.
Business Calculus	Chapter 4 part 1 Muddiest Point. A couple of students asked about a question on the written assignment that pertained to a marginal revenue situation where the price-demand equation had an exponential function in it.	I constructed a video going through a similar type of problem to reteach the concept. I will be adding the video to future terms.
Business Calculus	Muddiest point in Ch 3 part 1 unit Continuity test seemed to be a common issue of misunderstanding	I retaught the "three-prong" test for continuity in the thread.
Business Communications	Muddies point in unit 5	I have revised some assignments to clarify the intention and make sure students understand the expectations
Business Law I	Module 16: Extra Credit CatMuddiest point is done for final review and then students are given additional material/assignment to master the material.	Continuation of muddiest point and additional reinforcement of material that is commonly needed
Business Mathematics	Project - stock market	Small class but 2 of the students were not successful in following the directions to start project in external site online. Will create short video to show steps for those that are more visual.
Ceramics I	CAT given on April 14. Knowledge probe. After throwing demonstration, question asked, " Which step is unclear?" Responded to student's questions, clarified instructions.	I will continue to ask such questions after demonstrations to improve student success.
Child Abuse and Neglect	CATS questions are located at the end of each quiz and are worth quiz points.	I will change a few of the questions that are confusing on the quiz and add more videos per students request.
Class Voice	We watched the video of our fall concert and analyzed the performance in a group discussion.	We made corrections to individual performances in the following rehearsal.
College Algebra	I did a background knowledge probe to see what the students remembered about completing the square. Because it is necessary to use completing the square when writing the standard form of the equation of a conic, I wanted to make sure the students were ready for that.	I realized that I needed to do a few examples of completing the square. That made writing the standard form of a conic go a little smoother.

Course	Assessment Description	Change/Adjustment/Improvement
College Algebra	I did a muddiest moment located in Unit 3.	Students did better than expected. They still struggle with graphing. Will see about adding additional examples and web sites.
College Algebra	The students keep a detailed notebook of notes and lecture. With these notebooks, I can have documented Problem Solving activities corresponding to my daily Walk-About to identify any gaps.	Based on my findings, I can adjust the amount of time spent on certain topics. Some require more and others require less. It also affects the group design for the classroom allowing for abilities of different levels.
College Algebra	Walk-about used with board work to determine areas of concern.	I altered the remaining portion of lecture to clarify certain points.
College Chemistry I	"How's it going?" Survey - End of Module 3 Muddy Point Discussion - Module 5	Based on the CATs I have learned what resources the students use the most therefore can strengthen those resources. I also learn where most students continue to struggle so that I can make additions to the teaching presence in those areas.
College Preparatory Math I	One minute paper in Module 3 on being able to quickly divide by a power of 10 after being taught about it. 6 out of 9 students responded completely correct.	I retaught each student by commenting on each of their papers what the correct response was and why.
College Preparatory Math II	Module Evaluation at the end of the chapter.	Videos and examples will be updated to better meet the needs of the students.
Computer Aided Draft/Design I	This was a session on creating blocks with attributes. I used the overhead projection of my screen. The process involves several steps that must be executed in a specific order. It is cumbersome but with projects of a large size the time required saves time in the overall production of a set of CDs. None of my students could see the advantage of taking the time to create this time saver because our project was too small.	Two things that will help in the future: 1. Hands-on, individual help for each student needs to be scheduled for this process; it is not enough to use the overhead demonstration; 2. The process needs to be employed for more than one or two objects being created, with links to schedules and with numerous repetitions with small variations to convey the efficacy of time spent creating a more complex object.
Computer Concepts & Appl	Completed a Comparison discussion between Excel and Google Drive. This discussion is in BARTONline unit Excel Chapter 2. Item called Google Drive Discussion	Students could adapt their Excel knowledge to use and figure out the Google Drive application. Many students liked the simplicity of Google Drive, others were frustrated because they were so limited. I believe we may provide opportunities to do some different assignments from PowerPoint and word also created in Google Drive just for the additional experience.
Computer Concepts & Appl	I asked students what was unclear from our last assignment. We discussed the confusing topics and agreed that some of the homework questions needed to be more clearly worded.	Plan to adjust homework questions to remove ambiguity in the wording.

Course	Assessment Description	Change/Adjustment/Improvement
Computer Concepts & Appl	Muddiest Moment. Had the students list the three things that were stumping them most. We discussed and worked out the dilemmas together.	I won't be changing much -- this is my last time teaching this course. I retire in a few weeks. Was nice to watch them help each other. Something one didn't know another did. I am convinced they learn even more when they are helping each other.
Computer Concepts & Appl	Muddiest point. Students were struggling a bit with the graphic section of Word. I had them write what was most confusing to them. Vocabulary was the issue. Words they didn't understand.	We discussed the vocabulary necessary for the section and then went back through the exercise. Much quicker the second time around.
Crop Protection	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class are discussed in class. After reviewing diseases of wheat, class went to a wheat field, scouted, and identified possible problems. Case study farms problems are used to apply ideas and identify weaknesses.	More real world examples to reinforce knowledge.
Cross Cultural Awareness	A background knowledge probe was used during the last week of the course. More time should be spent studying Africa and Egypt to bring personal connections.	More time should be spent studying Africa and Egypt to bring personal connections.
Cultural Anthropology	A background knowledge probe was used to assess learning for the first half of the course.	Some areas were covered with more detail to enhance learning.
Cultural Anthropology	Muddiest Point in Unit 9 for extra credit. I opened the threads for the midterm and final and students' scores increased about 5%. For the muddiest the students asked for more info on Unit 2 evolution 50% of them responded for this.	I will be adding more info on evolution to the lecture and the threads.
Customer Service	Muddiest Point located in Module 4 of the course shell	I plan to add more information about the Voice over Internet Protocol so that students know more about the concept.
Database Management Systems	I did a muddiest moment on each Chapter in the book which is called Chapter Discussion and is in each Chapter module 1-3 and 6.	Have already modified what is graded and what is for practice and the points associated with the assignments.

Course	Assessment Description	Change/Adjustment/Improvement
Death & Dying	Exam question on the emotion/state of mind underlying terrorism: hatred. We discuss the text's explanation of the difference between the terrorist's motivation, which is hatred, and the expected outcome of terrorist acts, which is fear. 50% of the class understood the difference between motive and outcome.	When I next teach this class, I intend to use examples from the headlines, and of course 9/11 is always in the minds of American citizens to illustrate how terrorism works.
Developmental Psychology	I did a Muddiest minute concerning types of research designs in Developmental psychology.	Students were confused as to how cross-sectional designs compared to longitudinal, and their contrast to sequential designs. Side by side pictures of cross-sectional and sequential, and longitudinal compared to sequential are necessary, rather than just gestures to the columns and rows.
Digital Image Editing	Ask Me Anything - Module 5	A deeper discussion of selection tools seems to always be requested. I updated that section of the lecture.
Dir Ind Study/Instr Music	Face to face review of progress on project.	We make weekly adjustments based on student progress and understanding.
Early Childhood Career Develop	This is a one hour course. The CAT is in Week 4 in the form of a Quiz: What do you know?	I will continue to ask earlier in the course as I need to adjust based on their knowledge of early childhood. More discussion and instruction took place as a result - using Virtual Office
Elementary French II	I assessed student pronunciation and spelling accuracy before and after uploading audio files online for student access.	Results: Student benefited from online access to audio files as evidenced by improved pronunciation and spelling. Adjustments: I will continue to upload the audio files and encourage students to practice outside of class their pronunciation and spelling accuracy through various learning strategies (listen and repeat, listen, and try to spell without first looking up the spelling, etc.).
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 6. I answered each student reference their questions and or concerns.	Students were concerned with past future tenses. Having a section of these tenses in the future will help students. (Even though we only cover the present tense)

Course	Assessment Description	Change/Adjustment/Improvement
Elementary Spanish I	<p>Muddiest Point located in Unit six. Most of the problems were listening and the language in the lab portion. Students have difficulty understanding the words.</p> <p>I will provide additional instructions reference the labs and listening portions to meet their expectations.</p>	<p>I will provide additional instructions reference the labs and listening portions to meet their expectations.</p>
Elements of Statistics	<p>I did a muddiest moment in all my units. I also did two background knowledge probes on 1. Calculating Relative Frequencies 2. Designed Experiments and Observational Studies Most of the students distinguishing between Designed Experiments and Observational Studies. I spent the next few lessons giving examples and having students tell me the difference</p>	<p>After the few times, I went over the examples and had students tell me the difference, all but three students got all problems on the quiz right.</p>
Elements of Statistics	<p>Muddiest Point done in every unit</p>	<p>Additional mini videos made to clarify issues</p>
Emergency Medical Technician	<p>Class goals located in the EMS Systems chapter labeled Goals Discussion. We asked the students why they were in the EMT class and five goals they hoped to achieve by the end of the class.</p>	<p>Since the EMT class is an open enrollment we have all kinds of people attending. Unfortunately, pass rates for the NREMT boards is low for EMT classes. It is the opposite for paramedic students, who we require to go through an application process including an interview.</p> <p>We are trying to find ways to increase participating and success during our EMT classes and still maintaining an open enrollment. We used the discussion thread and then talked with the students during their end of semester conference to compare and see if they achieved the goals. We decided that waiting until the end wasn't how we wanted to use this CAT. Next time we will have several reminders for them throughout the semester they need to review their goals and reason for taking the EMT class. Our hope is to continually remind them of these items, making them more engaged and better students.</p>
Emergency Preparedness	<p>Muddiest moment was attached to chapter four in this class.</p>	<p>Students in this class wanted to have a stronger outline of what is expected and when it is expected. There will be some flushing out of the schedule of assignments.</p>

Course	Assessment Description	Change/Adjustment/Improvement
Engine Repair I	Hands on was introduced but took too long in classroom before going back to lab, students were quite restless.	Expand hands on and use it sporadically in the future.
Engine Repair I	I tried a hands-on approach. We went to the lab and took a partially assembled engine unit completely apart prior to classroom instruction. The thought was to take completely unknown concepts and pieces of what we were about to study and introduce the students to the subject matter in a hands-on manner.	The biggest problem was that students were still not catching on to the subject. Some came down to the class size and too many distractions, others simply were not interested in the first place. In the future, more quizzes and more distributed hands on examples will be the next attempt.
English Composition I	Angle of Vision essay review, Analysis of argument worksheet review, Analysis of Angles of Vision, Annotated bibliography of research materials check and Peer Review analysis session 1 and session 2 (workshop review) Students were also assessed on their ability to recreate an Analysis based on their chosen rhetorical context.	I will ask students to create detailed response outlining their progress through the term using composition format they have learned during the term.
English Composition I	I gave the students a bell work assignment to determine how much previous knowledge they had about citing sources and creating a Works Cited page for an informative paper. I learned from this small bell work assignment that most students had some previous knowledge, but a refresher was needed in certain areas when it came to proper citations and the format of the Works Cited page.	I spent two lessons reviewing and refreshing my students on the in-text citation process, resources they can use to make sure they are citing sources correctly, and how to format the Works Cited page. This seemed to help the students.
English Composition I	Muddiest Moment for attributing sources; students felt uncomfortable using attributive tags.	Will provide more practice.
English Composition II	After learning about writing paraphrases and précis and after working as a class, the students grouped up to write both a paraphrase and a précis of a portion of the Declaration of Independence. All groups did a fair to good job.	I will use this technique with special emphasis on translating pieces of source material by using as many simple synonyms as possible to ensure students are truly "rephrasing" rather than "repeating."
English Composition II	I did a general appraisal of students' ability to infer and apply meaning to content terms. Most students could not contextualize the information so I provided context clues.	Will provide source material to review/research.
English Composition II	The background knowledge probe was used in several ways throughout the course. A critical thinking question was discussed at the beginning of each class session.	I need to place more interactive assignments in the course to promote more reading of the assigned reading material.

Course	Assessment Description	Change/Adjustment/Improvement
English Study Skills	<p>Per cent check: We had spent 2 days with per cent word problems, including a 30-question review that students did as homework. We discussed questions over the problems. During the third practice test, I isolated 4 percent problems like ones we had done in class. I wanted to check to see if students could recognize the problems and solve them correctly during a timed test. Fortunately, the four problems were in the first half of the 30 problems on the arithmetic reasoning section, so I felt that students did not miss the problems because they ran out of time. Results: Problem 1: 7/11 students answered correctly: changing a fraction to a per cent Problem 2: 6/11 students answered correctly: finding the original price after given the price including a discount Problem 3: 5/11 students answered correctly: finding the simple interest Problem 4: 11/11 students answered correctly: finding the amount of a sales commission</p>	<p>Results that surprised me: more students missed the simple interest than the more difficult problem 2. Follow up: tomorrow, I will give problems 1, 2 and 3 again to see if they retain the process.</p>
English-Speak Other Languages	<p>Conducted informal biographical lesson plan for each student.</p>	<p>Conduct interest survey prior to biography lesson.</p>
Environmental Science	<p>Since measuring is critical to success in the lab, we did a short lab where they used the measurements of length, mass, volume, and temperature.</p>	<p>As I walked around the room, I caught some errors taking place and correctly demonstrated how to take a proper measurement.</p>
Fertilizer Management	<p>Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After exams, questions missed by 50% or more of the class were discussed in class. When covering, materials involving setting up and solving equations for management, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses. On-farm problem solving using materials covered. Students took a field trip to the GB Coop fertilizer facility and had to apply what they had learned regarding common area fertilizers.</p>	<p>On a small scale grow plants and allow them to produce nutrient deficiency symptoms in plants.</p>

Course	Assessment Description	Change/Adjustment/Improvement
Fld Exp in Human Resources Mgt	The CAT is located in Unit 4 of the course and consist of a Muddiest Point Threaded Discussion. The discussion asks simply, what did you learn in the previous units and what is still unclear.the instructor answered Questions. Several questions on employment laws.	May need to change the assignment for the employment laws to help improve understanding.
Fld Exp Sani & Mgt of Food Sys	Used a Muddiest Point Threaded Discussion in Unit 4 of course.	Several questions on the particular foodborne illnesses. Have posted extra information. Looking for different activities to stress this information.
Fundamentals Animal Nutrition	I administered a Pre/Post test for the Beef Cattle Chapter.	I will make a couple of adjustments to this CAT for next time. I will change some of the wording in the PRE/POST tests to help students understand what I am asking. I will also make some changes to how I am presenting some of the material to help the students gain a better understanding and see even more improvement on the post test.
Fundamentals of General Chem	I did a muddiest moment located in module 2 under content item link labeled "What is the most confusing thing?" I did a muddiest moment about what is still not clear about chapter 3.	I provided additional videos in the course, in addition to the notes.
Fundamentals of General Chem	I did a muddiest moment which is located in Unit 2 under content item link labeled "What is the most confusing thing?" Most students struggled with conversions.	I will provide additional practice problems on conversions as well as written out rules.
General Accounting	Posting process activity given to determine if concept is understood. Adjusted material after and presented to ensure understanding.	Will continue to improve hands-on activities to ensure competencies are learned
General Psychology	A One-minute-paper was performed on October 12, 2016. Students were comfortable with deindividuation and social loafing. Students were concerned about social facilitation.	A handout providing a multitude of examples will be provided.
General Psychology	Conducted the muddiest point during the learning modules (operant and classical conditioning). Students were unsure about the differences between positive and negative reinforcement	Will use more examples based on real world (negative reinforcement --turning off your alarm clock; remove the aversive noise)
General Psychology	In ITV class- clarified Piaget's concrete operational stage compared to formal operational stage.	Handouts with examples are needed

Course	Assessment Description	Change/Adjustment/Improvement
Government of United States	Muddiest moment in unit 4 Project Learning Summary in unit 6	I looked at the Project and adjusted accordingly from student feedback. From the Muddiest moment, I added additional information to reinforce the concept of Federalism. I adjusted the exam and quiz. I changed to a final and quizzes throughout. I added an essay to the exam to allow for expressing ideas and concepts.
Harmony II	Students complete harmonic progressions on the white boards. As they work I can see where they have trouble and I can make corrections and share the process with all students.	We now use the white boards almost daily. Students learn from each other and share their concerns.
Hematology & Coagulation	I asked students to collaborate their ideas on how they studied the coagulation pathways, 1. to help each other learn by teaching and 2. to give me some ideas on how to present it next time so students have an easier time learning.	I plan to research videos on coagulation pathways and incorporating them into the course.
Hist & Phil Western cul to1500	A background knowledge probe was used in module 2 for background knowledge.	Additional information was needed and provided to expand learning.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used for initial discussion posts.	Corrections and further direction were made with follow up posts for discussions.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in a few of the early modules, in the discussions and in grade comments. Additional information and corrective help was offered.	The corrective help, both in the discussions and in the grade comments did not appear to be used for any corrective measures.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in the discussion in module 8. Students expressed some basic understanding.	Additional information and relating was introduced in my follow up discussion.
Human Resource Management	I have two muddiest points discussion and I encourage students to bring any type of problem.	Clearer weekly directions in addition to the course schedule
Infant & Toddler Edu & Care	I did "what do you know" by way of a fun Play Quiz in a Power Point. They were to follow it with a Journal entry re their results. I had one student and she said it solidified what she knew in her work with young children.	I realize my expectations of knowledge in this course at Week 3 were not high enough. I need to add more advanced questions.

Course	Assessment Description	Change/Adjustment/Improvement
Intermediate & College Algebra	Background Knowledge Probe	Based on their understanding of the given techniques, I was able to bypass a given lecture and was able to focus the lecture elsewhere.
Intermediate Reading	I had the students do a combined skills exercise before Finals. The skills that were weak, I reviewed with the class.	A couple of areas consistently showed weakness in each of my classes. I plan to spend more instructional time with those skills.
Interpersonal Communication	As I prepared to quiz students on items covered in first chapter I realized that I could justify more than one answer on several of the multiple-choice questions, so I switched to an oral exam for the group and encouraged the students to find and justify those questions where more than one answer might be justified.	It worked well and I expect to utilize it in future semesters
Intro to Automotive Technology	Pre test review, post test correction practice	Next will be open book test for practice and closed book test to follow with expected grade being known.
Intro to Early Childhood Ed	I have CATS questions in all my 8 units with the quizzes. I have a muddiest point, write, and answer your own test questions and 6 minute questions.	More aspects of special education into my chapter 11 course work.
Intro to Early Childhood Ed	<p>I like to ask students each week... What is the muddiest moment?</p> <p>The students write down what they think they need more information or clarification on a sticky note.</p>	We tally the responses and let allow students to peer teach the ones with one or two tallies. Those items that have more tallies become our "research and return" items. For the next class, everyone is armed with materials to share and discuss as we cover the topic in detail.

Course	Assessment Description	Change/Adjustment/Improvement
Intro to Early Childhood Ed	<p>The 14th week of class I ask students to use sticky notes and add comments to the wall of the classroom. We have a "LIKE" and "CHANGE IS GOOD" areas designated.</p> <p>Students get to write comments on the sticky notes about anything in the class that we have read, discussed, developed, or been involved in. They then add the note under the chosen heading. They can add as many as they want, but they must make at least 5 sticky notes.</p> <p>From this activity I learn what we still need to work on as well as those items that were very successful.</p>	I found out that lesson planning is not comfortable for the entire class, even after spending a good amount of time on it. I am developing a different lesson plan template and will see if that doesn't transition the mastery stage a little easier.
Intro to Exercise Science	There was a "Muddiest Moment" in Chapter 10 in which students were requested to identify unclear points, questions, etc. There was some question about how to focus study for the chapter exams, as students are required to take 2-3 chapter exams/week. I described some techniques for focusing study, the least of which is to utilize the Chapter Outline I have provided for each Chapter, as most questions come from that.	In future, I will provide a "mini" tutorial on how to focus reading/studying of the multiple chapters that students must complete in a week.
Intro to Literature	I did a muddiest point related on the elements of fiction; students continue to struggle with theme and style.	I saw improvement in students' understanding of theme, but their understanding of style took a dive. I will make instructional adjustments next spring.
Intro to Literature	When I introduced Victorian Literature, the students had a website search to complete. After discussing facts of Victorian Literature, I gave a Muddiest moment quick assessment and learned that some of the students did not fully understand how Hardy fit the time period. The next day I explained some of the details after considering the answers to their assessment.	I will include more facts in the initial search on the websites and emphasize them in the discussion.
Introduction to Business	The accounting portion of the Introduction to Business course was the most difficult subject for the students to understand.	I will use more examples of the terms used to ensure the student understands the concepts and applications.
Introduction to Business	This is located in the final unit of my course on BARTONline called Business Plan discussion.	I would like to provide the students with more clarification and examples for their management and marketing sections.

Course	Assessment Description	Change/Adjustment/Improvement
Introduction to Leadership	Minute paper: Students wanted more hands-on activities	Will integrate more hands-on activities.
Introduction to Music	I distribute a list of the essential elements of music and ask the class to mark those elements that they find confusing or that they feel they need more clarification.	Based on the results I adjust my audio, video, and lecture examples to provide additional detail for the elements indicated by the students.
Introduction to Music	I presented a lesson, used a guided question exercise to test immediate comprehension, and then followed up with an essay question on the module exam. The CAT is found under Doc Sharing in the course.	With this class, the students who have been doing well in the class adapted to the change of form without difficulty, but the two students who have been struggling the most did more poorly on the paragraph; one student even plagiarized his paragraph on the exam. Next time I will try giving more specific feedback in the class discussion; I might even show them the paragraph they will see on the exam to see if it makes a difference.
Introduction to Music	Muddiest point: At the end of the class we reviewed material covered pertaining to music of the 1960's. Most students understood the music relationship to politics at that time at the end of class. Most of the class did not have a clear historical understanding of the era at the beginning of class.	Will try to give a more in depth introduction to the era before demonstrating music of the period.
Introduction to Philosophy	A background knowledge probe and muddiest moment process was used during week 6 to help students prepare for their major essay.	A peer editing process was used to enhance learning.
Introduction to Philosophy	A background knowledge probe was used in week five of the course. The knowledge tested was for the major essay due.	Students needed help preparing to write the essay. I helped students process their thinking and to organize their thoughts for the essay.
Introduction to Philosophy	I asked the students to choose one outcome from the Course Syllabus and discuss how they met it during the course -- in Unit 8	It showed me that I need to emphasize ethics more in my questioning during the Units
Introduction to Philosophy	In the 7th Module, I asked the students to write a paper in which they reflected on two philosophers and wrote about their own personal response	I can see that requiring students to utilize the textbook more in their own discussion posts is having a positive effect -- I need to continue to effectively incorporate a discussion of textual material into the course itself.
Introduction to Philosophy	the 8th Unit -- I asked them to reflect on what was helpful and what could be improved in the course instructional modalities	I will be developing some new lecture videos to help illustrate and/or explain points that seem to be unclear

Course	Assessment Description	Change/Adjustment/Improvement
Introduction to Philosophy	This class was in Cycle 1, not session 3. I did a background knowledge probe in module 2 to check ability and preparation for the first major essay. An outline was assigned with class a period of peer editing for students.	A follow session was provided to improve poor performance.
Introduction to Sociology	I asked students to share their understandings of the theoretical perspectives located in Doc Sharing titled CAT 3. None of the students could answer at a satisfactory or better level.	I used the Social Institution of Family as an example for teaching the theoretical perspectives. This time all of the students were able to answer at a satisfactory or better level.
Introduction to Sociology	I assessed how much students had learned about the theoretical perspectives. The results showed that 83% of the students were able to demonstrate satisfactory levels of understanding.	I was planning to cover the material again; but, the CAT results showed that students had learned the material and I am able to move on to a new topic.
Introduction to Sociology	The CAT I used asks students what they know about the major theoretical perspectives. Out of 19 students participating, 9 students were able to describe the theoretical perspectives.	I will give the class a handout with descriptions of the theoretical perspectives in addition to the material I place online.
Introduction to the Theatre	Lectured on Designers in the Theatre with includes a segment on theatrical lighting. After lecture, toured theatre space and asked students to identify the various lighting instruments and parts.	Identified areas students were unsure or confused. Took additional time to explain and demonstrate.
Marketing	created a muddiest point / feedback discussion in unit 16 called Marketing Plan Discussion	Students stated that they would like more clarification / examples for the marketing plan. They would also like to have them turned in more weekly for time management purposes. We already have a discussion / review for the students to assist in time management issues. I have added a go-to-meeting review appointment opportunity for all students. I will work to add more examples / clarification to the project.
Marriage & Family	Minute paper on the different role people have in life and how role overload and role conflict can impact. Discussed in Week 5 unit (chapter 12). Out of the 8 students who completed the assignment, 7 were able to identify various roles and provide a real world example s/he'd experienced of role overload and conflict. The single student who did not adequately discuss her various roles instead wrote about TASKS. In talking with her, it was clear she was confused (issue with operational definition).	Will provide an operation definition of "role".

Course	Assessment Description	Change/Adjustment/Improvement
Math for the PreHospital Provd	Chapter 8 - Muddy Point Chapter 12 - Minute Paper	Working on creating more short videos that provide visuals for doing the math problems while I explain the problems.
Math for the PreHospital Provd	Unit 8 - muddiest point	This is the second semester in a row students are having problems with rounding and conversion of weights. I am working on spreading the material out and adding more examples and practice work for them.
Medical Admin. Procedures	This course utilized classroom assessment questions regarding what was understood to be important	This class and another will be combined into another format this fall. It will cut down on the redundancy found between the two. All students in my program will be required to take this class so I can get a better understanding of what is working well and where I need to improve.
Medical Surgical Nursing I	Students were asked to convey the muddiest point over the content of acid base balance. The students first conveyed the overall area they felt was still confusing after the lecture and some sample multiple choice questions. Students confidence in the material increased after being able to answer many of the questions correctly. Then students were asked individually what area they were still not understanding. Students were given individual tutoring over the content if desired.	In the future I, would present the case study questions earlier in the theory so that students had a greater idea of how clinical situations actually are influenced by acid base imbalances. I think it would be helpful to spark some interest in the topic rather than the students thinking it is a difficult concept to grasp and also hopefully show less apathy towards this topic by feeling overwhelmed initially.
Medical-Surgical Nursing IV	Face-to-face: I did a muddiest point following an endocrine lecture. I grouped the responses into categories. I was able to group the responses into two main areas (Thyroid disorders and Hormones of the endocrine system) that students identified as being "muddy."	I scheduled an additional discussion time and meet with interested students to answer questions and provide clarification on this content before the scheduled exam.

Course	Assessment Description	Change/Adjustment/Improvement
Medical-Surgical Nursing IV	I did a Focused Listing. At the end of class I asked the students to list the 4 priority interventions for increased intracranial pressure. A mnemonic was given to help remember the 4 interventions. 6/17 students remembered the mnemonic and identified all 4 interventions. 5/17 students remembered the mnemonic and correctly identified 3/4 interventions. 1/17 students remembered the mnemonic and correctly identified 2/4 interventions. 3/17 students remembered the mnemonic and correctly identified 1/4 interventions. 2/17 students did not remember the mnemonic and did not correctly answer any of the 4 interventions. I believe using mnemonic is a helpful method to learn and retrieve information.	Some students verbalized some confusion for what information I was asking them to list. I would like to try this CAT again and give clearer instructions. I could see asking the students for the same information a week later and evaluate retention of information.
Mental Health I	Muddiest point: Not in shell, did in classroom Based on feedback from the muddiest point will spend more time focusing on types of therapeutic communication and how it relates to group dynamics.	Will include activities and scenarios for teamwork to address points students didn't understand.
Microcomputer Account Appl	Thread is required over each chapter to identify muddiest points in chapter or knowledge gained.	Students receive individual attention over concepts they are unsure about.
Military Hist/Amer Civil War	Background knowledge probe to assess student knowledge before class starts. Review slide at end of each power point presentation to emphasize important information and exam review. "Muddiest Point" moment before and after class.	Emphasize review sessions
Military Hist/Vietnam War	I used the muddiest moment. We talked about the TET Offensive in the Vietnam War, and there were three areas I wanted to focus on (TET, Khe Sahn, and Hue). I wanted to teach about all three (they happened almost simultaneously) and I jumped back and forth from topic to topic. The students asked a lot of questions, and I know now that I should have taught it in a themed way (instead of jumping back and forth).	I realized I needed to set up the lesson in a way that was less confusing. The individual events weren't confusing to the students, but when I jumped around a lot this is what was confusing. So, my adjustment will be to not jump around as much.
Networking Infrastructure	I did a muddiest moment which is located in the June 2 - 8 under content item link labeled CAT.	Identified a topic that makes understanding the concept easier.

Course	Assessment Description	Change/Adjustment/Improvement
New Testament Lit:Gospels	A background knowledge probe was used during week 4 in class. Basic knowledge of the New Testament was tested. Corrections were and additional information was provided to fill in the gaps.	A background video was added to the course as well as providing additional background information.
Nursing Home Aide	I did a muddiest point CAT Urinary Elimination chapter 22. Foley Cather. Explained the process of insertion and keeping the catheter in place. Students did not grasp the process of blowing up a balloon. A catheter was brought to class and a visual presentation was given and they were able to handle it.	Have found that visual and hands on allows them to process the function of some of the equipment used by the patient and managed by the CNA
Nursing Home Aide	In lecturing they were not understanding just regular conversation verbiage (you must pace resident's tasks) Had students do some work with homonyms and then hold up their hands if what the thought I said did not make any sense.	Create a vocabulary list for them and be sure that the terms are well understood.
Organic Chemistry II	Attempted to use the test question written by the student and it was difficult for me to quantify.	Returning to muddiest point technique so I can focus on material that they are having difficulty understanding.
Organic Chemistry II	I had the student prepare a lecture on several topics. That seemed to improve understanding a lot. I may modify this in the future.	Helped see where weaknesses were and allowed me to focus on that for them!
Orientation to Pharmacy Tech	Muddiest Point Thread	Slightly change the types of questions offered for weekly discussion threads to facilitate more open discussion and conversation between the students. Give them more than one question to choose from and the opportunity to search for a relevant topic to write about from the week's course material.
OSHA Construct Industry Regs	In unit 4 they are asked the muddiest moment Hardest part from the students is the OSHA regulations. One student had problems with power points	Rework slides
Payroll Procedures	CPP 1-3 Module 1-3	Additional information will be provided for competency mastery.

Course	Assessment Description	Change/Adjustment/Improvement
Personal & Community Health	<p>Point of Confusion in Unit 6. Student were able to comment on issues with the course and content. Commented about having to make two comments about Discussion topic. Included in the instructions why and how the four comments need to be presented.</p> <p>Did not provided an example two weeks prior of what a Nutritional Analysis should have prior to the student submitting the assignment. Out of 24, 19 received 20/20, and 5 0/20. 2 students received I/F for the course.</p>	<p>Included in the instructions why and how the four comments need to be presented.</p> <p>Did not provided an example two weeks prior of what a Nutritional Analysis should have prior to the student submitting the assignment. Out of 24, 19 received 20/20, and 5 0/20. 2 students received I/F for the course.</p>
Pharmacology	<p>I used a Muddiest Point in Unit Week 5. It is a content item labeled Muddiest Point. I ask the students to reflect on what was the muddiest/need more clarification or is a most challenging point to them. I also ask them what was the most important point of the week to them and what they would like to hear more about.</p>	<p>From the answers, I received from the students, I will reassign what is most important for them to learn in that chapter. One problem I see is that the homework involves quite a bit of math the student isn't quite ready for so I will need to reevaluate that section. Also, I will emphasize some areas more and some less according to the student's suggestions. I found the Muddiest Point exercise to be a simple task for the student but ye. provided me with a good sense of what is working and what is not for this chapter.</p>
Pharmacy Operations	<p>I used a Muddiest Point located in Week 5 regarding specific content. I also used a Journal in Week 17 to provide feedback on what students would have changed, if able, about the course/content/materials used. Based on that feedback, I've included the things I plan to update below.</p>	<p>Adapting newest edition for next semester's course. Also, made some minor adjustments to the discussion threads and am looking for a more up-to-date text for lab exercises/simulations.</p>
Physical Science	<p>Unit 9, In class activity 2. After discussing ion exchange reactions, I had the students try balancing an ion exchange reaction. Students showed problems predicting the products of the reaction.</p>	<p>I will emphasize the need to produce compounds with zero net charge. This may help them recognize the correct compounds that will form.</p>
Police Firearms	<p>Students have been providing a muddiest moment after each of our lessons prior to the range portion.</p>	<p>Students are receiving more information regarding peer coaching as input was given to me via the muddiest moment. Students were struggling to identify fundamental deficiencies is shooting technique by reading targets.</p>
Principles of Biology	<p>I did a muddiest point at the end of our discussion on the structure of the plasma membrane. The students wrote their own muddiest point on their Daily Response sheet and turned it in to me before leaving class.</p>	<p>Based on the most frequently given "muddiest points", I reviewed those parts at the beginning of the next class period. I also wrote something on every student's Daily Response sheet to help explain their particular muddiest point.</p>

Course	Assessment Description	Change/Adjustment/Improvement
Principles of Biology	I did the Minute Paper where I asked students to explain the one thing that help them most in the week activity. We also apply the theory learned with laboratory activity. In most activities, they students would tell what was least helpful to their learning. I also went over the Background Knowledge Probe where we went over student's preconceptions before each lecture.	The immediate feedback allows me to adjust the instruction style as I am assessing the student's understanding of the material. Students enjoyed the review questions at the end of each lecture especially when they worked in groups.
Principles of Macroeconomics	<p>This C.A. t. was to have students develop a business plan as if they were going to start a business. Days were given in the course for some in class and much out of class research with follow up with the instructor. At the end of the course student group [s presented their plans to the class and received feedback from everyone observing.</p> <p>This C.A.T. is in Doc Sharing</p>	I always look for new ways to teach and enhance student learning that is why I placed the business plan in this summer course and will continue to look for new information to assist students
Principles of Management	I did a clear/unclear C.A.T. for chapters 1-3 this semester. The students were to write what topics from the first three chapters they didn't understand and we spent two class periods going back and relearning a few topics.	We will spend more time next semester on the topics that needed more attention. New ways of explaining and homework assignments will accompany it.
Principles of Management	In class, I did a knowledge probe asking students to provide examples of the material that I had just explained. What I realized is that many students were not paying attention during lecture. During the lecture, next day, I stopped during the middle of lecture and had each student take a break to do a self assessment in relation to the material that I provided. After the self assessment, we spend 10 minutes discussing how the material related to each student individually. I then carried on the second half of the lecture. I felt that students were further engaged and had a better understanding of the material when I incorporated this "self assessment break" (distraction technique).	Yes, I will also try to include these "self- assessment breaks" in lectures that I provide in other classes as well.
Principles of Management	Yes, this discussion thread is on my course shell under the final unit called Assessment Discussion.	This was the first semester teaching this course but the students did not have any negative feedback so we will be leaving it along until I receive more feedback for the fall semester. I will be clarifying the Assessment final so the students understand more about what is expected.

Course	Assessment Description	Change/Adjustment/Improvement
Principles of Microeconomics	The C.A.T. that was done for this class is a modification from the summer prior, since I only teach a full course in the summer! I modified the research on transportation businesses and operational cost. Students did research and compiled information and at the end of the course presented their results to the class. (This worked okay, I don't think that many of the students were interested in the aspects of transportation. I will make some modifications next summer.	Next, summer I will be more flexible on the business type that students research.
Private Voice	I did a muddiest point CAT on professionalism in presentation of songs studied. Seven students took the CAT and responses were as follows: 4/7 felt they were much more prepared for their future performances; 2/7 felt they moved closer to being more professional in their future performances; 1/7 felt they now think about professionalism more than they did prior to our discussion. Additionally, 7/7 responded that they had no confusion about the information presented, but one response indicated frustration with applying skills to appear more professional. Two students suggested discussing more ways to "ignore" nerves while another student wanted to prepare earlier for verbal song introductions when announcing songs.	An added component to the discussion in the future will be several techniques on dealing with performance nerves. Also, I will allow more time for students to discuss what has worked for them in past performances.
Public Speaking	I used a muddiest moment located in Unit 4 under content item linked Muddiest Minute, some of the students were not turning in their outlines to their speeches correctly, so I did an additional lecture on a proper speech outline. After the students filled out the muddiest moment, I did realize that they needed more instructions on references that are placed on the outline form.	I gave an additional lecture on how to write proper references and exactly where to place the references on the speech outline page.
Public Speaking	In class quiz on citations	Need to create activity for citation understanding
Public Speaking	Reading Response in each unit - students having trouble with citing concept	I will provide more information in future courses to help with this issue.
Public Speaking	Research Quiz - students didn't know what to look for when it comes to a reliable source - used that as a basis of discussion	Add more avenues of research for credible sources

Course	Assessment Description	Change/Adjustment/Improvement
Range Management	Range Management - Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. Class room group and individual exercises were conducted to apply pertinent principles and gone over in class. A range evaluation survey at Camp Aldrich was conducted to apply principles from classroom techniques	More time out applying principles from classwork.
Reason and Argument	I asked the students to discuss both what they had learned and what they felt they still needed to understand in a "Muddiest/Clearest" Moment question in Unit 8.	Based on previous CATs, I had already added a series of discussions designed to help the students develop their own argumentative paper more effectively. From their responses, it was clear that this had helped. However, I still need to work on developing a stronger set of discussion questions to understand the nature of an argument.
Reason and Argument	I did a "course review" in Unit 8 in which I asked the students to a) identify what 1 course outcome mentioned in the Syllabus that they had achieved mastery of AND b) to illustrate that mastery by talking about how they would apply it in their personal and/or professional lives.	I have decided to redo the reading quizzes to make them more focused on applying the material learned and I have decided to change the final paper to a reflection paper.
ResourceConserv & RecoveryAct	I did a one minute paper half sheet response located in Unit 3 under CAT One Minute Paper.	During the next scheduled session, will devise and implement different sample exercises to increase student comprehension.
ResourceConserv & RecoveryAct	I did a one minute paper which is located in Unit 3 under content item labeled "CAT-One Minute Paper."	Students successfully completing the competency were less than 75%. Added additional examples.
Spanish for the Workplace	Muddiest moment located in Unit 4 under Content item labeled Muddiest Point. Most students had questions related to other questions needing clarification on quizzes as opposed to content.	I will revise instructions for clarification on quizzes and instructions.
State & Local Government	In unit 4, 8,12, and 16, I added an Exam Feedback section to the course. Here students added comments or concerns about the exams. I used this to gauge how they viewed the exams.	I changed some of the questions due to the feedback. There were some questions that did not encompass all of the material, so I changed them to reflect course material. Too, I changed some true/false to multiple choice so they were clearer.

Course	Assessment Description	Change/Adjustment/Improvement
Systematic Ethics	An ethical self evaluation was used to evaluate learning and incorporation of ethical values.	The students will be encouraged to prepare for this assignment, earlier in the course.
Technical Mathematics	muddiest moment - located in Unit 4	Need to add video on probability or more examples in notes
Trigonometry	Chapter 4 Muddiest Point Thread. One of the themes seemed to be difficulty in graphing trig functions like secant or cosecant.	I retaught by putting together a short video and posting to the thread to help the students. I will also put this in the FAQ for subsequent terms.
Web Programming	I did a muddiest moment which is located in Unit 3 under content item link labeled Form CAT.	We will cover a more examples of forms in class.
Western Civilization 1500-Pres	Writing assignment comparing the concept of Calvinism in Geneva and the Puritan colonies in North America.	I need to write more detailed instructions as critical thinking is difficult for students with vague directions.