

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2013

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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%
= 2013			
201301	244	177	73%
201302	247	170	69%
201303	131	92	70%

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%
= 2013			
	2331	2001	86%
201301	982	875	89%
201302	1045	885	85%
201303	304	241	79%
Grand Total	4513	3604	80%

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 for brevity, the following are only a subset of the assessments documented during the given term.

Course	Assessment Description	Change/Adjustment/Improvement
Abnormal Psychology	For each weekly unit there is a clarification link that provides each student with an opportunity to ask questions about concepts, test questions, assignments, or any area of the course that needs clarified. If everything is going well I want to know that as well. When completed, 2 points are rewarded.	Generally students take advantage of this link and do ask for clarification, mostly on concepts from the textbook. I will keep this clarification link in my courses
Abnormal Psychology	In every unit/module there is a Clarification Assignment that allows a student to ask for an explanation/clarification on a quiz question, a specific topic within the class notes or textbook, a comment made through the Discussion Assignment or on any issue within the course.	Students like this assignment as it does provide them an opportunity to ask for clarification other than emailing me. I have made changes per their comments.
Academic Integrity	Background knowledge probes were done with 5 FaceTime or skype meetings to tailor learning to the individual.	This course is adjusted to fit the need and process for each student.
Accounting I	Muddiest point (Extra Credit CAT) located in the Final Work module for the final. Students submit their muddiest point & I provide additional information/assignment over material to clarify and master material.	I will continue this CAT and track consistent muddiest point material and then add additional information to course to assist student in mastering the material.
Accounting I	background knowledge probe over t-account competency	will incorporate more activities to review material
Accounting I	Test study effort versus grade probe	will continue to reinforce study time and grade correlation
Accounting I	Muddiest point identifying additional study needs for the final.	I will continue to use this assessment for final study needs.
Accounting I	Background knowledge on t-accounts completed.	Will continue this along with additional review of debit/credit information including new review material.
Accounting II	Muddiest point over stock issuances	Continued reinforcement over concepts including hands-on examples.
Accounting II	I use the muddiest point for my CAT and I applied it to Chapter 12 and the partnership agreement.	Students did much better from the last time I taught this class when it comes to partnership agreements.

Accounting II	Background knowledge on t-accounts completed and closing entries	Will continue this along with additional review of debit/credit information including new review material and closing entry process.
Accounting-Business Operations	I have a muddiest point under Units 1-7 of the course.	Students seemed to struggle with journal entries. I will add more examples and videos to the unit.
Accounting-Business Operations	I have a muddiest point located under Threaded Discussion questions as the last thread for each unit.	I will look for a few more videos and possibly some games for students to grasp the concept of journal entries.
Accounting-Business Operations	I have a muddiest point as the last thread for each unit.	Students are interested in different aspects of accounting. I think I will add a few more articles on topics that are not touched on in the text.
Accounting-Business Operations	I did a muddiest point which is located under each unit.	I've decided on the more difficult accounting subjects to give more than one example in my homework notes.
Accounting-Business Operations	I have a muddiest point thread at the end of each unit. I also have a muddiest point question on the exam.	I've already made a few adjustments to my summer course. I've added more threads. Hopefully, to give them a better understanding. Updated my homework notes with more step-by-step instructions. Finally, I'm searching for better video instruction for the students.
Accounting-Invest & Financing	I have a muddiest point for Units 1-7 located as the last thread labeled Chapter X: Muddiest Point.	I've added extra videos to explain the steps to prepare the financial statement package. This area is where the students have mentioned they struggled.
Accounting-Invest & Financing	I have a muddiest point as the last thread for each unit. I also put it as the last question on two of the exams.	I've already made adjustments to my summer course to hopefully, add more interest. I've added more threads to discuss the statements in more detail, I'm rewriting the notes in a more in-depth how to prepare. Finally, I'm trying to find better video on financial statements.
Accounting-Invest & Financing	I did a muddiest point under each Unit as the last thread labeled Muddiest Point.	I updated some of the homework notes for Unit 5.
Accounting-Invest & Financing	I have a muddiest point located under each unit.	I decided to update my homework notes with more explanation and several examples instead of just one for certain topics.

Accounting-Invest & Financing	I used a muddiest point thread under Unit 7.	I am going to find a better method to teach financial statements. I will look for more detailed video.
Acting I	Students created questions for each other in game show style. The game revealed areas needing review.	Reviewed and clarified topics
Acting II	Pop quiz on acting techniques learned thus far.	Identified areas that needed clarification/examples
Acting II	Delivered lesson on advanced acting exercise, and followed up with video. Students were then to perform the exercise themselves to check for comprehension.	Students did not fully comprehend the exercise. Needed to teach the lesson again and reinforce the concepts.
Adult Beginning Piano	The Cat for this course is one of many practice worksheets covering the bass and treble staff. The final contains a test over the entire Grand Staff but students complete worksheets in class over the individual bass and treble staff first. They may check their answer with other students and usually discussions ensue about memory devices successfully used by different students.	After the worksheets are completed, we will also practice the grand staff on quizlet.com.
Adult Beginning Piano	After working on learning the names of the keys in class for 2 class periods, I took an informal tally of what each student would grade themselves in their knowledge of the keys.	I expected a response of 80 to 90% but got back a response of closer to 70 to 80%. So we worked more on the names of the keys.
Adult Beginning Piano	The students must know and identify notes on the Grand Staff by the final. After discussing how the Bass Clef notes are placed on the staff, the students complete several worksheets in class covering the Bass Clef. Discussions about problems with the bass staff recognition are discussed and worksheets corrected in class.	Many other options exist to review the Grand Staff; iPad flashcards and games, etc. depending on what type of review students respond to.
Adult Beginning Piano	Students must know the notes on the Grand Staff by the end of the semester. During class students must practice flashcards on quizlet.com over the Grand Staff.	I will alternate between computer flashcards and written worksheets covering the Grand Staff throughout the semester.
Advanced Database Management	Muddiest Minute - PHP Unit "CAT April 26"	We will attempt to cover PHP earlier in the semester, to allow more time for the students to absorb it.
Agriculture in our Society	Prior to introducing topics, students are given a group or individual assignment to help them and the instructor assess their knowledge. After covering the topic, another exercise is given, reviewed in class and deficiencies addressed.	Developed different exercises to evaluate retention

American History 1877-Present	Students watched a documentary from the Great Depression series, The Road to Rock Bottom. They then wrote an essay on the question, could there have been a social revolution in 1932, rich against poor.	I need to define social revolution better.
American History 1877-Present	After studying parts of Americas involvement in WWI the student will complete an assignment that gives me the opportunity to determine the individual student's critical thinking and understanding of the subject along with determining the students creative writing abilities and content knowledge.	I have started adapting different methods of the CAT procedures for better teacher/student understanding and advancement.
American History 1877-Present	For the beginning of the Civil Rights movement students created a KWL chart to see what they knew before. Throughout the unit I was able to determine what needed to be further explained based on the chart information.	The CAT showed me that students had very little background knowledge on the topic, so I had to do additional assignments for students to grasp the concepts.
American History to 1877	To apply historic lessons learned in class, we watched the movie Lincoln to determine the historic accuracy of the film.	Some students did not contribute to the discussion, so next semester I will make the assignment written.
American History to 1877	I assigned a reading and writing exercise comparing the experience of slaves brought from Africa and the captain of the ship Hannibal which brought the slaves. The viewpoints are very different.	I will continue using this reading and writing exercise as it demonstrates the economic and racial view of slavery
American History to 1877	The main types of C.A.T. that I use are Audible/Nods and Muddiest Point. I've made it clear with my students that they can ask questions at any point in the class, so we have moments where something isn't making sense and I go a little deeper on a topic. Sometimes the answer to the question is coming up later in the lecture, so I ask them to hold on until then, and if their question still isn't answered to ask it again. I also ask the class "does this make sense" after a topic. I also try to watch their faces and look for cues that they are either understanding the material or feeling confused.	A lot of the changes I want to make I keep track of in a notebook. When I teach the class a second time, I will make adjustments. So I keep track of what was generally confusing. Sometimes things are confusing because I didn't get the point across in a clear manner, but sometimes the material itself is confusing, so I try to make adjustments for the next time I teach it.
Analytic Geometry- Calculus I	Walk-About/Documented Problem Solving	Further explanation was given in response to the issues seen
Analytic Geometry- Calculus II	Muddiest Point in Chapter 8 Part II. The students struggled with Simpson's Rule.	I added material into the current course on Simpson's Rule to reteach it and I will, in future offerings of the course, add this material into the course.

Anatomy & Physiology	During the semester, I gave students One-Minute Paper at the beginning of each lecture. Also, we did Background Knowledge Probe, Focused Listening, and Misconception/Preconception Check on every lecture. Students did Concept Maps, Invented Dialogues, and Empty Outlines during each lab. Memory Matrix.	I will try to use Memory Matrix, which should help students to organize, access and analyze information. I will try to use the Pro and Con Grid elicits and asses evaluation – an important component of critical thinking - as student identify the advantages and disadvantages of a given plan or idea.
Anatomy & Physiology	Muddiest point forum: It is located in Unit 5 under content item link labeled Muddiest Point Forum.	The recurring theme for improvement seems to be related to the workings of the online laboratory software. I am working with the 3rd-party provided of the software to improve upon any glitches some students might experience.
Applied Music Indiv-Bass	A weekly assessment is given at each lesson through the use of Smartmusic. A computerized evaluation of their proficiency is given on all aspects of their assignment.	There has been a noticeable in playing proficiency for each weekly lesson.
Applied Piano	Students records themselves and listens to the performance with the score 2 or 3 times before a first performance.	Specific problems are discussed with the instructor after the student and instructor listens to the recording.
Applied Piano	Students working on solo repertoire must record themselves on the iPad, Listen to the recording, finding pauses in their performance. The student then cuts a square or window from a sticky note and attaches it to the score in one spot where there is a pause. After working repeatedly on the measure or measures in that window, if they feel they have the window perfected, they must add the measure before and after the window to a performance. If that performance sounds successful or without pauses, they then add it to a larger area of the music.	The window doesn't always fit every problem area. Other solutions can be found such as repeating a one-handed section up and down the keys.
Applied Piano	For the course outcome of - The student will perform with correct notes, continuity and rhythm, compositions written for solo and ensemble keyboard is one of the outcomes for this course, I have the students complete a self-assessment of the keyboard solo before they are scheduled to have it graded. They have to record their music then score it according to a rubric scale of 1 to 5 including the areas of correct notes, continuity and rhythm.	I will continue to have students complete these self-assessments because it leads to discussions of critical thinking in practicing and prepares the student for the anxiety of performing their composition.
Applied Piano-Adults	After a few weeks pf working on a piece of music, the student must record themselves on the iPad. The student then fills out a rubric tool measuring performance criteria, such as perfect pitches, rhythmic continuity, dynamics, and articulation.	Before the student passes their song, they must record and complete the form again.

Applied Piano-Adults	A magic window, using sticky notes is placed around a problem spot in the score. Students must just practice that spot repeated, hands apart and together, and in different registers. Then the magic window is enlarged to include the measure before and after. The same steps are repeated for this window.	Most students realize they have not been focusing on fixing the particular problem area. Different approaches can be taken to find a solution.
Applied Piano-Adults	This course requires the student be able to create rhythm on their own. My iPad has an app that tests the student on progressively more difficult performance rhythms.	As a CAT, this iPad app may be used repeatedly throughout the semester on a regular basis. The scoring gives a fair, non-biased result of the student's performance of rhythm.
Applied Piano-Adults	This course requires the student be able to create rhythm on their own. My iPad has an app that tests the student on progressively more difficult performance rhythms. As a CAT, this iPad app may be used repeatedly throughout the semester on a regular basis. The scoring gives a fair, non-biased result of the student's performance of rhythm.	The scoring gives a fair, non-biased result of the student's performance of rhythm.
Applied Piano-Adults	The student will perform with correct notes, continuity and rhythm, compositions written for solo and ensemble keyboard is one of the outcomes for this course. Before the student is actually graded, he must record himself, listen and complete a rubric, rating his performance. This then is followed by a discussion to improve their ratings in different areas.	This is great for overcoming performance anxiety and having the student critically think on their own about their performance.
Art Appreciation	Module 3 Did the module 3 thread help you to learn this week's vocabulary? Linking learning the course vocabulary with an assessment tool called threaded discussions. (Threads)	A majority of the students reported the thread did help them to learn the vocabulary because they had to use the vocabulary within the discussion. Threaded discussions will continue to be a part of the course.
Art Appreciation	The CAT asked, "Did the electronic flashcards and games help you to learn this week's vocabulary?" The CAT is located in Module 1	The CAT let me know the electronic flashcards are a good resource for learning for this group of students. I will update with the edition changes and continue using the electronic flashcards and games within the course.
Art Appreciation	Muddiest point Module 7	Important information was gathered and used to adjust the overview.
Art Appreciation	Knowledge Probe, Module 1 CAT. Did you use the Quizlett link to learn this week's vocabulary?	17 students responded. 17 out of 17 students reported the quizlett vocabulary games and flashcards helped them to earn the chapter's vocabulary. I will continue to update the Quizlett flashcards.

Art Appreciation	Location: Module 1, C.A.T.	The dominant response from the students indicated the flashcards helped them to learn the vocabulary,, I will update the vocabulary and continue to use it to help support students as they build their knowledge base
Art Appreciation	Module 3 CAT Which module 3 assignment helped you to learn this week's vocabulary?	The majority of the class indicated the module 3 thread was the most helpful when learning the course vocabulary. This is helpful in understanding how to best build a knowledge base within the course updates for next semester.
Art Appreciation	Module 7 Did this week's video (concentrating on Judith Baca's, "The Great Wall of Los Angeles") help you understand the link between art and social activism?	Students reported it did help. However there was confusion as to which video to watch. Some watched videos on the provided web site. Others used the video embedded in the module. This has helped me to decide to include more detailed instructions.
Art Appreciation	Module 2, Knowledge check. Did the student use the vocabulary when responding to the module 2 thread?	A majority of the students reported using the course vocabulary within the threaded response. The CAT served as a reminder to use the course vocabulary within each thread throughout the course. Connecting the vocabulary to this writing assignment helps to build a knowledge base which leads to critical thinking skills. I will continue to concentrate on having students learn the language of art.
Art History Survey I	Knowledge probe, direct question to the class, did the Drag/Drop medium match help you to learn this week's vocabulary in Module 2. The majority of the students answered no, it did not function properly inside internet explorer and sometimes worked in Foxfire.	The adjustment is to not use this component in future classes as it has technology glitches which frustrate rather than facilitate learning.
Art History Survey I	The vocabulary of visual elements is located in module 1. I did a knowledge probe by asking students in class if the vocabulary flashcards helped them to learn the terms art historians use. Only half the class present indicated they had used the flashcards, those who used them described a positive experience and said they helped	Only half the class present indicated they had used the flashcards, those who used them described a positive experience and said they helped. I will continue to update and use this learning device for vocabulary.
Astronomy	I did a Background Knowledge Probe on students' knowledge of light. The students had a variety of good ideas, but the knowledge was disjointed and incomplete, so we spent time connecting their ideas and expanding to include important ideas for astronomy.	Building on prior knowledge seems effective and I will use this approach more in the future.

Aural Skills I	30 second speed quiz to name the pitches in the bass clef.	The goal is to name 30 pitches in 30 seconds. We start every class with this quiz. We discuss results and try different memorizing techniques.
Aural Skills IV	Evaluation is done through Auralia and Musition for both classes in addition to lecture and personal evaluation. Scores for Auralia and Musition are completed with an 80% knowledge base on each portion of the subject matter presented.	Class evaluation is determined by student proficiency from year to year. This allows me to see any patterns or weak areas and address those areas.
Aural Skills IV	Computer based evaluations on 8 modules. Students must score a minimum of 8 out of 10 responses to pass each segment of the modules.	One on one instruction with the student is given if student does not meet the minimum requirements.
Automatic Transmissions	Introduction of parts and transmission disassemble before classroom began. Student retention was much better than in other classes.	Speak and explain and then followed by do will be the new norm and it will be in small increments.
Band	Performance based evaluation. Students presented material in a concert setting.	Selection of music to be performed changes from year to year depending on the proficiency of the ensemble.
Basic Algebra	Muddiest Minute Unit 3	Need to emphasize in email at beginning of week the muddy minutes.
Basic Algebra	Daily Math Journals - instructions are listed in the eCompanion. Students are required to write an entry for every day class meets.	Comments from math journal entries led to reviewing concepts after the chapter test.
Basic Algebra	Muddiest moment located in Unit 5 under content item labeled Muddiest Moment.	Students struggling with Solving Equations by Factoring. Need to give more examples in Doc Sharing.
Basic Algebra	Daily Math Journal (Located under Math Journal tab on eCompanion)	Based on student responses/comments in Journals I included extra examples for specific sections of content.
Basic Algebra	Board work over factoring. Students went up to the board in smaller groups and I posed factoring problems and worked individually with students	Because of the CAT, I did some reteaching on special factoring patterns especially sum a difference of two cubes.
Basic Algebra	I did a muddiest moment in Unit 5 under link titled Muddiest Moment.	Students continue to struggle with different type of factoring. I will add additional notes to the course with more examples.
Basic Algebra	Walk About: After lecturing over Factoring Trinomials, I assigned 3 problems for them to work on their own as I walked around to see how they were doing.	I reviewed how to decide on signs in the factors and they corrected any errors. I will emphasize this point several more times in this chapter.
Basic Algebra	I did a muddiest moment which is located in Unit 6 under content item link labeled Muddiest Moment.	Students seem to struggle more with the factoring rather than actually solving the rational expression. I've added additional information on rational expressions and I will move the Muddiest moment to Unit 5 for the next session.

Basic Algebra	I use "training stations" almost daily. These are laminated math problems of a specific type with answers on the back. I monitor students and answer questions while they work problems. This gives me a real sense of whether students learned the topic introduced and it allows me to immediately correct any misunderstandings. I have found that the days I use stations show significant increase in student understanding compared to those in which I do not.	I will continue to make stations that will improve student learning.
Basic Algebra	As part of the project the students give a Muddiest Moment comment on the class.	Students can email and speak to me about any problem they have from with the course or me.
Basic Algebra	I did a background knowledge probe before the Unit on Polynomials. The probe is done before the start of each unit on skills required	I gave short mini lessons on operations on real numbers and then side by side including variables in those same problems. I also explained the rules of exponents by writing each terms as products of factors and then explaining the rules using those factors. This improved grades in Unit 4 and 5 significantly.
Basic Applied Mathematics	Math Journal - Daily writing assignment. Located under "Math Journal" tab on BARTONline.	Student feedback from Journal entries indicated when a review of problem solving was needed by several from the class.
Basic Applied Mathematics	This particular class was very interactive, so assessing their understanding was much easier. I still continue to give quick 5 question quizzes on topics throughout the course, but student generated questions were also an integral part of assessing student understanding along with periodic warm-ups at the start of class.	I have started integrating warm-ups into the opening of class to encourage long-term learning on specific math topics. These warm-ups are generally 2-5 questions on the white board that could be from the prior day's learning or from the prior week.
Basic Applied Mathematics	Online Exam 1	I look over exam results as well as homework and adjust if needed.
Basic Applied Mathematics	I gave an exam of whole numbers, without a lecture, to determine their knowledge level.	I determined that their knowledge level of whole numbers was sufficient to move on to the next topic without giving a lecture.
Basic Applied Mathematics	I concentrated on having the students in this class come to the whiteboard and work problems instead of my doing all the sample problems on the board.	This approach seems to motivate good students who want recognition for their class skills, but it seems to be a negative experience for both the very shy students and those who are "lost" in their understanding of the material being studied. I plan to continue experimenting with this approach.
Basic Nutrition	I gave a printed pre-test and a post-test that shows an improvement in the grade. At the end of each class, students had 3 to 5 minutes to ask questions and discuss what they learned.	I will print more educational material for the students

Basic Nutrition	I used the one in the Unit 2 assignment. This activity always poses problems for the students, so I am trying to make it more understandable. I expanded the instructions and added an example.	I will provide more examples to see if that makes it easier for them to understand
Basic Pharmacology	What was unclear to you or what did you learn that you didn't know.	This class is being adjusted from 2 credit hours to 3 credit hours, so I have incorporated information that students found unclear in the extra credit hour required by alignment.
BASIC Programming	I did a muddiest moment which is located in the Chapter 5 Unit under content item link labeled Procedures CAT.	I will spend more time discussing Procedures and have the student complete more hands on labs to get a better grasp on the material.
Basic Reading	After an introductory lecture, I put a "jumbled picture" (key terms and definitions in a collage pattern) on the screen. Working in groups, they had 3 minutes to write out the terms with the correct definitions.	Two terms (implied main idea, central idea) gave them trouble, so I will add more explanation/examples of those.
Basic Reading	I gave students a cloze exercise to complete during a lecture. They were so intent on filling in the blanks that I felt they were not listening closely to what I was saying.	I am going to use the cloze exercise as a review sheet to be completed after the lecture and it will also serve as an indication of how well they understood the lecture.
Basic Reading	Self-assessment of Learning - students did a Learning Styles Inventory. Students learn how they best intake information and can implement better study methods.	After reviewing student learning styles, I can choose appropriate instructional approaches and can guide students to activities that will increase their chances for effective studying.
Basic Reading	I did a "Who Am I?" style of game to determine what my students knew about main idea and supporting details. They were not sure about major and minor details, so I spent more instructional time on those.	Each group of students is different as far as understanding stated main idea, major and minor details. It helps to get a feel for what each class knows and plan accordingly for each class.
Beginning Reporting	When using a movie or book reference to help students understand a particular topic, I ask students if they are aware the book or movie I referenced. If not, I ask them to suggest a more popular (current) reference that will make the same connection for them.	Helps me to ensure that I am using cultural references that are relevant to the students.
Brakes I	I used a "what next" approach. I would give them a scene and ask them what would they do to fix it? The proper sequence of repair was an important element in the process.	I will dwell on more test opportunities to reinforce the need for attention to instruction and use case scenarios more often.
Business & Economics Stats II	Muddiest Point-Located in every Module	Additional videos were developed/added to address issues with R-Charts
Business Admin Procedures	Entire course is an assessment. Job Search module allows for job search projects to be developed and reviewed for perfection. Documents are assessed and returned for improvement in final project module.	Additional individual material will be given to each student as needed.

Business Calculus	Students did board work practice on derivative rules	Did some reteaching with students while they were doing problems fixing some small issues.
Business Calculus	Muddiest Point thread in Chapter 5 Part I	There was a common theme of a "muddy" understanding of critical values and inflection points as it relates to the domain of the function. I made changes to the course by responding to those issues within the thread.
Business Calculus	Muddiest Point thread in Chapter 5 Part 2	Yes, I did reteaching of some elements especially absolute extrema.
Business Calculus	Muddiest Point in Module 2 (Limits). One common area of confusion was the difference between a secant line and a tangent line.	Both myself and peers responded to the confusion and retaught/explained in a different way the concept.
Business Calculus	Muddiest Point Module 6	One of the themes was confusion on putting the analysis of the first derivative together with the second derivative. I did some reteaching with some sign charts.
Business English	I used a Muddiest Point located under Chapter 5 in the eCompanion Course shell.	I will give students more practice with words to reinforce where to place the apostrophe. This is a difficult lesson for students to grasp.
Business English	I used a Muddiest Point Assessment and it's under Chapter 3 of the Course shell.	What I am doing works well. I have them submit the Muddiest Point when we are in the middle of the chapter so that I can address their concerns and/or questions while we are talking about the chapter content.
Business English	Muddiest Point located in Module 3 of the course shell	I added iSpring Pro videos about every chapter to address the questions.
Business English	I did a Muddiest Point discussion board in the course shell (Chapter 4), and based on students' replies, I created a review worksheet over the most common responses. We worked through it together in class.	Every couple of weeks, I ask them to include something (a concept/grammar rule) that they're still struggling with as one of the points on their spelling tests. Based on these responses, I review concepts before moving on and introducing new content. It's been a very useful method of gathering feedback!
Business Law I	I use the muddiest point for my CAT and I applied it to learning the difference between tort law and criminal law	I will modify my lecture

Business Mathematics	Business Math did a pre check on their understanding of Selling Price = Cost + Markup. Blank stares and averted eyes told me we had work to do. I have approached this chapter by presenting the material one day, giving an assignment, presenting the material the second day using different numbers and arrangements and then giving a second assignment. Their grasp of this concept is going much better than the last chapter.	Will definitely spend time presenting the concepts every day instead of presenting and letting them just practice two days. This class meets five days a week and that gives us plenty of time for this approach.
Business Statistics	Walk-about done in class	I decided that I needed to review more prior to an exam based on their progress on the given problems during the CAT.
Business Statistics	Background Knowledge Probe used as a review before an exam.	On the following hour of review, I was able to identify areas of concern and address them.
C Programming	Muddiest Moment is located in Unit Chapter 5 under content item link labeled Methods CAT.	We will continue to cover Methods in the same length and depth.
C Programming	Muddiest Minute - Chapter 5 "CAT April 12"	We completed more in-class examples to reinforce the weak areas.
C Programming	I did a muddiest moment which is located in Unit 6 under the content item link labeled CAT Arrays.	We will spend more time working through hands-on examples of arrays.
Care & Prev of Athletic Injury	Minute Paper (not located in the course shell). The paper was completed the class period following an introduction to injury evaluations.	It was evident that the history portion of the evaluation was the most difficult to understand. In future classes, I will include more discussion time.
Ceramics I	Unit 1 Safety, After reading the safety information... what did you not understand?	All students responded and the information was clearly presented. I will continue to use this format in the future.
Ceramics II	Knowledge probe Questions asked after gram scale use demonstration. Student was unclear on the zero out procedure, recovered the procedure step by step, The clarified the procedure and the student had great success with glaze formulation.	Questions asked to clarify procedures are important to the learning process and will continue to be used and adapted to the learning situation.
Ceramics Seminar-Potters Wheel	Knowledge probe. After individual demonstrations in the face to face studio class the question was asked... Do you understand the techniques used?	The responses were yes to the question asked. The individual demonstrations appear to be effective in regards to teaching the techniques the students needed to create the studio projects. I will adjust the throwing demonstrations as needed for the students.

Ceramics Seminar-Potters Wheel	A background knowledge probe was conducted for students working on glaze preparation in the lab. Some procedures were forgotten from last semester.	A review of safety procedures was held for students working in the lab on glaze preparation. The CAT reminded me to not assume procedures would be remembered from semester to semester and a quick review is needed for the advanced students when they return to work in the lab at the start of the semester
Ceramics Seminar-Potters Wheel	Background Knowledge Probe: The student was asked to list the components of a glaze one week after the glaze experiments, the student knew each component.	I will continue week to week reviews of knowledge from previous classes as a way to continue building the knowledge base.
Characteristics of Haz Mat	Discovered that clicking on Unit 6 skipped Chapters 6 and 7 and up popped Chapter 8. Chapters 6 and 7 are relevant to the students. Went over Units 6 and 7 in class and handed out assignments. A previous instructor set this class up on the computer system. I also helped students understand chemicals and emergency response actions better (I am a retired Federal Firefighter.)	Try to correct the computer system errors with assistance from my supervisor and hand out class assignments so there is no confusion later.
Characteristics of Haz Mat	I did a muddiest moment in Unit 4 under Pop Quiz labeled Pop Quiz	I have updated this course and added instructional videos on how to name and balance chemical equations. I added chapter summaries to better organize the information. I added four documents to the shared libraries that give detailed instructions on chemical equations and added three websites that explain basic chemistry. I updated the videos to better align with the content and I corrected the edition of the required text book on the syllabus.
Child Abuse and Neglect	Asked students to listen carefully and if they knew the answer to the question to please stand up if they felt they could explain it in a well written paragraph. Question: Name 5 things all Preschool Teachers should know. All but one student stood up. So Instead of teaching it to the class I had the one student stay behind for about 20 minutes.	With the one student who did not feel confident I could probe to see what information was existent and move forward in a teachable moment where together we could build upon her knowledge base.
Child Abuse and Neglect	I ask a CAT question at the end of each quiz to get feedback from students.	I plan to change #13 on chapter 3 to chapter 4's quiz.

Child Abuse and Neglect	<p>On a number of the tests: Students are asked questions such as: Using 2-5 well formulated sentences reveal your thoughts on...</p> <p>If you were the instructor what would you have included in this unit of study? What would you have left out of this unit of study? What was the most significant thing you have learned this week? What we're expecting to cover but did not see in this unit?</p>	<p>I learn valuable information. Asking students to give their thoughts.</p> <p>It allows me to know if I have covered the material enough for interested students to absorb and hopefully spark some excitement for additional research and discovery into areas of interest.</p>
Child Care Internship	<p>I usually do weekly CAT's with threaded discussion questions to see what information has been absorbed and able to be cognitively shared with peers.</p>	<p>With this information, it is easy to post a correction or to detour the conversations to get them back on track of the learning objectives at hand</p>
Child Health-Safety & Nutrit.	<p>Question at the end of the course was: What knowledge/resources/activities could I have provided in class that would have better prepared you for this course?</p>	<p>Many students stated it was a lot for a 9 week course. I am looking at having this course go to a 17 week course, so it is not so much at once.</p>
Child Health-Safety & Nutrit.	<p>What knowledge/resources/activities could I have provided in class that would have better prepared you for Child Health, Safety and Nutrition when working with children from birth to 8 years of age?</p> <p>This question is posted under week 5</p>	<p>I can provide more website resources that a student would like more info. linked.</p>
Child Health-Safety & Nutrit.	<p>What was muddiest point as a whole in this course? Located under Week 8.</p>	<p>They would like to see the large assignment in the course Childhood Illness Assignment broken down into smaller sections throughout the course.</p>
Child Play and Games	<p>I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test question.</p>	<p>I added in the Course Mistake Extra Credit Project to my Course Home for my fall course.</p>
Child Play and Games	<p>Chapter 7 CAT's Discussion Question: How would you present information to this class? What helps you learn content the best?</p> <p>Most students gave good honest answers. So, now each chapter I use a little bit different teaching strategy so I will hit all that was submitted.</p>	<p>Once chapter will be visually strong, while the next chapter will be more hands on activities.</p> <p>One asked if the text book could be optional. I did not go with that suggestion.</p>
Child Play and Games	<p>Muddiest Moments: Asked test question: What area do you feel you need more information/explanation? Students wrote one or two sentence answers.</p>	<p>One student responded that they did not understand the difference between parallel play and associative play. Therefore, it gave me the opportunity to allow peers to explain what each meant to them. Bringing in that in EC we network with others to find out information and build our competencies.</p>

Child Play and Games	I have CATS in all my Units. One write and answer your own test question, one muddiest point and 6 one minute essay questions.	Revised Syllabus and new videos.
Child Play and Games	I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test question.	Place a dropbox for videos in Units 6 and 8. Also, and 1- 5 point quiz in Units 4,5,6,7 and 8.
Child Play and Games	I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test questions.	Updated permission slips and assignments under 6 of my units. Also, placed in PowerPoint for State Standards.
Choir	After our fall concert we watch the concert and students critique their performance in an open discussion.	Generally minor adjustments are made in dancing and facial expressions for individual members of the group.
Choir	These are performance classes. I administer a feedback sheet after each performance. Students judge their own participation, effort and growth. I present the composite results to class.	I will make some adjustments to literature and process.
Choir	This is a performance course and assessments are made minute by minute throughout each rehearsal.	Modifications to teaching techniques are constantly made in reaction to the proficiency of the students.
CJ Interview & Report Writing	Continuous contact with students throughout the course via e-mail. Additional contact with students who appear to be struggling with course material via e-mail.	Re-evaluate course material and assignments and adjustments as needed.
CJ Interview & Report Writing	I use communication with students via e-mail to provide feedback to students on course material updates/changes. I provide comments to students in the Grade book to provide feedback to students on issues with submitted assignments. I provide an opportunity for students to provide feedback on the course material through a Comments module located throughout the course.	I continually evaluate feedback from students and adjust course material if deemed appropriate.
Class Piano B	A week before students perform their solo repertoire for a grade, they must record their solo, listen to the recording and complete a self-grade on elements of their performance.	After the self-grading activity, the student will perform their solo for another student who must give constructive comments about the performance.
Class Piano B	After practicing a piano solo 3 classes before the grading date, the student must describe what the most difficult or muddiest point is in the solo. We then discuss solutions, they practice the solution for 2 class periods and then grade the solo.	Each individual has an individual answer. Discussions will vary from individual discussion to group discussions of solutions.
Class Piano D	The student must sequence a piano performance on either Garage Band or Roland Fantom G8. They must use the metronome to lay down the tracks.	Student begins to realize their incorrect performances of rhythms when they listen to the sequence and have to make appropriate corrections
Clean Air & Water Quality Regs	I did a one minute paper which is label "CAT" under Unit 5; Students have problems on Formula For Calculating Emissions.	I added more practice examples and the students picked it up.

College Algebra	Muddiest Minute - Unit 4	Wanted video on polynomials - added
College Algebra	Muddiest moment located in Unit 4 under content item link Muddiest Moment.	Students struggling with Polynomials. Need to add additional information on finding Zeros, Asymptotes, etc.
College Algebra	I used a Muddiest Moment in Unit 3 (link labeled Muddiest Moment)	Students improved in their understanding of this Unit. I will change the muddiest moment to another unit for next session.
College Algebra	I require students to keep a daily reflective journal about their coursework. It is located in Unit 1 under content item link labeled "Mathematics Journal".	I used the reflections, questions, etc. in the journal entries to adjust and guide my lectures to meet the needs and understanding of the students.
College Algebra	I did muddiest moments which is located in Units 2, 4 and 5 under content item link labeled Muddiest Minute in my course shell. (Background Knowledge Probe) I also give a short and simple problems (two or three questions) at the start of each of the six units. These problems help me test prerequisite skills needed for that unit	Based on the results from the Background Knowledge Probe and Muddiest Moment I adjust my lessons. Mostly review a few skills before or during the unit.
College Algebra	Did board work during teaching logarithmic expansion and condensing. Of the 6 students, 4 demonstrated understanding early on.	The board work allowed me to reteach the two that didn't fully understand and the practice solidified their understanding. I was then able to move forward.
College Algebra	Muddiest Minute - students wrote on a notecard after the logarithms exam. #1 issue was application problems and the condensing and expanding logarithms.	More examples and activities structured around application problems. Find some that are relevant to them - based on exponential growth of orange cones during the summer on roads?
College Algebra	I did a background knowledge probe. All students remembered how to shift a parabola and what the appropriate function looked like. We were able to do less example problems and move on to material that needed a little more explaining.	By using this background knowledge probe, I was able to save time. There was no need to discuss the material in-depth due to using this C.A.T. I simply needed to do more of a review technique.
College Algebra	I have the student write me some basic information about themselves where I probe about their background knowledge on the concepts we will be working on.	Based on the information I get I can determine how I need to approach a concept. Does the class have different levels of knowledge, is this new to everyone, or is this a review for the class.
College Algebra	I am using "Students as Teachers" to help my College Algebra students prepare for their final test. I have them all go to the board and teach me algebraic concepts. This provides the opportunity for constructive dialogue and shows me where areas of weakness exist.	I was able to pinpoint concepts that need reinforcement.
College Algebra	For this course I did a muddiest minute in Unit 1. Throughout the week I would read through the responses and then send an email with extra reading material, videos, etc.	Will continue to do this as I'm not sure everyone goes back and reads the posts

College Algebra	I did a muddiest point activity following a lesson on graphing system of inequalities. The students were most confused about deciding which side of the line to shade.	We discussed using a check point to help determine correct solutions the next day.
College Algebra	I did a muddiest point after each unit. Students wrote down what they were struggling with. Most students had issues with polynomial inequalities and logarithmic functions.	I gave a few mini-lessons on simplifying rational expressions and simplifying radical expressions.
College Algebra	I did a muddiest moment in Unit 3.	I am going to move the muddiest moment to Unit 6. Students asking more questions on solving systems of equations.
College Algebra	I only use eCompanion for the course final. At the beginning of each unit I like to do a background knowledge check by giving the unit title and asking the students to develop a vocabulary list of the terms / concepts that can be recalled or come to mind.	I'd like to incorporate more applications and/or projects into the lessons to help the students connect with the material.
College Algebra	One-minute paper following a lecture over the definition of a logarithm asking students to give a summary of what they learned. Most responded with change of base (but that is the last topic I shared in the lecture).	I did some extra practice with them on the board concerning finding the values of logarithms using the definition and properties of logarithms.
College Algebra	I require students to keep a daily reflective journal about their coursework. It is located in Course Home.	I used the reflections, questions, etc. In the journal entries to adjust and guide my lectures to meet the needs and understanding of the students.
College Algebra	After lecturing over solving exponential and logarithmic equations, I did some board work with students to check for understanding.	The students both at the board and seat demonstrated understanding so I didn't have to do any reteaching and moved onto the next topic of applications.
College Algebra	I did a background knowledge probe before teaching solving quadratic equations and found that my students had forgotten how to factor trinomials. I made a worksheet with KUTA and had them practice factoring so they could use this skill to solve quadratic equations.	I visited with the Algebra 2 teachers and they thought they had presented factoring well but we realized the students need more repetitive practice to put this skill in their long term memory.
College Algebra	For the class project, I used five even questions in section 4.6. The questions are related to exponential growth and exponential decay.	The reason for using these problems is to prepare students for calculus. I feel this is a good tool to use for higher level math classes. It is a good assignment for students to relate the project to real life problems.
College Algebra	I used sections 8.2 and 8.6 at the same time when teaching parabolas and the characteristics of parabolas.	By using the 2 sections, I was able to tie together the concepts of each instead of doing them individually. The students understood the pieces of graphing parabolas. Also, it helped them when we did the discriminants and when we found the vertex.

College Algebra	When doing system of equations in chapter 5, I used some intermediate algebra books to do more word problems. Since students struggle with word problems, I wanted to use better quality questions for this objective.	Since the intermediate books have more word problems and more problems similar to the word problems on the test, I went over some of those problems. This cycle did better on the word problems. I will review more word problems in the future.
College Algebra	Students were at the board working quadratic problems. I am able to see quickly who understands the concepts and who is struggling. They can help each other and I can assist them without embarrassing them.	I will use this board work assessment on other types of equations too. Students seem to enjoy it and it gets them out of their seats.
College Algebra	October 8: Progressive Study Guide: On this particular progressive study guide they worked on concepts from sections 1.1-1.3. I was looking for competency on graphing and solving linear equations in one variable.	The CAT showed me that another day was needed on these concepts and gave me needed information on what to emphasize before the actual test. I will add more time on this concept.
College Algebra	I used a progressive study guide for my C.A.T. This involves making a study guide that only covers the objectives we have covered up to this point in the chapter. Students worked on the study guide in class under my direct supervision and questions were answered as they came up. As we cover more of the chapter they will continue working toward proficiency on the whole chapter.	I noticed that they were having problems with modeling linear equations. I will respond to this by creating additional problems to reinforce these skills.
College Algebra	I did a background knowledge probe. Most students had weak or non-existent skills on fundamental knowledge for this class. I presented students with problems they should have had no problem doing prior to beginning this course. Most struggled with 80% of the practice problems.	Based on the outcome of the practice problems, I will spend an additional 2 class periods on these problems before beginning the set course material hoping to prepare them for the current material.
College Algebra with Review	This class requires a certain skill set that is not discernible using a MC test; I gave a background knowledge probe on skills although many students placed into this class based on a MC test. To make sure all students were on the same level skill wise I used problems that would require factoring, radicals and rational skills.	Based on the overall class results, I adjusted the syllabus to incorporate lessons into schedule to make sure the students would have the necessary background skills needed for the College Algebra w Review course. This is not always necessary. It is class dependent.
College Chemistry I	Muddiest Point and course improvement thread located under Unit 8 to improve learner engagement strategies for next semester.	This course will undergo a major overhaul based on the feedback I received from students.
College Chemistry I	I have two muddiest point Discussion boards - Units 5 & 8 to gauge understanding of the material at difficult points in the course.	I use the Muddiest point posts to shore up weak areas in the course and to find additional ways to teach different types of learners.
College Chemistry I	I continue to use the Muddiest Point for this course.	This is an indispensable tool for course improvement. I continue to upgrade my videos and online written lessons for the course.

College Chemistry I	For each module, I had a threaded discussion asking what the most difficult part of the section was or what they found to be the easiest part of this module. Used this information when I discussed the next module. Would use the feedback from this along with problems they mentioned during the homework to help them with the next unit. Will add new videos next semester to better explain some problem issues.	Will provide students with a worked example of expectations for lab reports Will be changing the grading scale to the following: Homework: 30% of Grade Lab Reports 30% of Grade Exams 40% of Grade
College Chemistry II	Classroom Opinion Poll. Students were to respond to a question via text mail.	Students were asked to solve for the x variable in a question. Found the students had a good working knowledge of the concepts, but needed some additional practice problems.
College Chemistry II	I consistently use the muddiest point CAT for this course.	I have video lessons and examples which this CAT is very good at helping me identify so I can upgrade and improve the learning experience for the students.
College Chemistry II	I tried having students write exam questions.	The results were not as I had hoped and I think some of that was my instructions. I need to be more specific in my instructions but it still gave me some insight as to what I needed to do a better job of explaining.
College Chemistry II	I did the Documented Problem Solving/Walk About. The students were given a problem and were to solve the problem on pH. However, students forgot about a previously made statement and solved for the wrong variable.	If the statement was written down during the lecture, then students would write down the statement in notes. Explaining more in depth about the pH calculations may increase the students' knowledge on solving the problems.
College Preparatory Math I	Learning goals and module evaluation.	Examples and videos will be updated as needed.
College Preparatory Math I	The students have a journal under Binder Notes and Module Evaluation.	If Students have a need to know more about on any concept I will give them a short reteach on that concept. For example I had a student that struggled with multiplying or adding fractions and I spent some time with that student to help remember which concept to use with each.
College Preparatory Math I	For College Prep Math 1, most students are working within the first 4 modules. I did a one minute paper in the third module on percent increase. Out of the 31 respondents, 17 responded completely correct.	For those that made an incorrect response, I retaught by giving them personal feedback on their responses and explaining the correct thinking.

College Preparatory Math I	At the beginning of each Module in their course shell, the students complete Learning Goals before starting the lessons. After finishing the Module, they reflect on whether they achieved those goals.	I monitor the results of the practice test and then work with those students who are struggling by reviewing the problem concepts. This helps them to master the material, and it gives me an idea of adjustments that need to be made to the module in the future.
College Preparatory Math II	Muddiest Point - Since every student is at a different point in the class the ideas expressed are different.	Look over videos - add/delete some videos to increase student comprehension.
College Preparatory Math II	Personal Learning Goals/reflection for each student in each module.	Locating trouble spots with topics that are more difficult will allow me to be more aware and spend more time with students when they are on those particular areas next semester.
College Preparatory Math II	For College Prep Math 2, most students are in the modules 5 to 8 range. In module 7 the students completed a one-minute paper on reasons to choose the addition method to solve a system rather than substitution. Of the 6 respondents, 2 got the answer completely correct, demonstrating full understanding.	For the other 4 who did not respond correctly, I retaught them by giving them personal feedback on their response explaining their error and what the correct response should have been.
College Preparatory Math III	One minute paper in the form of a journal on simplifying radicals. None of the two students responded completely correct.	I commented on both student responses and retaught on the topic.
Competitive Forensics	Students were asked to document competitive debate sources using APA style formatting. I began noticing variations between book citations. I asked the students to explain to me via a one minute paper how to cite a book using APA style. They all had difficulty in confusing articles (periodicals) from books.	I will assign more assignments for in class work so I can help them differentiate.
Competitive Forensics	I asked students to edit copy assignments into speech formats acceptable to an older age demographic.	I will provide a reference sheet for students that details the intricate cultural details of the demographic highlighted for editing.
Computer Concepts & Appl	I requested the student review the Introduction material from the Intro chapter and the Windows 8 chapter. We took questions on their muddiest issues and review these issues and played bingo to help prepare for the test.	I customized my lecture and presentation based on the areas the student were struggling with the most.
Computer Concepts & Appl	Students selected the topics to review on Access prior to the exam which located in Unit 16 under content item link labeled Access CAT.	The results guided the review discussion and seems to address the largest number of questions in class.
Computer Concepts & Appl	This is a muddiest point / suggestions CAT. This is located in the Access Proj 3 unit as a discussion board	The students showed that they needed more review over the following content: Lookup menus and Lookup wizard, calculations, queries and the different types, validation rules and text, as well as field properties

Computer Concepts & Appl	I completed a comparison for the students between Prezi and PowerPoint to identify their likes and dislikes and differences between these applications. This was located in the PP Proj. 2 unit under the Prezi Discussion.	Through this discussion, I saw that many students liked the Prezi application, but did not know some of the possibilities because of inexperience. The students thought it was fun and interesting and would consider using it for other presentational purposes. I think that will add at least one more assignment to the course next semester using Prezi to allow the student more time and experience in this application.
Computer Concepts & Appl	This assessment is placed in my BARTONline shell under the Access Proj. 3 unit called Access Review. This is a discussion board.	I have implemented new screencasts for my hybrid courses to help with rearranging the courses so they are able to watch and study the lectures outside of class which will provide more one-on-one time with the students and their assignments in class. This discussion are their feedback concerning this new implementation. The students stated that the screencasts were very helpful and used when the book was not very detailed. Many of the students stated they watched the screencasts several times but many also stated they watched only some of the screencasts when they were needed. I feel that watching all of the screencasts are important and may implement quizzes for each chapter in regards to the screencast.
Computer Concepts & Appl	I used an Access Review CAT, students were able to list the 3 topics they had the most issues with. We then discussed these topics before the unit test.	Topic areas covered will be adjusted according to CAT topics listed.
Computer Concepts & Appl	Students completed a muddiest moment on Excel formulas. We spent more time discussing absolute vs. relative addresses.	We will go through more examples of relative vs. absolute addressing.
Computer Concepts & Appl	What I learned discussion assessing their Prezi assignment using a discussion. This assessed what they learned and remembered from participating in the Prezi presentation assignment and demonstration and how it compares to PowerPoint. This is located in the PPT Proj 2 Unit under Prezi discussion.	Depending on the results of the discussion online and the discussion in the classroom I will make additions to the discussion when the students do not relay the accurate information, therefore emphasizing it more.
Computer Concepts & Appl	This assessment was to determine the muddiest point for the students regarding their Access chapters. This was a discussion board that is located in Unit Access Proj. 3 called Access Review.	This discussion board allows me to customize the Access review for each class and focus on the concepts that they are struggling with the most. This class was having problems on concepts including: lookup menu, validation rule / text, importing, creating a delete query, determining type of query, and field size.

Computer Concepts & Appl	I completed a muddiest point in a discussion that all of the students completed and submitted to the Drop box for privacy reasons. This is located in the Access Proj 3 unit under the Access Discussion link.	In this class the students were having the most trouble with determining the types of queries, validation rules / text, creating a relationship, completing a lookup menu, starting the database and importing an excel file. I used this information to assist in their review before the test and to provide additional practice.
Computer Concepts & Appl	Muddiest moment which is located in Units 2, 4, 6 & 7 under content item link labeled Muddiest Point.	Will change the course to SNAP 2016
Concepts for Agriculture	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After every exam, questions missed by 50% or more of the class were discussed in class. When covering materials involving setting up and solving equations for crop production, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses. In class exercises to use materials learned and apply them to "real world" data. Class room group and individual exercises were conducted to apply pertinent principles gone over in class. Experiments were conducted after certain sections and students had to determine the principals involved. Various nonverbal cues are also evaluated constantly	Find a way with limited time for more demonstrations of scientific principles
Contemporary Social Problems	Muddiest point in Unit 7 Two students pointed out some quiz questions	I will write a couple different questions
Corrections Report Writing	I did a muddiest moment which is located in Unit 4 under content item link labeled Mid-Course Discussion.	Students asked for more hands-on learning opportunities. I will work on developing more case scenarios that students can use to apply their learning.
Creative Activities	ask question at end of each quiz	I need to make the assignments more thorough so students know what to expect. I also need to make sure KELS is easier to access.
Creative Activities	I ask specific CAT questions at the end of each quiz that are counted as quiz points.	I plan to change the wording on some of the assignments to make them easier to understand.
Creative Dramatics: Children	Asked students to relate their favorite children's fairy-tale. Realized they lack general background knowledge in this area.	Spent the next class time discussing classic children's literature.
Creative Dramatics: Children	Students were not understanding the concept of the "acting style" needed for a children's theatre production.	Showed examples of the gestures and physicality needed to perform this acting style

Creative Experiences for Child	Muddiest Moment on theme assignment	Provide a better outline for theme production
Creative Experiences for Child	I ask questions at the end of each quiz.	I will update my lesson plan and include more pictures and videos within the course.
Criminal Procedures	I place a CAT in the last unit of class.	I will be putting more visual assignments with the use of multimedia.
Criminal Profiling	I utilized multiple types of informal assessments, i.e., crime scene analysis, minute papers (who, what, when, why, how), Closed tasks including multiple choice/true/false exam, fill in the blank, Performance tasks including an extensive mid-term. Group reflection activities.	Make course content and assignments available in CANVAS e-companion.
Cross Cultural Awareness	Muddiest Point, Unit 5	Students continue to be confused regarding the concept of race vs. ethnicity; I have created my own lecture specifically for this topic, and am continuing to adjust it based on student feedback.
Cross Cultural Awareness	I did a Muddiest Point located in Unit 9.	Added a video titled, "Managing Your Prejudices," helping students to understand that prejudices do in fact exist, and how to manage them. I gave this concept a practical application to everyday life.
Cross Cultural Awareness	Muddiest Point, located in Unit 5	One student requested additional information as to how countries become individualist vs. collectivist. I will include information in regards to the history of various cultures, and factors that contribute to this concept.
Cultural & Relig Div in Corr	I did a muddiest moment which is located in Unit 4 under content item link labeled Mid-Term Reflection.	Student identified multiple quizzes offering little to no assistance in learning actual content. I am reviewing quiz items and will develop a different approach to providing this content.
Cultural Anthropology	This is the first hybrid class for me. So, I asked students how to improve the class. I received many useful ideas.	I plan to revise the class incorporating student suggestions.
Cultural Anthropology	A background knowledge probe was used for class assessment. The element were from module 1 and module 8, along with module 7. Testing was used for modules 1 and 8. A project was used in module 7.	More preparation and practice needs to be incorporated into the project for the class.

Cultural Anthropology	<p>In Unit 9 I have a muddiest point question for extra credit. In the past students have said that marriage patterns were the most difficult to understand. So I added a chart on marriage patterns with an explanation. In addition I also added a set of power points for each unit in Unit 9. Students still complained that they did not understand marriage patterns, usually at least 80%. This time it was also 80%, but there were only 4 students.</p> <p>This session I added the power point to the Unit, Unit 4 not just in Unit 9 so that students had an additional lecture on marriage patterns. 80% of the students still indicated difficulty understanding marriage patterns. I do not think that they are reading the lecture materials.</p>	<p>I added a power point on marriage patterns to the Unit, Unit 4 that the students have indicated difficulty with. 80% of the muddiest point complaints were still on the marriage patterns. I am going to highlight the lecture materials and the power point in the Unit to get students to utilize the lecture materials available.</p>
Cultural Anthropology	<p>A background knowledge probe was used in two forms. A probe in the beginning under the Course home and then a follow up in Week 6.</p> <p>There were critical thinking questions answered aloud each week of the course.</p>	<p>In future classes I want to provide increased explanation of the two major projects with pointers for the greatest possibility for success.</p>
Curriculum Materials Develop	<p>This Class did daily post it note assessments and charting of working items in the following areas: completed, in the works, and muddy moments.</p>	<p>They did self-assessments daily that helped me see where we needed to spend more time/ less time and stay on focus.</p>
Customer Service	<p>Muddiest Point Module 4</p>	<p>Interview someone about the SWOT analysis and how it's important in the workforce.</p>
Customer Service	<p>I did a Muddiest Point covered in Module 4.</p>	<p>I think that if I could do an interview with a professional who could tell me how they have used the SWOT analysis in business, it would be helpful.</p>
Data Base Management Systems	<p>Access Review - Students indicated what material we needed to review for the third exam</p> <p>Chapter 12: CAT Nov 20</p>	<p>Used student feedback to guide exam review with explanation and examples.</p>
Database Management Systems	<p>Muddiest moment on each Chapter in the book which is called Chapter Discussion and is located in each Chapter module 1-3 and 6.</p>	<p>Will be updating all lecture videos to Office 2016</p>
Death & Dying	<p>Students were asked to summarize the most important points of the previous class concerning organ donation and autopsies.</p>	<p>It seemed students did not understand the rationale concerning certain procedures. A worksheet will be created to guide them through the note taking.</p>

Death & Dying	Muddiest Point located in Unit 5.	One student reported that she thought the course would be based solely on the textbook, and not on the supplemental material that I have created in my class. I have included competencies in each unit, but will let students know early on in the course that the course is competency driven, rather than text driven.
Death & Dying	Specific distinctions were made, clarifying the use of the term "injury" between the three outcomes.	A comparison chart will be created.
Death & Dying	Lecture information on how to help children dealing with the loss of a loved one, which is then used as an exam question. In class, before the exam, after going over the material, I told the class that the question was not about preparation before a child faces death, but about how to work with the child's needs after the death had occurred. This is an important distinction, and the text covers both situations. I cover both in lecture. The exam question is in part simply factual information, but also a matter of understanding what is being asked. In other words, it tests both facts and critical thinking.	Given how well writing information down worked in my other class this cycle, I will use this technique next time I teach Death and Dying. I will do so by having a question and response moment, and writing down what the students tell me, and correcting it as needed, so they all see the correct responses.
Death & Dying	Muddiest Point, located in Unit 4.	In the summer sessions, I will require two different due dates for discussion thread postings--one for the first response, and one for the second two responses. I did not want to have to impose these requirements, but this has become an issue in class, and I will make these changes.
Dept. of Transportation Regs	Knowledge Probe via Journal Entry in each Unit. The majority of students commented that the regulation can be a bit confusing.	Instructor will review all units to ensure that the learning material conveys clear information that the students can easily absorb to aid in their thorough understanding of the regulation and how to apply it in transportation.
Design I	Knowledge probe, in class before unit 4 color presentation, note cards passed out, students asked to write down as many color harmonies as they know. Only one student was able to list a single color harmony. This tells me I need to build the knowledge base of the majority of the students.	Additional time was taken to review the color harmonies before starting the class studio time.
Developmental Psychology	Students were asked to summarize the characteristics of Bronfenbrenner's systems theory described in the previous class.	We had considerable discussion of the information because it was clear they were very confused about the parts.

Developmental Psychology	<p>Lecture, in-class for point's discussion, and exam question, all on the topic of how to create a moral child.</p> <p>The key factors are 1) to provide an example by one's own behavior; 2) to use induction, which is explaining how the misbehavior in question hurts others; and 3) to create a warm accepting environment.</p>	<p>The idea that one's own behavior is as crucial an aspect of one's children's behavior as rules and discipline seems to be difficult to grasp.</p> <p>I will make a more formal presentation on this topic, along with feedback for the discussion question.</p>
Developmental Psychology	<p>Because Developmental Psychology is an 'upper-level' course, I decided to do an overarching 'muddiest point'. Once all material was covered I told the class that I wanted to do my CAT and that it would cover the entire semester. I asked them to think about all we had covered this semester and then tell me the single hardest to comprehend material (e.g. concept, term, theory). Two-thirds of the students wrote (my paraphrase), "Nothing was particularly difficult to comprehend". (Several then proceeded to offer compliments.) This still leaves one-third who DID mention a 'muddiest concept'. The most commonly given point for future clarification was Piaget's theory of cognitive development. A student also wrote that the material on death and dying was problematic, not because of the intellectual work required, but rather because of the material itself.</p>	<p>I must keep in mind that students enrolled in Developmental Psych have had to pass Gen Psych with a C or better. So, in general, these are academically strong students. Still, I am glad that did this 'semester's muddiest point' CAT. I am always careful when presenting Piaget. I will be even more so with this information to guide me.</p>
Digital Photography I	<p>I did a muddiest point discussion at the end of Units 1, 3, 5 & 7. It was a discussion.</p>	<p>I found there were too many as participation lagged with each unit, and will reduce the number in the future.</p>
Early Childhood Curriculum	<p>In a Threaded Discussion I asked what one area in the realm is for Early Childhood Curriculum that you would like to learn more about.</p> <p>One student asked for more information about Montessori/Reggio Amila Method. Therefore, I was able to teach on the method and set up a field trip to a Montessori style Preschool.</p>	<p>I think the more in depth study of Montessori will allow students to think about the pencil and paper actives and see how they can accomplish the same concepts but in the "natural" classroom.</p>
Early Intervention Birth-Five	<p>In Week 5, there was an extra credit "what do you know" quiz (knowledge probe) to take and then Journal their reflection of what the quiz indicated. Most of them thought they would have known more than they did. I responded with information they needed to know in the Journal and also directed them to the Discussions that would help them.</p>	<p>I will add this earlier in the course with a basic knowledge probe to include more information in weekly lectures as needed to increase their basic knowledge sooner for more opportunity to expand.</p>

Education Field Experience	The students were asked to do a Minute Paper on what they would most like to change about the observations they were required to complete. Two papers that were submitted were particularly meaningful. One suggested that guest speakers be brought in to allow a question and answer session. A second paper suggested time to speak with a teacher to ask questions concerning the drafting of lesson plans.	Based on the results of the Minute Paper, I will attempt to schedule an elementary and secondary instructor to come in to speak to our students for a question and answer session. The difficulty will be scheduling our students to come together for this meeting with these teachers. Additionally, securing permission from administrators to release a teacher for such an interview time.
Electrical I	Minute Paper: During the last few minutes of the class I would have students write down one point they understood and one point that is still unclear from that day. I gathered the papers and reviewed areas that were unclear with students.	The use of the minute paper has showed me where to implement change
Elementary German I	I showed my students DVD's from Germany and German speaking countries, which I brought back from my vacation and I had them write an essay about what they like most and what they didn't like. The student's response was very good.	I got real good response to what I tried in this cycle, so I will try more of that in future cycles.
Elementary German I	Background knowledge probe. Some had previous experience with the German language and one student was a near native speaker. Native speakers or near native speakers should never be allowed to enroll in a lower level German course, because this intimidates students with no prior experience to speak the language.	Will investigate if every language would be able to access computers for LAB-exercises.
Elementary Organic Chemistry	"How's it Going" survey at the end of Module 3 Muddiest point discussion at the end of Module 7	This was a new course offering so student feedback has been critical to how to shape the course moving forward. I also opening solicited feedback from students throughout the course to make adjustments as needed.
Elementary Spanish I	A memory matrix was used for verb conjugation AR verbs in the present tense.	I applied clarification of verb tenses for students not understanding or passing with an 80% or higher. Clarification of verb tenses for students not understanding or passing with an 80% or higher was taught and covered in class. Students were confused between the present and past, present progressive. 2 sections were retaught.
Elementary Spanish I	Memory matrix was used to assess students understanding of verb conjugation.	Based on the results, I retaught verb conjugation to students.

Elementary Spanish I	- A memory matrix was used for verb conjugation.	Clarification of verb tenses for students not understanding or passing with an 80% or higher was taught and covered in class.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 6.	Technology was a challenge for students. Wi-Fi access, not the content of course. Advice was given to students reference completing assignments early in case technology failed.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit 7.	I answered each student reference their questions and or concerns. Verb use and Indirect Object Pronouns.
Elementary Spanish II	Using a memory matrix for verb conjugation was the type of C.A.T. used in LANG 1908. Overall average of scores were below 20%reference Verb conjugations.	Memory matrix is a great tool allowing me to define differences between AR, ER and IR verb conjugations. After teaching and reviewing verb conjugations students overall scores were above 80%. Adjustments are always made depending on students and their needs.
Elements of Statistics	Muddiest moment to find out what students did not understand.	I re-taught the parts that were not clear.
Elements of Statistics	Muddiest Point located in each module	Additional videos made to address linear regression
Elements of Statistics	Muddiest Point given in each unit	Added new video content to the course and additional videos
Elements of Statistics	Project Based learning on several competencies. Students struggled with difference between experimental designs - randomized block and others.	Give more examples in lecture and give them 'quiz" before they leave for the day on those types
Elements of Statistics	(Background Knowledge Probe) I gave a short and simple pre-test (two or three questions) at the start of each of the six units. Results from these pretests, help test prerequisite skills needed for that unit.	Based on the results from the Background Knowledge Probe I adjusted each lesson or unit. Mostly by reviewing prerequisite skills before or during the lesson/unit.
Elements of Statistics	This class had a lot of issues with Mathematics. It was a challenge to teach this class. I had to do a probe before the start of each unit. Most students had no clue how to use technology .They had no clue on basics in Binomial Distributions, Correlations and Regressions and a few others.	Fortunately this was the last class for the day .So I was able to spend between 20 and 60 minutes each day with most of the students. I also used my TI-84 Emulator to illustrate the basic steps in using the ti-84 to preform tests and calculate results

Emergency Management Seminar	The C.A.T. I did was located in Unit 3 under the heading of Minute Paper. The question was, What is the most important point you learned and what point is least clear to you?	Out of three students, I received three answers. One student indicated the Unit was very clear to him. Another student talked about having more resources to make a tough call. The last student wanted more history inputted into the course. What he was referring to was the Emergency Management history stopped at 1990. We are working out of two books, so I want to make sure we cover recent history. I will review the course and make the adjustments.
Emergency Medical Technician	I had the students fill out a patient assessment chart. This helped them figure out what part of the assessment process they were having a hard time remembering.	The thing I found most beneficial about having my students do this was I as an instructor could figure out where they were struggling from and help correct it without having to do it in front of other students.
Emergency Preparedness	I did the muddiest moment on this. Most of the information was not new to students however they had not thought of the impact that an Emergency would have on them as a person both individually and as part of a work group.	Will continue to use muddiest moments and journaling as much as I can to help students understand the impact of emergencies that arise.
EMS Training Officer I (TOI)	In chapter 8 I asked three questions and had them answer on a word document and place it in the drop box. 1. The thing I found most helpful about this class has been... 2. One thing I have learned from this class has been... 3. Name one thing you would change to make this class better... Also conducted a CAT during the face to face portion of the class. One of the things necessary in this class is to be familiar with State Regulations for EMS Continuing Education. We used a PowerPoint game to go through different regulations. The ppt would ask a question about a regulation and the students had to look up the correct regulation.	We found our activities for familiarizing themselves with the regulations worked well. The other CAT showed I need to add more multimedia to the class.
Engine Repair I	Started students in lab with hands on display so that they would be acquainted with names and parts association. This seems to have helped students from the start.	I will have a permanent exploded display for first day activities so that they have a working knowledge of parts and relationships.
Engine Repair II	Two weeks classroom review six weeks hands on	This venue has produced students who are truly engaged and have retained information much better than in the past. I intend to approach selected information in the classroom. I will then personally review needed material and attempt a more see and do approach.

English Composition I	Related to a Classification/Division essay and its peer-edit, I did a What Am I Doing The Best/Worst form that is embedded here: http://hsteachers.usd355.org/Home/english/julie-ann-jacobs/eng-composition/patterns-of-development/classification-division/feedback-form	I planned subsequent mini-lessons based on the feedback I got from the form.
English Composition I	After teaching content material over agreement errors and assigning students practice over the content, I gave students a quiz on which they were not allowed to use their notes or other resources. Based on the students' quiz grades, I very quickly realized that while they were able to work through assignments with help, they did not grasp the content well enough for mastery. As a result, I discarded the first quiz and covered the material again with additional practice, making the later quiz much better.	After re-teaching the course material, I assigned students a second quiz and those grades were much improved.
English Composition I	The Peer Review Workshop procedure, detailed under the Analytical Essay and Critical Essay unit tabs, concludes with the peer review group discussing what aspects of the assignment needed clarification or additional instruction. They record and submit their responses.	Based upon the feedback a handout was developed that targeted specific aspects of MLA documentation with which students felt uncertain.
English Composition I	I evaluated the students' writing skills by assigning a narrative essay as studied in Chapter 6 of the text book. Most students had effective organization and transitions, but some need extra help with sentence structure, mechanical errors and consistency of tense and person.	I will meet with each student in a private conference to express the strengths and areas where his or her paper needs extra concentration.
English Composition I	When asked to list the three most important concepts learned from the lecture/discussion over the class policies, all students in attendance related appropriate answers.	Subsequent classroom revealed that students did not retain the information long-term, so I need to re-think how to reinforce this important information
English Composition I	I did exit slips on Google Forms. Students were asked to list five improvements made from one draft to the next in their textbook reading. Students noticed many improvements, so we moved on.	We did not have to cover this topic any more in depth because it was clear students had done the reading and understood the improvements that the writer made from the first draft to the last draft.
English Composition I	Several days a week, I use "exit cards" in which students must either recall information we have discussed during class or write questions they still have regarding the information. Exit topics vary depending on material covered. I check the exits daily to see how well students grasped the information or to address the questions they still have.	My exit cards provide valuable feedback to me as to how well students grasped the information or if there is information I need to re-teach or questions that need addressed. It is a quick, informal way for me to adjust my teaching style and provide additional support for my students.

English Composition I	Advanced Placement English III/Comp.I students are given a set of 20 vocabulary words each quarter. The first test is a Practice test in which students may use their vocabulary index cards for the test. Students are working on finding context clues in sentences to match the vocabulary words in the correct blanks. Practice Test #1: students' scores averaged 73% Practice Test #2: students' scores averaged 76%. This is not a significant increase, but it is a higher % for the 2nd test.	I will continue to implement new strategies for finding and understanding context clues practice before final testing. I think the overall percentage should be higher considering this group of Advanced Placement students. Hopefully, student scores will indicate an improvement on the 3rd quarter test.
English Composition I	In addition to exams wherein students exhibit their understanding of common convention problems (PN-A agreement, S-V agreement, active/passive voice, etc.) through proofing and editing, students in Comp I have written four papers. These short papers of 2 to 4 pages include at this point definitive, narrative, exemplification and process. I used a modified 6-trait rubric to grade each.	This changes from year to year based on the experience each group of students brings to the course. I have found this year that most of my students struggle with word choice and fluency. Therefore, I gradually increase the value of these traits in the evaluation rubric and have students peer edit with these issues at the forefront of their mutual peer responses.
English Composition I	I asked for students to define unity and coherence and tell how it is achieved in an essay. Most could not define the terms in any detail or tell how to achieve them, so I retaught the definition and put examples of the board.	Next semester, I will teach the concept and reteach it in context of post writing for each essay.
English Composition I	Prior to beginning a writing concept, I asked students to explain a writer's technique, specifically how an essay is crafted. After gaining some responses regarding basic writing techniques, I clarified some concepts for students and elaborated on them during course instruction. Specific skills of structuring an essay were clearer for students following our class discussion.	This course continually changes for me based on the needs of the students. Depending on what the students actually need (skills), I vary my lessons and instruction to best fit those needs.
English Composition I	Before each section in the Composition Textbook, I asked them questions regarding the writing process to determine what they already knew about that chapter and what they did not know about. Then we covered the topics the class did not know or understand.	We are going to go through the writing process together on their next writing assignment, so I can model the process for them, and they can receive proper peer editing and feedback on their writing.
English Composition I	Located in the course shell under #1 Introduction to the Process in College Writing, I utilized the Process Letter Information as an extra credit assignment for the students so they could have practical experience writing a process letter in the future.	Most of the students were unfamiliar with the formal writing process. I will make this an assignment in place of the significant person paper in the future to allow students the opportunity to write formal letters well.
English Composition I	I did an evaluation asking students which of the concepts to date had been most difficult to master. Of the fifteen students who completed the assessment, eight chose active/passive as the concept with which they had the most difficulty.	Develop new materials to show the importance of active voice. Do more paragraph-based exercises rather than sentence-by-sentence worksheets to enforce how sentence combination is an important tool for eliminating passive voice.

English Composition I	I used an exit card last week to determine if students understood the differences between immediate and remote causes and main and contributory causes.	I found that most students were able to determine the difference between different causes when looking at cause/effect situations and relationships. We did a short review the next day before moving on to causal chains and planning a cause/effect essay.
English Composition I	Students have difficulty identifying passive voice construction, so after a brief explanation and an unsuccessful homework assignment, I reviewed the skill, used images on the board to represent the steps to id passive voice and I have them another practice.	I will spend more time on the initial explanation, and I will use a step by step written guide as well.
English Composition II	After lecture and group practice on paraphrasing and summarizing, the students completed an individual exercise in which they paraphrased and summarized two short articles I provided them.	Overall, the students did well. I will continue this exercise.
English Composition II	I did a background knowledge probe on the difference between a summary and a paraphrase. Students were unclear on difference, so I explained.	I will add another example of the two and include an extra practice.
English Composition II	The CAT I used this semester was the Kagan strategy Think-Pair-Share. In this activity I pose a question to all students. They are given roughly 15 seconds to form an answer. They then stand up once they believe they know how they will answer the question. Students select a partner. Once everyone has a partner, one partner first shares his/her interpretation/answer to the questions and then the partner shares his/her answer. Normally, I choose a review questions with several parts as well as open-ended.	The first time I used this strategy I used a question with a definite "right" answer. This did not allow for the second partner to share his/her answer unless either his/her partner was wrong or they were wrong. Not a real effective questioning technique. However, after changing the type of question I selected, this was a very fast and easy way to review material from the previous day or even previous chapters.
English Composition II	I did a quick reading quiz over an assigned reading. I placed three terms on the overhead that were included in the reading that was assigned as homework the class period before. Students emailed their responses to me. It was clear that some read the assignment and understood, some read but didn't have a great understanding, and some seemed not to have read at all. To those who seemed to understand, I did not respond to their emails. For those who seemed to have read, but had limited understanding, I responded, clearing up what I perceived to be areas of confusion. For those who seemed not to have read, I responded, gently encouraging them to take "another" look at the reading assignment.	Because the reading is appearing difficult for most, I am having a short Q&A session at the beginning of a class period following each reading. This allows students to ask any questions they might have on things that confused them. We do this before we launch into any formal discussion. Additionally, I added more time between reading assignments (a longer time for them to get their reading done) and more time in class to do their reading to eliminate those who are not completing their reading assignments because they do not have time.

English Composition II	I did a KWL about the research process, MLA documentation, and APA documentation. I learned that the class was extremely weak in all three areas. Therefore, I went more in depth in my instruction over the three areas throughout the semester.	I adapted my presentations for the spring of 2015 class.
English Composition II	A background knowledge probe was used in class with a critical thinking question to evaluate one's own essay and make corrections and resubmit the work.	The added self-evaluation with resubmission of the essay appears to have increased the value of students' written work.
English Composition II	I did a muddiest point related to documentation. Students indicated they have the most difficulty with internal documentation, and their essays bore this out.	Students have traditionally struggled with internal documentation; I have made many adjustments but none have given positive results.
English Composition II	Muddiest point. This year I wanted them to really understand what plagiarism is and how many different ways you can make that mistake, so I gave them examples and they had to plagiarize so they would KNOW how I will find it. ..	I am going to actually do this activity yearly with my Comp I classes--as well as my 8-12 classes here at Rozel. It answered their questions as to what makes up plagiarism and how many ways it can actually happen. So far so good this semester.
English Speakers Other Lang II	Background knowledge was used to measure where student's level of English was by asking a series of simple oral questions creating discussion followed.	Yes, it changes varying on the student.
English Speakers Other Lang II	Background Knowledge probe was used to measure where student's English level was. A series of questions were asked.	Yes it changes depending on each student and his or her answers.
English Speakers Other LangIII	Had students infer passages for comprehension; not able to match passages with text.	Will provide context clues for assistance with identification.

English Study Skills	<p>I did a Knowledge Check of students' mastery of percent problems by checking how well they did on 4 percent questions on Practice Test 3. Students had studied percent problems for three days last week, including a homework review over the week-end. On Monday, I gave them Practice Test 3, which had 4 percent problems, ranging in difficulty. The results were as follows: Fraction to a percent: 6/10 students answered correctly Finding the original price after a discount: 3/10 students answered correctly Simple interest: 8/10 students answered correctly Finding the amount of a sales commission: 7/10 answered correctly The results were fairly predictable: the problem most often missed had the highest level of difficulty. 1 student missed three of the four problems; 4 students missed 2 of the 4 problems, 4 students missed 1 of the 4 problems, and 1 student did not miss any of the problems.</p>	<p>. It is clear that we need to keep reviewing percent problems.</p>
English Study Skills	<p>During the 15 days of BSEP I am checking for understanding by daily walkabouts during arithmetic reasoning. I also ask students if there are any vocabulary from the word knowledge portion of our class that they already know and do not understand, then ask them define each flashcard from the previous day. Presentations are the CAT that I use for reading comprehension. Students work with a partner to read a passage and select the best answer. They present it to the class and the class votes on whether the partners answered correctly and why.</p>	<p>During walkabouts I can see which students are understanding the math concepts. This information helps me to know whether I should move on to the next concept, tutor a few students, or reteach the whole class.</p>
English Study Skills	<p>This was a high intensity 10 day class (4.5 hours per day). On day one, I talk to the students, I find out what areas of Math or English are their weak points and then structure the long lectures of material around that. In this instance, they "hated" fractions so I slowed down on that topic and helped them do the problems with me and even had some come up to the board to assist teaching the class, this was a fun break in the serious amount of hours they had to listen to me each day!</p>	<p>Due to the fact they enjoyed having a chance to try problems on the board, I would incorporate this more often time permitting. When you can make math "fun", they are more interested and thus usually remember the information easier than doing the work on their own.</p>
English Study Skills	<p>I did in class assignment followed by open discussion to assess common trends and to identify particularly challenged students.</p>	<p>I identify challenges that differ from one class to the next in order to design the course to the needs of the students on hand.</p>

English Study Skills	<p>I completed a background knowledge probe on how to multiply fractions correctly. Five of the twelve students did not know how to correctly multiply fractions.</p> <p>After we completed the unit on fractions, there were still a lot of questions! The mean for this assignment was 18.93, so I added some additional practices in the course shell for the students to complete.</p> <p>At the end of the course, we completed another review, and two of the twelve students were still struggling with how to solve the multiplication of fractions question.</p>	<p>I have added the GT Improvement course to an e-Companion shell, so for now, I think the best course of action is to add even more practice problems for the students to complete.</p>
English Study Skills	<p>I completed a background knowledge probe on how to multiply fractions correctly. Five of the 9 students did not know how to correctly multiply fractions.</p> <p>After we completed the unit on fractions, none of the eight students missed the multiplication of fractions question.</p> <p>At the end of the course, we completed another review, and all of the students were able to correctly solve the multiplication of fractions question.</p>	<p>I have added the GT Improvement course to an eCompanion shell, but it's not complete yet. I do want to add some additional practice questions once I get all the other course material added.</p>
English Study Skills	<p>I begin each class by reviewing the previous day's assignments. There are online Muddy Moments in the first three days' of the course, but as usual, the students did not use these. They usually prefer to ask in class. When I do not have questions, I will review the questions that are missed by most of the students.</p>	<p>This next year, I intend to have the students fill out the "Muddy Moments" while they are still in class.</p> <p>I'm also thinking of lock-stepping the course to force the students to read the notes. (I'm still "iffy" on this though.)</p>
English-Speak Other Languages	<p>Matching exercise: relate topic sentence to correct paragraph; issues with overall sentence meaning</p>	<p>Revise assignment structure to correlate words:sentence:idea:multiple sentences/word choice.</p>
English-Speak Other Languages	<p>I explained new vocabulary words one at a time with pictures, synonyms, and example sentences, then I had students write their own example sentence for the word.</p>	<p>Most students were able to use the vocabulary words in context and had some grammar or spelling errors, which I corrected and explained.</p>
Environmental Science	<p>I did a muddiest moment thread, which is located in Lesson 7 under content item link labeled Muddiest Moment.</p>	<p>Much talk about nuclear power in Lesson 4.....will need to add more notes</p>
Environmental Science	<p>We did a muddiest point after we set up the population and limiting factors experiment.</p>	<p>Based on the student responses, we went over the experimental procedure in the next lab session.</p>

Environmental Science	I gave an ungraded quiz where the students were asked to match the ecological term with its definition. I gave this so that I knew how much background knowledge I needed to cover when we began our population and community ecology section.	The results indicated that about 80% of the students did not know the basic ecological terms that were essential before we could cover population and community ecology concepts in any depth. I spent 30 minutes in the next class meeting going over those terms and definitions.
Environmental Science	Conducted Classroom Walk-about during lab activities	Clarified purpose and lab requirements for students based on their questions.
Environmental Science	I did a muddiest point following our discussion on the carbon cycle, nitrogen cycle, and phosphorus cycle. I also asked them to draw one of the three cycles with at least 5 components in the cycle.	After their muddiest point and diagram were turned in, we looked at black-and-white drawings of these cycles and labeled the parts.
Environmental Science Lab	We did an experiment over the effect of temperature on the respiration of goldfish. Following the experiment, I gave a short quiz on the 4 types of experimental variables.	Most students did not get a 100% on the quiz, so I gave another example (on paper) that we went over in class.
Exercise Design, Mgmt & Eval	I did a background knowledge prob. Most students did not understand HSEEP so I provided them 3 volumes from DHS to use to enhance their understanding of the national exercise and evaluation system.	I am redeveloping this course to incorporate DHS HSEEP guidance for Spring 2014.
Farm Crop Production	Farm Crop Production - 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 crop production, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses. In class exercises to use materials learned and apply them to "real world" data	More time examining fields and case studies to integrate what is being learned
Field Experience in Nutrition	Used Muddiest point threaded discussion in Unit 4 of 8 unit course.	Answered questions in threaded discussion. Posted another threaded discussion activity regarding the exchange system because there were several students who had questions over this particular system.
Field Experience in Nutrition	Muddiest Threaded Discussion is used in Unit 4 before exam. Questions are answered.	Have located some good audio and videos to add to the course for an overview of complicated subjects.
Fld Exp in Human Resources Mgt	Located in Unit 4 I have a muddiest point threaded discussion.	Student questions are answered and for this threaded discussion it looks like I need to incorporate more calculation problems for practice on FTE's and labor hours. This could be accomplished in the PowerPoints or maybe in a quiz format.

Fld Exp in Human Resources Mgt	In Unit 4 I placed a Muddiest point threaded discussion.	I respond to student threads and answer questions they have. For this course I added audio to PowerPoints in areas that were unclear.
Foundation of Computer Science	Muddiest Moment Chapter 6 CAT	Will cover the material in the same level of detail, few questions or lack of understanding.
Foundation of Computer Science	I did a muddiest moment which is located in Unit 5 under content item link labeled CAT - Networks.	Most students understood the material. We will continue to cover Networks at the existing level.
Foundations of Modern Educ	I used a Muddiest Point following an individual motivation for teaching survey. Following the interpretation of their numerical responses I asked them to write any additional questions they had about the meaning of the survey. I used approximately 45 minutes addressing the questions written on the notecards.	The student questions reveal real questions not always answered directly in the text, so answered and redirected for further questions. I will clarify my course materials to better address these type of questions during lesson presentations.
Foundations of Modern Educ	Unit 6 Tech Assignment - results in Dropbox	Other tech items will be added as a few students mentioned other software they used that would be a good idea for the course.
Foundations of Modern Educ	Following an exercise and discussion on the economics of the typical cost- of-living, I did a "Question/Answer" C.A.T to see if the students understood what it costs to live in our area.	I will make this discussion a regular part of my lesson plan for the class, and perhaps expand it with additional aspects.
Fundamentals of General Chem	I tried having students write a test question and it was hard for me to quantify.	I will return to the muddiest point technique so I can focus on specific material that they need help in understanding.
Fundamentals of General Chem	Documented Problem Solving/Walk About method was used to determine if students understood the discussion on gasses.	Most of the students understood how to calculate the problems based on the information provided, but there were some small conversions that would be overlooked. To correct this issue, more examples could be provided to students and emphasis placed on the overlooked conversions.
Fundamentals of General Chem	I used the method where I asked them to come up with questions for an exam. I had trouble quantifying the results and will return to the confusing moment again in the fall.	I will be returning to the confusing moment method in the fall.
Fundamentals of General Chem	I tried having students write an exam question for our first exam. It was hard for me to quantify and I think I will return to the muddiest point CAT for the future.	Will return to the muddiest point technique as that gives me specific information to use to help students.

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?" As a whole the students struggle with drawing Lewis Structures and the octet rule.	I will provide additional videos on drawing lewis structures and the octet rule and how the periodic table gives many of the answers based on the column and row.
Fundamentals of General Chem	I used the Problem/Solving Walkabout method this semester. Students have had difficulty with significant figures and determining molecular weights. This gave them in class practice where I could help them as needed.	Using this CAT improved students understanding. Before I used this, I was having 50% success with students getting the significant figures concept. That has improved to 70%. It is causing me to re-think many concepts that are problematic for students.
General Accounting	I use the muddiest point for my CAT and I applied it to Chapter and understanding financial statements.	I have made adjustments to my instruction to improve results
General Psychology	I did a walk-about when introducing a new topic to ensure students were comprehending the information.	I plan to teach out of Myers 9th edition text book rather than the 7th edition text.
General Psychology	We paused to identify concerns with the contrast between dendrite, axon, and synapse activities and their use of transmitters and ions.	We distinguished between ions and transmitters as chemicals and flow vs. receive processes.
General Psychology	During one of the first classes of the semester, I had the students write their top 5 goals for the semester in order of most important. Upon completion I introduced my goals that I had for the students.	We were able to compare the two and it gave me the opportunity to see what their goals were and how they matched up with my goals for the course.
General Psychology	I did a Muddiest Point and most students had questions on Drive Reduction Theory.	I realized I was not using the best example to explain the theory (just based on physiology), so I gave an example on why some people may be motivated to have a job (to get money to buy phones/etc.).
General Psychology	For background and foundational understanding, I did and 'expectations of learning' probe of eight unit topics. Used as was possible, these results as the redirect and explanation basis for developing course presentation and discussion.	Response was not as broad as was hoped for. Some were so unprepared as to fear an initial written response. Most information I gained was from those who seemingly had the most knowledge and confidence.
General Psychology	Students participated in a wiki website for extra credit	It showed that it is valuable way for students to share what they have learned
General Psychology	Students were asked at the start of class to summarize the differences between imprinting and attachment.	Students were fairly certain as to the differences. However, several major points were commonly omitted and will be emphasized next time.
General Psychology	In this face to face class, we contrasted major depression vs. dysthymia and bipolar disorder from cyclothymic.	Their recognition of the differences was still inadequate, despite visual aids to contrast the four disorders. An alternative will be researched as a solution.

General Psychology	<p>I had a couple muddiest points listed but no students reported.</p> <p>I did have a critical thinking discussion question on hot/cold streaks</p>	<p>I think after seeing how students respond, I will send out a preemptive email to describe what they should be looking at specifically in the article. Many people missed the point</p>
General Psychology	<p>As a follow-up to presentation, students were asked to identify the main parts of a neuron.</p>	<p>Students were confused as to the main parts of neurons (dendrites, cell body, and axon) with the different types of neurons (sensory, motor, interneuron). The distinction was made between what was being asked on the study guide.</p>
General Psychology	<p>Used muddiest moment when teaching sections on learning and memory</p>	<p>Most students reported struggling with schedules of reinforcement so I used additional examples from a workbook. They also had issues with examples of negative reinforcement so I researched more real life examples to provide to them</p>
General Psychology	<p>This is a combination muddiest moment/exam question. My students in General Psychology seem to stumble over the question of what makes a person hungry. There is a detailed section in the chapter on Motivation, and I spend most of a class session on it. I even reworded the question, thinking it was not clear. Students still miss it.</p> <p>This time, I did my usual lecture, then stopped and asked the question. Silence and blank looks.</p> <p>So I wrote it out on the board, explaining as I went.</p> <p>So - how did the class do, come exam time?</p> <p>Better. 16 answered the question at least partially correctly; 3 still stumbled.</p>	<p>Given past experience, I provided written information to the students face-to-face.</p> <p>As this resulted in better performance on this question than in the past, I will work towards a more polished lecture/board information next time I teach this material.</p>
General Psychology	<p>Under unit 1, 4, and 6 I added a question to the reading comprehension questions asking the students to describe any problems they were experiencing.</p>	<p>I will add an APA format workshop to the 3rd unit</p>
General Psychology	<p>The neuroscience portion of Chapter 2 was the muddiest.</p>	<p>In the future I will incorporate additional videos to help class understand material.</p>
Gerontological Nursing	<p>Lecture covering nutrition/hydration, rest/sleep, and comfort/pain was divided into these three areas, one hour per topic grouping.</p> <p>Questions by the instructor plus opportunities to ask about muddiest points were explored with students. Areas that were not understood well were explained to students by instructor. Also used opportunity to find answers in text.</p>	<p>Make sure have plenty of time for sample questions and to allow students to ask questions during lecture time of course.</p>

Gerontological Nursing	I did a muddiest point. The content for the point was Legal and Ethical issues that also fell into the content of Death and Dying. The topics had been covered in a prior course last semester, but were covered to a deeper extent in this course.	Based on the students feedback there was only one student out of twenty five students identified a muddy point for the content. The other students identified no muddiest point. Therefore, I believe that perhaps using case studies and more student involvement as opposed to lecture would be beneficial and more interesting to the students in future classes.
Government of United States	I included exam feedbacks in units 4, 8, 12, and 16. Also, in unit 16, I changed the threaded discussion question to include course feedback. I have found this very informative.	I changed some of the module essays that consisted of long essays to short quizzes. I did this in every other unit due to the need for an exam prep!
Government of United States	Student understanding was in part measured by daily class discussion and questions. Along with this oral evaluation, written quizzes were administered bi-weekly consisting of both subjective (requiring complete hand written answers) and objective (needing detailed knowledge of the course material) questions. Further, these quizzes were reviewed in the next couple of days, and any item that was not successfully mastered was re-taught	Teaching is a continuous process of refinement, editing, and updating. Some material that is also covered in POLS 1801 / Introduction to Political Science has been removed from these class notes and appropriate changes made to the in-class quizzes that assess comprehension. It is unfortunate that time limitations make this type of editing necessary.
Government of United States	Muddiest Point. I included this in the unit and adjusted according to student feedback. I then used a Project Learning Summary to assess the most important topics in the class.	I adjusted quiz questions to reflect these comments from Muddiest Points and PLS as well as general feedback in the last threaded discussion.
Government of United States	<p>I used three CAT's. Muddiest moment in unit 8.</p> <p>1- Exam feedback where students critiqued the exams and we discussed the relevancy of certain topics that matched with the core competencies</p> <p>2- Web link learning summary project. This was a mini webliography where students critiqued a website that pertained to a topic that coincided with topics covered. The summary was a writing assignment that showed deep thought and reviewed the material covered in the course.</p> <p>This was also covered in a thread where they then had to discuss what other students had learned about.</p> <p>3- feedback as the last threaded discussion where they gave information about improving the course</p>	The current suggestion was to do away with the text book and rely upon outside sources. I will also change the quiz #3 to better assess student learning for that unit.

Government of United States	Muddiest Moment in unit 4 Project discussion question unit 5 Exam Feedback	Added supplemental material for students who had questions regarding the electoral college. We had one discussion devoted to topic from project that students wished to explore further.
Government of United States	Assessment of student understanding was measured by regular class quizzes / tests. These assessments were a combination of objective and subjective questions to which the students responded in writing. Information details (objective) were included as fill-in-the-blank, matching, or word-bank questions. Comprehension and application of conceptual knowledge (subjective) was included by means of sentence type questions such as; explain this idea, define this term with examples, compare/contrast, and “write two good sentences about” items.	Beginning with this class I have begun to incorporate "extra credit" questions taken from the class discussion of current news items into the regularly given objective / subjective quizzes. This permits a running understanding of student awareness of the political world currently around them and has improved student participation in this regular feature of class discussion.
Harmony I	After a test I review the most common errors.	I review the concepts and add an additional assignment on these materials.
Harmony II	After homework and in class discussion, students complete chord progressions on the board. This allows me to see where each of them has issues with memory and comprehension.	Adjustments are made immediately and individually for each student.
Harmony III	Textbook review and then workbook assessment.	Workbook assessment dictates review of continuation of new material.
Harmony III	Board work. Students are asked to demonstrate knowledge achieved by sharing with other students with board work.	Every year varies depending on the proficiency of the student coming into the class.
Haz Mat Response Operations	I did a muddiest point question which is located in Unit 2 under the content item link labeled Muddiest Point.	The students in this class had a question regarding the difference between boiling point and flash point. I explained the difference between the two so the student mastered that concept. In the future I'll add extra emphasis to key terminology so the students see and understand the importance of those terms.
Haz Mat Response Operations	I did a Muddiest Point discussion for the CAT for this class. The CAT was utilized in week 2 of the course under content item link labeled Muddiest Point. The statement that was presented was, "What was the "muddiest point" for you in Chapter 3? What I mean is was there something that was covered in this unit that wasn't 100% clear to you. We use this information to critique our courses and try to clear up and grey areas for the students."	All of the students had fully grasped the information covered in Chapter 3. There were more questions later in the course so my plan is to move the CAT to a different week of the class to try and capture some of those unanswered questions before they're lost forever.
Help Desk Fundamentals	I did a one minute paper in which the students will explain all they have learned up to Unit 5.	If the students have not covered certain sections that are relevant to the course, I instruct the students to reread certain key points.

Help Desk Fundamentals	I did a muddiest moment which is located in Unit 6 under the content item link labeled Help Desk Operations CAT.	I demonstrated software features which caused confusion.
Hematology & Coagulation	I had a Weekly Chat in Week 7 where I asked about any concepts in hematology that were causing my students the most trouble in learning. I did get many suggestions on how to present some concepts online in a manner that will help them in the virtual world. I also had a CAT in Week 8 where I asked the students to discuss the calculations involving a hemacytometer and exactly what areas of these calculations were giving them the most difficulty. I encourage responses to help others and decided to post more material in a visual format to help next time this course is taught. In Week 10, I asked a question about the muddiest point in the area of coagulation that deals with the Coagulation Cascade. Many shared their frustrations and ideas of how I could better serve this concept.	I am designing this course in the CANVAS format and plan to incorporate many of the student's suggestions from all three of the CAT discussions that were in this course.
Hist & Phil Western cul to1500	A background knowledge probe was used in the module 15 group discussion.	The reformation and soteriology had further explanation.
Hist & Phil Western cul to1500	Course is team taught and Gil Cloud is the course author. I put a course mistake section into course home. This provides feedback on errors syntax etc. But it is interesting to note that it also serves as a muddy point type of thread as many students as questions or list a mistake as something they have misinterpreted in regards to course content.	I fix a few items in the course material each week as a result of the material posted in the Course Mistake. It is open during the entire term.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in my module 11 discussion. Students needed to relate and move farther with their thinking.	My follow up post in the discussion focused upon expanding the thinking of the students.
Hist&Phil West Cul 1500 - Pres	A learning summary essay was used in module 12, to evaluate basic learning and ability to relate learning to the contemporary world.	Students will be contacted early in the course, with suggestions to save discussion posts for the learning project essay.
History of Kansas	Muddiest Point extra credit in Unit 9. 75% of the students indicated that trust busting and its relationship to Kansas history was the muddiest point for the course.	I will add more lectures and also add more to the power point on Trust Busting.
History of Kansas	Muddiest Point in Unit 9 for extra credit. Only two students in the course but both asked for more information on exodusters.	I added this to the lecture in Unit 2 in addition to the added information and outline for the essay in Unit 2.

History of Kansas	Muddiest in Unit 9 for extra points. I recently added more info for a test question and also made it a thread in Unit 3. Students asked 60% for more information on this topic the Osage Imbrogio.	I added an entire section in the Unit 3 lecture on the Osage Imbrogio
History of Kansas	Muddiest minute each week for weeks 1-6 of class. In week 3 (see week 3 weekly reflection---in week 3 unit for directions and in week 3 gradebook items for students' responses), some students included that they were confused about the term "impeachment" and what that means (is the person actually removed from office, is it a trial, etc.).	In future, I will give a more direction definition of the term impeachment and how it applies to the 1st governor of Kansas, Charles Robinson.
History of Kansas	Muddiest Point in Unit 9 for extra credit. I give extra credit to students to tell me what was the most difficult unit or essay etc. I have added information each session according to what the students said was difficult. Unit 5 and marriage patterns has been difficult so I added more lecture materials.	Even with more information on Unit 5 marriage patterns more than 50% of the students asked for more information on marriage patterns. I will add a power point and questions to the thread discussion for that week on marriage patterns to help clarify.
History of Kansas	Muddiest Point in Unit 9m for extra credit	All students said that the material was laid out well and that they had no problems. This also happened in the 9 week course. I have been adding lecture materials each session pertasining to problem areas. I did notice though on the midterm that many had trouble with questions that I did not get answers to on the threads. I am going to ask the questions even if there are no posts in the future.
Horse Science	Field trip so students could explain horse behaviors and discussion.	Students were able to relate class work to real life and evaluate and determine behaviors from hands on experience and then discuss while collaborating with other students and myself to gain more insight. Student's intuition was correct and enlightening. Will plan to take more field trips next time!
Human Relations in Business	I used a muddy water C.A.T. for chapters 4-6. The students wrote down the topics they were unclear of and we addressed those topics. The students were given each a topic to research and reteach to the class.	More time will be spent on the topics that students had problems with. Time and homework assignments will be given next time I teach this class over the topics that were unclear.
Human Sexuality	At mid-semester the students were asked to respond to one question: To this point what has been the most difficult to understand material covered in the course. Three areas arose as difficult-to-comprehend: 1. anatomy (both sexes) 2. Gender abnormalities (e.g. Klinefelters) and 3. Details concerning contraception.	Each area will be readdressed and explained until the students indicate they truly understand the material. We will also keep this in mind as we teach future classes.

Individual Art Projects	Each student in the Independent study course is asked upon completion of demonstrations, "Do you understand?"	Some respond yes and no further instructions are needed, some respond no and I ask for specifics and we problem solve together. For example when asked, "Do you understand?" after explaining the components of a glaze formula the student was unclear on which element was the glassmaker and which was the flux. We recovered the formula and looked at the percentages needed to make the glaze flow compared to the percentage of glass and she then understood which was the flux and which element was the glass maker.
Individual Art Projects	In class knowledge probe. Question: How can we reduce cracks in the horse hair firings?	Student retained the knowledge from previous firings. Improvements were made in the room to reduce drafts and reduce cracking.
Intermediate Algebra	As a result of unit test. System of Equations need to be worked on more.	Do more example solving the system of equations.
Intermediate Algebra	Daily Math Journals: Instructions are located in the Course Shell (eCompanion) under the "Math Journal" heading.	Classroom procedures were modified based on comments in several math journal entries.
Intermediate Algebra	Students completed daily reflective math journals. Listed in Course Shell under "Math Journal" heading.	Student observations and comments were incorporated in subsequent class presentations.
Intermediate Algebra	Muddiest point: Chapter 6 - Discussion question.	I will use the student's feedback to tweak next semesters teaching and making sure they know material before the Final.
Intermediate Algebra	The results of the Basic Algebra final as well as past experience.	I will stress new formulas that will help students.
Intermediate Algebra	I did a muddiest moment located in Unit 3 titled Muddiest Moment.	Need to give additional interactive sites where students can see how to graph inequalities in two variables.
Intermediate Algebra	I did 2 muddiest moments, which are located in Unit 1 and Unit 3 under content item link labeled Muddiest Moment.	Many students commented on confusion with graphing and shading with two inequalities. More example problems need to be added.
Intermediate Algebra	I broke the class up into groups and assigned topics to each so that they could work to develop their own test questions for the upcoming Exam.	I developed the test utilizing the material provided by the students and supplemented the gaps with material of my choosing to ensure that the important concepts were covered/addressed.
Intermediate Algebra	I did more word problems in chapter 3. This is system of equations. I especially did more mixing problems than was assigned on the homework.	Since students usually struggle with word problems I spent more time with them this cycle. The test has 4 word problems, and the students did better on them than previous other cycles.

Intermediate English	I did the muddiest minute with my students at the beginning of their first essay. This semester I had had more foreign students than I usually have. These students especially were lost on words sounding or spelled alike. I showed them where to look this up in their text, then we went over quite a few of them. When we were done, several of the English speaking even commented that learned some things they did not know.	This did help because now they were asking me more questions about words that they were confused on. The only thing I will change is to do more of it.
Intermediate English	I did the muddiest Minute. The students are having trouble with the various sentence types. I really went out on a limb and used algebraic symbols with the conjunctions sheet to show equal, more than etc. plus I used initials for the clauses.	I was totally surprised how well this worked. The students really liked it. Who would have thought that algebra and English work so well together? I will definitely use this again.
Intermediate English	I did a muddiest minute with my students at the beginning of their first essay. This semester I have had more foreign students. They are confused about words sounding or spelled alike. I showed them where to look this up in their text. We went over quite a few of the ones they brought up.	They are now very open about asking questions on this, and it shows in their work. I am definitely going to do this more next semester, especially if I have so many students from other countries.
Intermediate Reading	Approximate Analogies - students completed the second part of analogies using skills in comprehension. Ex. "The central idea is to a passage as _____ is to _____."	The analogies students wrote indicated areas of misunderstanding / confusion. I went over those points again and will add more clarification in the future.
Intermediate Reading	I had students take a learning style inventory and then discussed ways to use their learning style to improve their study time.	I altered classroom activities to include the different learning styles of my students. This should allow easier access and more thorough understanding of skills.
Intermediate Reading	During the mini-lectures given at the beginning of each class, I have clarification pauses. I ask what, up to that point needs further clarification.	By having clarification pauses frequently during a lecture rather than waiting until the end of the lecture, students are given explanations as needed. They often don't remember certain questions they had if I wait to the end of the lecture to ask.
Intermediate Reading	We "played" a game called "What Is It?" which is made of riddles and figurative language expressions. From this exercise, I could tell which figurative language styles students were most unfamiliar. We reviewed these styles.	When teaching inferences, I plan to include more examples of figurative language (especially similes and metaphors).
Intermediate Reading	I did a group work evaluation. After a group exercise, I asked each student to complete a four question evaluation form to help me improve group interactions and performance.	Students responded favorably to the idea of group work but indicated that not all group members participated. I'm going to design some group member responsibilities which will give each member a role.

International Relations	I use the Pro and Con Grid in Units 3 and 7, under the content item, Debate. Students participate in an online debate where I choose a topic and perspective that they are required to defend. This allows me to assess their level of factual knowledge and ability to apply critical thinking to the concepts of the course.	The Debate allows me to adjust Assignments and the activities they participate in the MyPoliSciLab Activity to ensure that students are exposed to the facts they need to successfully participate in a debate related to International Relations.
Interpersonal Communication	Asked the classes if they knew the difference between self-concept and self-esteem. Most thought it was the same thing. I gave a brief lecture on what the self-concept is, how it is formed, and how/why it changes. Then I did the same thing for self-esteem.	Worked well in these classes
Interpersonal Communication	I had students develop a theory of communication. This required them to select a theory then add materials from the course and from their own lives.	I need to provide students more information on how the theory was graded.
Interpersonal Communication	I used muddiest moment where students interact with each other on a flat topic,	I completely rewrote the program and place it on the CANVAS program.
Interpersonal Communication	To evaluate the new sections on electronic communication I developed new exam items to add to the course.	To evaluate the new sections on electronic communication I developed new exam items to add to the course.
It was evident that the history portion of the evaluation was the most difficult to understand. In future classes, I will include more discussion time.	It was evident that the history portion of the evaluation was the most difficult to understand. In future classes, I will include more discussion time.	It was evident that the history portion of the evaluation was the most difficult to understand. In future classes, I will include more discussion time.
Intro to Contemporary Math	Muddiest Moment - Unit 5	Need videos on sequential pairwise voting methods and other voting methods.
Intro to Contemporary Math	Muddiest Minute - Unit 5 Shapek rule still an issue for students. A student did post a good PowerPoint for others to view found on the web and I'm going to change it a bit and post it for future courses.	Shapek rule still an issue for students. A student did post a good PowerPoint for others to view found on the web and I'm going to change it a bit and post it for future courses.

Intro to Contemporary Math	Project Probe - Dropbox	Students stated relevance correctly but one student was way off base on exactly what Euler circuits were used for. Did work one on one with students and found her misconception. Asked her where I could have improved the course so that she would not think that and she stated that notes were fine - but she got it confused with Hamiltonian circuits. Will make note of the difference when I email students in announcements.
Intro to Contemporary Math	I did a muddiest moment which is located in Unit 5.	I'm going to add additional document and see how unit goes next session. Students felt confident, but it didn't show on the exam results.
Intro to Contemporary Math	Muddiest Minute - Unit 1 Threaded Discussion	Finding which edges to eulerize. Have added to notes that it does not matter as long as you are making the vertices correct so there is not "one way" to complete this process.
Intro to Early Childhood Ed	I have write and answer your own test question, muddiest point and 6 one minute responses within each of my 8 Units.	Updated syllabus.
Intro to Early Childhood Ed	I have CATS in all eight Units. One muddiest point, written a questions answer for quizzes and six 1 minute questions.	Adding in more videos.
Intro to Early Childhood Ed	I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test questions.	Am going to throw out a discussion thread question.
Intro to Early Childhood Ed	I have CATS in all my units. One muddiest point, write and answer your own test question and 6 one minute questions.	Switching out some test questions.
Intro to Early Childhood Ed	I had the students complete a quiz to demonstrate knowledge about child abuse as well as basic education (EC) principals. This was after our class discussion was complete. Most students did well.	Although the students did well, I will be using multiple assessments for students to demonstrate knowledge
Intro to English Language	After introducing a new grammar lesson on expressing ideas about the future using "be going to" and practicing it in a conversation, I had the student practice using the form in the context of a written conversation (fill-in-the-blank activity).	I had not given much explanation of how to construct the negative form, so two students missed that part. I explained in more detail and they were able to use both negative and affirmative forms in a later activity.
Intro to Exercise Science	I did a Muddiest Point located in Chapter 12 under the link titled "Muddiest Point." One of the students expressed concern about wording of test questions. Have already followed up by changing wording in future versions of the test. Another student questioned decreased exercise performance parameters at altitude. I explained the parameters in detail to reinforce this concept.	Have changed the wording in future versions of the test.

Intro to Leadership Concepts	I use the Focused Autobiographical Sketches in each Unit, under the content item, Leadership Portfolio. The Leadership Portfolio is an Assignment that encompasses the entire course. It is a personal document of that requires the student to relate their leadership capabilities and experiences to the leadership concepts taught in the course. This allows me to assess and determine where the students are in terms of their personal leadership development.	The Leadership Portfolio allows me to adjust assignments and activities and to coach those students whose leadership experience is limited.
Intro to Literature	At the beginning of Intro to Literature, I gave a quick survey of the students' knowledge of literary terms (for example, mood, exposition, irony...). We had studied these terms in depth Sophomore Year in preparation for the Reading Assessment. I learned that most of the students remembered a majority of the terms. Exposition was a weak area as was paradox. I gave examples of the terms that the students showed a vague knowledge of and we discussed these terms in depth. Later a test was given to make sure that students had grasped the concepts.	As a result of the initial CAT, I keep reviewing the terms and with each story discuss the appropriate literary terms for each time period and selection.
Intro to Literature	Students were asked to complete an assignment regarding their initial reading of a text. The assignment asked questions regarding not only basic comprehension but also critical thinking questions of text analysis. These assignments allowed me to see concepts and literary themes that were unclear to students. Those that were unclear became the focus of our class discussions to help students better understand the text. Those concepts that were clear were just briefly discussed.	I continue to find where students are so I can tailor my teaching to what they need. If students are already familiar with a certain concept, I do not spend as much time as when they are unfamiliar with concepts.
Intro to Literature	Instruction was provided over the content in class (I do). We had walked through an example together (we do), and then I'd assigned them the same work independently (you do). When I received assignments, I noticed that their independent work did not reflect mastery of the content, so we went back to creating an example together. Subsequent homework assignments were much improved as a result of our covering the material a second time.	When I received assignments, I noticed that their independent work did not reflect mastery of the content, so we went back to creating an example together. Subsequent homework assignments were much improved as a result of our covering the material a second time.

Intro to Literature	After providing initial instruction of material, I asked students to provide a thumbs up if they felt comfortable enough with the material that they could begin their assignment, a thumbs sideways if they were kind of comfortable with the material but not completely, and a thumbs down if they felt lost. Based on students' response, I saw I had more thumbs sideways and down than up, so I provided more examples and more instruction before asking students to begin.	Based on students' response, I saw I had more thumbs sideways and down than up, so I provided more examples and more instruction before asking students to begin.
Intro to Literature	I did a background knowledge probe on the Literary Terms used in the Intro to Literature class. I found that the students had a good background knowledge for the literature terms but not as strong of a background for the poetry terms.	I will place more emphasis on the poetry section, and I will incorporate more of the terms, making sure that students understand the different aspects of poetry. The poetry section will require more explanation and examples.
Introduction to Business	This is a muddies point discussion board that is located in the course in Unit 16 called Business Plan discussion	Through this CAT the students are needing more clarification on the following items: PEST Analysis, SWOT Analysis, Confidentiality Statement, Mission statement and Floor Plan design. I plan on trying to use Panopto to see if this may be a solution to provide additional / personal information for these assignments.
Introduction to Business	This was done in class and I asked the students what the muddiest points were on their business plan project that they will be presenting during finals week.	I will be using this information for their last day of class to provide more explanation about their questions and to provide examples where I can. Many of the areas that need discusses are Marketing Mix, Marketing Environment, Operation plan, the statement of confidentiality. I will be working on completing my business plan example for the following semester.
Introduction to Business	This was the muddiest point discussion that was completed inside the course shell in Unit 16 called Business Plan Discussion	Through this CAT the students are needing more clarification on the following items: PEST Analysis, order of the business plan and to eliminate the presentation section. I do believe that the presentation section may be more of a hardship for some students with little knowledgeable gain. I see this in many of our military students because of their limited access. I plan on removing these presentations and reorganizing the business plan checklist and rubric to accommodate this change.
Introduction to Business	Completed the muddiest point discussion board in unit 16 for the business plan paper (final)	The students were the most confused about the PEST analysis. It was suggested that we have a template that would allow us to fill in this analysis.

Introduction to Business	The students completed a discussion in the BARTONline shell under the Ch. 16 unit called Business Plan Discussion.	The Students found a lot of value in the business plan project and liked the application of the concepts that they were learning in a real world idea. However, they would have liked to have more information simplified for the Management Section. I think we will break this part into two and try to provide more specifics. The students would also like more examples that could assist them in out to organize or structure the paper.
Introduction to Computers	1001 I did a muddiest moment which is located in Unit 7 under a content item link labeled Module Comments.	Students want more information on trouble-shooting computer problems. Will add some lecture notes, YouTube videos and links to the course.
Introduction to Computers	I did a background knowledge probe on the use of spreadsheets. Most student did not know what a spreadsheet was so we started with spreadsheets basics. There is no online access in this class.	Helped determine a starting point for the coverage on the topic, will continue to survey student knowledge to ascertain at what level the course material should start.
Introduction to Computers	I gave a five quick question pre quiz to discover what my students knew about programming language.	Given the results we stopped and spent three days learning a little about programming. Each day we explored a language and wrote a short program that required basically the same input, process and output. Day one HTML, day two Visual BASIC and day three C++. I think they walked away with a better understanding. I have now woven this into the course syllabus.
Introduction to Computers	I provided a face to face question and answer session over course assignments each week. I also provided a weekly quiz over the course material and explained any questions students had after each quiz.	I learned that the students seem to enjoy hands on projects. This is somewhat difficult due to the restrictive correctional facility environment. However, through use of Moodle and other virtual servers brought to the classroom I was able to provide more meaningful instruction. This will improve future classes by allowing them a simulated internet experience dealing with subject matter presented in class.
Introduction to Computers	I did a muddiest moment which is located in Unit 7 under a content item link labeled Module Comments	Changes lecture notes on Internal Citations.
Introduction to Computers	Muddiest Moment. Students were asked to describe their Muddiest Moment from our Living Online section.	Responses guided future course discussion. The CAT topic covered too broad of a range of information. Future CATS will focus on a more specific area.
Introduction to Finance	Determining the value of M1, M2 or M3 which is found in the Chapter 1 Threaded Discussion	I incorporated a video to help comprehension with these items and I believe it was very helpful

Introduction to Leadership	Background probe done on leadership characteristics then explained characteristics for students that there was no knowledge. Activity was also given over characteristics to reinforce material.	Reinforcement material will be given to address those characteristics that are continually identified.
Introduction to Music	Muddiest Point; Prior to test 3 I have the students submit a topic or term that they feel is confusing or that they need additional information to understand. I gathered the information and proceeded to review the topics.	I have modified the presentation of some content based on these results.
Introduction to Music	A Gradeless quiz is given two classes before Test 2 over musical elements, genres and events from Eras of the Middle Ages, Renaissance and . Using the results of the CAT, we cover the most missed items again the class before the test. The results: The CAT - 5 out of 17 missed the term "Melody", The Test - 1 out of 17 missed the term "Melody".	Review the term "Melody" comparing it to "Harmony" later in the semester again with different listening examples.
Introduction to Music	During a lecture over the Classical Era, I put in a multiple choice question over one of the most missed genres on our Final, the concerto, in the PowerPoint... We had already discussed this genres in a previous class during the Baroque Era. The results were 15 out of 22 had the correct answer.	We will discuss it again with another Classical lecture and look at the difference in the correct answer and the most popular wrong choice.
Introduction to Music	Muddiest Point (Are You Confused) Students post the concept that is the most confusing.	Responses are individualized except when several list the same concept. I add additional content and examples to help clarify these elements.
Introduction to Music	I gave an unannounced questionnaire on the elements of music. Students could earn extra credit for giving the correct responses. I tabulated the results looking for the elements most often missed. We discussed and clarified the most frequently missed answers and I let them know they would be tested over these answers during the next class.	My teaching, and the examples I use are strictly based on the results of the questionnaire so my teaching must be adjusted each time I go through this process.
Introduction to Music	I did a multiple choice assessment of students' understanding of the sonata allegro concept, followed by an essay question on the test which assessed mastery of the same concept, and then compared the results. The CAT is found under Module 8 in the course shell.	I will keep working on creative ways to present this material. I think the difference in the results is that students are not comfortable with the short essay format; multiple choice is much easier!

Introduction to Music	I used 2 multiple-choice Knowledge Checks to help students focus on 2 important concepts on which they would be tested in an essay format. The C.A.T. is described in detail in Module 3, under the button Classroom Assessment Technique Results for Chant and Polyphony. The C.A.T. results and the effectiveness of the technique is available to the students as well.	I added a paragraph specifically pointing out how this C.A.T. will help the students prepare for a later exam as well, and I slightly modified the questions in the Knowledge Checks, based on the students' results.
Introduction to Music	After the first 6 Chapters, I ask a question about what term they are most confused about. They must reply in a basket from the dropbox.	I then reply with a different explanation from the lecture. Feedback has been positive
Introduction to Music	Survey of terms. Students copied a list of terms and indicated the music genre for each term. Papers were collected and averaged for the class.	Based on data results from the survey, additional class time was spent to clarify and further define the least understood terms.
Introduction to Networking	I did a (Check on Learning) Minute Paper in Unit 4 under CAT	There were several areas identified as difficult so I need to look at how to help the students grasp the information better or determine if it was just a lack of study on part of the students. Definitive adjustment cannot be made until a second assessment is completed.
Introduction to Networking	I requested a one minute paper asking students to explain what topic had been most difficult and why. Most students expressed being challenged by the topologies and how to choose the best one for a scenario.	I will provide students with more resources regarding topologies as this is an area that they must fully grasp as analysts.
Introduction to Networking	Under Unit 5, I did a check on learning paper where the students reflected on what they learned in chapter 5 along with the rest of the course and also what topics they were not clear on. In looking at the papers, I can clearly see the OSI model while the students are grasping it, they still have some questions. Furthermore, the content for the course needs to be updated (but I already am doing that). The content isn't out of date per se, just there are always new advances in networking every month along with technology in general.	What I will do is update content (was going to do so anyways) due to new advances in technology. I will also provide some more resources on the OSI model. And more activities attached to learning that model.
Introduction to Philosophy	In week 5 a background knowledge probe was used to examine critical thinking for the round table essay. There was development needed for this area.	Explanation and examples were incorporated to aid critical thinking development.
Introduction to Philosophy	A peer editing process was added in week five of the course and this added value to the major essay.	The upfront help for processing the major essay was beneficial and will continue to be developed.

Introduction to Philosophy	A background knowledge probe was used with the final essay. An addition of an outline was introduced for the assignment.	The improvement had enough value to add the outline element to future classes for improved essays and learning.
Introduction to Philosophy	I asked the students to reflect on the course by comparing their essay written in week 1 about their expectations with their actual experience, nothing both what they have learned and what they failed to accomplish. This final reflection is written in week 8.	The answers given are an additional impetus to me to continue finding contemporary issues and events that will help them apply what they are learning.
Introduction to Philosophy	I asked students to reflect on their experience in the course in Unit 8 on the basis of their stated objectives in an introductory discussion	I need to help students understand the applicability of the material to their own contemporary lives. Students indicated a discontent between course content and the real world. I need to help them better understand the connections that do exist.
Introduction to Philosophy	Muddy Point. 5 Students voted Newton's use of theory as muddiest. 4 voted for his use of experiments, none voted for none.	Will spend more time for similar topics.
Introduction to Philosophy	A background knowledge probe was done on the last week.	Additional lecture time with descriptions and examples of the terms will be added.
Introduction to Philosophy	A background knowledge probe was used in class on week's 5 and 6. Critical thinking questions were presented for discussion.	There were areas of critical thinking with epistemology and metaphysics that needed more attention and time in class.
Introduction to Philosophy	I asked the students to identify which of the course objectives they had met. I also asked them to identify what assignments helped them fulfill this objective.	I need to continue to press students to do more comparative analysis between philosophers. To do this, I will continue to develop and implement good questioning techniques.
Introduction to Philosophy	In the 6th Unit, I added a short answer discussion thread entitled "What would s/he say?" In this thread, I asked students to choose one philosopher and imagine what advice s/he would give to politicians today.	Adding this CAT helped me see whether students were able to apply the philosophical concepts we are studying to the "real world" in which they live. By examining the students' responses, I was able to see that I need to push them more in the Unit discussion forums to not only talk about what the philosopher meant but also make real world connections so that they are engaged on a personal level with the material.
Introduction to Philosophy	I asked the students in Unit 1 to discuss their expectations for the course and what they wanted to learn. Then in Unit 8 I asked them to reflect on what they had written in Unit 1 and talk about how the course had met and/or failed to meet their expectations.	I am always in the process of reviewing and editing my responses and questions. The students' responses indicated a positive response to the course material and a belief on their part that they had (for the most part) achieved their goals. I can see however that I still need to work on connecting the learning experience within the class to the more present realities of their ongoing professional and/or personal lives.
Introduction to Philosophy	A background probe was used during week two to discover basic written skills for writing an essay.	Additional explanation with examples were needed to aid development before the first essay was due.

Introduction to Sociology	I did a background check to see if students had previous knowledge of class systems in the US. (Chapter 7) They were fairly informed of this topic and so we were able to spend less time on this chapter than anticipated.	This freed up time in schedule to spend on other areas where they were less prepared.
Introduction to Sociology	I did an assessment of student understanding of sociological perspectives. 44.4% of students gave satisfactory answers. I then proceeded to a new topic. I then applied the perspective to the new topic. 66.7% gave satisfactory answers. Located in doc sharing labeled CAT 4.	I will continue to apply the perspectives to each new topic to increase the number of students responding with success.
Introduction to Sociology	I asked students about the topic of feral children which they did not know the term. We then watched several videos concerning feral children and then discussed this topic at great length.	I think implementing more videos on the various topics help the students to understand topics and terms in sociology so I will be implementing more videos each section of the class.
Introduction to Soils/Lab	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. After the units on soil characteristics, lab time was spent in the soil pit and in a classroom setting applying the information and going over areas of misunderstanding	More field time relating class concepts to the field.
ISO 14000 Environmental Mgmt	I asked my students if they know a Company/Corporation that has an Environmental Management System (EMS) in other words asked them if they any prior or background knowledge of this subject.	As indicated in my student evaluations, I will bring in printed copies of a Company/Corporate EMS document
Java Programming	I did a muddiest moment which is located in Unit "Methods" under content item link labeled "Discussion Thread"	The discussion thread provides the opportunity for students to help one another learn. Points that were still not clear after student interaction were addressed in class announcements.
Juvenile Delinquency/Justice	I asked students to write about crime theories we had been discussing in class. Only 2 students were able to provide a satisfactory description.	I continued the discussion of crime theories using more examples from case studies juveniles who became criminal. I again asked students to describe the crime theories discussed. This time 6 students could provide a satisfactory description.
Law Enforce Ops and Procedures	I utilized many learner-centered activities involving law enforcement operations, formative questioning and feedback, in addition to standard closed task materials such as multiple choice, fill in the blank exams. This course had everyday integrated classroom activities	Make course content and assignments available in CANVAS e-companions.
Legal/Ethical Issues in Health	I am using a muddiest moment section in the format of discussion thread so that way every student can see what others may be struggling with during the course.	Since this is the second time I have provided this class, the students haven't had much too constructively criticize so far except for making the syllabi and course schedule match better.

Marketing	Yes, this discussion thread is available on my course shell under the Final unit called Marketing Plan discussion.	Yes, I would like to provide more clarification and examples on the marketing plan to help the students gain insight about the expectations of the assignment.
Marketing	Completed a muddiest point discussion regarding the student's final project. This discussion is located in the final unit called marketing plan discussion.	The students were having trouble with the SWOT analysis, the PEST analysis and the Segmentation strategy. We worked out examples in class and I provided examples of these online for review as well as a marketing plan that I created to assist in these areas.
Marketing	This was a muddiest discussion that was used in a discussion board in Marketing unit 16 called Marketing plan discussion.	This was a 9 week class and many of the students felt very rushed in this project. The project is set up to assist in the implementation of the project each week so the students know what to work on but many students would have liked more guidance.
Marketing	Muddiest point in regards to the marketing plan - discussion located in unit 16.	The students overall liked the project and thought it was useful. The assistance that they would like more help with include the SWOT analysis, Segmentation and target market and advertisements. I believe I will provide completed / created advertisements for them next semester for demonstration purposes.
Marriage & Family	The CAT I used asks students what they know about marriage theory we had discussed in the previous class period. Out of 17 students participating, 9 were able to describe the family theory we discussed the previous class period.	I plan to ask for more student participation in the discussion of of family theory.
Marriage & Family	I did a Muddiest Point assignment located in Unit 9 under the content item "Muddiest Point."	Changed verbiage in syllabus to better explain written assignments and class discussion requirements due to student confusion.
Marriage & Family	I did an assessment of how well students understand family systems theory. 42.1 % answered questions about family system theory at a satisfactory level of understanding. After go over the material again using a new example the number of students who answered at a satisfactory level increased to 66.7%. Located in doc sharing labeled Family Systems CAT.	I will continue to use new examples to increase student understanding of family theories.
Marriage & Family	Muddiest Point, located in Unit 9	Students told me that the video for Dr. John Gottman's "The Four Horsemen of the Apocalypse" did not adequately explain the concept. I replaced this video with a new, more descriptive video.

Marriage & Family	I asked students to share their understanding of the conflict theory of family located in Doc Sharing titled CAT 2. Only 20% were able to answer at a satisfactory or better level.	I asked students to share their understanding of family systems theory. This time 70% of students were able to answer at a satisfactory or better level. A future CAT will be done by teaching systems theory before teaching conflict theory. If they can grasp the concepts of systems theory - a theory that explains how families work together they should be able to understand the opposite - a theory that explains how family member work against each other.
Marriage & Family	I finished a part of the course dealing with understanding marriage using exchange theory. I then asked students to interpret different situations in marriage using exchange theory. Most students (66 %) were able to correctly interpret the situations.	I repeated part of the lecture on exchange theory and asked the students the same question about interpreting marriages using exchange theory. This time 81 % of the students were able to correctly interpret the situations.
Maternal-Child Nursing I	I did a muddiest point during the lecture on the newborn and the transition from fetal circulation to extrauterine life. A large number of students did not understand fetal circulation and how it changes after they viewed a video about fetal circulation. I answered questions. I then gave an assignment for them to go out on YouTube and find a brief video that reinforced the information that I had given and bring that site back the next class. All students found a video that helped reinforce the teaching video that was shown in class and reinforced the information that I had given them. The students also enjoyed looking for a video on YouTube and we showed one of the student's suggested video to the whole class.	I am going to make it an assignment to go out to YouTube and view at least one video on fetal circulation and transition prior to the lecture with this content.
Math for the PreHospital Provd	Muddiest point - chapter 8	Going to rework the content to make it more user friendly.
Math for the PreHospital Provd	Muddy Point in chapter 8 and a minute paper in Chapter 12.	One of the areas I cover in this class is not in the textbook so I need to provide more information online.
Math for the PreHospital Provd	Muddiest point chapter 4	I'm going to add more "self-tests" throughout the class. The text book is actually a combined textbook and workbook so more online work to check there progress.
Math for the PreHospital Provd	Muddiest point in Chapter 8 and minute paper in chapter 12.	Same as the previous math class. There is an area I include in this class that is not in their textbook so I need to add more online information.

Math for the PreHospital Provd	Used Minute Paper located in Chapter 12 labeled CAT	Most of them struggled with setting up drug calculations. And for many students this area is new so they find it difficult to understand. I am going to add some assignments that break things down even further.
Math for the PreHospital Provd	Muddies Point Chapter 8	Work on finding some videos or easier ways to get the formulas across to students.
Medical Administrative Aspects	Muddiest moment is located in unit 10. This is a 16 unit course	Again muddiest moment is used to determine shortcomings. I have found that most students are finding information contained in this course to which they have never been exposed. Adjustments are often made in the exams to help clarify concepts.
Medical Administrative Aspects	Classroom assessment technique was placed in unit 6 to assess the student's understanding of the principles of medical administration aspects.	I used the muddiest moment with discussion of concepts presented in a thread. This is a brand new class so all information received will be used to improve and enhance the course content to amplify learning of key concepts.
Medical Coding II	I did an ICD-10 chapter located within the shell. ICD-10 is an upcoming coding system set to be implemented in October 2014 although it is too early to actually teach ICD-10 I felt it was important to have a brief introduction to the new coding system.	I believe it will be necessary to add more info on ICD 10 as more info and a solid implementation date is announced.
Medical Surgical Nursing I	I did a background knowledge probe to determine the students understanding of the structures and functions of the eye prior to teaching the disorders of the eye. The probe was used to determine the amount of review that would be needed. Most of the students were very unsure, while a few of the students were able to name a few of the structures and their functions. The anatomy of the eye along with the function of each entity was briefly reviewed with the students. While explaining different disorders of the eye, the students were able to distinguish the location and function of the area of the eye identified, and gain the concept of the disorder in context to the area affected.	Next year, I will review anatomy with students prior to teaching about the disorders as it seemed to help the students grasp the concept of the disorders better.
Medical Surgical Nursing II	I assessed background knowledge and preparedness of students prior to delivering the lecture on the immune system. To accomplish this, I administered a pre-lecture questionnaire immediately prior to the lecture and after reviewing the answers together the students were allowed to amend their answers to the questionnaire during the lecture.	I will devote additional time to terminology and key terms utilized during the lecture.

<p>Medical Surgical Nursing III</p>	<p>Conducted a background knowledge probe wanting to assess knowledge gained in Cardiovascular theory in regards to cardiac monitoring and interpretation of ECG tracings papertime. The students were provided the reading material on August 13, 2012. They had required readings from two different nursing textbooks for the course to obtain the information. The theory was presented by the instructor on correct ECG electrode placement and a visual DVD was utilized. There were sample monitoring cables demonstrated to the students. The 32 students were provided a form to complete the blanks on a chest diagram for electrode placement. A monitor tracing was on the form and asked six questions about papertime as seconds represented by each marker at the top of the paper, number of complexes, and the approximate heart rate in beats per minute. A question asked to calculate the heart rate using the rule of 1500 also.</p>	<p>The overall results completing the diagram for electrode placement was good as only 3 students had one incorrect blank. The papertime section had the most questions incorrect. The plan would be to give more examples during the lecture. This would allow the students to become more familiar with calculating the heart rates in beats per minute based on papertime. It could be assistive to have a handout in Doc Sharing for students to review the key points of cardiac papertime prior to the theory.</p>
<p>Medical Surgical Nursing III</p>	<p>I gave a colored pictorial handout describing the differences in signs/symptoms between right and left sided heart failure and then reinforced the content with discussion. One week later I asked the students to list 3 signs/symptoms of left sided heart failure and 3 signs/symptoms of right sided heart failure.</p>	<p>There were a higher percentage of students who were not able to list as many symptoms of right-sided heart failure so I would identify ways to strengthen the content pertinent to that topic.</p>
<p>Medical Terminology</p>	<p>Muddiest moment is one I frequently use. With this accelerated class online, there are plenty of practice exams for students to test the waters before taking the module exam. I do have a final essay question that I pose that gives me a good idea that students do understand the concepts of interpreting Medical Terminology</p>	<p>With the success of the essay question for the online format class I have instituted it in my face to face classes as well.</p>
<p>Medical Terminology</p>	<p>I did a walk - about and application article. I assessed student's understanding during class. This helped provide feedback on the student's understanding. Some of my students that were hesitant to ask questions became more involved. Students received an assignment to find articles related to the subjects completed at school and review those articles.</p>	<p>Feedback helps me focus on learning needs of the group by focusing on areas that the students are struggling to understand. The discussion at the end of the term with the students also helps me find areas where I can improve and also focus on for the new group.</p>

Medical Terminology	The muddiest point, this is located in the Course home	Even though most of the responses to my CAT were not in regards to the content of the class, I will provide better information regarding deadlines and info. Regarding resources for making flash cards and other tips for managing the course materials in the beginning week of the class.
Medical Terminology	Direct observation and questioning was used throughout the course using background probes, word descriptions etc.	Notice when folks didn't understand the concepts, we would review sometimes up the three times during the course.
Medication Administration	I did a great deal of student observation of medication techniques and return demonstration.	I corrected any student's procedure that wasn't quite to protocol.
Mental Health I	I did a one-minute paper. The content covered was under Unit one. The topic for the paper was Axis I, Axis II, Axis III, Axis IV, and Axis V. Students in past classes had performed poorly on this topic area on the test. So this was one area that I think students understand initially when the content is presented, but the retention is not good.	One strategy will be to take more class time to cover the content in more detail. Perhaps utilization of a brief case study and then have the students actually find and list each of the five axis categories.
Mental Health Nursing II	CAT FOR MENTAL HEALTH II Spring 2015 Childhood Disorders Lecture For this lecture I used a muddiest point CAT. The responses to this question resulted in several common themes. Three mental health conditions were suggested to develop greater student understanding. The conditions the students suggested were: Autism, Separation Anxiety, and Conduct Disorder. Two students identified that they would like more clarification of medication used to treat the medical conditions. Three students had the following varied responses that suggest a need for more time reviewing the material. The three responses were: "I don't know," "All of it," and "What to study." Three additional students responded with the theme of "I understand the lecture." One additional respondent reported enjoying the content, but that he/she "need(s) more nursing application aspects."	Through the use of this CAT, I will plan to spend additional time on medications. For the three mentioned conditions, I will try to give the conditions more definition and focus for clarity. I will also plan to try to give additional application examples for the students.
MLT Urinalysis & Body Fluids	I did a muddiest point in Week 6, Module 5 in the weekly discussion about chemical testing.	The students felt that more videos would help explain this testing better. I will try to add more Panopto videos into the next session.
MLT:Capstone Sem in Lab Med	Threaded discussion of what could have made the course material delivery better. Based on corrections required for resumes and cover letters.	Addition of a video to show the different resumes and cover letters. Students did not like to read for info.

MLT:Clinical Microbiology II	<p>I did a muddiest point discussion in Week 7 where I asked about hard concepts in Micro II and how I could improve the course to deliver this information in a more structured virtual format.</p> <p>I did another muddiest point in Week 12 where I asked the students to discuss the CANVAS LMS as a learning system. What worked, what didn't work, and what challenges they faced that they had not experienced with the former LMS system.</p>	<p>As I rework this course for the next term, I will definitely take their suggestions and try to incorporate them into the course. They had some great suggestions, and told me of things that didn't work very well either.</p>
MLT:Hematology & Coagulation	<p>The CAT question for this course was a 'muddiest moment' which is located in Week 10 under content item link labeled CAT question. I asked the students how they learned the coagulation cascade, what made it easier for them to learn, and what were they having difficulties on. After answers were received, I've decided to create a blank copy of the cascade, and will allow the students to print out and self-test as many times as they need until they understand it.</p>	<p>After answers were received, I've decided to create a blank copy of the cascade, and will allow the students to print out and self-test as many times as they need until they understand it. The coagulation cascades are extremely important for MLT students to understand, and by using this study tool, I believe they will be able to self-check to make sure they 'get the concept' and will be able to use it as a study tool for the certification exam in the future.</p>
MLT:Immunology & Serology	<p>Muddiest point in Ag-Ab interactions and what would have helped with your understanding.</p>	<p>More pictures possibly a video?</p>
MLT:Immunology & Serology	<p>I used the one-sentence summary method for discussion of cytokines. I also included case studies at the end of the semester to allow the students to think outside the box, and use the knowledge they gained this semester to answer the questions about the case studies.</p>	<p>I will assign the case studies a bit earlier in the semester so there is more time to discuss the answers with the students.</p>
MLT:Intro/Med Lab,Urin,Body Fl	<p>Unit 15 is the location, and I did a pro-con type of CAT. I mainly wanted feedback as to what the students found helpful and what they didn't.</p>	<p>I will provide more quizzes, so the students can self-evaluate more often throughout the course instead of waiting for the longer exams.</p> <p>I will also re-write the study guides to better engage the students.</p> <p>I will also create a new section providing microscopic photos of substances they are required to know to better help their understanding of the microscopic process.</p>
Musical Theatre	<p>Practicum hours in performance in Musical. During rehearsal process repeatedly challenged actors to their character development.</p>	<p>Scheduled extra rehearsal time for struggling actors</p>
Networking I	<p>In one of the earliest class discussions, the students expressed an appreciation for learning from video, so in Chapters 1 and 2, I included links to 2 instructional videos from YouTube. One is for a general overview of servers and the second is for installing Server 2008.</p>	<p>I would add some videos the next time to give more than one break down of the material versus just in reading format. Many of the students appreciated having the videos, and a couple of them ignored them, but I think those that appreciated them made it worth considering adding a few more.</p>

Nonverbal Communication	Muddiest Point - each module	Students have trouble with analogic coding - explained to them - will work on PowerPoint to make this concept more understandable.
Nonverbal Communication	Best and Muddiest Point - in each unit Students had trouble understanding concepts in first chapter - somewhat abstract I answered questions on this tab for them	I will need to explain more in PowerPoint/lecture notes to help with understanding.
Nonverbal Communication	Best and Muddiest Point - students asked to comment on items from each unit and explain them in more detail	As students this session were not very active in this assignment, I will make it worth points or EC
Nonverbal Communication	Reflection and Questions assignment in Assignment Sets (under Assignments Tab) - students asked to respond to what they grasped from a section	I will continue with what I am doing - possibly verbalizing questions more in class instead of per student
Organ	The student records their performance on the iPad and completes a rubric measuring proficiency in rhythm, pitch, and musicianship.	Following the recording, a discussion with the student and instructor about the scores of the rubric will take place a week before a final grade.
Organic Chemistry I	2 Muddiest point discussion - Unit 4 & Unit 7	My students are still struggling with concepts I felt I had shored up previously. This indicates that I need to take a different approach and design some new tools to lead the students through several of the concepts. (these tools are in progress right now)
Organic Chemistry I	I did audible/nods. I asked the students if a compound had or did not have resonance.	I explained what resonance was and provided examples of the topic.
Organic Chemistry II	I used the Audible/Nods method. I described a reaction and the mechanism behind it. The students were asked if they understood why the mechanism proceeded the way it did.	Working a problem in class, and then giving the students different problems to solve in class may help.
Paramedic II	Cardiology. Found in the May 6th unit. Cardiology CAT Normally in cardiology, after learning the basics of rhythm interpretation, we hand the student an EKG strip and ask them to use the rules of interpretation to determine the strip. However, for this CAT, I turned it around and gave them the five rules of interpretation for the particular strip and they had to deduce what strip I was describing.	I will continue to use this method to assess and teach rhythm interpretation.

Paramedic IV	Oral review for the Course Final. I utilized the curricula objectives vs. the actual test question to query the student's depth of knowledge. This allowed for further questions from the class on the subject matter and topics were reviewed as needed.	I review the class notes for objectives that I identify as not well understood by the class as a whole. Modifications are then made as needed to ensure the material is well covered for future classes.
Parenting	Muddiest moment on explanation of community resource list	Students were not understanding the assignment and I will revise assignment
Parenting	I have one CATS question in the even number modules, total of eight CATS. I have one muddiest point, create your own test question and 6-1 minute questions.	I have rebuilt this course in Canvas. I threw out some test questions when testing this course this fall.
Parenting	In Unit 5 Quiz, Question #21 students were asked if there is anything that the instructor needs to clarify in this unit. During Week 4, I asked students to answer questions regarding the way information is presented (lecture, PowerPoint, hands on, etc.) and their preferred learning styles. They submitted their responses on a notecard.	Based on the results of student responses, I increased the amount of activities and movement and reduced amount of time spent lecturing using PowerPoints. We engaged in more cooperative group lessons. I also increased the number of open-ended questions to determine understanding of discussion topics.
Patient Care I	I have the student's journal three times during the course to assess what they like and do not like about the course. This year overwhelmingly they want more hands on activities. So those will be implemented in the content next Spring.	This class has lab attached to it and they want the practice increased.
Patient Care I	I have been using the journal in the course shell for determining what areas I need to stress a bit more. Each student is required to make three journal entries, one at the beginning, one in the middle and one at the end to determine knowledge level, what is unclear to them and what they learned.	The first journal entry has given me a good basic knowledge of where each student is in the learning curve. I will incorporate knowledge that the students have to enhance the knowledge that the two who don't have the understanding of these basic principles.
Patient Care II	Direct observation of clinical applications and direct questioning on learned subjects.	If concepts not well understood or applied, they were reviewed and practiced further.
Payroll Procedures	Continuing Payroll Problem in Modules 10 & 11 (CPP)	This continues to be a great CAT for individual needs for student review and mastery of material. Identification of individual needs is key and then I provide additional instruction in those areas and return for mastery.
Personal & Community Health	In Unit 6, used the Point of Confusion for the students to comment about the course. No comments were received. Comments in the evaluation continue to focus on the amount of work required.	Continue to focus on encouraging the work students are completing.

Personal Finance	I use the muddiest point for my CAT and I applied it to Chapter 1 and the time value of money.	More exercises
Personal Finance	I use the muddiest point for my CAT and I applied it to Chapter 4 and how to apply tax planning strategies.	While everyone did well, based on the responses I will try some new strategies.
Pharmacology for Nurses	Gave math problems and students having difficulty understanding Dimensional Analysis setup.	Will require student to prepare by having activity completed from DA CD.
Pharmacology for Nurses	Muddiest point related to insulin onset and peak	Will need to spend more time on the relationship between onset and peak times and hypoglycemic reaction
Pharmacology for Nurses	Pharmacology requires students to be proficient in Dimensional Analysis math concepts. This information was reviewed prior to test one. Students worked problems as review prior to the first test. The first test had several students missing key concepts. Immediately after this test, more time has been added in working on Dimensional Analysis math for nursing students and the work is turned in to the instructor. Students that have difficulty make appointments with the instructor and the nursing remediated. Time was not scheduled in future lectures to review this material, but as a result of testing and checking students work, review time has been added every two weeks. More problems have been sent home for students to practice. Math scores have significantly increased.	Change to the course was made this year as above. Next year, this will be implemented from the beginning of the course.
Pharmacy Calculations	I did a muddiest moment which is located in Unit 5 under content item link labeled 'Muddiest Point'.	I have adjusted the Practice Tests requirements for each section.
Photography I	Used the muddiest point with each of the first four test that were given after each of the power point lectures	Made adjustments and would give additional time for areas that the students found to be confusing or muddy.
Physical Science	Conducted Walk-about during laboratory activities	Re-directed students based upon comments and questions received during walk-about
Physical Science	I surveyed the students at the beginning of class regarding their estimation of the relative importance of various energy sources in the United States. After talking about the US energy sources in class, I asked the same question at the end of class.	I will find more ways to graphically reinforce the relative importance of the various sources.

Physics I	I have a CAT every couple weeks for both of my courses. Some are muddiest moment type questions that help me pinpoint what concepts need more focus. Some are questions geared more towards delivery of content and what might be a better way to get the information across.	I have a list of suggestions from students that I am working through. This includes more tutorial videos and more practice problems.
Physics II	I actually added in several different CATs throughout this course. A three minute summary, muddiest moment, and a couple I don't really know the name of. I also added a couple questions specifically about the course setup.	Online has been a bit of a struggle for me, so I am trying to make as many adjustments to make it easier for students as I can.
Physics II	I did a Background Knowledge Probe about the structure of the atom before starting a unit on nuclear physics. Even though the students had been exposed to these ideas in high school and in college, they were remarkably fuzzy, so we reviewed atoms and basic chemistry before focusing in specifically on the nucleus.	I will probe basic understanding more, since the students always seem to know basic facts that I expected they would know.
Plant Science	At the start of each unit, students are given an exercise to determine their knowledge of the subject. Major weaknesses are noted and emphasized during class. Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. Lab exercises were conducted based on class materials to evaluate student's ability to apply concepts learned.	Developed more class interactive exercises to apply the knowledge. Theory to real world.
Plant Science	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. Lab exercises were conducted based on class materials to evaluate student's ability to apply concepts learned.	Repeated a lab to better explain concepts.
Plant Science	At the start of each unit, students are given an exercise to determine their knowledge of the subject. Major weaknesses are noted and emphasized during class. Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed both with review in class worksheets and a review of them. Lab exercises were conducted based on class materials to evaluate student's ability to apply concepts learned. Various nonverbal cues are also evaluated constantly.	Improve the in class review sheets to better integrate concepts prior to testing.

Police Defense Tactics	CAT was given as face-to-face hands on training involving the Use of Force continuum vs Level of resistance. Each of the tools usually available to police officers were used to resolve unique situations the future officers may face.	The only changes I would make are based on current case laws and the changes our courts may implement.
Preschool Child	I have CATS in each of my eight Units. One muddiest point, write a question and answer for quiz and six 1 minute questions.	Add more videos.
Preschool Child	muddiest moment on a post it note	Asked for students that felt capable of explaining to go pick a post-it from the board, research a bit to find where the information was first presented and the explain to peers. Work Beautifully!
Preschool Language & Literacy	I had the muddiest point in Week 5 in the discussion forum.	A few students were confused as to where to submit a few assignments. I spoke with each one and cleared that up. I will look at my directions for that assignment, so there is not any confusion in the future.
Principles Grammar Form & Style	A background knowledge was used with terminology in unit 7.	The outcome for terms not understood was the focus. The terms were defined and discussed to increase understanding.
Principles Grammar Form & Style	I have two CATs in this course. Both are Muddy Moments in Units 4 and 5.	Based on a colleague's advice, I revised the due dates for the Muddy Moments: I now close them before the test so that I can answer questions about the material before the unit test is due. I had always closed them after so that students could look at the errors and then ask questions. This is still a work in progress for me!
Principles Grammar Form & Style	I have placed two "Muddy Moments" in my course. One is Unit 3 and the other is in Unit 8.	I intend to place more "Muddy Moments" in my course, and once again, I will look at improving my notes for Units 3 and 4.
Principles Grammar Form & Style	I have included Muddy Moments in every odd-numbered unit so that my students can post their questions about the two units that they will be tested over in the even-numbered units. Most students did not use the "Muddy Moments" to ask questions. They seemed to prefer email interaction.	I am going to add the Social Course Home feature in hopes that my students will attempt to interact with me or other students that way.
Principles of Animal Science	Had an in class discussion as a final review-then had students write down what areas of the final they felt they were least prepared for and then covered that information.	Tried presenting material in other ways to enhance student learning.
Principles of Biology	Muddiest Point	I think I may have students pick a muddiest point they understand and try to explain it to the class.

Principles of Biology	The CAT I used is a formal lab report with evidence provided for evolution and writing lab skills	I will not adjust my teaching but I will require students to write the lab in class so that they work on the computers at the website as I watch them to ensure they complete the lab correctly - not the content but the format.
Principles of Biology	The CAT for this class is a formal written lab report found in the middle of the semester and also a muddiest moment. The students did ok on the lab report itself but seem to have questions about insignificant facts. Instead of focusing on the big picture or topic, they seemed to be "hung up" on facts. I addressed this directly and explained to each student in depth.	I have updated my future summer classes to ensure all links are working and revised most labs so that the lab report forms are linked into the directions. I have also changed or tweaked several labs to prevent labs from last semester being used.
Principles of Biology	I asked the students to tell me their "murkiest point" after we finished discussing transcription and translation in protein synthesis. Students had to give me at least 15 words or more.	The answers the students gave me indicated that they couldn't differentiate between transcription and translation. I decided to show a short video clip about the process and then I re-showed it nearly frame by frame. I then asked the students to summarize the process.
Principles of Biology	I used a muddiest moment related to evolution. This is located in lab 7 under lesson 7 and shows up as a lab. The students must think critically about their conclusion.	Have added a muddiest moment to the Semester 3 class. I provide support in the expectations to make it clearer.
Principles of Biology	Following the lab on mitosis, I asked the students to draw each of the 4 mitotic phases on their white board and to label the parts within their cell that played a part in the process.	Most of the students could draw the phases in the correct order, but had difficulty labeling the parts. Therefore, I handed out a small sheet with diagrams and we labeled them using the projector and the students could follow along.
Principles of Biology	I gave a murkiest point on their daily response sheet following the mitosis and meiosis lecture.	There was a lot of confusion discerning the differences between the two processes, so we spent 15 minutes at the beginning of the next lecture outlining the differences on a T-chart.
Principles of Botany	Following our discussion on flower structure, I had the students label the basic flower parts on a diagram that I provided.	Most all of the students correctly identified the basic parts, and only had trouble with the base of the flower, so we reviewed the pedicel, calyx, and ovary.

Principles of Macroeconomics	<p>The final exercise was an exercise in hiring; students were given information in stages and had to make decisions based on the current information they had received. The end result was for them to see by the evaluation of each candidate's long term performance. This provides students with an opportunity to evaluate themselves and see how fit in preparedness for job opportunities.</p>	I am always reassessing and looking for new ideas to further the education of students and myself.
Principles of Macroeconomics	<p>In this course I have continued to adjust business situations to give students the opportunity to put into practice the learning principles they are learning. This can be listed under Doc sharing.</p>	I will continue to adjust and try to make each learning experience more professional for higher student achievement.
Principles of Macroeconomics	<p>The C.A.T. I used was an international project for the students to work on dealing from an economic and business view. The project was for students to provide information on a startup international shipping company. This was for students to work on throughout the course and did Power-Point Presentations the day prior to the course final. This was an extremely time measured effort. I evaluated students on team effort, research, believability of product, facts, calculations of fuel usage and tonnage.</p> <p>It took the students the first week to come up with questions and get a feel for what was required.</p> <p>I though the end products for most groups was excellent with a lot of effort being used. Students told me that this was a great learning tool for them.</p>	I am always making adjustments and taking notes on what I can do to make an exercise as this a great learning opportunity.
Principles of Macroeconomics	<p>Located in Doc Sharing</p> <p>- I have not modified this due to the fact that I continue to use different business situations throughout the course changing in accordance with the ability of the class in general.</p>	I field new business situations that go along with the classroom instruction. These are good measures for my understanding if students are learning the concept.

Principles of Macroeconomics	For this course it is important to focus on aggregate GDP, meaning in the entire growth of an economy. The C.A.T. I used for this course was two separate closer activities that students must function and decide how to handle situations that have an internal problem that could cause major problems within the economy. These are based on countries making decisions about individuals and entire population needs and effect.	I always go back and see the effect on my students to see if this is a viable activity that they can relate to and shows clear purpose. I have made changes each semester to procedures and desired outcomes.
Principles of Macroeconomics	I used Test per Unit and also I used practical business exercises throughout the course to give students a better idea of how these work in the business place.	I always make changes some test and instruction based on student performance throughout the course.
Principles of Management	I did a Kahoot! Survey. The survey consisted of 5 examples of tasks performed by managers. The students had to select whether the task involved the manager utilizing technical skills, decision making skills, or interpersonal skills.	The assessment indicated that a couple of the students struggled to identify which skill was being utilized. I retaught the content and provided them with more examples. I conducted the Kahoot! Survey again, and the students were 100% successful with the 2nd time.
Principles of Management	I completed the muddiest point discussion / question regarding the Assessments and the Reflection paper in the course shell in Unit 16 called a session discussion.	The students seemed to have the most difficulty with organizing the paper. They thought the assessments were accurate (for the most part) and helped them learn something about themselves.
Principles of Management	Completed the muddiest point discussion using a discussion board in BARTONline eCollege, Unit 16 Called Assessment Discussion.	The students thought the assessments were accurate but perhaps a little redundant at times. I believe this occurs to see how the students may answer differently depending on the topic but a similar or different response. We will be adding some assessments with the changes in the new edition of the textbook.
Principles of Management	Completed the muddiest point discussion in unit 16 in regards to the reflection paper that each student must complete for their final project assessing their assessments completed throughout the semester.	Several of the students would like to see these reflection paper instructions sooner in the course so they could work on it throughout the course rather than at the end.
Principles of Microeconomics	Background knowledge probe over the economic impact of high/low gas prices. After activity, did another one. Will continue to use hands-on projects for economic concepts.	Introduce more hands-on learning activities for economic learning.

Principles of Microeconomics	<p>In trying to provide a suitable learning experience that will enhance the learning of economics, I have incorporated a research activity that allows student to step outside of a classroom and an in to a practical exercise. This assignment began at the beginning of the course and end with Power-Point Presentations. Students were to design a transportation rail system for the state of Kansas using train systems that were available for information along with cost information. (This assignment is located in the Document Sharing folder of the course).</p>	<p>I took notes on what went well and what I can improve on and have made some of those changes already for the next courses.</p>
Principles of Phlebotomy	<p>I did a background knowledge probe in a threaded discussion form to see what the students were struggling with, with regards to the order of draw.</p>	<p>I enjoy this format, as it allows the students to be 'teachers' and I feel that if the student is teaching the subject, the student is learning, and gaining confidence in him/herself in that particular subject.</p>
Principles of Phlebotomy	<p>I have done the muddiest point with my students several times in class and in the lab portion of this course. I have also put questions in three of the exams that deal with CAT inquiries. They range from the muddiest point concept about a particular topic to questions about what ideas were hard to understand and how I as the instructor could "get the message" across better.</p>	<p>I am going to arrange a couple of lectures to include more information about some topics, especially quality control and quality assurance to help my students to better understand these confusing topics.</p>
Principles of Phlebotomy	<p>I did the muddiest point in class, to see if the students understood the additives and their actions on blood specimens, most students were still a bit confused on some points, so I re-explained it to them, and then quizzed them in class to make sure they understood it.</p>	<p>I will continue to this in class as it is important for the students to learn and to understand this concept, I will put more emphasis on this material for my future classes, and create diagrams for the students to keep as a reference tool.</p>
Principles of Phlebotomy	<p>The CAT I used was located in WEEK 7 of the course. It was a form of the muddiest point, in which I asked the students to determine if the concept of the "order of draw" was being understood, and what tools were they using to help understand the concept. Almost all of them were using a bracelet and sample card they received in the course to help with this concept. They reported that the visual aids were excellent and also that the instructor was being successful in getting them the information they needed to learn this concept.</p>	<p>I will continue to make sure that these tools are available for all the students and look for more visual aids for them in the future.</p>

Private Voice	I did a problem solving CAT based on how to figure out why the throat would tighten on the word "thing" singing a high "F". 85% of the students figured out that the pronunciation of the word, staying on the vowel longer, would produce more open freedom and resonance.	I will include more problem solving opportunities within my teaching throughout the semester, and continue my instruction on Vowel is Tone.
Private Voice	I did a problem solving CAT. Most (about 85%) had a good idea how to proceed to solve the problem of tightening the throat on the word "thing" sung on a high "F", recognizing that vowels are open and produce tone, but consonants are closed, reducing resonant space.	I will increase the use of problem solving within my teaching over the semester and continue similar instruction in focusing on the principle of Vowel is Tone.
Pro Responsibility in CJ	Audible/nod. Based on audible/physical feedback, it became clear to me that my students did not have confidence in their ability to speak in front of their peers.	I instructed my students to read all assignments in front of the class. The student's confidence has improved and speaking in front of the class is not an issue any longer.
Psychology of Serial Killers	I have students submit a weekly reflection each week which includes a muddiest point. Several student expressed confusion with one classification system as to whether killers are product or process killers.	I plan on providing further details and examples on two types of killers, product or process killers. Also, I intend to include weekly reflections in all future courses.
Psychology of Serial Killers	I did a background knowledge probe. At the beginning of the class I asked students how they thought serial killers could be defined. We talked through some ideas and then I explained to them the actual definition and characteristics for determining a serial killing. Many of the students were in the ballpark for the correct definition.	First time teaching this class-I learned about a lot of things I want to change regarding psychological information and research. I plan to incorporate more theories and knowledge about the mind/brain.
Public Speaking	Reading Response - in each module - students are able to discuss items from the course which are confusing - I will discuss their questions in the discussions.	I will continue to answer these questions on a one to one basis.
Public Speaking	Reading Response with muddiest point - students have questions/concerns about citing	I decided to send an email to students with extra help not found in course (elaboration)
Public Speaking	CAT was performance based from the Informative speech located in the shell under course home to the Ceremonial Speech performance also located in the course home of my shell.	I will be making scheduling adjustments to provide for more practice speech time and more speech planning time in class.

Public Speaking	<p>I used a Muddiest Minute.</p> <p>While conducting a lecture on persuasive speaking, the class wrote out their least understood part of the lecture. Of the eight students, only three had a "muddiest minute". All three wanted clarification on summarizing material for a persuasive speech. I then went over, in further detail, on how to summarize a persuasive speech.</p>	I will use more examples of well written speeches that have quality summarized material to read or play (you tube) to the class.
Public Speaking	I did a quiz over Verbal Written Citations in order to gain where my students were on this skill. We started this before our Informative and Persuasive speeches.	I have found that most of my students do not understand this skill and so I have decided to start with this skill earlier in the semester.
Public Speaking	I did a background knowledge probe to see what my students knew about "I- Messages" and any other conversational strategies that had heard about. This is relevant to Public Speaking because you use a similar set of techniques and skills in more formal speaking. None of them had ever heard of "I-Messages," which I realized after this probe. (They thought iMessage was just an app they were familiar with.) :)	I was able to present a quick mini-lesson about "I-Messages" before finishing the notes from the chapter to catch my class up to speed on this topic.
Public Speaking	There were technical difficulties with PowerPoint demonstration. Rather than simply correcting the situation, I walked through the solution with the students. The assignment was to deliver a presentation. Knowing how to troubleshoot technical problems was not part of my original plan, but a very useful skill in retrospect.	Although I didn't intend to describe or work through troubleshooting techniques, I found that students appreciated the discussion and I'm certain they will find it useful in the future.
Public Speaking	A background probe was used during week 2 in the class room with description and practice speeches.	Additional explanation and practice was needed to further develop description skills for communication.
Public Speaking	I did a muddiest moment which is located Unit 4 under content item link labeled Muddiest Minute. I did a lecture on References for speech material. I asked the students to write down the muddiest moment of the lecture. A couple of students were confused on Personal references.	After reading the concerns of the students on personal references, I went back and did a more detailed lecture on personal references.
Public Speaking	When introducing the assignment that required them to speak before a group of public officials it became clear that few were aware of who public officials were. I asked who had attended a city council, school board or other similar meeting. Because almost all had never attended such a meeting I gave a more detailed demonstration of what was expected.	I can never assume that students have experienced what I consider to be common experiences.

Public Speaking	Research and citing - in class - students questioned about knowledge of research and citing - a lot of misunderstanding noted.	I will continue to look for help for students in this area and incorporate it within the course.
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.	More field pasture evaluations.
Reason and Argument	A background knowledge probe was use in class during week 4 to evaluate ability to understand and deal with fallacy.	There was need to provide and do realistic workshops to increase understanding and how to deal with fallacy.
Reason and Argument	I asked the students to comment on which objectives in the Course Syllabus they understood the best and which they understood least (muddiest/clearest moment).	The students reported they needed more peer input into their argumentative essays, so I will add an additional discussion.
Reason and Argument	I asked the students to look at the course outcomes and objectives and then to reflect on which one(s) they had achieved the most success in and to explain why. I called this "Choose your Competency." This was done in Unit 8.	Some of the material in R&A can see dense and obtuse to students. Although necessary to teach, the struggle for me is to find ways to connect this information with the life-experiences of the students. Their responses indicated some success in doing this (primarily through the questions I raise in each discussion) but also provided inspiration to continue to focus on developing good questions that help students connect material with life experience so as to promote life-long learning.
ResourceConserv & RecoveryAct	I did one minute paper -half sheet response which is located in Unit 3 under content titled "CAT."	Based on student responses, additional exercises will be added to assist students in better understanding the concept.
ResourceConserv & RecoveryAct	I used the One Minute Paper technique which is located in Unit 3 under the content item link labeled CAT-One Minute Paper	Will continue to provide varying examples and explanation regarding the competency "conduct a hazardous waste determination."
ResourceConserv & RecoveryAct	I did the One Minute Paper - Half Sheet Response which is located in Unit 3 under content item link labeled CAT-One Minute Paper.	Students have indicated that additional examples or exercises may be helpful. Will look at incorporating adding or varying the type of exercises.
ResourceConserv & RecoveryAct	Used One Minute Paper which is located in Unit 3 under content item link labeled CAT-One Minute Paper.	Will incorporate additional learning check to reinforce competency.
Social Emotional Development	Muddiest moment in every assessment.	Would personal email or virtual office the questions and my answers.

Spec Off Procedures-Medical	Muddiest moment was the CAT used in this course	I will make sure that they note that this is the time and place for them to tell me what was working and what was not.
Spreadsheet Applications	Muddiest moment which is located in Unit 8-Final Exam under a content item link labeled Muddiest Point.	Updating all content to Excel 2016
Spreadsheet Applications	This CAT was completed as a class discussion several times throughout the project March Madness. The students were told multiple times to create and fill in a March Madness tournament bracket. Written instructions were also provided. The students never indicated that they did not understand and everyone seems clear on the instructions. We discussed and asked what the student were having the most difficulties with when created this project. I was unaware that so many students did not know what the NCAA March Madness bracket was, what it was for and how to fill it out. The students did not understand the March Madness concept and therefore did not understand the assignment.	The CAT will allow me to make sure that all students are clear as to 1) what the assignment is 2) what March Madness is, and 3) how to fill out the bracket. I will be improving the instructions for this assignment to include an explanation of March Madness and the bracket. I will also improve the "what to do" part of the assignment to include more specifics.
Spreadsheet Applications	The CAT that I provided was given during class. The concepts that were asked was about Chapter 7, Advanced Functions and what the concepts they still did not understand were. This is a very important chapter because most of the information must to utilize in their final.	I implemented an invoice assignment that built on an earlier assignment that allowed the students to work together in class and follow demonstration with new functions that they were having difficulties with. Many of the students provided feedback that this was a very worthwhile and beneficial assignment that helped them understand more about these areas.
State & Local Government	Muddiest Point, Project Learning Summary, and change in lecture #2 were all used to assess the most important topics in the class from the student perspective.	I kept the lectures as they were and will add more you tube video explanations and my interpretation of the material based on the feedback.
Steering & Suspension	Hands-on and shop explanation along with muddiest point. This allowed me to see who had problems with comprehension.	More early comparisons will be incorporated in this class in the future so that all students have a chance to stay current.
Student Success	Muddiest Point: I reviewed flashcards (Ch. 4). The assignment was for students to create flashcards for Ch.'s 3, 4, and 5. I evaluated their cards, made corrections or comments where needed, then used these cards as a class review for the upcoming test.	This was the first time I did this and because of its success will include it in future classes.

Student Success	With help from the text, we discussed various methods of motivation for students. I then did the minute paper, which I actually allowed two minutes, to ask them to summarize the one of the methods and why it would work best for them.	This made the students really stop and think which method would really work the best for them and why. With the responses, both on the paper and with each other, I could see that they were taking it more seriously.
Student Success	I used Canvas for group projects and communication to students. I continue to use PowerPoint and videos that are class-related. I usually make adjustments as needed each semester to enhance the overall class experience.	I'm always looking for new ideas to better the class. I have several class activities that seem to be very successful each semester I teach. I feel that it is very important to keep an eye out for improvements in order to ensure that the students get the best possible experience out of the class.
Student Success	I have the students do journal writings through BARTONline.	I will do more group work next semester if I have a bigger class.
Student Success	In my ecompanion (F2F) course I did a One-minute paper at the end of my class re: Chapter 3 (Self-Motivation). I handed out 5x7 notecards and asked each student to briefly write 1) "What was the most important thing you learned during class today?" and 2) "What point(s) discussed today did you not well understand?" I collected the cards, reviewed them prior to the next class meeting, and at that meeting discussed and explained those items listed as "not well understood".	I plan to spend both a little extra time at the end of each class period to review (summarize) and again ask for questions of understanding. Plus when beginning the next class, I will review the previous class's info and ask students how well they understood the material.
Supervisory Development	The CAT utilized for this class is Muddiest Point and it is located in the Course Shell under the Chapter 12 heading.	Outsourcing and Offshoring is always a confusing concept for students. I think that a guest speaker who deals with this would be a great way to explain this concept so that students can understand how it works the best!
Supervisory Development	Muddiest Point in Module 12	I think it would be best to have testimonials from people in the workforce related to culture and scheduling.
Systematic Ethics	A background knowledge probe was used in the unit 5 discussion to test the relational abilities with Karl Marx.	Additional information and help was provided to enhance the relating process.
Systematic Ethics	A background knowledge probe was used with a Rene Descartes outline handout during week three, in the class room, rather than just written material on the white board. The outline did help students with their understanding of Rene Descartes.	As a result the handout being helpful for learning, costs from Rene Descartes and his morals, were better understood.
Systematic Ethics	A background knowledge probe was used in unit 8. The evaluation was done using the Final Project essay with the summary of each student's top ethical values and connecting each value to a Philosopher's ethical theory.	The arrangement of the assignment will be restructured with additional explanation of expectations provided.

Systematic Ethics	A background knowledge probe was used in unit 5 for evaluate how students related to Karl Marx.	Additional information was provided to support and adjust thinking for some students to gain better perspective.
Technical Accounting Capstone	Assessment is a manual and computerized accounting assessment to ensure student has knowledge needed to be successful in workplace.	I will continue this CAT and track consistent errors to assist student in learning material.
Technical Communications	Muddiest Point. I posted a muddiest point discussion board under Chapter 4, "Muddiest Point". (Really. I'm not copying your example.) The chapter was about the writing process, a concept that most of them could easily grasp. For the most part, the questions revolved around vocabulary used in the chapter.	Because the chapter's vocabulary seemed to be their main stumbling point, I made sure to use the key terms in conversation during class. I put more emphasis on defining the key terms in my own words, not just the textbook's definitions.
Technical Mathematics	Muddiest Minute - Unit 5 - Probability is still an issue - even with videos.	I've added videos, tweaked the notes...will talk to other math instructors how they teach this area.
Ten Key Mastery	Self-assessment Module 8	Students completed an assessment and from the data I learned that students have a good understanding of the impact of ergonomics in keyboarding.
The Middle East in Modern Time	I used a muddiest moment in unit 4	I incorporated a student assessment as indicated from last time.
The Short Story	For face-to-face course, I did a "Muddiest Minute" for each of the short stories to address what might be confusing for the students.	I found this strategy to be helpful because many of the students felt that they might be the only one in the class who had confusion about the stories.
Trigonometry	Muddiest Point in Chapter 3 over radians. The questions really varied in their themes, but there was confusion on finding solutions to simple trig equations within certain domains.	I added a short video to the course to answer the concern.
Trigonometry	One-minute paper after a lecture over law of sines. The data showed students had difficulty with determining whether or not there was a second triangle possibility	Did some reteaching on the ambiguous case for law of sines. By nods and posing some additional problems, it seemed to help.
Trigonometry	Muddiest Point. We were graphing Trig Functions and I asked them to write down the most confusing and troublesome parts of graphing. Then we went over those and cleared up misconceptions and errors they were making.	Students knew they were having trouble and appreciated the opportunity to ask questions and have me go over the trouble spots.

Trigonometry	In Chapter 1, I used a Background Knowledge Probe. I asked what they remember about Soh Cah Toa. We then applied what we know about a right triangle to elaborate more finding the 6 trig functions for an angle.	Since my students remembered more details about the Trig functions that I thought, we were able to quickly touch on the basics and more on to more difficult material.
Trigonometry	I did a muddiest moment C.A.T.	I retaught the next day over what they did not understand.
Trigonometry	Muddiest Point thread in Chapter 2 unit.	The muddiest points pertained to how the trig values are developed and bearing problems. I responded and retaught those concepts through the thread.
Trigonometry	I did a documented problem solutions at the end of the class over the current lesson. 80% of the students solved the problem on the first try, 20% of the remaining students had process errors and minor calculation errors. I sent the students back to their seats to revise their work after one on one instruction. They returned to me with the revisions and each student then had the correct answer.	The goal is to teach strategic thinking regarding the best approach to beginning the problem. I will use the group instruction and then use the last part of class to give individual work to see if the lesson was assimilated by having the students check 1 problem. And if there is time revise with 1 on 1 instruction. I will continue to use this approach in all of my classes
Trigonometry	Open List I had the students list as many properties as they could remember from the last session.	I was able to focus my review on what they did not remember.
Web Site Construction	The last unit of the course, 9, deals with Spry technologies - complex use of JavaScript and .css.	Because of the difficulty of this concept, where three files are tagging each other, I feel it best to create a screen capture pointing out the common places where students fail to make the connection how the three files influence each other.
Western Civilization 1500-Pres	I did a “who was responsible” for the start of WWI in class. All present were able to adequately state their opinion and offer basis for their opinion.	In the future, I will make this a discussion question that is due prior to the class session.
Western Civilization 1500-Pres	Muddiest Point Thread in Module Five	The muddy point thread helped to clarify requirements for the essay exams, significantly improving student submissions for the later modules
Western Civilization 1500-Pres	Writing assignment comparing the childhoods of Hitler and Stalin and the resulting adult personalities.	This assignment was successful, as students seemed to understand the deaths of over 30 million people was a result of two mentally ill men.
Western Civilization to 1500	Muddy Point thread in Module 6 and Course Mistake Course Home.	The Course Mistake section works fine to discover editing errors, but is great for discovering student confusion as they report things that are in error that are actually correct. The muddy point thread did not gain many comments.

Women & The American Experience	In Class - critical thinking tests about essays read - I have them take the test at the beginning of class and then we use it as a basis of discussion in class lecture.	I would like to find a more interactive way to do these tests...
Word Processing Applications	Muddiest moment which is located in Unit 8 Exam module and is labeled Muddiest Moment.	Will be updating this course to WORD 2016
Word Processing Applications	Did a verbal in class muddies moment.	Will cover the first 2 units more in depth.
World Literature	For World Literature I specifically incorporate the Walk about and the Background Knowledge Probe as to assess where my students are at. For the class I will ask in general if a work is specifically difficult what they find confusing or difficult. I will also address each student's individual questions for the essays that are due as part of the midterm and the final for the class. I also utilize quizzes that are given weekly to assess where students are at in understanding the material. I also give a midterm that covers the first half of the material as well as a final that covers the second half of the material for the quarter.	Terminology was specifically added this quarter for a grade and I will be implementing that again to verify that they students have looked them up and are understanding the specific vocabulary that goes hand-in-hand with the class.
World Literature	For this class assessment was based on reflections and journal entries prior to class discussion of the readings that were assigned, quizzes were given once a week to view what they are understanding in addition to a midterm and a final that includes a written exam and an essay as well as a presentation over an author of their choice that had not yet been discussed in this class as part of the Final. The journals were specifically for them to start looking at stories in a way that may lead to an option for the literary analysis essay that would be due on week 4 and week 7.	Overall the class went well, but I would like to focus more on the aspect of the actual literary essays as well as the terms to make sure that have a good grasp of what is expected even though questions and remembers are given/answered on a weekly basis.
World Religions	Muddiest minute. Yin & Yang, Students confuse them. Reviewed with a saying that helps remember.	Next year will spent extra time in discussing briefly on more than one Class.
World Religions	7th Module -- reflection paper in which students discussed what they had learned about the role of religion in the world today	Replacing the interviews and paper was necessary because of the number of students who are serving overseas, etc. I saw more participation -- and that was good. But I need to work on giving more direction for the paper so that students do more personal reflection and are led to tie class material with the "real world" in which they live

World Religions	I asked the students to reflect on the course and to give advice to future students on how to succeed in the course.	Their responses indicated that the addition of additional multi-media presentations on the various religions really helped. Their responses also indicated that I need to continue to explain the phenomenological approach. I am thinking of adding an example in the first Discussion Board of a good post so that the students can see and read what they should be aiming at.
World Religions	This was the first time using Canvas and corrections were needed with material and processing throughout the course.	Corrections and additions were made throughout the course.
World Religions	A background knowledge probe was used in class on week four regarding evaluation of religions, especially Islam.	As a result of the probe, an essay was reviewed to enhance reasonable evaluation and understanding of Islam.
World Religions	Background knowledge was used with a question at the start of each class session.	Students overall, did not engage with the material. A quiz for each unit may be needed to facilitate learning.
World Religions	A background knowledge probe was used each week in class discussion to determine learning.	The evaluation served well for learning and adjustment. This particular class had a number of students who just seemed to enroll in the course for some other reason. Those students did not show up for class or submit assignments.
World Religions	In the Unit 8 discussion I asked students to reflect on the real-life value of the course. I also asked them to comment on the following questions: What did you learn? What Unit was most important? How do you better understand the role of religion in the world today?	Adding the introductory about religion (mentioned in previous C.A.T.s) has been helpful in orienting the students to looking at religion as a phenomenon in the world today. Continuing to find up to date audio-casts, web-casts, and pod-casts that help the students "hear" people talk about their religious experience will be an ongoing requirement for me.