

ASSESSMENT DOCUMENTATION REPORT
BARTON COMMUNITY COLLEGE

2015

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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%
2014			
201401	256	171	67%
201402	260	193	74%
201403	141	94	67%
2015			
201501	260	152	58%
201502	245	155	63%
201503	115	65	57%

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

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%
2014	2496	2039	82%
201401	1082	832	77%
201402	1078	948	88%
201403	336	259	77%
2015	2394	1591	66%
201501	1082	667	62%
201502	1056	746	71%
201503	256	178	70%
Grand Total	9403	7234	77%

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

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 stated term.

Course	Assessment Description	Change/Adjustment/Improvement
Abnormal Psychology	The discussion board was used for students to post comments. The format allowed for discussion of the content and also an opportunity to discuss the ways in which writing is used in online courses. In class, we would discuss the posts that were online to help understand better writing skills and content.	I will continue to focus on the students writing skills in the online format. I will help students to articulate their thoughts in discussion board.
Abnormal Psychology	For each unit/module there is a clarification assignment that provides an opportunity for further explanation or clarification on a quiz question, writing assignment concept, a discussion response or a topic/concept within the class notes.	The clarification assignments help me revise class notes or rewrite quiz questions which are not clear to the student. Students like this opportunity in my courses.
Abnormal Psychology	Six theoretical perspectives are covered in Abnormal Psychology. They offer an etiology of the disorders we cover and from the etiology we derive treatments. I have noticed that students struggle with these perspectives, that is, understanding how each is different from the other and the important contribution of each. I asked them which theoretical perspective was most difficult for them, why these 6 perspectives are difficult, which was the easiest to understand, and whether our review of each was helpful to them.	I will continue to review these 6 perspectives, but I plan to construct a 'quick assessment' matching exercise to be used next semester.
Accounting I	Muddiest Point Review for Final - Extra Credit CAT located in Final Work Module	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.
Accounting I	Muddiest Point over inventory methods	Will continue to add examples and post video examples.
Accounting I	Muddiest point given during class time. Response given to muddiest point with an activity to help student understand the material indicated that is causing difficulty.	Will continue to improve individualized materials to address students' needs.

Accounting II	Muddiest point for final review (final review module) - then student is given additional material and information to clarify point.	Reinforcement material will be given to address those competencies that are continually identified.
Accounting II	Background knowledge probe over financial statement analysis - utilized for material delivery then completed another review after material.	Will continue to improve financial statement analysis material
Accounting II	Test Effort Minute Paper - many students did not study for first test and needed direction on study time versus grade implications	More emphasis will be placed on studying and direct correlation to test/course grades.
Accounting-Business Operations	I used a muddiest point thread under Unit 5.	I am going on the hunt for a better method to teach journal entries to students online.
Accounting-Invest & Financing	I have a muddiest point as the last thread in each unit.	The videos seemed to help but need more interactive step-by-step instructions for the financial statement preparation. Will search for something like this to add to the course.
Accounting-Invest & Financing	I have a muddiest point thread at the end of each discussion set. This session was also very interesting. Almost one-third of my students did not know how many quarters are in a year and how many months were in a quarter.	I did update my notes explaining the concept of monthly, quarterly, and semi-annual financial reporting. I will also make sure they fully understand this concept from the start of the class.
Acting I	Ask students to provide examples of term (literal action) to assess their grasp of the concept. Some were struggling with the idea, so I went back to explain again using another approach.	Students were then able to give consistent examples demonstrating their understanding.

Advanced Pharmacy Operations	I used a muddiest moment exercise located in Week Five.	Modified Compounding Quizzes exercises, added a Virtual Externship interactive assignment, and included more discussion questions for students to choose from.
Advanced Reporting	midterm paper - news analysis	I repeated ask my journalism students about the news of the day. I'm often surprised by the lack of interest in the news of the day from students that are studying to be journalists. As a result, the mid-term assignment was adjusted to include a focus on a current news story of their choice.
Advertising	I proposed the questions: What was the most important thing you learned during this class? And What important question remains unanswered?	I will be changing the course shell soon and will insert the CAT at an earlier time in the semester. The importance of Branding across all media channels is a repeating comment. Next I will target the understanding of an effective concept.
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. Groups in class scenarios to apply concepts. Various nonverbal cues are also evaluated constantly	Guest speakers actually involved in the topic under study.
Agriculture in our Society	Prior to exams, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. 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 shortcomings addressed.	developed new materials for students that were more real world
Agriculture Orientation	Before covering essential skills, students were asked to work in groups and identify traits in employees valued by workers, these were compiled in class. In addition, they were asked to assess their essential skills before each main topic was covered. After covering the materials, students were given individual and group assignments (different from the first) and we were able to assess their progress in understanding the concepts and reevaluate where they stood in relation to where they needed to be. Various nonverbal cues are also evaluated constantly.	More group discussion/role playing and guest speakers
American History 1877-Present	Lecturing on the Invasion of Normandy during World War II. Students seemed not to fully understand the concept. So took out a map and began to ask them questions to see where I needed to go	They did not know much so went back and changed strategies and took it slower and received much better results.

	with them. Found out did not know much so gave them a little quiz over what I thought they should know and began from there.	
American History 1877-Present	I gave a ten question quiz to students using their notes. The information I receive tells me if they are writing down the information and understanding the material.	Several students missed the question on the importance of the Bessemer process. I reviewed it the next class period.
American History 1877-Present	During class we conducted face-to-face course data: I did an interrogative background knowledge probe on Watergate. This led me to showing a short movie on this point to further educate the students.	This led me to showing a short movie on this point to further educate the students. As I teach this class in the future I will incorporate this knowledge.
Analytic Geometry-Calculus I	Muddiest Point-Each Unit	Additional videos were made to further explain a concept/issue that came up.
Analytic Geometry-Calculus I	Muddiest Point Located in every unit	Adjusted the MyMathLab homework to address specific issues relating to differentiation
Analytic Geometry-Calculus I	After teaching on implicit differentiation, I had students write a summary sentence or two of what they learned (one-minute paper).	Most students wrote an accurate summary, however, there were a few that demonstrated some confusion. At the start of the next class period, I did some reteaching in a short review from the previous day to clear up the confusion.
Analytic Geometry-Calculus II	Muddiest Point thread in Chapter 11 part 1 over parametric equations	I did some reteaching on a parametric equation issue within the thread. That question and response will be posted in the FAQ for future students.
Analytic Geometry-Calculus II	Chapter 11 Part 1 Muddiest Point. There was some misunderstanding about parametric functions	I did some reteaching by constructing a video doing an example problem and it helped the students. I will be posting it into the FAQ for subsequent semesters.
Analytic Geometry-Calculus III	After teaching on tangential and normal components of acceleration, I asked the students to write down their muddiest point. All five indicated that torsion was their muddiest point.	I retaught on torsion the next day doing some additional problems with them.

Anat/Physiol-PreHospit Provide	We did the muddiest point concerning the micro aspect of A&P. The majority still struggle through this portion.	I'm trying to find more multimedia ways to help them learn and retain this aspect of A&P. Several said the videos I added helped but there is still problems.
Anat/Physiol-PreHospit Provide	I created an outline for the chapter on endocrine. I only put the different organs found in the system and asked them to write what they knew about the organs in their own words. It is found in the Endocrine system labeled CAT Outline	I am going to refine this CAT. I am going to try putting in the organ but adding subtopics like location, function, etc. The students were all over the place so I want to help them focus.
Applied Music Indiv-Cello	Weekly evaluation through Smartmusic testing. Students have 3 attempts for 6 areas of performance proficiencies.	Student receives instant feedback through computerized evaluation.
Applied Music Indiv-Saxophone	Face to Face though computer evaluation	Students demonstrate proficiency of ability through weekly computer evaluation. Computer provides a non-biased assessment of material covered and shows area of improvement that are needed.
Applied Piano	Record a solo performance of repertoire. Student must grade themselves on a rubric in the areas of pitch, rhythm, continuity. A one-on-one discussion between the instructor and the student then takes place discussing their scores and how the student can improve.	This is a good tool to use before the actual performance grade by the instructor. The CAT starts a discussion on points that a student may disagree with the instructor or not understand the instructor's expectations
Applied Piano	Magic Window - 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.	Some students can accept this approach, other students need a live recording of themselves to fix problems.
Applied Piano-Adults	This course requires knowledge of pitches on the keyboard and staff. My iPad has an app that tests the student on notes on the staff in progressively more difficult sets. As a CAT, this can be used repeatedly throughout the semester.	The scoring on the App gives a fair, nonbiased result of the student's knowledge of pitches.

Art Appreciation	Module 1 Did the electronic flashcards and games help you to learn this week's vocabulary?	The electronic flash cards and learning games helped a majority of the student to learn the formalist vocabulary. I will continue to update and use the games and flashcards.
Art Appreciation	Knowledge Probe, Module 1, CAT. Did you use the Quizlet link to learn this week's vocabulary?	Quizlet was used by 6 students, 4 students reported not using it. Those who did use it enjoyed the learning experience and it added to their knowledge base. I will continue to update Quizlet.
Art Appreciation	Located in Module 3, C. A. T. Did the module 3 project help you to learn this week's vocabulary?	Do hands on projects help students to learn the required course vocabulary? The majority of the class responded it did. I will continue using portfolio projects to help students learn how to use the course vocabulary
Astronomy	We did Background Knowledge Probe about planets in the solar system. Students had a wide spread in knowledge. We gathered information from all the students to generate a more complete picture of the solar system.	Since the background knowledge of the students varies widely, I will try to get at least one bit of information from each student. By combining all this knowledge, we should be able to get a pretty good student-generated overview of the solar system.
Astronomy	I did an exercise at the end of class on measuring properties of stars. There was some confusion about changes in spectra from the Doppler effect vs temperature, so we went over that topic again at the beginning of the next class.	I will add more in-class exercises to encourage active learning and to gauge student understanding.
Astronomy	I performed a background knowledge probe consisting of a standardized set of multiple choice questions about basic astronomy topics.	The students showed poor understanding of topics coming into the course, so I will continue to emphasize basic concepts.
Aural Skills II	We take 30 second time tests to increase speed for naming pitches.	I have added other resources and memorization methods to help increase speed.
Aural Skills II	Self-assessment is built into the MIDI Lab exercises.	I review the individual Lab exercises and reinforce areas of difficulty in the group class sessions.
Aural Skills III	Self-assessment through Auralia and Musition Music Software. Go to reach a benchmark of 80%	The amount of online evaluation is dictated by the proficiency of the student.
Automotive Air Conditioning	Face to face individual muddiest point in class room all students present.	The class will encompass a more directed focus on the actual refrigerant theory at the very beginning of the class. I believe this

		will help students to understand the important points and relationships for diagnostic steps.
Automotive Air Conditioning	I did a muddiest point with the class. When I realized that the subject was not well understood we revisited the subject and used interaction to assure me that the material was now clear.	I will use the input to enhance my explanation in future classes and use muddiest point testing again to find problem areas.
Band	Students demonstrate proficiency on their individual instrument in rehearsal and present their final proficiency as demonstrated in performance of music literature.	Instructor selects repertoire based on student proficiency.
Basic Algebra	The students responded to muddiest point discussion as well as took chapter tests and the final.	Give students more time to get ready for examples.
Basic Algebra	I did a 0 to 5 check to see how student felt about their graphing skills. Most students were not feeling so confident, so we reviewed and answered questions on this.	I will continue to plan spending more time on this concept in my future classes.
Basic Algebra	Daily Math Journal (located in Unit 1 of eCompanion)	Repeated lesson on problem-solving with new examples based on student journal writings
Basic Algebra	I did a pretest of long division of polynomials. Taught the lesson and then did a posttest using the same problems.	Based on the increase of correct answers after the lecture, I moved on to the next topic.
Basic Algebra	I did a muddiest point, which is located in Chapter 5 under the content item link labeled Discussion Question.	I found after the discussion by the students, that we needed more work and clarification on factoring and the signs used.
Basic Algebra	In order to assess student understanding on a daily basis, students completed "training stations". These are prepared math problems with worked out solutions on the back. It allows students to work at their own pace, get immediate feedback on their understanding, and ask questions as I circulate around helping students.	I plan to spend my summer revamping this particular course because the curriculum feels choppy and rushed. I'm hoping that by doing this, I will be able to spend more time on the more difficult topics which come toward the end of this course.
Basic Algebra	In chapter 5, I used examples to show why factoring was important. I showed the students that when factoring, we are actually finding the x-intercepts.	I explained to the students that factoring is one of the most important skills in math, especially in intermediate algebra. The examples showed the students the importance of factoring and the students did well on the homework and exams for this skill.
Basic Algebra	In the graphing section, I used an example of using two equations to find a breakeven point, which is the intersection of 2 lines. This example involved a cost equation and an income equation for a business.	The students seemed to understand the importance of finding the intersection of two lines with this example. They did well on their homework and exam involving this concept. I think relating it to a real life experience helped them understand the concept.
Basic Algebra	I used a Muddiest Moment in Unit 6 (link labeled Muddiest Moment)	Students did better than expected and I will change the Muddiest Moment to Unit 5 for the next session.

Basic Algebra	I did a muddiest moment located in Module 7.	I am going to move the muddiest moment to Module 5. Student's questions seem to be about struggling with factoring.
Basic Algebra	I did a at the board activity Quickcheck quiz after the lesson to check for understanding and correct any concepts learned wrong. It is located under unit 9.6 Pythagorean thm. and circle.	I will be checking for understanding more thoroughly and closing the class with more awareness of where my students are with their learning of the concept.
Basic Algebra	I did a muddiest moment located in Unit 6 under title "Muddiest Moment"	The struggles with rational expressions comes from factoring. Students still having trouble factoring so I will change the Muddiest Moment to Unit 5 with supplemental documents on factoring
Basic Applied Mathematics	I used the "fish method" (multiply diagonally where you can and divide by what is left) for proportions instead of showing the algebraic way of solving proportions.	The students liked this method of solving proportions instead of using variables. The students did better with word problems using proportions in class and on the exam.
Basic Applied Mathematics	I did Muddiest Points, located within each unit.	I plan on adding videos to each unit.
Basic Applied Mathematics	Students were responsible for writing in daily Math Journals. Information is located on BARTONline under "Math Journal" tab.	Comments in math journal entries indicated which material needed additional review.
Basic Applied Mathematics	I used Muddiest Point after completing lecture of chapter 6. With the feedback given I have altered/will alter parts of the lecture for future classes.	30% of class felt more examples were needed to help them better understand the information presented.
Basic Applied Mathematics	Background knowledge probe - given to students on first day of class. Wanted to gauge how much time was needed to be spent on fractions. 1/3 of class had considerable skills using fractions. 3 students missed every single problem that had a fraction	Provided additional one-on-one with 3 students before fraction portion and was able to progress through chapter with moderate pace.

Basic Applied Mathematics	In Chapter 7, I did examples of how to find perimeter, area, and volume on one object. I used a square then changed it to a cube. Then I did a rectangle and changed it into a rectangular box.	By using one object, I was able to show the difference in the units. The students better understood the single unit for perimeter, squared unit for area, and cubed unit for volume. Then I was able to show perimeter as the distance around an object, area as a collection of squares inside an object, and volume as a collection of cubes inside an object.
Basic Applied Mathematics	I send students to the board to work rational expressions. This allows me to clear up any misconceptions the students have	The questions they have help me to clear up their questions and make sure I work on that in the future
Basic Applied Mathematics	Muddiest Point: found in Chapter 5 - Discussion Question	Will use the results of students muddiest points to tweak next semesters teaching and making sure students understand material before the Final.
Basic Applied Mathematics	I copied a practice exam I use in the BSEP classes to give the students practice with word problems. It was an extra credit assignment.	Almost all of the students completed the practice exam. As a class they did well on the assignment, and also did well understanding how and when to utilize the material we used in class.
Basic English	I did the muddiest point on the definitions of the parts of speech. Many students were having troubles with the same parts, but since we were at it, I decided just to help them with all the parts. I gave them some mnemonic devices and little tips to help them remember.	When I gave them a quick review, and then asked them to write them out, they improved very quickly. I was both surprised and pleased. This is a keeper for future use.
Basic Math Skills	Students had a good deal of difficulty with solving problems with numbers in a series. On a pre-assessment, 6 out of 8 students missed the problem. I presented a lesson, and we practiced solving number series problems. On a follow-up assessment, 5 of 8 students missed the problem.	We need a follow-up review to make sure students remember how to solve this problem. Also, I presented too many lessons on the day this was presented; students couldn't keep them straight! Next time, I'll present only 1 or 2 types of problems.

Basic Medical Lab Techniques	Students performed various lab techniques but wished they would have more hands on work and other than overhead teaching aid. Therefore I will incorporate other activities to make learning more interesting	Listening to students on concepts that appeared difficult for them. I will use different approaches as: role play, more pictures, and more thought provoking questions and answers.
Basic Nutrition	Have essay in regards to foodborne illness. Students tend to include lead and mercury contaminants and/ or don't fulfill requirements for essay. I will add further instructions to clarify this point and to make sure they understand what essay needs to contain.	I will change the above mentioned and I think it will clarify for those students that need the extra steps in completing this activity.
Basic Nutrition	Under Unit 2 there is an exercise they need to use an appendix and calculate certain nutrient values in a variety of foods using exchange lists	I will use examples in Activity2 since students seem to still be having trouble with this. I may add an additional example exercise they can submit to me before real assignment
Basic Pharmacology	I used a course assessment tool in the exam format. Two questions were asked: what was a surprise for you to learn in this class, what concepts were hard for you to understand.	This class has been completely revised using a new textbook and multimedia provided by the publisher. I am anxious to learn how well this new format will enhance learning about pharmacology.
BASIC Programming	Muddiest Moment Chapter 5: Procedures CAT	Spent additional class time explaining and working through examples of where to create procedures and how to pass variables.

Basic Reading	Memory matrix - students were asked to fill in cells of a diagram which I'd labeled with terms we'd covered. The definitions that most of the students missed or struggled with were covered again.	Using a memory matrix, I can adjust my instruction to fit with student's needs.
Basic Reading	Punctuated lecture - after a power point lecture, I asked students to fill in blanks in a review sheet covering the same material.	We talked about why they were unable to complete the review sheet. We discovered that more work needed to be done about staying focused and note-taking during a lecture.
Basic Reading	I did a background knowledge probe to see what the students knew about major and minor supporting details. No one had knowledge of the concepts so I explained and gave examples.	Seems the concept of major and minor supporting details is weak in almost all freshmen. I plan to incorporate more explanation and practice on these skills.
Basic Reading	Approximate Analogies: Students completed second part of four analogy statements about information covered in previous class session. (E.g. The central idea is to a passage as _____ is to _____.)	From the replies to the four analogy statements, I could see two areas that needed reinforcement. I reviewed those points.
Basic Reading	I surveyed students to see if the instructional piece in MYREADINGLAB is helpful and easy to follow. They had some trouble understanding all of the concepts.	I will rewrite / revise the instructional piece in MyReadingLab to better fit with needs of my students as far as readability and comprehension.
Beef Cattle Production	Asked students to complete "Cowgame" project and to utilize principles learned in class.	Some students chose to not complete project and others put effort into and completed a good project. Next time I will provide examples, and adjust due dates to encourage more participation.
Beef Cattle Production	Background knowledge exam at beginning and end of course; daily review at beginning asking for questions from previous day, at end of day reviewing material covered; reviews before sectional exams and final; asked questions during class and asked more students if the answer was correct.	History indicates success via feedback

Beef Cattle Production	Daily review of material covered in previous class, sectional reviews prior to each sectional exam and final, asking in class for responses to questions of review and asking second student if first response was right	Helps me to know what material is not understood and can review
Beginning Keyboarding	Muddiest moment is located in Unit 8 under the content item link labeled Muddiest Moment.	Going to provide more opportunity and class time for students to do timed writings. Will require students to do more WORD assignments outside of the classroom.
Beginning Reporting	Soon after the course started I adjusted the planned projects to focus more on current events. On several occasions we discussed and had the class write a short paper on an event that happened earlier that day. The students found that more interesting and they were able to bring their knowledge of the issue forward. The principles of journalism were covered, but with more timely material.	It worked well and I expect to utilize it in future semesters.
Beginning Reporting	In a journalism discussion of who, what, why, where, when and how. It became clear that students were jumping to several assumptions. I asked the question, "how do you know that" in an attempt to assess their knowledge of facts vs. assumptions.	After reflection on the question "how do you know that?" I've determined that it should be the mantra of Barton Journalism students.
Brakes I	Muddiest point. Found that students were not on top of subject. Found a video and used it for class familiarization with topic.	This will be a permanent procedure in a couple of classes from now on.
Brakes II	Muddiest point and complete review was used for CAT and after points were cleared class proceeded.	This class will always be approached this way so that no points are missed.

Business Admin Procedures	Muddiest point emailed for job search projects.	Additional material will be provided for knowledge reinforcement.
Business Calculus	Board work on product, quotient and chain rules.	Did reteaching as students were solving problems
Business Calculus	Muddiest Point in every unit.	Recording live lecture videos over the material identified as concerns.
Business Calculus	After students viewed a lecture on derivatives, I put them up at the board and posed problems to check their understanding.	The students demonstrated pretty quickly their understanding which allowed us to move on and not have to do any reteaching.
Business Calculus	I did a Muddiest Point in each unit of the Course. It is clearly labelled Muddiest Point under each Module in the Course.	I addressed the needs of students that was stated in the Muddiest Point. Some of these included extra examples on specific units or reteaching of specific topics
Business Calculus	Muddiest point in Chapter 4 part 2	One of the themes from the thread was confusion on interpreting the elasticity of demand. After investigating, most of the confusion was due to lack of English skills (had a lot of ESOL

		students). I did some reteaching and clarification on the topic, trying to put it in simpler language.
Business English	I utilized a Muddiest Point and it is located in Module 4.	Recorded lectures are going to be necessary to further explain concepts in the chapter.
Business English	Muddiest Point under Module 4 in the course.	Students grasped the point/concept of the chapter but they did have a few points of clarification that were needed which I was glad to provide. A video and resources are available for students but the concepts were covered.
Business Ethics	We did the muddiest point in class and it seemed as if Chapter 5 on Corporate Governance was still unclear to several students. We spent another class period going over Chapter 5.	We went back and recovered Chapter 5. Using articles from the internet as well as information from the book to better explain Corporate Governance.
Business Law I	Background knowledge probe done over torts versus crimes. Most students did not know the difference.	Students will be given crime/tort scenarios to determine difference.
Business Law I	Background knowledge on contract elements	Provided additional information on contract elements and will continue group projects.
Business Law I	Muddiest point for final review located in Module 16 (Extra Credit CAT) - then student is given additional material and information to clarify point.	Reinforcement material will be given to address those competencies that are continually identified
Business Law I	I used the Audible/Nods method, and proposed, "one of the advantages of a sole proprietorship is unlimited liability, correct?" Most students quickly realized this as inaccurate.	We were able to move forward in the lesson and discuss other business structures.

Business Mathematics	There is a muddiest moment in each unit. I am able to help clarify situations where students struggle.	I will add to the notes to help clarification.
Business Statistics	Walk-about on Confidence Intervals	Revised lecture video to slow down where I go over the calculator work
Ceramics I	Module Pinch Pot After watching and participating in the glazing pinch pot demonstration, what could be improved?	Five of seven students responded to the CAT. The five students who responded thought the information/demonstration was useful. I will continue to demonstrate the project which is used to understand the drying process of clay.
Ceramics II	I did a muddiest moment in class after the presentation of the safety information located in Course home.	I will continue this practice as it cleared up questions the student had and enabled the student to excel on the safety quiz.
Ceramics II	Background knowledge probe, in class before the first demonstration. "How do you work safely on the wheel?" Only partial knowledge was remembered from Ceramic I. I reviewed all wheel safety procedures for the class.	Only partial knowledge was remembered from Ceramic I. I reviewed all wheel safety procedures for the class. This CAT reminded me to always review safety procedures and to not assume the student will remember the information after being out of the studio for the summer.

Child Abuse and Neglect	I ask questions at the end of each weekly quiz for credit.	I need more information on court cases and videos.
Child Abuse and Neglect	A knowledge probe showed students had no idea how prevalent child abuse is in our community, state, or nation. So they were assigned to find two reported cases in the past 6 months.	This research gave us the opportunity to not only study recent cases but allowed us to learn and use proper citation techniques, advancing student soft skills.
Child Care Practicum	Under Week 4- What is your muddiest point?	After they read practicum requirements, students were unsure of how much interaction to have with their students at the practicum site and how to scan documents into the dropbox and how to complete the time log.
Child Care Practicum II	Wk3, Weekly Reading - Threaded Discussion. I use to see how students can build new knowledge onto existing knowledge.	I use this information to build future questions that will help direct student attention and involvement to maximize their learning potential.
Child Care Practicum II	Wk3, Weekly Reading Tab, Threaded Discussion - I ask a question to use their previous knowledge, with their weekly reading new found knowledge and discuss the why's and how's.	Their answers help me to "see" how they internalize information and how I need to tweak course questions to get students to absorb their new information at an optimal level.
Child Care Practicum II	I ask students to submit 4 assessment questions with answers and support their answers with page numbers or citations of supporting materials.I ask they use the higher levels of Blooms Taxonomy for these assignments.	This allows me see on which level the student is most comfortable in operating. Also, how skilled they are at sharing pertinent information. How they assimilate the information according to the course goals and competencies.
Child Health-Safety & Nutrit.	Had students fill out what they feel they need more information on at the end of the class on a sticky note and place on the door - after I read the notes and jot down topics in my own notes I allow students to pick up one note (not their own) to research and present at the beginning of the next class. Each note gets about 3-5 minutes of attention.	I use the notes I made to have what text page numbers and where they can learn more "in depth" information on each of the topics
Child Health-Safety & Nutrit.	I did a head nod with the face to face class.	Asked if they knew what the most popular nutritional guidelines are. They did not, we went and researched so they could see not only the popular but compare it to other guidelines out and about. This CAT showed students the importance of researching and staying up on current trends.

Child Play and Games	I have CATS questions in each unit, 6 minute papers, one muddiest point and write and answer test question	better describe interactive books
Child Play and Games	I have discussion questions like muddiest minute and the broken links/course errors.	I need to adjust the lesson plans so they're easier to understand.
Child Play and Games	Loved this very hands on class. This class had to address class questions in the form of a Jeopardy Answer. This helped to ignite the brain pathways with body movements. This also allowed students to view things from a different perspective and allowed them to feel the uneasiness of learning something new.	This provided us a great Segway into Whole Brain Teaching and its importance at any age.
Child Play and Games	I have CATS in all my eight units. One muddiest point, one write and answer test question and six one minute responses pertaining to the improvement of the course.	Better communication on the importance of writing out state standards for EC.
Child Play and Games	Students pick one of the following questions at the conclusion of just about every unit: If you were the teacher how would you instruct this chapter? What is something you thought we would discuss within this chapter that we did not? Is there something we have learned about that you would like to learn more about?	I always follow up with at least one student's response per unit. We have even taken a detour to research wonderful cutting edge ideas, such as whole brain teaching and Brain Gym.

	They must use 4-5 well written sentences. And formulate their responses with thought. Often time's research is involved.	
Children's Literature	Threaded Discussion - Unit 2	Students struggled with the self-assessment with the open answers - need to change questions on self-assessment to multiple choice to get more immediate feedback before the exams instead of waiting until the last day items are due to provide the feedback.
Choir	This course is performance based. I explained and demonstrate choral concepts and students repeat and apply those concepts to the music we sing. This happens every rehearsal.	If the results are positive, I reinforce their efforts and move on. If their efforts are nor satisfactory, we stop and I explain, then we try it again.
Class Piano B	Record a solo performance of repertoire from the textbook. Student must grade themselves on a rubric in the areas of pitch, rhythm, continuity. A one-on-one discussion between the instructor and the student then takes place discussing their scores and how the student can improve.	This is a good tool to use before the actual performance grade by the instructor. The CAT starts a discussion on points that a student may disagree with the instructor or not understand the instructor's expectations.
Class Piano C	Before grading their individual scales, students played it together out loud instead of alone with headphones on. Students realize very quickly when they are not keeping up with the class. We then discusses pausing for problems and how you can get rid of pauses.	We will try the scales played in a round next time.
Class Piano D	Chord progressions – Before they are graded, they must play them in different registers across the entire keyboard. This tests their knowledge of the chords and their muscle memory.	Sometimes a written example is needed as well.

Clinical Chemistry I	Pre and Posttest in Unit 3	I will include more specific instructions for completing the pre and posttest in relationship to the course content. Some students completed both tests prior to completing assignments in unit.
College Algebra	Put students at the board to practice logarithm expansion and condensing.	I did individual reteaching with students at the board (and at seats)
College Algebra	I did a pre-assessment before each Unit .The assessment comprised of orally asking students about concepts in the new Unit. After that Unit I asked the students the same questions and noted the results.	I will do a quick review of the prerequisite for the Unit before I start each Unit.
College Algebra	"Why" questions. For this ITV course, I posed problems and continually asked "why" questions to see if they truly understood the problem.	I was able to immediately make adjustments based on their responses as I knew which issues to address.
College Algebra	I assessed student understanding by asking them to explain the concept of simplifying rational expressions using only words. This was difficult for students to verbalize but was valuable for both them and me in our check for understanding. It led to a good discussion about what you can and cannot "strike" through.	Verbalizing mathematical concepts is a valuable tool. I will use this C.A.T. again in future lessons.
College Algebra	I did a background knowledge probe before teaching a unit on finding the solution of a system of inequalities. The students did not know how to show the solutions to a linear inequality on a graph which was a necessary skill for this objective. We had to practice before the lesson could be mastered.	I will spend more time graphing linear inequalities so this skill will be more available during the system lesson.

College Algebra	I did a background knowledge probe before teaching solving quadratic equations with factoring. I found out that many students were not proficient with factoring.	I will need to spend more time on teaching factoring skills before we use these skills to solve quadratic equations.
College Algebra	I did a muddiest moment in Unit 2.	I am going to change the muddiest moment to unit 3. I will continue to watch Unit 2 assessment to see if the additional information continues to help.
College Algebra	I changed the order of my outline based on the lack of time because of many questions used in the class. I taught matrices after systems of equations instead of going back to chapter 2 after teaching systems of equations.	I will probably not use this arrangement again because I did not have enough time to teach section 4.6 to the level I want. This section is needed for the students' project.
College Algebra	Progressive Study Guide: Students worked together on a progressive study guide to review and reinforce concepts prior to reviewing the entire chapter.	Detected deficiencies related to graphing functions.
College Algebra	Walk About: After I explained a how to complete graphing inequality equations on a coordinate plane and did numerous examples. I then gave 2 problems for each student to complete. I then walked about the classroom as each student had to complete 2 inequality equations without assistance. As the students worked independently, if the student hit a point at which they were stuck, I would give hints as to the next step without indicating how to complete the problem.	I will use the same type of strategy while demonstrating examples.
College Algebra	Muddiest Minute - Unit 5	20% of students struggled with application of logarithms. Added additional notes.

College Algebra	I asked students to determine which of several relations were functions and give reasons for their choices. Even though the students could recite the definition of functions, their errors on the CAT instrument alerted me to the fact that some of the students were misapplying the definition to some of the several ways functions can be written.	We reviewed the definition and showed how it applies when relations are written in different formats.
College Algebra	For each Unit I do a knowledge probe. It allows me to assess how much time I need to spend on key topics.	I implemented quick quizzes to keep the students current with factoring and their uses in many other concepts.
College Algebra	In my class we used individual dry erase boards to demonstrate the student's understanding of changing the forms of exponential and logarithmic equations. Students worked the problem and then shared with myself and the class their solution. As students demonstrated understanding of simpler problems, we progressed to more difficult ones. If they did not demonstrate understanding, I stopped and explained the rule/process involved.	The adjustments made were an immediate response to the feedback in class. I do this kind of CAT often in my classroom to assess the understanding of my students and make adjustments accordingly.
College Algebra	I did an in class quick problem solving session where I asked the students to solve a problem on graphing polynomials without any prompts before they could leave for the day. They then had to bring the solution to me to have it verified for accuracy on the step-by-step process and answer.	I will continue to present the material as I have in the past but I will implement this CAT more frequently so that I catch the student's that are not comfortable or are not capable with graphing sooner.
College Algebra	Background knowledge probe - Most missed question was absolute value inequalities; during this unit I sent students several video examples of the concept. It was NOT the most missed question on the post-test. :)	I added the videos permanently in the course but I think I will also email them out to students during the week of the unit as I believe the immediacy provided the remediation they needed.
College Algebra	I implemented how to graph lines with a calculator on the first day of class as opposed to the second class.	The students were able to graph equations easier throughout the cycle than other classes I have previously taught. Also, as a class they understood the characteristics of the lines easier. I tested this by questioning them during class, and walking around the classroom observing them during graphing activities.
College Chemistry I	I did audible/nods. I asked the significance of the negative sign in calorimetry questions.	I explained the significance of the sign by explanation and through examples.
College Chemistry I	I did the muddiest point which is located in module which is labeled module 8 discussion.	More examples and reevaluating module 6, studying of heat transfer, needs to be done.

College Chemistry I	I did a background knowledge probe.	Students did not understand the concept of the atom so we discussed the topic in greater depth than originally planned.
College Chemistry I	Muddiest point forum (Unit 8) guide me to know where the students are not understanding the material. I also request an improvement to the course to help them. (More video, more problem solving, different explanation technique) I also appreciate course structure feedback in this forum.	My students have offered that more problem solving is needed in particular modules or that equation sheets would help them to streamline their learning. I am working on those deliverables now.
College Chemistry I	I continue to use the muddiest point because that gives me areas to focus on that will directly help students.	Creation of videos that explain the material has significantly improved student performance.
College Chemistry I	I have 2 "Muddiest Point" discussion forums to offer a chance for the students to provide feedback and vent frustrations.	I take the student's suggestions to find additional resources to suit their learning style which builds a stronger course.
College Chemistry I	Conducted a background knowledge probe halfway through the course. Students didn't understand net ionic equations, so this material was repeated.	Regular surveys that review student comprehension are critical since material in subsequent units depends upon previous material.
College Chemistry II	I did a muddiest moment which is located in Unit 2 under content item link labeled "What is the most confusing thing?" Most students struggled how Boyles, Charles and Avogadro's Laws became the Ideal Gas Law. They understood the laws individually but did not understand the transformation into the single law. The second concept was how to distinguish which law to use when. Ultimately: Critical Thinking skills: Story Problems.	I will do a better job explaining the transformation into the single Ideal Gas Law by demonstrating the Proof. I will also do a better job identifying the key words which identify when to use which law. Solution: Practice more Word Problems
College Chemistry II	This semester I used a different approach and had them write out questions. I will go back to the confusing issues method because this did not seem to work as well.	It was hard for me to quantify using this technique. I will return to what is most confusing question for next term.

College Preparatory Math I	For each Module located in their course shell, they filled out Learning Goals before starting the lessons. When they finished the Module, they rated how they achieved those goals, or not.	I choose individual students that seem to be struggling with passing the practice exam and revisit the learning goals. This helps them and myself see where adjustments may need to be made.
College Preparatory Math I	Module evaluation at the end of each chapter.	Videos will be updated to better meet the needs of the students.
College Preparatory Math I	I did muddiest point. Because every student is at a different point in the course, the ideas expressed vary.	Review videos - alter/change a couple to increase student comprehension.
College Preparatory Math I	I used each students Personal Learning Goals and Personal Learning Goals Reflection as the CAT. This is located under Module 1 for CPM I and under Module 5 for CPM II.	This is the first time I have taught these courses this way. I will take a look at each student's goals and see if they are meeting them and how they are growing from the experience.
College Preparatory Math I	I used each students Personal Learning Goals and Personal Learning Goals Reflection as the CAT. This is located in each Module for CPM I and II.	We used the student answers to tweak any areas that needed changing or more emphasis added during class time for the next semester.
College Preparatory Math II	Check understanding with journal entry 1 under module 5. Check if the understand solving compared to simplifying. Most student understood the concept, but some I pulled aside to reteach and quiz gain.	Will have student activity partner teach to help understanding.
College Preparatory Math II	Located at the end of each chapter/module, students complete evaluations of content. Students describe what needs changed and improved, the video lectures, homework problems, etc.	Will meet with other developmental math faculty to discuss needed changes and improvements.
College Preparatory Math III	Journal entry on a get the goof of factoring a trinomial under Module 9 journal 13.3.	It is important for the students to know how to factor trinomials to continue onto other concepts and have success. If students did not show understanding they were retaught and quizzed again for understanding. Next time pay closer attention to student's homework and check for understanding.

College Preparatory Math IV	One minute paper in the form of a journal on choosing the best method to solve a system. The only student in this course demonstrated some but not a complete understanding of what to look for when deciding the best method.	I commented on his journal entry giving the student clarification on what to be looking for when deciding the best method.
Comp Aid Mgmt of Em OP (CAMEO)	Students were asked to provide input to the Instructor (me) on the access and use of multiple download data files that are found in the Doc Sharing folder. Overall, the student comments were positive, but some students made suggestions concerning the file names.	I will be renaming some of the data files that students download from the Doc Sharing folder for the 2014 Fall HZMT 1938 course.
Computer Aided Draft/Design II	We study and go through each chapter as a class. We do one of each of the problems out of the book in class, and I take note of which one the students struggle with the most.	When I give them homework I assign them two extra problems in the area they are having troubles with. One I will do with them on the board the second they will do on their own as homework
Computer Concepts & Appl	Students specified topics we should review for the Access exam. It is located in Unit 10 under content item link labeled Access CAT.	We will do more examples on validation rules, lookup menus, and statistical queries in class.
Computer Concepts & Appl	I use a comment section (threaded discussion) for students to provide feedback on what they liked or didn't like about the course as well as a forum for them to address any thing they had questions or problems with.	I evaluate student feedback and make adjustments to the course and course material based on that feedback.
Computer Concepts & Appl	Completed a muddiest point discussion regarding preparation for the Access test. This discussion is located in the Access Chapter 3 unit called Access Review.	The students were having trouble with the different types of queries, validation rules and text and lookup menus. We discussed these and reviewed the extra credit that was provided for additional examples.
Computer Concepts & Appl	F2F ecompanion course - Spring 2016 - Review muddiest point and preference regarding computer application flexibility and adaptation. Google Discussion in Unit Excel Chapter 1. Assignment was given that allowed students to complete the same assignment in Excel and in Google Sheets. The overall realization was that Excel was easier. Most students did not like using Google Sheets and the restrictions it had.	Providing students with an opportunity to compare applications are important for adaptation in the real world, but also to see how user friendly an application can be when set up against another. Also allows for review on Excel Skills
Computer Concepts & Appl	Completed an assessment of the students struggling areas with requiring 3 muddiest points that they needed to review for Access. We covered these areas as they arose including Validation rule / text, lookup menus, group calculations, types of queries, downloading the database from BARTONline correctly.	I changed my strategy of the class depending on the areas where the students needed more assistance. Customizing what each individual class needs more help on helps the students understand and clarify their issues before the final assessment / test.

Computer Concepts & Appl	I requested that the students complete a discussion board thread about the top three most difficult concepts in Access.	<p>I used this information, located in my course shell in Access Proj. 3 unit Called Access Review, to adjust my review for the students who are preparing for an Access Test next week.</p> <p>This class had the most problems with the update / delete query. Criteria for the different queries, wildcard queries, using the greater than and less than signs, importing and using the uppercase format symbol.</p>
Computer Concepts & Appl	I used a "Muddiest Point Forum" thread located in Unit 5 of the course shell.	I do not have the full complement of responses as of today, but I will modify the course in whatever way will help the majority of students.
Computer Concepts & Appl	I utilized a discussion board in the Final unit to allow student to list their top issues that they were struggling with the most throughout the semester in Word, Excel and Access. This is located in the Last unit called Final. The discussion is called Final Review.	I utilized the information in the discussion board to prepare a final review for the last night of class that would cover and focus on the individual areas that this class was having. This would allow us to cover these areas when reviewing the final extra credit and the previous tests that they had completed.
Computer Concepts & Appl	(Hybrid course): With this course covering 4 MS Office programs, it is essential that the students understand not only basic foundation principles in each of the 4 sections (broken into 2 classes per program, total of 8 classes) but also the system that the MS Office format is presented in. To ensure this, The first class of each of the 4 programs are used to ensure all students have a firm grasp on these concepts. We accomplish this by running intense practice drills in class so I can observe the students demonstrate their proficiency in class at their computers before ever tackling more advanced exercises. One example of this C.A.T. is in unit 3, for MS Excel in Bartonline.org. Under unit 3, there are links to Excel practice exercises that the students must demonstrate mastery of in class prior to me allowing them to progress further into homework exercises or the following advanced lessons the next class.	Yes, I have made adjustments to the course progression based on the Classroom Assessment Techniques mentioned. If students do not (as a whole group) show that they are comfortable or proficient enough to tackle advanced exercises in the program we are engaging in, I will re-emphasize key information and engage the students in further exercises that reinforce that core information.
Computer Repair & Upgrade I	I asked my students to fill out a CAT on the course shell which asked what skill they have learned, and what skill needs improvement.	I need to have my students start working on mobile devices. I will also have them perform upgrades of some kind.

Contemporary Social Problems	Several CATS are done throughout the semester. I did not use an ecompanion course shell for this class. I will report the results of the CAT related to the chapter on demography. I asked the student to describe each stage of the demographic transition. The student should be able to describe the near zero population growth during stage 1, then an explosion of population growth in stage 2, and population growth again being near zero in stage 3. I discovered the student had not thoroughly grasped the processes of fertility and mortality that brought about the changes.	The next class period I went over the stages of the demographic transition again. I administered the CAT question again and this time the student was able to discuss the processes. I then moved on to the next topic.
Creative Activities	Located under Week 4 Quiz Ch. 18.What was your muddiest point in this unit?	One student had trouble completing the assignment on a budget. I will give additional websites to print activities for free for this assignment.
Criminal Investigation	The students now are in the habit of looking up words that are not understood. The students have employed a much expanded vocabulary since the beginning of class this semester.	I will incorporate vocabulary word look up assignments in the future for my face-to-face classes.
Criminal Justice Capstone	I did a background knowledge due to the fact that there were only two students in the class and one of the students was a student with special needs. Criminal Justice Capstone is a class where students fill out applications, complete resumes, and take police exams. Due to the student with special needs needing help with the assignments I asked the other student to assist him in his course work due to the fact that he had already completed an application, resume, and job interview with a local pharmacy. Both students learned a lot about each other, the special needs student found out don't be afraid to ask for help from another student and the student helping found out how good it feels to help someone less fortunate than himself.	If I would have had more students it would have been different.
Criminal Procedures	Open tasks including use of judicial processes and/or strategies, ability to interpret information. Closed tasks, comprised of multiple choice exams, short answer essay, Minute papers, context specific court processes.	Insure course content and assignments are available in CANVAS e-companion.

Criminal Procedures	I have a CAT at the end of my course. Set up as a discussion.	I received feedback on one of the assignments in the course and I will be re-working it for better clarification.
Criminal Profiling	I use e-mail with students to address any issues or questions concerning course material or progress with the course.	Based on student feedback and re-evaluation of material presented I continually re-evaluate course material and update course content
Crop Protection	Prior to each exam, a class review is conducted where the class is questioned regarding the material and weaknesses addressed. After almost every exam, questions missed by 50% or more of the class were discussed in class. After reviewing diseases of wheat, class went to a wheat field, scouted and identified possible problems	I always adjust based upon CATs
Cross Cultural Awareness	A final project was used as a background knowledge probe. The project was in Week 5 of the course. Students assimilated learning from the course and submitted both a write up and an informal presentation in class of an interview with someone of a different cultural or people group.	The project was a success, but will be tweaked with additional questions added to the interview questions to enhance the learning outcome.
Cross Cultural Awareness	I did a Muddiest Point assignment located in Unit 4 under the content link titled Muddiest Point.	One student requested additional information and ranking of ethnocentric countries. I have included an academic publication on this concept in a future course.

Cross Cultural Awareness	I did a Muddiest Point located in Unit 4.	The discussion thread posed some problems in this course. One student articulated that he had trouble with the discussion thread, since other students were not participating in the thread early enough in the week, he did not have enough time to respond to them. In the future, I could require students to post their first responses by an earlier due date, and their second and third responses by a later due date, thus giving the entire class ample time to participate.
Cultural Anthropology	Have a muddiest question section and the students get 5 points extra credit for submitting. I have added videos and power points to the sections in the past that the students indicated were difficult. In spite of the addition of a power point and a chart the students still indicate that marriage patterns are the most difficult concept. 2 out of 5 students cited this.	Add more information to the lecture on marriage patterns and perhaps find a video that explains it.
Cultural Anthropology	Muddiest point in unit 9 80 percent were good with the course setup no complaints on video plugs etc. as I thoroughly went over the lectures recently. I had one student ask for more on Unit 10 and one add for rubrics above the essay explanation.	I added the rubrics above the key objectives to each essay and added another lecture note for unit 10 I also changed the essay key points for unit 5
Cultural Anthropology	Muddiest point for 5 points extra credit in Unit 9.	80% of those who responded are having difficulty with descent groups although I have added to the lecture and also added a video they are still confused. I will see what is available on the topic and add it to this unit.
Cultural Anthropology	Muddiest point in Unit 9 for extra credit 5 points.	This is the first time the students did not mention descent as the most difficult concept and I added a video and more charts to the course this time. Now they are saying it is pastoralism. I will be adding a video on this concept.
Cultural Anthropology	A background knowledge probe was used in week 2 with an evaluation of an ethnographic restaurant study.	Additional information and advice was provided to prepare students for the restaurant ethnographic study.
Cultural Anthropology	A background knowledge probe was done in Wk #5 with a thread project interview.	Additional preparation with interview techniques added to increased value with the project. This will be continued in future courses.
Cultural Anthropology	Muddiest Point in Unit 9 for extra credit	The only difficult concept listed by 100% of the students was descent and kinship. I have added lecture notes on this but will add more.

Customer Service	Muddiest Point in Module 4	Could provide more examples of customer service strategy and links to examples.
Customer Service	I conducted a muddiest point in module 2.	I obtained appropriate information that supports the instruction for this chapter is sufficient for student outcomes.
Customer Service	The CAT utilized for this class is Muddiest Point and it is located in the Course Shell under the Module 4.	There are several concepts that I think I need to cover in my written lecture materials online and those include: Customer Service Life Cycle CRM Upscaling
Database Management Systems	I did a muddiest moment which is located in Unit 7 under content item link labeled CAT Reports...	We will do more examples of grouping and sorting a report.
DC2 Compliance Issues	After Outcome 5 lecture we did an in class activity to assess the students understanding of the steps needed to determine if a match formula satisfies both the ADP and ACP safe harbors.	Developed more practice problems and worksheets on this topic.
Death & Dying	In-class and follow-up Exam 3 question: What is the key emotion underlying terrorism? The answer is hatred (not fear). The text discusses this construct of the origins of terrorism, and we discussed it in face-to-face class time. Then the above question is in Exam 3. Student missed the question, answering fear.	I may make this an assigned discussion topic. At the least, I will ask questions to generate responses from the students to emphasize this construct.
Death & Dying	A Muddiest Point assignment was assigned in Unit 4, located under the content item link labeled Muddiest Point.	One student had a question regarding whether or not embalming is legally required or if it was a social norm. The text was unclear on this concept. I will incorporate this into my lecture in future classes.

Death & Dying	I did a Muddiest Point assignment located in Unit 4.	In a course essay on end-of-life documents, one student indicated that it was emotionally difficult to think about these issues for herself. I plan to allow students to create end-of-life documents for another person--real or fictitious--in lieu of writing these documents about themselves.
Dev & Managing Volunteer Res	conducted classroom walk-about at least three times a week	corrected students misunderstanding based on individual needs identified during walk-about
Developmental Psychology	Reaction vigilance - students appeared uncertain as to how fluid intelligence and crystallized intelligence related to the sub-parts of the WAIS intelligence test.	We reviewed the sub-parts of the WAIS test by reviewing pictures of the sub-parts, then proceeded to show pictures of the types of intelligence.
Developmental Psychology	I did a One minute Paper on August 30, 2016 concerning what was most important and what they still had questions concerning. Students replied with comments concerning the three developmental research designs, none of which were examined in the course prerequisite. However they expressed concern regarding normative vs. non-normative influences on development.	This material is not described in our textbook. However, the same material has been found in another textbook; it will be provided as either the full article or as a handout.
Developmental Psychology	I teach Developmental Psychology only one time a year (Fall semester). Over the years, I have noticed what I think is a 'pattern'. Exam score averages are lowest on Exam 3. This material focuses on Piaget's Theory of Cognitive Development and Language Development, two topics not covered in Gen Psych (a pre-requisite class). This semester I decided to address this problem and asked students to respond to a question: What was the hardest material on Exam 3. Of course, students indicated that both topics could be confusing, more responses were to Piaget's theory. I re-worked my Piaget PowerPoints and gave a work-sheet. Of course, I also gave out a study guide and a practice test over this material. Exam averages were higher this semester. I need to mention, however, that this was a very good class of students.	Now that I have taken these preliminary steps, I will follow-up the next time I teach this class (Fall, 2015). If I find a better work-sheet I will use it. I will also note the class average on Exam 3 for comparison.

Developmental Psychology	Heritability is a difficult concept for Dev Psych students to comprehend. I decided to ask them directly if it was a difficult concept to understand, why, and what could be done to teach it better. About half the class indicated difficulty with the concept. They suggested more examples be given.	I have made a note to give more examples the next time I teach heritability. I also gave several more examples to the Fall 2012 students.
Developmental Psychology	We examined Bronfenbrenner's systems approach and followed it with a muddiest point.	Persons were unable to distinguish between mesosystems and exosystems. A different contrast will be researched to replace the current discussion.
Digital Image Editing	Had the students do an introductory project on the first day of class. Allows me to assess the level that the class is at and helps me in deciding the length of the different Photoshop projects as well as the type of projects that they will be working on.	May find it necessary to adjust the projects to do more basic or if I can get to more advanced projects. This class did well on the intro project and I was able to move to more advanced work.
Digital Photography I	Muddiest Point sections 1, 3, 5, &7. Mostly questions about details on assignments and clarifications on topic specifics.	I will add a more detailed info graphic on a lesson taken directly from an answer to a muddiest point question.
Directed Independent Study/Art	Background knowledge probe When leaving the student to work independently I ask, Do you have the materials you need to proceed?	I will continue this line of questioning to evaluate what the student needs for a successful learning experience. Checking for correct tools and materials saves time and clarifies what is needed for success.
Directed Independent Study/Art	In the face to face course I asked if they understood the demonstration ...	(The demonstration varied for each student), student responses were varied but the question asked allowed the student to pose questions and to clarify information about materials and techniques. This technique of knowledge probe/direct question is useful and I will continue to use it within the studio courses
Early Childhood Career Develop	Using discussion threads each week, I try to provide topics that will lead them to doing some investigation on their own. I enjoy seeing how they relate the course competencies into their daily routines at their child care facilities.	I am amazed at how deep some online students will dig into an area of interest. Some of the supporting information they find is amazing. I have changed areas of interest due to the suggestions of students.

Early Childhood Career Develop	In most units we have threaded discussions that I can see how "student growth" is progressing. When needed I am able to pop in the conversation and redirect or plant seeds of thought to help facilitate the discussion and learning points for all students.	Due to our conversations (threaded discussions) I am able to go more in depth and to also see where their ideas are coming from and what we need to do - or what information needs to be provided to get them to think like the professionals that are in high demand within the Early Childhood Industry
Early Childhood Career Develop	I assessed student knowledge of second language learning strategies to determine whether the most effective strategies are being used.	Results: There was a lack of student knowledge in second language learning strategies. Adjustments: Increased student awareness of second language learning strategies through explicitly teaching strategies (posted & not posted), modeling, questioning and discussion to increase effectiveness of learning.
Early Childhood Career Develop	I recently asked students if they felt they were professionals. And to support their answers, by filing an index card with their supporting details.	The students were only able to fill half of the 3x5 card with "traits" they felt made them professionals. We merged the lists together and then I asked them to go an interview someone they thought was a professional in the field. They had to compare the "Professional's" List to theirs. It was an eye opener!
Early Childhood Curriculum	I did a quick show of hands, due to the hesitation, I modeled what I wanted to see them do.	I wanted students to be able to identify and compare and contrast two different forms of early childhood curriculum. Once I modeled it, they were good to go.
Early Childhood Program Admin	This class was small and did daily CAT's. We often did top five things I learned today or I wish I knew more about... Student's really enjoyed the dialog and feeding off of each other's ideas. We also so used "Debate" that is when someone said something and someone else would say, "Debate" that means they had the opposite idea and would then try to persuade others to their way of thinking.	'Debate' proved to be training ground for a non-threatening way to calming discuss ideas and look at things from different angles.

Early Childhood Program Admin	In Week 6 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.	I may increase the extra credit points to insure more participants; also address some of the "need to know" in the lecture material the following week. I will also move it earlier in the course.
Early Intervention Birth-Five	An activity quiz was used in Week 4 for "what do you know". Everyone participated but I need to provide more information, maybe in the exam answer explanation boxes.	This CAT was important midway through the course, however more explanation in the answers to provide immediate feedback.
Early Intervention Birth-Five	A What Do You Know Quiz was given for extra credit in Unit 4.	The adjustments should include having the CAT earlier in the course...Week 2 for the purpose of including more of the targeted information for the lectures in following weeks.
Early Intervention Birth-Five	I did a knowledge probe which is located in WEEK 5 under What do you know Quiz	This is probe is placed earlier in the course to provide student background knowledge to which the instructor can adjust some of the course material to better facilitate understanding and enhance learning for each student.
Economic Entomology	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 covering insect life cycles and phenology, several field trips were conducted to see how effectively students could apply the materials covered in class and weaknesses addressed. Various nonverbal cues are also evaluated constantly. They had several worksheets trying to develop a pest control strategy based on the materials being covered and applying them.	More exercises to allow them to apply the course material regarding integrated pest management.
Economic Entomology	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 covering insect life cycles and phenology, a field trip was conducted to see how effectively students could apply the materials covered in class	Place labs earlier in the year to better take advantage of labs in the field to tie in concepts.

Electrical I	Start using ATech Electrical/Electronic trainer in the class room. In electrical one I use stage one. It designed to introduce student to the fundamentals of electricity and electronics.	I well very how it used by student level of knowledge of electrical and electronics.
Electrical I	Base on a survey done last year of the student on whether they wanted to use computer or a book in class. The survey results showed they wanted book over computer in class. Because they could follow along better then on a computer and if they missed a class it would be easier to keep up with the class work they missed. The book for this class is Advanced Automotive Electricity and Electronics.	There are work activities for the student to do and review questions for the each chapter cover the contents of the chapter.
Electrical I	Virtual Hands-on Assessment Students were given pre-posttest using animation software which allowed them to use a virtual multimeter to measure current and voltage on an electrical circuit.	True hands-on assessment is very time consuming, but the virtual software allows hands-on performance testing in a fraction of the time. Students can guess on multiple choice questions and still get some right - not the case with hands-on assessment. I plan to use this software in more classes.
Electrical III	Start using ATech Electrical/Electronics trainer in the class room. In electrical 3, use stage 3 it serves as an excellent review of the basics of electrical 1 and 2.	I well adjust as need for the training of the student to go out and work in the field.
Elementary German I	I showed the students DVD's from Germany and German speaking countries and had the students write an essay in what they liked or disliked about it. The student responded well to it.	Since the student responded so well I will try to use it more in my other classes.
Elementary Spanish I	I have a CAT questions in eight Units for my 16wk course. One muddiest point, write and answer your own test question and 6 one minute questions.	Add in more videos and weblinks.
Elementary Spanish I	Intended outcome of assessment was to ensure students understood verbs, tenses and conjugation. A memory matrix was used. Both an informative and formative assessment were used.	Applied Clarification of verb tenses for those students not understanding or passing with an 80% or higher.

Elementary Spanish I	Using a memory matrix for verb conjugation was the type of C.A.T. used in LANG 1908. Overall average of scores were below 40%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.
Elementary Spanish I	A Muddiest Point Thread was placed in Unit.	I answered each student's questions and or concerns reference Verbs and pronouns.
Elements of Statistics	Muddiest moment I gave note card for them to say what was the least understood part of the lesson. I then retaught that topic.	This CAT made me adjust the amount of time I spent on different topics.
Elements of Statistics	In section 3.3, I focused on the importance of weighted averages. I did an example with 2 students that took the same amount of credit hours at a college. One student did well in the 1 and 2 credit hour classes. The other student did well in a 5 credit hour class.	Many students were surprised the major difference in a GPA when getting a D in a 5 credit hour class and an A in a 1 credit hour class compared to the exact opposite. The students said this was good to know for their GPA or to show a son or daughter. The students understood the difference between equal weighted and different weighted items.
Emergency Medical Technician	I did the Mix it up, pulling on three or four chapters, and asking for information given in lecture, and the relationship to what we are actually doing. I mixed Pharmacology with the specific Emergencies that the medications could be used by the EMT, and why the EMT could not just give it for other emergencies in which it seemed like this medication might help. We also used five to seven question pre class quizzes, to see what areas the students needed some reinforcement of information. I also made sure they heard the information a minimum of three times, allowing the students to soak information in, and then apply it in both class and skills stations.	It allows me to change the way I can impart information, and learn to be a better instructor. The C.A.T reviews told me that Setting a stronger expectation. And potentially a stronger learning environment for the Students. I will be adjusting the Syllabus to set timelines, and turn in dates to prevent the "coasting" and not reading the text.

Emergency Planning	Muddies point located in Unit 3 under content labeled Quick Response Question	There were a few details outlined within the text book that students did not quite grasp; so I add some addition questions to clarify some specific details in order to make them successful.
EMS Instructor/Coordinator	We've been having trouble with IC students learning the Kansas Board of EMS regulations so we created a ppt that reviewed the regulations pertinent to IC students. Embedded in the ppt were questions that required the students to look up the correct reg number. We made it a competition and they liked doing the review.	The students are doing better learning the regulations but we need to continue to work with them. Providing more time in the regulations and quizzing them will be part of our way to help them learn the regs.
Engine Performance I	I used a car in the lab and after a brief instructional period let the students attempt to use a scanner to inspect the car. I was able to appraise my talent pool and direct instruction from that position.	It is apparent that the technology to use a tool is present but the understanding of this material and what to do with the information is a very new concept for these students. More guided lab work needs to be a major focus.
Engine Performance II	Built a power point to use in Engine Performance 2 to help the student better understand the operations engine management system, on-board diagnostics and scanners, exhaust gas treatment, and fuel evaporative storage to do better diagnosis and repair	Adjust as need for change made by the auto manufacturers.
Engine Performance II	<p>Virtual Hands-on Assessment</p> <p>Utilized virtual animation software to assess student's ability to think critically.</p> <p>Duplicate the problem Check for codes Visual Inspection Analysis and Testing Isolate the Problem Correction</p>	Virtual Hands on assessment allows me the ability to test a large number of students in the fraction of time that a true hands-on assessment would take. To perform the same test using real vehicles, it would take hours to set-up and administer. With virtual software 20 or more cars can be "bugged" with a single click of the mouse and multiple students can be assessed at the same time.

Engine Repair I	Used a work sheet to make students find specifications before the measurement work sheet was introduced.	Students again do not retain enough of past experience to be able to use it. A competency test (Live demonstration) seems to reinforce student learning and use of skills.
Engine Repair II	Face to Face knowledge assessment with whole class.	An increased interactive instruction centered on creation of professional estimate. Based on Advisory Board Input and NATEF standards the students stumbled worst on this assignment.
Engine Repair II	Led a class discussion and required participation to find any weak points or misunderstood content. I found that the students did in fact understand the basic concept of gasoline engine operation.	I will continue use of this method whenever starting a second or follow up level class. It is important that all students have an understanding of past material so that they can succeed in the prest class. Review of past material could be needed before moving ahead.
Engineering Physics II	Misconception Check: I asked the students to explain a tug-of-war in terms of Newton's Laws. Many students confused parts of the 2nd and 3rd Laws, so we reviewed those during the next class period.	Catching these sorts of misunderstandings early is important, so I will continue to collect this sort of feedback.
English Composition I	I did an activity to practice post writing stage of writing process. After completion, I asked which aspects of the activity were helpful and what needed change for next time.	Because of the CAT, I spent extra time explaining MLA formatting procedures.
English Composition I	I did a walk-around for this class during the literary analysis unit. This gave students the opportunity to ask me questions individually.	This was very effective in assessing which students needed help on a one-to-one basis.
English Composition I	The students filled out a KWL chart over compare-contrast writing. I wanted to know what they remembered/knew from prior years' experience. I particularly wanted to know what they remembered about organizational methods for a compare-contrast essay.	I found out that they did not remember or had not been instructed on compare-contrast writing and that I would need to go over the organizational methods much more than I had planned.
English Composition I	I required a postscript on their first writing portfolio that answered the following questions: What struggles did you encounter with these writing assignments and how can I assist in the future?	Based on feedback, I learned that students wanted more written feedback on writing drafts. As such, I now complete written notes summing up our conversations during individual writing conferences.

English Composition I	CAT is not inside course shell. It is a muddiest point about grammar concepts covered in English Comp. I.	Students continue to struggle with writing in active voice, yet a larger percentage indicated difficulty with writing in third person. I will stress this concept more in the spring and provide additional practice/assignments.
English Composition I	In my core shell, under each unit, students are required to complete both practice tests and unit tests. Additionally, I administered a pop quiz, in class, on the eight parts of speech to gauge student understanding. The final exam is comprehensive, and as a class, we reviewed for the exam three days prior to the final course day.	I will begin using more in class quizzes. Once the students leave the classroom, they seem to have a hard time with the exams in the core shell, so I think taking them in class will help, as well as, provide them the opportunity to ask questions as needed.
English Composition I	I provided students with a writing activity where they identified and corrected fragments and run-on sentences. I wanted to identify basic mechanics to address in their writing instruction.	Upon students' completion of the writing activity to identify and correct fragments and run-on sentences, I noticed that most students struggled primarily with run-on sentences. We briefly revisited information regarding sentence fragments and then focused solely on the correction of run-on sentences.
English Composition I	We did writing galleries where the student applies what they learned in the feedback they provide to fellow peers. In an exchange the Reader is learning something from the Writer and the Writer is learning something from the Reader via feedback. Once the gallery is over, students can go to peers for further feedback or clarification. The feedback received are suggestions for revision based on the book readings, class discussions, and other materials on the Doc Sharing having to do with writing strategies. Thus, the gallery allows for a "apply what you learn" environment where students provide feedback based on what they learned of writing college papers.	I have already made the adjustment of doing a quiz for students to test their knowledge of the concepts learned. Also, we do an activity as a class where we apply the value of specific and helpful feedback based on the concepts of writing college papers. In this way, students ask themselves "Am I providing helpful feedback based on what I am learning or just putting feedback that is vague or lacks depth because I'm not learning the concepts in class?"
English Composition I	I did a walk about with these students when they were creating their thesis statements.	This was effective because the class-size was small and the students were eager for me to check on their work.
English Composition I	Using our textbook website exercises, I gauged students' knowledge at the beginning of each class period with various grammar, punctuation, and clear sentences activities. We would work several exercises together, and if there was a need, I would then have them complete a set on their own. If students seemed to understand, I would not ask them to do a set on their own.	The textbook website was not completely efficient; however, I did find that most of the material/content we covered there was a good review for some, but completely new (and necessary) information for others. I still want to do this, but I need to find a more efficient way.

English Composition I	<p>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 grades much better.</p>	<p>After I re-taught the content, I assigned students another quiz. The second set of quiz grades was much better than the first.</p>
English Composition I	<p>I did a survey of which part of the post-writing step of the writing process students felt they wanted to spend more time on. Found out that they were still confused as to the difference between the thesis statement and a topic sentence.</p>	<p>With subsequent essays, I asked for background knowledge of the difference between thesis and topic sentence. Filled in gaps for those who couldn't answer with certainty.</p>
English Composition II	<p>Conducted a learning check at the beginning of class to ensure students understood and were able to define the concepts of ethos, pathos, and logos. Of the 10 students completing the learning check, five were able to define the terms adequately. Of the five who could not, 3 missed class the day we discussed the terms. I will revisit these terms to ensure understanding.</p>	<p>I will revisit these terms using an in-class exercise to ensure understanding.</p>
English Composition II	<p>Essay #1 in unit 2 was used to evaluate written presentation with perception of persuasion. A number of students did not follow the instructions.</p>	<p>I will clarify the instructions and simplify the assignment without removing the needed learning elements.</p>
English Composition II	<p>When asked which skill they wanted to review before writing the 2nd research essay, students said using turnitin as an aid to summarizing and paraphrasing</p>	<p>I scheduled a class in which we review turnitin and how it works and how it can be used to the students' advantage.</p>

English Composition II	Students completed an assessment in which they gauged the skill they had found most difficult to master in Comp.2. Of the seven students who completed the assessment (100% of students), the most difficult concept(s) for students were: integrating outside sources (2), researching good sources (3), and creating works cited entries (3).	I am planning to develop more focused individual and group activities to address the research and documentation process.
English Composition II	In addition to writing six formal arguments, we have a proofreading quiz each Thursday. While each quiz focuses on a specific type of composition problem (parallel structure, subject-verb agreement, active-passive voice, etc.), all quizzes require that students recognize and appropriately revise common composition problems.	Because students have learned well from this (as evidenced in their own, original writing) I will initiate this practice in Comp I next fall.
English Composition II	Background Knowledge Probe to learn about the students' knowledge in research and documentation at the beginning of the semester. I was unsure how much this class knew or how much they had worked with research and MLA/APA documentation styles. I learned that the group as a class was not as knowledgeable as classes I have had in prior years.	I learned that I have to go into more explanation and have more practice on both MLA and APA documentation. This group is honestly clueless.
English Composition II	Students filled out a Preliminary Research Questions Document and a Research Proposal for their Claim of Fact essay. I used these exercises to see if the students understood the thought processes that go into developing a main research question.	I will continue to use this type of exercise in my Comp. 2 classes as the students were able to use these processes to develop workable research questions and proposals to develop into a research paper.
English Composition II	After the MLA lecture, I gave students some bibliographical information and asked them to put it in correct MLA order for a works cited entry. Only 52% were able to format the entry with basic (70%) correctness.	By the end of the MLA unit, with much additional practice, only 5.2% could not format an entry with basic correctness. In fact, the average rose to 84% correctness, well beyond the 70% benchmark. Practice helps!
English Composition II	Students write a 12-15 page research paper in MLA style proving why an event in history is important to America, today's society or countries of the world. I use a history subject, because I work with the government teacher on this project. The paper is persuasive in	I have started using sources in basically every paper these students write. Before, students could choose to use a source. To ensure they receive extra practice with documentation, works cited, and MLA style, I have made this switch.

	nature and requires students to use extensive documentation and MLA.	
English Composition II	I had the students do a KWL over APA documentation since I knew the social studies teacher had talked about using it. I quickly learned that they did not know anything about APA formatting and documentation so I had to spend more time teaching it than I originally planned.	I went more in depth in my instruction.
English Composition II	I did a background knowledge probe to determine students comfort in regards to integrating sources into their own writing. I learned that most were not comfortable with using researched resources as support for their personal claims or beliefs.	Yes. I had to revise my plan for writing the first research-based essay to encourage students to write their essay without providing any researched information, and then we worked to locate where to place the research after their opinion was developed.
English Study Skills	For this cycle I added Muddy Moments to my GT Improvement shell. This was a complete waste of time! Not one student attempted to use any of the 4 that I had placed in the shell. All of my probing had to be done face-to-face. After the students had completed an assignment, I would look at the results in the Gradebook and then ask for questions. Sometimes, a student would ask, but not always. When I noticed that a majority (2 or more) had missed the same question, then I would ask about that question and then offer an explanation, especially if I knew that this type of problem was on the GT Qualifier.	I will not rely on a written Muddy Moment for this class again. I will continue to use face-to-face questioning.
English Study Skills	During the 15 days of BSEP I am checking for understanding by asking about the muddiest points and 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.	During walkabouts I can see which students understand the math concepts. This information helps me to know whether I should move on to the next concept, tutor a few students, or re-teach the whole class.

English Study Skills	<p>This is a GT Prep class. I chose 2 problems from the Pre Test that gave students the most difficulty: People/Time and Inclusive Dates. On a background probe, 5/7 students did not know how to do the People/Time problems, and 7/7 did not know how to do the Inclusive Dates problems. I explained the procedures for both problems, including ways of remembering the number of days in the month. Students did practice problems. Three days later, we did a follow-up of these problems: 6/7 students did the People/Time problem correctly, but only 4/8 did the Inclusive Dates problem correctly. Of those 4 students who qualified to take the AFCT test, all 4 students got the People/Time problem correctly, and 3 out of 4 got the Inclusive Dates problem right. When I did a follow-up with the three students who did not qualify to take the AFCT, the difficulty that emerged is that students can't remember the number of days in each month.</p>	I will try to do more drill on the number of days in each month.
English Study Skills	<p>CAT: follow up on class work on adding and subtracting fractions and mixed numbers. The class seemed to be doing very well in understanding how we subtract mixed numbers, which is the most difficult operation with fractions. We practiced in class and in the homework problems. No one had follow up questions about the homework, so I asked the class to do 4 problems the following day in class. The exercise proved that at this point, they have a very good understanding of the process.</p> <p>Number of students completing the CAT: 10 Number of students completing all 4 problems correctly: 7/10 Number of errors: 2 students missed the same single problem, which involved adding fractions and finding the fraction remaining. In both cases, the students did not remember how to subtract a fraction from the number 1. 1 student made a simple subtraction error.</p>	I intend to give the students a follow up problem asking them to subtract a fraction from a whole number.
English Study Skills	<p>I completed a background knowledge probe on how to multiply fractions correctly. Four of the ten 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 there was still work to be done. I did add some additional practice in the course shell for the students to complete.</p> <p>At the end of the course, we completed another review, and three</p>	I have added the GT Improvement course to an e-Companion shell. The only other thing I can do now is add more practice problems for those students who want to take advantage of the additional practice.

	of the ten students were still struggling with how to solve the multiplication of fractions question.	
English Study Skills	Each day I would do a walkabout and a muddiest point after math, reading comprehension, and word knowledge to check for student understanding.	Depending on the feedback from the students concerning the muddiest points or the information that I found out during the walkabouts, I would rearrange my next lesson plans to review, reteach, or move on to the next objective in math, reading comprehension, and work knowledge.
Environmental Science	I used the app Plickers to assess student understanding of how non-coastal states impact coastal waters via Watersheds. Students were assigned chapter 15 reading the previous lecture. However students still did not grasp the watershed idea or that inland states impact coastal waters. It was very eye opening for me. I explained the watershed concept in greater detail as well as showed where in Kansas we fit in the watershed.	I will introduce Watersheds earlier on in the semester.
Environmental Science	Background Knowledge probes were conducted at the beginning of each unit. Presentation of new material was influenced by students' pre-existing knowledge.	Presentation of new material was influenced by students' pre-existing knowledge.
Environmental Science	Conducted background knowledge probe prior to the beginning of each unit to establish student knowledge of the topic	Based on previously existing student knowledge, classroom content was modified (eliminated unnecessary material).
Environmental Science	I did a muddiest point following our discussion on the water cycle, I had laminated cards with various terms on the cards related to the water cycle. The students each took a card and as a group, they created a water cycle diagram on the whiteboard.	After the created diagram was made, we discussed why several of the cards were in the wrong places on the cycle.

Environmental Science	I conducted a Background Knowledge probe at the beginning of each unit.	Student comments and responses from the background knowledge probe provided a starting point for the discussions required in each unit.
Environmental Science	The students were schedule to conduct a lab activity on Soil Invertebrates. In the class session prior to the lab, the students were asked to explain what a soil invertebrate was. Based on their responses, I then knew how much explanation was needed before we began the lab activity.	Most students did not have an adequate concept of what an invertebrate was, so they wouldn't even know what to look for. I came up with some sheets with diagrams showing various types of soil invertebrates that they might encounter while doing the lab.
Environmental Science Lab	After we conducted an experiment on the effect of temperature on the respiration rate in goldfish, I asked the students to write down what the independent, dependent, and controlled variables were in the experiment.	Based on my observation of a confused look on some of the students faces (approximately half of them), we held a classroom discussion on what those variables were. I then used that discussion as a springboard for the following lab period to help solidify the information.
ESOL Academic Vocabulary	Matching assignment of possible word choices from root words; unsuccessful do to words with multiple meanings.	revise assignment to identify possible homonyms
ESOL Lab	After watching a video on American English use in real life, each student shared 1-3 things they learned or things they heard but did not understand from the video.	I rephrased and explained the parts that students did not understand.
ESOL Sentence Structure	After explaining and demonstrating parts of sentences in written English, students marked the subjects, complete verbs, and other parts in practice sentences.	I explained and demonstrated a few parts that students answered incorrectly.

ESOL Sentence Structure	Pop test on sentence type and order; difficulty with initial identification and multiple question prompts.	Revise assignment to identify sentence type with multiple selection of specific types.
Farm Crop Production	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. 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	try different delivery methods to communicate information
Farm Machinery and Technology	I asked students to explain the difference between two hydraulic systems, based on their answers, I adjusted my course material to go more in-depth on the system they were the least familiar with.	Material covered is modified based on student experience and knowledge.
Fertilizer 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. When covering materials involving setting up and solving equations for management, class time was spent working on problems individually and in groups to apply the information and identify/solve weaknesses.	more time on problem solving and math
Field Experience in Nutrition	The threaded discussion in Unit 4 was "Muddiest Point" This discussion asks “what was the most important point that you learned from the Unit 1-Unit 3 block of instruction?” What point remains least clear to you? This allows me as the instructor to assess student learning at the midpoint and make necessary adjustments	Students struggle most with all the different diets and when they are used in healthcare facilities. This is an important topic so we did some review and future classes with focus on this more.

Fld Exp in Human Resources Mgt	I used the muddiest point threaded discussion in Unit 4 to determine if there were unclear points in the first units.	Plan to use different approach to describe difference between a job description and a performance standard.
Fld Exp in Human Resources Mgt	Muddiest Point Threaded Discussion Unit 4	Will be looking at specific ways to learn employment laws because this seemed to be a hard concept for students to learn. Maybe a few interactive activities.
Foundations of Modern Educ	Muddiest Minute-Unit 1	Students requested more info on exactly what an educational artifact was. Will be adding that to the notes.
Foundations of Modern Educ	Reflective Journal over muddiest point in reading. See Unit 6 - Journal	Notes will be changed to reflect the muddiest points
Foundations of Modern Educ	Muddiest Point given on following lecture on Motives for Teaching.	Enhance lecture by engaging students in discussion so that more questions may be initiated.
Foundations of Modern Educ	Muddiest Point on societal problems that affect our students in the classroom.	Cover this material with the use of specific examples to help the students understand the link between "home" and classroom.
Foundations of Modern Educ	Qualities of Effective Instructor assignment - DocSharing	85% of students were able to glean the qualities from the reading activity. Will continue to use the assignment and add in notes for the lecture.
Foundations of Modern Educ	I orally reviewed the chapter's main points with students before class on the meeting following the chapter introduction.	I will emphasize each chapter's objectives because these are education students who will soon be expected to create learning experiences for others based on outcomes and objectives.

Foundations of Modern Educ	I used a "Muddiest Point" CAT on a unit discussion on Unit 3. Responses were informational, indicating a widespread desire for further clarification of specifics on the student population who attend our schools.....their disabilities, potential for multiple intelligences, and how to recognize these things in our students.	Expand upon "notes" for open discussion about their experiences with these students in the schools they attended, and how to recognize these traits in the future....and knowing there are specialists to help in each district.
Foundations of Modern Educ	Tech Project - directions were spot on - all students did very well on it!	No adjustments needed but will model other project directions similar to these.
Fundamentals of General Chem	I use Muddiest point CAT.	This allows students to give very good input and helps me identify ways to improve my videos and written lectures for them.
Fundamentals of General Chem	Classroom Opinion Poll. The students were asked a question and were to respond via text mail.	Students seemed to like this form of interaction, and I may use it more throughout the semester. In this CAT, the students were asked about factors that affect solubility, and found some clarification was needed.
Fundamentals of General Chem	The students were given practice quizzes prior to taking the unit exams and were allowed to review the questions and answers to review what questions they got wrong so they could then ask why they got the question wrong and have it explained. Then they could retake the practice test again prior to taking the exam.	<p>The students that used the practice quiz prior to taking the exam performed better on the exam than if they didn't practice the exam.</p> <p>At the beginning of the course when the practice exam was not used, the student performed at a 70-80%.</p> <p>When the practice exam was used, the student performed at 85-90% pass rate.</p> <p>The exams have a question pool of 100 questions so the questions are not repeated.</p>
Fundamentals of General Chem	I used the minute paper and had students answer two questions at the end of class. The students were to identify the acid and base in the chemical reaction.	Multiple examples can be shown along with additional practice problems.
Fundamentals of Nursing	Pre and Posttest Most students improved after doing class activities and worksheets.	Looking at changing placement of content over medication administration so the information will be covered in lab prior to the theory test.

General Accounting	Muddiest point review for final located in module 16 under Extra Credit CAT. Students provide muddiest point and I give additional assignment/material to assist student in mastering material.	Will continue this and track consistent muddiest points to add material to course to assist in clarifying knowledge.
General Accounting	Muddiest point (Extra Credit CAT) located in Module 15 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
General Accounting	One minute paper - flipped classroom	Students need additional assignments for class preparation
General Psychology	Online discussion posts were used to allow students share their connection of theory (content) to practice (application). The follow class session (F2F) was used to help make connections	I will continue using the online discussion posts to help inform how to better help students connect the content (theory) to practice (application).
General Psychology	I asked them, retrospectively, if they recalled the parts and functions of the limbic system of the brain.	It was unexpectedly useful. While they could identify the parts, they had some of the individual functions confused. I'll do this one again in the future.
General Psychology	Following the student development in the first weeks of the class of PowerPoints on contributions of major contributors and theorists, an over view assessment was developed and completed by the students. Areas of confusion, allowed for expansion in following sessions to reinforce and scaffold background of contributors to primary concepts and theories.	The approach did not meet my hoped for expectations, especially when it came to the anticipated effect of "reinforcement". Based on the follow up assessment the results for this class makes me question whether it was worth the effort it required.
General Psychology	Face to face - clarification of distinction of dispositional vs. situation attribution	An emphasis on consistency in behavior is needed
General Psychology	Face to face - clarification of Piaget's object permanence vs. conservation test	Students appeared to understand the concept better.
General Psychology	Students were asked to summarize the most important points of the most recent class concerning prenatal developmental stages.	Students will have a handout which will outline the stages to aid in note taking.
General Psychology	The 5 stages of sleep and the corresponding brainwaves have been problematic for General Psychology students in previous semesters. Last semester I administered a CAT which 'caught' this problem. This semester I found a PBS site which described these stages of sleep and the brainwaves associated with each. I distributed handouts related to this web-site and also gave the web	I will continue to use this handout and monitor grades on this section of Exam 4...

	address. Average grades for this section of Exam 4 were higher in the 4 sections than the semesters in which handout was not provided. It is my opinion that this handout was beneficial.	
General Psychology	I used the first 5 of the 6 parts of the RSQC2 method to assess student processing of the previous day's class on prenatal development during pregnancy in a general psychology class.	Put more emphasis on the connection between these sections and the goals of the course.
General Psychology	I conducted a Muddiest Minute to assess "at this moment in the cycle what is still unclear for you." This was done in class, face-to-face. There was also weekly discussion posts that covered that particular week's assigned chapters to further assess student's comprehension of the material.	I will continue to conduct the above activities for General Psychology to assess the "muddiest" parts for students.
General Psychology	When performing an item analysis of Exam 4 I noticed that students were struggling with the stages of sleep, the corresponding brainwave activity and bodily physiological responses. I went on-line looking for a tutorial or exercise that would facilitate an understanding of these processes. I found one in a PBS site. I modified it and distributed it to students. Verbal feedback from students indicated it was beneficial. Test scores on this aspect of sleep were improved.	I will use this CAT/handout again this semester to see if it results in improved grades with this class of students.
General Psychology	We have a chapter on Motivation, which includes both theory and research. Among the theories is Maslow's hierarchy of needs. I ask an exam question about the point of Maslow's hierarchy, which is that needs motivate behaviors, and some needs take precedence over others. About 60% of the students answered the question correctly.	I will make a clear point in lecture and discussion about what Maslow is stating in his theory, and how it affects our motivations and behaviors.
General Psychology	Reaction vigilance - Based on facial expressions of puzzlement, students were asked if they could clearly identify factors associated the relationship of pornography and aggression. The majority of student said it wasn't clear.	It would be helpful to display the list but draw lines to show how specific forms of pornography are linked to aggression, and not present the material just in list format. Confusion was created by the variety of definitions.
General Psychology	Six theoretical perspectives are covered prior to Exam 1. Since these are Gen Psych students who have not taken psychology before, these conceptual perspectives can be challenging for them to understand. I asked a simple question of all students: What was the most difficult theoretical perspective for you to comprehend? All six had 'votes', but in all classes the most frequently mentioned	I plan to cover the cognitive perspective differently next semester (and go back and reinforce it this semester). I plan to construct a quick matching worksheet for students to fill out next semester as soon as the perspectives are covered in class.

	was the cognitive perspective. There were 'votes', however, for 'all easy' or 'all the same'.	
GIS for Emergency Operations	I conducted a ungraded Highs and Lows discussion board which is located in Module 8 labeled Discussion 8 Part 2: Highs and Lows	Based on the Highs and Lows discussion post students requested more hands on training for course software. They also requested written instructions in addition to video tutorials provided. I will make plans to include written step by step documentation for assignments which do not have them.
Government of United States	I did a back ground check of what they know about the Electoral process. Most students had a clue of what it was about but not the full understanding of how it worked.	It helped me out to know what they already knew so I could review that information and teach what they did not know
Government of United States	I did a back ground knowledge probe of how the electoral college works. Most students had some idea of the principle so I explained more in depth.	By using what they did or didn't know it help me what I needed to go over with them as new material while reviewing what they already knew
Government of United States	<p>1- Exam feedback where students critiqued the exams and we discussed the relevancy of certain topics that matched with the core competencies. This could also count as a muddiest minute where they can discuss what was not fully covered so that I can change for the advantage of all students</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. 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>	<p>I have and will continue to change the exams to reflect the current topics covered in the course. I also update the threaded discussions to be relevant with real world events.</p> <p>I will use the student feedback to make the exams more relevant to the material. I have and will continue to improve all aspects of the course from the student feedback.</p>
Harmony I	Muddiest moment. Students are polled on part writing rules. Those areas that are most commonly missed are reinforced by the class doing examples on the board.	Working out new examples at the board encourages students to collaborate on their work and allows them to see how the thinking process of others might be useful to them.

Harmony II	I created a checklist from the syllabus listing all of the competencies that have been covered in the course to date. Each student rates their opinion of their level of mastery on each competency.	I look for trends indicating lower levels of mastery. I spend additional class time reviewing and reinforcing those areas indicated by the students.
Harmony IV	After presentation of new material, a self-test is given. Students share their responses with class.	If majority of students in class do not understand the new concepts presented, then another presentation is given with more interaction with the students through demonstration.
Healthcare Doc & Transcrip II	Muddiest moment plus intensive review of their submitted typed assignments in Healthcare Documentation and Transcription.	I have determined that associate faculty would be able to provide some more industry standard based information to students and am currently seeking associate faculty with this particular area since alignment process is complete this year.
Healthcare Doc & Transcrip II	A muddiest moment was used to assess what the student could not understand	Since dictation is no longer a viable class, consideration of deleting this class is being discussed.
Help Desk Fundamentals	I did student one minute paper on key elements from Units 1-4.	NTWK 1067 Help Desk The CAT was intended to see where the student was at in their learning. The students did give an over view of the first 4 units were. They were successful in learning the Key Elements Listed.
Hist & Phil Western cul to1500	A background knowledge probe was used for the initial discussions for modules 1, 2, and 3.	Adjustments were made with follow up posts to shape learning.
Hist & Phil Western cul to1500	A background knowledge probe was used in the Module 5 discussion. Some students were able to relate political differences between Plato and Aristotle.	Additional information needed to be provided to help students connect and relate.
Hist & Phil Western cul to1500	A background knowledge probe was used in the module 3 discussion with the Greek ideology of fate.	Additional information was provided to enhance the understanding of fate in ancient Greek civilization.

Hist & Phil Western cul to1500	A background knowledge probe was conducted in the Course Home and then again in the last module. There was also a Learning Summary Project essay in module 12 of the course.	The adjustments may be needed for the Project Learning Summary instructions. The instructions need to express the need for more detailed explanation with examples and supportive reasoning. The background probe worked well and does not appear to need changing.
Hist&Phil West Cul 1500 - Pres	A background knowledge probe was used in the module 1 discussion.	Additional information was provided to extend the knowledge regarding Descartes.
History of Kansas	Muddiest question. I give the students 5 extra points for indicating the most difficult concept. Only 20% indicated Trust busting in Unit 4. I have added a power point and a lecture as well as this session I sent the lecture to the students in an email before they did the essay. I have found that even though the information is in the lecture etc. I have to also indicate to the students that reading the information will help with the midterm and also the essay.	Although the information is in the course shell the students must be led to the information.
History of Kansas	Muddiest point for 5 extra credit in unit 9. Most 80percent said all was good but 2 had some concerns and one wanted more videos added to the lecture but also said the links did not work and they are embedded thru Barton and do work one student mentioned more time for the final. I also added more explanation and a list of key points for Unit 8 essay and these scores increased.	Redid some elements of the syllabus and added 3 more videos in addition I am adding an overview video to Unit 8
Human Relations in Business	I did a muddiest point at the end of our class negotiations project. Students initially thought they understand the points of negotiations. After actual negotiations project, students were confused as to the desired outcomes of their group. Next class we reviewed points of negotiations. I provided them an assignment to watch a movie clip from 12 Angry Men. We also did a follow up negotiations project on the following class period.	In future classes students will be given several negotiations projects so students have an opportunity to feel the pressures under competitive situations.
Human Sexuality	Students in Human Sexuality often have a difficult time distinguishing transsexuality, homosexuality, and transvestism. The information was presented in customary format and then students were asked if they understood these distinctions. Although a small class, a couple of students indicated confusion with the concepts - and one in particular had a practical concern over the implications. More time was spent with clarification and discussion.	This course is team taught once a year. Both instructors are aware of potential comprehension problems in this area. More time will be spent on these terms in the future. More examples will be given and the audible system used this semester may give way to a written CAT next time the course is taught.
IATA Dangerous Goods Regs	I did a muddiest moment in each one of the units 1-8 where the student can post a response in the dropbox	Yes needs to find a better way to ensure that internet links will work and available for all of the students.

Industrial Hygiene/Toxicology	I used a Teacher Designed Feedback model where student answer 5 open ended questions and submit them to Barton staff member via email to be compile and the answers to the questions provided to me. Located in Unit 4 inside eCourse.	It is important for me to discover what areas students are having difficulties in particularly in the first portion of the course which is much more detailed and includes many scientific terms which may not be easily comprehended. I want to determine if the videos I have included aid the learning process. I want to determine if all the students are facing the same challenges in the same areas, which will help me focus on improving that course area.
Infant & Toddler Edu & Care	In Week 3 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.	I may increase the extra credit points to insure more participants; also address some of the "need to know" in the lecture material the following week.
Infant & Toddler Edu & Care	Before each new lesson I would ask 2-3 questions for background knowledge about the information to be discussed. Depending on answers to questions, I would adjust my lesson based on experience and background knowledge.	I was often surprised by the information provided using this assessment technique. It always required an adjustment of the lesson plans.
Intermediate Algebra	I did a muddiest moment which is located in Unit 4.	Factoring is still a problem for some students. Need to add an additional document with examples.
Intermediate Algebra	Muddiest Moment under Unit 3.	Students seem to have a better understanding of the material. Will make more references to the Doc Sharing Tab and the Webliograph Tab where there is already additional material.
Intermediate Algebra	In Chapter 4, I showed the difference between an "and" and "or" statement when graphing inequalities. I did it as a note sheet by graphing a double set of inequalities and showing the difference of the two statements and their interval notations.	This proved to be more effective than doing problems and showing the statements individually. The students better comprehension of the two statement, and they scored better on the chapter exam and final.

Intermediate Algebra	During our first week of class, I had face to face talks with my students to understand their needs, their weaknesses (if they could identify them), their thoughts on math (most hate math!), and trying to soothe their nerves by encouraging them to work with me through problems and examples on the board instead of remaining quiet.	I like using this method to get to know students, however every class is different and I will adjust my assessment techniques however I feel I need to so the student gets the most out of me and the course I am teaching.
Intermediate Algebra	I conducted a background knowledge probe (Handwritten Quiz) on finding slopes and writing equations of lines. This was done before the unit of Linear Functions. Only 30% of the students passed the quiz. I analyzed the key weak point was knowing their ordered pairs and simplifying expressions.	I spent a few minutes in each unit to reviewing the concept of slope and various methods in finding slope and writing equations of lines. This included a daily fill in the blank sheet and pop quiz on slopes.
Intermediate Algebra	Problem Recognition. I have the students correct their own exams by giving them the answer key without the solutions. They then have to figure out where they went wrong in each problem and write out the steps of the procedure. The students then retake the exam. I had an 85% improvement.	This was the adoption I made from a different cat.
Intermediate Algebra	I did 2 muddiest moment threads, which are located in Unit 1 and 3 under content item link labeled Muddiest Moment.	need more inequality examples and more slope examples
Intermediate Algebra	What's the verdict - parallel or perpendicular? Students were tasked with graphing equations and then figuring out what in the equation made them parallel or perpendicular. Many students picked up on the fact that all parallel lines have the same slope. Only about half of the students figured out the opposite reciprocal for perpendicular slopes.	Need to take smaller steps in terms of progression of the perpendicular line equations
Intermediate Algebra	Walk About: After lecturing over graphing inequalities, I gave out the assignment and walked around the class watching how they worked the problems and fixed any errors.	This walk about allowed me to address student misconceptions or lack of understanding in a timely way.
Intermediate Algebra	After teaching on adding and subtracting rational expressions, I did board work with the students by posing problems, having them do them and checking their work (giving them immediate feedback).	They demonstrated difficulty with making sure their expression was completely reduced so I did some reteaching on that.
Intermediate Algebra	I did a background knowledge probe to see what my students remembered about graphing inequalities. I was interested to see if they were familiar with using open or filled in circles or the round parenthesis or square brace method	Most of the students were familiar with graphing inequalities so we didn't need to spend as much time going over those examples.

Intermediate Algebra	I often times do a quick assessment by having students tell me where their understanding is on a topic before we begin by doing a 1-5 on your hands. I then make sure I walk around and check their work for understanding. We also do many problems at the board.	Based on what I learned from my students I will adjust on what information I deliver. Sometimes I will have to go back and explain to make connections and other times I can move a bit quicker because they have a good foundation on what we were working on.
Intermediate Algebra	We spent more time, and did more examples related to graphing parabolas. I spent more class time with how to find and graph slope when given an equation of a parabola.	The next class I asked those questions about graphing parabolas and they understood the mechanics of graphing parabolas. Many of the students did better than most classes with graphing than most intermediate classes. I feel this will help them a lot in college algebra.
Intermediate English	I did the muddiest point on changing from passive voice to active voice. I showed it on the document camera, and asked them to correct it. They did not have a clue. I made up some examples and gave those. I also gave them some tips on how to correct them much more easily.	Going over the examples helped, but I am going to make a worksheet or two of making active voice sentences. I am sure that will really help.
Intermediate English	I did the muddiest point and discovered that the students could not remember the eight parts of speech. I gave them a mnemonic device to remember it.	The results were much better. Such a simple change.
Intermediate English	I did a background knowledge probe on the parts of an essay. I was concerned about the information my students had about the components of a collegiate essay. I created a 6 question questionnaire that asked students to identify and explain components of a collegiate essay.	While reading and discussing their answers, I learned that although they may use the correct vocabulary when talking about essays, they are quite unsure of what those terms mean in practice. We will now be spending more time on the explanation of individual components of an essay before we practice creating those components.
Intermediate Reading	At the beginning of the semester, students took a learning styles inventory and I went over ways to use their strongest learning style for studying.	Seeing that most of my students in this class are visual learners, I adjusted my lessons to include visual aids (power points, projected examples and worksheets).

Intermediate Reading	I did a background knowledge probe to ascertain what students knew about major and minor supporting details. They knew very little about the difference between majors and minors so I explained and gave examples.	I plan to incorporate more instruction and practice about major and minor supporting details since students had little knowledge of the skill.
Intermediate Reading	Group Work Evaluation: after doing two group assignments, I had students complete a 5 question survey about the experiences working in groups. Summarizing the results helped me see what worked well and what didn't.	Before giving students a group work assignment, I will give more complete instructions on how a group assignment should be done (provide guidelines).
International Relations	Small class size again allowed plenty of daily discussion of not only current events in International Relations but also the relevant course material. From this interaction as well as the regular graded objective/subjective quiz work student understanding of the course curriculum content was easily observable.	A major part of our study of International Relations is the application of the learned curriculum content to the real world. This is accomplished by extensive discussions of current affairs. Since current affairs are not static, but rather in a constant state of flux, there will be an alteration of the course work and evaluation questions in future cycles.
Interpersonal Communication	Compared the five levels of Maslow Hierarchy of Needs to a popular TV show. Discussed topic and had the students give feedback on what they thought the needs were.	Will assign a specific TV show or two to have student draw an analysis of Maslow's needs.
Interpersonal Communication	I put some information on the board, in a mixed manner and then asked the students how and why this information should be organized in a sentence outline. Some knew, some didn't. Then we talked about the organizational pattern and how that fits into all kinds of speeches, discussions, even conversations, and then showed them on the board how easy it is to fit this all in. I then asked them to provide some questions of their own to create a flow discussion.	I will start next time with student examples.
Interpersonal Communication	To improve the course I used data from previous course to determine a weakness in electronic communication. I asked each student to tell me how they use one form of electronic communication	I used the information to write new sections on electronic communication.

Interpersonal Communication	Each student takes a pre-discussion quiz on the topic of discussion based on their reading assignments. The quiz results identify particular topics that I then spend additional time on in the following class period.	By identifying the topics that students seem lack an adequate understanding, I have either encouraged them to re-read the information in the chapter or assigned additional readings to help them better understand the material.
Intro to Contemporary Math	I did a muddiest moment in Unit 5 titled Muddiest Moment.	The students improved in this unit. I will change the muddiest moment to Unit 4 where they struggled with the concepts of voting systems on the exam.
Intro to Contemporary Math	Unit 1 Muddiest Minute	Added more materials to course - video and additional examples
Intro to Criminal Justice	I developed a research project that incorporated a variety of strategies utilizing essential skills competencies and practices.	This project required extensive career/vocational exploration, research, occupational outlook, job shadowing/interviewing, and writing.
Intro to Early Childhood Ed	I have CATS in all my Units. One muddiest point, one questions and answer text question and 6 one minute answers.	Figure out what is going on with my PowerPoints.
Intro to Emergency Management	In this course I locked all assignments until the week they were due on the schedule and then opened them up, that way I could control who was do what work and when. This technique seemed to work, except some students later tried to go back and make excuses why they couldn't do the work. I understand adult schedules, so in the future I will remind them of the dates each week will open in the announcements, so that they can better plan their time during the course.	I will try this technique in Session 1.
Intro to English Language	After introducing a new grammar lesson on simple past tense and practicing it in a conversation, I had the student practice using the correct simple past forms in the context of a written conversation (fill-in-the-blank activity).	There were two irregular forms of past tense verbs that the student used incorrectly, so I explained those two.
Intro to Health-PE-Recreation	I did a background knowledge probe in chapter two. Chapter two is over philosophies of physical education and sport. Many students in the class had not taken an intro to philosophy class. This chapter is a foundation for the class as a whole. I realized I needed to spend more time giving the students a foundation of	Spending extra time on this subject has helped set a more solid base for the rest of the class. I have found that videos of other coaches and teacher's philosophies have helped students grasp how philosophy translates to the sports and physical education field. However I do feel that in the future I will spend extra time

	<p>general philosophy so they can apply it to physical education and sport. As well has shown them how philosophy is applied to physical education and sports so they can form their own.</p>	<p>with this because I believe that it is important for students to grasp the Idea of philosophy in this class so they can form their own in the future</p>
Intro to Leadership Concepts	Muddiest Point Unit Two	I always adjust during the class based upon comments in the Muddy point section.
Intro to Leadership Concepts	Unit II Vision in the eCompanion course shell contains a Muddiest Point Thread.	Not all students participated in the thread, even though it was for extra credit points. Most comments were related to confirming that students understood the course material. One student needed clarification in the article Type Talk that we use in the course. I did spend 15 minutes the next day in class to clarify the concept.
Intro to Literature	Using a minute paper, I asked students to describe the setting of a very, very short story. While they were able to pick up on the obvious setting (general historical period, general place), they missed the more subtle aspects of the story's setting.	With this information, I worked on picking apart setting on 3 other very short stories. By the final story, their observations drastically improved.
Intro to Literature	Prior to beginning our study of Macbeth, my students and I examined positive character traits of political leaders. I wanted them to see how a positive trait may lead to an individual's downfall.	Many students did not understand how, at times, positive character traits can lead to an individual's ruin, so we explored the topic further. We analyzed political leaders such as Hitler and Stalin and even considered fictional characters who become so ambitious that they face an unfortunate outcome. From this discussion, students realized there is a point at which ambition--an assumed attribute to one's character--could become dangerous.
Intro to Literature	I asked students a series of questions addressing their prior knowledge of Henry VIII and the Renaissance period. After establishing their limited prior knowledge, we completed historical readings and essay assignments delving into the topic further.	By assessing students' prior knowledge, I was able to identify the areas where I needed to slow the pace of our study so students fully understood the content. We made adjustments in reading and written assignments based on the length of time it took them to acquire the required information.

Intro to UN & InternationalOrg	Added muddiest moment in unit 4	I changed the 16 modules to 8 based from student feedback and used muddiest moment to change discussion question
Introduction to Business	Completed the muddiest point discussion using a discussion board in BARTONline eCollege, Unit 16 Called Business Plan Discussion.	Most of the students thought that the business plan was extremely helpful and liked the creativity that was allowed throughout the project. The main struggles were in the areas of the Management section. I will see how I can make this more user friendly with more details. Some students also thought there needed to be more check points on the assignment throughout the course. I will look into this option.
Introduction to Business	Muddiest point on the business plan - discussion board providing opportunities to critic the business plan project and areas of confusion. This is in unit 16 called Business plan discussion	The muddiest area of the business plan seems to be the PEST analysis. I will try to find a way to highlight and clarify this.
Introduction to Business	I completed a muddiest point in a discussion that all of the students completed in a discussion board in Unit 16 in their BARTONline shells. This provided feedback for me that will allow me to make improvements to the final project.	The students discussed that they would like more clarification on the management and marketing section of the Business plan. I will try and provide more detailed checklist / outlines for each of the sections.
Introduction to Business	Business Plan discussion, located in Unit 16	Business plan muddiest points The students relayed that the layout of the business plan paper could be clarified. I believe I will try and make a mock paper of the business plan so the students will be able to see the layout of the paper.
Introduction to Computers	After the first week and every two weeks thereafter, we have a very short writing assignment that requires the students to describe how they will use technology upon their release.	I use this information to help shape some of the extras I put into the class. Since these students are inmates at LCMHF I am attempting to demonstrate the importance of computers and how they will interact with computers upon their release.

<p>Introduction to Corrections</p>	<p>C.A.T. - I used an example for "Muddiest Point" - Final Survey - Please answer the following questions...</p> <ol style="list-style-type: none"> 1. Did you read the Instructor Notes for each chapter? Of the information available to you, please tell me what was important to you and what was not. 2. What did you like the most about the class? 3. If you could change anything about the class, what would it be? (Something that would not jeopardize the integrity of the course) 4. Did you really learn anything new in the class? If yes, what was the most important thing you learned? If no, how could the course be improved for future students? <p>This asks for students overall experience with this class and suggestions for this class to make it better for the next session...</p>	<p>Student suggested to do an additional assignment in each weekly folder - weekly unit that relates to the subject besides just the discussion/responses...</p>
<p>Introduction to Counseling</p>	<p>The Classroom Assessment Technique for this course is folded into the 10-page formal research paper the students are required to write. Classroom work includes discussion and feedback on APA style, and an informal presentation to the class by each student on their paper. I use a rubric as a guide for paper content, and include grading on grammar and style. Students are encouraged to do rewrites of their papers to improve them.</p> <p>This cycle, I had 5 students who completed the papers. Two were excellent. Three become very good with a rewrite.</p> <p>All five students gave very good presentations.</p> <p>One student changed her topic, gave a presentation, and never turned in a paper.</p> <p>Writing a research paper is always challenging, and an ongoing complex learning and assessment tool.</p>	<p>I will place more emphasis on receiving the outline I require as part of the paper writing process. This forces the student to think about their writing. I may make the outline worth points.</p>
<p>Introduction to Counseling</p>	<p>This course includes an APA style paper on a topic related to counseling. I use a rubric to grade the papers, which I give to the students when I explain the task. When I have their papers graded, I go over the areas of the rubric where they did well and not so well, so they have guidance in how to improve.</p> <p>I allow rewrites.</p> <p>For this class, I received 3 excellent papers, and 2 fairly good papers.</p>	<p>Even though this is not an English class, I will emphasize the skills of staying in the same person, and of writing complete sentences.</p>

Introduction to GPS	Intro to GPS - 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. Lab group and individual exercises were conducted to apply pertinent principles of GPS gone over in class and reviewed. Field trips were taken to apply principles learned in class regarding GPS and mapping.	More hands on with area GPS based equipment.
Introduction to Music	Muddiest point: Messiah. After viewing a video on the Messiah at Lindsborg and lecture on Handel, I did a muddiest point. Most student understood the material after the lecture and video. However, some had more in depth questions.	More back round on subject needed.
Introduction to Music	In a short answer essay, students are asked to describe in 1 minute the musical element, texture. I may give them a multiple choice question with videos on texture next semester	I may give them a multiple choice question with videos on texture next semester
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.	Using the results of the CAT, we cover the most missed items again the class before the test.
Introduction to Music	We do a muddiest point CAT at the end of nearly every class. Students complete a study guide for each class based on the lecture content. At the end of class we discuss any question on the study guide that they did not catch in the lecture or that they were unclear on.	When the feedback indicates a general misunderstanding of the content, I add a review at the beginning of the next class meeting to review and clarify the content.

Introduction to Music	<p>Week 11 - Are You Confused? This is an extra credit opportunity for students to either say they are doing well and don't have any problems, or they describe a concept or term they are having difficulty understanding.</p>	<p>Students can see and read responses from other students and my responses to them. Most responses are individualized. If several students have the same concern I will address the entire class with additional examples and explanations.</p>
Introduction to Music	<p>In a short answer essay, students are asked to describe in 1 minute the musical element, texture. Both students wrote an accurate description. I may give them a multiple choice question with videos on texture next semester.</p>	<p>Review the term "Melody" comparing it to "Harmony" later in the semester again with specific historically significant listening examples</p>
Introduction to Music	<p>I did a multiple choice Knowledge Check covering the sonata allegro form, which is a difficult but very important musical form developed in the Classical era. I then compared the results on that CAT with the first essay on the exam. The CAT is fully presented under Module 8, CAT Results.</p>	<p>I am considering going back to an essay format for the C.A.T. because the majority of students do fine on the multiple choice answers, but can't express the same material using their own words, even with guided questions and a grading rubric to help them structure their answers.</p>

Introduction to Networking	I quizzed the students on Chapter 4. They said they understood it. I then ask them to demonstrate setting up a network. They were unable to setup network. Worked with them in detail to help them understand.	Plan on going slower in the course and doing more hands on.
Introduction to Networking	I did a muddiest moment located in Unit 5 under CAT.	The students had several points so the course material needs to be refined to address them.
Introduction to Philosophy	A background knowledge probe was used with a critical thinking question in class. The question was answered aloud in the class room.	Adjustments were made to improve understanding of the Epistemology of Plato.
Introduction to Philosophy	A background knowledge probe was used, in the form of peer editing, and processed during week 5 in the class room. Most students needed this help to develop their major essay.	The major essay for the course was a better written presentation as a result of class room peer editing.
Introduction to Philosophy	Muddy Point. In review for coming test, it appeared that students were underestimating the importance of Plato in Socrates being the most well-known Philosopher. We had a discussion of all the qualities and status of Plato that if any were missing Socrates would be unknown.	I have a note for next semester to have a better longer discussion of this question in the first time instead of in the review for the test.
Introduction to Philosophy	I asked the students to reflect on what course outcomes/objectives they had achieved the most in and to indicate what assignments were most helpful. This was given in Module 8.	This is not so much something new as a continuation of my desire and goal to ask probing questions based on course outcomes/competencies in order to ensure student success.

Introduction to Philosophy	Muddiest Minute. Several students were looking puzzled, so I explained in greater detail the relationship of what was happening in F. Bacons times that caused him to insist on having no bias or prior conclusions in beginning a scientific examination, and to not be satisfied unless there was an improvement in human life developed.	I will make more of an effort to do this with other Philosophers.
Introduction to Philosophy	A background knowledge probe was used in unit 5 with class time and added tutoring time for the Round table essay.	The additional time to help students prepare for this essay appears to have resulted in higher quality enhanced learning for the students who engaged in the opportunity. This will be continued in future classes.
Introduction to Philosophy	Probe. Asked what students thought about the influences on the Scientific Methods developed by Newton and Bacon due to their time in History, and their age.	So I led a discussion and the students were surprised by our conclusions and this question that had not occurred to them before.
Introduction to Sociology	There is a CLARIFICATION link for each weekly unit. Students can ask for clarification on any concept, term, or test question or can ask a general question about any assignment.	Students like this opportunity for clarity. It has been a successful component to the course.
Introduction to Sociology	I asked students to share their understandings of the theoretical perspectives located in Doc Sharing titled CAT 3. Only 36% of students were able to answer at a satisfactory or better level.	I used the Social Institution of Family as an example for teaching the theoretical perspectives. This time 100% were able to answer at a satisfactory or better level.
Introduction to Sociology	I did an assessment of how many students understood the sociological perspectives just discussed. 77.5 % gave a satisfactory answer. I proceeded to a new topic and applied the perspectives to the new topic. 88.2 % were able to provide satisfactory answers.	I will continue to make an application of the perspectives with each new topic to increase the number of students who can provide satisfactory answers. It is found in doc sharing labeled CAT 4.
Introduction to Sociology	The CAT for this course measures student understanding of 3 theoretical perspectives used in sociology. It is located in doc sharing. Students are asked questions about the theoretical perspectives. A rubric is used to score the answers from 1-10, with 1 being little or no understanding, 6 being competent, and 10 being perfect. The results showed an average of 4.3, not competent.	The course continued with new material and continued emphasis on the application of the 3 theoretical perspectives. The students were again asked questions about the theoretical perspectives. This time the average was 6.8, a significant improvement and above the rubric competency level.
Introduction to Sociology	This class was different because it was all active duty soldiers and no civilians. Due to this, I taught them differently because they were all from the same unit and knew each other very well. We were able to have very deep class discussions with almost all students involved because they felt very comfortable with each other. It was a treat having this class.	I would continue in the way I did however I would have more side group discussion to then bring back to the rest of the class.

Introduction to Sociology	I did several CAT's throughout the semester. They are located in Doc Sharing under CAT 1, 2, 3, and 4. Each Cat deals with how well students understand sociological theories.	Students are awarded points for effort and understanding of theoretical concepts. Concepts are discussed before administering the CAT. Results are discussed during the class period following the CAT and lectures are modified to address specific areas - areas that CAT results show a lack of understanding. If students do well enough I move on to the next topic.
ISO 14000 Environmental Mgmt	I did a Muddiest Point (CAT) which is located in Unit 2 in Lesson 2 : One minute paper: Explain and illustrate by example, the typical structure of an ISO documentation system	I am going to make this assignment much more clearly to my students. Many of my students just turned this assignment in for the bonus points and never gave the assignment much thought
ISO 14000 Environmental Mgmt	I did a muddiest point which is located in Unit 2 under content item link labeled Muddiest point.	Under the Course Competencies, Section 9, I wanted my students to explain and illustrate by example, the typical structure of an ISO documentation system in a one minute paper format. One student got OSHA requirements confused with ISO documentation. Another student got environmental performance confused with ISO documentation. Still another student mentioned requirements of ISO 14000 in her one minute paper. So I am guessing I must reword my CAT!
Java Programming	I did a muddiest moment which is located in Unit 5 under content item link labeled Discussion Thread.	Students were able to answer each other's questions about methods and learn from one another. We will continue to use this.
Jump Math	One Minute Paper in Module 1 concerning long division. Of the 6 students, 5 students demonstrated complete understanding.	I made personal comments for the student who didn't understand, but the results allowed us to move on with the course content instead of reteaching the material.
Juvenile Delinquency/Justice	The CAT for this course is based on understanding various explanations for juvenile crime and how society - the community - responds through schools, police, courts, family services, etc. It is located in doc sharing, After 4 weeks of instruction students are asked to describe what they have learned. Answers are scored from 1-10 with 1 being very little or no understanding, 6 being competent, and 10 is perfect. The results showed a class average of 5.8 or just under the minimum for competence.	After analyzing the results we developed new ways of explaining the concepts using fresh examples and we showed video interviews with police officers from Boston, MA, and probation officers from Orange County, CA. The students were again asked to describe what they had learned. The results showed a class average of 9.2.
Keyboarding I	I utilized a Student Self-Assessment Technique Rating Scale. Students must rate themselves three times throughout the class on the following categories:	No adjustments are needed because students are aware of proper ergonomics in the classroom.

	Keep eyes on copy, keep feet flat on floor, wrists do not touch the keyboard, arms are a handspan from the keyboard, and sitting up straight.	
Keyboarding I	I utilize a Self-assessment in Module 8. Based on the information in each session, students have a good understanding of the ergonomics needed for keyboarding.	I utilize a Self-assessment in Module 8. Based on the information in each session, students have a good understanding of the ergonomics needed for keyboarding.
Keyboarding I	Module 8 Self-Assessment	Content is sufficient for successful completion of the course by students.
Keyboarding I	In module 9 of course: I conducted a Student Self-Assessment Technique Rating Sheet. Through this form, students rate themselves three different times throughout the duration of the course. They do this based on the following criteria: I keep my eyes on my copy. I keep my feet flat on the floor. My wrists do not touch the table or keyboard. My arms are a handspan from the keyboard. I sit up straight.	Ergonomics continue to play a huge role in a student's ability to keyboard correctly. They continue to realize the importance and the correlation between correct posture, positioning and keyboarding. At this point, what is presented is working well and I do not plan to adjust unless a student has an individual need.
Legal/Ethical Issues in Health	Muddiest moment is located in chapter five. Some of the legal descriptions are difficult to understand.	Will try to define a little clearer on those definitions/descriptions earlier in the online course and again towards the end near final time.
Legal/Ethical Issues in Health	Muddiest Moment is the method being used in this course. Current students are graduate students taking this course for CEU credits for licensure	These students are not the "traditional" first time online students. All currently hold professional healthcare licensures/certificates so they are understand the concepts of legal and ethical questions.
Legal/Ethical Issues in Health	I used a question and answer forum in discussion mode for the students to pose questions and answer if they knew. Malfeasance and misfeasance were confusing so the instructor is going to have to specifically discuss the intent to do harm and an accident.	This was the first class I used this topic and it challenged me to answer the students questions.

Make-Up for the Theatre	Students unfamiliar with moulage makeup techniques and uses. Used online video to demonstrate.	After the discussion, students understood the assignment
Management Information Systems	Using the muddiest point in a discussion board for MIS in BARTONline eCollege, Spring 2016 semester. The discussion board is located in unit 8 called Course discussion.	The student really liked the layout of the course and thought it was very informative. There were a few hiccups in the softchalk assignments that I will look at and work on adjusting. This should also be fixed when converting over the canvas.
Manual Transmissions	Muddiest point methods were used.	Define course structure and more hands on/muddiest point practices.
Manual Transmissions	Letting students find their own way in shop exercises. I would wait until students got into a bind because they had not followed diagnostic procedures and then I would come in and reinforce the search for information so that students would learn not to depend on the instructor.	In the future we will brainstorm how to approach shop exercises so that students have an active and thinking part in their tasks.
Marketing	Completed a discussion board in unit 16 for the Marketing plan and the muddiest point in regards to their struggles with this project.	Students would like more assistance with the SWOT, segmentation and target market. They also would like additional help with the Advertising / promotion piece. I believe that I will provide examples / demonstrations on these advertisements that must be created and submitted.
Marketing	Review of the Introduction section of the students marketing plans showed that they were having the most confusion about the Marketing Mix and the Marketing objectives.	We clarified these with extra examples and provided an outline of the components that are involved the developing the strategies for each of the Marketing Mix sections.

Marketing	Completed a Marketing Plan discussion in unit 16 for the muddiest point in their final project.	<p>The most difficult things this class discussed were the SWOT analysis, PEST analysis, and Objectives.</p> <p>I will review this information and try to clarify instructions and provide additional examples.</p>
Marketing	I completed the muddiest point discussion / question regarding the Marketing plan in the course shell in Unit 16 called marketing plan discussion.	The students seemed to enjoy this project however they would like to see more examples of different components throughout the project as well as more help with the Jing project. These were the two issues they struggled with the most.
Marketing	I did a Minute Paper and Muddiest Point Exercise at the beginning of July. I wanted to assess how much information the students had retained, and how much additional course material should be emphasized. It was mentioned that it is important to know how markets function, and why marketing activities are relevant. The students recognized that marketing affects us all. They also appreciated and enjoyed our general discussions about business.	Overall, the class was progressing effectively. However, it was mentioned that there should be more group activities, and that the sessions were too long. Since this is a summer course, this cannot be corrected. In the remaining sessions, brand loyalty and brand recognition will be emphasized, along with group exercises with regard to marketing products and various strategies to enhance these efforts.
Marriage & Family	An essay assignment was shifted to a report process for two of the essay assignments. This opened up and enhanced learning with value laden class discussion.	This report and discussion process was used in a second process and this will continue, as a positive change.
Marriage & Family	Minute paper in Week 6 unit, chapter 14 asking students to distinguish between crude and refined divorce rates and which, in their opinion, was more valid. Over 50% couldn't adequately communicate the difference, so I discussed further and provided examples.	Clearly, more information needs to be presented by me to adequately teach about the two rates. I plan to make up some concrete examples of how the two rates are used (especially in media which is where most students said they'd seen/heard divorce rates).
Marriage & Family	I did a Muddiest Point, located in Unit 9.	Students indicated that they were confused in regards to the discussion thread, even though instructions are included in three separate locations. In the future, I will send out a detailed email the first week in regards to this.
Maternal Child Nursing II	I put a picture of a woman with excessive hair growth on face, chin and neck and put question marks up and had this on the document camera when the students entered the room. As soon as class began I asked the students to take out a piece of paper and write what was wrong with the woman and what was the cause. Several students asked, "That's a woman?" There were 44 students in attendance 0.14 percent of the students were able to identify	I will occasionally put something up on the document camera before class starts to get the students attention.

	that this was a hormonal problem and 0.2 percent of the students were able to give the name of the disorder. At the end of class all students were asked to answer these same questions on a piece of paper. Some of the students recorded in their journal entry that they hope I will do this more often because it made them start thinking and "wondering" before class even started.	
Math for the PreHospital Provd	Minute Paper	Find new ways to help student decipher what is important in a word problem and what is extra.
Medical Admin. Procedures	Classroom Assessment Chapter 8. It is listed as a drop box assignment. The information I have gleaned is that in this particular course the edition of the textbook has changed so page numbers have also changed. When I received information from the students in the class, I began to make the necessary changes so that assignments reflect the correct pages in the updated edition of the class. It has been a learning experience as I have also learned that sometimes when course migrate that the information contained in them becomes a bit altered as well.	From this point on, I will make sure that the course content reflects the proper edition of textbook and also make sure that this instructor has the current edition as well.
Medical Coding III	I have introduced ICD-10 in the course, ICD-10 is a coding system that will be replacing ICD-9, and the scheduled implementation date is October 2012. Although it is too early to actually teach the code sets I do believe it is important to begin exposure to it.	I will continued to introduce more ICD-10 content as it is released.
Medical Professional Issues	Muddiest moment used in chapter five	This again is where we will need to define legal issues more clearly.
Medical Professional Issues	I used the muddiest moment, however since this was the first time this class was offered for medical assistant students there were no specific unclear concepts. There were some technical issues with videos that I needed to correct and also with some test answers that required some modification.	I have uploaded new power points for this class as well as re-recording voice overs with iSpring Pro. Course exams have also been revised.

Medical Surgical Nursing I	I asked the students to write down 3 key points related to CAD Many students had difficulty coming up with 3 good points that actually related to the CAD content of the lecture	I plan on having student's complete worksheet prior to lecture so they will be familiar with the content covered in lecture.
Medical Terminology	I used frequent examples of how my experience related to the medical term. Students seem to relate to terms better if they have an example of how it affects the body and person in general.	Students share with me that they learn and remember terms when they hear how disease can affect them.
Medical Terminology	This particular online class uses the muddiest moment located in unit 10 which is about halfway through the course.	This course has recently been totally revamped to place more emphasis on teacher student interaction and to provide more background information regarding utilization of medical terminology.
Medical Terminology	I did a "muddiest point" which is located in unit 5, chapter 11, and made available to students at the midpoint of the course.	A student recommended using a more "practical application" of medical terminology, which I thought was an excellent idea. I will incorporate some actual hospital medical records towards that end,
Medical Terminology	I did a "muddiest point", located under the Course Home tab; it was kept hidden to students until the halfway point of the course.	I will change the headings of "modules" to "chapters" so that it is consistent with the textbook used. Will also group chapters together by due dates. Also will allow all answers to be shown for exams once the due dates have passed.
Medical Terminology	Muddiest moments is again what I used.	In this particular class it wasn't that the content was misunderstood but the new Canvas format, students had difficulty understanding that hand grading has to be done with short answer and essay questions. So this will be addressed in announcements within this LMS

Medical Terminology	My course assessment was referring to how students would interpret medical terminology of words that are unfamiliar to them. I discussed this in length at the beginning of class and again in the middle and end of class. Some students grasped the content, some did not.	Since I have hard data from the final, I will be stressing this fact more frequently throughout the course using Jeopardy games and memorization techniques of prefixes, suffices and combining forms. If the students can grasp this fact then they will be able to interpret words better in the future.
Medical Terminology	One minute paper: During the last few minutes of the class period, I asked students to answer questions on a half-sheet of paper on "What is the most important point they learned" and, "What point remains least clear to them". The purpose is to elicit data about students' comprehension of a particular class session. Test Questions: I allowed students to write test questions and model answers for specified topics, in a format consistent with course exams. This give students the opportunity to evaluate the course topics, reflect on what they understand, and what good test items are. Muddiest Point: I asked students to describe what they didn't understand and what they think might help.	Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by the students' comments. I make a rough tally of the questions the students propose and the topics that they cover. Evaluate the questions and use the goods ones as prompts for discussion. I also revise the questions and use them on the upcoming exam. Provide regular feedback about student progress and can preempt misconceptions and poor performance on more tests, quizzes, projects, etc.
Medical Terminology	I am using pop exams to see what areas I need to hit harder, if they don't understand a certain point, I can determine that by looking at data by question number. Is there one question that everyone seems to not be understanding. Then I bolster that area in class.	Since the concepts are new, I have been using games to help reinforce learning of key concepts. Jeopardy and story writing using terminology has been extremely helpful in understanding.
Medical-Surgical Nursing IV	Did the muddiest point over the "Burns" content and the students stated the muddiest point was using the Hospital Consensus Formula. I did a couple extra examples with the class to help clarify this.	For future lectures on this topic I will include more examples to practice the Hospital Consensus Formula and have students calculate for the different time frames.
Mental Health I	Did muddiest point on therapeutic communication, identifying therapeutic technique used. Had difficulty differentiating items that appeared similar to student.	Intend to utilize more examples for the techniques the students had difficulty differentiating; role playing

Mental Health Nursing II	I utilized Chain Notes. I passed around a manila envelope with the question, "Immediately before this envelope reached you, what exactly were you paying attention to?" I gave the students an index card to write their response on and then place in the manila envelope. I divided the responses into the following categories: 1) Focus on self; 2) Focus on other students; and 3) Focus on content. There were 16/27 students in attendance. 9/16 - Focus on self, 2/16 - Focus on other students, 5/16 - Focus on content. I was hopeful there would be more students focused on the content.	The content on this day was delivered by lecture which could explain why there were fewer students focused on the content. It may be beneficial to look at a more interactive delivery of this content to keep students focused.
Military Hist/Amer Revolution	I used the muddiest questions CAT. This is the most useful one in my opinion because it lets me ask what doesn't make sense to students, and then I can reexplain or take a different approach so that they do understand. I also have them write what I call reflection papers and they can tell me what didn't make sense, what they would have liked me to spend more time on, or any questions they have. These things help me change what I'm teaching/my methods for teaching it so I can better help my students understand the content. I also had a long discussion with the students the last day of class and asked them what readings, assignments, lectures, strategies helped them and what they think should be changed for the class next time. Asking questions like these give me a good indication of what I do as a teacher and what benefits the students.	The CATs let me see the areas that I am struggling in teaching my students. Often times students have similar questions, so I can address those issues for everyone. Sometimes I realize that I need to adjust my lectures or pause more often to ask if the students have understood what we have just talked about. As long as I create an opportunity for the students to let me know what is not making sense, I feel that I can address that and fix it. I try to do these things regularly.
Military Hist/First World War	I use the Analytic Memo in Units 2, 3, 5, and 7 under the content item, Campaign and Battle Study. Students are required to examine a specific campaign or battle in the First World War and provide a critical analysis of the actions taken in those events.	The analysis submitted in the Battle/Campaign studies allows me to adjust First World War Forum and Chapter Assignments to address factual and analytic shortfalls.
Military Hist/First World War	I use the Analytic Memo in Unit 3, 4, and 7 under the content item, Campaign and Battle Study. Students are required to examine a specific campaign or battle in the First World War and provide a critical analysis of the actions taken in those events.	The work submitted in the Battle/Campaign studies allows me to adjust Debate and Chapter Assignments to address factual and analytic shortfalls.
MLT: Clinical Chemistry II	Muddiest Point over content week 3. I gave a Pre and Post Test and got the expected results with students showing improvement. I did discover that I need to emphasize my handout on interpretation of results more and will add more practice case studies.	Add additional practice case studies within the unit assignments.

MLT:Clinical Microbiology I	I asked my students in Week 8 to explain which part(s) of the five tube set-up were the hardest to understand and if there was a better method of instructional delivery that could be used. Their comments were the same, not finding enough charts and books to help define this concept. I have a lot built into the course, but this is a very old method (required for my accreditation) and most lab people do not use it and often cannot help my students in the cooperating labs. By far, the LIA tube garnered the most comments. I was not surprised by these comments.	I will continue to search for more resources to help with the five tube concept. When I convert to Canvas I will be including more detailed videos and I am anxious to see the impact this will have on my students.
MLT:Clinical Microbiology I	My CAT is located in WEEK 8, Threaded Discussion, I did a version of the muddiest point. The students were given the opportunity to discuss the concepts of a particular testing method and give me feedback on the most difficult area and any ideas they had to make this point easier to understand and better ways of effective communication to help the online learning format.	I am going to include more video about the "five tube setup" and include an additional worksheet to help explain this concept better.
MLT:Clinical Microbiology II	I asked the class in Week 7 to give me their feelings on this experimental learning system. I wanted to get their feedback on the design, content, and ability to navigate the new LMS.	Almost all the students had very positive, strong comments about the Canvas learning format. They also commented about the content of the course and the fact that the ease of the system aided them in their successful participation in the course. I hope that we consider making a change to this LMS.
MLT:Clinical Microbiology II	I did a muddiest point and put it in as a discussion in my Course Announcement section. I asked them to point out which concepts were the hardest to learn and how I as an instructor could present them in a better format to help the learning process.	I will be allowing more time and will be incorporating more visual aids to help with the learning process.
MLT:Clinical Microbiology II	I asked for a short paragraph from my students about what area of Micro II they found the most difficult to understand and what ways the instructor could help get this point across in an easier format.	I received many ideas, more time needed, more visual aids, and more hands on in the accompanying lab course. I will try to implement the added time factor and allow for more exercises that pertain to the trouble areas in the lab.
MLT:Immunology & Serology	I asked my students to share which method of study they preferred to use when trying to understand a difficult concept, especially antigen/antibody interactions.	Most students responded with visuals, such as flash cards, videos, demonstrations with visual aids, etc. I added videos to my course covering various aspects of the material being covered, and received good feedback from that.

MLT:Intro/Med Lab,Urin,Body Fl	I did a muddiest point regarding chemical testing in Urinalysis and I asked the students what were the hardest concepts to understand. It is located in WEEK 6 of the course. I also asked them to suggest ways to improve the delivery of the material in these hard areas.	For the most part, they had little concerns. They felt that they were getting everything they needed from the course. Most of them gave suggestion to their fellow classmates about ways to improve their study habits and recall abilities. I had one suggestion about videotaping the lab section of this course. Although I understand his reason for this, this would be highly impractical for this course. My students in distance cooperating labs need the hands on aspect that I cannot duplicate in the virtual world. Other than that suggestion, most of my student's comments were positive.
Money & Banking	I did a muddiest point on competency 5 - Define gross domestic product and other customary measures of U.S. economic activity.	The students did well on this competency and I will continue to follow-up on this competency
Multimedia Presentations	Favorite Tool or Technique	Student did not understand purpose of question. I will make a more direct CAT to get better student input.
Musical Theatre	Demonstrated staging technique, students did not fully grasp concept. Did a practical example.	additional reinforcement required
Networking I	I did a muddiest point paper	Students experienced difficulty grasping the subnetting concepts. I will provide additional materials and instruction in this area.
Nonverbal Communication	Best and Muddiest Point under each unit	Will look at PowerPoints a little more to add in more description under Week 2
Nonverbal Communication	Muddiest Point (under each unit) - students are continued to have trouble with first chapter of text - answered specific concerns	Need to delve into further - possibly adding audio to this portion.

Nuclear Bio & Chem Resp Operat	Background knowledge measured student's level of English.	Yes, varied per student
Nursing Home Aide	I did a Misconception/Preconception check on the students. The populated statement given on caring for the elderly was that a person needed to be moving towards a career in the nursing field. I then explained there are some people that will find it rewarding to be a CNA, and may not move forward in the field of nursing. Then I explained that not all people will enjoy the job duties and may find another field to follow. I explained to them the rewards of being a caregiver. Also the compassion and empathy of those that give good care helps others to feel good, want to get better, and provides quality to life. The students explained how this is what they wanted to provide for those they will care for.	I believe assessing preconceptions and finding misconceptions of learners is very important to assist in finding barriers to learning. Continuing to probe for these ideas will help me to alleviate fears in learning attitudes of caring for others.
Nursing Home Aide	I did a group discussion on accountability with the students. In this discussion the students brought up many topics to which accountability for their behaviors and actions are important to them. The behaviors of others were also discussed. I discussed how their ideas of accountability had changed during the discussion. Many of the students responded that having a positive attitude in situations assisted them in being a better person, responsible for their actions and the consequences of their behaviors.	I believe introducing scenarios of when the student can display behaviors and attitudes which promote awareness of accountability in a person is important.
Nursing Home Aide	For my C.A.T. I did a muddiest moment. For this there were several muddy moments as it was difficult to explain and demonstrate how to perform certain skills when there was no equipment to work with in the high school classroom setting. This came from skill check off and the students struggling with the check offs. With this issue identified, I found videos on the internet to show how the skills should be done and then once at the clinical setting I demonstrated the skill again and had them return demonstrate the skill.	It would be important for the high school class to have a lab or something similar to what the college has to help complete skill check offs satisfactorily prior to going to the clinical setting. I have found good videos on you tube to demonstrate the skills so at least the class can see the skill properly done.
Nutrition Therapy	Muddiest Point threaded discussion in Unit 4.	Student's questions were addressed and will be working on more interactive activities for Unit 3 material.

Organ	This syllabus outcome is addressed in this CAT - The student will be able to play repertoire suitable for her (his) technical ability with accuracy and musicianship. In one on one lessons with an experienced organist, this CAT is done with just a conversation of different approaches to obtaining performance accuracy and musicianship options before a final grade is given.	New strategies appear every semester with new literature and performance opportunities.
Organic Chemistry II	For this course I did an informal email survey (the course was very small) to reach out to each individual to feel how they were proceeding with the material. Each individual responded and I offered suggestions with adjusting their learning techniques.	For Spring I have added a survey early in the course with a muddy point later. This will allow me to check in more often to adjust the trajectory sooner.
Organizational Communication	I did a muddiest moment asking students via email and admin thread during week 5 to open the shared document and answer the 4 questions. Their answers were to be written in their journal	I plan to add a section in the course home announcements about C.A.T. so the students will know sooner and will also better understand why the assessment is important.
Organizational Communication	Muddiest Point - located in each unit labeled "muddiest point".	I noticed most students were having a difficult time understanding a "decision matrix", so I have added in more material for a better understanding of that.
Parenting	I have CATS located in units 2, 4,6,8,10,12, 14 and 16 within this course. One muddiest point, write and answer your own test question and 6 one minute questions.	I will placing in new video's and a textbook for this course.
Parenting	Within a unit review (test) I asked: What is the muddiest point? Most students noted nothing was muddy. Though, I had one student ask if the CAT question was worth extra credit. I Thought about it and decided yes, but they would have to write at least 3-4	It was fun to see how much thought they put into their responses.

	<p>sentences explaining what they knew and what they thought they did not know enough about.</p> <p>The results were extremely interesting.</p>	
Patient Care II	<p>Background probes particularly with medical terminology. Reviews were required throughout the course content.</p>	<p>Each night will include terminology review pertaining to the content of the chapter.</p>
Payroll Procedures	<p>Hands-on assessment completed in Modules 10 & 11 before beginning the computerized portion of the course.</p>	<p>Processes are identified individually for more direct teaching.</p>
Personal & Community Health	<p>Divided the class into groups and assign each group a topic on which they wrote a question and answer for the next test. Walked around the classroom during individual assignment to assess student understanding.</p>	<p>I will do more group work in order to generate more discussion throughout the cycle.</p>
Personal & Community Health	<p>There was a "Muddiest Point" in Chapter 9, where students were instructed to describe any unclear points, questions, etc. Many students were satisfied with pace, content, etc. of the course, but there was some question about how to correctly complete Behavior Modification Plans to receive full credit. I explained how to correctly write a SMART goal to receive full credit.</p>	<p>Will provide more instruction on SMART goals when I send my weekly emails to class.</p>

Personal & Community Health	I provided a "Muddiest Point" link in Unit 7 during the 5th week. Several students requested extra references for how to complete a Behavior Modification Plan, saying that the sample in the textbook was insufficient for the seven Plans due throughout the course. I gave further instruction, as well as, provided websites on writing Behavior Change contracts. This information can be used for the remaining 4 Behavior Mod Plans due in this course.	I will modify the course to give further examples of how to write a behavior change contract in the first 2 weeks, so that students feel fully prepared to do the assignments.
Personal Finance	I use a muddiest point thread to describe the time value of money.	While my students met my expectations, I will continue to give plenty of examples of this principle.
Pharmacy Operations	Students were required to complete a muddiest moment exercise in Week 5.	Based on the feedback, students had the most trouble with the data entry/lab portion of the course. As far as instructional delivery, I will be more detail oriented with this portion of the course.
Physical Science	Conducted Classroom Walk-about as students did laboratory activities (three times a week)	Redirected students to correct procedure and data collection based on observations and student questions
Physical Science	I gave the students multiple choice questions that reviewed recent materials from the class. After they had time to try answering these on their own, I collected anonymous responses from the students to see how well they understood the results. By collecting the data in real-time, I could focus on the questions that they had trouble with and explain what was wrong with some of the popular incorrect responses.	I plan to incorporate this style of feedback more often in the classroom, since it seemed quite effective and the students seemed more engaged than usual.
Physical Science	Classroom Walk-about during laboratory activities	Re-directed students with concepts and data collection during labs based upon questions received

Physical Science	Minute Paper called Favorite Section - in Unit 15	Increase the emphasis in the course on Astronomy and decrease the emphasis on Physics.
Physical Science	Background probing is conducted at the beginning of each unit	Based on student responses, material already known by students can be eliminated from discussion, allowing more time for material that is new to the group.
Physics I	I did a three minute summary at the end of Lesson 3. This let me see what important concepts student were missing.	I am adding in a new section with a video and practice problems to help keep kids on track.
Physics I	We hold live chats at least once per week. Each one begins with any questions that may have come up during the week. We then go through problems and concepts as a group discussion.	I guess I am really not sure what all I should have in my course as a way to determine where kids are struggling.
Physics II	After discussing the definition of "electric potential" I gave the students some exercises that required a conceptual understanding of this topic. Students did well with questions dealing with positive charges, but not so well with negative charges.	I will emphasize how the sign of the charge matters, and how this differs from their prior understanding of similar ideas about gravity.
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. Various nonverbal cues are also evaluated constantly.	More hands on lab exercises and more Q&A during the units to have them draw on their own experiences.

Play Production	classroom CAT in the form of a discussion prompt on topic	Was able to identify areas needing review
Preschool Child	I have CATS in all my Units. One muddiest point, one write and answer your own test question and 6 one minute questions within my course shell.	Added in a new discussion question and information about childhood brain development.
Preschool Child	I have CATS questions in each unit, 6 minute papers one muddiest point and one write and answer test question.	Video on how a neonate develops shape constancy. More information on what exactly neurons, axon and dendrites do.
Preschool Child	I used an audible. Asking students if they understood the 3 main concepts of the chapter. Seeing all heads nod probed a bit further. I then asked, "if you think you could present all three concepts stand up." Having only three stand, I gave each a concept to present to the class. All three did an excellent job.	I will do this more often. It gives students ownership of the class material. "If you can Teach it, it becomes knowledge, not just stuff students are exposed to."
Preschool Language & Literacy	What was your muddiest point? It was under Week 3. I had 1 student that would like more information about how to engage a large group of students in a literacy activity effectively.	We have an assignment that addresses this. We have literary activities that can be used for groups.
Preschool Language & Literacy	<p>I use What was the Muddiest Point? In Week 4.</p> <p>Everyone stated that these assignments were getting them excited about working with young children and graduating.</p> <p>One student stated that doing the observations was difficult because she does not have a preschool located right near her.</p> <p>Many students stated that their young children enjoy their assignments because they get to "play" with their kids.</p> <p>So far I have kept the same assignments since no one has reported any difficulty as of yet.</p>	I may add another CAT near the end of my course to get feedback for the last assignments in my course.

Preschool Language & Literacy	I asked the students to draw a concept map on how all children, including children with disabilities, can participate in literacy activities.	The maps show where gaps in their thought processes existed and where understanding had been reached.
Prin of Agriculture Economics	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. Students were given real world agriculture examples concerning various laws of economics after covering a key concept and asked to explain what happened in those terms. Various nonverbal cues are also evaluated constantly. Also using group worksheets to demonstrate principles such as marginal rates of substitution and marginal costs.	More and better agricultural examples for them to work through.
Prin of Agriculture Economics	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. Students were given real world agriculture examples concerning various laws of economics after covering a key concept and asked to explain what happened in those terms.	Will move towards more case study type assignments to help explain key concepts
Principles Grammar Form & Style	I used weekly online worksheets to assess the students' level of comprehension on subjects covered each week, in addition to a midterm exam and a final exam. Online worksheets are accessible under each week in the link titled online worksheet. Exams are listed as midterm exam and final exam.	I will add additional exercises in the classroom to give students extra time with my instruction to grasp the concepts covered.

Principles Grammar Form & Style	I expanded the journal sessions for this course, allowing students to complete an entry each week. I then had them self-report their writings to ensure that they were understanding and absorbing the material.	I was pleased with the dedication that this group of students showed with their journals. It seemed to be very helpful for them.
Principles Grammar Form & Style	I completed two CATs. One asks students to identify what course section was most helpful and least helpful in learning the unit's concepts. The second CAT was a "Muddiest Moment" for the two previous units because most students struggle with these units. The first CAT is located in the Unit 2 Quiz, and the second CAT is located in the Unit 7 Quiz.	I have determined that my Unit 7 lecture notes are inadequate, especially for those students who do not do well in Unit 4 and don't read the book. I intend to augment my lecture notes.
Principles Grammar Form & Style	I used a muddiest moment in Chapter 10. Most had a little difficulty with the different types of cardiac medications so I will try to tighten up that section a bit more to increase the level of clarity.	Clarify where students can find further information regarding cardiac drugs as well as other drugs that might be misunderstood. I recommend a Nursing Drug Book or Micromedex which is found online. (free of charge)
Principles Grammar Form & Style	I have placed "Muddy Moments" in Units 1, 3, 4, 5, 7, 8, 9, 11, 13, and during the Post Test unit. Most of these are units that I know my students struggle with the content and the one in the Post Test Unit is placed there to give them the opportunity to ask questions before the final exam.	Once again, I will assess the Lecture Notes for some of these units and attempt to add more examples so that students can practice more.
Principles Grammar Form & Style	I had students complete both a graded exercise and quiz in each unit. The graded exercise tested their knowledge of the lecture material. Once they completed the graded exercise, we would review in class the next day answer any questions associated with the exercise then prep for the quiz.	I will continue to do exercises and quizzes for each unit. The best way students can learn when it comes to Grammar, is by getting practice. In addition to the exercises and quizzes, I will add games and other content to help the students get as much practice as possible.
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. This class struggled with the concept of the Muddy Moment. Occasionally, a student was able to identify the areas that he/she struggled in, but a majority of the posts were that they just didn't	I will continue to use the Muddy Moments and allow my students to redo any graded assignment that they receive below a C, but before I do this, the student must identify in writing the types of errors he/she made. Maybe even "force" them to meet me in the Live Chat to discuss any questions.

	"get it." Even after I prompted them to identify their struggles, I wouldn't hear back from them.	
Principles of Biology	I did a muddiest point for the lesson objective covered.	I had students peer tutor relative to their understanding of another's muddiest point.
Principles of Biology	I use the lab report in lesson 7. It requires that students understand multiple major concepts of biology including: genetics and heredity, reproduction, female selection, how to write a formal lab report, analysis of data, presentation of data, and correct use of many scientific terms. Before they complete this lab they complete a "practice lab" with written feedback from me to each one of the students on each aspect of writing a lab report.	I plan to provide more extensive feedback on the previous lab report format and add questions to the discussions related closely to this assignment.
Principles of Biology	At the end of class where we discussed the process of photosynthesis, I did a MUDDIEST POINT. Students wrote down what was still unclear to them about the process. Based on the answers I received, I then found a graphic depiction of photosynthesis and we went over that graphic at the beginning of the next class.	Based on the responses I received from each class, I spent more time on the graphic with one class (who had more "muddier" responses) and less time with the other.
Principles of Biology	I gave a murkiest point following the mitosis and meiosis lecture.	Since several students specifically wanted to know how the two processes differed from one another, we went over that information for the first 10 minutes in the next class session.
Principles of Biology	Following our discussions over photosynthesis and cellular respiration, I had the students take a "quiz" where they had to correctly place the products, reactants, or intermediate step with the correct metabolic process (photosynthesis or respiration). After looking over their responses, we began the following class with a brief summary and the correct answers to the "quiz"	After looking over their responses, we began the following class with a brief summary and the correct answers to the "quiz".

Principles of Biology	I had the students put the phases of cell division in order (a written response at the beginning of class). I then looked at their answers and took our physical models of cell division around to each table so that they could put them in order.	Table groups that did well on the written response were just handed the physical models and told to put them in order. The tables that didn't score as well on the written part, I had them put the models into subgroups first, order the subgroups, and then order them within the subgroups.
Principles of Macroeconomics	After the unit test are completed, I want the students to be able to perform and use what they have learned. I did this with the continual changing Business problem the students must perform as a group. This one I used for this course and students was "Last One Standing" using business skills in interviewing and hiring job candidates.	I adjust each C.A.T. after working with students and their abilities. I want them to take away the idea that they can succeed with business situations.
Principles of Management	I request feedback and the muddiest point regarding the students' final paper on their Assessment papers. This is a discussion that is available in Unit 16 called Assessment Discussion.	I believe that I could add more subjects to the current list of assessments. The students did not see any changes that needed to be made in this course.
Principles of Management	Used the muddiest point in a discussion board placed in unit 16 called Assessment discussion	There were many good comments about this assessment and final project. Some of the students thought 6 pages was a little long, however, trying to get all of the information written in a detailed format takes some space. I feel that 6 pages as a minimum will be sufficient.
Principles of Management	I did a Minute Paper and also a Muddiest Point exercise. The students had no difficulties with the concepts that were being explained. As usual, they did not enjoy the lectures and preferred more class activities.	This class is at the Juvenile Correctional Facility, and there were only four students in the class. It is difficult to do group work with such small numbers. However, I tried to do exercises that pertained to specific chapters--communication, teamwork,

		motivation, etc. Also, had discussions that emphasized real-world business happenings and activities.
Principles of Management	I noticed that the exams that I was providing were not an effective tool for assessment. I noticed one of my students who seem to under the material much better than her classmates was scoring B's and C's on the exams. As a result, I would like to offer a more hands on type of testing in the accounting course. I was unsuccessful in incorporating hands on (journal entries, t-accounts, financial statements etc.) on e-college. I will provide paper exams so that I can incorporate this type of assessment in the future.	As stated previously, I will offer a more hands on approach to exams or I would like to create a hands on template in "canvas" if it is available.
Principles of Management	Discussion located in Unit 16 regarding reflection paper on Management assessments.	All of the students felt that this was a very good project and analyzing the assessments brought the management and leadership necessities into focus. I will not be making any changes for the upcoming semester.
Principles of Management	I did a minute paper, and also a muddiest point exercise, both toward the end of the semester.	The class enjoyed the real-world discussions, which we will have more of in the future. They also wanted more group activities, which are difficult in such a small group. In the muddiest point, they expressed more information on motivational techniques. However, this is limited due to the subject matter of the course as a whole. This is a Management class, which provides for several methods of general business subjects, along with motivation.
Principles of Management	Muddy Points - Students were told to list the points from section 2 they did not understand.	After receiving the results - We went back through each topic that wasn't clear to a student in class until they were satisfied with their understanding of the topic.
Principles of Management	Reflect probe over the assessments. - Located in the Final unit called Assessment Discussion	The students really learned about themselves in a management position and the skills they do or do not possess and the areas they can improve upon. Many of the students acknowledged that being

		honest during the assessments really gave them an accurate result but honesty was a necessity.
Principles of Microbiology	I used multiple assessments during class. These were hands on labs which included using a microscope but also included critical thinking questions about the slides. For instance: What is one evolutionary advantage for the organism you see on the slide and how does it impact humans?	I will include more of these critical thinking labs in the hybrid class and since I now have cultures of different strains of bacteria and stains the labs will be more relevant.
Principles of Microbiology	In the middle of the class I have a set of questions for the students to expand on what they do not understand about the content.	Yes, I have ready revised these questions a bit to make them more user friendly. The students were responding with questions about factual information that was not important part of learning the "big picture" by framing the questions differently the students should respond about or focused on content.
Principles of Microeconomics	I experimented with different Business Problems - geared toward each subject area that we were studying at the time. Situational problems that could pop up in the business work day. These are listed in the Doc Sharing Folder	I make adjustments to each class as to how I teach by the students that enter the room. With this I always try to do something different each cycle to see if this will enhance the learning process.
Principles of Microeconomics	Located in Doc Sharing - I have continued to use business problems as a way to get students involved and feel that they can be a part of the economics experience.	I continue to work on using different business situations and realizing that each class brings a different and I must adjust problems for each group.
Principles of Phlebotomy	Throat swab and urinalysis were discussed on line. Students wanted more hands on experience. Therefore, I plan to incorporate opportunities for each student to perform these tests	It is important to listen to students and adjust if possible.
Principles of Phlebotomy	I did a muddiest point located in a weekly discussion in Module 6 labeled Meow Meow	The students indicated that Chapter 12 terminology was challenging to them and presented the most difficulty. They suggested a more specific worksheet outlined toward word terminology description and more intense focus on the meaning of such terms. I will be providing that in the next session based on the suggestions of my students.
Principles of Phlebotomy	I asked the students if they had any suggestions that would improve the course for future students, such as lay out, material covered and the speed at which it was covered, how it was presented to the class, etc.	There is one suggestion that I plan to enforce with future classes. I normally take the laid back approach during lab times and allow the students to volunteer partners, once student suggested that class members pick numbers in order to be paired up with different classmates each lab time instead of pairing up with the same partners each time. Give them some 'variety'.

Principles of Phlebotomy	<p>I had some students decide that they were going to do what they wanted, when they wanted. So I created a 'pop quiz' asking them what their definitions of accountability, professionalism, and responsibility and how those things pertained to them personally. I then asked them how they felt they were performing in the class. We held a discussion as a group, so they would realize that their other class members count on them as well, and if they don't show up to class, they are not only hurting themselves, but their friends. I also made them aware that this class is like a 'pre-interview' for a job, and that they must show these traits in the class as well as in society if they want a successful career.</p>	<p>I will be more adamant about enforcing these traits, and not rely on grades to show them that they need to straighten up.</p>
Principles of Phlebotomy	<p>I asked the students if they had any suggestions regarding course changes for future students, my main goal is to make sure they are experiencing the online course with as much ease as possible. Most students felt the course was not in need of any changes, and a few had suggestions on explaining in further detail on a few topics and create a place for students to access the required forms on the Barton webpage (which I have no control over, but I will make suggestions to do so).</p>	<p>Most students felt the course was not in need of any changes, and a few had suggestions on explaining in further detail on a few topics and create a place for students to access the required forms on the Barton webpage (which I have no control over, but I will make suggestions to do so). I will further expand upon the 'difficult' subjects for future classes, as I did with this group.</p>
Private Voice	<p>I did a sentence summary for both competencies 5 and 7. Most students comprehended competency 5 quite well but few grasped the main ideas of competency 7.</p>	<p>I plan to spend more time in presenting Competency number 7, focusing on the main idea of it.</p>
Private Voice	<p>I did a muddiest point CAT that covered five competencies. Seven students completed the CAT with the following responses: three believed they were well prepared for the exam because the information was covered adequately in class for all of the competencies; four felt they were prepared for all but one of the competencies, however, each felt they were lacking understanding of different competencies.</p>	<p>Because students are taught at different times rather than together, they do not all hear the same exact explanations nor the same amount of time spent on each competency. Also, student's absent miss presentation of that week's competencies so I tend to move through them faster the next week to cover two weeks' worth. I plan to be more attentive to student's that have been absent, spending more time covering competencies from the previous week as well as the current week. This will lead to greater understanding, but less application time. More focus on the online information will be implemented in class as well.</p>
Private Voice	<p>Students listed meaningful, useful, or important words or phrases that brought them more freedom of sound/tone. Then students were asked to explain the connection of freedom of sound to the overall goals of the course. Students then shared concepts that were the most useful throughout the course as well as concepts that were unclear or not useful to them.</p>	<p>I will continue to use similar terms is leading students to "free their sound". I will also continue to lead them to understand their mental approach effects their vocal outcome.</p>

Private Voice	I used a muddiest point CAT on the course competencies related to articulation. Responses were quite varied in regards to understanding articulation as well as most confused regarding the implementation of articulation in an efficient way.	Changes will take place in the initial presentation of the competencies with more emphasis on specific consonants, as well as in the exercises presented and the frequency of the exercises within following class periods.
Psychology of Serial Killers	<p>Unit 1 Muddiest point cat</p> <p>Student responses before</p> <p>The most confusing section of this unit was the body count section, specifically where it was talking about the death toll of serial murders and the quiz questions asking about that and the number of serial murderers in the 20th century. As far as the death toll, I think the question was just worded in a way that I chose the answer specific to the 20th century. But even looking now, I still cannot locate a definitive number regarding serial murderers in the 20th century in the information.</p> <p>Reply Show Less Breeze Rogers 2/9/2015 2:15:45 PM CAT</p> <p>A Tad late, but I've noticed in multiple bios; there have been inconsistencies in information given at the beginning, or at the end of a description of the profile. It's not a big deal but it's very confusing when taking notes. Also, there are tons of grammatical errors.</p>	I will look for grammatical errors
Public Speaking	<p>Early in the semester the students design and deliver an introduction to an informative speech. Then we listen to each introduction and discuss how the three main parts of an introduction we included, or not includes. Generally NOT included.</p> <p>Next I follow with a chapter assignment, 7-8 examples of what an "attention-grabber" is and how to design a good thesis statement. The students then write another introduction designed around what they have learned.</p>	Will add this introduction assignment for each speech presentation in the semester.
Public Speaking	Students were asked to re-design the Shannon-Weaver Model of Communication using a conversation as the example.	Students will need more examples throughout the semester of how the model operates using conversations as an example.

Public Speaking	I used Nods/Audible to determine if my class understood the stages of Monroe's Motivated Sequence.	There was some confusion, so I reviewed the material and added a PowerPoint on the subject. We also reviewed the related text material.
Public Speaking	I did a muddiest moment located in Unit 4 under content item link labeled Muddiest Minute. When giving a lecture on "The Communication Process Module", some students did not understand the "noise" portion of the lecture. This writer then set up a project creating "noise" in a speech. All students understood that portion of the lecture after the noise project.	I had not done the "Noise" project in a couple of years. After conducting the Muddiest Moment and seeing that some students didn't completely understand portions of the communication process module, I decided to permanently bring back the "Noise" project.
Public Speaking	I developed an assignment that required students to demonstrate a positive speaking technique that I hadn't covered in my lecture. This is a creative assignment that required students to stretch and be creative. Failure was acceptable. I discussed the best uses and pitfalls of each suggested behavior with the entire class.	Students struggled with this assignment because there was not a single correct answer. A system that focuses on high stakes testing and a search for the correct answer makes "brainstorming" type assignments particularly difficult for students. It is a skill that is difficult to teach, but necessary in the professional work world.
Public Speaking	Three parts to a good introduction. Asked students to demonstrate, some problems, so I explained.	Will cover Chap. 14 first, before demonstrations.
Public Speaking	Reading Response - students asked to submit questions about content that was unclear to them - I explain in more detail	Will look at areas that are a common confusion to see if I can add in more detail for better understanding
Public Speaking	Background knowledge on research - in class discussion	Will find more resources for students when it comes to research - provide in lecture
Public Speaking	In a speech, a student advocated for a position that was currently against the law. I had discussed the issue of controversial topics, but no illegal activity. I orally quizzed the class on the boundaries of advocating illegal activity, how they would determine how far what is too far, were the consequences. A good discussion was had.	I've expanded my lecture on criminal speech to include advocating for illegal activities.

Reason and Argument	In Unit 8, I asked the students to reflect on what they will "do" with the material they have learned in their personal and/or professional lives. Since this is a course that emphasizes critical thinking skills, I wanted to make sure that they are relating what they are learning to their lives.	I have been refining my discussion assignments to make sure that the students are engaging real world examples instead of just examples that I am making up for them. By their responses to the CAT, I can see that this approach is paying dividends. The students reported that they believed their ability to analyze arguments presented to them by commercials, advertisements, politicians, etc. was refined. So my conclusion is that my approach is basically correct -- I just need to keep refining my questions each Unit to make this even more clearly to the students.
Reason and Argument	I did a background knowledge probe in module 2 with the issues for part 1 of their major course project.	There was needed background information for choosing an issue for their projects.
Reason and Argument	I asked the students to reflect in a short paper on what objectives they had achieved in the course, and on how they would apply that information in their professional and personal lives.	I changed some of the assigned readings to focus more on how the information can be applied in the "real world" of work and relationships
Reason and Argument	8th Module -- I asked the students to discuss how they were going to take the information discussed in the course and apply it to their chosen careers	Last semester I decided to replace the Argumentative Paper with a more reflective based analysis -- the results were encouraging. I need to continue to focus on helping students connect what they are learning with the "real world" in which they are living
Records Management	Students were having difficulty with "Jobs" listed on the ecompanion shells (Jobs 1-8). Discussion with students regarding understanding assignments and taking finding test. Changes were made to present the Jobs in a more in-class lab format with students working together to ask and answer questions between themselves and the instructor. Finding test taking improved.	Time has been allotted during lecture time to discuss Job requirements and questions.
RN Leadership and Management	I sent students a survey by email to determine whether the delivery of content through lecture and small group case studies was effective in aiding the student's ability to apply the concepts to situations.	I will included a presentation followed by small group case studies to future lectures regarding legal issues in nursing.
Rules & Officiating	I used a pre/post evaluation for Rules and Officiating. Students had 5 questions over their knowledge of high school football officiating guidelines. After the chapter students were given the same 5 questions. The majority of students had little knowledge of officiating guidelines prior to the chapter and had a better	In the fall of 2017 I will use more videos that show the correct position/calls for officials. I will also make the students actively practice officiating during class periods. A more hands on approach needs to be used to get all students to understand how to be officials.

	understand afterwards. However 2 students seemed to still be struggling with officiating guidelines in high school football.	
Small Business Records I	I use the muddiest point for my CAT and I applied it to Unit 4 and why the use of ratios. The students successfully answered the questions correctly regarding the use of ratios.	I need to modify my lecture
Social Emotional Development	This was a Knowledge Probe presented as a quiz in Week/Unit 11. Most students participated, indicating a need for further detail in the subject matter.	I will either move this earlier in the course or provide more detail prior to Week 11 before presenting the "what do you know" quiz.
Social Emotional Development	The CAT was a What Do You Know Quiz in Unit 5	The adjustments should include having the CAT earlier in the course...Week 3 for the purpose of including more of the targeted information for the lectures in following weeks.
Social Psychology	Each unit covered has been concluded with the question (asked orally in class) Given what was covered in this chapter, what are you having difficulty comprehending? I tell them that they can look through their notes/PowerPoints to refresh their memories.	While there is not always a 'problem area' at times students will mention a topic or concept that they are having a problem with. I address it at that time - and will often ask another student (one who 'gets it') to help with the explanation.
Spanish for the Workplace	A Muddiest Point Thread was placed in Unit 4. I answered each student's questions and or concerns.	I will address verb tenses and provide more resources for students.

Spec Off Procedures- Medical	Muddiest moment is in chapter six of this unit where most students have already been. So far what has been found is that the class assignments and textbook pages often do not match. There is a great deal of jumping around in the text which students find disconcerting.	This course will be archived and a new one developed as part of the alignment processes for Medical Assisting and Medical Coding. It will now be call Medical Administrative Aspects and become a four hour course which I intend to make much more learner friendly.
Spreadsheet Applications	Completed a muddiest point discussion regarding preparation the content discussed in Chapters 7 & 8. This discussion is located in the Chapter 8 unit called Ch. 8 Discussion.	The students were having trouble with the If function, nested if function, using the and / or function, vlookup function, and macros. We discussed these I created additional assignments that would focus on these specific areas for additional examples.
Spreadsheet Applications	The muddiest point regarding the content that was included in their final project. This was completed through a discussion board in Unit 15.	Most of the student's answers include functions like the Vlookup / HLookup, Iferror, Nested If and / or Functions. I will use this information to provide additional examples / assignments and activities for the students to interact with these areas of the final project so they may clarify these areas.
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 did the muddiest minute for the Student Success. They were absolutely lost on the life role model. I mean they had no clue. I then went through it step by step to show them how it would relate to my life.	I will have to do this from now on, because once they got my example, then they could do it. Some still had a little problem and needed some individual help, but not anything like before.
Supervisory Development	Journal - students had to report progress on weekly goal. They were accountable to another student in the class for reporting and adjustments based on results.	Small groups were interactive. Next time I may have the groups picked at random.

Systematic Ethics	A background knowledge probe was used in week six in the class room. An evaluation for the preparedness of the Final Project was used.	Adjustments were made to help students prepare for their Final Project.
Systematic Ethics	A background knowledge probe was used in the unit 2 discussion.	Additional information was provided regarding ethics as a result of the findings from the background knowledge probe.
Systematic Ethics	A background knowledge probe with critical thinking was used in the discussion in unit 5.	There was need to provide follow up in the next unit to enhance learning.
Systematic Ethics	Background knowledge was used with quizzes in each unit. Quiz scores are demonstrating a low assimilation of information students should acquire.	I am working on practice material to build assimilation of course material.
Systematic Ethics	I did a background knowledge probe in unit 2 to examine the difference between Ethic and Morals with the students. A number of the students understood they were the same or opposite of their correct identity.	A follow up post was provided to enhance understanding and explain the actual identity of Ethics and Morals.
Technical Communications	I included a Muddiest Point discussion board in module 4 of the course shell.	There are no necessary adjustments needed at this time. I continued on the timeline I'd originally planned for the chapter.
Technical Mathematics	Muddiest moment located in Unit 7 under content item Muddiest Moment.	Students confused about Trigonometry. Need to add extra references and examples to course.
Technical Mathematics	Ratio project	Students are not showing enough work in project - have added detailed explanation about work shown in project directions.
Technical Mathematics	I used a Muddiest Moment in Unit 7 (link labeled Muddiest Moment)	Students continue to struggle with Trigonometry. I will keep the Muddiest Moment in this Unit and continue to find ways to help the students understand the material.
The Middle East in Modern Time	The three CAT's that I used were: 1- Muddiest moment in unit 8, 2-Web link learning summary project. This was a mini webliography where students critiqued a website that pertained to	The student suggested that I do less essays and more quizzes. I have updated the quizzes and made them straighter forward which will improve the course.

	<p>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>	
Trigonometry	Muddiest Point in Chapter 2 Unit	I did some reteaching on the topics of angle of depression and bearing.
Trigonometry	<p>I did a few muddiest moments in two units.</p> <p>I also did two background knowledge probes on</p> <ol style="list-style-type: none"> 1. Factoring Quadratic Expressions 2. Solving Quadratic Equations <p>Most of the students had issues remembering factoring from College Algebra.</p>	I did a mini lesson on factoring. Factoring was no longer a problem in the course.
Trigonometry	I had a muddiest point thread in the Chapter 3 unit of the course. I had a couple of students struggle with circular functions.	I constructed a short video explaining some similar problems and posted in the course. I will add those same posts to the FAQ so that future students can get the benefit of that response.
Western Civilization 1500-Pres	Muddy Point in Module Five Course Mistake in Course Home	I continually upgrade and make course tweaks based on what students post in the Course Mistake Section and the Muddy Point Section. The Course Mistake Section is the most valuable tool as students use it as a catch all location for every manner of question, not just errors in course syntax.

Western Civilization to 1500	Module six contains a thread marked muddiest point.	Several students indicated they wanted to review the questions that they missed. Course Home is designed to teach them how to use the grade book and click on the grade to view answer keys. I may add a video review of each exam and leave it hidden to students until after the due date.
Women & The American Experience	Prior Knowledge probe on important events in history - in class discussion	Will switch out prior knowledge questions each cycle
Women & The American Experience	Course Questions and Mistakes in Course Home - students having trouble with access of readings	I provided better access to readings for better understanding in the course
Women & The American Experience	An in-class survey is administered to assess the effectiveness of teaching methods, as well as course content. For example, students are asked if they find the online discussion board useful, if the online quizzes are too challenging or not challenging enough, etc. Students will also be asked if the course material is presented in a manner in which they can understand it, and utilize it in their everyday lives.	This course is currently underway, but will be further assessed at the conclusion of the term.
Word Processing Applications	I did a muddiest moment in the classroom by asking students what portion of Word they still were unclear on.	There is no link in the course but will be adding a Muddiest Moment to Unit 3 Exam module for the future.
World and Regional Geography	Exam Evaluations The students were instructed to use their Notes, Text and other sources to write 4 multiple choice, 2 short answer, 2 fill in the blank and 2 short essay questions over chapter 6 of the text and subject at hand. This gave me the opportunity to assess the individual student's critical thinking ability, knowledge of subject, thought process, achievement and content understanding level. This is chapter 6 assignments 1 and 3 on my e-companion site under chapter 6 assignments. I will adapt a more specific method in determining which subjects and academic levels the students need to respond to.	I have realized that I need to adjust this assessment, it seems that students are just writing questions over the first page of each section and not taking the time to explore the information and elaborate in their thought process. Therefore the questions were simply not thought out. I am going to develop a method that will require the students to research and fully develop the questions.
World and Regional Geography	I did a background knowledge probe. Most students had no clue on the role of the GCC on contemporary events so I explained it to them with a BBC video.	Use of independent 3rd party video (BBC) in order to place the role of the GCC into context.

World Religions	A background knowledge probe was used to evaluate students' understanding of Islam, in class during week four.	Adjustments were made to clear up inconsistencies regarding Islam.
World Religions	A background knowledge probe was conducted, in the form of a class discussion during week 5 of the course. Students were asked to provide their most interesting idea about Hinduism. This opened up the possibilities for students to focus upon an interest, therefore allowing the overview of the religion to become more valuable for their learning.	This was an area of help that was also used during the last week of the course to enhance learning.
World Religions	I asked the students in Unit 8 to discuss one course objective they thought they had achieved and why/how	I added a reflection paper this semester that forced the students to evaluate their learning in light of the course objectives; I want to refine the description/instructions for this paper to help the students more carefully relate their learning to the course objectives
World Religions	In Unit 6, I asked the students to choose one of the religions we have studied and then imagine that they have been asked to give advice to a chaplain at a Hospice who has a patient of that religious tradition.	The students did well on their responses and it reminded me of the importance of connecting the dots (if you will) -- of keeping them focused on the real lives of real people who practice these religions. I have adopted a phenomenological approach and from the students' responses, it is clear that this approach is working. But I still have work to do in terms of explaining how to interpret and use the information they are learning.
World Religions	In Unit 8, I asked the students to talk about a) the course objectives/outcomes and b) to illustrate their mastery of one.	I am going to develop a lecture video explaining the objectives of the course in more detail and I am going to refer to them more often throughout the semester.