Course Outcomes Form
Northwest Indian College

Follow the *Instructions for Completing the Course Outcomes Form, which is* available on the *NWIC* Assessment Website at http://www.nwic.edu/assessment/course-outcomes
Please submit this form electronically to the chair of the Curriculum Committee

It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., "IL: Essay").

Last date this form was updated or edited	11/22/2011
Course Number (e.g., ENGL 101)	MATH 098
Course Name (e.g., English Composition I)	Intermediate Algebra
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Matteo Tamburini, Cassandra Cook, JiaJia Chang, Jamielee Kamkoff, Zach Bunton
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Materials produced by NWIC instructors and Mathematics Education Collaborative.

A. NWIC outcomes: From the *List of NWIC Outcomes*, select the *most* important outcomes you *assess* in this course (at least **one** NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., "Written communication: 2a. Write Standard English")	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including indigenous theory and methods	Ongoing practice with identifying, extending and generalizing patterns.	Students' ability to solve a variety of problems in class and on quizzes.

B. Course outcomes: In order of priority, list the *most* important other learning outcomes for this course that you **assess** (**a maximum of 10**).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to…	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Make mathematical conclusions based on pertinent information and interpret them in context	Consistently being challenged to identify, extend, and generalize patterns.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Use multiple representations (graphical, algebraic, geometric, contextual) of expressions, equations, and inequalities.	Consistently being pushed to present, explain, and support their work with multiple representations.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Carry out operations with positive and negative numbers.	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Solve linear equations and inequalities; define and demonstrate what it means for a number to be a solution to a linear equation or inequality.	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Define, identify, and give examples of equivalent expressions.	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Simplify, add, subtract and multiply polynomials	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Evaluate expressions, formulas, equations and inequalities using the order of operations.	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.

Apply the rules of integer exponents	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Plot points on a rectangular coordinate plane, and estimate the coordinates of given points.	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.
Convert among the various representations of linear change (graphs, formulas, tables, context-based)	Presentation by instructor, group discussion, individual problem solving.	Individual interactions with students, observation of class discussion, student portfolios, assignments and quizzes.

C. List the NWIC outcomes and course outcomes from above on your syllabus.

D. Assess the NWIC outcomes and course outcomes, which are listed above, in your classes.