



# 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").

<b>Last date this form was updated or edited</b>	11/10/2014
<b>Course Number (e.g., ENGL 101)</b>	MATH 070
<b>Course Name (e.g., English Composition I)</b>	Introduction to quantitative literacy
<b>List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)</b>	Matteo Tamburini, Cassandra Cook, JiaJia Chang, Jamielee Kamkoff, Zach Bunton
<b>List the main textbooks, readings or other resources used in this course (including title, year and publisher)</b>	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**).

<b>NWIC outcome # (e.g., “Written communication: 2a. Write Standard English”)</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
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).

<b>Other course outcomes: Complete the sentence – As a result of this course, students will be able to...</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Demonstrate independence, persistence and flexibility in problem-solving	Encouragement and reinforcement from instructor, who will provide tools for students to evaluate their own work.	Classroom observation
Construct arguments to justify answers or processes	Modeled by the instructor, group discussion, individual assignments	Observation of classroom participation and independent work
Construct, interpret and apply models for the rational numbers	Individual reflection, problem solving, group discussions	Classroom assessment, ongoing formative assessment
Apply concepts in geometry including area and perimeter	Short lectures/whole class discussions, individual reflection and problem solving, group discussion.	Classroom assessment, ongoing formative assessment
Use multiple algorithms for the arithmetic operations on the rational numbers	Short lectures/whole class discussions, individual reflection and problem solving, group discussion.	Classroom assessment, ongoing formative assessment
Reason proportionally	Short lectures/whole class discussions, individual reflection and problem solving, group discussion.	Classroom assessment, ongoing formative assessment
Demonstrate the habit of making reasonable estimates of the numerical quantities involved in a situation.	Daily practice and discussion.	Classroom observation
Use online resources relevant to being a student, such as email, and does so on a regular basis	Short lecture/whole class discussions, experience in the computer lab.	Classroom observation, formative assessment.

Construct a personal budget	Short lectures/whole class discussions, classroom practice.	Evaluation of completed budget.
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**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.**