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	6/1/2014
Course Number (e.g., ENGL 101)	MATH 107
Course Name (e.g., English Composition I)	Elementary Statistics I
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, Amy Anderwon (WWU)
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Statistics (4th edition), By Freedman, Pisani and Purves; Norton, 2007

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 classroom discussions, individual and group problem solving sessions, reflecting on the feedback from their assignments	Exams, classroom observations, ongoing formative assessments

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)**

Describe the differences between observational studies and designed, controlled experiments	Reading the textbook, asking questions during lecture, completing assignments, reflecting on feedback on assignments	Exams, classroom observations, ongoing formative assessments
Describe the characteristics of a sample that is representative of a population, and evaluate whether a given sample is likely to be representative.	Reading the textbook, asking questions during lecture, completing assignments, reflecting on feedback on assignments	Exams, classroom observations, ongoing formative assessments
Construct and interpret graphical representations of data, such as bar graphs, histograms, boxplots and scatterplots, by hand, using a graphing calculator and/or an electronic spreadsheet.	Ongoing guided practice	Exams, classroom observations, ongoing formative assessments
Compute or reasonably estimate the mean, median and standard deviation of a dataset using a graphing calculator and/or an electronic spreadsheet, and interpret them; compare and contrast the properties of various measures of center and spread.	Ongoing guided practice; reading the textbook, asking questions during lecture, completing assignments, reflecting on feedback on assignments	Exams, classroom observations, ongoing formative assessments
Explain the importance of calculating and reporting measures of spread along with measures of center.	In-class discussion	Exams, classroom observations, ongoing formative assessments
Define and use the concept of correlation between two quantities	Reading the textbook, asking questions during lecture, completing assignments, reflecting on feedback on assignments	Exams, classroom observations, ongoing formative assessments
Calculate a linear regression model using a graphing calculator and/or an electronic spreadsheet; interpret the meaning of the coefficients; use it to make predictions and discuss their accuracy.	Ongoing guided practice	Exams, classroom observations, ongoing formative assessments
Use a normal curve to estimate the likelihood of events that are approximately normally distributed	Reading the textbook, asking questions during lecture, completing assignments, reflecting on feedback on assignments	Exams, classroom observations, ongoing formative assessments
Describe the ways in which the concepts described in the class could be applied to situations appropriate to the students' field of study.	In-class discussions	Exams, optional presentation, ongoing formative assessments

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.