

**Course Goals Survey, January 2010 (New Life)**

36 responses

FML GOAL	Not Imp	Min Imp	Imp	Def Imp	Very Imp
Provide mathematics needed for basic science courses	0	0	6	20	10
Provide mathematics needed for basic technology courses	0	2	9	19	6
Provide mathematics needed for selected college-level mathematics courses	0	1	9	13	12
Provide mathematics needed for general academic success in college	0	0	4	15	17
Provide mathematics needed for a 'transition' course	2	2	7	15	9
Develop mathematical (quantitative) literacy	0	1	5	16	14
Develop skills with numeracy, estimation, measurement and basic geometry	1	0	13	11	11
Develop skills with proportional reasoning	0	1	10	14	11
Develop skills with equations, inequalities and functions	1	3	10	10	12
Develop skills with probability and statistics	1	2	9	17	7
Develop fluency in the language of mathematics, and communicate about mathematics	0	1	8	12	15
Develop skills in reasoning and mathematics comprehension, and judge the validity of logical arguments	0	4	6	14	12
Develop mathematical proficiency (as in Kilpatrick, et al) in the identified content areas	1	1	8	15	7
Develop skills, attitudes, and habits needed to be successful in a college-level mathematics course.	0	0	5	11	20

Comments:

1. Develop skills with percents, ratios and proportional reasoning
2. More of a comment on the question 2, it seems that I think all of these goals are at least important, which may not be too helpful.
3. "Equations, inequalities, and functions" above should be broken up. I would say the first two are very important at this level, but not necessarily functions.

4. I tend to think Critical thinking is the foundation for success in mathematics and other courses.
5. while it is necessary to quickly review arithmetic skills (and I would include estimation in here), it is not necessary to teach these from scratch--there has to be an arithmetic prerequisite to this class. Also, this class should prepare for a terminal class. If we try to put in the algebra needed for transitioning to a STEM major math class we are trying to do too much.
6. Some skills should be previously learned and retained and they should be identified. Students who do not have these skills basic 6th grade mathematics should be directed to ABE first.
7. I do not like the phrase "develop skills" used in many of the goals. Many may read that and see no difference in what they are doing now - developing skills. What is coming out of StatWay, it seems, is that the goals are written in a way that shows students will use the skills in a meaningful way - to solve problems and applications. So, we could insert that kind of phrase in these goals or add some overarching goals like (1) Applications will be used to motivate the study of content, and (2) Technology will be used to enhance the learning experience. But, it needs to be clear that this is not a traditional math course that focuses on skills. rk
8. Ensure that students can meet their mathematical needs in everyday life as consumers and citizens (so that they need to know, for example, how to work with percent so that they can deal with discounts or understand congressional votes, or how to rank decimals so that they can compare rates of interest or the thickness of garbage bags)

TRANSITIONS GOAL	Not Imp	Min Imp	Imp	Def Imp	Very Imp
Provide mathematics needed for pre-calculus courses	0	5	6	12	13
Provide mathematics needed for other college-level mathematics courses	0	1	7	17	11
Provide mathematics needed for other science courses	0	1	10	19	6
Provide mathematics needed for other technology courses	1	1	16	14	4
Develop skills with equations, inequalities and systems	0	1	10	10	15
Develop skills with functions (linear, exponential and others), their properties and graphs	0	4	6	10	16
Develop skills with modeling	0	3	5	14	13
Develop skills with properties of numbers and polynomial arithmetic	1	1	9	13	10
Develop skills with Sets and Statistics	1	6	13	11	5
Develop skills with some additional geometry and basic trigonometry	3	7	10	10	3
Develop mathematical proficiency (as in Kilpatrick, et al) in the identified content areas	1	0	10	15	7

Comments:

1. critical thinking
2. Sorry, folks, I am not as clear as to what, precisely, a Transitions course is. If it is transitioning to a STEM major then it gets to have a ton of algebra and no fiddle faddle about "oh we just cawn't do factoring".
3. 90 % of the students taking this course will not be taking Calculus move on.
4. Develop a deep understanding of functions; dependence and independence.  
Develop a deep understanding of rate of change.
5. Comment: It would be good if the question dealing with "Kilpatrick et al" were self-contained and did not depend on the respondent's knowing the reference