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Page 1: After reviewing the LB iLearn course, complete the following questions based on your expertise.

Q1 What is the name of the course you are evaluating?

MTH 111 College Algebra

Q2 Describe the background, expertise, experience, qualifications and education that make you qualified as a Subject Matter Expert to review this course.

• Ph.D. Mathematics Education. Graduate of the respected Mathematics Education Doctoral Program at Illinois State University with the world-renowned Cindy Langrall as Dissertation Chair.

• Focus of doctoral degree was Statistics, with the title of my dissertation being “Examining Middle School Students’ Statistical Thinking While Working in a Technological Environment.”

• Instructor of online Statistics courses for 11 years at both the graduate & undergraduate level.

• Qualified to teach Math, Statistics, and Education at both the graduate and undergraduate levels with at least 18 graduate hours in each.

• Course Development in Statistics with Canvas and Blackboard LMS, using three different approaches to teaching: Traditional Online, Competency-Based Education, Personalized Learning.

• Teacher Leader for Math and Statistics, including supervision of teaching assistants, mentor of new online instructors, lead mathematics faculty, Statistics subject matter expert, lead tutor and trainer.

• Certified as State of Missouri Teacher in Mathematics 7 – 12, with 5 years public and private experience in middle and high school settings, including recent high school teaching experience in 2014 – 2015.

• Learning Management Systems Expert, having taught in of the following platforms:
| Blackboard | Canvas | D2L Brightspace | Sakai | ANGEL | Moodle | LoudCloud | eCollege |

• Math and Statistics Software Applications expert, including extensive work with: | SPSS | Minitab |
| StatCrunch | Excel | SAS | R | Tableau | Fathom | GeoGebra| Geometer’s Sketchpad | Excel QM |
| POM-QM | TI Calculators | MyMathLab | ALEKS | Connect Math | Thinkwell | NROC Math |

Q3 Are the outcomes for the course appropriate to what students should be able to do or know to be successful in the profession and/or field?

Yes,
Explain.:
I believe the outcomes for the course are appropriate for what students should be able to do and be successful in their chosen profession. College Algebra can be quite methodical with students grinding through equations without much understanding. This course has attempted to ground the College Algebra content into problems that are as applicable to students as possible.

Q4 Do the skills taught in the course prepare students for the profession?

Yes,
Explain:
I believe the this course will help prepare students for their profession. outcomes for the course are appropriate for what students should be able to do and be successful in their chosen profession. College Algebra can be quite methodical with students grinding through equations without much understanding. This course is trying to emphasize practical application for many of the topics, which can be quite difficult to do. For example, an assignment on matrices asks students to "Print and complete the worksheet about how matrices and inverse matrices are used for encoding information sent through the Internet." Matrices are a difficult topic for students to find a practical application for, and this Competency Assessment Report does it quite well. This course has attempted to ground the College Algebra content into problems that are as applicable to students as possible.

Q5 Does the course holistically contain appropriate content related to the profession?

Explain:
The course content when taken as a whole is appropriate for a College Algebra course. The content moves beyond a high school Algebra I and II course into more complex topics, instead of just rehashing algebra content from beginning and intermediate courses.

Q6 What recommendations so you have for improvement that would make the course better align with the profession?

I have no recommendations for improvement.

Q7 What content needs to be developed to meet upcoming industry needs?

Incorporate a computer element into the content so that students can physically manipulate this geometric content: Interpret graphical information, such as identifying types of functions, translations, inverses, intercepts, and asymptotes. Use applets to explain and have student try to create their own.