### Student Learning Outcomes (SLO):

Some SLOs are associated with more than one category and the emphasis may differ across categories.

### Specific possible ways the course addresses the outcomes

The examples provided in this column are for illustrative purposes only. They are not intended to be exhaustive of all possibilities.

### Potential data sources that demonstrate that the course addresses the SLOs:

The examples provided in this column are representative of the range of potential data sources which may be used. Details related to the proposed course should be referenced in the course request form.

### Minimum percent of student time and/or course content and/or grading to meet the student learning outcomes:

Since some activities may meet more than one SLO, the sum of the percentages may be greater than 100%.

| 1. Demonstrate effective use of technologies appropriate to the task and discipline. | Course must apply appropriate use of current and emerging technologies based on standards used in the field. Examples of technology used in Quantitative Literacy courses are the following:
  - Excel Spreadsheets
  - Minitab
  - Mathematica
  - Graphing Calculators | • Exams
• Problem sets
• Student projects
• Written Assignments | 10%

| 8. Apply mathematical techniques to the analysis of quantitative problems. | The Courses in Quantitative Literacy must have substantial breadth in their mathematical techniques. QL designated courses must provide students with at least two different **college-level** mathematical techniques and/or concepts each week (on average) that can be applied to the analysis of quantitative problems, as measured by the second SLO above. For example, in a fifteen week course, a typical week in a Quantitative Literacy course might include Scatterplots and Correlation.
  - Courses being submitted must include a list of 25 - 30 different college-level mathematical techniques. | • Exams
• Problem sets
• Student projects
• Written Assignments | 90%
The purpose of this table is to assist faculty in preparation of General Studies designation forms. The criteria described here and weights associated with each Student Learning Outcome are particular to this General Studies Category.

| 9. Communicate the mathematical process and results in text, graphics, and symbols. | Course must require students to communicate and articulate mathematical solutions in writing, using graphs and algebraically manipulate symbols and formulas in the analysis of problems. Students must be able to use formulas and symbolic solutions in various methods of presentation. The course has sufficient breadth to be of benefit to students not majoring in the discipline. Students must be able to transfer mathematical and analytical skills to other disciplines and real-world situations. o Courses submitted must provide detailed documentation that the transferability is assessed in a substantial and significant manner. | • Exams • Problem sets • Student projects • Written Assignments | 90% |

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