

Quantitative Literacy from a Service Division Perspective

Gary Franchy

gary.franchy@davenport.edu



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Davenport University

- *Private, non-profit university in Grand Rapids, Michigan, that prepares students for in-demand careers in business, technology and health professions.*
- *Specializes in undergraduate and graduate programs that prepare individuals for careers in business, technology and health professions.*
- *Provides business education on location, at off-campus sites, and through online programs.*
- *Offers educational programs and services designed to serve recent high-school graduates, adults, organizations and international students.*

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Background

- History – Evolved from “Career Schools”
- New curriculum in 2003 (2 years of development)
- 2005 opened new main campus with residence halls
- Retain “Practical, real world” focus

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General Education

- Service division – “Support the programs!”
- Several “Across the Curriculum” initiatives
- Common core of Gen-Ed classes that account for the vast majority of sections running
- Approach: Use to the context of the programs to motivate/support the content of our courses

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How do partnerships arise?

- Culture
- Assessment
- Accreditation
- Frustration / Desperation

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Examples – Accounting/Finance

- 2003 – Frustration / Desperation
- Students struggle with Rates/Ratios in Intro Accounting Course
- Students in Corporate Finance have “never seen” simple & compound interest formulas
- Disconnect in Language
 - Math Texts: Principal/Amount
 - Finance Texts: Present Value/Future Value

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Examples - Nursing

- 2004 - Assessment/Accreditation
- Eliminate 1 Cr Math for Health Care Providers
- “Dosage & Solution” Across the Curriculum
- Integrate into developmental math courses, College Mathematics course, and nursing courses.
- Unify approach to dosage & solution problems

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Examples – Social Science

- 200? – Culture
- Began as “guest lectures” in our introductory social science courses (Diversity, Sociology, Psychology)
- In 2007, collaboration with a Stroop test in an Introduction to Psychology course

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Overall

- Develop handouts with/for faculty
 - Use “program” course texts for formulas and examples
 - Self-contained so faculty need not be a content expert in every field
- Recommendation to Instructors (RTI)
 - Discuss the “flavor” of the course
 - Discuss motivation for material/approach

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