Quantitative Literacy from a Service Division Perspective

Gary Franchy
gary.franchy@davenport.edu
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.
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
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
How do partnerships arise?

• Culture
• Assessment
• Accreditation
• Frustration / Desperation
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
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
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
Implementation

• 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