

## Learning Outcomes Matrix for Designated Quantitative Literacy (QL) Courses

**Course Prefix and Number:**

**Title:**

Each designated QL course is minimally characterized by one of the following:

- a *Strong* focus on at least **two** learning outcomes
- a *Strong* focus on **one** learning outcome and an *Emerging* focus on at least **two** learning outcomes
- an *Emerging* focus on at least **four** learning outcomes

Learning Outcomes	Focus on Learning Outcome in Course	
	Strong Component is ...	Emerging Component is ...
3.1 Students compute using arithmetic and algebra, work with units of measurement, translate verbal descriptions into mathematical form, and/or evaluate the reasonableness of quantitative assertions.	<input type="checkbox"/> <i>A major focus in course materials, activities, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
3.2 Students interpret and construct tables, graphs, and schematic representations of relationships among objects and concepts.	<input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessments</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
3.3 Students draw conclusions based on probabilities, costs, benefits, and risks.	<input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessment</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
3.4 Students use quantitative evidence as a basis for reasoning, problem-solving, and argument	<input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessment</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
3.5 Students design empirical research, evaluate research designs, and analyze data to draw conclusions about research hypotheses.	<input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessment</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>
3.6 Students communicate quantitative information using numbers and words appropriate to the audience.	<input type="checkbox"/> <i>Discussed and demonstrated in class and is a substantial focus in course materials, assignments, and assessment</i>	<input type="checkbox"/> <i>Regularly discussed in class but is a minor focus in assignments and assessments OR is intentionally taught by other means and is a significant focus in assignments and assessments</i>

Materials to be submitted: This cover sheet with course prefix, course number, title, and learning outcomes marked  
 Catalog description  
 Syllabus  
 Description of how relevant QEP competency is to be assessed (**a sample of student work may be requested in the future as part of institutional assessment of this competency**)  
 Assignments or other additional materials that identify how QL is being taught, practiced, or assessed.

Successful applications will be posted to a read only for UAB faculty site.