

SUNY Broome General Education  
Course Revision Form (For Current Gen Ed Courses)

**I. Course Information/Signature Page**

Date: **4/3/2020**

Course Title: **Statistics I (MAT 124)**

Proposed Course Title *(only for courses proposing new titles through Curriculum Committee)*:

**N/A**

Department/Subject Designator: **Mathematics, MAT**

Number credits: **3**

Pre-requisites/Co-requisites: **MAT 093**

Sponsor Proposer: **T. Bremer**

Sponsor Department(s): **Mathematics**

Cross-listed proposer (if applicable): **N/A**

Cross-listed department (if applicable): **N/A**

Effective semester/year of Proposed GE Addition: **Fall 2020**

<i>Approvals</i>		Yes	No
<b>Sponsoring Department:</b> (Chair signs for Department)	Date		
Comments:			
<b>Department Chair:</b>	Date		
Comments:			
<b>Sponsoring Division:</b> (Dean signs for Division)	Date		
Comments:			
<b>Cross-listed Department (if applicable):</b> (Chair signs for Department)	Date		
Comments:			
<b>Cross-listed Division (if applicable):</b> (Dean signs for Division)	Date		
Comments:			
<b><i>These signatures will be obtained upon approval of the revisions to the General Education course</i></b>			
<b>General Education Committee:</b> (Chair signs for Committee)	Date		
Comments:			
<b>Registrar:</b>	Date		
Comments:			
<b>EVP/CAO:</b>	Date		
Comments:			

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**SUNY Broome General Education Course Assessment Map & Plan**  
**SUNY Broome GE Course SLO Alignment with SUNY-GER Course Alignment/SUNY Broome ILOs**

**Course Title and Number:** Please list the course number and title here: *MAT 124 – Statistics I*

**Course Modalities:** Please list the modalities which the course is offered (in class, online, blended, Fast Forward). Please note, you are expected to assess across all modalities in which your course was offered at the time of assessment during your assessment schedule. *In class, online, fast forward.*

**SUNY-GER Category:** Please list the SUNY–GER category here by number (see below): #1, *Mathematics*

**SUNY GER Learning Outcomes:** Please list the outcomes from the knowledge area to be covered here (please review Guidelines for the approval of State University Gen Ed Requirement Courses). Each outcome within the knowledge area proposed must be included and mapped to SUNY-GER learning outcomes.

Students will demonstrate:

1. interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
2. represent mathematical information symbolically, visually, numerically and verbally;
3. employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
4. estimate and check mathematical results for reasonableness; and
5. recognize the limitations of mathematical and statistical methods

**Assessment Schedule:** Please list the assessment schedule here, including semester and year it will occur; if assessment is done each semester, please indicate this. *Fall semester, years 2021, 2024, 2027, etc.*

**Which SUNY Broome ILO category do you believe your course maps to, if any?** 2, 4, and 5

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<p style="text-align: center;"><b>SUNY Broome Course SLO</b> <i>(every course SLO should be listed, as stated within the college catalogue &amp; course syllabus)</i></p>	<p style="text-align: center;"><b>SUNY-GER SLO</b> <i>(indicate which GER SLO is met; if none, write N/A)</i></p>	<p style="text-align: center;"><b>Assessment Timeline</b> <i>(indicate the frequency in which assessment occurs, including semester and year within assessment cycle)</i> <i>*All SLOs must be assessed at least once every 3 years</i></p>	<p style="text-align: center;"><b>Learning Activity</b> <i>(indicate the learning activity used to assess the SLO)</i></p>	<p style="text-align: center;"><b>Criteria for Success/Benchmark</b> <i>(indicate the <u>criteria</u> used to assess SLOs &amp; the <u>benchmark</u> for success)</i></p>
<p>1) Demonstrate an ability to describe, identify, or perform the various methods of collecting, organizing, and interpreting data.</p>	<p>1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics.</p> <p>4. estimate and check mathematical results for reasonableness</p> <p>5. Recognize the limitations of mathematical and statistical methods.</p>	<p>Fall 2021, 2024, 2027, etc.</p>	<p>Relevant questions used on activities, quizzes or exams</p> <p>A scoring rubric will be used.</p>	<p>Benchmark: 60% of the students in the categories of <b>completely correct or generally correct</b> as defined by the scoring rubric for the assessment.</p>
<p>2) Construct and interpret displays of data using technology.</p>	<p>1. interpret and draw inferences from mathematical models such as</p>	<p>Fall 2021, 2024, 2027, etc.</p>	<p>Relevant questions used on activities, quizzes or exams.</p>	<p>Benchmark: 60% of the students in the categories of <b>completely correct or</b></p>

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	<p>formulas, graphs, tables and schematics;</p> <p>2. Represent mathematical information symbolically, visually, numerically and verbally.</p> <p>3. employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems</p> <p>4. estimate and check mathematical results for reasonableness</p> <p>5. Recognize the limitations of mathematical and statistical methods.</p>		<p>Assessments will require student use of technology.</p> <p>A scoring rubric will be used.</p>	<p><b>generally correct</b> as defined by the scoring rubric for the assessment</p>
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<p>3) Use simulations to demonstrate the role of probability in statistical procedures and conduct parameter estimation and hypothesis tests.</p>	<p>2. Represent mathematical information symbolically, visually, numerically and verbally.</p> <p>3. employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems</p> <p>4. estimate and check mathematical results for reasonableness</p> <p>5. Recognize the limitations of mathematical and statistical methods.</p>	<p>Fall 2021, 2024, 2027, etc.</p>	<p>Relevant questions used on activities, quizzes or exams.</p> <p>Assessments will require student use of technology.</p> <p>A scoring rubric will be used.</p>	<p>Benchmark: 60% of the students in the categories of <b>completely correct or generally correct</b> as defined by the scoring rubric for the assessment</p>
<p>4. Analyze and use sample data to make inferences about population parameters applying appropriate methods.</p>	<p>1. Interpret and draw inferences from mathematical models such as formulas, graphs,</p>	<p>Fall 2021, 2024, 2027, etc.</p>	<p>Relevant questions used on activities, quizzes or exams.</p>	<p>Benchmark: 60% of the students in the categories of <b>completely correct or generally correct</b> as defined</p>

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	<p>tables and schematics.</p> <p>2. Represent mathematical information symbolically, visually, numerically and verbally.</p> <p>3. employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems</p> <p>4. estimate and check mathematical results for reasonableness</p> <p>5. Recognize the limitations of mathematical and statistical methods.</p>		<p>Assessments will require student use of technology.</p> <p>A scoring rubric will be used.</p>	<p>by the scoring rubric for the assessment</p>
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