Quantitative Literacy at Winston-Salem State University

53%
Seniors

51%
1st Year

Reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) "often" or "very often" in the current school year (2018-2019)

59%

2019 Seniors

Think their college education "very much" contributed to their ability to apply analytic skills

50% & **43%**
Seniors   1st Year

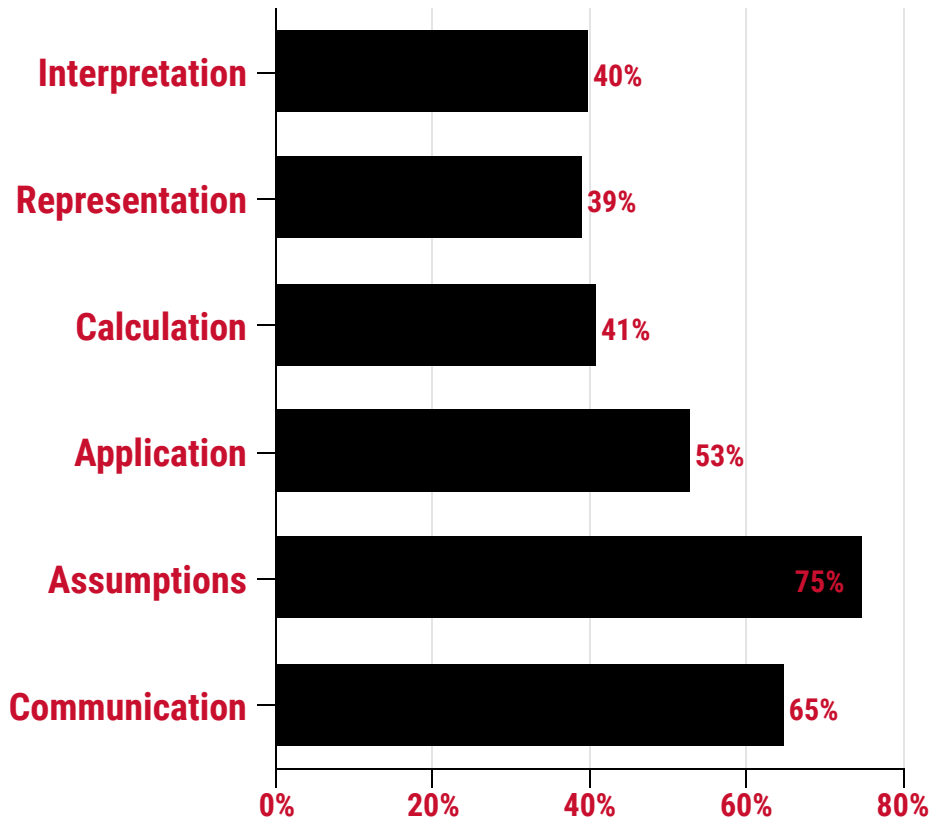Evaluated what others have concluded from numerical information

52% & **49%**
Seniors   1st Year

Used numerical information to examine a real-world problem or issue "often" or "very often" in the current school year (2018-2019)

Fall 2018-Spring 2019 Quantitative Literacy Rubric Data: Percentage of Students Scoring at Least "3-Milestone" out of "4-Capstone"

Interpretation — 40%
Representation — 39%
Calculation — 41%
Application — 53%
Assumptions — 75%
Communication — 65%

Students scored best on "*Assumptions*." They struggled most with the "*Representation*" rubric component.

2019 seniors think their college education contributed to their using mathematical skills

Not At All: 4%
Very Little: 15%
Very Much: 44%
Somewhat: 37%