

Statistics Pathway

Dr. Tristan Denley

Executive Vice Chancellor for
Academic Affairs
and Chief Academic Officer
University System of Georgia
Tristan.Denley@usg.edu

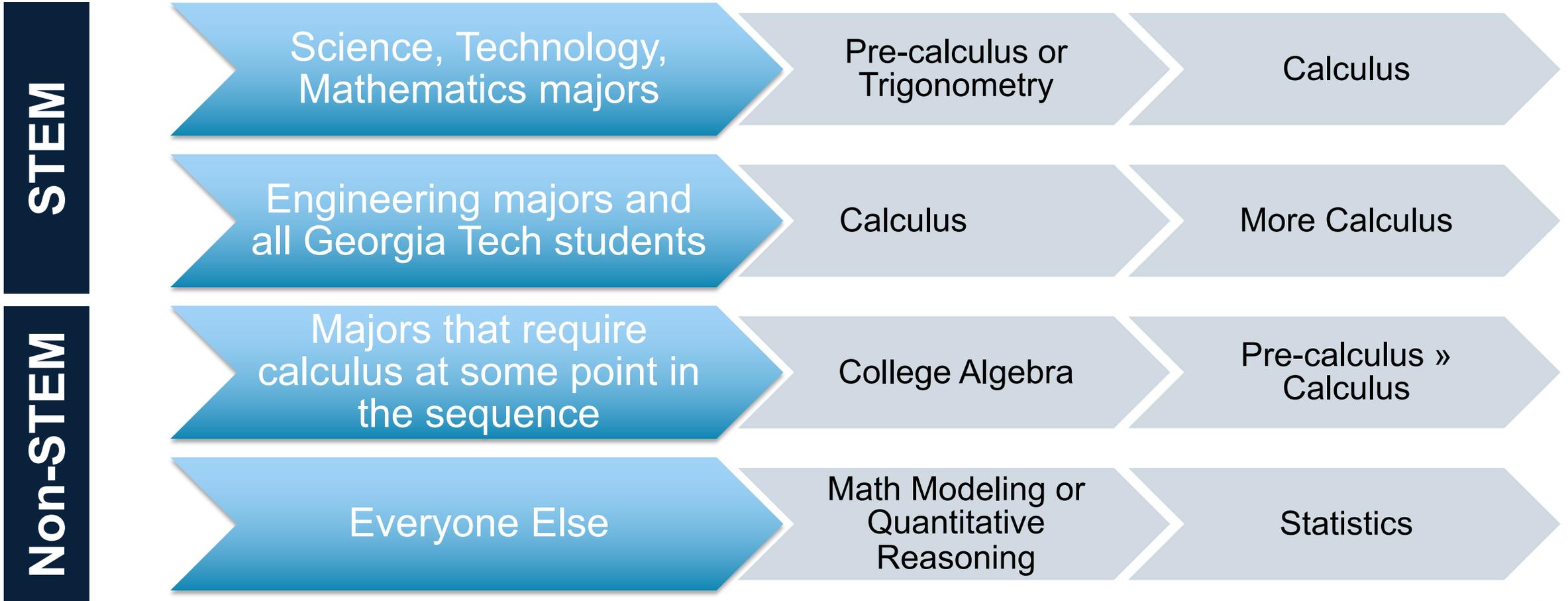
Dr. Barbara Brown

Assistant Vice Chancellor for
Transitional & General Education
University System of Georgia
Barbara.Brown@usg.edu

Jonathan Watts Hull

Director, Student Success
University System of Georgia
jonathan.hull@usg.edu

The Four Math Pathways (today)



New Math Pathways

STEM

Science, Technology,
Mathematics majors

Pre-calculus or
Trigonometry

Calculus

Engineering majors and all
Georgia Tech students

Calculus

More Calculus

Non-STEM

Majors that require
calculus at some point in
the sequence

College Algebra

Pre-calculus »
Calculus

Most Social Sciences,
Health Science, Business,
Education

Elementary Statistics

Applied
Statistics/Research
Methods

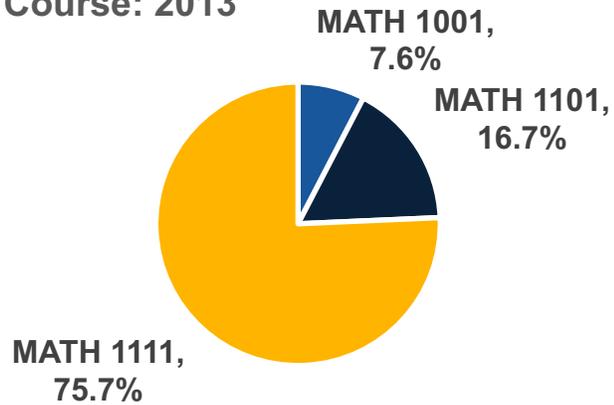
Everyone Else

Math Modeling or
Quantitative
Reasoning

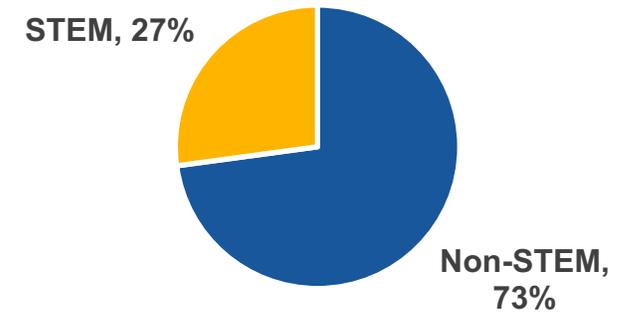
Statistics*

USG Math Pathways

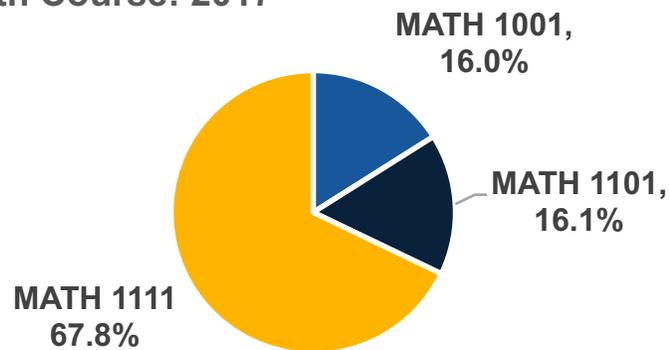
Gateway Math Course: 2013



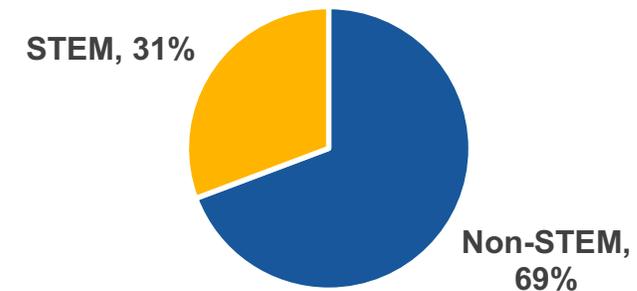
Graduates by Area 2013



Gateway Math Course: 2017



Graduates by Area 2017



Expectations: Courses and Pathways

- **Establish a clear Statistics Pathway**
- Offer Elementary Statistics (MATH/STAT 1401) without a prerequisite
- Include Elementary Statistics in Area A2 (as well as Area D)
- Identify programs for which the statistics pathway may be appropriate
- Develop advising protocols for students in identified programs.

Expectations: Pathways

- Regents Advisory Committees have been asked to identify the appropriate math for disciplines in their areas.
- Prototype institutions must implement a strategy to address any issues with students satisfying Area D that are created by these pathways. Examples might be:
 - Advanced or specialized statistics
 - Research methods
 - Data Science/Analytics

Expectations: Learning Support

- For institutions that admit students requiring Learning Support, develop and offer a Corequisite Learning Support course for statistics no later than Fall 2020.
- Institutions will be asked to work with the University of Texas' Dana Center on the development of this Learning Support course.
- Work on the LS course will begin in Fall 2019
- Anticipate some pilots of LS Stats in Spring 2020

Timeline

May 20, 2019 Identify your institutional coordinator for this project

Summer 2019 Identify programs for statistics pathways

- Mathematics departments should engage departments that offer degrees in the social sciences, behavioral sciences, health professions and business to ensure that their statistics pathways appropriately address the mathematical need in these fields.

Timeline

**Late August
2019** Statistics Learning Support Overview Webinar
with Dana Center

Fall 2019 Institutions may enroll students not requiring
learning support in pilot sections

**Sept-Oct
2019** Collect information on statistics courses and
corequisite models

Timeline

Fall 2019 Initiate Institutional Curricular Review for Statistics Pathway; Notify Gen Ed Council of changes

October 11, 2019 Statistics Learning Support Overview Webinar with Dana Center

Oct-Dec 2019 Institutions develop Corequisite Statistics Courses

Timeline

November 12, 2019 Statistics pathways programs submitted to System Office and shared with other institutions

December 2019 Institutional Check-ins

Spring 2020 Institutions can pilot Corequisite Statistics Courses; Non-LS students can be in Statistics in Area A2

Timeline

June 2020 Review of Corequisite Statistics

Fall 2020 Full implementation of prototype (corequisite support, pathways, advising)

Spring 2021 Systemwide review of statistics prototype

Next Steps

- Conversations about current elementary statistics course with business, education, health professions, and social sciences faculty
- Pathway identification
- Program map adjustments
- Campus Curricular Review
- Area D planning
- Advising curriculum updates

Questions?