Program Review Report
For
BS in Statistics
2005-06

Prepared by Dana L. Thomas and Ronald P. Barry

Contents

Weaknesses

The number of undergraduate statistics majors (Appendix 5) and the number of graduates of this program (Appendix 7) have been low. This is not uncommon among undergraduate programs nationwide. Traditionally, graduate statistics programs have been the primary means of educating statisticians. While the American Statistical

Needs

An organized sustained student recruiting effort is needed. Historically students learned of the undergraduate statistics program by word of mouth or found it on the web. However, with more students coming out of high school AP statistics courses we are

Service Course Issues

Appendix 8 shows enrollment in undergraduate statistics courses. It is clear there are no under enrolled courses in our offerings except perhaps STAT 461, Applied Multivariate Analysis. We have discussed making this a graduate course to attract more graduate students from the sciences.

As noted above, growing enrollment in STAT 300 caused us to offer this course more frequently. CS students constitute the majority of the enrollment in this course and it

should be paying more attention to assessing learning outcomes of our graduates in this program and ensuring that information is not lost to faculty departures

Who are our students? As part of this program review, we examined the transcripts of the

Appendix 1 – List of BS Graduates by Year

1994 Michael Rosing, was enrolled as a student at the Center for Quantitative Ecology at the University of Washington after graduation, but we have lost track of him recently.

Jason Marshal works as a wildlife biologist in Whitehorse, Yukon, Canada

[redacted]

1995 Matt Clark, enrolled in an MS program at Washington State University, current

[redacted]

Washington

Appendix 2

American Statistical Association

Curriculum Guidelines for Undergraduate Programs in Statistical Science

The American Statistical Association endorses the value of undergraduate programs in statistical science, both for statistical science majors and for students in other majors seeking a minor or concentration. This document provides guidelines for development of curricula for such programs.

Principles

Undergraduate programs in statistics are intended to equip students with quantitative

Statistical. Graduates should have training and experience in statistical

Mathematical Topics

- Calculus (integration and differentiation) through multivariable calculus.
- Applied linear algebra (emphasis on matrix manipulations, linear transformations

projections in Euclidean space, eigenvalue/eigenvector decomposition and singular-value decomposition).

Probability

- Emphasis on connections between concepts and their applications in statistics

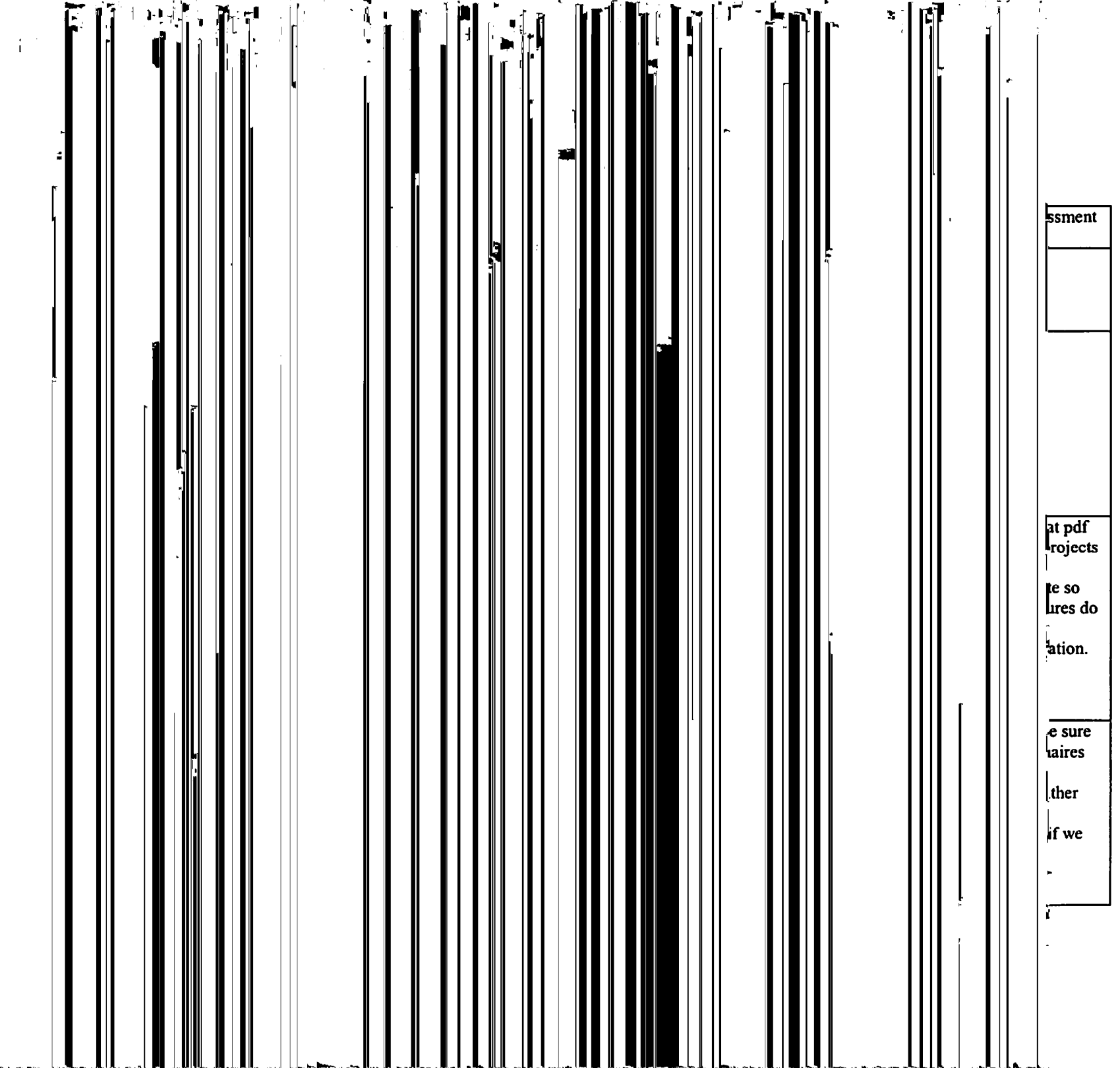
Computational Topics

- Programming concepts; data base concepts and technology.

departments with significant statistical content might be allowed to count toward a statistics minor or concentration, though the content of such courses must differ substantially from the others.

Additional Information

The ASA's Center for Statistical Education (see www.amstat.org) has available more detailed recommendations on statistics programs, along with a list of model programs. These materials have been developed and are maintained by the Section on Statistical Education, in conjunction with other sections and committees of ASA. Those considering new or revised undergraduate statistics programs may contact the Center for Statistical



ssment

at pdf
rojects

te so
ires do

ation.

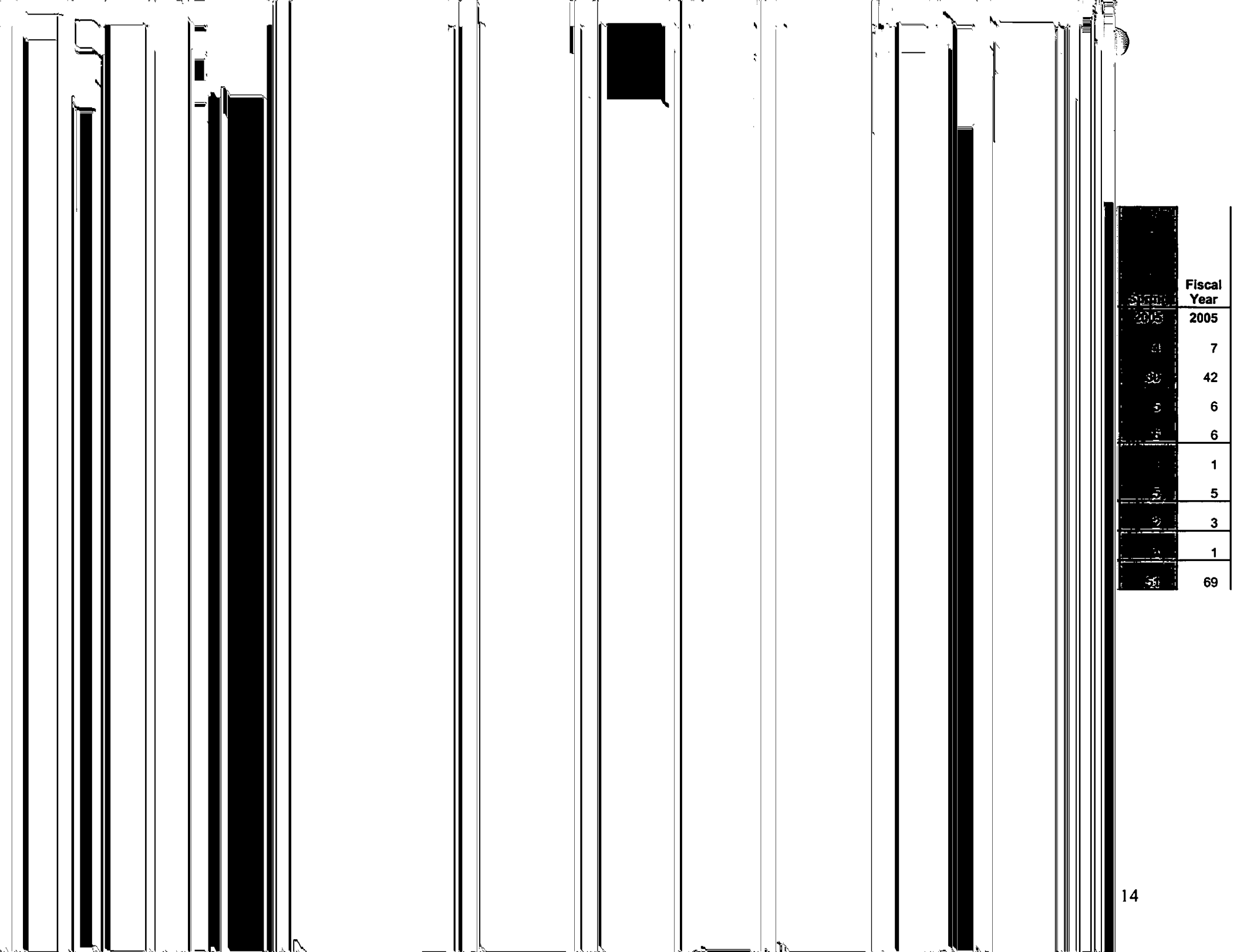
e sure
aires

ther

f we

	Implementation
ıg ıS l eir no le, .	Review of omnibus test responses by Statistics faculty in May of each year

pn
lty review SAS n May.
f Statistics ttend Senior tations, read oject report, e their
mation on jobs school our graduates. ormal inquiries will be kept. from Career be summarized. ill review this .



Fiscal Year
2005
7
42
6
6
1
5
3
1
69

all	Sprin
004	200
766	2,47
26	539
[illegible]	125
12	869
72	248
[illegible]	67
012	3,90

ar

tics

ajor_Description	1999	2000	2001	2002	2003	2004	2005
athematics			1		1	1	2
athematics	5	8	8	3	9	10	8
tatistics	1	1	1	1	1	1	
athematics	1				4	1	2
tatistics				1	3	5	1
	7	9	10	5	18	18	13

uneau) by semester 2000-2005

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005
:)	125(2)	123(2)	104(2)	123(2)	106(2)
1		47		44	31
7	19	36	31	28	27
	20		16		15
		7			
			11		
		11			
3				12	
		4			
	11				8
	6		7		6
7				6	
		8			
7		1		1	
					10(J)