

# MATH 232 - Statistics Course Outline

Approval Date: 12/9/2021

Effective Date: 8/11/2023

## SECTION A

**Unique ID Number** CCC000602743  
**Discipline(s)** Mathematics  
**Division** Mathematics  
**Subject Area** Mathematics  
**Subject Code** MATH  
**Course Number** 232  
**Course Title** Statistics  
**TOP Code/SAM Code** 1701.00 - Mathematics, General / E - Non-Occupational  
**Rationale for adding this course to the curriculum** Update language around technology use to go beyond a graphing calculator. Update some course content language to current Cid usage. Update textbook information to bring current.  
**Units** 3  
**Cross List** N/A  
**Typical Course Weeks** 18  
**Total Instructional Hours**

### Contact Hours

**Lecture** 36.00

**Lab** 0.00

**Activity** 36.00

**Work Experience** 0.00

**Outside of Class Hours** 90.00

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**Total Contact Hours** 72

**Total Student Hours** 162

**Open Entry/Open Exit** No

**Maximum Enrollment** 35

**Grading Option** Letter Grade or P/NP

**Distance Education** On-Campus

**Mode of Instruction** Hybrid  
Entirely Online  
Online with Proctored Exams





**3. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

**Typical classroom assessment techniques**

Exams/Tests --

Quizzes --

Oral Presentation --

Projects -- Data Analysis Projects/Labs

Home Work --

Final Exam --

Additional assessment information:

The Mathematics Department maintains a commitment to diverse teaching methods in courses emphasizing vital quantitative skills and qualitative reasoning ability. To that end, it is expected that sufficient formative assessments will be given to students that in frequency, length and rigor adequately assess both quantitative skills and qualitative reasoning.

Sample assessment questions follow.

1. Using the given data, calculate the most appropriate measures of center and variation and interpret them in context.
2. Analyze the following data to describe the relationship between cricket chirps/minute and ambient temperature.
3. Does the given data provide evidence that the proportion of students successfully transferring to a four year university from community college A is higher than that from community college B? Use a full hypothesis test to support your conclusion.

Title: Concepts in Statistics  
Publisher: Open Learning Initiative through Carnegie Mellon University  
Date of Publication: 2021  
Edition:

**B. Other required materials/supplies.**

Each listed text has the option to include additional algebra review materials. Statistical analysis platform, beyond the use of a graphing calculator, is required. Individual instructors will choose the platform, such as R, Statcrunch or Excel. StatCrunch instructions may be integrated into each listed text.