1023-Z1-1764   **Jen-Ting Wang*** (`wangj@oneonta.edu`), Dept of Math, Computer Science, & Statistics, SUNY-Oneonta, Oneonta, NY 13820, and **Shu-Yi Tu** (`sytu@umflint.edu`), Dept of Mathematics, University of Michigan, Flint, MI 48502. *Some Determinants of Student Performance in the Course of Introductory Statistics.*

Introductory Statistics is a required course for most college students in order to graduate. Research has been conducted for determinants of achievement in college mathematics courses; however, there has been little investigation for statistics courses. In this exploratory study, data concerning students' grades received in this course, the academic performance in high school and in college, as well as numbers of collegiate credits earned were collected from a public four-year liberal arts college. This study aims to identify the most significant factors of students' grades in this course. In addition, a comparison between performances of male and female students, as well as those of freshmen and non-freshmen was also examined. Class size effect was discussed as well. In addition to searching for the most important factors, the prediction model for the course grade was also established from multiple linear regressions. Findings suggest that a student with a good college and high school GPAs, as well as high SAT math score may perform well in the introductory statistics course. High school math grades were also found to be an important predictor. (Received September 26, 2006)