

1125-VQ-2293 **Leah Nicole Hollingsworth*** (lnh14c@my.fsu.edu), **Kelly Patrick Findley** and **Elizabeth H Jakubowski**. *Do College-Level Mathematics Courses Support Student Success in Introductory Statistics?* Preliminary report.

With statistics education researchers calling for a more conceptually-focused, computationally-lighter statistics 101 course, we ask whether college algebra prerequisites are sensible requirements for statistics at all. We will be sharing our results from our investigation on whether students taking college algebra and other lower-level mathematics classes before introductory statistics are performing better than their peers who take statistics first. Our data was comprised of over 4700 undergraduate students and included their math and statistics course sequence, their grades, and a number of possible mediating variables. The findings from our research may serve to enlighten mathematics departments on sensible math and statistics course sequences for new students and the kind of mathematical content that may serve to strengthen students' readiness for statistics. (Received September 20, 2016)