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Discusses the problems facing four-year colleges in the wake of the 2008 recession that left graduates with enormous debts and slim job prospects in a tough economy and describes institutions that are innovating to better prepare students in the future. 30,000 first printing.

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been exposed to intermediate algebra, and it focuses on the applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made with the guidance of many faculty members who are deeply involved in teaching this course. These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw from it a working knowledge that will enrich their future studies and help them make sense of the world around them. Coverage and Scope Chapter 1 Sampling and Data Chapter 2 Descriptive Statistics Chapter 3 Probability Topics Chapter 4 Discrete Random Variables Chapter 5 Continuous Random Variables Chapter 6 The Normal Distribution Chapter 7 The Central Limit Theorem Chapter 8 Confidence Intervals Chapter 9 Hypothesis Testing with One Sample Chapter 10 Hypothesis Testing with Two Samples Chapter 11 The Chi-Square Distribution Chapter 12 Linear Regression and Correlation Chapter 13 F Distribution and One-Way ANOVA

When Julie Miller began writing her successful developmental math series, one of her primary goals was to bridge the gap between preparatory courses and college algebra. For thousands of students, the Miller/O'Neill/Hyde (or M/O/H) series has provided a solid foundation in developmental mathematics. With the Miller College Algebra series, Julie has carried forward her clear, concise writing style; highly effective pedagogical features; and complete author-created technological package to students in this course area. The main objectives of the college algebra series are three-fold: -Provide students with a clear and logical presentation of -the basic concepts that will prepare them for continued study in mathematics. -Help students develop logical thinking and problem-solving skills that will benefit them in all aspects of life. -Motivate students by demonstrating the significance of mathematics in their lives through practical applications.

Every year, the cost of a four-year degree goes up, and the value goes down. But for many students, there's a better answer. So many things are getting faster and cheaper. Movies stream into your living room, without ticket or concession-stand costs. The world's libraries are at your fingertips instantly, and for free. So why is a college education the only thing that seems immune to change? Colleges and universities operate much as they did 40 years ago, with one major exception: tuition expenses have risen dramatically. What's more, earning a degree takes longer than ever before, with the average time to graduate now over five years. As a result, graduates often struggle with enormous debt burdens. Even worse, they often find that degrees did not prepare them to obtain and succeed at good jobs in growing sectors of the economy. While many learners today would thrive with an efficient and affordable postsecondary education, the slow and pricey road to a bachelor's degree is starkly the opposite. In *A New U: Faster + Cheaper Alternatives to College*, Ryan Craig documents the early days of a revolution that will transform-or make obsolete-many colleges and universities. Alternative routes to great first jobs that do not involve a bachelor's degree are sprouting up all over the place. Bootcamps, income-share programs, apprenticeships, and staffing models are attractive alternatives to great jobs in numerous growing sectors of the economy: coding, healthcare, sales, digital marketing, finance and accounting, insurance, and data analytics. *A New U* is the first roadmap to these groundbreaking programs, which will lead to more student choice, better matches with employers, higher return on investment of cost and time, and stronger economic growth.

Offers advice about taking multiple choice and essay CLEP examinations; describes each subject on the test, including English, foreign languages, and history; and aids in the interpretation of scores.

In the twenty-first century, everyone can benefit from being able to think mathematically. This is not the same as "doing math." The latter usually

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involves the application of formulas, procedures, and symbolic manipulations; mathematical thinking is a powerful way of thinking about things in the world -- logically, analytically, quantitatively, and with precision. It is not a natural way of thinking, but it can be learned. Mathematicians, scientists, and engineers need to "do math," and it takes many years of college-level education to learn all that is required. Mathematical thinking is valuable to everyone, and can be mastered in about six weeks by anyone who has completed high school mathematics. Mathematical thinking does not have to be about mathematics at all, but parts of mathematics provide the ideal target domain to learn how to think that way, and that is the approach taken by this short but valuable book. The book is written primarily for first and second year students of science, technology, engineering, and mathematics (STEM) at colleges and universities, and for high school students intending to study a STEM subject at university. Many students encounter difficulty going from high school math to college-level mathematics. Even if they did well at math in school, most are knocked off course for a while by the shift in emphasis, from the K-12 focus on mastering procedures to the "mathematical thinking" characteristic of much university mathematics. Though the majority survive the transition, many do not. To help them make the shift, colleges and universities often have a "transition course." This book could serve as a textbook or a supplementary source for such a course. Because of the widespread applicability of mathematical thinking, however, the book has been kept short and written in an engaging style, to make it accessible to anyone who seeks to extend and improve their analytic thinking skills. Going beyond a basic grasp of analytic thinking that everyone can benefit from, the STEM student who truly masters mathematical thinking will find that college-level mathematics goes from being confusing, frustrating, and at times seemingly impossible, to making sense and being hard but doable. Dr. Keith Devlin is a professional mathematician at Stanford University and the author of 31 previous books and over 80 research papers. His books have earned him many awards, including the Pythagoras Prize, the Carl Sagan Award, and the Joint Policy Board for Mathematics Communications Award. He is known to millions of NPR listeners as "the Math Guy" on Weekend Edition with Scott Simon. He writes a popular monthly blog "Devlin's Angle" for the Mathematical Association of America, another blog under the name "profkeithdevlin", and also blogs on various topics for the Huffington Post.

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