1154-G1-1558   **Katherine Radler*** (`katie.radler@slu.edu`), **Kimberly Druschel**, **Michael May** and **Sadita Salihovic**. *Introductory Statistics for nursing, physical therapy and allied health students.*

In 2017, the mathematics department at Saint Louis University revisited the delivery of the Introductory Statistics class, a class mainly taught by adjuncts and teaching assistants, serving nursing, physical therapy and allied health students. Students were doing well but there was not much depth, the topics taught varied widely and much of the course was not focused on the topics that would be useful for future application in their majors. Since there was previously little faculty involvement, Kimberly Druschel taught a pilot course with a semi-flipped classroom and some in-context projects. The pilot course's success became part of conversations with client disciplines, where it was decided that a better way to serve students was to incorporate in-context projects in a semi-flipped fashion. The nursing department also suggested that we use the Hospital Compare data set to bring context to the in-class projects. The next steps were designing in-context projects and helping instructors implement the new course approach. In this talk, I will talk about the collaboration efforts, some of the Hospital Compare projects that came out of this collaboration as well as some student and instructor feedback from these projects and our continuing efforts to collect more data. (Received September 16, 2019)