Basic Education Update

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Strategy: Basic Education

- Increase the scope and breadth of statistics on the syllabus and decrease the amount of less relevant material.

- Increase the use of technology in the delivery of educational material and in the validation of candidates' mastery of the syllabus.

- Improve communications and relationships with candidates and academics.

Basic Education: Statistics

- No major changes in content on preliminary exams (likely some consolidation and repackaging).

- New Statistics exam - designed to cover material such as:
  - Markov Chains, MCMC, GLMs and extended linear models, Decision Trees, Spatial Statistics, Visualization & Fit, and familiarity with other modeling techniques (neural nets, ensemble methods, etc).

- New Statistics module - demonstrate how statistical techniques are applied to real actuarial case studies in ratemaking, reserving, and enterprise risk management.

- Tentatively calling these a new series of Statistical Exams (S1, S2, and S3)

Basic Education: Technology

- Looking to change the way exams are taken and graded.

- New Technology Task Force aimed at finding solutions to allow candidates to take exams in more real-life situations (Word for responding to an essay questions, Excel for crunching through a reserving triangle, and maybe some R to potentially develop predictions on large databases for Stats exams).

- The new technology may also change how we grade and may evolve to using more multiple choice questions on upper level exams.

Basic Education: Communications

- Increased communication with candidates through articles in Future Fellows.

- Increased communication with academics through the University Liaisons, Student Central, and Academic Central.

- Greater use of social media, blogs, online communities, etc. to communicate.

Expectations

- Aiming for new Statistics exams to be ready starting in 2015 (S1), 2016 (S2) and 2017 (S3).

- Continuously improving communications of Admissions-related developments to students, candidates, academics, employers, and members.

- Keeping the Syllabus "net neutral" in terms of content, number of hours, etc.