

**ASSETT**

Investment Report

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Research Report



# ASSETT 2011 Investment Survey Research Report

## Background

The Investment Survey was designed to achieve five main goals: (1) to gain a better understanding of different user group's demographics across campus, (2) to gain a general understanding of how technology is used across campus, (3) to gain an understanding of the technology perceptions of each user group, (4) to assess anticipated faculty needs with regards to the transition to Desire2Learn (D2L), and (5) to solicit the investment priorities suggested by different user groups. The survey was administered during Spring 2011 via an online survey tool open to the CU Boulder campus. Survey respondents were asked a variety of questions regarding their educational/professional background and affiliations, demographic information, use of technology on campus, and their opinion about investment priorities for the future. Faculty were also asked questions regarding their anticipated training needs for the transition to D2L.

## Respondent Data

There were a total of 1353 responses to the survey. The majority of respondents were undergraduates (64%) followed by graduate students (15%), faculty (14%) and staff (7%). Respondents were affiliated with Schools and Colleges across the CU Boulder campus, with the majority affiliated with the College of Arts and Sciences.

## Main Findings

**1) Technology Use:** Respondents across user groups generally consider themselves technologically savvy, yet look forward to learning more skills while at CU.

**2) Technology Perceptions:** Overall, respondents have positive perceptions of technology. Undergraduate students, graduate students and faculty consider a moderate amount of technology appropriate for the classroom and all groups were favorable toward online courses and online assistance.

**3) Faculty's Anticipated needs for the Desire2Learn transition:** Responses split between College of Arts and Sciences and non Arts and Sciences faculty. All respondents shared on the top methods of support (uploading documents and learning by experimentation), the two groups differed after that.

**4) Investment Priorities:** The five highest ranked priorities were: (1) improved course websites, (2) technology to record class lectures, (3) more/better use of technology in courses, (4) more application site licenses, and (5) more/better classroom equipment. Although these priorities were ranked highly by all user groups, there was some discrepancy between the rankings of each group. User comments suggest that additional technological education (both in terms of pedagogy and the use of specific tools) and the integration of technology systems on campus are desirable for users.

## Survey Description

The investment survey was conducted as a continuation of ASSETT's core service of assessing needs across the College to inform program priorities and decision-making. The last investment survey was conducted in fall 2008 and focused primarily on what users felt their current technology needs were. The most recent survey was broader in its inquiries about demographics and users' experience with technology on campus.

Beyond their demographics, users were asked questions about how they normally use technology on campus, including what equipment they generally use, their current level of expertise, and if they hoped to improve it while at CU Boulder. Respondents were also asked what level of technology they feel comfortable with in their education/teaching at CU Boulder, how students felt it impacted their learning experiences, and a number of questions related to online courses and assistance.

Faculty were then asked about anticipated needs for the transition to Desire2Learn. They were asked what tools they thought they would need to learn about using in D2L and what resources would be helpful to them in that process.

All respondents were asked to rate the top 3-5 priorities for investing in technology in teaching and education in the College of Arts and Sciences. Respondents were then encouraged to offer comments about other investment priorities that might be important for the College as well as any general comments they wanted to provide.

## Investment Recommendations

Although suggested investment priorities differ according to user group, most respondents agree on six high level priorities:

1. Improve websites for courses. All user groups prioritized this investment.
2. Facilitate online learning opportunities. Many respondents (including a clear majority of students) ranked recording class lectures as important. Additional comments suggested the use of other online resources, such as the PHet project, or using live chats to supplement in-class discussions.
3. Encourage additional (or better use) of technology in current classes. Both undergraduate and graduate students ranked the revision of courses to include (or use better) technology as a high priority.
4. Additional technology training, especially on the pedagogical uses of different technologies. Encouraging teachers to teach innovatively was of medium-high priority to most respondents, but many undergraduate students recommended that faculty receive support to help them use technology more efficiently.
5. Better, and more, technology equipment across campus. Across the board (except for staff), respondents rated this as a high priority. Additionally, many respondents made comments about specific equipment needs they encountered, including more computer labs across campus, well-maintained computer labs, smartboards, more laptops, and more outlets in classrooms. Several respondents also asked for standardized in-classroom technology.
6. Buy more College site licenses for software programs. Respondents mentioned a wide variety of specific tools they would like to utilize in the open-ended comment section. It may be helpful to have a short survey of the user groups (faculty, staff, and graduate students) who gave this a high ranking to ascertain what site licenses would be of the most use to respondents across the College.

## Results

### Technology use

Respondents were first asked what electronic devices they regularly use. The vast majority of respondents regularly use laptop computers and roughly one half utilize smart phones, cell phones, and desktop computers. Primary differences between faculty and students are use of desktop computers, game consoles, and e-book readers.

	Faculty, Lecturer, TA or GPTI		Undergraduate Student	Graduate Student or Post Doc	Staff		Total
	A&S				A&S		
	Yes	No			Yes	No	
Laptop Computer	94%	91%	96%	98%	90%	81%	<b>96%</b>
Cell Phone with Internet access	44%	53%	47%	51%	46%	56%	<b>48%</b>
Cell Phone without Internet access	48%	39%	48%	43%	46%	30%	<b>46%</b>
Desktop Computer	60%	64%	34%	57%	77%	95%	<b>44%</b>
Game Console (e.g. Xbox 360, PS3, Wii)	7%	20%	27%	22%	33%	11%	<b>24%</b>
e-Book Reader	21%	23%	8%	15%	10%	14%	<b>11%</b>
Sub-Total	66%	34%	n/a	n/a	52%	48%	
Total	186		830	175	76		1267

**Table 1: Use of Technologies**

The majority of Arts and Sciences faculty, undergraduate students, and Arts and Sciences staff feel they are somewhat knowledgeable about technologies. The majority of graduate students, non-Arts and Sciences faculty, and non-Arts and Sciences staff feel they are very knowledgeable. Across the board, only a small percentage of each group rates themselves as novices.

	Faculty, Lecturer, TA or GPTI		Undergraduate Student	Graduate Student or Post Doc	Staff		Total
	A&S				A&S		
	Yes	No				Yes	
Novice	8%	2%	5%	1%	2%	2%	<b>4%</b>
Somewhat knowledgeable	48%	38%	50%	31%	54%	41%	<b>47%</b>
Very knowledgeable	44%	60%	45%	68%	44%	57%	<b>46%</b>
Sub-Total	66%	34%	n/a	n/a	52%	48%	
Total	185		827	175	76		1263

**Table 2: Technology Knowledge**

The majority of respondents in each user groups expect that their ability to use technology will improve while they are at CU. Very few respondents did not expect it to improve.

	Faculty, Lecturer, TA or GPTI		Undergraduate Student	Graduate Student or Post Doc	Staff		Total
	A&S				A&S		
	Yes	No				Yes	
Yes	66%	75%	64%	66%	85%	73%	<b>66%</b>
Maybe	26%	19%	28%	26%	13%	22%	<b>26%</b>
No	8%	6%	8%	8%	2%	5%	<b>8%</b>
Sub-Total	66%	34%	n/a	n/a	52%	48%	
Total	185		827	175	76		1263

**Table 3: Expectation skill will improve while at CU**

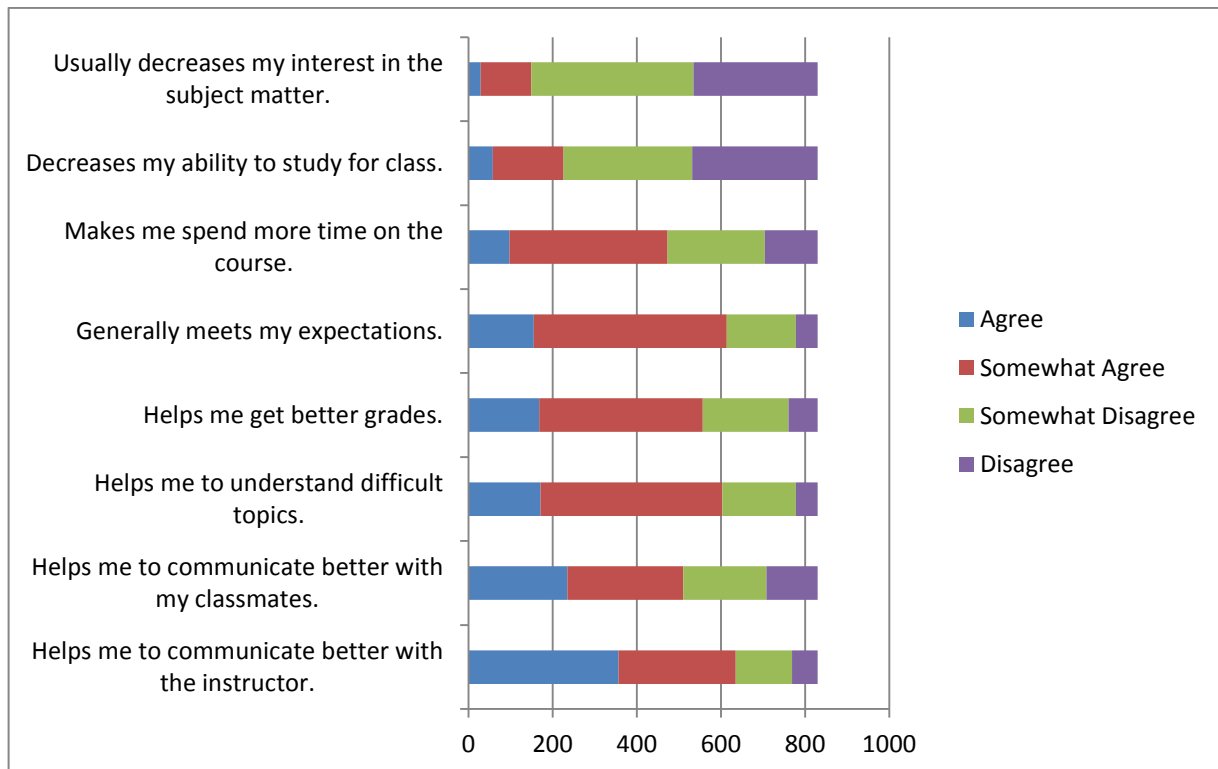
## Student Perceptions of Technology Use

Undergraduate and graduate respondents view technology use in the classroom and for educational purposes positively. Both groups prefer courses that use a moderate amount of technology.

Preference	Undergrads (n=830)	Grads (n=175)
Courses with a moderate amount of technology	65%	58%
Courses with a limited amount of technology	22%	22%
Courses with an extensive amount of technology	9%	17%
Courses with no technology	3%	1%
Courses with all online technologies with no required face-to-face interactions	1%	2%

**Table 4: Preference for use of Technology in Courses**

Undergraduate respondents believe that the use of technology facilitates better communication with both the instructor and classmates and helps them understand difficult concepts. About half of the respondents recognize that it does increase the amount of time they spend on such courses.



**Chart 1: Undergraduate Reaction to Use of Technology in Courses (n=830)**



The majority of graduate and undergraduate respondents either have taken an online course or would consider doing so.

<b>Online course options</b>	<b>Undergrads (n=827)</b>	<b>Grads (n=175)</b>
I would consider it	61%	54%
I have already	22%	23%
I would never consider it	17%	23%

**Table 5: Online Course Interest**

A little over half of undergraduate respondents (n=481/827, 58%) would chat online with their TAs while roughly a third (n=262, 32%) said that they might do so. Roughly 40% of undergraduate respondents would seek online assistance for their writing.

<b>Would you seek online assistance for your writing?</b>	<b>Undergrads (n=827)</b>	<b>Grads (n=175)</b>
Yes	41%	29%
Maybe	39%	40%
No	20%	31%

**Table 6**

## **Faculty Perceptions of Technology Use**

Faculty attitudes towards technology use in the classroom are similar to those of both undergraduate and graduate respondents.

The majority of both A&S and non-A&S faculty prefer to use a moderate amount of technology in the classroom. Arts and Sciences faculty are slightly more inclined to use little or no technology in the classroom. Notably, none were interested in teaching a purely online course.

<b>Preference</b>	<b>A&amp;S (n=122)</b>	<b>Non-A&amp;S (n=64)</b>
Courses with a moderate amount of technology	64%	63%
Courses with a limited amount of technology	34%	22%
Courses with an extensive amount of technology	17%	16%
Courses with no technology	7%	0%
Courses with all online technologies with no required face-to-face interactions	0%	0%

**Table 7: Preference for Teaching with Technology**

Yet most reported an interested in teaching an online course, suggesting a problem with item construction.

Online course options	A&S (n=122)	Non-A&S (n=63)
I would consider it	70%	71%
I already have	11%	10%
I would never consider it	19%	19%

**Table 8: Would you teach on online course?**

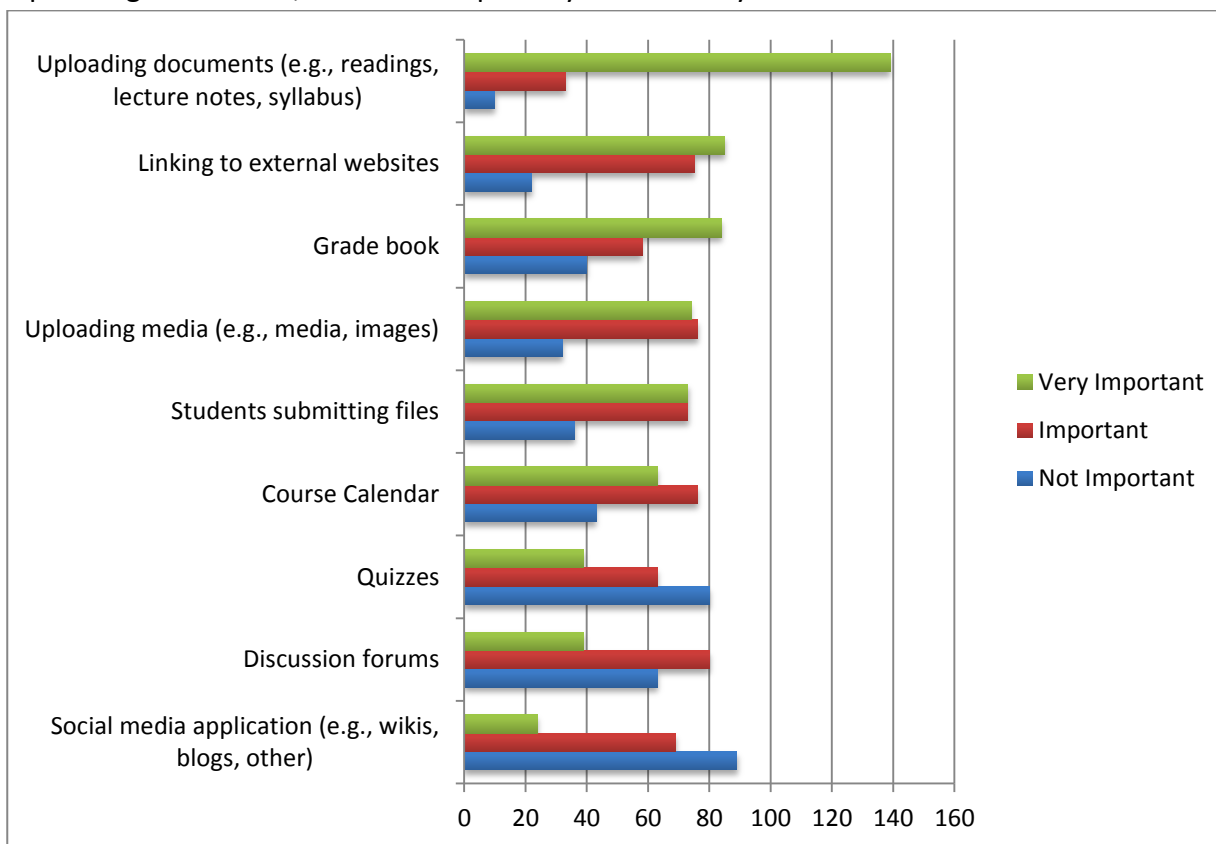
Most faculty respondents would consider chatting with students online, though A&S faculty are less interested .

Would you chat online with your students	A&S (n=122)	Non-A&S (n=63)
Yes	60%	80%
Maybe	27%	14%
No	13%	6%

**Table 9: Would you chat online with your students?**

### **Faculty’s Anticipated Needs for the D2L Conversion**

Faculty (n=182) responded that they would most like to learn about using D2L for core teaching activities such as uploading documents, rather than specialty functionality.



A&S faculty and the non-A&S faculty differed in terms of which D2L tools were of the most interest. Learning about the gradebook was much more important to Arts and Sciences faculty. Non Arts and Sciences faculty were more interested in learning about how students submit files and the course calendar.

**All Faculty (n=182)**

Topics	Top 5 Very Important
Uploading documents (e.g., readings, lecture notes, syllabus)	76%
Linking to external websites	47%
Grade book	46%
Uploading media (e.g., media, images)	41%
Students submitting files	40%

**Table 10**

**Arts & Sciences Faculty (n=122)**

Topics	Top 5 Very Important
Uploading documents (e.g., readings, lecture notes, syllabus)	80%
Grade book	47%
Linking to external websites	42%
Uploading media (e.g., media, images)	38%
Students submitting files	30%

**Table 11**

**Non Arts & Sciences Faculty (n=60)**

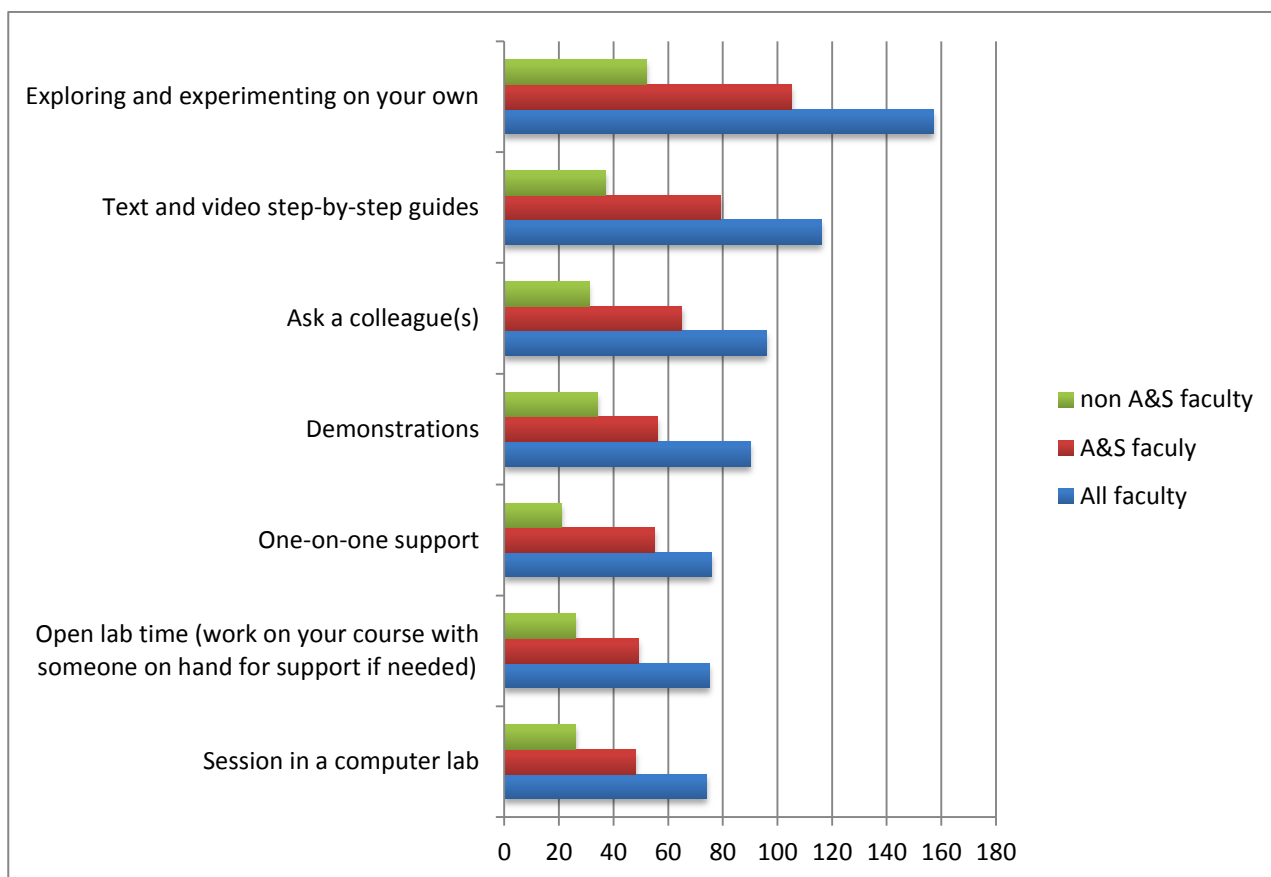
Topics	Top 5 Very Important
Uploading documents (e.g., readings, lecture notes, syllabus)	70%
Students submitting files	60%
Linking to external websites	57%
Course Calendar	48%
Uploading media (e.g., media, images)	47%

**Table 12**

When asked if there were additional topics that they were interested in learning about D2L, 31 faculty members provided comments. These comments were very disparate, generally centering on specific tools they would like to have incorporated into D2L, such as digital videos, student sign-up sheets, or polling.

The common responses for Arts and Sciences faculty were requests for collaborative space on D2L for both students and faculty, information on how to use D2L's tools in a pedagogically sound manner, ease of navigation in the system, being able to use scientific notation, enough memory to handle lots of traffic and files, and integration with plagiarism tools. The most common response for non-Arts and Sciences faculty was a request to learn more about live chats.

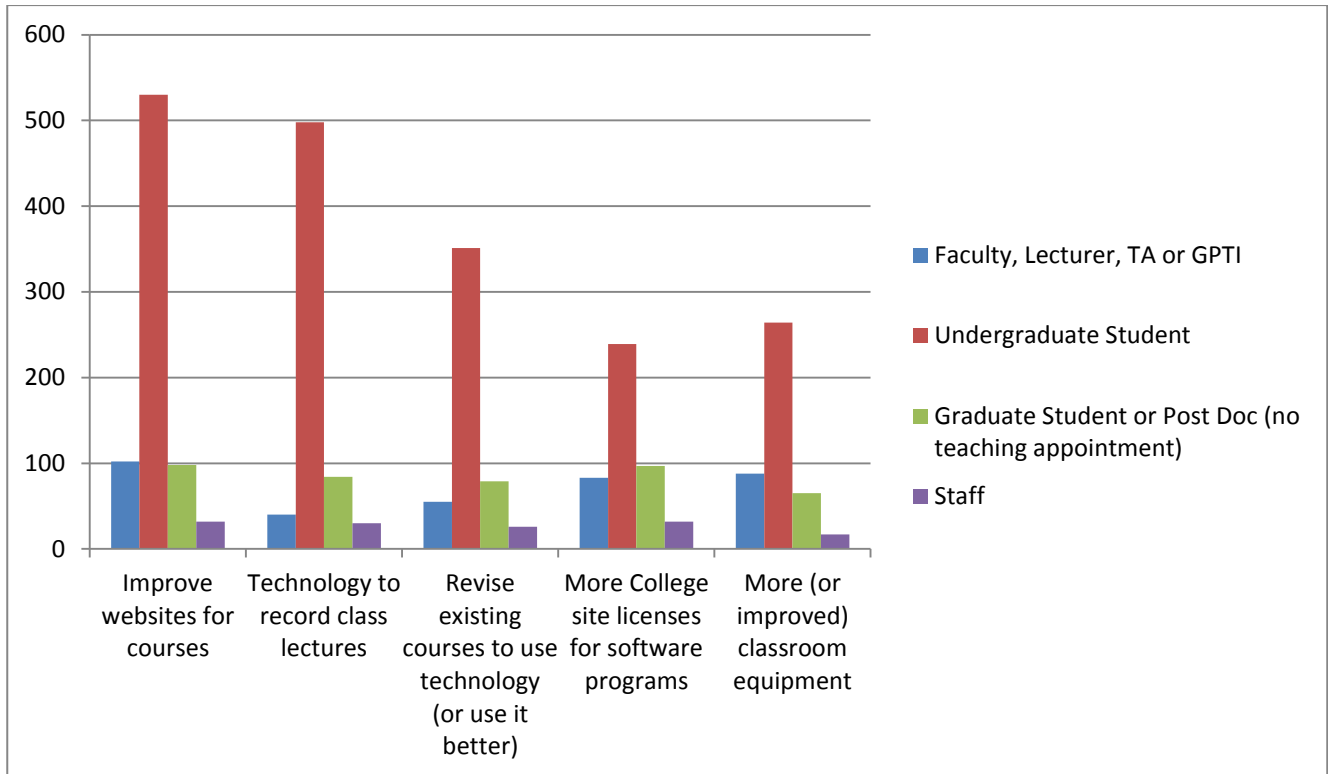
Last, when asked what resources would help them learn more about D2L, respondents (n=182) were generally in agreement. For both Arts and Sciences faculty (n=122) and non-Arts and Sciences faculty (n=60), exploring and experimenting on their own and text and video step-by-step guides were rated as the most useful.



**Chart 3**

## Investment Priorities for the Future

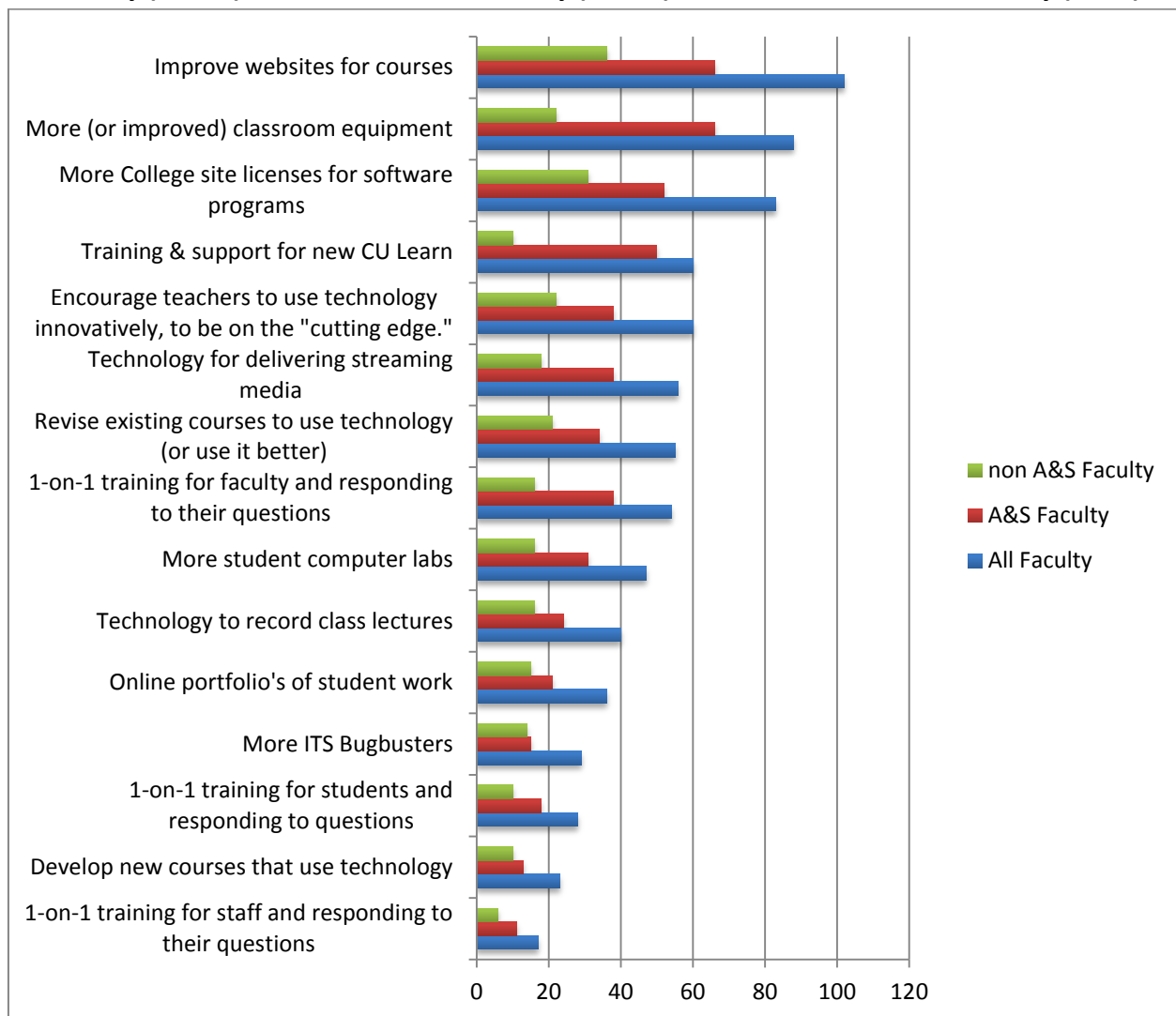
Because undergraduate students constituted 64% of the respondents, their ratings influenced results more than any other constituency. All respondent groups agreed that improving course web sites should be one of the highest investment priority for the College of Arts and Sciences, and undergraduate and graduate respondents gave a high rating to recording class lectures. Other groups placed priority on additional application site licenses. Undergraduate students are the strongest advocates of revising existing courses to use (or better use) technology. Faculty prioritized investing in classroom equipment.



**Chart 4: Top 5 investment priorities for respondent groups, collectively and individually (n=1250)**

Faculty within and outside the College of Arts and Sciences are generally in agreement about their investment priorities, although non Arts and Sciences faculty respondents view training and support for Desire2Learn as much less of a priority than do the Arts and Sciences faculty respondents

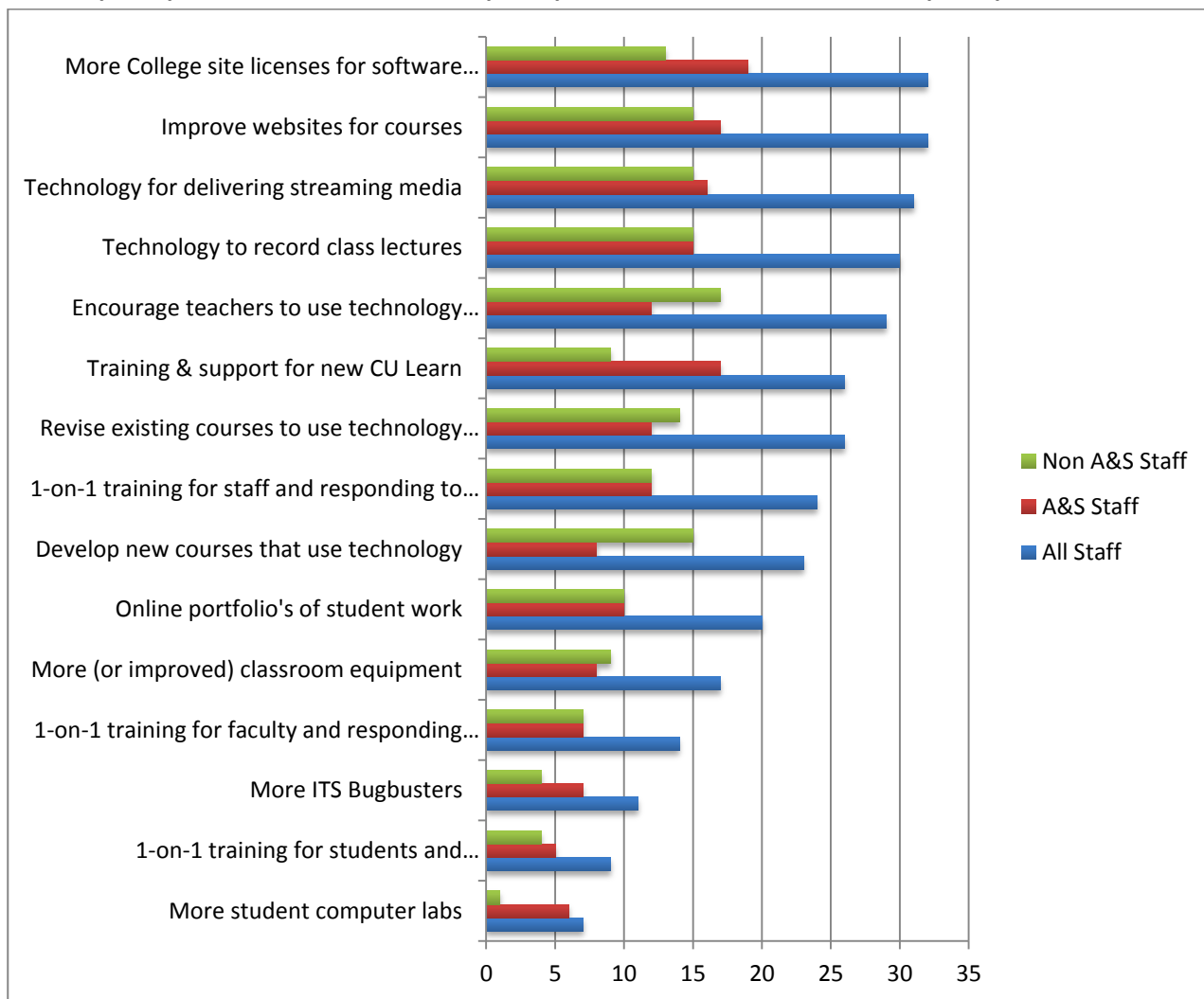
**Faculty (n=181), Arts and Sciences Faculty (n=121), non Arts and Sciences Faculty (n=60)**



**Chart 5**

Mirroring the faculty response, staff respondents are generally in agreement on investment priorities, except that Arts and Sciences staff respondents view training and support for Desire2Learn as much more important than do non Arts and Sciences staff respondents.

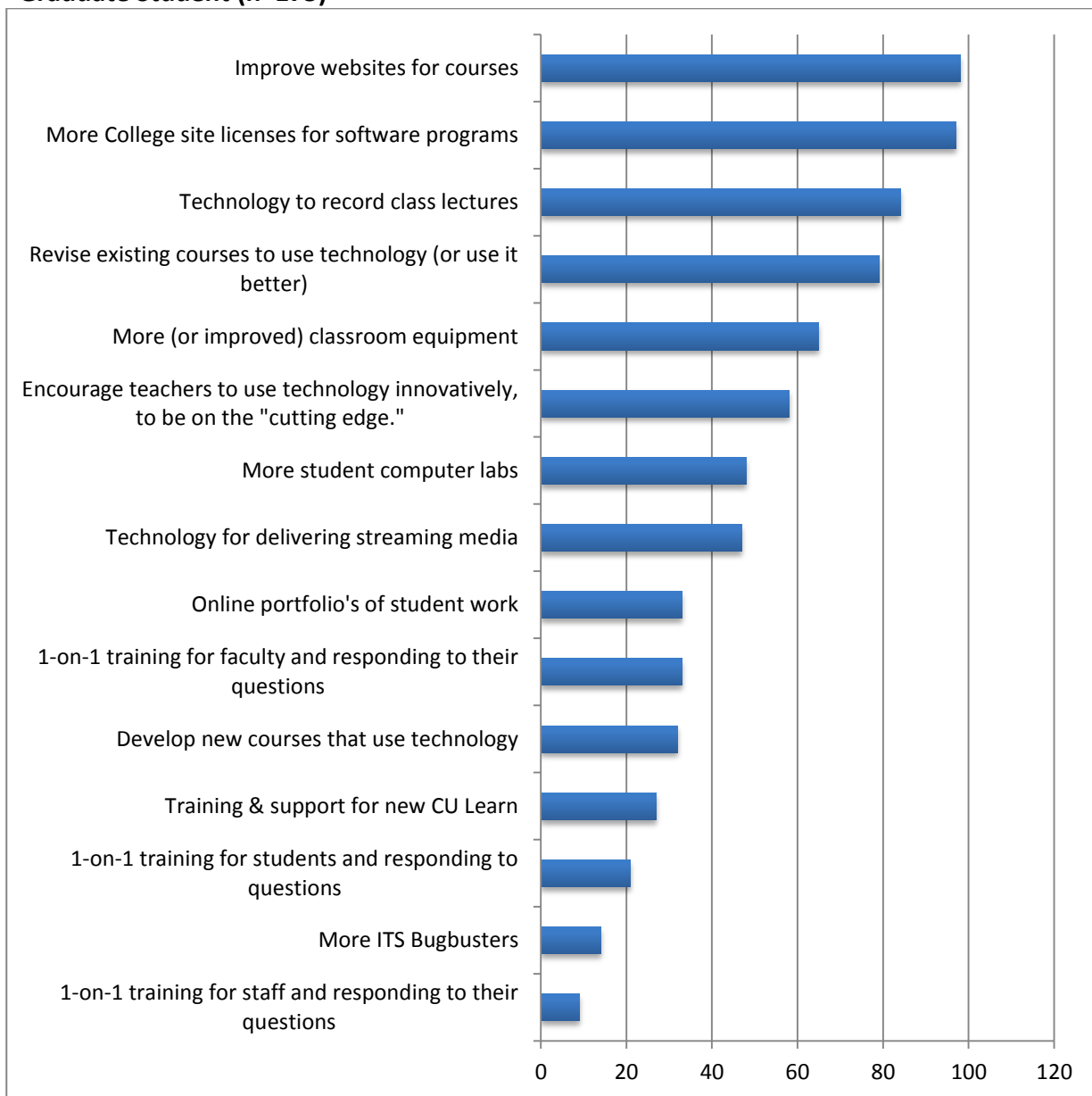
**Staff (n=73), Arts and Sciences Staff (n=36), non Arts and Sciences staff (n=37)**



**Chart 6**

Graduate student respondents are more enthusiastic than staff or faculty about recording course lectures and revising existing course to use technology (or to use it better).

**Graduate Student (n=175)**

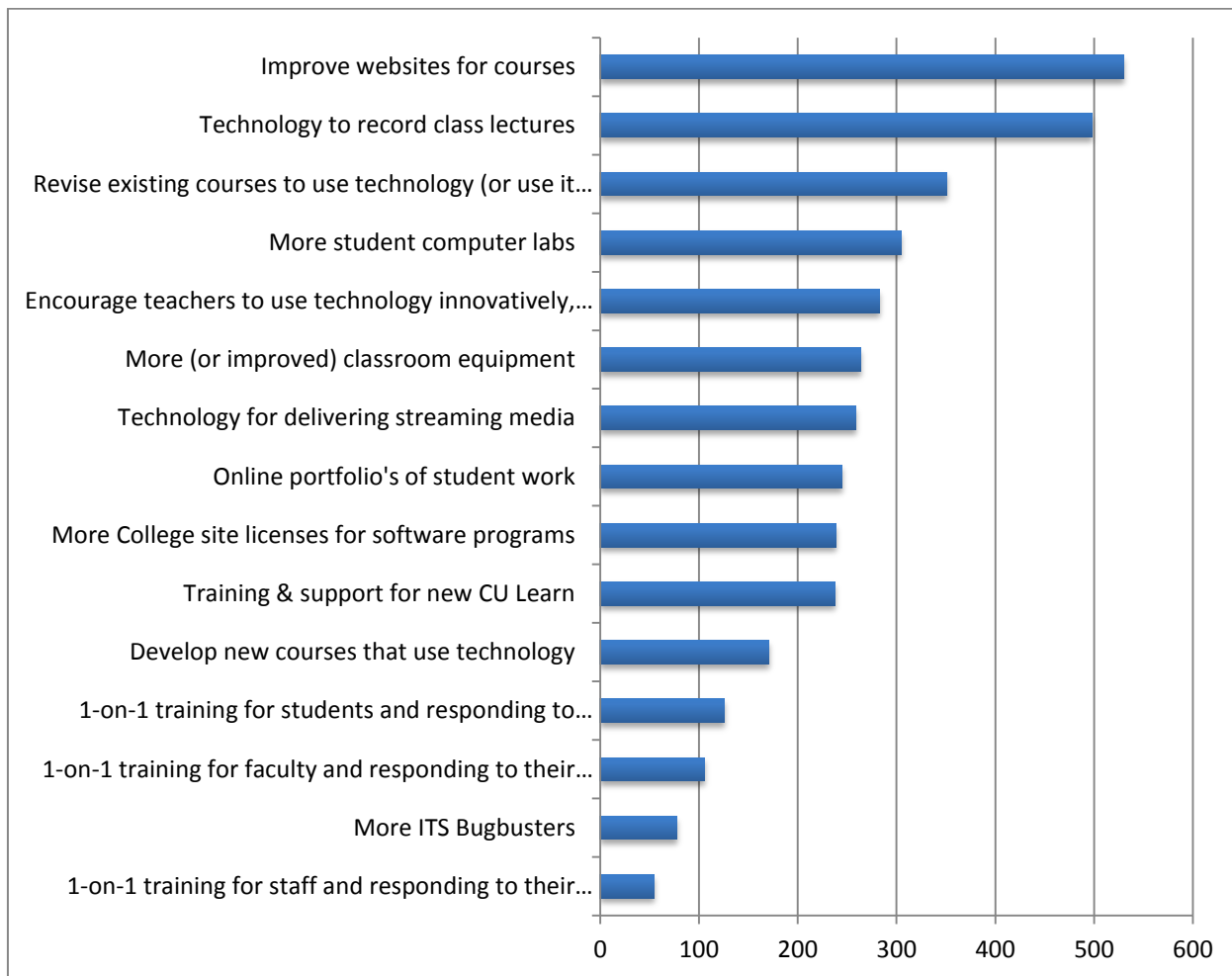


**Chart 7**



Undergraduate respondents rank lecture capture technologies and the incorporation of technology in courses as high priorities. Undergraduate respondents believe faculty should be encouraged to use technology innovatively. A similar theme, that faculty should use technology in pedagogically sound ways, emerged in undergraduate respondents open-ended comments.

**Undergraduate Students (n=821)**



**Chart 8**

In addition to ranking their preferences for investment priorities, all respondents had the opportunity to give text comments on the following two questions:

**Question 1) Do you know of a specific opportunity that the College of Arts and Sciences should consider funding or developing, which is related to using technology for teaching and learning?**

There were a total of 233 responses to this question. The breakdown of number of responses by group is as follows:

Undergraduates	160
Graduates	28
Arts and Sciences Faculty	21
Non-Arts and Sciences Staff	10
Non-Arts and Sciences Faculty	8
Arts and Sciences Staff	6

**Table 13**

Respondents provided a wide variety of recommendations about other opportunities that the College of Arts and Sciences could fund. The following categories encapsulate most of the recommendations:

- **Requests for additional classroom and department equipment**, including projectors, laptops, smartboards, more computer labs, and more outlets in classrooms. Additionally, several undergraduate students asked for equipment to be standardized across classrooms (i.e. all classrooms have whiteboards). This was by far the most prevalent category among respondents.
- **Better facilitation of online learning opportunities**, most specifically by supporting online lectures (e.g. teleconferencing guest lectures, recording course lectures). Also, several references were made to setting up an online resource, like Phet or the Khan Academy.
- **Improve the functioning and integration of different technology systems across campus**. These recommendations included everything from suggesting the creation of apps to register for courses to requesting additional e-mail memory space. There were several recommendations to integrate different systems and make them more user friendly. A number of the undergraduate respondents asked for improvements to CULearn.
- **Requests for specific tools** related to respondent's work, such as Google Earth Pro or Maple. There are also recommendations to utilize more general tools, such as wikis.

- **More technology education opportunities.** Such opportunities should include instruction on the use of specific technologies in the classroom, such as social media
- **Provide guidance on how to use technology to meet pedagogical goals.** Such requests were centered on asking for information on how new technologies improve student learning and providing assessments on how these technologies are implemented.

Within those categories, there were some differences across user groups:

**Undergraduate student respondents:** equipment requests were by far the most common requests, centering on smartboards and better maintained and more computer labs. Additionally facilitation of online learning was also important to undergraduate respondents, including increased use of chat rooms for courses and many requests for posting recorded lectures online. Improvement of current technology systems, especially CULearn, was another important category for undergraduate respondents. Lastly, when undergraduate respondents requested additional technological training, roughly half of these respondents requested better training for professors.

**Graduate student respondents:** generally asked for the ability to use specific tools, such as Maple or wikis.

**Arts and Sciences faculty:** most commonly requested better in-class equipment while there was no discernible trend among the comments of non-Arts and Sciences faculty.

**Both Arts and Sciences staff and non-Arts and Sciences staff:** most commonly recommend better facilitation of online learning opportunities.

Other recommendations (by a two or three respondents) included improving access for students with disabilities, additional funding for ATLAS, and enlarging the Technology, Arts, and Media program.

**Question 2) Do you have any additional comments?**

A total of 185 respondents provided comments. The breakdown of number of responses by group is as follows:

Undergraduates	123
Graduates	19
Arts and Sciences Faculty	22
Non-Arts and Sciences Faculty	8
Arts and Sciences Staff	9
Non-Arts and Sciences Staff	4

**Table 14**

Comments most generally centered on:

- **Provide guidance on how to use technology to meet pedagogical goals.** Such requests were centered on asking for information on how new technologies improve student learning and providing assessments on how these technologies are implemented.
- **Requests for additional classroom and department equipment,** including projectors, laptops, smartboards, and more computer labs.
- **Improve the functioning and integration of different technology systems across campus.** These comments centered on requests for better navigability of tools such as mycuinfo and reported problems (not fast enough, connectivity issues) with the campus wifi.

The responses to this question were fairly spread out. However, a clear theme in these responses was using technology in a pedagogically sound manner. The most common comment from undergraduate respondents was that technology could be beneficial in the classroom, but only if faculty members know how to use it effectively. Undergraduates also commented about online homework systems, generally expressing their dislike for them. A number of undergraduates also expressed dislike for technology in general, stating there was too much emphasis on its use in the classroom. For graduate student respondents, comments centered on improving the integration of online systems across campus and making online services more user friendly. For the remaining groups, responses were very spread out.

Overall, in this survey respondents reporting feeling moderately or very comfortable with technology. Additionally, most respondents would be willing to try new types of technologically-assisted learning experiences, such as online courses or using chat features to get assistance when needed. From the investment priority rankings, it appears that survey respondents, in general, would like to invest in areas that will directly facilitate their exploration of these opportunities, from the physical equipment that would allow them to do so to the ability to use more online resources.

## Respondent Data

A total of 1353 individuals responded to the survey. Respondent distribution is as follows:

Respondent type	Total Responses	% of Total Survey Responses
Faculty	194	14%
Graduate Students	197	15%
Staff	91	7%
Undergraduate Students	872	64%

**Table 15**

Faculty respondents include faculty, lecturers, GPTIs, and TAs. Graduate students include graduate students and post docs with no teaching responsibilities.

### **Undergraduate student respondent data**

The majority of undergraduate students (n=810/870, 93%) typically take courses in the Arts and Sciences. Undergraduate respondents have a variety of primary and secondary majors. The most common primary majors are: Psychology (7%), Integrative Physiology (6%), Communication (4%), English (4%), International Affairs (4%), Mechanical Engineering (4%), and Molecular, Cellular, and Developmental Biology (4%). Please see the Appendix for a detailed breakdown of undergraduate students' primary and secondary majors.

The class standing breakdown of undergraduate respondents (n=856) is as follows:

<b>Freshman</b>	23%
<b>Sophomore</b>	21%
<b>Junior</b>	26%
<b>Senior</b>	30%
<b>Non degree seeking</b>	1%

**Table 16**

Very few undergraduate respondents (n=5/844, 0.6%) are usually enrolled with less than 12 credits while the majority of undergraduate respondents were usually enrolled with 12-15 credits (n=550, 66%). The remainder is enrolled with 16-21 credit hours, with only 11 (1%) reporting they usually take more than 18 credits. Additionally, the vast majority of undergraduate respondents (n=799) were between the ages of 18-24 (n=749, 93%). Of the remaining undergraduate respondents, 5% (n=33) were between the ages of 25-30 and 2% (n=16) were more than 30 years old.

The breakdown of the Colleges and Schools in which undergraduate respondents (n=856) have taken classes during their time at CU Boulder is as follows:

<b>Arts &amp; Sciences</b>	97%
<b>Engineering &amp; Applied Science</b>	27%
<b>Music</b>	15%
<b>Business</b>	15%
<b>Education</b>	9%
<b>Journalism</b>	7%
<b>Architecture &amp; Planning</b>	5%

**Table 17**

### **Graduate student respondent data**

The majority of graduate students (n=88/185, 45%) typically take courses in the College of Arts and Sciences. Graduate student respondents, like undergraduate respondents, study a wide variety of fields. The most common fields are: Aerospace and Engineering Sciences (7%), Electrical and Computer Engineering (7%), Civil Engineering (6%), Mechanical Engineering (6%), and Physics (6%). Please see the Appendix for a detailed breakdown of graduate students' areas of study. [Note: Graduate student data and responses were not broken out into those for Arts and Sciences students and those for non-Arts and Sciences students since a majority of graduate students have taken classes in the College of Arts and Sciences.]

The majority of graduate respondents are usually enrolled with 3-9 credits (n=59/84, 70%) while the remainder is enrolled with 10-18 credit hours. Additionally, roughly half of graduate respondents were between the ages of 25-30 (n=37/84, 44%). Of the remaining graduate respondents, 30% (n=25) were between the ages of 18-24 and 20% (n=17) were more than 30 years old.

The breakdown the Colleges and Schools in which graduate respondents (n=178) have taken classes during their time at CU Boulder is as follows:

<b>Arts &amp; Sciences</b>	64%
<b>Engineering &amp; Applied Science</b>	55%
<b>Business</b>	8%
<b>Music</b>	7%
<b>Education</b>	6%
<b>Journalism</b>	3%
<b>Architecture &amp; Planning</b>	1%

**Table 18**

The breakdown of which degree graduate respondents (n=178) are pursuing is as follows:

<b>PhD</b>	47%
<b>MS</b>	28%
<b>MA</b>	9%
<b>Other</b>	8%
<b>Non Degree Seeking</b>	3%
<b>MBA</b>	2%
<b>MFA</b>	1%

**Table 19**

Most of the graduate respondents (n=162/178, 91%) received their undergraduate degree between 2000 and 2010. The majority of graduate respondents (n=150/178, 84%) received their undergraduate degree outside of CU. These respondents obtained their undergraduate degrees at a wide variety of universities and colleges both across the country and internationally.

### **Staff respondent data**

Roughly half of staff respondents (n=46/90, 51%) typically support courses in the College of Arts and Sciences. The majority of staff have worked at the college level for 10 years or less. The detailed breakdown of staff's years working at the collegiate level is as follows:

[Note: Two Arts and Sciences staff respondents' entries were recorded as 1000]

<b>Number of years</b>	<b>A&amp;S staff (n=39)</b>	<b>Non-A&amp;S staff (n=37)</b>
<b>0-5</b>	44%	43%
<b>6-10</b>	15%	16%
<b>11-15</b>	20%	13%
<b>16-20</b>	0.5%	18%
<b>20+</b>	10%	10%

**Table 20**

The vast majority of staff (n=52/76, 68%) reported they worked for a program other than those listed on the survey. Of the programs listed, the respondents mostly came from: Astrophysical & Planetary Sciences (8%), Physics (8%), and Asian Languages and Civilizations (5%). Please see the Appendix for a detailed breakdown of programs supported by staff respondents.

### **Faculty respondent data**

The majority of faculty respondents (n=123/194, 63%) typically teach courses in the College of Arts and Sciences. The majority of faculty have taught at the college level for 10 years or less. The detailed breakdown of faculty's years working at the collegiate level is as follows:

<b>Number of years</b>	<b>A&amp;S faculty (n=123)</b>	<b>Non-A&amp;S faculty (n=65)</b>
<b>0-5</b>	44%	53%
<b>6-10</b>	15%	18%
<b>11-15</b>	14%	8%
<b>16-20</b>	10%	6%
<b>20+</b>	17%	15%

**Table 21**

Many faculty (n=40/188, 21%) reported they taught in a program other than those listed on the survey. Of the programs listed, the respondents mostly came from: Geography (8%), Psychology and Neuroscience (5%), and the Program for Writing and Rhetoric (5%). Please see the Appendix for a detailed breakdown of programs in which faculty respondents teach.



## Appendix

### Undergrad students' primary majors (n=856)

Psychology	64	7%
Integrative Physiology	49	6%
Communication/Pre-Communication	31	4%
English	37	4%
International Affairs	36	4%
Mechanical Engineering	32	4%
Molecular, Cellular, and Developmental Biology	33	4%
Computer Science	22	3%
Environmental Studies	29	3%
Open Option - Arts and Sciences	27	3%
Political Science	24	3%
Advertising	13	2%
Architecture	13	2%
Biochemistry	16	2%
Chemical Engineering	14	2%
Ecology & Evolutionary Biology	18	2%
Economics	21	2%
Film Studies	20	2%
Finance	13	2%
Marketing	20	2%
Physics	14	2%
Sociology	16	2%
Accounting	12	1%
Aerospace Engineering Sciences	10	1%
Anthropology	12	1%
Applied Mathematics	6	1%
Architectural Engineering	7	1%
Astronomy	5	1%
Broadcast News	5	1%
Chemical and Biological Engineering	9	1%
Chemistry	7	1%
Civil Engineering	11	1%
Electrical and Computer Engineering	10	1%
Electrical Engineering	8	1%
Environmental Design	11	1%
Environmental Engineering	8	1%
Geography	5	1%
Geological Sciences	10	1%
History	12	1%
Humanities	7	1%

Linguistics	8	1%
Management	9	1%
Mathematics	9	1%
Operations & Information Management (area of application)	7	1%
Philosophy	8	1%
Spanish	6	1%
Speech, Language, and Hearing Sciences	7	1%
Studio Art (B.A.S.A.)	9	1%
Studio Arts (B.F.A)	6	1%
Theatre	5	1%
Undetermined	11	1%
Other	6	1%
Broadcast Production	0	0%
Chinese	2	0%
Engineering Physics	4	0%
Ethnic Studies	2	0%
French	2	0%
International Business (area of application)	0	0%
Italian	3	0%
Japanese	2	0%
Media Studies	2	0%
Music	4	0%
Music Arts	0	0%
Music Education	1	0%
News-Editorial	2	0%
Open Option - Engineering	3	0%
Operations & Information Management (division)	3	0%
Planning & Urban Design	1	0%
Prejournalism	4	0%
PreProfessional Health	2	0%
Religious Studies	1	0%
Women's Studies	3	0%

**Undergraduate students secondary majors (n=364)**

Psychology	22	3%
Economics	16	2%
Ethnic Studies	14	2%
Political Science	17	2%
Sociology	18	2%
Spanish	15	2%
Applied Mathematics	9	1%
Art History	5	1%
Astronomy	5	1%
Biochemistry	8	1%
Communication/Pre-Communication	7	1%
Computer Science	6	1%
Ecology & Evolutionary Biology	5	1%
Education	12	1%
English	10	1%
Environmental Studies	6	1%
French	10	1%
Geography	8	1%
Germanic Studies	6	1%
History	5	1%
International Affairs	12	1%
Linguistics	7	1%
Marketing	8	1%
Mathematics	10	1%
Molecular, Cellular, and Developmental Biology	8	1%
Philosophy	5	1%
Prejournalism	8	1%
Studio Art (B.A.S.A.)	10	1%
Undetermined	11	1%
Accounting	2	0%
Advertising	1	0%
Aerospace Engineering Sciences	1	0%
Anthropology	2	0%
Architectural Engineering	0	0%
Architecture	1	0%
Asian Studies	1	0%
Broadcast News	1	0%
Broadcast Production	1	0%
Chemical and Biological Engineering	0	0%
Chemical Engineering	0	0%
Chemistry	2	0%
Chinese	1	0%
Civil Engineering	0	0%

Classics	1	0%
Dance	3	0%
Design Studies	1	0%
Electrical and Computer Engineering	0	0%
Electrical Engineering	0	0%
Engineering Physics	1	0%
Entrepreneurship and Small Business Management (area of application)	1	0%
Environmental Design	0	0%
Environmental Engineering	1	0%
Film Studies	2	0%
Finance	4	0%
Geological Sciences	2	0%
Humanities	1	0%
Integrative Physiology	3	0%
International Business (area of application)	1	0%
Italian	3	0%
Japanese	4	0%
Management	2	0%
Mechanical Engineering	1	0%
Media Studies	3	0%
Music	3	0%
Music Arts	0	0%
Music Education	0	0%
News-Editorial	2	0%
Open Option - Arts and Sciences	3	0%
Open Option - Engineering	0	0%
Operations & Information Management (area of application)	0	0%
Operations & Information Management (division)	0	0%
Physics	4	0%
Planning & Urban Design	1	0%
PreProfessional Health	3	0%
PreProfessional Law	2	0%
Quantitative Finance (area of application)	0	0%
Real Estate (area of application)	1	0%
Religious Studies	2	0%
Russian Studies	4	0%
Speech, Language, and Hearing Sciences	2	0%
Studio Arts (B.F.A)	2	0%
Teacher Licensure	0	0%
Theatre	1	0%
Women's Studies	4	0%

**Graduate student areas of study (n=178)**

Other	27	15%
Aerospace Engineering Sciences	13	7%
Electrical and Computer Engineering	13	7%
Civil Engineering	10	6%
Mechanical Engineering	11	6%
Physics	10	6%
Electrical Engineering	9	5%
Chemistry	7	4%
Astronomy	5	3%
Computer Science	5	3%
Linguistics	6	3%
Architectural Engineering	3	2%
Biochemistry	4	2%
Chemical and Biological Engineering	4	2%
Chemical Engineering	4	2%
Communication/Pre-Communication	3	2%
Economics	3	2%
Education	3	2%
Environmental Studies	3	2%
Geography	4	2%
Management	3	2%
Speech, Language, and Hearing Sciences	4	2%
Applied Mathematics	2	1%
Ecology & Evolutionary Biology	2	1%
English	2	1%
Entrepreneurship and Small Business Management (area of application)	1	1%
Environmental Engineering	1	1%
Geological Sciences	1	1%
Integrative Physiology	2	1%
Marketing	1	1%
Media Studies	2	1%
Molecular, Cellular, and Developmental Biology	1	1%
Music	2	1%
Political Science	2	1%
Psychology	2	1%
Religious Studies	1	1%
Sociology	1	1%
Studio Arts (B.F.A)	1	1%
Accounting	0	0%
Advertising	0	0%
Anthropology	0	0%
Architecture	0	0%

Art History	0	0%
Asian Studies	0	0%
Broadcast News	0	0%
Broadcast Production	0	0%
Chinese	0	0%
Classics	0	0%
Dance	0	0%
Design Studies	0	0%
Engineering Physics	0	0%
Environmental Design	0	0%
Ethnic Studies	0	0%
Film Studies	0	0%
Finance	0	0%
French	0	0%
Germanic Studies	0	0%
History	0	0%
Humanities	0	0%
International Affairs	0	0%
International Business (area of application)	0	0%
Italian	0	0%
Japanese	0	0%
Mathematics	0	0%
Music Arts	0	0%
Music Education	0	0%
News-Editorial	0	0%
Open Option - Arts and Sciences	0	0%
Open Option - Engineering	0	0%
Operations & Information Management (area of application)	0	0%
Operations & Information Management (division)	0	0%
Philosophy	0	0%
Planning & Urban Design	0	0%
Prejournalism	0	0%
PreProfessional Health	0	0%
PreProfessional Law	0	0%
Quantitative Finance (area of application)	0	0%
Real Estate (area of application)	0	0%
Russian Studies	0	0%
Spanish	0	0%
Studio Art (B.A.S.A.)	0	0%
Teacher Licensure	0	0%
Theatre	0	0%
Undetermined	0	0%
Women's Studies	0	0%

### Academic programs supported by staff (N=76)

Other	52	68%
Department of Astrophysical & Planetary Sciences	6	8%
Department of Physics	6	8%
Department of Asian Languages & Civilizations	4	5%
Department of Classics	3	4%
Department of French & Italian	3	4%
Department of Germanic & Slavic Languages & Literatures	3	4%
Department of Humanities	3	4%
Department of Integrative Physiology	3	4%
Department of Philosophy	3	4%
Department of Speech, Language, & Hearing Sciences (SLHS)	3	4%
Spanish & Portuguese	3	4%
Department of Aerospace Engineering Sciences (AES)	3	4%
Department of Civil, Environmental, & Architectural Engineering (CEAE)	3	4%
Department of Computer Science (CS)	3	4%
Alliance for Technology, Learning, & Society (ATLAS)	2	3%
Department of Anthropology	2	3%
Department of Applied Mathematics	2	3%
Department of Art & Art History	2	3%
Department of Chemistry & Biochemistry	2	3%
Department of English	2	3%
Department of Geography	2	3%
Department of History	2	3%
Department of Linguistics	2	3%
Department of Religious Studies	2	3%
Department of Sociology	2	3%
Department of Theatre & Dance	2	3%
Cooperative Institute for Research in Environmental Sciences (CIRES)	2	3%
Department of Electrical, Computer, & Energy Engineering (ECEE)	2	3%
Department of Mechanical Engineering (ME)	2	3%
Division of Marketing	2	3%
Engineering Management Program (EMP)	2	3%
Herbst Humanities Program	2	3%
Interdisciplinary Telecommunications Program (ITP)	2	3%
Program for Writing & Rhetoric	2	3%
Department of Atmospheric & Oceanic Sciences (ATOC)	1	1%
Department of Chemical & Biological Engineering (CHBE)	1	1%
Department of Communication	1	1%
Department of Ecology & Evolutionary Biology (EBIO)	1	1%

Department of Economics	1	1%
Department of Education	1	1%
Department of Ethnic Studies	1	1%
Department of Geological Sciences	1	1%
Department of Mathematics	1	1%
Department of Political Science	1	1%
Department of Psychology & Neuroscience	1	1%
Department of Molecular, Cellular, & Developmental Biology (MCDB)	1	1%
Women & Gender Studies Program	1	1%
Army ROTC	1	1%
Business Research Division	1	1%
Center for Limb Atmospheric Sounding (CLAS)	1	1%
Division of Accounting & Business Law	1	1%
Division of Finance	1	1%
Division of Management & Entrepreneurship	1	1%
Division of Operations & Information Management	1	1%
Environmental Engineering Program (EVEN)	1	1%
Integrated Teaching & Learning (ITL) Laboratory	1	1%
ROTC (Reserve Officers' Training Corps)	1	1%



**Academic programs in which faculty teach (n=188)**

Other	40	21%
Department of Geography	15	8%
Department of Psychology & Neuroscience	9	5%
Program for Writing & Rhetoric	9	5%
Department of Anthropology	8	4%
Department of Ecology & Evolutionary Biology (EBIO)	8	4%
Cooperative Institute for Research in Environmental Sciences (CIRES)	8	4%
Department of Mathematics	7	4%
Department of Applied Mathematics	6	3%
Department of Chemistry & Biochemistry	6	3%
Department of Physics	6	3%
Department of Political Science	6	3%
Department of Molecular, Cellular, & Developmental Biology (MCDB)	6	3%
Department of Computer Science (CS)	6	3%
Department of Asian Languages & Civilizations	5	3%
Department of Astrophysical & Planetary Sciences	5	3%
Department of Atmospheric & Oceanic Sciences (ATOC)	5	3%
Department of Communication	5	3%
Department of English	5	3%
Department of Geological Sciences	5	3%
Department of Integrative Physiology	5	3%
Department of Civil, Environmental, & Architectural Engineering (CEAE)	5	3%
Department of Art & Art History	4	2%
Department of Education	4	2%
Department of History	4	2%
Department of Linguistics	4	2%
Department of Sociology	4	2%
Spanish & Portuguese	4	2%
Department of Mechanical Engineering (ME)	4	2%
Alliance for Technology, Learning, & Society (ATLAS)	3	2%
Department of Ethnic Studies	3	2%
Department of French & Italian	3	2%
Department of Germanic & Slavic Languages & Literatures	3	2%
Department of Philosophy	3	2%
Department of Theatre & Dance	3	2%
Women & Gender Studies Program	3	2%
Department of Aerospace Engineering Sciences (AES)	3	2%
Department of Economics	2	1%
Department of Humanities	2	1%

Department of Speech, Language, & Hearing Sciences (SLHS)	2	1%
Department of Electrical, Computer, & Energy Engineering (ECEE)	2	1%
Division of Finance	2	1%
Department of Chemical & Biological Engineering (CHBE)	1	1%
Department of Classics	1	1%
Department of Religious Studies	1	1%
Army ROTC	1	1%
Business Research Division	1	1%
Center for Limb Atmospheric Sounding (CLAS)	1	1%
Division of Accounting & Business Law	1	1%
Division of Management & Entrepreneurship	1	1%
Division of Marketing	1	1%
Division of Operations & Information Management	1	1%
Engineering Management Program (EMP)	1	1%
Environmental Engineering Program (EVEN)	1	1%
Herbst Humanities Program	1	1%
Integrated Teaching & Learning (ITL) Laboratory	1	1%
Interdisciplinary Telecommunications Program (ITP)	1	1%
ROTC (Reserve Officers' Training Corps)	1	1%