Teaching & Academic Support

Table of Contents

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Source Data:

The data used for the Teaching and Academic Support section of this book comes from multiple data sources, as listed below:

Academic Development: Academic Development

Pittsburgh Council on Higher Education (PCHE) & Pittsburgh Filmmakers: Units both taught by PCHE schools and taken by PCHE students are collected through the Student Information System (SIS)

Eberly Center for Teaching Excellence: Eberly Center for Teaching Excellence

The Intercultural Communication Center: The Intercultural Communication Center

Library Collections & Utilization: University Libraries

Media Technology Services: Media Technology Services

Units Taught: Student Information System (SIS)

Video Viewing Cluster: University Libraries

Definitions:

PCHE: Pittsburgh Council on Higher Education - a consortium of the ten accredited colleges and universities in Allegheny County, Pennsylvania. As part of the consortium agreement, full-time graduate or undergraduate students at each PCHE school can cross-register at any other PCHE school at no additional expense to the student.

Pittsburgh Filmmakers: Carnegie Mellon students are eligible to take courses at Pittsburgh Filmmakers at no additional expense to the student.

Units Taught:

    Academic Year: Consists of the fall and spring semesters of a given academic year

    Data Source: All units taught are taken from the Student Information System (SIS) at the completion of each semester, except for Fall 2007 units taught. This data is taken from SIS as of the last fiscal day of September 2007.

    Level: Based on the level of the student taking each course

    Other: Includes units taught to special/non-degree students and students from other colleges attending Carnegie Mellon through the Pittsburgh Council of Higher Education (PCHE)

    Units: A student earns a specified number of units for each course taken at the university. Three (3) units are the equivalent of one (1) credit hour. The total units taught by a department is calculated by summing the units taken by each student for each course taught by the department.

Academic Development
The Learning Zone

Academic Development's mission is to assist students in developing the skills, strategies, and behaviors needed to perform as confident, independent, and active learners. Their services are designed to help both students who are having academic difficulties and those who just want to improve their performance. Currently four programs are available to assist students: supplemental instruction, peer tutoring, academic counseling, and study groups.

Supplemental Instruction

The Supplemental Instruction (SI) Program offers review sessions for traditionally difficult courses. Sessions are offered two times each week for targeted courses and are conducted by students who have previously done well in the course. Designed to supplement, not replace, class lectures and TA recitations, the sessions are interactive and student-friendly. Attendance is voluntary. Nationwide studies have shown the SI participants earn higher grades and withdraw less often than non-SI participants.

Supplemental Instruction, Academic Years 1998-99 to 2006-07

Academic Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Unique Courses Supported with SI	9	10	17	14	15	11	18	17	18
Total Course Enrollment	1,127	1,247	3,094	2,258	1,771	1,805	3,006	2,741	3,257
Number of SI Sessions	202	214	360	333	281	302	477	564	586
Total Student SI Attendance [1]	941	1,634	5,267	3,316	4,153	4,272	6,899	7,381	6,265
Unique Student Attendance	313	513	1,243	993	1,080	1,124	1,875	1,599	1,802

Walk-in Peer Tutoring

Walk-in Peer Tutoring (PT) offers subject-specific tutoring geared primarily (but not exclusively) towards large introductory level courses. Tutoring is conducted on a walk-in basis in select residence halls and is scheduled Sundays through Thursdays from 8:30 p.m. - 11:00 p.m. during the fall and spring semesters.

Standing Appointment Tutoring

Standing appointments are available upon student request for various university courses. After completing a tutor request form, students meet weekly with a peer tutor to discuss and review course content.

Academic Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07[2]
Walk-in Tutoring Contacts [1]	852	1,145	1,991	1,751	2,404	1,929	2,768	3,887	2,893
Standing Appointments	-	191	772	873	1,638	2,109	3,398	3,725	3,365

Academic Counseling

Academic Counseling (AC) provides both group and individual study skills instruction. Group workshops are available several times each semester and cover topics such as exam preparation, time management, and citing sources. Students interested in individual appointments are first given a Study Skills Assessment. Students who require additional help can meet individually with learning specialists. Workshops are open to all students.

Academic Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Number of Study Skills Assessments	-	71	64	55	74	54	69	62	76
Number of Unique Students Meeting Individually with Learning Specialists	-	NA	NA	NA	NA	NA	61	72	73
Total Individual Appointments	-	241	203	205	273	182	205	244	253
Total Workshop Attendance	-	251	371	253	212	498	384	N/A	N/A
Total Workshop Count	-	-	-	-	-	17	27	35	28
Total Contacts	-	563	638	513	559	734	658	1,200	644

Study Groups

Formal study groups were piloted in Spring 2007. The groups are facilitated by a group leader and are limited to six students. The focus of these groups is on student interaction and cooperative learning.

Semester	Courses	Total Course Enrollment	Number of Sessions	No. of Students Attending	% of Enrolled who Attended
Spring 2007	3	269	26	25	9.3%

1. Students were counted each time they attended.
2. The AY 2006-07 decrease is a result of changes in the structure of services due to budget constraints.

Eberly Center For Teaching Excellence

Since 1982, the Eberly Center's mission has been to enhance the quality of education at Carnegie Mellon by working with faculty and graduate students to help them better understand and improve student learning. Toward that end, the Eberly Center has collaborated with over a thousand faculty members across every department. This brief document describes both the work of the Eberly Center and the rationale behind its approach.

THE EBERLY CENTER'S APPROACH IS . . .

- Learner-centered: Student learning is placed at the center of the teaching process, helping faculty and graduate students to develop course objectives, assessments, and instructional activities that together support and promote student learning and performance.
- Educational: Faculty and graduate students are assisted in gaining a deeper understanding of the principles that underlie effective learning and teaching so that they can make appropriate teaching decisions for their own courses. The Eberly Center does not simply dispense teaching tips.
- Collaborative: The center works closely with faculty and graduate students to help them identify their strengths as teachers and to jointly devise strategies for course improvement and educational innovation.
- Constructive: The focus is on providing constructive and practical feedback to help Carnegie Mellon colleagues succeed as educators. The center's role is to support teaching, not to judge performance.
- Data-driven: Extensive data is gathered and analyzed through classroom observations, student focus groups, and examinations of teaching materials. The center helps faculty members and graduate students use these data to diagnose strengths and identify areas for improvement.
- Research-based: State-of-the-art research is applied from a range of disciplines to help faculty and graduate students design and teach more effective courses. Original research is conducted where gaps in the literature exist.

THE EBERLY CENTER OFFERS . . .

- Individual consultations with faculty and graduate students
- Resources for faculty, including sample syllabi, model grading rubrics, informational booklets and web-based documents
- Workshops and seminars for faculty, graduate students, and department heads
- Collaboration with faculty on educational projects
- Institutional research that impacts educational practice and policy

THE EBERLY CENTER WORKS WITH . . .

- All faculty members who teach (e.g., tenure-track, teaching-track, visiting, adjunct) and graduate students (teaching assistant, instructor, and future faculty) who want to reflect upon and improve their teaching. This includes faculty and graduate students who are:
    - new to Carnegie Mellon and want to calibrate to our students and the institution
    - experienced and successful teachers who want to try new techniques, approaches, or technologies
    - encountering difficulties in their courses and want help identifying and addressing problems
    - new to teaching and want help getting started (including graduate students who anticipate pursuing an academic career)

CONSULTATIONS ARE . . .

- Strictly confidential: The Eberly Center does not disclose any information from consultations. This includes the identities of those with whom the center works, the information that is shared, and data that is gathered on their behalf via classroom observations and interactions with TAs and undergraduate students.
- Documented for faculty and graduate student purposes alone: Written feedback is provided to the colleagues with whom the center consults, that summarizes and documents the consultation process. Letters of support are not written for reappointment, promotion or tenure, but faculty can choose to use the documentation as they see fit.
- Completely voluntary: The center does not seek out faculty and graduate students, but is happy to meet with anyone who contacts them.

EXPERTISE AND EXPERIENCE

The Eberly Center brings twenty-five years of experience and diverse disciplinary perspectives to bear on teaching and educational issues. The staff includes two cognitive psychologists, a cultural anthropologist, a civil and environmental engineer, a historian, a social psychologist, and a statistician. All staff members have doctorates, teach classes, advise students, serve on committees, write proposals and conduct and publish research (albeit to a lesser degree given their other responsibilities). The center is engaged in the same activities as faculty members and thus understand the pressures faculty face in fulfilling their various roles and responsibilities.

The Intercultural Communication Center

The Intercultural Communication Center (ICC) provides language support services to all non-native English speakers at Carnegie Mellon (international students as well as students who attended all or part of high school or college in the United States). Since the ICC's inception in 1985, this support has become increasingly crucial as the number of international students at the university has grown from 350 to over 2,380, now constituting roughly 14% of undergraduates and over 40% of graduate students.

The Mission of the ICC is to:

● Provide support to help non-native English speakers, both graduates and undergraduates, succeed in their academic programs:
ICC offers over 27 classes, workshops, and seminars as well as individual tutoring throughout the academic year and summer. Students can also have a placement interview for individual feedback on language skills and recommended ICC support.

● Help international teaching assistants and faculty develop the skills needed to provide effective instruction at Carnegie Mellon:
ICC provides training for non-native English speakers preparing for teaching assistant jobs and also assesses the speaking fluency before non-native English speakers can work as TAs (required by Carnegie Mellon University policy and Pennsylvania law). If requested, ICC helps international faculty develop language skills and/or culturally appropriate teaching skills.

● Help both the university and departments identify and respond to the changing needs of non-native English speakers and international students:
ICC offers pre-admission phone interviews to evaluate the speaking fluency of international applicants. ICC also runs workshops for domestic faculty, students, and staff to help them learn to communicate more effectively with non-native English speakers.

**Population Served by the ICC,
Academic Year 2006-07**

Masters Students, 36%

Doctoral Students, 45%

Undergraduate Students, 13%

Other (staff, faculty, visiting researchers), 6%
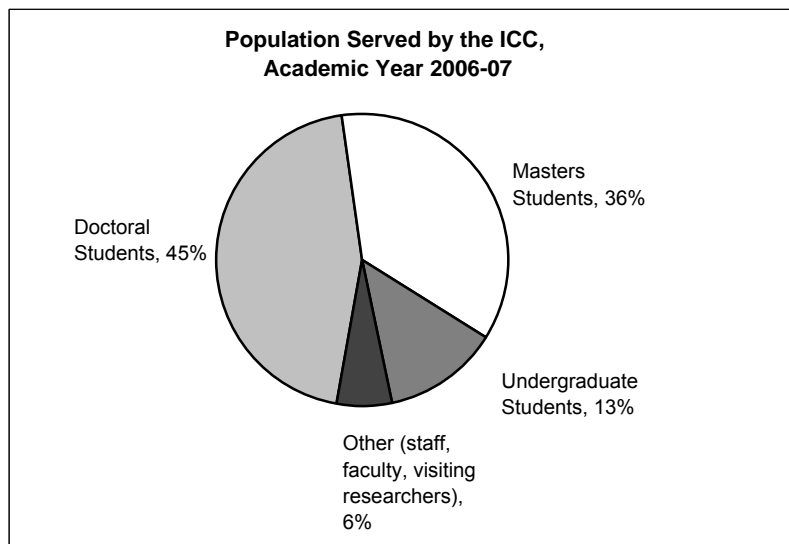
**Assessment and Instructional Hours
Academic years 2002-03 to 2006-07**

	2002-03	2003-04	2004-05	2005-06	2006-07
Assessment Hours	709	821	749	779	818
Instructional Hours	6,159	6,297	7,807	8,272	9,556

Library Collections & Utilization
Fiscal Years 2003 to 2007

Library Collections	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Total Print Volumes (Books, Bound Journals, etc.)	1,021,423	1,042,080	1,066,057	1,084,013	1,098,181
Current Subscriptions:	2,945	2,628	2,236	2,075	1,969
Periodicals, Newspapers, Government Documents					
Electronic Subscriptions	13,957	16,456	15,429	26,694	53,728
Microforms:	945,715	958,462	995,293	1,023,146	1,050,602
Books, Serial Titles, Government Documents					
Graphic Materials:	192,400	194,061	195,777	197,233	200,635
Pictures (Unmounted), Slides					
Audio Materials:	26,031	26,408	26,708	26,960	27,098
Cassettes, Phonograph Records, CDs, Tapes					
Video Materials	7,684	8,569	9,294	9,890	10,297
Music Scores	20,174	20,173	20,170	20,169	20,168
Maps	160	160	161	161	161
Library Material Duplication					
Photocopies Made on Public Copiers	753,509	648,047	512,007	335,488	220,391
Microform Copies & Scans Made in Libraries [1]	16,598	11,753	11,183	17,760	36,848
Printing: Pages Printed from Public Laser Printers	1,297,116	2,162,989	2,488,931	1,056,691	1,375,431
Number of Visits to the Libraries					
Engineering and Science Library	151,205	159,056	145,875	146,144	145,901
Hunt Library [2]	365,449	437,612	441,689	408,329	500,091
Posner Center	-	-	1,910	1,759	1,324
Virtual Visits	816,490	1,020,468	1,212,987	1,665,888	2,001,165
	1,333,144	1,617,136	1,802,461	2,222,120	2,648,481
Seating					
Engineering and Science Library	158	158	153	151	155
Hunt Library	656	672	670	695	652
Mellon Institute Library	119	122	122	122	122
	933	952	945	968	929
Circulation of Library Materials	138,549	164,620	158,986	130,236	127,764
Books Used in Libraries	87,469	87,795	76,413	52,746	41,583
Library Instruction					
Number of classes	148	171	146	136	144
Number of participants	2,815	3,582	2,464	2,640	3,514
Reference Questions Answered	12,471	15,725	12,745	11,684	15,751
Directional Help Given	14,322	15,047	10,406	12,816	17,975

1. Microform scanning capability began in July 2006.

2. No gate count data for Hunt Library for part of April and all of May 2003.

Electronic Information Resources and Access

The University Libraries provide access to a variety of digital information, including the library catalog, other local databases, and a growing number of commercial databases that are licensed for use by the university community. Access methods continue to change as the delivery of electronic information evolves. Currently, Internet (web) access predominates.

The web-based library catalog (Cameo) contains records of items owned by the libraries, as well as items on order or being cataloged for library collections. Cameo is part of a system that integrates acquisitions and cataloging functions with circulation, reserve, and user service functions. Users can see if items are available or checked out when they use the library catalog; they can also request services (such as Renew Item or Request Check-out item).

Users may access Cameo from any computer with Internet capability at: http://www.library.cmu.edu

As the digital library environment matures, more full-text documents and images are becoming available. Some vendors who are providing full-text documents are no longer reporting numbers of searches.

Searches:	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Performed using Cameo (Library Catalog) [1]	534,985	665,462	617,651	574,415	573,607
Performed to Licensed and Local Web Resources [2]	533,061	606,058	887,750	736,747	428,699
Total Database Searches	**1,068,046**	**1,271,520**	**1,505,401**	**1,311,162**	**1,002,306**
Total Full-text Documents Retrieved[2]	458,000	614,647	911,820	579,350	879,462
Electronic Reserve Usage (Items Viewed)	151,508	114,198	286,178	89,065	75,457
Images Scanned for the Digital Library	185,412	220,446	175,170	148,261	159,423

Reference Questions Answered	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Digital	1,712	2,551	2,469	2,393	2,220
Traditional	10,759	13,174	10,276	11,684	13,531

Reserve Items Used	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Digital	151,508	114,198	286,178	89,065	75,457
Traditional	7,587	6,445	5,315	5,698	5,716

1. Estimated for FY 2006.
2. Actual counts may be higher. Some vendors do not report data; others have stopped reporting data. Vendors are changing how search and document numbers are counted.

Resource Sharing and Document Delivery	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Interlibrary Loan					
Items Borrowed	12,263	16,180	20,144	20,020	18,624
Items Loaned	5,142	5,664	5,776	4,616	5,414
Oakland Library Consortium					
Items Borrowed	490	306	63	520	421
Items Loaned	56	228	127	147	160
PALCI (Pennsylvania Academic Library Consortium, Inc.)					
Items Borrowed	1,653	1,846	2,157	5,441	2,321
Items Loaned	1,626	2,757	3,532	2,119	6,808
Electronic Current Awareness Service					
Individuals using site license subscription	65	67	71	72	73

Video Viewing Cluster
Fall 2003 to Fall 2007

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
VCR carrels	14	14	14	14	14
Laserdisc carrels	7	7	7	7	7
DVD carrels	14	15	15	15	15

Media Technology Services
Fiscal Years 2003 to 2007

Equipment for Pickup

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Video/Data Projectors	6	4	4	4	4
VCRs	4	2	2	6	4
Video/Data Monitors	1	1	0	N/A	N/A
Slide Projectors	4	4	4	N/A	N/A
Tape Players	3	0	N/A	N/A	N/A
Sound Systems	9	4	4	4	4
Overhead Projectors	2	2	2	6	3
Videodisc Players	0	0	1	N/A	N/A
Personal Computers	10	6	0	N/A	N/A
MiniDV Camcorders	-	-	-	8	7
Audio CD/Flash Recorder	-	-	-	-	1
TOTAL	**39**	**23**	**17**	**28**	**23**

Classrooms, Lecture Auditoriums & Teaching Clusters (level of installed equipment)

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Overhead Projector	63	59	69	51	20
Video/Viewing (VCR/DVD)	63	63	81	79	-
Video/Viewing (VCR)	-	-	-	-	23
Video/Viewing (DVD)	-	-	-	-	82
Video/Viewing (LD)	-	-	-	-	2
Data Viewing (Data Projector)	63	63	81	93	92
Data Viewing (Flat Panel)	-	-	-	-	2
Document Cameras	-	-	12	30	60

Pittsburgh Council on Higher Education (PCHE)
& Pittsburgh Filmmakers
Academic Year 2006-07

Pittsburgh Council of Higher Education (PCHE) Colleges:

Carlow University	La Roche College
Carnegie Mellon University	Pittsburgh Theological Seminary
Chatham College	Point Park University
Community College of Allegheny County (CCAC)	Robert Morris University
Duquesne University	University of Pittsburgh

Units Taken by Carnegie Mellon Students at other PCHE Schools

	Student Level		
Student's College Affiliation	**Undergraduate**	**Graduate**	**Total**
CFA	381	36	417
CIT	366	204	570
Heinz	0	167	167
H&SS	405	345	750
Interdisciplinary	294	36	330
MCS	183	180	363
SCS	108	75	183
Tepper	117	72	189
TOTAL	**1,854**	**1,115**	**2,969**

Units Taught to other PCHE Students by Carnegie Mellon

College	Total
CFA	48
CIT	678
Heinz	246
H&SS	630
Interdisciplinary	168
MCS	247
SCS	423
Tepper	306
Other	798
TOTAL	**3,544**

Units Taken by Carnegie Mellon Students at PCHE Schools

	Student Level		
PCHE School	**Undergraduate**	**Graduate**	**Total**
Chatham College	132	0	132
Community College Of Allegheny County (CCAC)	138	0	138
Duquesne University	54	0	54
Pittsburgh Theological Seminary	9	18	27
Point Park University	0	0	0
University of Pittsburgh	1,521	1,097	2,618
TOTAL	**1,854**	**1,115**	**2,969**

Units Taken by Carnegie Mellon Students at Pittsburgh Filmmakers

	Student Level			
	Undergraduate	**Graduate**	**Non-degree**	**Total**
Pittsburgh Filmmakers	537	72	18	627

Units Taught by College & Student Level
Academic Years 2002-03 to 2006-07

College	Level	2002-03	2003-04	2004-05	2005-06	2006-07
CFA	Undergraduate	91,423	87,108	85,848	85,229	85,040
	Graduate	17,084	20,803	20,335	19,938	20,871
	Special	1,713	1,820	1,270	1,262	1,281
	TOTAL	**110,219**	**109,731**	**107,452**	**106,428**	**107,192**
CIT	Undergraduate	66,384	67,913	69,217	69,843	70,122
	Graduate	59,420	61,583	62,359	62,217	67,399
	Special	753	883	909	690	843
	TOTAL	**126,557**	**130,379**	**132,485**	**132,750**	**138,364**
HEINZ	Undergraduate	1,705	1,416	1,986	1,410	1,752
	Graduate	34,218	33,464	36,677	39,006	43,682
	Special	132	138	354	282	288
	TOTAL	**36,055**	**35,018**	**39,017**	**40,698**	**45,722**
H&SS	Undergraduate	146,277	144,093	146,760	145,683	152,908
	Graduate	15,180	15,807	17,115	16,325	15,628
	Special	1,749	1,830	1,248	1,509	1,251
	TOTAL	**163,206**	**161,730**	**165,123**	**163,517**	**169,787**
Inter-disciplinary	Undergraduate	10,541	11,247	14,186	11,245	11,762
	Graduate	30,524	34,847	41,506	42,272	41,776
	Special	54	90	111	105	198
	TOTAL	**41,119**	**46,184**	**55,803**	**53,622**	**53,736**
MCS	Undergraduate	89,944	91,808	97,876	100,503	103,657
	Graduate	17,026	17,668	18,140	17,777	18,332
	Special	616	557	632	536	556
	TOTAL	**107,586**	**110,033**	**116,648**	**118,816**	**122,545**
SCS	Undergraduate	43,030	41,636	41,493	42,027	45,247
	Graduate	46,819	52,542	56,995	58,109	62,206
	Special	902	1,100	1,178	1,037	873
	TOTAL	**90,751**	**95,278**	**99,666**	**101,173**	**108,326**
Tepper	Undergraduate	36,233	36,997	37,309	38,145	36,474
	Graduate	83,543	88,908	75,102	70,376	69,599
	Special	396	480	333	378	462
	TOTAL	**120,172**	**126,385**	**112,744**	**108,899**	**106,535**
Other	Undergraduate	4,239	7,332	6,749	7,141	6,371
	Graduate	553	1,647	2,084	2,245	2,144
	Special	972	1,050	1,068	1,089	873
	TOTAL	**5,764**	**10,029**	**9,901**	**10,475**	**9,388**
GRAND TOTAL	Undergraduate	489,776	489,550	501,423	501,226	513,333
	Graduate	304,367	327,269	330,313	328,264	341,637
	Special	7,287	7,948	7,103	6,888	6,625
	TOTAL	**801,429**	**824,767**	**838,839**	**836,377**	**861,595**

Units Taught by Department & Student Level
Fall Semester 2006, Spring Semester 2007, Fall Semester 2007

College	Department	Fall 2006				Spring 2007				Fall 2007			
		UG	Grad	Special	Total	UG	Grad	Special	Total	UG	Grad	Special	Total
CFA	Architecture	10,757	1,427	21	**12,205**	9,864	1,578	0	**11,442**	11,160	1,504	9	**12,673**
	Art	6,086	826	39	**6,951**	5,369	1,100	10	**6,479**	6,305	861	0	**7,166**
	Design	6,464	2,727	54	**9,245**	5,902	1,759	27	**7,687**	6,125	2,432	57	**8,614**
	Drama	10,602	2,504	6	**13,112**	9,894	2,481	6	**12,381**	10,318	2,655	2	**12,975**
	Interdisciplinary	1,116	39	0	**1,155**	2,079	96	0	**2,175**	1,149	42	9	**1,200**
	Music	8,972	3,314	539	**12,825**	7,936	3,022	579	**11,537**	8,252	3,478	909	**12,639**
	TOTAL	**43,997**	**10,836**	**659**	**55,491**	**41,044**	**10,036**	**622**	**51,701**	**43,309**	**10,972**	**986**	**55,266**
CIT	Biomedical Eng	2,335	1,172	12	**3,519**	3,003	1,421	39	**4,463**	2,412	1,377	24	**3,813**
	Chemical Eng	4,508	4,239	37	**8,784**	4,107	4,269	93	**8,469**	4,834	4,445	91	**9,370**
	Civil & Environmental Eng	3,762	2,953	93	**6,808**	2,934	2,690	66	**5,690**	3,408	3,712	111	**7,231**
	Electrical & Computer Eng	10,630	12,206	132	**22,968**	8,425	11,718	60	**20,203**	10,327	14,564	108	**24,999**
	Eng & Public Policy	576	2,046	12	**2,634**	2,661	2,266	12	**4,939**	678	2,596	0	**3,274**
	Information Networking Institute	12	4,232	0	**4,244**	18	3,122	12	**3,152**	0	2,306	0	**2,306**
	Interdisciplinary	1,386	156	18	**1,560**	1,644	351	3	**1,998**	942	160	0	**1,102**
	Materials Science & Eng	3,101	3,570	72	**6,743**	2,100	3,285	0	**5,385**	3,349	3,836	12	**7,197**
	Mechanical Eng	9,862	4,289	126	**14,277**	9,058	3,414	56	**12,528**	10,077	4,100	34	**14,211**
	TOTAL	**36,172**	**34,863**	**502**	**71,537**	**33,950**	**32,536**	**341**	**66,827**	**36,027**	**37,096**	**380**	**73,503**
HEINZ	Creative Enterprise Mgmt	84	2,715	0	**2,799**	78	3,186	18	**3,282**	33	2,583	12	**2,628**
	Information Systems Management	102	1,614	0	**1,716**	48	1,506	0	**1,554**	72	2,694	0	**2,766**
	Masters in Public Management	54	3,438	6	**3,498**	12	2,880	12	**2,904**	42	3,564	12	**3,618**
	Medical Management	0	1,332	0	**1,332**	0	1,098	0	**1,098**	0	2,229	0	**2,229**
	Public Policy & Management	648	12,623	108	**13,379**	726	13,290	144	**14,160**	510	15,094	150	**15,754**
	TOTAL	**888**	**21,722**	**114**	**22,724**	**864**	**21,960**	**174**	**22,998**	**657**	**26,164**	**174**	**26,995**
H&SS	Center for the Arts in Society	1,044	51	9	**1,104**	1,620	27	9	**1,656**	912	0	15	**927**
	Ctr. for Neural Basis of Cognition	0	0	0	**0**	0	0	0	**0**	0	24	0	**24**
	Economics	9,927	18	0	**9,945**	9,672	45	18	**9,735**	9,465	54	36	**9,555**
	English	12,834	2,237	42	**15,113**	12,945	2,168	84	**15,197**	14,505	2,721	72	**17,298**
	History	11,536	642	36	**12,214**	12,117	562	75	**12,754**	11,913	634	117	**12,664**
	Information Systems Program	2,402	0	0	**2,402**	2,688	0	12	**2,700**	2,485	0	0	**2,485**
	Modern Languages	11,913	772	252	**12,937**	9,245	643	231	**10,119**	13,614	685	159	**14,458**
	Philosophy	5,587	715	42	**6,344**	5,931	611	12	**6,554**	6,477	581	81	**7,139**
	Psychology	9,809	1,278	18	**11,105**	8,860	1,053	162	**10,075**	10,600	1,093	54	**11,747**
	Social & Decision Sci	5,394	477	0	**5,871**	5,271	402	51	**5,724**	5,343	388	69	**5,800**
	Statistics	6,944	2,331	63	**9,338**	7,169	1,596	135	**8,900**	7,449	2,282	162	**9,893**
	TOTAL	**77,390**	**8,521**	**462**	**86,373**	**75,518**	**7,107**	**789**	**83,414**	**82,763**	**8,462**	**765**	**91,990**

Continued from page 3.12

College	Department	Fall 2006				Spring 2007				Fall 2007			
		UG	Grad	Special	Total	UG	Grad	Special	Total	UG	Grad	Special	Total
Inter-	CM University-Wide Studies	5,102	21	0	**5,123**	1,193	72	18	**1,283**	5,085	60	30	**5,175**
disciplinary	Computational Biology	0	151	51	**202**	0	204	99	**303**	27	327	54	**408**
	Entertainment Technology	36	5,775	0	**5,811**	48	5,856	0	**5,904**	60	6,138	0	**6,198**
	Information Systems Management	558	13,355	6	**13,919**	690	9,181	12	**9,883**	510	15,111	18	**15,639**
	International Education	972	0	0	**972**	1,584	0	0	**1,584**	900	72	0	**972**
	StuCo (Student Led Courses)	747	24	9	**780**	825	99	3	**927**	513	69	0	**582**
	West Coast Campus	8	3,822	0	**3,830**	0	3,216	0	**3,216**	0	2,256	0	**2,256**
	TOTAL	**7,423**	**23,148**	**66**	**30,637**	**4,340**	**18,628**	**132**	**23,100**	**7,095**	**24,033**	**102**	**31,230**
MCS	Biological Sci	6,875	2,563	39	**9,477**	7,281	2,201	54	**9,536**	7,405	2,538	57	**10,000**
	Chemistry	11,035	3,156	42	**14,233**	9,933	2,660	63	**12,656**	12,393	3,243	69	**15,705**
	Interdisciplinary	156	24	0	**180**	33	120	0	**153**	129	48	0	**177**
	Mathematical Sci	24,235	1,483	92	**25,810**	19,568	1,839	166	**21,573**	26,316	2,048	117	**28,481**
	Physics	12,491	2,220	42	**14,753**	12,050	2,066	58	**14,174**	12,820	2,218	27	**15,065**
	TOTAL	**54,792**	**9,446**	**215**	**64,453**	**48,865**	**8,886**	**341**	**58,092**	**59,063**	**10,095**	**270**	**69,428**
SCS	Computer Science	20,518	9,358	126	**30,002**	21,155	8,633	216	**30,004**	23,176	10,745	322	**34,243**
	Human-Computer Interaction	569	2,682	33	**3,284**	867	2,795	36	**3,698**	685	3,506	42	**4,233**
	Institute of Software Research Int'l	0	1,480	0	**1,480**	0	1,618	0	**1,618**	69	2,831	9	**2,909**
	Language Technologies Institute	48	4,783	69	**4,900**	48	4,655	48	**4,751**	150	5,255	111	**5,516**
	Machine Learning	12	2,211	84	**2,307**	48	1,890	48	**1,986**	390	2,847	216	**3,453**
	Robotics	576	6,175	60	**6,811**	1,223	5,316	60	**6,599**	468	5,234	24	**5,726**
	Software Eng	54	5,447	63	**5,564**	129	5,163	30	**5,322**	6	3,968	0	**3,974**
	TOTAL	**21,777**	**32,136**	**435**	**54,348**	**23,470**	**30,070**	**438**	**53,978**	**24,944**	**34,386**	**724**	**60,054**
Tepper	Business Adm	18,435	48	9	**18,492**	17,847	42	27	**17,916**	21,384	261	18	**21,663**
	School of Business	114	36,439	240	**36,793**	78	33,070	186	**33,334**	72	40,159	138	**40,369**
	TOTAL	**18,549**	**36,487**	**249**	**55,285**	**17,925**	**33,112**	**213**	**51,250**	**21,456**	**40,420**	**156**	**62,032**
Other		**2,993**	**1,007**	**492**	**4,492**	**3,378**	**1,137**	**381**	**4,896**	**2,676**	**1,335**	**537**	**4,548**
Grand Total		**263,980**	**178,165**	**3,194**	**445,339**	**249,353**	**163,472**	**3,431**	**416,256**	**277,990**	**192,963**	**4,094**	**475,046**