TABLE S.1 Enrollment in (1000s) in undergraduate mathematics, statistics, and computer science courses taught in mathematics departments and statistics departments of four-year colleges and universities, and in mathematics programs of two-year colleges. Also NCES data on total fall enrollments in two-year colleges and four-year colleges and universities in fall 2000, 2005, 2010, and 2015. NCES data includes both public and private four-year colleges and universities, and includes only public two-year colleges. Enrollments include distance-learning enrollments but not dual enrollments.

	Four-Year College & University Mathematics & Statistics Departments						Two Year College Mathematics Programs[4]			
	Fall				2015 by Dept		Fall			
	2000	2005	2010	2015	Math	Stat	2000	2005	2010	2015
Mathematics	1614	1607	1971	2213	2213	--	1273	1580	1887	1639
Statistics	245	260	371	457	313	144	74	117	137	280
Computer Science	124	59	77[2]	68[2]	68	--[2]	392	--[2]	--[2]	--[2]
Total	1984	1925	2419	2738	2594	144	1386	1697	2024	1918
NCES Total Fall Undergraduate Enrollments[3]	7207	8476	10399	10546			5697	6184	7218	6216

[1] These totals include approximately 2000 mathematics enrollments taught in statistics departments.

[2] Computer science totals in two-year colleges before 1995 included estimates of computer science courses taught outside of the mathematics program. In 1995 and 2000, only those computer science courses taught in the mathematics program were included. Starting in 2005, no computer science courses were included in the two-year mathematics survey, and starting in 2010, no computer science courses were included in the statistics survey.

[3] Data for 2000, 2005, 2010 and 2015 are from Table 303.70 for the NCES publication "*Digest of Education Statistics: 2016.*" The full report has not been released, but selected tables are available. These data were downloaded in June 2017 from https://nces.ed.gov/programs/digest/d16/tables/dt16_303.70.asp?current=yes

[4] Starting in 2005, data on mathematics, statistics, and computer science enrollments in two-year colleges include only public two-year colleges.

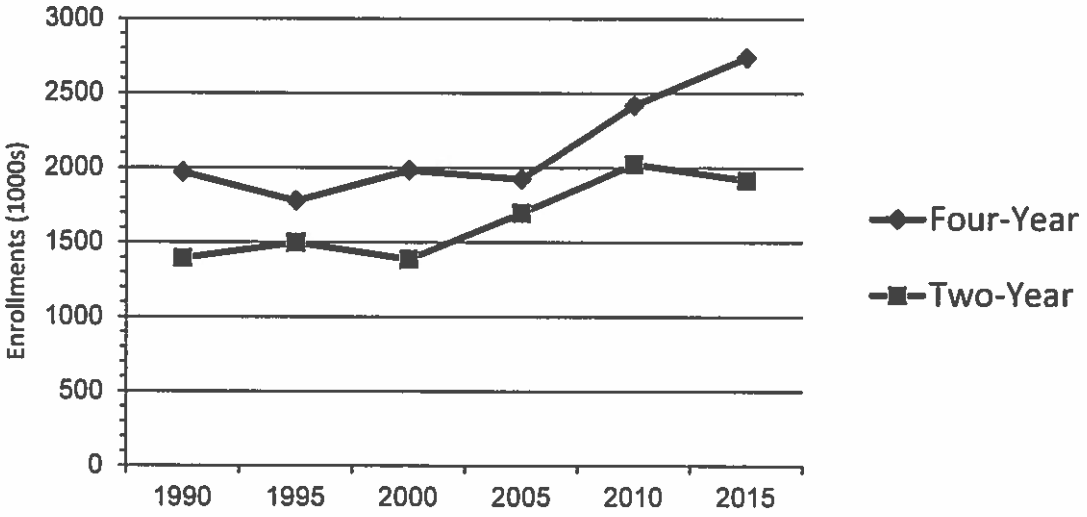

FIGURE S.1.1 Combined enrollment (in 1000s) in undergraduate mathematics, statistics, and computer science courses at four-year colleges and universities within mathematics departments and statistics departments, and within mathematics programs of two-year colleges: Fall 1995, 2000, 2005 and 2010. Data for 2005 include only public two-year colleges.

Note: Before 1995, two-year enrollment totals included computer science enrollments taught outside of the mathematics program. In 1995 and 2000, only computer science courses taught within the mathematics program were counted. Starting in 2005, no computer science courses were included in the CBMS survey of two-year mathematics programs, and starting in 2010, no computer science data were included in the survey of statistics departments.

TABLE S.2 Total enrollment (in 1000s), including distance-learning enrollment, by course level in undergraduate mathematics, statistics, and computer science courses taught in mathematics and statistics departments at four-year colleges and universities, and in mathematics programs at two-year colleges in fall 2000, 2005, 2010, and 2015. (Beginning in 2005, two-year college data include only public two-year colleges and do not include any computer science. Beginning in 2010, statistics department data do not include computer science.)

	Mathematics Departments				Statistics Departments				Two-Year College Mathematics Programs			
Course level	2000	2005	2010	2015	2000	2005	2010	2015	2000	2005	2010	2015
Mathematics courses												
Precollege level	219	201	209	253	--	--	--	--	763	965	1150	782
Introductory level (including Precalculus)	723	706	863	1000	--	--	--	--	274	321	368	445
Calculus level	570	587	748	807	--	--	--	--	106	108	138	152
Advanced level	102	112	150	154	--	--	--	--	0	0	0	0
Other (2-year)	--	--	--	--	--	--	--	--	130	187	231	259
Total Mathematics courses	1614	1607	1971	2213	--	--	--	--	1273	1580	1887	1639
Probability and Statistics courses												
Introductory level	136	148	231	253	54	54	81	94	74	117	137	280
Upper level	35	34	32	60	20	24	27	50	0	0	0	0
Total Probability and Statistics courses	171	182	262	313	74	78	108	144	74	117	137	280
Computer Science courses [1]												
Lower level	90	44	56	45	1	2	--	--	39	--	--	--
Middle level	17	8	12	16	0	0	--	--	0	--	--	--
Upper level	16	5	10	6	0	0	--	--	0	--	--	--
Total Computer Science courses [1]	123	57	77	68	1	2	--	--	39	--	--	--
Grand Total	1908	1845	2310	2594	75	80	108	144	1386	1697	2024	1918

Note: Round-off may make column totals seem inaccurate.

[1] Beginning in 1995, computer science enrollment included only courses taught in mathematics programs. Beginning in 2005, computer science courses were no longer included in the two-year college survey. Beginning in 2010, computer science courses were no longer included in the statistics survey.

[2] These totals were adjusted to remove certain mathematics enrollments included in statistics totals in 1995.

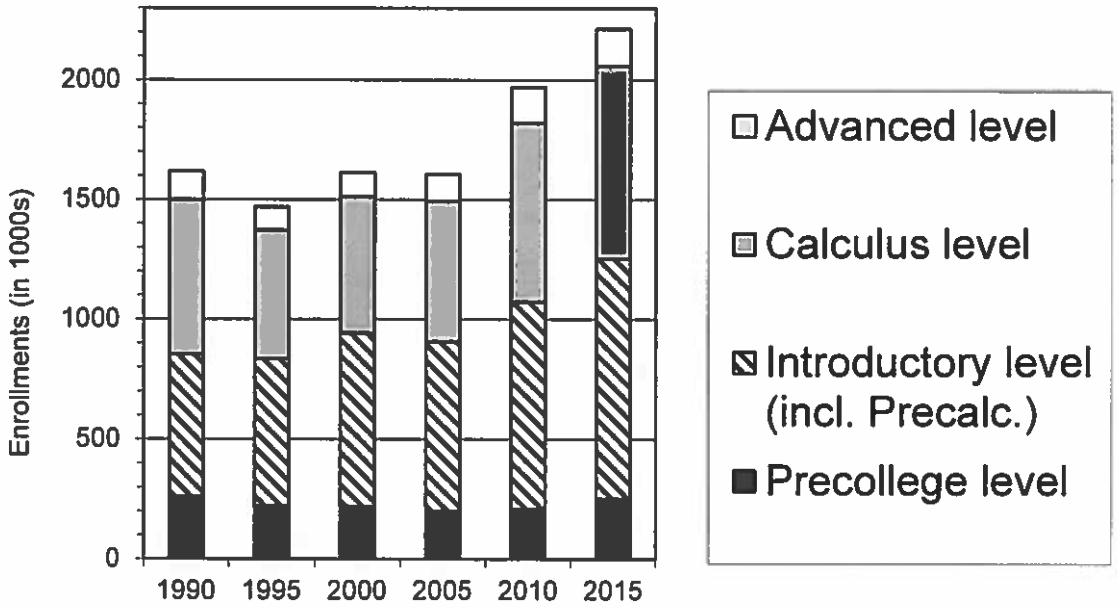

FIGURE S.2.1 Enrollments (in 1000s) in undergraduate mathematics courses in mathematics departments of four-year colleges and universities by level of course in fall of 1990, 1995, 2000, 2005, 2010, and 2015.

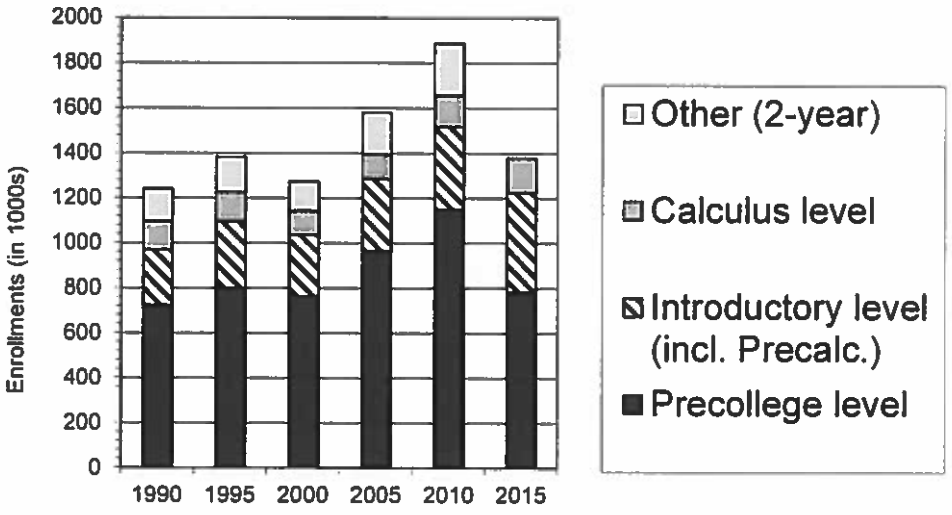

FIGURE S.2.2 Enrollments (in 1000s) in undergraduate mathematics courses in two-year college mathematics programs by level of course in the fall of 1990, 1995, 2000, 2005, 2010, and 2015.

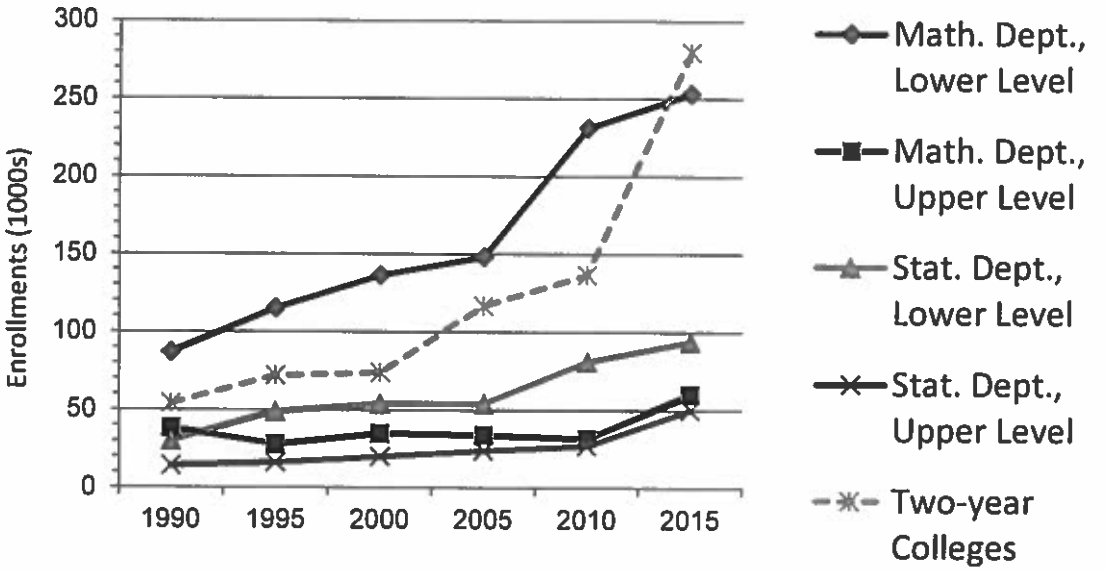

FIGURE S.2.3 Enrollments (in 1000s) in statistics courses in two-year college mathematics programs, and in mathematics departments and in statistics departments of four-year colleges and universities in fall 1990, 1995, 2000, 2005, 2010, and 2015.

TABLE S.3 Combined total of all bachelors degrees in mathematics and statistics departments at four-year colleges and universities between July 1 and June 30 in 1994-95, 1999-2000, 2004-2005, 2009-10 and 2014-15 by selected majors and gender. The comparable table in CBMS2005 is S.4, p. 10.

Major	94-95	99-00	04-05	09-10	14-15
Mathematics (except as reported below)	12456	10759	12316	12468	12794
Mathematics Education	4829	4991	3369	3614	2880
Statistics (except Actuarial Science)	1031	502	527	856	1509
Actuarial Mathematics	620	425	499	849	2354
All Joint Majors (combined) [1]	--	--	--	1222	1821
Joint Mathematics & Computer Science	453	876	719	--	--
Joint Mathematics & Statistics	188	196	203	--	--
Joint Math/Stat & Business or Economics	na	na	214	--	--
Other (includes Operations Research prior to 2010) [2]	577	1550	985	231	907
Total Mathematics, Statistics & Joint degrees	20154	19299	18833	19241	22266
Number of women	9061	9017	8192	8692	9643
Computer Science degrees	2741	3315	2603	2137	3968
Number of women	532	808	465	394	1302
Total degrees	22895	22614	21437	21377	26234
Number of women	9593	9825	8656	9086	10946

Note: Round-off may make column totals seem inaccurate.

[1] Beginning in 2010, the survey asked for the total number of all joint majors.

[2] Prior to 2010, Operations Research was a separate category. Beginning in 2010, Operations Research is included in other Mathematics.

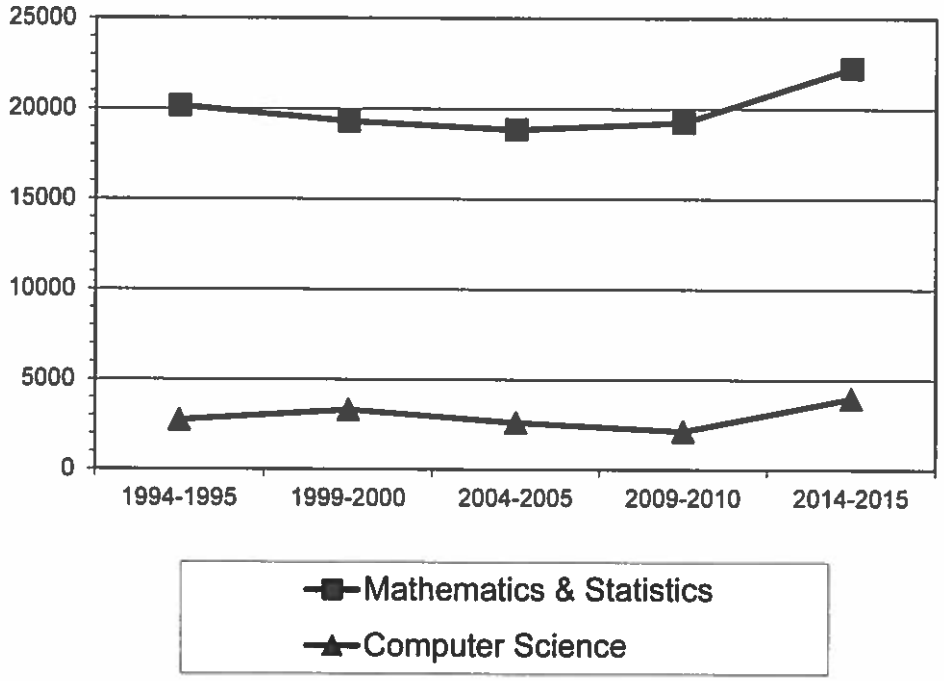

FIGURE S.3.1 Number of bachelors degrees in mathematics and statistics, and in computer science, granted through mathematics and statistics departments in academic years1994-1995, 1999-2000, 2004-2005, 2009-2010 and 2014-2015.

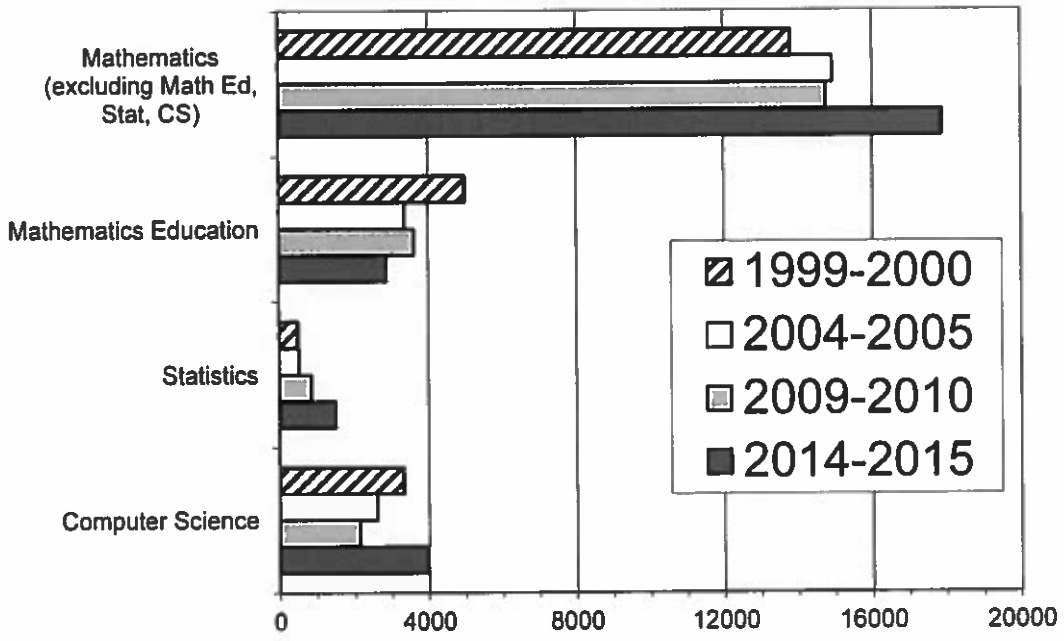

FIGURE S.3.2 Number of bachelors degrees awarded by mathematics and statistics departments (combined) at four-year colleges and universities between July 1 and June 30 in 1999-2000, 2004-2005, 2009-2010 and 2014-2015.

TABLE S.4 Percentage of fall 2015 sections (excluding distance-learning sections) in courses of various types taught in mathematics and statistics departments of colleges and universities by various types of instructors, and percentage of sections taught by full-time and part-time faculty in mathematics programs at public two-year colleges in fall 2015, with data for fall 2010 from CBMS2010 Table S.5, p. 15, and data for fall 2005 from CBMS2005 Table S.6. Also total enrollments (in 1000s).

	Percentage of sections taught by					
Four-Year Colleges & Universities	Tenured/ tenure-eligible[1] %	Other full-time %	Part-time %	Graduate teaching assistants %	Unknown %	Total enrollment in 1000s
Mathematics Department courses						
Mathematics courses						
Precollege level 2015	nc	nc	nc	nc	nc	244
Precollege level 2010	18	20	44	9	9	201
Precollege level 2005	9	25	46	14	5	199
Introductory level 2015	nc	nc	nc	nc	nc	954
Introductory level 2010	32	22	27	8	10	834
Introductory level 2005	31	25	28	10	6	695
Calculus level 2015	52	24	10	7	7	790
Calculus level 2010	59	15	12	7	8	743
Calculus level 2005	61	17	9	7	6	583
Upper level 2015	70				30	154
Upper level 2010	78*				23*	150
Statistics courses						
Introductory level 2015	41	21	25	4	8	235
Introductory level 2010	48	14	22	4	12	218
Introductory level 2005	49	16	28	3	3	145
Upper level 2015 sections	53				47	60
Upper level 2010 sections	77*				23*	32
Computer Science courses						
Lower level 2015	46	20	14	0	21	44
Lower level 2010	50	17	29	1	3	52
Lower level 2005	63	12	17	1	8	43
Statistics Department Courses						
Introductory level 2015	14	25	10	31	20	90
Introductory level 2010	33	17	12	15	23	77
Introductory level 2005	25	21	13	20	21	53
Upper level 2015	55				45	50
Upper level 2010	79*				21*	27
Two-Year College Mathematics Programs	Full-time [2]		Part-time			
All 2015 sections	64		36			1693
All 2010 sections	54		46			1836
All 2005 sections	56		44			1616

[1] Before 2010, the category was "tenured/tenure-eligible"; the word "permanent" was added in 2010. In 2015, the word "permanent" was deleted.

[2] "Full-time" includes full-time permanent, full-time continuing, and other full-time faculty at two-year colleges. For a detailed explanation of these terms, see page 1 in Chapter 7.

* Beginning in 2005, the CBMS survey asked departments to specify the number of upper-division sections and the number taught by tenured and tenure-eligible faculty. The deficit from 100% is reported as "unknown."

Some rows do not sum to 100% due to round-off. Note: zero means less than one-half of one percent.

nc = Not collected in 2015

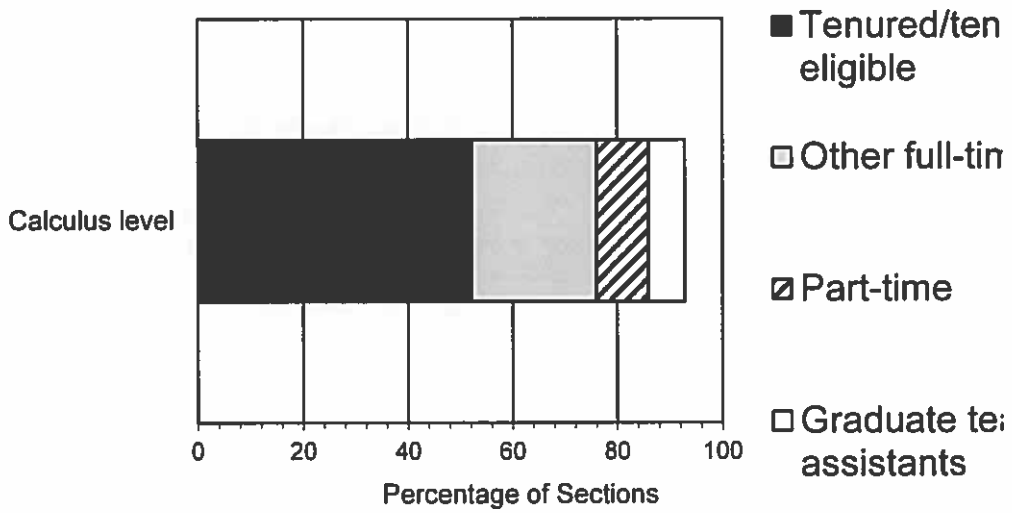

FIGURE S.4.1 Percentage of sections in calculus-level mathematics courses in mathematics departments at four-year colleges and universities by type of instructor in fall 2015. Deficits from 100% represent unknown instructors.

TABLE S.5 Percentage of fall 2015 sections in Mainstream Calculus I and II (not including distance-learning and dual enrollment sections) taught by various kinds of instructors in mathematics departments at four-year colleges and universities by size of sections with fall 2005 and 2010 data from CBMS2010 Table S.6, p. 18. Percentage of sections taught by full-time and part-time faculty in mathematics programs at public two-year colleges in fall 2015, 2010, and 2005. Also total enrollments (in 1000s) and average section sizes.

	Percentage of sections taught by						
Four-Year Colleges & Universities	Tenured/ tenure-eligible[1] %	Other full-time %	Part-time %	Graduate teaching assistants %	Un-known %	Enroll-ment in 1000s	Average section size
Mainstream Calculus I							
Lecture with separate recitation	39	33	15	5	9	145	63
Sections that meet as a class	57	18	10	8	7	108	27
Other sections	26	38	15	21	0	2	22
Course total 2015	**50**	**24**	**12**	**7**	**8**	**255**	**40**
Course total 2010	53	18	15	7	8	234	35
Course total 2005	63	17	7	8	5	201	32
Mainstream Calculus II							
Lecture with separate recitation	49	34	8	4	5	72	61
Sections that meet as a class	56	22	6	7	9	52	26
Other sections	58	17	0	25	0	1	23
Course total 2015	**54**	**26**	**7**	**6**	**7**	**125**	**39**
Course total 2010	59	14	12	7	8	128	36
Course total 2005	66	15	6	8	5	85	33
Total Mainstream Calculus I & II 2015	**51**	**6**	**8**	**5**	**7**	**381**	**40**
Total Mainstream Calculus I & II 2010	64	16	14	7	8	362	35
Total Mainstream Calculus I & II 2005	64	16	7	8	5	286	32
Two-Year Colleges	Full-time[2] %		Part-time %				
Mainstream Calculus I 2015	**82**		**18**			**62**	**26**
Mainstream Calculus I 2010	90		10			63	20
Mainstream Calculus I 2005	88		12			49	22
Mainstream Calculus II 2015	**88**		**12**			**32**	**26**
Mainstream Calculus II 2010	86		14			29	24
Mainstream Calculus II 2005	87		13			19	18
Total Mainstream Calculus I & II 2015	**84**		**16**			**94**	**26**
Total Mainstream Calculus I & II 2010	89		11			93	21
Total Mainstream Calculus I & II 2005	87		13			68	21

Percentage sums across rows may differ from 100% due to round-off.

[1] Before 2010, the category was "tenured/tenure-eligible"; the word "permanent" was added in 2010. In 2015, the word "permanent" was deleted.

[2] "Full-time" includes full-time permanent, full-time continuing, and other full-time faculty at two-year colleges. For a detailed explanation of these terms, see page 1 in Chapter 7.

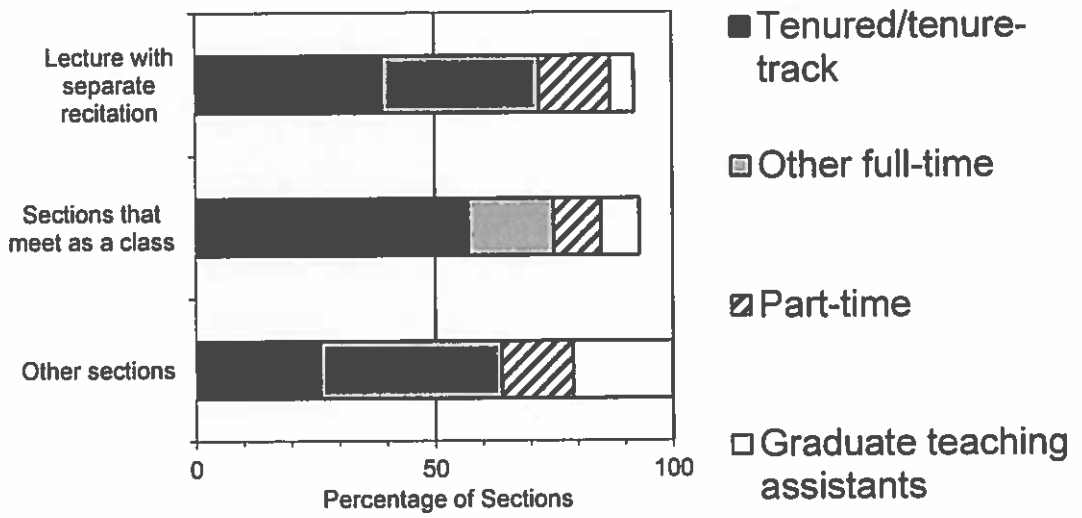

FIGURE S.5.1 Percentage of sections in Mainstream Calculus I taught by tenured/tenure-eligible, other full-time, part-time, and graduate teaching assistants in mathematics departments at four-year colleges and universities by type of sections in fall 2015. Deficits from 100% represent unknown instructors.

TABLE S.6 Percentage of sections in Non-Mainstream Calculus I and II, III, etc. taught by various kinds of instructors in mathematics departments at four-year colleges and universities by size of sections, and percentage of sections taught by full-time and part-time faculty in mathematics programs at public two-year colleges in fall 2015. Also total enrollments (in 1000s) and average section sizes. Distance-learning and dual enrollment sections are not included. (Data in parentheses show percentage of sections in 2005 and 2010.) Comparable table in CBMS2010 is Table S.7, p. 20.

	Percentage of sections taught by						
Four-Year Colleges & Universities	Tenured/ tenure-eligible[1] %	Other full-time %	Part-time %	Graduate teaching assistants %	Un-known %	Enroll-ment in 1000s	Average section size
Non-Mainstream Calculus I							
Lecture with separate recitation	29	47	17	2	6	30	84
Sections that meet as a class	28	24	20	20	8	60	34
Other sections	0	56	0	44	0	2	61
Course total 2015	28	29	19	17	7	91	42
(2005, 2010) [2]	(35,31)	(23,24)	(21,23)	(13,12)	(9,11)	(108,99)	(37,42)
Non-Mainstream Calculus II, III, etc. [3]							
Course total 2015	32	19	36	6	7	16	37
(2005, 2010) [2]	(33,34)	(26,15)	(23,17)	(17,11)	(1,22)	(10,22)	(46,29)
Total Non-Mnstrm Calculus I & II, III, etc.	29	27	22	15	7	106	42
(2005, 2010) [2]	(35,31)	(23,22)	(21,21)	(13,12)	(8,14)	(118,121)	(38,39)
Two-Year Colleges	Full-time [4] %		Part-time %				
Non-Mainstream Calculus I	71		29			23	26
(2005, 2010)	(73,75)		(27,25)			(20,19)	(23,21)
Non-Mainstream Calculus II	100		0			0	26
(2005, 2010) [2]	(66,50)		(34,50)			(1,2)	(21,27)
Total Non-Mnstrm Calculus I & II	71		29			23	26
(2005, 2010) [2]	(72,73)		(28,27)			(21,21)	(23,21)

[1] Before 2010, the category was "tenured/tenure-eligible"; the word "permanent" was added in 2010. In 2015, the word "permanent" was deleted.

[2] Data in parentheses show percentage of sections in 2005 and 2010.

[3] The 2010 survey asked for "Non-Mainstream Cal I, II, and III, etc". -- the data here are our best estimate for Calculus II, III, etc. Previous surveys asked only for Non-Mainstream Calculus II.

[4] "Full-time" includes full-time permanent, full-time continuing, and other full-time faculty at two-year colleges. For a detailed explanation of these terms, see page 1 in Chapter 7.

Sums of percentages across rows may differ from 100% due to round-off.

TABLE S.7 Percentage of sections in introductory probability and statistics courses taught by various types of instructors in mathematics departments at four-year colleges and universities by size of sections, and percentage of sections taught by full-time and part-time faculty in mathematics programs at public two-year colleges in fall 2015; comparable data for (2005, 2010) when available. Also total enrollments (in 1000s) and average section sizes. Distance-learning and dual enrollments are not included. (Data in parentheses show percentage of sections in 2005 and 2010.) Comparable table in CBMS2010 is Table S.8, p. 21.

	Percentage of sections taught by						
Four-Year Colleges & Universities Mathematics Departments	Tenured/ tenure-eligible[1] %	Other full-time %	Part-time %	Graduate teaching assistants %	Un-known %	Enroll-ment in 1000s	Average section size
Introductory Statistics (F1) [4] (no calculus prerequisite) [3]							
Lecture with separate recitation	41	28	14	1	16	42	47
Sections that meet as a class	38	22	28	4	8	146	29
Other sections	29	63	9	0	0	0	9
Course total (F1)	38	23	26	4	9	188	32
(2005, 2010) [2]	(51,46)	(16,15)	(27,24)	(3,4)	(4,12)	(122,174)	(31,31)
Introductory Statistics (F2) (calculus prerequisite) (not for majors)							
Lecture with separate recitation	56	8	33	2	2	10	46
Sections that meet as a class	64	13	15	3	5	24	29
Other sections	100	0	0	0	0	0	33
Course total (F2)	63 (61)	12 (16)	18 (10)	2 (7)	5 (6)	34 (23)	33 (24)
Statistics for Pre-service Teachers (F3,F4)							
Course total (F3, F4)	39	10	11	42	0	1	16
Other intoductory level Statistics courses (F5)							
Course total (F5)	33	22	34	0	10	11	33
Total All Intro. Statistics courses							
Course total (F1+F2+F3+F4+F5)	41	21	25	4	8	235	32
Two-Year Colleges	Full-time [5] %		Part-time %				
Total All Introductory Probability and Statistics Courses	80		20			247	26
(2005, 2010) [2]	(65,61)		(35,39)			(101,114)	(26,28)

[1] Before 2010, the category was "tenured/tenure-eligible"; the word "permanent" was added in 2010. In 2015, the word "permanent" was deleted.

[2] Data in parentheses show percentage of sections in 2005 and 2010.

[3] This course was called "Elementary Statistics" in previous CBMS surveys.

[4] F1 is the statistics course number on the four-year mathematics survey form.

[5] "Full-time" includes full-time permanent, full-time continuing, and other full-time faculty at two-year colleges. For a detailed explanation of these terms, see page 1 in Chapter 7.

Sums of percentages across rows may differ from 100% due to round-off. Note: 0 means less than one half of 1%.

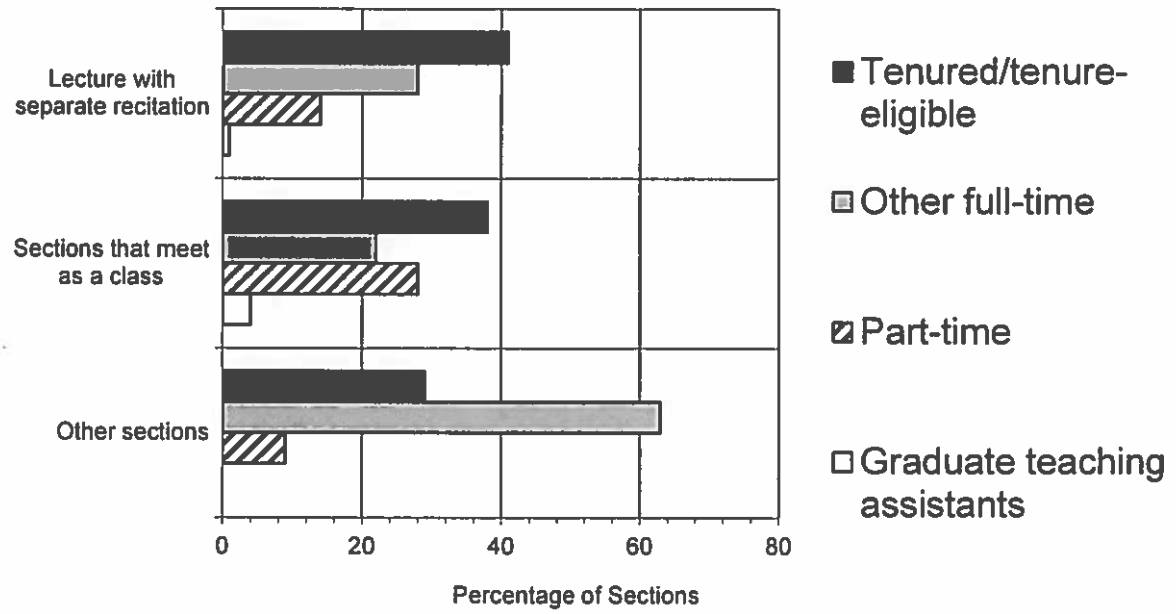

FIGURE S.7.1 Percentage of sections in Introductory Statistics (no Calculus prerequisite) taught by tenured/tenure-eligible/permanent, other full-time, part-time, and graduate teaching assistants in mathematics departments at four-year colleges and universities by type of sections in fall 2015. Deficits from 100% represent unknown instructors.

TABLE S.8 Percentage of sections in introductory statistics for non-majors/minors taught by various kinds of instructors in statistics departments at four-year colleges and universities by size of sections in fall 2015. Also, total enrollments (in 1000s) and average section sizes. Distance-learning enrollments are not included. Comparable table in CMBS2010 is Table S.9, p. 24.

	Percentage of sections taught by						
Statistics Departments	Tenured/ tenure-eligible [1] %	Other full-time %	Part-time %	Graduate teaching assistants %	Un-known %	Enroll-ment in 1000s	Average section size
Introductory Statistics (no calculus prerequisite) [3] (E1) [4]							
Lecture with separate recitation	6	20	7	36	31	40	60
Sections that meet as a class	25	30	12	28	5	25	62
Other sections	0	6	42	52	0	1	21
Course total	13	23	10	33	21	66	59
(2005, 2010) [2]	(26.29)	(21,18)	(16,14)	(22,16)	(15,24)	(42,56)	(63,47)
Introductory Statistics (calculus prerequisite) (for non-majors) (E2)							
Lecture with separate recitation	14	31	11	14	30	11	72
Sections that meet as a class	34	34	7	22	2	7	59
Other sections	5	36	0	60	0	1	26
Course total	20	33	8	24	15	20	60
(2010)	(43)	(15)	(9)	(11)	(23)	(16)	(37)
Statistics for Pre-service Teachers (E3,E4)							
Course total (E3, E4)	43	57	0	0	0	0	18
Other intoductory level Statistics courses (E5)							
Course total (E5)	6	24	6	32	31	4	103
Total All Intro. courses							
Course total (E1+E2+E3+E4+E5)	**14**	**25**	**10**	**31**	**20**	**90**	**60**

[1] Beginning in 2010, the CBMS survey added the word "permanent" to the description "tenured/tenure eligible" that was used

[2] Previous CBMS surveys gathered data for a course described as Probability and Statistics (no calculus prerequisite). Beginning in 2010, this description was replaced with Introductory Statistics (calculus prerequisite) (for non-majors).

[3] In previous CBMS surveys, this course was called "Elementary Statistics".

[4] E1 is the statistics course number on the four-year statistics survey form.

Sums of percentages across rows may differ from 100% due to round-off.

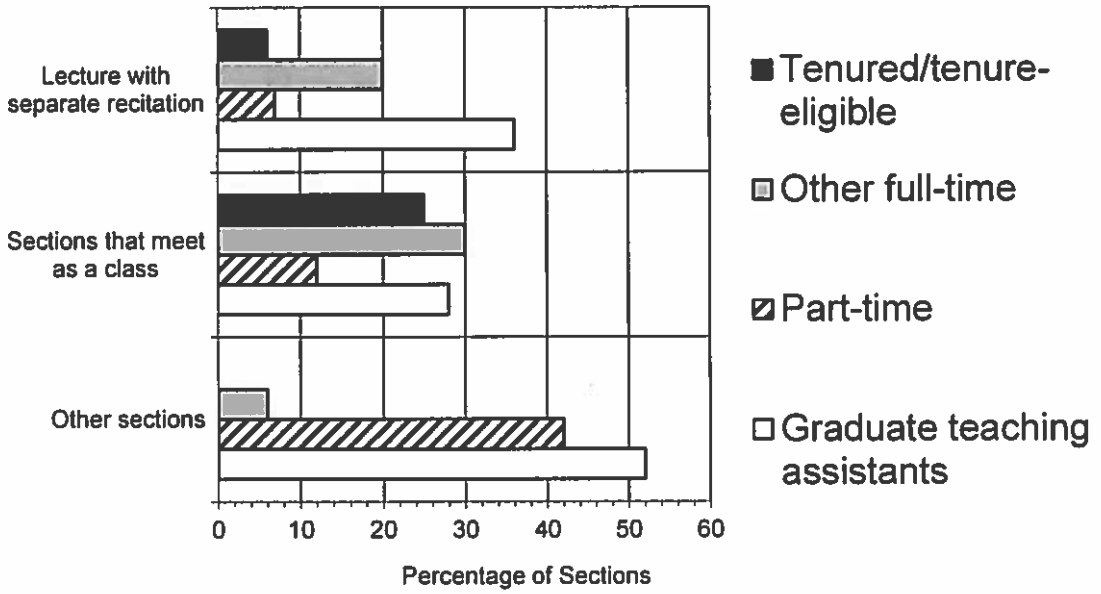

FIGURE S.8.1 Percentage of sections in Introductory Statistics (no Calculus prerequisite) taught by tenured/tenure-eligible/permanent faculty, other full-time faculty, part-time faculty, and graduate teaching assistants in statistics departments at four-year colleges and universities by type of sections in fall 2010.

TABLE S.9 Percentage of sections of Mainstream Calculus I and II taught using various instructional methods in mathematics programs in public two-year college mathematics programs in fall 2015. Also total enrollments (in 1000s) and average section sizes. Distance-learning and dual enrollment sections are not included.

	Percentage of sections taught using			
Two-Year Colleges	Common Department exams %	Homework Management system %	Enrollment in 1000s	Average section size
Mainstream Calculus I	88	37	62	26
Mainstream Calculus II	85	34	32	26
Total Mainstream Calculus I & II	86	34	94	26

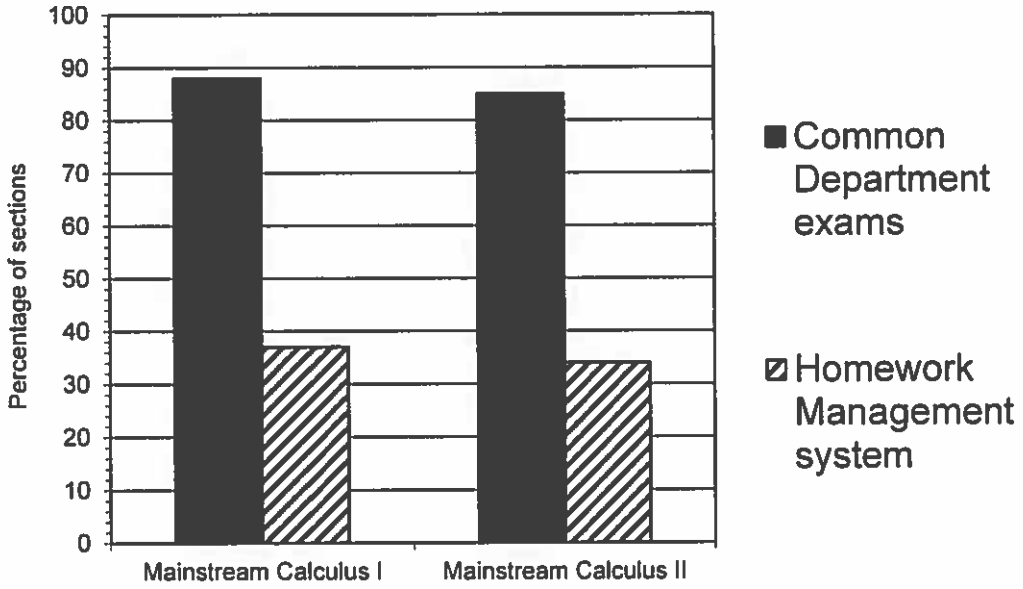

FIGURE S.9.1 Percentage of sections of Mainstream Calculus I and Mainstream Calculus II taught using various instructional methods in mathematics programs at public two-year colleges in fall 2015.

TABLE S.10 Percentage of sections of Non-Mainstream Calculus I taught using various instructional methods in mathematics programs at public two-year colleges in fall 2015. Also total enrollments (in 1000s) and average section sizes. Distance-learning and dual enrollment sections are not included.

	Percentage of sections taught using			
Two-Year Colleges	Common Department exams %	Homework Management system %	Enrollment in 1000s	Average section size
Non-Mainstream Calculus I	9	66	23	26
Non-Mainstream Calculus II	0	0	0	26
Total Non-Mainstream Calculus I & II	9	66	23	26

Note: 0 means less than one half of 1%.

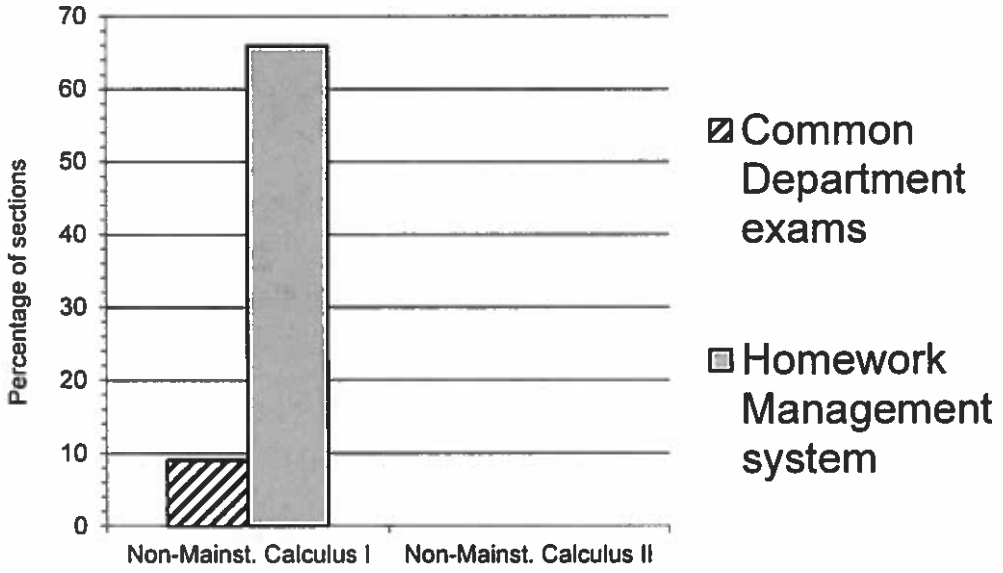

FIGURE S.10.1 Percentage of sections of Non-Mainstream Calculus I and Non-Mainstream Calculus II taught using various instructional methods in mathematics programs at public two-year colleges in fall 2015.

TABLE S.11 Percentage of sections of Elementary Statistics at mathematics programs at public two-year colleges taught using various instructional methods in fall 2015. Also total enrollment (in 1000s) (distance-learning courses excluded) and average section sizes. Distance learning and dual enrollments are not included.

	Percentage of sections taught using			
Two-Year Colleges	Common Department exams %	Homework Management system %	Enrollment in 1000s	Average section size
Elementary Statistics	39	55	221	25

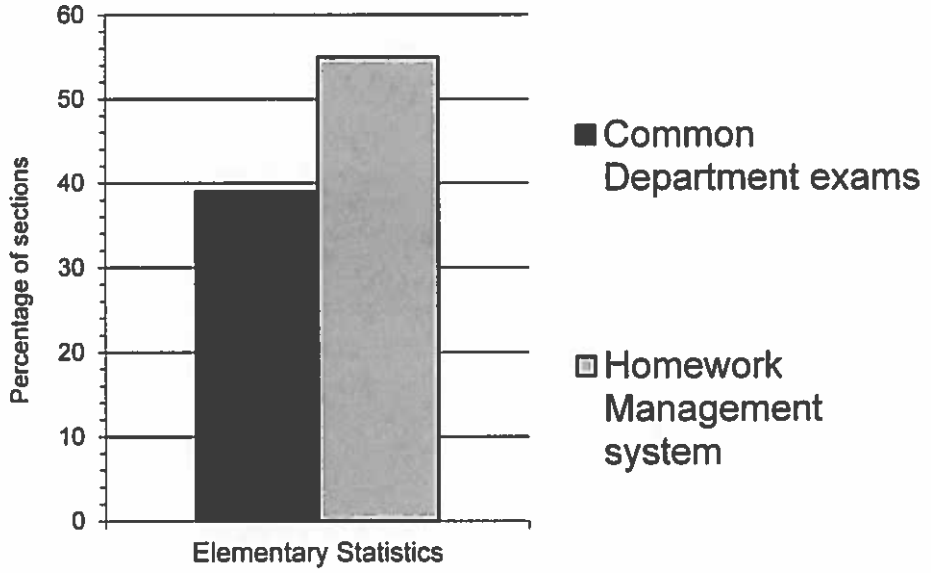

FIGURE S.11.1 Percentage of sections in Elementary Statistics (no Calculus prerequisite) taught using various reform methods in two-year colleges in fall 2015.

TABLE S.12 Percentages of mathematics and statistics departments at four-year colleges and universities that use various practices to teach Introductory Statistics with no calculus prerequisite (for non-majors/minors) in the majority of the sections in fall 2015. This table can be compared to Table S.13 (A) in CBMS2010, p. 29.

	% of Math Depts.	% of Stat Depts.
Offer introductory statistics course with no calculus prerequisite	78	92
Number of different kinds of introductory statistics courses for non-majors:		
1	72	23
2	24	26
3	3	22
More than 3	1	30
Percentage of class sessions in which real data is used is:		
0-20%	28	15
21-40%	23	14
41-60%	19	15
61-80%	12	21
81-100%	19	35
Percentage of class sessions in which in-class demonstrations or problem solving activities take place is:		
0-20%	19	13
21-40%	22	23
41-60%	23	21
61-80%	17	5
81-100%	19	39
Majority of sections use the following kinds of technology:		
Graphing calculators	67	47
Statistical packages	48	68
Educational software	50	53
Applets	24	41
Spreadsheets	68	55
Web-based resources	50	68
Classroom response systems	6	50
Online textbooks	41	50
Online videos	31	35
Percentage of departments where the majority of sections require assessments beyond homework, exams, and quizzes	39	32

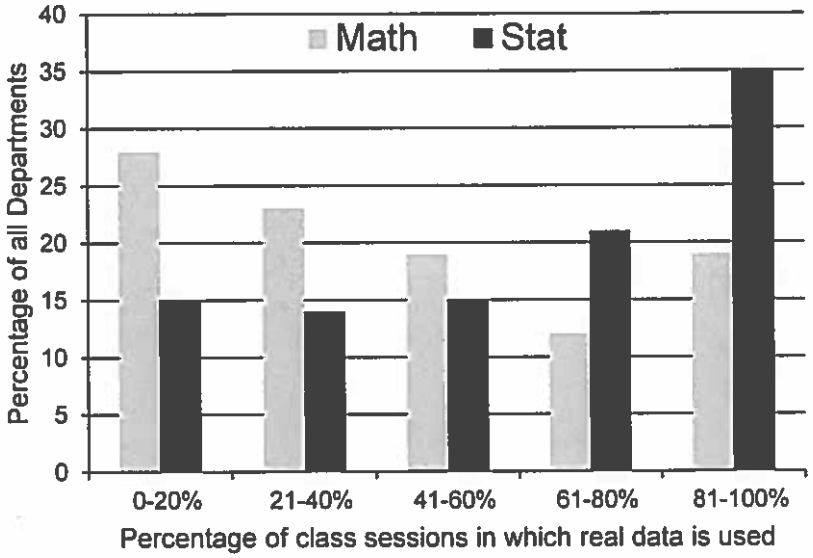

FIGURE S.12.1 Percentage of departments reporting the use of real data in the course *Introductory Statistics with no calculus prerequisite* by percentage of class sessions in which real data is used and by type of department. This figure can be compared to CBMS 2010 Figure S.13.A.1, p. 31.

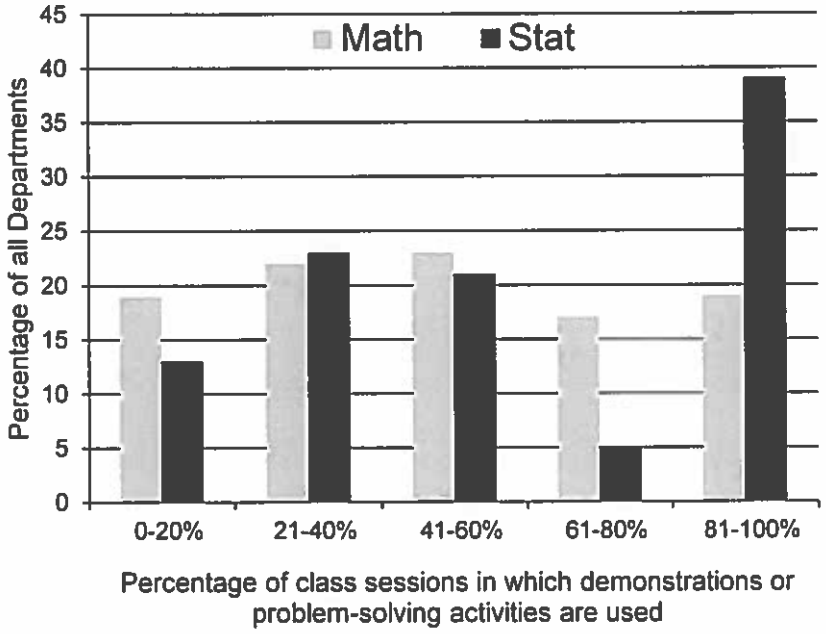

FIGURE S.12.2 Percentage of departments reporting in-class demonstrations or problem solving activities in the course *Introductory Statistics with no calculus prerequisite* by percentage of class sessions in which this activity takes place and by type of department. This figure can be compared to CBMS2010 Figure S.13.A.2, p. 31.

TABLE S.13 Number of full-time and part-time faculty in mathematics departments at four-year colleges and universities, in doctoral statistics departments at universities, and in mathematics programs at two-year colleges in fall 2000, 2005, 2010, and 2015. (Two-year college data for 2005 and 2010 include only public two-year colleges.) This table can be compared to CBMS2010 Table S.14, p. 33.

	2000	2005	2010	2015
Four-Year Colleges & Universities				
Mathematics Departments				
Full-time faculty	19779	21885	22293	22532
Part-time faculty	7301	6536	6050	7682
Statistics Departments (PhD)				
Full-time faculty	808	946	1004	1237
Part-time faculty	102	112	105	128
Two-Year College Mathematics Programs				
Full-time faculty	7921	9403	10873	9800
Part-time faculty[1]	14887	18227	23453	17888

[1] Paid by two-year colleges. In fall 2000, there were an additional 776 part-time faculty in two-year colleges who were paid by a third party (e.g. by a school district for a dual-enrollment course). In 2005, the number paid by a third party was 1915, in 2010, the number paid by a third party was 2323, and in 2015 the number paid by a third party was 2359.

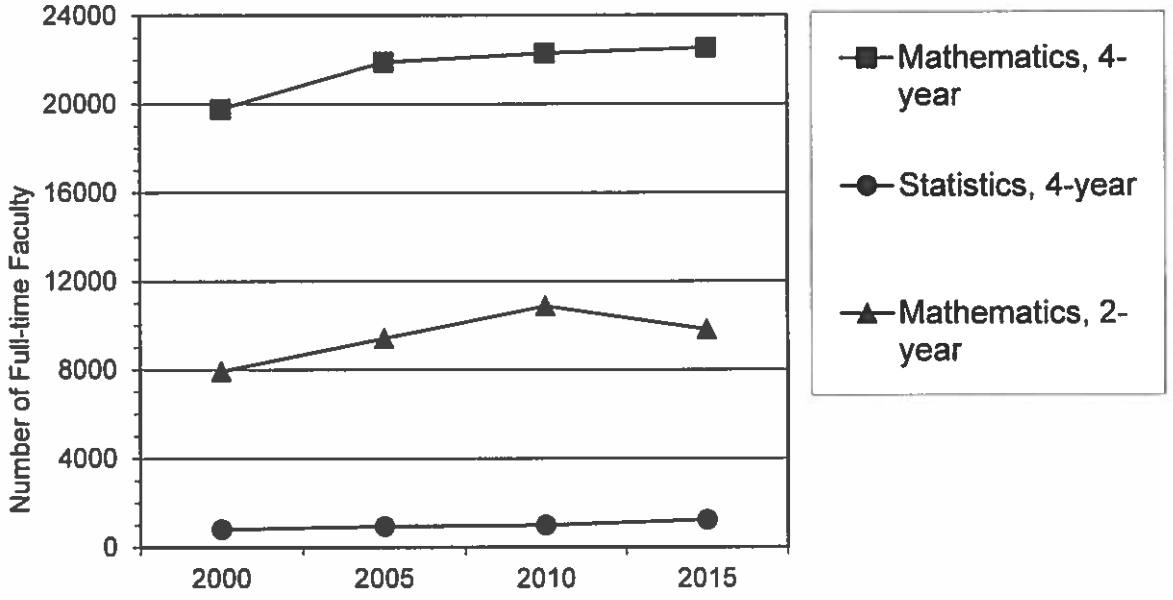

FIGURE S.13.1 Number of full-time faculty in mathematics departments of four-year colleges and universities, in doctoral statistics departments, and in mathematics programs at two-year colleges in fall 2000, 2005, 2010, and 2015. This figure can be compared to CBMS2010 Figure S.14.1, p. 34.

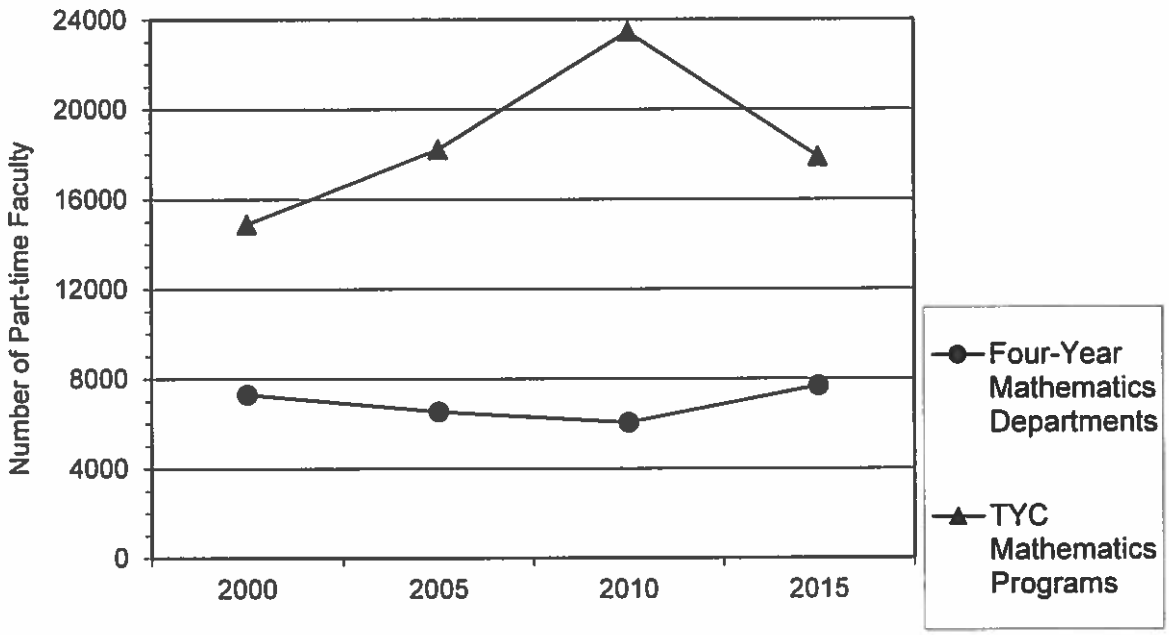

FIGURE S.13.2 Number of part-time faculty in mathematics departments at four-year colleges and universities and in mathematics programs at two-year colleges (TYCs) in fall 2000, 2005, 2010, and 2015. This figure can be compared to CBMS2010 Figure S.14.2, p. 34.

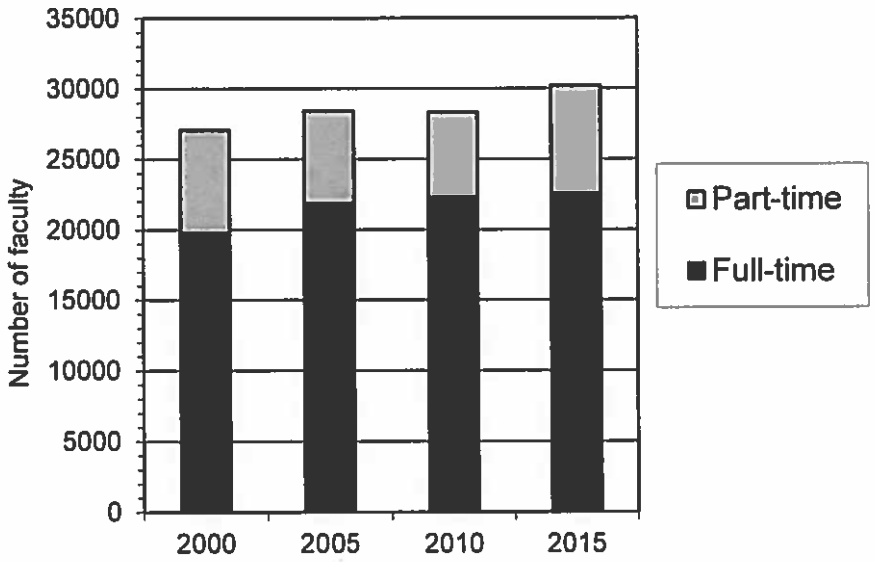

FIGURE S.13.3 Number of full-time and part-time faculty in mathematics departments of four-year colleges and universities in fall 2000, 2005, 2010, and 2015. This figure can be compared to CBMS2010 Figure S.14.3, p. 35.

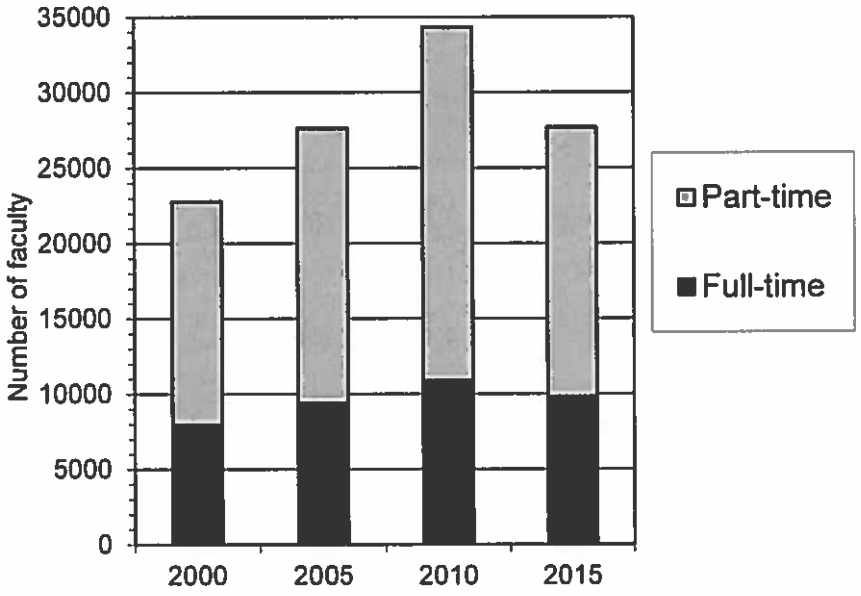

FIGURE S.13.4 Number of full-time and part-time faculty in mathematics programs at two-year colleges in fall 2000, 2005, 2010, and 2015. This figure can be compared to CBMS2010 Figure S.14.4, p. 35.

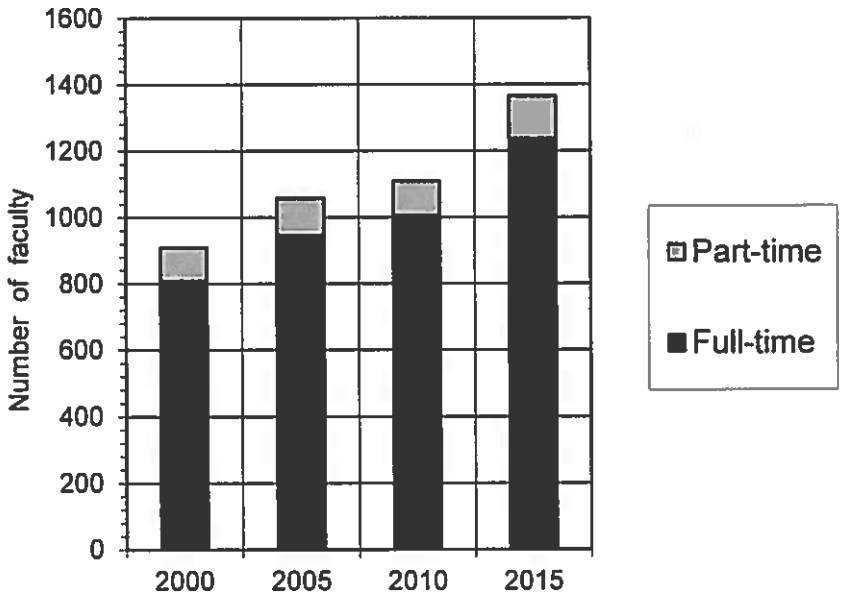

FIGURE S.13.5 Number of full-time and part-time faculty in doctoral statistics departments in fall 2000, 2005, 2010, and 2015. This figure can be compared to CBMS2010 Figure S.14.5, p. 36.

TABLE S.14 Number of full-time faculty who are tenured and tenure-eligible (TTE), postdocs, and other full-time (OFT) in mathematics and statistics departments of four-year colleges and universities, and in mathematics programs at two-year colleges, in fall 2010 and fall 2015. (Postdocs are included in the other full-time category.)

Four-Year Colleges and Universities	Fall 2010				Fall 2015			
Mathematics Departments	Total	TTE	Other full-time	Postdoc	Total	TTE	Other full-time	Postdoc
Full-time faculty	22293	16364	5929	1025	22532	15270	7261	1317
Having doctoral degree	18249	15646	2603	1024	18743	14869	3874	1317
Having other degree	4044	717	3326	1	3789	401	3387	
Statistics Departments [2]								
Full-time faculty	1266	994	272	86	1432	1031	401	116
Having doctoral degree	1192	988	204	86	1373	1031	342	116
Having other degree	74	6	69	0	59	0	59	
Total Math & Stat Depts	23559	17357	6201	1111	23964	16302	7662	1433
Two-Year College Mathematics	Total full-time faculty	Full-time permanent	Other full-time		Total full-time faculty	Full-time permanent	Other full-time[1]	
Full-time faculty	10873	9790	1083		9800	8314	1487	
Grand Total	34170	26943	7227	1096	33764	24616	9149	

Note: Round-off may make marginal totals seem inaccurate.

[1]Other full-time in this table in 2015 includes Full-time continuing faculty and Other full-time faculty from Table TYF.1.

[2]This table includes masters-level statistics departments. The comparable table in CBMS2010, Table S.15, p. 37, does not.

TABLE S.15 Gender among full-time faculty in mathematics and statistics departments of four-year colleges and universities by type of appointment, and among permanent full-time faculty in mathematics programs at two-year colleges in fall 2010 and fall 2015. Also gender among doctoral and masters degree recipients. (Postdocs are included in the other full-time category.)

Four-Year Colleges and Universities	Fall 2010					Fall 2015				
Mathematics Departments	Total	Tenured	Tenure-eligible	Other full-time	Postdoc	Total	Tenured	Tenure-eligible	Other full-time	Postdoc
Full-time faculty	22293	12747	3617	5929	1025	22532	11979	3291	7261	1317
Number of women	6416	2740	1227	2449	233	6981	2688	1171	3122	288
	(29%)	(21%)	(34%)	(41%)	(23%)	(31%)	(22%)	(36%)	(43%)	(22%)
Statistics Departments										
Full-time faculty	1266	727	267	272	86	1432	772	260	401	116
Number of women	327	117	102	108	24	392	153	90	149	22
	(26%)	(16%)	(38%)	(40%)	(28%)	(27%)	(20%)	(35%)	(37%)	(19%)
			July 1, 2005 - June 30, 2010					July 1, 2010 - June 30, 2015		
Number of PhD's from US Math & Stat Depts[1]			7259					9121		
Number of women among new PhDs[1]			2349 (32%)					2854 (31%)		

Two-Year College Mathematics Programs	Total full-time	Full-time age < 40	Total full-time	Full-time age < 40
Full-time permanent faculty	9790	3244	8314	2045
Number of women	4924	1764	4345	1107
	(50%)	(54%)	(52%)	(54%)
Masters degrees in mathematics and statistics granted in the U.S. in 2013-14[2]			7273	
Number of women among new masters recipients[2]			3017	(41%)

[1] Report Tables 323.40 and 323.50 from Digest of Education Statistics 2015, National Center for Education Statistics, https://nces.ed.gov/programs/digest/current_tables.asp.

[2] This table includes masters-level statistics departments. The comparable table in CBMS2010, Table S.16, p. 38, does not.

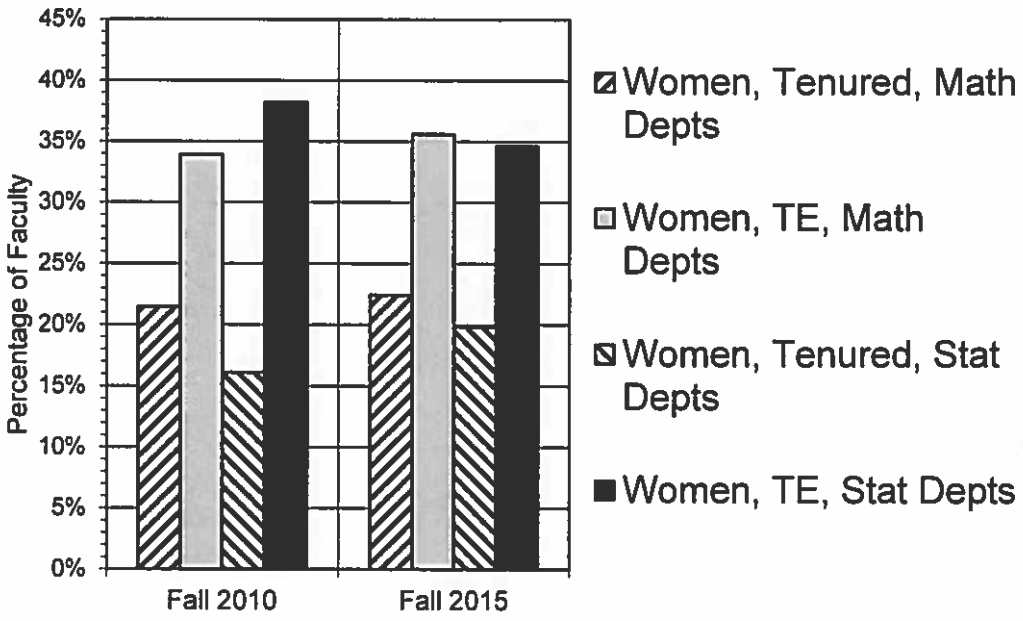

FIGURE S.15.1 Percentage of women in tenured and in tenure-eligible (TE) categories in mathematics departments of four-year colleges and universities and statistics departments in fall 2010 and 2015.

TABLE S.16 Percentage of all tenured and tenure-eligible faculty in mathematics departments of four-year colleges and universities in various age groups, and average age, by gender in fall 2015. Percentage full-time permanent faculty in mathematics programs at public two-year colleges, by age, and average ages in fall 2015. This table can be compared to CBMS2010 Table S.17, p. 40.

Four-Year College & University Mathematics Departments	Percentage of tenured/tenure-eligible faculty										Average age 2005	Average age 2010	Average age 2015
	<30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	>69			
	%	%	%	%	%	%	%	%	%	%			
Tenured men	0	1	4	7	9	10	9	10	6	6	53.7	54.6	54.9
Tenured women	0	1	2	3	3	3	2	2	1	0	50.2	50.7	51.0
Tenure-eligible men	1	6	4	2	0	0	0	0	0	0	38.9	36.9	36.3
Tenure-eligible women	1	3	2	1	0	0	0	0	0	0	38.6	37.8	37.0
Total tenured & tenure-eligible faculty	2	10	12	13	12	14	11	12	7	6			

	Percentage of permanent full-time faculty											
Two-Year College Mathematics Program	<30	30-34	35-39	40-44	45-49	50-54	55-59	>59				
Full-time permanent faculty	4	6	14	14	18	16	13	15			47.8	46.8	47.7

Note: 0 means less than half of 1%. Round-off may cause some marginal totals to appear inaccurate.

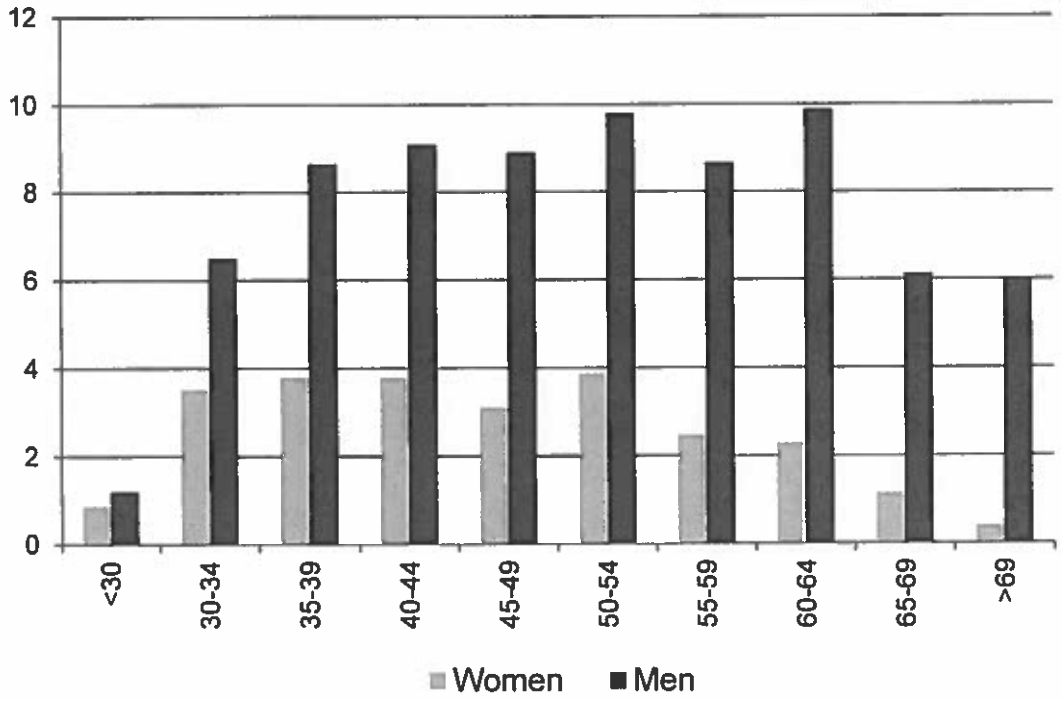

FIGURE S.16.1 Percentage of all tenured and tenure-eligible (TTE) faculty in mathematics departments at four-year colleges and universities belonging to various age groups, by gender, in fall 2015. This figure can be compared to CBMS2010 Figure S.17.1, p. 41.

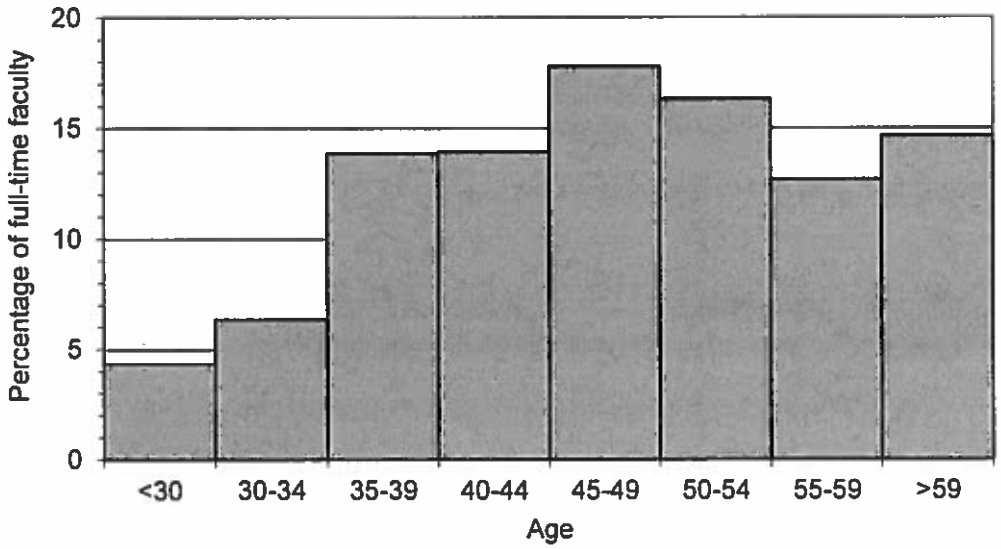

FIGURE S.16.2 Percentage of permanent full-time faculty in various age groups in mathematics programs at public two-year colleges in fall 2015. This figure can be compared to CBMS2010 Figure S.17.2, p. 41.

TABLE S.17 Percentage of tenured and tenure-eligible faculty belonging to various age groups in doctoral and masters statistics departments (combined) at universities by gender, and average ages in fall 2015. Also average ages for doctoral statistics departments in fall 2010.

All Statistics Departments	Percentage of tenured/tenure-eligible faculty										Average age 2005[1]	Average age 2010	Average age 2015
	<30	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	>69			
	%	%	%	%	%	%	%	%	%	%			
Tenured men	0	1	5	7	7	8	9	9	7	7	52.7	53.9	55.3
Tenured women	0	1	2	3	3	2	1	1	1	0	45.6	48.4	47.9
Tenure-eligible men	3	8	4	3	0	0	0	0	0	0	33.7	34.8	34.6
Tenure-eligible women	1	5	2	0	0	0	0	0	0	0	33.2	35.6	34.5
Total tenured & tenure-eligible faculty	**4**	**15**	**13**	**13**	**11**	**10**	**10**	**10**	**7**	**7**			

Note: 0 means less than half of 1%. Round-off may cause some marginal totals to appear inaccurate.

[1]Average ages for fall 2005 from CBMS2005 Table S.19.

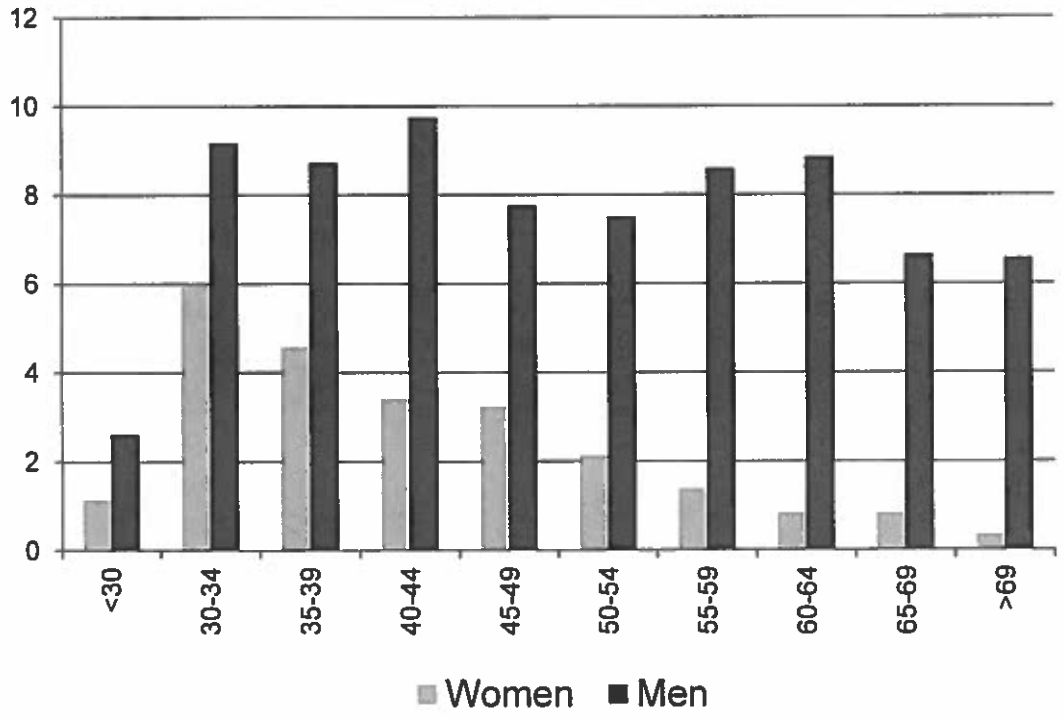

FIGURE S.17.1 Percentage of tenured and tenure-eligible faculty in various age groups, by gender, in doctoral and masters statistics departments (combined) in fall 2015. This figure can be compared to CBMS2010 Figure S.18.1, p. 43.

TABLE S.18 Percentage of gender and of racial/ethnic groups among all tenured, tenure-eligible, postdoctoral, and other full-time faculty in mathematics departments of four-year colleges and universities in fall 2015. This table can be compared to CBMS2010 Table S.19, p. 44.

Mathematics Departments	Asian %	Black, not Hispanic %	Mexican American/ Puerto Rican/ other Hispanic %	White, not Hispanic %	AIAN & NHPI [1] %	Unknown %
Tenured Men	6	1	1	32	0	1
Tenured Women	2	0	0	9	0	0
Tenure-eligible men	2	0	0	7	0	0
Tenure-eligible women	1	0	0	4	0	0
Postdoctoral men	1	0	0	3	0	0
Postdoctoral women	0	0	0	1	0	0
Full-time men not included above	1	0	1	11	0	1
Full-time women not included above	1	0	0	10	0	0
Total full-time men	11	2	2	53	0	2
Total full-time women	4	1	1	24	0	1

[1] Includes the federal categories *American Indian or Alaskan Native* (AIAN) and *Native Hawaiian or Other Pacific Islander* (NHPI).

Note: 0 means less than half of 1% and this may cause apparent column sum inconsistencies.

TABLE S.19 Percentage of gender and of racial/ethnic groups among all tenured, tenure-eligible, postdoctoral, and other full-time faculty in doctoral and masters statistics departments (combined) at universities in fall 2015. This table can be compared to CBMS2010 Table S.20, p. 45.

All Statistics Departments	Asian %	Black, not Hispanic %	Mexican American/ Puerto Rican/ other Hispanic %	White, not Hispanic %	AIAN & NHPI [1] %	Unknown %
Tenured Men	13	0	1	28	0	1
Tenured Women	5	0	0	5	0	0
Tenure-eligible men	5	0	0	6	0	0
Tenure-eligible women	3	0	0	3	0	0
Postdoctoral men	3	0	1	3	0	0
Postdoctoral women	1	0	0	1	0	0
Full-time men not included above	1	0	0	9	0	1
Full-time women not included above	2	0	0	6	0	0
Total full-time men	22	1	2	45	0	2
Total full-time women	11	0	1	15	0	1

[1] Includes the federal categories *American Indian or Alaskan Native* (AIAN) and *Native Hawaiian or Other Pacific Islander* (NHPI).

Note: 0 means less than half of 1%; round-off causes apparent column sum inconsistencies.

TABLE S.20 Number of deaths and retirements of full-time faculty from mathematics departments and from doctoral statistics departments by type of department. Numbers reported prior to 2004-2005 for mathematics departments are of Tenured and Tenure-track faculty. (Data prior to 2004-2005 for statistics departments includes both masters and doctoral statistics departments.) This table can be compared to CBMS2010 Table S.21, p. 46.

Four-Year College & University	1999-2000	2004-2005	2009-2010	2014-2015	Number of tenured/ tenure-eligible faculty 2015
Mathematics Departments					
Univ (PhD)	174	139	146	182	5594
Univ (MA)	165	140	91	128	2983
Coll (BA)	123	219	123	251	6693
Total deaths and retirements in all Mathematics Departments	462	499	360	561	15270
Doctoral Statistics Departments: Total deaths and retirements	16	14	15	29	869