Minnesota State Colleges & Universities

Mathematical Software Usage Survey for Wolfram Mathematica & Maplesoft Maple

Mark Thomas
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institution	Contact Person	Department	e-mail	Wolfram - Mathematica: Mathematica Users	Wolfram - Mathematica: Institution Is	Wolfram - Mathematica: Faculty Users	Wolfram - Mathematica: Faculty Is	Wolfram - Mathematica: Faculty Research	Wolfram - Mathematica: Research Is	Wolfram - Mathematica: Number of Courses	Wolfram - Mathematica: Course Nos	Wolfram - Mathematica: Student Users	Wolfram - Mathematica: Student Is	Wolfram - Mathematica: Lab Numbers	Wolfram - Mathematica: Machine Qty	Wolfram - Mathematica: Average Student Enrollment per Semester Using Lab	Wolfram - Mathematica: Student Is	Wolfram - Mathematica: Maple User Institutions	Maple Users	Maplesoft - Maple: Faculty Users	Maplesoft - Maple: Faculty Is	Maplesoft - Maple: Faculty Research	Maplesoft - Maple: Research Is	Maplesoft - Maple: Number of Courses	Maplesoft - Maple: Course Names	Maplesoft - Maple: Student Users	Maplesoft - Maple: Student Is	Maplesoft - Maple: Lab Names	Maplesoft - Maple: Lab Machines	Maplesoft - Maple: Student Is	Learning Objects: Mathematica or Maple Learning Objects	Learning Objects: Is	Mathematica or Maple On-line Courses	On-line Y/n	FACULTY COMMENTS
																																	FACULTY COMMENTS
Alexandria Technical College	Mary Ann Hennen	Mathematics Department	maryann.hennen@alextech.edu	NO	0	0	0	NO																									We use Mathematica in Mathematics and Physics courses.
Anoka Technical College	Mark Thomas	Mathematics Instructor	mark.thomas@anoka.k12.mn.us	NO	0	0	0	NO																									I am Mathematics Department at Anoka Technical College but I do not use using the Mathematica or Maple software. If you have examples of other MnSCU institutions using this software effectively for developmental courses, I would be interested in seeing those examples.
Anoka-Ramsey CC	Keith Shipkowski		keith.shipkowski@anokaramsey.edu	YES	1	20	20												702	700	2 Labs	375	375										
Bemidji State University	Hannah Wetekuhl	Professor and Chairman of Mathematics & Computer Science	hannah.j@bemidjistate.edu	YES	3	20	20	YES	1	3	Calculus - Multivariable/Matrices (depending on the instructor) Math 2400 Differential Equations and Math 3470 Numerical Methods	200	200	2 Classroom Labs with Mathematica	25	200	200	YES	1	20	20	YES	1	Integral/Multivariable (as per instructor) Math 2400 Differential Equations Math 3470 Numerical Methods	0	200	200	2 Classroom Labs with Maple	25	200	200	YES	1	0	I would also like to add that if MnSCU is considering allow software purchases, I would like to see Maple added to the list of choices. Both of these packages, Mathematica and Maple, SPAN and/or MAL. Since statistics is used in so many disciplines this would have campus wide impact. Thanks, Hannah
Central Lakes College	Ed Larson	Software Asset Manager	elarson@clcmn.edu							0	NONE	0	0	0	0	0	0	NO	0	0	0	0	0	0	NONE	0	0	0	0	0	0	0	NO	0	
Century College	Becky Campbell	Math Faculty	Becky.Campbell@century.edu	YES	1	20	20	NO				300 and 400	300	25 Classroom Labs	1000	300	300	YES	1	20	20	NO			Math 108 Math 1060 Math 2060 Math 2080 Math 2026	0	1000	1400	25 Classroom Labs	1000	1600	0	YES	1	YES	1	Becky comments: "I have used the packages in my classes to help illustrate concepts originally found in the textbook. For example, I have used the Manipulate command in Maple to create a graph that allows the user to demonstrate what it looks like when you force a value of an exponent. It also helps to explain how to find the slope(s) to find its volume. Pros: * We only need Mathematica Feedback from students was positive, compared with trying to draw the objects by hand. I don't attempt to use Mathematica in my classes because I don't have enough knowledge of the program to feel comfortable using Mathematica. At the future I will try to at least get the students going with some of the built-in templates to explore or the new objects that you can create in Mathematica 7 with the Manipulate function. - Becky"
Century College	Mary Naughton		Mary.Naughton@century.edu	YES - note also not duplicate for Hennepin total	0	0	0												0	0	0	0	0	0		0	0	0	0	0	0	0	YES	1		
Dakota County CC	Heidi M. Hagenson	CIO	heidi.hagenson@dctc.edu	NO	0	0	0												0	0	0	0	0	0		0	0	0	0	0	0	0			
Fond du Lac Tribal & CC	Ted Winterbauer	Math faculty	tedj@fdltcc.edu	NO	0	0	0	NO											NO	0	0	NO	0	NO		0	0	0	0	0	0	0	NO	0	
Hennepin Technical College	Marc Isroline	CIO	marc.isroline@hennepintech.edu	NO	0	0	0	NO	0	0	NONE	0	0	0	0	0	0	0	NO	0	0	0	0	0	NONE	0	0	0	0	0	0	0	NO	0	
Hibbing Community College	Linda Rodewald	Department of Technology	lindar@rockwell.hibbing.edu	NO	0	0	0				NONE								NO	0	0	0	0	0										
Inver Hills Community College	John Hischier	MIS Supervisor 2	johischie@invercon.edu	YES	1	7	7	YES	1	5	Calculus I (1100) Calculus II (1150) Pre-Calculus (1107) Mathematics phyper Calculus III (1200) Differential Equations (1250) (I exchange a burden on the Math Center Lab computers)	Approx 1500	1500	12 Classrooms/Labs	240	360	0	YES	1	1	1	YES	1	5	Calculus I Math 1100 Calculus II Math 1150 Calculus III Math 1200 Differential Equations Math 2400 Linear Algebra	0	1500	1500	Seven Classrooms	240	360	0	YES	1	YES	1	
Inver Hills Community College	Angela Gullard	Math Instructor	agullard@invercon.edu	YES - note also not duplicate for Hennepin total - no institution total	0	6	5			6	Following Courses use Mathematica + Math 1107 Precalculus Math 1123 Calculus I Math 1124 Calculus II Math 2024 Mathematical Calculus Math 2400 Linear Algebra Math 2450 Differential Equations Two new Engineering courses next year	9	100	100					Rarely	0	0	0												YES	1	NO	0	I describe your teaching and learning experiences using Mathematica/Maple software. Mathematica is used in Mathematics courses at Inver Hills. Maple is used in Mathematics and Maple's software seems to have the latest version available and will send out updated information to our Math faculty letting them know that updates are available. Pros: We faculty members have liked Mathematica since the literature of courses they teach. I have been a extensive user of Mathematica notebooks for use by students in my Multivariable Calculus courses. I have also used Mathematica notebooks for use by students in my Differential Equations courses, which are collected and graded. I also use it regularly for classroom presentations in this and other courses. I have also had Math faculty generally like it, and I have comments that it really helps with their understanding of the material. Describe feedback you've received from students: I have had very little feedback from students using Mathematica or Maple. Those who have used the software have had positive reactions to it, but the learning curve is much less steep using Derive. How has using mathematical software impacted your own research ? I have only used these programs in the classroom.
Itasca Community College	Ken Johnson	Engineering Faculty	Ken.Johnson@itascacc.edu	NO	0	0	0	NO											NO	0	0	0	0	NO		120	120	0	YES	1	NO	0			
Itasca Community College	Melanie Hansen	Engineering Instructor	Melanie.Hansen@itascacc.edu	NO	0	0	0			0-2 (Students in Calculus I and Calculus II)	Calculus I - Taken Package Calculus I, Calculus II, Multi variable Calculus, Differential Equations, Statics, Dynamics	0	0	4 LABS	120	120	0	NO	0	0	0	0	NO		Calculus I - Taken Package Calculus I, Calculus II, Multi variable Calculus, Differential Equations, Statics, Dynamics	0	120	120	2 LABS	60	60	0	YES	1	NO	0	I have never taught it as I have used Mathcad/Excel and Maple as a student. I took with to Math/Chem/ Calc I am hoping Mathematica is more user friendly/intuitive and Maple as a student. I took with to Math/Chem/ Calc I am hoping Mathematica is more user friendly/intuitive and Maple is the format has was completely lost in the language Maple used.
Lake Superior College	Virginia Wilkowski Mike Sakowski	Math Instructor	mikesak@lsc.edu	YES	1	0	0	NO		0 to 1 (Students in Calculus I per year	Math 1550 Calculus I Math 1555 Calculus II Math 2550 Calculus III Mathematics a to Z, "Vectors Package")	5	80 - 120	200	1 Full Lab 1 Classroom, Faculty Machines	6%	95	0	YES	1	1											YES	1	NO	0	Virginia Wilkowski added: Math 1550 Calculus I - Math 1555 Calculus II - Math 2550 Calculus III - Mathematics a to Z, "Vectors Package") I'm using Mathematica in the Calculus I and II. This is a perfect course for Mathematica to use. Students love it. Why? Because it's like type of classes with Mathematica or Maple makes tremendous difference. Thanks for the campus wide license, and now this new student licensing option is great. I know that students will appreciate this option very much. Pros: Mathematica is easy to learn. Students love it. Students love it. The last year more, more value we achieve my students do.
Meeker Range Community & Tech.	Jo Hausenstrup	Jo.Hausenstrup@ West Central Area Schools	Hau@cs.mcmss.edu	YES	1	1	1	YES	1	1	College Algebra	1	2	0	3 Labs	18	18	0	NO	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	In addition to Mathematica, the students are also using Texas Instruments' graphing calculators. The students seem to love the experience of using Labs to write notes, and answers and use Mathematica to visualize the functions and convert them into GIFs which are then inserted into their notes.
Metropolitan State University	Samantha Erickson	IT Specialist	samantha.erickson@metrostate.edu	5 Classes	Math 310: Multivariable Calculus Math 340: Math Modeling Math 350: Differential Equations Math 470: Partial Diff Equations Math 474: Stat: Regression Research Math 490: Numerical Analysis Math 494: Math Senior Seminar Software: M & I	9	200 - 300 students	200	Academic wide to computer classrooms and Faculty Machines	200	300	0	YES	1	2	2	0																			Samantha Erickson added: From an IT perspective I'm one with Mathematica is from the installation perspective. Although the install process for Mathematica has a few extra steps to it and can be confusing for the end user, it is relatively easy to support. Once the software is installed and they have activated installed version when needed. I have had a lot of Feedback from faculty who prefer to use Mathematica over Maple on our campus. I have had students call me and inquire about the licensing and installation of the software on their personal machines. I work with several software vendors and Maple and I will say, the Reps we have at Mathematica has been on time best I have worked with.
Metropolitan State University	Michael Green	Associate Professor, Dept. of Mathematics/Computer Studies University	Michael.Green@metrostate.edu	YES - note also not duplicate for Hennepin total - no institution total	0	4 users out of faculty of 20	4	YES	1	4	Math 340: Mathematical Modeling Math 494: Partial Differential Equations Math 494: Numerical Analysis (no particular "package" required)	0	25	50	2 Classroom Labs				NO	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	In addition to the above classes that require Mathematica, I also used it last semester in a differential equations course to illustrate some concepts. The "manipulate" command was fantastic in this situation. My research (on the "quasi-normal modes of black holes") relies heavily on computations done with Mathematica.
Metropolitan State University	Yanbin Zeighami	Physics	Yanbin.Zeighami@metrostate.edu	YES - note also not duplicate for Hennepin total	0	3/4	3/4	YES	1	1	Physics/E-Elected research in physics	0						1	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	I'm only showing that I have to review the license every year. It is very important and I cannot freely give to my students who do research with me.
Metropolitan State University	Anil Bond, Ph.D.	Asst Prof of Mathematics	Anil.Bond@metrostate.edu	YES - note also not duplicate for Hennepin total	0	1	1												NO	0														I use Mathematica or Wolfram	A in recent active-calculus geometry-deep-was-helped-tremendously by Mathematica. I wrote interactive programs that let me explore the design, which then led me to the mathematical analysis necessary to prove that the design was optimal. Mathematica is also useful in the many algebraic calculations underlying another article of mine were done in Mathematica. In our Mathematics Department, we have a site license for Mathematica. It is used in the following ways: - Most recently taught two courses, the mathematics senior seminar and Math 305 Real Analysis, where several students used Mathematica to prepare presentations or homework assignments. I didn't require the software for those courses, but it clearly helped students develop additional insights and I will probably require and incorporate it in those courses in the future. - Expect that other members of Metro State's math department will write in with their experiences using the software packages.
Metropolitan State University	Craig Calcaterra	Associate Professor - Applied Mathematics Dept.	Craig.Calcaterra@metrostate.edu	YES - note also not duplicate for institution total	0	5	5	YES	1	5	Math 350: Intro Probability & Stats Math 340: Multivariable Calculus Math 331: Linear Algebra Math 470: Differential Equations Math 360: Ordinary Differential Equat Math 474: Stat: Regression Math 490: Numerical Analysis Math 494: Operations Research Math 494: Senior Seminar	9	100	300	1	100	300	4	NO	0	0	0	0	0												YES	1	NO	0	I mainly Mathematica for my research. I also use the animations to present my research at departmental talks and at national and international conferences. I also occasionally use animations in my class lectures in every course I teach. It's essential in Multivariable Calculus. I also use it in Statistics to demonstrate looking-vistn graphics for class presentations. Pros: * I require students in the above classes to do homework with Mathematica. Please review the current open access license for students at: http://www.metrostate.edu/academics/math/software.html#mathematica
Minneapolis Community & TC	Laura Hollenbeck	Dean of Math, Science & Nursing	Laura.Hollenbeck@minneapolis.edu	YES	1	7	5	NO		7	Faculty TC Math 1300 - Calculus 1 - Mathematica Faculty IC Math 2020 - Multivariable Calculus - Mathematica Math 2024 - Linear Algebra and Differential Equations - Mathematica Faculty PS Math 1220 - College Trigonometry - Mathematica Math 1225 - Precalculus - Mathematica Math 1300 - Calculus 1 - Mathematica Math 2020 - Multivariable Calculus - Mathematica	7	60	60					NO	0	0	0	0	0		0	0	0	0	0	0	0	YES	1	NO	0	I have found the the use of Mathematica for Multivariable Calculus has for Linear Algebra and Differential Equations has made it very easy for students to visualize the concepts. Many concepts that in the past they had to visualize. Now I can very quickly and easily show three-dimensional figures, rotate them and look at them from various angles. Also, I can very quickly and easily show them how to do something that is very difficult to do by hand. Also, I can show complex calculation results in a matter of seconds. Currently I use Mathematica primarily as a tool for generating graphics to incorporate into teaching materials or exams. I would like to see it used more by students, especially in the Calculus courses. I would also like to develop homework assignments that involve having the students use the software."
Minnesota State Univ. Moorhead	Mike Hill	Mathematics Faculty	Hill3@mnstate.edu	YES	1	1	1			1	Math 350 Computer Calculus Math 320 MV Calculus Math 330 Linear Algebra Math 340 Mathematical Modeling Math 360 Differential Equations Math 370 Discrete Mathematics (I haven't used, used when appropriate at the mathematics/science level.	1	20	20					1	1	1	1	1	1	Math 350 Computer Calculus Math 320 MV Calculus Math 330 Linear Algebra Math 340 Mathematical Modeling Math 360 Differential Equations Math 370 Discrete Mathematics (I haven't used, used when appropriate at the mathematics/science level.	0	20	20					YES	1	NA	0	I've used Maple extensively in my classes. I've noticed that students who have had no experience whatsoever in Maple using it to help them in classes, to understand concepts, and to do projects, have had a much easier time learning Maple than students who have had a few courses in how it is set up in Mathematica program than it is in Mathematica. It also helps to explain how to find the slope(s) to find its volume. Pros: * We only need Mathematica Feedback from students was positive, compared with trying to draw the objects by hand. I don't attempt to use Mathematica in my classes because I don't have enough knowledge of the program to feel comfortable using Mathematica. At the future I will try to at least get the students going with some of the built-in templates to explore or the new objects that you can create in Mathematica 7 with the Manipulate function. - Becky
Minnesota State Univ., Mankato	Dr. Boriana Boyd	Dr. Boriana Boyd Dept. of Mathematics & Statistics also Dr. Hailong Lee Mary Mortensen Dan Singer Jeff Williamson Wenjuan Yan	boriana.boyd@mnsu.edu	YES	1	9	9		YES		Math 116, 121, 122, 305, 315, 317, 321, 322, 323 Math 424/426, 475/476, 350, 365, 425, 472, 474	117		We primarily use Mathematica in the class as well as Mathematica computer labs in Computer Science 184 and 29 faculty offices		320	9	NO	0																								Want to write I know about the use of Mathematica by our faculty. Drs. Boriana Boyd, Hailong Lee, Brian Fisher, Mary Mortensen, Jeff Williamson, and Dan Singer are the faculty who have used Mathematica in the past. We were use it when teaching Math 116, 121, 122, 305, 315, 317, 321, 322, 323, 425/426, 475/476, 350, 365, 472, 474. Mathematica is installed on the computers in the Mathematics and Statistics Department Computer Center, Wth 104. Our students are very enthusiastic about it (rating of 9), but I do not know how many of them have purchased Mathematica for their personal use. We have 9 faculty members who use it, and six Math offices. You may reference to web pages and papers that use Mathematica and also to the different links to courses where my students can download the Mathematica notebooks that I create for the class. I have also used Mathematica in my research and I have written a few papers where Mathematica was used. I also directed several using Mathematica in analyzing nonlinear dynamical systems. This kind of work could not have been done here prior to having Mathematica.
Minnesota State Univ., Mankato	KEITH BEVERE-CASEY		Keith.Casey@mnsu.edu	Math Dept. has a site license	1	1	1	YES	1										NO	0	0	0	0	0									YES	1	NO	0	Mainly looking for/interest in Mathematica. Beginning using the Mathematica program this fall and would like to show students in class. However, I haven't worked up to requiring students to use them just yet.
Minnesota State University, Mankato	Yi Jiao Kim	Dept of Math & Stats	Yi-Jiao.Kim@mnsu.edu	NO	0	0	0												YES	1		1	YES	1									0				First of all I appreciate your efforts to keep the university engaged with proper mathematical software. I have used Maple for the last 10 years in my classes. I like the ease of use and the consistency of the syntax between an expression by Maple. I hate compromise, and prove them theoretically. Without Maple it would be hard to observe consistent behavior in certain problems including symbolic computation of eigenvalue and eigenvectors. Maple is also very helpful in visualizing concepts in Calculus and ODE. Currently there is a Maple progress on a project for which I am working with my graduate student, using Maple. Maple also has a lot of interesting commands, including primality test and integer factorization as well as the Riemann zeta function. Maple is also very powerful in symbolic computation in linear algebra and mathematical concepts. There are very important areas of primality test and integer factorization in cryptology and coding theory, which are very well appealing to students. The graphing commands usually c
Minnesota West Community & TC	John Ross	CIO	John.Ross@mnwest.edu	NO	0	0	0	N/A	0	0	N/A	0	0	0	N/A	0	0	0	YES	1	1	1	1	0	Math - Physics	2	15	30	N/A	0	0	0	N/A	0	N/A	0	Reviews from Math faculty: Shorter learning/time area too hard to use and we do not have the 'advanced' features that we need. Maple is not as easy to use as Derive. Maple is not as easy to use as Mathematica for showing physics. Students that have their own laptops and request a copy are given a copy for their personal use. There are not a large number of students but it has been effective.
MN State College - Southeast Tech	Mohamed A. Khiyal	CIO	MKhiyal@southeasttech.edu	NO	0	0	0	N/A	0	0	N/A	0	0	0	N/A	0	0	0	NO	0	0	0	0	N/A	N/A	0	0	0	N/A	0	0	N/A	0	N/A	0	We have not using Mathematica I would not know as we are not using it and we are happy to help
MN State Community & TC	Jane Ziegler	Help Desk Director	Jane.Ziegler@minnesota.edu	NO	0	0	0												NO																
					1	0	0																												
Normandale Community College	Christopher Kirnis Also Julie Guelcher Mohammad Ahsan Tony Mizik	Department Chairperson Mathematical Computer Science	Christopher.kirnis@normandale.edu	YES	1	10	12	YES	1	5	Math 1900: Precalculus Math 1910-20: Calculus I & II Math 2920: Calculus III (MV Calculus) Math 2920: Calc III (diff Equat/ Linear Alg.) 2 for 2010: Intro Numerical Computing	5	200 - 300 / semester	200	2 classrooms	60	60	5.3	YES	1	1	10							Precalculus (Math 1900) Calculus I & II (Math 1910-20) Calculus III (MV Calculus) (Math 2920) Calculus IV (Differential Equations with Linear Algebra) (Math 2920) Intro Numerical Computing (Jan 2010)	0	200	200					Yes, I have built an extensive set of Mathematica notebooks for use by students in my Multivariable Calculus courses. I have also used Mathematica notebooks for use by students in my Differential Equations courses, which are collected and graded. I also use it regularly for classroom presentations in this and other courses. I have had Math faculty generally like it, and I have comments that it really helps with their understanding of the material.
North Hennepin CC	Rebecca Mielke(Lab Mgr) & Chetan Makhan	Dean of Science, Math and Health Careers	Rebecca.Mielke@nhcc.edu Chetan@nhcc.edu	YES	1	3	3	YES	2	3	NONE	0	0	0					YES	1	1	1	1	1		3	100	200	Seven Classrooms	200	300	0	YES	1	YES	1	In Calculus II, I find Maple to be an invaluable tool--graphing curves in surface in three dimensions is very difficult to do by hand and some students have a very difficult time picturing graphs based on verbal descriptions. Maple makes it very easy to see a variety of graphing in dimensional objects--and you can rotate the objects for different perspectives. It's great! In all of the Calculus courses, I like to do relatively difficult real-world applications from other fields (physics, chemistry, biology, finance...) after we've mastered the skills "by hand" in class. We will have to translate the statement of the problem into a mathematical equation (which is usually the most challenging part), but the actual solving of the equation is usually very tedious by hand. Maple makes it easier to do more interesting problems and enables students to visualize many concepts that are already covered--solving problems "by hand", so Maple is not replacing "by hand" skills.
Northland C & TC -- East Grand Forks	Stacey Hron	CIO	Stacey.Hron@northlandcollege.edu	NO	0	0	0												NO	0														Math Library
Northland C & TC -- Thief River Falls	Stacey Hron	CIO	Stacey.Hron@northlandcollege.edu	NO	0	0	0												NO	0	0	0	0	0		0	0	0	0	0	0	0			Math Library
Northwest Tech College - Bemidji	Shane Jensen	IT Specialist	Shane.Jensen@ntcmn.edu	NO	0	0	0	0		0									NO	0	0	0	0	0											Many don't even see NTC using either. Here or in the future
Pine Technical College	Jon Hein	CIO	Jhein@pinetech.mnscu.edu	YES	1	0	0	NO	0	0		0	0	0	1 Lab	18	18	0	NO	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	
Rainy River Community College	Renee Peterson	CIO	rpeterson@rrcc.mnscu.edu	NO	0	0	0												NO	0														Don't have/ used the software since Mindy Bowers left a year and a half ago. Thanks, Renée
Ridgewater College	Ed Frye	CIO	Ed.Frye@ridgewater.edu	YES	1	0	0	NO		1	Math 110, 120, 220, 230	4	60	60	1 Classroom/Lab	60	60	0	NO	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	
Riverland Community & TC	Dan Hartlan	CIO	Dan.Hartlan@riverland.edu	YES	1	0	0				For software would end Intel we'll for we have Math 1050 Itermed Chem 1051 Itermed Chem 1052	2				7	7		NO	0																		
Rochester Community & TC	Allan Dawson	Information Technology	allen.dawson@rctc.edu	YES	1	4								4 x 40+ lab Mac desktops	170	170		NO	0																	
Saint Paul College	Pratt Peterson		peter.peterson@saintpaul.edu	YES	1	7	7	YES	1	1	Math 120: Mathematica	1	70	70	1	30	30	0	NO	0	0	0	0	0		0	0	0	0	0	0	0			
Southwest Minnesota State Univ.	Daniel J. Kaiser	Math Faculty	daniel.kaiser@smsu.edu	NO	0	0	0	YES	1										YES	1	1	1	1	1	Math 130: Calc I Math 230: Statistics Combinatorics Math 231: Calculus II Numerical Analysis Geogebra/Applet Algorithms Math 232: Calculus III Other Math & CS courses assume the use of Maple when appropriate	Math 340 Math 342 Math 410 Math 420 Math 490 Topi	2	70	70	Cabs: Classrooms	41 lab/wk	1 Office Computer Student PCs	198	5	YES	1	YES	1	
St. Cloud State University	Mark Kircher	ITS Software	makircher1@stcloudstate.edu	NO	0	0	0												YES	1	1	1	A number of MATH faculty use Maple in their work in research.	0				1100		MAPLE is installed in all general-access (student-focused) open labs Mathematics Department Computer Lab Math Stat Computer Classroom Physics Instructional Laboratory Civil Engineering Computer Lab Others		800	9.0	NO	0	NO	0	Conference users MAPLE fan-ENTER and PHYSICS are the favorite users. Many Esamets was very please when we went to a campus wide license. Inter-ties for over 4,00 students to use the Math Stat Lab. Roughly 225-10 line s/d users for Math courses where MAPLE would be the primary software tool to teach them with their class work.
St. Cloud Technical College	Pat Bergquist	Dean of Library & Info Tech	pbergquist@sctc.edu	NO	0	0	0			200	250	3 Open Labs							0	0	0	0	0	0		2850	2850	3 Open Labs							
St. Paul College	Lisa Nguyen	Software Asset Manager	Lisa.Nguyen@saintpaul.edu	YES	1	5	5					5	100	100					NO	0	0	0	0	0				5	100	100			NO	0	NO	0	Planning for Student Use of Mathematica & Maple
Vermilion Community College	Carolyn Sayler	CIO	carolyn.sayler@vcc.edu	NO	0	0	0			0		0	0	0					NO	0	0	0	0	0		0	0	0	0	0	0	0	NO	0	
Winona State University	Nathan T Mount		Nmount@winona.edu	YES	1	10	10	YES	1	1	Numerical Analysis	1				30	30		NO	0	0	0	0	0	Physics 540, 550, 650	2	200 / year	200					0		NO	0	Nathan T Mount - wrote >>Mathematica is a professional tool that will practicing all provide i need to know how to use. Mike Forgais, MForgais@winona.edu wrote>>> I can confirm that approximately 350 faculty and students use it per year according to the people in the Math/Stat and Physics departments. Pehhr Pierzuk, a faculty member in Physics/Engineering, is the person who can provide more information on this. Many uses it extensively for all his courses on Numerical Analysis. Some faculty members and a few Mathematician purposes also. Mathematica is available to all faculty, staff, and students on our campus.
Minnesota State Univ. Moorhead	Matthew Craig	Professor and Chair Dept of Physics & Astronomy	craigm@mnstate.edu	NO	0	0	0							5 Physics & Astronomy Labs					PHYS 330 Intermediate Mechanics PHYS 350 Comp Methods/ Physical Sci PHYS 370 Electricity & Magnetism PHYS 440 Quantum Mechanics PHYS 445 Electromagnetic Waves PHYS 450 Quantum Mechanics	0			5 Physics & Astronomy Labs													The adoption of Maple on our campus two years ago has had a significant impact on our use of computers in upper-division physics course. It was particularly important the the Math Department also adopted Maple for their Computer Calculus course. We can now assign interesting problems in upper-division courses that require the use of symbolic manipulation software like Maple with the confidence that students already know how to use the software. Experience with the software has also been particularly beneficial to students for summer research experiences, jobs (in-district toward using Mathematica in analyzing nonlinear dynamical systems. This kind of work could not have been done here prior to having Mathematica. The unanticipated benefit of Maple is that I make fewer errors in writing programs to solve problems in my upper-division courses. Because Maple is relatively easy to use, I spend my work before distributing the assignments to students. Maple has become a regular part of my research toolbox. Although not the primary tool, I do use it frequently (perhaps an hour a week) to help in calculating analytic expression and generating useful plots/animations.
Minnesota State Univ. Moorhead	Melissa Ann Combined campus view	Information Technology	ann@mnstate.edu	YES - note also not duplicate for institution total	1	9	9	YES	1				10	190	380	2010 - note also not duplicate for institution total	0	0	0	YES	1	1	PHYS 330 Intermediate Mechanics PHYS 350 Comp Methods/ Physical Sci PHYS 370 Electricity & Magnetism PHYS 440 Quantum Mechanics PHYS 445 Electromagnetic Waves PHYS 450 Quantum Mechanics Math 330 Computer Calculus Math 320 MV Calculus Math 330 Linear Algebra Math 340 Mathematical Modeling Math 360 Differential Equations Math 370 Discrete Mathematics (I haven't used, used when appropriate at the mathematics/science level.	0	115	115	10	190	380	0	YES	1	YES	1	Melissa Ann Combined campus view Physics: The adoption of Maple on our campus two years ago has had a significant impact on our use of computers in upper-division physics course. It was particularly important the the Math Department also adopted Maple for their Computer Calculus course. We can now assign interesting problems in upper-division courses that require the use of symbolic manipulation software like Maple with the confidence that students already know how to use the software. Experience with the software has also been useful in preparing students for summer research experiences.	Old Phrs, (Mathematician) Student like the tutorials that are available in Maple for better learning. Students have been using Maple in solving problems and enables students to visualize many concepts that are already covered on my quantitative/ calculus ability.
				Mathematica Users	**Mathematica Institution Users**	**Faculty Users**	**Faculty Is**	**Faculty Research**	**Research Is**	**Number of Courses**		**Student Users**	**Student Is**	**Lab Machines**	**Average Student Enrollment per Semester Using Lab**		**Maple Users**	**Maple User Institutions**	**Faculty Users**	**Faculty Is**	**Faculty Research**	**Research Is**	**Number of Courses**		**Student Users**	**Student Is**	**Machine Qty**	**Average Student Enrollment per Semester Using Lab**		**Mathematica or Maple Learning Objects**	**Learning Objects Is**	**Mathematica or Maple On-line Courses**	
				Total	**Total**	**Total**	**Total**	**Total**	**Total**	**Total**		**Total**	**Total**	**Total**	**Total**		**Total**	**Total**	**Total**	**Total**	**Total**	**Total**	**Total**		**Total**	**Total**	**Total**	**Total**		**Total**	**Total**	**Total**	
				2010	**2010**	**2010**	**2010**	**2010**	**2010**	**2010**		**2010**	**2010**	**2010**	**2010**		**2010**	**2010**	**2010**	**2010**	**2010**	**2010**	**2010**		**2010**	**2010**	**2010**	**2010**		**2010**	**2010**	**2010**	
				2009	**2009**	**2009**	**2009**	**2009**	**2009**	**2009**		**2009**	**2009**	**2009**	**2009**		**2009**	**2009**	**2009**	**2009**	**2009**	**2009**	**2009**		**2009**	**2009**	**2009**	**2009**		**2009**	**2009**	**2009**	

2010 Official install count for Maple is 4.12