



2008 Computex: An AI Robot by DM&P.

Robot-Proof Your Degree: Advocating For DFSCAL Across the Disciplines

"A series of non-routine tasks that require social intelligence, complex critical thinking, and creative problem solving."

John Oliver

<https://www.youtube.com/watch?v=h1ooyyFkF0>

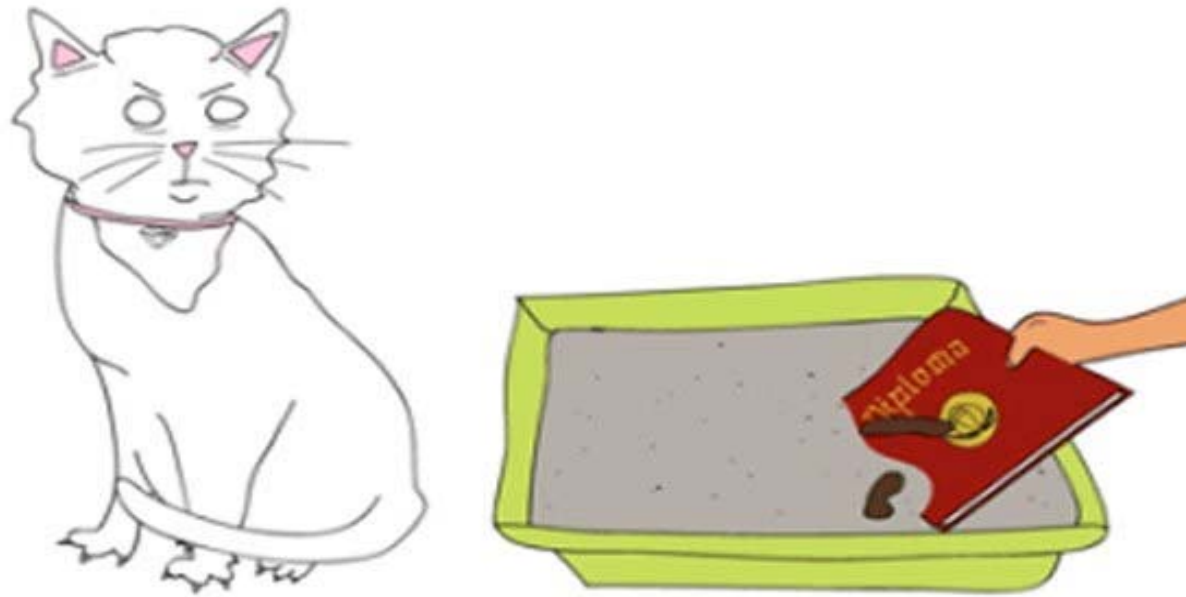
Who We Are:

Faculty Learning Community, Advocating Across the Disciplines

- José de la Garza Valenzuela (English)
- Sheryl Gifford (English)
- Annette LaRocco (Political Science)
- Karen Leader (Art History)
- Robert Leib (Philosophy)
- Myriam Ruthenberg (Languages, Linguistics and Comparative Literature)
- Ilaria Serra (Languages, Linguistics and Comparative Literature)

Are We in Crisis?

- The current thought is that “the humanities are not useless, but *college degrees in the humanities* are.” (Justin Stover in *The Chronicle of Higher Education*, 03/04/2018)



Eva Hill for HuffPost

Are We in Crisis?

- “We are often told that we need to articulate the case for the humanities to survive the current budgetary and political landscape. We stutter and stumble when confronted with such requests, mumbling some phrases involving "skills," "relevance," "a changing economy," "engagement," or "values." The reason it is hard to articulate is that the ideas behind the words are hollow, and we know it. Somewhere inside we all know that there is no case for the humanities.” (Justin Stover)

- “The humanities are not just dying — they are almost dead.” (Stover)



Edouard Manet, Dead Toreador, 1864-65

- And so with that introduction we want to sincerely insert a note of urgency into this conversation. In Florida this death is being perpetuated by international trends but also short-sighted policies and funding models, leading to low enrollments, fewer majors and the specter of closing programs.

Though we've referred thus far to the Humanities, we are advocating on behalf of Arts, Humanities and Social Sciences.

Perceived View

- State Administrators' (perceived) view: The humanities are useless, marginal, superfluous
- Parents' view (per university advisors): They don't lead to well-paid jobs; rather, they lead to unemployment
- Our Administration's (perceived) view: They are underfunded because unimportant.

Stereotype-shattering

Some useful data on majors
in the Arts, Humanities, and Social
Sciences

- 1) Assessment of Skills Development
- 2) Data Regarding Post-College Salaries
- 3) Prospects for Acceptance in Professional Graduate Programs (Medical and Law School)

1) Assessment of Skills Development

Collegiate Learning Assessment

- Standardized assessment that aims to measure the following skills in graduating seniors:
 - *Critical thinking*
 - *Analytic reasoning*
 - *Problem solving*
 - *Written communication*
- Administered since 2004
- 91 colleges and universities participated in 2016-2017

TABLE 1A. School Characteristics of the CLA+ Institutional Sample

SCHOOL CHARACTERISTIC	NATION	CLA+
PERCENTAGE PUBLIC	30	43
PERCENTAGE HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU)	4	7
MEAN PERCENTAGE OF UNDERGRADUATES RECEIVING PELL GRANTS	31	42
MEAN SIX YEAR GRADUATION RATE	51	52
MEAN BARRON'S SELECTIVITY RATING	3.6	3.5
MEAN NUMBER OF FTE UNDERGRADUATE STUDENTS (ROUNDED)	3869	6409

Sources: The Education Trust (2010) and Carnegie Foundation for the Advancement of Teaching (2012)

CLA results consistently show **above average** performance by students majoring in the Social Sciences and Humanities.

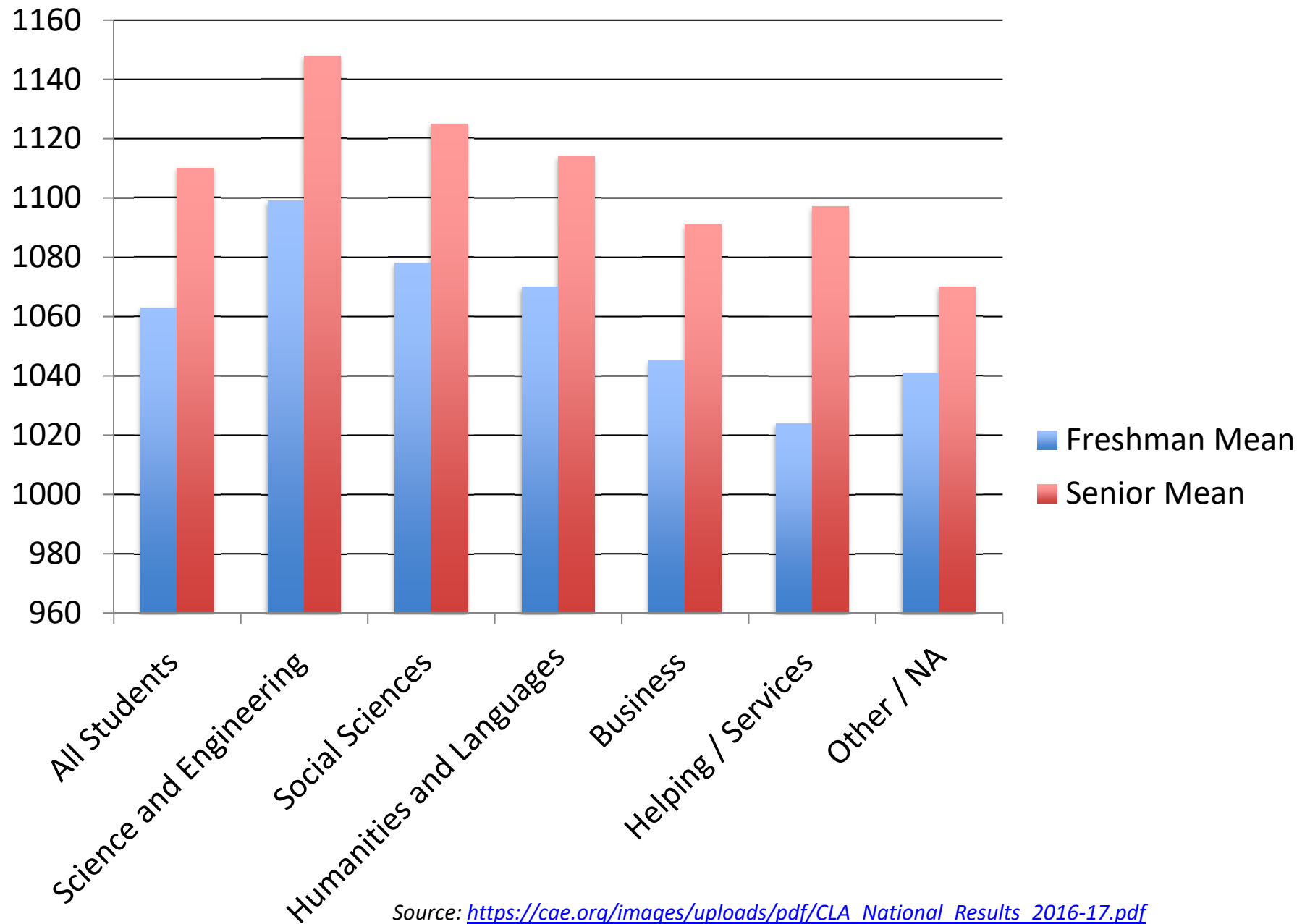
The average CLA for **all students** in 2016-2017 was **1110**

Social Science majors averaged **1125**

Humanities and Language majors averaged **1114**

Source: https://cae.org/images/uploads/pdf/CLA_National_Results_2016-17.pdf

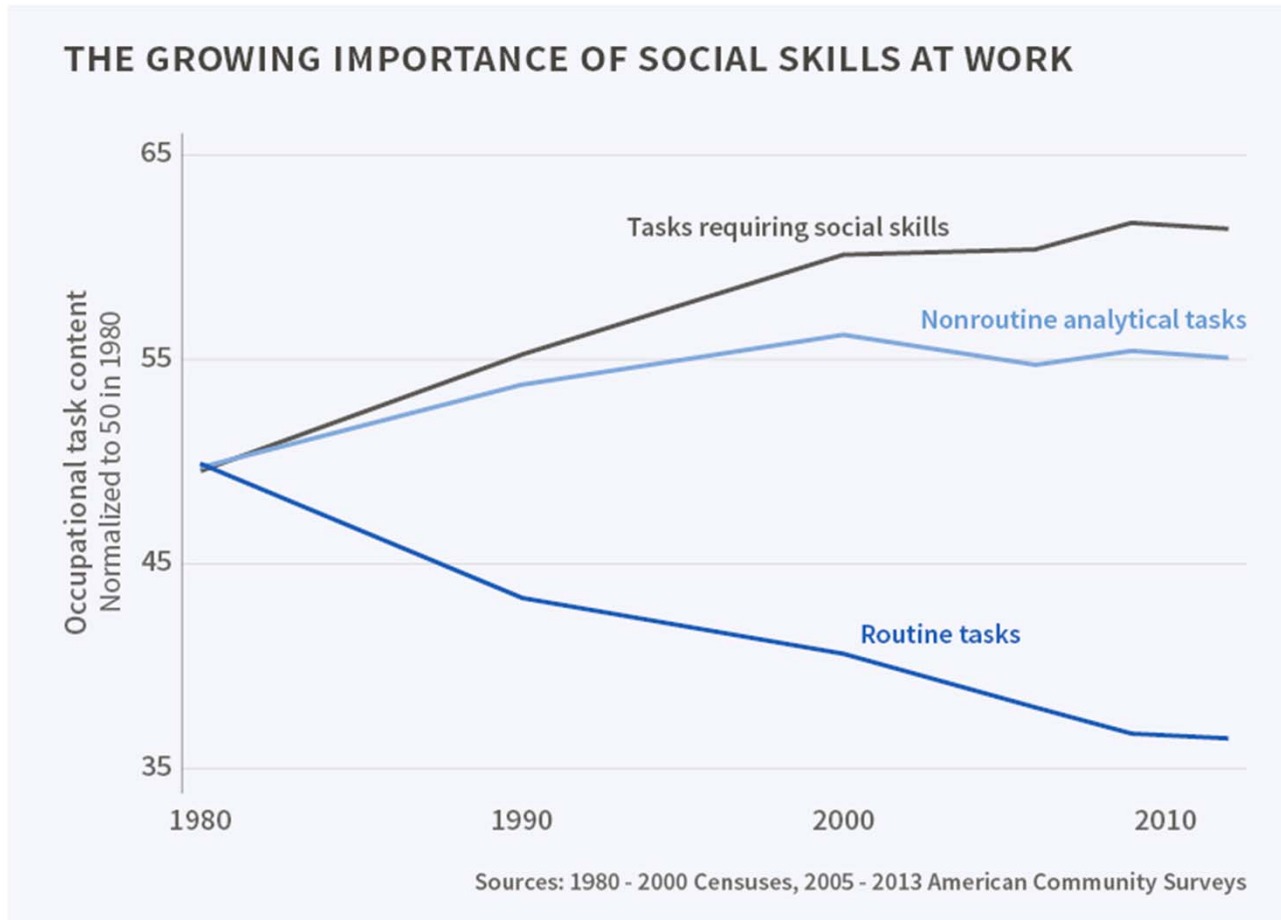
CLA Results 2016-2017



Source: https://cae.org/images/uploads/pdf/CLA_National_Results_2016-17.pdf

2) Data Regarding Post-College Salaries

High-Paying, Difficult-to-Automate Jobs Require Social Skills

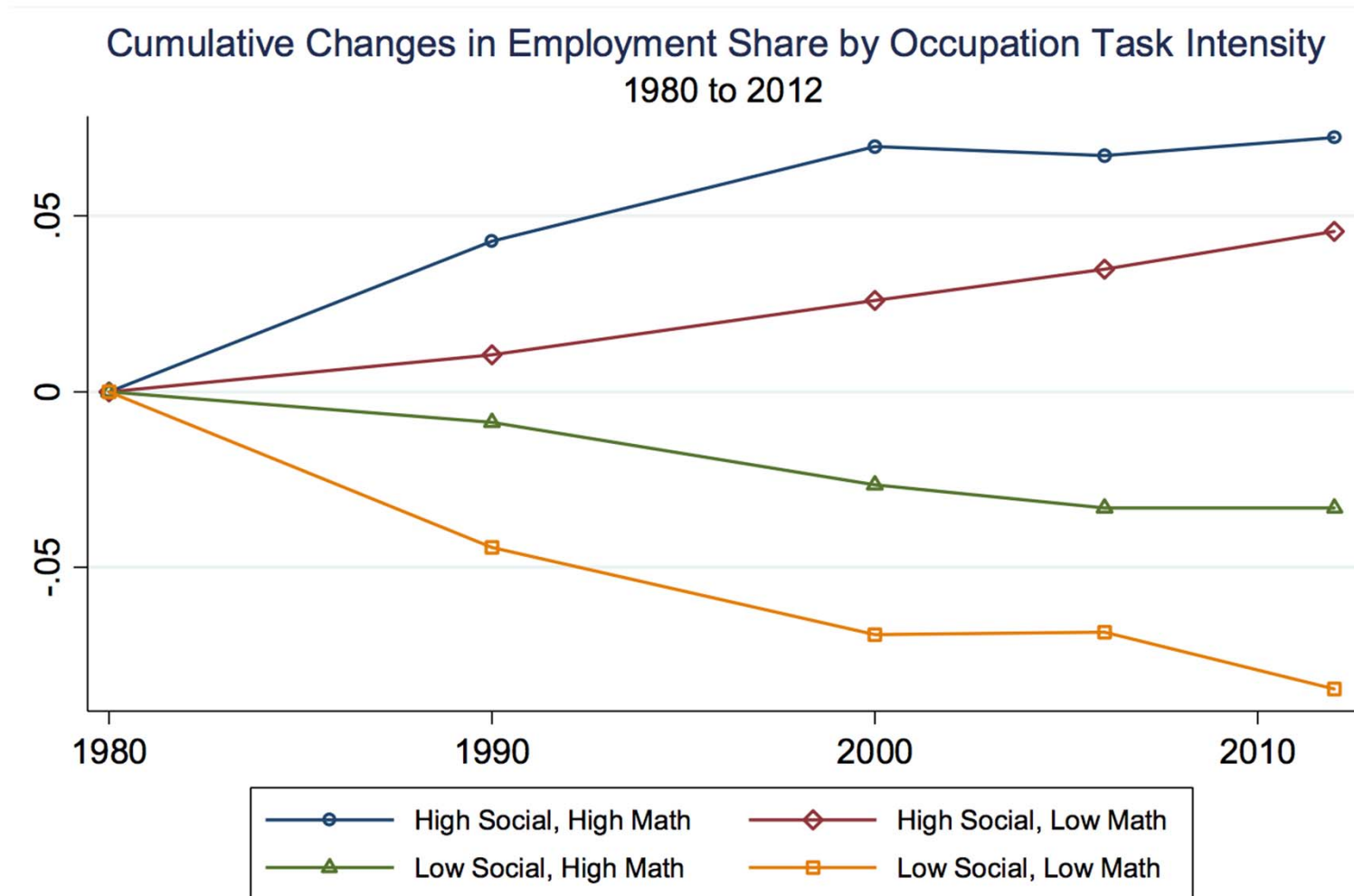


Substantial Job Growth Since 1980 Has Been In Relatively **Social-Skill Intensive Occupations**

Jobs Requiring High Levels of Analytical and Mathematical Reasoning but Little Social Interaction Have Fared Comparatively Poorly

Source: <https://www.nber.org/digest/nov15/w21473.html>

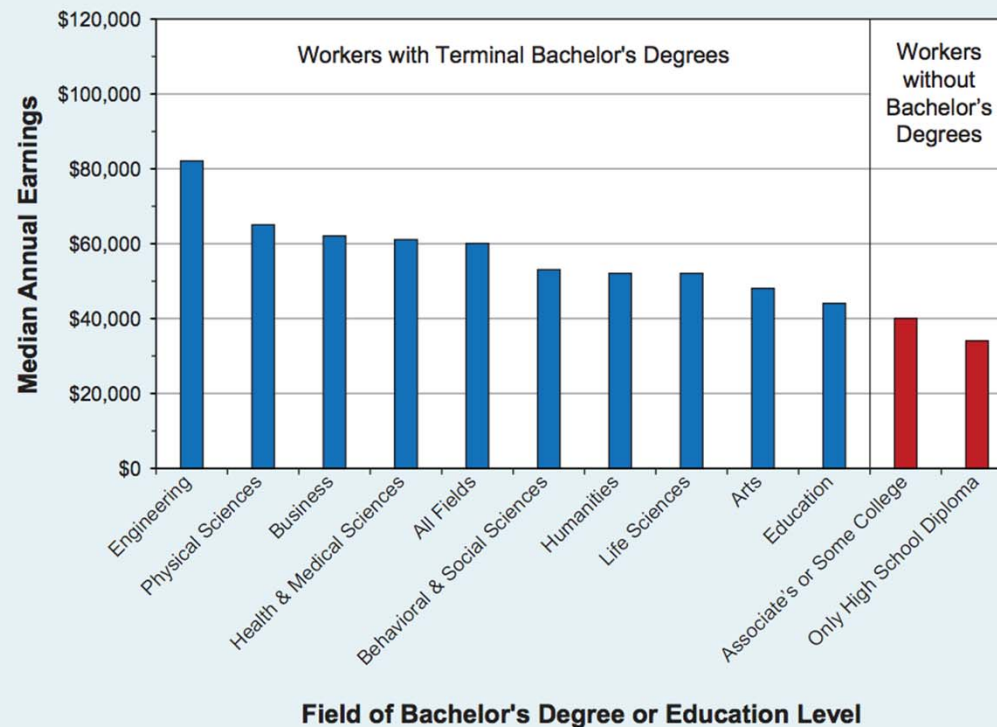
FIGURE IV



Source: <https://www.nber.org/papers/w21473.pdf>

There is a “Degree Premium”

Earnings Comparison: Workers² with a Terminal Bachelor's Degree
(by Field) Versus Those Without a Four-Year Degree, 2015

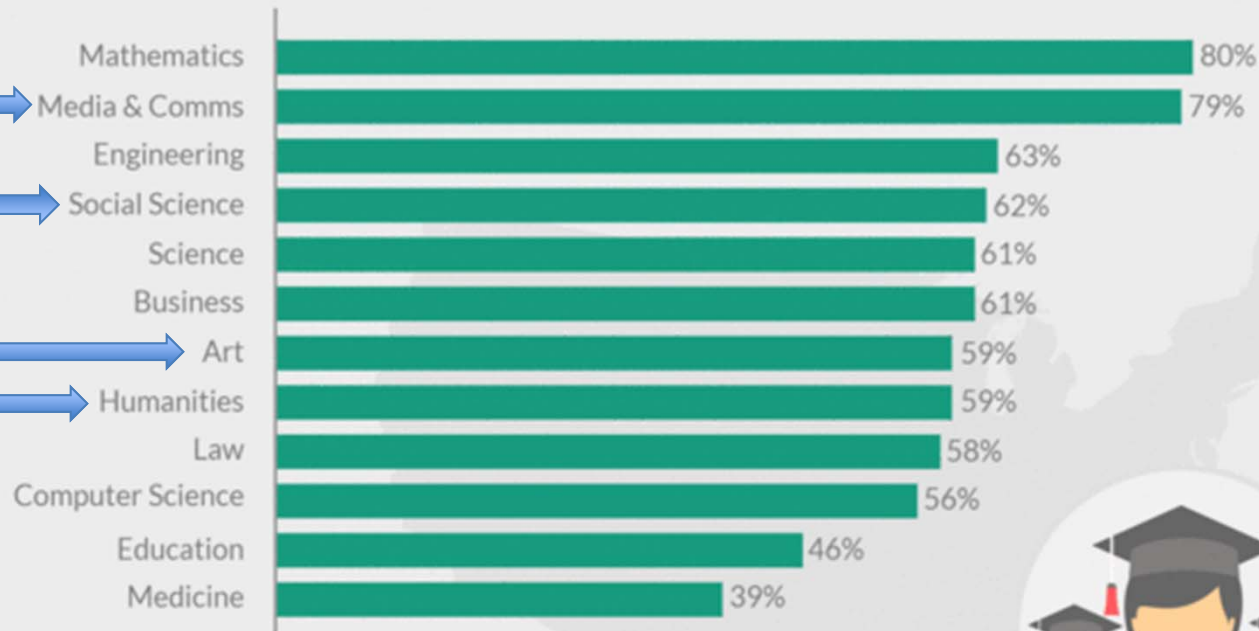


Source: https://www.humanitiesindicators.org/binaries/pdf/HI_Workforce-2018.pdf

Degrees Offered in DFSCAL Have High Potential for **Salary Progression**

College Degrees With The Quickest Salary Progression

% increase in salary 2016 graduates can expect by 2026



Earnings Gap Shrinks With Time

How Pay Stacks Up

Median annual earnings for select liberal-arts and other degrees, based on years of experience.

LIBERAL-ARTS MAJORS	0-5 yrs	10-20 yrs	20+ yrs
English lang. & literature	\$39,000	\$69,000	\$73,000
History	41,000	72,000	81,000
International relations	44,000	74,000	119,000
Philosophy	42,000	82,000	97,000
Political science	43,000	77,000	89,000
Psychology	38,000	60,000	69,000

OTHER MAJORS

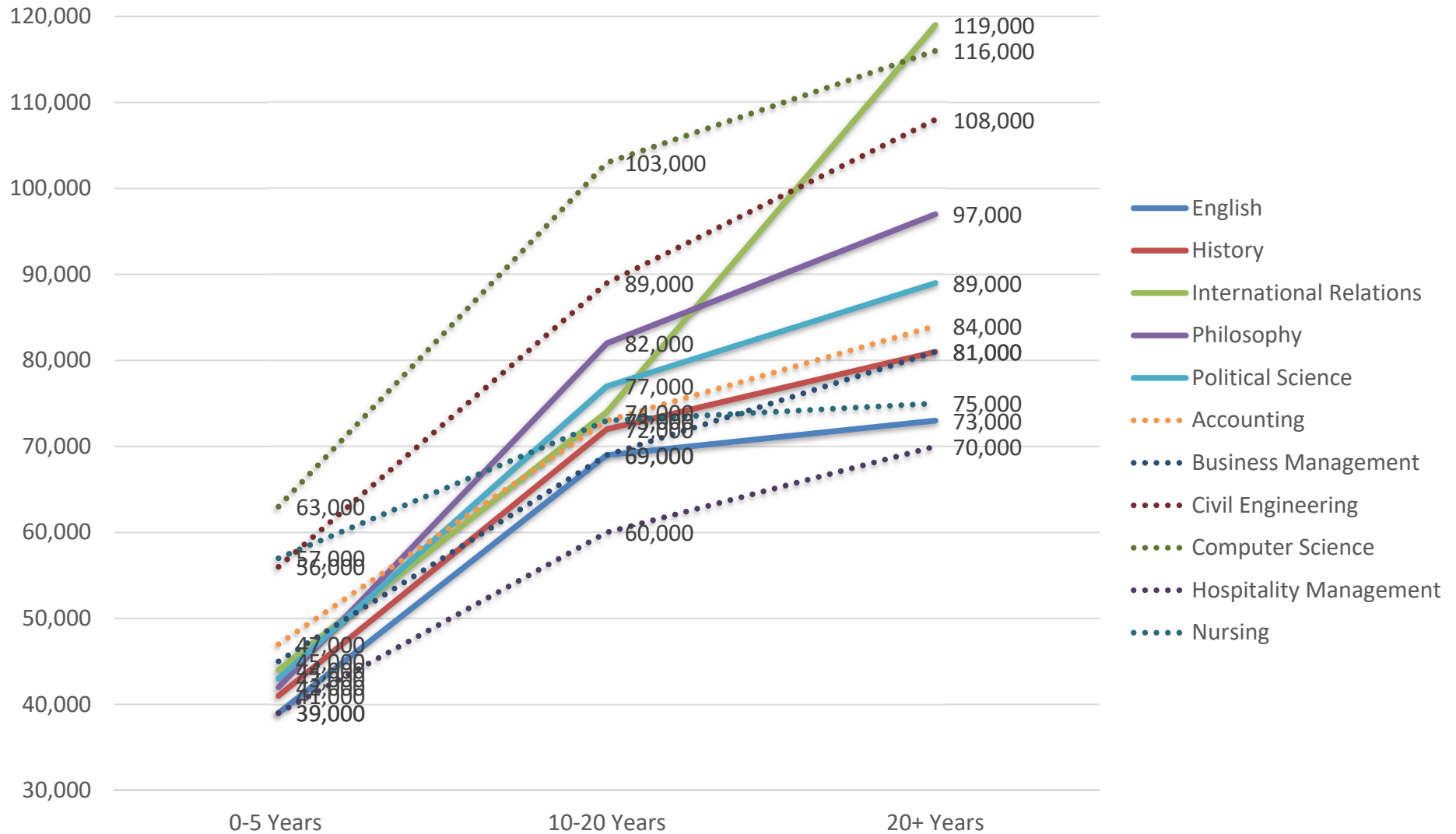
Accounting	\$47,000	\$73,000	\$84,000
Business management	45,000	69,000	81,000
Civil engineering	56,000	89,000	108,000
Computer science	63,000	103,000	116,000
Hospitality management	39,000	60,000	70,000
Nursing	57,000	73,000	75,000

Note: Data is for bachelor's degree Source: PayScale
THE WALL STREET JOURNAL.

The **gap in earnings** seen between Social Sciences, Humanities, and the Arts and other higher-earning majors is most pronounced at the **entry level**. This shrinks, and in some cases disappears, over time.

Source: <https://www.wsj.com/articles/good-news-liberal-arts-majors-your-peers-probably-wont-ouearn-you-forever-1473645902>

Salaries in the Social Sciences and Humanities Typically Start Lower But Are Competitive Over the Span of One's Career



Life Time Earnings May Be Comparable

Undergraduate Degree	Percentile	Lifetime Earnings
Business	50 th	\$2.86 million
English	60 th	\$2.76 million
History	60 th	\$2.64 million
Psychology	60 th	\$2.57 million

“Students and parents have a pretty good idea of what majors pay the most, but they have a **poor sense of the magnitude** of the differences within the major.”

-Douglas A. Webber, Associate Professor of Economics, Temple

Lifetime Earnings for **Slightly Above Median Salaries** for Graduates in the Social Sciences and Humanities are **Fairly Comparable** to those with Undergraduate Degrees in Business

Source: <https://www.nytimes.com/2017/11/03/education/edlife/choosing-a-college-major.html>

Students at **Elite Universities** Are More Likely To Pursue Degrees in the Humanities, Arts, and Social Sciences

More selective colleges

	MAJOR	SHARE OF DEGREES
➡	1 Social sciences	19.4%
	2 Biological and biomedical sciences	10.1
	3 Engineering	10.1
	4 Business, management, marketing and related support services	9.8
	5 Psychology	6.3
➡	6 Visual and performing arts	5.6
	7 Health professions and related programs	3.8
	8 Computer and information sciences and support services	3.6
	9 Physical sciences	3.6
➡	10 English language and literature/letters	3.5

Selectivity is based on Barron's selectivity index.

SOURCES: U.S. DEPARTMENT OF EDUCATION, BARRON'S

Less selective colleges

	MAJOR	SHARE OF DEGREES
	1 Business, management, marketing and related support services	19.3%
	2 Health professions and related programs	11.9
	3 Psychology	6.5
➡	4 Social sciences	6.3
	5 Education	5.7
	6 Biological and biomedical sciences	5.5
	7 Engineering	5.2
➡	8 Communication, journalism and related programs	5.1
➡	9 Visual and performing arts	4.8
	10 Homeland security, law enforcement, firefighting and related protective service	3.5

Source:

<https://fivethirtyeight.com/features/students-at-most-colleges-dont-pick-useless-majors/>

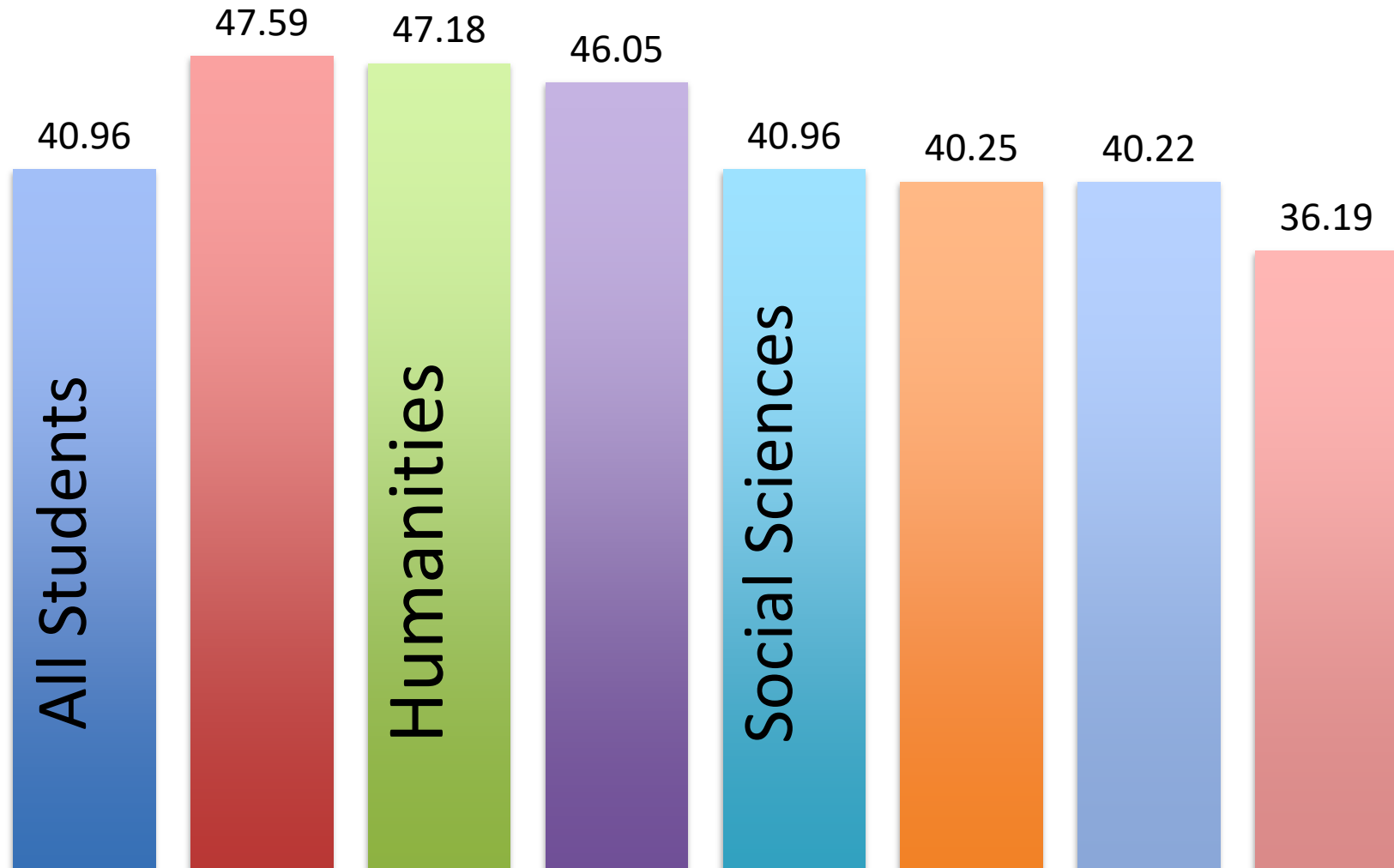
3) Prospects for Acceptance in Professional Graduate Programs (Medical and Law School)

Humanities and Social Science Majors Have Average to Above Average Acceptances Rates to US Medical Schools

- 2018/2019 – Total Acceptance Rate – 40.96%
- Math and/or Statistics – 47.59%
- Humanities – 47.18%
- Physical Sciences – 46.05%
- Social Sciences – 40.96%
- Other – 40.25%
- Biological Sciences – 40.22%
- Specialized Health Sciences – 36.19%

• Source: Association of American Medical Colleges <https://www.aamc.org/download/321496/data/factstablea17.pdf>

- Total Acceptance Rate (n=52,777)
- Math and/or Statistics (n=353)
- Humanities (n=1,689)
- Physical Sciences (n=4,807)
- Social Sciences (n=5,143)



Percentage of Medical School Applicants Admitted by Undergraduate Major

Over Half of All Law School Applicants Have Undergraduate Majors in the Arts, Humanities, and Social Sciences (**53.7%**)

Majors in the Arts, Humanities, and Social Sciences Consistently Rank in the **Top 15 Majors** in Terms of Mean LSAT Scores and Acceptance Rates

Arts, Humanities, and Social Science Majors **Contrast Favorably** to 'Preprofessional' Degrees such as Prelaw and Criminal Justice

Undergraduate Major	Number of Applicants
1. Political Science	12,046
2. Other (non-specified)	4,401
3. Psychology	3,669
4. Criminal Justice	3,657
5. History	3,355
6. English	3,275
7. Economics	2,696
8. Philosophy	2,154
9. Sociology	1,972
10. Other Arts and Humanities	1,891
11. Communications	1,821
12. Business Administration	1,506
13. Finance	1,405
14. Liberal Arts	1,166
15. International Relations	1,101

Top 15 Undergraduate Majors for Applicants to ABA-approved Law Schools in the United States, 2016-2017

- Majors are self reported
- Data collated from LSAC
- Majors with cognates in DFSCAL highlighted in red

Source: Law School Admissions Council https://www.lsac.org/sites/default/files/media/2016-17_applicants-major.pdf

Undergraduate Major	Acceptance Rate	Total Applicants
1. Linguistics	91.06%	n=123
2. Environmental Sciences	88.34%	n=429
3. Chemical Engineering	87.39%	n=111
4. Mathematics	87.85%	n=296
5. German	87.23%	n=141
6. Classics	85.95%	n=242
7. Music	85.94%	n=313
8. Art History	85.78%	n=218
9. Biology w/Specialization	85.75%	n=372
10. Economics	85.39%	n=2,696
11. Literature	85.29%	n=204
12. History	84.77%	n=3,355
13. Drama/Theater Arts	84.52%	n=168
14. Other Natural Sciences	84.52%	n=168
15. Policy Studies	84.28%	n=318

15 Undergraduate Majors with the Highest Acceptance Rates

- Data collated from majors with 100+ applicants
- Majors are self reported
- Majors with cognates in DFSCAL highlighted in **red**

Application to ABA-approved Law Schools in the United States, 2016-2017 as reported by LSAC

Undergraduate Major	Acceptance Rate	Total Applicants
1. General Computer Science	72.48%	n=109
2. Elementary Education	71.84%	n=103
3. International Business	71.78%	n=365
4. Liberal Arts	71.70%	n=1,166
5. Family Relations / Child Development	70.31%	n=128
6. Business Management	70.10%	n=1,010
7. Prelaw	70.04%	n=681
8. Business Administration	68.66%	n=1,506
9. Public Administration	67.76%	n=214
10. Social Work	67.29%	n=269
11. Other (not specified)	66.35%	n=4,401
12. Criminal Justice	63.44%	n=3,657
13. Business Management/Admin	62.57%	n=349
14. Other Health Professionals	62.39%	n=226
15. Nursing	55.28%	n=123

15 Undergraduate Majors with the Lowest

Acceptance Rates

- Data collated from majors with 100+ applicants
- Majors are self reported
- Majors with cognates in DFSCAL highlighted in red

Application to ABA-approved Law Schools in the United States, 2016-2017 as reported by LSAC

Undergraduate Major	Mean LSAT Score	Total Applicants
1. Mathematics	161.46	n=296
2. Linguistics	160.24	n=123
3. Classics	160.17	n=242
4. Chemical Engineering	159.99	n=111
5. Policy Studies	159.18	n=318
6. Economics	158.93	n=2,696
7. Art History	158.80	n=218
8. German	158.71	n=141
9. Literature	157.98	n=204
10. General Computer Science	157.87	n=109
11. Biochemistry	157.68	n=148
12. International Relations	157.66	n=1,101
13. International Studies	157.64	n=722
14. Religion/Religious Studies	157.54	n=305
15. Philosophy	157.53	n=2,154

15 Undergraduate Majors with the Highest Mean LSAT Scores

- LSAT scores range from 120-180
- Data collated from majors with 100+ applicants
- Majors are self reported
- Majors with cognates in DFSCAL highlighted in red


Application to ABA-approved Law Schools in the United States, 2016-2017 as reported by LSAC

Undergraduate Major	Mean LSAT Score	Total Applicants
1. Marketing	150.70	n=938
2. African American Studies	150.58	n=134
3. General Education	150.14	n=116
4. Business Administration	150.03	n=1,506
5. Criminology	149.57	n=924
6. Business Management	149.43	n=1,010
7. Other Health Professionals	149.43	n=226
8. Family Relations/Child Development	148.81	n=128
9. Other (not specified)	148.40	n=4,401
10. Business Management/Admin	148.18	n=349
11. Elementary Education	148.04	n=103
12. Prelaw	147.99	n=681
13. Social Work	147.79	n=269
14. Nursing	147.09	n=123
15. Criminal Justice	145.90	n=3,657


15 Undergraduate Majors with the Lowest Mean LSAT Scores

- LSAT scores range from 120-180
- Data collated from majors with 100+ applicants
- Majors are self reported
- Majors with cognates in DFSCAL highlighted in red

Application to ABA-approved Law Schools in the United States, 2016-2017 as reported by LSAC



What's clear is that the
**curiosity, creativity,
and empathy**
you develop in college helps
you make your own luck.
**Rapid, disruptive change
doesn't ruin your prospects;**
it can actually play to
your advantage.



You Can Do Anything
THE SURPRISING POWER OF A "USELESS"
LIBERAL ARTS EDUCATION

GEORGE
ANDERS

- “The more we automate the routine stuff, the more we create a constant low-level hum of digital connectivity, the more we get tangled up in the vastness and blind spots of big data, the more essential it is to bring human judgment into the junctions of our digital lives.” [George Anders. *You Can Do Anything: The Surprising Power of a ‘Useless’ Liberal Arts Education*](#). Quoted by Valerie Straus, *The Washington Post* October 17, 2018



- **“Arts and humanities disciplines complement STEM education by teaching students interpretive and philosophical modes of inquiry; by honing communication and writing skills; by fostering multicultural and global understanding; and by cultivating an appreciation for history, aesthetics, and the human experience... These ways of thinking contribute to inventiveness and, in turn, to competitiveness.”**
- [National Science Board
https://www.nsf.gov/nsb/publications/2015/nsb201510.pdf](https://www.nsf.gov/nsb/publications/2015/nsb201510.pdf)

- Fareed Zakaria in *The Washington Post*, March 26, 2015
- Warning against the dangers of America's love affair with STEM at the expense of the Liberal Arts, F Z quotes Steve Jobs:
- “When unveiling a new edition of the iPad, Steve Jobs [explained](#) that “it’s in Apple’s DNA that technology alone is not enough — that it’s technology married with liberal arts, married with the humanities, that yields us the result that makes our hearts sing.”



Our Solutions

- Core Competencies (NACE career readiness competencies)
- It's already happening 😊
- No change in curriculum – emphasize what we are already doing

How We Got Here

October 24: Joe Murray, Assistant Dean:
Undergraduate Studies, University Advising
Services

- Students are more prescriptive, parents are more involved
- His staff also asks for:
 - Rewrite IFP descriptions
 - Business card-sized, major specific “cheat sheets”
 - Include “what I can do with this major”

How We Got Here

October 24: Maura Flaschner, Executive Director of Undergraduate Admissions and Jessica Velez-Lopez, M.Ed., MBA, Director of Recruitment & Link Program
Office of Undergraduate Admissions

- students have more, and more confusing information
- Higher ed as a “consumer behavior”
- on the metrics challenge: requires collaboration between areas: recruitment, housing, advising, academics, career
 - —She sees this as a positive.

How We Got Here

- November 14: Karen Gough, Assistant Vice President, Career Centers
 - career readiness
 - “Major agnostic”
 - A&L has the lowest % in the first two metrics: (BA grads employed or grad school and Median wage.)
 - This is problematic in many ways having little to do with “performance”
 - Also A&L has lowest % attendance in career events



FLORIDA ATLANTIC UNIVERSITY

ARE YOU *Career Ready?*

FAU CAREER CENTER: INTERNSHIPS & CO-OPS

Employers are looking for new graduates to be Career Ready—meaning they know how to use their talents, strengths, and interests. The National Association of Colleges and Employers (NACE) has identified eight key competencies for career readiness. Through your internship experience, you will develop skills in these key areas that will prepare you for your transition into the workplace.



CRITICAL THINKING/PROBLEM SOLVING

Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

WHAT DOES IT LOOK LIKE?

The intern is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

EXAMPLE LEARNING OBJECTIVE

By creating quotes and invoices, I will improve upon my critical thinking skills, as evidenced by producing thorough and accurate reports on a weekly basis.



ORAL/Written COMMUNICATION

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and out of the organization.

WHAT DOES IT LOOK LIKE?

The intern has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

EXAMPLE LEARNING OBJECTIVE

By writing a training manual, I will be able to develop my written communication skills as evidenced by producing a clear and comprehensive document that my colleagues can understand and follow.



TEAMWORK/COLLABORATION

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.

WHAT DOES IT LOOK LIKE?

The intern is able to work within a team structure, and can negotiate and manage conflict.

EXAMPLE LEARNING OBJECTIVE

By collaborating with the other interns and staff members, I will improve upon my teamwork skills by successfully facilitating a group project.



Adapted from the NACE Career Readiness Competencies



DIGITAL TECHNOLOGY

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

WHAT DOES IT LOOK LIKE?

The intern demonstrates effective adaptability to new and emerging technologies.

EXAMPLE LEARNING OBJECTIVE

By managing the organization's social media platforms, I will improve upon my digital technology skills by posting relevant material in an ethical manner.



LEADERSHIP

Leverage the strength of others to achieve common goals, and use interpersonal skills to coach and develop others.

WHAT DOES IT LOOK LIKE?

The intern is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate others; and organize, prioritize, and delegate work.

EXAMPLE LEARNING OBJECTIVE

By managing the volunteers for the fundraising event, I will improve upon my leadership skills by delegating relevant tasks to volunteers that results in a smoothly run event.



PROFESSIONALISM/WORK ETHIC

Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image.

WHAT DOES IT LOOK LIKE?

The intern demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

EXAMPLE LEARNING OBJECTIVE

By participating in regular staff meetings, I will demonstrate my professionalism by always arriving on time, dressing appropriately, and contributing in a constructive manner.



GLOBAL INTERCULTURAL FLUENCY

Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

WHAT DOES IT LOOK LIKE?

The intern demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

EXAMPLE LEARNING OBJECTIVE

By working with a diverse group of colleagues, I will improve upon my sensitivity and awareness of multiple perspectives.



CAREER MANAGEMENT

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas of professional growth.

WHAT DOES IT LOOK LIKE?

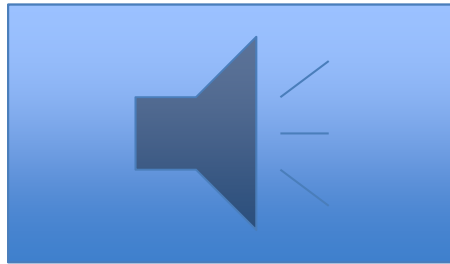
The intern is able to navigate and explore job options that relate to his/her skills and goals, takes the steps necessary to pursue opportunities, and understands how to self-advocate in the workplace.

EXAMPLE LEARNING OBJECTIVE

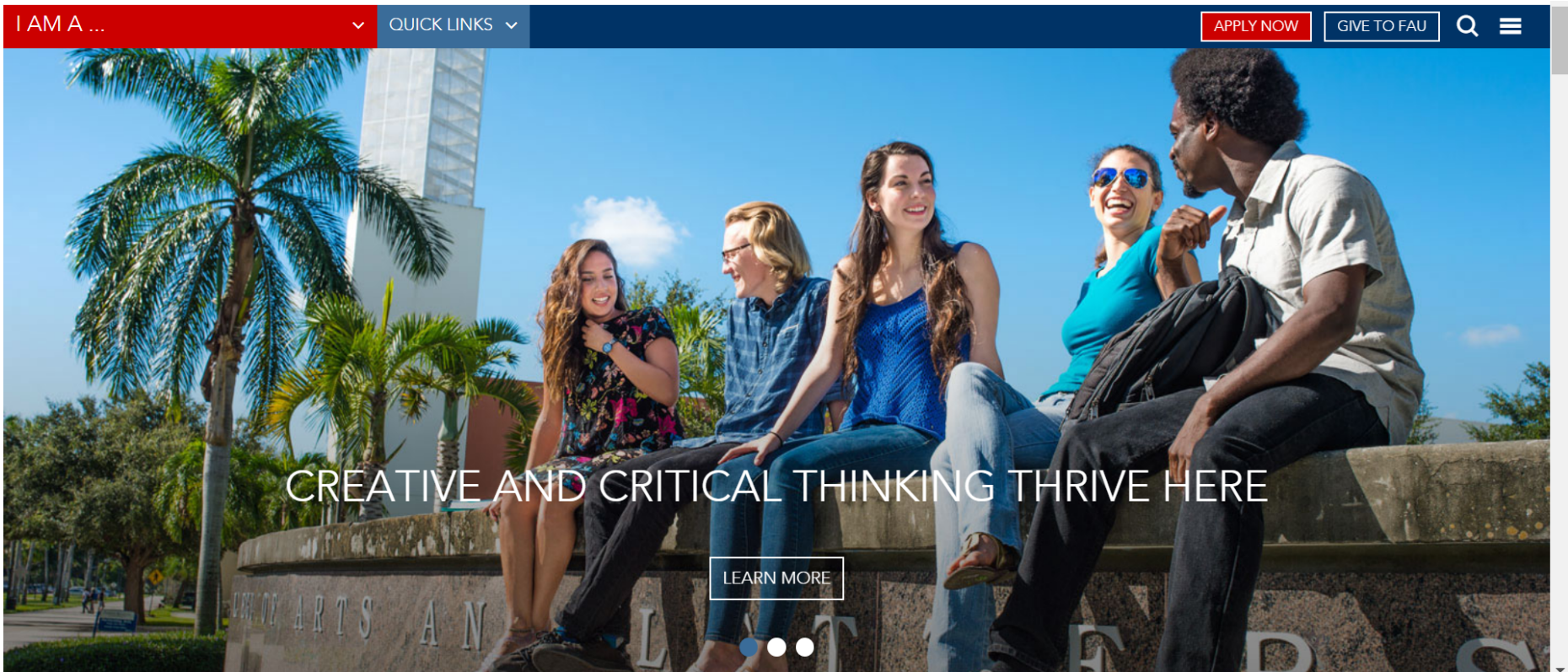
By attending networking events, I will approach others to identify a particular position of interest and conduct an informational interview.

Here's What We Want To Do

- Introduce core competencies
- Gather student feedback (survey apparatus)
- Informing ourselves better from our students (to make us better advocates for them)
- Facilitating faculty and student (self) advocacy
- Myth busting
 - Changing perceived views



- Capstone (Upper Level) course survey pilot this semester?
- Visit Faculty Meetings in Fall 2019
- New Faculty Orientation
- Take this presentation and turn into workshop (Master Teacher?) repeated in some venue
- Unified 'Marketing' for DFSCAL
 - College Website
- Develop Materials for Admissions, Advising, Careers
- Room to scale → statewide (FHEAN)
- Steering Committee



DEPARTMENTS GRADUATE RESEARCH

DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS: PERSONALIZED LEARNING. INSPIRING RESEARCH. MULTI-DISCIPLINARY FOCUS.

Pursue your passion in the arts, humanities, or social sciences through 20 diverse undergraduate degree programs. Work closely with world-renowned faculty on inspiring research, pursue interdisciplinary interests through our certificate programs or explore the globe through robust study abroad options. See why our graduates are well-rounded and ready to succeed in a fast-changing economic world.

MORE



DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS: PERSONALIZED LEARNING. INSPIRING RESEARCH. MULTI-DISCIPLINARY FOCUS.

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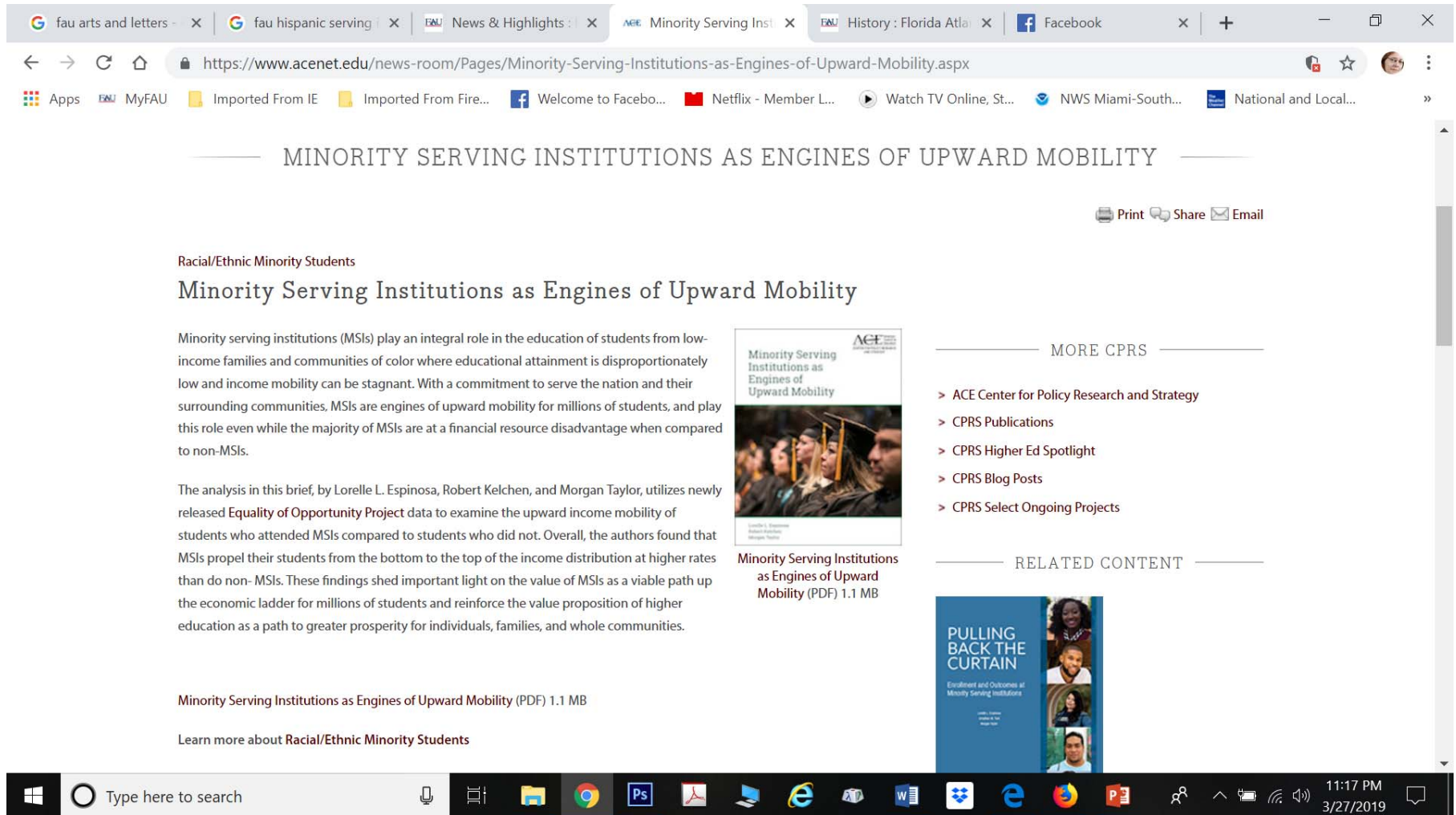
Why Is the Dorothy F. Schmidt College of Arts and Letters Your Best Choice?

Experience the lifelong advantages of a quality arts and liberal arts education, combined with leading-edge instruction in emerging 21st century fields. Enjoy unique opportunities to learn and grow at the center of artistic, cultural and social thought in diverse South Florida.

Our undergraduate degrees have prepared more than 22,000 students for successful advanced study and careers spanning law, archaeology, journalism, theater, and many more professional fields.

- Smaller classes: more personalized attention
- Dedicated research faculty
- Outstanding multi-disciplinary opportunities

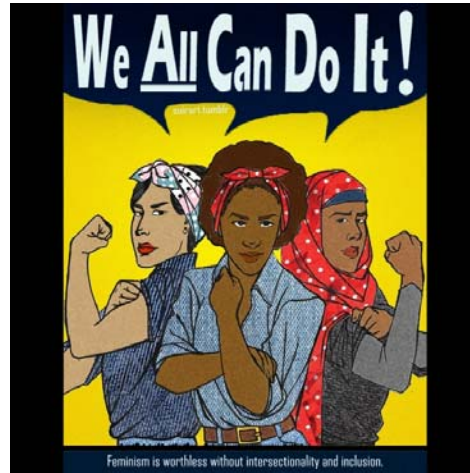
FAU's Diversity in Context





- In Schmidt's "Humanities in Crisis," he opens by noting enrollment "Declines have hit almost every field in the humanities (with one interesting exception)." He reserves the exception until the last two paragraphs of the article: "While the history, English, and the rest have faded, only one set of humanities fields without a foot in the sciences has clearly held its own:...ethnic, gender, and cultural studies," later stating he found "one large class of schools where humanities enrollment has held steady"—HBCUs. In a recent interview conducted by Emma Pettit he again notes that African-American studies and well as Gender and Sexuality have remained steady over the last ten years.

Benjamin Schmidt, "The Humanities in Crisis," *The Atlantic* (August 2018)



- As a Hispanic Serving Institution, Florida Atlantic University is uniquely positioned to solicit grant funding to ensure that the designation is not incidental. The working groups recommendations allow us to not only acknowledge that the diversity of our programs is key to recruiting students into our majors, but also and more importantly identify and take full advantage of the reasons why students of color gravitate toward the humanities.
- In other words, while the data shows that HBCUs, Women's Studies Programs, and Ethnic Studies Programs counter a crisis narrative in the humanities, little effort has been made to gather data and learn about what consistently draws students to the very majors and programs that are at the cutting edge of humanistic inquiry.

Our proposals address students in the college at large, but provide a unique opportunity to understand the value of diversity beyond the number of students of color enrolled. Gathering a working set of data that accounts for the experiences that draw students to FAU's humanities programs rather than how many of them are at FAU will allow us to better cater to the very students demographics that have remained consistent in their pursuit of degrees in the humanities.

Year & College	% White	% Black	% Hispanic
2015-2016			
Education	50.4	21.1	20.9
Arts and Letters	48.2	16.5	26.3
Business	44.9	18.1	24.9
Nursing	42.8	29.0	17.4
2016-2017			
Education	48.9	21.1	22.5
Arts and Letters	46.1	17.0	27.3
Business	43.9	18.3	26.0
Nursing	43.6	27.2	19.1

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File:

<http://iea.fau.edu/reports/headcount.aspx>

Note: Totals might not equal 100 due to other ethnicity enrollment

Let's go!

