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ABSTRACT

This study examined enrollment trends at the level of individual majors for Nova Southeastern University, Florida. The results should provide support for the evaluation of the major, enrollment planning at the program and center levels, and more detailed context for program review and university strategic planning. The study includes an analysis of fall 2000 enrollments by major and data on enrollment trends between fall 1996 and fall 2000. The data also provide for analysis of enrollment trends in each major by racial/ethnic category or gender to provide a context for program evaluation. Majors were ranked university-wide and within academic centers by size and ethnic/racial enrollment. The master's degree in education and the doctorate in educational leadership were found to comprise 17% of the total university enrollment in degree programs. Analysis of minority enrollments by major indicated that specific majors are particularly attractive to specific groups. For example, Hispanic students dominate enrollments in the Master's in International Business program, while Black students gravitate to majors in education and public administration. Analysis of this type of data may provide valuable information for enrollment management, marketing, and strategic planning. Six appendixes contain specific details about rankings of majors. (SLD)

Nova Southeastern University

**Enrollments in the Academic Majors:
Trends between Fall 1996 and Fall 2000
Volume One**

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Executive Summary

Previous studies by Research and Planning of trends in enrollment and racial/ethnic diversity of university students focused on the institutional and academic center levels. This study examines enrollment trends at the level of individual majors. The results contained in this report should provide support for evaluation of the major, enrollment planning at the program and center level, and provide more detailed context for program review and university strategic planning.

The study includes an analysis of fall 2000 enrollments by major and detailed data on enrollment trends between fall 1996 and fall 2000. The data provide for analysis of enrollment trends in each major by racial/ethnic category or gender. Such data provide context for program evaluation by describing each major's racial/ethnic and gender composition, and their patterns of growth or decline.

Majors were ranked in the context of programs university-wide and within academic centers by size and by fall 2000 enrollment of students from racial/ethnic minorities. For example, the GTEP program and the doctorate in educational leadership were found to comprise 17 percent of the total university enrollment in degree programs. Moreover, analysis of minority enrollments by major suggest that specific majors are particularly attractive to specific racial/ethnic groups. For example, Hispanic students dominate enrollments in the Master's in International Business Program, while black students gravitate to majors in education and public administration.

Examination of trends in student demographics within individual majors provides a deeper understanding of enrollment trends observed at the center and university levels. Moreover, analysis at the level of the major may provide valuable information for enrollment management, marketing, and strategic planning within programs and centers.

INTRODUCTION

Research and Planning recently published a report examining trends in enrollment and student demographics at the level of the academic center (Fredda, 2000). The advent of evaluation of institutional effectiveness at the level of individual academic majors at NSU led to the current study that examines trends in enrollment by *major*. Previous studies of enrollment trends at NSU had not taken the analysis down to the major. The results contained in this report should provide support for evaluation of the major, enrollment planning at the program and center level, and provide more detailed context for program review and university strategic planning.

One component of the enrollment trends reported here and in previous studies of NSU students is racial/ethnic diversity. Recent events in a number of states around the country seeking to abolish affirmative action in college and university admissions may have significant effects in the future on the level of racial/ethnic diversity, especially in public colleges and universities. Similarly, the development of alternate approaches to assuring adequate racial/ethnic diversity on college campuses, such as guaranteeing admission to a prescribed proportion of the top students at all high schools around the state, may also have pronounced effects on the racial/ethnic diversity of campuses. Such schemes do not yet address admission to graduate or first-professional programs.

Independent colleges and universities often are not bound by state legislation that may prescribe admission policy at public colleges and universities. For example, Florida now requires its public universities to admit any student graduating among the top 20 percent of their high school class (Governor Bush's Equity in Education Plan, 1999). Nova Southeastern University and other independent colleges and universities in Florida are not bound by this policy. However, the policy could have an impact on enrollment of students from racial/ethnic minorities at independent colleges and universities around the state.

Prior to this change in admission policy for public institutions, the Independent Colleges and Universities of Florida (ICUF) and the Florida State University System (SUS) served very similar proportions of students from racial/ethnic minorities (see for example Atherton, 2000). The state of Florida first instituted the new admission policy described above for the 2000-2001 academic year, so it is too soon to see its effect on campus diversity.

This and previous studies of the demographics of students enrolled at NSU (MacFarland, 1995, 1997; Fredda, 2000) serve to document the level of racial/ethnic diversity within academic centers. The enrollment trends described in these reports demonstrate substantial progress in reaching out to minority students and may provide direction for future efforts. In addition, they provide a source of baseline data to gauge possible future effects of the recent changes in admission policies at the SUS.

Finally, information contained in this report provides the potential for a deeper understanding of enrollment trends observed at the center and university levels. Moreover, analysis at the level of the major may provide valuable information for enrollment management, marketing, and strategic planning within programs and centers.

METHODS

Only majors appearing on the official list of majors approved by the president and most recently revised in January 2001 are included in this report. Majors in existence less than three years were not included because insufficient data were available to describe trends in enrollment. If the name of a major changed during the five year period, then both names were used in tables (e.g., humanities/liberal studies).

Data presented here came from reports prepared by Research and Planning in conjunction with data collection for the IPEDS Fall Enrollment Surveys for fall terms 1996-2000. The data were contained in reports on file that break out IPEDS enrollments at the level of the academic major. Data reports were run in mid December of each year. Although the data are not end of term enrollments, generally these data and end of term data differ by no more than a few percent. Data for fall 1996 and 1997 came from the previous student information system (SIS) and data for fall 1998-2000 came from the Banner system.

Students were classified using definitions and methods prescribed by the National Center for Education Statistics (NCES). In this methodology, nonresident aliens comprise a separate category and are *not* classified according to their race/ethnicity. If they were distributed in accord with their race/ethnicity, then counts of students from racial/ethnic minorities might be slightly higher for some programs.

RESULTS

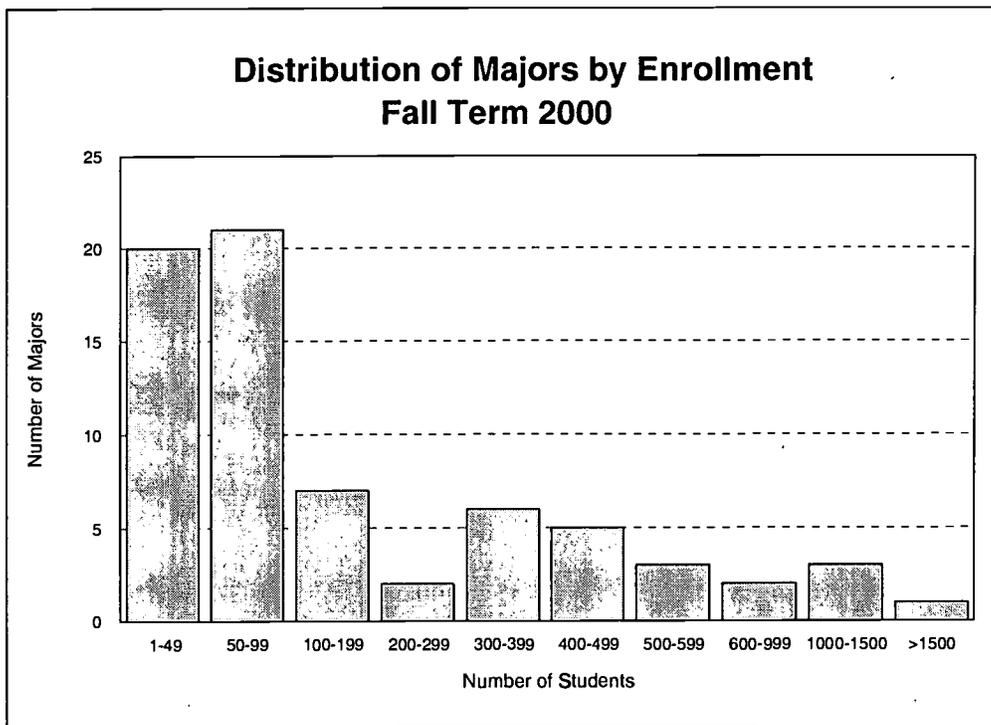
Academic Majors Ranked by IPEDS Fall 2000 Enrollment

Appendix A shows fall 2000 enrollment data for current majors university-wide organized by center and degree level. Majors in each academic center are ranked within degree level by total enrollment. The table shows which majors in each center have the highest enrollment, their percentage of center enrollment, and their percentage of degree level enrollment.

Appendix B ranks majors in descending order of total fall 2000 enrollment without regard to which academic center has administrative oversight. This table shows which majors *university-wide* have the largest enrollment and their proportion of total university enrollment.

Figure 1 shows the distribution of majors university-wide by size. The majority of majors (59%) had less than 100 students. Twenty nine percent of majors had less than 50 students.

Figure 1



Appendix B also shows that the five largest majors collectively comprise approximately 40 percent of the total enrollment in degree programs university-wide. The ten largest majors encompass 55 percent of the total enrollment, and the twenty largest majors include 78 percent of the total enrollment in degree programs university-wide.

Top Five Majors

The first column of Table 1 below shows the top five majors ranked in descending order of total enrollment. The first-ranked GTEP master's in education is almost 2.5 times larger than each of the other four. The latter majors had approximately 1,000 students each. Three of the top five majors are graduate programs. The fourth and fifth ranked majors are the bachelor's in professional management and the Juris Doctor Program.

Table 1

Top Five Majors Ranked in Descending Order of Fall 2000 Enrollments

| Total Enrollment | Total Number of Students from Minorities | Total Number of Black Students | Total Number of Hispanic Students |
|--|---|--|--|
| Master's in Education (GTEP) (2,476) | Master's in Education (GTEP) (1,227) | Master's in Education (GTEP) (746) | Master's in Education (GTEP) (451) |
| MBA (1,260) | MBA (525) | Ed.D. in Educational Leadership (406) | MBA (210) |
| Ed.D. in Educational Leadership (1,111) | Ed.D. in Educational Leadership (476) | MBA (278) | B.S. in Elementary Education (185) |
| B.S. in Professional Management (1,024) | B.S. in Professional Management (464) | B.S. in Professional Management (268) | B.S. in Professional Management (181) |
| Juris Doctor (961) | B.S. in Elementary Education (324) | Educational Specialist (220) | Doctor of Pharmacy (176) |

Appendix C ranks majors university-wide by the number of students from all racial/ethnic minorities combined without regard to which academic center has administrative oversight. Appendixes D and E rank the majors by the number of black and Hispanic students, respectively. It should be noted that in this report, nonresident aliens were classified separately and were not included in counts of students from racial/ethnic minorities (see Methods above).

Table 1 summarizes the results of the rankings for total minority enrollment (column 2), and for enrollment of black (column 3) and Hispanic students (column 4). Numbers in parenthesis show the actual number of minority students in the program by category.

Four of the five majors with the largest enrollment (column 1) also had the largest number of students from racial/ethnic minorities university-wide (column 2). However, the bachelor's in elementary education had the fifth highest minority enrollment, but ranked eighth in total enrollment.

Appendix F shows detailed data for fall 2000 for the number and proportion of students from racial/ethnic minorities enrolled in current majors university-wide organized by center and degree level. The data show which majors in the center have the highest proportion of minority enrollments.

Table 2 summarizes the results of ranking majors by the *proportion* of students from all minorities, and by the *proportion* of black and Hispanic students. The results indicate which majors are most attractive to particular racial/ethnic minority groups.

Column one of Table 2 shows the top five majors ranked in descending order of the proportion of students from all racial/ethnic minorities. When majors are ranked according to the number of students from minorities as a *percentage* of total enrollment in the major, the rankings no longer coincide with majors with the highest enrollment.

While the master's in health services administration had the highest proportion of students from racial/ethnic minorities, it ranked twenty-third in the total *number* of minority students (Appendix C). It had approximately equal numbers of black and Hispanic students and did not rank among the top five in the number enrolled in either of these categories.

The bachelor's in elementary education ranked third in the proportion of students from minorities and fifth in the total number of students from racial/ethnic minorities. However, it ranked second in the proportion and third in the number of Hispanic students enrolled among all majors university-wide. Therefore, it ranked high in both number and proportion of students from minorities.

The educational specialist program ranked second in the proportion of students from minorities and in the proportion of black students. It ranked fifth in the total number of black students enrolled among majors university-wide.

Table 2

Top Five Majors Ranked in Descending Order of Proportion of Students from Racial/Ethnic Minorities in Fall 2000

| Proportion of Students from Minorities | Proportion of Black Students | Proportion of Hispanic Students |
|--|---|--|
| Master's in Health Services Administration (63 percent) | Master's in Public Administration (45 percent) | Master's in International Business (46 percent) |
| Educational Specialist (61 percent) | Educational Specialist (44 percent) | B.S. in Elementary Education (35 percent) |
| B.S. in Elementary Education (61 percent) | Ed.D. in Educational Leadership (37 percent) | Doctor of Pharmacy (30 percent) |
| B.S. in Exceptional Education (61 percent) | Doctor of Public Administration (36 percent) | B.S. in Applied Professional Studies (29 percent) |
| Master's in Public Administration (58 percent) | B.S. in Exceptional Education (35 percent) | B.S. in Legal Studies (28 percent) |

Data in Appendix B also allow for ranking of majors within each degree level offered at NSU. The results are shown in Table 3 below.

Table 3

Top Five Majors by Degree Level with the Largest Fall 2000 Enrollments

| Bachelor's | Master's | Doctoral | First-Professional |
|-------------------------|-------------------------------|--|---------------------------|
| Professional Management | GTEP | Educational Leadership | Juris Doctor |
| Elementary Education | Business Administration (MBA) | Business Administration (DBA) | Osteopathic Medicine |
| Biology | Teaching and Learning | Higher Education (all specializations) | Pharmacy |
| Exceptional Education | Mental Health Counseling | Child and Youth Studies | Dental Medicine |
| Business Administration | Speech-Language Pathology | Clinical Psychology (Psy.D.) | Optometry |

Appendix C includes enrollment data for nonresident aliens by major. While overall only four percent of the total university enrollment for fall 2000 was nonresident aliens, some majors have a considerably higher proportion. The master's in business administration and the bachelor's in professional management serve the largest number of nonresident aliens; they represented 16 percent (202 students) and 18 percent (181 students) of the total enrollments for those programs, respectively. The master's in human resource management (30 percent) and the master's in international business (27 percent) had the highest proportion of nonresident aliens, but the number of aliens enrolled was only 39 and 36 students, respectively.

Highlights of Five-Year Trends in Enrollment for Individual Academic Majors

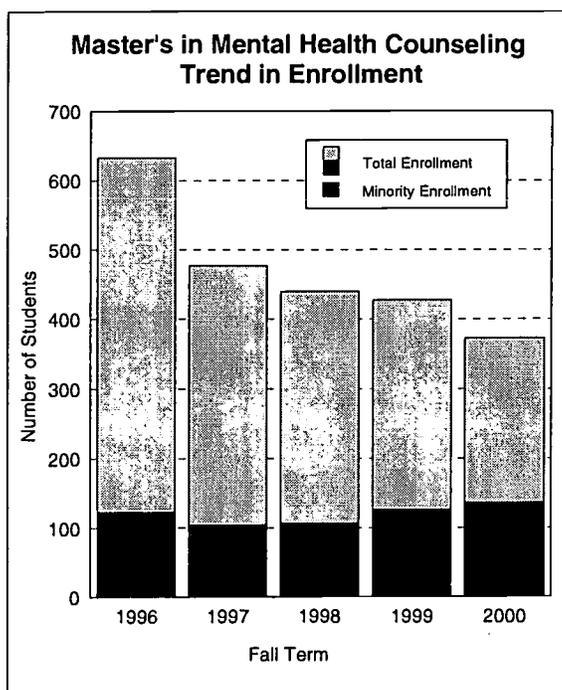
Appendixes G-O in Volume Two contain tables showing enrollments by gender and by race/ethnicity for fall terms from 1996-2000 for individual majors. The following highlights majors where trends in enrollment are particularly noteworthy.

Center for Psychological Studies

The center houses three master's programs and the Psy.D. and Ph.D. in clinical psychology. The doctoral programs in clinical psychology and the master's in mental health counseling are the largest programs in the center (see Appendix A).

During the period 1996-2000, enrollments in the Mental Health Counseling Program declined by 41 percent (Volume Two, Appendix G). As shown in Figure 2, the decline was in the number of white students. Concurrently, there was an increase in the proportion of students from racial/ethnic minorities from 20 percent to 37 percent. However, the increase in proportion was due primarily to the decrease in white students rather than substantial increases in the number students from minorities.

Figure 2



During the same period, enrollments in the School Guidance and Counseling Program increased by 20% with enrollment ranging from approximately 60-75 students. At the same time, the proportion of students from racial/ethnic minorities increased from 27-46% (Appendix G). The number of Hispanic students remained relatively constant, while the number of black students increased four-fold.

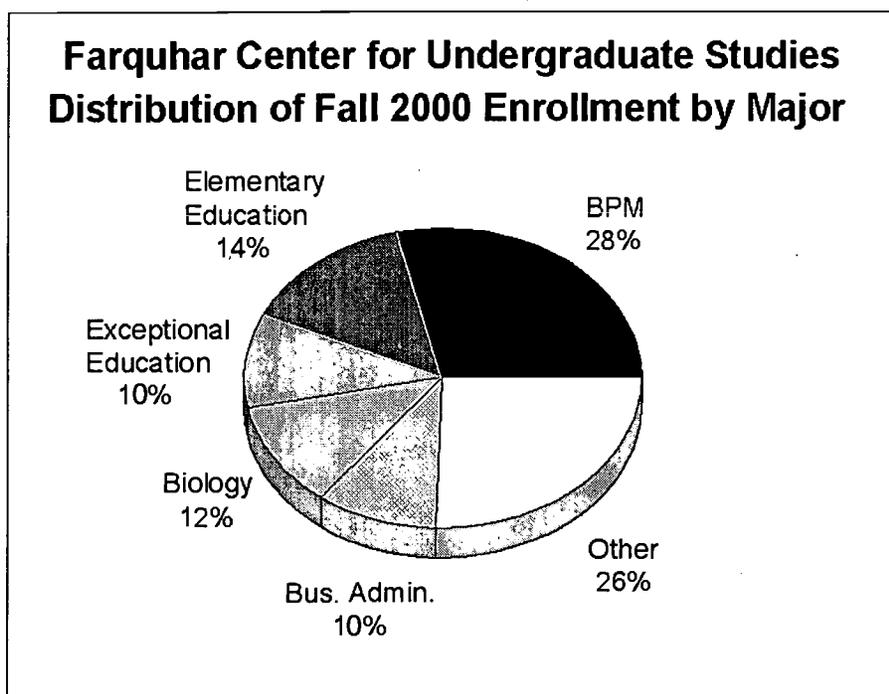
Farquhar Center for Undergraduate Studies

The Farquhar Center for Undergraduate Studies fall 2000 enrollments ranged from ten to 1,024 students in each major. Majors are ranked within the center by total enrollment in Appendix A. The bachelor's degree in professional management (BPM) was the largest and humanities was the smallest.

As shown in Figure 3 below, the majority of students (74 percent) were enrolled in five majors in the center. The BPM program encompassed 28 percent of the center's enrollment in degree programs. Professional management was also the fourth largest major university-wide (Appendix B), and the fourth largest in enrollment of students from racial/ethnic minorities university-wide (Appendix C).

Majors in elementary education and exceptional education had the largest minority enrollments in the center (Appendix A), and the fifth and tenth largest minority enrollments university-wide, respectively (Appendix B). Both programs had 61% of their students from racial/ethnic minorities. Elementary education and exceptional education ranked sixth and seventh, respectively, in the number of black students enrolled university-wide. They ranked third and eighth in the number of Hispanic students enrolled university-wide.

Figure 3



Appendix H in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in most majors remained relatively constant. The major in biology (premed) is an exception; it grew 136 percent over the five year period. Enrollments in elementary education, applied professional studies, and humanities/liberal studies declined by 30-57 percent during the five year period.

Fischler Graduate School of Education and Human Services

Master and doctoral degree programs in the Fischler Graduate School of Education and Human Services ranged in size from 20-2,476 students enrolled in fall 2000 (Appendix A). The largest program in the center is the Graduate Teacher Education Program (GTEP) which represents 17 percent of the total university enrollment (master's plus educational specialist). The master's degree component of GTEP is the largest program university-wide comprising 14 percent of the university's enrollment (Appendix B). The doctorate in educational leadership ranks third in enrollment university-wide.

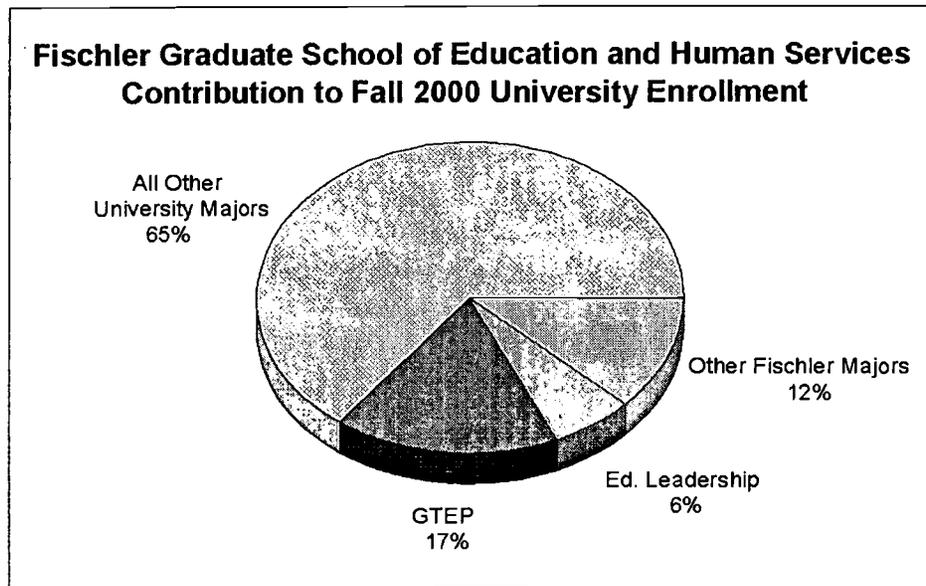
Figure 4 below shows that degree programs in the Fischler Graduate School collectively represent 35 percent of the total university enrollment in degree programs. The GTEP programs represent nearly half of the school's enrollment.

The GTEP master's and the educational leadership doctoral programs also ranked first and third in the number of students from minorities enrolled university-wide (Appendix C). The GTEP master's program had 49 percent minority students and the educational specialist program had

the highest proportion (61 percent) of minority students in the center in fall 2000 (Appendix F). The Educational Leadership Program had 43 percent minority students.

The GTEP master's program ranked first in the number of both black and Hispanic students enrolled in fall 2000 university-wide (Appendixes D and E). The Educational Leadership Program ranked second in the number of black students enrolled in fall 2000 university-wide, but eleventh in Hispanic enrollment.

Figure 4



Appendix I in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in most majors remained relatively constant. The most outstanding exception was the doctorate in instructional technology and distance education; it increased in size five-fold (from approximately 40 to 200 students.) Enrollments in the master's in human services (all specializations combined) declined by 30 percent over the last five years.

Health Professions Division

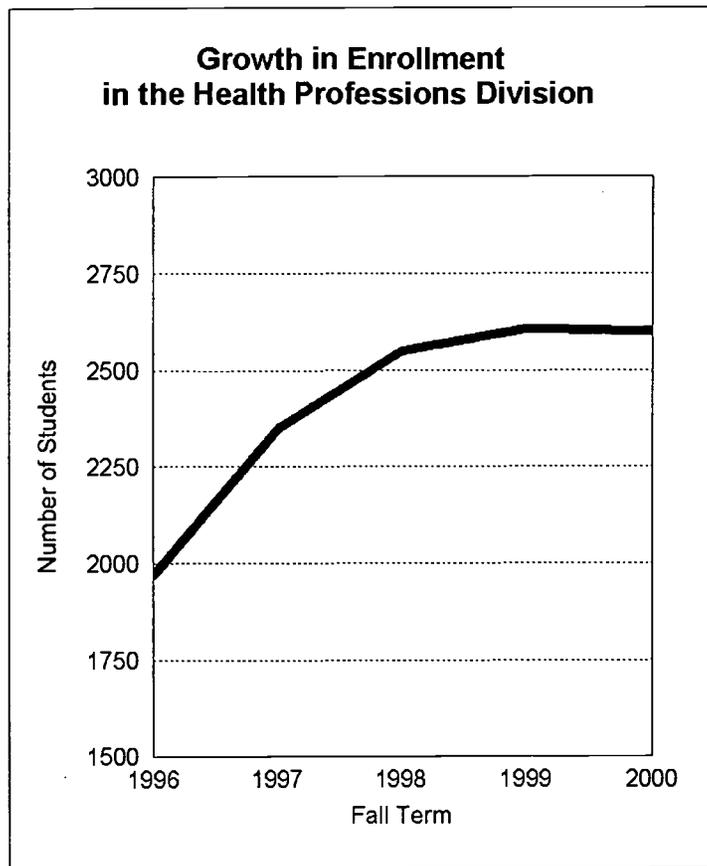
Master's, doctoral, and first-professional programs in the Health Professions Division (HPD) ranged in size from 34-681 in fall 2000. Majors are ranked within the division by total enrollment in Appendix A. The four first-professional programs have the largest enrollments in the division ranging from 386-681 students. The Doctor of Osteopathic Medicine and the Doctor of Pharmacy ranked sixth and seventh, respectively, in total enrollments university-wide.

The four first-professional programs of HPD rank among the top 20 in total minority student enrollment university-wide. The Doctor of Pharmacy ranks seventh, and the Doctor of Osteopathic Medicine ranks eleventh in the number of students from racial/ethnic minorities enrolled university-wide.

Within programs of the division, the proportion of minority students enrolled in fall 2000 ranged from 13-57 percent. Among the first-professional programs, the Doctor of Pharmacy Program had the highest proportion (50 percent) of students from racial/ethnic minorities; thirty percent of students enrolled were Hispanic (Appendix F). Pharmacy ranked fifth university-wide in Hispanic enrollment. However, Asians were the predominant minority group represented in the Doctor of Osteopathic Medicine and Doctor of Optometry Programs.

Appendix J in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the division. During the five year period examined, overall division enrollment increased by 31 percent. However, total enrollment has fluctuated only slightly around 2,600 for the last three years (Figure 5). Some programs exhibited modest growth, while others declined in enrollment. For example, enrollments in the Physician Assistant Program decreased by 61 percent, and those in the Master of Physical Therapy Program went down 54 percent between fall 1996 and fall 2000. The Doctor of Dental Medicine Program grew 2.6-fold during the five year period, and osteopathic medicine grew 21 percent.

Figure 5



Oceanographic Center

Fall 2000 enrollments in the center's master's programs ranged from 9-66 (Appendix A). The largest program was the master's in marine biology. Only a few doctoral students were enrolled each year. In keeping with national trends in enrollment in scientific disciplines, few students from racial/ethnic minorities enrolled in the center's programs. Appendix K in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center.

Graduate School of Computer and Information Sciences

Master's and doctoral programs in the Graduate School of Computer and Information Sciences ranged in size from 8-156 students enrolled in fall 2000 (Appendix A). The largest program in the center and the sixth largest master's program university-wide was the master's in management information systems. Enrollments of students from racial/ethnic minorities ranged from 9-16% in master's programs and 17-29 percent in doctoral programs (Appendix F).

Appendix L in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in two programs increased substantially. Both the master's in computer science and the master's in management information systems grew two-fold between fall 1996 and fall 2000. Enrollments in other master's programs remained relatively constant. The doctoral program in computing technology in education grew two-fold, and the doctoral program in information systems grew four-fold during the five year period.

Graduate School of Humanities and Social Sciences

Master's and doctoral programs in the Graduate School of Humanities and Social Sciences ranged in size from 68-95 students enrolled in fall 2000 (Appendix A). The largest program in the center was the doctorate in dispute resolution. This program ranked eighth university-wide among the 20 doctoral programs included in this study (excluding first-professional programs). Enrollments of students from racial/ethnic minorities in center programs ranged from 25-36 percent (Appendix F).

Appendix M in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments declined by 35 percent in the master's in dispute resolution program, but increased three-fold in the doctorate in dispute resolution. Enrollments also increased by 31 percent in the doctorate in family therapy.

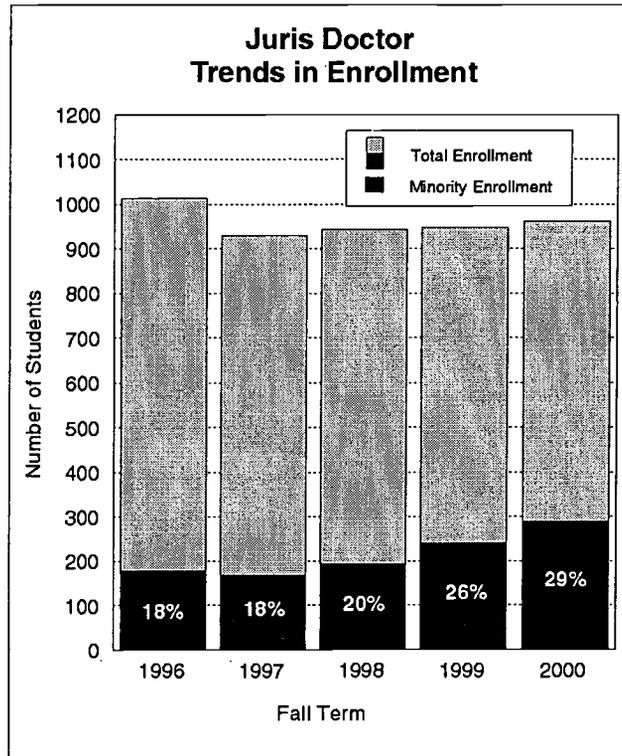
Shepard Broad Law Center

The Juris Doctor Program ranked fifth in total fall 2000 enrollment (Appendix B) and eighth in the number of students from racial/ethnic minorities (Appendix C) university-wide. The program ranked tenth in the number of black students and sixth in the number of Hispanic students enrolled university-wide in fall 2000 (Appendixes D and E).

Appendix N in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for the Juris Doctor Program. Between fall 1997 and fall 2000, total enrollment and the proportion of male and female students remained relatively constant.

During the same period, the proportion of students from racial/ethnic minorities increased from 18 to 29 percent. Figure 6 shows that the increase in proportion was due to a real increase in the number of students from racial/ethnic minorities, and not a reduction in white student enrollment as seen in the Mental Health Counseling Program (Figure 2).

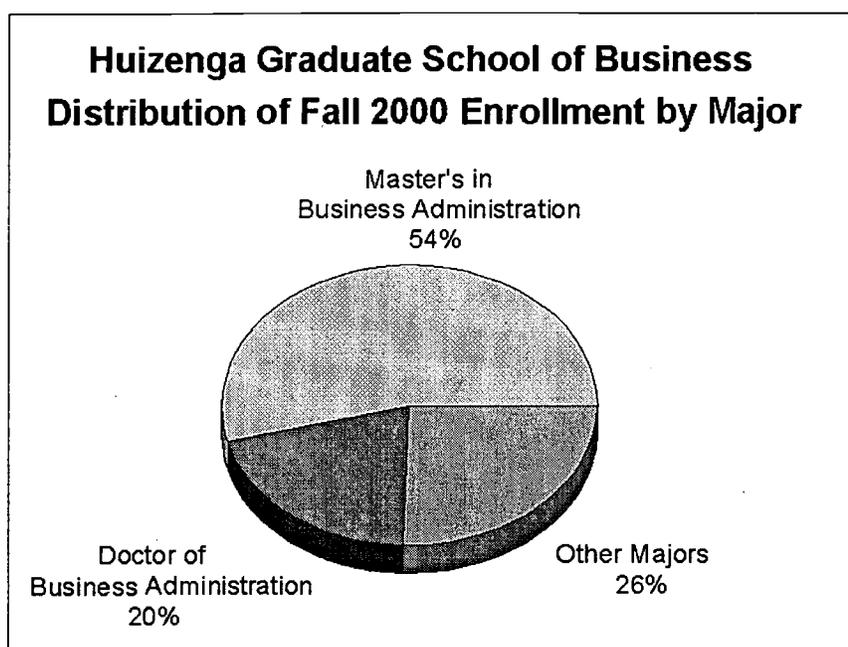
Figure 6



Wayne Huizenga Graduate School of Business and Entrepreneurship

Graduate business programs included in the study ranged in size from 67-1,260 students enrolled in fall 2000 (Appendix A). The largest program in the center was the MBA program which was the second largest program university-wide. The MBA program represented 54 percent of the center's enrollment in degree programs (Figure 7). It also ranked second in the number of students from racial/ethnic minorities, second in the number of Hispanics, and third in the number of black students enrolled in fall 2000 university-wide.

Figure 7



The Doctor of Business Administration (DBA) ranked eleventh in total enrollment among all programs university-wide (Appendix B). It was the second largest doctoral program university-wide (excluding first-professional programs). The DBA program represented 20 percent of the center's enrollment in degree programs.

The proportion of students from racial/ethnic minorities in fall 2000 ranged from 23-63 percent in center programs (Appendix F). Among minority students enrolled, four of the six master's programs had a preponderance of black students. The master's in public administration had 45 percent and the doctoral program had 36 percent black students. However, the master's in international business had 46 percent Hispanic students enrolled, but the doctoral program had only four percent Hispanic students.

Appendix O in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments increased by 31 percent in the Master's in International Business Program, by 40 percent in the Master's in Public Administration, and by 66 percent in the Master's in Human Resource Management. Enrollments in the Master of Accounting Program declined by 29 percent during the period. Enrollments in the doctorate in international business increased from 26 to 53 students.

The number of Hispanic students enrolled for a master's in international business tripled during the five year period. In fall 2000, 46 percent of the fall 2000 enrollment in the program was Hispanic.

A similar increase was seen for black students enrolled for a master's in public administration. The number of black students in the program tripled during the five year period. In fall 2000, 45 percent of the fall 2000 enrollment in the program was composed of black students.

Associated with increased enrollments in the Master's in Human Resource Management Program was a 37 percent reduction in white students, and a four-fold increase in black students. The number of nonresident aliens also tripled during the period resulting in a doubling of their proportion of program enrollment from 16 percent in fall 1996 to 30 percent in fall 2000.

Although total enrollments in the MBA Program remained relatively constant during the five year period, the number and proportion of both black and Hispanic students doubled. At the same time, the number of nonresident aliens enrolled decreased by approximately 20 percent.

DISCUSSION

Fredda (2000) examined changes in enrollments of students from racial /ethnic minorities over the period fall 1995 to fall 1999 by academic center. During this period, minority enrollments increased by 44 percent university-wide. All centers had increases in minority students except for the Graduate School of Computer and Information Sciences and the Oceanographic Center. This is in keeping with trends nationally indicating that few black and Hispanic students choose careers in science and mathematics.

The most pronounced increases in minority enrollments were seen in the Fischler Graduate School of Education and Human Services (58 percent), the Graduate School of Humanities and Social Sciences (two-fold), the Health Professions Division (86 percent), the Shepard Broad Law Center (35 percent), and the Wayne Huizenga Graduate School of Business and Entrepreneurship (47 percent).

The current study documents trends in enrollments by major allowing for a deeper understanding of trends at the university and center levels. For example, the GTEP program and the doctorate in educational leadership are major contributors of students from racial /ethnic minorities to center and university enrollments. These two programs dominate enrollment trends in the center and comprise 29 percent of the minority enrollment university-wide.

Analysis of enrollments by major revealed that the primary contributors to increased minority enrollment observed in HPD as a whole (Fredda, 2000) were the first-professional programs in pharmacy, osteopathic medicine, and dental medicine. However, in the Graduate School of Humanities and Social Sciences all majors contributed to increases in center minority students nearly equally. In the graduate school of business, the MBA program dominated enrollment trends in the center and was primarily responsible for the increases in minority enrollments observed at the center-level.

Another potential use of enrollment trends at the level of individual majors is for marketing and strategic planning. For example, analysis of minority enrollments by major suggest that specific majors are particularly attractive to specific racial/ethnic groups. The master's in international business was composed of 46 percent Hispanic students-the highest proportion of Hispanic students in any major university-wide (Appendix F). The master's in public administration was composed of 45 percent black students-the highest proportion of black students in any major university-wide.

In general, black students appear to gravitate to particular majors in education and public administration, but primarily at the bachelor's and master's level. For example, Appendix F shows a variety of majors with enrollments of black students representing a third or more of the total enrollment in the program. With few exceptions the proportion of Hispanic students in the same majors is commonly 15 percent or less.

In addition, there are some majors with nearly equal proportions of black and Hispanic students, and a high proportion of students from racial /ethnic minorities overall. The most outstanding examples include the master's in health services administration, and bachelor's degrees in elementary education and exceptional education with black and Hispanic students representing approximately 60 percent of the total enrollment in each program.

Findings such as those above help to put more global trends in enrollment into better perspective, and allow for a more strategic approach to planning and decision-making by deans and program directors. The results may also guide marketing and recruitment efforts, and planning for academic support of students.

Finally, the data provide context for program evaluation by describing each major's racial/ethnic and gender composition, and their patterns of growth or decline. Data contained in this study were provided prior to publication to persons preparing reports on majors being evaluated for the 2000-2001 report cycle. Deans and program directors may find this to be a valuable data source when additional majors are evaluated next year and beyond. It is anticipated that enrollments by major will be updated annually to support the evaluation process.

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Appendix A
Majors Ranked Within Academic Centers by Fall 2000 Enrollment

| Program | Enrollment by Major | Percent of Total Center Enrollment | Percent of Degree Level Enrollment |
|---|------------------------|---------------------------------------|---------------------------------------|
| Center for Psychological Studies | | | |
| Master's in Mental Health Counseling | 373 | 42% | 81% |
| Master's in School Guidance and Counseling | 74 | 8% | 16% |
| Master's in Psychopharmacology (Postdoctoral master's) | 12 | 1% | 3% |
| Doctorate in Clinical Psychology, Psy.D. | 310 | 35% | 71% |
| Doctorate in Clinical Psychology, Ph.D. | 128 | 14% | 29% |
| Fischler Graduate School of Education and Human Services | | | |
| <u>Master's Programs</u> | | | |
| Master's in Education (GTEP) All specialties combined | 2,476 | 40% | 71% |
| Master's in Teaching and Learning | 586 | 9% | 17% |
| Master's in Speech-Language Pathology | 313 | 5% | 9% |
| Master's in Human Services | 81 | 1% | 2% |
| Master's in Instructional Technology and Distance Education | 27 | <1% | 1% |
| Educational Specialist (GTEP) All specialties combined | 505 | 8% | --- |
| <u>Doctoral Programs</u> | | | |
| Doctorate in Educational Leadership | 1,111 | 18% | 50% |
| Doctorate in Higher Education | 465 | 8% | 21% |
| Doctorate in Child and Youth Studies | 378 | 6% | 17% |
| Doctorate in Instructional Technology and Distance Education | 202 | 3% | 9% |
| Doctor of Speech-Language Pathology | 32 | 1% | 1% |
| Doctor of Audiology | 20 | <1% | 1% |
| Oceanographic Center | | | |
| Master's in Marine Biology | 66 | 62% | --- |
| Master's in Marine Biology and Coastal Zone Management | 16 | 15% | --- |
| Master's in Coastal Zone Management | 13 | 12% | --- |
| Master's in Marine Environmental Science | 9 | 8% | --- |
| Doctorate in Oceanography/Marine Biology | 3 | 3% | --- |
| Graduate School of Computer and Information Sciences | | | |
| <u>Master's Programs</u> | | | |
| Master's in Management Information Systems | 156 | 24% | 43% |
| Master's in Computing Technology in Education | 75 | 11% | 21% |
| Master's in Computer Information Systems | 73 | 11% | 20% |
| Master's in Computer Science | 61 | 9% | 17% |

Appendix A
Majors Ranked Within Academic Centers by Fall 2000 Enrollment
 Continued

| Program | Enrollment by Major | Percent of Total Center Enrollment | Percent of Degree Level Enrollment |
|--|------------------------|---------------------------------------|---------------------------------------|
| Graduate School of Computer and Information Sciences | | | |
| <u>Doctoral Programs</u> | | | |
| Doctorate in Information Systems | 101 | 15% | 34% |
| Doctorate in Computing Technology in Education | 94 | 14% | 32% |
| Doctorate in Computer Science | 50 | 8% | 17% |
| Doctorate in Computer Information Systems | 42 | 6% | 14% |
| Doctorate in Information Science | 8 | 1% | 3% |
| Graduate School of Humanities and Social Sciences | | | |
| Doctorate in Dispute Resolution | 95 | 31% | 56% |
| Doctorate in Family Therapy | 76 | 25% | 44% |
| Master's in Family Therapy | 71 | 23% | 51% |
| Master's in Dispute Resolution | 68 | 22% | 49% |
| Wayne Huizenga Graduate School of Business and Entrepreneurship | | | |
| <u>Master's Programs</u> | | | |
| Master's in Business Administration | 1,260 | 54% | 72% |
| Master's in International Business | 134 | 6% | 8% |
| Master's in Human Resource Management | 128 | 5% | 7% |
| Master's in Accounting | 85 | 4% | 5% |
| Master's in Health Services Administration | 85 | 4% | 5% |
| Master's in Public Administration | 67 | 3% | 4% |
| <u>Doctoral Programs</u> | | | |
| Doctor of Business Administration (Combine all specialties) | 483 | 21% | 83% |
| Doctor of International Business Administration | 53 | 2% | 9% |
| Doctor of Public Administration | 44 | 2% | 8% |
| Health Professions Division | | | |
| Bachelor's in Physician Assistant | 76 | 3% | --- |
| <u>Master's Programs</u> | | | |
| Master's in Occupational Therapy | 137 | 5% | 41% |
| Master's in Physical Therapy | 130 | 5% | 39% |
| Master's in Biomedical Sciences | 35 | 1% | 10% |
| Master's in Public Health | 34 | 1% | 10% |

Appendix A
Majors Ranked Within Academic Centers by Fall 2000 Enrollment
 Continued

| Program | Enrollment by Major | Percent of Total Center Enrollment | Percent of Degree Level Enrollment |
|--|------------------------|---------------------------------------|---------------------------------------|
| Health Professions Division | | | |
| <u>Doctoral Programs</u> | | | |
| Doctor of Osteopathic Medicine | 681 | 27% | 33% |
| Doctor of Pharmacy | 591 | 24% | 28% |
| Doctor of Dental Medicine | 405 | 16% | 19% |
| Doctor of Optometry | 386 | 15% | 18% |
| Doctorate in Occupational Therapy | 31 | 1% | 1% |
| Shepard Broad Law Center | | | |
| Juris Doctor | 961 | --- | --- |
| Farquhar Center for Undergraduate Studies | | | |
| <u>Bachelor's Degrees</u> | | | |
| Professional Management | 1,024 | 29% | 29% |
| Elementary Education | 522 | 15% | 15% |
| Biology (Life Sciences) | 415 | 12% | 12% |
| Exceptional Education | 358 | 10% | 10% |
| Business Administration | 356 | 10% | 10% |
| Psychology | 295 | 8% | 8% |
| Legal Studies | 100 | 3% | 3% |
| Computer Information Systems | 89 | 2% | 2% |
| Accounting | 86 | 2% | 2% |
| Sport and Wellness Studies | 76 | 2% | 2% |
| Early Childhood Education | 69 | 2% | 2% |
| Computer Science | 66 | 2% | 2% |
| Paralegal Studies (Legal Assistant Studies) | 56 | 2% | 2% |
| Marine Biology (Ocean Studies) | 36 | 1% | 1% |
| Applied Professional Studies | 31 | 1% | 1% |
| Humanities (Liberal Studies) | 10 | <1% | <1% |

Appendix B
Majors University-wide Ranked by Fall 2000 Total Enrollment

| Rank | Program | Enrollment in the Major | Percent of University Enrollment | Cumulative Percent of University Enrollment |
|------|--|-------------------------|----------------------------------|---|
| 1 | Master's in Education (GTEP) All specialties combined | 2,476 | 14% | 14% |
| 2 | Master's in Business Administration | 1,260 | 7% | 21% |
| 3 | Doctorate in Educational Leadership | 1,111 | 6% | 28% |
| 4 | BS Professional Management | 1,024 | 6% | 33% |
| 5 | Juris Doctor | 961 | 5% | 39% |
| 6 | Doctor of Osteopathic Medicine | 681 | 4% | 43% |
| 7 | Doctor of Pharmacy | 591 | 3% | 46% |
| 8 | Master's in Teaching and Learning | 586 | 3% | 49% |
| 9 | BS Elementary Education | 522 | 3% | 52% |
| 10 | Educational Specialist (GTEP) All specialties combined | 505 | 3% | 55% |
| 11 | Doctor of Business Administration (Combine all specialties) | 483 | 3% | 58% |
| 12 | Doctorate in Higher Education | 465 | 3% | 61% |
| 13 | BS Biology (Life Sciences) | 415 | 2% | 63% |
| 14 | Doctor of Dental Medicine | 405 | 2% | 65% |
| 15 | Doctor of Optometry | 386 | 2% | 68% |
| 16 | Doctorate in Child and Youth Studies | 378 | 2% | 70% |
| 17 | Master's in Mental Health Counseling | 373 | 2% | 72% |
| 18 | BS Exceptional Education | 358 | 2% | 74% |
| 19 | BS Business Administration | 356 | 2% | 76% |
| 20 | Master's in Speech-Language Pathology | 313 | 2% | 78% |
| 21 | Doctorate in Clinical Psychology, Psy.D. | 310 | 2% | 79% |
| 22 | BS Psychology | 295 | 2% | 81% |
| 23 | Doctorate in Instructional Technology and Distance Education | 202 | 1% | 82% |
| 24 | Master's in Management Information Systems | 156 | 1% | 83% |
| 25 | Master's in Occupational Therapy | 137 | 1% | 84% |
| 26 | Master's in International Business | 134 | 1% | 85% |
| 27 | Master's in Physical Therapy | 130 | 1% | 85% |
| 28 | Doctorate in Clinical Psychology, Ph.D. | 128 | 1% | 86% |
| 29 | Master's in Human Resource Management | 128 | 1% | 87% |
| 30 | Doctorate in Information Systems | 101 | 1% | 87% |
| 31 | BS Legal Studies | 100 | 1% | 88% |
| 32 | Doctorate in Dispute Resolution | 95 | 1% | 89% |
| 33 | Doctorate in Computing Technology in Education | 94 | 1% | 89% |
| 34 | BS Computer Information Systems | 89 | 1% | 90% |
| 35 | BS Accounting | 86 | <1% | 90% |
| 37 | Master's in Health Services Administration | 85 | <1% | 91% |
| 36 | Master's in Accounting | 85 | <1% | 91% |
| 38 | Master's in Human Services | 81 | <1% | 92% |
| 39 | BS Sport and Wellness Studies | 76 | <1% | 92% |
| 40 | BS Physician Assistant | 76 | <1% | 92% |
| 41 | Doctorate in Family Therapy | 76 | <1% | 93% |
| 42 | Master's in Computing Technology in Education | 75 | <1% | 93% |
| 43 | Master's in School Guidance and Counseling | 74 | <1% | 94% |
| 44 | Master's in Computer Information Systems | 73 | <1% | 94% |
| 45 | Master's in Family Therapy | 71 | <1% | 94% |
| 46 | BS Early Childhood Education | 69 | <1% | 95% |
| 47 | Master's in Dispute Resolution | 68 | <1% | 95% |
| 48 | Master's in Public Administration | 67 | <1% | 96% |
| 49 | Master's in Marine Biology | 66 | <1% | 96% |
| 50 | BS Computer Science | 66 | <1% | 96% |

Appendix B
Majors University-wide Ranked by Fall 2000 Total Enrollment
 Continued

| Rank | Program | Enrollment in the Major | Percent of University Enrollment | Cumulative Percent of University Enrollment |
|-------------|---|------------------------------------|---|--|
| 51 | Master's in Computer Science | 61 | <1% | 97% |
| 52 | BS Paralegal Studies (Legal Assistant Studies) | 56 | <1% | 97% |
| 53 | Doctor of International Business Administration | 53 | <1% | 97% |
| 54 | Doctorate in Computer Science | 50 | <1% | 98% |
| 55 | Doctor of Public Administration | 44 | <1% | 98% |
| 56 | Doctorate in Computer Information Systems | 42 | <1% | 98% |
| 57 | BS Marine Biology (Ocean Studies) | 36 | <1% | 98% |
| 58 | Master's in Biomedical Sciences | 35 | <1% | 99% |
| 59 | Master's in Public Health | 34 | <1% | 99% |
| 60 | Doctor of Speech-Language Pathology | 32 | <1% | 99% |
| 61 | Doctorate in Occupational Therapy | 31 | <1% | 99% |
| 62 | BS Applied Professional Studies | 31 | <1% | 99% |
| 63 | Master's in Instructional Technology and Distance Education | 27 | <1% | 99% |
| 64 | Doctor of Audiology | 20 | <1% | 100% |
| 65 | Master's in Marine Biology and Coastal Zone Management | 16 | <1% | 100% |
| 66 | Master's in Coastal Zone Management | 13 | <1% | 100% |
| 67 | Master's in Psychopharmacology (Postdoctoral master's) | 12 | <1% | 100% |
| 68 | BA Humanities (Liberal Studies) | 10 | <1% | 100% |
| 69 | Master's in Marine Environmental Science | 9 | <1% | 100% |
| 70 | Doctorate in Information Science | 8 | <1% | 100% |
| 71 | Doctorate in Oceanography/Marine Biology | 3 | <1% | 100% |

Appendix C Majors University-wide Ranked by Fall 2000 Total Minority Enrollment

| Rank | Program | Total Enrollment | Total Minorities | White | Blacks | Hispanics | Other Minorities | Nonresident Aliens | Racial/Ethnic Unknown |
|------|--|------------------|------------------|-------|--------|-----------|------------------|--------------------|-----------------------|
| 1 | Masters in Education (GTEP) All specialties combined | 2,476 | 1,227 | 1,166 | 746 | 451 | 30 | 16 | 67 |
| 2 | Masters in Business Administration | 1,260 | 525 | 514 | 278 | 210 | 37 | 202 | 19 |
| 3 | Doctorate in Educational Leadership | 1,111 | 479 | 608 | 406 | 67 | 6 | 7 | 17 |
| 4 | BS Professional Management | 1,024 | 464 | 313 | 268 | 181 | 15 | 181 | 66 |
| 5 | BS Elementary Education | 522 | 324 | 184 | 137 | 185 | 2 | 2 | 12 |
| 6 | Educational Specialist (GTEP) All specialties combined | 505 | 297 | 189 | 220 | 74 | 3 | 6 | 13 |
| 7 | Doctor of Pharmacy | 591 | 291 | 248 | 41 | 176 | 74 | 26 | 26 |
| 8 | Juris Doctor | 961 | 288 | 602 | 90 | 172 | 26 | 8 | 63 |
| 9 | BS Biology (Life Sciences) | 415 | 221 | 156 | 68 | 97 | 56 | 18 | 20 |
| 10 | BS Exceptional Education | 358 | 218 | 121 | 124 | 91 | 3 | 7 | 12 |
| 11 | Doctor of Osteopathic Medicine | 681 | 205 | 449 | 23 | 50 | 132 | 10 | 17 |
| 12 | BS Business Administration | 356 | 148 | 158 | 69 | 67 | 12 | 34 | 16 |
| 13 | Doctor of Optometry | 386 | 142 | 223 | 13 | 35 | 94 | 11 | 10 |
| 14 | Masters in Mental Health Counseling | 373 | 137 | 202 | 59 | 71 | 7 | 20 | 14 |
| 15 | Doctorate in Child and Youth Studies | 378 | 137 | 227 | 108 | 21 | 8 | 3 | 11 |
| 16 | Doctorate in Higher Education | 465 | 132 | 313 | 100 | 17 | 15 | 7 | 13 |
| 17 | BS Psychology | 295 | 124 | 150 | 66 | 48 | 10 | 7 | 14 |
| 18 | Doctor of Dental Medicine | 405 | 123 | 230 | 7 | 49 | 67 | 31 | 21 |
| 19 | Doctor of Business Administration (Combine all specialties) | 483 | 116 | 313 | 83 | 18 | 15 | 41 | 13 |
| 20 | Masters in International Business | 134 | 69 | 26 | 5 | 62 | 2 | 36 | 3 |
| 21 | Masters in Human Resource Management | 128 | 55 | 29 | 41 | 11 | 3 | 39 | 5 |
| 22 | BS Legal Studies | 100 | 54 | 38 | 21 | 28 | 5 | 2 | 6 |
| 23 | Masters in Health Services Administration | 85 | 53 | 30 | 27 | 21 | 5 | 2 | 0 |
| 24 | BS Computer Information Systems | 89 | 51 | 28 | 26 | 18 | 7 | 7 | 3 |
| 25 | Doctorate in Clinical Psychology, Psy.D. | 310 | 50 | 245 | 10 | 36 | 4 | 9 | 6 |
| 26 | Masters in Speech-Language Pathology | 313 | 49 | 251 | 14 | 29 | 6 | 4 | 9 |
| 27 | Doctorate in Instructional Technology and Distance Education | 202 | 45 | 141 | 14 | 29 | 2 | 8 | 8 |
| 28 | Masters in Teaching and Learning | 586 | 44 | 484 | 37 | 3 | 4 | 4 | 54 |
| 29 | BS Accounting | 86 | 44 | 35 | 21 | 19 | 4 | 5 | 2 |
| 30 | Masters in Physical Therapy | 130 | 41 | 85 | 10 | 20 | 11 | 1 | 3 |
| 31 | Masters in Public Administration | 67 | 39 | 25 | 30 | 9 | 0 | 2 | 1 |
| 32 | BS Computer Science | 66 | 37 | 22 | 15 | 15 | 7 | 4 | 3 |
| 33 | Masters in Accounting | 85 | 34 | 43 | 7 | 23 | 4 | 6 | 2 |
| 34 | BS Early Childhood Education | 69 | 34 | 32 | 13 | 19 | 2 | 0 | 3 |
| 35 | Masters in School Guidance and Counseling | 74 | 34 | 38 | 25 | 9 | 0 | 0 | 2 |

Appendix C
Majors University-wide Ranked by Fall 2000 Total Minority Enrollment
 Continued

| Rank | Program | Total Enrollment | Total Minorities | White | Blacks | Hispanics | Other Minorities | Nonresident Aliens | Racial/Ethnic Unknown |
|------|---|------------------|------------------|-------|--------|-----------|------------------|--------------------|-----------------------|
| 36 | Master's in Occupational Therapy | 137 | 33 | 102 | 12 | 14 | 7 | 2 | 0 |
| 37 | Doctorate in Information Systems | 101 | 29 | 53 | 16 | 7 | 6 | 7 | 12 |
| 38 | Master's in Human Services | 81 | 28 | 44 | 23 | 5 | 0 | 3 | 6 |
| 39 | BS Paralegal Studies (Legal Assistant Studies) | 56 | 27 | 25 | 14 | 11 | 2 | 1 | 3 |
| 40 | Master's in Management Information Systems | 156 | 24 | 64 | 16 | 4 | 4 | 29 | 39 |
| 41 | Doctorate in Dispute Resolution | 95 | 24 | 63 | 20 | 1 | 3 | 5 | 3 |
| 42 | Master's in Dispute Resolution | 68 | 24 | 36 | 16 | 8 | 0 | 3 | 5 |
| 43 | Doctorate in Clinical Psychology, Ph.D. | 128 | 21 | 95 | 4 | 11 | 6 | 8 | 4 |
| 44 | BS in Physician Assistant | 76 | 21 | 46 | 5 | 10 | 6 | 5 | 4 |
| 45 | Doctor of Public Administration | 44 | 20 | 21 | 16 | 2 | 2 | 2 | 1 |
| 46 | Master's in Family Therapy | 71 | 20 | 45 | 10 | 8 | 2 | 3 | 3 |
| 47 | Doctorate in Family Therapy | 76 | 19 | 50 | 8 | 11 | 0 | 7 | 0 |
| 48 | Master's in Public Health | 34 | 19 | 13 | 8 | 4 | 7 | 1 | 1 |
| 49 | BS Sport and Wellness Studies | 76 | 19 | 54 | 9 | 9 | 1 | 1 | 2 |
| 50 | Doctorate in Computing Technology in Education | 94 | 16 | 62 | 9 | 6 | 1 | 1 | 15 |
| 51 | Master's in Biomedical Sciences | 35 | 15 | 18 | 2 | 6 | 7 | 1 | 1 |
| 52 | Master's in Instructional Technology and Distance Education | 27 | 13 | 9 | 9 | 3 | 1 | 3 | 2 |
| 53 | BS Applied Professional Studies | 31 | 12 | 18 | 3 | 9 | 0 | 0 | 1 |
| 54 | Doctor of International Business Administration | 53 | 12 | 31 | 5 | 2 | 5 | 9 | 1 |
| 55 | Master's in Computer Information Systems | 73 | 11 | 31 | 2 | 7 | 2 | 14 | 17 |
| 56 | Doctorate in Computer Information Systems | 42 | 10 | 25 | 6 | 3 | 1 | 3 | 4 |
| 57 | Master's in Computer Science | 61 | 10 | 26 | 2 | 3 | 5 | 12 | 13 |
| 58 | Doctorate in Computer Science | 50 | 9 | 34 | 2 | 0 | 7 | 1 | 6 |
| 59 | Master's in Computing Technology in Education | 75 | 7 | 38 | 3 | 4 | 0 | 1 | 29 |
| 60 | BS Marine Biology (Ocean Studies) | 36 | 6 | 29 | 0 | 5 | 1 | 0 | 1 |
| 61 | Master's in Psychopharmacology (Postdoctoral masters) | 12 | 5 | 7 | 0 | 5 | 0 | 0 | 0 |
| 62 | Doctorate in Occupational Therapy | 31 | 4 | 25 | 1 | 3 | 0 | 2 | 0 |
| 63 | Master's in Marine Biology | 66 | 4 | 57 | 0 | 3 | 1 | 2 | 3 |
| 64 | Master's in Coastal Zone Management | 13 | 3 | 10 | 0 | 3 | 0 | 0 | 0 |
| 65 | Doctorate in Information Science | 8 | 2 | 6 | 2 | 0 | 0 | 0 | 0 |
| 66 | Doctor of Audiology | 20 | 2 | 17 | 0 | 0 | 2 | 1 | 0 |
| 67 | BA Humanities (Liberal Studies) | 10 | 2 | 8 | 1 | 1 | 0 | 0 | 0 |
| 68 | Doctor of Speech-Language Pathology | 32 | 2 | 28 | 1 | 1 | 0 | 1 | 1 |
| 69 | Master's in Marine Biology and Coastal Zone Management | 16 | 1 | 15 | 0 | 1 | 0 | 0 | 0 |
| 70 | Doctorate in Oceanography/Marine Biology | 3 | 1 | 2 | 0 | 1 | 0 | 0 | 0 |
| 71 | Master's in Marine Environmental Science | 9 | 0 | 8 | 0 | 0 | 0 | 0 | 0 |

Appendix D

Majors Ranked by Fall 2000 Black Enrollment

| Rank | Program | Black Students | | | Total Minorities | Total Enrollment |
|------|--|----------------|-----------------------------|-----------------------------|------------------|------------------|
| | | No. | Percent of Total Minorities | Percent of Total Enrollment | | |
| 1 | Master's in Education (GTEP) All specialties combined | 746 | 61% | 30% | 1,227 | 2,476 |
| 2 | Doctorate in Educational Leadership | 406 | 85% | 37% | 479 | 1,111 |
| 3 | Master's in Business Administration | 278 | 53% | 22% | 525 | 1,260 |
| 4 | BS Professional Management | 268 | 58% | 26% | 464 | 1,024 |
| 5 | Educational Specialist (GTEP) All specialties combined | 220 | 74% | 44% | 297 | 505 |
| 6 | BS Elementary Education | 137 | 42% | 26% | 324 | 522 |
| 7 | BS Exceptional Education | 124 | 57% | 35% | 218 | 358 |
| 8 | Doctorate in Child and Youth Studies | 108 | 79% | 29% | 137 | 378 |
| 9 | Doctorate in Higher Education | 100 | 76% | 22% | 132 | 465 |
| 10 | Juris Doctor | 90 | 31% | 9% | 288 | 961 |
| 11 | Doctor of Business Administration (Combine all specialties) | 83 | 72% | 17% | 116 | 483 |
| 12 | BS Business Administration | 69 | 47% | 19% | 148 | 356 |
| 13 | BS Biology (Life Sciences) | 68 | 31% | 16% | 221 | 415 |
| 14 | BS Psychology | 66 | 53% | 22% | 124 | 295 |
| 15 | Master's in Mental Health Counseling | 59 | 43% | 16% | 137 | 373 |
| 16 | Doctor of Pharmacy | 41 | 14% | 7% | 291 | 591 |
| 17 | Master's in Human Resource Management | 41 | 75% | 32% | 55 | 128 |
| 18 | Master's in Teaching and Learning | 37 | 84% | 6% | 44 | 586 |
| 19 | Master's in Public Administration | 30 | 77% | 45% | 39 | 67 |
| 20 | Master's in Health Services Administration | 27 | 51% | 32% | 53 | 85 |
| 21 | BS Computer Information Systems | 26 | 51% | 29% | 51 | 89 |
| 22 | Master's in School Guidance and Counseling | 25 | 74% | 34% | 34 | 74 |
| 23 | Master's in Human Services | 23 | 82% | 28% | 28 | 81 |
| 24 | Doctor of Osteopathic Medicine | 23 | 11% | 3% | 205 | 681 |
| 25 | BS Accounting | 21 | 48% | 24% | 44 | 86 |
| 26 | BS Legal Studies | 21 | 39% | 21% | 54 | 100 |
| 27 | Doctorate in Dispute Resolution | 20 | 83% | 21% | 24 | 95 |
| 28 | Master's in Dispute Resolution | 16 | 67% | 24% | 24 | 68 |
| 29 | Master's in Management Information Systems | 16 | 67% | 10% | 24 | 156 |
| 30 | Doctorate in Information Systems | 16 | 55% | 16% | 29 | 101 |
| 31 | Doctor of Public Administration | 16 | 80% | 36% | 20 | 44 |
| 32 | BS Computer Science | 15 | 41% | 23% | 37 | 66 |
| 33 | Doctorate in Instructional Technology and Distance Education | 14 | 31% | 7% | 45 | 202 |
| 34 | Master's in Speech-Language Pathology | 14 | 29% | 4% | 49 | 313 |
| 35 | BS Paralegal Studies (Legal Assistant Studies) | 14 | 52% | 25% | 27 | 56 |
| 36 | BS Early Childhood Education | 13 | 38% | 19% | 34 | 69 |
| 37 | Doctor of Optometry | 13 | 9% | 3% | 142 | 386 |
| 38 | Master's in Occupational Therapy | 12 | 36% | 9% | 33 | 137 |
| 39 | Doctorate in Clinical Psychology, Psy.D. | 10 | 20% | 3% | 50 | 310 |
| 40 | Master's in Physical Therapy | 10 | 24% | 8% | 41 | 130 |
| 41 | Master's in Family Therapy | 10 | 50% | 14% | 20 | 71 |
| 42 | BS Sport and Wellness Studies | 9 | 47% | 12% | 19 | 76 |
| 43 | Doctorate in Computing Technology in Education | 9 | 56% | 10% | 16 | 94 |
| 44 | Master's in Instructional Technology and Distance Education | 9 | 69% | 33% | 13 | 27 |
| 45 | Master's in Public Health | 8 | 42% | 24% | 19 | 34 |
| 46 | Doctorate in Family Therapy | 8 | 42% | 11% | 19 | 76 |
| 47 | Master's in Accounting | 7 | 21% | 8% | 34 | 85 |
| 48 | Doctor of Dental Medicine | 7 | 6% | 2% | 123 | 405 |
| 49 | Doctorate in Computer Information Systems | 6 | 60% | 14% | 10 | 42 |
| 50 | Master's in International Business | 5 | 7% | 4% | 69 | 134 |
| 51 | BS in Physician Assistant | 5 | 24% | 7% | 21 | 76 |
| 52 | Doctor of International Business Administration | 5 | 42% | 9% | 12 | 53 |
| 53 | Doctorate in Clinical Psychology, Ph.D. | 4 | 19% | 3% | 21 | 128 |
| 54 | Master's in Computing Technology in Education | 3 | 43% | 4% | 7 | 75 |

Appendix D
Majors Ranked by Fall 2000 Black Enrollment
Continued

| Rank | Program | Black Students | | | Total Minorities | Total Enrollment |
|------|--|----------------|---------------------------|-----------------------------|------------------|------------------|
| | | No. | Percent of All Minorities | Percent of Total Enrollment | | |
| 55 | Applied Professional Studies | 3 | 25% | 10% | 12 | 31 |
| 56 | Master's in Biomedical Sciences | 2 | 13% | 6% | 15 | 35 |
| 57 | Doctorate in Computer Science | 2 | 22% | 4% | 9 | 50 |
| 58 | Doctorate in Information Science | 2 | 100% | 25% | 2 | 8 |
| 59 | Master's in Computer Information Systems | 2 | 18% | 3% | 11 | 73 |
| 60 | Master's in Computer Science | 2 | 20% | 3% | 10 | 61 |
| 61 | Doctor of Speech-Language Pathology | 1 | 50% | 3% | 2 | 32 |
| 62 | BA Humanities (Liberal Studies) | 1 | 50% | 10% | 2 | 10 |
| 63 | Doctorate in Occupational Therapy | 1 | 25% | 3% | 4 | 31 |
| 64 | Doctor of Audiology | 0 | 0% | 0% | 2 | 20 |
| 65 | Doctorate in Oceanography/Marine Biology | 0 | 0% | 0% | 1 | 3 |
| 66 | Master's in Marine Biology and Coastal Zone Management | 0 | 0% | 0% | 1 | 16 |
| 67 | BS Marine Biology (Ocean Studies) | 0 | 0% | 0% | 6 | 36 |
| 68 | Master's in Coastal Zone Management | 0 | 0% | 0% | 3 | 13 |
| 69 | Master's in Marine Biology | 0 | 0% | 0% | 4 | 66 |
| 70 | Master's in Psychopharmacology (Postdoctoral master's) | 0 | 0% | 0% | 5 | 12 |
| 71 | Master's in Marine Environmental Science | 0 | 0% | 0% | 0 | 9 |

Appendix E

Majors University-wide Ranked by Fall 2000 Hispanic Enrollment

| Rank | Program | Hispanic Students | | | Total Minorities | Total Enrollment |
|------|--|-------------------|---------------------------|-----------------------------|------------------|------------------|
| | | No. | Percent of All Minorities | Percent of Total Enrollment | | |
| 1 | Master's in Education (GTEP) All specialties combined | 451 | 37% | 18% | 1,227 | 2,476 |
| 2 | Master's in Business Administration | 210 | 40% | 17% | 525 | 1,260 |
| 3 | BS Elementary Education | 185 | 57% | 35% | 324 | 522 |
| 4 | BS Professional Management | 181 | 39% | 18% | 464 | 1,024 |
| 5 | Doctor of Pharmacy | 176 | 60% | 30% | 291 | 591 |
| 6 | Juris Doctor | 172 | 60% | 18% | 288 | 961 |
| 7 | BS Biology (Life Sciences) | 97 | 44% | 23% | 221 | 415 |
| 8 | BS Exceptional Education | 91 | 42% | 25% | 218 | 358 |
| 9 | Educational Specialist (GTEP) All specialties combined | 74 | 25% | 15% | 297 | 505 |
| 10 | Master's in Mental Health Counseling | 71 | 52% | 19% | 137 | 373 |
| 11 | Doctorate in Educational Leadership | 67 | 14% | 6% | 479 | 1,111 |
| 12 | BS Business Administration | 67 | 45% | 19% | 148 | 356 |
| 13 | Master's in International Business | 62 | 90% | 46% | 69 | 134 |
| 14 | Doctor of Osteopathic Medicine | 50 | 24% | 7% | 205 | 681 |
| 15 | Doctor of Dental Medicine | 49 | 40% | 12% | 123 | 405 |
| 16 | BS Psychology | 48 | 39% | 16% | 124 | 295 |
| 17 | Doctorate in Clinical Psychology, Psy.D. | 36 | 72% | 12% | 50 | 310 |
| 18 | Doctor of Optometry | 35 | 25% | 9% | 142 | 386 |
| 19 | Doctorate in Instructional Technology and Distance Education | 29 | 64% | 14% | 45 | 202 |
| 20 | Master's in Speech-Language Pathology | 29 | 59% | 9% | 49 | 313 |
| 21 | BS Legal Studies | 28 | 52% | 28% | 54 | 100 |
| 22 | Master's in Accounting | 23 | 68% | 27% | 34 | 85 |
| 23 | Master's in Health Services Administration | 21 | 40% | 25% | 53 | 85 |
| 24 | Doctorate in Child and Youth Studies | 21 | 15% | 6% | 137 | 378 |
| 25 | Master's in Physical Therapy | 20 | 49% | 15% | 41 | 130 |
| 26 | BS Early Childhood Education | 19 | 56% | 28% | 34 | 69 |
| 27 | BS Accounting | 19 | 43% | 22% | 44 | 86 |
| 28 | BS Computer Information Systems | 18 | 35% | 20% | 51 | 89 |
| 29 | Doctor of Business Administration (Combine all specialties) | 18 | 16% | 4% | 116 | 483 |
| 30 | Doctorate in Higher Education | 17 | 13% | 4% | 132 | 465 |
| 31 | BS Computer Science | 15 | 41% | 23% | 37 | 66 |
| 32 | Master's in Occupational Therapy | 14 | 42% | 10% | 33 | 137 |
| 33 | Doctorate in Family Therapy | 11 | 58% | 14% | 19 | 76 |
| 34 | Doctorate in Clinical Psychology, Ph.D. | 11 | 52% | 9% | 21 | 128 |
| 35 | Master's in Human Resource Management | 11 | 20% | 9% | 55 | 128 |
| 36 | BS Paralegal Studies (Legal Assistant Studies) | 11 | 41% | 20% | 27 | 56 |
| 37 | BS in Physician Assistant | 10 | 48% | 13% | 21 | 76 |
| 38 | BS Applied Professional Studies | 9 | 75% | 29% | 12 | 31 |
| 39 | Master's in Public Administration | 9 | 23% | 13% | 39 | 67 |
| 40 | Master's in School Guidance and Counseling | 9 | 26% | 12% | 34 | 74 |
| 41 | BS Sport and Wellness Studies | 9 | 47% | 12% | 19 | 76 |
| 42 | Master's in Family Therapy | 8 | 40% | 11% | 20 | 71 |
| 43 | Master's in Dispute Resolution | 8 | 33% | 12% | 24 | 68 |
| 44 | Master's in Computer Information Systems | 7 | 64% | 10% | 11 | 73 |
| 45 | Doctorate in Information Systems | 7 | 24% | 7% | 29 | 101 |
| 46 | Master's in Biomedical Sciences | 6 | 40% | 17% | 15 | 35 |
| 47 | Doctorate in Computing Technology in Education | 6 | 38% | 6% | 16 | 94 |
| 48 | BS Marine Biology (Ocean Studies) | 5 | 83% | 14% | 6 | 36 |
| 49 | Master's in Psychopharmacology (Postdoctoral master's) | 5 | 100% | 42% | 5 | 12 |
| 50 | Master's in Human Services | 5 | 18% | 6% | 28 | 81 |
| 51 | Master's in Public Health | 4 | 21% | 12% | 19 | 34 |
| 52 | Master's in Computing Technology in Education | 4 | 57% | 5% | 7 | 75 |
| 53 | Master's in Management Information Systems | 4 | 17% | 3% | 24 | 156 |
| 54 | Master's in Teaching and Learning | 3 | 7% | 1% | 44 | 586 |

Appendix E
Majors University-wide Ranked by Fall 2000 Hispanic Enrollment
 Continued

| Rank | Program | Hispanic Students | | | Total Minorities | Total Enrollment |
|------|---|-------------------|---------------------------|-----------------------------|------------------|------------------|
| | | No. | Percent of All Minorities | Percent of Total Enrollment | | |
| 55 | Doctorate in Occupational Therapy | 3 | 75% | 10% | 4 | 31 |
| 56 | Master's in Marine Biology | 3 | 75% | 5% | 4 | 66 |
| 57 | Doctorate in Computer Information Systems | 3 | 30% | 7% | 10 | 42 |
| 58 | Master's in Coastal Zone Management | 3 | 100% | 23% | 3 | 13 |
| 59 | Master's in Computer Science | 3 | 30% | 5% | 10 | 61 |
| 60 | Master's in Instructional Technology and Distance Education | 3 | 23% | 11% | 13 | 27 |
| 61 | Doctor of Public Administration | 2 | 10% | 5% | 20 | 44 |
| 62 | Doctor of International Business Administration | 2 | 17% | 4% | 12 | 53 |
| 63 | Master's in Marine Biology and Coastal Zone Management | 1 | 100% | 6% | 1 | 16 |
| 64 | Doctor of Speech-Language Pathology | 1 | 50% | 3% | 2 | 32 |
| 65 | Doctorate in Dispute Resolution | 1 | 4% | 1% | 24 | 95 |
| 66 | BA Humanities (Liberal Studies) | 1 | 50% | 10% | 2 | 10 |
| 67 | Doctorate in Oceanography/Marine Biology | 1 | 100% | 33% | 1 | 3 |
| 68 | Doctorate in Computer Science | 0 | 0% | 0% | 9 | 50 |
| 69 | Doctor of Audiology | 0 | 0% | 0% | 2 | 20 |
| 70 | Doctorate in Information Science | 0 | 0% | 0% | 2 | 8 |
| 71 | Master's in Marine Environmental Science | 0 | 0% | 0% | 0 | 9 |

**Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000**

Center for Psychological Studies

| | Percent of Total Program Enrollment | | | | | | | |
|--|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Master's in School Guidance and Counseling | 34 | 46% | 25 | 34% | 9 | 12% | 0 | 0% |
| Master's in Mental Health Counseling | 137 | 37% | 59 | 16% | 71 | 19% | 7 | 2% |
| Doctorate in Clinical Psychology, Ph.D. | 21 | 17% | 4 | 3% | 11 | 9% | 6 | 5% |
| Doctorate in Clinical Psychology, Psy.D. | 50 | 16% | 10 | 3% | 36 | 12% | 4 | 1% |
| Master's in Psychopharmacology (Postdoctoral master's) | * | * | * | * | * | * | * | * |

Fischler Graduate School of Education and Human Services

| | Percent of Total Program Enrollment | | | | | | | |
|--|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Master's Programs | 1227 | 49% | 746 | 30% | 451 | 18% | 30 | 1% |
| Master's in Education (GTEP) All specialties combined | 13 | 48% | 9 | 33% | 3 | 11% | 1 | 4% |
| Master's in Instructional Technology and Distance Education | 28 | 34% | 23 | 28% | 5 | 6% | 0 | 0% |
| Master's in Human Services (all specialties combined) | 49 | 15% | 14 | 4% | 29 | 9% | 6 | 2% |
| Master's in Speech-Language Pathology | 44 | 8% | 37 | 6% | 3 | 1% | 4 | 1% |
| Educational Specialist (GTEP) All specialties combined | 297 | 61% | 220 | 44% | 74 | 15% | 3 | 2% |
| Doctoral Programs | 479 | 43% | 406 | 37% | 67 | 6% | 6 | 0% |
| Doctorate in Educational Leadership | 137 | 37% | 108 | 29% | 21 | 6% | 8 | 2% |
| Doctorate in Child and Youth Studies | 132 | 29% | 100 | 22% | 17 | 4% | 15 | 3% |
| Doctorate in Instructional Technology and Distance Education | 45 | 21% | 14 | 7% | 29 | 14% | 2 | <1% |
| Doctor of Speech-Language Pathology | * | * | * | * | * | * | * | * |
| Doctor of Audiology | * | * | * | * | * | * | * | * |

*Too few students to provide meaningful data.

Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
 Continued

Graduate School of Computer and Information Sciences

| | Percent of Total Program Enrollment | | | | | | | |
|--|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| <u>Master's Programs</u> | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Master's in Computer Information Systems | 11 | 16% | 2 | 3% | 7 | 10% | 2 | 3% |
| Master's in Computer Science | 10 | 16% | 2 | 3% | 3 | 5% | 5 | 8% |
| Master's in Management Information Systems | 24 | 16% | 16 | 10% | 4 | 3% | 4 | 3% |
| Master's in Computing Technology in Education | 7 | 9% | 3 | 4% | 4 | 5% | 0 | 0% |
| <u>Doctoral Programs</u> | | | | | | | | |
| Doctorate in Information Systems | 29 | 29% | 16 | 16% | 7 | 7% | 6 | 6% |
| Doctorate in Computer Information Systems | 10 | 23% | 6 | 14% | 3 | 7% | 1 | 2% |
| Doctorate in Computer Science | 9 | 18% | 2 | 4% | 0 | 0% | 7 | 14% |
| Doctorate in Computing Technology in Education | 16 | 17% | 9 | 10% | 6 | 6% | 1 | 1% |
| Doctorate in Information Science | * | * | * | * | * | * | * | * |

Graduate School of Humanities and Social Science

| | Percent of Total Program Enrollment | | | | | | | |
|---------------------------------|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Master's in Dispute Resolution | 24 | 36% | 16 | 24% | 8 | 12% | 0 | 0% |
| Master's in Family Therapy | 20 | 28% | 10 | 14% | 8 | 11% | 2 | 3% |
| Doctorate in Dispute Resolution | 24 | 25% | 20 | 21% | 1 | 1% | 3 | 3% |
| Doctorate in Family Therapy | 19 | 25% | 8 | 11% | 11 | 14% | 0 | 0% |

*Too few students to provide meaningful data.

Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
 Continued

Farquhar Center for Undergraduate Studies

| <u>Bachelor's Degrees</u> | Percent of Total Program Enrollment | | | | | | | |
|---|--|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Elementary Education | 324 | 61% | 137 | 26% | 185 | 35% | 2 | <1% |
| Exceptional Education | 218 | 61% | 124 | 35% | 91 | 25% | 3 | 1% |
| Computer Science | 37 | 57% | 15 | 23% | 15 | 23% | 7 | 11% |
| Computer Information Systems | 51 | 57% | 26 | 29% | 18 | 20% | 7 | 8% |
| Legal Studies | 54 | 54% | 21 | 21% | 28 | 28% | 5 | 5% |
| Biology (Life Sciences) | 221 | 52% | 68 | 16% | 97 | 23% | 56 | 13% |
| Early Childhood Education | 34 | 50% | 13 | 19% | 19 | 28% | 2 | 3% |
| Accounting | 44 | 50% | 21 | 24% | 19 | 22% | 4 | 4% |
| Paralegal Studies (Legal Assistant Studies) | 27 | 49% | 14 | 25% | 11 | 20% | 2 | 4% |
| Professional Management | 464 | 45% | 268 | 26% | 181 | 18% | 15 | 1% |
| Business Administration | 148 | 42% | 69 | 19% | 67 | 19% | 12 | 4% |
| Psychology | 124 | 41% | 66 | 22% | 48 | 16% | 10 | 3% |
| Applied Professional Studies | 12 | 39% | 3 | 10% | 9 | 29% | 0 | 0% |
| Sport and Wellness Studies | 19 | 25% | 9 | 12% | 9 | 12% | 1 | 1% |
| Marine Biology (Ocean Studies) | 6 | 17% | 0 | 0% | 5 | 14% | 1 | 3% |
| Humanities (Liberal Studies) | * | * | * | * | * | * | * | * |

*Too few students to provide meaningful data.

Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Health Professions Division

| | Percent of Total Program Enrollment | | | | | | | | | | | | | |
|-----------------------------------|--|---------|---------------|---------|------------------|---------|-------------------------|---------|---------------|---------|------------------|---------|-------------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Bachelor's in Physician Assistant | 21 | 28% | 5 | 7% | 10 | 13% | 6 | 8% | | | | | | |
| <u>Master's Programs</u> | | | | | | | | | | | | | | |
| Master's in Public Health | 19 | 57% | 8 | 24% | 4 | 12% | 7 | 21% | | | | | | |
| Master's in Biomedical Sciences | 15 | 43% | 2 | 6% | 6 | 17% | 7 | 20% | | | | | | |
| Master's in Physical Therapy | 41 | 31% | 10 | 8% | 20 | 15% | 11 | 8% | | | | | | |
| Master's in Occupational Therapy | 33 | 24% | 12 | 9% | 14 | 10% | 7 | 5% | | | | | | |
| <u>Doctoral Programs</u> | | | | | | | | | | | | | | |
| Doctor of Pharmacy | 291 | 50% | 41 | 7% | 176 | 30% | 74 | 13% | | | | | | |
| Doctor of Optometry | 142 | 36% | 13 | 3% | 35 | 9% | 94 | 24% | | | | | | |
| Doctor of Osteopathic Medicine | 205 | 30% | 23 | 3% | 50 | 7% | 132 | 20% | | | | | | |
| Doctor of Dental Medicine | 123 | 30% | 7 | 2% | 49 | 12% | 67 | 16% | | | | | | |
| Doctorate in Occupational Therapy | * | * | * | * | * | * | * | * | | | | | | |

*Too few students to provide meaningful data.

Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Wayne Huizenga Graduate School of Business and Entrepreneurship

| | Percent of Total Program Enrollment | | | | | | | |
|--|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| <u>Master's Programs</u> | | | | | | | | |
| Master's in Health Services Administration | 53 | 63% | 27 | 32% | 21 | 25% | 5 | 6% |
| Master's in Public Administration | 39 | 58% | 30 | 45% | 9 | 13% | 0 | 0% |
| Master's in International Business | 69 | 51% | 5 | 4% | 62 | 46% | 2 | 1% |
| Master's in Human Resource Management | 55 | 43% | 41 | 32% | 11 | 9% | 3 | 2% |
| Master's in Business Administration | 525 | 42% | 278 | 22% | 210 | 17% | 37 | 3% |
| Master's in Accounting | 34 | 40% | 7 | 8% | 23 | 27% | 4 | 5% |
| <u>Doctoral Programs</u> | | | | | | | | |
| Doctor of Public Administration | 20 | 46% | 16 | 36% | 2 | 5% | 2 | 5% |
| Doctor of Business Administration (all specialties combined) | 116 | 24% | 83 | 17% | 18 | 4% | 15 | 3% |
| Doctor of International Business | 12 | 23% | 5 | 9% | 2 | 4% | 5 | 10% |

| Shepard Broad Law Center Juris Doctor | Percent of Total Program Enrollment | | | | | | | |
|--|-------------------------------------|---------|--------|---------|-----------|---------|------------------|---------|
| | Total Minorities | | Blacks | | Hispanics | | Other Minorities | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| | 288 | 29% | 90 | 9% | 172 | 18% | 26 | 2% |

*Too few students to provide meaningful data.

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