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# **DIVERSITY DATA REPORT**

*2019 - 2020*

*Spring 2021*

Submitted to  
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# Introduction

This report is a response to a request of the Florida Atlantic University College of Education Executive Committee, and the College of Education Diversity Committee. The purpose of this report is to present student and faculty diversity data regarding: Florida Atlantic University (FAU), the FAU College of Education, other Florida universities and colleges of education, and the school districts and communities in the FAU College of Education service region. The data are presented in three major categories: 1) Student Data<sup>1</sup>, 2) Faculty Data, and 3) School District and Community Data.

## Student Data

### Florida Atlantic University

Overall, FAU enrollment declined from 2016-2017 to 2018-2019, while 2018-2019 to 2019-2020 shows an increase of 0.9%. (Table 1). Over the last five years, as shown in Table 2 below, the percentage of White students steadily declined as is -4.3% less than 2015. The percentage of Black students fluctuated with an overall increase of +0.6% over this period. The percentage of Hispanic students steadily increased, showing a +2.4% change. There is an increase in the percentage of International students enrolled over the same five year period (+0.8%).

**Table 1: FAU Annual Headcount Enrollment Trends, Annual 2015 - 2019**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Unduplicated Enrollment</b>	37,948	38,025	37,452	37,265	37,625

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/yxfeseeg>

**Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2015 - Fall 2019**

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2015-2016	4.3	19.2	24.1	0.2	0.1	3.4	44.6	0.8	3.2
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/yxfeseeg>

Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

In 2019-2020, the total student enrollment for FAU was 37,625. Female enrollment was 57% of the total enrollment and male enrollment was 43%. From 2015 to 2019, the percentages of gender enrollment remained steady. Table 3 below displays the trend. Beginning the 2017-2018 academic year, Florida Atlantic University added a new gender category, Not Reported.

<sup>1</sup>All student data were gathered from the institution's department for institutional research. These departments are responsible for submitting unduplicated headcount enrollment data to the State of Florida. Headcount enrollment includes only students with a declared major. If the data were Fall Headcount Enrollment, then the data represents students with a declared major that were enrolled in the Fall term. If the data is Annual Headcount Enrollment, then the data represents students with a declared major that were enrolled in either the Summer, Spring, and Fall term.

**Table 3: FAU Gender Enrollment Trend Data, Annual 2015 - 2019**

Year	% Female	% Male
2015-2016	57	43
2016-2017	57	43
2017-2018	57	43
2018-2019	57	43
2019-2020	57	43

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/yxfeseeg>

### Comparison to Universities in the Florida State University System (SUS)

For percentage of female enrollment in 2019, FAU and USF tied with the third highest rank in the SUS with 57%. For total percentage of minority enrollment, FAU ranked third with 46%. Table 4 summarizes the SUS female and minority enrollment for 2015-2019.

**Table 4: Comparison of SUS Female and Minority Student Enrollment, Fall 2015 - Fall 2019**

Institution	% Female					% Minority*				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Florida A&M (FAMU)	63	64	64	64	65	88	87	87	87	88
<b>Florida Atlantic University (FAU)</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>43</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>46</b>
Florida Gulf Coast Univ. (FGCU)	56	57	57	57	58	26	26	29	29	30
Florida International Univ. (FIU)	56	57	59	57	57	76	76	77	76	77
Florida State University (FSU)	55	56	55	56	57	25	25	27	28	29
University of Central Florida (UCF)	55	55	55	55	55	33	35	35	37	37
University of Florida (UF)	54	54	54	54	54	23	21	23	22	22
University of North Florida (UNF)	56	56	57	57	58	19	21	20	19	23
University of South Florida (USF)	56	56	57	56	57	28	27	27	28	28

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2019  
 FAMU: [https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=y&:display\\_count=yes&:showTabs=y&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no)  
 FAU: <https://tinyurl.com/yxfeseeg>  
 FGCU: [https://public.tableau.com/views/FGCU\\_IR\\_Facts\\_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display\\_count=yes](https://public.tableau.com/views/FGCU_IR_Facts_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display_count=yes)  
 FIU: <https://aim.fiu.edu/factbook/dash.html> > Student Headcount Factbook  
 FSU: <https://ir.fsu.edu/factbook.aspx> > <https://ir.fsu.edu/Factbooks/2019-20/Enrollments.pdf>  
 UCF: <https://www.ucf.edu/about-ucf/facts/>  
 UF: <https://ir.ua.ufl.edu/uffacts/enrollment-1/>  
 UNF: [https://www.unf.edu/ir/Fall\\_2020\\_Student\\_Data.aspx](https://www.unf.edu/ir/Fall_2020_Student_Data.aspx) > 5-Year Comparison Enrollment Data  
 USF: <http://usfweb.usf.edu/ODS/SystemFacts/Enrollments.aspx>

Note: \*Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino; other races, including 2 or More Races are not included

Table 5 provides a detailed summary of ethnicity enrollments at some SUS institutions.<sup>2</sup> FAU ranked third lowest white student enrollment with 40%, second highest black student enrollment with 19%. FIU ranked highest hispanic ethnicity with 64% of their student population, while FAU ranked third at 26%.

<sup>2</sup> SUS peer institutions are identified as those most closely related to enrollment/diversity/population data of a university. Within the state of Florida, Florida Atlantic University (FAU) is considered a peer institution of Florida International University (FIU), University of Central Florida (UCF), and University of South Florida (USF). In tables presented, peer institutions are reported with some other university data as available.

**Table 5: Comparisons of SUS Student Ethnicity Enrollment, Fall 2015 - Fall 2019**

Institution	% White					% Black					% Hispanic				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
FAMU	8	8	8	8	7	85	84	84	82	83	3	3	3	4	5
<b>FAU</b>	<b>45</b>	<b>44</b>	<b>43</b>	<b>42</b>	<b>40</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>
FGCU	67	66	64	63	62	7	7	9	7	7	18	19	20	21	22
FIU	11	11	10	10	10	12	12	13	12	12	64	64	64	64	64
FSU	62	61	61	60	59	8	8	8	9	9	17	18	18	19	19
UCF	53	51	51	48	47	11	11	11	11	11	23	24	24	26	27
UF	54	54	54	52	51	6	6	6	6	6	17	17	17	19	20
USF	53	51	51	55	54	10	9	9	10	10	18	18	18	20	21

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2018  
 FAMU: [https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=y&:display\\_count=yes&:showTabs=y&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no)  
 FAU: <https://tinyurl.com/yxfeseeg>  
 FGCU: <https://www2.fgcu.edu/planning/InstitutionalResearch/cds.html>  
 FIU: <https://aim.fiu.edu/factbook2016/dash.html>  
 FSU: <https://ir.fsu.edu/factbook.aspx>  
 UCF: <https://www.ucf.edu/about-ucf/facts/>  
 UF: <https://ir.ua.ufl.edu/uffacts>  
 USF: <http://www.usf.edu/ods/resources/system-facts.aspx>

Note: Total percentages do not equal 100 because only three categories are presented.

### FAU College of Education

Between 2015 and 2019, the College of Education's overall annual headcount enrollment has ranged from 4,366 in 2015 to 2,396 in 2019, a reduction of 1,970 students. Trend analysis shows that, while the total enrollment has decreased, diversity with the college has increased. Overall, the percentage of White student enrollment has increased between 2018 and 2019 (+1.2% and +0.8%, respectively), while the percentage of Hispanic enrollment has decreased over the same period (-0.8%). Table 6 summarizes the student ethnicity trend data.

**Table 6: FAU College of Education Student Ethnicity Enrollment Trends, Annual 2015 - 2019**

Year	Total Enrollment	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2015-2016	4,366	1.9	21.2	21.0	0.1	0.1	3.3	50.5	0.6	1.4
2016-2017	4,073	2.1	21.1	22.5	0.1	0.0	3.5	48.9	0.5	1.3
2017-2018	3,794	2.1	21.6	23.5	0.2	0.0	3.4	47.3	0.5	1.5
2018-2019	3,337	2.5	21.0	23.0	0.1	0.1	3.5	47.8	0.6	1.7
2019-2020	2,396	1.9	21.8	22.2	0.04	0.0	2.8	49.0	0.5	1.6

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/yxfeseeg>

Note: Totals might not equal 100 due to rounding.  
 \*The category "Two or more races" was first used in the Fall 2012 demographic report.

### Comparison to Other FAU Colleges

The College of Education trend ethnicity enrollment data is very similar to other colleges at FAU. As Table 7 shows, over the past five years, the number of White students across colleges has been decreasing, whereas the number of Black and Hispanic students has been increasing. However, when compared to other FAU colleges, the College of Education had the least decrease in the percentage of White students enrolled (-1.4%) and the second highest increase of Black students over the same period (+0.6). An increase in Hispanic student enrollment (+1.4%) during this period.

**Table 7: Comparison of Student Ethnicity Enrollment Trends, Annual 2015-2019**

Year & College	% White	% Black	% Hispanic
<b>2015-2016</b>			
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
<b>2016-2017</b>			
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
<b>2017-2018</b>			
Education	47.3	21.6	23.5
Arts and Letters	44.4	17.4	28.2
Business	44.1	17.8	25.8
Nursing	41.8	27.9	19.7
<b>2018-2019</b>			
Education	47.8	20.8	23.0
Arts and Letters	43.1	18.1	28.6
Business	43.6	17.7	26.3
Nursing	42.3	26.5	20.2
<b>2019-2020</b>			
Education	49.0	21.7	22.3
Arts and Letters	43.1	18.2	28.6
Business	42.4	17.6	27.0
Nursing	39.0	29.4	20.8

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File: <https://tinyurl.com/yxfeseeg>

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

Based on Fall 2019 Headcount Enrollment data, FAU College of Education gender diversity is very similar to other SUS colleges of education. More than half of the student body are female students at all SUS colleges of education. At FAU College of Education, females make up 57% of the student population, whereas males make up 43%, which is very similar to gender enrollment at other SUS colleges. Table 8 compares the gender enrollment data of these colleges.

**Table 8: Comparisons of Colleges of Education Student Gender Enrollment, Fall 2019**

Institution	% Female	% Male
Florida A&M University (FAMU)	65	35
<b>Florida Atlantic University (FAU)</b>	<b>57</b>	<b>43</b>
Florida International University (FIU)	57	43
Florida State University (FSU)	57	43
University of Central Florida (UCF)	55	45
University of Florida (UF)	84	16
University of South Florida (USF)	57	43

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2019

FAMU: [https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=y&:display\\_count=yes&:showTabs=y&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no)

FAU: <https://tinyurl.com/yxfeseeg>

FIU: <https://aim.fiu.edu/factbook2016/dash.html>

FSU: <https://ir.fsu.edu/factbook.aspx>

UCF: <https://www.ucf.edu/about-ucf/facts/#:~:text=With%20more%20than%2069%2C000%20students,year%202019%20for%20funded%20research.>

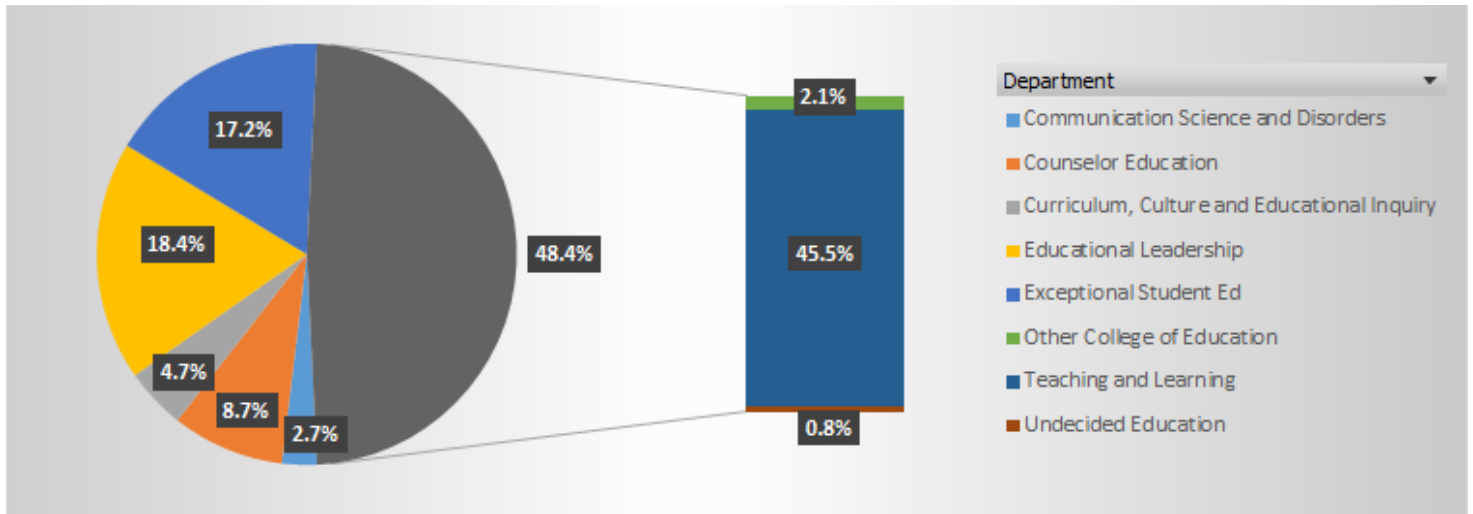
UF: <https://ir.ua.ufl.edu/uffacts>

USF: <http://www.usf.edu/ods/resources/system-facts.aspx>

## Student Ethnicity and Gender within FAU College of Education

Based on the Fall 2019 Term Headcount Enrollment, the Teaching and Learning Department is the largest department, representing 45.5% of the total enrollment in the College, followed by Educational Leadership with 18.4%. Figure 1 represents headcount enrollments in the College.

**Figure 1: College of Education Student Enrollments by Department, Fall 2019**



Source: FAU Institutional Effectiveness & Analysis (IEA) Internal Reports > Enrollments > College Detailed (Final Data Source) Fall 2019: <https://tinyurl.com/y4zszmb3>

Table 9a, below, indicates that student race, ethnicity and gender diversity within the College of Education varies. White student enrollments increased across three departments (COMD, COED, and EXED). Black student enrollments increased across four departments (COED, CCEI, ELRM, and EXED). Hispanic student enrollments increased across three departments (COMD, CCEI, and TCHR). Female student enrollments decreased across one department (EXED) and one department held steady female enrollment (COED). Table 9b, below, provides an annual summary of percentage change between student demographic enrollment between 2018-2019 and 2019-2020.

**Table 9a: Student Race, Ethnicity and Gender within FAU College of Education, Annual 2015 - 2019**

Dept	% White					% Black					% Hispanic					% Female				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
COMD	76.0	78.2	79.7	74.6	75.7	6.7	5.1	2.9	1.4	0.0	10.7	12.8	11.6	19.7	21.4	92.0	91.0	94.2	95.8	95.7
COED	63.3	51.4	46.3	41.6	43.7	21.3	22.5	24.2	25.6	25.7	12.0	21.4	25.3	28.3	26.9	83.3	82.7	85.8	84.9	84.9
CCEI	64.6	68.8	62.9	65.1	55.9	17.7	13.2	16.4	17.4	23.4	12.0	11.1	12.9	10.5	13.5	78.3	75.7	82.8	76.7	82.0
ELRM	50.9	48.8	49.4	47.9	46.7	26.8	30.8	28.7	29.8	32.8	14.1	14.5	16.9	16.3	15.1	66.9	67.5	66.0	66.2	70.6
EXED	44.3	43.4	41.5	43.9	44.3	23.3	27.5	22.0	25.5	26.6	24.1	22.4	26.7	22.9	22.2	93.6	92.1	52.6	91.6	91.0
ESHP	45.4	43.8	38.4	42.0	*	22.8	21.8	29.1	20.3	*	23.7	25.4	26.2	25.5	*	54.3	54.3	83.1	51.7	*
TCHR	53.3	51.8	52.2	53.6	52.0	18.5	16.8	16.1	15.7	15.3	21.2	24.3	24.1	23.0	24.3	86.1	86.7	86.0	84.6	86.1

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2015 - 2019: <https://tinyurl.com/yxfeseeq>

Note: Exercise Science and Health Promotion is no longer a department within the College of Education.

**Table 9b: Student Race, Ethnicity and Gender within FAU College of Education, Annual % Point Difference**

Dept	% Point Annual Difference between 2018-2019 to 2019-2020			
	White	Black	Hispanic	Female
COMD	+1.1	-1.4	+1.7	-0.1
COED	+2.1	+0.1	-1.4	0.0
CCEI	-9.2	+6.0	+3.0	+5.3
ELRM	-1.2	+3.0	-1.2	+4.4
EXED	+0.4	+1.1	-0.7	-0.6
ESHP	*	*	*	*
TCHR	-1.6	-0.4	+1.3	+1.5

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2015 - 2019: <https://tinyurl.com/yxfeseeg>

Note: Exercise Science and Health Promotion is no longer a department within the College of Education.

The College of Education recognizes that student and faculty disability adds diversity. However, at this time, limited data regarding disability is publically available to include in this report.

## Faculty Data

All faculty data were gathered from each institution’s department for institutional research, or the Florida Board of Governor’s interactive website. As of Summer 2020, the most recent data available for faculty information has been provided in the tables and graphs to follow.

### Florida Atlantic University

Overall, the majority of FAU faculty members are White, instructional faculty (70.9%) and adjunct faculty (68.2%), though there is a decrease over the five-year trend. As White student enrollment is steadily decreasing (Table 2), both instructional and adjunct White faculty also decreased (-1.4% and -8.3% respectively). An increase in Hispanic faculty and adjuncts provides a change in the trend analysis (+0.4 and +3.1% respectively). The FAU faculty comprised 45.3% female for instructional faculty, and 56.8% across adjunct lines. The female instructional faculty have increased over the five-year trend (+2.0%), yet the female adjunct faculty has decreased (-0.8%). Table 10 summarizes the trend between academic years 2015-2016 and 2019-2020 in regard to university faculty ethnic data.

**Table 10: Diversity of FAU Faculty and Adjuncts by Ethnicity and Gender, Annual 2015 - 2019**

Year	% Instructional Faculty (Tenured, tenure earning and non-tenure earning)				% Adjunct Faculty			
	Black	Hispanic	White	Female	Black	Hispanic	White	Female
2015-2016	6.3	7.2	72.3	43.3	7.9	11.7	76.5	57.6
2016-2017	6.4	7.2	72.3	45.0	9.5	11.2	75.0	57.3
2017-2018	6.1	7.1	72.5	44.1	12.1	11.4	73.1	56.5
2018-2019	6.6	7.3	72.0	45.1	13.2	14.5	68.1	56.5
2019-2020	6.9	7.6	70.9	45.3	13.6	14.8	68.2	56.8
% Point 5yr Difference	+0.6	+0.4	-1.4	+2.0	+5.7	+3.1	-8.3	-0.8
% 5yr Change	+0.09	+0.06	-0.02	+0.05	+0.72	+0.26	-0.11	-0.01

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: <https://www.fau.edu/iea/data/ddi/> Instruction and Research File 2019-2020

Note: Percentages are rounded

## Comparison to Other SUS Institutions

Faculty ethnic and gender data were available from other SUS published data, using the common data set. In general, analysis revealed similar patterns across the SUS; the majority of tenured and tenure-track instructional faculty are white and male. Table 11 summarizes the data.

**Table 11: SUS Faculty Ethnicity and Gender Comparison, 2019-2020**

SUS	# Full time Instructional Faculty	# Part time Instructional Faculty	% Minority*	% Female	% Total with Doctorate or Terminal Degree
FAU	916	567	27.3	49.0	69.5
FIU	1275	844	48.6	45.8	65.6
FSU	1601	327	21.5	44.5	90.7
UCF	1660	499	27.7	46.7	74.9
UF	2906	481	22.9	39.9	85.6
USF	1308	638	30.8	49.0	70.3

Source: Each institution's department for institutional data/analysis Common Data Set: I. Instructional Faculty and Class Size.

Based on most recently reported Headcount for Fall 2019

FAU: [https://www.fau.edu/iea/pdf/cds/CDS\\_2019-2020.pdf](https://www.fau.edu/iea/pdf/cds/CDS_2019-2020.pdf)

FIU: <https://opir.fiu.edu/CDS/CDS2019.pdf>

FSU: <https://ir.fsu.edu/commondataset.aspx>

UCF: <https://ikm.ucf.edu/wp-content/uploads/2020/08/Common-Data-Set-2019-2020.pdf>

UF: [https://ir.aa.ufl.edu/media/iraaufedu/common-data-set/CDS\\_2019-2020\\_UFMAIN\\_v12\\_06\\_22\\_20.pdf](https://ir.aa.ufl.edu/media/iraaufedu/common-data-set/CDS_2019-2020_UFMAIN_v12_06_22_20.pdf)

USF: <https://www.usf.edu/ods/documents/cds/cds2019-2020-tampa.pdf>

Note: \*Minority defined as faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic

## FAU College of Education

The majority of instructional faculty members within the College of Education are white (71.9%). Adjuncts are also primarily white (66.7%). The instructional faculty between Black and Hispanic are equally represented with 10.1%. Black Adjunct Faculty have an increase of 11.3% and Hispanic Adjunct Faculty increase 1.9%. These demographics represent a trend of more minorities hired since 2015-2016. A decrease of White Instructional Faculty (-0.4%) and a decrease in White Adjunct Faculty (-9.8%) is evident since 2015-2016. Table 13 summarizes the College of Education faculty ethnic data. Black and Hispanic faculty have increased representation since 2015. Table 12 depicts these demographic changes.

**Table 12: FAU College of Education Faculty Ethnicity, Annual 2015 - 2019**

Ethnic Group	% of Instructional Faculty					% of Adjunct Faculty					% Point Change 2015-2016 to 2019-2020	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Instructional Faculty	Adjunct Faculty
Black	6.3	6.3	5.8	8.5	10.1	7.9	7.9	14.2	14.3	19.2	3.8	11.3
Hispanic	7.3	7.3	8.7	9.4	10.1	11.7	11.7	11.1	14.3	13.6	2.8	1.9
White	72.3	72.3	74.1	72.6	71.9	76.5	76.5	76.2	68.9	66.7	-0.4	-9.8

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019: <http://www.fau.edu/iea/data/deptreview.php>

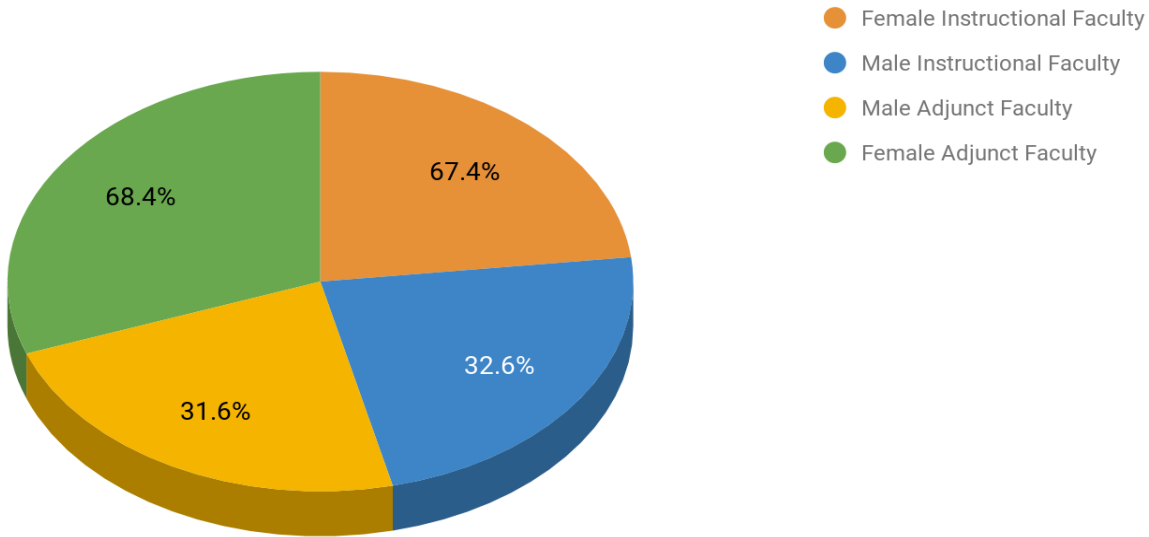
Instruction and Research File 2019-2020

Note: Percentages are rounded



Concerning gender, 53.7% of the College’s faculty and adjuncts are female and 46.3% are male. Figure 2 depicts Faculty and Adjunct Faculty, by gender. This demographic is similar to both the university and College of Education student enrollment demographic. The College percentage of female faculty members differs from FAU’s percentage (see Table 10).

**Figure 2: FAU COE Faculty and Adjuncts, by Gender, 2019-2020**



Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019: <http://www.fau.edu/iea/data/deptreview.php>  
Instruction and Research File 2019-2020

Note: Percentages are rounded

Using tables presented by the Office of Institutional Effectiveness and Analysis (IEA) as part of the annual Departmental Dashboard Indicator (DDI) review, each department in the college is compared to the college total and to the university total in regard to gender and ethnicity over one year, 2019-2020. Table 13 describes the College of Education Faculty by department, gender and ethnicity.

**Table 13: FAU College of Education Faculty by Department, Gender and Ethnicity, 2019-2020**

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		CCEI	COED	COMD	ELRM	EXED	TCHR	College Total	FAU Total
<b>American Indian/ Alaskan Native</b>	Female								1
	Male								1
<b>Asian or Pacific Islander</b>	Female	2						2	43
	Male	2				2	1	5	107
<b>Black (Not of Hispanic Origin)</b>	Female	3			1	3	1	8	45
	Male					1		1	26
<b>Hispanic</b>	Female		1		1	1	2	5	41
	Male	1			3			4	38
<b>White (Not of Hispanic Origin)</b>	Female	5	5	6	10	5	14	45	340
	Male		5	2	5	4	3	19	394
<b>All Ethnicities</b>	<b>Female</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>60</b>	<b>469</b>
	<b>Male</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>29</b>	<b>566</b>
	<b>Total</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>20</b>	<b>16</b>	<b>21</b>	<b>106</b>	<b>1,035</b>

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2018-2019/B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity: <http://www.fau.edu/iea/data/deptreview.php>

## School District and Community Data

According to data published by the National Center for Education Statistics (NCES), Florida public elementary, middle and high schools average more than twice the national average in 2018-2019\* with 2,846,444 students. In the state of Florida two counties, Broward and Palm Beach, are within the FAU service area, and are ranked in the top five Florida counties for student enrollment. Miami-Dade and Orange county districts are outside of the FAU service area. Miami-Dade is ranked highest overall. Table 14 shows enrollment by grade level in 2018-2019\*. Some changes were reported regarding exceptional student populations and limited English proficiency student populations.

**Table 14: PK-12 Student School District Enrollments by Grade Level, 2018-2019\***

District	Total Students, All Grades (Excludes AE)	Prekindergarten and Kindergarten Students	Grades 1-8 Students	Grades 9-12 Students
Miami-Dade	350,434	32,427	210,721	107,286
Broward	270,978	25,243	163,987	81,748
Hillsborough	220,252	20,558	136,949	62,745
Orange	208,203	17,834	127,296	63,073
Palm Beach	192,533	17,493	116,564	58,476

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2018-19: <https://nces.ed.gov/ipeds/data/elsi/expressTables.aspx>

Note: Six main school districts are located within the FAU College of Education service region: Broward, Palm Beach, Martin, St. Lucie, Indian River, and Okeechobee  
\*2019-2020 data unavailable as of 2/4/2021

Overall, Broward has the most diverse student population. Tables 15 and 17 summarize diversity data for Florida and each of these districts

**Table 15: PK-12 Student Membership Diversity within FAU Service Area, Annual 2015 - 2019**

County	Year	Student Population	% Annual Change	% Minority*	% ESE	% ELL
Broward	2015-2016	269,098	-	77.7	17.0	11.4
	2016-2017	271,828	+1.0	78.7	17.2	12.7
	2017-2018	271,967	+0.1	79.5	17.5	12.4
	2018-2019	270,978	-0.4	80.4	18.4	12.1
	2019-2020	269,172	-0.7	81.0	19.1	12.1
Indian River	2015-2016	17,984	-	44.4	18.0	5.0
	2016-2017	17,879	-0.6	45.2	18.4	5.3
	2017-2018	17,792	-0.5	45.5	18.7	5.0
	2018-2019	17,861	+0.4	45.8	19.4	5.1
	2019-2020	17,872	+0.1	45.9	20.1	5.3
Martin	2015-2016	18,994	-	39.9	18.9	14.1
	2016-2017	19,014	+0.1	40.8	19.0	14.9
	2017-2018	18,978	-0.2	42.1	18.9	14.1
	2018-2019	18,624	-1.9	43.7	19.1	13.1
	2019-2020	19,039	+2.2	45.0	18.3	12.2
Okeechobee	2015-2016	6,440	-	52.9	22.7	13.1
	2016-2017	6,493	+0.8	53.5	23.2	14.1
	2017-2018	6,410	-1.3	54.5	24.9	12.0
	2018-2019	6,484	+1.2	54.6	25.1	12.1
	2019-2020	6,627	+2.2	55.5	26.2	11.2
Palm Beach	2015-2016	189,322	-	67.4	20.6	11.8

	2016-2017	192,729	+1.8	68.4	20.7	12.7
	2017-2018	193,471	+0.4	69.1	20.7	12.9
	2018-2019	194,186	+0.4	69.7	21.0	13.2
	2019-2020	196,331	+1.1	70.4	21.0	13.2
St. Lucie	2015-2016	40,045	-	64.5	13.9	8.2
	2016-2017	40,417	+0.9	66.0	14.0	8.9
	2017-2018	40,796	+0.9	66.9	14.5	9.2
	2018-2019	41,418	+1.5	67.9	15.0	9.5
	2019-2020	41,875	+1.1	69.0	15.4	10.0

Source: Florida Department of Education/Enrollment/Membership by in Programs for Exceptional Students, Final Survey 2, 2015-19:  
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

Note: \*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Table 16 presents Florida Department of Education data regarding membership in PK-12 programs for exceptional students. Overall, the total number of student memberships for all exceptionalities in Exceptional Student Programs percentage change increased (+11.4%) between 2015 and 2019. The classifications of Speech Impaired, Specific Learning Disabled, Gifted, Hospital/Homebound, Dual Sensory Impaired, Autism Spectrum Disorder, Developmentally Delayed, and Other Health Impaired increased over the five-year period.

**Table 16: Florida PK-12 Student Membership in Exceptional Student Programs, Annual 2015 - 2019**

FLDOE Classification	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% Change 2015-2016 & 2019-2020
Orthopedically Impaired (OI)	2,818	2,687	2,538	2,394	2,280	-19.1
Speech Impaired (SI)	47,343	47,312	47,250	48,087	48,127	+1.7
Language Impaired (LI)	42,660	42,950	42,608	42,972	42,246	-1.0
Deaf or Hard of Hearing	4,332	4,341	4,344	4,307	4,313	-0.4
Visually Impaired (VI)	1,404	1,358	1,308	1,329	1,326	-5.6
Emotional/Behavioral Disabilities (EBD)	15,865	15,146	14,414	14,152	13,621	-14.1
Specific Learning Disabled (SLD)	137,114	140,914	144,607	150,568	156,158	+13.9
Gifted (GIFTED)	165,445	169,184	172,276	176,457	178,173	+7.7
Hospital/Homebound (HH)	2,426	2,476	2,403	2,651	2,610	+7.6
Dual Sensory Impaired (DSI)	82	86	96	92	99	+20.7
Autism Spectrum Disorder (ASD)	33,777	36,681	39,709	43,573	47,082	+39.4
Traumatic Brain Injured (TBI)	548	514	505	500	475	-13.3
Developmentally Delayed (DD)	19,715	20,841	21,473	22,757	23,828	+20.9
Established Conditions (EC)	214	198	177	194	174	-18.7
Other Health Impaired (OHI)	32,502	35,659	38,460	42,635	46,488	+43.0
Intellectual Disabilities (ID)	25,373	25,167	24,919	25,002	25,197	-0.7
<b>Total Disabled*</b>	<b>366,173</b>	<b>377,115</b>	<b>385,545</b>	<b>401,745</b>	<b>414,353</b>	<b>+13.2</b>
<b>TOTAL (All Exceptionalities)</b>	<b>531,618</b>	<b>545,527</b>	<b>557,112</b>	<b>577,670</b>	<b>592,197</b>	<b>+11.4</b>

Source: Enrollment/Membership in Programs for Exceptional Students, Final Survey 2, Annual 2015 - 2019:  
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

Note: Total Disabled includes gifted students who have a Primary Exceptionality or Other Exceptionality with a value other than D, E, L, Z.

Table 17, below, presents Florida Department of Education data regarding PK-12 student membership by race and ethnicity. Overall, the race and ethnicity of student membership in PK-12 has become more diverse in Florida over the past 5 years. Between 2015 and 2019, the overall percentage change of student membership in the state of Florida has increased for Asian (+7.7%), Hispanic (+12.7%), Two or More Races (+12.1%), and Pacific Islander (+100%) groups.

**Table 17: PK-12 Student Membership Race and Ethnicity within FAU Service Area, Annual 2015 - 2019**

County	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Pacific Islander
Broward	2015-2016	3.5	39.7	30.6	0.3	23.2	2.6	0.1
	2016-2017	3.6	39.4	31.7	0.3	22.3	2.6	0.1
	2017-2018	3.6	39.1	33.0	0.1	21.3	2.6	0.1
	2018-2019	3.6	38.8	34.8	0.2	19.6	2.7	0.2
	2019-2020	3.7	38.7	35.6	0.2	19.0	2.7	0.2
Indian River	2015-2016	1.4	16.8	21.6	0.3	56.2	3.5	0.1
	2016-2017	1.5	16.9	22.0	0.3	55.6	3.6	0.1
	2017-2018	1.5	17.2	22.4	0.3	54.8	3.8	0.1
	2018-2019	1.4	16.9	23.1	0.2	54.2	4.1	0.1
	2019-2020	1.3	17.5	22.5	0.2	54.1	4.4	0.1
Martin	2015-2016	1.6	7.4	27.3	0.2	60.7	2.7	0.1
	2016-2017	1.7	7.4	27.8	0.2	60.1	2.8	0.1
	2017-2018	1.7	7.4	28.7	0.2	59.2	2.9	0.1
	2018-2019	1.8	7.1	31.5	0.1	56.3	3.1	0.1
	2019-2020	1.8	6.7	33.0	0.1	55.0	3.3	0.1
Okeechobee	2015-2016	0.8	8.0	39.0	1.0	48.2	3.0	0.0
	2016-2017	0.9	8.1	39.9	1.0	47.1	3.1	0.0
	2017-2018	0.8	8.4	41.0	0.9	45.5	3.3	-
	2018-2019	0.8	8.0	41.3	0.9	45.4	3.7	-
	2019-2020	0.7	8.7	41.8	0.8	44.5	3.4	0.0
Palm Beach	2015-2016	2.9	28.6	31.5	0.7	33.3	2.8	0.1
	2016-2017	3.0	28.3	32.4	0.8	32.6	2.8	0.1
	2017-2018	3.0	28.3	33.3	0.9	31.6	2.8	0.1
	2018-2019	3.1	28.1	34.8	0.8	30.3	2.9	0.1
	2019-2020	3.0	27.7	35.9	0.8	29.6	2.8	0.1
St. Lucie	2015-2016	1.7	30.1	27.6	0.3	36.5	3.6	0.2
	2016-2017	1.7	29.8	28.8	0.3	35.5	3.8	0.2
	2017-2018	1.7	30.4	29.5	0.3	34.0	3.9	0.2
	2018-2019	1.7	31.1	30.8	0.3	32.1	3.9	0.1
	2019-2020	1.6	31.0	31.8	0.2	31.0	4.2	0.1
Florida	<b>2015-2016</b>	<b>2.6</b>	<b>22.7</b>	<b>30.7</b>	<b>0.3</b>	<b>40.2</b>	<b>3.3</b>	<b>0.1</b>
	<b>2016-2017</b>	<b>2.6</b>	<b>22.5</b>	<b>31.6</b>	<b>0.3</b>	<b>39.5</b>	<b>3.4</b>	<b>0.1</b>
	<b>2017-2018</b>	<b>2.7</b>	<b>22.3</b>	<b>32.4</b>	<b>0.3</b>	<b>38.7</b>	<b>3.4</b>	<b>0.2</b>
	<b>2018-2019</b>	<b>2.8</b>	<b>21.9</b>	<b>33.9</b>	<b>0.3</b>	<b>37.4</b>	<b>3.6</b>	<b>0.2</b>
	<b>2019-2020</b>	<b>2.8</b>	<b>21.6</b>	<b>34.5</b>	<b>0.3</b>	<b>36.9</b>	<b>3.7</b>	<b>0.2</b>
<b>% Point 5yr Difference</b>	<b>2015-2016 &amp; 2019-2020</b>	<b>+0.2</b>	<b>-1.1</b>	<b>+3.8</b>	<b>0.0</b>	<b>-3.3</b>	<b>+0.4</b>	<b>+0.1</b>
<b>% 5yr Change</b>	<b>2015-2016 &amp; 2019-2020</b>	<b>+7.7</b>	<b>-4.8</b>	<b>+12.4</b>	<b>0.0</b>	<b>-8.2</b>	<b>+12.1</b>	<b>+100.0</b>

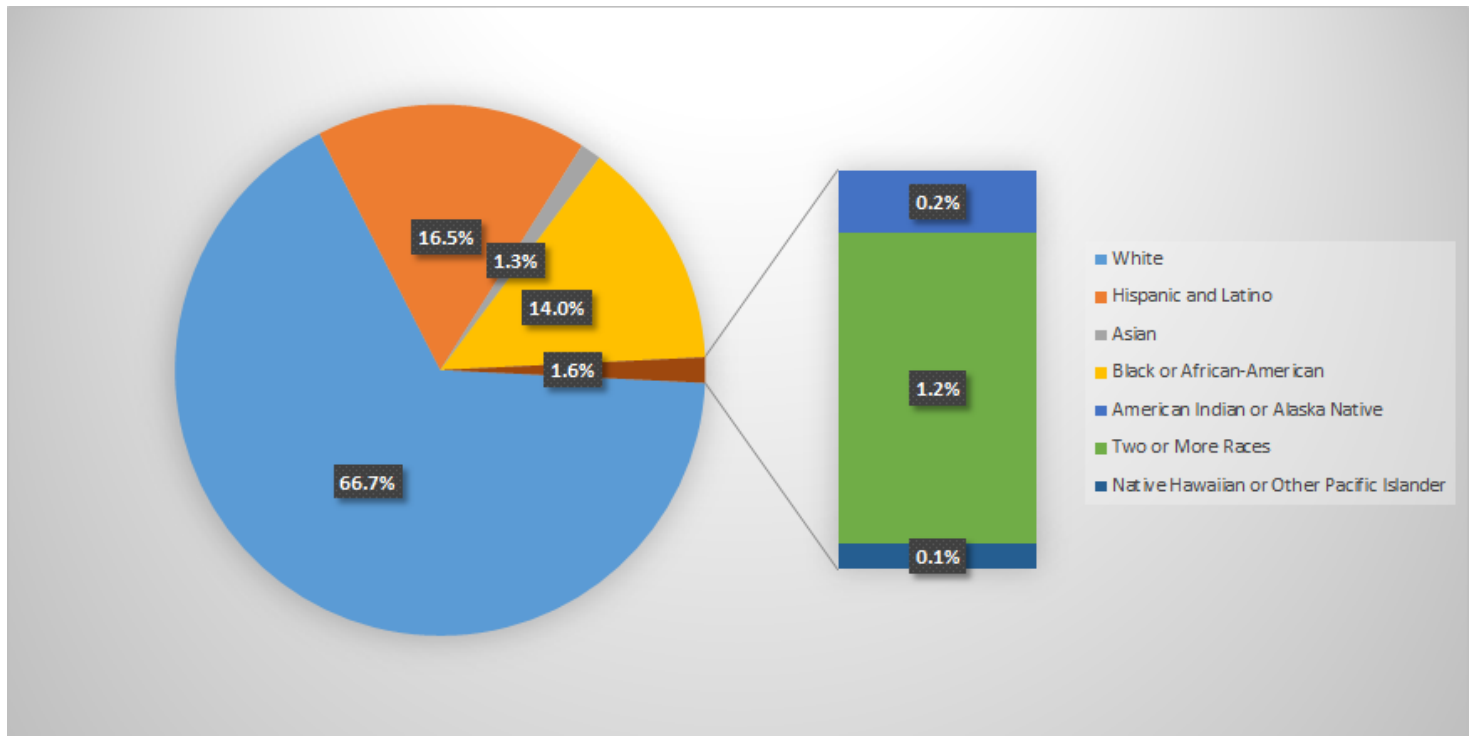
Source: Florida Department of Education/Enrollment/Membership in Florida Public Schools, Total Enrollment/Membership by District by Race/Ethnicity, Final Survey 2015 - 2019: <http://www.fdoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>



## Teacher Membership

In the Fall of 2003, 50% of Florida public school students were members of an ethnic minority. At the same time, 75% of Florida's teachers were White (Florida Department of Education, March 2004). During 2019-2020, 66.7% of all teachers in Florida were White, a decrease of -8.3%, since Fall 2003. Figure 3 summarizes the ethnic distribution of Florida teachers. Table 20 compares the ethnicity of teachers in several counties in the FAU service area.

**Figure 3: Ethnic Distribution of Florida Teachers, 2019-2020**



**Total Teachers in the State of Florida 179,004**

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

**Table 20: Teacher Diversity in FAU Service Area Districts, 2019-2020**

County	Total Teachers	% White	% Black	% Hispanic	% Asian	% American Indian	% Pacific Islander	% Two or More Races	% Male	% Female
Broward	15,904	46.0	29.5	20.8	1.8	0.2	0.3	1.4	19.4	80.6
Indian River	1,159	84.6	8.1	5.4	0.6	0.3	0.1	0.9	20.4	79.6
Martin	1,248	88.3	3.0	7.6	0.8	0.3	0.0	0.0	17.9	82.1
Okeechobee	371	84.4	6.7	8.1	0.0	0.5	0.0	0.3	23.7	76.3
Palm Beach	12,733	64.3	18.0	14.9	1.5	0.1	0.0	1.2	20.8	79.2
St. Lucie	2,520	68.1	18.6	11.0	1.0	0.4	0.3	0.6	21.7	78.3

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>



**Table 23: Number of Full-Time Teachers by Ethnic Group\*, Florida, Fall 2015 - Fall 2019**

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Change Fall 2018 to Fall 2019	
						Number	%
White	119,942	119,270	119,315	119,554	119,393	-161	-0.1
Black	22,708	23,331	23,871	24,355	25,008	653	2.6
Hispanic	23,961	24,618	27,034	28,300	29,544	1,244	4.2
Asian	1,837	1,952	2,051	2,142	2,282	140	6.1
American Indian	458	430	416	324	435	11	2.5
Pacific Islander	130	186	153	166	181	15	8.3
Two or More Races	1,656	1,681	2,022	2,043	2,161	118	5.5
<b>State Total</b>	<b>170,692</b>	<b>171,468</b>	<b>174,862</b>	<b>176,884</b>	<b>179,004</b>	<b>2,020</b>	<b>1.1</b>
<b>Total Minority**</b>	<b>46,669</b>	<b>47,949</b>	<b>50,905</b>	<b>52,655</b>	<b>54,552</b>	<b>1,897</b>	<b>3.5</b>

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Total Teachers by Race/Ethnicity and Gender, Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

Note: \*\*Minority defined as underrepresented ethnicity categories: Black and Hispanic

\*Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting teacher demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow teachers to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, teachers select whether they are of Hispanic or Latino origin. All teachers who indicated that they are Hispanic or Latino are included only in the Hispanic/Latino counts in this report; they are not included in the racial categories they have selected. For race, teachers select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.

Diversity among teachers in the state of Florida is similar to the race/ethnicity diversity within instructional categories. Gender appears to fluctuate with Elementary and Exceptional Student Education higher than the state percentage. Table 24 reflects this data.

**Table 24: Florida Diversity of Teachers by Instructional Category, 2019-2020**

Race/Ethnicity	Elementary	Secondary	Exceptional Student Education (ESE)	Other	State Total
White	67.9%	66.0%	68.7%	52.0%	66.7%
Black	12.5%	15.4%	12.6%	22.1%	14.0%
Hispanic	17.2%	15.3%	16.1%	22.4%	16.5%
Asian	1.0%	1.5%	1.2%	1.6%	1.3%
American Indian	0.2%	0.3%	0.3%	0.3%	0.2%
Pacific Islander	0.1%	0.1%	0.0%	0.3%	0.1%
Two or More Races	1.1%	1.4%	1.1%	1.3%	1.2%
<b>Gender</b>					
Female	90.7%	64.9%	86.2%	74.3%	79.4%
Male	9.3%	35.1%	13.8%	25.7%	20.6%
<b>Totals</b>					
<b>Teachers</b>	74,447	69,004	29,021	6,532	179,004
<b>Minorities*</b>	22,119	21,203	8,319	2,911	54,552

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Final Survey 2:

<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

Note: \*Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino



# Community Data

Census data showed Broward County as the most diverse community, even more diverse than the state and national demographics. Indian River County appears to be the least diverse community within the FAU service area having 86.3% White population and a Hispanic population of 12.7%. Tables 25 and 26 summarize census data for selected counties, Florida, and the United States.

## Census Data

**Table 25: Census Data: Florida and United States, 2019**

Census Statistic	Florida	United States
Total Population	21,477,737	328,239,523
% with language other than English spoken in the home	30.3	22.0
% with Bachelor's degree or higher	30.7	33.1
% Persons with a disability	13.7	12.7
% All People below poverty in the past 12 months	12.7	12.3

Source: United States Census Bureau, Survey/Program: American Community Survey,

TableID: DP02, Product 2019: ACS 1-Year Estimates Data Profiles:

[https://data.census.gov/cedsci/table?q=United%20States&q=0100000US\\_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=0100000US_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true)

TableID: DP03, Product 2019: ACS 1-Year Estimates Data Profiles:

[https://data.census.gov/cedsci/table?q=United%20States&q=0100000US\\_0400000US12\\_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true)

**Table 26: Census Data: County, 2019**

County	One Race						Two + Races	Any Race	Total Population
	% White	% Black or African American	% American Indian and Alaska Native	% Asian	% Native Hawaiian and Other Pacific Islander	% Some Other Race	% Two or More Races	% Hispanic or Latino	
<b>Broward</b>	60.5	28.8	0.2	3.7	0.1	3.1	3.5	31.1	1,952,778
<b>Indian River</b>	86.3	9.7	0.1	1.1	0.0	1.2	1.6	12.7	159,923
<b>Miami</b>	75.6	16.8	0.2	1.6	0.0	3.9	1.9	69.4	2,716,940
<b>Palm Beach</b>	72.4	19.0	0.4	2.8	0.0	2.7	2.8	23.4	1,496,770
<b>St. Lucie</b>	72.0	19.5	0.3	2.1	0.1	2.5	3.5	19.9	328,297
<b>Florida</b>	74.5	16.0	0.3	2.8	0.1	3.4	2.9	26.4	21,477,737
<b>United States</b>	72.0	12.8	0.9	5.7	0.2	5.0	3.4	18.4	328,239,523

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP05, Product: 2019: ACS 1-Year Estimates Data Profiles:

[https://data.census.gov/cedsci/table?q=United%20States&q=0100000US\\_0400000US12\\_0500000US12011,12061,12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=0100000US_0400000US12_0500000US12011,12061,12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true)

Note: Hispanic or Latino may be of any race; inclusive of applicable race categories

## Choice Options

Diversity among school choice program types is a current topic of conversation in education. The number of schools and participation students are presented in Table 27, at the national level for the most recent available data. Additional disaggregation is available on the EdChoice website. Data regarding choice options more locally were not available.

**Table 27: School Choice Option Program Types, most recent data available**

<i>Program Type</i>	<i># of States</i>	<i># of Schools</i>	<i>Total Participation</i>
Education Savings Account	6	27	79,375
Tax-Credit Scholarship	19	192	2,554,054
Voucher	19	326	1853651
<b>Grand Total</b>	<b>31</b>	<b>545</b>	<b>4,487,080</b>

Source: EdChoice, School Choice in America Dashboard, all years, <https://www.edchoice.org/school-choice/school-choice-in-america/?yr=#filter-table> (retrieved on 2/5/2021)

## Summary

Diversity trends continue to appear similar across national, state, county, the State University System, and the Florida Atlantic University service area.

The student population at Florida Atlantic University is represented by a diverse population, increasing from 43.3% for Black and Hispanic student enrollments in 2015-2016 to 46.3% in 2019-2020 (Table 2) yielding a +3.0% overall increase. This reflects the changing K-12 student population trends within the local service area (Table 15). Across all six counties within the FAU service area, the diversity of the student population increased. The U.S. Census data reports the underrepresented minority population, Black and Hispanic, overall as 42.4% within the state of Florida, and 31.2% nationwide, though these numbers may be skewed as the Census now allows the reporting of race and ethnicity to overlap (Table 26).

In terms of faculty diversity, both the College of Education and Florida Atlantic University continue to see Black and Hispanic faculty as underrepresented minorities. Asian faculty, Black faculty and Hispanic faculty are the highest represented minorities, by rank, in the FAU College of Education at 23.6% (Table 13). At the University level, Asian faculty are the highest represented minority at 14.5% (Table 13) in 2019-2020.

When compared to 2019 National Census Data, the representative population at the national level for Asian is 5.7%, Black is 12.8%, and Hispanic is 18.4% (Table 26). Within the state of Florida, the census data presents the Asian population to be 2.8%, Black 16.0%, and a Hispanic population is 26.4% (Table 26). In 2019, State University System peer institutions (FSU, UCF, UF and USF) and FAU continue to employ dominantly White faculty with a minimum of 69.2% (Table 11). FIU employs the greatest percentage (48.6%) minority full time and part time instructional faculty (Table 11).

School district and Community data show a similar trend regarding the diversity of students in 2019-2020. The average PK-12 student membership of minority students enrolled within the FAU service area is 61.1%, with the highest representing that of student diversity being Broward County at 81.0% (Table 15).

Within the state of Florida the PK-12 student membership of underrepresented minorities (Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native) is 59.4% (Table 17). The student membership data is more diverse, 63.1%, than the average teacher membership of underrepresented minorities, 29.4%, in 2019-2020 (Tables 21 and 22). Table 23 demonstrates increasing numbers of full time, ethnically diverse teachers, with American Indian teachers declining an astonishing -24.3% from 2019-2020.

## FAU Published Statements

### ELIMINATING RACIAL INJUSTICES AND SOCIAL INEQUITIES: PRESIDENT KELLY



John Kelly, FAU President

A long overdue and important conversation around systemic racism and violence against Black people in America has awakened our country. The injustices and violence that marginalized the experiences of people of color, particularly Black/African Americans, at the hands of those in positions of authority is real and devastating. Florida Atlantic University condemns and will not tolerate such acts of violence, and is dedicated to addressing racism, discrimination and injustices in all aspects of university life.

Ranked among the most racially and ethnically diverse institutions in the country, FAU's commitment to diversity does not stop at the make-up of our student body. We recognize that in order to dismantle systemic discrimination we must take actions to ensure our students, faculty and staff have the opportunities, support and resources necessary to succeed in their academic and professional lives. We also recognize that eradicating racism requires developing responsible citizens by examining the ways power and privilege affect society and by developing pathways to meaningful, positive and lasting change.

With input from the Florida Atlantic University Diversity Council, some of our immediate measures include:

- Expanding the focus of the diversity platform to include social justice and equity
- Identifying university initiatives where social justice and equity dialogues and professional development opportunities can be incorporated
- Developing a university-wide diversity and inclusion statement to be included in recruitment materials
- Continue to provide educational platforms for students, faculty and staff to learn and discuss issues related to diversity, inclusion and equity

With educational programs spearheaded by entities such as the FAU Diversity Council; Peace, Justice, and Human Rights initiative; the Center for Inclusion, Diversity Education, and Advocacy; the Center for Holocaust and Human Rights Education; and the Women and Gender Equity Resource Center, FAU is not only coming together in conversation, but actively building on existing initiatives and seeking new ones. We invite you to visit [www.fau.edu/diversity-platform](http://www.fau.edu/diversity-platform) to learn more about FAU's ongoing efforts to diversity, inclusion and equity.

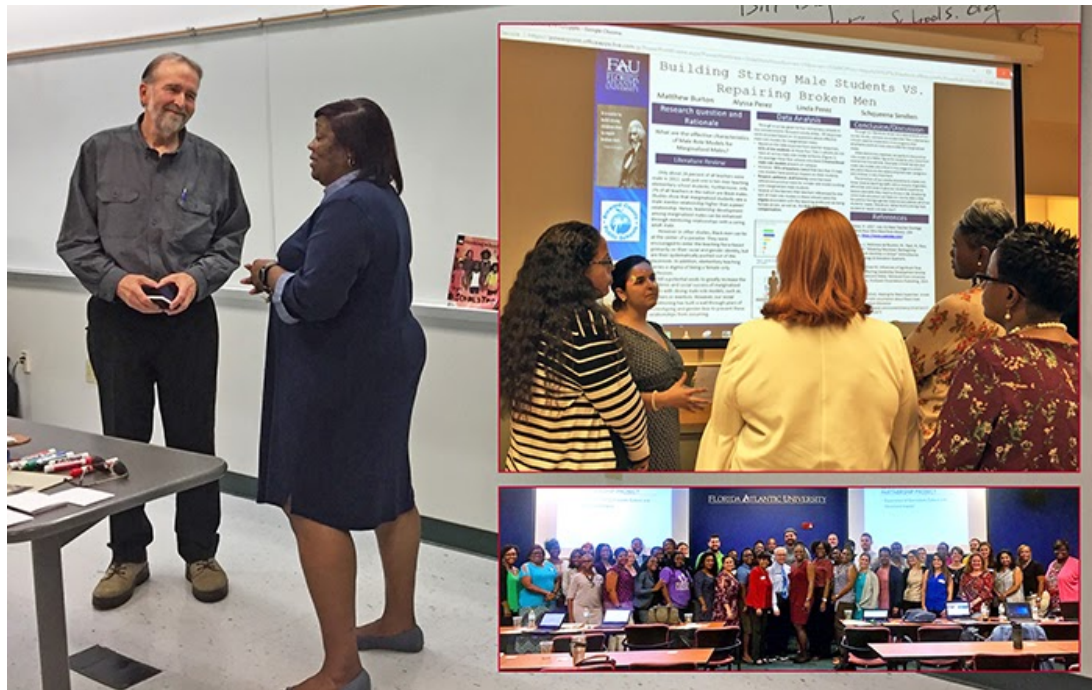
John Kelly

President

Source: <https://www.fau.edu/diversity-platform/message/president.php> (retrieved on 2/4/2021)



# EDUCATIONAL EQUITY PARTNERSHIP PROJECT



BY TERESA CRANE | WEDNESDAY, SEP 11, 2019

The Department of Curriculum, Culture and Educational Inquiry (CCEI) and Broward County Public Schools (BCPS) proudly launched the Educational Equity Partnership Project (EPPP) in Fall 2017. EPPP is funded by a Teaching Incentive Fund (TIF) grant awarded to BCPS. The TIF program supports projects that develop performance-based teacher compensation systems in high-needs schools to increase students' access to effective educators, which leads to heightened student academic achievement.

During this three-year partnership, CCEI professors from FAU engage approximately 60 educators from 32 Title I schools in professional development modules that integrate five inter-related thematic strands: culturally relevant pedagogy, multicultural curriculum, education for equity, community building and advocacy. Participants meet weekly for each six to eight-week module where they engage in readings, discussions, and work on culminating projects designed to enhance their professional practice. During Module 2, guest speaker, Bill Bigelow, curriculum editor of *Rethinking Schools* and veteran High School Social Studies teacher, shared his insights with the participating teachers. These teacher leaders have conducted school-based research projects and developed curriculum and equity-oriented actions plans for implementation in their classrooms and schools.

The sustained partnership offers an alternative approach to teacher professional development and university-school partnerships. The research-based modules continually evolve through implementation and are responsive to participants' needs and feedback, creating spaces for critical reflection, research and collaboration towards equitable practice. EPPP provides opportunities for educators at the university and in schools to learn with and from one another as recommitment is made to addressing the pressing issues of educational inequity that are experienced in policy, curriculum and practice.

Scheduled delivery of modules:

- Module 1: Culturally Responsive Pedagogy, Completed Fall 2017
- Module 2: Developing Multicultural Curriculum, Completed Fall 2018
- Module 3: Equity in Schools and Society, Completed Spring 2019
- Module 4: Parental Inclusion & Community Engagement, Fall 2019
- Module 5: Leadership & Advocacy in Diverse Communities, Spring 2020

Source: FAU Website: <http://www.fau.edu/education/newsevents/eppp-update/>

# FAU RANKED BY 'U.S. NEWS & WORLD REPORT' AS TOP PUBLIC SCHOOL



(Photo by Alex Dolce)

BY JOSHUA GLANZER | 9/9/2019

*U.S. News & World Report* ranked Florida Atlantic University in its list of “Top Public Schools” in the nation for the first time in the university’s history, landing at No.140 in the annual ranking of the nation’s best universities.

“Being recognized by *U.S. News & World Report* in this way is a wonderful endorsement of the good work we have pursued,” said FAU President John Kelly. “This is just the beginning of our ascension into the top ranks of public universities in the United States as we continue to build on our successes and focus on strategic areas of improvement.”

For the third year in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S. The magazine notes that FAU’s “diversity index” score of .68 (out of 1.0) tied with 11 other institutions, including Princeton University and Carnegie Mellon University. This score makes FAU the highest ranked public university in Florida for diversity. *The Chronicle of Higher Education* also ranked the FAU first among Florida public universities in the diversity index for their 2019-2020 Almanac of Higher Education.

*U.S. News & World Report* also placed FAU at No. 45 in the nation in the magazine’s new “Social Mobility” ranking. This distinct ranking is computed using graduation rates of students receiving Pell grants and includes both public and private national universities. At FAU, Pell-eligible students, first-generation students, African-American students and Hispanic students all outpace the university’s overall retention and graduation rates, which is an accomplishment that also eliminates the historical achievement gaps between minority and white students.

FAU also has received federal designation as a Hispanic-Serving Institution by the U.S. Department of Education in 2017. This traditionally underserved group of students make up FAU’s largest minority undergraduate population, listed as 27 percent, followed by African-American students at 20 percent.

“We are honored to serve as a vehicle to success for students looking to improve their lives and that of their families while also providing a high-quality education to the most racially and culturally diverse student body in Florida’s State University System,” said President Kelly. “More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone.”

As a sign of faith in the university’s continued improvement, the Florida legislature recently funded the FAU 100 effort, a program of strategically targeted investments meant to further propel the university into the *U.S. News & World Report* Top 100 ranked public universities.

“We are greatly appreciative of the Florida legislature’s faith and investment in us,” said President Kelly. “They have provided us with funds in strategic areas necessary to help us continue to soar in the national rankings. We are and will continue to be America’s fastest improving university.”

<https://youtu.be/5RUpe-TQ0jE>

-FAU-

Source: <https://www.fau.edu/newsdesk/articles/fau-ranked-by-us-news-and-world-report.php>



# FAU AMONG MOST ETHNICALLY DIVERSE UNIVERSITIES



BY BRITTANY SYLVESTRI | 9/12/2018

For the second year in a row, *U.S. News and World Report* has included Florida Atlantic University on the list of the most ethnically diverse universities in the United States.

The publication notes that the institution's "diversity index" score of .69 (out of 1.0) tied with six other institutions, including Harvard University and the University of Southern California. No other public university in Florida appeared on the list.

According to *U.S. News*, Hispanic students make up FAU's largest minority population, listed as 27 percent. The university received federal designation as a Hispanic-Serving Institution by the United States Department of Education in 2017.

"We are very proud to have the most racially and culturally diverse student body in Florida's State University System," said FAU President John Kelly. "More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone."

FAU has a long history as an ethnically diverse university. Consistently, *DIVERSE: Issues in Higher Education* ranks the institution as a Top 100 provider of undergraduate and graduate degrees to minorities. Over the past several years, six-year graduation rates for black and Hispanic students have been higher than the overall graduation rates for the university.

-FAU-

Source: <https://www.fau.edu/newsdesk/articles/fau-among-most-ethnically-diverse.php>



# FAU RECEIVES 2017 URBAN EDUCATION IMPACT AWARD



From left to right, Gracie Diaz, Barbara Ridener and Valerie Bristor.

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BY LISA-METCALF | 12/13/2017

Florida Atlantic University, Broward County Public Schools and the School District of Palm Beach County received the 2017 Dr. Shirley S. Schwartz Urban Education Impact Award for their collaborative program, Establishing Excellence in Elementary Preparation (EXCEED). The award, presented at the Council of Great Schools Annual Fall Conference in Cleveland, Ohio, honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

“This collaboration has been a tremendous opportunity for us to develop and implement a cutting-edge program that will better prepare how our future teachers learn to teach and positively impact students’ learning experience in today’s complex global society,” said Valerie J. Bristor, Ph.D., dean of FAU’s College of Education.

FAU has collaborated with two districts, each awarded with a plaque and, in addition, will jointly select students who have graduated from Broward County Public Schools and School District of Palm Beach County who plan to attend or presently attend FAU, to receive two-year scholarships. Bristor, along with Barbara Ridener, Ph.D., chair of teaching and learning at FAU, and Gracie Diaz, EXCEED director of research program and services, were on hand at the conference to accept the award.

EXCEED was made possible by a three-year Centers of Excellence in Education Teacher Preparation grant from the Florida Department of Education. The program is a focused approach curriculum designed to improve the knowledge and skills of elementary education graduates to meet school districts’ expectations.

“EXCEED initiatives engaged FAU faculty, staff, and educators and content leaders from Broward and Palm Beach counties,” said Diaz. “It has been a unique collaboration that has positively impacted both teacher preparation and teacher practice.”

Also attending the conference was 2015 FAU Distinguished Alumni Chuck Shaw, M.Ed. ’71, who was selected as one of eleven finalists for the nation’s top award in urban education leadership. He currently serves as Board Chair of the Palm Beach County School Board.

“We are very excited that the work that we were able to begin through our EXCEED partnership has made an impact on the students in our partner districts,” said Ridener, principal investigator of the grant. “We are also grateful to the school districts of Broward and Palm Beach County for the ability to engage in this work.”

For more information about the College of Education, visit [www.coe.fau.edu](http://www.coe.fau.edu).

-FAU-

Source: FAU Website: <http://www.fau.edu/newsdesk/articles/fau-receives-2017-urban-impact-award.php>

Florida Atlantic University recently received designation as a Hispanic-Serving Institution (HSI) by the United States Department of Education. With its new HSI status – only awarded to colleges and universities with enrollment of full-time Hispanic undergraduate students of at least 25 percent – FAU will be able to compete for federal grants under the Developing Hispanic-Serving Institutions Program.

“Florida Atlantic University embraces diversity in our students, faculty and staff, and our recent designation as a Hispanic-Serving Institution will help us to further our efforts to bring new programs and new grants that will allow us to truly serve this important and growing population in Florida,” said Gary W. Perry, Ph.D., FAU’s provost and vice president for academic affairs.

This initiative provides funding to help expand educational opportunities for Hispanic students as well as improve recruitment and retention. Institutions must be designated as an eligible institution of higher education in order to apply for the Title V program and must meet the program-specific requirements to be defined as a HSI.

FAU previously was ranked No. 31 in “The 50 Top Ethnically Diverse Colleges In America” by *Best College Reviews*, was one of three colleges to make the list in Florida, and was the only public university in Florida on the list. Statistics for this ranking were gathered from the National Center for Education Statistics and Diverse Issues in Higher Education.

“For faculty in all areas and specialties, this designation as a Hispanic-Serving Institution means they have access to additional funding for research that was not previously available to Florida Atlantic University,” said Daniel C. Flynn, Ph.D., FAU’s vice president for research. “This type of funding will enable our faculty to better train our students by engaging them in research projects and preparing them to effectively compete in our global economy.”

Last fall, FAU received \$4.4 million from the U.S. Department of Education to address the projected gap between computer science, computer engineering and electrical engineering occupations and workers with enough skills to fill these positions in South Florida. The objective of this grant is to increase the number of degrees awarded to Hispanic and low-income students in these fields, and to facilitate the rate of successful student post-degree computer science, computer engineering and electrical engineering /STEM (science, technology, engineering, and mathematics) employment or graduate school enrollment.

“Providing outstanding educational opportunities for a diverse student body is an economic and moral imperative that will help us to develop a qualified workforce and enhance our students’ potential to be successful in their careers,” said Ali Zilouchian, Ph.D., project director and principal investigator of the grant and a professor and associate dean for academic affairs in FAU’s College of Engineering and Computer Science.

Only 12 percent of Hispanic students graduating from high school score at or above the proficient level in mathematics, and score 25 percent at or above the proficient level in reading. The National Assessment of Educational Progress reports similar trends for other underrepresented groups (black and low-income students) for whom 17 percent score at or above the proficient level in reading and 7 percent in mathematics. Poor preparation and proficiency in mathematics continue to be identified by almost every governmental agency report as a key barrier to success in and completion of any STEM degree.

“We take this challenge very seriously, and it is not a coincidence that more than 26 percent of our students majoring in the fields of science, technology and mathematics are Hispanic – making Florida Atlantic University a leader in the effort to reverse the national decline of minority STEM professionals,” said Nancy Romance, Ed.D., co-principal investigator of the grant and professor of science education in FAU’s College of Education.

This funded HSI project (Title III) helps eligible institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality and institutional management. It is a collaboration between FAU’s College of Engineering and Computer Science, FAU’s College of Education, Broward College, and Palm Beach State College.

In 2015, the U.S. Census Bureau estimated that Hispanics accounted for 24 percent of the total population in Florida and 57 million of the U.S. population.

Source: FAU Website, 2/7/2017 <http://www.fau.edu/newsdesk/articles/FAU-hsi.php>

# In Support of DACA

12/06/2016



It's been said that you can "touch the world" at FAU, and we take great pride in the fact that students from more than 180 countries have attended our university. With that in mind, I recently added my name to the growing list of higher education leaders who are standing with President David Oxtoby of Pomona College in defending the Deferred Action for Childhood Arrivals (DACA) program. Since 2012, DACA has helped more than 741,000 young people whose families came to this country seeking a better life.

More than 400 of my colleagues nationwide have signed [President Oxtoby's letter in support of DACA](#), including the presidents of FIU, Florida State, Miami Dade College, USF, UCF, Miami and UF, as well as Harvard, Princeton and Yale.

The environment of diversity and inclusion that we have cultivated across our six campuses is one of the most unique and wonderful things about FAU. We stand together in celebration of our differences and we value every member of our faculty, staff and student body. On behalf of the entire FAU family, I am proud to support DACA.

Source: 12/06/2016 <http://www.fau.edu/president/blog/blog-entry-120616.php>

## A Message from President John W. Kelly

We take tremendous pride in the fact that Florida Atlantic University has long ranked as the most racially, ethnically and culturally diverse institution in Florida's State University System. This year, minority students make up 47 percent of our 30,000-member student body. U.S. News & World Report has ranked FAU the 27th most diverse university in the nation.

Students from 57 countries received degrees at the University's spring 2013 commencement ceremonies, demonstrating the extent to which FAU has become an international center of learning; in recent years, FAU has hosted students from more than 180 countries. This level of human interaction enriches our campus life beyond measure, but it also can produce the same kind of tensions that cause conflict in the outside world.

University campuses are microcosms of the world at large and provide an environment in which students can explore competing ideas, consider opposing points of view and formulate their own conclusions about political and social issues. The aim of a university education is to develop critical thinking skills in students. Equally important is the development of an attitude of tolerance, which is essential to the success of both personal and international relationships. At FAU, we are doing our best to help create a world in which people and nations can live in peace with one another.

Source: <http://www.fau.edu/diversity/>, July 2, 2014

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to *U.S. News and World Report*, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

At FAU, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law. The offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman all play important roles in maintaining an environment of fairness and safety on FAU's seven campuses.

We will continue to value and promote diversity as the University grows in the years ahead. There can be no higher standard for an institution of higher learning to uphold than that which affirms the intrinsic worth and dignity of all human beings.

Source: FAU webpage 2013 <http://www.fau.edu/president/diversity/>, Maria E. Santamarina, Diversity Officer

FAU was recognized as a model of diversity by Minority Access Inc. at its 2010 National Role Models Conference.

Source: The Office of Diversity and Multicultural Affairs: <http://www.fau.edu/oma/>

FAU ranks as the most racially, ethnically and culturally diverse institution in the State University system.

Source: State University System of Florida Annual Accountability Report 2011-12

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to U.S. News and World Report, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

Source: FAU webpage, June 2009

Florida Atlantic University continues to be listed among the most diverse universities in America. FAU was recently ranked as one of the top 50 four-year colleges in the nation for conferring bachelor's degrees on African-Americans, and as one of the top 100 for conferring master's degrees on African-Americans. The surveys were conducted by the bi-weekly magazine *Diverse Issues in Higher Education*, which monitors current educational trends and issues in the United States.

Other notable rankings for undergraduate minority students are:

- In the biological and biomedical sciences, FAU ranked 18th among 50 institutions in conferring bachelor's degrees on Hispanic students and 22nd for African American students.
- In business management, marketing and related support services, FAU ranked 12th for African-American students and 15th for Hispanic students.
- In the health professions and related clinical sciences, FAU ranked fourth out of 49 institutions for African-American students and 32nd for Hispanic students.
- In graduate programs, FAU ranked 10th out of 100 colleges surveyed in conferring master's degrees on Hispanic-American students, a 200 percent increase from 2004-05. The University ranked 24th for African-American students, a 300 percent increase from the previous academic year.

Other notable rankings for graduate minority students are:

- In computer and information sciences and support services, FAU ranked 21st in conferring master's degrees on Hispanic-American students and 40th for Asian-American students.
- In business management, marketing and related support services, FAU ranked 42nd in conferring master's degrees on African-American students.

Overall, FAU's student population of approximately 26,000 includes 58 percent Caucasian, 17 percent African-American, 16 percent Hispanic, five percent Asian and four percent international students.

Source: FAU webpage, January 2008

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