

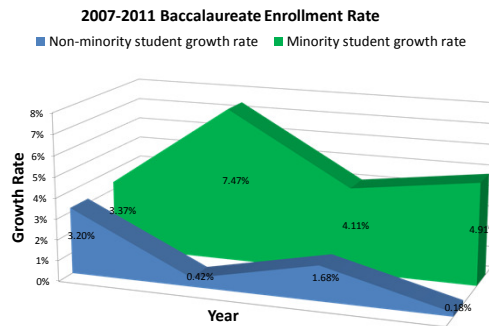
Baccalaureate Enrollment for Minority Students in Agriculture and Life Sciences Programs using the Food and Agricultural Education Information System (FAEIS) Database

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BACKGROUND

A major concern among higher education educators and institutions is that diversity in enrollment and degrees awarded is not reflective of U.S. and state demographics. Universities' diversity goals seek to achieve this balance. This study uses the FAEIS database to analyze recent trends (2007-2011) of baccalaureate enrollment for minority students in colleges of agriculture and life sciences at U.S. Land-grant institutions.

Figure 1: Minority vs. Non-Minority Baccalaureate Enrollment GROWTH RATE—Five Academic Areas



METHODS

Data source: FAEIS database, <http://www.faeis.ahnrit.vt.edu/>

Sample description:

- Four ethnicity groups: African American, Asian, Hispanic and Caucasian -based on baccalaureate enrollment
- Five academic areas: 1) agricultural economics; 2) animal sciences; 3) apparel and textiles; 4) foods and nutrition; and 5) human development
- Used 49 Land-grant institutions based on data availability and completeness
- Imputation methods used for missing data
- Data Analysis:** Descriptive statistical tools and techniques

Photos provided by
 Kelsey Kradel
 John McCormick

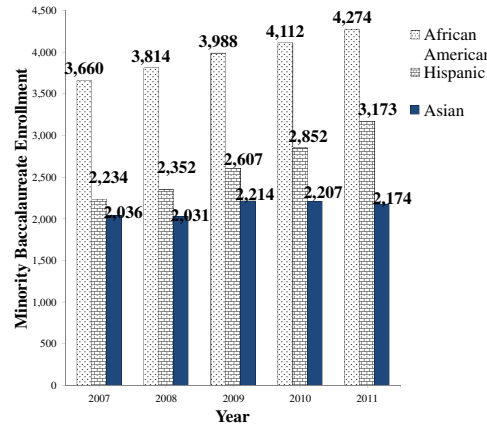
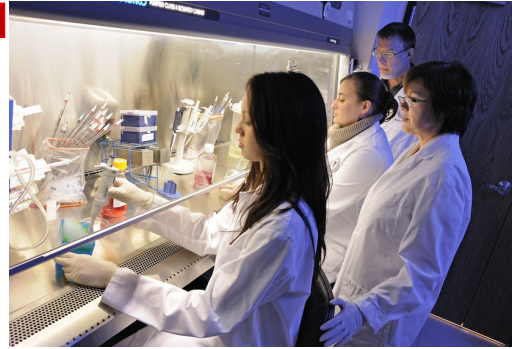


Figure 2: Minority Baccalaureate Enrollment—Five Academic Areas



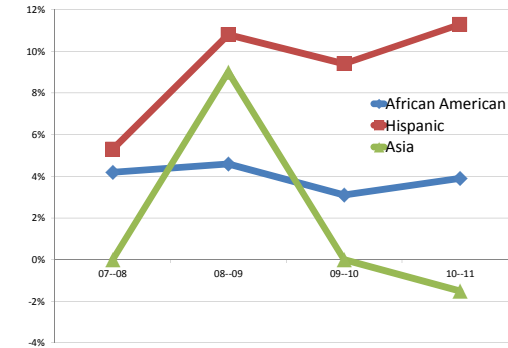
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RESULTS

From 2007-2011:

1. Minority students' baccalaureate enrollment increased by 21.3%, over four times the growth of non-minority students (5.2%) for the five academic areas analyzed (Figure 1).
2. African Americans had the highest overall enrollment for minorities in the five academic areas analyzed (Figure 2).
3. Hispanic students had the highest growth rate for minority baccalaureate enrollment (Figure 3). It increased by 42% for the five academic areas analyzed and even more for animal science(47%).

Figure 3: Minority Enrollment GROWTH RATE—Five Academic Areas



CASE STUDY: OKLAHOMA STATE UNIVERSITY

Individual institutions can apply FAEIS data to their own circumstances and use the data to design recruitment strategies based on demographic trends of their own state and campus. The data for OSU show that the percentage of Native Americans enrolled in the five academic areas is greater than the entire institution and the state itself from 2007-2011. Thus, they are meeting their diversity goals in the five areas.

CONCLUSIONS

The FAEIS database provides a way to understand and influence patterns of student enrollment to achieve diversity goals in higher education.