

**Florida Board of Governors**

**Student Affairs  
Committee**

**November 17, 2005  
Jacksonville, Florida**

# **FBOG**

## **Student Affairs Committee**

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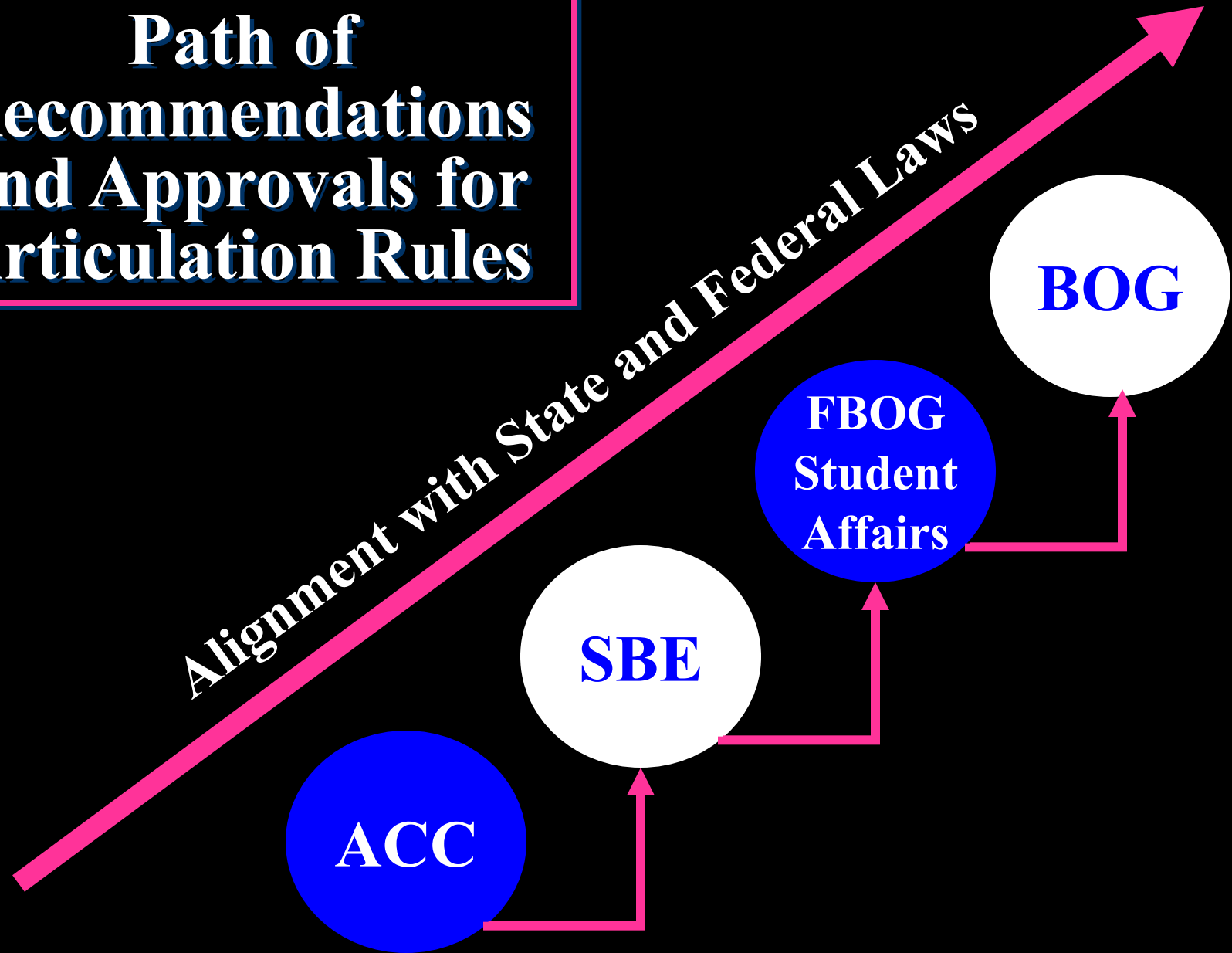
# **AGENDA**

**Articulation Rules**

**Policy Guidelines for UBOT  
Regulations**

**Access and Diversity in the SUS**

# Path of Recommendations and Approvals for Articulation Rules



# **Policy Guidelines**

## **Regulation Development Procedures for University Boards of Trustees**

# **Florida Board of Governors**

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## **Strategic Planning Goal**

### **I.A.5 -**

**Increase Access and Diversity in  
the State University System**

# Underrepresented Groups in Higher Education

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- Economically disadvantaged students (from low-income families).
- Educationally disadvantaged students (e.g., students whose parents did not attend college).
- Students from certain racial/ethnic minority groups (i.e., Blacks, Hispanics, Native Americans)
  - Over-represented among economically and educationally disadvantaged students.

# Students From These Underrepresented Populations

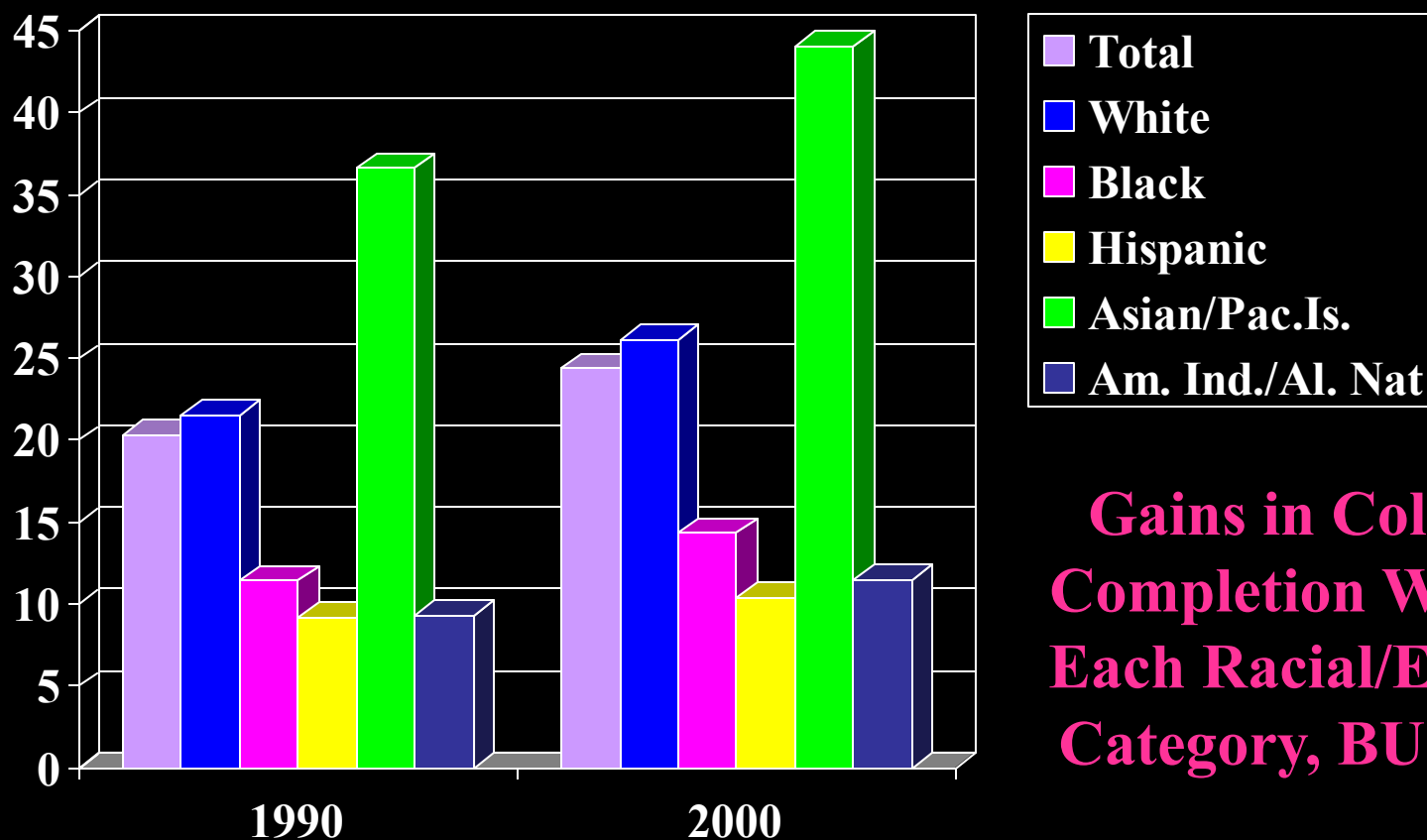
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As a group, these students have traditionally:

- Been less likely to enroll in high school courses that are strongly associated with eventual enrollment in a 4-year institution (e.g., advanced mathematics courses) – **However, research indicates that a rigorous high school curriculum helps mitigate the disadvantage of first-generation and/or low socioeconomic status.**
- Received less assistance from their parents in applying to college.
- Known less about the price of attending college.
- Been less likely to enroll in postsecondary education.
- Been less likely to meet standard admissions requirements to a 4-year college. Been more likely to begin college less academically prepared.
- Been more likely to leave a 4-year institution before the second year.
- Been less likely to persist to graduation.



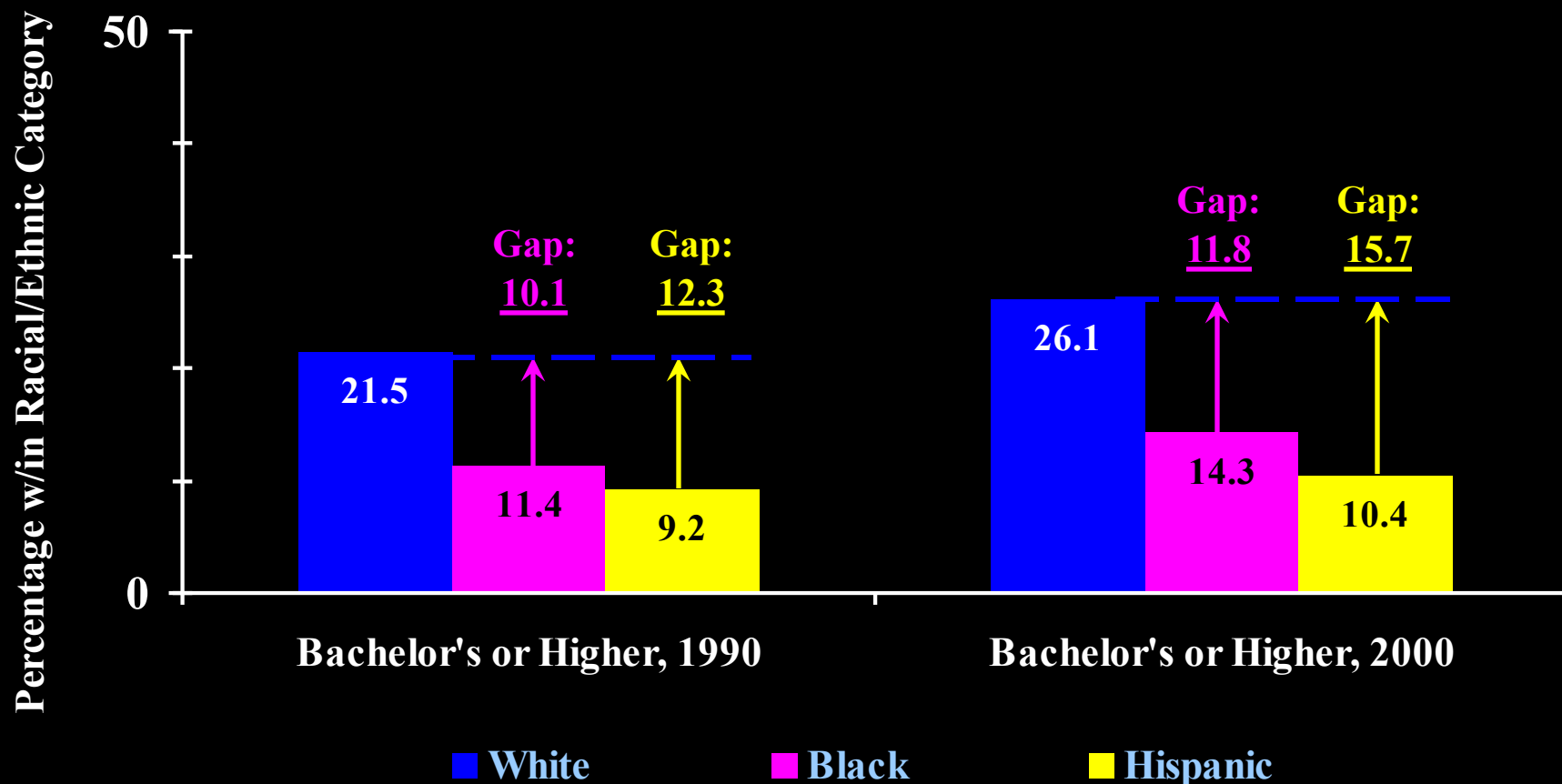
# Percentage of Persons 25 or Older With Bachelor's or Higher: **U.S.** (By Race/Ethnicity)



**Gains in College  
Completion Within  
Each Racial/Ethnic  
Category, BUT . . .**

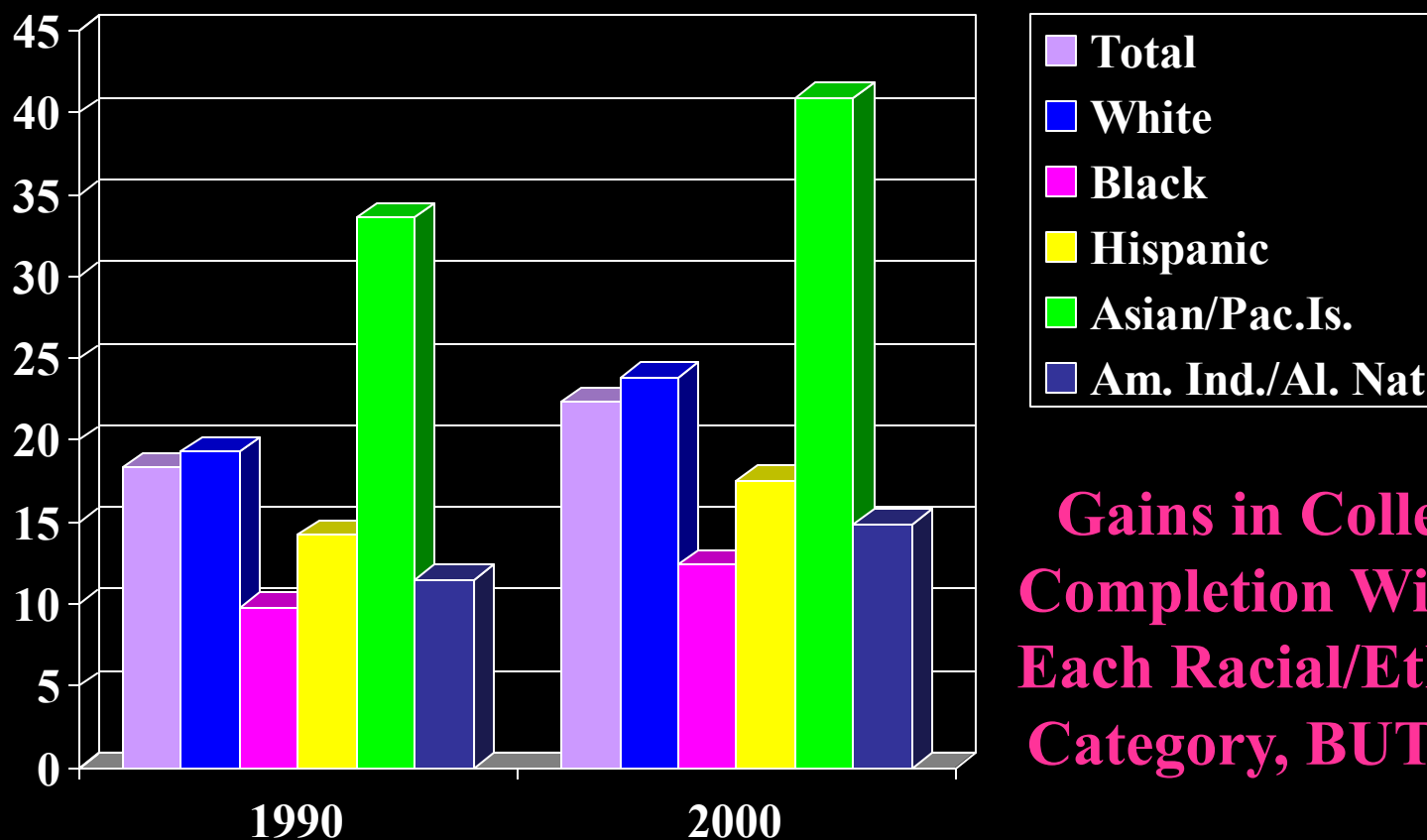
## Some Groups Are Falling Further Behind!

**Change in Percentage of Persons 25 and Older in the United States Who Attained a Bachelor's Degree or Higher, by Race/Ethnicity, 1990 and 2000**



Source: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2005*

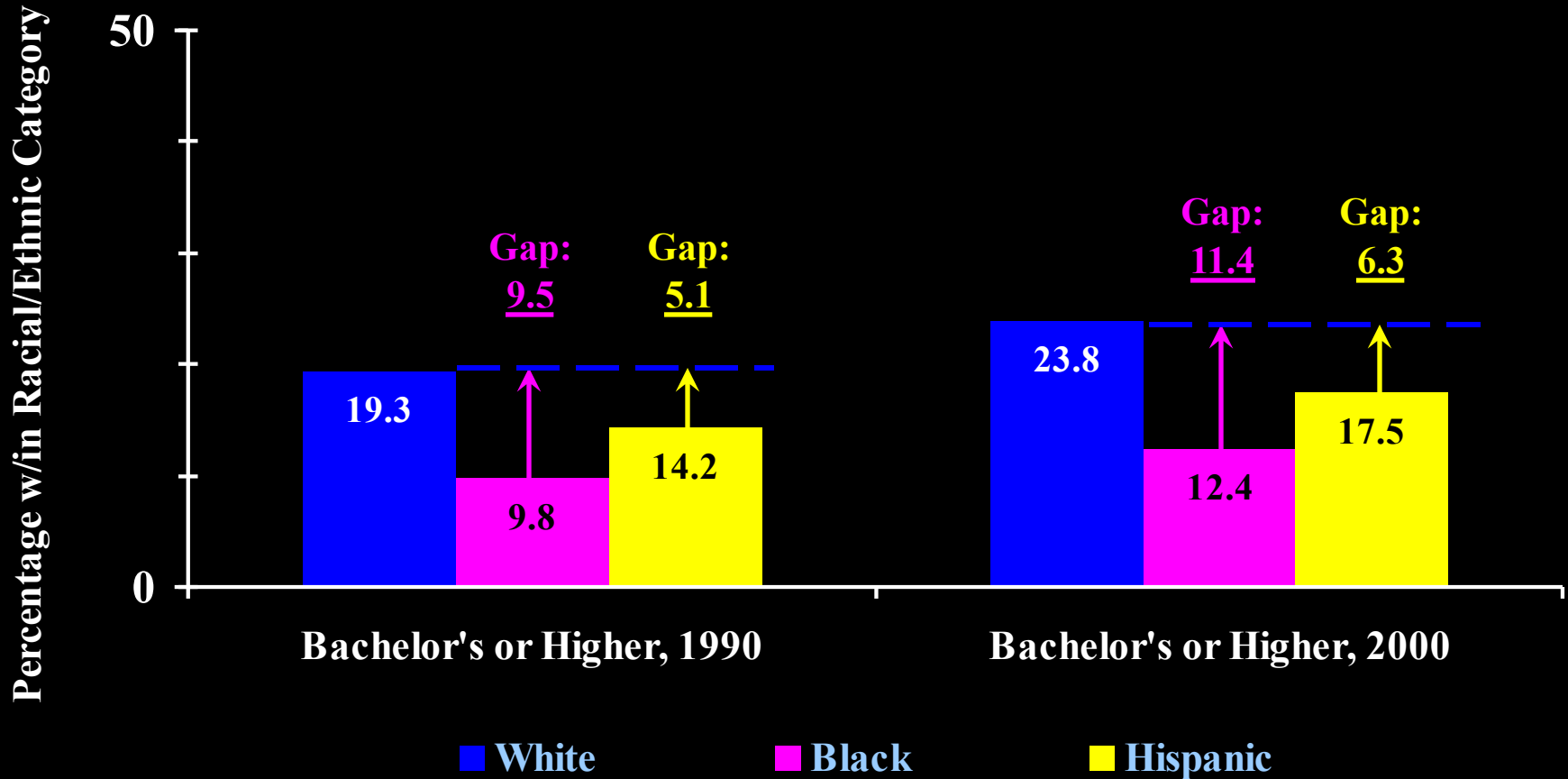
# Percentage of Persons 25 or Older With Bachelor's or Higher: **Florida** (By Race/Ethnicity)



**Gains in College  
Completion Within  
Each Racial/Ethnic  
Category, BUT . . .**

## Some Groups Are Falling Further Behind!

Change in Percentage of Persons 25 and Older in **Florida** Who Attained a Bachelor's Degree or Higher, by Race/Ethnicity, 1990 and 2000



# **Selected Factors Influencing Educational Attainment**

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- **Student/Family Perception of the Value of Higher Education**
- **Student/Family Perception of the Possibility of Higher Education**
- **Academic Preparation for Higher Education**
- **Financial Access To and Through Higher Education**
- **Support for Academic Integration and Success Once Enrolled in Higher Education**
- **Support for Social Integration and Success Once Enrolled in Higher Education**

# **Some Indicators to Monitor**

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- **Availability and Readiness of Students in the Pipeline**
- **New Enrollments**
- **Retention – Successful Progression**
- **Total Enrollments**
- **Campus Climate and Student Satisfaction**
- **Educational Attainment (Degrees Granted)**
- **Relative Graduation Rates**

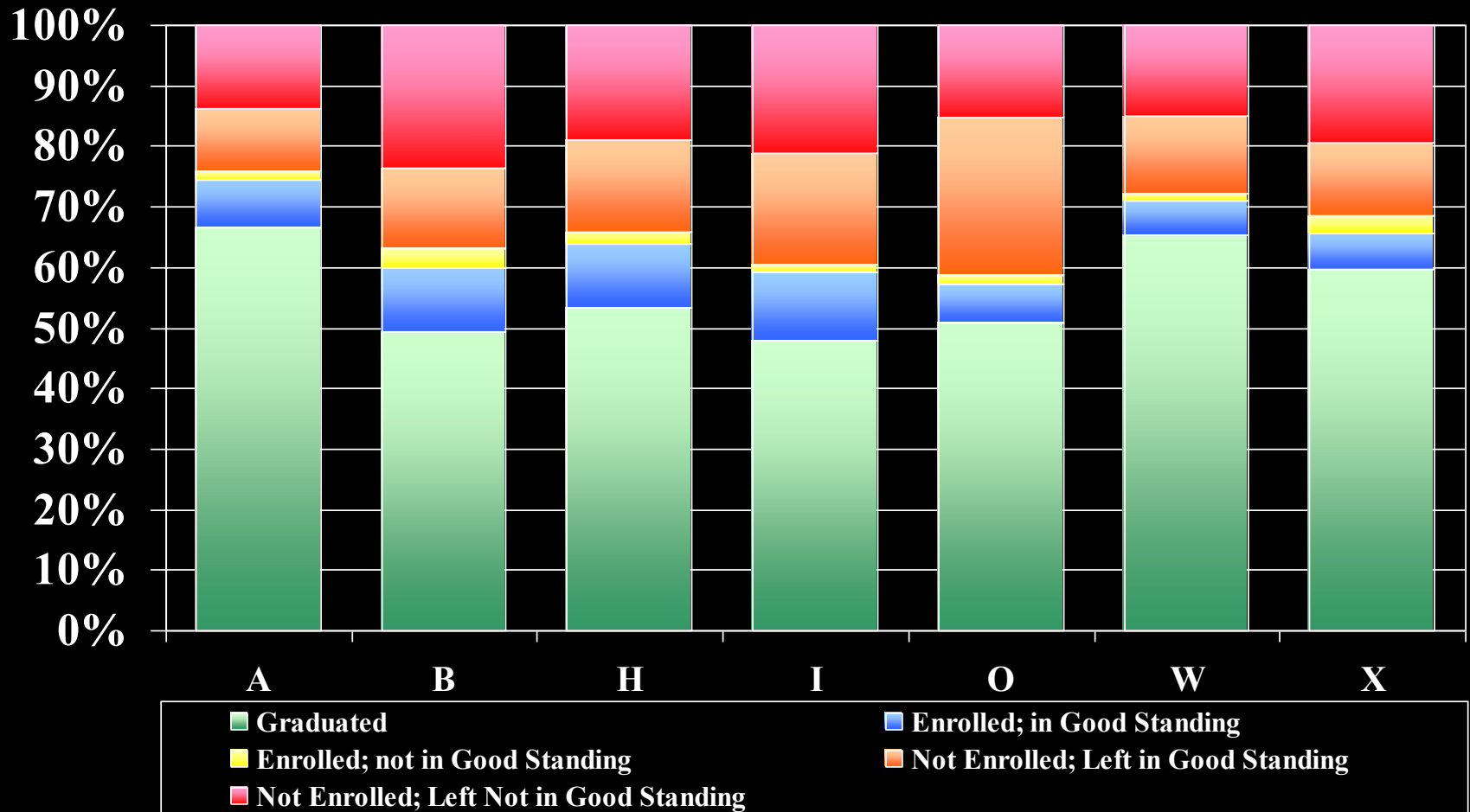
# **Fall Enrollments – 2005**

## **(October Submission)**

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- **The number of enrolled in-state Black and Hispanic students increased between fall 2004 and fall 2005.**
- **The number of enrolled out-of-state Black and Hispanic students decreased between fall 2004 and fall 2005.**
- **FAMU has traditionally enrolled the largest share of out-of-state Black students.**

# Student Progression for 1997-98 SUS FTIC Admits at 6 Years – By Race



A = Asian/Pacific Islander, B = Black, H = Hispanic, I = American Indian, O = NonRes Alien, W = White, X = Not Reported



# **Existing Interventions to Improve Access and Diversity in the SUS**

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- ❖ **Outreach to K-12 Students and Their Families**
- ❖ **Focused Recruitment Efforts**
- ❖ **Financial Aid / Scholarship Programs**
- ❖ **Academic and Support Services**

# Discussion with University Representatives

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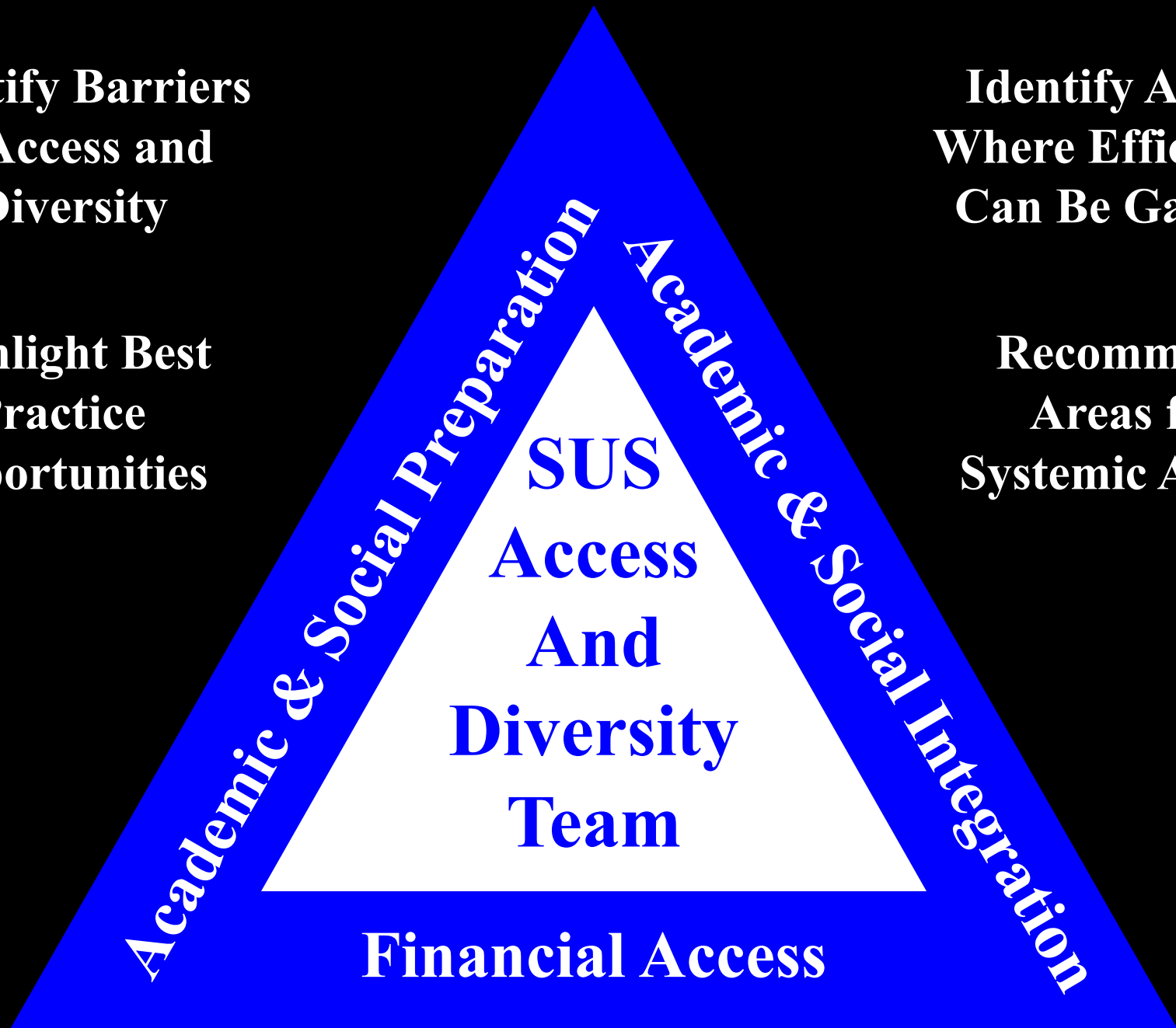
**Best Practices  
to Reach Out, Recruit, Retain,  
and Graduate Students From  
Underrepresented Populations**

**Identify Barriers  
to Access and  
Diversity**

**Identify Areas  
Where Efficiency  
Can Be Gained**

**Highlight Best  
Practice  
Opportunities**

**Recommend  
Areas for  
Systemic Action**



# Questions & Comments

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**NEXT STEPS?**