



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

State University System of Florida 2017 Annual Equity Report

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Board of Governors Regulation 2.003, Equity and Access, expresses the State University System's (SUS) anti-discrimination policy and details the Board's expectation that each state university implements policies, programs, and practices to ensure a diverse student body and equity in intercollegiate athletics and in employment. The Regulation mandates that each university shall have a designated office or person responsible for the development and implementation of the programs and for receiving and investigating complaints related to unlawful discrimination. Additionally, the Regulation provides guidelines and direction to state universities regarding the monitoring and collection of equity data, and calls for each university to prepare an annual Florida Equity Report. The Report guidelines are reviewed annually by the SUS Council on Equal Opportunity and Diversity and the Board Office prior to each annual reporting cycle.

Each university Florida Equity Report provides information on the progress of implemented initiatives in the three key areas of students, athletics, and employment. The data focus on women and members of specified race/ethnic protected classes or underrepresented minority groups. Beginning with Summer 2010, Integrated Postsecondary Education Data System terminology for these classes was used for reporting. The classes are

- Black or African American (B),
- Hispanic (H),
- Asian (A),
- Native Hawaiian or Other Pacific Islander (NH/OPI),
- American Indian/Alaska Native (AI/AN), and
- Two or More Races (\geq Two).

Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this report.

It is important to note that each state university's Florida Equity Report is approved by the university's board of trustees and signed by the university's president. Accordingly, the Board of Governors is responsible for ensuring that each of the universities in the SUS has in place policies, programs, and practices to ensure equity. It is the responsibility of each university board of trustees to ensure that these policies, programs, and practices are being carried out. The SUS Annual Equity Report consolidates and highlights information from the individual university Florida Equity Reports, providing aggregate data with respect to the three key areas of students, athletics, and employment.

Key for all Charts and Tables

- NRA = Non-Resident Alien*
- B = Black
- AI/AN = American Indian/Alaskan Native
- A = Asian
- H = Hispanic
- NH/OPI = Native Hawaiian/Other Pacific Islander
- W = White
- ≥ Two = Two or more races
- UNK = Unknown

*Non-resident alien is defined by the Integrated Postsecondary Education Data System as a person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee, or Cuban-Haitian.

Enrollment of First-Time-In-College (FTIC) Students

With more than 350,000 students enrolled during the Fall 2017 semester, the SUS had the second-largest enrollment among public four-year institutions, behind the California State University System. If the entire 2016-17 academic year is considered, there were 412,418 students enrolled in the SUS. During the last ten years, the SUS's Fall headcount enrollment has grown by more than 56,000 students, representing 19% growth.

A diverse student population begins with admitting a diverse entering class. Efforts to achieve this involve proactively reaching out to high schools, middle schools, returning veterans, and others to educate potential students as to postsecondary student life, educational affordability, and employment prospects and estimated salaries associated with specific degree programs.

SUS institutions are recruiting and enrolling a diverse student population by implementing various programs and policies, and by monitoring the success of these initiatives in order to determine best practices moving forward. A number of the best practices are longstanding due to their success. Others are tested on a short-term basis

as SUS institutions seek, discover, and employ new ways to increase student diversity. Table One below displays data for students who were initially enrolled as First-Time-In-College (FTIC) students in the Summer and Fall of 2016 by race and ethnicity, and by gender.

Table One: SUS FTIC Initially Enrolled, Summer and Fall 2016 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Totals
Men	471	1,652	30	968	4,590	13	8,874	713	221	17,532
Women	448	2,973	42	1,157	5,945	23	11,226	1,057	278	23,149
Total	919	4,625	72	2,125	10,535	36	20,100	1,770	499	40,681
% of Total	2.3%	11.4%	0.2%	5.2%	25.9%	0.1%	49.4%	4.4%	1.2%	100%

Source: State University Database System

A number of the tables in this report, and particularly the one above, are instructive if a comparison is made with Florida’s college age population (defined as from 18 through 34 years of age) broken out by race/ethnicity. Table Two below provides that information.

Table Two: Percentage of Florida’s College Age Population by Race/Ethnicity					
Age Group	White	Black	Hispanic	Asian	Other
18-34	48%	18%	29%	3%	1%

Source: Current Population Survey, Annual Social and Economic Supplement, 2017; U.S. Census Bureau

These tables indicate that the SUS needs to redouble its efforts to enroll Black students.

Retention of Full-Time, First-Time-in-College Students

Research shows that the highest attrition occurs between the first and second years of college. Therefore, early identification is crucial in helping first-time-in-college students who are at risk academically. This is particularly the case with students in certain underrepresented categories. It is important that SUS foster an environment of inclusion to aid in the retention of underrepresented students.

The Board of Governors 2025 Strategic Plan contains the goal of a 90% Academic Progress Rate. The Academic Progress Rate differs from a standard retention rate in that it captures the percentage of those students who have maintained a grade point average of 2.0 or higher by the end of their first year and continue to their second Fall term. This progress serves as a good early indicator of graduation within four- and six-years.

SUS institutions provide many programs and services aimed at promoting student success and improving retention. These include

- offering gateway programs in the summer semester for viable students who do not meet general entrance requirements,
- requiring freshmen orientation,
- offering college success skills workshops,
- creating new centers for academic retention,
- expanding the services provided by counseling centers,
- assigning academic advisors to all incoming freshmen,
- building supplemental instruction into STEM courses,
- enhancing advisor utilization of technology,
- expanding early academic alert programs,
- targeting interventions for students who are officially on academic probation,
- mitigating “deadly combinations” of same-day final examinations through scheduling adjustments,
- reducing class sizes, and
- creating living-learning communities for first year students.

In addition to these activities, several SUS universities have allocated resources for the addition of advising staff to help students select majors and plan course schedules to facilitate degree completion. The earlier these activities take place, the more likely it is that students will be retained to their second academic year. Such activity has been particularly prevalent since the advent of performance-based funding.

SUS institutions maintain a high 2nd year retention rate for ethnically diverse students, as evidenced in Table Three below. Excluding the Unknown category and categories with 70 or fewer students (because the small populations have an appreciable effect on percentage rates), retention rates range from 86% for Non Resident Aliens to 95% for Asians. On the whole, the SUS boasts a 90% retention rate, with females retained at a 2% higher rate than males.

**Table Three: SUS Retention of Full-Time FTICs
Entering Summer or Fall 2016 and Continuing Into Fall 2017**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Totals	Female	Male
Headcount	828	4,438	70	2,049	9,960	60	19,519	1,699	472	39,095	22,298	16,795
Headcounts as a % of Total	2%	11%	0.2%	5%	25%	0.2%	50%	4%	1%	100%	57%	43%
Percent Retained	86%	89%	86%	95%	91%	95%	90%	90%	94%	90%	91%	89%

Source: State University Database System

Graduation

Graduating students with skill-sets for a knowledge economy remains a primary focus for the State University System. Across the United States, systems and individual universities, both public and private, acknowledge this as a high priority, and the SUS is no exception. The Board of Governors 2025 Strategic Plan calls for a 50% four-year FTIC graduation rate, and a 70% six-year FTIC graduation rate. Most SUS universities report this metric as an area targeted for continued improvement. This is particularly true since the advent of performance-based funding. Enhancing graduation rates for underrepresented students is critical in order to improve in this area.

Undergraduate Degrees

Improving student retention rates goes hand-in-hand with increasing numbers of graduates and improving graduation rates. All institutions are offering a wide variety of programs designed to provide students with fundamental academic skills and other support services.

Recent areas of focus have been on early identification of appropriate majors and academic mapping. The early identification of majors is a relatively new function in Florida due to its historical model of two-plus-two articulation between Florida College System institutions and SUS institutions. A longstanding practice was that lower-level (years one and two) students, particularly those in the Florida College System, did not select majors until they reached the upper level (years three and four). This reduced the effectiveness of counseling and the selection of prerequisites to a major which, in turn, had a negative effect on time to degree. Time to degree impacts graduation due to the costs associated with remaining in school for a longer period of time.

Currently, SUS institutions follow the nationally preferred practice of having students identify a major as soon as possible with a series of academic progression policies and requirements. Academic mapping alerts students, faculty, and advisors when students veer off-track from their academic program requirements. All of these practices enhance the numbers of minority graduates.

These efforts have a positive effect on time to degree and reducing the accumulation of excess hours. In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The Board of Governors 2025 System Strategic Plan calls for 80% of all bachelor's degrees to be awarded without excess hours. The Board included this metric as one of its university-specific metrics within the performance-based funding model. An expeditious time to degree and the elimination of excess hours is especially important for students from lower socioeconomic environments.

Graduation rates have a correlation with time to degree which, in turn, impacts costs to both students and institutions. The SUS 2025 Plan contains a goal of increasing the number of students who graduate in four years to 50% for both full- and part-time FTIC students. Similarly, the 2025 Plan contains a goal of increasing the number of students who graduate in six years to 70% for both full- and part-time FTIC students. Table Four below provides data with regard to FTIC students who graduated in six years. It is clear from this table that females graduate in six years at a much higher rate than males.

Table Four: Six-year Graduation Rate of Full-Time FTICs (2011-17)												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total	Female	Male
Headcount	346	5,086	77	1,631	8,441	121	20,118	1,440	411	37,671	21,346	16,325
Headcounts as a % of Total	1%	14%	0.2%	4%	22%	0.3%	53%	4%	1%	100%	57%	43%
Percent Graduated	70%	62%	71%	81%	73%	83%	75%	68%	81%	73%	77%	67%

Source: State University Database System

Since the creation of a performance-based funding model that rewards baccalaureate degree production, the SUS has endeavored to increase its degree production while maintaining quality and remaining sensitive to achievement by ethnic category and gender. Table Five below provides information with regard to bachelor's degrees awarded in 2016-17, breaking the data out by ethnicity and gender.

Table Five: Bachelor's Degrees Awarded, AY 2016-17										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	879	2,743	50	1,286	7,225	67	14,361	806	303	27,720
Women	973	5,323	83	1,604	10,788	98	18,958	1,234	439	39,500
Total	1,852	8,066	133	2,890	18,013	165	33,319	2,040	742	67,220
% of Total	2.8%	12.0%	0.2%	4.3%	26.8%	0.2%	49.6%	3.0%	1.1%	100%

Source: State University Database System

Graduate Degrees

Because the pool of potential enrollees is inherently smaller than at the undergraduate level, recruiting minorities into graduate programs is a challenge. SUS institutions utilize a number of strategies to increase diversity in graduate education.

Table Seven below displays the total number of graduate degrees (master's-, doctoral-, and first professional-level combined) awarded by SUS universities in 2016-17, broken out by ethnic category and by gender. Of note here is that Black females received more than twice the number of first professional degrees as males.

Table Six: Master's, Doctoral, and First Professional Graduate Degrees Awarded in Academic Year 2016-17										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Total
Men	2,499	743	23	447	1,544	10	4,583	159	286	10,294
Women	1,605	1,627	21	617	2,441	22	6,472	251	350	13,406
Total	4,104	2,370	44	1,064	3,985	32	11,055	410	636	23,700
% of Total	17.3%	10.0%	0.2%	4.5%	16.8%	0.1%	46.6%	1.7%	2.7%	100%

Source: State University Database System

Equity in Intercollegiate Athletics

The SUS institutions follow all state and nationally mandated standards for male and female sports activities in the areas of facilities, equipment, training, scholarships, and participation. The universities review their athletics programs in several areas with respect to equity. All of these areas are carefully scrutinized and, as appropriate, timelines for improvement and specific action items are identified. These areas include

- sports offerings;
- participation rates of females compared with full-time undergraduate female enrollment;
- availability of facilities;
- scholarship offerings for athletes;
- provision of equipment and supplies;
- scheduling of games and practice times;
- opportunities to receive tutoring;
- compensation of coaches and tutors;
- medical and training services;
- housing and dining facilities and services; and
- funding with respect to the athletic program as a whole, administration, travel and per diem allowances, recruitment, comparable coaching, and publicity and promotion.

Table Seven below compares the percentage rates of male/female athletic participation for each SUS institution, excluding Florida Polytechnic University and New College of Florida, neither of which have athletic programs.

Table Seven: Student Athletes by Gender		
University	Male	Female
FAMU	69%	31%
FAU	51%	49%
FGCU	43%	57%
FIU	49%	51%
FSU	50%	50%
UCF	43%	57%
UF	56%	44%
UNF	43%	57%
USF	47%	53%
UWF	48%	52%

Source: Individual Institution 2017 Equity Reports

Employment

Ensuring a diverse faculty is important because it has an impact on student success by enhancing the learning environment. All SUS institutions monitor employment trends for tenured, tenure- and non-tenure-track faculty, and managerial occupations (administrative and professional staff). The universities employ a number of strategies to increase diversity among their faculty. Table Eight below shows the percentages of tenured faculty by ethnic category and by females as of Fall 2016. (Florida Polytechnic University and New College of Florida do not have tenure models,)

Table Eight: Employment: Fall 2016 Tenured Faculty Percentage of the Whole by Ethnicity and Gender												
Indicator	NRA	B	AI/AN	A (2011 and 2012)	A/PI (2007)	H	NH/OPI (2011 and 2012)	W	≥ Two (2011 and 2012)	Not Reported	Total	Female
#, Fall 2016	384	404	11	716	3	305	1	3686	35	6	5248	1659
% of the Whole	.07%	.08%	.002%	.136%	.001	.058	.000	.70%	.0066%	.001%	100%	.316%

Source: Individual Institution 2015 Equity Reports

Conclusion

State universities continue to focus on fostering greater diversity on their campuses and in the State University System as a whole. Institutions successfully implement plans for the recruitment and enrollment of diverse student populations. Once students are enrolled, a variety of support services are utilized to improve student retention rates. These include targeted advising initiatives and curricular support (ex., special mentoring and tutoring services in math and science courses). While such initiatives are available for all students, they are particularly important in improving retention and graduation of underserved populations. Institutions carefully monitor their compliance in athletics. Institutions also give attention to faculty and staff diversity, and implement programs that educate the campus community on diversity issues, ultimately creating a more inclusive environment that promotes student access and success.