THE FOOD AND AGRICULTURAL INFORMATION SYSTEM (FAEIS)

NIFA PRESENTATION
APRIL 7, 2011

The FAEIS Team Members
Thank You For This Opportunity

- Dr. Mary Marchant, FAEIS Principal Investigator
- Dr. Eric Smith, FAEIS Co-Principal Investigator
- Bill Richardson, FAEIS Project/Help Desk Manager
- Dr. Eric Vance, FAEIS Statistical Project Manager
- Dr. Jolene Hamm, FAEIS Help Desk Expert
What is FAEIS?

The Food and Agricultural Education Information Systems (FAEIS) is a comprehensive web-based database of student and faculty data.

- Funded by USDA since 1983.
- Data comes from 1862, 1890, 1994 and Non Land-Grant Institutions.

- Purpose of FAEIS
  - To gather, compile, and distribute a broad range of higher education information related to food science, agriculture, life and human sciences, veterinary medicine, and natural resources.

- Disaggregated data includes
  - Undergraduate and graduate student enrollment by ethnicity and gender.
  - Degrees awarded at all levels by ethnicity and gender.
  - Placement at all degree levels.
  - Faculty head counts and salaries by race/ethnicity, gender, rank and discipline.
History of FAEIS

- **Texas A&M: 1983-1999**
  - FAEIS was a paper-based system.

- **Virginia Tech: 2002-present**
  - Virginia Tech awarded FAEIS contract in 2002.
  - USDA RFA
    - Developed by USDA funding agency and stakeholders—the FAEIS Peer Panel, a national advisory board representing users from our targeted audience.
    - Major goal was to develop a web-based system.

FAEIS Overview

- Collect data from approximately 275 universities and colleges nationwide.

- The FAEIS website received 323,662 hits for fiscal year 2009–10. FAEIS users generated 1,842 reports via our custom report builder to meet their needs during this same time period.

- **FAEIS Funding Agency**
  - USDA - National Institute of Food and Agriculture (NIFA)
    - Dr. Jermelina Tupas, Division of Community and Education
    - Dr. Shane Ball, Division of Community and Education
FAEIS Stakeholders

- APLU – APS
- 1890 Land-Grant Colleges & Universities
- First Americans Land-grant Consortium (FALCON)
- Hispanic Association of Colleges & Universities
- AASCARR
- AAVMC
- BoHS
- CAFS
- SAF
- NAUFRP

FAEIS Data Can Help You

- Assess the academic pipeline in NIFA priority science areas by tracking student and faculty trends overall, and by gender and ethnicity.
- Offers disaggregated data by Classification of Instructional Programs (CIP) code.
- Provide data for grant proposals, e.g. integrated grants.
- Study data by discipline, gender, ethnicity, and institution type (1862, 1890, 1994, AASCARR, CAFS, BoHS, SAF, AAVMC).
- Learn about enrollment trends, emerging disciplines, student placement, and faculty salaries.
- Create custom reports that can be used in strategic planning and to answer your critical questions.
FAEIS Data Are Used By

- USDA administrators, in responding to Congressional inquiries and USDA NPLs, in developing USDA's Employment Opportunities for College Graduates report.

- Faculty, in grant proposals to highlight the educational student pipeline for specific agricultural disciplines and to support the need for minorities and women in the agricultural sciences.

- Higher education administrators, to develop enrollment trends – including race and gender, peer institution comparisons, faculty salary comparisons, emerging discipline trends, and to identify current CIP codes.

To see how FAEIS data can be used visit the website: [http://faeis.usda.gov/](http://faeis.usda.gov/)
“I accessed the FAEIS database for current minority and female representation in general agribusiness management concentrations. Immediately, I received a notice inquiring if I needed additional help. I responded and Ms. Jolene Hamm, a Graduate Research Assistant, at the FAEIS office assisted me in record time. I strongly recommend this database as a resource.”

Dr. Kenrett Jefferson-Moore
North Carolina A&T State University
FAEIS Newsletter 2010, Issue 10

Example of Educational Pipeline

Note: 51 institutions were included, and the disciplines include Food Science (CIP 01.1001), Food Technology and Processing (CIP 01.1002), and Food Science and Technology, Other (CIP 01.1099).
Example of Educational Pipeline cont’d

DEGREES AWARDED for Food Science and Related Technologies, FAEIS Institutions

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>542</td>
<td>661</td>
<td>593</td>
</tr>
<tr>
<td>Masters</td>
<td>208</td>
<td>225</td>
<td>301</td>
</tr>
<tr>
<td>Doctorate</td>
<td>98</td>
<td>98</td>
<td>116</td>
</tr>
</tbody>
</table>

Note: 48 institutions were included, and the disciplines include Food Science (CIP 01.1001), Food Technology and Processing (CIP 01.1002), and Food Science and Technology, Other (CIP 01.1099).

Example of Educational Pipeline cont’d

STUDENT ENROLLMENT by Ethnicity in 2009 for Food Science and Related Technologies, FAEIS Institutions

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Non-US Citizens</td>
<td>235</td>
<td>256</td>
<td>232</td>
</tr>
<tr>
<td>Asian</td>
<td>83</td>
<td>43</td>
<td>159</td>
</tr>
<tr>
<td>Black</td>
<td>113</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Caucasian</td>
<td>532</td>
<td>58</td>
<td>25</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13</td>
<td>120</td>
<td>1</td>
</tr>
<tr>
<td>Native American</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>19</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: 49 institutions were included, and the disciplines include Food Science (CIP 01.1001), Food Technology and Processing (CIP 01.1002), and Food Science and Technology, Other (CIP 01.1099).
Results of External Triennial Survey of FAEIS Stakeholders

- The more years using FAEIS the greater the satisfaction with FAEIS
- Data resource users find most useful: faculty salaries, total college enrollment, student enrollment & degrees awarded by CIP, student demographics, faculty headcount.
- Most common purposes for use of FAEIS data: Institutional benchmarking/peer analysis, trend analysis
- Most important aspect of FAEIS to users is: student enrollment data, institutional comparisons, trends in enrollment and degrees awarded, & faculty salaries
- Most users believe FAEIS adds-value and use FAEIS twice as often as any other similar database—IPEDs, SED
- The FAEIS Website, CIP lists and FAEIS Newsletters are the most useful FAEIS products/services
- Most users have not contacted FAEIS help desk: but of those that have—90% rated it excellent or good.

2009 FAEIS Evaluation by Virginia Tech’s Center for Survey Research (n = 396)

FAEIS stakeholders use multiple databases. However, when asked “Do you use any of the following databases?” FAEIS is cited twice as often as the next similar database.

- Food and Agricultural Education Information System (FAEIS) - 44.9%
- National Science Foundation (NSF) - Survey of Earned Doctorate Data - 22.7%
- College and University Professional Association for Human Resources - 17.9%
- Department of Education National Center for Education Statistics (NCES) - 17.7%
- Oklahoma State Faculty Salary Data - 14.6%
- Other - 11.9%

2009 FAEIS Evaluation by Virginia Tech’s Center for Survey Research (n = 396)
Summary

- FAEIS is unique.
  - FAEIS has a 25+ year history of providing current higher education information related to food and agriculture, life and human sciences, veterinary medicine, and natural resources.

- FAEIS differs from other databases.
  - FAEIS provides disaggregated information by CIP code on student enrollment, degrees awarded, and faculty information by gender, ethnicity, discipline, and rank.

- FAEIS is needed.
  - FAEIS users include a broad range of stakeholders from the USDA and higher education universities and colleges. Evidence of stakeholders’ support includes user feedback from external triennial review and APLU-Academic Program Section support letter from academic deans.