RECRUITING ISN’T ROCKET SCIENCE

...so why shoot for the moon?

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Oregon State University
TODAY......

- Background on enrollment/demographics
- Influences in college decisions
- Look at paths for student growth
- Stimulate & share ideas
RECRUITING KEYSTONES

one advisor can’t do it all

neither can one recruiter

- Multiple strategies
- Outsource labor
- Personal relationships
- Adaptive management
WHY WE DO IT?

• Students
• Enrollments
• Demographics
• Issues
DECLINING ENROLLMENT

Figure 2. Undergraduate Enrollment in Natural Resources for the West and the Nation. Source: T.L. Sharik and K. Earley, Department of Environment and Society, College of Natural Resources, Utah State University.
RACIAL/ETHNIC MINORITIES INCREASING
28% U.S. Pop. in 2000      50% U.S. pop in 2050

Source of US Population Growth 2000 to 2050

U.S. DEMOGRAPHICS

Hispanic
Other race alone
White alone

U.S. Census Bureau, International Data Base, Table 094  from Richard Bjelland, OHCS
Oregon's Population by Ethnicity

U.S. Census Bureau, decennial census of population, 1980 to 2000, from Richard Bjelland, OHCS
## OSU Demographics

<table>
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<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>% OSU</th>
<th>% OR</th>
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<td><strong>American Indian</strong></td>
<td>218</td>
<td>209</td>
<td>218</td>
<td>229</td>
<td>253</td>
<td>1.3</td>
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<td>1.6</td>
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<td>525</td>
<td>581</td>
<td>619</td>
<td>637</td>
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<td>3.6</td>
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<td>2317</td>
<td>2463</td>
<td>2591</td>
<td>2626</td>
<td>2727</td>
<td>14.2</td>
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*From Alicia Ortega, OSU Admissions Office*
## Percent BS Enrollment in NR

*from 2002 FAEIS*

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>API</th>
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<th>Native Am</th>
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<td>4</td>
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<td>2</td>
<td>3</td>
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<tr>
<td><strong>FW</strong></td>
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<td>1</td>
<td>3</td>
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ISSUES

Complex issues
Socio/political decisions
WHAT DO WE KNOW?


HOW DO YOU REACH THEM?

- Campus visits
  - most used by all
  - used more by NT/minorities
  - personal conversation

- Web

- Printed publications

Bobbit 2006

- Web
  - program
  - college
  - university

- Personal conversation
  - college rep/professor

- Campus visit
  - participation in student event

Rocca and Washburn, 2005
WHAT DO THEY VALUE?

- **Scholarship/$$ aid**
  influential at college/dept level

- **Career opportunities**
  most influential

- **Student organizations**
  second most influential for NT, after recreational services

- **Career opportunities**

- **Courses**
  quality/reputation

- **Faculty**
  quality/reputation

- **Facilities**
  quality

- **Students**
  quality/reputation

*Rocco and Washburn 2005*
WHO INFLUENCES THEM?

- Parent or guardian
- Friend in college or high school
  most influential for minorities/non traditional
- Agricultural Science Teachers
  Slightly to not influential
- High school guidance counselor

Rocca and Washburn 2005, Bobbit 2006
WHEN DO THEY DECIDE?

- **Process Start**
  
  Entering minority /NT students before 9th grade

- **University Decision**
  
  < 56% entering students finalized decision 12th grade

- **Major Selection**
  
  Most entering students finalized major in 12th grade

- *Bobbit 2006*
**WHAT’S IMPORTANT**

- Build relationship
- Incorporate family/community
- Address affordability
- Address academic resources
- Assist with (online) application process
- Work with gatekeepers

**WHAT WORKS**

- OSU overnight visits
- Use current students
- Report successes
- Provide incentives (employ bilingual students)
- Provide transport
- Work with native language media
SO, WHAT DO WE KNOW?

- Have a great website
- Get students to campus
- Tailor to audience
- Vary your media
- Develop a message
- Promote careers
- Make it personal
- Fish off your own pier
- Start early and finish late!
OUR RECRUITING KEystones

• Multiple strategies
• Outsource labor
• Personal relationships
• Adaptive management
HAVE A GREAT WEBSITE

Allocate $$$ to web
- Contracted framework
- Hired student worker

Set Goals
- Show engaged students
- Inspire and teach
GET STUDENTS TO CAMPUS

Student-to-Student contact

- Student-led tours
- Student lounge
- FW Club office
- Student photo board

Faculty-to-Student contact

- Faculty open-door policy
- Facilities
- Participation
VARY YOUR MEDIA

DVD – *FISH & WILDLIFE* is it for you?

• Student group project
• $1/copy + mailing

**Salmon Bookmarks**

• Contract to design
• Display + quantity to ODFW
• Poster + display to HS science teachers

**Buzz Words**

• DVD, bookmarks, posters
DEVELOP A MESSAGE

- You have options
- You can make a difference

PROMOTE CAREERS

- DVD, bookmarks.....
- Internship coordinator
- Internship/job listings
- Posters
- Job site list
- Buzz words
MAKE IT PERSONAL

- Student worker - recruiting
- SPAWN presentations
- Peer Mentors
- Reach out to ‘lost’ students
FISH OFF YOUR OWN PIER

*Identify “Feeder” institutions*

- High Schools
- Comm Colleges
- 3/2 Programs
FISH OFF YOUR OWN PIER
...high schools

- Identify targets

Natl Educ Ctr Stats  http://nces.ed.gov

<table>
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<th>Corvallis High School</th>
<th>Am In</th>
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<tr>
<td></td>
<td>&lt;1%</td>
<td>5%</td>
<td>2%</td>
<td>9%</td>
<td>84%</td>
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<table>
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<td>&lt;1%</td>
<td>10%</td>
<td>&lt;1%</td>
<td>4%</td>
<td>85%</td>
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http://www.greatschools.net/
FISH OFF YOUR OWN PIER
...high schools

Source: NCES, 2005-2006

http://www.greatschools.net/

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<th>Ethnicity</th>
<th>This School</th>
<th>State Average</th>
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<td>72%</td>
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<tr>
<td>Hispanic</td>
<td>4%</td>
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<td>American Indian/Alaskan Native</td>
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<tr>
<td>Asian/Pacific Islander</td>
<td>&lt;1%</td>
<td>5%</td>
</tr>
<tr>
<td>Black, not Hispanic</td>
<td>&lt;1%</td>
<td>3%</td>
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Oregon Assessment of Knowledge and Skills Results

Percent meeting or exceeding standards Grade 10

Reading  69% (2007)
State average = 66%

Writing  57% (2007)
State average = 55%

Math    55% (2007)
State average = 55% in 2007.
FISH OFF YOUR OWN PIER
...high schools

<table>
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<th>OREGON PUBLIC HIGH SCHOOLS</th>
<th>Af Amer</th>
<th>Asian</th>
<th>Nat Am</th>
<th>Hispanic</th>
<th>% Diversity</th>
<th># students</th>
<th>Reading</th>
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<td>Jefferson</td>
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<td>54</td>
<td>coop with ODFW/USFS</td>
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<td>51</td>
<td>60</td>
<td>116</td>
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<td>6</td>
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FISH OFF YOUR OWN PIER...

Build personal relationships at “targets”
(Influence the influencers)

Contact instructors directly
• Promote careers (use message)
• Explore issues (meets instructors needs)
• Demonstrate techniques (engages students)

Maintain contact
• Offer opportunities
• Report student successes
FISH OFF YOUR OWN PIER....
personal relationships

- Community colleges
- 3/2 Program Tuskegee University
...ON THE HORIZON

- Curricula + equipment sent to key teachers
- FW cohorts
- Summer camps
- Weekend class at HMSC
- ONREP Teacher Workshops
WHERE ARE WE???

# FW Students

% Minority FW Students
IT AIN’T ROCKET SCIENCE!

- Have a great website
- Get students to campus
- Tailor to audience
- Vary your media
- Develop a message
- Promote careers
- Make it personal
- Fish off your own pier

START EARLY & FINISH LATE!
QUESTIONS? REFLECTIONS? IDEAS?
Recruiting (or retention) isn’t rocket science so why shoot for the moon?
Rebecca Goggans and Nancy Allen
Our proportion of undergraduates from under-represented groups has increased from about 7% in 2002 to 13% in 2007. This presentation will discuss a variety of strategies, tools and ideas for recruiting and retaining natural resource students including curricula flexibility, peer-mentoring, 3/2 programs, experiential learning, learning cohorts, “SPAWN” presentations where students return to their natal high school, a student-produced DVD and salmon bookmarks. We have found one tool can’t do it all and one recruiter can’t either; thus a key to our program is to “out-source” recruiting and retention to existing labor pools. In summary, you don’t have to set your sights on the moon – you can succeed by aiming close to home!