

FY 2017 NREM STUDENT SERVICES REPORT
Completed by Amanda Chung, Student Services Specialist
August 15, 2017

Section I	New Student Enrollment & Profile	Section V	June Orientation
Section II	Overall Student Enrollment & Profile	Section VI	Social Media
Section III	Recruitment	Section VII	Issues and Assistance
Section IV	Retention		

This report includes Student Services Center activities and data for the fall 2016, spring 2017, and summer 2017 terms (FY 2017 –July 1, 2016 to June 30, 2017) only. Any prospective students referred to have an anticipated enrollment of FY 2017. Prospective students with an anticipated enrollment beyond FY 2017 will not be included in this year’s report. A prospect is any high school student, transfer student or non-traditional student that showed interest in Animal Ecology or Forestry majors with the *potential* of becoming an NREM student. Not all prospects provided complete profile information; statistics were compiled based only on those prospects that did which were the majority of students. New enrollment refers to any student entering NREM either as a new Iowa State (ISU) student or a student changing majors to Animal Ecology or Forestry from another ISU program. Information is based on data in the NREM Recruiting Database maintained by the Student Services Center and through the Office of the Registrar.

I. NEW STUDENT ENROLLMENT AND PROFILE

A. Most of NREM’s FY 2017 prospects (97.2%) declared a fall anticipated entry term. The larger portion of these prospects (68%) were interested in Animal Ecology (Table 1). In FY 2017, a total of 157 new students started in NREM (Table 3). Out of the 398 prospective students in the database, 27% enrolled in an NREM major (Table 4). Of the total FY 2017 prospects from Table 1, 53% applied to ISU (Table 2). New student enrollment increased from the previous year; FY2016 had new student enrollment of 114 new students, while 2017 had 157 new students enrolled in NREM majors (Table 4).

Table 1. NREM Prospects with FY 2017 anticipated enrollment. Majors based on interest shown at the time of the prospects’ visit.

	Fall 2016	Spring 2017	Summer 2017	FY 2017 Total	Percent
Animal Ecology	262	5	3	270	68.0%
Forestry	110	2	0	112	28%
Both AECL & FOR interest	16	-	-	16	4%
Total prospects per term	385	7	4	398	-
Percent prospects per term	97.2%	1.8%	1.0%	-	-

Table 2. Application status of FY 2017 prospects, whether admitted to Iowa State University or not. These prospects only include those that had previous contact with NREM and does not take into consideration those who had no contact with NREM yet applied to Iowa State University. Some of these student may have also applied to majors other than NREM.

	Animal Ecology	Forestry	Both AECL & FOR Interest	Total	Percent
Applied	149	48	12	209	52.8%
Did not apply	120	64	3	187	47.2%
Total Prospect	270	112	16	398	-

Table 3. New NREM student enrollment (NSE) in FY 2017 including freshmen, transfer students, and major changes.

	Fall 2016	Spring 2017	Summer 2017	FY 2017	Percent by Status/major
Total Freshmen	51	-	1	52	33%
AECL	42	-	1	43	83%
FOR	9	-	-	9	17%
Total Transfers	41	-	2	43	27.0%
AECL	27	-	2	29	67%
FOR	14	-	-	14	33%
Total Major Changes/Withdrawals	38	25	-1	62	40%
AECL	33	23	-1	55	89%
FOR	5	2	-	7	11%
Total NSE	130	25	2	157	-
NSE Percent	83%	16%	1%	-	-

Table 4. New student enrollment success of prospect list (pNSE)

	FY 2016				FY 2017			
	Prospects	(p)NSE	Total NSE	Success of p(NSE)	Prospects	(p)NSE	Total NSE	Success of p(NSE)
AECL	257	68	93	27%	270	85	127	31%
FOR	107	12	21	11%	112	21	30	19%
Both	5	-	-	-	16	-	-	-
Total	369	80	114	22%	398	106	157	27%

B. The majority of prospects (51%) originate from Iowa followed by Illinois (13%) and Minnesota (7%). Small percentages of students come from outside Iowa and its bordering states (Table 5). Within Iowa, 16% of the prospects with a recorded county are from Polk County (Table 6).

Table 5. Top locations by U.S. state, U.S. territory, or Country of prospects who declared an interest in NREM at the time of their visit.

	Prospects per state/territory/country	Percent per state/territory
IA	201	50.75%
IL	51	13%
MN	28	7%
WI	20	5%
TX	18	5%
MO	13	3%
NE	8	2%
MI	7	2%
CA	6	2%
CO, PR	4	1%
FL	3	1%
IN, KS KY, MD, NJ, SD, China	2	0.5% each
AL, AR, AZ, HI, ID, NC, ND, NV, NY, OK, OR, PA, TN, UT, VA, VT, WA, Canada, United Arab Emirates	1	0.25% each

Table 6. Top 5 recorded counties of Iowa prospects who declared an interest in NREM at the time of their visit.

	Prospects per IA County	Percent per County
Polk (Central IA)	32	16%
Story (Central IA)	14	7%
Black Hawk (Eastern IA)	11	6%
Linn (Eastern IA)	10	5%
Pottawattamie (Western IA), Scott (Eastern IA),	4	2% each

C. Prospects interested in transferring to ISU for FY 2017 are coming from a number of community colleges and universities, the most (41%) being from Des Moines Area Community College (DMACC) (Table 7).

Table 7. Top recorded colleges of FY 2017 Iowa prospective transfer students who declared an interest in NREM at the time of their visit.

	Prospects per School	Percent per School
Des Moines Area Community College	21	41%
Kirkwood Community College	6	12%
Ellsworth Community College	4	8%
Southeastern Community College	3	6%

D. Students that changed majors to Animal Ecology (85) from another ISU major in FY 2017 came primarily from Animal Science. Those students changing into a Forestry major (19) came from a wide variety of majors. A total of 104 students transferred into NREM majors while 36 students transferred out (Table 8).

Any student that changed majors to NREM between July 1, 2016 and August 18, 2016 were included in the fall 2016 count and those that changed between May 8, 2017 and June 30, 2017 were included in the spring 2016 count.

Table 8. Majors of students changing to and from NREM

	F 2016		S 2017		FY 2017	
ANIMAL ECOLOGY	In	Out	In	Out	In	Out
Animal Science	15	-	13	1	28	1
Biology (LAS & CALS)	13	1	9	3	22	4
Ag Exploration	4	-	-	-	4	-
Forestry	-	-	-	3	-	3
LAS Open	3	-	-	-	3	-
Environmental Science (CALS & LAS)	3	-	4	2	7	2
Other	9	11	12	12	22	23
Total Major Changes	47	12	37	19	85	33
FORESTRY	In	Out	In	Out	In	Out
LAS Open	-	-	3	-	3	-
Animal Ecology	1	-	4	-	5	-
Other	6	2	5	2	11	4
Total Major Changes	7	2	12	2	19	4

New Student Enrollment and Profile Discussion:

One third (27%) of FY 2016 prospects that came in contact with or specified an interest in NREM actually enrolled (Table 4) at ISU with more prospects applying than not (Table 2). With 53% of prospective FY2017 students applying to ISU and NREM, this is back up from FY2016's 38% which was down from FY2015's 56%. This change in recruitment success could be due to a staff change in recruitment personnel.

Most prospects showing interest in NREM are from Iowa, Illinois, Minnesota, Wisconsin and Texas (Table 5). Only one of the University of Illinois' campuses has a program in natural resources and Illinois in-state tuition is significantly more than ISU's out-of-state tuition; these factors contribute to many prospects coming from Illinois. University of Wisconsin has a strong program in natural resources: Steven's Point campus has a good fisheries program and Madison campus has a good ecology program. However, Wisconsin institutions do not have strong programs in forestry or wildlife care.

Many Minnesota students find the NREM Animal Ecology attractive. Financially there is a small advantage for Minnesota students to remain in state, however, increases in ISU tuition and differential tuition may change the this situation. Additionally, we now have tougher competition from South Dakota State University who as of summer 2016, began offering in-state tuition to Iowa residents.

A look at Iowan prospect statistics shows that a majority of NREM prospects are coming from counties in central and eastern Iowa (Table 6). Central and eastern Iowa are large contributors of prospects due to the simple fact that general populations are higher in these regions compared to other areas of the state. The population density also increases the success of word of mouth recruitment between acquaintances. Some eastern Iowa prospects may also be choosing to attend ISU instead of the University of Iowa because ISU/NREM may have the program

they are interested in. There is no other program like NREM’s Forestry major anywhere else in the state, making it a likely choice for those interested in natural resources. In northwest Iowa there is the concern with potential prospects tending to and being encouraged to go to the University of South Dakota where there is also a conservation program. Strengthening recruitment activities in this part of the state at high school and the community college level may help to neutralize or reverse this trend. This has been made more challenging by the fact that the University of South Dakota is now offering in-state tuition to Iowa residents.

Of transfer prospects, the majority are coming to NREM from DMACC (Table 7). A number of DMACC prospects plan to attend ISU and NREM but for financial or comfort reasons, choose to start at DMACC with courses geared towards Animal Ecology or Forestry curriculum. We work with several of these students through the Admissions Partnership Program (APP).

For FY 2017, 33% of NREM students entered as freshmen. However, the majority percentage (40%) entered NREM as major changes some point after the start of their first semester at Iowa State (Table 3). Looking back at previous years shows that this is typically the case. In FY 2016 and FY 2015 the majority percentages of new students, 39.4% and 42% respectively, were major changes. Many of these students are learning about NREM by word of mouth. Animal Science, Biology, Environmental Science, and LAS Open Option majors are a continued common sources of students changing to NREM majors with Animal Science generally being to top provider (Table 8). This high percentage of major changes indicates that prospects are either changing their interests to natural resources, being missed in recruitment activities or being misdirected when visiting with admissions. Building more and better relationships throughout the state with high school and community college educators and NREM ambassadors will increase networking and relationships with Admissions personnel so that NREM comes to mind when students talk about where their interests lie. This however has been a challenge even on the college level.

II. OVERALL STUDENT ENROLLMENT AND PROFILE

A. The majority of new students enroll for the fall semesters each FY making fall enrollment numbers a good indicator for major/department size. Based on the Registrar’s undergraduate student enrollment statistics for fall 2016, NREM ranks in the top 5 largest departments in the College of Agriculture and Life Sciences (Table 10). At the university level, data is provided by major and not department, therefore making it difficult to compare department size based on enrollment numbers. In the long term, there has been a steady increase in NREM enrollment size, though the numbers have leveled out in recent years (Table 9).

Table 9. Total NREM fall enrollment 2011-2016

	F 2011	F 2012	F 2013	F 2014	F 2015	F2016
Animal Ecology	339	340	365	357	372	372
Forestry	83	96	97	96	87	87
Total	422	437	462	453	459	459

Table 10. NREM fall 2016 total enrollment numbers compared to other majors and departments

	Enrollment
COLLEGE OF AGRICULTURE & LIFE SCIENCES	
Animal Science (3 Majors)	1129
Ag Education & Studies (2 Majors + Certificate)	575
Ag Business	523
Ag & Bio Systems Engineering (2 Majors)	476
NREM (2majors)	459
Agronomy	336
IOWA STATE UNIVERSITY	
<p>To see how NREM majors compare to majors University wide, visit http://www.registrar.iastate.edu/enrollment/enrollment-by-major This compares by major only and not by department</p>	

B. As of the fall 2017 10-day enrollment, the majority of Animal Ecology and Forestry students that have declared an option within their majors, have chosen Pre-Vet & Wildlife Care (49.2%) and Forest Ecosystem Management (63.2%) respectively. In Forestry, the Natural Resource Conservation and Restoration is the second most popular option at 34.2% and in Animal Ecology the Wildlife option at 30.4%. (Table 11)

Table 11. Fall 2016 declared Animal Ecology and Forestry options

	Total	Percent of Total Enrollment
ANIMAL ECOLOGY		
Fisheries and Aquatic Sciences	19	10.5%
Interpretation of Natural Resources	18	9.9%
Pre-Veterinary & Wildlife Care	89	49.2%
Wildlife	55	30.4%
Total Declared Animal Ecology Options	181	-
FORESTRY		
Forest Ecosystem Management	24	63.2%
Interpretation of Natural Resources	1	2.6%

Natural Resource Conservation and Restoration	13	34.2%
Urban & Community Forestry	-	-
Total Declared Forestry Options	38	-

C. As of the fall 2016 10-day enrollment list, 62% of Animal Ecology students are female. While in Forestry, males make up the majority at 83% (Table 12).

Table 12. Total NREM fall 2016 enrollment by gender

	Animal Ecology	Percent per Major	Forestry	Percent per Major	Total per Department	Percent per Department
Female	230	61.8%	15	17.2%	245	53.4%
Male	142	38.2%	72	82.8%	214	46.6%
Total	372	-	87	-	459	-

D. As of the fall 2016 10-day enrollment list, at 10.5%, NREM's percentage for underrepresented ethnic groups was lower than the overall University percentage of 13.34%. The Animal Ecology major had a better representation of these groups than Forestry (Table 13).

Table 13. Total NREM fall 2016 enrollment by ethnicity

	Animal Ecology	Forestry	Percent of Total Enrollment
American Indian or Alaskan Native	1	1	4.2%
Black	2	-	4.2%
Asian	3	-	6.3%
Native Hawaiian or Pacific Islander	1	1	4.2%
Hispanic/Latinx	22	1	48%
Multi-ethnic	9	1	20.8%
International	6	-	12.5%
Total	44	4	10.5%

Overall Student Enrollment and Profile Discussion:

Animal Ecology and Forestry students typically declare an option, or area of specialty, by their third semester or after they have taken the Vertebrate Biology and Ecology courses or forestry 200 camp series respectively. In fall 2016 almost half (49.2%) of the Animal Ecology students with a declared major chose Pre-Vet and Wildlife Care distantly followed by Wildlife (30.4%). For the Forestry program, the Forest Ecosystem Management is the popular option (63.2%) closely followed by Natural Resource Conservation and Restoration (34.2%) (Table 11).

Currently, women make up 61.8% of the Animal Ecology major (Table 12). While NREM's overall enrollment has increased, over the last 6 years, the number of men in Animal Ecology has actually decreased while the number of women has increased. As for Forestry, the number of male enrollment has increased while the percentage of women has stayed relatively the same at roughly 20%. Our Animal Ecology numbers are doing well in regards to male-female ratios, but it is and should be a goal of recruiting women into Forestry.

NREM's FY 2017 underrepresented student population is at 10.5% (Table 13) between all ethnic groups. This is lower than Iowa State University's overall percentage of 13.34%. The difference in percentage is not very large, however, while Iowa State University's minority percentage has increased over the past year, NREM has stayed the same. With only 48 students of color, NREM could do more to not only recruit, but retain these students., NREM could participate in programs and travel to regions with higher populations of diversity. For retention, NREM could have its own programs to encourage a sense of community and acceptance for our students of color within the department. This same concept can also be applied to active recruitment and retention of women. For now, we do encourage all students to consider participating in current retention activities such as the Learning Communities.

Overall NREM enrollment numbers continue to remain steady, keeping the department within the top 5 largest departments in the College of Agriculture and Life Sciences (Table 10). Department ranking on a university level is difficult to determine as enrollment numbers are listed by major instead of department. In terms of trends over time, NREM numbers fluctuate yearly with increases and decreases in enrollment. However, when viewed over 10 years, there is a marked continuous increase in enrollment.

III. RECRUITMENT

A. In FY 2017 Recruitment activities mainly took place on the Iowa State University campus. However, successful efforts were made off campus, within the state of Iowa as well as in other states.

Table 14. FY 2017 recruiting events

ON CAMPUS	OFF CAMPUS
Major Fair	National Future Farmers of American Convention
Fall Junior Visit Day	Illinois Future Farmers of America State Convention
Spring Junior Visit Day	Passport to Iowa State Visits
Iowa Future Farmers of American State Convention	NREM Ambassador HS Visits
Experience Iowa State Days	-
Admission and Other Scheduled Visits	-
World Food Prize	-
NREM Visit Day	

B. The number of prospect visits with an NREM recruiter/adviser is based on an anticipated FY 2017 enrollment. Those numbers were compared with the number of those same prospects that enrolled at ISU. Of 140 visiting prospects, 36% of them enrolled in Animal Ecology or Forestry at ISU for FY 2017 (Table 15). These numbers do not reflect how many prospects made visits to NREM during FY 2017.

Table 15. Enrollment success of FY 2017 prospective student visits with NREM recruiter/Adviser

	AECL Visits	AECL Enrollment Success	Forestry Visits	Forestry Enrollment Success	Both AECL & FOR Interest	Both Enrollment Success	Total Visits	Total Enrollment Success
Amanda	65	30	22	6	14	6	101	42
Doug	-	-	3	2	1	-	4	2
John	18	7	1	-	-	-	19	7
Miranda	1	-	-	-	-	-	1	-
Sarah	10	-	5	-	-	-	15	-
Total	94	37	32	8	14	6	140	51
Percent Success	-	39.4%	-	25%	-	42.8%	-	36.4%

C. The Ambassador Program was restarted fall 2015 with 3 animal ecology student ambassadors. During that first year, no forestry students applied and no visits were made to high schools in FY 2016 though ambassadors participated heavily in some of the on-campus activities. FY 2017 was the second year for the Ambassador Program overseen by Amanda Chung. Ambassadors consisted of 4 Animal Ecology students and 1 Forestry student. An excellent group of students, the Ambassadors heavily participated in on-campus events as well as made multiple visits to high schools in central Iowa and Minnesota.

Recruitment Discussion:

Prospect visits with NREM recruiters/advisers have a 36% average success of enrollment between Forestry and Animal Ecology interests (Table 12). This is equal to FY 2016 and FY 2015 success and slightly higher than FY 2014's 27%. Overall, prospect visits with the department are successful. For those choosing not to follow through with enrollment at ISU after visiting, it is impossible to know why unless a survey of those prospects was collected. Many of the students asked at orientation June 2017 stated that they chose NREM because of the comprehensive programs that NREM has to offer and its proximity to their homes.

The FY 2017 Ambassador Program was a success with 5 great ambassadors from different fields within both Animal Ecology and Forestry. The ambassadors were able to step in, allowing for multiple events to be covered at the same time such as the Major Fair and the National FFA Convention that occurred on the same days in different states. Ambassadors were also able to make school visits, reaching key schools in the Des Moines area, as well as across the state and into Minnesota.

NREM does an overall good job of recruiting students. However, there other things the department can be doing but does not have the resources to at this point in time such as participation in programs such as AgDiscovery, APEX, and ISU camps dedicated to multicultural students. Being able to have a presence in these activities will give NREM the chance to target some of its recruitment.

IV. RETENTION

Keeping students feeling like they are important and remembered is the best way to ensure the continued success of NREM programs. Providing students the support they need to feel accepted and be successful in their courses, will help to retain them. NREM is fairly active in this regard, however, much more can be done, especially when it comes to the underrepresented groups such as minorities and women.

A. Events: NREM hosts 3 events throughout each school year that contributes to recognizing students. The first, the NREM Welcome Picnic, occurs at the beginning of the fall semester. This event welcomes NREM students, faculty and staff back to campus. It is particularly beneficial for new students to attend so that they may meet others. The second, the Chili Cook-Off, occurs at the end of the fall semester. This is the opportunity for friendly competition, good food, and recognizing our graduating seniors. The final event, the Spring Recognition Banquet, takes place at the end of the spring semester. This is a formal, student organized event where students and faculty are recognized for their achievements such as scholarships, awards, and graduating.

B. Programs: Programming is a way to get students involved while furthering their education and professional development. NREM and ISU provides a wide range of programs to accomplish this. One such program is the New Student Mini Camp. Dr. Tim Stewart has successfully organized this day-long event for new students to experience activities and get a taste of what it means to study natural resources. In the same way, the NREM 207 course for new students offers the opportunity for students to learn about natural resources and outdoor skills early on. The class culminates with an outdoor skills weekend long camping excursion allows students to not only get hands on, but to experience new things and become comfortable with the outdoors.

Within student clubs, it is always a challenge understanding policies and resources available to them. It is also challenging for new executive officers transitioning to leadership. Without proper support and guidance, students can become frustrated and discouraged in participating and leading clubs. The NREM Club Leadership Academy is a series of meetings throughout the school year offered to NREM club executive officers. Each meeting a different topic is discussed such as "How to run a chapter" and "Recruitment". By providing this service to club officers, they have the resource and encouragement to succeed and continue helping future officers do the same.

Scholarships are an easy way to encourage retention. To put it simply, if a student cannot afford to attend ISU, they will go somewhere more affordable. By offering students opportunities in scholarships, NREM shows students that they are important and are wanted.

Another easy way to encourage student retention is to give them the tools to succeed academically. ISU offers student tutoring at a low price that is very popular and well used. Another tool is supplemental instruction (SI). Similar to group tutoring, a successful student offers one-on-one help and review of class material. NREM is now offering SI for two challenging Animal Ecology courses –Vertebrate Biology and Ecology.

Professional development opportunities are important to students in advancing their qualifications and abilities to succeed in their chosen field. If they do not have the opportunity and resources available to them to do so, they will go somewhere they can. NREM offers and promotes several such opportunities. Partnership and national programs are one source NREM encourages. These can include things such as Northwest Connections and Conservation Leaders for Tomorrow. Research opportunities are also important to many students. ISU offers programs such as Science with Practice and Honors. Students can get credit for research by doing an Independent Study or designing class projects around their areas of interests.

Most individuals enjoy traveling. Many students start college looking forward to study abroad opportunities. These keep student interested and engaged as well as encouraged to do well academically so that they qualify for these programs. One form of study abroad students can take advantage of is the exchange program to different schools around the world including within U.S. Territories. ISU also offers the chance to attend field schools around the world where topics covered include wildlife management and conservation, rainforest management, and marine ecosystems. Students can also choose to take travel courses. In a class they learn about a certain topic in a certain country and then travel to the country during spring, winter, or summer break. NREM is very active in this form of program. Currently there are opportunities for students to Yellowstone, Belize, Antarctica, Uganda, Costa Rica, and potential for Madagascar.

Finally, Iowa State University was recently donated the ISU Rod and Connie French Conservation Camp in western Montana. With functioning facilities already in place, NREM will be able to use the camp as a location for the FOR 206 camp course. Additionally, NREM will be offering summer programs to students. Summer 2017 saw the first courses of Wildlife Populations and Ecology utilizing the French Camp, with a total of 14 participating students.

C. Learning Communities

The department offers three sections of learning communities for students. Our NREM Freshmen Learning community is a year-long, residential-based program that has been in effect since 1999. We also offer two sections of the NREM Transitions Learning Community – a mix of new transfer students and continuing students. The Transitions group is also offered during both semesters, but it is not residential-based as these students tend to prefer living in apartments. Both programs are offered as 1-credit weekly classes (NREM 111).

John Burnett coordinates all aspects of these learning communities. This includes securing funding through an annual rfp process, processing reserved course requests for each semester, hiring and training peer mentors, planning and supervising activities, evaluating programs and writing reports. These programs involved 124 of our students and 6 peer mentors for at least one semester during the past academic year.

Learning communities continue to serve as a strong recruitment tool for the department. Parents are attracted to the freshmen program and students really seem to enjoy participating in them. Academically, the freshmen group has a long history of earning a higher semester GPA, passing more credits per semester and showing a higher rate of first-year retention than their non-learning community cohort. This translates to a higher graduation rate as well.

D. Advising: Advisers play a critical role in student satisfaction and retention. In NREM, we have three advisers who serve as the first point of contact for prospective students (John Burnett, Amanda Chung, or Doug Stokke). These advisers serve as a student's initial adviser but are assigned an adviser in their discipline area for their junior and senior years. However, the advising load fall heavily on the three advisors due to student reluctance to change advisers.

Also, at any given time, NREM has between 10 and 15 Admissions Partnership Program (APP) advisees. These are students currently enrolled at an Iowa community college who have signed up to participate in APP. The program has several perks for the students including access to an ISU academic advisor. Most of this advising is done remotely as the students plan their semester schedules.

Retention Discussion:

Between great advisers and diverse programs, NREM has many opportunities for student engagement. Improvements could be made in recruiting a more diverse student to NREM. It would also be beneficial to have an additional Student Services Specialist to not only help organize additional retention and recruitment programs, but to also help with the advising load. With one adviser overseeing an average of 300 students at a time, and faculty unable to take on many more, splitting the load between another adviser would allow for students to receive more accessibility and one-on-one time with their adviser.

V. JUNE ORIENTATION

The month of June is dedicated to new freshman orientation for colleges across campus. Students and their families travel to Iowa State University for two days of activities where they learn about the University and college life. In the afternoon of the first day of Orientation, students visit their chosen major and meet with advisers. For NREM, students meet with Amanda Chung, Doug Stokke and John Burnett. The first part of the afternoon the majors and various other programs are discussed to ensure the students know about the department and are comfortable with their decision. Afterwards the group splits with parents and other family going with John Burnett

and Doug Stokke for a Q&A session and students remaining with Amanda Chung for Q&A, discussions and learning how to register for classes. Then the group merges again so students and their families can review their proposed fall schedule and ask any questions. On the morning of the second day of orientation students are back at their desired department where they register for classes.

For the June 2017 orientation, 53 Animal Ecology and 11 Forestry students were in attendance. During the breakout session where they met with Amanda Chung in a more relaxed setting, they were asked about themselves; their concerns, what they are looking for, and why they chose NREM/ISU. A common theme throughout the month was that ISU's NREM was chosen due to the proximity to home, the affordability and the reputation of the programs offered at ISU.

VI. SOCIAL MEDIA

A. During FY 2017, the number of Facebook "likes" grew from 748 to 868 (Fig. 1). FY 2016 had a similar rate of increase in "likes", 591 to 748. Note the large spikes in reach—reach being the number of views—(Fig. 2) in the months of September and December. The first largest spike in September was in response to a post about a faculty member. The second spike in December coincided with Updates from Antarctica.

Figure 1. New Facebook "Likes" in FY 2017



Figure 2. Number of audience reached on Facebook in FY 2016



Social Media Discussion:

Facebook has been the most successful of social media outlets that NREM has used. Interest peaks when posting about professors and students –news interviews, articles, old pictures etc. –and entertaining pictures such as study abroad trips. More pictures, videos and descriptions of faculty and student experiences are being collected to showcase on Facebook and the department website.

VII. Recommendations

An additional Student Services Specialist would help to balance the advising and teaching load and to help with recruitment activities.

From faculty, assistance can be used in a variety of ways. For one, as previously mentioned, photos and videos are an easy way to contribute. NREM as a department can also potentially participate in established programs. To do this, it is really best to have faculty led activities such as what is already being done for the New Student Mini Camp and the Outdoor Skills weekend. It has been a challenge to get timely participation in these activities. Additionally, many programs that we might join in or create, are in the summer when many faculty are unavailable.

There are some challenges and room for improvement within the Student Services Center. However, overall NREM has a successful Student Services Center with great advisers and worthwhile recruitment and retention programs. New student numbers have risen over the past several years with the overall ISU population and has stayed steady.