2017-2018
Annual Report

Iowa State University
Department of Natural Resource Ecology & Management
Student Services Center
Completed by Amanda Chung
This report includes Student Services Center activities and data for the fall 2017, spring 2018, and summer 2018 terms only (FY 2018 –July 1, 2017 to June 31, 2018).

Prospective students had an anticipated enrollment date of FY 2018. Any prospective student with an anticipated enrollment outside of FY 2018 will not be included in this year’s data and previous or future reports should be consulted.

A prospective student is any high school student, transfer student, or non-traditional student that showed interest in the two NREM majors, Animal Ecology or Forestry majors and met with an NREM representative. New enrollment refers to any student entering NREM either as a new Iowa State University (ISU) student or a student changing majors to Animal Ecology or Forestry from another ISU program.

Most student prospects provided complete profile information and were used as the basis of the statistics provided in this document.

Information in this report is based on data from the NREM Recruiting Database maintained by the Student Services Center and through the ISU Office of the Registrar.
Table of Contents

New Student Enrollment
Student Profile
Recruitment
Retention
Of the 251 prospective students who anticipated a FY18 start date, 96% of them planned on beginning their academic career at ISU in the fall term (Chart 1).

Only 228 students of the 251 stated an actual interest in Animal Ecology or Forestry. The remaining were exploring options, undecided, or part of a large group such as a class visit or group tour with little initial interest in NREM.

Of those 228 students with an interest in NREM, 72% actually applied to ISU, whether for an NREM major or not (Chart 2).
Each semester, new students are comprised of freshmen, transfer students, and students of any year adding Animal Ecology or Forestry as a second major or changing from one Iowa State major to NREM.

Generally, NREM enrollments are split equally among new transfer students, entering freshmen, and ISU students changing majors. Chart 3 shows that in Fall 2017, there were more major changes than transfer students or freshmen and in Spring 2018 there were more than twice as many major changes as transfer students.
Charts 4 and 5 reflect which majors students are coming from or going to. This also includes new NREM double majors. In Chart 5 you can see that a majority of major changes are coming from Animal Science. Generally, NREM experiences a net gain in students changing majors. One challenge is increasing visibility of NREM majors that do not reflect the department name.
Chart 5
Majors and Numbers of Students Changing to NREM during FY18 terms

Psychology
Pre Business
Apparel, Merchandise, and Design
Environmental Science
LAS Open Option
Forestry
Biology
Animal Science
Animal Ecology
Ag Exploration
Other

Left Animal Ecology  Entered Animal Ecology  Left Forestry  Entered Forestry
Chart 6
Ratio of Animal Ecology to Forestry Students Changing Majors, Transfering to ISU, or Entering as New Freshmen for FY18 Entry Terms

Major Changes
- Animal Ecology: 57%, 79%
- Forestry: 15%, 21%

Incoming Freshmen
- Animal Ecology: 40%, 80%
- Forestry: 10%, 20%

All New Students
- Animal Ecology: 133, 76%
- Forestry: 43, 24%

Transfer Students
- Animal Ecology: 36, 67%
- Forestry: 18, 33%
The majority of new freshmen and transfer students who entered NREM in FY18 were from Iowa (Chart 7). Relative costs of tuition and fees as well as academic opportunities may influence students’ decisions. The majority of NREM students come from Iowa followed by Illinois, Minnesota, Wisconsin and Nebraska.
Most of the students from Iowa came from a central Iowa county; Polk County followed by Story County. Many students also came from Eastern Iowa: Johnson, Scott, Linn, and Dubuque Counties (Chart 8).

The remaining Iowa students came from a variety of other Central and Eastern regions of the state with a handful from the Northeastern, Northwestern, Southeastern, and Southwestern regions.

The Western part of Iowa in particular has very few students choosing to pursue natural resources at Iowa State University. Proximity to Nebraska and South Dakota offers another recurring challenge to the NREM Department.
A majority of NREM’s transfer students came from Des Moines Iowa Community College followed by Kirkwood with a few coming from each of the other community colleges (Chart 9).

Other colleges that Iowa students transferred from in FY18 include Colorado State University, University of Iowa, University of Northern Iowa, Simpson College, Northern State University, Northern Virginia Community College, and the University of Arizona.

South Dakota State University along with Upper Iowa University, are also top choices for transfer students due to either affordability and transferability of classes. To be more competitive, the Student Services Office has been working to strengthen connections with community college advisers and create more current transfer plans.
The majority of new students enroll for the first time during the fall semesters of an academic year. This makes using the 10th day count for the fall semester a good indicator for assessing enrollment.

NREM was the 4th largest department in the College of Agriculture and Life Sciences in 2017 (Chart 10). This was up from the previous year’s 5th largest.

For a complete list of enrollment numbers, visit http://www.registrar.iastate.edu/enrollment/enrollment-by-major.
Over a six-year period, overall student enrollment in NREM has increased (Chart 11). Forestry and Graduate student enrollment has remained relatively steady; the Animal Ecology major has increased, which is parallel with the overall department enrollment trends.

For FY18, there was a larger than average increase in Animal Ecology enrollment as well as an increase in Forestry. These increases contributed to the department rising to the 4th largest in the ISU College of Agriculture and Life Sciences.
Chart 12
Options Declared for Animal Ecology and Forestry per Fall 2018 10-day count

- **Forest Ecosystem Management**: 56%
- **Wildlife**: 36%
- **Interpretation of Natural Resources**: 8%
- **Pre-Veterinary and Wildlife Care**: 44%
- **Natural Resource Conservation and Restoration**: 28%
- **Urban and Community Forestry**: 9%
- **Interpretation of Natural Resources**: 7%
- **Fisheries and Aquatic Sciences**: 12%

**Forestry**

- **Natural Resource Conservation and Restoration**: 28%
- **Urban and Community Forestry**: 9%
- **Interpretation of Natural Resources**: 7%

**Animal Ecology**

- **Wildlife**: 36%
- **Interpretation of Natural Resources**: 8%
- **Fisheries and Aquatic Sciences**: 12%
- **Pre-Veterinary and Wildlife Care**: 44%
As students reach their sophomore year, they are encouraged to select an option(s) that affords greater specialization. The most popular Animal Ecology option is Pre-Vet and Wildlife Care and among Forestry majors the majority select Forest Ecosystem Management (Chart 12).

As of the 10th day of fall classes, women made up the majority of the Animal Ecology major at 62.4% and the minority of the Forestry major at 21.7% (Chart 13). These percentages have increased slightly over time. As a department, NREM is 54.4% female, which surpasses the University’s statistics of 43% female.
NREM’s overall U.S. minority student population for FY18 is at 10.6% (Chart 14). This number exceeds the 8.5% goal for universities set by the Iowa Board of Regents, but is lower than the university’s 13%.

Efforts are being made to recruit and retain a more diverse student population. Initial attempts include focusing on connecting with Science Bound and their various programs with Middle and High School students across Iowa.
Recruitment

There are several opportunities for student recruitment including NREM student ambassadors, schedule visits through admissions, Experience Iowa State days, CALS Junior Visit Day, the ISU major fair, Passport to Iowa State visits, and FFA events. Recruitment efforts have been successful. However, as demographics change, it is important for us to make sure our recruitment efforts are well targeted.

Doug Stokke, John Burnett, and Amanda Chung, personally met with 144 prospective students and families who planned for a FY18 entry (Chart 15). Of those, 38% chose to enroll in Animal Ecology or Forestry.

Most interesting is the 18.8% success in recruiting students who showed no interest in either Animal Ecology or Forestry at the time of their visit (Chart 16).
Retention

**Advisers** play a major role not only in the retention of students, but also in career guidance.

Typically students begin their academic careers by being advised by Student Services professionals. As they identify career interests, they are assigned to an NREM faculty member.

During FY18 there were 15 established advisers with 6 new advisers added in the Spring 2018 semester. Chart 17 shows all of those advisers and the areas in which they advised.
### Established Advisers

<table>
<thead>
<tr>
<th>Name</th>
<th>Areas of Expertise</th>
</tr>
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<tbody>
<tr>
<td>Blanchong</td>
<td>Wildlife</td>
</tr>
<tr>
<td>Burnett</td>
<td>New A ECL Students</td>
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<td>Chung</td>
<td>New A ECL Students</td>
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<tr>
<td>Dinsmore</td>
<td>Wildlife</td>
</tr>
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<td>Isenhart</td>
<td>Wildlife</td>
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<tr>
<td>Morris</td>
<td>Fisheries &amp; Aquatic Sciences</td>
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<td>Roe</td>
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<td>Schulte Moore</td>
<td>Wildlife</td>
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<td>Schultz</td>
<td>Natural Resource Conservation &amp; Restoration</td>
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<td>Stewart</td>
<td>Wildlife</td>
</tr>
<tr>
<td>Stokke</td>
<td>New FOR Students</td>
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<tr>
<td>Thompson</td>
<td>Urban &amp; Community Forestry</td>
</tr>
<tr>
<td>Tyndall</td>
<td>Forest Ecosystem Management</td>
</tr>
<tr>
<td>Weber</td>
<td>Fisheries &amp; Aquatic Sciences</td>
</tr>
<tr>
<td>Wolter</td>
<td>FOR Honors Students</td>
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</table>

### New Advisers as of Spring 2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Areas of Expertise</th>
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<tbody>
<tr>
<td>Adelman</td>
<td>Wildlife</td>
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<tr>
<td>Curzon</td>
<td>Forest Ecosystem Management</td>
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<tr>
<td>Hashman</td>
<td>New A ECL Students</td>
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<tr>
<td>Nuñez</td>
<td>Wildlife</td>
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<tr>
<td>Russell</td>
<td>Wildlife</td>
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<tr>
<td>Schieltz</td>
<td>Wildlife</td>
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</table>
Advisors are critical in helping students who have academic or personal issues that affect their success. Proof of the value of NREM’s advisers, comes in looking at the statistics of students on Academic Probation (Chart 19). Of the 30 and 31 student in the fall and spring semesters respectively, more than 25% of them were able to resume regular academic status at the end of the semester. Although some students continued at ISU on probation into the following semester, a small number of students were dismissed or withdrew from ISU. Excellent academic advising is critical for meeting barriers to student success.
NREM hosts several *events* to encourage student engagement and interaction. The New Student Mini Camp, held each fall, and the NREM 207 course, brings new freshmen and transfer students together to learn about the outdoors and to participate in hands-on activities. The NREM Department Welcome Picnic, Chili Cook-Off, and Recognition Banquet allow for great social activities as well as recognition of students, faculty and staff.

Student *clubs* offer students leadership, professional, and experiential opportunities. Through social events like camping and hiking, students are able to interact beyond campus boundaries. Through professional events like the Society of American Foresters Conference and the Midwest Fish and Wildlife Conference, students connect with professionals and jobs. In addition, faculty offer skill development and certifications in first aid, wildfire trainings, chainsaw operation, and more.
The NREM **Leadership Academy** offers club executives leadership and club organization training. This Academy may be combined with an NREM Club Council that two Animal Ecology students are working to establish.

Two **Learning Communities** provide students with opportunities to meet like-minded students their first semester at Iowa State University. Students in these communities may take courses together, hear from professional speakers and participate in fun activities like snow tubing, community service and behind-the-scenes tours of zoos. Freshmen participating in the Freshmen Learning Community live together in Willow Hall. Whether in the Freshmen Learning Community or the Transitions Learning Community for new transfer students and continuing sophomores, being in one has shown to retain a higher rate of first-year students and promote higher than average grade point averages.
Domestic and foreign travel is available through the CALS Study Abroad office; many trips led by NREM faculty. Short trip destinations include Madagascar, Antarctica, Uganda and Yellowstone National Park. Exchange programs to places like Australia, New Zealand and Ireland offer opportunities for students to enhance their academic experience.

We are working hard to improve our programs. Some of our recent efforts include:
• New classes in wildlife care
• An additional Student Services Specialist
• An updated group teaming space for students
• Plans for modernizing classrooms.
• Field trips and experiential learning opportunities
• Career skills development

With great advisers, social activities, a welcoming environment that includes spaces for students to study and work together, NREM does a great job making Science II feel like home.