**UNL School of Natural Resources Student Enrollment and Recruitment
Benchmarks – Undergraduate and Graduate Programs**
10 November 2017

Undergraduate Program

1. Total enrollment goals for 2018 and 2019. We are basing this growth off number of students that choose and SNR program as their primary major and not including those that have an SNR program as their secondary.

2. New student (i.e., incoming freshmen, transfer students and incoming graduate students) enrollment goals for 2018 and 2019. We are basing this growth off number of students that choose and SNR program as their primary major and not including those that have an SNR program as their secondary.

3. Anticipated number of graduates for 2017-18 and 2018-19
    a. See following pages for graduate programs

4. Strategies for achieving your unit's enrollment goals
    a. Target urban areas- The majority of School of Natural Resources' students are originally from urban areas.
    b. Start weekly or monthly visits with high schools in the Lincoln and Omaha metro areas
    c. Attend natural resource events such as *Envirothon* in other states to promote SNR programs to out of state students
    d. Use community outreach to showcase SNR undergraduate programs
    e. Continue to attend the National and State FFA Conventions with the CASNR recruitment team

5. Potential barriers to achieving your unit's enrollment goals
    a. Bottlenecking classes
        i. With capacity caps of some required classes such as NRES 386 (Vertebrate Zoology) for FWL students, we only have space for 50 students.
        ii. Some classes (eg SOIL 153) that are housed by departments other than SNR are required courses for multiple majors and/or prerequisites for required major classes and do not currently have an adequate number of sections available.
    b. Advising
        i. Our current structure has one professional advisor for most of our majors. With an increase of students without an increase in student services staff, the quality of advising would decrease. Thus also possibly leading to a decrease in retention.

6. How can the CASNR Dean's Office help your unit achieve its goals?
    a. More funding for graduate teaching assistantships

b. Would help with adding more sections of bottlenecking courses
c. Adding additional student services staff to aid it advising and student retention

CASNR Program Area	2019 Enrollment Goals	% Growth	2018 Enrollment Goals	% Growth	2017 Enrollment	% Growth	2016 Enrollment
Applied Climate Science	10	25%	8	100%	4	300%	1
Environmental Restoration Science	31	11%	28	11%	25	67%	15
Fisheries and Wildlife	240	9%	220	9%	202	6%	191
Grassland Ecology and Management	10	25%	8	100%	4	-20%	5
Water Science	30	25%	24	20%	20	18%	17
Total *	321	11%	288	13%	255	1.11%	229

CASNR Program Area	Freshman/Transfer 2019	Freshman/Transfer 2018	Freshman/Transfer 2018
Applied Climate Science	2	4	3
Environmental Restoration Science	3	3	10
Fisheries and Wildlife	20	18	11
Grassland Ecology and Management	2	4	-1
Water Science	6	4	3
Total *	33	33	26

School of Natural Resources Graduate Student Enrollment Plan

November, 2017

The School of Natural Resources (SNR) has experienced substantial growth in graduate student enrollment since its inception (Figure 1).   Total graduate student enrollment has averaged 140 students per year for the past 5 years. Enrollment in SNR graduate degree programs is largely dependent upon research funding acquired by the faculty and is thus constrained by external funding to a large extent. Given recent faculty hires, we anticipate some increase in the number of graduate students, but space and funding limitations will likely dictate what our enrollment capacity will be in the future.   However, SNR has committed, and will continue to commit, additional funds to provide full assistantships that facilitate opportunities beyond grant funding (Figure 2). Specifically, SNR has ramped up its commitment to graduate student enrollment as part of start-up packages during the recent hiring initiative. The total dollar amount of that commitment will continue to increase over the next 2-3 years as we meet the graduate student support obligations. Moreover, SNR intends to maintain this level of contribution indefinitely once all start-up commitments are met to provide assistantships across SNR.

The demand for teaching assistants has grown as undergraduate enrollment has increased within SNR. This need has put a strain on how we allocate graduate funds. For example, state supported funds do not currently provide enough support to fully fund teaching assistantships for all teaching needs. However, SNR has been proactive in supporting as many students as possible through partial funding scenarios (Figure 3). While this has been a fairly successful stop-gap measure, the long-term sustainability of this approach is being reviewed to optimize funds in an efficient and practical manner.

Recruiting and programmatic development:

- SNR is currently developing a non-thesis MAS programmatic structure that could/will increase enrollment.
    - The current thought is to recruit cohorts of students each year. Exact space and enrollment limits have not yet been determined but are being discussed amongst faculty areas.
    - Some of the space limitations that may be an issue with grant funded students may be less of a problem for MAS students as they will require less lab space and pending their location may be able to share office space as well.
- Financial support for recruiting additional students is a persistent issue. We recognize state funds are limited and continue to seek new and innovative ways to use existing funds as well as pursue opportunities to secure new revenue when possible.
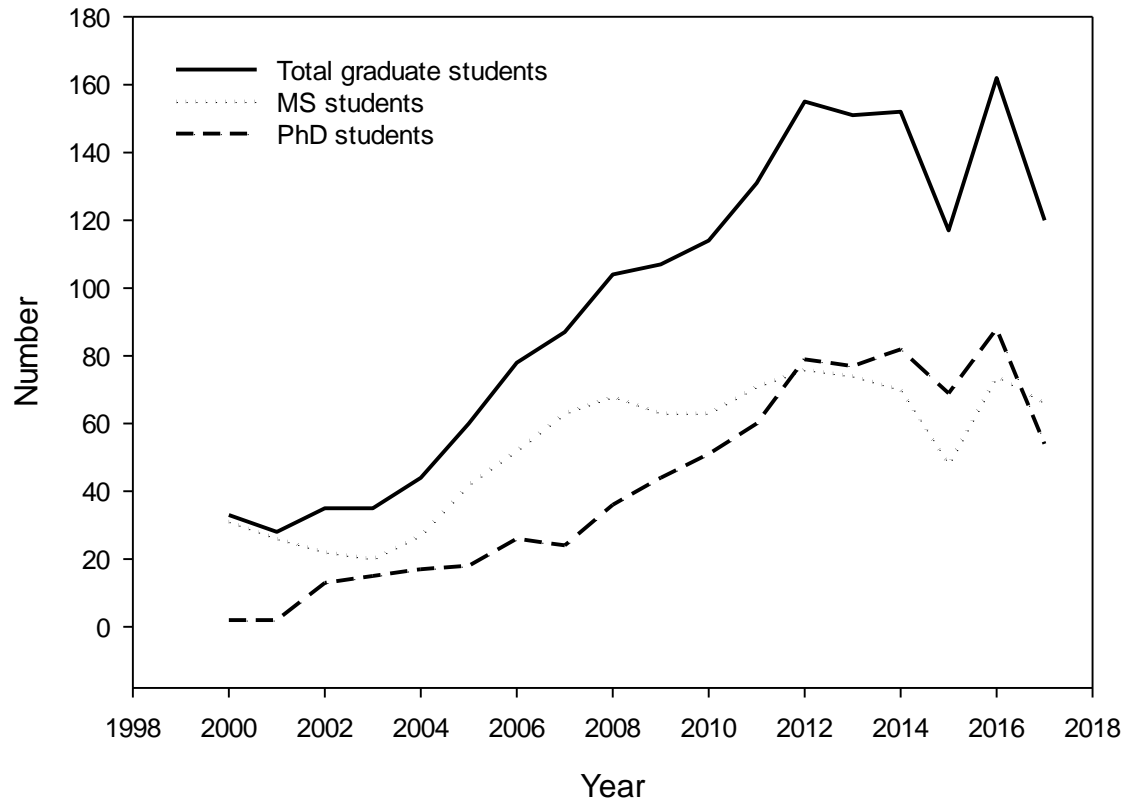
SNR Graduate Student Enrollment

Figure 1. Graduate student enrollment by year including total number of graduate students (solid line), M.S. students (dotted line), and Ph.D. students (dashed line) housed within SNR.
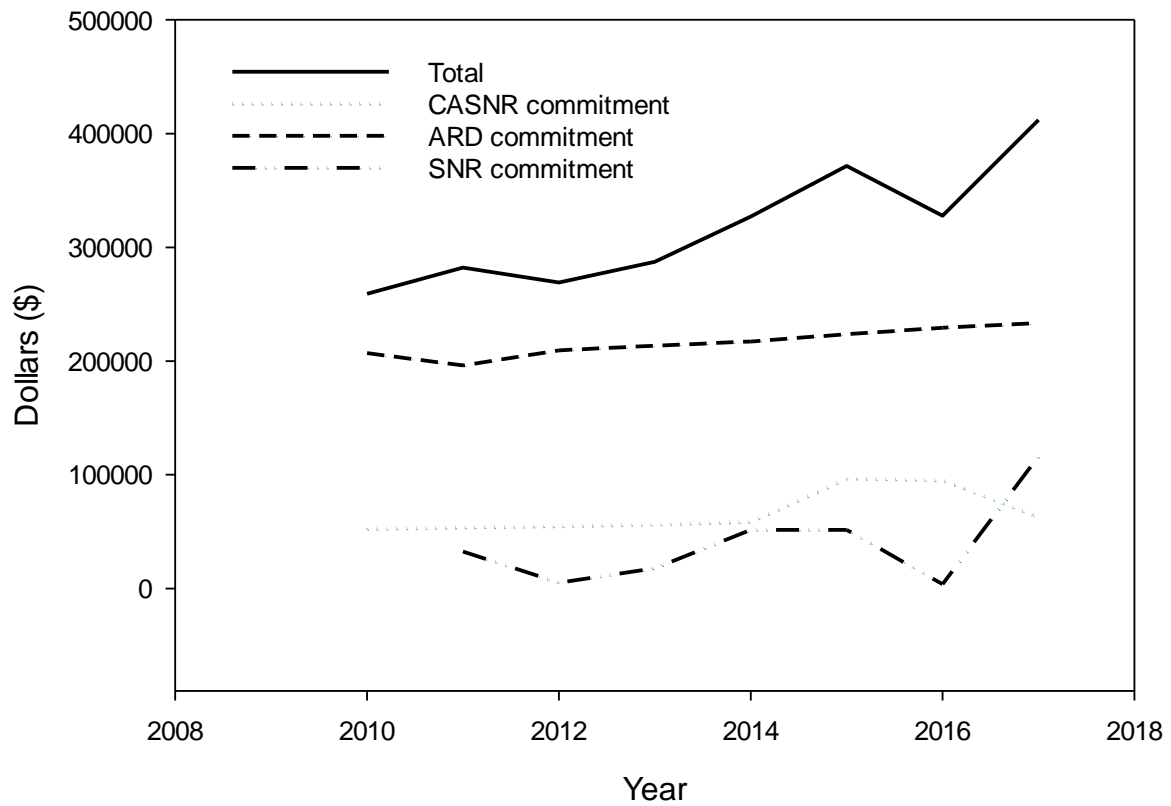
Total state supported expenditures for graduate students

Figure 2. Annual state funding used in support of SNR graduate student assistantships by source.
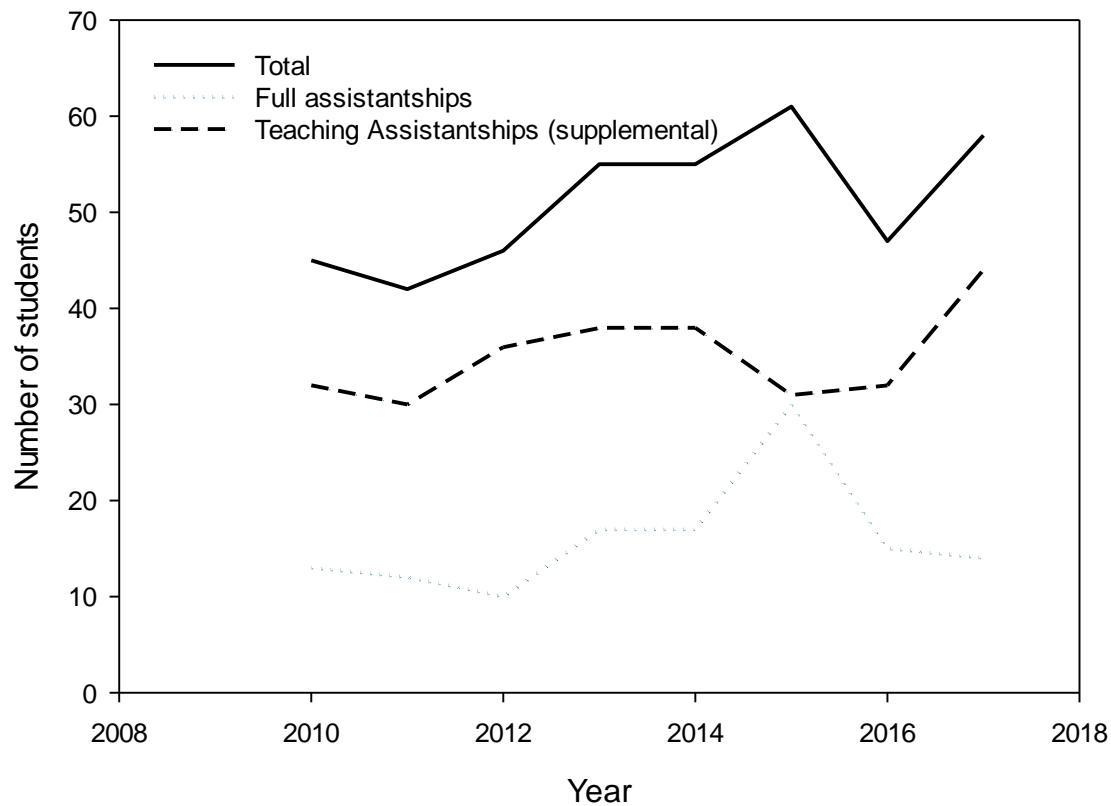
Figure 3. Number of students supported by state funds. Full assistantships indicate a combination of research and teaching responsibilities for the students awarded assistantships to provide full funding; whereas, partially funded students are provided supplemental funding only through teaching assistant responsibilities.