NC workshop – “Recruiting New Audiences”

9:20 – 9:30 – Introduction of speakers and audience: Dr. Foster & Dr. Thompson

9:30 – 9:40 – “Clicker activity”: Mr. Leonard Savala
Dr. Dorcia Chaison

9:40 – 9:45 – summary of “Clicker” results

9:45 – 10:15 – presentation of programs and approaches: New audiences:

a. China Turf Grass program – Dr. Foster
b. Pre-College programs – Mr. Leonard Savala
c. Youth Farm stand – Healthy living program – Dr. Chaison
d. “Meet the Counselors” program – Mrs. Jill Cords

10:15 – 10:30 – question/answer & Other: Dr. Foster & Dr. Thompson
China Turfgrass Program
Michigan State University

I. Title: China Turf Program (A Distance Education Program)

II. Primary audience:
Students at four universities (Beijing Forestry University, Northeast Agricultural University, Sichuan Agricultural University and Suzhou Polytechnic Institute of Agriculture) in the People’s Republic of China

III. Goals and objectives:
To have students at the Chinese universities earn a B.S. from Michigan State University in Crop and Soil Sciences (CSS) with a concentration in Turfgrass Management without taking classes on the MSU campus.

IV. Format of delivery:
Students complete MSU course work by taking courses online, face-to face in two- to three-week concentrated time frames from MSU faculty who travel to China, and from Chinese faculty who previously spent one or more semesters at MSU training with CSS turfgrass faculty.

V. Activities associated with the program/project:
Students complete two years of study towards the B.S. at their Chinese university and a year of English study. They begin taking MSU courses during their third year of study, but must have earned a TOEFL score of 550 on the paper exam or 79 on the electronic exam. Students complete a four-month internship in the U.S. from September through December of the semester before they graduate. MSU accepts a maximum of 60 transfer credits from the student’s Chinese university and the Chinese university accepts MSU transfer credits. A MSU commencement ceremony is conducted in China after students complete MSU requirements. Students also graduate from their home university, so they receive two bachelor’s degrees.

VI. Outcomes achieved:
The first cohort of 24 students is scheduled to graduate on June 14, 2008 in Beijing. The students will have earned a degree in a discipline that is not offered by their home university, thereby aiding the fledging turfgrass industry in China. MSU will have educated students in China and gained additional alumni, while capturing a new revenue source for the university.
Pre-college Programs

**Title:** Multicultural Apprenticeship Program (MAP)

**Primary Audience:** High School Students (10th-11th grade)

**Program Objectives:**
- Attract students into majors within Agriculture and Natural Resources
- Increase the representation of diverse students into the College of Agriculture and Natural Resources
- Dispel negative perceptions of careers in Agriculture and Natural Resources

**Format of delivery:** 6 weeks residential program

**Activities associated with the program:**
MAP is designed for students who have a strong interest and aptitude in science, math, and other academic areas. During this six-week summer institute, students are assigned to a faculty mentor on campus to assist with research projects. MAP students also take part in field trips, leadership seminars, and other social and cultural activities. Through these activities, they learn about food science, agricultural engineering, forestry, animal science, horticulture, crop and soil sciences, environmental and natural resource management, and veterinary medicine. In addition to working with world-class faculty members for 35-40 hours a week, they earn a weekly stipend.

**Outcomes Achieved:**
- Assisted in the recruitment of urban and underrepresented populations

**Title:** ANR Institute for Multicultural Students (AIMS)

**Primary Audience:** High School Students (9th -11th grade)

**Program Objectives:**
- Attract students into majors within Agriculture and Natural Resources
- Increase the representation of diverse students into the College of Agriculture and Natural Resources
- Dispel negative perceptions of careers in Agriculture and Natural Resources

**Format of delivery:** 1 week residential program

**Activities associated with the program:**
The ANR Institute for Multicultural Students (AIMS) is a one-week, annual summer program that gives students a broad exposure through the food, agricultural sciences, and natural resources fields. Over the past ten years, more than 300 students have been introduced to MSU’s College of Agriculture and Natural Resources through AIMS. AIMS students live in the University residence halls and participate in tours, demonstrations, and hands-on activities that will give them a sampling of what the college and the industry have to offer. Over 15 students are expected to participate in AIMS this year.

**Outcomes Achieved:**
- Assisted in the recruitment of urban and underrepresented populations
Title: ANR Institute for Multicultural Students-Bilingual (AIMS-B)

Primary Audience: High School Students (9th -11th grade)

Program Objectives:
- Attract students into majors within Agriculture and Natural Resources
- Increase the representation of diverse students into the College of Agriculture and Natural Resources
- Dispel negative perceptions of careers in Agriculture and Natural Resources

Format of delivery: 1 week residential program

Activities associated with the program:
The ANR Institute for Multicultural Students-Bilingual (AIMS-B) is for Spanish-speaking and other bilingual students. The tours and activities are similar to those in the "regular" AIMS program. AIMS-B introduces students to the possibilities in the food, agricultural sciences, and natural resources fields. The program is a key part of an ongoing College of Agriculture and Natural Resources outreach initiative to youth of the migrant community. AIMS-B students live in the University residence halls and participate in tours, demonstrations, and hands-on activities that will give them a sampling of what the college and the industry have to offer.

Outcomes Achieved:
- Assisted in the recruitment of urban and underrepresented populations

Title: Pre-College Leadership Program (PCLP)

Primary Audience: High School Students (8th -12th grade)

Program Objectives:
- Attract students into majors within Agriculture and Natural Resources
- Increase the representation of diverse students into the College of Agriculture and Natural Resources
- Dispel negative perceptions of careers in Agriculture and Natural Resources

Format of delivery: 1 week residential program

Activities associated with the program:
In the summer of 2002, the CANR established the Pre-College Leadership Program. The PCLP program builds on past programming successes through a collaboration established under the MSU Vice President for Student Services and the College of Agriculture and Natural Resources. Like the other summer program, PCLP combines a variety of academic, cultural and social activities targeted specifically toward Native American youth, exposing them to both technical and traditional aspects of agriculture and natural resources. PCLP also introduces students to the possibilities in the food, agricultural sciences, and natural resources fields. PCLP students live in the University residence halls and participate in tours, demonstrations, and hands-on activities that will give them a sampling of what the college and the industry have to offer.

Outcomes Achieved:
- Assisted in the recruitment of urban and underrepresented populations

For more information on the pre-college summer programs offered through the College of Agriculture and Natural Resources at Michigan State University please contact Leonard Savala at savalale@anr.msu.edu (517) 353-1835 or via http://www.canr.msu.edu/undergraduatediversity
Youth Farm Stand Project
Michigan State University

I. Title: Youth Farm Stand (Urban and Under-represented Audiences)

II. Primary audience:
- High school students, particularly those in urban areas with an interest in developing skills, talents and resources related to preparation of fruits and vegetables, and introduction and involvement in Agriculture and Natural Resources fields of study.

III. Goals and objectives:
- Nutrition education that focuses on the value of eating fresh fruits and vegetables to improve dietary quality.
- Cooking demonstrations where youth can prepare and sample fruits and vegetables, and learn food preparation and safety skills.
- Opportunities to work with local farmers and learn about the production and the direct marketing of fresh produce.
- Entrepreneurial experience that focuses on business practices.

IV. Background and Results:
- The C.S. Mott Group for Sustainable Food Systems at Michigan State University works together with Michigan schools, MSU County Extension offices, and other Michigan non-profit organizations to bring young people together through the Youth Farm Stand Project (YFSP) to experience food and their food system, think and learn about nutrition and healthy food choices, and take that learned knowledge to their community via a farm stand. This is accomplished through nutrition and entrepreneurial education that is designed to increase consumption of fresh fruits and vegetables amongst participating youth and the target farm stand customers (food stamp eligible youth and adults in the community), and create opportunities for youth in agricultural entrepreneurship.
- USDA funded program – Nutrition Education – Food Stamp
- Youth grow their own produce for their farm stand, or work with local growers to procure produce. Experiential and peer to peer learning, connection to local farmers and food, and entrepreneurial skill development are three important parts of the Youth Farm Stand Project. Components of the year round initiative include:

VI. Format:
- Hands-on
- Collaboration with markets
- Topic instruction and discussion
High School Counselor Workshops

I: Title: High School Counselor Workshops

II: Primary audience:
High school guidance counselors and administrators in the Detroit, Grand Rapids and Lansing areas.

Secondary audience:
High school counselors from the rural and suburban areas surrounding the meeting sites.

III. Goals and objectives:
Introduce high school counselors from urban areas about CANR majors and Ag Technology (two-year certificate) programs, admissions requirements to MSU, financial aid and CANR scholarship opportunities. Through this increased awareness, we hope to have counselors recommend CANR programs to students resulting in increased enrollments in CANR majors and programs.

IV. Format of delivery: The workshop consisted of presentations from representatives from CANR departments, CANR administration, CANR Student Ambassadors and MSU admissions and financial aid. Continental breakfast and lunch were served. Invitations were mailed and emailed to high school counselors.

V. Activities associated with the program/project:
CANR Ambassadors hosted a follow up Day-Long Recruitment event for high school juniors in February. Invitations for the student day were sent to the guidance counselors and through traditional recruitment channels such as FFA Advisers.

VI. Outcomes achieved:
84 total participants of the three workshops, 23 Grand Rapids, 32 Detroit, and 29 East Lansing. At the end of the program, counselors were given evaluations: 100% indicated that this program should be offered again. They were also asked how often they would like us to hold future workshops. Results varied by region: Detroit: 69% annually, 31% every two years; Grand Rapids: 25% annually, 75% every two years; East Lansing 52% annually, 48% every two years.
Turf as a Vehicle to Teach Science & Math
Michigan State University

I.  Title:  Turf as a Vehicle to Teach Science & Math (Urban Audiences)

II.  Primary audience:
High school students, particularly those who have an aversion for science and/or math and students in urban and rural areas.

III. Goals and objectives:
1. To develop a curriculum to teach higher level science and math understanding and skills.
2. To map the curriculum to the Michigan Merit standards for mathematics, science, and English.
3. To map the curriculum to the Michigan Career Clusters Pathways of Agriculture, Food and Natural Resources; Arts, AV Technology and Communications; Business Management and Administration; Marketing Sales and Services; and Science, Technology, Engineering and Mathematics

IV. Product:
1. The production of a DVD entitled “Turfgrass Management Teaching Curriculum.”
2. The DVD contains a “detailed curriculum, including lesson plans and materials, to teach math, science, communication, and business practices to high school students utilizing applied turfgrass management as a framework.
3. The curriculum is broken down by topic area. Each topic area includes folders with activities/handouts, power point presentations, quizzes and keys, and lesson plan guides. The curriculum is comprehensive and provides teachers with a wide range of lesson plans and activities. It can be taught in its entirety, or in individual segments, depending on the amount of time available to devote to the turfgrass management topic. Additionally, the curriculum can be used to prepare students for the FFA Turfgrass Career Development Event.

V. Results:
On June 29, 2007, the four agriscience teachers and the turfgrass industry participant conducted a training workshop to introduce approximately 40 agriscience teachers to the curriculum and each teacher was given a DVD to take and use in the 2007-08 academic year. An online evaluation was conducted to determine teacher response to the curriculum and whether or not they plan to use the curriculum in 2007-08.

VI. Next steps:
1. Obtain feedback from those who have used the curriculum
2. Seek grant funding
3. Assess use of the curriculum
4. Modify curriculum as needed
5. Continue development of the curriculum

2008 Southern/North Central Region Joint APS Staff Workshop on May 20-21 in Raleigh, NC. Workshop Title: “Recruiting new audiences (urban, underrepresented, distance)”
Clicker questions – NC presentation

1. When developing programs and approaches for “Urban” audiences, which one of the following is an issue or concern?
   a. Funding
   b. Identifying/obtaining participants
   c. Determining/developing programmatic content
   d. Experience
   e. Other

2. When developing programs and approaches for “Under-represented” audiences, which one of the following is an issue or concern?
   a. Funding
   b. Identifying/obtaining participants
   c. Determining/developing programmatic content
   d. Experience
   e. Other

3. When developing programs and approaches for “Distance” audiences, which one of the following is an issue or concern?
   a. Funding
   b. Identifying/obtaining participants
   c. Determining/developing programmatic content
   d. Experience
   e. Other

4. Why is it important to identify and implement programs for recruiting “Urban” audiences?
   a. To enhance campus diversity
   b. To meet the needs of industry, constituents, and/or employers
   c. To expand existing course/class offerings
   d. To expand the recruiting pool
   e. To increase enrollment

5. Why is it important to identify and implement programs for recruiting “Under-represented” audiences?
   a. To enhance campus diversity
   b. To meet the needs of industry, constituents, and/or employers
   c. To expand existing course/class offerings
   d. To expand the recruiting pool
   e. To increase enrollment

6. Why is it important to identify and implement programs for recruiting “Distance” audiences?

2008 Southern/North Central Region Joint APS Staff Workshop on May 20-21 in Raleigh, NC. Workshop Title: “Recruiting new audiences (urban, underrepresented, distance)”
a. To enhance campus diversity
b. To meet the needs of industry, constituents, and/or employers
c. To expand existing course/class offerings
d. To expand the recruiting pool
e. To increase enrollment