

Recruiting the Future Students of the Cal Poly Dairy Science Department

By

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ABSTRACT

The objective of this project was to identify high school and junior college students throughout the United States who are interested in studying Dairy Science at California Polytechnic State University, San Luis Obispo. In order to fulfill this objective, three different methods were executed including recruitment visitation trips to high schools and junior colleges, prospective student names given by Cal Poly Dairy Science professors and Cal Poly Los Lecheros Dairy Club members, and participation in the 2011 College of Agriculture, Food, and Environmental Sciences (CAFES) Fall Preview Day. All of the prospective students' contact information was entered into an Excel spreadsheet, which was then used to send letters and emails containing program information and opportunities along with application deadline information. Following the final 2011 application deadline, a survey was sent to the high school juniors and seniors to evaluate effectiveness. These efforts resulted in a recruitment contact list of 145 prospective students from over 25 different high schools and junior colleges, along with a survey sent to 38 high school juniors and 59 high school seniors with a response rate of 18.4 and 32.2 percent, respectively. It was found that 85.7 percent of juniors found the visits and literature to be beneficial. 71.4 percent are planning to apply to the Dairy Science program next year. 72.2 percent of seniors benefited from the visits and literature, and thus 73.7 percent applied to the Dairy Science program in Fall 2011. In early February, 21.1 percent of these seniors had been admitted, 15.8 percent had not, and 63.2 percent were still waiting to hear back. Although the survey results do not necessarily represent a large population of prospective students, they do look to be promising in that 75 percent of the students benefited from the work of this project.

During late February, it was found that 61 first time freshmen and 14 transfer applications were received. 34 of these first time freshmen along with 5 transfer students were granted admittance into the program. These admittance numbers proved to be larger in comparison to last year for first time freshmen and exactly the same for transfer students. While admittance numbers have grown, it is not known whether the number application numbers have increased. For this reason, it would be beneficial to continue this assessment from year to year, so to measure the effectiveness of the recruitment program.

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INTRODUCTION

The development and maintenance of a successful recruitment program is an important part of any college department. When properly planned and executed, these programs can provide students with the opportunity to learn more about a certain major, and thus decide whether or not they would like to begin the application process. The recruitment program, in turn, promotes and sustains the College of Agriculture, more specifically the Dairy Science program into the future.

Over the years, many students have successfully graduated with a Bachelor of Science Degree in Dairy Science from Cal Poly. All of these students, in one way or another, heard about the dairy program at Cal Poly, talked with faculty, and thus made a decision that this particular program was the correct fit for them. With the ever increasing amount of duties and activities assigned to the Dairy Science faculty, time set aside for recruitment of future students has decreased. The decrease in recruitment efforts may lead to fewer applications, less admitted students, and thus fewer young people to lead the dairy industry in the future. Thus, the Dairy Science Department faculty decided to revamp their recruitment efforts through seeking help from a current Dairy Science student.

The objective of this project was to identify high school and junior college students throughout the United States who are interested in studying Dairy Science at California Polytechnic State University, San Luis Obispo. After identifying students, they were placed on a recruitment list and informed of the opportunities within the Dairy Science major. Following the completion of this project, the recruitment list and other materials will be available to the Dairy Science Department for future use.

LITERATURE REVIEW

The Need for Recruitment

The purpose of recruitment stems from many different areas. In addition to maintaining a substantial number of undergraduate students in a certain major, recruitment helps to maintain a viable department that will continue to successfully educate students for many years to come (Childers et al., 1994). Maintaining this undergraduate population within a major often involves competing for top students with other colleges, due to the vast number of university options presented to high school seniors. It is for this reason that a recruitment plan is important now, more than ever before (Cole and Thompson, 1999).

Variables that Affect Recruitment

There are many variables that affect the recruitment process. Time and availability of departmental faculty often play a large role in the success of a program. Budgets and available money also can limit the courses of action. While the processes may be very time-consuming to plan and expensive to present, the benefits will most often outweigh the costs (Richardson and Skelton, 1991). That is, combining a sufficient amount of faculty time and departmental money can lead to recruitment success.

Another factor affecting recruitment includes support from a variety of areas. Parents remain a very important source of information and inputs within the recruitment process (Cole and Thompson, 1999). A study in 1999 compiled by Lee Cole of the Oregon State University Department of Agriculture Education, shows that 46.7 percent of undergraduate students entering their program in 1996 and 1997 reported receiving valuable college information and input from their parents. Over 87 percent of these

students thought their parents input was either very important or somewhat important (Cole and Thompson, 1999). Thus, it is imperative for parents to have a positive perception of the college's agriculture program (Myers et al., 2003).

The support of targeted high schools or junior colleges is also vital to recruitment success. Many and most recruitment methods include some sort of student contact facilitated by a high school or junior college. Students tend to enjoy these visits and value the universities that actually took the time to either contact or visit them through a time established by their high school. As a result, it is important for a college recruitment program to maintain a positive relationship with high school agriculture teachers and counselors.

Community and club support of the program also affects a student's decision to attend a certain university. Clubs such as 4H and Future Farmers of America (FFA) can shed a positive light on colleges with strong agriculture programs (Myers et al., 2003). Often times, these clubs will have previous members attending agriculture schools. This opens up a great opportunity for club alumni to share their experiences with current members, thus creating a positive image for the university.

One final avenue of variables includes financial incentives and career availability. Scholarship opportunities presented to prospective students during the recruitment process often provide an extra incentive to select that university and program (Donnermeyer and Kreps, 1994). In addition, many students strive to select a college and major that will promise them a prosperous future. Mosley (1987) stated that recruitment programs should not be designed primarily to persuade students to choose agriculture majors over others, but instead, to emphasize the goal of making prospective students

aware of the opportunities in agriculture, and the viable options that these career choices present (Richardson and Skelton, 1991). The professional nature of agricultural careers needs to be stressed (Pescatore and Harter-Dennis, 1987). The successful career image that is created within the student's mind is a huge variable that, when done correctly, can make the recruitment process a success (Hildreth, 1986).

Effective Recruitment Literature and Materials

Interesting and eye-catching literature and materials are essential in gaining a prospective student's attention (Richardson and Skelton, 1991). The use of colored pamphlets and brochures that provide a brief overview of the program are a great tool to get the student interested. The next piece of literature should be a personal letter from a professor. This letter should contain more detailed program information along with the contact information (an email address or phone number) of a faculty member. Given these two modes of contact, an interested student can easily get in touch with the correct individual.

If the recruitment team decides to give a presentation, more materials will be needed. Attractive and eye-catching visuals, again, are key (Richardson and Skelton, 1991). A well-crafted display board may be used; however, slideshows and the use of PowerPoint have become more desirable in this day and age. In addition to having a large visual that can be carried around on a memory stick, PowerPoints can be copied onto the school computers for future references. It is for these reasons that PowerPoint is considered an effective tool for school visits.

A student information card is the final piece of material that plays a vital part in an effective recruitment visit. These cards should include spaces for name, address,

telephone number, high school, and date of graduation (Richardson and Skelton, 1991). Email has recently become a very effective way to reach prospective students and should also be included. While some students may be hesitant about giving out their information, a small door prize incentive can often persuade them to do so. M. Elaine Richardson of Clemson University used this technique during a recruitment program in 1991 and found that almost every student attending the program completed information cards (Richardson and Skelton, 1991). This technique is particularly useful when presenting to students in grades nine through twelve. Essentially, prospective student contacts for the next several years have been made in just one visit.

Effective Recruitment Strategies and Activities

There are many ways to go about developing a recruitment program. Through investigating different college recruitment plans, many similar strategies and activities were explained and thus successfully used and recommended for application. Ranks one through four of Myers et. al. (2003) study on the most effective strategies and activities for recruitment include feeder school contact, agricultural teacher-student contact, Future Farmers of America (FFA) and 4-H chapter events, and publications, respectively.

Speaking with agriculture teachers and career advisors through a feeder school contact remains the number one method of recruitment (Myers et al., 2003). This method should be implicated at both high schools and junior colleges, as many students choose to attend a local school before transferring to a four year university (Cole and Thompson, 1999). When looking at target high schools or junior colleges, it is important to concentrate on feeder schools that have students with strong farm backgrounds. Terry and Gray (1987) reported that 85 percent of 565 agricultural majors in Missouri and

Arkansas had farm backgrounds (Skaggs, 1992). A different Missouri study goes on to find that 52 percent of animal science majors were from rural or farm backgrounds (Mollett and Leslie, 1986). For these reasons, it is very important to target high schools and junior colleges that have students with strong farm backgrounds.

While faculty are certainly capable of first contacting a feeder school, Rundell and Bedwell (1970) report that using current college students to initiate the first contact between the high school and university can be quite beneficial. The alumnus must be a carefully chosen successful student who is well known and thought of in the high school area (Rundell and Bedwell, 1970). Haque (1985) goes on to discuss involving students in the entire recruiting process. While students are capable of making the first contact with their previous high school or junior college, it is also beneficial to have them visit their alma mater to inform prospective students about their experiences. Haque (1985) says,

“Students who presented recruiting talks at their home high schools felt comfortable and enjoyed interacting with their old teachers on a professional basis. The high school students related well to college students and enjoyed having a young speaker.”

Involving a current student in the recruitment process can also help him or her gain experience in creating slides, preparing layouts, working with people, making arrangements with schools, and speaking in public. On top of this, it decreases departmental costs of taking faculty out of their normal classes and sending them on trips.

The second most effective strategy for recruitment is agricultural teacher-student contact. This process involves individual and direct contact made by a faculty member with a prospective student. Specific activities include visiting with individual student,

sending a letter to both students and parents, establishing a recruitment committee to serve as a frontline in making contacts, and gaining contacts through student word of mouth (Myers et al., 2003). Again, it is beneficial to involve current students at this stage, as they can provide names of students from back home that may be interested in learning about the program. This involvement can often be the single most effective practice within the recruitment process.

The use of FFA and 4-H is the third most effective strategy to use in recruiting students. Studies by Touchstone and Riesenbergs (1997) and Andreason et. al. (1997) indicate that agricultural universities should target recruitment efforts towards students coming from high schools with FFA and 4-H programs. Many of the students have strong farm backgrounds and are looking to enter the agricultural field. Participating in career development events, officer and member presentations, recreational and social activities of the chapter, and banquets are great ways to introduce prospective students to the college agriculture department. Sponsoring an activity, conference, or banquet can also be extremely beneficial in marketing the program.

The fourth most effective strategy used in successful recruitment programs includes the use of various publications (Myers et al., 2003). The production and use of items such as promotional brochures and pamphlets, videos, posters, newsletters, slide shows and school announcements can all endorse the college and major to prospective students. Within these publications, it is important to give the program history, information about the major, a section on how to apply, deadlines for applications, and contact information. Also remember to promote the professionalism of agricultural

careers and the many opportunities that are available to students who graduate with a degree.

While not in Myer's top four effective recruitment strategies, events such as college visitation days and open houses can also be a great way to introduce the program to prospective students. Broder et al. (1988) writes about incorporating a campus visitation program into the recruitment activities for the 1985 through 1987 University of Georgia College of Agriculture applicants. While not always seen as a key recruitment tool, the study of Broder et al. (1987) found that students attending the visitation days were favorably impressed with the experience, the college, and the university. In addition, the prospective students felt that the visit had a positive impact on their college plans. It's hard to measure how effective these campus visits are, but Broder et al. (1988) indicates that 52 percent of the 1985 participants subsequently enrolled in the College. Having an opportunity to visit the school, meet with professors and current students, and sit in on a class can help prospective scholars decide where their future schooling lies.

In conclusion, the most effective strategies and activities for recruitment include feeder school contact, agricultural teacher-student contact, FFA and 4-H chapter events, along with the use of publications (Myers et al., 2003). Other beneficial options include visitation days and open houses hosted by the college.

MATERIALS AND METHODS

To complete this project, an Excel spreadsheet including the contact information of high school and junior college agriculture teachers and counselors was created. Next, itineraries for the recruitment visitation trips were developed. During the visits, the use of an edited Cal Poly Dairy Science PowerPoint was presented, along with the distribution of current Dairy Science Department pamphlets. In addition, Student Contact Information Cards were created for the prospective students to fill out and return during the duration of the visit. The information gathered from the Student Contact Information Cards was transferred to an Excel spreadsheet, in order to organize the 2011 Cal Poly Dairy Science Student Recruitment List. After the Recruitment List was made, letters and emails were developed and sent to provide prospective students with information and application deadlines.

Following the completion of the recruitment list, a survey was generated through “Survey Monkey,” a free online survey software and questionnaire tool (Survey Monkey). The survey was sent to all high school juniors and seniors to see whether or not they are interested in applying or have already applied. Seniors were also asked if they received admittance to the program. In addition, inquiries were made on the effectiveness of the literature sent and Dairy Science representative visit.

In order to complete the project objective of identifying prospective students, three different approaches were executed including Recruitment Visitation Trips, Prospective Student Contact Information Knowledge, and 2011 College of Agriculture, Food, and Environmental Sciences (CAFES) Fall Preview Day.

Recruitment Visitation Trips

After generating the Teacher & Counselor Contact Information spreadsheet, I contacted the individuals via phone or email to see if they might be interested in a recruitment visit. The results of these conversations and emails were reviewed, and itineraries were made such that schools in close proximity to each other were grouped together so to create one visitation day per area. Wednesday, September 7, 2011 was reserved for the Tulare County area, and Thursday, September 22, 2011 was reserved for the Stanislaus County area. Before the visit, I gathered a few necessary materials including the Cal Poly Dairy Science PowerPoint, which was updated to display current information, and Dairy Science Department pamphlets. In addition, a confirmation call was made several days prior to the visit. During the visit, any attending Dairy Science faculty along with myself were introduced by the school teacher or counselor. We then went through the Cal Poly Dairy Science PowerPoint, accommodated questions, and helped students in any way possible. In addition, we distributed Student Contact Information Cards to those who were interested in getting more information. After collecting these cards, the information was put into the 2011 Cal Poly Dairy Science Recruitment List for future emails and references. Following the recruitment visit and input of student information, application reminders and additional information were sent to students via email. Any questions pertaining to the recruitment visit, the Cal Poly Dairy Science Department, or applications were entertained via email.

Prospective Student Contact Information Knowledge

Prospective Student Contact Information was received from the Dairy Science Department Faculty and the Cal Poly Los Lecheros Dairy Club members. Multiple

emails were sent to the faculty requesting any prospective student contact information they might have. In addition, an announcement was made at the Los Lecheros Dairy Club meeting on Wednesday, September 28, 2011. Any and all contact information received was added to the 2011 Cal Poly Dairy Science Recruitment List. An email containing an introduction letter, additional information, and application deadlines were sent to students via email. Any questions pertaining to the Cal Poly Dairy Science Department or applications were entertained via email.

2011 CAFES Fall Preview

The 2011 CAFES Fall Preview Day took place on Friday, October 14, 2011. Sessions for prospective Dairy Science students took place at 11:00AM and 1:30PM in classroom 123 of the Alan A. Erhart Agriculture building. Dairy Science Department Head, Dr. Bruce Golden, facilitated the students during the sessions which included faculty introductions, general information, and a question and answer period. Student Contact Information Cards were distributed to those who were interested in learning more about the Dairy Science major. After collecting these cards, the information was put into the 2011 Cal Poly Dairy Science Recruitment List for future emails and references. Following the 2011 CAFES Fall Preview and input of student information, application reminders and additional information were sent to students via email. Any questions pertaining to the Cal Poly Dairy Science Department, or applications were addressed via email.

RESULTS AND DISCUSSION

Through working on this project, a number of materials were produced, previous materials were edited, and contacts were made. An Excel spreadsheet including the contact information of high school and junior college agriculture teachers and counselors was created. Next, itineraries for the recruitment visitation trips were developed. During the visits, the use of an edited Cal Poly Dairy Science PowerPoint was presented, along with the distribution of current Dairy Science Department pamphlets. In addition, Student Contact Information Cards were created for the prospective students to fill out and return during the duration of the visit. The information gathered from the Student Contact Information Cards was transferred to an Excel spreadsheet, in order to organize the 2011 Cal Poly Dairy Science Student Recruitment List. After the Recruitment List was made, letters and emails were developed and sent to provide prospective students with information and application deadlines. In order to evaluate the effectiveness of these efforts, a survey was created on “Survey Monkey” and sent to all high school junior and senior students on the Recruitment List.

The 2011 Cal Poly Dairy Science Student Recruitment List contains eight separate fields including: Name, Address, Phone, School Year, School, Email Address, Date Contacted, and Other. This spreadsheet was edited after each recruitment trip to add new prospective students’ information. In addition, contacts were added after the 2011 CAFES Fall Preview and anytime a name was received from the Dairy Science Department Faculty or Cal Poly Los Lecheros Dairy Club members. The outcome following the completion of the 2011 Fall Recruitment activities on November 30, 2011,

(deadline for Fall 2011 applications was November 30, 2011) was a recruitment list containing 145 prospective students' contact information.

To analyze the 2011 Cal Poly Dairy Science Student Recruitment List, contacts were categorized by school year and current school. Most of the students on the list were either a high school junior or senior, however several freshmen and sophomores are included (Table 1). In addition, a handful of junior college students interested in transferring into the Dairy Science Department are listed. While some of the younger students might not be looking into college a great deal at this point in time, it will be helpful to have their names a year or two down the road.

Table 1. Recruitment Contacts by School Year

School Year	Number of Contacts
Freshmen	5
Sophomore	8
Junior	45
Senior	66
Freshmen (Transfer)	8
Sophomore (Transfer)	13

Out of 145 students on the list, it was found that the most contacts were made with Central Valley Christian High School, Hilmar High School, and Turlock High School students (Table 2). All three of these schools were visited on one of the recruitment trips. Other schools featured in Table 3 had at least three contacts on the recruitment list. Schools containing two or less contacts are listed in the Other High Schools (<2) category. See Appendix G for the full list of schools featured on the 2011 Cal Poly Dairy Science Student Recruitment List.

Table 2. Number of Recruitment Contacts by School

School	Number of Contacts	School	Number of Contacts
Central Valley Christian	20	College of the Sequoias	5
Hilmar High	15	Tulare Union	5
Turlock High	15	Bakersfield Christian	3
Out of State	11	Lemoore High	3
Modesto Junior College	8	Los Banos High	3
Ripon Christian	7	Petaluma High	3
Mission Oak High School	6	Other High Schools (<2)	17

Following the completion of the recruitment list, two surveys (one for juniors, one for seniors) were generated through “Survey Monkey” and sent to high school juniors and seniors to determine whether or not they were interested in applying (juniors) or have already applied (seniors). Seniors were also asked if they received admittance to the program. In addition, inquiries were made on the effectiveness of the literature sent and Dairy Science representative visit. Out of the 38 surveys sent to high school juniors, seven responses were received, giving an 18.4 percent response rate (Table 3). The senior survey was sent to 59 high school seniors, 19 of which responded, giving a 32.2 percent response rate. All students who responded were entered into a drawing for a \$50 Visa gift card supplied by the Dairy Science Department Head, Dr. Bruce Golden, and two Cal Poly Los Lecheros Dairy Club t-shirts. The survey was sent on Thursday, February 9, 2012 and data were collected on Thursday, February 16, 2012.

Table 3. High School Junior and Senior Recruitment Survey Details, Responses, and Rates

Group	Total on List	Invalid/No Email	Total Valid Email	Responses Received	Response Rate
Juniors	45	7	38	7	18.4 percent
Seniors	66	7	59	19	32.2 percent

While the response rates for both junior and senior students were quite low, the survey still provided valuable information. Out of the 7 juniors that responded, 71.4

percent are looking to apply to the Dairy Science major next fall (Figure 1). The remaining 28.6 percent which were categorized in “Other” were undecided on what they want to do.

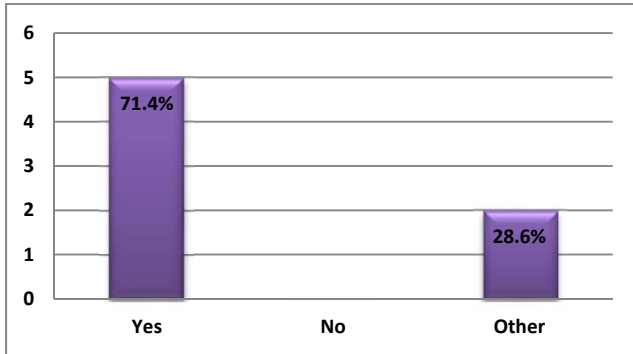


Figure 1. High School Juniors looking to apply to the Dairy Science major next Fall.

When asked whether the literature and/or visit from a Cal Poly Dairy Science representative helped them in making the decision of whether to apply to the program next fall, 6 out of the 7 Juniors responded with yes (Figure 2). Only one thought that the literature and visit was not helpful.

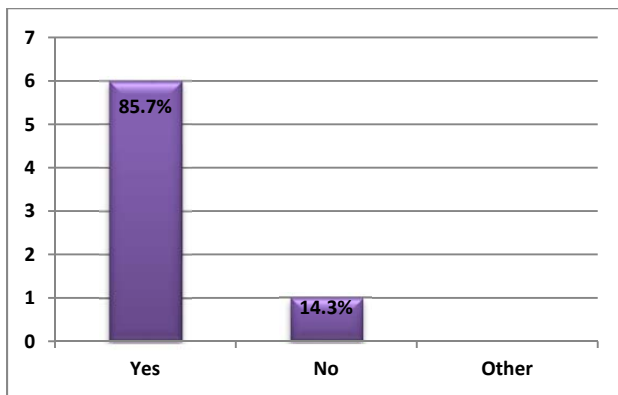


Figure 2. High School Juniors evaluating whether literature and/or visit were helpful.

A larger response was seen from the survey sent to the high school senior group, with 19 out of 59 students giving their opinion. When asked whether they applied to Cal

Poly under the Dairy Science major, 14 students said yes, 1 student said no, and 4 students selected the “Other” category (Figure 3). Two of the students from the “Other” category wrote that they had applied to Cal Poly under the Nutrition and Liberal Arts majors.

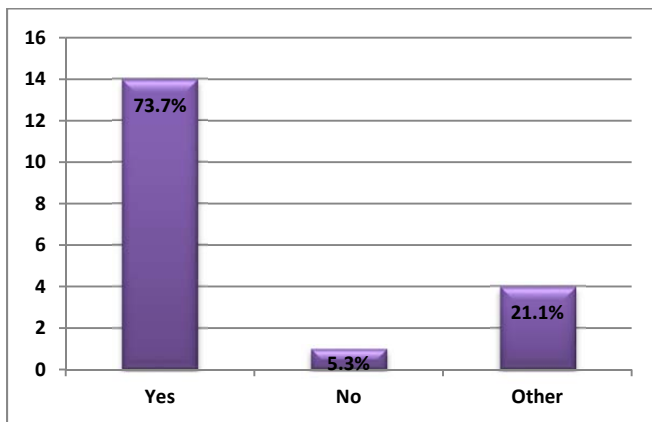


Figure 3. High School Seniors who applied to Cal Poly under the Dairy Science major.

When asked whether they were granted admittance into the Cal Poly Dairy Science major, 21.1 percent of seniors replied with yes, 15.8 percent replied with no, and 63.2 percent haven’t heard back yet (Figure 4). One of the students who answered no to this question didn’t apply to Cal Poly. At this point in time, the students who answered yes to this question would have most likely received admittance through the Early Decision option (2011-2013 Cal Poly Catalog). This method is for applicants who have Cal Poly as their first choice. It requires that the prospective student file an application by October 31, and in return, they will hear back from Admissions by mid-December. They must then reply back to Cal Poly by January 15. Students who applied under the Early Decision option but didn’t get in will roll over into the Regular Decision pool. The Regular Decision applications are due on November 30, and students will hear back in mid-February. Should they get in, a response to the admissions office is due by May 1.

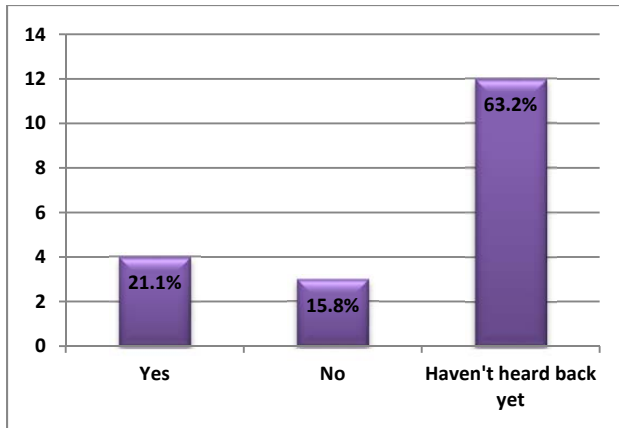


Figure 4. High School Seniors who have been granted admittance into the Cal Poly Dairy Science major as of 2/16/12.

The final question asked of the high school senior group was identical to the final question asked of the high school junior students: Did the literature and/or visit from a Cal Poly Dairy Science representative help you in making the decision of whether to apply to the Dairy Science program. Only 18 responses were gathered, as 1 respondent skipped this question. Thirteen out of the 18 replied with yes, and 5 replied with no (Figure 5). Two of the 5 that responded with no wrote that they applied under a different major, but it seems like a wonderful program.

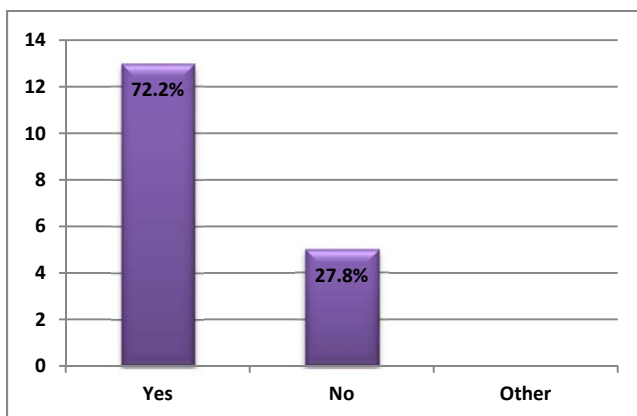


Figure 5. High School Seniors evaluating whether literature and/or visit were helpful.

By late February 2012, it was known that 61 first time freshmen and 14 transfer students applied for the 2012-2013 school year. 34 first time freshmen and 5 transfer applicants were granted admission into the Dairy Science Department (Figure 6). While application numbers from previous years are not known, we can see that admittances either stayed the same or increased from the previous year.

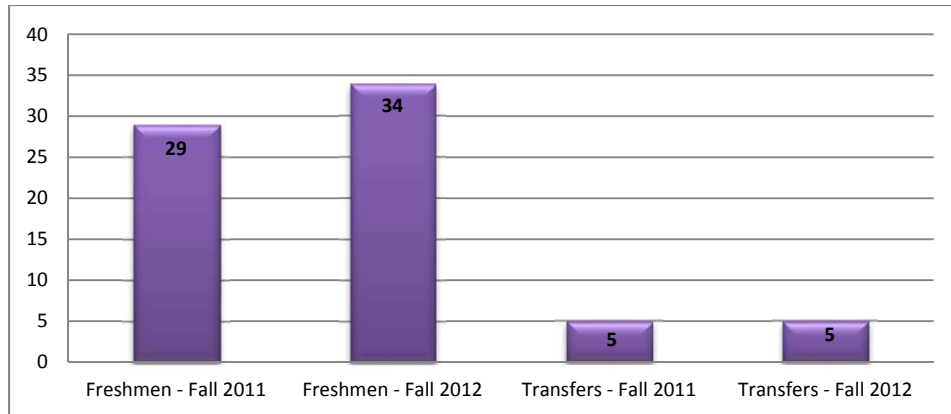


Figure 6. Number of new students admitted for Fall 2011 and Fall 2012.

Although it is challenging to completely analyze how effective the methods and materials were in this project, the strategies and activities used seem to result in the same conclusions as those presented in the Literature Review. The most effective recruitment strategy, given by Myers et. al. (2003) was feeder school contact. As seen in Table 2, many contact names were received through getting in touch with these high schools and junior colleges. I found that this particular activity was the first step in the process that lead to many opportunities to visit with prospective students. Parallel to what Haque (1985) found, the use of a current student to initiate the first contact between the high school and University was extremely beneficial. Throughout the feeder school contact process, I tried to involve current students who had graduated from that particular school.

This simple involvement was very well received by the agriculture teachers, as they welcomed alumni back to the school to talk with their students.

In addition to feeder school contact, the second ranked strategy, agricultural teacher-student contact, proved to be very fairly effective as well. In my case, this strategy was edited to become the current agricultural student-prospective student contact. The main processes by which this strategy was implemented were the recruitment visits and corresponding emails following the visits. After sending out the survey, it was found that 76 percent (6 juniors, 13 seniors) of students found the literature and/or visits to be helpful. The remaining 24 percent (1 junior, 5 seniors) did not have a positive response to the question, however, 2 of these seniors wrote that they had applied to Cal Poly under a different major.

This project did have a few limitations. Due to the location of Cal Poly and cost of travel, we could only visit a few high schools and junior colleges. This seemed to be the largest limitation. While email and other mailings can be used, they are not nearly as effective as talking with a group of students face to face. In addition to this constraint, analyzing the results of this project were challenging. While we do know that 61 first time freshmen and 14 transfer applications were received during the Fall 2011 application window, we do not have access to this type of information from previous years. Therefore, we do not know whether application numbers have increased from last year, which leads to a large void in measuring the success of the recruitment program. The previous number of applications is vital because the primary goal of the recruitment program is to identify and inform students of the opportunities within the Dairy Science major. While the program secondarily focuses on successfully admitting students into

the major, the primary goal remains. Thus, the success of this recruitment program is measured by how many students apply, not how many are granted admittance. While this year's application numbers of 61 freshmen and 14 transfers is known, we cannot measure the success of our efforts since previous numbers are not known.

The results and efforts of this project could potentially be measured much more accurately should the recruitment program be put into place in the years to come. This would allow the department to see overall prospective student satisfaction along with application and admittance numbers from year to year.

CONCLUSION

By reevaluating and revamping the Dairy Science recruitment efforts, more prospective high school and junior college students throughout the United States have been identified. Throughout the 2011 Fall recruitment season, 145 students from over 25 different high schools and junior colleges were added to the 2011 Fall Dairy Science Recruitment List. With a larger list of contacts, more students can be informed of the opportunities within the Cal Poly Dairy Science Department. These students were informed through various approaches including recruitment trips, 2011 CAFES Fall Preview, letters, emails, and phone calls. It was found that over 75 percent of these students found our efforts to be beneficial. With these findings, it is likely that more applications will be filed, more students may be admitted. While it is not known how many applications were received for Fall 2011 admittance, 61 first time freshmen and 14 transfer applications were received for Fall 2012 admittance. From these applications, 34 first time freshmen and 5 transfer students were admitted into the Dairy Science program with the hopes of gaining knowledge in this field and working to become the dairy industry leaders of tomorrow.

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APPENDIX A: TEACHER/COUNSELOR CONTACT SPREADSHEET

CONFIDENTIAL

APPENDIX B: RECRUITMENT TRIP #1 ITINERARY

Recruiting Trip #1

Wednesday, September 7, 2011

Participants: Dr. Henderson, Dr. Berning, Jacky Van Beek, James Macedo (Tulare)

Visit #1 – College of the Sequoias Ag. Dept.

9:30AM (All)

Contact: Kris Costa

2245 S. Linwood

Visalia, CA

LUNCH

Visit #2 – Central Valley Christian

1:30 – 2:11PM (All); 2:15 – 2:55PM (Dr. B, Jacky VB)

Contact: Lori Reeves

5600 W. Tulare Ave.

Visalia, CA

Directions to Tulare Farm

- Turn Right out of CVC parking lot, onto Tulare Ave.
- Turn Left onto Roeben Road
- Turn Right onto Walnut Ave.
- Turn Left onto Shirk
- Turn Right onto Caldwell
- Turn Left onto CA-99 South
- Take Bardsley Ave. Exit
- Turn Right onto Bardsley Ave.
- 591 Bardsley Ave. will be 1.5 miles down, on your Left

Visit #3 – Tulare Farm: Tulare Union, Tulare Western, Mission Oak

2:15PM – 2:55PM (Dr. Henderson, James Macedo)

Contact: Jen Sousa

591 W. Bardsley

Tulare, CA

Visit #4 – College of the Sequoias, Nutrition Class

4:30PM (All)

Contact – Bob Britton

2245 S. Linwood

Visalia, CA

APPENDIX C: RECRUITMENT TRIP #2 ITINERARY

Recruitment Trip #2

Thursday, September 22, 2011

Participants: Dr. Henderson, Jacky Van Beek, Trevor Nutter (MJC), Dominic Assali (Turlock, MJC)

Visit #1 – Turlock High School

9:00AM – 9:45AM (Dominic Assali)

Contact: Lori Marchy (209-678-1265)

1600 East Canal Drive

Turlock, CA 95380

Visit #2 – Hilmar High School

10:15AM – 11AM

Contact: Marc Coleman (209-678-0157)

7807 N. Lander Ave.

Hilmar, CA 95324

Visit #3 – Modesto Junior College

11:40AM – 12:40PM (Dr. Henderson, Jacky, Trevor Nutter, Dominic Assali)

Contact: Bill Hobby (hobbyb@mjc.edu)

435 College Ave.

Modesto, CA 95350

Visit #4 – Ripon Christian

1:00PM – 2:10PM

Contact: Pete Duyst (pduyst@rcschools.com)

435 N. Maple

Ripon, CA 95366

APPENDIX D: DAIRY SCIENCE RECRUITMENT POWERPOINT

Cal Poly Dairy Science



"Learn by Doing"


California Polytechnic State University, San Luis Obispo

Faculty: about 1,100

**Student-faculty ratio:
20 to 1**


**Population of Student
Body: 19,000**

'HANDS-ON' EDUCATION
Students work at the dairy
and have labs at the dairy



Want more interesting **FACTS** about
Cal Poly? [CLICK HERE](#)

**Dairy Production
Professors**



Dr. Stan Henderson



Dr. Leanne Beming



Dr. Leslie Ferreira




Dr. Bruce Golden
Department Head




Dr. Gustavo Lascano

**Dairy Processing
Professors**



Dr. Phillip Tong



Dr. Rafael Jimenez



Dr. Nana Farkye

Dr. Amy Lammert

**The best students, the best dairy
department!**
10,000 STUDENTS APPLY TO CALPOLY




"Learn by Doing"

**Once in the
Dairy
Department...**




**You can choose
PRODUCTION OR PROCESSING
or both.**

Cal Poly Processing Plant




www.calpolycheese.com

Dairy Science Classes

- Dairy Science Required Courses
- All Dairy Science students are:
 - Required to take 58 units of DSCI courses.
 - Required to take 72 units of GE required courses.

Dairy Science Classes

- **Dairy Science Required Courses**
 - Additional Courses - Processing & Production
- **General Education Courses**
 - Support Courses
 - GE Required Courses
 - Most can be transferred
- **Approved Electives**
 - This gives dairy majors more options!!!

Dairy Science Classes

- **Approved Elective Areas:**
 - Management
 - Pre-professional
 - Dairy Products Technology
 - Dairy Industry
 - Individualized course of study

Cal Poly Dairy Farm



Cal Poly Holsteins and Jerseys

- 100 Holsteins
 - 53 years PBR award, 106.7 BAA
 - RHA: 25,000 milk, 1000 fat
- 100 Jerseys
 - Over 20 Excellents
 - RHA: 19,000 milk, 950 fat

Holsteins 25,000 RHA, 56 years PBR



Jerseys: 20,000 RHA, over 20 Excellents



EDUCATION COSTS

- Cost for one year at Cal Poly:
- Registration Fees – \$2,597/quarter
(Less than most universities cost and you'll be attending one of the top dairy schools in the nation)
- Room and Board - \$3282/quarter
- Books, etc. – \$200 per Quarter



WHEN CAN YOU SUBMIT YOUR APPLICATION?

Fall Quarter Only:

Early admits: October 31

unsuccessful applicants roll into regular admission pool

Regular admits- November 30

Click here... [Cal Poly Admissions Home Page](#)

FINANCIAL AID AND SCHOLARSHIPS

- There are over \$39,000 in Dairy Department Scholarships.
- Other [Financial Aid](#) Options

DO NOT let money get in the way of your education!

College of Ag. Admits...

- JC Transfers www.assist.org.
- For online offerings – www.cvc.edu
- GE certified or Junior standing with required classes
 - Average GPA accepted last year: 3.28 F'11
- High School Graduates
 - Average GPA accepted last year: 3.75 F'11
 - Average SAT score: 1204 Freshman '11
 - Average ACT score: 26 Freshmen '11
- Dairy Science
 - Average GPA ~ 3.4
 - Average SAT ~1100
 - **This varies by high school

[Freshman...click here if you wanted to know more](#)

Freshman Requirements

	CSU Required Semesters	Cal Poly Desired Semesters
English	8	10
Algebra	4	4
Geometry	2	2
Advanced Math	0	4
Foreign Language	4	8
Lab Science	4	8
(Must include 1 year of a Biological Science and 1 year of a Physical Science)		
Social Sciences	4	4
(Must include 1 year of US History or US History and Government)		
Visual Performing Arts	2	2
Electives	2	2

JC Transfers:

- Minimum of 60 Semester Units
 - Pre-calculus/Algebra
(compatible with Cal Poly Math 118)
 - Critical Thinking
 - Speech
 - English Comp
 - Chemistry (our Chem 111)

Make sure to include courses in progress when you apply!

How about DSCI?

- **125 DSCI Majors at Cal Poly**
 - The largest undergraduate DSCI in the US
 - Only 2 have both processing and husbandry

DAIRY CLASSES



Often lectures on campus and lab at the dairy or processing plant

"Hands On Dairy Classes", Every dairy student milks.



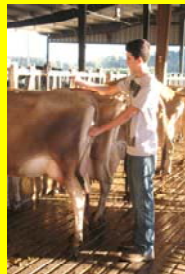
DSCI 121

Feeding Assignment-Loading accuracy & Particle size



NEEDS MAN WORK IN DSCI 121

- Freshmen 121 students work with older dairy students with chalking, breeding, injections, ultrasound, etc.





LACTATION

↓ ↓

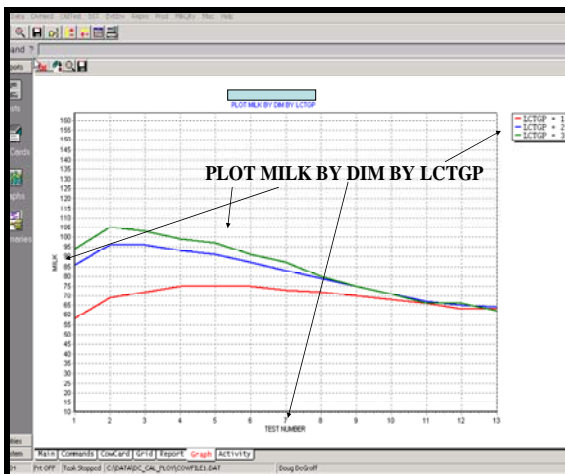
Lower viscosity means better penetration and control of flaps!!

Test Case: Healthy Cows (Low Viscosity) vs. Test Case: Higher Viscosity = Milk Penetration

...ARTIFICIAL INSEMINATION OR DAIRY MANAGEMENT

MORE DAIRY CLASSES!!

AND 'IDE' OPTIONS!

 A group of students are sitting at a table in a classroom, looking at a laptop screen. They appear to be engaged in a discussion or activity.




2004 National Champion Dairy Cattle Judging Team
Left to Right: Matthew Evangelista, Jenna Dibble, Rebekah Mast, Michelle Nelson, and Dr. Stan Henderson in Madison, WI.

DAIRY CATTLE JUDGING

National winning teams in both cattle and products.

2011, RICHMOND, UT

Cal Poly Dairy Products Team

1st National Contest
3 of the last 7 years

Cal Poly Wins in 2005:
1st place in Milk, Yogurt, and Individual Categories and 3rd place overall!!!!




SPRING OPEN HOUSE!!



LOS LECHEROS DAIRY CLUB

FIT & SHOW CONTEST - 2011



...every Spring during Open House week

Start your career out right...



HILMAR CHEESE VISITOR CENTER



with professors that will get you there!

CAL POLY FALL SYMPOSIUM, Oct. 14-15
The Future: Innovate, Legislate, and Export



- Fall Preview and BBQ Oct. 14 *for prospective new students and their parents.
- Symposium Oct. 15
- www.calpolydairysymposium.com

California Polytechnic State University
Dairy Science Department
Phone: (805)756-2560
www.calpoly.edu
[Interest Page](#)
Email us: dsci@calpoly.edu



APPENDIX E: DAIRY SCIENCE RECRUITMENT PAMPHLET

Cal Poly has one of the **largest** undergraduate Dairy Science student enrollments in the United States.

Why Cal Poly Dairy Science?

California's dairy industry is the largest in the nation providing one-fifth of all milk produced in the U.S., contributing \$47.3 billion to the national economy.

There are hundreds of thousands of jobs available throughout the dairy industry. Cal Poly DSCI does its part to make sure that our students are ready to go straight into the industry upon graduation.

Graduates can work in many different areas including farm operations, plant management, government and regulatory positions with the USDA - FDA - CDFA, lobbyist, journalism, transportation, marketing, education, health, nutrition, research, and much more.

We offer several different program paths to choose from:

Degree Programs:

- Dairy Science BS
 - Dairy Husbandry
 - Dairy Products Technology
- Minor in Dairy Science
- MS Agriculture: Dairy Products Technology

Approved Electives:

- Dairy Mgmt / Agribusiness Minor
- Dairy Products Technology
- Dairy Production
- AG Communications
- Pre-Veterinary
- Dairy Industry
- Agriculture Education
- Pre-Graduate Study



More Information:

Once at Cal Poly there are many activities and services available to all students from all majors.

- Sports Teams
- Intramural Sports
- Theatre
- Gym
- Variety of Physical Fitness classes
- Swimming Pool
- Poly Escapes (an outdoor rec. club)
- Health Center
- Tutoring
- Supplemental workshops for math and science
- ...and a whole lot more

Helpful Websites

www.calpoly.edu/aboutcp.html

www.calpoly.edu/student/prospective.html

www.asi.calpoly.edu

www.careerservices.calpoly.edu

GET INVOLVED—GAIN VALUABLE EXPERIENCE

Dairy Cattle Judging Team:

Be part of our national winning team! Travel throughout the United States to evaluate dairy cattle and present oral reason to justify placing. Gain insight into dairy management.

Dairy Products Judging Team:

Be part of our national championship team and let your taste buds rule! Travel throughout the United States to compete and judge dairy products; a great opportunity to meet leaders in the dairy foods industry.

Dairy Challenge Team:

Join our national championship Team! Gain knowledge of the dairy industry by evaluating dairy farms and present recommendations to judges. A great way to develop leadership and communication skills in dairy production.

Los Lecheros:

The dairy club is one of the largest and most active clubs at Cal Poly. Interact with dairy science faculty and fellow students outside the classroom. Meet alumni and leaders of the dairy industry, make new friends, develop your leadership skills, play intramural sports and have fun!



Need a Job?

There are many job opportunities on campus and at our DSCI facilities.

Jobs range

from student

Herdsman to

dairy foods

etc. which

includes making

cheese and ice

cream.



Housing

Campus:

In the dorms, Sierra Vista, or employment housing.

*The Cal Poly website will give more detailed information on how to apply for housing.

<http://housing.calpoly.edu/>

Community:

Various housing options are available throughout San Luis Obispo and nearby towns.



College of Agriculture,
Food & Environmental Sciences
Dairy Science Department

Phone: (805) 756-2560

Email: dsci@calpoly.edu

See us at:

www.dsci.calpoly.edu



California Polytechnic
State University
San Luis Obispo, CA

**DAIRY SCIENCE
DEPARTMENT**



“Learn By Doing”

APPENDIX F: DAIRY SCIENCE PROSPECTIVE STUDENT INFO CARD

Cal Poly Dairy Science

☐ Please send me more information about the Dairy Science Program at Cal Poly.

Name: _____

Address: _____

Phone: _____

Email: _____

School: _____

Grade Level: _____

Anticipated Graduation Date: _____

California Polytechnic State University
Dairy Science Department
San Luis Obispo, CA 93407-0257









APPENDIX G: DAIRY SCIENCE RECRUITMENT SPREADSHEET

CONFIDENTIAL

CONFIDENTIAL

CONFIDENTIAL

CONFIDENTIAL

RECRUITMENT SPREADSHEET KEY		
	Student Has Been Contacted	
	Invalid Email Address	
	Not Yet Contacted	
	HS Freshmen	5
	HS Sophomore	8
	HS Junior	45
	HS Senior	66
	Transfer – Freshmen	8
	Transfer – Sophomore	13

APPENDIX H: LETTER TO HIGH SCHOOL FRESHMEN, SOPHOMORES,
JUNIORS



February 21, 2012

Dear Prospective Student,

Greetings from the Cal Poly Dairy Science Department! The main purpose of this letter is to give you a little more insight into the Dairy Department and what it offers.

First I'd like to introduce myself. My name is Jacqueline Van Beek and I am currently in my fourth and final year as a Dairy Science student at Cal Poly. The California Dairy Industry has always been a big part of my life and although I come from a dairy background, many students within our department come from larger cities and towns with much different backgrounds. Some have very little dairy experience, if any at all. What makes the Cal Poly Dairy Science Department truly unique is the diversity among the students and faculty alike. Everyone, no matter if you started milking cows at age five or if you've never before milked a cow, is welcome within the Dairy Science Department. We'd love to have you join one of the largest and most respected dairy programs as we work towards the Cal Poly motto of "Learn By Doing."

The Cal Poly Dairy Science Department was one of the very first departments at Cal Poly, and continues to take part in educating many of today's leaders within the California Dairy Industry. Although classes, faculty, and facilities have changed over the years, the Dairy Science Department continues to do an excellent job in preparing the younger generations to lead California's top agricultural industry.

Today, our facilities include one of the very best university dairies where students work closely with faculty and staff to economically produce high levels of quality milk. Currently known to be one of the best purebred Holstein and Jersey herds in the nation, the Cal Poly herd consists of about 250 head. In addition to the Dairy Production/Husbandry emphasis of the major, the Dairy Food Processing emphasis also offers great opportunities. Our state-of-the-art Dairy Products Technology Center is a modern commercial creamery where students can learn the manufacturing processes of dairy products such as ice cream, cheese, milk, and yogurt. The opportunities that the Cal Poly Dairy Science Department provides ensure a successful career to today's young dairy leaders.

In addition to the strong and exciting academic programs, many extracurricular activities are available to Dairy Science students. The Los Lecheros Dairy Club is a great way to get involved and meet other students within the College of Ag, Food, and Environmental Sciences (CAFES). Started in 1932, Dairy Club holds monthly meetings which include a barbeque dinner, guest speakers from the dairy industry, and fun activities. Dairy Club also takes part in campus-wide intramural sports, community service events, and events hosted by the American Dairy Science Association. Other student programs include our nationally recognized Dairy Cattle & Dairy Products Judging Teams, as well as North American Intercollegiate Dairy Challenge.

Please visit http://admissions.calpoly.edu/apply/freshman_sc for more information on Freshmen Selection Criteria. Even though some of you might only be freshmen or sophomores in high school, it's never too early to start looking into college programs and planning ahead. Cal Poly requires that applicants take certain courses during their high school years to be considered for admission. Make sure that you are/plan to take all of these required courses and that you get good grades. This, along with good scores on the SAT/ACT test will earn you admission into the Cal Poly Dairy Science program.

Please feel free to call or e-mail either myself (jvanbeek@calpoly.edu) or Dr. Stan Henderson (shenders@calpoly.edu) if you have any questions. You can also visit our web site at <http://dairy.calpoly.edu>. We are excited that you are interested in our program and look forward to hearing from you!

Jacqueline Van Beek

Senior Student
Cal Poly Dairy Science Department

APPENDIX I: LETTER TO HIGH SCHOOL SENIORS



September 30, 2011

Dear Prospective Student,

Greetings from the Cal Poly Dairy Science Department! The main purpose of this letter is to give you a little more insight into the Dairy Department and to remind you of the upcoming deadlines for Fall Applications.

First I'd like to introduce myself. My name is Jacqueline Van Beek and I am getting ready to start my fourth and final year as a Dairy Science student at Cal Poly. The California Dairy Industry has always been a big part of my life and although I come from a dairy background, many students within our department come from larger cities and towns with much different backgrounds. Some have very little dairy experience, if any at all. What makes the Cal Poly Dairy Science Department truly unique is the diversity among the students and faculty alike. Everyone, no matter if you started milking cows at age five or if you've never before milked a cow, is welcome within the Dairy Science Department. We'd love to have you join one of the largest and most respected dairy programs as we work towards the Cal Poly motto of "Learn By Doing."

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Today, our facilities include one of the very best university dairies where students work closely with faculty and staff to economically produce high levels of quality milk. Currently known to be one of the best purebred Holstein and Jersey herds in the nation, the Cal Poly herd consists of about 250 head. In addition to the Dairy Production/Husbandry emphasis of the major, the Dairy Food Processing emphasis also offers great opportunities. Our state-of-the-art Dairy Products Technology Center is a modern commercial creamery where students can learn the manufacturing processes of dairy products such as ice cream, cheese, milk, and yogurt. The opportunities that the Cal Poly Dairy Science Department provides ensure a successful career to today's young dairy leaders.

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Listed below are the deadlines for 2011 admission. Applications for all Cal Poly majors can be found at www.csumentor.edu. Please visit http://admissions.calpoly.edu/apply/freshman_sc for more information on Freshmen Selection Criteria. I've also attached a document with a little more information on Cal Poly in general.

<u>Term</u>	<u>Applications Accepted</u>	<u>Application Deadline</u>
Fall Quarter – Early Decision	October 1 st	October 31 st
Fall Quarter – Regular Decision	October 1 st	November 30 th

Please feel free to call or e-mail either myself (jvanbeek@calpoly.edu) or Dr. Stan Henderson (shenders@calpoly.edu) if you have any questions. You can also visit our web site at <http://dairy.calpoly.edu>. In addition, we encourage you to attend the Dairy Symposium and Fall Preview, where you can get final details to complete your application in Dairy Science. Fall Preview will take place the weekend of October 14-15, 2011. We are excited that you are interested in our program and look forward to hearing from you!

Jacqueline Van Beek

Senior Student
Cal Poly Dairy Science Department

APPENDIX J: LETTER TO JUNIOR COLLEGE FRESHMEN AND SOPHOMORES



September 30, 2011

Dear Prospective JC Transfer Student,

Greetings from the Cal Poly Dairy Science Department! The main purpose of this letter is to give you a little more insight into the Dairy Department and to remind you of the upcoming deadlines for Fall Applications.

First I'd like to introduce myself. My name is Jacqueline Van Beek and I am getting ready to start my fourth and final year as a Dairy Science student at Cal Poly. The California Dairy Industry has always been a big part of my life and although I come from a dairy background, many students within our department come from larger cities and towns with much different backgrounds. Some have very little dairy experience, if any at all. What makes the Cal Poly Dairy Science Department truly unique is the diversity among the students and faculty alike. Everyone, no matter if you started milking cows at age five or if you've never before milked a cow, is welcome within the Dairy Science Department. We'd love to have you join one of the largest and most respected dairy programs as we work towards the Cal Poly motto of "Learn By Doing."

The Cal Poly Dairy Science Department was one of the very first departments at Cal Poly, and continues to take part in educating many of today's leaders within the California Dairy Industry. Although classes, faculty, and facilities have changed over the years, the Dairy Science Department continues to do an excellent job in preparing the younger generations to lead California's top agricultural industry.

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Listed below are the deadlines for 2011 admission. Applications for all Cal Poly majors can be found at www.csumentor.edu. I've also attached a document with a little more information on Cal Poly in general. Please remember that as a JC Transfer, 3 English classes (English Composition, Critical Thinking, Speech), College Algebra, and Chemistry 111 class are required, along with a total of 60 semester units (**NOTE: THIS HAS BEEN UPDATED** – visit http://admissions.calpoly.edu/apply/transfer_sc/dsci for more information). Cal Poly has recently become a little stricter with JC Transfers, so please make sure to plan ahead!

<u>Term</u>	<u>Applications Accepted</u>	<u>Application Deadline</u>
Fall Quarter – Early Decision	October 1 st	October 31 st
Fall Quarter – Regular Decision	October 1 st	November 30 th

Please feel free to call or e-mail either myself (jvanbeek@calpoly.edu) or Dr. Stan Henderson (shenders@calpoly.edu) if you have any questions. You can also visit our web site at <http://dairy.calpoly.edu>. In addition, we encourage you to attend the Dairy Symposium and Fall Preview, where you can get final details to complete your application in Dairy Science. Fall Preview will take place the weekend of October 14-15, 2011. We are excited that you are interested in our program and look forward to hearing from you!

Jacqueline Van Beek
Senior Student
Cal Poly Dairy Science Department