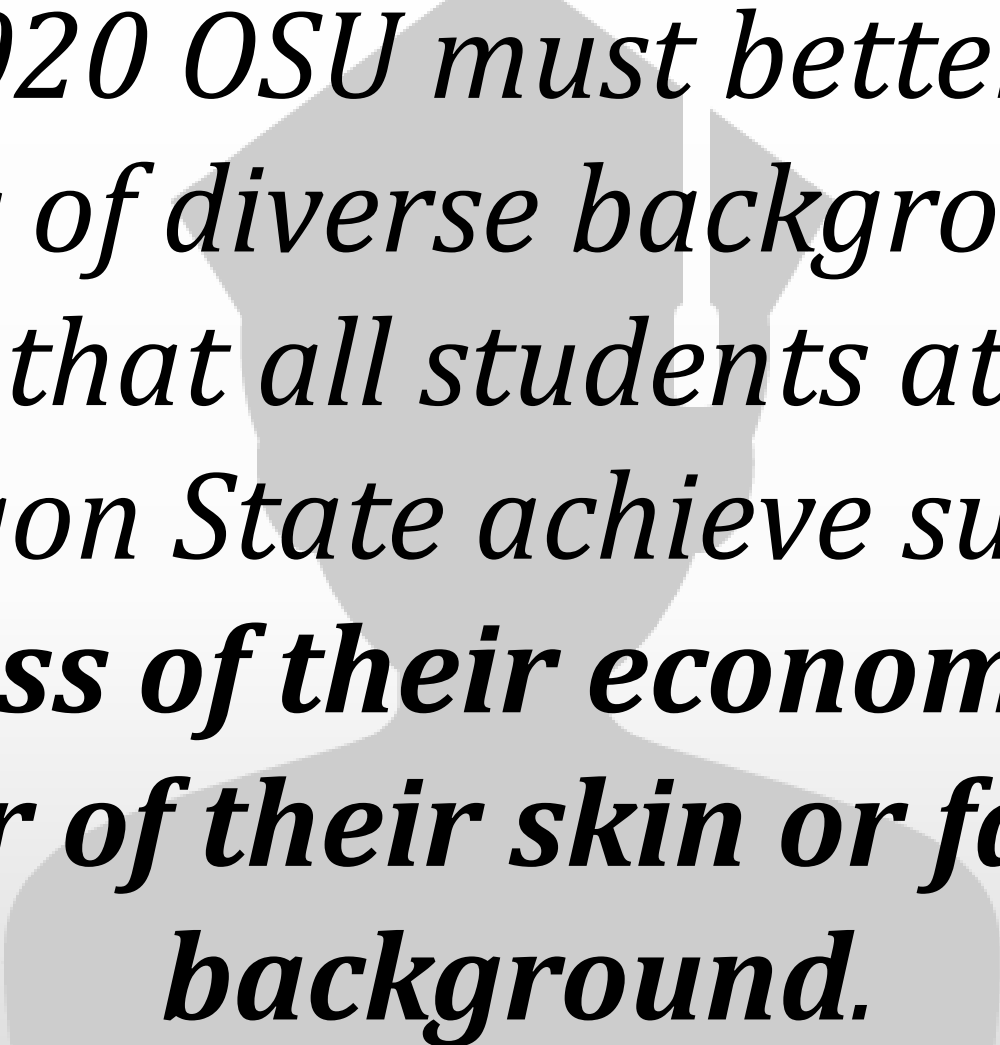




Exploring Factors To Help Recruit And Retain Underrepresented Minority Students

Haley Q. Clement, Jonathan J. Velez, & Penelope Diebel

Oregon State University



By 2020 OSU must better serve students of diverse backgrounds and ensure that all students attending Oregon State achieve success regardless of their economic status, color of their skin or family background.

President Ed Ray, Student Success Initiative, 2016

College of Agricultural Science

Commitment to Diversity and Community



Priority

- **Emphasizing and supporting experiential learning for all students**



Priority

- **Recruit and retain high-achieving students**



Priority

- **Increase access for all students**

2186 students in CAS
279 URM



Declines in student persistence
across all categories



No institutional data examining

Research Overview

Investigate **factors** and **barriers** affecting the recruitment and retention of all students enrolled in the CAS with a **focus on underrepresented minority students (URM)** in agricultural sciences and related disciplines at OSU.

Qualitative

Focus Groups

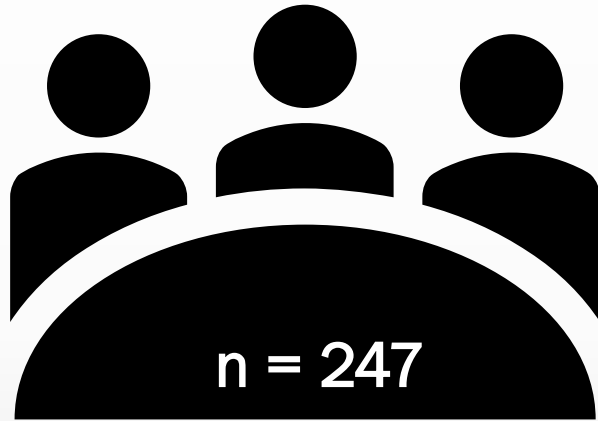
Interviews

Quantitative

Survey

Student Records

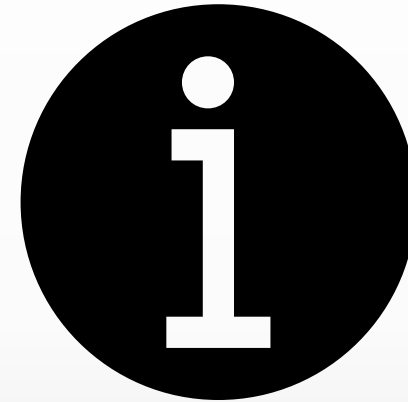
Methods



Population – all 1297 undergraduates in CAS
during Fall, 2016

Quatrics Survey sent out spring, 2017

Measure external factors and internal factors

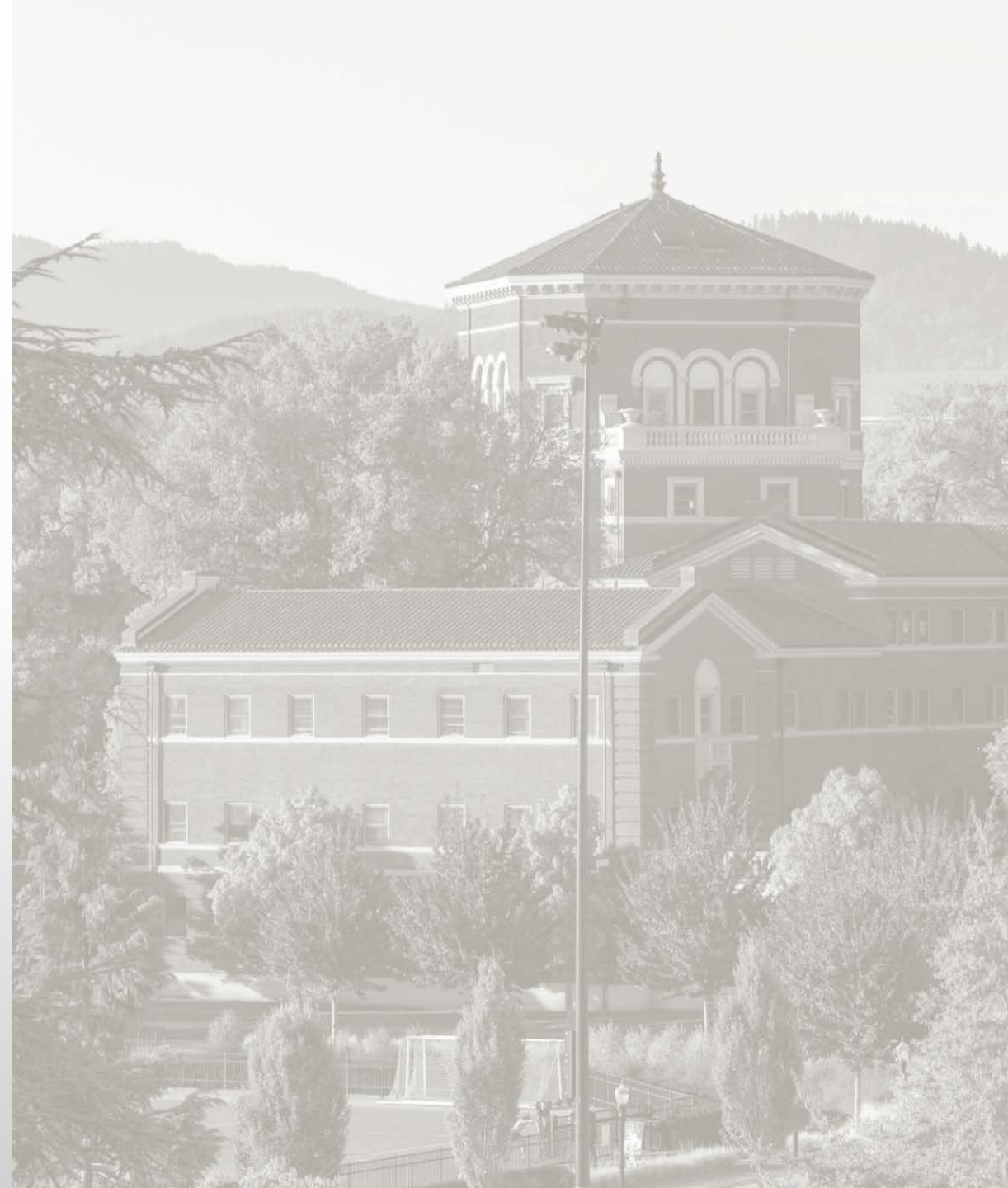


Additional demographic information
from OSU Student Research Center

Research Objective 1

Identify **demographic variables** of URM students in the CAS

The ethnicity of students who participated in the survey are primarily White (68%), followed by Asian (8.9%) and Hispanic or Latino (8.1%), of which 29% are Animal Sciences majors, followed by Fisheries and Wildlife (11.9%) and Agricultural Sciences (11.5%). Of the total sample, we classified 74 students (30%) as an Underrepresented Minority (URM) and 173 students (70%) as Non-Underrepresented Minority (Non-URM). Participants are mostly upperclassmen (30% juniors, 46% seniors), and between the ages of 18 and 22 (78%).



Ethnicity of Students in CAS and Survey Respondents

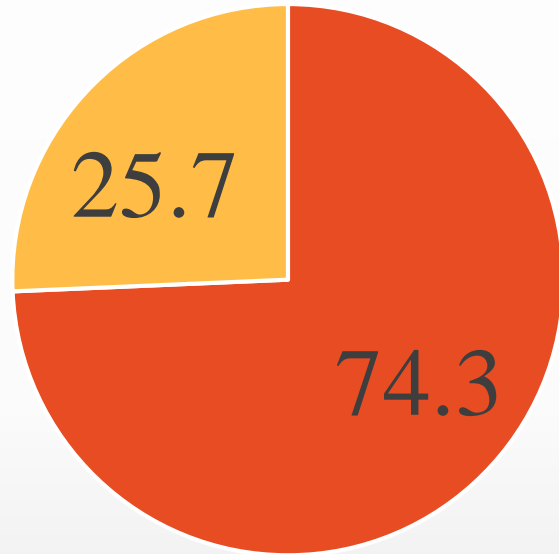
Ethnicity	Survey Respondents		All CAS Undergraduate Students	
	Frequency	Valid Percent	Frequency	Valid Percent
White only	169	68.4	957	72.8
American Indian or Alaskan Native	4	1.6	10	.76
Asian	22	8.8	20	1.5
Black or African American				
Hispanic or Latino				
Other				
Multiracial including White (two or more)				
Non-White Multiracial (two or more)				
Total				



Parent Education Level of URM and Non-URM CAS Students

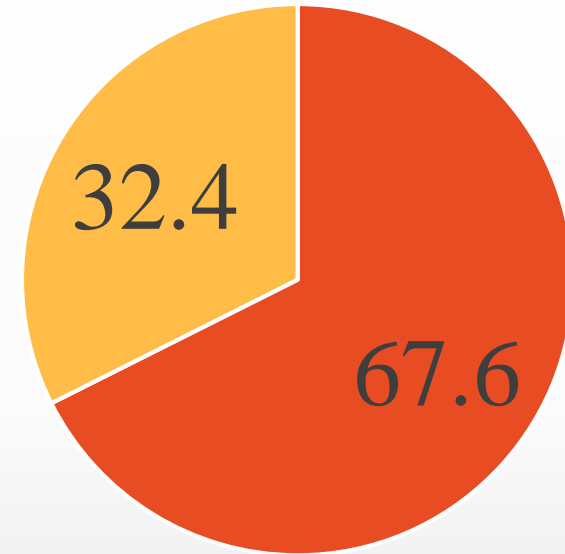
Level of education	URM		Non-URM	
	n	Valid Percent	n	Valid Percent
Less than High School	2	2.7	0	0
High School	21	28.4	49	28.3
College	40	54.1	99	57.2
Unknown	11	14.9	25	14.5
Total	74	100.0	173	100.0

* data not available from the university



■ Female ■ Male

Sex of CAS URM Students

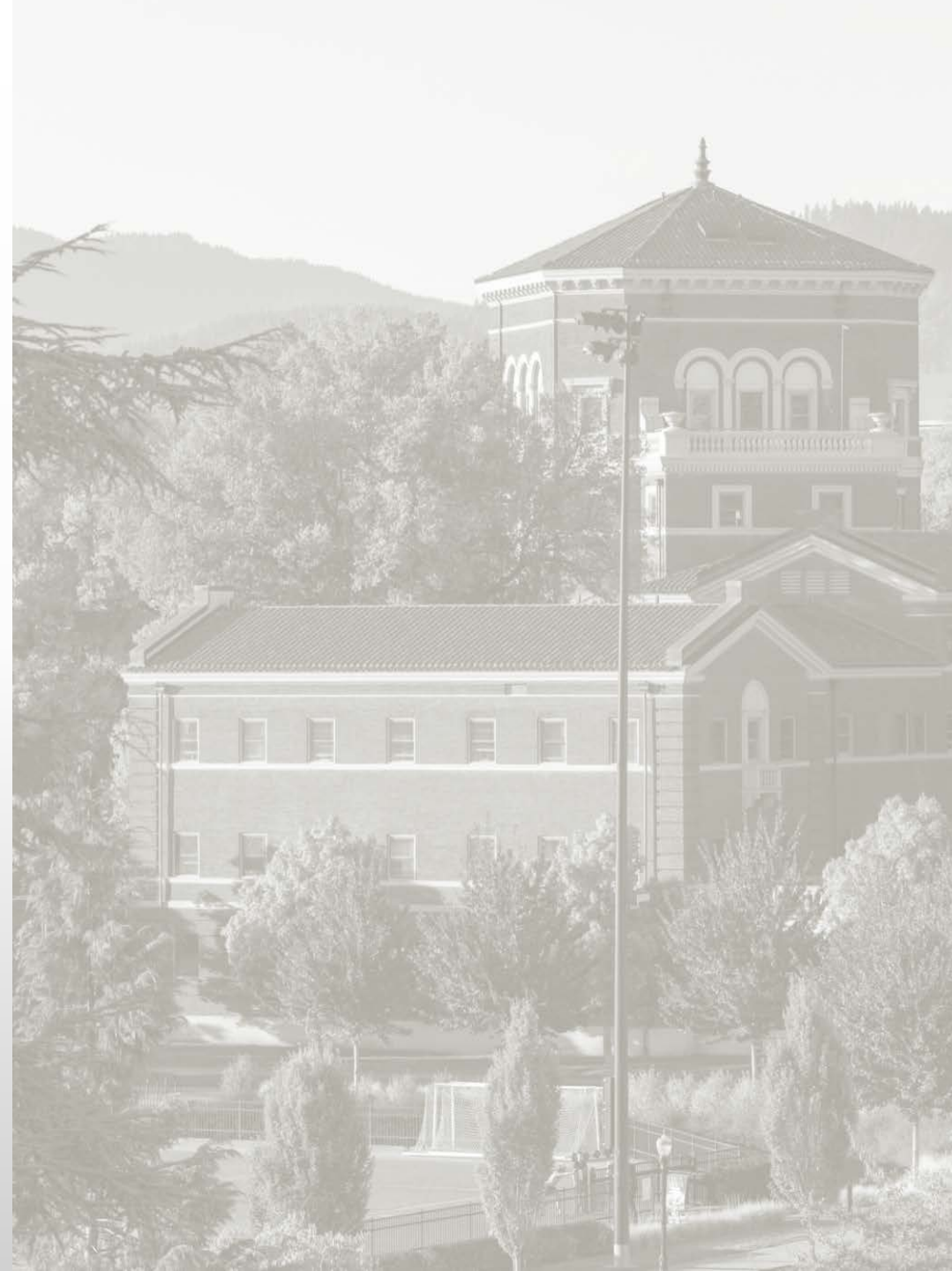


■ No ■ Yes

Percent of URM students who are Pell Eligible

Research Objective 2

Identify variables that influence undergraduate students **sense of belonging, satisfaction with the college environment, and likelihood to drop out**



Dropout

Generally, all variables were negative predictors of dropout, including URM status. Supportive friends was a significant negative predictor of dropout likelihood ($\beta = -.18, p = .013$) as was supportive family ($\beta = -.23, p = .001$). This indicates that, after controlling for all other regression variables in the model, as a student feels more supported in their academic endeavors, they are less likely to drop out of school. A student's satisfaction within the CAS environment was also a significant negative predictor of dropout likelihood ($\beta = -.31, p < .001$), and the strongest predictor in the model. That is, the more a student feels comfortable and satisfied with the CAS environment, the less he/she is likely to drop out of school. These variables explained approximately 33% of the variance in dropout likelihood ($R^2 = .33$).

Dropout

Dropout

Conclusions

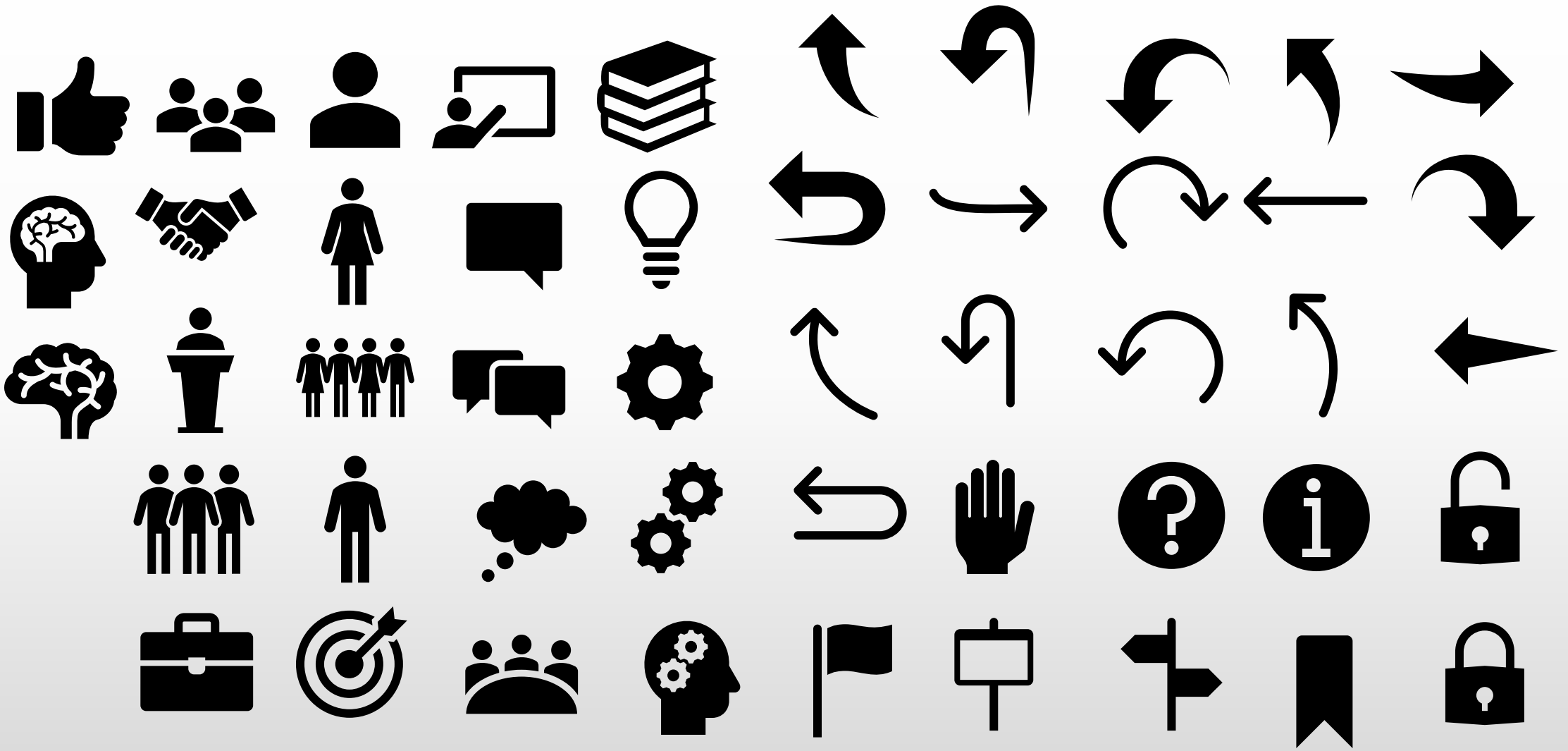




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