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Introduction

TRUMAN STATE UNIVERSITY's mission states that the University will maintain a living and learning environment that will attract and challenge outstanding students. Attracting students to Truman is something in which all members of the Truman community can become involved.

SOME OF THE MOST IMPORTANT recruitment of prospective students happens at the divisional level. More than half of the students who apply to Truman express a specific area of academic interest and want to know how Truman's program compares to the programs of other schools they are considering. Divisions have contact with prospective students in three main ways:

1. Student/Faculty Visits
2. Correspondence via mailings, e-mails, phone calls, contacts initiated at the divisional level
3. Special Visit Events

Each one of these methods is a vital part of Truman's overall success in attracting students to our community.

THE INFORMATION AND SUGGESTIONS in the following chapters come from a variety of sources. Surveys were distributed to Student Ambassadors and freshmen to gain insight into the kinds of questions and concerns most prevalent among high school students during the college search, and to find out what students want and expect

when they visit a college campus. Focus groups with Truman students were conducted to learn about the positive and negative experiences students had when they visited campus as high school students. Faculty focus groups were conducted to learn what faculty members typically encounter in a visit with a prospective student and how they structure their visits.

IN THE FALL OF 2003, students in a Truman statistics course performed a study on the importance of faculty interaction in the recruitment process. The students conducted intensive interviews and took surveys of a random sampling of mainly underclassmen.

INFORMATION WAS ALSO GATHERED from both University and nationally administered surveys. Truman's Graduating Student Questionnaire is administered to all graduating students a short time before graduation, and is designed to collect information related to student satisfaction, campus involvement, and time spent on certain activities. Truman's Student Interview Project is conducted at the beginning of the spring semester to a random sample of students, and seeks to gather information from a variety of areas. In 2003, students were asked questions about their in and out-of-class experiences, important characteristics of a good educator, and their experiences with a liberal arts education. The National Survey of Student Engagement (NSSE) is administered each spring to first-year students

and seniors by the National Survey of Student Engagement Center for Postsecondary Research. This survey seeks information on the level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supporting campus environment.

THIS COMBINATION OF INFORMATION has resulted in a handbook that can be used as a guide for faculty members who are interested in being active in the recruitment of students, but who may not know exactly how they can help. The following pages detail ways that faculty members are helping to recruit students, and include some additional suggestions that have proven themselves effective.

4 PLEASE USE THIS HANDBOOK as a guide as you help represent Truman. The ideas contained in this handbook are certainly not the only options available. New ideas are always welcomed.

The Typical Prospective Student Visit

with the Office of Admission

IN ORDER TO MAKE YOUR PORTION of the campus visit as effective as possible, it may be helpful to know what information has already been shared with prospective students. Although the sequence may sometimes vary, the following is a brief overview of what a student has typically experienced before he or she meets with a faculty member.

◆ **Visits with an admission counselor average about 30 minutes, depending on the number of questions the student has.**

- ◆ Each family is given an individual visit.
- ◆ All family members or friends are welcome to participate in the visit.

◆ **Throughout the visit, the student is given:**

- ◆ General Information brochure
- ◆ Preview with an application
- ◆ General/Graduate Catalog
- ◆ Business card
- ◆ Campus life brochure
- ◆ Study abroad brochure if interested
- ◆ Any available materials on specific programs of interest

◆ **The Admission Counselor will discuss:**

- ◆ Truman's mission
- ◆ Demographic information such as class size, student/faculty ratio, etc.
- ◆ How to apply for admission and deadlines
- ◆ Scholarships and how to afford attending Truman

- ◆ What a liberal arts and sciences education entails, and the LSP
- ◆ Specific major interests the student has
- ◆ Campus life at Truman and different co-curricular opportunities
- ◆ Any other areas in which the student expresses interest

◆ **After the visit, the student and family take a tour of campus:**

- ◆ Tours are given by Student Ambassadors who:
 - ❖ Are current students
 - ❖ Volunteer their time to give tours
 - ❖ Completed an application and interview process before being selected
 - ❖ Completed ambassador training and shadowed approximately five tours before giving tours independently
- ◆ Tours include walking through:
 - ❖ Most academic buildings, including the Library
 - ❖ The Student Union Building
 - ❖ The Student Recreation Center
 - ❖ At least one residence hall
- ◆ On the tour, the Student Ambassador:
 - ❖ Talks about his/her experience at Truman
 - ❖ Points out Truman traditions or areas of interest on campus
 - ❖ Talks about class structure and student/faculty interactions
 - ❖ Gives details about social activities
 - ❖ Answers any questions the families have

Did You Know?

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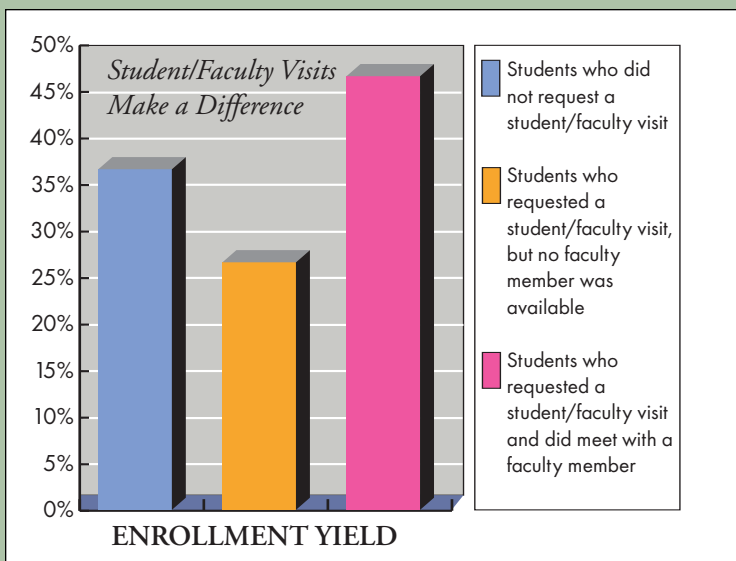
Truman State University schedules about 2,300 individual campus visits for prospective students each year and 1/3 of those students request one or more student/faculty visits.

The Office of Admission will also arrange any additional appointments the student requests, such as meeting with an athletic coach, observing a class, or a student/faculty visit.

Student/Faculty Visits

The Role of the Student/Faculty Visit

PERSONAL CONTACT FROM COLLEGE FACULTY members now more than ever plays a critical role in influencing students' decisions regarding college choice, particularly among the best students.¹ Faculty visits with prospective students have been shown to increase the likelihood a student will enroll. Between September 2002 and July 2003, the Truman Office of Admission received approximately 760 requests from prospective students to visit with a faculty member. Overall, 66% of faculty visit requests were filled. The graph below illustrates the positive effect that visiting with a faculty member has on the enrollment yield of visiting students.



“The [faculty] visit convinced me to come to Truman, even though I visited on the coldest day of the year.”

— documented from First-Year Student Focus Group

¹ Keller, Christopher, *Recruiting on Campus: Utilizing Faculty, Students, and Alumni in the Admissions Process*. 1997.

FACULTY CAN ANSWER students' questions concerning academic programs, teaching methods, and faculty expectations of students better than anyone on campus.

"I came here [to visit] with a lot of doubts in the program I was interested in. [The professor] really sincerely made me believe in it. I went back home and I was like, 'Hey guys, I'm going to Truman!'"

– documented from First-Year Student Focus Group

"I don't know if I would have gotten my major explained to that extent from someone else."

– documented from First-Year Student Focus Group

Faculty can provide a personal element to prospective students' visits beyond the Admission Office. These visits allow the student to gain a better understanding of specific academic programs and the faculty who teach the courses.

"The faculty members helped me feel like I already belonged to this school!"

– documented from First-Year Student Focus Group

"Truman was actually my second choice, but the student/faculty visit made me feel much more comfortable and reassured that the faculty cared."

– documented from First-Year Student Focus Group

"I visited to get info that I couldn't get online or in the mail. I knew the statistics, but when I visited I was looking for stuff that would make the university unique."

– documented from First-Year Student Focus Group

A RECENT STUDY conducted by a Nonparametric Statistics/Sampling class at Truman examined the importance of faculty interaction in the recruitment process at Truman. Of the students who met with a faculty member, more than two-thirds of the respondents thought their interactions with Truman faculty were helpful in the college selection process, and half of the respondents who did not meet with a faculty member thought that meeting a faculty member would have been helpful.

STUDENT AMBASSADORS who give campus tours to prospective students and their families say that the visiting students who have met with a faculty member are more satisfied and impressed with the University than those who have not. Faculty interactions add a personal aspect to the campus visit that the student is apt to remember and appreciate.

The Who, What, When, and Where of Student/Faculty Visits

Who are the students?

- ◆ Any student who is considering enrolling at Truman. These students may be at any point in their high school career, although most will be juniors or seniors.
- ◆ It is also possible that some students may already be attending another institution and considering transferring to Truman.

What are they expecting from the visit?

- ◆ Most prospective students just want the opportunity to talk with a professor about a potential major.
- ◆ They also want to see how approachable and friendly Truman's professors are.

When will I be meeting with them?

- ◆ Ideally, students will have already met with an Admission Counselor and have taken a tour of campus before you meet with them.
- ◆ Occasionally, due to time constraints, you may meet with a student before either or both of these activities, in which case their questions may tend to be more broadly based on Truman in general, rather than your specific division.

Where should I meet with them?

- ◆ Most professors meet with students and their families in their office; however, if there is a space you feel is more comfortable, it is certainly appropriate to meet there.
- ◆ One thing to keep in mind is that students are meeting with you to get a feel for typical professor/student interactions, so if you do not meet in your office it would still be a good idea to show them division classrooms, offices, workspaces, etc.

10 *Ten Fundamentals* *of Effective Student/Faculty Visits*

1. Have a relaxed conversation.
2. Encourage questions.
3. Provide handouts.
4. Share information about students' scholarly activities.
5. Supply the discipline website address.
6. Give the student your business card.
7. Don't rush through the visit.
8. State all the facts.
9. Stay away from college lingo.
10. Be attentive to the entire group.

The Ten Fundamentals of Effective Student/Faculty Visits

OF COURSE IT IS UP TO YOU as the faculty member to decide how to conduct your visits, but it can sometimes be helpful to know how your colleagues structure their visits. In a recent focus group conducted as a joint effort by the Admission Office and Vice President for Academic Affairs, participating faculty were asked questions about how they handle visits with prospective students. The following points are ones that were repeatedly stressed by different faculty members as being vital to a successful visit.

1. Have a relaxed conversation.

- ◆ Discuss the student's interests, career plans, etc. and let the student talk as much as possible. Then respond with a discussion of their options and how Truman might meet their needs.
- ◆ Don't forget to be open and friendly. High school students may be nervous about meeting with a faculty member, so the more relaxed you are, the more relaxed the student will be.

2. Encourage questions.

- ◆ While trying to tell the student everything you think is important, it can be easy to forget to ask if the student has questions about Truman and/or your program. If they do have questions and do not get them answered, they may leave unsatisfied and unsure about the helpfulness of Truman faculty.
- ◆ Families who are new to the college selection process may not know what questions to ask, and may not always jump right into the conversation.
- ◆ As in teaching, silence does not necessarily mean disinterest.

3. Provide handouts.

- ◆ Use handouts as a way to provide students with information that you might not have time to discuss during the visit.
- ◆ Typical handouts used by some faculty include: a prospective student handbook, a discipline newsletter, contact information for people in the division, information on undergraduate research, possible employment paths after graduation, statistics about successful students in the major (# attending graduate school, employed, etc.), frequently asked questions, or current faculty research projects.

4. Share information about students' scholarly activities.

- ◆ Prospective students want to know the kinds of activities current students are completing, such as internships, research, service learning, etc. Hearing what other students are doing helps reassure them that those opportunities will also be available for them.

5. Supply the discipline website address.

- ◆ This gives students a way to easily access information from home, and helps them stay connected to Truman.

6. Give the student your business card.

- ◆ Most likely, students will think of additional questions once they have left campus. Your business card provides them with a familiar name to call.

“I’ve always felt that your teacher is your teacher and they’re not your friend. Then when I actually met with a professor, they were so friendly and open. It was very surprising and I was like, ‘Hey, I think I could like this college!’”

– documented from First-Year Student Focus Group

It's in the Delivery

Data collected from several sources indicate that **one primary factor in a student's college choice is the friendliness and approachability of professors.** A survey completed by Student Ambassadors shows that more than 50% of the questions asked by students on tours are about the temperaments of professors, their willingness to talk to students, and their availability outside the classroom. Being on a college campus can be both exciting and intimidating for prospective students, and meeting with a faculty member may only compound those feelings. It is important to make an effort to help students see that Truman faculty are caring and approachable.

7. Don't rush through the visit.

- ◆ Part of the reason students visit with faculty members is to see how approachable and available they are to their students. The message communicated by a faculty member showing interest in a prospective student is one that reassures visiting families of faculty's concern for current students.

8. State all the facts.

- ◆ There may be a lot of questions that seem like “no-brainers,” but to students who have not gone through this before, this information is very important and not at all obvious.
- ◆ Don't regard any information as too elementary to provide, especially if a student is being very quiet—they may just be embarrassed that they don't already know this information.

9. Stay away from “college lingo.”

- ◆ It is not uncommon for faculty members to use words and terminology that are unfamiliar to a high school student, especially a first generation college student.²
- ◆ Acronyms and abbreviations, such as SUB, RCP, LSP, Lang & Lit, etc., may only confuse students.
- ◆ Students may also not understand references such as undergraduate vs. graduate, bachelors vs. masters, B.A. vs. B.S., etc.

² Moldenhauer, Troy. “Student Ambassador Training Kit.” Ed. Julie Phillips. (Garfield, NJ: PaperClip Communications, 2002) 42.

10. Be attentive to the entire group.

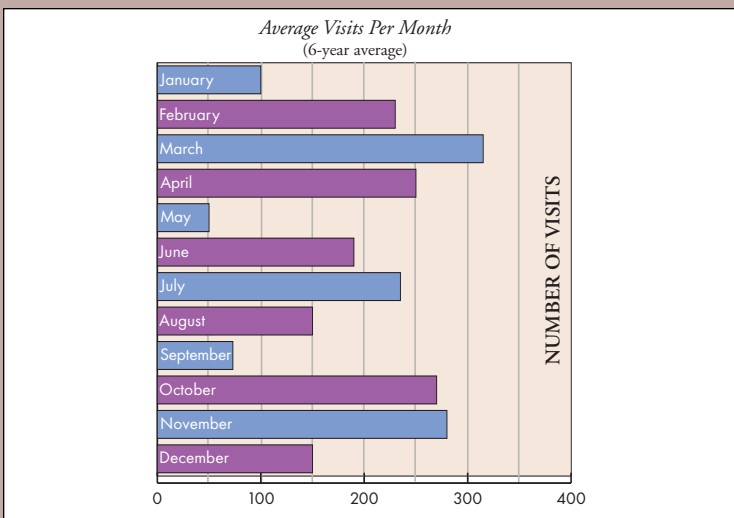
- ◆ While the student should usually be the focus of the visit/conversation, it is important to remember that parents may also have questions or concerns, and are “evaluating” Truman right along with the student.
- ◆ A recent study conducted by ACT shows that ‘Mom’ is the number one influence on a student’s college choice. ‘Dad’ is number two.³

“They didn’t just talk to me or my parents. They talked to all of us and knew that we were all concerned about the college process.”

– documented from First-Year Student Focus Group

Including these ten fundamentals in every visit will help ensure that students:

- ◆ Get their questions answered while they are here.
- ◆ Have information they can look through later.
- ◆ Know how to find answers to their questions via the website or by contacting you.
- ◆ Leave campus feeling that Truman faculty are knowledgeable, approachable, and genuinely concerned with their students’ success.



³ Moldenhauer 41.

More Great Possibilities

Here are additional possibilities that some faculty members incorporate into their visits when appropriate.

- ◆ Give the student a tour of the facilities in your discipline (labs, classrooms, etc.)

“She showed me the whole Fine Arts building. She introduced me to everyone walking through the halls, all the professors. That was more important to me in my overall decision than the campus tour, just because they were so nice and willing to help.”

– documented from First-Year Student Focus Group

- ◆ Introduce the student to the program director or division head.
- ◆ Include a current student as part of your visit.
- ◆ Invite the student to observe one of your classes.
- ◆ Tell the student some of the success stories your students have enjoyed in pursuing their career choices.
- ◆ Follow up with the student after the visit with a phone call, e-mail, or thank you card. Some divisions and faculty send e-mails at holidays, and/or have an established system of regular mailings and e-mails.
- ◆ Give the student a brief history of your education and/or experiences teaching. Today’s prospective student is an expert at comparing colleges, and wants to know that their future professors are qualified.

“[The professor] told me about his background. This made me feel more comfortable and confident in his answers.”

– documented from First-Year Student Focus Group

- ◆ Provide the student with a current degree worksheet, and explain how they can use it to map out their time at Truman. Students really want to know what courses they will be taking, and how choices they make could affect their ability to graduate in four years. Having the degree worksheet explained to them helps them understand the specific course and time requirements at Truman.

How Can I Get Involved?

Once Admission receives a request to meet with a faculty member, the information is sent to the appropriate person in the division office, usually a division secretary. Each division then has a different method of finding faculty to meet with visiting students. Some divisions:

- ◆ Send an e-mail of requested appointments to faculty members and available faculty respond.
- ◆ Compare class and office schedules against the appointment requests and then call available professors.
- ◆ Have an established faculty visit schedule that details which faculty members will meet with students at each time during the day. The appropriate person is then notified of the visit request depending on the "call schedule."

To get involved:

- ◆ Find out what your specific division does when visit requests are received, and let the appropriate person know that you would like to meet with prospective students.
- ◆ Call the Campus Visit Coordinator in the Office of Admission at x4135, and your name will be added to a list of faculty members who are willing to visit with students. This list is used on those occasions when students request faculty appointments after they arrive on campus and there is insufficient time to go through the normal procedures.
- ◆ Let the Office of Admission know if you do not mind having prospective students observe your class(es) with little or no advance notice.

Frequent Faculty Questions and Answers

1. Why do I get called at the very last minute to meet with a visiting student or have them observe my class?

Ideally, students request to meet with a faculty member before they arrive on campus so the Office of Admission has time to schedule this visit well in advance. However, **it is not uncommon for a student to request these additional appointments after they have arrived on campus**, which is why you may sometimes get calls asking if you can meet with a student that very day. Also, while it is preferred that students notify the Admission Office ahead of time when they will be visiting campus, some students simply show up or “walk in” without advance notice.

2. How long does a typical Student/Faculty Visit last?

Usually 30 minutes, with some visits lasting as long as an hour or more. There really is **no set length of time for a visit**; however, it is important to be aware of any appointments the student may have following their visit with you so that they are able to stay on schedule.

How Much Time is Really Involved?

The time commitment really varies from visit to visit; however, it is important to realize that an effective student/faculty visit will probably require at least 45 minutes of your time. In addition to the average 30 minutes spent with the student, you will need some time before the visit to gather and prepare your materials, and some time after the visit to follow up with the student. You should also plan on extra time for any special activities, such as a tour of facilities or meeting additional faculty.

3. What are some of the ways I can deal with a student who is very quiet and visibly uncomfortable?

One method faculty members use to help establish rapport with students is to **ask specific questions that might not even be about academics**. For example, if a student is wearing a letter jacket with numerous medals, asking about the medals gives the student the chance to talk about a subject that he/she is comfortable with and that is important to him/her. **Once the student starts talking it is usually much easier to continue the conversation and move on to other topics.**

4. What are some strategies I can employ to ensure that both the student and the parent are appropriately engaged in the visit (i.e., that the parent doesn't dominate the conversation)?

Several faculty members suggest using questions and eye contact to engage extremely quiet visitors or to help balance an overzealous parent. **Giving handouts specifically to the student** can also help keep the focus on the student.

“I appreciated how [the professor] talked to me and not just Mom and Dad, and they noticed that too.”

– documented from First-Year Student Focus Group

5. What are some questions students commonly ask faculty?

- ◆ How is Truman's program different from those of other universities'?
- ◆ What kinds of classes will I be taking and what will be expected of me?
- ◆ What do graduates of this program do?
- ◆ Are the admission criteria for this discipline different from the general admission criteria at Truman?
- ◆ What is the Liberal Studies Program?
- ◆ How accessible are faculty members? (Office hours...)
- ◆ What are my chances of succeeding at Truman? Does your discipline offer tutoring if I fall behind?
- ◆ Can I graduate in four years as a _____ major?
- ◆ Can I study abroad and still graduate within 4 years as a _____ major?
- ◆ Do you offer internships/research opportunities?
- ◆ What is Kirksville like? Is there anything to do in town?
- ◆ What is the best way to get into a _____ graduate program?
- ◆ What if I am not sure about my major right now? Should I go ahead and declare something? What happens if I change my major?
- ◆ How are students provided academic advising? What if I don't like my advisor?

What Can I Do?

- ◆ **Notify your division office** that you are willing to meet with prospective students and let them know when you are available.
- ◆ **Notify the Office of Admission** that they can call you to see if you are available for last-minute appointments or classroom visits.
- ◆ **Volunteer** to let your colleagues who are new to the visit process sit in on a couple of your visits and/or volunteer to assist with their first visit.
- ◆ **Eat lunch in the residence halls with visiting families.** If you are asked by the Office of Admission to visit with a family around lunch time and would like to eat with the family in one of the Residence Halls, contact the Office of Admission about receiving meal passes.
- ◆ **Make a follow-up contact** with students you met during campus visits letting them know you enjoyed their visit and encouraging them to contact you with questions.

Ask Not What You Can Do For Student/Faculty Visits, Ask What Student/Faculty Visits Can Do For You!

“Three years ago I met with a current Truman student and his father because his high school media adviser called me and asked me if I would make certain to meet with him on campus. They came down on a Saturday in the summer, when nothing was happening on campus. I took them on a media center tour, then took them to lunch at a restaurant in town. I spent about three hours with the student and his father that day. That visit has paid off for me in spades. We recruited one of the best student journalists Truman has ever had, making my job as Index adviser much simpler with him on staff. He’s studied abroad, become involved with several campus organizations in addition to campus media, is in ROTC, and helped lead our Vote Convergent Media Team to cover the Iowa Caucus. He’s told me more than once my willingness to meet with him is what made him choose Truman over staying in his home state. Recruits like this make these visit days and office visits worth it for me.”

— Dr. Steven Chappell

Contacts Initiated at the Divisional Level

EVERY DIVISION ON CAMPUS currently has an established schedule of contacts with prospective students that is handled through the division office. Certainly the contacts vary from division to division, but detailed below are examples of how two divisions currently work to assist recruitment.

Division One

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Every week the division receives a report from ITS with the names of new prospective and recently accepted students. On a weekly basis,

- ◆ A letter is sent from the division head to new prospective students, along with two information brochures and a letter from a faculty member detailing scholarship opportunities.
- ❖ The next day a letter is sent from the division head to the parents of these prospective students. A Truman information bulletin is included.
- ◆ A letter of congratulations is sent from the division head to recently accepted students.

The names of all accepted students are added to a division spreadsheet, which is then distributed to the Student Support Committee. This committee is comprised of faculty members, who make phone calls and send e-mails to these students.

Division Two

Prospective and accepted students are sent a letter and packet of information about the division. The packet includes faculty profiles, a Truman fact sheet, a newsletter from the division's honor society, and a list of what previous graduates are doing.

Accepted students are sent a business reply postcard asking the student if he/she would like a phone call from an alumna/us, current student, and/or professor. The student may also mark specific program interests. The student is then matched up with an appropriate contact person depending on his/her choices.

Two weeks after the initial packet is mailed, an e-mail is sent with information on the division's website. This e-mail also includes details about the areas of expertise and e-mail addresses of the division's faculty.

Dispersed throughout the rest of the academic year are three follow-up mailings that include testimonials from graduates about how well Truman's program prepared them for their graduate school or career pursuits.

In addition to these two examples, other divisions are:

- ◆ Assigning faculty to serve as the campus liaison to a group of prospective students.
- ◆ Sending faculty members to large college fairs in metropolitan areas such as St. Louis, Kansas City, and Des Moines.
- ◆ Sending faculty to community high schools to give presentations.
- ◆ Sending students discipline newsletters after they have declared a specific major.
- ◆ Encouraging faculty to serve as evaluators for area competitions or demonstrations.
- ◆ Sending cards and/or emails to prospective students at holidays.

What Can I Do?

YOU CAN TALK WITH YOUR DIVISION HEAD AND:

- ◆ Offer to stay in contact with a small group of prospective students during their junior and/or senior year by phone calls, email, letters, invitations to visit campus, etc.
- ◆ Schedule a visit to a community high school to talk with a class about your discipline's opportunities at Truman.
- ◆ Offer to be featured in a letter to prospective students introducing them to a faculty member.
- ◆ Volunteer to contact a small group of parents whose students have expressed interest in Truman and see if they have any questions or concerns you can help address.
- ◆ Volunteer to be responsible for tracking discipline graduates and compiling a handout of where students are going to graduate school and/or what jobs they are offered and/or accepting, etc. to use when talking with prospective students.

You Can Also

- ◆ Apply to teach at a summer institute for high school students, such as Missouri Scholars Academy, Missouri Fine Arts Academy, etc.
- ◆ Volunteer in the community to serve as an evaluator/judge of students' work in your field at high schools, competitions, demonstrations, etc.
- ◆ Volunteer to attend a college fair/program that is specific to your discipline to help answer questions and represent Truman. Brad Chambers in the Office of Admission can help you arrange this type of visit.
- ◆ Volunteer to be featured in ads for high school and community college newspapers featuring students and faculty working collaboratively. Contact Brad Chambers in the Office of Admission to discuss details.

Special Visit Events

FIVE TIMES THROUGHOUT the academic year, Special Visit Events are held that are designed to provide students who are unable to visit during the week an opportunity to come to campus on a Saturday and meet with faculty and staff. The sample schedule below shows a general outline for events throughout these days.

Registration (McClain Hall) As guests arrive, they receive a packet of information about Truman and a schedule of the day's events. Abbreviated campus tours depart periodically as guests register. These tours only include academic buildings, the library, and the Student Union Building. All tours end in the SUB.

Activities, Athletics and Student Services Receptions

These receptions are held in the Quiet Lounge and the Activities Room of the SUB. Representatives from student organizations, athletic programs, and student services areas are available to visit with students and answer questions.

Welcome Address (Baldwin Auditorium) Students and their families are welcomed to campus by the President, who briefly discusses Truman's strong and unique learning environment. A small group of Student Ambassadors then presents a slide show about student engagement on campus. Guests are also provided with admission and scholarship information. Guests then disperse to separate academic presentations.

Academic Division Presentations Students attend the presentation of an area in which they are interested. Each presentation is led by a division representative, who provides the students with introductory information about their area.

Luncheon with Guests, Faculty, Staff and Current

Students Prospective students and their families have the chance to eat lunch alongside Truman faculty, staff, and current students.

Tours of Residential Living Facilities Visitors may tour any of the residence halls that they wish. Students from each hall meet the visitors in the hall lobbies and help guide them through the buildings.

Optional Activities

International Study Abroad Presentation

Master of Arts in Education Presentation

General Honors Information

Tours of the Student Recreation Center (10:30 a.m.-3:30 p.m.)

Did You Know?

On average the Office of Admission hosts 2,500 students and their families each year during five Special Visit Events held in September, November, January, March, and April!

Can I help during these Special Visit Events?

Participation from faculty is very valuable at these events, especially at the receptions held in the morning, the division presentations, and the luncheon.

Morning Receptions and Luncheon

During the morning receptions and the luncheon, prospective students and their families highly appreciate the opportunity to talk with faculty members who happen to sit down at their table at lunch or who strike up a conversation during the morning receptions. **You can help during these activities by starting a conversation with a family, or by talking about Truman in general with families that approach you.** Most often, it does not matter what division you represent; students and their families just like meeting faculty and knowing that you are interested in them.

Division Presentations

The division presentations are the students' opportunity to explore their interest area at Truman and begin to see if our program is right for them.

It is very important for faculty to be actively involved with these presentations, as this may be the first direct interaction these students have with a specific division. Each division has a different method of finding faculty to help with these presentations, but **interested faculty can always contact their division head to find out how to be included in these presentations.**

Each presentation should be tailored to meet the needs of a specific division, and some methods will not work for every division. However, the following are some ways different divisions make their presentations effective and memorable. You might want to consider incorporating these ideas into your division's presentation.

◆ **Provide handouts such as degree worksheets, division image pieces, etc.**

Many divisions use handouts as a way of giving the students information that cannot be shared during the presentation due to time constraints.

◆ **Use a slide show of pictures to add a more memorable visual element.**

One division plays a slide show behind the speaker. These slides include pictures of divisional activities, as well as general Truman activities. They have found that showing the slide show keeps the group more engaged, but does not distract them from the speaker.

◆ **Have current students assist with the presentation, or just be available to help answer questions.**

Numerous divisions use current students to help make their presentations less intimidating, and to help show the unique interactions Truman students have with their professors.

◆ **Provide the group with a tour of any special facilities the division offers.**

A couple of divisions use part of the presentation time to provide the group with an opportunity to view special division facilities such as labs, clinics, etc. Adding this additional element keeps the group more engaged and tends to make the presentation more memorable.

◆ **Send thank you notes to everyone who attends.**

A few divisions ask that the presenters and/or current students send brief thank you notes to the students who attended the presentation. This creates one more way to keep in touch with the prospective students.

Time and again, guests who attend these Special Visit Events comment on how surprised and delighted they were to be able to directly interact with Truman professors, and how this interaction really made Truman stand out as a school that cares about its students. This would not be possible, were it not for the willingness of faculty to attend and help with these events.

What Can I Do?

YOU CAN:

- ◆ Attend the activities and student services receptions on the morning of visit events to talk with students and families as they move through the fair.
- ◆ Notify your division head that you would like to help with the division presentation, possibly by leading it, helping prepare handouts, putting together a slide show, being available as a faculty representative, etc.
- ◆ Visit with students and families while eating lunch with them.
- ◆ Offer to make a follow-up contact with the students who attended the division presentation. This contact could be a call, e-mail, or letter.

What Makes Truman Unique?

AS HIGH SCHOOL STUDENTS change, it is important for Truman to adapt its recruitment and marketing messages to meet student needs. In our efforts to do this, an independent consulting agency, Creative Communication of America, was hired to examine Truman's current marketing techniques and propose ways that the community might represent the University more effectively. To obtain this information, Creative Communication conducted numerous focus groups and telephone interviews with high school guidance counselors, high school juniors and seniors, and the parents of prospective students. The results were supplemented by information gathered from current Truman students.

RESULTS INDICATE **eight key areas in which current students feel Truman excels**. However, prospective students, parents, and guidance counselors do not consistently recognize these areas as Truman strengths. The Truman community as a whole needs to emphasize the following key messages when in contact with prospective students to help overcome these misconceptions.

- ◆ Small class sizes and frequent faculty interaction
- ◆ Undergraduate research & other scholarly experiences
- ◆ Quality of student life
- ◆ Accomplishments of graduates
- ◆ Extensive study abroad opportunities
- ◆ National and international internship options
- ◆ Strong faculty qualifications
- ◆ Extensive scholarship & financial aid programs

Small Class Sizes & Frequent Faculty Interaction

Prospective students are very concerned about the frequency and types of interactions they will have with their professors. **Truman offers an extremely personal classroom atmosphere**, with a multitude of ways for students to directly interact with their professors both in and out of the classroom. Unfortunately, this is not the perception of the average prospective student. Most of these students don't realize that:

- ◆ **The average class size at Truman is 22 students.**
 - 100-299 level: 25 students
 - 300-499 level: 18 students
- ◆ **On average, only 11 classes at Truman are larger than 50 students.**
- ◆ **Truman's student-to-faculty headcount ratio is 15 to 1.**

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The results of the 2003 Graduating Student Questionnaire show that

- ◆ 73% of students communicated with a faculty member out of class often or very often.
- ◆ 82% of students were either satisfied or very satisfied with their opportunities to interact with faculty outside of the class.
- ◆ 90% of students were either satisfied or very satisfied with the accessibility of instructors in their major.

Specific examples of how faculty in your program are involved with their students, both in and out of the classroom, will help to reassure students that at Truman they are more than just a face in the crowd. These examples might include personal work with a student on research, meeting students over coffee to discuss area interests, or helping a student obtain an internship or job.

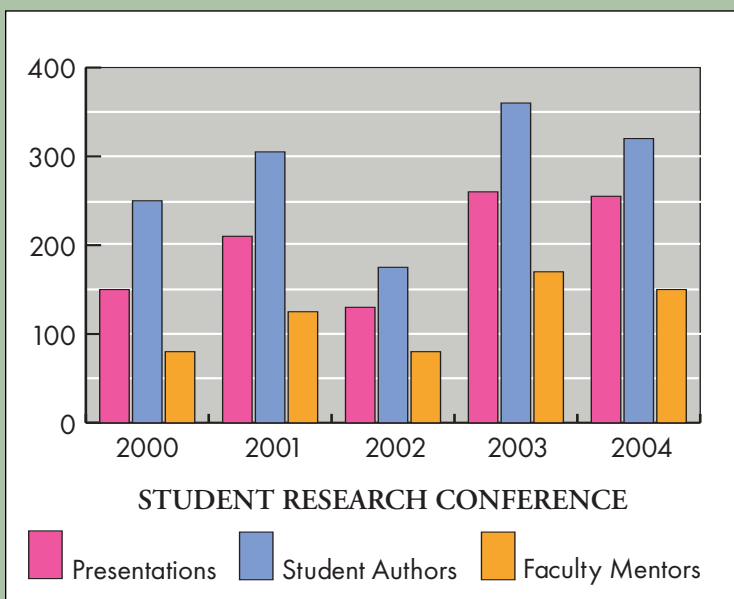
Undergraduate Research and Other Scholarly Experiences

Truman excels at providing students access to scholarly experiences that help enrich their education and build their resume. This rich academic environment, however, can be more effectively portrayed to prospective students and their parents, who are under the impression that opportunities for research and scholarly experiences are better found at other institutions. Truman faculty and staff need to make a more focused effort to communicate these opportunities to prospective students.

Undergraduate Research

- ◆ Each year **more than 1000 students** participate in faculty-supervised research projects.
- ◆ Truman also has one of the largest delegations of students every year at the National Conference on Undergraduate Research.

You can help showcase these opportunities by providing visiting students with specific examples of research within your program. The Student Research Conference is also a good source of information for research examples.



Other Scholarly Experiences

Truman students have access to a variety of experiences which allow them to learn in a value added environment.

- ◆ Some classes have **service-learning** requirements which give students the opportunity to interact with and help the local community while still enriching their own education. For example, a Teaching English as a Second Language course requires that students work with non-native speakers in the community to help them improve their English skills. Students then keep a journal about their teaching experiences and discuss methods with classmates.
- ◆ The Truman curriculum encourages **interdisciplinary studies** through the Junior Interdisciplinary Seminar, a research and writing-based course which focuses on a specific topic and encourages students to use two or more academic disciplines to gain a better understanding of the topic. The end result is that students learn how to form ideas and solve problems using methods and knowledge gained from different and seemingly unrelated disciplines. An interdisciplinary major is also available to allow students to connect their learning within multiple areas.

Quality of Student Life

High school students are very concerned with campus life and how much they will enjoy their college experience. Their concerns may include everything from parking convenience to residence hall living to weekend social activities. Often, students considering Truman are concerned that fun cannot exist at such an academically challenging school, and especially not at one located in a rural area. One way to dispel that notion is by emphasizing the **numerous social and cultural opportunities** on campus to visiting students.

- ◆ The **Student Activities Board** brings numerous acts to campus throughout the year. Recent performances include Ben Folds, Jeff Corwin, Jimmy Eat World, Jimmy Fallon, Lifehouse, and Mitch Hedberg.
- ◆ The SAB provides **free movie showings** of new releases such as *Love Actually*, *Radio*, *Mystic River*, *Gothika*, and *Mona Lisa Smile*.

- ◆ A wide range of cultural performances are available through the **Lyceum Series**. Recent performances include *A Streetcar Named Desire* by the Montana Repertory Theatre, the Polish Philharmonic, The Chamber Orchestra Kremlin, and *Pirates of Penzance* by the New York Gilbert & Sullivan Players.
- ◆ Students can choose from more than **200 student organizations** including Greek social organizations, professional organizations, service groups, religious groups, intramurals, and special interest clubs.
- ◆ Many **clubs and organizations sponsor activities** and performances that are open to all members of the Truman community. For example the International Club hosts an annual international dinner, the theater department and drama club present many theatrical productions throughout the year, music ensembles and performances are open to any student, and much more.
- ◆ Truman has **21 University-sponsored varsity athletic teams** (NCAA Division II), more than any other school in our conference, offering many opportunities for students to support their campus community. Attendance to most sporting events is free. **Numerous club and intramural sports are also available.**

Campus Diversity

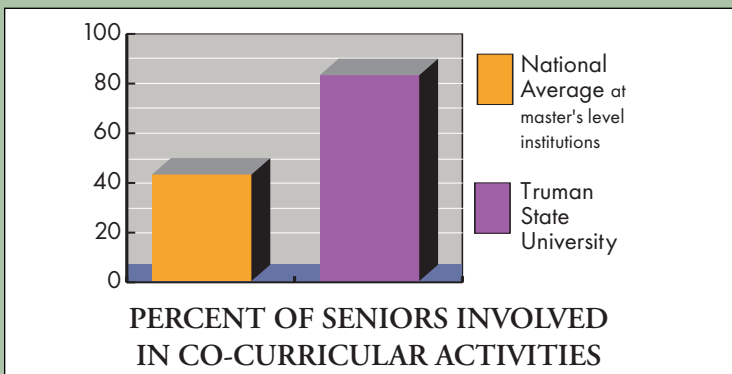
Truman's student body is composed of approximately 5900 students, 8% of whom are minority students. An additional 5% are international students. **Students represent 106 Missouri counties, 43 states, and 48 different countries from around the world**, including Australia, Brazil, China, Egypt, India, Nepal, Spain, Thailand, and Zimbabwe. To promote diversity and encourage the acceptance of different cultures and ideas, Truman offers a wide variety of religious and ethnic organizations.

- ◆ There are **16 religious organizations** of different affiliations including Baptist, Catholic, Church of Christ, Jewish, Lutheran, Latter-Day Saint, Methodist, and non-denominational groups.

- ◆ There are **21 ethnic organizations** including the Asian American Students Organization, Chinese Student Association, Coalition of African American Women, Hispanic Organization of Latino Americans, Concerned Brothers, and Unique Ensemble, as well as several minority sororities and fraternities.

It is also important to stress how often Truman students take advantage of the opportunities offered by these numerous organizations.

- ◆ **88% of Truman seniors participate in co-curricular activities**, compared with 51% at other master's level institutions.



– (Data from the National Survey of Student Engagement)

- ◆ The Graduating Student Questionnaire indicates that:
 - ◆ **63%** of students participated in a **co-curricular activity often or very often**.
 - ◆ **82%** of students felt that their **growth socially and personally from co-curricular experiences was either adequate or very adequate**.
 - ◆ **85%** of students were **satisfied or very satisfied** with their **opportunities to be involved in student life** and co-curricular activities.
 - ◆ **85%** of students were **involved in one or more co-curricular activities**.

Truman's location in a small town encourages our campus to offer more activities than most campuses in larger metropolitan areas where students find their entertainment off campus. Because of this, the sense of community at Truman is very high. It is important to stress to visiting students that it is the *combination* of the academic and social atmospheres that encourages stu-

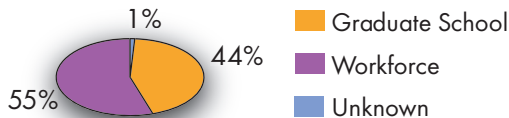
dents' personal growth. Having the opportunity to work side-by-side with a professor on ground-breaking research, spend a semester in Italy, participate in student government, listen to an opera, enjoy intramural volleyball, and listen to an international political figure talk about the fall of communism is going to have a significant influence on a student's life.

Accomplishments of Graduates

Students want to know that they will be able to succeed with a degree from Truman. Unfortunately, many prospective students do not recognize the myriad of opportunities available to Truman graduates. Some ways to help spread the word about the success of Truman graduates is by providing visiting students with information such as:

- ◆ Within six months of graduating, **44% of Truman students go on to graduate school or professional schools.**
- ◆ Recent graduates have attended Baylor, Rice, Cornell, Purdue, University of California-Berkeley, MIT, Yale, Juilliard and many more.
- ◆ **55% of Truman graduates are professionally employed within six months of graduating.**
- ◆ Recent graduates are working for the Seattle Mariners, the American Cancer Society, Monsanto, Eli Lilly, Boeing, and the list goes on and on.

Divisional information of this kind is available from your division office or the Vice President for Academic Affairs office, and serves as compelling evidence of exciting opportunities available to students who graduate from Truman.



**GRADUATE PLACEMENT WITHIN
6 MONTHS OF GRADUATION**

Extensive Study Abroad Opportunities

- ◆ **About 9% of Truman students study abroad each year**, compared to a national average of 1%.
- ◆ **Truman's study abroad program ranks #5 nation-wide**, according to the latest "Open Doors" survey of master's level institutions conducted by the Institute of International Education.
- ◆ Truman offers **programs in Asia, Africa, Australia, the Americas, and Europe**, with the most popular programs being in France, England, Australia, and Ireland. However, programs are also available in Argentina, Canada, Finland, the Republic of Fiji, Hungary, Iceland, Malta, Kenya, Thailand, and numerous other countries.
- ◆ Costs vary depending on the program, but usually **range from \$3,000 to \$17,000 per term**. Study abroad **scholarships are available**, and Truman scholarships and financial aid can usually be applied toward the costs of studying abroad.

Several different types of programs are available.

Exchange Programs:

- ◆ Exchange programs are available in **32 countries**.
- ◆ This is the traditional study abroad program in which a **Truman student switches places with a student at a university abroad**. Exchanges can be for one semester or a full year, in English or in a foreign language, in a major city or in a small town.
- ◆ Because Truman participates in the *International Student Exchange Program*, **Truman students pay Truman tuition, room and board**, rather than the rates at the international university.

Study Abroad Programs:

- ◆ Study abroad programs are designed for international students in the host country, meaning **students pay the costs of the international university.**
- ◆ Truman offers programs in **31 countries.**

Truman Faculty-Led Programs: Truman professors lead programs such as “Europe in Transition,” a two-week program that takes students to Germany, France, and Belgium to discuss the ongoing cultural, economic, and historical aspects of the formation of the European Union.

- ◆ Other programs include:
 - ❖ **Spanish in Costa Rica**
 - ❖ **Spanish in Spain**
 - ❖ **Nursing in the Philippines**
 - ❖ **Vocal music performances in Bulgaria, Russia, Austria, Germany, Hungary, Australia**
 - ❖ **Art and history in Italy and Germany**
 - ❖ **Sacred sites in Greece**

National and International Internship Options

Current high school students understand the value of internship experiences and want to know that these opportunities will be available to them at Truman. Fortunately, Truman has a strong record of assisting students in finding internships in various settings throughout the nation and the world. Learn where students in your program have completed internships so that you can provide visiting students with this information.

There are three specific Truman-sponsored internship programs.

I. The Washington Center (TWC):

- ◆ TWC offers internships in the **Washington, D.C. area.**
- ◆ Internships are open to **all majors** at Truman.
- ◆ Internships are offered during the **spring semester.**
- ◆ Currently only a **limited number of internships** are available each spring.
- ◆ Interns receive **15 hours of college credit** upon completion of their internship.

Did You Know?

Students participating in the Washington Center have interned with:

Washington D.C. Public Defender's Office

Fulbright Teacher's Exchange Program

American Foreign Policy Council

Smithsonian Discovery Theatre

Department of the Interior

U.S. Chamber of Commerce

Department of Justice

The Washington Post

Canadian Embassy

Women's Bureau

II. The Missouri Legislative Internship Program:

- ◆ This program offers **juniors and seniors** the opportunity to intern with a legislator, public official, or state agency in Missouri.
- ◆ Internships are **offered each semester**, and provide students with an inside look at state government and the political process.
- ◆ Students may **earn from 6 to 15 hours of credit**.

III. Harry S. Truman Library and Museum Internships:

- ◆ Internships at the Library are available to **juniors and seniors** in a variety of areas including **archives, public relations, marketing, educational programming, and visitor services**.
- ◆ Students **earn up to 15 hours of credit**.

International Internships: International internships give students the opportunity to gain valuable first-hand professional experience in an international setting.

- ◆ Truman offers several scholarship opportunities abroad for **government/political science, journalism, and business** majors as well as a work study option for education majors.
- ◆ Truman students have completed internships in many different countries. For example: **Ecuador, France, Germany, Ghana, Japan, Mexico, Russia, the United Kingdom, and Spain**.

Strong Faculty Qualifications

Another very important consideration for both prospective students and their parents is the quality of faculty at an institution. They want to know that the professors teaching courses are experienced and knowledgeable and that they care about the success of their students. While we, as a Truman community, know that our faculty members are highly accomplished educators, the public is not necessarily as aware of this as we would like.

It is important to let students know that:

- ◆ **95% of the freshman-level courses at Truman are taught by faculty members**, not by teachers' assistants or graduate students.
- ◆ **94% of faculty are full-time.**
- ◆ **85% of full-time faculty have terminal degrees** in their fields.
- ◆ **Faculty remain active contributors** to their fields of study through research, publishing, performing, exhibiting art, etc.
- ◆ **12% of Truman faculty are members of Phi Beta Kappa**, the nation's oldest undergraduate academic honor society in the liberal arts and sciences.
- ◆ **Truman faculty represent the entire United States and many different countries** including China, Japan, France, India, The Philippines, Austria, Costa Rica, Sri Lanka, Senegal, Turkey, Spain, Nigeria, Sierra Leone, and Sweden.
- ◆ **Faculty hold degrees representing a wide range of major graduate institutions in the United States** such as University of Chicago, Princeton University, George Washington University, University of Oxford, University of California-Berkeley, Vanderbilt, John Hopkins University, Stanford, Rutgers University, University of Michigan, Northwestern, UCLA, Duke, Rice University, Texas A & M, Boston University, Florida State University, and many others.

- ◆ A number of **faculty also hold degrees representing international graduate institutions** such as University of Oxford, University of Paris IV-Sorbonne, University of Buenos Aires, University of Tübingen, University de Paris-Panthéon-Sorbonne, University of Sierra Leone, University of Tripoli, Rhodes University (S. Africa), University of St. Andrews (Scotland), National Taiwan University, and several others.

The Graduating Student Questionnaire showed that:

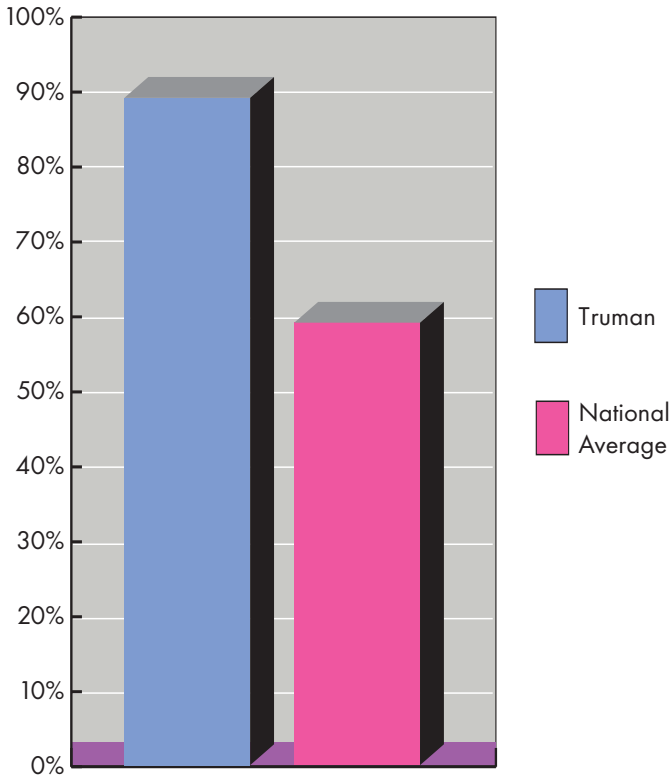
- ◆ **94% of students were either satisfied or very satisfied with the enthusiasm faculty showed for classes** in the major.
- ◆ **91% of students were satisfied or very satisfied with the overall quality of instruction** in the major.

Extensive Scholarship & Financial Aid Programs

Possibly one of the biggest concerns of prospective students and their parents is the availability of scholarships and financial aid. While these concerns are most often addressed by the Office of Admission and the Financial Aid Office, faculty members can also help publicize the wealth of financial assistance available by letting students know that:

- ◆ **83% of first-time freshmen are awarded Truman scholarships.**
- ◆ **98% of first-time freshmen are awarded federal or state financial aid.**
- ◆ **92% of all Truman students receive federal or state financial aid**, compared to the national average of 60%.
- ◆ **94% of Truman students are awarded either Truman scholarships and/or federal financial aid.**

- ◆ **The application for admission also serves as the scholarship application**, meaning students receive automatic scholarship consideration.



PERCENT OF UNDERGRADUATES
RECEIVING FINANCIAL AID

*Data from US. Department of Education, National Center for Education Statistics, Postsecondary Student Aid Study, Undergraduate Data Analysis System, April 2003

Summary

THE INFORMATION AND SUGGESTIONS in the previous chapters are provided as a guide to help you represent Truman State University to prospective students and their families. This contact may take the form of meeting with students who visit campus and request to talk with a faculty member, sending letters and e-mails or making phone calls as part of division correspondence, or visiting with guests during Special Visit Events.

REGARDLESS OF WHAT FORM the contact takes, faculty interaction is important to prospective students and their families as it allows them to get answers to specific discipline questions and shows them that Truman faculty are approachable, friendly, and actively involved in the success of their students.

EIGHT KEY AREAS have been identified that need to be emphasized by the Truman community as a whole when representing the University to students. These strengths are:

- ◆ Small class sizes and frequent faculty interactions
- ◆ Undergraduate research and other scholarly experiences
- ◆ Quality of student life

- ◆ Accomplishments of graduates
- ◆ Extensive study abroad opportunities
- ◆ National and international internship options
- ◆ Strong faculty qualifications
- ◆ Extensive scholarship and financial aid programs

ACTIVELY COMMUNICATING these opportunities to prospective students will help to affirm the quality experience offered at Truman.

PERSONAL CONTACT FROM FACULTY members plays a critical role in students' college decisions. Knowing that faculty members are willing to talk to and answer the questions of prospective students reassures both the students and their parents that they can expect even more interaction with faculty once they actually become a Truman student. Attracting students to Truman is something in which all members of the Truman community can become involved. Without the willingness of faculty to volunteer and assist with these efforts this sort of personal recruitment would not be possible.