Alumni can help in recruiting

Alumni can be an invaluable source in the recruitment of prospective students. Many colleges and universities in the country today have developed and implemented strategies which make use of alumni in the recruitment of students.

Involving alumni in the recruitment effort serves two main purposes.

First, it increases the number of inquiries and applicants to your college and second it provides alumni an avenue in which they can provide meaningful service to their school.

Using the above - mentioned objectives as a framework, many schools have profitted considerably in the use of alumni.

One of the strategies involving alumni recruiting of potential students, involves individual alumni hosting mini - college nite activities.

This activity which has been used extensively at private colleges has an alumnus select from five to ten college - bound students and invite them to his home for a college information session.

The program format consists of an opening address by the host alumnus. This address is usually given first since it was the alumnus who set up the initial contact.

He gives the students present general information about the schools locale, history and personal sidelights about his college major and his subsequent career choice.

After his presentation, he introduces the college admissions officer who gives students current information about the college's academic programs, admissions requirements and financial aid programs.

In most cases the admissions officer extends a personal invitation to the students to visit the campus and take part in their campus visitation program which is a part of the recruitment program.

The next part of the evening program usually consists of a question and answer period. Students present now get the chance to ask questions of the alumnus and the college recruiter.

Their questions range from the number of students in the college to questions about the teacher - student ratio.

The college recruiter present should leave the prospective student with enough literature on the college so that the student can become more knowledgeable about the campus after his departure.

The last segment of the program consists of inexpensive refreshments given by the host alumnus. It is in this segment that more questions can be answered by the recruiter.

The entire program can be as short as one hour and a half.

Many adjustments can be made to the program after knowing the interests of the students and parents if present.

Many high school students bring their transcripts and are given on - site admissions decisions. In some cases recruiters bring along a faculty member who can answer questions about a particular academic department or financial aid officers who answer concerns regarding financial aid.

The format of the program is solely up to the alumnus and the admissions officer.

There are many variations to the basic program, however, keep in mind your audience, namely the prospective students.

Alumni certainly play important roles in the development of their college or university.

The recruitment of students does not stop with the university but should be an important function of the alumni.

Together, using the talent of the alumni and the admissions office the scope of the recruitment efforts can be broadened on the local, state and national levels.

Here are some of the steps to be followed:

The recruitment office and the Alumni Organization cooperatively develop a strategy that will involve alumni in the recruitment of students.

The college president endorses the plan and gives his support.

Each alumni member receives a copy of the

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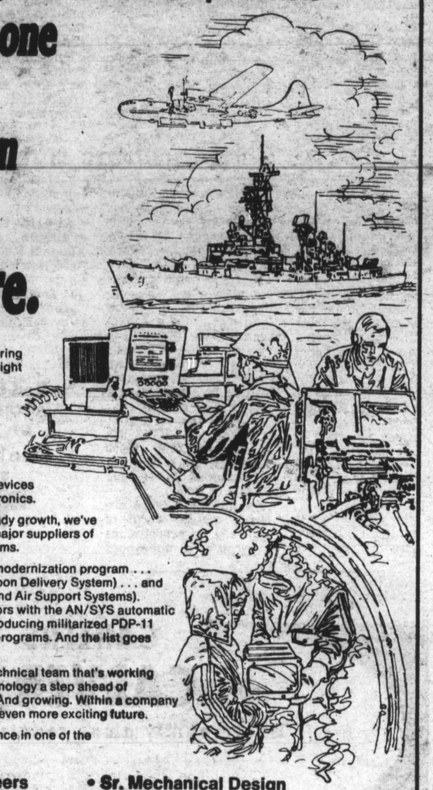

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Black student enrollment increasing at Frostburg St.

By Pansye S. Atkinson,
Director of
Minority Affairs

A decade of desegregation efforts at Frostburg State College, coordinated and supervised by the Office of Minority Affairs, has brought about significantly increased black student enrollment and good retention and graduation rates.

The undergraduate black - student graduation rate at Frostburg has averaged about 55 percent since 1969, although the average national graduation rate for students in general in similar institutions is significantly lower.

With an enrollment of approximately 3,000 students, Frostburg's undergraduate black student enrollment now averages about 6 percent. Although black enrollment in graduate programs is gradually increasing, increases are hampered by the low percentage of minority population in western Maryland.

Since 1969, 161 black students have received the bachelor's degree from Frostburg. Of the black students who received degrees in May, 1979, four were honor graduates.

All Minority Affairs policies and programming seek to foster improved human relations and the well-being of all minorities on campus. Minorities, other than black, compose about 1.5 percent of the student body. The office strives to promote a multi - cultural community in which differences in racial identity, culture, background, and needs are viewed as positive—understood, accepted, and shared.

A number of factors contribute to the success of Frostburg's desegregation program and to the long-term success rates for Frostburg's black students:

(1) The coordination and monitoring of the desegregation process which has been under the supervision of Minority Affairs since implementation of the State College's desegregation program in 1969;

(2) The intensive recruitment efforts of the Minority Admissions Counselor who initiated the recruitment program in 1969, when Frostburg was little known to Maryland's black community;

(3) The Minority Affairs orientation and academic advising - counseling program, implemented in 1970;

(4) The development of excellent academic and student - life programs, and academic support services;

5) The college's leadership and generally cooperative staff and faculty;

6) black students with a seriousness of purpose.

Through the years, the Minority Affairs office has retained individual student welfare as number one priority.

We maintain that the desegregation program should enhance the chances of success, the quality of life, and the academic development of the minority student, and this philosophy is reflected in the operation of the office.

Upon our initial evaluation of the college's programs in 1969, Minority Affairs (at that time, the title was Integration Office) perceived a primary need for faculty, staff, students, and community to develop significant understanding of and provision for the academic, social, and personal needs of black students.

While providing immediate support for the handful of black students who were enrolled, the office developed long-range planning to achieve these ends.

Programs which Minority Affairs requested to be developed were an orientation and academic advising and counseling program tailored to the needs of incoming black students;

Study skills and tutoring programs; a developmental communications program (English, reading, speech); student - life programming and measures for improved black - student welfare.

With the exception of speech communication, all programs have been developed.

The developmental academic advising program which Minority Affairs implemented in 1970 is now the core of the college's undergraduate minority student program.

The objective of the program is to plan a sound academic program for each student and help him - her become more self - reliant in the new environment and secure in the choice of major and career plans.

The developmental advising system serves several important functions; it helps the student to deal realistically and effectively with the complexities of fashioning a successful college career;

It provides higher success rates than less personal, loosely structured systems (this has been confirmed through comparative studies);

It provides opportunity for each black student to receive — without search and delay — a particular kind of support and insight black students in a predominantly white institution often need from experienced black staff;

It assists faculty and staff by helping to bridge a gap that often exists initially between minority students and non - minority staff.

Serving as academic and general advisors and counselors to all black students during the first year or two of enrollment, the Minority Affairs staff provides long - term orientation, counseling in avoiding and solving problems, and planning for academic development, security, and success — at each individual's pace. At the same time, these students interact in the total college arena.

In order to plan successfully, student and advisor use all available information about the

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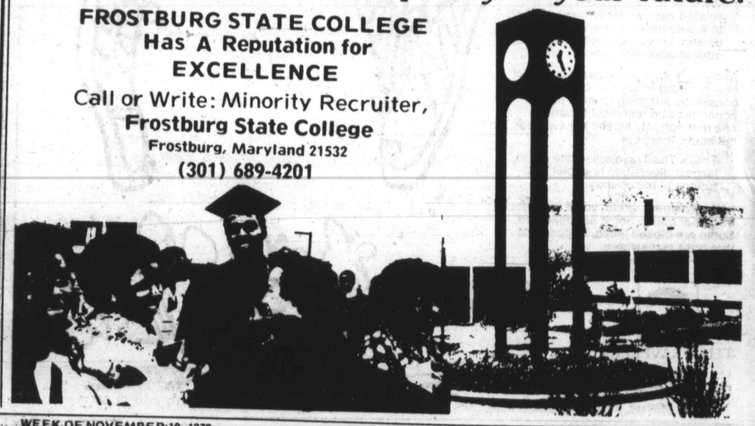
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