Community College Outreach Toolkit

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COMMUNITY COLLEGE OUTREACH TOOLKIT

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ABOUT THE AUTHOR

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ABOUT BATEC

The Boston Area Advanced Technological Education Connections (BATEC) is a National Science Foundation Regional Center for Information Technology working to transform education in order to develop the new IT professional for the 21st century. BATEC is focused on the following goals:

- Developing curriculum that is regionally connected, advanced in content and pedagogy and industry-linked;
- Providing professional development experiences for educators so they can deliver relevant, standards-based programs of instruction that model the reality of the workplace;
- Attracting and advancing a diverse population of technology students who can effectively meet the challenges of emerging technologies and changing economies; and
- Connecting education, industry and community to promote mutually beneficial partnerships that support career development, lifelong learning and regional economic growth.

BATEC is a partnership that connects the University of Massachusetts Boston, Bunker Hill Community College, Middlesex Community College, and Roxbury Community College, TechBoston and the K-12 districts of Boston, Cambridge, Chelsea, Everett, Malden, Medford, Lowell, Newton, Revere, Somerville, and Watertown. These institutions have made a commitment to build capacity through recruitment and outreach for high school students and adult learners with a special focus on women and ethnic minorities. BATEC is laying a foundation to establish a solid outreach pathway with the support of many stakeholders including the Technology Industry, Workforce Development Centers, High School and College Educators, College Admissions, Financial Aid, Advising, and Career Services staff.

For more information about BATEC, please visit www.batec.org

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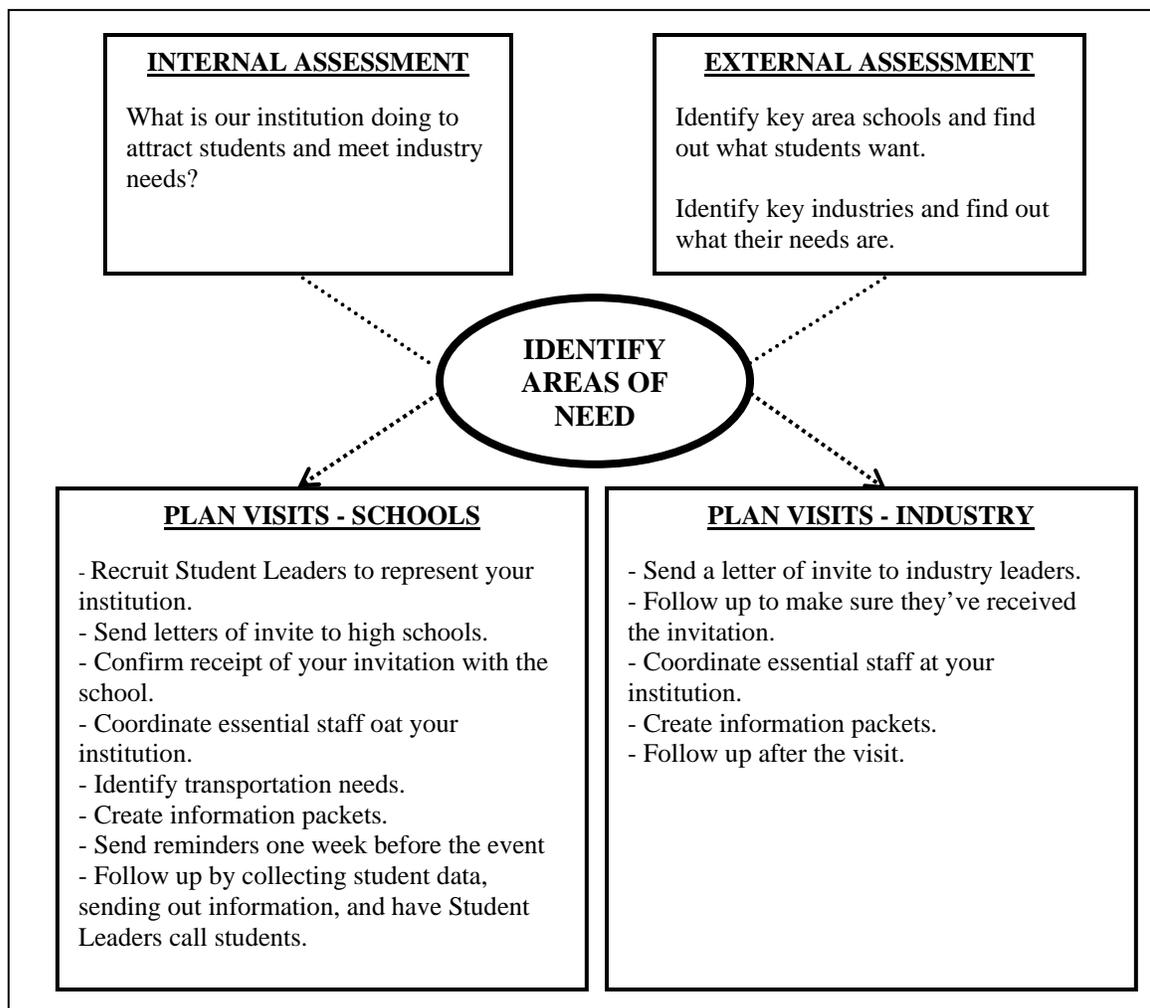
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PART 1: INTRODUCTION

I. INTRODUCTION

Establishing an outreach program provides the following benefits:

- Builds awareness of IT programs and options for prospective students;
- Creates connections between high school, two and four year colleges, and community learning centers;
- Develops capacity for enrollment and retention;
- Facilitates student leadership development;
- Adapts outreach strategies for specific populations;
- Connects key stakeholder groups like industry leaders;
- Maintains a student tracking and follow-up system.

This toolkit is intended to be a resource for higher education institutions to better address a whole range of recruitment tasks.

INTERNAL ASSESSMENT

What is our institution doing to attract students and meet industry needs?

EXTERNAL ASSESSMENT

Identify key area schools and find out what students want.

Identify key industries and find out what their needs are.

IDENTIFY AREAS OF NEED

PLAN VISITS - SCHOOLS

- Recruit Student Leaders to represent your institution.
- Send letters of invite to high schools.
- Confirm receipt of your invitation with the school.
- Coordinate essential staff oat your institution.
- Identify transportation needs.
- Create information packets.
- Send reminders one week before the event
- Follow up by collecting student data, sending out information, and have Student Leaders call students.

PLAN VISITS - INDUSTRY

- Send a letter of invite to industry leaders.
- Follow up to make sure they've received the invitation.
- Coordinate essential staff at your institution.
- Create information packets.
- Follow up after the visit.

II. WHAT IS OUTREACH?

Educational institutions use the term "outreach" to describe ways they communicate with and serve the community. Examples of outreach may include providing the expertise and support of faculty, staff or other resources to help a community-based project. It can also involve tapping college faculty to run workshops, to assist with grant writing, or do speaking engagements, etc.

Outreach is one way of building a connection between the institution and its community base. Outreach activities provide reciprocal benefits to both the community and the institution. For example, a community may receive valuable consultation and other educational resources from the institution. This information helps the communities directly while the institution gains insight about the community needs and its student population composition.

> **The most effective outreach programs depend on collaboration among and across various departments on campus.**

Within the context of student recruitment, outreach goes beyond an informal relationship between an institution and its local community. It is a connection between the prospective students (high school or non-traditional) and the academic programs of interest at the institution. Successful outreach is rooted in educating students about higher education options, building awareness about career prospects, sharing information about college application processes, and establishing a connection between the prospective students and the institution's faculty and staff.

The most effective outreach programs depend on collaboration among and across various departments on campus. Too often these departments work in silos and, thus, are unaware of the outreach activities that may be planned by other department heads. This results in the institution not being able to get maximum benefits from the outreach activities. True collaboration involves administrative offices such as admissions, advising, academic support and financial aid working together with a particular division to target students.

Outreach should begin with each department sharing their own outreach activities to identify gaps, commonalities and/or overlap. This conversation is the first step toward developing a coordinated outreach plan. Building inter-departmental connections and sharing resources will maximize the impact of the outreach activities.

III. HOW TO USE THE OUTREACH TOOLKIT

This Outreach Toolkit is designed to assist community and technical colleges in developing a coordinated plan to connect with their local technology-focused high schools and community agencies. It is also designed to help institutions establish outreach connections with academic and administrative offices within the college. Collaboration between the local high schools, the community agencies, and the administrative offices of the college is essential to develop effective strategies and outreach plans.

The toolkit is written for both institutions with a history of outreach and for those that are exploring the process for the first time. It is organized to help seasoned professionals who want to evaluate and restructure current outreach processes. For those who are beginning the process, the toolkit is intended to serve as a guide by providing a step-by-step methodology and sample documents that can be customized for the individual college to implement a new outreach plan.

The toolkit is divided into six sections. Each section is focused on a specific aspect of the outreach process. The sections are organized in the order they would be used to achieve the outreach goals. Part 1 serves as the introduction. Part 2 is structured to enable staff to improve existing outreach programs through a self-assessment. Part 3 provides staff tools to assist in analyzing the results of the assessment to reveal strengths and weaknesses. Part 4 focuses on structuring a planning process to achieve effective programming. Part 5 guides a follow up and evaluation of the outreach strategies. Part 6 provides the forms and sample documents the institution can use as templates that can be tailored to your own institution's needs. Together, they guide the reader from the beginning stages of assessing the institution's own practice, through the development of a plan, to implementing the outreach program and finally to evaluating the results.

> **Collaboration between the local high schools, the community agencies, and the administrative offices of the college is essential to develop effective strategies and outreach plans.**

PART 2: ASSESSMENT

I. WHAT IS AN ASSESSMENT?

There are two kinds of assessments: *INTERNAL* and *EXTERNAL*. The *internal assessment* identifies what your institution is currently doing in terms of outreach. Most institutions undertake a number of activities. However, these activities are rarely coordinated, documented, evaluated, or measured. Often there is duplication or gaps in information. This assessment seeks to bring together information about outreach activities across the college.

The *external assessment* surveys both prospective students and employers. The *Prospective Student Inquiry Survey* helps the college learn about prospective students, make strategic recruitment decisions, and provide data that will assist your institution to tailor outreach activities. Without this assessment, institutions cannot ascertain the demographics and the kinds of students they attract. This survey can help institutions answer crucial questions, i.e: how many enrolled students are recent high-school graduates versus adult learners? What regions are most of the students coming from? What programs they are interested in?

The *Employer Survey* assists the college in gathering information about current employment trends and needs. For instance: What kind of skilled technology workers are in need? What are the areas of emerging technology that the institution needs to begin to consider developing course offerings?

In summary, the assessment process provides valuable data. This information helps the institution to target its outreach efforts. It also informs an institution about students' academic interests and provides demographics for further contact. Knowing the profile of the students who are thinking of enrolling will help you have a sense of what the students want; it also provides an opportunity for strategic career counseling and gives a sound basis for program development. The information from employers allows you to provide career trend data and industry needs for tailoring programs and enables staff to provide grounded career counseling to students.

> **What kind of skilled technology workers are in need? What are the areas of emerging technology that the institution needs to begin to consider developing course offerings?**

II. HOW TO DO AN ASSESSMENT

1. Internal Assessment

The internal assessment gathers data from departments within an institution. An *Outreach Activity Questionnaire* will be used in this process. The questionnaire needs to be distributed to admissions, registrar, academic advising, financial aid, student services, and athletics offices at the college. The questionnaire asks the administrators in charge of these various offices to list what activities, programs, and events they conduct for students on a yearly basis. These offices deal with incoming and current students and should be able to capture *WHAT* programs they organize for students, *WHEN* these programs occur, *WHO* is responsible for the activities, *WHERE* the events are held.

An electronic version of this questionnaire that can be emailed to the administrators is recommended. Once the questionnaires are returned, they need to be compiled into a summary data sheet. Once the data is complete, the administrators will see the gaps and overlap in the activities. The information gathered from this survey will serve as the basis for developing a comprehensive outreach plan. *(See Outreach Activity Questionnaire – page 29).*

2. External Assessment

The external assessment gathers data from prospective students and employers who work with the college programs. Steps include:

(a) Gather Prospective Student Data

The *Student Inquiry Form* documents phone call inquiries and contact information from prospective students. It also provides information about the prospective students' academic areas of interest and what kinds of information they are seeking. Prospective students often call offices like financial aid, admissions, IT division, and registration offices with questions. These inquiries represent an opportunity to capture valuable data. Too often this information is not gathered. If it is captured it can be a powerful tool for outreach.

This information is captured in two forms. One is an electronic version which can be used when prospective students call the various departments. Another is a web-based electronic version that visitors to the college website are asked to complete. *(See Student Inquiry Form –page 30).*

(b) Create a Student Inquiry Database

Work with your technology office to create a student inquiry database that can be linked to the web-based versions of the Student Inquiry Form. When the person completes the form and hits the Save or Submit button from the computerized or web-based version, the information is automatically linked to the database.

You can use the database to generate weekly summary reports on prospective students. These reports can be sorted by gender, zip codes, academic areas of interest,

etc. The reports offer a profile of your prospective students. The profile can be useful in the following ways:

> **(i)** To do follow up by sending the specific information students request. The most important customer service you can provide is sending that specific information instead of overwhelming prospective students with other material. Sending a college application or not responding to an inquiry will not win over the prospective students. Your direct and specific response is what meets prospective students' needs.

> **(ii)** To target outreach activities and create future program and course planning. The trends in prospective students' academic interests can help shape course and program forecasting.

(c) Gather Data from Employers

The *Employer Survey Form* is sent to the office of Human Resources and program managers of the technology companies in your region. These employers should include the college's current industry partners.

Use the *Employers Survey Form* to collect data on industry trends and needs. For example, it gives the employer the opportunity to indicate to the college the growth in their industry, new emerging technologies, and specific skills employees will need. It will indicate the areas where employers will need people with specific training.

This form needs two versions: electronic and paper. The electronic version is sent via email. If there is no response you can follow up the email by sending the paper version. Different companies have different communication preferences. Therefore, sending two versions will improve your chances of a response. *(See Employer Survey Form – page 34).*

(d) Create an Employer Database

You need to work with your technology office to create an employer database. Once the *Employer Survey Forms* are completed, you need to sort and organize this information into the employer database. The database can be used for quick and easy access to technology employers in your region as well as a communication tool with the technology industry. It is important to be aware of what is happening at the industry level because industry needs dictate the employment market, which impacts student enrollment into your programs.

> **The trends in prospective students' academic interests can help shape course and program forecasting.**

PART 3: CREATING AN OUTREACH PROGRAM

I. WHAT IS AN OUTREACH PROGRAM?

A solid outreach program is an academically focused activity that has two components:

(1) An on-campus visit hosted by your institution for prospective students

(2) A field visit from your department to a high school or community agency

The on-campus visit is designed to build students' awareness of the academic programs, financial aid opportunities and options, admissions processes and requirements, and academic support services available at your institution.

A field visit is designed to build awareness among the college faculty and staff about the specific high school or community center programs. This site visit can assist educational institutions in gauging the skill and academic preparation of the students enrolled in these programs.

A field visit also establishes a direct connection between faculty, staff and students in your institution and the high schools or community centers. It helps to create an environment where everyone can communicate peer-to-peer and establish working relationships with one another. Colleges and high school teachers can develop articulation agreements between the levels that allow students to gain college credit for successful completing a particular course. In addition, high school counselors will have better information about the program and can provide more accurate information to students.

> **A field visit also establishes a direct connection between faculty, staff and students in your institution and the high schools or community centers.**

II. HOW TO DESIGN AN OUTREACH PROGRAM

There are three factors that contribute to the creation of a successful outreach program. The first is the time of visit; the second is designing programs targeted for specific populations; and third is the content of the program.

1. Time of Visit

The most successful school visits to a campus are held in the middle of the week in the early part of the day. They should be scheduled in fall and spring for high school students and year round for adult students.

2. Specific Target Populations

Programs for high school seniors should be separated from programs for juniors, sophomores, and adult learners. High school seniors are looking for specific information on program availability, admissions requirements, and financial aid eligibility. High school juniors and sophomores are going through a college exploration process and usually seek more general information. Adult learners are usually searching for specific information about a specific field of study and financing options.

3. Program Content

A school visit to a campus should have an academic, rather than social or cultural, focus. This includes:

> **(a)** Formal presentations on academic programs, admissions requirements and processes, and financial aid opportunities;
> **(b)** Engagement and interactions with current students who can share their positive experiences;
> **(c)** Hands-on activities like a mock class or a lab demonstration;
> **(d)** A campus tour; and
> **(e)** A lunch.

The majority of the program should be devoted to engaging students in hands-on activities and a campus tour. Only a short amount of time should be spent on formal presentations. When students are "talked at," they get information overload and tune out. Sample agendas are included in two formats: High School and Community Agencies. *(See Sample Program Agenda – page 32).*

PART 4: PLANNING AND HOSTING VISITS

I. PLANNING A HIGH SCHOOL OUTREACH PROGRAM

This section will guide you through the steps necessary to design a campus visit for high school students. It includes eight steps:

1. Identification of Target High Schools

A *Recruitment Request Form* (included on page 33) is submitted to the admissions office to gather the following information:

> **By doing this match up of high schools and programs, the college becomes better prepared to have an effective outreach event because it knows which students to target and what areas of interest to highlight.**

(a) The admissions office will need to research its application records for the past two years and develop a list of high schools that "feed" an institution its applicants. Once the list is complete, it can be divided into:

- Primary outreach markets (*high schools from which college receives over 70% of its applicants*)
- Secondary outreach markets (*high schools from which the institution gains about 50% of its applicants*)
- Tertiary outreach markets (*high schools from which the college obtains less than 10% of its applicants*)

This information gives the college a clear sense of what high schools to target for outreach activities.

(b) The admissions office will need to search its application records and generate a list of the programs students are applying for admissions. Once the list is complete, it can be divided into:

- Most applied for (over 50% of applicants)
- Least applied for (less than 50% of applicants)
- Minor to null applied for (5% to 0% of applicants)

This information will show student program interest trends and help the college defines program outreach targets.

(c) The admissions office matches the outreach markets (see **a** above) against the program outreach targets (see **b** above). This information will help the college measure parallels between the major program interest and the top prospective student feeder markets. By doing this match up of high schools and programs, the college becomes better prepared to have an effective outreach event because it knows which students to target and what areas of interest to highlight. *(See Recruitment Request Form - page 33).*

2. Generate High School Contact Data

Contact the high schools to get the names, email addresses and phone numbers of the counselors and teachers working with the students you wish to target. The school secretary is generally an excellent source of information about who you should contact.

3. Establish Initial Communication with High Schools

Send a letter of invitation (both mail and email form) requesting to set up either an on-campus visit or a field visit by the college representatives. This request should be directed to both counselors and specific teachers. A sample *High School Letter of Invitation* is included in section six on page 31.

4. Follow up Communication with High Schools

Follow up with a phone call to verify receipt of invitation and determine the interest level of the high school students. You may have to call more than once to get this information.

5. Coordinate with Essential People within Your Institution

Based on the response rates from the high schools, contact the institution's following departments:

(a) Facility/Scheduling services to book a suitable room and/or classrooms;
(b) Dining services to order lunch;
(c) Computer services to book labs;
(d) Admissions and Financial Aid offices to schedule presentations;
(e) Faculty members in the division to schedule panel sessions, run mock classes or do a lab demo;
(f) Advising, Career, Learning Support Services, and Library to inform them about the visit and plan mini-presentations in their areas;
(g) Invite the division's student leaders to participate in outreach by giving testimonials to prospective students. Structuring an opportunity for students to talk with peers builds a strong bridge and connects prospective students with the institution.

6. Identify Transportation Needs

Check with high schools about their transportation needs and order buses if requested. If transportation is needed, the college should provide it.

7. Information Packets

Make information packets to include a college program brochure, college program application, student information inquiry form, financial aid material, and a pen.

8. Final Check-In

A week prior to the event, send reminders and do follow up with all people involved in the program. Obtain a final count of participants scheduled to visit the college.

II. PLANNING AN AGENCY OUTREACH PROGRAM

The procedure guides you through the steps necessary to design an outreach program for an agency. It includes seven steps:

1. Agency Identification
An *Agency Identification Form (see page 35)* is used to gather data on existing technology community centers in the area. The college staff needs to research, via internet or phone, the Workforce Development Center(s) and the City Technology Office(s) available in the region. Once these offices are identified and the contact person(s) determined, the college can send an *Agency Identification Form* requesting a list of other technology centers/programs in their network. The college can also consult the school's career services office for a listing of agencies. Once the list(s) are completed, the college staff needs to enter them into a contact database.

2. Agency Needs Assessment
Once the agencies are identified, mail or email the form to the agencies to survey their specific areas of technology focus, the populations they serve, the programs they run, and what collaborative opportunities they envision establishing with your institution. A sample *Agency Needs Assessment Form* is included on page 37.

3. Initial Communication with the Agency
Send a letter of invitation to agency program directors and site coordinators offering to visit them and invite them for an on-campus visit. A *Sample Agency Letter of Invitation* document is included in section six on page 36.

4. Agency Follow up
Follow up with a phone call to verify receipt of the invitation and to assess the level of interest in participating. You may have to call more than once to get this information.

5. Coordinating with Essential People within Your Institution
Based on your response rates, contact your institution's following departments: **(a)** Facility/Scheduling services to book a room and classrooms; **(b)** Dining services to order lunch; **(c)** Admissions and Financial Aid Offices to schedule presentations; **(d)** Faculty members in your division to schedule panel discussions

6. Information Packets
Make information packets to include college admissions and financial aid booklets, a technology division brochure, college catalog, along with business cards and a pen.

7. Final Check-In
A week prior to the event, send reminders and do follow up with all people involved in the program. Gather confirmation of which agencies and number of students to expect.

III. PLANNING THE PARTICIPATION OF STUDENT LEADERS IN YOUR OUTREACH PROGRAM

Students at the college represent the most valuable marketing tool to attract prospective students. Current students relate better to their peers and can convey a powerful message about the college. The message current students at the college share with prospective students can make or break an enrollment deal. It is critical for the college to identify key students who will be trained as leaders and spokespersons for the college.

1. Recruitment of Student Leaders
Student Leaders can be identified and nominated by faculty members from the different tracks of your division programs. They should be a diverse group in terms of gender, ethnicity, program of study, and year in school. Recruiting and training five or six Student Leaders each year can provide a valuable support structure for your outreach activities.

2. Function of Student Leaders
Student Leaders play a key role in helping make personal contact with the prospective students from the data pool. For example, they can create connections with prospective students by calling and writing to encourage them to apply and enroll after they have visited your institution. This

> **Current students relate better to their peers and can convey a powerful message about the college.**

student-to-student contact gives prospective students the opportunity to **(a)** learn about your institution from a student perspective; and **(b)** know and connect with a student at your institution. This student-to-student relationship will help to improve your institution's chances of enrolling prospective applicants.

3. Training of Student Leaders
The leaders can be paid through work-study or can be engaged as volunteers with the incentive of earning free course credits. The division needs to hold a leadership training session to prepare the students for their involvement in outreach activities. The training session is composed of two parts: *Leadership Training* and *Job Training*.

> **(a) Leadership Training**
> Students will need to be trained to become ambassadors for the institution. The training needs to address discussions in the following areas:
>
> > **(i)** Why were they selected to be leaders?
> > Students' exceptional academic performances, good character, and involvement in the institution i.e. participation in special academic projects or school events are good discussion topics.

(ii) <u>Who are they representing when they participate in outreach activities</u>? Informing students that they are speaking on behalf of the institution and the department is an area to be stressed. Focusing on factual information is key. Additionally, Student Leaders will need to understand that they will be expected to engage in appropriate conduct as representatives of the college.

(iii) <u>What information should they share with prospective students</u>? The first part is focused on the college information that the leaders need to know. To provide the leaders with this information, the division should invite members of the admissions and financial aid offices as well as faculty members of the division to give brief outline presentations about their areas. This will give the student leaders valuable and factual talking points about your college. The leaders in turn can share accurate information with prospective students.

The second part is focused on the information about the personal experience of the leaders at the college. To help the leaders identify and categorize their personal experiences, the training leaders can guide them through reflection exercise:

Ask the leaders to ponder over the following questions:
    (i) What do they like about your college?
    (ii) What don't they like about it?
    (iii) What do they find to be unique about your college?
    (iv) What are the advantages of attending your college? And,
    (v) What advice would they give to prospective students about your college?

This exercise will help the student leaders put into words information they already know but may have never shared.

Once the student leaders have completed answering these questions, they will need to organize their answers into informal presentations. You should not try to rephrase or change the student leaders' responses. It is critical to maintain the authenticity of the leaders' experiences. This is not a script, but a true testimonial of what your current student leaders believe to be true. Thus, your role is to help them summarize and organize their thoughts, but not to rewrite them.

Finally, it is important to give your student leaders a formal tour of your campus key facilities. You can't assume that they know where everything is because in most cases they don't. The tour will help the leaders learn about the facilities, but also know where they are located on campus. Thus, when leaders give tours to prospective students they will not miss the key areas of your institution.

(b) Job Training
This session is used to describe the roles and responsibilities of the student leaders. It is also important to explain to the leaders the impact their work will have on the recruitment of new students.

Functions:
- Provide reasonable support and assistance;
- They are not replacing or filling new or old jobs;
- They are not to run any programs alone;
- They are to be supervised during all activities.

Role:
- To serve as support staff to the division's outreach initiatives
- To develop their leadership skills, their employability skills
- To serve as ambassadors at public functions and industry events

Responsibilities:
Area 1: High School Field Visits (Mini-Tech Fairs)
- Assist division in putting together packet of material for visiting students. Assembling information (brochures, handouts) from admissions, financial aid, athletics, student services, and the division into information packets;
- Help with set up, registration and ushering of visitors;
- Serve as campus tour guides;
- Participate on a student panel to share their experiences as students with visiting students;
- Help with clean up and wrap up.

Area 2: Mini-Tech Follow up
- Assist admissions in doing follow up emails or calls to students after the visit (i.e. contacting students to encourage them to apply, to enroll, to let them know about missing information on their application, to invite them to general student oriented campus events, to remind them of their financial aid applications ;)
- Assist with student orientation during open house for admitted students;
- Team up with faculty and admissions staff members during on-site high school visits.

Area 3: Community Agency Outreach
- Engage students in activities that provide technical support to the agencies (i.e. updating computers, trouble shooting…etc)
- Assist with computer tutoring.

Area 4: Others
- Provide computer support across the college to divisions that need them i.e. help library update and maintain their computer clusters; assist IT office upgrades and replace computers; assist in computer labs;
- Serve as computer tutors for local high schools.

PART 5: FOLLOW UP AND EVALUATION

I. FOLLOW UP

1. Tracking of Prospective Students

Tracking starts with the collection of data about prospective students. Student demographics are sorted by interest in academic programs and kind of student – junior, senior or adult learner. By tracking you will know the appropriate time to send applications and the specific material that relates to that student's interests. By flagging seniors and adult learners who are interested in your program and sharing their names with admissions and registration offices you can monitor your success in enrolling these students. You can also follow-up with those students on your flagged list who do not apply.

A *Tracking Form (also known as a Student Inquiry Form)* is used to capture prospective students' information. The form is given to the students to complete during the visit. The information is entered into an excel data file. The file is shared with admissions and registration offices to monitor the students' subsequent application and enrollment. *(See Student Inquiry Form – page 30)*

2. Mailing Cycle

Once the visit is completed and the prospective students' demographic and academic interest data is compiled, it is important to maintain contact with the students via mail. The mailing cycle involves two phases:

> **By flagging seniors and adult learners who are interested in your program and sharing their names with admissions and registration offices you can monitor your success in enrolling these students.**

Phase One: This consists of reviewing the demographic and academic interest information you gathered from the prospective students and sending them the specific information they are seeking (i.e. brochures on your networking program or description of specific certificate program). It is also a good idea to include your college application if you are mailing to seniors and adult learners. Often, prospective students pick up or receive a lot of brochures and other college material during their visits; however, this material is usually left behind, forgotten in a book bag, or winds up in the trash before the visit is over. By mailing this information to the homes of the prospective students, your college is improving its chances the material will be seen and opened by students and/or parents. This will help keep your college and division on the radar screen of the students and their families. This mailing should occur one week from the date of the visit.

Phase Two: A follow up letter from the dean of your division should be sent to the prospective students. The letter should highlight: **(a)** a thank-you for visiting your institution; **(b)** a brief summary of the benefits of attending your institution (i.e. affordability, small classes, self-pace learning, personalized academic support;

transferability of credits, and cost saving towards a 4-year degree); **(c)** a quick recap of your degree and certificate programs; and **(d)** a list of key contact persons for each program areas. This letter should be mailed out two weeks from the date of the visit.

It is important to send this letter after the first mailing because by that time the students are in possession of your application and division material and they are wondering what to do next. This second letter will encourage them to look at the material, which will improve your chances to have the students fill them out or email a division contact person about it. The idea is to keep the prospective students engaged in this process.

3. Student Leaders Contacts

Three weeks from the date of visit, student leaders should be organized to make calls to the prospective students. By this time, the prospective students have received a mailing of your division material and a college application; they have also received a formal letter from the dean of your technology division informing them about the programs and highlighting the benefits of attending your college.

The prospective students are now trying to digest a lot of information and to make decisions. Contact from current students from your college will be very helpful to these prospective students because they are speaking to peers who have been through this process. This may help alleviate the overwhelming feelings and the indecisiveness of the prospective students. The student leaders will be calling to:

> **(a)** Check whether material sent was received – if not, then student leader can get the right address from prospective student so material can be resent;

> **(b)** Ask prospective students if they have any questions about the material they received and the next steps in the process. The student leaders' job is not to be an expert, but to gather information about student inquiries and refer them to the right person(s);

> **(c)** Remind prospective students of any important deadline;

(d) Inform prospective students of any upcoming campus student activities that may be relevant to their interest. *(See Student Inquiry Form – page 30)*

II. EVALUATION

This process starts with the administration of a student survey at the end of each outreach activity. The surveys are then compiled and reviewed to gather more feedback from the students. The responses will serve to improve programming and to help institutions incorporate student feedback into the subsequent outreach event.

PART 6: FORMS AND SAMPLE DOCUMENTS

OUTREACH CHECKLIST

SCHOOLS

____1. Identify Target Schools
____2. Generate high school contact data
____3. Establish initial communication with the school
____4. Follow up communication with the school
____5. Coordinate with essential people within your institution
____6. Identify transportation needs
____7. Create information packets
____8. Confirm plans with the school one week prior to the event
____9. Compile contact information on prospective students
____10. Continue contact (via mail/email) with prospective students
____11. Have Student Leaders contact prospective students

AGENCIES

____1. Identify target agencies
____2. Assess the needs of the agency
____3. Establish initial communication with the agency
____4. Follow up communication with the agency
____5. Coordinate with essential people within your institution
____6. Identify transportation needs
____7. Create information packets
____8. Confirm plans with the agency one week prior to the event

OUTREACH ACTIVITY QUESTIONNAIRE

Office Name	Activities For Prospective Students	Semester Dates & Times	Contact Persons Information

STUDENT INQUIRY FORM

Last Name:_____ First Name:_____

Address:_____

Phones: (Home)_____ (Cell)_____

Email:_____

High School/Agency/Workplace:_____

Academic Program(s) of Interest:_____

Questions: _____

_____

_____

_____

_____

_____

_____

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_____

_____

SAMPLE HIGH SCHOOL
LETTER OF INVITATION

Dear Counselor or Teacher:

XX College would like to extend an invitation for a campus trip visit to our school to your juniors and seniors.

We have scheduled the program for **May 1, 2006 from 8:00 a.m. to 1:00 p.m**. We will provide round trip transportation, and lunch. The campus visit would include admissions and financial aid information sessions as well as classroom experiences with hands on lab activities.

Please let us know via email or phone if your school would be able to participate! Reply by **April 1, 2006.**

Sincerely,

John/ Jan Doe
Title
School Name, Address, Contact Info
Email & Phone

SAMPLE PROGRAM AGENDA

8:30 a.m.   Arrival & Registration (refreshments)

8:45 a.m.   Dean's Welcome: *Talking Points*
                 (a) Introduce division programs;
                 (b) Highlight new majors;
                 (c) Talk about what students are doing in your programs i.e. give 2 examples of
                 student projects;
                 (d) Share information on transfer options, job placements, internship availability;
                 (e) Conclude with divisional support to students.

8:55 a.m.   Admissions Presentation: *Talking Points*
                 (a) Highlight requirements;
                 (b) Explain the 7 key benefits of attending your community college:
                         1. Affordability;
                         2. Transfer options into 4-year with credits;
                         3. Savings opportunity;
                         4. Small classroom;
                         5. Personalized/individualized learning support;
                         6. Flexible course schedules for working students;
                         7. Student center teaching approach.

9:10 a.m.   Campus Tour

10:10 a.m.   Classroom Experience: *Focus Areas*
                 Mock Technology Course lecture
                 Computer Lab hands-on activities/demonstration
                 Actual lab lecture participation teaming up with current students

12:00 p.m.   Lunch

12:40 p.m.   Financial Aid Presentation: *Talking Points*
                 (a) Indicate the forms your college uses i.e. FAFSA and/or College Profile;
                 (b) Share information on your college scholarship programs;
                 (c) Explain flexible tuition payment methods.

12:50 p.m.   Conclude with Student Leaders: *Focus Area*
                 Invite 2 of your current student leaders to share their positive experiences about
                 your college and thank the students for visiting.

1:00 p.m.   Departure

RECRUITMENT REQUEST FORM

Year (Fall & Spring Semesters Combined)	High School Names	Number of Applicants	Programs Applied to
2005-2006			
2005-2006			
2006-2007			
2006-2007			

EMPLOYER SURVEY FORM

Company Name	Location	Size	Areas of Specialty	Emerging Technologies	Job Growth Areas	Employability Skills for Entry Level

AGENCY IDENTIFICATION FORM

Organization Name & Address	Organization Agency/Center Affiliates	Agency/Center Tech Focus	Agency/Center Student Type	Agency/Center Contact Person & Website

SAMPLE AGENCY
LETTER OF INVITATION

Dear Industry Professional:

XX College would like to extend an invitation for a campus trip visit to our school to your executive staff.

We have scheduled the program for **May 1, 2006 from 8:00 a.m. to 1:00 p.m**. We will provide round trip transportation, and lunch. The campus visit would include …

Please let us know via email or phone if your school would be able to participate! Reply by **April 1, 2006.**

Sincerely,

John/ Jan Doe
Title
School Name, Address, Contact Info
Email & Phone

AGENCY NEEDS ASSESSMENT FORM

Name Address & Contact Person	Technology Areas	Student Population	Educational Needs	Areas of Possible Collaboration