SUMMER OUTREACH STRATEGIES

Prepared for Hartnell College

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In the following report, Hanover Research presents findings from in depth interviews with admissions staff at community colleges regarding colleges' summer outreach strategies.

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During the academic year, colleges reach out to prospective students through events at local high schools, churches, and community centers. Colleges hold these events to help students complete initial registration steps, including completing applications and collecting students' contact information.

Following initial contact with students and their application submission, colleges reach out to students to ensure they complete the remaining enrollment steps. Per the California Community Colleges Chancellor's Office, students enrolling in community colleges must complete the following enrollment processes:[1]

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- Brian Hayden, Administrative Assistant for Outreach and School Relations, describes these events as "

Source: Telephone Interviews
*Note: California College Promise Grants provide tuition and other college cost assistance to eligible students[2]

Brian Hayden, an Administrative Assistant for Outreach and School Relations at ECC, describes the "one-stop" events as the "most successful tactic for getting [students] to complete the steps." According to Mr. Hayden, ECC "aggressively expanded" one-stop events due to their success. to more effectively communicate with students and ensure they complete all necessary enrollment steps.

Citrus College (CC) and ECC also closely monitor students' enrollment status to ensure they do not encounter issues or require further assistance.

[2] "California College Promise Grant (Formerly Known as the BOG Fee Waiver) | CCCApply." California Community Colleges Chancellor's Office. https://home.cccapply.org/money/california-college-promise-grant

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- Three-day intensive program
- Helps familiarize students with the student cohort they are entering college with
- Acclimates students to programs and services on campus
- Provides workshops on course management, scheduling and time management, and other academic skills
- Run in coordination with AVC's learning center and provides information on tutoring services and AVC's writing, math, and reading centers.
- Michelle Hernandez, the Director of First Year Experience at AVC, describes the camp as "like a gearing up, like get into the groove of things. You've got to be here early, you've got to be here all day, (s)5( )-14(w)4(to)-4( )9(th)-6(e)4(gro)-4(o)-2(v-4(o)-14 01C14 015D612 2e)4(gro)-4(o)-2(v

Source: Telephone Interviews

Lorena Ochoa, a Counselor in the Transfer Center & Interim College Recruiter at Victor Valley College (VVC), provides information about the K-16 Bridge Program (of which VVC is a part). The K-16 Bridge Program includes nine community colleges (including Hartnell) and supports students making the transition from high school to college. The program is not limited to students planning to enter community colleges, but also those who plan to attend four-year institutions and trade schools.[3] Ms. Ochoa credits the K-16 Bridge Programs for "making the process a little bit more seamless in recruiting and doing outreach to our communities."

Hanover also interviewed an administrator from a Texas community college who provided insights into the college preparation programs offered by their college. These programs include a STEM-specific preparation program, a freshman orientation, and college days, as shown in Figure 1.4.

[3] "K16 Bridge - About." K-16 Bridge Program. http://www.k16bridge.org/about.html

- Geraldine Martinez from NMSU - Dona Ana finds , "It's just being in contact with the students, they like the little people and not the automated stuff.
- The community college in Texas uses , a telephone and messaging app similar to Skype to keep in contact with propsective students.
- As the Texas Adminstrator describes, "I'll send them an email, or I send them an email and
- The Texas adminstrator finds students are more receptive to text messaging as when she sends "them an email, they're like,

Source: Telephone Interviews

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This section highlights particularly successful strategies among participating colleges. Hanover queried administrators about which summer outreach strategies they believe are the most successful in reaching and enrolling Hispanic students

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- The MVC administrator highlights the importance
- Community events are held in settings such as .
- "Like I said... . Also, make sure there's someone bilingual there. It's just very smart ... It's really important to have them know that you're there for them no matter, you know if whatever they need."

- The Texas administrator finds classroom events are the most effective type of outreach
- She finds students are more open in the classroom, saying ...and students won't want to ask questions in front of their peers, but they will in their class, you know?
- She highlights texting, Google Voice, and other text apps as effective communication strategies.

- Citrus College recently started typically in May, which the CC administrator cites as a which are not available once summer comes
- The CC administrator attributes the early registration program with doubling the number of resgistered students
- The CC adminsistrator finds He argues outreach campaigns must be well thought out and provide prospective students with value.

Source: Telephone Interviews

Colleges should strive for consistent, clear outreach with students as well as host both larger events and more tailored, personal events or outreach. In designing larger events, colleges should host both students and parents, provide information and resources about academics and services, and have some Spanish language support. Smaller events, such as ambassador programs or classroom visits from college administrators provide prospective students with more personalized, tailored support.

Some colleges attempt to measure students' reaction to and satisfaction with outreach efforts. For example, Moreno Valley College uses surveys to evaluate its campus tours. At the end of the tour, MVC outreach staff ask students to take a survey through Survey Monkey. The team uses feedback from these surveys to adjust the tours, including tour length. Hartnell should track student outreach frequency and medium with enrollment, persistence, and graduation outcomes. In addition, Hartnell should gather feedback from prospective students regarding the appropriateness (frequency, medium, information provided, etc.) and satisfaction with its outreach.

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In this guide, Hanover Research (Hanover) proposes to Hartnell College (Hartnell) a set of in-depth interview (IDI) questions designed to explore summer outreach best practices to increase student enrollment and prevent accepted students from dropping out of the admissions funnel during the summer. Specifically, they are interested in how similar institutions engage with prospective students from high school graduation through the beginning of the fall term. The data collected from IDIs can be useful in identifying qualitative trends and/or processes in education.

Hartnell is interested in exploring how peer institutions engage with prospective students from high school graduation through the beginning of the fall term. Hartnell intends to use these data to identify possible "leaks" in their enrollment pipeline, and provide corrective measures. Hartnell's student population is coised predominantly of Hispanic, ESL, low-income, and/or first generation college students from rural and agricultural communities.

Specifically, Hartnell has three key research questions:

- How do other institutions engage with prospective students over the summer months leading up to the fall semester?
- What strategies have been particularly successful/unsuccessful?
- What outcomes are related with other institutions' summer outreach strategies?

This section outlines the methodology Hanover will employ for sample development, IDI

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interviews at the onset of the study does not improve data quality. The targeted number of interviews needed varies from study to study and from participant type to participant type (e.g. homogenous populations tend to share similar experiences and therefore require less interviews). Notwithstanding, the targeted number of interviews needed is highly contingent

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Thank you for your time; you have been very helpful today.

1. Now that we have completed the interview, I want to know how comfortable you are being identified with the information that you shared. We can do it on a continuum from completely anonymous, to including your name, title, and institution. What would you be the most comfortable with doing?

2. As discussed earlier, we are happy to share with you a redacted copy of the final report. Research is ongoing and we do not have an exact deadline at this point, but approximately 4 to 6 weeks is the typical timeframe. Can you confirm the best email to deliver this report to you?

3. In case we have any further questions about your responses we may contact you for clarification. If we conduct similar studies in the future, are you willing to be contacted again for participation?

   ☐Yes
   ☐No

4. Before we conclude the call, is there anyone else you might suggest to help complete our study?
   ☐No
   ☐ Yes

Thank you for your answers and for participating in our study.

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