



Adult Learner Recruitment Toolkit

APPENDIX

Table of Contents

Adult Learner Recruitment Toolkit

Promoting Use of Tuition Reimbursement

Tool 1: Tuition Deferral Promissory Note Template. 63
Provides sample language for use in document signed by students who intend to defer payment on courses

Tool 2: Employer-Based Advisor Site Selection Scorecard. 64
Evaluates the feasibility and revenue potential of placing an enrollment advisor at various employer sites

Facilitating Prior Learning Assessment

Tool 3: Prior Learning Assessment Taxonomy. 65
Compares the different forms of prior learning assessment by audience, format, and requirements

Tool 4: Credit Crosswalk Suitability Diagnostic. 66
Assesses the viability of mapping a given employer’s in-house training curriculum to college credits

Identifying Career Paths for Prospective Students

Tool 5: Sample Career Boot Camp Agenda. 67
Describes key components of a workshop that helps unemployed workers identify potential careers and relevant training programs

Tool 6: Career Boot Camp Teaching Guide. 69
Proposes activities and assignments to help unemployed workers explore careers that match their personality traits and values

Tool 7: Career Assessment Vendor Comparison. 71
Introduces four career assessment vendors and presents criteria to evaluate vendors for alignment with college priorities

Matching Job Seekers to Employers

Tool 8: Speed Interviewing Event Launch Worksheet. 73
Outlines key tasks and discussion items to prepare employers and students for on-campus interviewing events

Tool 9: Speed Interviewing Outreach Template. 76
Offers sample language for an email that asks employers to participate in on-campus interviewing event

Tool 10: Professional Skills Evaluation Rubric. 78
Suggests criteria to evaluate student mastery of eight professional skills for which employers commonly hire


Tuition Deferral Promissory Note Template

Purpose of the Tool

Many students choose not to take advantage of their employer’s tuition reimbursement policy because they cannot afford to pay for courses before their employer reimburses them. Colleges can remove this financial barrier by allowing students to defer payment for courses until after the term ends.

A student and her employer must sign a tuition deferral promissory note to notify the college’s billing office of their intent to delay payment. An effective promissory note requires students to accept full responsibility for payment and outlines the consequences of failing to pay after the deferral period ends. The template below, which draws on an example from Des Moines Area Community College, suggests language for an effective promissory note.

EAB Community College



Deferred Tuition Promissory Note

Students may sign a promissory note to defer payment for classes until 30 days after grades are issued. Students must submit the signed promissory note to EAB CC Business Office before the first day of class.

Student Name: _____ Student ID# _____

Address: _____

Home Phone: _____ Work Phone: _____

Semester (circle one): Fall Spring Summer

Number of Credit Hours: _____

Total Tuition Charges: _____

Employer Name: _____

Employer Address: _____

Employer Contact Name: _____

Employer Contact Email/Phone: _____

Employer Contact Signature: _____ Date: _____

I promise to pay EAB Community College for tuition and fees within 30 days of grades being issued. I understand that if I do not receive a sufficient grade for a course or courses for my employer to reimburse me, or for any other reason my employer does not reimburse me, I am still responsible for payment to EAB Community College for all tuition and fees incurred for the course(s). I understand that failure to pay these charges will result in EAB Community College withholding transcripts and/or issuance of diploma or degree until full payment is received. I further understand that failure to pay for all tuition and fees will prevent me from registering for future classes and will cause my account to be forwarded to a collection agency.

Student Signature: _____ Date: _____

Return to: EAB Community College
Attn: Business Office
1 Davis Ave
Stuartsville, SD 00499

Phone: 555-123-4567
Fax: 555-123-7890

- Top section provides space for official titling and college logo
- Introductory paragraph describes the policy and provides instructions. Institutions should consider:

 - Exact location for payment submission
 - The precise duration of the payment grace period
- Middle section captures student contact information, employer contact information, and total course cost
- Bottom section presents the consequences for delinquent payment
- Last section indicates contact information and the return address

Source: Des Moines Area Community College, "Deferred Billing Promissory Note," <https://go.dmacc.edu/registration/Documents/promissorynote.pdf>; EAB interviews and analysis.

Employer-Based Advisor Site Selection Scorecard

Purpose of the Tool

Select colleges have placed on-site advisors with key employer partners to help their workers enroll in college. The advisor hosts regular office hours at an employer's site, where she can assist workers with online applications, financial aid, course registration, and other steps in the admissions process. Not only does this facilitate enrollment for workers, but it helps the employer and the college increase utilization of tuition reimbursement.

Not all employers are equally attractive candidates to host on-site advisors. The following scorecard allows community colleges to compare the revenue potential and feasibility of placing an advisor with various potential employers. The last column indicates the qualities of an ideal employer partner.

	Business 1	Business 2	Ideal Employer
Revenue Potential: Will the employer provide a large and sustainable enrollment pipeline?			
Number of Employees Does the employer hire enough potential students?			1,000+
Average Employee Retention Does the employer have high staff turnover that an advisor could mitigate?			<2 years for entry-level positions
Alignment with College Programs Do we offer multiple courses relevant to career advancement at the employer?			Existing degrees or certificates relevant to employer needs
Potential for Career Advancement Are promotion opportunities available to workers who earn college credentials?			Associate degree recommended to advance within firm
Willingness to Advertise Internally Will the employer help us promote our programs throughout the company?			Promotes programs via newsletters, education fairs, etc.
Feasibility: Is the employer willing and able to support an on-site advisor?			
Distance from College Is the employer close to campus?			Within driving distance
Availability of Office Space Can the employer provide space for the advisor to meet with workers?			Office space available in prominent location
Percentage of Advisor Salary Paid Is the employer willing to cover part of the advisor's salary?			50%+
Years of Prior College Partnership Do we have past experience working with the employer?			1+ years

Note: In the absence of employers ideally suited to host on-site advisors, colleges may direct any representative who conducts informational employer visits to help workers start the enrollment process. For example, a college representative who attends education fairs may set up one-on-one appointments after the fair to help workers complete online applications.





Source: EAB interviews and analysis.

Prior Learning Assessment Taxonomy

Purpose of the Tool

Prior learning assessment (PLA) awards credit to individuals who demonstrate mastery of college-level content. Most colleges offer multiple forms of PLA to appeal to their students' wide range of experiences and abilities. However, many qualified students choose not to use these options because of unclear policies.

This tool outlines the key characteristics of various forms of PLA. With modifications to reflect institution-specific policies, college administrators can adapt this chart into a resource that allows incoming students to self-select the form of PLA that best aligns with their experience and goals.

Prior Learning Assessment Taxonomy				
	 Standardized Exams	 Course Challenge Exams	 Evaluated Training, Certification, or Licenses	 Portfolio Assessments
Format	Credits offered for multiple-choice tests that assess mastery of college-level content	Credits offered for exams developed by department, similar to course finals	Credits offered for standardized training from approved non-academic institution	Credits offered for skills documented through résumés, essays, projects, letters, etc.
Skills Assessed	<ul style="list-style-type: none"> General education skills 	<ul style="list-style-type: none"> Technical skills General education skills 	<ul style="list-style-type: none"> Technical skills 	<ul style="list-style-type: none"> Professional skills General education skills
Relevant Experience	<ul style="list-style-type: none"> Classroom study Independent study 	<ul style="list-style-type: none"> Work experience Classroom study 	<ul style="list-style-type: none"> Military training Apprenticeship or licensure training Standardized corporate training 	<ul style="list-style-type: none"> Work experience Extracurricular learning
Additional Requirements	<ul style="list-style-type: none"> Test-taking skills 	<ul style="list-style-type: none"> Test-taking skills 	<ul style="list-style-type: none"> Transcript from training provider 	<ul style="list-style-type: none"> Strong writing skills, Portfolio course (at some institutions)
Assessor	Exam provider (e.g., College Board, ETS) ¹	Faculty	Faculty or third-party organization (e.g., ACE, NCCRS) ²	Faculty or third-party organization (e.g., LearningCounts, KNEXT)
Time to Earn Credits	90–180 minutes long, depending on provider	Typically no more than 3 hours	No additional time investment	Up to 15 weeks for portfolio completion
Number of Credits Available	Typically 3 credits per exam passed	Typically 3 credits per exam passed	Typically 3–40 credits, depending on training	Typically 3–15 credits, depending on experience
Cost to Student	\$80–\$91 per exam, depending on provider	\$20–\$100 per exam, depending on institution	\$40–\$45 transcript fee, if ordered from third-party organization	\$100–\$1,000 total, depending on course provider and assessor

1) The College Board administers the Advanced Placement (AP) and College Level Examination Program (CLEP) tests, and ETS administers the DANES Subject Standardized Tests (DSST).

2) The American Council on Education (ACE) evaluates military training and corporate training. The National College Credit Recommendation Service (NCCRS) evaluates training programs offered by corporations, unions, religious organizations, and other entities.

Credit Crosswalk Suitability Diagnostic

Purpose of the Tool

To streamline prior learning assessment for incoming students, colleges can create crosswalks that map an employer’s in-house training curriculum to college credits. For example, a college may allow a student who has completed a given employer’s business leadership course to receive three credits in business administration.

Because the development of a credit crosswalk requires a substantial investment of faculty and staff time, college administrators should closely evaluate any employers interested in this type of partnership. The two-part diagnostic below allows administrators to assess a given employer’s suitability for a credit crosswalk.

Feasibility of Developing Crosswalk

	Yes	No
1. Does the employer’s in-house training program have a standardized curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the employer’s curriculum align with a program of study available at the college?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are workers in the training program assessed on a defined set of learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
4. Has the employer’s training program been evaluated for credit by a third-party organization (e.g., ACE, NCCRS)?	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation			
<i>Number of "Yes" Responses</i>	4	2-3	0-1
<i>Feasibility Score</i>	High	Medium	Low

Enrollment Potential from Partnership

	Yes	No
1. Does the employer have a large base of workers (ideally over 500 employees)?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do a large percentage of workers participate in training each year?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the employer offer tuition reimbursement for workers who enroll in college?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the employer host education fairs or other occasions for colleges to promote educational opportunities to workers?	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation			
<i>Number of "Yes" Responses</i>	4	2-3	0-1
<i>Enrollment Potential Score</i>	High	Medium	Low

Source: EAB interviews and analysis.

Sample Career Boot Camp Agenda

Purpose of the Tool

A career boot camp allows college administrators to demonstrate the value of retraining to unemployed and underemployed workers. Boot camp participants should leave with the knowledge to explore, evaluate, and pursue their career goals. This tool describes the essential components of the career boot camp; college administrators may adapt the scale and duration of each session as necessary.

The agenda below contains titling and descriptions written specifically for an adult learner audience. The chart on the following page provides detailed logistics for each session introduced below.

The graphic is a sample agenda for an EAB Career Boot Camp. It features a header with the EAB logo and the title 'Career Boot Camp: Accelerating Your Career Search'. The agenda is a vertical list of sessions with times, titles, and descriptions. Below the sessions is a section for 'Upcoming Sessions' and 'Contact Us'. Callout boxes provide additional context: 'Host boot camps at convenient times for adults (e.g., after work or on weekends)' points to the 6:00 pm session; 'Divide the event into manageable sessions to maintain participant focus' points to the 7:30 pm session; and 'Include upcoming sessions to promote future attendance' points to the 'Upcoming Sessions' section.

EAB

Career Boot Camp

Accelerating Your Career Search

6:00 pm **Introduction**
Enjoy light refreshments and get to know your colleagues and instructors!

6:30 pm **Discovering Your Career**
Take a career assessment to see how your interests can lead to a new career

7:00 pm **Understanding Your Career**
One of our career experts will lead this group session to explain the assessment results

7:30 pm **Growing Your Career Opportunities**
Learn new and powerful strategies to land your dream job

8:30 pm **Taking the Next Steps**
You will leave this session with a clear understanding of how to get the job

Upcoming Sessions

May 1st | ABC Job Center
Allied Health Boot Camp

June 1st | City Workforce Office
Retail Career Boot Camp

Contact Us
P 555.123.4567
F 555.123-7890
BootCamp@eabcc.edu

Host boot camps at convenient times for adults (e.g., after work or on weekends)

Divide the event into manageable sessions to maintain participant focus

Include upcoming sessions to promote future attendance

Source: EAB interviews and analysis.

Sample Career Boot Camp Agenda (cont.)

Career Boot Camp Agenda—Detailed Logistics

This table provides operational and logistical details for each boot camp session. College administrators should adapt the schedule, content delivery, and resources for each session as necessary.

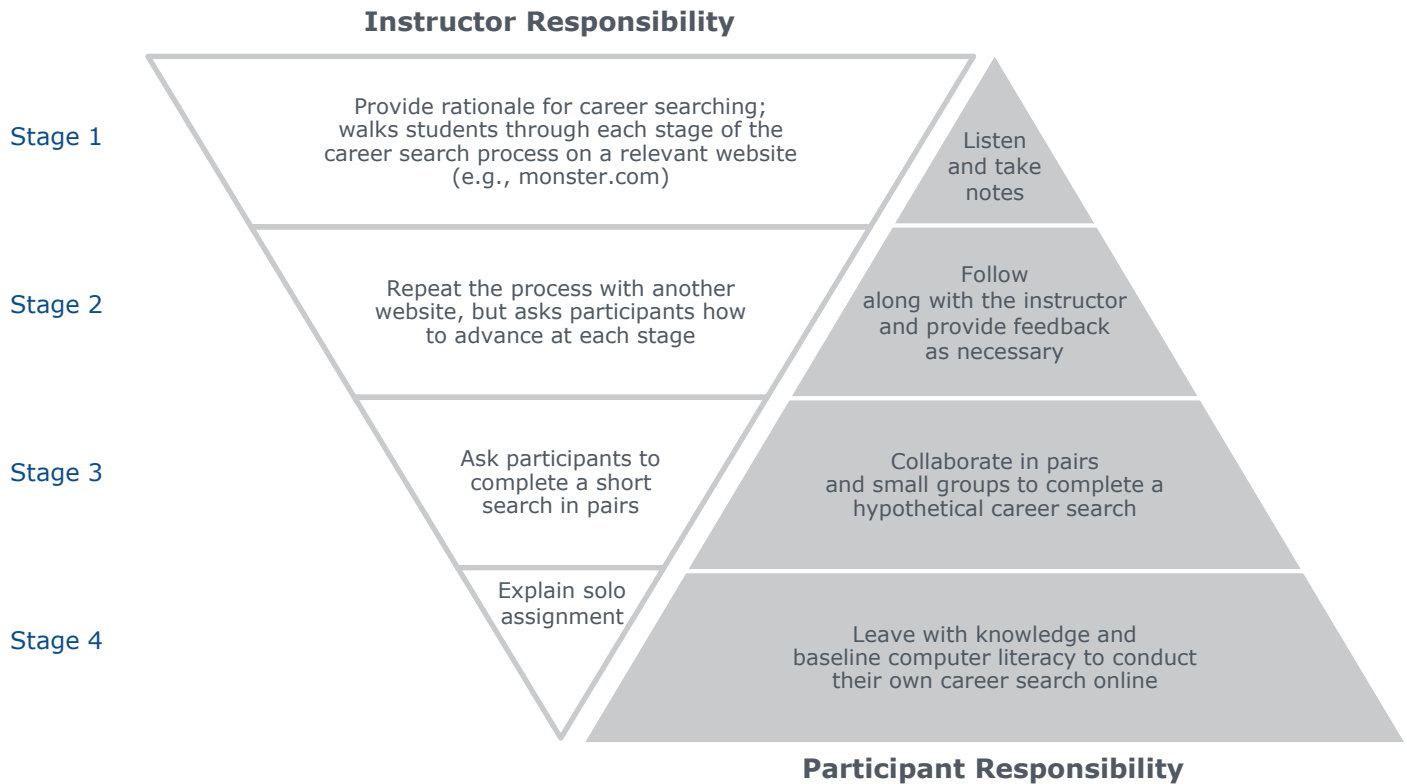
Agenda Item	Description	Suggested Duration	Suggested Resources
Introduction	The instructors and staff introduce themselves and facilitate an icebreaker for participants.	10–30 minutes	<ul style="list-style-type: none"> Name tags
Discovering Your Career	Boot camp participants complete a career or personality assessment to identify their personality strengths and interests. The assessment results frame the ensuing consultation with a career specialist.	15–60 minutes (depending on assessment)	<ul style="list-style-type: none"> Computer lab Projector Paper and pencils
Understanding Your Career	Participants discuss their assessment results with a career specialist. This session explains how participants may use their results to embark on a new career pathway. First, career specialists should ask participants if they agree with the results. Next, they should identify areas of resistance (e.g., fear of change, starting careers over again). Finally, career specialists should assuage participants of anxieties with examples of successful career changes.	30–60 minutes (depending on group size)	<ul style="list-style-type: none"> Tables Laptop Paper and pencils
Growing Your Career Opportunities	Boot camp instructors teach students how to research and uncover new career opportunities. First, instructors should highlight job boards and career websites (e.g., salary.com, monster.com) to reveal the core functions of potential jobs. Instructors should walk students through the entire process, from entering a search query to contacting an expert in the field for an informational interview. Then, instructors should use interactive activities (see p. 69) to build participants' familiarity and understanding with fundamental career search skills.	45–60 minutes	<ul style="list-style-type: none"> PowerPoint Computer lab or laptops Paper and pencils
Taking the Next Steps	Provide students with take-home assignments to hone their career search skills (see pg. 70). More importantly, encourage participants to schedule a follow-up session with a career specialist to share their progress and seek further guidance on enrollment in a relevant training program.	10–20 minutes	<ul style="list-style-type: none"> 11 x 17 blank timelines Completed example

Source: EAB interviews and analysis.

Career Boot Camp Teaching Guide

Purpose of the Tool




Colleges host career boot camps to help unemployed and underemployed adults select a career path and identify relevant retraining opportunities. Boot camp attendees should leave these sessions with a tangible set of career search skills. Because some adult learners lack essential computer skills, career specialists must teach these skills with clear instructions and include enough practice for attendees to develop confidence in their skills during the session. The teaching diagram below illustrates how a teacher gradually transfers the responsibility of learning to the student. By the end of the session, participants should be able to successfully complete online career exploration with minimal assistance from the teacher.



Checks for Participant Understanding

- Make sure every participant can successfully operate a mouse and keyboard
- Ask participants to independently navigate to the job board website (e.g., monster.com)
- Pose questions to participants to help them complete a hypothetical search as an entire group; address any misconceptions as needed
- Ask for a student to summarize the assignment instructions in their own words

Interactive Learning Activities

-  **Partner Search:** Participants work in pairs to find information on a hypothetical job
-  **Know-Want-Learn Chart:** A three-column worksheet captures what students know, want to know, and what they have learned throughout the session
-  **Gallery Walk:** Small groups of students research a particular occupation and capture the information on an easel pad; groups rotate and share their findings

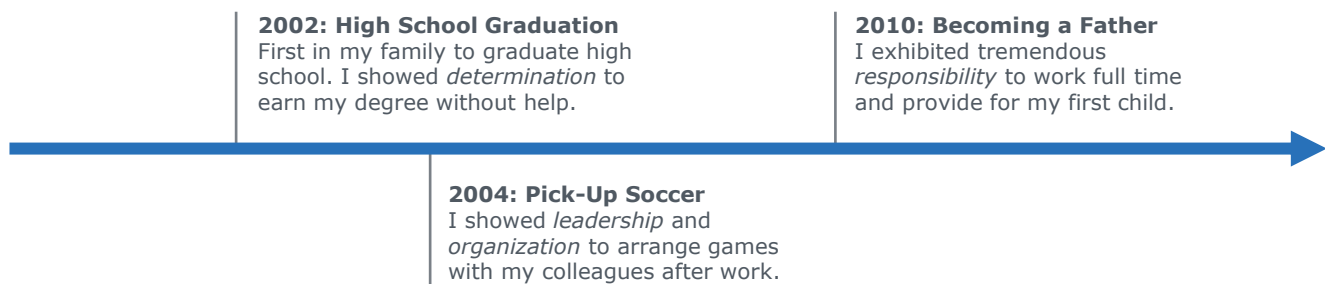
Source: Fisher D, "Effective Use of the Gradual Release of Responsibility Model," https://www.mheonline.com/treasures/pdf/douglas_fisher.pdf; EAB interviews and analysis

Career Boot Camp Teaching Guide (cont.)

Extend Educational Impact with Take-Home Exercises

Given the short duration of a career boot camp, instructors should provide participants with a take-home assignment to help them further understand their personality traits and interests before their next career consultation. The suggested assignment below challenges attendees to concretely identify how their personality traits precipitated moments of success in their life. Career specialists may use the sample timeline and guiding questions to assist attendees with the exercise. The Personal Attribute Word Box serves as a visual aid for attendees who struggle with the assignment.

Sample Achievement Timeline



Personal Attribute Word Box

- Communicative: Listens and speaks well
- Compassionate: Thinks of others
- Creative: Imaginative and artistic
- Curious: Eager to learn
- Determined: Never gives up
- Encouraging: Helps others solve problems
- Insightful: Intelligent and observant
- Leadership: Takes charge to solve problems
- Organized: Structures and orders things well
- Precise: Strong attention to details
- Persuasive: Convinces others of their ideas
- Responsibility: Makes sure things get done

Questions to Guide Achievement Timeline Completion

1. Think about your life's happiest moments. What made these moments possible?
2. What things, activities, or people do you value most in your life? How do you interact with them on a daily basis?
3. What positive qualities would your friends, family, and colleagues use to describe you? Why do you think so?
4. Think of a time in which you have helped somebody (including yourself). In what ways did you help? What problem or obstacle did you solve?

Discussion Questions for Achievement Timeline Debrief

1. Did you find the Achievement Timeline difficult to complete? Why or why not?
2. Why did you choose to include these particular achievements? Were there others you omitted?
3. Which achievement are you most proud of? Why does this particular event stand out to you?
4. In what ways do you think this exercise clarified your personal attributes?
5. How do you think you could use this information to help you choose a career?

Career Assessment Vendor Comparison

Purpose of the Tool

Career boot camps help unemployed and underemployed workers identify a career path and relevant retraining options. During boot camps, participants often complete a career assessment to better understand how their strengths and interests align with potential occupations. The results fundamentally shape the experience of a boot camp participant because they inform and guide the advisor's career advice and recommendations.

This tool helps college administrators decide which career assessment platform to use in boot camps and related services. The guide below provides basic information on four of the most popular career assessment platforms. College administrators may use it in conjunction with the scorecard on the following page to evaluate how well various platforms align with college priorities.

Sokanu Edu

Profile:	Prominent career assessment modified for educational institutions
Price:	Offers a flat fee (\$500-\$1,000 depending on license) or per-student fee (\$8-\$12 per student)
Selected Customers:	New York University, University of Nevada, University of Miami
Website:	https://www.sokanu.com/edu/



Profile:	Offers the MAPP career assessment, the first online career test
Price:	Cost depends on the number of participants; colleges may enroll in a free trial
Selected Customers:	Not specified
Website:	http://www.assessment.com/Students-Graduates.asp



Profile:	Provides a wide range of free and premium career and personality assessments
Price:	Cost ranges from \$99.95 to \$999.95 depending on the number of students and tests
Selected Customers:	Allegheny College of Maryland, Santa Fe Community College, Santa Monica College
Website:	http://www.myplan.com/



TRUITY

Profile:	Offers a total of five free and premium career and personality assessments
Price:	All assessments are free except for the \$29 Career Surveyor and TypeFinder tests
Selected Customers:	Not specified
Website:	http://www.truity.com/

Source: Sokanu Edu, <https://www.sokanu.com/edu/>; MAPP for Students, <http://www.assessment.com/AboutMAPP/MAPPForStudents.asp>; MyPlan, <http://www.myplan.com/assess>; Truity Test & Quizzes, <http://www.truity.com>; EAB interviews and analysis.

Career Assessment Vendor Comparison

Vendor Comparison Scorecard

These 10 diagnostic questions help college administrators decide whether a career assessment aligns with their priorities (e.g., cost, ease of use, level of analysis). The second column provides an example of how an administrator might use this tool to evaluate the hypothetical platform “EAB Career Assessment.” The column also includes the reasoning behind each answer for illustrative purposes.


	Criteria	Vendor 1: EAB Career Assessment	Vendor 2	Vendor 3
Functionality	1. Does the test take less than 30 minutes to complete?	No The test takes over 45 minutes to complete		
	2. Does the test measure enough personality traits to produce an informed assessment?	Yes The test measures over 150 different characteristics, traits, and interests		
	3. Is the test presented intuitively so adult learners may complete it without assistance?	Yes The test features a simple multiple-choice format		
	4. Does the test generate easy-to-interpret results to help advisors make recommendations?	Yes The results page includes color-coded charts, graphs, and figures		
	5. Does the test include detailed descriptions of recommended careers?	Yes Each career description includes job duties, average earnings, projected growth, and required education		
Usability	6. Does the test require minimal training to administer?	Yes The platform interface is intuitive and easy to learn		
	7. Does the vendor offer responsive customer support?	No The vendor relies on message boards and FAQs.		
Cost	8. Can we afford to administer this test to a large group of students?	Yes A flat-fee subscription allows us to administer the test an unlimited number of times		
	9. Do new subscribers receive a free trial?	Yes New users receive a 30-day free trial		
	10. Does the platform provide discounts to educational institutions?	Yes Colleges and universities receive a 10% discount		
	Final Score (Number of “Yes” Responses)	8 out of 10		

Source: EAB interviews and analysis.

Speed Interviewing Event Launch Worksheet

Purpose of the Tool

A speed interviewing event allows each student graduating from a given program to have first-round interviews with multiple employers. These events require careful planning to ensure they run according to schedule and to make positive impressions on visiting employer partners. The checklist below helps college administrators manage the logistics of hosting a speed interviewing event. The first row includes an example of how administrators can use the checklist to track important tasks and keep notes on the planning process.

Event Space		Notes
	Confirm a date for the event	<i>After checking with facilities, we moved the event to May 14th to avoid another large, on-campus event</i>
	Locate and reserve a series of small rooms to conduct interviews	
	Organize extra tables and chairs for the interviews	
	Reserve a large conference room for a networking lunch	
	Plan parking instructions and signage for employers	

Timing and Duration		Notes
	Determine how many students and employers will participate in the event	
	Create a rotating schedule so each student spends 15 minutes with each employer	
	Designate a staff member as time-keeper to ensure interviews remain on schedule	
	Set aside time between interview blocks for lunch break	

Employer Relations		Notes
	Send customized outreach to invite local employers to participate (see pg. 76)	
	Contact cafeteria or caterer to provide employers with lunch	
	Prepare questions to discuss with employers over lunch	
	Prepare thank you cards and follow-up instructions for employers	

Speed Interviewing Event Launch Worksheet (cont.)

Preparing Students for Speed Interviewing

In addition to managing the logistics of a speed interviewing event, program administrators must ensure that students are prepared to meet with employers. The worksheet below helps administrators brainstorm ways to prepare students to make positive impressions on participating employers. Sample answers and action steps appear on the following page.

Student Interview Preparation Guide

1. What skills learned in our program should students be prepared to discuss with employers?

Action Steps:

2. How can we prepare our students to make both positive *first* and *lasting* impressions?

Action Steps:

3. How can we ensure our students appropriately respond to employer follow-up?

Action Steps:

Speed Interviewing Event Launch Worksheet (cont.)

Student Interview Preparation Guide

1. What skills learned in our program should students be prepared to discuss with employers?

After speaking to our employer partners' HR managers, they would like to hear from our students how they have worked in teams. In addition, they frequently ask our students during the interview what they think are the most important skills they learned in the course.

Action Steps:

Expand the rubric for the final project to include a "teamwork" criterion.

Include a question on the final exam which explicitly asks students to explain what skills and abilities they acquired during the course.

2. How can we prepare our students to make both positive *first* and *lasting* impressions?

Our students make their first impressions with their résumé. We should include résumé workshops which not only improve their quality, but ensures they have an appropriate industry focus. Also, the interviewers always ask our students to briefly introduce themselves. Our students should rehearse a brief pitch.

Action Steps:

Organize a résumé writing workshop in which we invite some participating HR managers to review our students' résumés.

Create a homework assignment for our students to perfect a 30-second personal summary.

3. How can we ensure our students appropriately respond to employer follow-up?

Some of our employer partners shared that some our students either ignored their follow-up calls, rudely declined, or generally mishandled competing job offers. We should coach our students to respond to all offers promptly and tactfully.

Action Steps:

Model professional responses to job offers during the last class before the interview. Instruct students to role-play with each other and practice delivering appropriate responses. Encourage instructors to provide as much feedback as possible.

Speed Interviewing Outreach Template

Purpose of the Tool

A speed interviewing event allows employer partners to meet with numerous students graduating from a relevant training program over the course of one day. Employers benefit from the expedited format because they can quickly identify talent and compare candidates against their cohort. However, human resources managers may demonstrate initial skepticism when asked to participate in a speed interviewing event because of the unfamiliar format. This worksheet helps college administrators increase employers' willingness to participate by strengthening the initial outreach email.

Outreach Email Builder Worksheet

I. Email Sender:

Use a single point of contact for outreach. The stronger the relationship with the contact, the more likely the response.

Brainstorm existing relationships with employer partners. List the top candidates to send outreach:

II. Subject Line:

Express how the speed interview event benefits the employer in a concise, informative phrase:

- Results Oriented: "Secure Next Year's Cohort with EAB College's Speed Interviewing Event"
- Inquiry Based: "EAB Community College Speed Interview Event Inquiry"
- Humble Request: "Cordially Invited to EAB Community College's Speed Interviewing Event"
- Explicit Explanation: "EAB Community College Invites You to Speed Interviewing Event"

Which of these subject lines would you incorporate into your outreach emails? Why?

Compose a subject line addressed to a relatively unknown employer prospect. Compare your subject lines with a colleague.

III. Salutation:

Address the employer prospect by their first name, especially if you have a prior relationship. Reserve the use of surnames and titles for unfamiliar or senior-level contacts.

Compose an appropriate salutation based on your familiarity with the contact.

Example: *Joan Smith, HR manager and alumni of the college* → Hi Joan, I hope all is well.

Pat Langerman, Vice President of Employee Development → _____

Frances Davis, HR director unfamiliar with the college → _____

IV. Email Body

See example on next page.

V. Sign-Off and Signature

Use your first name and include contact information after your signature.

Examples:

Warm regards, Thanks again,

All the best, Take care,

Speed Interviewing Outreach Template (cont.)

Example Email

Subject: Interview 15 EAB College Manufacturing Graduates in One Day

Dear Maureen,

I hope you are doing well. It was a pleasure speaking with you about Manufacturing Inc.'s training needs last month at the Plains County economic development fair.

In the past, EAB Community College's incumbent training program helped Manufacturing Inc. increase its throughput by 11%. Now, we are very excited to invite Manufacturing Inc. to our first-ever Mechatronics Speed Interviewing Event. This event will give you the opportunity to conduct 15-minute first-round interviews with a pool of fully trained mechatronics students. It will also allow your company to select a cohort of outstanding candidates in just one day, thus accelerating the hiring process and reducing recruitment costs.

Would you be willing to speak briefly by phone in the next week? I would sincerely appreciate the opportunity to discuss the speed interview event further. Please let me know if I can answer any questions in the meantime.

All the best,
Andrea

Andrea Anderson

Director of Industrial Manufacturing

andrea@eabcc.edu

555-123-4567

Reference past interactions to reaffirm existing relationship

Highlight any past training experiences to solidify value

Explain how the employer benefits from the event's unique format

Request a follow-up conversation to address questions or concerns by phone

Professional Skills Evaluation Rubric

Purpose of the Tool

Many short-term training programs seek to prepare students with the professional skills required for employment (e.g., dependability, accountability). The following rubric organizes these skills into a concrete format that all stakeholders can comprehend. Not only does a standardized rubric help students understand class expectations, but it also helps instructors evaluate students' skills according to pre-established criteria.

Some short-term training programs invite employers to extend interviews to students based on their performance in class. In this case, a standardized rubric also allows instructors to communicate a student's professional skills to employers according to consistent principles.

Professional Skills Evaluation Rubric			
Criteria	Exceeds Baseline	Baseline	Below Baseline
Points	3	2	1
Attendance	Attends 100% of classes	Misses one class and explains any absence to instructor or classmates	Misses more than one class and never explains absences to instructor or classmates
Time Management	Always turns assignments in on time	Turns in assignments late two or fewer times	Turns in assignments late three or more times
Integrity	Exhibits positive attitude and honesty; always takes responsibility for mistakes	Demonstrates reasonable work ethic; usually takes responsibility for mistakes	Easily discouraged and does not take responsibility for mistakes
Communication	Speaks confidently, clearly, and intelligently; freely exchanges ideas	Uses organized and appropriate language; responds to peers as necessary	Unprofessional communication and lack of listening; does not speak well with classmates
Quality of Work	Demonstrates exemplary effort and dedication to tasks and assignments	Exhibits adequate effort and meets all required assignment criteria	Shows lack of effort and frequently fails to meet all assignment criteria
Interpersonal Skills and Teamwork	Excels in group settings either as a leader or teammate	Works well in a team setting, but needs occasional prompting to fully participate	Makes poor choices in a group setting; rarely participates or contributes to group activities
Initiative	Always attends class well prepared; finds creative solutions to assignments	Frequently prepared for class; shows occasional leadership to complete assignments	Typically unprepared for class; lets others complete assignments
Problem Solving	Thinks through problems with strategy, organization, and precision	Finds solutions in ad-hoc manner; occasionally seeks help with problems	Avoids challenging tasks and assignments; rarely asks for help with problems