California College Nights
Program Planning Guidelines

Sixteenth Edition
Summer 2017

Transfer Days/College Nights
A Subcommittee of the
Intersegmental Coordinating Committee
Acknowledgements

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Mission Statement

Transfer Days/College Nights (TD/CN) is a subcommittee of the Intersegmental Coordinating Committee (ICC). TD/CN is comprised of campus and system-wide representatives from California high schools, California Community Colleges, California State Universities, the Universities of California, and the Association of Independent California Colleges and Universities.

The work of the TD/CN subcommittee is guided by two highly valued principles: Informing as many California students, parents, and counselors as possible about the availability of the entire array of public and independent colleges and universities* in California; and providing access to higher educational opportunities for all students.

Transfer Days/College Nights

- Coordinates the annual statewide schedule of college information programs hosted by California high schools, community colleges and local education agencies;

- Assists California college and university outreach, admissions and recruitment staff to plan their travel schedules; and

- Establishes guidelines for hosting and participating in high quality college information programs hosted by California high schools, community colleges and local education agencies.

*Degree-granting, WASC accredited, and not-for-profit two and four-year colleges and universities.
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1. Preface

1.1 Purpose of the California College Nights Guidelines

The purpose of the California College Nights Program is to provide California high school students, parents, counselors and other interested persons a setting where information and guidance concerning California higher education opportunities can be shared.

The purpose of these guidelines is to assist program hosts in planning, conducting, and evaluating their College Night Program. The guidelines represent a consensus of opinion among both college representatives and program hosts.

These guidelines are specifically designed for the College Nights programs affiliated with the schedule established by the Transfer Days/College Nights Subcommittee of the Intersegmental Coordinating Committee (see Appendix A for Committee composition and guiding policies). Portions may be applicable to other related college guidance events.

College Nights should be a part of a well-orchestrated continuum of college and career guidance activities conducted on a regional basis by K-12th grade schools in partnership with higher education institutions.

1.2 Scheduling and Coordination

College Nights programs are coordinated by the Transfer Days/College Nights Subcommittee. The programs are part of a statewide schedule that also includes annual Transfer Days Programs hosted by many California Community Colleges.

The Statewide Coordinator initiates the scheduling process by establishing a tentative schedule based upon last year’s participation and requests obtained from high schools, school districts, county offices of education and other educational agencies. The Coordinator then finalizes scheduling arrangements, determines California college and university participation, and serves as a program planning consultant. The Statewide Coordinator
also brings issues of concern to the Subcommittee. (See Appendix B for a description of scheduling procedures.)

Scheduling preference is based on several factors, including past and projected attendance, size of service area, facility constraints, and potential for coordination with other California Transfer Days/College Nights Programs.

Individual program hosts are limited to a maximum of one College Night Program each academic year, with consideration for an additional event provided only to high school districts having additional large student populations independent from their main student population. Program hosts and affiliated schools are asked not to conduct additional College Night programs which may duplicate the intent of this program.

Schools/Districts that are not accommodated on the final schedule are encouraged to participate in a suitable alternative program, e.g., a community college-sponsored Transfer Days program or a NACAC or WACAC regional college fair.


2. Preliminary Planning

2.1 Authorization/Support

a) Ensure that your program has the authorization/support of the chief administrators of the schools, districts, and/or educational agencies which will sponsor and be served by your program.

b) Ensure that your program has the support of participating school counseling offices, career centers, PTAs/parent clubs, and other appropriate school offices. The success of your event depends upon the involvement of all segments of your educational community.

c) Remember to check school calendars so that your program does not conflict with other major scheduled activities. Reserve facilities accordingly.
It is important to obtain a commitment of necessary financial and staff support before proceeding further with program planning.

2.2 Responsibility

Select a person to be in charge of your program (program host) and who will serve as the primary contact. The person selected should be officially appointed by the chief administrator of your school, district, or educational agency. **ALL communication** from the Statewide Coordinator and from participating collegiate institutions will be directed to your program host. Notify the Statewide Coordinator if there is a program host change. The program host is responsible for all arrangements and activities pertaining to the program.

2.3 Planning Committee

a) You are strongly advised to form a planning committee as soon as possible. If feasible, include a representative from each participating school/district and from all appropriate segments of your educational community, e.g., counselors, career center technicians, faculty, students, parents, and school administrators. Also, ask a local college representative(s) to serve on your committee. Have your committee members officially appointed by their respective chief administrators.

b) You may want to establish sub-committees or assign responsibility in any or all of the following areas: physical arrangements, hospitality, publicity, food service, preparatory programs, postsecondary education representation, reception/information services, counseling booth, evaluation.

c) Ask a person from each participating school/district to be responsible for publicity and participation at their respective schools or districts.

2.4 Site Selection

a) Consider selecting a program site that is as centrally located as possible within the geographic area to be served.

b) In selecting a facility, be sensitive to issues such as ease of access, parking availability, security, school rivalries, size, quality, and
proximity of facilities. Consider selecting a neutral site, such as a community college, four-year college, or community facility.

c) Consider an ongoing central program site rather than rotating among participating schools or districts.

d) Particular attention should be directed to ensuring that the program is accessible to and usable by persons with disabilities. Institutions are obligated to have “program access” whether or not specific facilities are physically accessible (Title II, Americans with Disabilities Act, July 1990).

2.5 Financial Considerations

a) Expenses are commonly incurred in the following areas: publicity, printing, postage, sign preparation, hospitality, security and maintenance personnel salaries, staff compensatory time and mileage, facility usage, staff recognition, and miscellaneous materials (name tags, marking pens, tape, etc.).

b) Many of the above-mentioned expenses can be defrayed through in-kind volunteer services. Consider asking for financial support, e.g., direct contributions, advertisement in program publicity, and door prizes, from student council organizations, area business and community agencies.

c) Participation fees may not be charged to representatives from University of California (UC) and the California State University (CSU), the California Community Colleges (CCC), and member institutions of the Association of Independent California Colleges and Universities (AICCU). Participation fees may also not be charged to attendees.

3. Program Format

3.1 Times

Plan to begin your program no sooner than 6:30 p.m. and conclude it by 9:00 p.m. Exceptions, based on local circumstances, are permissible but should be cleared through the Statewide Coordinator.
3.2 Format Determination

The specific format you adopt will depend on a number of factors, including: time of year, weather conditions, quality, size and proximity of facilities, security considerations, commute distance to and from your program site, anticipated attendance, and number of participating colleges.

3.3 College Fair Session

All of the college representatives should be placed in a centrally located area for the duration of your program. This “College Fair” format provides program participants with the maximum opportunity to interact with the college representatives. This session is the centerpiece of your program and must be incorporated into your format.

Do not schedule speakers or provide entertainment as part of this session.

3.4 Optional Sessions

The following sessions may be included in your program, if time permits, as a supplement to the College Fair Session:

General Session: A brief General Session (no longer than one-half hour) can precede the College Fair Session and provide program participants with:

a. appropriate announcements and introductions on behalf of the program host;

b. a description of the program format;

c. an overview of California higher education;

d. an overview of college costs and financial aid.

The higher education overview portion should include presentations of three to five minutes by representatives from each of California’s four systems of higher education (UC, CSU, California Community Colleges, and California independent colleges and universities). Invite representatives from your local colleges and universities to be presenters. A less desirable alternative is to have one person provide the entire overview.
Workshop Sessions: These special sessions may be conducted concurrently during the College Fair Session. Suggested topics include: College admissions—an overview, UC system, CSU system, California independent colleges and universities, and California community colleges. Other sessions could include financial aid, career planning, the scholar athlete, highly selective colleges and universities, use of internet for college information (such as www.californiacolleges.edu), college programs for students with learning disabilities, historically black colleges and universities, and two sessions in Spanish: admisión a la universidad, and ayuda financiera.

Sessions should be approximately 45 minutes in length and may be repeated. The overview session on college admissions should be conducted first.

3.5 Counseling Room or Area

As part of the College Fair Session, you could staff a room or area with counselors from the participating high school(s) to provide general college and career guidance information to individual students and families on a one-to-one basis.

3.6 Special Assistance Activities

Consider providing interpreters for hearing-impaired and non-English speaking persons, or special workshop sessions, if a significant number of people requiring assistance are expected to attend.

3.7 Exhibits/Displays

Exhibits and displays may be shown during the program in an area adjacent to the College Fair Session. Examples include films, video presentations, college and career guidance displays.

4. Physical Arrangements

4.1 General

All program facilities should be located as close as possible to each other and to parking areas.

All program facilities should accommodate a number of participants in excess of that expected to attend.
It is not necessary to have elaborate decorations. Nevertheless, an attractive environment, particularly in the College Fair Session, will enhance the experience for the program participants.

4.2 Parking

Provide a well-marked, reserved parking area close to your program site for the college representatives, and an unloading area immediately adjacent to the site entrance. Clearly designate program parking areas and shuttle service, if available, for participants in pre-program publicity materials and upon arrival. Always include participants’ parking options in information to registered participants. Please notify participants if paid parking is required.

4.3 Directional/Locator Signs

Place directional signs from the parking area to the initial program site, and from that site to other session sites.

Make sure that all session sites are clearly identified by signs and in program hand-out materials.

4.4 Reception/Information Center

This reception/information center should be located at the main entrance to the College Fair Session, if you hold a General Session before the College Fair Session. If the two session areas are not adjacent to one another, you should also have a reception area at the main entrance to the General Session.

Several tables and chairs should be sufficient to accommodate reception staff. It is handy to have an extra table to store materials to be distributed.

Identify the reception area with a sign labeled “Information.” You will need the following materials at your reception area: name tags, marking pens, sign-in rosters, thumb tacks, masking tape, rubber bands, staple gun, extra sign making equipment, ruler, programs and material collection bags. Volunteers should hand out Programs of activities and sessions, with a master list of participating colleges and a floor plan of their locations. Students can fill out Information Request Cards and leave them with college representations.
4.5 College Fair Session

- This session should ideally be held in a large, indoor facility, e.g., a gymnasium or multi-purpose room. If event is outside, refer to day planning guidelines. Develop a floor plan for placement of the colleges. Alternatives include placing them against the wall around the perimeter of your facility, or, if more space is needed, along double-sided rows leaving as much space as are possible between the rows. Clearly mark where public restrooms and ADA accessible entrances are located.

- Provide each college with one table at least four feet long (preferably six feet) and one or two chairs. Leave space between tables or table groupings. Avoid table sharing if possible. Have extra tables and chairs on hand to meet any unforeseen needs. Additional table space should be made available to those colleges expected to receive the greatest amount of traffic. Also, place popular colleges in a pattern that avoids traffic jams. Place all chairs behind tables.

- Assign tables on an alphabetical or random basis, rather than by educational system or by geography.

- Avoid placing the representatives next to cold doorways, video games, in the “back room,” or in other undesirable locations.

- Provide water to the college representatives at their tables.

- Provide access to electrical outlets if previously requested by college representatives.

- It is not necessary to provide table coverings or decorative bunting. Many colleges will bring blankets to cover their tables.

- Provide each college with an identification sign. Place the signs high on the wall behind the tables or string them up behind the tables using connecting wires and stands. Do not affix the signs to the front or top of the tables since they will not be visible once people begin circulating. Make sure the lettering of the signs is large enough to be read from a distance, and is uniform in style, and easy to read. Consider using materials that are reusable for future programs.

- Have a public address system available to make special announcements about the time, location, content and space
availability of workshop sessions, lost and found items, bus departures, change in programming or attendees, etc. Place recycling and trash bins throughout the site.

4.6 General Session

If you choose to have a General Session, then it should be held in an auditorium or comparable facility, but not in the same facility as the College Fair Session.

The General Session facility should be set up theater style with a head table, microphone, lectern or podium, and seating.

4.7 Workshop Sessions

Workshop session facilities should be set up in theater style with a head table, microphone, lectern or podium, and seating. Check, in advance, with presenters to see if additional audio-visual equipment is needed.

4.8 Counseling Room or Area

The Counseling Room should be located near the College Fair Session and adjacent to the reception area. If a room is not available, a counseling area, comprised of several tables and chairs, should be set back away from the main traffic flow. Provide seating for both counselors and students.

Be sure to have college reference materials available, such as the College Board’s College Handbook, Book of College Majors, etc.

4.9 Food Service

You may wish to set up a food services or concession stand for program participants. It should be located in a high traffic-flow area but preferably not in the College Fair Session area. The type of food you sell should be in keeping with the time of year, weather, and program times. Keep the menu simple and the food easy to eat. Publicize food service in advance and indicate if a dinner menu is offered.
4.10 *Hospitality Area*

Provide a secure hospitality area for the college representatives and your staff close to the College Fair Session area. Coffee and light refreshments should be available before and during the program, if possible having have a volunteer or staff member bring snacks or water to representatives during rush portions of the event. Representatives’ coats and extra materials can be stored here.

5. **Program Staffing**

5.1 *General*

Described below are various responsibilities for the day of the program that normally require staffing and/or student volunteers. The size of your program and other local conditions will dictate the nature and extent of personnel needs.

Have your staff identified by dress, special nametags, buttons, hats, T-shirts or other recognizable markings.

Make sure that all of your staff members are well briefed on their assignments.

One person should be designated as “in charge” and should be accessible at all times. This individual, or a designee, should be familiar with the institution’s evacuation/emergency plan. Particular attention should be directed to the protection of the building occupants and visitors in the event of an emergency condition (e.g. injury or illness, evacuation, attack, weapon brandishing, hostage incidents, fire, earthquake, bomb threat, suspicious objects, etc.).

Make sure that responsibilities are clearly communicated to all support staff and that relevant responsibilities are communicated to college representatives.

If possible, essential staff should carry walkie-talkies to facilitate communication on important matters.
5.2 Security

Security officers should be on duty and highly visible, throughout the course of the event, particularly in the parking area.

5.3 Maintenance

Make sure that maintenance personnel and custodians are on hand or on-call during your program. Typical maintenance needs include unlocking doors, obtaining extra furnishings, fixing HVAC, addressing bathroom issues, and fixing faulty audio-visual equipment.

5.4 Directing Traffic

Consider using students from student government, service clubs, ROTC, or other groups to direct participants from the parking areas to the initial program site and on to other sites. The students can also hand out programs and material collection bags at the main entrance to the College Fair Session area. They should periodically check on the needs of the college representatives, especially their need for water.

5.5 Reception/Information Center Staff

This area serves as the “nerve center” of your program. It should be staffed at all times by several of your most knowledgeable people.

This area should serve as the “check-in” station for the college representatives and as the focal point for an infinite variety of questions, ranging from the location of rest rooms and telephones to explanations of the program format and the colleges attending. Your staff should be prepared to deal with minor medical emergency referrals (you might want to have a nurse on duty and a rest station readily available) and “lost” items (find out what lost-and-found services are available at your program site). These services and procedures can be noted in your handout materials and periodically announced over your loud speaker.

Staff should be prepared to make sign changes or new signs in the case of unannounced collegiate participants, and make announcements on public address system.

If feasible, have program participants register upon arrival. It is suggested that only one family member sign in. Have registrants indicate: number of
family members attending, number and class level of school-age participants, and name(s) of their school(s). You may wish to use separate registration forms for each participating school. Summarize registration data and distribute to participating schools for evaluation purposes.

5.6 Counseling Room or Area

Ask counselors from the participating high school(s) to attend the tables on hourly shifts. Three to five counselors should be enough at any one time, depending on the size of your program. The counselors will be able to talk with students and their parents on a one-to-one basis about college and career planning and to dispense information about their respective school guidance programs.

5.7 General Session

You should assign someone to serve as the General Session moderator. Be sure to extend invitations to presenters well in advance and to send thank-you notes afterward. Get together with your presenters just before the session to clarify last-minute details.

5.8 Workshop Sessions

Assign personnel to introduce workshop session speakers and, if appropriate moderate the sessions. Be sure to extend written invitations for hosts/hostesses well in advance and to send thank you emails afterward. Get together with the presenters just before the session to clarify last minute details and any itinerary changes. Hosts/hostesses should turn in attendance and evaluation forms for each session.

Session rooms should be marked with large signs. Some workshops may need special equipment such as audio-visual, microphones, computers and internet access.

Session reminders and any itinerary changes should be announced over the public address system in the College Fair Session area.

5.9 Food Services

An experienced person should be in charge with several assistants, depending on the size of the program. PTA or parent clubs and student groups are often anxious to provide this service in order to raise money for their respective programs.
5.10 *Hospitality Area*

It may be appropriate to staff the hospitality area at all times, depending on the type of refreshments served, location, and security needs. PTA or parent club personnel can often be counted on to serve as hosts and may be able to provide refreshments.

6. **College and University Representation**

6.1 *Participation Determination*

Under guidelines established by the Statewide Intersegmental Coordinating Committee, the designated collegiate participants in your program are the campuses of the University of California (UC) and the California State University (CSU), member institutions of the Association of Independent California Colleges and Universities (AICCU), and your area community college(s).

With regard to additional participants than those listed above, please invite only if you have adequate facilities to conveniently accommodate all of the California representatives and if the additional participation will not detract from the primary purpose of your program. If student interests warrant it, proprietary institutions may be considered.

6.2 *Extending Participation Invitations*

The Statewide Coordinator will automatically extend participation invitations to all UC, CSU, and AICCU member institutions. A list of participants in your program will be available online, login instructions will be sent to you by the Statewide Coordinator.

**You should not duplicate requests for registration to any of these colleges and universities.** Feel free, however, to provide any of these campuses with additional information about your program and to encourage their participation. In doing so, make sure to refer to the invitation already extended by the Statewide Coordinator and indicate they must respond directly to the Statewide Coordinator concerning their participation.

It is your responsibility to make all of the necessary participation arrangements for all other postsecondary institutions and agencies.
The Statewide Coordinator will not provide a schedule of College Nights programs to institutions other than UC, CSU, California Community Colleges, and AICCU member institutions.

6.3 Final Program Details

It is your responsibility to send final program detail information to the participating colleges and universities. A form confirmation email is fine (See Appendix K). Your email should arrive at least two weeks (14 days) in advance of your program date, if possible. Address your correspondence to a specific person at each college/university unless instructed to do otherwise by the institution. Colleges and universities are responsible for providing the Statewide Coordinator with a current contact name and address. The campus’ contact will forward program details to the representative on your behalf.

Your email should contain the following information:

- a map indicating how to get to the program site, where to unload, park and initially report, tram/shuttle service availability, and if necessary, a parking permit;

- whether unloading personnel (students) and equipment (carts, dollies, etc.) will be available;

- time when the representatives can begin to set up, program times and itinerary;

- table accommodations, access to electrical outlets, and food service availability, and the extent of refreshments that will be made available, i.e., water, coffee, etc;

- a list of participating schools and an estimated attendance from local middle and/or high schools;

- overnight accommodations and restaurant suggestions (for out-of-area representatives);

- a “day of” person, with phone number (mobile suggested) and email address, to contact for further information, upon arrival or in case of cancellation or delay; and
• whether you can accommodate materials sent in advance and how the representative can access the materials.

• is wireless internet ("wifi") available, and if so, is there a cost.

Detailed information provided in advance will help to ensure a successful event and will clarify expectations, particularly if your program is no longer able to provide the same level of service you provided in prior years.

6.4 Campus Representation

Most colleges and universities will be represented by one person although some may wish to bring additional personnel. Any limitation to the number of representatives per campus that can be accommodated should be communicated in advance to the participating colleges.

Each campus represented should be provided with one table site, regardless of the number of different offices participating. Exceptions should be worked out, in advance, between program hosts and concerned campuses.

Occasionally a campus may choose to be represented by another campus whose representative is attending the event. Commonly referred to as the "buddy system", it is important for hosts and representatives to communicate beforehand when these situations will occur. It is important for the host to understand how the attendee will represent the absent campus, and understand details such as whether a separate table and sign is expected for the absent representative.

California colleges and universities should be represented by professional admissions and outreach staff. If other persons such as faculty, alumni or students serve as representatives, they are expected to have received appropriate training.

Representatives and hosts are expected to conduct themselves in a manner that reflects the core values and member conventions as outlined in the NACAC Statement of Principles and Good Practice, available at https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/spgp_10_1_2016_final.pdf. Unprofessional behavior exhibited by a representative or host should be brought to the attention of the Statewide Coordinator and the college/university outreach office from the representative’s campus.
6.5 *Hospitality*

Provide a well-marked, reserved parking areas for the representatives close to your program site as well as an unloading area immediately adjacent to the site. Provide students to assist representatives with unloading and bringing materials to their tables. If possible, provide carts and/or dollies to assist the representatives in transporting materials.

Designate a “check-in” station where the representatives will initially report. Your information table will suffice for this purpose. Have the representatives sign in and pick up their nametags and evaluation forms. Direct them to their table in the College Fair Session area. Indicate hospitality arrangements, the person to contact if further assistance is needed, and any other last-minute details.

Some colleges may wish to forward materials to you in advance for storage. If storage is not feasible notify them in your email. If you are able to store materials, but not transport them to the program site, alert the colleges to this as well.

Allow the representatives to set up at least an hour in advance of your program starting time.

If provided, set up coffee and light refreshments in your hospitality area up to an hour in advance of your program starting time and during the program.

Consider hosting a dinner for the representatives and your staff before the program. Extend the invitation well in advance. Be sure to ask for an RSVP and indicate if there will be a charge for the dinner.

6.6 *Accommodating Unannounced Colleges*

If college representatives show up for whom you have no advance record of their participation plans, try to accommodate them if you can. Remember, it may not be the fault of the individual at your doorstep. Following the event notify the Outreach Director of the college that sent the unannounced representative. College representatives are expected to confirm their attendance. Planning in advance for this contingency by having extra tables and sign making equipment will enable you to more easily make a necessary adjustment.
7. Program Participants

7.1 High School

All high school students and their parents are your primary target group for fall programs. Encourage other individuals to attend if you have space to accommodate them.

Don’t forget to invite private and parochial schools in your area to participate in your program.

The college representatives generally do not favor involving large numbers of junior high school students.

Please make a special attempt to encourage attendance by students and parents who are traditionally underrepresented in higher education because of their family educational or economic background. Ask for logistical support from your area college and university student outreach program, Educational Opportunity, Extended Opportunity Programs and Services (EOPS), Upward Bound and other similar programs.

Invitations should be extended to all members of the high school community, including faculty, guidance and career center staff, administrators, and the school board.

7.2 Community College

Consider sending an invitation to your area community college students. A number of them may not be able to attend the Transfer Day Program hosted by their community college either during the week of your program or at another time during the year. This announcement should be sent to the Transfer Center Director at the community college. If requests for information are made by the Transfer Center Director, send the number and preferred materials to the representative.

7.3 Community

Extend an “open” invitation to your community to participate in your program. Your invitation may reach students and parents who did not receive the invitation through regular publicity channels and those persons not currently enrolled but who are considering college attendance.
8. **Preparatory Programs**

8.1 *General*

Your participating schools should make a concerted effort to prepare their students for the college night experience. The activities described below have been implemented by a number of schools to enhance student preparation.

8.2 *Preparatory Program Activities*

Ask your area colleges and universities to visit participating schools during the weeks preceding your program to provide college planning information and guidance to students.

Offer a series of workshops to your students on college and career planning.

Have your student newspaper do a series of articles on college and career planning.

Have your English, speech, art, and other related departments give classroom assignments dealing with college and career planning.

Invite former students who are enrolled in college or who have graduated to speak to your students about their experiences.

Conduct a student contest for developing the best “theme” for your College Night program.

Have students identify colleges in which they might be interested, research information on the colleges, and write a report on their findings after the program.

Visit classrooms, announce the event, and hand out Information Request Cards for students to fill out and bring to the College Night.
9. Publicity

9.1 General

Effective publicity is vital to the success of your program. Publicity efforts should be “stepped up” during the days immediately preceding your program.

9.2 Publicity Efforts

The activities described under 8.2, Preparatory Program Activities, all serve to publicize your program.

Direct mailing of program invitations to the homes of students is a highly effective means of publicizing your program. Also consider opportunities electronic communication tools, such as email to “evite” students to your program, social media platforms, instant messaging, and so forth.

Prepare and distribute a program flyer. An 8.5 x 11 inch flyer, printed back-to-back, can be inexpensively produced in volume and used in a variety of publicity modes. The flyer can be enlarged to serve as a poster. It should contain the following information, which could also be included on a school or district web site:

- date, time and site;
- sponsorship;
- who should attend;
- map of how to get to site, where to park, and program location;
- itinerary;
- names of colleges planning to participate; and
- who to contact for further information.
Also useful are:

- announcements on campus bulletin boards; in student newspapers, PTA or parent club newsletters, faculty and staff bulletins; in district mailings to parents and students;

- announcements over school-wide public address systems, on-campus radio stations, in classrooms, and at various student activity and athletic events;

- announcements attached to University of California, California State University, AICCU and community college materials;

- announcements on school and community web sites;

- banners, posters, displays, campus entrance signs;

- news releases to area media, fraternity and sorority alumni and other community groups, and appearances on “talk shows,” and at related community events.

9.3 Program Hand-Out Materials

Prepare and distribute to participants a printed program which provides a schedule of activities, a list of participating colleges (you might want to include a floor plan showing locations), and any special announcements you wish to make.

Distribute material collection bags to program participants. The bags may be obtained from a variety of community sources, including college bookstores and the military.

Prepare and distribute materials to assist participants in their discussion with the representatives, e.g., Information Request Cards, Questions to Ask College Representatives and College Planning Terms You Should Know (see Appendices C and D).

Particular attention should be directed to ensuring that communications with persons with disabilities are as effective as the communications with others. Institutions are obligated to make available appropriate auxiliary aids and services, such as qualified interpreters, note takers, readers, Braille
and large print materials (Title II, Americans with Disabilities Act, July 1990). These efforts ought to be coordinated with the individual responsible for programs and activities for persons with disabilities at the host institution.

10. Evaluation and Staff Recognition

10.1 General

Develop an effective program evaluation system to serve as a foundation for future program planning. Ask program participants, college representatives, and your program staff to participate.

Keep the evaluation forms simple, easy to fill out, and focused on constructive suggestions for future programs.

Be sure to indicate in program handout materials and over your public address system procedures for completing and returning the evaluation forms.

10.2 Evaluation Activities

The Statewide Intersegmental Coordinating Committee will conduct a comprehensive evaluation by the program hosts at the end of the program (see Appendix F). You may also want to conduct your own evaluation by the college representatives during the program (please see Appendix E for a prototype). If you choose to do so, include the evaluation form in the materials given to the representatives upon arrival and collect them at the end of the program. A non-descript collection box is suggested to encourage more candid feedback.

Use students to interview program participants as they leave the program site. The students can use clipboards and brief evaluation forms which can be filled out in a matter of seconds.

Provide students who are bused to the programs with evaluation forms to be completed and returned to their counselors during the trip home.

Schedule a meeting of your program planning committee as soon as possible after the event is conducted to evaluate your program. A written summary of comments and suggestions should be prepared for future use.
Your program participant sign-in roster, if you use one, will give you data on program attendance by participating school and class level and should be shared with the schools along with other evaluation summaries.

Evaluation forms can be distributed to program participants upon arrival or handed out at the workshop sessions and collected at the last session.

10.3 Staff Recognition

Provide some form of recognition to all of your program staff. Consider:

- a luncheon or dinner
- certificates
- a letter of appreciation (with copies to supervisors)
- gift certificates
The Transfer Days/College Nights Subcommittee of the Intersegmental Coordinating Committee (ICC) was established in 1991. It is responsible for the administration and coordination of California Transfer Days/College Nights.

This intersegmental group develops and enforces policies of Transfer Days/College Nights described in this publication. The Subcommittee is comprised of seventeen members; three representatives from each of the four higher education segments (one representative from each segment is a systemwide representative; one is a campus representative from the North, and one is a campus representative from the South); three high school representatives and a representative from the Department of Education; one Statewide Coordinator. The ICC Liaison sits on the Intersegmental Coordinating Committee’s Transfer Committee, and one member serves as Chair of the Subcommittee.

The ICC Liaison, in consultation with and with the assistance of the Subcommittee members, oversees the implementation of program policies; develops and reviews the annual timeline and budget; provides annual reports; institutes program evaluation; and reports to the Intersegmental Coordinating Committee.

The Chair, in consultation with and with the assistance of the Subcommittee members, updates program policies and guidelines; reviews routine correspondence sent to program hosts and campus representatives; convenes Subcommittee meetings and conference calls; and facilitates day-to-day engagements of the group.

The Statewide Coordinator develops the northern and southern schedules; conducts the necessary written and oral communication with program hosts and college campus representatives; and reports to the Transfer Days/College Nights Subcommittee, and the Statewide Intersegmental Coordinating Committee. In addition, the Statewide Coordinator responds to daily program inquiries and consults with California Transfer Days/College Nights Program hosts regarding program planning and implementation.

The Subcommittee convenes a meeting at least twice a year and holds conference calls every other month to discuss issues related to the program.
Policy Agreements

- California public (UC and CSU) and AICCU members institutions will be sent a program schedule.

- ROTC programs affiliated with member institutions/military academies will receive a program schedule and list of host contacts upon request.

- Military recruiters will not be sent a program schedule.

- Proprietary institutions will not be sent a program schedule.

- Non member-AICCU independent institutions will not be sent a program schedule.

- Non-degree granting independent institutions will not be sent a program schedule.

- Out-of-state institutions will not be sent a program schedule.

- Programs not approved by the Statewide Coordinator in consultation with the Subcommittee and Intersegmental Coordinating Committee will not be placed on the Transfer Days/College Nights Calendar.

- Non-qualifying institutions seeking participation will be at the discretion of the host. Those not meeting eligibility for receiving a schedule must solicit permission from the host directly.

- The statewide coordinator reserves the right to remove events from the calendar at any time per the request of the event host, or upon violation of the guidelines.

- Satellite campuses (calendar events) may be considered should the satellite campus be a minimum 15 miles distance from the main campus, and events at both the main campus and satellite campus would serve different student populations.
Appendix B

Statewide Coordinator’s Scheduling Procedures

January
- Statewide Coordinator updates all contact lists for the event hosts and campus representatives
- TD and CN events statewide are scheduled on two separate calendars: one for Northern CA and one for Southern CA.
- Statewide Coordinator distributes tentative calendars to all event hosts for event date confirmation.

February / March
- Statewide Coordinator works with event hosts to resolve any date conflicts.
- North and South event calendars are finalized by March 31st.

April / May
- Finalized calendars and event host contact lists are distributed to all campus representatives by April 15th.
- Statewide Coordinator begins the upload of all event information to the online registration system and online calendar.
- Statewide Coordinator continues to work with event hosts that may have conflicts arise.
- Campus representatives receive notification of any changes to the schedule of events.

June / July
- Online registration opens to all campus representatives, with instructions distributed by June 1st.
- Online registration closes July 30th.

August / September
- All event hosts receive instructions by August 1st regarding running online participant reports.
- Events begin per the calendars.
- Statewide Coordinator interacts with campus representatives and event hosts regarding event schedule changes, conflicts and issues that arise.

October / November
- Events continue per the calendars.
- Statewide Coordinator continues to interact with campus representatives and event hosts regarding event schedule changes, conflicts and issues that arise.

December
- Statewide Coordinator completes an annual report for Northern CA and Southern CA events, to distribute to TD/CN ICC sub-committee.
Appendix C

Questions to Ask College Representatives

What are your campus and community like?

- Is your college located in an urban, suburban or rural setting?
- What kinds of social, cultural and recreational activities are available on the campus and in the community?
- How far away from my home is your campus? How much time does it take to get there by car, by public transportation?
- Will I need a car to get around? Does public transportation (bus) provide easy access to the campus and community?
- How many students are enrolled? In my major? From my community/school?
- Are you on the semester or quarter system? When do classes begin, end?

Tell me about your programs.

- Do you offer my anticipated major?
- Are advanced degrees (master’s, doctorate) offered?
- Is my degree program accredited? By whom? What level (undergraduate/graduate)?
- What other programs do you offer which will support my major?
- May I enroll part-time, take courses in the late afternoons, evenings, weekends or during the summer?
- Are there internship opportunities available on campus or in the community?
- Do you have an honors program?
How much does your college cost?

- What are the costs of tuition or registration fees, books and supplies, housing, parking, etc.?
- When do I pay those fees?
- What are the chances fees will be increased and when will I know?
- Is financial aid available?
- What kinds of financial assistance are available?
- When and how do I apply for financial aid? Do I apply for campus scholarships separately?
- How do you determine if I qualify for assistance?
- When will I be notified if I will or will not receive assistance?
- Will financial aid cover my entire need?
- Are there special kinds of assistance for students from certain ethnic minorities and other underrepresented groups?
- Is it easy to get a part-time job on campus or in the community?

What about housing?

- Do you have campus residence halls?
- Do I have to live on campus?
- How and when do I apply? When will I know if you have room for me?
- May I choose my roommate?
- When do I have to sign a contract, submit a deposit to confirm my room?
- Is it easy to find a place to live near campus? What are the cost ranges?
Will I be eligible for admission?

- What are your admission requirements for freshmen, for transfers? Do you have an early admission plan?

- Do you have a special admission program for low-income students? How can I qualify? What kinds of special help will be available to me after I enroll?

- How do you determine my grade if I repeat a course?

- Will a course in which I received a “D” grade count?

- How do you recognize honors, AP, IB and transferable college courses?

- May I take summer courses after I graduate from high school to qualify?

- What is the admissions priority of transfer students from community colleges, from four-year colleges?

- If I go to a community college first, will my credits transfer? How and when will I know?

How do I apply for admission?

- Where, when and how can I get an application?

- When can I first apply? What is your application deadline date?

- May I apply to more than one campus in your system? How? May I have my application transferred from one campus to another if I change my mind?

- When do I have to submit transcripts, test scores and other admissions materials?

- When will I be notified if I have been admitted?

- Is my anticipated major overcrowded (impacted)? If so, what special requirements do I need to meet? If I’m not accepted in my major, what are my options?
What else do I need to know?

- May I take courses at your college for college credit before I graduate from high school? What are the requirements for enrolling? When and how do I sign up?

- How do I make arrangements to take a tour of your campus?

- Do you have an open house program for prospective students? Who do I contact for more information, and when?
Appendix D

College Planning Terms
You Should Know

Postsecondary Education in California

- California Private Postsecondary Institutions -- Some 2,500 independent educational institutions and agencies which offer occupational instruction beyond high school.

- Higher Education -- Postsecondary educational instruction offered at the collegiate level.

- Independent California Colleges and Universities -- Includes 76 fully accredited independent colleges and universities affiliated with the Association of Independent California Colleges and Universities (AICCU).

- Postsecondary Education -- Educational instruction offered beyond high school.

- The California Community Colleges -- Includes 112 two-year colleges and numerous branch campuses.

- The California State University (CSU) -- Includes the following campuses: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San José, San Luis Obispo, San Marcos, Sonoma and Stanislaus.

- The University of California (UC) -- Includes the following campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara and Santa Cruz.

Types of Instruction

- Correspondence -- Home study courses which may occasionally involve on-campus participation.

- Extension -- Instruction offered at various off-campus, community sites during the regular school year.
• **Full-Time/Part-Time** -- Student status based on the number of enrolled units. Often used to determine fees and eligibility for services.

• **Graduate/Professional** -- Courses offered beyond the bachelor’s degree level. Also, students who have received a bachelor’s degree and who are enrolled in post-baccalaureate instruction.

• **Intersession** -- a period between two terms. Colleges commonly provide accelerated courses during intersession.

• **Lower Division** -- Courses offered for freshman/sophomore level credit. Also, students whose class level is freshman or sophomore.

• **Online** -- instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Also referred to more formally as *Distance Education*. Courses utilizing a blend of online and traditional in-person instruction are commonly referred to as *Hybrid* courses.

• **Quarter System** -- Approximately 10 weeks of instruction offered three times a year, during the fall, winter and spring. Some colleges also offer a summer quarter. Fall quarter normally runs from late September or early October to mid-December; winter quarter from early January to mid or late March; spring quarter from late March or early April to mid- or late June.

• **Semester System** -- Both the regular and early semester systems offer approximately 15 weeks of instruction in the fall and in the spring. Under the regular system, fall semester normally runs from early or mid-September to mid or late January; spring semester from later January or early February to late May or early June. Under the early system, fall semester normally runs from late August or early September to mid-December. Spring semester runs from mid or late January to mid-May.

• **Summer Session** -- The period of instruction offered between June and August.

• **Undergraduate** -- Courses offered for freshman through senior level credit. Also, students who have not completed a bachelor’s degree.

• **Upper Division** -- Courses offered for junior/senior class level credit. Also, students whose class level is junior or senior.
Degree/Program Terms

- **Accredited** -- A college or program which has been certified as fulfilling certain standards by a national and/or regional professional association.

- **American Institutions and Ideals** -- Courses required by the CSU to ensure each student is knowledgeable about the Constitution of the United States, American History, and state and local government. All CCCs have designated courses that meet this requirement.

- **Associate Degree** -- An Associate of Arts or Sciences degree, awarded by a community college upon completion of a two-year program.

- **Associate Degree for Transfer (AA-T or AS-T)** -- Students who earn an AA-T or AS-T degree and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU, but not necessarily to a particular campus or major. With the special degree, you may be given a GPA bump when applying to an impacted campus outside your local area or an impacted major that is deemed similar. In addition, once at the CSU, if you are admitted and enrolled in a designated similar degree program you have the opportunity to complete your bachelor’s degree with as little as 60 semester units or 90 quarter units of coursework.

- **Bachelor’s (Baccalaureate) Degree** -- A Bachelor of Arts, Sciences or related degree, awarded upon completion of a four-year program.

- **Certificate** -- Awarded upon completion of a prescribed series of courses, usually at a community college, and normally completed in a year or less time.

- **Concentration** -- An option or special emphasis within a degree program. Note, some universities use the term *Option* in place of Concentration.

- **Doctorate Degree** -- A Ph.D. or related degree, awarded upon the completion of a prescribed program beyond the master’s degree level.

- **General Education/Breadth Requirement** -- A group of foundation courses in several disciplines required for graduation which all students are expected to meet regardless of major field.

- **Golden Four** -- Of the minimum 30 semester units required in general education for upper-division CSU transfer admission, four courses must qualify for Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative Reasoning.
- **Intersegmental General Education Transfer Curriculum (IGETC)** -- The transfer core curriculum which fulfills the lower division general education requirements of both the UC and CSU institutions.

- **Liberal Arts** -- Programs/courses in the humanities, natural sciences and social sciences.

- **Major** -- A group of courses in a single academic discipline which leads to a degree.

- **Master’s Degree** -- A Master of Arts, Sciences or related degree, awarded upon completion of one or two years of study beyond the bachelor’s level.

- **Minor** -- A secondary field of studies outside of the major field. Some degree programs require a minor.

- **Occupational/Vocational Programs** -- Postsecondary education programs leading directly to employment upon completion of two years or less coursework.

- **Pre-Professional** -- Undergraduate coursework either recommended or required for enrollment in professional schools.

- **Professional Schools** -- Law, medicine, dentistry, veterinary medicine, pharmacy and other health science schools, which require or recommend specific undergraduate preparation.

- **Seven Course Pattern** -- To be considered for UC transfer admission as a junior, students must complete a pattern of seven UC-transferable college courses. Each course must be worth at least 3 semester/4-5 quarter units, and must be passed with a grade of C or better. Use www.ASSIST.org to find transferable courses at a community college.

  - 2 courses in English composition
  - 1 course in mathematical concepts and quantitative reasoning
  - 4 courses from at least 2 of the following subject areas:
    - arts and humanities
    - social and behavioral sciences
    - physical and biological sciences

- **Teaching Credential** -- A basic multiple or single subjects teaching certification obtained upon completion of a bachelor’s degree and prescribed professional education requirements in four or more years of college.
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- **Transfer Program** -- A community college program, which provides the first two years of preparation for the baccalaureate degree.

- **Transfer Admission Guarantee (TAG) Program** -- A community college program, which provides the first two years of preparation for the baccalaureate degree. Six UC campuses offer the Transfer Admission Guarantee (TAG) program for California community college students who meet specific requirements. By participating in TAG, students will receive early review of academic records, early admission notification and specific guidance about major preparation and general education coursework. TAG applications are due Sept. 30, but students can only apply for a TAG at one campus.

**Admission**

- **Application Filing Periods** -- The periods during which applications may be submitted.

- **Intent to Enroll/Statement of Intent to Register** -- The University of California and many independent colleges require admitted students to indicate their intention to enroll by submitting a statement and/or deposit by a specified date.

- **Eligibility** -- High school grades, completion of specified subjects, test scores, autobiography, interview, awards, activities and other evidences of past or potential achievement which may be required to determine admission to an institution.

- **Exceptions/Special Action Admission** -- A limited number of students may be admitted to some colleges as exceptions to the regular admission requirements based on special circumstances.

- **Honors Points** -- The University of California (UC), the California State University (CSU), and many AICCU’s assign extra grade points for up to four yearlong UC-certified honors level, Advanced Placement, and/or UC-designated International Baccalaureate courses taken in grades 10, 11 and 12. College-level courses in the “a-g” college preparatory subjects that are transferable to the University of California, for the UC gpa, and to the California State University, for the CSU gpa, are also assigned honors grade points. A maximum of two yearlong courses taken in grade 10 are assigned honors points. Grades of D are not assigned extra honors points.

- **Impacted/Selective Programs** -- Some institutions receive more applications than program space available. Applicants, or prospective applicants, normally must
apply during a specified time period and participate in a competitive selection process.

- Impacted/Selective Campuses – Similar to impacted/selective programs; however, in this instance the campus has exhausted existing enrollment capacity in terms of instructional resource or physical enrollment capacity, and therefore must restrict enrollment to the campus for a specific enrollment category (i.e.: first time freshman).

- Matriculation -- The process of initially enrolling in college through payment of fees and registration of classes. It may also include an orientation, assessment, and a counseling and advising component at the California Community Colleges.

- Non-Restrictive Application Plans – All of these plans allow students to wait until May 1 to confirm enrollment.
  
  - **Regular Decision** is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.
  
  - **Rolling Admission** is the application process in which an institution reviews applications as they are completed and renders admissions decisions to students through the admission cycle. A student may apply to other institutions without restriction.
  
  - **Early Action (EA)** is the application process in which students apply to an institution of preference and receive a decision well in advance of the institution’s regular response date. Students who are admitted under Early Action are not obligated to accept the institution’s officer of admission or to submit a deposit prior to May 1. Under nonrestrictive Early Action, a student may apply to other colleges. Also referred to as Early Admission.

- Resident/Non-Resident Status - Student status based on place of legal residence. Non-residents (out-of-state/foreign students) who attend public colleges must pay higher fees and often meet higher admissions requirements than resident students. Exemption from paying non-resident tuition is determined by the requirements set forth in legislation commonly referred to as AB540. Does not apply to students who attend independent or private colleges.

- Restrictive Application Plans - These are plans that allow institutions to limit students from applying to other early plans.
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- **Early Decision (ED)** is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. While pursing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the Early Decision deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission.

Institutions with Early Decision plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their Early Decision agreement.

- **Restrictive Early Action (REA)** is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution’s regular response date. Institutions with Restrictive Early Action plans place restrictions on student applications to other early plans. Institutions will clearly articulate these restrictions in their Early Action policies and agreements with students. Students who are admitted under Restrictive Early Action are not obligated to accept the institution’s offer of admission or to submit a deposit prior to May 1.*

- **Registration** - The time students select classes and pay fees.

Examinations/Tests

- **American College Test (ACT) Assessment (with or without writing)** — ACT assesses high school students’ general education development and students ability to complete college-level work.

- **Advanced Placement (AP)** - Designated honors level courses may provide college credit for students scoring at a certain level on an AP examination. AP examinations are given in May of each year.

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*NACAC’s *Statement of Principles of Good Practice.*
- **College Level Examination Program (CLEP)** - The CLEP program is a set of standardized tests in various subjects, in which qualifying scores can be used to earn college or university credits. CLEP credit is not accepted by UC campuses.

- **Early Assessment Program (EAP)** - The EAP program helps high school students determine if their English and math skills are ready for college at a CSU or CCC campus.

- **International Baccalaureate (IB) Organization** - The IBO’s Diploma Program is a comprehensive two-year international high school curriculum that leads to IB Examinations and an IB High School Diploma. Courses may provide college credit for students scoring at a certain level on an IB examination.

- **Placement Tests** - Tests administered by colleges to determine the entry level placement of students in certain basic courses such as English, mathematics, foreign language and science.

- **SAT Reasoning Test** -- Most four-year colleges use this test or ACT assessments to help determine admissions eligibility.

- **SAT Subject Tests** - A series of subject matter tests administered by the College Board, which are used by highly selective colleges for admissions and/or course placement purposes. SAT Subject Tests are not required for the University of California; however, the tests are recommended for certain selective majors (consult a counselor to identify majors). The California State University does not require these tests.

- **TOEFL** - The Test of English as a Foreign Language is used to evaluate the English proficiency of people whose native language is not English. The test in listening, reading comprehension and structure/written expression measures the ability to understand North American English.

### Costs/Financial Aid

- **Cal Grants** - California financial aid program available to California college-bound students based on high school academic achievement or family financial need. Students should submit the Cal Grant Grade Verification Form as soon as it is available in their senior year.

- **College Costs** - The costs of attending college include tuition/registration fees, books/supplies, housing, transportation and personal expenses.
• **Tuition/Registration Fees** - Charges based on such factors as the number of units taken and the cost of supplies, equipment, parking and related fees.

• **Financial Aid** - Money available from colleges and universities, the federal and/or state government, and various community sources to help meet college expenses. Aid possibilities include grants, loans, scholarships and work-study programs.

• **Financial Aid Application** - In California, the Free Application for Federal Student Aid form (FAFSA) is used to apply for most forms of need-based financial aid. The FAFSA is required to be considered for federal and state aid.

• **Net Costs/Net Price Calculator** -- The real cost to students: Cost of Attendance minus the total grants and scholarships. All officially recognized colleges and universities have a net price calculator available on their website for both dependent and independent students to estimate their Net Cost.

• **Pell Grant** - The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Grant amounts are dependent on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less.

• **Total Cost of Attendance (COA)/ College Costs** – The COA is the estimated full and reasonable cost of completing a full year as a full-time student. The COA is published by each educational institution and typically includes books and supplies, tuition and fees, room and board, and personal and transportation costs.

**Special College Programs and Services**

• **Academic Preparation Program Reference and Information System (APPRIS)** - APPRIS offers information about the major academic preparation programs operating throughout California’s public education system.

• **California Work Opportunity and Responsibility to Kids (CalWORKs)** – CalWORKs is a welfare program that provides cash aid and services to eligible needy California families.

• **Cooperative Education Programs** - Combine classroom and related work experience. Students alternate college coursework and related work internship by term or concurrently enroll in college and serve an internship on a part-time basis.
• **Cooperative Agencies Resources for Education (CARE)** - CARE is a supplemental component of EOPS that specifically assists EOPS students, who are single heads of welfare households with young children, by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families. Every CARE student is an EOPS student who must meet the eligibility criteria for both programs.

• **Disabled Students Program and Services (DSPS)** - Programs provided for students with verified disabilities and whose functional limitations require specialized services (e.g. counseling, mobility assistance, readers, interpreters, note takers, tutoring and test-taking assistance). Otherwise known as Disability Resource Centers (DRC), and Disabled Students Programs (DSP).

• **Early Academic Outreach Program (EAOP)** – Administered by the University of California, EAOP works directly with students at underserved schools to increase the number of students who have the opportunity to achieve a college education.

• **Educational Opportunity Programs (EOP)** - University of California and California State University programs which provide special admission and enrollment support services for students who normally do not meet regular admission requirements and are economically disadvantaged, but who demonstrate the potential to succeed with help. Emphasis is primarily of students who may not have been able to attend college because of cultural, economic or educational background. Similar programs are offered by many other colleges under different names.

• **Extended Opportunity Programs and Services (EOPS)** - Community college program designed to provide services to students affected by language, social, and economic handicaps to achieve their educational objective and goals. This includes associate degrees, transferring to four-year institutions, job skills, and occupational certificates.

• **Foster Youth Programs** – Community college program designed to provide quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.

• **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** – A federal grant program for states and partnerships to provide services at high-poverty middle and high schools with the goal of increasing the number of low-
income students who are prepared to enter and succeed in postsecondary education.

- **Honors Programs** - Provide special courses for high academic achievers often within the framework of general education. Programs may feature workshops, seminars and small group discussion sessions.

- **Internships/Co-ops** - Provide students with opportunities to obtain credit through a carefully monitored campus or community work experience related to educational objectives.

- **Math, Engineering, & Science Achievement (MESA)** -- the MESA program serves educationally disadvantaged students seeking careers in math, science and engineering fields.

- **PUENTE** – The PUENTE program provides academic and personal mentoring programs for community college students, and a college preparatory program for high school students, with a goal of increasing the number of underrepresented students enrolling and successfully completing college degree programs.

- **Reserve Officers Training Corps (ROTC)** - A program which upon completion of four years of appropriate college coursework and training, leads to a commission in the U.S. Army, Air Force, or Navy.

- **Residence Halls (Dormitories)** - Campus living facilities usually reserved for unmarried students.

- **STEM Programs** - Science, technology, engineering, and mathematics (STEM) education is used to identify individual subjects, a stand-alone course, a sequence of courses, activities involving any of the four areas, a STEM-related course, or an interconnected or integrated program of study.

- **Study Abroad/International Study Programs** - Provide a year or more of study at a cooperating college in a foreign country with credit counting toward graduation requirements.

- **Umoja Program** - Umoja is a community of educators and learners committed to the academic success, personal growth and self-actualization of African American and other students.

- **Veterans Services** – Programs available to veterans or current servicemen and women who reside in California or who are stationed in California. Initiatives such as Troops to College provide educational opportunities and assistance to
active duty service members and veterans by the CCC, CSU, and UC colleges and related agencies.
Appendix E

Host Evaluation Instruments

Program Note: This first appendix sample is for program hosts who wish to conduct their own event survey (see section 10.2 Evaluation Activities). The second and third appendix samples reflect online surveys that will be forwarded by the Statewide Coordinator to representatives and program hosts.

*** SAMPLE ***

California Transfer Days/College Nights Program
College Representative Evaluation Form

Please evaluate our program on the basis of the factors listed below. We are particularly interested in your comments concerning those program elements which you feel should have been within our control. Also, we would like to have your constructive suggestions for future improvements in our program. Please return this evaluation form to your program host.

ONLINE REGISTRATION (user-friendly, confirmation of registration, necessary information available online):
needs improvement
1 2 3 4 5 6 7

PRE-PROGRAM DETAILS MAILED TO REPRESENTATIVES (timeliness of mailing, completeness of arrival instructions and program details):
needs improvement
1 2 3 4 5 6 7

ARRIVAL ARRANGEMENTS (parking availability and access to program areas):
needs improvement
1 2 3 4 5 6 7

PHYSICAL ARRANGEMENTS (program times, suitability of location and facilities, adequacy of program set-up--tables, signs, etc.):
needs improvement
1 2 3 4 5 6 7

HOSPITALITY (coffee, light refreshments):
needs improvement
1 2 3 4 5 6 7
**ATTENDANCE** *(students, parents, counselors, general public):*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs improvement</td>
<td>fine as is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVIDENCE OF STUDENT PREPARATION** *(based on questions asked by students):*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs improvement</td>
<td>fine as is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL PROGRAM RATING** *(circle one number):*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs improvement</td>
<td>fine as is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDATIONS FOR FUTURE PROGRAMS** *(use back of page if necessary):*

*If you would like to discuss the event in more detail, please provide your contact information below, otherwise leave blank.*

**EVALUATOR** ____________________________  **DATE** ______________

*(optional- name of college/university and representative)*
Appendix F

Online Evaluation Surveys

Representative Online Survey (example)

<table>
<thead>
<tr>
<th>College Fair Attendee Survey</th>
<th>Exit this survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Default Section</td>
<td></td>
</tr>
<tr>
<td>1. Which college fair are you evaluating?</td>
<td></td>
</tr>
<tr>
<td>Please select only one college fair to evaluate</td>
<td></td>
</tr>
<tr>
<td>Transfer North</td>
<td>High School North</td>
</tr>
<tr>
<td>2. Do you recommend we provide this college fair next year?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If no, why not?</td>
<td></td>
</tr>
<tr>
<td>3. Please rate the following using a scale of 1-5 with 5 being the highest:</td>
<td></td>
</tr>
<tr>
<td>Contact with the college fair host</td>
<td>1</td>
</tr>
<tr>
<td>Confirmation provided clear directions and map</td>
<td>1</td>
</tr>
<tr>
<td>4. Please rate the following using a scale of 1-5 with 5 being the highest:</td>
<td></td>
</tr>
<tr>
<td>Parking</td>
<td>1</td>
</tr>
<tr>
<td>On-site check-in</td>
<td>1</td>
</tr>
<tr>
<td>Table location</td>
<td>1</td>
</tr>
<tr>
<td>Table space</td>
<td>1</td>
</tr>
<tr>
<td>Attendance</td>
<td>1</td>
</tr>
<tr>
<td>Student contacts</td>
<td>1</td>
</tr>
<tr>
<td>Date of fair</td>
<td>1</td>
</tr>
<tr>
<td>Hours of fair</td>
<td>1</td>
</tr>
<tr>
<td>Hospitality</td>
<td>1</td>
</tr>
<tr>
<td>Overall Organization</td>
<td>1</td>
</tr>
<tr>
<td>5. Please indicate where you would recommend the Transfer Days/College Fights committee consider adding a college fair.</td>
<td></td>
</tr>
</tbody>
</table>
Host Online Survey (example)

1. Which college fair did you host?
   - Transfer North
   - High School North
   - Transfer South
   - High School Night South
   Please select only one location

2. Did campus attendance meet your expectations?
   - Yes
   - No
   California State University System
   University of California System
   California Independent Colleges and Universities
   If no, please explain:

3. On a scale of 1 to 5 with 5 being the highest, do you feel college representatives...
   - CSU
   - UC
   - California Independent College and Universities
   Arrived on time
   Were well trained
   Stayed to the end of the event
   Gave out appropriate information
   Other (please specify):

4. Did you have any problems with a particular college/university?
   - Yes
   - No
   If yes, please elaborate:

5. How many colleges/universities were no-shows for the college fair without prior notice?
   - Registered and did not show
   Number of No-Shows
   Please list the college/universities that did not show.

6. How many students do you estimate attended the college fair?
   - Estimate Number of Attendance
   Range of Attendance

7. On a scale of 1 to 5 with 5 being the highest, please rate the effectiveness of the online registration system.
   - 1
   - 2
   - 3
   - 4
   - 5

8. Additional comments/concerns:

   [Survey Interface]
Appendix G

Best Practices Quick Reference for Hosts

1. Identify a person to be in charge, and to serve as the primary contact. Also consider identifying an alternate contact. **Tips** - be sure to notify the statewide coordinator of any assignment changes, and establish a special event email account at the high school or college.

2. Return the Event Confirmation form as quickly as possible so the statewide coordinator has both the updated contact person information and the event site.

3. Review the distributed statewide event calendar to find your school/college's assigned event date and location from the statewide coordinator. **Tip** - Add the date to your school/college's master calendar. [http://www.trumba.com/calendars/tdcn-2017-fall-calendar](http://www.trumba.com/calendars/tdcn-2017-fall-calendar)

4. Familiarize yourself with the most recent version of the College Nights Guidelines.

5. Develop an implementation plan to manage necessary tasks and assignments before, during, and after the event. **Tip** – see example next page.

6. Form a committee for additional help with detailed event planning and tasks. **Note**, it is recommended the committee may include staff, parents, students, and representatives from local colleges and school/community organizations.

7. All UC, CSU, CCC, and AICCU colleges and universities register using the Online Registration System. If you would like to extend invitations to colleges and universities **NOT** using the Online Registration System (e.g.: non UC, CSU, CCC, and AICCU colleges and universities) do so now. **Tip** - UC, CSU, AICCU, and CCC participating colleges and universities are listed on [www.californiacolleges.edu](http://www.californiacolleges.edu)

8. If you would like to extend a “Save the Date” notification to colleges and universities that use the Online Registration System (e.g.: UC, CSU, CCC, and AICCU colleges and universities), do so now. **Tip** - be sure to remind those colleges and universities to confirm through the online system only.
9. On or after August 1, run the participant report for UC, CSU, AICCU, and CCC institutions. Finalize the representatives’ attendance list. *Tip - this list should only include the current year’s contacts from the confirmed list on the Online Registration System and your confirmed responses from all colleges & universities not using the system.*

10. Send final program detail information to the participating colleges and universities representatives.

11. During the event be sure to stop by each representative table to ensure all necessary accommodations are in place.

12. Participate in post-event activities, such as event evaluation, a raffle, and thank you notes to attending representatives and your staff

*Further details regarding the above Best Practices may be found within the Guidelines document.*
### College Nights / Transfer Days Sample Checklist

<table>
<thead>
<tr>
<th>Id</th>
<th>Task</th>
<th>Due Date</th>
<th>Completed</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reserve Quad or Event Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reserve Tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reserve Chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reserve &quot;Rain Location&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Order Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Balloons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Band</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cleaning Supplies/Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Posters &amp; Flyers Made, Social Media Prepared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Invite Email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Confirmation Email</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Parking Permits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Send Advertising to PIO, Post to Social Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Participant List</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Update Master Mailing List</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Save the Date Flyer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Update Campus Map</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Update Registration Packet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Email Invite</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Email Confirmation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Volunteer List</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Create Signs for New Schools Attending Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Update Rep Eval. &amp; Tally Sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Update Student Questionnaire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Update Thank You Note to Reps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Update Google Docs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Email Request for Student Ambassador</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Confirm Student Ambassador</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Tools for Planning and Implementation

### Getting the Word Out

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postcard</strong></td>
<td>Dates for the region or individual site go out to any and all potential visitors upon receipt of dates from the Statewide Coordinator.</td>
</tr>
<tr>
<td><strong>Electronic Media</strong></td>
<td>Send emails (evites), instant messages, social media websites, marquee images, posting to campus websites, radio/tv prior to the event.</td>
</tr>
<tr>
<td><strong>Event Flyer</strong></td>
<td>Posted in classrooms and on bulletin boards, put in faculty boxes. Post 3-4 weeks prior to event.</td>
</tr>
<tr>
<td><strong>Student Paper</strong></td>
<td>Submit a reduced version of the flyer to run a 3”X5” ad. Run about 4 weeks prior to event.</td>
</tr>
<tr>
<td><strong>Specialized Publications</strong></td>
<td>Identify special program/department newsletters and provide announcement for inclusion.</td>
</tr>
<tr>
<td><strong>Memorandums</strong></td>
<td>Send specified memos to the appropriate staff regarding parking reservations, faculty announcements, department representation, etc.</td>
</tr>
<tr>
<td><strong>Press Release</strong></td>
<td>Send press release to public information officer for community newspapers. Run about 4 weeks prior to event.</td>
</tr>
<tr>
<td><strong>Handouts</strong></td>
<td>Handout reduced-sized flyers to students the day before and the day of the event in accordance with campus regulations regarding the passing out of materials if applicable.</td>
</tr>
<tr>
<td><strong>Community Groups and Professional Organizations</strong></td>
<td>Send copies of flyer to each sponsoring organization or club for distribution among its respective membership.</td>
</tr>
</tbody>
</table>
## Things to Do:

- Facilities Use Order
- Maintenance Work Order
- Labels for Mailing
- Order Tables and Chairs
- Order Balloons/Decorations
- Flyers
- Table Signs
- Reserve Hospitality Suite
- Newspaper Ads/Digital Media Advertising
- Hospitality/Food Request Form
- Continental Breakfast Arrangements
- Sack Lunch Arrangements
- Faculty Email #1
- Detail Email to Representatives
- Memo to Security for Parking
- Memo to Security with List of Representatives
- Faculty Newsletter - alert to parking and list of reps
- Specialized Publications
- Press Release
- Invitations to Disciplines/Programs:
  - Counselors
  - Financial Aid
  - EOPS
  - DSPS
  - Nursing
  - Study Abroad
  - Athletics
  - Career Center
  - Honors Program
  - Foreign Students Program
  - Health Services
  - Other
Sample announcement for Bulletin, Poster, Flyer, etc.  
You may add a logo and graphics.

**CENTRAL UNIFIED SCHOOL DISTRICT’S COLLEGE FAIR**

*Come Check It Out!*

Central Unified School District’s 10th ANNUAL COLLEGE FAIR

**What?** A college fair in an informal setting

**Who?** For high school students and their parents

**When?** Wednesday, September 17, 20__ ~ 6:30 p.m. to 9:00 p.m.

**Where?** CENTRAL HIGH SCHOOL GYMNASIUM

**Why?** A great chance for you to connect with representatives from more than 50 educational institutions including: Community Colleges, California State Universities, University of California, Military Academies, and Private/Independent and Public Colleges and Universities throughout the country

**Cost?** Nothing! It is absolutely Free! (Refreshments may be purchased)

**What Else?** Workshop sessions will run all evening and include topics about public and private colleges and universities, writing the college essay, use of the Internet to locate college information, financial aid, the scholar athlete, historically black colleges & universities, and programs for students with special needs. Several workshops will be offered in (languages), and counselors will be on hand for college counseling.

**For Details?** Contact (name) at (telephone and/or E mail address)

(Adapted from an announcement of the East Bay College Connection College Fair, 2003)
Sample Final Program Details Email

CENTRAL UNIFIED SCHOOL DISTRICT’S COLLEGE FAIR

August 25, 20__

(Name)  
(Title)  
(Address)

Dear (Name),

Thank you for participation in our 10th annual College Night Fair, scheduled for Wednesday September 17 from 6:30 to 9:00 p.m. Last year (number) students and parents came and this year we expect a slight increase in attendance.

Our District Fair will be held in the Central High School gymnasium at 100 Washington Street in Middleton. Bob Wilson, our site coordinator (cell telephone number), will be at the unloading area in front of the gymnasium starting at 5:30 p.m. to give you your table assignment, direct you to the parking lot, and answer questions. In the unloading area, we will provide students to assist you with unloading your materials and bringing them to your assigned table in the gymnasium. You will not need a parking permit.

Please see the enclosed map and directions to Central High, for the unloading area and for the parking lot. Starting at 5:30 p.m. and throughout the evening, we will serve complimentary refreshments in the adjoining reception room and we will also provide water at your table. Unfortunately we are not able to store materials shipped to the school in advance, nor are we able to provide electrical outlets in the gymnasium.

If you have any questions you can reach me at (telephone number) or by E mail at (E mail address). We look forward to seeing you in Middleton September 17.

Sincerely,

(Signature)

(Name)  
(Title)
Enclosures
Sample Email to District Faculty

You may add a logo and graphics

CENTRAL UNIFIED
SCHOOL DISTRICT’S
COLLEGE FAIR

September 1, 20__

Dear Colleagues,

It’s that time of the year again. On Wednesday September 17, from 6:30 p.m. to 9:00 p.m., Central Unified School District will host the 10th Annual College Night Program for students and parents in the Central High School gymnasium. Please announce this event in your classes and post the attached flyer. This program is open to all high school students, and is most appropriate for juniors and seniors. We also encourage parents, family members and friends to attend.

In your announcement, emphasize that students will have an opportunity to meet with over 50 two-year and four-year college representatives. They and their parents may also attend the many workshops and panels on the following wide range of topics:

- Information on Public and Private Colleges & Universities
- Financial Aid & Scholarships
- Writing the College Essay
- How to Best Use the Internet
- The Scholar Athlete
- Historically Black Colleges & Universities
- Programs for Students with Special Needs

Several workshops will be offered in (languages) and counselors will be on hand for college counseling. Admission is free and we will serve refreshments for purchase.

If your students have questions about the Fair, direct them to their school counselor or to me in the District Office (telephone number) for further information.

Thank you for your assistance with this special request. I sincerely hope your semester is productive and rewarding.

Sincerely,

(Signature)

(Name)

(Title)

Enclosure

(Adapted from a letter for the College Night at Santa Barbara Community College, 2002)
Sample Press Release  
Send two weeks in advance

CENTRAL UNIFIED  
SCHOOL DISTRICT

September 3, 20__

For Immediate Release

Contact: (Coordinator)  
Central Unified School District  
(Telephone Number)

Central Unified School District Announces:  
20__ College Night  
6:30 – 9:00 p.m. Wednesday, September 17, 20__  
Central High School Gymnasium, Middleton

**Middleton:** Central Unified School District is proud to present the 20__ College Night Program on Wednesday, September 17 from 6:30 until 9:00 pm in the Central High School gymnasium. College Night is designed for students and parents who want to learn more about preparing for and applying to two-year and four-year colleges. More than 50 university and college representatives will be on hand to answer questions about entrance requirements, tuition and housing. Financial aid and scholarship information will also be available. Admission is free.

Presentations and panel discussions will be held throughout the evening to allow visitors to learn about college admissions, transfers opportunities and financial aid. Other scheduled sessions include: “College Admissions 101,” “SAT & ACT Preparation,” “Writing the College Essay,” “The Scholar Athlete,” “Students With Special Needs,” “Historically Black Colleges & Universities,” and “Use of the Internet.” Several sessions will be conducted in (languages).

Computers with Internet connection will be available for students and parents wishing to access college websites. Additionally, students and parents may visit (school web site) for links to university, financial aid and test preparation sites. Counselors will be on hand for college counseling.

“College Night is one of the finest events for our educational community,” said (name), Central Unified School District Superintendent. “We are honored to carry on this legacy of service to Middleton students.”

For more information, contact (Name) at (telephone number and/or E mail address).

(Adapted from a press release for the Tulare County College Night, 2002)
### Appendix I

**Popular College Admission and Financial Aid Web Sites**

<table>
<thead>
<tr>
<th>College Admissions Information &amp; Applications</th>
<th>Begin Each Address With <a href="http://www">http://www</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Degree With a Guarantee</td>
<td>adegreewithaguarantee.com</td>
</tr>
<tr>
<td>American Council on Education’s Know How 2 Go</td>
<td>knowhow2go.acenet.edu/index.html</td>
</tr>
<tr>
<td>California Colleges &amp; Universities</td>
<td>californiacolleges.edu</td>
</tr>
<tr>
<td>California Community College Articulation Agreements</td>
<td>assist.org</td>
</tr>
<tr>
<td>California Community College Info, CCC Applications</td>
<td>californiacommunitycolleges.cccco.edu, cccapply.org</td>
</tr>
<tr>
<td>California Comm College Transfer, Undergraduate Transfer</td>
<td>ccctransfer.org, collegetransfer.net, collegefish.org</td>
</tr>
<tr>
<td>California Private/Independent Colleges &amp; Universities</td>
<td>aiccu.edu</td>
</tr>
<tr>
<td>Common Application</td>
<td>commonapp.org</td>
</tr>
<tr>
<td>CSU Admissions, Campus Info, Early Assess, Early Start</td>
<td>csumentor.edu, calstate.edu, csusuccess.org</td>
</tr>
<tr>
<td>CSU/Calif Community College Transfer Reform Act</td>
<td>calstate.edu/transfer/degrees</td>
</tr>
<tr>
<td>Next Step U</td>
<td>nextstepu.com</td>
</tr>
<tr>
<td>Transfer Guarantee to Historically Black Colleges &amp; Universians</td>
<td>extranet.cccco.edu/HBCUtransfer.aspx</td>
</tr>
<tr>
<td>UC Admissions &amp; Campus Information</td>
<td>admission.universityofcalifornia.edu</td>
</tr>
<tr>
<td>UC App for Undergrad Admission, UC A-G Course Guide</td>
<td>universityofcalifornia.edu/apply, ucop.edu/agguide</td>
</tr>
<tr>
<td>UC Information, Application, AP &amp; Honor Course Info</td>
<td>ucscout.org</td>
</tr>
<tr>
<td>UC Transfer Admission</td>
<td>admission.universityofcalifornia.edu/transfer</td>
</tr>
<tr>
<td>UC Transfer Admission Guarantee</td>
<td>admission.universityofcalifornia.edu/transfer/guarantee</td>
</tr>
<tr>
<td>UC Transfer Admission Planner</td>
<td>uctap.universityofcalifornia.edu</td>
</tr>
<tr>
<td>Universal College Application</td>
<td>universalcollegeapp.com</td>
</tr>
</tbody>
</table>

| College Admissions Information & Testing                                                                        |                                                                          |
|----------------------------------------------------------------------------------------------------------------|                                                                          |
| ACT (American College Test)                                                                                     | actstudent.org                                                         |
| Art & Design Schools                                                                                            | aicad.org                                                              |
| Big Future College Search (College Board)                                                                       | bigfuture.collegeboard.org/college-search                              |

| Campus Profiles and Tours:                                                                                      |                                                                          |
|----------------------------------------------------------------------------------------------------------------|                                                                          |
| College Video Tours                                                                                            | ecampustours.com, youniversitytv.com/category/college/                   |

Note: This list is for your convenience only and is not intended to be exhaustive. The ICC Transfer Day / College Night Sub-Committee does not specifically endorse any one program or organization.
<table>
<thead>
<tr>
<th>Catholic Colleges &amp; Universities</th>
<th>collegevisits.com, thecollegiatechoice.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Colleges &amp; Universities,</td>
<td>catholiccollegesonline.org</td>
</tr>
<tr>
<td>Christian College Fairs</td>
<td></td>
</tr>
<tr>
<td>College Accreditation</td>
<td>ope.ed.gov/accreditation</td>
</tr>
<tr>
<td>College Bd - PSAT, SAT, Subject Tests,</td>
<td>collegeboard.org</td>
</tr>
<tr>
<td>AP, &amp; CSS Profile</td>
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</tbody>
</table>

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### Appendix I

**College Fairs:**

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>California/Nevada &amp; National College Fairs</td>
<td>wacac.org/college-fairs, nacacnet.org/college-fairs</td>
</tr>
<tr>
<td>Gap Year Fairs &amp; Programs</td>
<td>usagapyearfairs.org</td>
</tr>
<tr>
<td>Virtual College Fairs</td>
<td>collegeweeklive.com</td>
</tr>
</tbody>
</table>

**College Guides:**

<table>
<thead>
<tr>
<th>Guide Type</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiske Guide, Peterson's</td>
<td>fiskeguide.com, petersons.com</td>
</tr>
<tr>
<td>Princeton Review, Insider's Guide to the Colleges</td>
<td>princetonreview.com</td>
</tr>
<tr>
<td>College Help Network for African American Students</td>
<td>blackexcel.org</td>
</tr>
<tr>
<td>Coll Reviews by Students: Coll Prowler, Unigo, Wiselikeus</td>
<td>colleges.niche.com, unigo.com, wiselikeus.com</td>
</tr>
</tbody>
</table>

**College Search:**

<table>
<thead>
<tr>
<th>Search Type</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campusexplorer, Collegexpress</td>
<td>campusexplorer.com, collegexpress.com</td>
</tr>
<tr>
<td>Cappex, College Navigator,</td>
<td>cappex.com, nces.ed.gov/collegenavigator</td>
</tr>
<tr>
<td>College Confidential, Any College</td>
<td>collegeconfidential.com, anycollege.com</td>
</tr>
<tr>
<td>College Data, Common Data Set</td>
<td>collegeadata.com, commondataset.org</td>
</tr>
<tr>
<td>College Results Online, College Majors</td>
<td>collegeresults.org, collegemajors101.com</td>
</tr>
<tr>
<td>CollegeView, CollegeQuest,</td>
<td>collegeview.com, collegequest.com</td>
</tr>
<tr>
<td>Colleges That Change Lives</td>
<td>ctc.org</td>
</tr>
<tr>
<td>Fee Waivers for Admission Applications</td>
<td>nacacnet.org/studentinfo/feewaiver/pages/default.aspx</td>
</tr>
<tr>
<td>First Gen. &amp; Underrepresented Stu - Coll Search &amp; Scholar</td>
<td>collegegreenlight.com</td>
</tr>
</tbody>
</table>

**Free Test Prep:**

<table>
<thead>
<tr>
<th>Prep Type</th>
<th>Website(s)</th>
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</thead>
<tbody>
<tr>
<td>ACT &amp; GRE Prep</td>
<td>khanacademy.org</td>
</tr>
<tr>
<td></td>
<td>number2.com</td>
</tr>
<tr>
<td>Hispanic Association of Colleges &amp; Universities</td>
<td>varsitytutors.com/practice-tests</td>
</tr>
<tr>
<td>Historically Black Colleges &amp; Universities (HBCU)</td>
<td>hacu.net</td>
</tr>
<tr>
<td>International Baccalaureate Program</td>
<td>edonline.com/cq/hbcu/alphabet.htm, uncf.org</td>
</tr>
<tr>
<td>Jesuit Colleges</td>
<td>ajcunet.edu</td>
</tr>
<tr>
<td>Jewish Campus Life at Colleges</td>
<td>hillel.org</td>
</tr>
<tr>
<td>LGBT, Friendly Campus Climate Index</td>
<td>campusprideindex.org</td>
</tr>
<tr>
<td>Military Schools</td>
<td>toptenz.net/top-10-military-schools.php</td>
</tr>
</tbody>
</table>
## Appendix I

<table>
<thead>
<tr>
<th>Nat Asso College Admission Counseling</th>
<th>nacacnet.org</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Independent Colleges &amp; Universities</td>
<td>naicu.edu</td>
</tr>
<tr>
<td>Test Optional Schools</td>
<td>fairtest.org</td>
</tr>
<tr>
<td>TOEFL, Information &amp; Preparation</td>
<td>ets.org/toefl/ibt/about</td>
</tr>
<tr>
<td>U-Can, University and College Accountability Network</td>
<td>ucan-network.org</td>
</tr>
<tr>
<td>Undocumented Students, Info for College Admissions</td>
<td>e4fc.org, nilc.org</td>
</tr>
<tr>
<td>Women’s Colleges</td>
<td>womenscolleges.org</td>
</tr>
</tbody>
</table>

### Financial Aid – Government

| I Can Afford College | icanaffordcollege.com |
| California Dream Act | csac.ca.gov/dream_act.asp |
| California Student Aid Commission | csac.ca.gov, mygrantinfo.csac.ca.gov |
| Dept of Ed, Student Aid on the Web, College Comparison | studentaid.ed.gov, collegescorecard.ed.gov |
| Estimate of Expected Family Contribution (EFC) | fafsa4caster.ed.gov |
| Federal Money | fedmoney.org |
| Federal Student Aid YouTube Channel | youtube.com/user/FederalStudentAid |
| Free App for Student Aid (FAFSA) Online, FSA ID | fafsa.ed.gov, fsaid.ed.gov |
| Net Price Calculator Center | collegecost.ed.gov/netpricecenter.aspx |
| Paying for UC | admission.universityofcalifornia.edu/paying-for-uc |
| UC Blue and Gold Opportunity Plan | admission.universityofcalifornia.edu/paying-for-uc/glossary/blue-and-gold/ |
| Western Undergraduate Exchange (WUE Schools) | wiche.edu/wue |

### Financial Aid – Private/Commercial Scholarship Search:

| FastWeb, FinAid, Scholarship Search | fastweb.com, finaid.org, scholarships4school.com |
| Am Indian Fund, Am Indian Higher Education Consortium | collegefund.org, aihec.org |
| Big Future Scholarship Search (College Board) | bigfuture.collegeboard.org/scholarship-search |
| Cappex Scholarships, Chegg Scholarships | cappex.com/scholarships, chegg.com/scholarships |
| CollegeScholarships, Scholarships 101 | collegescholarships.com, scholarships.com |

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### Appendix I

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>CSS Financial Aid Profile</td>
<td>student.collegeboard.org/css-financial-aid-profile</td>
</tr>
<tr>
<td>Hispanic Scholarship Fund, Latino College Dollars</td>
<td>hsf.net, latinocollegedollars.org</td>
</tr>
<tr>
<td>Mexican American Legal Defense &amp; Educational Fund</td>
<td>maldef.org</td>
</tr>
<tr>
<td>National Association Student Financial Aid Administrators</td>
<td>nasfaa.org</td>
</tr>
<tr>
<td>Student Aid – Comprehensive Government Site</td>
<td>studentaid.ed.gov</td>
</tr>
<tr>
<td>United Negro College Fund, Black Excel</td>
<td>uncf.org, blackexcel.org</td>
</tr>
</tbody>
</table>

**Athletics**

| National Association of Intercollegiate Athletics (NAIA) | naia.org, playnaia.org (eligibility) |
| National Collegiate Athletic Association (NCAA) | ncaa.org, ncaa.com, eligibilitycenter.org |
Appendix J

Transfer Days / College Nights Subcommittee Roster

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Representing CCC South

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Research & Publications
Assoc of Independent California Colleges & Universities
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(916) 486-7948 (fax) danyelle.okamoto@aiccu.edu Representing AICCU Systemwide

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To Be Appointed: UC South Representative
CONFIRMATION EMAIL TO 2014 COLLEGE FAIR PARTICIPANTS

SUBJECT LINE: Confirmation 10/28 MDUSD College Fair

Hello MDUSD College Fair Participants!

We are thrilled that you will be joining us for our second annual College fair in Mt. Diablo Unified on **Tuesday October 28th from 6:30pm - 8:30pm.**

We will be serving a wonderful pasta dinner hosted by Rocco’s Pizzeria, a local favorite, starting at 5pm. We will serve dinner in the teacher lounge next to the multi-use room/cafeteria.

Ygnacio Valley High School is located at 755 Oak Grove Road in Concord, next to the Trader Joe’s Shopping Center. Reps should park on the blacktop next to the football field near the gym. No parking permit is needed. Volunteers will be there to direct you to that parking area and to help you in with your materials if needed. We ask that you **not** park in the main lot so we have as many parking spaces as possible for the Students and Families. Once you arrive, there will be two check in tables for reps, so you can find out whether your assigned table is in the Gym or the Multi-Use Room.

On the day of the fair, your parent contact will be Ilana Israel Samuels cell phone 925-451-2553 (Yes, you may recognize that name as a rep for Cal State East Bay!)

If you have any other questions at all, please don't hesitate to reach out to us by email.

MDUSD College Fair Committee:

College Park High School
Concord High School
Mt. Diablo High School
Northgate High School
Olympic High School
Ygnacio Valley High School
+All small necessary High Schools