



KHACHKAR STUDIOS
EMPOWERING GOOD NEWS

I-SROI Memo For Khachkar Studios Managers

Building World-Class College Campus Armenian Christian Outreach

"Work with the radiators and avoid the drains"

October 2026

Single most important takeaway:

Building world-class college campus outreach is hard work and can have extraordinary measurable performance-effectiveness. The positive SROI comes from working with good-faith, passionate people – whom we call the radiators – because they create positive energy and can triple our goal. The negative SROI on the bottom decile performers, whom we call the drains – as they drain the life out of you – is massively negative, and they selfishly steal resources from others.

Remember Lessons Learned in Masterclass #3: Page #6 – 993 per 1,000 Armenian American young women do not attend church. Page #20 – Zero attendance transparency from 1957 to 2024. Page #22 – Mostly cited survey claims 35% of those up to 34 years of age attend church weekly. Page #27 – The Peak of Mount “Worst Practices” with 100% confidence and 0% competence.

World-Class Benchmarks: As is consistent with our culture, we start by identifying the world-class benchmarks: Cru, InterVarsity, FOCUS, Chabad on Campus, and Cliffe Knechtle¹.

12 Best Practices: Their approaches differ theologically, but the world-class benchmarks share recurring operating practices built on weekly senior-leader campus presence, transparent measurement and records, disciplined planning, well-timed services, and a data-driven understanding of the local student population, including knowing how many 18-29 females are needed to reach Khachkar Studios’ 100% growth goal (see full list on page 2).

12 recurring worst practices: Recurring worst practices stem from leaders who deprioritize campus outreach, decide on hearsay rather than evidence, delay action and create barriers instead of solutions, have no outreach plans or student-friendly service times, and rely on fear, obligation, and guilt (see full list on page 2).

Khachkar Studios educational – instructional materials: Review Masterclasses, I-SROI memos, financial materials, briefing packets, extraordinary benefits poster, 8 Biblically wisdoms poster, and 90-minute role-play attached.

¹ Christopher Kuo, “How a 72-Year-Old Pastor Became America’s Favorite Campus Evangelist,” *The Wall Street Journal*, 14 October 2026. The full article is available on the Khachkar Studios website: https://khachkarstudios.com/wp-content/uploads/How-a-72-year-old-pastor-became-america-favortie-campus-evangelist_WSJ-14.10.2026.pdf.

12 Best Practices

Their approaches differ theologically, but recurring operating practices include:

#	Best Practice – high probability of tremendous success
1	Have the priest take the Parish College campus assessment.
2	Build monthly plans and – very importantly – monthly and annual goals (how many 18-29 females needed to reach Khachkar Studios 100% growth goal).
3	Build a regional college campus map with estimated number of students.
4	Build an outreach candidate list and database.
5	Build a surrounding zip code analysis with 18 to 29 year old and male and female.
6	Weekly campus visits by the senior most leaders [and have monthly list of relevant open to public topic and sports events].
7	Weekly transparent key performance indicators.
8	Weekly recorded hours of training.
9	Weekly records of Sunday & Saturday church attendees: total, 18-29, and 18-29 female.
10	Use latest no cost technology to record interactions and build database, e.g. cell phone QR code scans.
11	Wear and gift high impact items, such as “Jesus Lives – Bring a Friend. Bring a Family Member” t-shirts, posters, backpacks, cell phone covers, etc. Priest has his name on his backpack.
12	Start late afternoon/early evening Sunday services, know the times of surrounding churches [as estimates put college age attendance as high as 90%]. Can be vespers or low-mass.

12 Recurring Worst Practices

#	Recurring Worst Practice – doomed to failure
1	No super simple monthly steps, verifiable numbers, or goals; and in direct contrast use consultant-like complex and impossible to execute plans with no monthly or verifiable numbers or goals.
2	Takes low priority to priest's other sources of making money.
3	Nominal or declining young adult Sunday attendance nowhere near as important as the next Saturday event alcohol served and entertainment event.
4	Always delaying with never next few day action items.
5	Leaders delegate campus outreach to others as deem not worth their time.
6	Create performance destructive barriers such as requesting permission to visit campus, seek to coordinate authorization with local campus institutions beforehand, and never find solutions.
7	Base decisions not on evidence but on hearsay, anecdotal views, or personal opinion.
8	Select mentally lazy options.
9	Seek to attract those having emotional issue and not use teaching Biblical wisdoms to attract the best and the brightest.
10	Priest says they cannot relate to students, so cannot visit campus, but still expect the students to attend their church.
11	Use fear, obligation, and guilt as tool to try to get Sunday attendance.
12	No hugely popular Sunday late afternoon/early evening services.

Individual Campus Assessment

Ten Questions

College / University:

Parish:

Campus Leader:

Date:

1. How many students attend this college?

Undergraduate / graduate / total.

2. How many Armenian students are estimated to attend?

What evidence supports the estimate?

3. How far is the campus from the church?

Sunday driving time and public-transport time.

4. How many Armenian students have we identified by name?

Include contact information where appropriately obtained.

5. What Armenian organizations or networks already exist?

ASA, cultural organizations, faculty, alumni, Armenian studies programs, etc.

6. Who is responsible for this campus?

Priest, staff member, volunteer or student leader—and how many hours per week are allocated?

7. How are we physically reaching students on campus?

Personal visits, student meetings, tables, meals, events, dorm outreach, partnerships, etc.

8. How are we reaching students digitally?

Instagram, TikTok, email, campus platforms, messaging groups, paid advertising, QR codes, etc.

9. What is our invitation and follow-up process?

Who invites each student, what are they invited to, and what happens after the first contact or church visit?

10. What measurable results are we achieving?

Contacts → invitations → first visits → repeat visits → weekly non-holiday Divine Liturgy attendance. Compare actual results with goals.

College Campus Ministry Toolkit: 90-Minute Role-Play Class

OBJECTIVE: Turn brief encounters into positive relationships and appropriate invitations—while allocating scarce outreach time intelligently.

0–10 min | The Outreach Mindset

Listen → Learn → Connect → Invite → Follow up. Introduce Radiators vs. Drains. Low probability does not mean low value as a person; it means scarce outreach time may be better allocated elsewhere. Priest wears Jesus Lives – BFBF backpack.

10–20 min | Recognizing Engagement Signals

Higher probability: asks questions, shows curiosity, mentions Armenian identity or faith, accepts invitations, introduces friends, responds to follow-up. Low probability/time sink: repeatedly declines, clearly asks not to be contacted, repeatedly cancels, seeks prolonged argument or persistently redirects into hostile disputes. Don't argue. Don't chase. Exit graciously.

20–30 min | The First 60 Seconds

Practice a natural opening: "Hi, I'm Father _____. We're reaching out to Armenian students here, and I'm trying to learn more about the Armenian community on campus. Are you Armenian?" Ask rather than tell. The student should do most of the talking.

30–45 min | Role Play #1: The High-Potential "Radiator"

Student is friendly, curious, socially connected and knows several Armenian students. Practice: engage → discover interests → identify network → make invitation → ask student to bring friends → exchange contact information → establish next action. Reverse roles.

45–55 min | Role Play #2: Interested but Hesitant

Student identifies as Armenian but has not attended church in years. Don't judge, lecture or interrogate. Find common ground. Make the next step small and easy: coffee, campus gathering, dinner, student event or Sunday invitation with friends.

55–65 min | Role Play #3: The "Drain"

Student shows almost no interest, wants to argue or repeatedly diverts the conversation. Practice the gracious exit: "I appreciate your perspective. It was really nice meeting you. If you're ever interested, you're always welcome." No argument. No negative reaction. No wasted 30 minutes.

65–75 min | Difficult Conversations: Guardrails

Avoid political and highly charged topics. Acknowledge respectfully and redirect. Never, ever participate in gossip. Never speak about another person in a less-than-totally-positive context. Don't add information, speculate, take sides or repeat negativity. Redirect toward faith, aspirations, community and the student in front of you.

75–85 min | Role Play #4: From One Student to Five

When a student is enthusiastic, shift from "How do I get this student to church?" to "How can this student help us reach five other students?" Practice asking: "Who else should we invite?" Teach the multiplier effect of radiators.

85–90 min | Measurement & Commitment

Each participant leaves with a weekly commitment: campuses visited • students approached • contacts obtained • invitations • friends brought • first-time attendees • repeat attendees • weekly Faithful.

Go where the students are. Listen more than you speak. Cultivate radiators. Avoid value-destructive drains. Stay away from politics, gossip and negativity. Invite personally. Follow up. Measure results. Select the most appropriate and highest impact leave behind gift, i.e., Jesus Lives; Bring a Friend, Bring a Family Member: posters, t-shirts, cell phone covers, etc.

Campus Population Estimates by Church

Estimated students at the colleges within a reasonable Sunday morning drive of each church.

Estimate	Holy Cross Boston, MA 18 colleges	St. Sarkis Douglaston, NY 22 colleges	Sts. Vartanantz Ridgefield, NJ 11 colleges
Estimated total students	142,001	291,940	77,997
Estimated female students	82,361	169,325	45,238
Estimated Armenian students	428	881	235
Estimated female Armenian students	248	511	136

Public Events at Harvard, MIT and Tufts – October 2026

Public intellectual events and public sports events listed for October 1–31, 2026, by college.

Events	Harvard	MIT	Tufts	Total
Public Intellectual Events	35	3	10	48
Public Sports Events	28	30	17	75
Total Events	63	33	27	123

Young Armenian Females in Zip Codes Surrounding Each Church

Estimated young Armenian females in the zip codes within a reasonable Sunday morning drive of each church, based on U.S. Census data and the community estimate of U.S. Armenians.

Estimate	Holy Cross Boston, MA 25-min drive	St. Sarkis Douglaston, NY 50-min drive	Sts. Vartanantz Ridgefield, NJ 30-min drive
Census Armenians in surrounding zip codes	11,508	20,915	12,076
Community-adjusted Armenians	23,016	41,830	24,152
Armenians aged 18–25	2,426	4,408	2,545
Female Armenians aged 18–25	1,213	2,204	1,273