



McLennan

C O M M U N I T Y

COLLEGE



STRATEGIC ENROLLMENT MANAGEMENT PLAN

June 2021

I. Introduction

McLennan Community College’s Vision 2030 “Focus on the Future” Strategic Plan provides a clear roadmap for the creation of the Strategic Enrollment Management process. The plan focuses on four strategic directives: (1) help all students succeed at the highest level possible; (2) take care of our people; (3) impact the community; and (4) develop resources to fund success. In the two excerpts below from the Strategic Plan, the importance of enrollment is discussed.

III. Impact the community

McLennan Community College has served the McLennan County community for over 50 years after citizens of the county voted to establish the college in 1965. McLennan County Junior College became McLennan Community College in 1966. It was the first public two-year college in Texas to use “community” in its name. From September 1966 with 858 students on James Connally Air Force Base to August 2018 with 8,955 students, MCC has been impacting the community through education, sporting events, and cultural events.

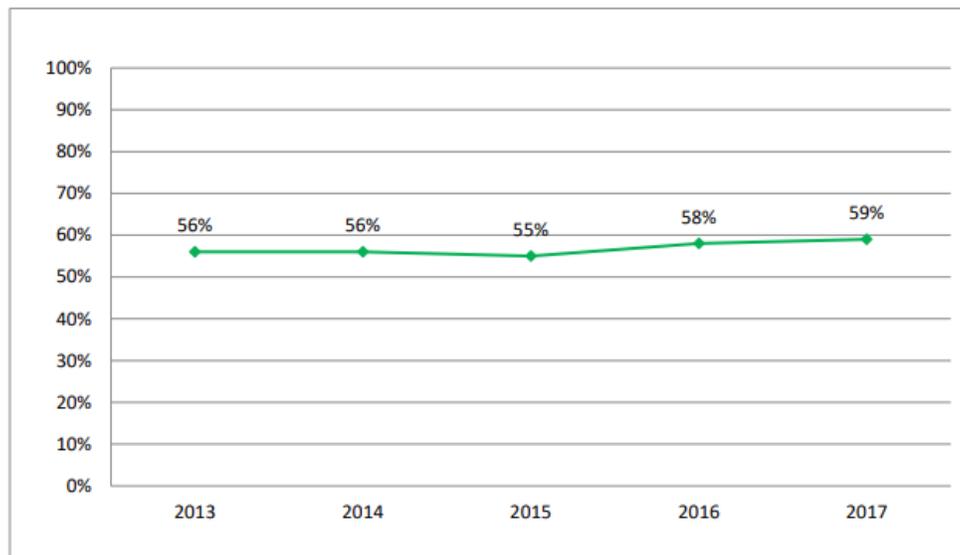


Figure 2: College Matriculation Rates of McLennan County High School Graduates

The Waco metropolitan area is the largest metro area in the state not served directly by a four year public college or university. That puts the burden of public education in Waco primarily on MCC and our main University Center partners (Tarleton State University and Texas Tech University). Because of the level of poverty in Waco proper, it is critical for MCC to keep costs low and access open to students who have no other choices.⁸ Across McLennan County, less than 60% of graduating high school seniors immediately matriculate into higher education in Texas.⁹ In order to serve our community and to reach the goals of 60x30TX, we must increase the college-going rate of our local high school graduates.

IV. Develop resources to fund success

The College’s revenues come from three primary sources: tuition and fees (enrollment), local property taxes, and state funding. The percentage of funding provided by the state has dropped from around 80% in 1980 to about 22% today (see Figure 3), forcing the College to place more of the burden on students and local taxpayers. With the legislature possibly moving

to cap the amount of revenue community colleges can raise from local property taxes, the funding burden may fall more and more on tuition and fees – on the students. In order to provide the resources needed to fund operations and ensure student success, the College will need to recruit and retain additional students.

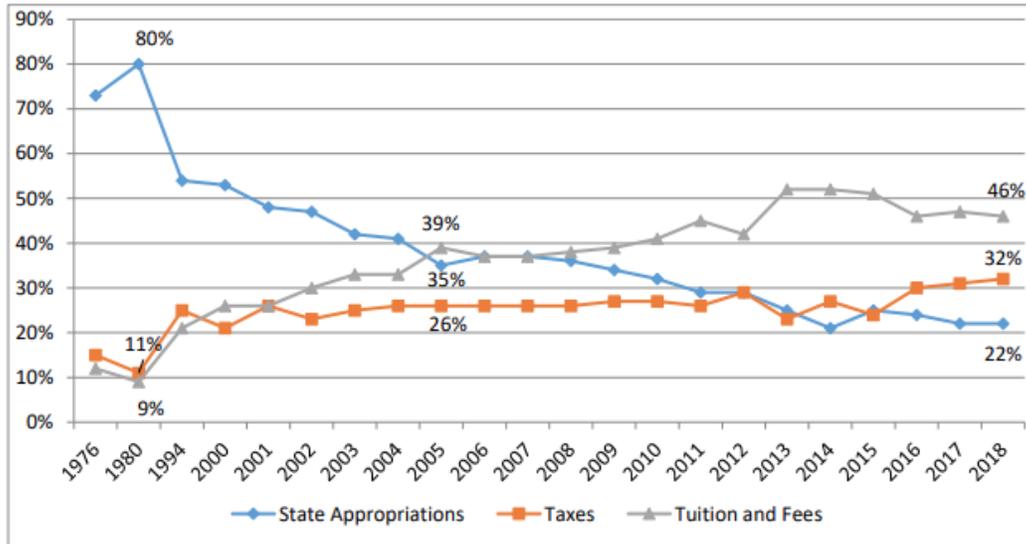


Figure 3: Historical Revenue Percentages by Source

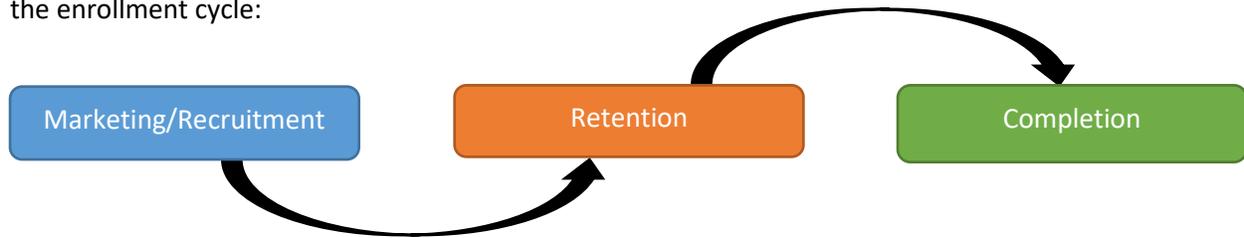
One of the specific strategies to achieve directive IV (Develop resources to fund success) is as follows:

Implement an enrollment management strategy

Enrollment has rebounded from a low of 8,329 in Fall 2013 to 8,955 in Fall 2018. However, this is primarily due to the major increase in the number of dual credit students, who tend to take fewer hours than traditional college students. The number of returning students (non-dual credit and not new) has been declining over the last five years as graduation and transfer rates have increased. In order to reverse this trend and to provide enough resources to fund the strategic plan, the College will implement a new enrollment management strategy focused on recruiting new and non-traditional students, as well as reaching out to students who are close to finishing their degrees. This will include implementation of a new customer relationship management (CRM) software to streamline and focus our communications with prospective and current students. The CRM will enable us to increase overall enrollment and enroll more students from traditionally underrepresented groups.

McLennan Community College’s mission is to educate our students – improving their lives and enriching our community. With a focus on successful student recruitment, retention, and completion and in accordance with the mission and strategic plan of McLennan Community College, the Strategic Enrollment Management process was developed as an integrated approach that supports college-wide collaboration, engagement, and creative-thinking. This Strategic Enrollment Management Plan will be updated on a quarterly basis to reflect the most recent initiatives and actions of this committee.

The Strategic Enrollment Management initiative is currently designed to focus on three major phases of the enrollment cycle:



The work of the Strategic Enrollment Management Committee is documented on the McLennan Community College website at <https://www.mclennan.edu/sem>. On this webpage, all committee charges, memberships, and minutes are made public. The strategic enrollment management process is coordinated by a Steering Committee and supported by four subcommittees with specific charges. The subcommittees include: Admissions & Marketing; Finance; Retention; and Research & Growth Opportunities. Below are the charges and memberships for each committee.

Steering Committee

The purpose of the Strategic Enrollment Management (SEM) Steering Committee is to serve as the coordinating body for guiding overall enrollment strategies that contribute to successful student recruitment, retention, and completion at McLennan Community College.

Co-chairs:

- Stephen Benson – VP, Finance and Administration
- Kim Patterson – Executive Director, Foundation/Institutional Advancement

Members:

- Johnette McKown – President
- Fred Hills – VP, Instruction & Student Engagement
- Phil Rhodes – VP, Research, Effectiveness & Information Technology
- Joe Arrington – Division Chair, Human Services & Education
- Meredith Brown – Program Director/Associate Professor, Radiologic Technology
- Londa Carriveau – Director, High School Pathways
- Karen Clark – Director, Admissions & Recruitment
- Daelynn Copeland – Assistant Professor/Facility Director, Child Studies & Education
- Lisa Elliott – Director, Marketing & Communications
- Frank Graves – Dean, Workforce & Public Service
- Sharon Kenan – Librarian/Professor, Library Services
- Aranza Torres - Recruiter
- Paul Hoffman - Director, Student Development
- James Kubacak – Director, Financial Aid
- Lise Uhl – Division Chair, Visual and Performing Arts
- Laura Wichman – Director, Institutional Research

Admissions and Marketing Subcommittee

The general purpose of the Admissions and Marketing Subcommittee is to make recommendations related to student admissions, recruiting, marketing, and other related issues that impact enrolling and retaining students at McLennan Community College.

Co-chairs:

- Lisa Elliott – Director, Marketing & Communications
- Karen Clark – Director, Admissions & Recruitment

Members:

- Londa Carriveau – Director, High School Pathways
- Frank Graves - Dean, Workforce & Public Service
- Dustie Hamilton – Coordinator, Recruitment & Highlander Central
- Stephanie Maulsby – Director, Continuing Education
- Jennifer Norman – Associate Director, Marketing & Communications
- Becky Parker – Professor, Marketing
- Annette Scott – Director, University Center
- Amanda Straten – Coordinator, Student Admissions
- Aranza Torres - Recruiter
- Shawn Trochim – Athletic Director

Finance Subcommittee

The general purpose of the Financial Subcommittee is to make recommendations related to financial aid, student accounts receivable, foundation scholarships and other financial issues that have an impact on enrolling and retaining students at McLennan Community College.

Co-chairs:

- James Kubacak – Director, Financial Aid
- Grayson Meek – Director, Financial Services

Members:

- Rene Clay – Associate Director, Student Accounts Receivable
- Shelley Cotten – Coordinator, Operations & Scholarships
- Sandi Jones – Associate Director, Financial Aid
- Rita Jacinto – Coordinator, Administrative Systems
- Tom Proctor – Director, Program Review, Planning and Assessment
- April Robinson – Associate Director, Financial Services
- Jerry Knutson – Research Analyst

Retention Subcommittee

The general purpose of the Retention Subcommittee is to make recommendations to improve retention and persistence to graduation for students at McLennan Community College.

Co-chairs:

- Paul Hoffman – Director, Student Development
- Jessica Shelton – Assistant Professor, Mental Health/Social Work

Members:

- Tamara Culver – Professor, Criminal Justice
- Chad Eggleston – Dean, Arts & Sciences
- Brian Jackson – Recruiter
- Claudette Jackson – Director, Diversity, Equity & Inclusion
- Mario Leal – Director, Information Systems and Services
- Tina Lyles – Associate Director, Advising & Career Services
- Letitia Monsey – Associate Director, Completion Center
- Mandy Morrison – Assistant Professor, Music
- Starlen Roddy – Success Coach
- Estella Lopez – Sr. Executive Secretary, Finance & Administration
- Corey Stone – Coordinator, Student Life
- Staci Taylor – Director, Center for Teaching and Learning
- Herman Tucker – Director, Records and Registration
- Paula Unger – Title V Project Director / Professor, Sociology

Research and Growth Opportunities Subcommittee

The general purpose of the SEM Research and Growth Opportunities Subcommittee is to provide necessary data and analysis, as well as identifying the best opportunities of growth based on student interest, workforce demand, cost, capacity, and regional competition to positively affect enrollment at McLennan Community College.

Co-chairs:

- Joe Arrington – Division Chair, Human Services & Education
- Sharon Kenan – Librarian/Professor, Library Science

Members:

- Annette Bigham – Program Director/Professor, Business
- Celina Brown – Advisor
- Brad Christian – Division Chair, Math & Science
- David Davenport – Professor, Economics
- Bronwen Forbay – Associate Professor, Music
- Sally Frazier – Recruiter
- Glynnis Gaines – Dean, Health Professions
- Lizette LaStrape - Counselor
- Gary Myles – Director, Emergency Services Education Center
- Matt Porter – Institutional Effectiveness Analyst
- Steve Wenzel – Coordinator, Business & Industry Programs
- Bryant Windham – Tutoring Program Specialist

II. Enrollment History

The College's financial stability is closely tied to its enrollment. State appropriations combined with tuition and fees account for about 62% of the College's unrestricted revenue. The key to financial stability is continued enrollment growth. The College has experienced steady growth from its inception in 1966 through the early 1990s, but in 1993, the College experienced a period of flat enrollment for the

first time in its history. In the early 2000's the College saw dramatic enrollment growth through 2011. Since this time there has been a trend of flat enrollment and a recent decline -- dramatic growth in the early 2000's then leveling off to where we are now. The work of the Enrollment Management process is to develop strategies to grow and maintain enrollment, so we can serve the educational needs of our community and ensure that the College maintains financial stability even as state appropriations continue to decline. According to the chart below enrollment has remained relatively flat over the past ten years. In fall 2019, the enrollment was 8,705, and the fall of 2020 enrollment was 7,742, which reflects a significant decrease, likely due to COVID-19.

Historical View of Headcount Enrollment:

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total	9,349	10,021	8,911	8,157	7,938	7,944	8,791	8,880	8,955	8,705	7,742

5 year profile information of all students:

Age Category

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
< 18	1,433	16.3%	1,631	18.4%	1,879	21.0%	1,878	21.6%	2,055	26.5%
18-21	3,542	40.3%	3,661	41.2%	3,574	39.9%	3,451	39.6%	2,844	36.7%
22-24	1,117	12.7%	1,112	12.5%	1,017	11.4%	1,082	12.4%	765	9.9%
25-30	1,144	13.0%	1,064	12.0%	1,111	12.4%	969	11.1%	882	11.4%
31-35	567	6.4%	505	5.7%	475	5.3%	483	5.5%	463	6.0%
36-50	760	8.6%	702	7.9%	688	7.7%	661	7.6%	590	7.6%
50 +	228	2.6%	205	2.3%	211	2.4%	181	2.1%	143	1.8%
Total	8,791	100.0%	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%

Full-Time/Part-Time Status

		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
		#	%	#	%	#	%	#	%	#	%
Full Time	Non-Dual Credit	3,451	39.3%	3,427	38.6%	3,300	36.9%	2,699	31.0%	2,126	27.5%
	Dual Credit	18	0.2%	53	0.6%	38	0.4%	47	0.5%	28	0.4%
	Total	3,469	39.5%	3,480	39.2%	3,338	37.3%	2,746	31.5%	2,154	27.8%
Part Time	Non-Dual Credit	3,619	41.2%	3,486	39.3%	3,439	38.4%	3,796	43.6%	3,623	46.8%
	Dual Credit	1,703	19.4%	1,914	21.6%	2,178	24.3%	2,163	24.8%	1,965	25.4%
	Total	5,322	60.5%	5,400	60.8%	5,617	62.7%	5,959	68.5%	5,588	72.2%
Total		8,791	100.0%	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%

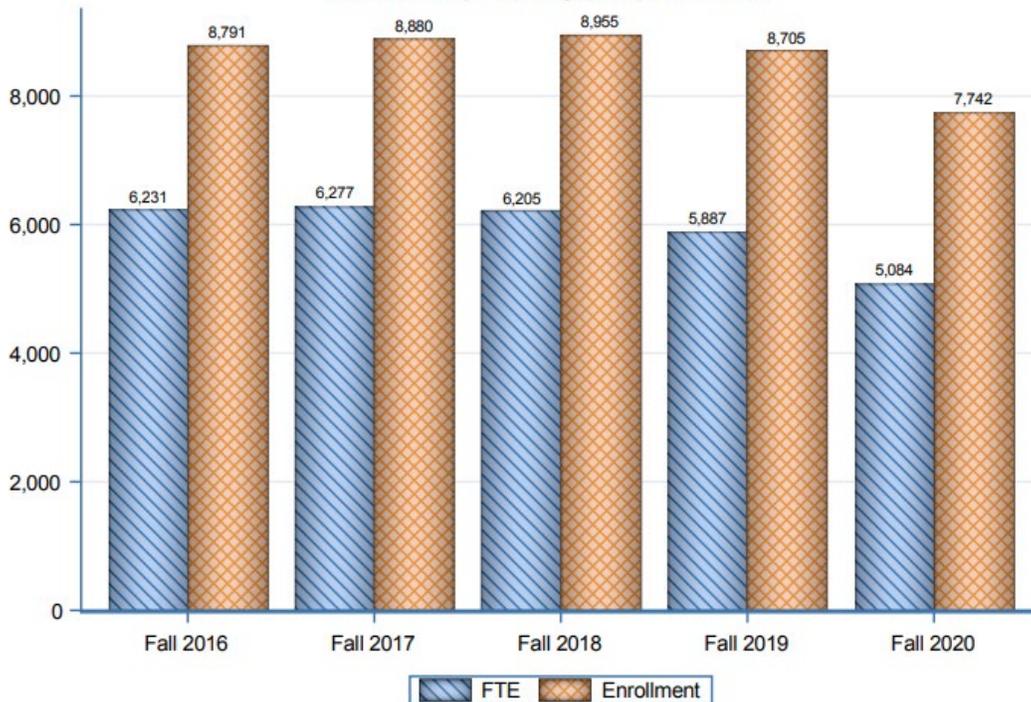
Attempted Hours

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Less than 6	1,833	20.9%	1,908	21.5%	2,032	22.7%	1,952	22.4%	1,899	24.5%
06-11	3,489	39.7%	3,492	39.3%	3,585	40.0%	4,007	46.0%	3,689	47.6%
12	1,113	12.7%	1,076	12.1%	1,085	12.1%	950	10.9%	781	10.1%
13	1,283	14.6%	1,316	14.8%	1,280	14.3%	1,014	11.6%	764	9.9%
14	499	5.7%	542	6.1%	475	5.3%	385	4.4%	319	4.1%
15	265	3.0%	244	2.7%	213	2.4%	172	2.0%	128	1.7%
16	187	2.1%	181	2.0%	183	2.0%	141	1.6%	97	1.3%
17	55	0.6%	63	0.7%	49	0.5%	35	0.4%	35	0.5%
18	35	0.4%	31	0.3%	28	0.3%	17	0.2%	5	0.1%
More than 18	32	0.4%	27	0.3%	25	0.3%	32	0.4%	25	0.3%
Total	8,791	100.0%	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%

Pell Status

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Non-Pell Recipient	5,428	61.7%	5,488	61.8%	5,625	62.8%	5,378	61.8%	4,479	57.9%
Pell Recipient	3,363	38.3%	3,392	38.2%	3,330	37.2%	3,327	38.2%	3,263	42.1%
Total	8,791	100.0%	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%

Full-Time Equivalency (FTE) vs. Overall



III. Current Enrollment

Summer I Report (as of 6/27/2021)

Year to Date Registration Comparison - Reported
Day of Registration: 84

	Summer 1 2017	Summer 1 2018	Summer 1 2019	Summer 1 2020	Summer 1 2021
Regular Students*	2,723	2,600	3,036	3,211	2,656
+ Spring Flex Entry students reported in Summer 1	916	1,148	1,047	1,705	1,391
+ Summer Minimester students reported in Summer 1	646	588	652	872	522
- Students Enrolled as both Spring Flex and Summer Minimester	-35	-39	-41	-73	-59
Reported Total	4,250	4,297	4,694	5,715	4,510

Enrollment Report Summer 1 2021
Year to Date Registration Comparison - Actual Students*

	Summer 1 2017	Summer 1 2018	Summer 1 2019	Summer 1 2020	Summer 1 2021
First Time in College	48	58	86	108	123
First Time Transfer	631	606	616	644	585
Continuing	1,689	1,633	1,705	1,757	1,334
Returning	668	607	668	750	691
Dual Credit	1	1	294	284	261
Total	3,037	2,905	3,369	3,543	2,994

Contact Hours Summary

	Summer 1 2017	Summer 1 2018	Summer 1 2019	Summer 1 2020	Summer 1 2021
Workforce	123,440	120,312	131,448	183,516	115,120
Academic	175,184	172,208	198,432	206,240	177,520
Total	298,624	292,520	329,880	389,756	292,640

Summer 1 of 2021 enrollment shows a 15% and 11% decrease compared to Summer 2020 and 2019. Enrollment for Summer 2020 and 2019 were record enrollments. When compared to Summer 2017 and 2018, the current term is comparable.

Summer II Report (as of 6/27/2021)

Year to Date Registration Comparison - Reported
Day of Registration: 84

	Summer 2 2017	Summer 2 2018	Summer 2 2019	Summer 2 2020	Summer 2 2021
Regular Students*	1,822	1,817	2,257	2,531	1,947
+ Summer 1 Flex Entry students reported in Summer 2	0	0	393	435	410
Reported Total	1,822	1,817	2,650	2,966	2,357

Enrollment Report Fall 2021
Year to Date Registration Comparison - Regular Students*

	Summer 2 2017	Summer 2 2018	Summer 2 2019	Summer 2 2020	Summer 2 2021
First Time in College	33	34	44	49	73
First Time Transfer	229	243	320	348	200
Continuing	1,373	1,300	1,872	2,090	1,646
Returning	188	239	289	319	304
Dual Credit	0	1	125	160	134
Total	1,823	1,817	2,650	2,966	2,357

Contact Hours Summary

	Summer 2 2017	Summer 2 2018	Summer 2 2019	Summer 2 2020	Summer 2 2021
Workforce	32,288	31,952	122,024	129,428	115,336
Academic	154,240	153,248	199,920	172,752	136,128
Total	186,528	185,200	321,944	302,180	251,464

Summer 2 of 2021 enrollment shows a 21% and 11% decrease compared to Summer 2020 and 2019. Enrollment for Summer 2020 and 2019 were record enrollments. When compared to Summer 2017 and 2018, the current term is exceeding those years.

Fall Report (as of 6/27/2021)

Enrollment Summary - Fall 2021
Year to Date Registration Comparison - Actual Student Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Regular Students*	3,720	3,928	4,001	3,197	3,340
+ Current Fall Flex Entry to report in Spring	289	305	584	557	400
- Students Enrolled as both Regular and Fall Flex Entry	-263	-281	-559	-536	-396
Reported Total	3,746	3,952	4,026	3,218	3,344

Part of Term Summary
Unduplicated

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
16-Week Only	3,508	93.6%	3,685	93.2%	3,144	78.1%	2,457	76.4%	2,584	77.2%
16-Week and 1st 8-Week	34	0.9%	39	1.0%	420	10.4%	295	9.2%	292	8.7%
16-Week, 1st 8-Week, 2nd 8-Week	31	0.8%	24	0.6%	237	5.9%	205	6.4%	248	7.4%
16-Week and 2nd 8-Week	39	1.0%	57	1.4%	147	3.7%	159	4.9%	89	2.7%
Other Flex Options	123	3.3%	137	3.5%	1	0.0%	0	0	0	0
1st 8-Week and 2nd 8-Week	6	0.2%	0	0	47	1.2%	50	1.6%	62	1.9%
1st 8-Week Only	4	0.1%	6	0.2%	24	0.6%	39	1.2%	65	1.9%
2nd 8-Week Only	1	0.0%	4	0.1%	6	0.1%	13	0.4%	5	0.1%
Total	3,746	100.0%	3,952	100.0%	4,026	100.0%	3,218	100.0%	3,345	100.0%

Enrollment Report Fall 2021
Year to Date Registration Comparison - Regular Students*

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First Time in College	235	319	383	175	213
First Time Transfer	95	84	87	55	87
Continuing	2,009	2,024	1,949	1,629	1,530
Returning	266	233	214	179	233
Dual Credit	1,141	1,292	1,393	1,180	1,281
Total	3,746	3,952	4,026	3,218	3,344

Contact Hours Summary

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Academic	454,176	457,168	472,848	345,232	336,224
Workforce	204,792	203,360	210,336	168,656	187,040
Total	658,968	660,528	683,184	513,888	523,264

Fall 2021 enrollment currently shows a 4% increase compared to Fall 2020, but it remains behind enrollment from Fall 2019, 2018, and 2017. This indicates improvements from the impact of COVID, but the recovery is not back to pre-pandemic enrollment.

IV. New Initiatives

In addition to the standard enrollment and marketing activities, the following are new initiatives that have started and are related to the enrollment strategy of McLennan Community College.

Initiative	Description
Highlander Restart	Debt forgiveness program for former students. Allows former students to pay debt down to a balance of \$500 and enroll in classes. When the student completes a certificate or degree, the final \$500 balance will be waived.
ExpressPath	Certificates and occupational skills programs that can be obtained in under one year. This is part of the Texas Association of Community College's Texas Reskilling & Upskilling through Education (TRUE) initiative.
ExpressPath Open House Events	Open house events to promote the ExpressPath programs. The events were held on campus and in strategic locations throughout the community.
Calling Campaign	Employees volunteer to call students that have not re-enrolled for the upcoming semester.
CollegeApp Data Platform	Predictive analytics used to help colleges discover and recruit adults who intend to get additional education and training. The database begins with public information about adults aged 18+, supplements the base data with survey results and machine learning algorithms that successfully predict the likelihood of pursuing education and training.
Slate	Slate is a Constituent Relationship Management (CRM) tool designed specifically for higher education. This tool is being used to communicate with prospective students and a new application for admissions is being developed through this system. It can greatly improve our ease of communicating with prospective students.
Process Improvement	Steering Committee Chairs will be leading a review of enrollment processes in Marketing & Communications, Admissions & Recruitment, Records & Registration, Business Office, Financial Aid, and Advising. Consultants will be engaged to work with College employees to complete this review.
EOC Grant	McLennan Community College has applied for an Education Opportunity Center Grant which would fund positions specifically to help grow enrollment in post-secondary education in McLennan and Falls counties. Although the goal is to inform prospective students about college in general, McLennan Community College would likely be the beneficiary of the many new students. These staff would be working to help students complete GEDs, apply to colleges, complete the FAFSA, and enroll in college.
Reskilling Funds	Financial assistance from \$500 to \$2,500 is available for former students to return and complete a degree or certificate. Funding provided by the Texas Higher Education Coordinating Board to assist Texans affected by COVID-19.
We Train Heroes Advertising	Three 30-second TV commercials that will run on traditional and digital TV that promote the health professions and emergency services programs. Promotion will also include a significant amount

	of social media advertising. This project is being funded by the Perkins Grant.
University Center	Continue to strengthen our partnership and seek out more non-traditional prospects for the University Center. Find ways to continue to encourage prospective students to commit to attending a University Center partner with McLennan Community College as the path.
AEL	Increase recruitment efforts for students who have completed the Adult Education and Literacy Program to continue at McLennan Community College. Provide a FAFSA and application workshop specifically for these students.
Corporate Partnerships	Build on our corporate partnerships, especially those that offer tuition reimbursement programs for employees. Explore the possibility of offering core classes at the company locations and providing FAFSA and application workshops on site for corporations.
Faculty and Staff Outreach Program	The Admissions and Marketing Subcommittee recommended this program as a way to further engage employees in telling the College story. The program will involve multiple levels of participation, based on the desire of the employee.
Community Survey	A community survey was developed to administer anonymously online from June 14 to July 14. The survey's intent is to assess impressions of and satisfaction with the College and to identify growth opportunities. The survey was developed with input for the campus community and the Board of Trustees.

V. Approved Subcommittee Recommendation

Admissions and Marketing Subcommittee

Faculty and Staff Outreach Program (added March 2021) – working to develop specifics for the program to help engage faculty and staff in improving the way we “tell McLennan Community College’s story”, contributing to the communication of a consistent brand in order to build more community awareness, and engage in recruiting efforts to build our enrollment.

By empowering employees with a consistent “elevator speech”, the tools and platforms available to communicate our messaging, and the opportunity to assist prospective students through the registration process, a faculty and staff-driven outreach program will provide invested and dedicated employees with the opportunity to grow their support for the College with one unified voice and strategic plan.

Goal of Recommendation: To increase enrollment by leveraging interactions and developing relationships between prospective students and all McLennan Community College faculty and staff.

Finance Subcommittee

The following recommendations have been approved by the Steering Committee and will be presented to the McLennan Community College Board of Trustees for review and approval.

McLennan Scholarship Program Changes (Top 10%) - Award the McLennan Scholarships based on class ranks from the end of the junior year for each high school in McLennan County rather than using senior class ranking. This will allow an entire year to use this scholarship to recruit these students. Formalize that the scholarship can be used for the four long semesters following graduation, even if the student does not attend the first semester after high school.

Establish a McLennan Rising Star Scholarship Program (Top 11-20%) – Award the McLennan Rising Star Scholarship in the same manner as the McLennan Scholarship Program.

Retention Subcommittee

The following recommendations were submitted to the Steering Committee. All recommendations received support for continued development and exploration.

Acquire, Implement, and Utilize CRM and Predictive Analytics Technology and Data

- Select the program that best meets our needs.
 - Identify the parameters the ideal product will meet.
 - Search for software that best matches those parameters.
 - Conduct a cost-benefit analysis, weighing expense with ability to meet all parameters.
- Develop a data analysis structure to create the predictive models.
 - Communicate among departments to determine who our most at-risk students are.
 - Periodically update these models as our student population changes.
- Develop an intervention structure for students identified as at-risk.
- Train departments utilizing this software to enhance communication among employees.

Establish “circles of care” for students, where cohorts of students have assigned connections with staff members across multiple departments (Admissions, Financial Aid, Advising, Completion Center, NSO, Learning Framework, etc.)

Explore additional childcare services for students

- Local and national data shows access to childcare is a barrier for prospective students.
- Students are a small percentage of the current model’s clientele
 - The cost and wait list make it difficult for our students
 - Our students don’t necessarily need 8am-5pm daycare

Research and Growth Opportunities Subcommittee

The following recommendation was submitted to the Steering Committee. The recommendation received support for development and implementation.

A community survey to administer anonymously online to residents in the McLennan Community College service area. The survey will assess impressions of and satisfaction with the College and to identify growth opportunities.

VI. Additional Subcommittee Work

Admissions and Marketing Subcommittee

The Admissions & Marketing Subcommittee has worked on the following initiatives:

- Developing the Faculty and Staff Engagement Program. The initial plan is to develop courses that include marketing & recruiting basics; social media & website basics; who are out students; how to keep up with new programs; resources, and activities; how to help a prospective student become a student; and other things you may not know about MCC.
- Analysis of media and marketing budget, specifically comparing the MCC budget to that of other community colleges in the region.
- Working with the Retention Subcommittee on overlapping initiatives that relate to engagement.

Finance Subcommittee

The Finance Subcommittee has worked on the following additional initiatives:

- Discussing incentive ideas for enrollments.
- Assisted other subcommittees with financial impact analysis of initiatives.

Research and Growth Opportunities

The Research and Growth Opportunities Subcommittee has working groups that are continuing to develop recommendations and ideas for the following:

- Incentivize enrollment—Bradley Christian, Celina Brown, Gary Myles
 - Looking at data and at multiple options to incentivize 1) enrollment on the front end and 2) completions on the back end
 - Looking at the literature on incentivizing
 - Focusing on developmental education and non-traditional students. These students are vulnerable and have a high attrition rate. Non-traditional students are older students who do not have the knowledge about college that younger students have.
 - Incentives would be oriented toward getting students in the door (with discounts or perhaps free textbooks), keeping students in school (with flexible schedules and other incentives that are inexpensive for the college), and encouraging students to complete their program of study (with tuition reimbursement or perhaps scholarships in the dollar amount for the cost of their dev. ed. coursework).
 - So making front-end incentives low in cost and back end incentives higher in cost to benefit the college with completers would be a goal.
- Communicate the success of programs, including marketing specific workforce programs—Bryant Windham, David Davenport, Steve Wenzel
 - Looking at sharing information and communicating with high school counselors
 - Exploring how to communicate information about programs to individuals who want to start their career or want to take the next step
 - Working on a questionnaire to send to department and programs on campus.
- Offer more non-degree options—Annette Bigham, Lizette LaSrape, Sharon Kenan
 - Learning how to build better career pathways
 - Researching options that people want, e.g., career pathways needed using a continuing education path
 - Learning how MCC can help students get a better job

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- Working on a recommendation that will likely include the following items:
 - the hesitation by some to accept/consider the importance of continuing education for providing a pathway to credit courses/programs
 - the need to map express pathways
 - the need to build awareness of the programs/advertise
 - the need to access/share workforce reports on campus (may just need access to links or may need a repository with keyword access)
 - Focus on outreach to Hispanics on campus and in the community—Bronwen Forbay and Glynnis Gaines
 - Receiving good information from students and alumni
 - Working with groups on campus such as Project LEAP and Upward Bound
 - Work with high schools (public and private) and home schools to increase first time in college enrollment—Joe Arrington, Matt Porter, Sally Frazier
 - Considering the following and has contacted Londa Carriveau to get information and to discuss their ideas and questions:
 - how to reach into schools and get more information
 - how to create linkages/pairings between like entities
 - what schools to go to for collecting information
 - College name change
 - Community Survey will give additional information about how this would be received by the residents.
 - Of the 50 community colleges in Texas, 39 do not include community or junior in the name.
 - A QRT report completed in 2012 interviewed community colleges throughout the United States and found that offering baccalaureate degrees or changing the mission of the institution were the primary reasons for dropping community from the name.
 - Texas institutions that have dropped community or junior from their names in recent years will be contacted and asked several questions, including why they decided to drop the word “community” from their names.
 - Continued work on the development of the community survey to be administered in June/July. The committee received input from College employees and members of the Board of Trustees.

Retention Subcommittee

The Retention Subcommittee has worked on these additional items:

- Development of a way to communicate all suggestions (and suggestions created in the future) to the appropriate offices so they can review them and implement what they can, even independent of the SEM report.
- Subcommittee has identified and kept engaged with the following initiatives:
 - New student orientation changes
 - Changes in Learning Frameworks
 - Earlier and more accessible career exploration
 - Assigned Success Coaches earlier in the student’s time at MCC

VII. Results/Outcomes

Initiative	Results/Outcomes
Highlander Restart	<ul style="list-style-type: none"> • This program started in the Spring of 2021 with 47 students enrolled. Those students paid \$7,833 and used \$1,800 from eligible financial aid to pay past due balances to McLennan Community College. The 47 students were registered for 321 credit hours, which generates approximately \$39,162 in tuition and fees. The total amount to be waived for these 47 students when they complete their degree or certificate will be \$18,306. • As of 6/29/2021 there are 97 students enrolled in the Highlander Restart Program. These students have paid \$33,361.54 to return to MCC and used \$4,266.87 in eligible financial aid. When the students complete a program, the College will waive remaining debt that totals \$27,260.40. The students in the program have enrolled and paid for 936 credit hours, which is approximately \$114,192 in additional tuition and fee revenue. There are 9 students that are pending graduation.
ExpressPath	<ul style="list-style-type: none"> • TBD - Recruitment efforts continue.
ExpressPath Open House Events	<ul style="list-style-type: none"> • The first ExpressPath Open House events were held on Thursday, November 12 from 5:30-8:00 and Saturday, November 14 from 9:00-noon. The events were held in the McLennan Community College Conference Center. 24 participants attended the event and had the opportunity to visit with instructional program staff and support staff (business office, financial aid, admissions, advising, success coaches, and testing). • ExpressPath Open House events were held on May 17 from 5:00-7:00 at the Bellmead Civic Center, June 12 from 10:00-12:00 at the China Spring High School, and June 26 from 10:00-12:00 at the Dewey Park Recreation Center. <ul style="list-style-type: none"> ○ November 12 at MCC – 10 attendees with 18 registered/no-shows ○ November 14 at MCC – 11 attendees with 16 registered/no-shows ○ May 17 at Bellmead – 9 attendees with 21 registered/no-shows ○ June 12 at China Spring – 13 attendees with 11 registered/no-shows ○ June 26 at Dewey Park – 13 attendees with 37 registered/no-shows ○ Total: 56 attendees with 103 registered/no-shows, which convert into 100+ new prospects, leads, or returning students. • SEM Admissions & Marketing Subcommittee is currently contacting those who were registered for ExpressPath events but did not attend.
Calling Campaign	<ul style="list-style-type: none"> • For the Spring 2021 Semester: 2,832 students were assigned to 53 volunteer employees to call. Results: 730 planned to enroll at McLennan Community College, 115 did not plan to enroll at McLennan Community College, 100 were unsure, 17 intend to enroll at the University Center, 14 intend to enroll at another school, 771 registered after the call.
CollegeApp Data Platform	<ul style="list-style-type: none"> • Used to generate a list of all high school juniors in McLennan and Falls counties for a juniors/parents postcard. Using this tool to determine the best location for the ExpressPath Open House events in McLennan County. • Generated mailing lists for advertising the Bellmeade, China Spring High School, and Dewey Park Recreation Center ExpressPath Open House Events.

Slate	<ul style="list-style-type: none"> A new application for admission is live in Slate. Slate is being used to communicate with prospective students regularly and for targeted events for special programs (ExpressPath, Highlander Restart, etc.). Event planning for several College events allows participants to RSVP. This tool is also used for scheduling appointments with recruiters.
Process Improvement	<ul style="list-style-type: none"> Board of Trustees approved a contract with Cicero Group for the Enrollment Management Process Improvement work on 4/27/2021. Stephen Benson and Kim Patterson are the coordinating the work, with a team of logistics leads from each department. Cicero Group started interviews with staff in mid June to begin the process mapping.
EOC Grant	<ul style="list-style-type: none"> Grant application has been submitted. If awarded, the EOC grant will fund outreach to and support of non-traditional students to encourage enrollment at MCC and other post-secondary institutions.
Reskilling Funds	<ul style="list-style-type: none"> TBD - Recruitment efforts continue.
We Train Heroes Advertising	<ul style="list-style-type: none"> This campaign will run from April through August for the Summer and Fall registration period.
Community Survey	<ul style="list-style-type: none"> The draft survey was presented to the campus community, Board of Trustees, and the SEM Steering Committee for input. The survey went live on June 14 and will continue through July 14. https://mclennan.co1.qualtrics.com/jfe/form/SV_bkBe8KdYwbmjCJw?fbclid=IwAR0JFPbz-RVeaFiFW7gKhjIFYIHjmhNvG-LFco-y4qAygDozC4vL6lkG