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Inquiry to Enrollment | Objectives

**Overview:** By understanding where and why prospective students are exiting the inquiry to enrollment funnel for McLennan Community College, strategies and approaches can be utilized to maximize conversion and enrollment rates.

**Objectives:**

**I2E Process Definition:**
- Map the entire inquiry to enrollment process, from both student and operational perspectives, including critical internal actions (e.g., admissions, financial aid, etc.), decision points, and student interactions with MCC personnel.
- Corroborate the process map using both internal functional data and stakeholder feedback.

**I2E Survey:**
- Understand drivers of attrition at each of the critical stages from the vantage point of prospective students, both as a whole and within demographic segments.
- Identify and validate potential mitigation strategies for each of the key areas of attrition, and other improvements in processes that will optimize the prospective student experience overall.
Inquiry to Enrollment | Methodology

### Phase 1
**In-Depth Interviews**
- 20 total interviews with key personnel engaged across all aspects of the I2E process
- Representation by admissions, recruitment, marketing, IT, advising, financial aid, & registration
- Discussed current pain points in the process
- Learned about each department’s role in the enrollment funnel

### Phase 2
**Process Map Creation**
- Collated all feedback and identified touchpoints between internal systems, students, and third-party systems
- Grouped processes into 7 main phases: inquiry, application, admission, pre-matriculation, registration, and financial aid

### Phase 3
**Refinement**
- 6 follow up interviews with key personnel to verify detailed steps in the map
- Held an internal review of process map with directors from each department represented in the process
- Refined map by incorporating feedback

### Phase 4
**Quantitative Validation**
- Designed and deployed a survey to current students and closed inquirers to validate bottlenecks, process inefficiencies, and funnel attrition
- Used internal functional data to enrich the analysis of enrollment funnel attrition

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**Note:** This report does not include dual credit students because their enrollment process is unique (i.e., different application, portal, internal ownership, and more extensive high school counselor involvement).
Executive Summary | Strengths

**STUDENT SATISFACTION**: Students are satisfied with their experience interacting with MCC, including the general ease of the enrollment process, in spite of the numerous steps required of prospective students – they appreciate MCC’s campus and staff.

**STAFF MISSION**: Staff are perceived as being student-focused, open to improvement, and eager to help. Students feel that staff are welcoming and provide a positive atmosphere. Progress has been made toward breaking down silos between departments.

**TECHNOLOGY POTENTIAL**: New and recent implementations, particularly Slate, address some of the current enrollment barriers and are expected to improve processes for both staff and students once fully implemented.

**STATE OF THE PROCESS**: Prospective students are not being lost from the enrollment funnel at an unusually high rate or for reasons that cannot be addressed, and while there are areas for improvement, enrollment processes at MCC appear to be on the right track.
Executive Summary | Areas for Improvement

**COMMUNICATION**: Clearer, more succinct instructions about how and when to complete requirements and turn in documents are a needed improvement, along with streamlined, easily accessed online resources, and concise, understandable emails.

**TECHNOLOGY**: Extensive and ongoing training, along with clearer communication of processes for current and new platforms, are needed to enhance adoption and utilization, given the critical role systems and software play in MCC enrollment processes.

**BOTTLENECKS**: Manual processes, prospective student and staff/process dependencies, and multiple simultaneous internal “owners” of layered aspects of the process lead to bottlenecks within the enrollment process that can be addressed to mitigate attrition.

**REQUIREMENTS**: Many aspects of the enrollment process at MCC are not linear for prospective students; the absence of a logical order to required steps of the enrollment process for students leads to confusion, redundancies, handoffs, and frustration.
Executive Summary | Recommendations

EXPAND TOP OF FUNNEL: Increase volume at the top of the funnel with marketing and recruiting investments based on the most effective strategies and tactics for reaching prospects most likely to be interested in MCC, while reducing or redirecting investment in less impactful marketing and recruiting strategies.

INCREASE ASSISTANCE AT CRITICAL JUNCTURES: Systematically prioritize efforts to reduce handoffs, increase personalization, and focus on individual help, particularly in the steps and processes that immediately follow application and admission, to mitigate issues and frustration through these higher attrition processes.

CLARIFY STEPS TO OPTIMIZE TIME AND RESOURCES: Clearly delineate upcoming steps, particularly TSI requirements, early, and help ensure completion of necessary requirements before advising meetings. Add a student touchpoint/account audit after admission to provide clear direction and understanding of next steps.

LEVERAGE TECHNOLOGY: Align across departments on the capabilities of Slate and its standards for use. Implement standard student definitions and data requirements and train staff on platforms. Once manual processes reduced or eliminated by Slate are identified, assess other manual processes for further improvement.

FOCUS ON COMMUNICATION: Streamline website and email communication to be easier to understand. Tailor messaging to segments of students, focus “just in time” messaging based on place in the process and ensure all have easy access to Slate’s new digital checklist once implemented, as this is a commonly desired resource.
Key Findings
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<th>Findings</th>
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<tr>
<td>Overall Health of Enrollment</td>
<td>• Overall health of the enrollment management process at MCC is good, but there are opportunities for process improvement, continued work on breaking down siloes between departments, and a need for increased transparency about the state of enrollment.</td>
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| Student Pain Points/Barriers  | • Students need more guidance through the process, especially first generation and non-traditional students.  
• The “Become a Student” webpage is not user friendly and does not outline enrollment steps in the best way.  
• Financial aid, especially verification, and advising wait times are pain point for students.  
• Students need an interactive checklist that forces certain steps before others, and more succinctly explains where to turn in paperwork.  
Slate’s enrollment checklist will improve this for both students and employees.  
• Financial aid and testing requirements are two sticking points that delay registration and lengthen advising meetings. |
| Technology                    | • Staff want training on technology systems and programs, and increased transparency about capabilities and implementation of Slate.  
• Manual data entry and reports causes lag. Specifically, the document management system is an employee pain point.  
• Electronic student forms that integrate with the Student Information System are needed.  
• MCC needs data governance guidelines that are standard across departments (student definitions, how to enter, etc.) to ensure reliable tracking and integrity of data.  
• There are many platforms being utilized right now (Mongoose, Perceptive Content, etc.). Understand their integration capabilities with Slate to maximize efficiency and decrease manual processes after full implementation (like sending text or email messages). |
| Student Tracking              | • It takes multiple steps and screens to understand where current students are in their enrollment process.  
• Staff do not have a clear understanding of when students fall out of funnel or important enrollment trends.  
• Right now, staff “notice” when a student has not made enrollment progress then manually pull reports and reach out. There is no set cadence for this process, so it happens on an irregular basis. |
| Communication                 | • Communication should be streamlined and tailored to the student population. Specifically, it is agreed upon across departments that the acceptance email needs to be reviewed.  
• MCC should think about a communication audit or being intentional with the library of messages that will be created once there is full implementation of Slate. Right now, Colleague has built up a library of communications that have not been edited for many years.  
• Tailored messaging for different student segments should be created, and automated systems for scheduling and sending should be taken advantage of. |
## Executive Summary | Process Map Key Findings

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<th>Findings</th>
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| **1 Manual Processes**    | • Throughout the enrollment process, there are 16 instances where a manual process (with multiple steps) is utilized, including text and email outreach through Colleague and Mongoose, sending acceptance letters, uploading documents to a student’s account using the document imaging system, and de-registration.  
  • Some of these manual processes are unavoidable and some will be alleviated by the implementation of Slate. However, it is important that staff are trained on how to use platforms so that they can take advantage of a new system by decreasing steps and improving processes. |
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<th>Theme</th>
<th>Findings</th>
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</thead>
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| Funnel Fallout         | • MCC’s value proposition appeals to students with specific needs and goals (affordable, close to home); it seems students know what MCC offers when they begin the inquiry process because students who inquire are likely to apply.  
• Prospective students hear about MCC through personal conversations/word of mouth. Most turn to the website for more information or come to campus for informative events. These tools are important for recruitment.  
• Website tracking could be used to target students who visit the site with paid digital advertisements, knowing that students who are researching MCC online usually end up applying.  
• There should be two points of focus in the funnel: the top of the funnel (increasing recruitment) and increased touchpoints during pre-matriculation (after acceptance). |
| Digital Content & Resources | • Online resources and communication are very important; MCC’s website and emails are highly used resources by students throughout the entire inquiry to enrollment process. Staff view these two resources as areas for improvement.  
• Focus on streamlining written communication, improving website usability, and offering digital resources/instructions for students.                                                                                                                                                                                                                                                                                        |
| Student Needs          | • Traditional (recently in school) students need more encouragement during the application phase, including help completing the application and understanding financial aid.  
• Nontraditional students need more encouragement after application, including gathering transcripts, shot records, and fulfilling testing requirements.  
• On the whole, students would like more outreach and personalized help during enrollment, especially after being admitted.                                                                                                                                                                                                                                                                                     |
| Student Barriers       | • Students need to visit campus in-person for some requirements which is difficult for those who are working, and they sometimes struggle to reach staff via phone.  
• Students want a checklist or “cheat-sheet” to use for enrollment.  
• Wait times and bouncing between departments causes frustration.  
• Students want more communication and assistance with financial aid and scholarships.                                                                                                                                                                                                                                                                                      |
I2E Funnel Overview
Funnel Attrition, Closed Inquirers
I2E Funnel Overview | Almost 60% of inquirers submit an application to MCC; after acceptance, closed inquirers largely drop off between pre-matriculation and registration.

Closed Inquirer Enrollment Funnel Attrition by Steps Completed, Q13 (n=165)

<table>
<thead>
<tr>
<th>Step</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquired</td>
<td>100%</td>
</tr>
<tr>
<td>Applied</td>
<td>58%</td>
</tr>
<tr>
<td>Accepted</td>
<td>54%</td>
</tr>
<tr>
<td>Pre-Matriculation</td>
<td>39%</td>
</tr>
<tr>
<td>Registered</td>
<td>4%</td>
</tr>
<tr>
<td>Paid for classes</td>
<td>2%</td>
</tr>
<tr>
<td>Attended class</td>
<td>0%</td>
</tr>
</tbody>
</table>

Closed inquirer = student who entered the funnel at some point, but did not enroll.

Almost 40% of closed inquirers complete at least one pre-matriculation step (transcripts, orientation, etc.). MCC should focus on retaining students that have started the process of enrolling but are not finishing it.

Q11: At which school(s) did you enroll?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | More specifically, ‘submitting transcripts’ and ‘meeting with an advisor’ are sticking points. After advisor meetings, the attrition rate is more steady.

Closed Inquirer Enrollment Funnel Attrition by Steps Completed, Q13 (n=165)

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | Most closed inquirers are entering the funnel through the website, and they tend to submit “request for information” forms, too.

Closed Inquirer Enrollment Funnel Attrition by Inquiry Source \( (n=165) \)

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

Note: Inquirers from each source may have used additional sources. Data is not exclusive for each source.
**I2E Funnel Overview** | Closed inquirers who attend an information session and visit the MCC website are stickier, while prospects who hear about MCC at their high school’s college fair have the most attrition.

**Closed Inquirer Enrollment Funnel Attrition by Inquiry Source, Q13** *(n=165)*

- Attended on-campus event (open house, college night, tour, etc.)
- Attended a college fair at a local high school
- Attended an information session
- Submitted a "Request for More Information" Form
- Research MCC using website

Students who attend an info session and research MCC online have less attrition across the funnel. These inquiry routes are likely attracting prospects that are more confident in their interest in attending MCC.

**Q13:** When considering McLennan Community College, please select all the steps that you completed in the process.

Note: Inquirers may have used more than one source. Data is not exclusive for each source.
I2E Funnel Overview | Most closed inquirers are either transient students or recent high school graduates.

Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=198)

Closed Inquirers by Educational Status

- Summer or single semester Student only (taking a summer or single semester course at MCC, but attending a different home institution): 25%
- High School Senior or Recent Graduate (graduated less than 2 years ago): 25%
- Out of High School for 2+ years, now interested in attending college for the first time: 19%
- None of the above: 16%
- Transfer Student, not currently attending another institution: 16%
- Transfer Student, coming directly from another college or university: 13%
- Former MCC student, interested in re-enrolling: 5%
I2E Funnel Overview | High school seniors have higher attrition in early stages of the funnel (inquiry to application submission), while most other prospects decline sharply after acceptance.

Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=198)

Q12: At the time of your interaction(s) with MCC, what was your educational status?

- HS Senior or Recent Graduate
- Out of HS for 2+ years, now interested in college for the first time
- Transfer Student, coming directly from another college or university
- Transfer Student, not currently attending another institution
- Former MCC student, interested in re-enrolling
- Summer or single semester student only

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

- Inquired
- Started
- Submitted
- Accepted
- Submitted Transcripts
- Met with Academic Advisor
- Completed Orientation
- Completed Financial Aid
- Registered for Classes
- Paid
- Attended Class

Inquired - Started - Submitted - Accepted - Submitted Transcripts - Met with Academic Advisor - Completed Orientation - Completed Financial Aid - Registered for Classes - Paid - Attended Class

HS Seniors/recent graduates experience more attrition at the application phase.

All others (except for former MCC students) sharply decline from the “acceptance” to “transcript” phase.
I2E Funnel Overview | High School Seniors or Recent Graduates need cultivation at the beginning of the funnel, while they are applying, and again once they are in the midst of the enrollment process.

Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=42)

Q12: At the time of your interaction(s) with MCC, what was your educational status?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

42% of high school seniors/recent graduates who inquired are submitting an application

The second sticking point for these prospects is the pre-matriculation process that happens after transcript submission, including immunization records and test score submission.
Nontraditional students seem sure of their desire to apply but start to drop off after being accepted. These potential students may need more assistance after being accepted.

**Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=31)**

- The application rate of prospects who have been out of HS for 2+ years is high, at 68% of those who inquire.
- Almost half of these potential students are not submitting transcripts. Because they have been out of school for a longer time, they may struggle with knowing where to start or how to retrieve this paperwork.

**Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=31)**

- Out of HS for 2+ years, now interested in college for the first time.
I2E Funnel Overview | Transfer students are dropping out of the funnel after being accepted, and again after starting the pre-matriculation process.

Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13 (n=47)

It is more likely that transfer students who requested transcripts from their previous school were intending to enroll at MCC; these students may need more direction with the remaining pre-matriculation requirements.

Q12: At the time of your interaction(s) with MCC, what was your educational status?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

Note: removed “started application” because the number was lower than “submitted”, indicating these students missed the “started” response option more often.
I2E Process by Phase | How to Read the Process Map

To successfully navigate the I2E process map, an understanding of the swim lanes and legend is required.

Layout:

- **Horizontal Swim Lanes** – Process step owner
  - Student
  - Recruiters
  - Admissions
  - Advisors
  - Highlander Central
  - Business Office
  - Financial Aid System

- **Page Titles** – Phases of I2E process
  - Inquiry
  - Application
  - Admission
  - Pre-Matriculation
  - Registration
  - Matriculation
  - Financial Aid

Legend:

<table>
<thead>
<tr>
<th>Shapes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>→</td>
<td>Flow from one process to the next</td>
</tr>
<tr>
<td>●</td>
<td>Start or end of process</td>
</tr>
<tr>
<td>•</td>
<td>Optional process step</td>
</tr>
<tr>
<td>🔴</td>
<td>Deadline</td>
</tr>
<tr>
<td>⚥</td>
<td>Decision Point</td>
</tr>
<tr>
<td>🔍</td>
<td>Hold on student account</td>
</tr>
</tbody>
</table>

**Detailed Process Map:**
(accurate as of August 2021)
Inquiry
1. Prospective students enter the inquiry funnel through various options:
   a. Campus event, online inquiry, high school recruiting event, phone call/walk onto campus, or stealth inquirer
2. Students are entered into Slate manually or automatically
3. Students are encouraged to attend a campus tour or info session
4. Student ambassadors and admissions staff maintain communication with students between inquiry and application
5. Note: In MCC’s system, “Prospects” are students who have not been contacted yet; “inquirers” are students who have made contact with MCC
1. Inquiry routes are **self-selection** (students reach out to MCC)

2. **Student ambassadors** are the main point of contact for students during the inquiry phase

3. **Admissions** staff contact students to encourage applications on an irregular basis

4. All communication is **via email or text** message
1. Use of information cards leads to a manual process, however Student Ambassadors are responsible for this step, so it does not impact staff capacity.

2. Students are automatically emailed after inquiring or attending an event; however, all other student contact relies on manual outreach by Student Ambassadors or admissions staff.

3. Automated messaging is only utilized in recruitment/Highlander Central; not yet used in admissions.

4. Students are considered “inquirers” in the SIS indefinitely, if they never apply.

Areas for Consideration

**Manual data entry**
- Students are considered “inquirers” in the SIS indefinitely, if they never apply.

**Manual outreach**
- Automated messaging is only utilized in recruitment/Highlander Central; not yet used in admissions.

**Inquiry**
- Student Ambassadors manually populate Student Information Card with contact info.
- Students are automatically emailed after inquiring or attending an event.
- Automated messaging involves informing the student about upcoming events.
- Students become “inquirers” in the system if they respond.
- Students are considered “inquirers” in the SIS indefinitely, if they never apply.

**Manual outreach**
- Student Ambassadors contact inquirers via email to invite them to campus or info sessions.
- Inquirers receive test or email reminding them to apply.
- Automated messaging involves informing the student about upcoming events.

**Admissions**
- Admissions office emails Office of Institutional Research requesting list.
- Office of Institutional Research pulls report and sends to Admissions.
- Admissions staff downloads report.
- Uploaded into Mangence or email.
- Create message.
- Send.
Application
1. **Two application routes**: ApplyTexas common application and MCC’s application through Slate
   a. Note: only transient students can access the Slate application (as of August 2021)

2. Student **submits application**

3. Once application is submitted, student status changes to “Admitted”

4. Admissions staff send **text message reminders** to students who have initiated applications, but not submitted them
1. After application is initiated, admissions staff contact students via text to encourage completion of the application.
2. Students move through the application process on their own.
3. For ApplyTexas application, students receive a notification of their application submission.
1. Follow up with students who have not completed their application is **irregular** and **manual**

2. If the student does not have an existing record, the process to **create a student record** and contact them is **tedious** and **time consuming**
   
   a. Note: Mongoose texting platform is not integrated with Slate (as of August 2021)

3. **Automation could be utilized** to communicate strategically with **inquiring students** and students who have initiated an application
Admission
1. Application is reviewed by Admissions office for high school equivalency and disciplinary status.

2. Acceptance email is generated and sent to each student.

3. On rare occasions, if student has a disciplinary status from a previous institution, an appeal process can be initiated.
1. The first communication received from the student after application submission is the decision email
   a. Note: Acceptance email contains instructions for how to complete enrollment. This is the student’s launching pad to continue in the process.

2. Student receives a separate email with their student email account details
Areas for Consideration

1. Reviewing applications and sending acceptance emails is a **manual process**
2. ApplyTexas is not currently feeding into Slate; this **integration may be difficult** to execute*
3. Length and wordiness of **acceptance email** is a **pain point***

*Source: Qualitative interviews
Pre-Matriculation
1. Student works through checklist of pre-matriculation activities, including:
   a. Submitting immunization forms
   b. Submitting transcripts
   c. Meeting testing requirements
   d. Meeting with an advisor
   e. Completing new student orientation

2. Transcripts must be submitted before registration can be completed

3. Students must meet testing requirements before registration can be completed

4. Advisors must approve each course before registration can be completed
1. Students reach out to Advisors, Admissions, or Highlander Central for assistance or answers when completing their pre-matriculation activities.

2. Students may submit paperwork through various options and departments:
   a. Email
   b. In-person
   c. Drop box on campus
   d. Mail
   e. Advisors, Highlander Central, Admissions, Testing Center
1. Admissions, Advising, and Highlander Central all play a role, often overlapping, in moving a student through the pre-matriculation process.

2. Students have many outlets for paperwork submission, sometimes causing confusion about where to submit or causing them to bounce between departments.

3. Advising sessions are ideally one of the final steps in the process, however they end up being the catchall for pre-matriculation requirements since the initial advisor meeting is often the first audit of the student’s account that occurs.

4. Right now, in Colleague, it takes 5-10 different screens to see the status of a student’s account.
   a. Note: The Slate CRM provides a checklist view of a student’s account, and will therefore alleviate this burden once fully implemented.
Registration
1. Once pre-matriculation activities are complete, student can register for classes
2. Student meets with advisor to receive approval on a course-by-course basis
3. Reminders are sent by Financial Aid and Highlander Central to encourage student to complete registration
4. Student completes registration by clicking “Register” button in Student Planner
1. Advisors and Highlander Central continue to be the main point of contact for students

2. Student must plan courses in Student Planner, then receive approval from an advisor for each course

3. Advisors approve courses and help students complete the registration process; often through a series of meetings

4. Financial Aid office contacts students via email who have an approved aid package, but have not yet registered for classes
While ideally advisors would approve all courses during the required pre-registration meeting, students often boomerang back and forth between advisors and completing other pre-matriculation requirements, resulting in multiple meetings.

Reminders to students about completing registration are optional and manual.

Advisors are still the primary auditors of student profiles.

Students often think they have registered for classes but have not “clicked the button.” They do not receive notifications from Student Planner if they haven’t completed it.*
Matriculation
1. Student registers for classes and receives confirmation via email.

2. 2 primary payment deadlines: (1) one week before the first day of class and (2) on the first day of class.

3. Students with unpaid balances are deregistered by the Business Office; process is run every day until the Census Date.

4. Student pays account balance.

5. Student attends class.
1. **Business Office** is the main **point of contact** for students as they pay their student account balance.

2. **Reminders** are sent via **text** and **email** periodically.

3. **Notification** of de-registration is received via student **email**, if applicable.

4. Student **visits campus** to pick up student ID, parking permit, and purchase books (if applicable).
Areas for Consideration

1. Students receive **payment reminders** via **email** and **text** message.
2. Sending payment reminders is a **manual** process.
3. De-registering students is a **daily, manual and tedious** process.
4. Due dates for required pre-matriculation documents are **not strictly enforced**, so there is some **variance** between which students get holds placed on their accounts and when.

---

I2E Process Map | Matriculation

*Source: Qualitative interviews*
Financial Aid
1. Student completes FAFSA before, during, or after MCC application and acceptance.

2. Financial aid department receives application, runs award package process, and sends award letter to student via email.

3. Accounts are flagged for missing documents and student is notified that they are “selected for verification,” if applicable.

4. Student works to gather and submit correct documentation.

5. Global Financial Services approves documents.

6. Student logs into WebAdvisor to accept or decline loans.
1. **Highlander Central** is intended to be the main point of contact for students with financial aid questions.

2. **Financial Aid office** is the point of contact for students with more complex questions.

3. Students “selected for verification” receive text message reminders from Highlander Central to complete their paperwork.

4. Student receives phone calls from Financial Aid for assistance with verification.
Areas for Consideration

1. If applicant does not have a student record, connecting a FAFSA to the student is a difficult and tedious process.

2. Financial aid department follows up with students who are selected for verification, often via phone, when it seems that students are stuck.

3. Highlander Central reaches out to students who are selected for verification via text. The process is manual.

4. All follow up and assistance outreach is manual and optional; there is no set cadence to contact students regarding financial aid.
I2E Survey
Peer Comparisons
Prospects who inquire are likely to apply, suggesting that students who are researching MCC are more confident in their interest and may need less cultivation to move to the next phase.

**Question | Which schools did you research and apply to? (n=517)**

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>84%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>33%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>27%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>22%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>16%</td>
</tr>
<tr>
<td>Texas Tech University – Llubbock</td>
<td>16%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>16%</td>
</tr>
<tr>
<td>Temple College</td>
<td>14%</td>
</tr>
<tr>
<td>Temple College</td>
<td>12%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>12%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>10%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>9%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>7%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>2%</td>
</tr>
<tr>
<td>None of the above</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Other includes:*
- Angelo State University
- Dallas Baptist University
- University of North Texas
- UT Arlington
- UT Austin
- Austin Community College
- Houston Community College
- Tarrant County College
- Texas A&M

**To which schools have you applied?**

<table>
<thead>
<tr>
<th>School</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>79%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>11%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>8%</td>
</tr>
<tr>
<td>Temple College</td>
<td>8%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>7%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>6%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>5%</td>
</tr>
<tr>
<td>Hill College</td>
<td>5%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>5%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>4%</td>
</tr>
<tr>
<td>Texas Tech University – Llubbock</td>
<td>4%</td>
</tr>
<tr>
<td>I have never applied to any college or university</td>
<td>4%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>3%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>2%</td>
</tr>
</tbody>
</table>

MCC experiences a 7% loss of students from the inquiry to application phase.
Potential students drop off more dramatically after acceptance suggesting more cultivation and/or assistance with enrollment steps is needed to move students to matriculation.

Question | Where were you accepted (n=496) and where did you enroll? (n=483)

At which school(s) were you accepted?

Q10

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>78%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
<tr>
<td>Temple College</td>
<td>7%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>7%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>7%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>6%</td>
</tr>
<tr>
<td>Hill College</td>
<td>4%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>4%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>4%</td>
</tr>
<tr>
<td>Texas Tech University – Lubbock</td>
<td>3%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>3%</td>
</tr>
<tr>
<td>I was not accepted to any of these schools</td>
<td>3%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>1%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>1%</td>
</tr>
</tbody>
</table>

At which school(s) did you enroll?

Q11

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>61%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>13%</td>
</tr>
<tr>
<td>I did not enroll at any of these schools</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Temple College</td>
<td>4%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>4%</td>
</tr>
<tr>
<td>Hill College</td>
<td>2%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>2%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>2%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>2%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>2%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>2%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>1%</td>
</tr>
<tr>
<td>Texas Tech University – Lubbock</td>
<td>1%</td>
</tr>
<tr>
<td>I did not enroll at any of these schools</td>
<td>0%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>0%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>0%</td>
</tr>
</tbody>
</table>

MCC experiences a 24% loss of students from acceptance to enrolling, a higher change than peer schools.
Student Motivators
Students applied to and chose McLennan Community College because of its affordability and location.

**Question | Why did you apply to MCC (n=412) and what made you choose MCC? (n=683)**

<table>
<thead>
<tr>
<th>Which of the following best describes why you <strong>applied</strong> to MCC?</th>
<th>What made you <strong>choose</strong> MCC over other higher education institutions?[^1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>Affordable</td>
</tr>
<tr>
<td>Convenient / close to where I live</td>
<td>Close to home/family</td>
</tr>
<tr>
<td>Interested in MCC's degrees and/or certificates</td>
<td>Ability to work while attending college</td>
</tr>
<tr>
<td>Planning to attend, then transfer to another school</td>
<td>Quality education</td>
</tr>
<tr>
<td>High quality education</td>
<td>Specific degree or certificate offered</td>
</tr>
<tr>
<td>My friends or family members attended MCC and referred me</td>
<td>Other</td>
</tr>
<tr>
<td>I was prompted to apply during High School</td>
<td>I didn't get into my first choice college</td>
</tr>
<tr>
<td>Other</td>
<td>Other includes:</td>
</tr>
<tr>
<td></td>
<td>Dance team</td>
</tr>
<tr>
<td></td>
<td>Atmosphere of campus and staff</td>
</tr>
<tr>
<td></td>
<td>Credit transfer</td>
</tr>
</tbody>
</table>

[^1]: only 14% of respondents said being “prompted to apply in high school” was one of the reasons they applied.
The primary reasons students decided NOT to apply or enroll at MCC were deciding to attend another school and personal reasons. Lack of response from MCC staff becomes more important as students move further down the funnel.

**Question** | Why did you not apply *(n=56)* and why did you not enroll at McLennan Community College? *(n=108)*

<table>
<thead>
<tr>
<th>Q14a</th>
<th>Why did you decide NOT to apply to MCC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I decided to attend another school</td>
<td>36%</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>20%</td>
</tr>
<tr>
<td>I changed my mind about attending college</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
<tr>
<td>I was already attending another home institution (only taking a summer or single...</td>
<td>11%</td>
</tr>
<tr>
<td>I never intended to apply to MCC</td>
<td>11%</td>
</tr>
<tr>
<td>MCC does not have my desired program or major</td>
<td>9%</td>
</tr>
<tr>
<td>Not my desired location for school</td>
<td>5%</td>
</tr>
<tr>
<td>Negative experience with the application process</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of response from MCC staff after inquiring</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q25a</th>
<th>Why did you decide NOT to enroll at MCC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal reasons</td>
<td>29%</td>
</tr>
<tr>
<td>I decided to attend another school</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>22%</td>
</tr>
<tr>
<td>Lack of response from MCC staff after being accepted</td>
<td>14%</td>
</tr>
<tr>
<td>I was already attending another institution (only taking a summer or single semester course at...</td>
<td>14%</td>
</tr>
<tr>
<td>I changed my mind about attending college</td>
<td>12%</td>
</tr>
<tr>
<td>MCC did not have my desired program or major</td>
<td>6%</td>
</tr>
<tr>
<td>Not my desired location for school</td>
<td>6%</td>
</tr>
<tr>
<td>I only intended to attend MCC as a dual credit student</td>
<td>6%</td>
</tr>
<tr>
<td>I never intended to enroll at MCC</td>
<td>5%</td>
</tr>
<tr>
<td>Negative experience with the MCC enrollment process</td>
<td>3%</td>
</tr>
</tbody>
</table>

Other includes:
- Credits from another school would not transfer to MCC
- Never completed test

Note: Q25a was added after the survey soft launch, so responses were not gathered during that phase.
Students identify or learn about colleges/universities primarily through school websites or personal conversations. All resources are considered important, but websites, events, current students, and admissions representatives are the most influential.

**Which of the following resources have you used to identify and/or learn more about colleges?**

Q5 (n=517)

- School websites: 68%
- Friends or family members: 47%
- Current students: 39%
- Social media: 38%
- Campus event (open house, college night,...): 30%
- High school counselor or teacher: 30%
- Admissions representatives: 29%
- Information sessions (virtual or in-person): 26%
- Digital marketing messages (email, text, digital...): 23%
- College fair at high school or community...: 22%
- Alumni: 17%
- Traditional media advertisements (TV, radio,...): 13%
- None of the above: 2%
- Other: 1%

**How important is the resource in influencing how you think about colleges and universities?**

Q6 (n=517)

- School websites: 83%
- Friends or family members: 75%
- Current students: 82%
- Social media: 58%
- Campus event (open house, college night,...): 81%
- High school counselor or teacher: 71%
- Admissions representatives: 84%
- Information sessions (virtual or in-person): 81%
- Digital marketing messages (email, text, digital...): 52%
- College fair at high school or community...: 70%
- Alumni: 63%
- Traditional media advertisements (TV, radio,...): 42%
- Other: 100%

Average of 4 resources per respondent
**Most inquirers researched MCC using the website and would prefer to contact schools through email.**

**Question |** When considering MCC, which steps did you complete in the process? \((n=517)\). What is your preferred method for contacting a college? \((n=517)\)

### Inquiry steps completed when considering MCC

<table>
<thead>
<tr>
<th>Step</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researched MCC using MCC’s website</td>
<td>64%</td>
</tr>
<tr>
<td>Submitted a ‘Request More Information’ form</td>
<td>32%</td>
</tr>
<tr>
<td>Attended an information session (online or in-person)</td>
<td>27%</td>
</tr>
<tr>
<td>Attended on-campus event (open house, college night, tour, etc.)</td>
<td>23%</td>
</tr>
<tr>
<td>Attended a college fair at local high school</td>
<td>12%</td>
</tr>
</tbody>
</table>

### Which would be your preferred method for contacting a college to ask questions or gather information?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>48%</td>
</tr>
<tr>
<td>Campus visit</td>
<td>19%</td>
</tr>
<tr>
<td>Phone call</td>
<td>15%</td>
</tr>
<tr>
<td>Text message</td>
<td>10%</td>
</tr>
<tr>
<td>Instant message (live chat)</td>
<td>6%</td>
</tr>
<tr>
<td>Direct mail</td>
<td>2%</td>
</tr>
</tbody>
</table>
Inquirers submitting a “request for information” form heard about MCC through friends or family members. Current students use the website to research MCC before applying.

**Question** | Inquiry source on Slate inquiry form \((n=2,912)\). Which media did you use to research MCC before deciding to apply? \((n=636)\)

<table>
<thead>
<tr>
<th>How did you hear about MCC?</th>
<th>Inquiry Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend/Family</td>
<td>26%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
</tr>
<tr>
<td>Counselor/Teacher</td>
<td>15%</td>
</tr>
<tr>
<td>MCC Website</td>
<td>14%</td>
</tr>
<tr>
<td>College Fair</td>
<td>10%</td>
</tr>
<tr>
<td>Campus Tours</td>
<td>8%</td>
</tr>
<tr>
<td>Social Media</td>
<td>4%</td>
</tr>
<tr>
<td>Email</td>
<td>2%</td>
</tr>
<tr>
<td>Mail</td>
<td>1%</td>
</tr>
<tr>
<td>TV</td>
<td>1%</td>
</tr>
<tr>
<td>Text Message</td>
<td>0%</td>
</tr>
</tbody>
</table>

Which media did you use to research MCC before deciding to apply? \(2\)

<table>
<thead>
<tr>
<th>Media</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College's website</td>
<td>88%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
</tr>
<tr>
<td>College's Facebook page</td>
<td>8%</td>
</tr>
<tr>
<td>College's Instagram posts</td>
<td>5%</td>
</tr>
<tr>
<td>College's Twitter feed</td>
<td>2%</td>
</tr>
<tr>
<td>College's Ellucian App</td>
<td>2%</td>
</tr>
</tbody>
</table>

---

1 - Internal MCC data; Marketing Sources Report pulled from Slate inquiry forms, Oct. 2019 – July 8, 2021; Note: do not have access to “other” responses
2 – Student Media Report, Spring 2021
Most current students never attended an event or toured campus, again suggesting the importance of online resources.

**Question** | Before becoming a student did you attend any college fairs or events and speak with MCC representatives? \( (n=138) \). Before deciding to attend MCC did you take a tour of campus? \( (n=138) \)

<table>
<thead>
<tr>
<th>Did you attend any events or speak to MCC representatives?</th>
<th>Did you take a tour of campus?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Satisfaction Survey, Fall 2020</strong></td>
<td><strong>Student Satisfaction Survey, Fall 2020</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>80%</strong></td>
<td><strong>28%</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>20%</strong></td>
<td><strong>72%</strong></td>
</tr>
</tbody>
</table>

Source: MCC internal data; Student Satisfaction Survey, Fall 2020
Application
The new MCC application is considered easy to complete; the more difficult step is navigating the web portal.

**Question** | Please indicate the ease/difficulty of the following aspects of the MCC application; in a few words explain how/what was difficult about each? (n=65)

### Ease/Difficulty of the MCC Application

<table>
<thead>
<tr>
<th>Question</th>
<th>Please indicate the ease/difficulty of the following aspects of the MCC application; in a few words explain how/what was difficult about each? (n=65)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q15: <strong>Locating or accessing the application online</strong></td>
<td>2% Very Difficult, 29% Difficult, 17% Neutral, 51% Very Easy</td>
</tr>
<tr>
<td>Q16: <strong>Finding the required information for the application</strong></td>
<td>23% Very Difficult, 28% Difficult, 49% Neutral</td>
</tr>
<tr>
<td>Q17: <strong>Navigating the web portal while completing the application</strong></td>
<td>5% Very Difficult, 23% Difficult, 31% Neutral, 42% Very Easy</td>
</tr>
<tr>
<td>Q18: <strong>The time required to complete the application</strong></td>
<td>2% Very Difficult, 23% Difficult, 26% Neutral, 49% Very Easy</td>
</tr>
<tr>
<td>Q19: <strong>Submitting the application once complete</strong></td>
<td>2% Very Difficult, 17% Difficult, 22% Neutral, 60% Very Easy</td>
</tr>
</tbody>
</table>

**Why is the application difficult?**

**Q16**

- [On the web portal] **“The website isn’t very intuitive and user friendly, in my opinion.”**
- **“It took me a very long time to fill everything out and submit proper documentation.”**
- **“I didn’t know exactly how to complete it.”**
- **“Finding the information that I needed.”**

---

Note: only transient students were shown this question, so it assesses the new Slate application.
Students who initiated the ApplyTexas application, but did not submit it, usually left at the first page or the last page.

**Question | ApplyTexas Saved, Not Submitted Report (n=408)**

Are applicants leaving the ApplyTexas application at a specific page?

<table>
<thead>
<tr>
<th>Page</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 1: educational background</td>
<td>43%</td>
</tr>
<tr>
<td>Page 2: educational information</td>
<td>3%</td>
</tr>
<tr>
<td>Page 3: residency information</td>
<td>5%</td>
</tr>
<tr>
<td>Page 4: custom questions for this institution</td>
<td>9%</td>
</tr>
<tr>
<td>Page 5: certification and payment information</td>
<td>34%</td>
</tr>
<tr>
<td>Page 6: submission</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Why is the application difficult?**

Internal Interviews

“ApplyTexas application is confusing. Average time to complete is 45 min - 1 hr. It takes longer due to confusing language and quantity of content.”

“ApplyTexas uses legal terms in the residency section and has confusing sentences.”

“[Apply Texas application] “It’s cumbersome and leads to students picking incorrect majors, etc.”

“The application process goes well, if the student knows what it takes to apply to college. For first gen students, it is intimidating.”

Enrollment Resources
The acceptance letter is one of the primary resources for determining next steps, and while students consider it helpful overall...

**Resources used to determine next steps after acceptance**

Q20 (n=386)

- MCC’s website (Become a Student webpage): 59%
- WebAdvisor portal: 57%
- Acceptance email: 52%

**Helpfulness of Acceptance Email**

Q17 (n=386)

- Very Unhelpful: 2%
- Mostly Unhelpful: 19%
- Neutral: 26%
- Mostly Helpful: 53%
- Very Helpful: 5%

**What was unhelpful**

Q18 (n=11)

- “I didn’t know the rest of the process needed to get into classes and pay for them.”
- “It directed me to the steps I needed to complete in the enrollment process but did not include what to do if there were hiccups in the process and who to contact. I was delayed a few days trying to correct some student information.”

**What was helpful**

Q19 (n=302)

- “All of the answers to my questions were presented there and any information about where to get more information was given.”
- “Every step I needed to take was made clear in words that I could understand, and the staff seemed eager to help if I had any further questions.”
- “Explained things clearly, was concise.”

“it showed me step by step what I needed to do next and made my MCC experience a lot easier.”

In open responses, students expressed general excitement about being accepted/getting to attend college. Letter is considered informative and welcoming.

Q17: How would you rate the helpfulness of the acceptance email you received from MCC?

Q18: You indicated that the acceptance letter was unhelpful. In a few words, please explain how or why it was unhelpful.

Q19: You indicated that the acceptance letter was helpful. In a few words, please explain how or why it was helpful.

Q20: Which of the following resources did you use to answer questions or determine next steps after being accepted to MCC?
“Automated emails that the university sends get stuck in junk mail often. Students don’t see the emails and if they don’t see the webpage, they don’t know where to go.”

“The welcome email is pages of legal jargon. That scares them. They don’t even read it.”

“Some automatic email messages haven’t changed in 15 years.”

“Everything sent in long emails that students are not reading.”

“The acceptance email is long and wordy…”

“…we lose our younger generation of students who are not going to read through the whole thing [acceptance email].”

Screenshots of acceptance email

| Q17: How would you rate the helpfulness of the acceptance email you received from MCC? (n=386) |
| Q18: You indicated that the acceptance letter was unhelpful. In a few words, please explain how or why it was unhelpful. |
| Q19: You indicated that the acceptance letter was helpful. In a few words, please explain how or why it was helpful. |
Students use the MCC website, the WebAdvisor portal, and their acceptance email the most to help answer their questions or determine their next steps after being accepted. However, staff consider the website to be a barrier to student understanding.

**Question | Which of the following resources did you use to determine next steps after being accepted?** (n=386)

<table>
<thead>
<tr>
<th>Resources used most often to answer questions or determine next steps after acceptance to MCC</th>
<th>% Selected as Top 3 Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC’s website (Become a Student webpage)</td>
<td>59%</td>
</tr>
<tr>
<td>WebAdvisor portal</td>
<td>57%</td>
</tr>
<tr>
<td>Acceptance email</td>
<td>52%</td>
</tr>
<tr>
<td>Advising &amp; Career Services</td>
<td>48%</td>
</tr>
<tr>
<td>Admissions staff</td>
<td>37%</td>
</tr>
<tr>
<td>Highlander Central, MCC’s ‘one-stop-shop’ on campus</td>
<td>15%</td>
</tr>
<tr>
<td>None of the above</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Staff thoughts on the website**

- "Students can’t find the information [on the website] so they pick up the phone and call whoever will answer.”
- "One of the easiest things MCC should be doing is admitting students. If you are a student, there is a wall of text you must go through.”
- “Become a Student webpage doesn’t give them steps or a particular order.”
- “Website isn’t user friendly...has steps but no interactive checklist.”
- [On the Become a Student webpage] “Way too much, should be distilled to 3-5 important steps.”
Texts are considered helpful and almost half of students remember receiving them.

**Question | Did you receive text message reminders about registering for courses and/or completing financial aid? (n=289). Did you find them helpful? (n=129). Please explain why they were not helpful.**

**Did you receive text message reminders?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>I'm not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q48</td>
<td>45%</td>
<td>31%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Average response rate for text campaigns to students with courses planned, but not registered**

<table>
<thead>
<tr>
<th></th>
<th>13%</th>
</tr>
</thead>
</table>

**Did you find them helpful?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q49</td>
<td>90%</td>
<td>2%</td>
<td>8%</td>
</tr>
</tbody>
</table>

“**They didn’t really do anything for me at the time.**”

“**I already applied, so they were annoying.**”

“**I already knew the information it was giving me.**”

Q48: To the best of your memory, did you receive any text message reminders about registering for courses and/or completing financial aid?

Q49: Did you find these text message reminders helpful?

Q50: You indicated that the text message reminders were not helpful, in a few words please explain why.

1 – Text campaigns to students with courses planned, but not registered; July 2020, March 2021, May 2021

Internal MCC data
Student Perception of the Enrollment Process
Most admitted students, across ages, felt confident about their next steps after being accepted.

**Question | Did you feel like you understood your next steps after being accepted? (n=386)**

<table>
<thead>
<tr>
<th>Understanding of next steps after acceptance Q22</th>
<th>Understanding of next steps by age Q2 &amp; Q22</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had no idea what my next steps were</td>
<td>3%</td>
</tr>
<tr>
<td>I was a little confused about my next steps</td>
<td>12%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8%</td>
</tr>
<tr>
<td>I had a good understanding of my next steps</td>
<td>45%</td>
</tr>
<tr>
<td>I completely understood my next steps</td>
<td>32%</td>
</tr>
</tbody>
</table>

Q22: Did you feel like you understood your next steps for enrollment at MCC, after being accepted?  
Q2: In which of the following age categories do you fall?
“Good” to “complete” understanding of steps drops for students who were out of high school for 2+ years, Suggesting that nontraditional students are slightly less confident in the process.

**Question** | Did you feel like you understood your next steps after being accepted? *(n=386)*

### Understanding of next steps by educational status

**Q22 & Q12**

<table>
<thead>
<tr>
<th>Status</th>
<th>1%</th>
<th>6%</th>
<th>8%</th>
<th>9%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had no idea what my next steps were</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was a little confused about my next steps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had a good understanding of my next steps</td>
<td>50%</td>
<td>53%</td>
<td>41%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>I completely understood my next steps</td>
<td>27%</td>
<td>19%</td>
<td>32%</td>
<td>33%</td>
<td>28%</td>
</tr>
</tbody>
</table>

- High School Senior or Recent Graduate
- Out of High School for 2+ years, now interested in attending college for the first time
- Transfer Student, coming directly from another college
- Transfer Student, not currently attending another institution
- Former MCC student, interested in re-enrolling
- Summer/single semester student only
- None of the above

Understanding drops from 53% to 19% for students out of high school for 2+ years.
Students generally consider the enrollment process easy. Submitting immunization records, applying for scholarships, and finalizing financial aid are considered the more difficult steps.

**Question |** Please indicate the ease/difficulty of the steps needed to complete enrollment at MCC \( (n=396) \)

### Ease/Difficulty of Enrollment Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Very Difficult</th>
<th>2 Neutral</th>
<th>4 Very Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding my student email account</td>
<td>4%</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Logging into my student email account</td>
<td>2%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Finding the WebAdvisor Portal</td>
<td>3%</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>Logging into the WebAdvisor Portal</td>
<td>3%</td>
<td>8%</td>
<td>16%</td>
</tr>
<tr>
<td>Submitting my immunization records</td>
<td>2%</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Submitting my transcripts</td>
<td>3%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Meeting the TSI testing requirements</td>
<td>4%</td>
<td>2%</td>
<td>14%</td>
</tr>
<tr>
<td>Completing a Federal Student Aid Application</td>
<td>3%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Finalizing financial aid and/or loans using MCC's WebAdvisor</td>
<td>3%</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>Applying for MCC Foundation scholarships</td>
<td>2%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Registering for orientation</td>
<td>1%</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>Completing orientation</td>
<td>2%</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>Securing an advising session with Advising and Career Services staff</td>
<td>2%</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>Completing an advising session with Advising and Career Services staff</td>
<td>2%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>Planning my courses using Student Planner</td>
<td>3%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Completing course registration</td>
<td>3%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Paying my student bill</td>
<td>1%</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Picking up my Student ID</td>
<td>3%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Purchasing books</td>
<td>2%</td>
<td>8%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Note: “other” not included \( (n=8) \). Responses included finding classes and general campus information.
Students have trouble locating resources & documents and understanding how to submit them.

**Question** | You indicated the following aspects of the enrollment process were difficult. Please explain what was difficult about each. (n=302)

<table>
<thead>
<tr>
<th>What was difficult about each aspect of the enrollment process?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Email</strong></td>
</tr>
<tr>
<td>“Didn’t give it to me to begin with and I <strong>had to go through an advisor to get it.</strong>”</td>
</tr>
<tr>
<td>“Didn’t <strong>even know</strong> I had one.”</td>
</tr>
<tr>
<td><strong>WebAdvisor Portal</strong></td>
</tr>
<tr>
<td>“WebAdvisor <strong>never worked well</strong> for me.”</td>
</tr>
<tr>
<td>“Couldn’t <strong>navigate.</strong>”</td>
</tr>
<tr>
<td>“I <strong>didn’t know it existed.</strong> Once I did, I couldn’t get my password to work. I had to call IT.”</td>
</tr>
<tr>
<td><strong>Immunization</strong></td>
</tr>
<tr>
<td>“Getting them from my <strong>provider.</strong>”</td>
</tr>
<tr>
<td>“I couldn’t figure out <strong>where to send them.</strong>”</td>
</tr>
<tr>
<td>“I had to get a hold of my doctor and get a paper copy since MCC <strong>wouldn’t take digital.</strong>”</td>
</tr>
<tr>
<td><strong>Transcripts</strong></td>
</tr>
<tr>
<td>“I had multiple schools and the <strong>information was spread out.</strong>”</td>
</tr>
<tr>
<td>“I did not know <strong>how to send</strong> it.”</td>
</tr>
<tr>
<td>“The <strong>center was always too busy</strong>/packed for me to be able to just drop off my transcripts.”</td>
</tr>
<tr>
<td><strong>TSI</strong></td>
</tr>
<tr>
<td>“I was told test scores are not accepted from other schools. I am unable to test during the times available since I **work full time.””</td>
</tr>
<tr>
<td>“I was <strong>unaware</strong> of the requirements.”</td>
</tr>
<tr>
<td><strong>FAFSA</strong></td>
</tr>
<tr>
<td>“I was selected for verification which took weeks to sort out and it was very **difficult and stressful.””</td>
</tr>
<tr>
<td>“It just felt <strong>confusing</strong> to do on my own.”</td>
</tr>
<tr>
<td>“Gathering all the information needed was **difficult for me.””</td>
</tr>
</tbody>
</table>
Students lack awareness of resources and have trouble locating and navigating online portals.

**Question** | You indicated the following aspects of the enrollment process were difficult. Please explain what was difficult about each. (n=302)

What was difficult about each aspect of the enrollment process?

<table>
<thead>
<tr>
<th>MCC Scholarships</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>“As a first gen student just out of high school, I have no references, nor prior history which seems to be the main thing the application asked for.”</td>
<td>“Long line.”</td>
</tr>
<tr>
<td>“I did not know where to look for them.”</td>
<td>“Didn’t know where to go to pick it up.”</td>
</tr>
<tr>
<td>Advising</td>
<td>“Had to go to office.”</td>
</tr>
<tr>
<td>“Difficult to find appointment availability.”</td>
<td>StudentPlanner/Registration</td>
</tr>
<tr>
<td>“It was hard to get a hold of someone.”</td>
<td>“Too many gadgets.”</td>
</tr>
<tr>
<td>“WebAdvisor never worked well for me.”</td>
<td>“The planner was difficult to view in web browsers.”</td>
</tr>
<tr>
<td>Paying Student Bill</td>
<td>“Didn’t know if I was actually registered.”</td>
</tr>
<tr>
<td>“Finding payment portal.”</td>
<td>“Had to get confirmation from advisor to enroll.”</td>
</tr>
<tr>
<td>“Don’t know where billing info was.”</td>
<td>“Unable to register due to not having test scores.”</td>
</tr>
<tr>
<td>“Nothing is detailed, and so you don’t know what you’re paying for other than ‘the balance.’”</td>
<td></td>
</tr>
</tbody>
</table>
Better communication, personal assistance, and a checklist would improve the process.

What could have been done to make the enrollment process easier?
Q25 (n=396)

“A walk-through video would possibly be the best approach to the current generation.”

“Admissions reaching out to students to make sure they don’t have any questions unanswered.”

“The wait times to speak with student services and advisors were long.”

“Breaking down the process of enrolling and what is needed, such as what documents to have.”

“I wasn’t explicitly told when deadlines were and who I should be meeting with. As a first-time student I felt like I was blindly swinging a bat in the dark.”

“It has been an absolute pain that MCC requires that each and every class be approved by an advisor before registering. It’s even worse if you need to change a class or get back in touch with them!”

Most cited suggestions included:
• Better communication and proactive outreach by staff
• Checklist or clearer steps/instructions, specifically regarding the order and location of requirements
• More user-friendly website
• Ability to reach staff via phone
• Better financial aid communication and assistance

“Have more 1 page ‘cheat sheets’ with all the steps. Have workers that can explain the whole process step by step, not just the next step in the process. Hearing ‘these are the things you will need to do’ is better than ‘go do this next’ and bouncing around to 20 different unexpected steps.”

“Coming from out of state, I didn’t feel like I was supported or told what the TSI was...I felt very discouraged and almost didn’t bother trying.”

“I didn’t have a great experience with financial aid. A lot of miscommunication and impossible to reach by phone...I had to keep coming up in person to fix every issue.”

“I wish there was more information about the test you have to take before enrolling if you’ve been out of high school for a while.”

“If the offices were open partly on Saturdays, it could save me from having to take unpaid time off.”

“Financial aid can be more informative and streamlined.”

“Easier to use website.”

“A digital checklist.”
Pre-Matriculation Requirements
Orientation | Most students completed the online orientation videos, but they are considered less valuable than on-campus or virtual orientation days. On-campus orientation is considered the most valuable.

Question | Which new student orientation steps did you participate in? \( (n=201) \). How valuable was each activity? \( (n=150) \)

<table>
<thead>
<tr>
<th>New student orientation steps participated in</th>
<th>Q26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed the required online orientation videos</td>
<td>75%</td>
</tr>
<tr>
<td>Attended an orientation day on campus</td>
<td>40%</td>
</tr>
<tr>
<td>Attended an orientation day virtually</td>
<td>26%</td>
</tr>
<tr>
<td>None of the above</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How valuable was each activity?</th>
<th>Q27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended an orientation day virtually</td>
<td>Not Valuable at all: 6%, Very Valuable: 27%, Neutral: 19%, 2: 46%</td>
</tr>
<tr>
<td>Attended an orientation day on campus</td>
<td>Not Valuable at all: 3%, Very Valuable: 14%, Neutral: 20%, 2: 60%</td>
</tr>
<tr>
<td>Completed the required online orientation videos</td>
<td>Not Valuable at all: 8%, Very Valuable: 32%, Neutral: 25%, 2: 34%</td>
</tr>
</tbody>
</table>

Staff thoughts on orientation

Internal Interviews

“Students used to go to orientation before advising. Created a bottleneck...80 students would show up ready for advising.”

“80% or more ‘first time in college’ students attend Highlander Day.”

“The online orientation is interactive; they can pause and go back at any time. Students are encouraged to print the certificate at the end.”
TSI Requirements | Most students complete testing requirements after application submission, either with MCC’s testing center or tests taken during high school. It is important that they are notified of the requirement and understand how to meet it.

**Question |** Which of the following testing requirement steps did you participate in? (n=398)

<table>
<thead>
<tr>
<th>Testing requirements students participated in</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted TSI Scores from an exam I took at my high school</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Completed a TSI exam at MCC</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Submitted test scores from a non-TSI exam (SAT, ACT, GRE, etc.)</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Registered for a TSI exam at MCC</td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>None of the above</td>
<td></td>
<td>21%</td>
</tr>
<tr>
<td>Exempted from and/or waived the TSI</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Submitted TSI Scores from an exam I took at an outside testing center (not MCC or my high school)</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>Uploaded test scores when I was completing my application to the school</td>
<td></td>
<td>13%</td>
</tr>
</tbody>
</table>

**Staff thoughts on TSI Requirements**

**Internal Interviews**

"A student does not know that they must take the test until they meet with an advisor or realize they have a hold on their account."

[How do students find out they must take the test?]

"They don’t."

“Students cannot register for classes if they need the test because it affects pre-requisites. Not unique to MCC, all 2 year or 4-year institutions require it, unless the student’s SAT/ACT score exempt them from testing.”

“Students bounce around campus. Testing to admissions to financial aid. The more times they bounce them, the more opportunity they have to fall through the cracks.”
**TSI Requirements** | Almost half of admitted students took the Texas Success Initiative; score submission and testing processes on the MCC campus are a key part of successful enrollment.

**Internal Data** | Percent of Admitted Students that took the TSI \( (n=13,876) \)

<table>
<thead>
<tr>
<th>Texas Success Initiative</th>
<th>Internal Funnel Data</th>
</tr>
</thead>
</table>

- **Exempt or Waived TSI**: 16%
- **Took TSI**: 45%

*Source: Internal funnel data, fall 2019-spring 2021*
**Advising** | Students rely on email and phone calls to make contact with advisors. Zoom walk-ins and online request forms are the least used methods.

**Question** | Which of the following methods have you used to meet with an advisor at MCC? (n=242)

<table>
<thead>
<tr>
<th>Methods used to meet with an advisor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emailing an Advisor you previously spoke with</td>
<td>52%</td>
</tr>
<tr>
<td>Emailing the Advising and Career Services office</td>
<td>48%</td>
</tr>
<tr>
<td>Calling the Advising and Career Services office</td>
<td>45%</td>
</tr>
<tr>
<td>In Person (on campus) walk-in (waiting until an advisor becomes available)</td>
<td>42%</td>
</tr>
<tr>
<td>Virtual (Zoom) pre-scheduled appointment</td>
<td>36%</td>
</tr>
<tr>
<td>In Person (on campus) pre-scheduled appointment</td>
<td>31%</td>
</tr>
<tr>
<td>Virtual walk-in (waiting on Zoom until an advisor becomes available)</td>
<td>31%</td>
</tr>
<tr>
<td>Submitting the Advising Request Form online</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>
**Advising** | While advising methods are considered easy overall, students cite the long wait time and a lack of response as the most difficult parts of seeing an advisor.

**Question** | Of the methods you selected, please indicate the ease/difficulty of each? \(n=74\)

**Ease/Difficulty of Advising Methods**

**Q30**

<table>
<thead>
<tr>
<th>Advising Method</th>
<th>Very Difficult (1)</th>
<th>Neutral (2)</th>
<th>Very Easy (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emailing an Advisor you previously spoke with</td>
<td>6%</td>
<td>20%</td>
<td>72%</td>
</tr>
<tr>
<td>Emailing the Advising and Career Services office</td>
<td>11%</td>
<td>18%</td>
<td>70%</td>
</tr>
<tr>
<td>Calling the Advising and Career Services office</td>
<td>4% 5%</td>
<td>13%</td>
<td>54%</td>
</tr>
<tr>
<td>In Person (on campus) walk-in (waiting until an advisor becomes available)</td>
<td>4% 13%</td>
<td>15%</td>
<td>67%</td>
</tr>
<tr>
<td>Virtual (Zoom) pre-scheduled appointment</td>
<td>3% 13%</td>
<td>14%</td>
<td>70%</td>
</tr>
<tr>
<td>In Person (on campus) pre-scheduled appointment</td>
<td>3% 16% 13%</td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>Virtual walk-in (waiting on Zoom until an advisor becomes available)</td>
<td>4% 14%</td>
<td>19%</td>
<td>62%</td>
</tr>
<tr>
<td>Submitting the Advising Request Form online</td>
<td>2% 10% 13%</td>
<td></td>
<td>73%</td>
</tr>
</tbody>
</table>

**What was difficult about each method?**

**Q31**

- "Takes forever."
- "I was unfamiliar with how to use zoom."
- "I emailed but did not get a response."
- "It just took too long most of the time to get to an advisor and took multiple attempts before finally getting to speak to somebody."
- "They don’t always answer after calling many times."
- [About submitting the request form] "No one ever answered online."
Advising | Ideally, students would meet with an MCC advisor once to discuss academic trajectory and approve courses. However, most students are meeting with advisors 1-4 times during their enrollment process.

Question | Approximately how many times total did you interact with an advisor from Advising & Career Services? (n=242)

Staff thoughts on Advising

Internal Interviews

“Once they got with advisor (who was great), it took 58 minutes. That is an hour and 45 minutes, and he didn’t get any classes in his schedule.”

“Mandatory advising requirement decreases student errors, but also frustrates students when advising is not available.”

“After the meeting, they walked to Highlander Central to turn in paperwork. At HC, they found out that the official transcript needed to be sealed. Told him he had to bring the sealed one back.”

“Sometimes student realizes later that the course doesn’t fit their schedule, but they can’t add it because it is not approved. An advisor has to approve every course that a degree-seeking student takes...”

“Advisors walk students to Highlander Central. Before the pandemic, they did physical handoffs of students, and would sometimes even stay around to make sure they got help.”

Number of times meeting with an advisor

Q32

<table>
<thead>
<tr>
<th>Number of times meeting with an advisor</th>
<th>1-2 times</th>
<th>3-4 times</th>
<th>5-6 times</th>
<th>7+ times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I never met with an Advisor</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2 times</td>
<td>34%</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 times</td>
<td></td>
<td></td>
<td>13%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Cicero

Q32: Approximately how many times total did you interact with an advisor from Advising and Career Services at MCC?
Advising | Help planning classes, academic questions, and enrollment questions are the top 3 reasons for meeting with an advisor.

Question | Which of the following were reasons for your advising visits? \((n=236)\). Which were the reason most often?

<table>
<thead>
<tr>
<th>Reason for Advising Visits</th>
<th>% Selected as Top 3 Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help planning classes</td>
<td>78%</td>
</tr>
<tr>
<td>General academic questions (major selection, course load, etc.)</td>
<td>71%</td>
</tr>
<tr>
<td>General enrollment questions (how to submit test scores, immunization records, or understand next steps)</td>
<td>47%</td>
</tr>
<tr>
<td>Obtaining registration approval</td>
<td>46%</td>
</tr>
<tr>
<td>Financial Aid questions</td>
<td>39%</td>
</tr>
<tr>
<td>Student bill payment questions</td>
<td>19%</td>
</tr>
<tr>
<td>Scholarship questions</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

Q33: Which of the following were reasons for your advising visits?

Q34: Of the reasons you selected for advising visits, which were the reason for your visit most often?
**Advising** | Students that do meet with advisors are satisfied with the visit and would prefer to meet in-person.

**Question** | How would you rate the advising sessions you had with MCC advisors? \(n=236\). Which would be your preferred medium to meet with an advisor? \(n=242\).

### Satisfaction with Advising Session

- Fell Significantly Below Expectations: 1%
- Fell Somewhat Below Expectations: 3%
- Met Expectations: 22%
- Exceeded Expectations: 22%
- Greatly Exceeded Expectations: 53%

### Preferred Medium

- Virtual: 41%
- In-Person: 59%
Have you ever visited Highlander Central? (n=517). Approximately how many times? (n=219)

**Highlander Central** | Most students have visited Highlander Central 1-4 times.

**Question** | Have you ever visited Highlander Central? (n=517). Approximately how many times? (n=219)

![Bar chart showing the response to Q37: Have you ever visited Highlander Central?](#)

- **Yes**: 42%
- **No**: 58%

![Bar chart showing the response to Q38: How many times?](#)

- **1-2 times**: 42%
- **3-4 times**: 36%
- **5-6 times**: 11%
- **7+ times**: 12%
**Highlander Central** | Students are visiting Highlander Central for enrollment and financial aid assistance – its primary intended purposes.

**Question** | Have you visited Highlander Central in the last six months? \( n=138 \). What was the purpose of your visit? \( n=128 \)

<table>
<thead>
<tr>
<th>Have you visited Highlander Central in the last six months?</th>
<th>What was the purpose of your visit?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td><strong>Admissions</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>Registration</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Financial Aid</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>

Source: MCC internal data, Student Satisfaction Survey Fall 2020
**Highlander Central | Students are satisfied with their visits to Highlander Central; they feel it is efficient and helpful overall.**

**Question | How would you rate the experience you had at Highlander Central?** *(n=219)*

**Satisfaction with Highlander Central Visit**

**Q39**

<table>
<thead>
<tr>
<th>Very Unhelpful - 1</th>
<th>Mostly Unhelpful - 2</th>
<th>Neutral - 3</th>
<th>Mostly Helpful - 4</th>
<th>Very Helpful - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>16%</td>
<td>31%</td>
<td>52%</td>
<td></td>
</tr>
</tbody>
</table>

**Describe your experience**

**Q40**

- “Some of the questions I had, they could not answer. They would send me to another building, and I would get the same response.”
- “I didn’t like the booths. Didn’t feel personal.”
- “They’re just very busy and if you don’t know what you’re doing it can be very overwhelming with the rush. The staff are very busy, and it shows at times.”
- “It was always quick and easy. I was able to get the help I needed and be on my way in less than 15 minutes.”
- “A lot of resources and people available to help you as a new student.”
- “Easy to find. Not busy. Solved issues.”
- “The people at the desk were very helpful and helped with the enrollment process and any questions I had.”
- “Highlander Central was the perfect place for a new student. The people were very helpful and friendly, and I was glad to have chosen MCC.”
Registration
While registration is considered easy overall, difficulties include user friendliness of the portal and how long it takes to get courses approved.

**Question** | Please indicate the ease/difficulty of each step in the class registration process? (n=265)

### Ease/Difficulty of Registration Process

<table>
<thead>
<tr>
<th>Q46</th>
<th>Question</th>
<th>Please indicate the ease/difficulty of each step in the class registration process? (n=265)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What was difficult about each step?</th>
<th>Q47</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The section numbers are somewhat confusing and when looking at a list of classes, there are a lot of numbers and things can easily be mixed up.”</td>
<td>“I didn’t know how to get the class approved.”</td>
</tr>
<tr>
<td>“The system is a bit cumbersome. I wish it was organized better.”</td>
<td>“Sometimes it takes a while for a course to get approved.”</td>
</tr>
<tr>
<td>“Didn’t know when I was actually registered.”</td>
<td>“The teachers and start dates and duration of the classes were very unclear.”</td>
</tr>
</tbody>
</table>
After their first semester, students primarily use advisors and the website for registration questions and are satisfied with the experience.

**Question** | How would you rate the resources below for resolving ongoing questions about course registration? *(n=230)*

### Satisfaction with resources for questions about course registration

<table>
<thead>
<tr>
<th>Resource</th>
<th>Significantly Below Expectations</th>
<th>Somewhat Below Expectations</th>
<th>Met Expectations</th>
<th>Exceeded Expectations</th>
<th>Greatly Exceeded Expectations</th>
<th>I never used this resource for registration questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising &amp; Career Services</td>
<td>2%</td>
<td>19%</td>
<td>21%</td>
<td>51%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>MCC website</td>
<td>1%</td>
<td>23%</td>
<td>27%</td>
<td>46%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Professors</td>
<td>1%</td>
<td>14%</td>
<td>23%</td>
<td>45%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>Highlander Central</td>
<td>2%</td>
<td>23%</td>
<td>18%</td>
<td>40%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>Student Records &amp; Registration</td>
<td>2%</td>
<td>26%</td>
<td>22%</td>
<td>39%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Parents and/or family members</td>
<td>2%</td>
<td>19%</td>
<td>20%</td>
<td>33%</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td>Success Coach at the Completion Center</td>
<td>1%</td>
<td>17%</td>
<td>13%</td>
<td>33%</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td>Peers (other current students)</td>
<td>3%</td>
<td>21%</td>
<td>20%</td>
<td>31%</td>
<td>23%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: This question assesses current students’ experience with registration after their first semester.
Financial Aid
80% of students indicated they were awarded financial aid. Gathering documents, specifically from parents, is considered the most difficult part of the process.

Question | Were you awarded financial aid for MCC? (n=235). Please indicate the ease/difficulty of each step in the financial aid process (n=223).

Awarded Financial Aid?
Q41
- Yes: 80%
- No: 20%

Ease/Difficulty of each step
Q42

- Submitting the FAFSA application: 3% Very Difficult, 4% Neutral, 13% Neutral, 17% Very Easy, 59% I did not complete this step
- Gathering documents for the FAFSA: 4% Very Difficult, 8% Neutral, 18% Neutral, 18% Very Easy, 47% I did not complete this step
- Completing the verification process: 3% Very Difficult, 4% Neutral, 14% Neutral, 18% Very Easy, 54% I did not complete this step
- Understanding how much aid I was awarded by MCC: 3% Very Difficult, 4% Neutral, 14% Neutral, 12% Very Easy, 58% I did not complete this step
- Accepting or declining my loans in WebAdvisor: 1% Very Difficult, 12% Neutral, 9% Neutral, 61% Very Easy, 15% I did not complete this step

- “Convoluted”
- “I could find or have access to my parents’ documents.”
- [on WebAdvisor] “Not mobile friendly and I don’t own a computer.”
- “Very long winded and required a lot of information that most new college students aren’t familiar with obtaining.”
- “Needed online verification from parents I don’t have contact with.”
- “They should have someone call you…to go over it and explain everything.”
- “Took some time, was just tedious with ensuring all documents were accounted for.”
- “I was confused during most of the process.”
On the whole, students admitted to MCC are eligible for some form of financial aid. It is important that they understand their options and how to finalize awards, as affordability is a top reason for attending MCC.

Internal Data | Percent of Admitted Students eligible for Pell Grants or other financial aid \( (n=13,876) \)

<table>
<thead>
<tr>
<th>Financial Aid Eligibility</th>
<th>Internal Funnel Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant Eligible</td>
<td>55%</td>
</tr>
<tr>
<td>Other Financial Aid</td>
<td>45%</td>
</tr>
<tr>
<td>Pell Grant Eligible</td>
<td>22%</td>
</tr>
<tr>
<td>Other Financial Aid</td>
<td>45%</td>
</tr>
</tbody>
</table>

Source: Internal funnel data, fall 2019-spring 2021
The financial aid office is meeting current students’ assistance expectations.

**Question** | How would you rate the interactions you have had with the Financial Aid office regarding ongoing questions about your aid? *(n=230)*

Ongoing experience with Financial Aid office

**Q52**

- 1% Fell Significantly Below Expectations
- 3% Met Expectations
- 25% Greatly Exceeded Expectations
- 19% Fell Somewhat Below Expectations
- 35% Exceeded Expectations
- 17% I never asked the Financial Aid office any questions

Note: This question assesses current students’ experience with financial aid after their first semester.
Enrollment Goals
Executive Summary | Enrollment Goals

Based on analysis of mean growth rates during periods of institutional enrollment growth, an annual total enrollment growth rate goal of +4% appears to be reachable, while pushing the institution to stretch on an annual basis. Of course, the initial focus should be on stabilization, but once stability is achieved, this would represent a reasonable but challenging target.
Appendix
Demographics
**Demographics | Location and Age**

**Question | Respondent Demographics**

*Q1: Where do you currently live?*

*Q2: In which of the following age categories do you fall? (“Prefer not to answer” was removed because there was 1 response)*

**Current Location**

- McLennan County, Texas: 66%
- Falls County, Texas: 2%
- In Texas, outside of McLennan County and Falls County: 25%
- In the United States, not in Texas: 4%
- Outside of the United States: 2%

**Age**

- 18 to 19 years of age: 24%
- 20 to 21 years of age: 17%
- 22 to 24 years of age: 18%
- 25 to 29 years of age: 17%
- 30 to 34 years of age: 10%
- 35 to 44 years of age: 8%
- 45 to 54 years of age: 3%
- 55 years of age or older: 2%
Demographics | Enrollment and Education Statuses

Question | Respondent Demographics

**Enrollment Status**

- Are you currently enrolled?
  - Yes: 69%
  - No: 31%

**Educational Status**

- High School Senior or Recent Graduate (graduated less than 2 years ago): 28%
- Out of High School for 2+ years, now interested in attending college for the first time: 12%
- Transfer Student, coming directly from another college or university: 9%
- Transfer Student, not currently attending another institution: 9%
- Former MCC student, interested in re-enrolling: 17%
- Summer/single semester Student only (taking summer/single semester course at MCC, but attending different institution): 13%
- None of the above: 12%

Q3: Are you currently enrolled in a college, university, or technical/trade school? 
Q4: At what type of school are you currently enrolled?

Q12: At the time of your interaction with McLennan Community College, what was your educational status?

N = 517
Q54: What is your gender?
Q55: What is your ethnicity?
Q56: Which of the following best describes your current total household income?

- Less than $35,000: 48%
- $35,000 to $74,999: 26%
- $75,000 to $149,999: 11%
- $150,000 or more: 4%
- Prefer not to answer: 12%

N = 517

Q57: What was the household income of the household in which you grew up?

- Less than $35,000: 36%
- $35,000 to $74,999: 32%
- $75,000 to $149,999: 11%
- $150,000 or more: 6%
- Prefer not to answer: 15%

N = 517
### Demographics | Current Student Enrollment Length; Employment Status

#### Question | Respondent Demographics

<table>
<thead>
<tr>
<th>MCC Enrollment Length</th>
<th>Employment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have enrolled, but not started classes at MCC yet</td>
<td>Employed full-time: 36%</td>
</tr>
<tr>
<td>I have completed less than one year at MCC</td>
<td>Employed part-time: 26%</td>
</tr>
<tr>
<td>I have completed one year at MCC</td>
<td>Unemployed: 16%</td>
</tr>
<tr>
<td>I have completed more than one year at MCC</td>
<td>A high school student: 3%</td>
</tr>
<tr>
<td>Other</td>
<td>A college student: 49%</td>
</tr>
<tr>
<td></td>
<td>A homemaker: 7%</td>
</tr>
<tr>
<td></td>
<td>Retired: 1%</td>
</tr>
<tr>
<td></td>
<td>Other: 3%</td>
</tr>
<tr>
<td></td>
<td>Prefer not to answer: 3%</td>
</tr>
</tbody>
</table>

**MCC Enrollment Length**

- I have enrolled, but not started classes at MCC yet: 7%
- I have completed less than one year at MCC: 34%
- I have completed one year at MCC: 19%
- I have completed more than one year at MCC: 31%
- Other: 9%

**Employment Status**

- Employed full-time: 36%
- Employed part-time: 26%
- Unemployed: 16%
- A high school student: 3%
- A college student: 49%
- A homemaker: 7%
- Retired: 1%
- Other: 3%
- Prefer not to answer: 3%

**N = 273**

Q51: How long have you been enrolled at McLennan Community College?
Q58: Are you currently...?

Confidential / 107
Community Survey Summer 2021 | Understanding how to enroll in classes, reliable childcare, and finances are the main reasons community members find it difficult to attend college.

Question | Please rate how difficult each factor makes it for you to attend college. (n=822)

How difficult does each factor make it for you to attend college?
Community Survey, By Difficulty Grouping

- Understanding the process for enrolling in classes: 39% Very Difficult/Difficult, 61% Somewhat difficult/Not at all difficult
- Reliable child care: 38% Very Difficult/Difficult, 62% Somewhat difficult/Not at all difficult
- Paying for college: 26% Very Difficult/Difficult, 74% Somewhat difficult/Not at all difficult
- Understanding when things are due (e.g. financial aid): 24% Very Difficult/Difficult, 76% Somewhat difficult/Not at all difficult
- Knowing how to start: 15% Very Difficult/Difficult, 85% Somewhat difficult/Not at all difficult
- Lack of academic preparedness: 15% Very Difficult/Difficult, 85% Somewhat difficult/Not at all difficult
- Understanding or meeting college entrance requirements: 14% Very Difficult/Difficult, 86% Somewhat difficult/Not at all difficult
- Lack of support from family and friends: 14% Very Difficult/Difficult, 86% Somewhat difficult/Not at all difficult
- Reliable transportation: 14% Very Difficult/Difficult, 86% Somewhat difficult/Not at all difficult
- Balancing school with my other responsibilities: 11% Very Difficult/Difficult, 90% Somewhat difficult/Not at all difficult
- Amount of time since I last attended school: 8% Very Difficult/Difficult, 92% Somewhat difficult/Not at all difficult
Funnel Attrition, Internal Data
I2E Funnel Overview | While MCC sees a drop off from the inquiry to application initiation phase, there is significant attrition from the admitted to enrolled phase, after students have already completed an application and gotten an acceptance.

**Internal Enrollment Funnel Student Attrition, Fall 2019 – Spring 2021**

<table>
<thead>
<tr>
<th>Category</th>
<th>Prospects/Inquiries</th>
<th>Started Applications</th>
<th>Completed Applications</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>attrition rate</td>
<td>68%</td>
<td>66%</td>
<td>66%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Note: accurate number of incomplete applications could not be pulled. “Completed applications” is not a true representation of the funnel.
I2E Funnel Overview | The largest drop-off occurs from the admitted to enrolled phase, especially for first time in college and first-time transfer students.

Internal Enrollment Funnel Student Attrition by Student Types, Fall 2019 – Spring 2021

Note: internal data entry of student types often has inaccuracies.

Source: Internal funnel data; Fall 2019 to Spring 2021
Funnel Attrition, Closed Inquirers and Students
I2E Funnel Overview | Total Attrition

Enrollment Funnel Attrition by Steps Completed, Q13 (n=517)

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

Enrollment Funnel by Steps Completed (n=517)
**I2E Funnel Overview | Attrition by Educational Status**

**Enrollment Funnel Student Attrition by Educational Status, Q12 (n=517)**

Q12: At the time of your interactions with MCC, what was your educational status?

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | Attrition by Educational Status, Additional Steps

Enrollment Funnel Student Attrition by Educational Status, Q12 (n=517)

Q12: At the time of your interactions with MCC, what was your educational status?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | High school seniors/recent graduates

Enrollment Funnel Student Attrition by Educational Status, Q12 (n=144)

Q12: At the time of your interactions with MCC, what was your educational status?

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | Out of High School for 2+ years, now interested in college for the first time

Enrollment Funnel Student Attrition by Educational Status, Q12 (n=63)
**I2E Funnel Overview** | Transfer student, coming directly from another college or university

**Enrollment Funnel Student Attrition by Educational Status, Q12** $\text{(n=46)}$

Q12: At the time of your interactions with MCC, what was your educational status?

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | Transfer student, not currently attending another institution

Enrollment Funnel Student Attrition by Educational Status, Q12 (n=49)

Q12: At the time of your interactions with MCC, what was your educational status?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Q12: At the time of your interactions with MCC, what was your educational status?

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
I2E Funnel Overview | Summer/single semester student only (taking a single course at MCC, but attending a different home institution)

Enrollment Funnel Student Attrition by Educational Status, Q12 (n=65)

Q12: At the time of your interactions with MCC, what was your educational status?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Conversion
Conversion Rate | MCC is enrolling almost 70% of students who inquire about the school.

Question | What is the conversion rate of each school of those who inquire?

<table>
<thead>
<tr>
<th>School</th>
<th>Conversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>68%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>23%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>38%</td>
</tr>
<tr>
<td>Temple College</td>
<td>33%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>11%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>7%</td>
</tr>
<tr>
<td>Texas Tech University – Lubbock</td>
<td>5%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>2%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>7%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>21%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>13%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>8%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>11%</td>
</tr>
<tr>
<td>Hill College</td>
<td>32%</td>
</tr>
</tbody>
</table>

Q8: Which schools have you researched or inquired about?
Q11: At which school(s) did you enroll?
Conversion Rate | MCC is enrolling over 70% of students who apply, the same rate as Baylor.

**Question** | What is the conversion rate of each school of those who apply?

<table>
<thead>
<tr>
<th>School</th>
<th>Conversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>73%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>44%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>73%</td>
</tr>
<tr>
<td>Temple College</td>
<td>49%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>30%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>33%</td>
</tr>
<tr>
<td>Texas Tech University – Lubbock</td>
<td>14%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>14%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>16%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>39%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>27%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>13%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>23%</td>
</tr>
<tr>
<td>Hill College</td>
<td>48%</td>
</tr>
</tbody>
</table>

Q8: Which schools have you researched or inquired about?
Q11: At which school(s) did you enroll?
**Conversion Rate** | MCC is converting 76% of accepted students, dropping below Baylor by 7%.

**Question** | What is the conversion rate of each school of those who are accepted?

<table>
<thead>
<tr>
<th>School</th>
<th>n</th>
<th>Conversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLennan Community College</td>
<td>389</td>
<td>76%</td>
</tr>
<tr>
<td>Texas State Technical College</td>
<td>35</td>
<td>54%</td>
</tr>
<tr>
<td>Baylor University</td>
<td>78</td>
<td>83%</td>
</tr>
<tr>
<td>Temple College</td>
<td>37</td>
<td>57%</td>
</tr>
<tr>
<td>Tarleton State University – Stephenville</td>
<td>19</td>
<td>47%</td>
</tr>
<tr>
<td>Tarleton State University – Waco</td>
<td>14</td>
<td>57%</td>
</tr>
<tr>
<td>Texas Tech University – Lubbock</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>Texas Tech University – Waco</td>
<td>7</td>
<td>29%</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>33</td>
<td>27%</td>
</tr>
<tr>
<td>Central Texas College</td>
<td>19</td>
<td>58%</td>
</tr>
<tr>
<td>Blinn College – Bryan Campus</td>
<td>14</td>
<td>43%</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>University of Mary Hardin-Baylor</td>
<td>32</td>
<td>25%</td>
</tr>
<tr>
<td>Hill College</td>
<td>20</td>
<td>60%</td>
</tr>
</tbody>
</table>
In-Depth Interview Summaries
Participant’s Department: Financial Aid

Key Themes

- Overall, enrollment has worked well; COVID-19 is the current challenge.
- Highlander Central is the main point of contact for students needing help with financial aid. Financial Aid office only works with more complex cases or questions.
- Not sure how other departments contacts students, but the financial aid office manually runs lists of students who have complete aid packages but have not registered for classes.
- Student can register for classes whether financial aid is complete or not.
- Approximately 70% of students are on financial aid.

Student Barriers to Enrollment

- **Finances** — students who owe money, are in default on their student loans, or are on suspension from financial aid.
- **Financial Aid Verification** — process gets hung up if the student keeps turning in the wrong form and gets rejected. Office receives report of students having trouble and they reach out to them.

Overall Assessment of Enrollment Management

What Works

- Recruitment has gone well in the past. Events out in the community, at high schools, and on campus are most effective.
- The online registration process is smooth.
- Advising works well; students like it.

Opportunities for Improvement

- Document management systems — scanning system is cumbersome.
- Could always use more staff.
- No document storage program — need one place where students can access, sign, and submit documents that connects to Colleague.

Quotes

- “Students would rather do virtual advising than come to campus.”
- “Perceptive Content scanning system is cumbersome. It works with Colleague but isn’t great.”
- “The more online options for students, the better.”
Participant’s Department: Registration & Student Records

Key Themes

- Registration & Student Records is the “go-to” department for all registration issues on campus from students, staff, and faculty.
- The ApplyTexas application is cumbersome, and students do not understand it, however the Slate application is more user friendly, and the checklist feature will be helpful to students.
- Staff have a shared mission of helping students and wanting them to succeed. However, low staff capacity and lack of tools are roadblocks.

Student Barriers to Enrollment

- **Wordy Emails** – the wordiness of the acceptance email deters student’s receiving the information they need to.
- **Advisor Wait Times** – long wait times for advising appointments can be upsetting to students.
- **Pre-matriculation Documents** – the extra documents that students must gather causes the lag between application and enrollment.

Overall Assessment of Enrollment Management

**What Works**

- Student Planning feature for course registration gives students a holistic view of their degree plan.
- Staff provide great customer service and attention to student needs.

**Opportunities for Improvement**

- Perceptive Content document management system – limited licenses and antiquated functionality.
- The website is not user friendly – must use the search bar because they cannot find what they need by navigating through the site.

Quotes

“We lose our younger generation who are not going to read the whole acceptance email.”

“The mandatory advising requirement decreases student errors, but also frustrates students when appointments are not available.”

“Staff at McLennan want to get students in and to help them succeed, but not having the right tools hinders us.”
Key Themes

- From a maturity standpoint, the enrollment management process is poor to very poor, particularly the definition of student progression on the backend.
- Overall, MCC functions as if it is a small institution; it uses small processes at a medium scale.
- The purchase of Slate will improve both the admissions process and the relationship management potential with students.
- Staff are not able to move past day-to-day fires to make process improvements because of low capacity and siloes.

Student Barriers to Enrollment

- Website – the “Become a Student” webpage is too wordy and confusing to be a useful tool for students. The admission instructions should be streamlined.
- Number of Steps – students must get through a wall of text and multiple steps to get enrolled.

Overall Assessment of Enrollment Management

What Works
- Slate’s dashboard feature will be helpful for prospect and applicant tracking.
- The registration process runs smoothly.
- Staff love to help people and have good intentions.

Opportunities for Improvement
- Lack of documented standard operating procedures.
- Lack of data governance guidelines and “definitions” for students in the system.
- Still using paper forms and manual data entry/changes.
- Need smart web forms that connect to backend.

Quotes

“The technology & processes don’t enable the organization to react or perform basic activities.”

"If I was a student and I was wondering if I was cut out to go to college and I started apply to MCC, I would probably stop and think ‘I’m not college material if this is what it takes.’"
Key Themes

- MCC’s student population is wary of paperwork, needs more support, and a different communication style.
- There needs to be more use of text messaging to contact students, particularly by Financial Aid.
- Automatic push notifications to the students would help during registration and other parts of the process. Students do not realize that they haven’t officially registered for classes, and they don’t receive notification of that.
- Overall, advising is successful in relationship-building and helping students; staff capacity limits their availability.

Student Barriers to Enrollment

- **Financial Aid Verification** – advising’s biggest barrier is helping students through the verification process & acceptance of aid.
- **Emails** – wordiness, legal jargon, and lack of knowledge from students about the existence of their student email account are barriers.
- **Number of Steps** – too many steps in the application and enrollment processes. Students have trouble with logging in to WebAdvisor and finding their student email accounts.

Overall Assessment of Enrollment Management

What Works
- Allowing advising appointments at any point in the process, versus mandatory advising after orientation.
- Appreciative advising philosophy builds relationships and increases retention.

Opportunities for Improvement
- Students do not understand how long the enrollment process takes.
- Students need more notifications, text messages, and a visible checklist.

Quotes

“Students do not understand what they are reading when it comes to financial aid. They hear verification and they think the IRS is going to take their first born. They are scared to death.”

“What was eye opening about the advising change is that we realized how many issues there were with financial aid.”
Participant’s Department: Recruitment (1 of 2)

Key Themes

- Examining the overall health of enrollment management is fairly new to MCC but leadership is doing a good job of keeping the conversation moving forward.
- MCC’s population of students (first generation and non-traditional) need more guidance and clear communication.
- Automating the notification process if a student is missing documents or hasn’t registered for classes would be a great improvement.

Student Impact

- Financial Aid Verification – 70-80% of the student assistance at Highlander Central is about financial aid.
- Course Registration – students plan classes but needs advisor approval for subsequent changes.
- Confusion about Steps – disconnect in student understanding of their next step; for example, they may not know that they still need to register for courses or meet with an advisor for approval.

Overall Assessment of Enrollment Management

What Works

- Slate has improved communication with prospects.
- Estimated 80-90% response rate when text messages are used to follow up with students.

Opportunities for Improvement

- Notification system – need notification of incomplete step, like a student adding a course and needing advisor approval.
- Business office should use the texting system and improve communication of student balances.

Quotes

“"There needs to be a good balance between humans and technology, but if we automate some processes, it will allow us humans to better assist students.”

“Getting to the finish line is difficult, especially for first generation or non-traditional learners.”
Participant’s Department: Marketing & Communications (1 & 2 of 3)

Key Themes

- Marketing & Communications, Admissions, and Recruiting work closely. They used to feel disjointed but now work well as a team.
- Each department has their own method for entering data and communicating with students, however Slate will help streamline that once everyone is trained.
- There seems to be a “we are too busy” mindset from some staff.
- Overall, they need more communication and shared knowledge across departments so that everyone follows the same student roadmap.
- Some conflict exists between Highlander Central and advising
- Become a student webpage isn’t owned by anyone

Student Impact

Quotes

Financial Aid – students do not understand this process or know what financial options are available to them. Office has outdated processes.

Advising – students experience long wait times before an appointment, a lengthy appointment, and unclear follow up communication.

Number of Steps – students’ perception is that there are a lot of steps.

— We do not have an enrollment path for students that everyone knows and follows.”

“The student feels like they cannot accomplish it all.”

Overall Assessment of Enrollment Management

What Works

- Highlander Central has low wait time and is very effective at resolving questions.
- New Student Orientation works well.

Opportunities for Improvement

- Need automated text messages for student follow-up communication.
- Some automatic email messages have not been updated in 15 years.
Participant’s Department: Accounts Receivable

Key Themes

- Overall, there is a lack of understanding from students about their next steps, particularly when it comes to financial aid.
- Once a student ID is created, all Business Office communication goes to the student email account. However, students often do not know this.

Student Impact

Website – the “Become a Student” webpage is not user friendly. Students cannot find the information they need online, so they call the school.

Number of Steps – students must get through a wall of text and multiple steps to get admitted.

Overall Assessment of Enrollment Management

What Works

- Online payment option – 80-90% of students pay bills online.

Opportunities for Improvement

- Manual processes could be automated to save time.
- Need a dashboard with a checklist for students.

Quotes

“Even though the process is outlined step by step, there is still a disconnect.”

"Students can’t find the information, so they pick up the phone and call whoever will answer.”
Participant’s Department: Institutional Research

Key Themes

- Overall, there are initiatives and discussions in motion to improve enrollment, but not enough action.
- There are inconsistencies across staff in how requirements are enforced (i.e., paperwork due dates).
- First generation students are intimidated by the steps and lack knowledge about the process.

Student Impact

- Pre-matriculation Documents – the extra documents that students must gather causes a lag between acceptance and advising.
- Number of Steps – students are intimidated by the process and the number of steps involved, especially first-generation students.

Overall Assessment of Enrollment Management

What Works

- Application in Slate is easier – it is the subsequent required documentation where there is lag.
- Advising works well.

Opportunities for Improvement

- Need an interactive checklist for student admission.
- A better document management system would improve process for students and administration by reducing paper forms and manual steps.

Quotes

- “We are spread pretty thin and going in a bunch of different directions.”
- “All that we do is email people to increase enrollment.”
- “Everything is sent in long emails that students are not reading.”
Participant’s Department: University Center

Key Themes

- The enrollment management process is better than it used to be. There is good communication between staff members and from the leadership team.
- Partner university advisors and MCC advisors are in constant communication with each other, and they have access to student records.

Student Impact

$ Financial Aid – students struggle with submitting the required paperwork.

Overall Assessment of Enrollment Management

What Works
- Staff communication.
- Leadership communication.

Opportunities for Improvement
- One login for all the various systems would help.

Quotes

“It is a complicated process for students to get the (financial) aid that they need.”
Participant’s Department: High School Pathways

Key Themes

• There are 3-4 weeks in the spring and fall that cause a bottleneck because they are working to advise all students for the upcoming semester.
• High School Pathways programs and processes are highly customized.
• The campus uses a lot of different systems and programs; however, staff does not have adequate training for them.
• Lack of consistency in platform used for advising notes across campus.

Student Impact

Confusion about Steps – students do not see their emails and do not utilize the "Become a Student" webpage. Not sure how they know what to do.

Advising – it is hard to tell who students should see and how to get in to see them.

Overall Assessment of Enrollment Management

What Works
• Dual credit customized application takes 10-15 minutes to complete.

Opportunities for Improvement
• ApplyTexas application takes 45 min – 1 hr to complete and uses confusing legal jargon.
• Need a secure document upload process – currently using OneDrive to gather documents from high school counselors.

Quotes

“The students get lost in the steps.”

“It is not uncommon to have previous dual credit students call the office and ask for help because they got stuck.”
### Participant’s Department: Admissions and Recruitment (2 of 2)

#### Key Themes
- MCC receives a lot of applications from students who never intend to enroll.
- On-campus events are the most effective recruiting tool.
- In the past, they waited for students to reach out. Now, they pull reports of students who have applied but not registered for classes and send mass emails or texts.

#### Overall Assessment of Enrollment Management

<table>
<thead>
<tr>
<th>What Works</th>
<th>Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application review takes 5 min. or less per application.</td>
<td>Need the ability to personalize communications to students</td>
</tr>
</tbody>
</table>

#### Student Impact

**Confusion about Steps** – students do not understand if their enrollment is complete or not.

#### Quotes

“We have found out that students do not understand the enrollment process. They don’t know if they have completed it or not.”
Participant’s Department: Admissions (1 of 2)

**Key Themes**

- Admissions has been more intentional about following up with students over the last couple of years (i.e., messaging students who have started their application but not finished it).
- Application review process is manual.
- Staff must navigate 5-10 different screens to check on a student’s application status.

**Student Impact**

**Email** – the acceptance email is 4 pages of information that isn’t customized to the student.

**Overall Assessment of Enrollment Management**

**What Works**
- Application review takes 5 min. or less per application.
- Checklist in Slate will help students and admin.

**Opportunities for Improvement**
- Texting students can be very tedious, especially if they do not have a student record yet.
- Document imaging takes a long time and must be run several times a day.

**Quotes**

“Right now, students email in PDFs. They receive them, move them to a shared folder, process it with the imaging system. It takes a long time and staff run it several times a day.”
Participant’s Department: Advising and Career Services (2 of 5)

Key Themes

• The New Student Orientation has an estimated 80% or higher completion rate from first time in college students (including attendance at Highlander Day).
• There is a gap in communication to students about their requirements and how to fulfill them, particularly with testing.
• Pre-matriculation documents have no real due date; test scores constrain registration. Meetings with advisors serve as the notification mechanism to students that something is missing.

Student Impact

Testing Requirement – students do not find out about this requirement until they get to their advisor or realize they have a hold on their account.

Overall Assessment of Enrollment Management

What Works

Opportunities for Improvement

• Communication to students about their accounts and their next steps.

Quotes

How do students find out they have to take the test?...“They don’t.”
Slate provides view of a student’s status on one screen (checklist feature)
Slate’s checklist feature will improve both student and staff experience

Previously have not been diligent about reaching out to students about application submission; in the last 2 years, have begun to send reminder messages to students who have initiated an ApplyTexas application.
Slate was purchased in summer 2019. Covid disrupted the rollout plan.
Slate team is working to rewrite longstanding processes
Eventually, Slate is intended to be largely used as a CRM (tracking, communication, and recruitment of prospects and applicants).
Currently working on updating student statuses in Slate (3 as of July 2021: inquiry, prospect, and applicant).
There is a lot of opportunity for process improvement; more staff on campus should be kept up to date on Slate plans.

Enrollment Management

What Works
• Slate provides view of a student’s status on one screen (checklist feature)
• Slate’s checklist feature will improve both student and staff experience

What Does Not Work
• It takes 5-10 different screens to understand a student’s enrollment status/what documents they are missing

Student Impact

Confusion about Steps – difference between “admitted” and “enrolled” not clearly communicated to students
Email – the acceptance email is 4 pages long and is not good

Quotes
[How Slate will be eventually be used] “…for students to upload documents instead of Admissions receiving them via email, moving it folder on shared drive, running imaging process, linking to student account...it takes forever, and staff runs this process several times a day.”
“Right now, they [students] get an acceptance email that is 4 pages long...it’s not good.”
Participant’s Department: Marketing & Communications  (3 of 3)

### Key Themes

- Nontraditional students may struggle with completing, especially with the number of times they may need to visit campus
- MCC is concerned about students not understanding or not having the information, which has resulted in overcommunication (length and quantity of emails, etc.)
- Communication audit is possible solution; need to ensure Slate does not get to the state Colleague is in now (library of over 200 pre-written emails)
- Staff need communication training: medium, tone, and length of communications
- Staff siloes are improving, but still exist

### Student Impact

#### Email
- the acceptance email is 5 pages long and has too many words

#### Testing Requirement
- students do not find out about this requirement until they get to their advisor; prevents registration during that appointment

#### Advising
- took significant chunk of time; was not able to complete registration at the end of it

## Enrollment Management

### What Works

- Staff have good intentions and genuinely want students to understand how to enroll
- Siloes are improving with increased meeting cadence between departments

### What Does Not Work

- Overcommunication with students: quantity, length, and information overload in emails
- Advising (wait time + appointment time) is too long (took 1 hour, 45 minutes for one appointment)
- After advising, students have to walk over to Highlander Central to submit paperwork

### Quotes

- “It [enrolling] doesn’t seem to be easy and it’s not something you can take care of quickly.”
- “If a student is working, takes off the day to come there and then doesn’t get it done, they have to come back and take another day. For nontraditional students, that is a huge obstacle.”
- [On staff siloes] “The right hand doesn’t know what the left hand is doing, but it is no one’s fault, it’s just how it has always been.”
### Key Themes

- Students do not know to start at Highlander Central, when that would be the better place for these pre-advising discussions. Often, advisors are the first to tell students about the requirements that must be fulfilled
  - Approximately 50% of advising sessions are spent on actual advising
- Financial aid is one of the primary sticking points
- Advisors walk students over to Highlander Central because some students need help locating it and they want to provide good customer service
- The fix: initial admission letter leads them to an online interactive checklist that forces logical steps, with advising as the last one

### Student Impact

- **Financial Aid** – primary point of confusion
- **Advising** – longer appointments than necessary due to need to cover additional logistics/instructions

### Enrollment Management

#### What Works
- Appreciative advising allows them to connect to students
- Students usually meet with an advisor before attending Highlander Day

#### What Does Not Work
- Spending 50% of advising appointment on WebAdvisor login help, reviewing requirements, etc.
- New student meetings are 45 min – 1 hour, but could be 30 min or less if other items are eliminated
- Linked courses are very confusing for students during registration

### Quotes

"Highlander Central has a giant banner that says, ‘start here’ but most students come to advisors first."

[On course planning] “The student can do it before [the advising meeting]. But I am not sure they know they have the power to.”
Participant’s Department: Advising & Career Services (4 of 5)

Key Themes

- MCC is on par with other smaller colleges in terms of overall health of enrollment that the interviewee is aware of
- As more items get added to the advising meetings, the less time they have to discuss actual advising topics with students
- Students do not know the capabilities of Highlander Central, so they are not utilizing that resource

Enrollment Management

What Works
- MCC is on par with other smaller colleges in terms of overall health of enrollment that the interviewee is aware of

What Does Not Work
- While MCC is on par with other smaller colleges, they could streamline and avoid “band-aids” by starting fresh with processes rather than patching current ones
- The most common issue is that students do not know where they are in the process
- The fix: initial admission letter has a link that leads them to a digital checklist that pushes them through each step and does not allow them to move on until the previous step is completed
- Non-traditional students tend to need more help because it has been longer since they were in high school

Confusion about Steps – main issue is that students do not know where they are in the process. The Become a Student webpage does not give them a particular order

Testing – testing is tricky; there are different requirements for different tests. This takes the most time from appointments

Student Impact

Quotes

“The more times they bounce them, the more opportunity they have to fall through the cracks.”

[On how to streamline enrollment] “Notifications to students, tracking, and a way to route students to the correct department before coming to campus (ex: chat-bot).”

“Every department has a different system they use but they don’t talk to each other. We need one consolidated software.”
### Key Themes

- When students arrive to the advising appointments without other documentation, they leave with a checklist and both students and advisors end up frustrated.
- Need a way for students to be able to see their checklist or the holds on their account.
- There should be a way for test scores to be automatically upload but it is not working.
- The most common issues: test scores and immunizations. Test scores are most frustrating because the student often has completed the test, but there has been a breakdown after that.
- Wait time for advising appointments could be about an hour or longer.

### Student Impact

- Email – the acceptance email is way too long, and WebAdvisor login is all the way at the bottom.
- Confusion about Steps – students do not have clarity on which holds are on their account.
- Testing Requirement – a lot of them take it at high school. Most students are they have completed it, but scores sent by high school counselors get lost.

### Enrollment Management

#### What Works

- Appreciative advising model Advisors work well as a team/department.
- Zoom advising appointments have evolved well and are useful for students who work or have outside responsibilities.
- Become a Student webpage is helpful.

#### What Does Not Work

- Students arriving to appointment with nothing completed.
- Students do not see the flags/holds on their accounts.
- To improve efficiency, they need to try to decrease the number of visits. They have students that come in 3-5 times.
- Communication – emails give misleading instructions, between offices, etc.

### Quotes

- “A lot of students make it to our office, and they know…nothing. They have applied and that is pretty much it.”

- [About acceptance email] “When they get accepted, they get a 1,000-word essay basically. I don’t even want to read it.”

- “…this is where we get a lot of returners…for some reason the student is not able to follow through with registering.”