



MONROE COUNTY  
COMMUNITY COLLEGE

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*enriching lives*

# Student Mapping Executive Summary Report

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Blust, and Liz Conder

SEM Works

# Agenda

- ❖ Findings and Recommendations
- ❖ Strategic Opportunities
- ❖ Q & A

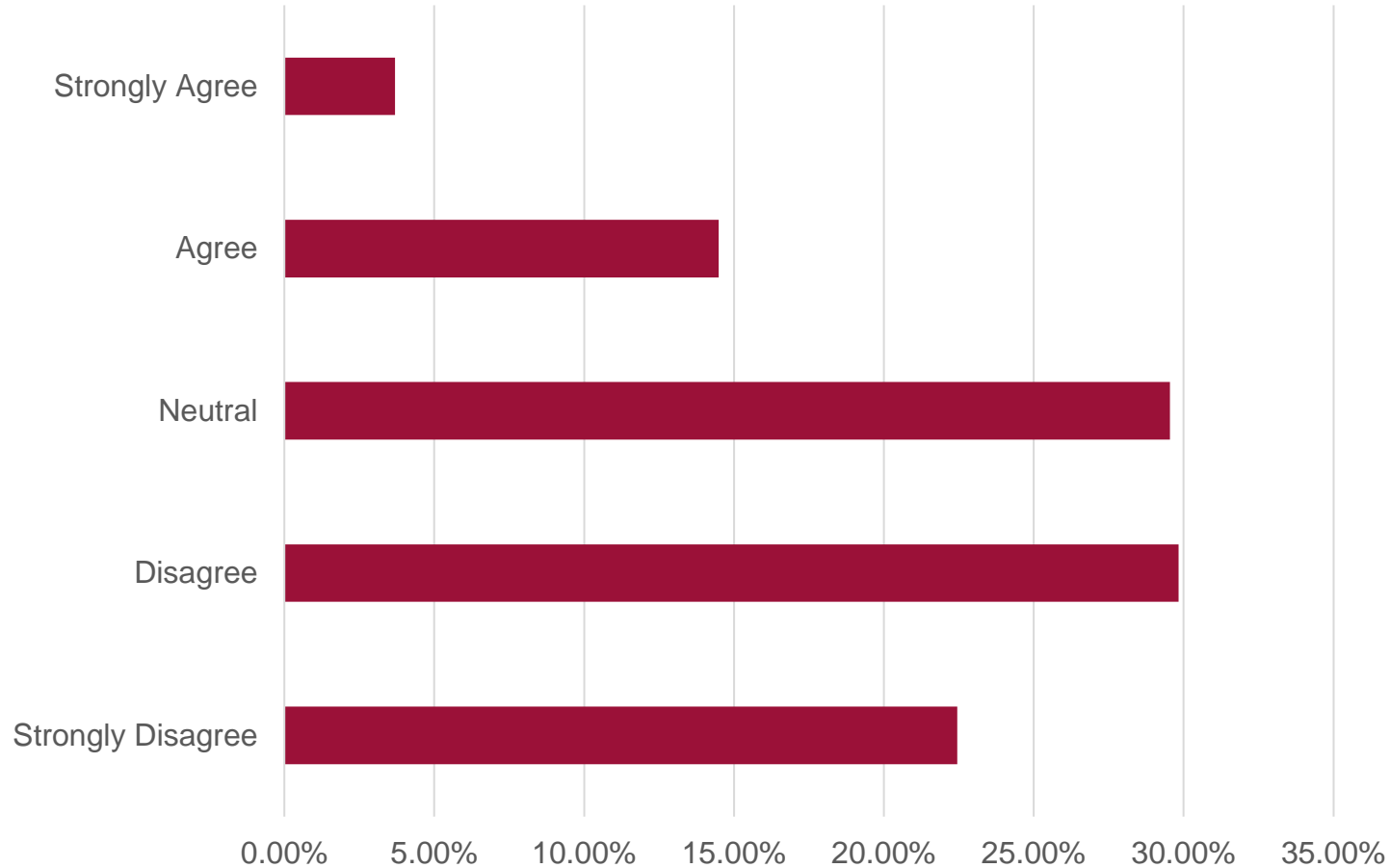
Student Mapping Executive Summary Report

# **FINDINGS AND RECOMMENDATIONS**

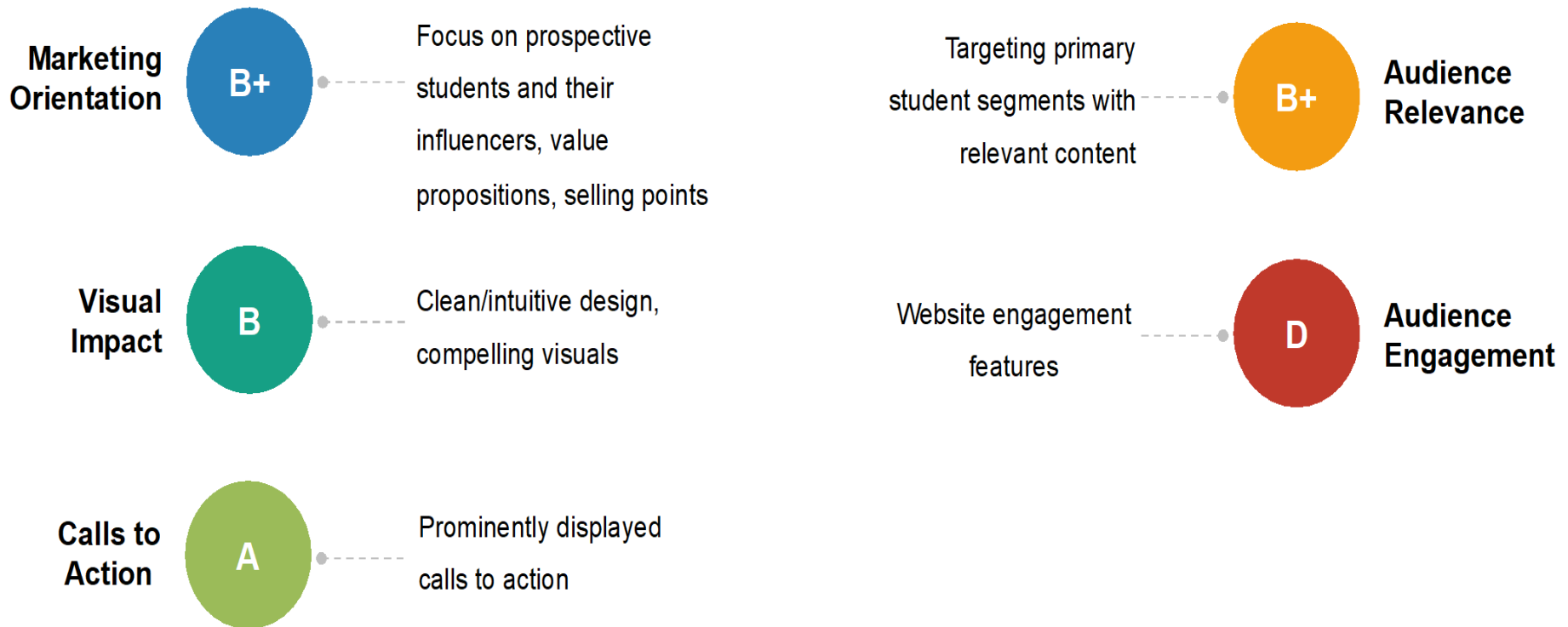




# Student Focus Group/Survey Participants Findings: I was proactively RECRUITED to attend MCCC.



# Website Marketing Presence Ratings

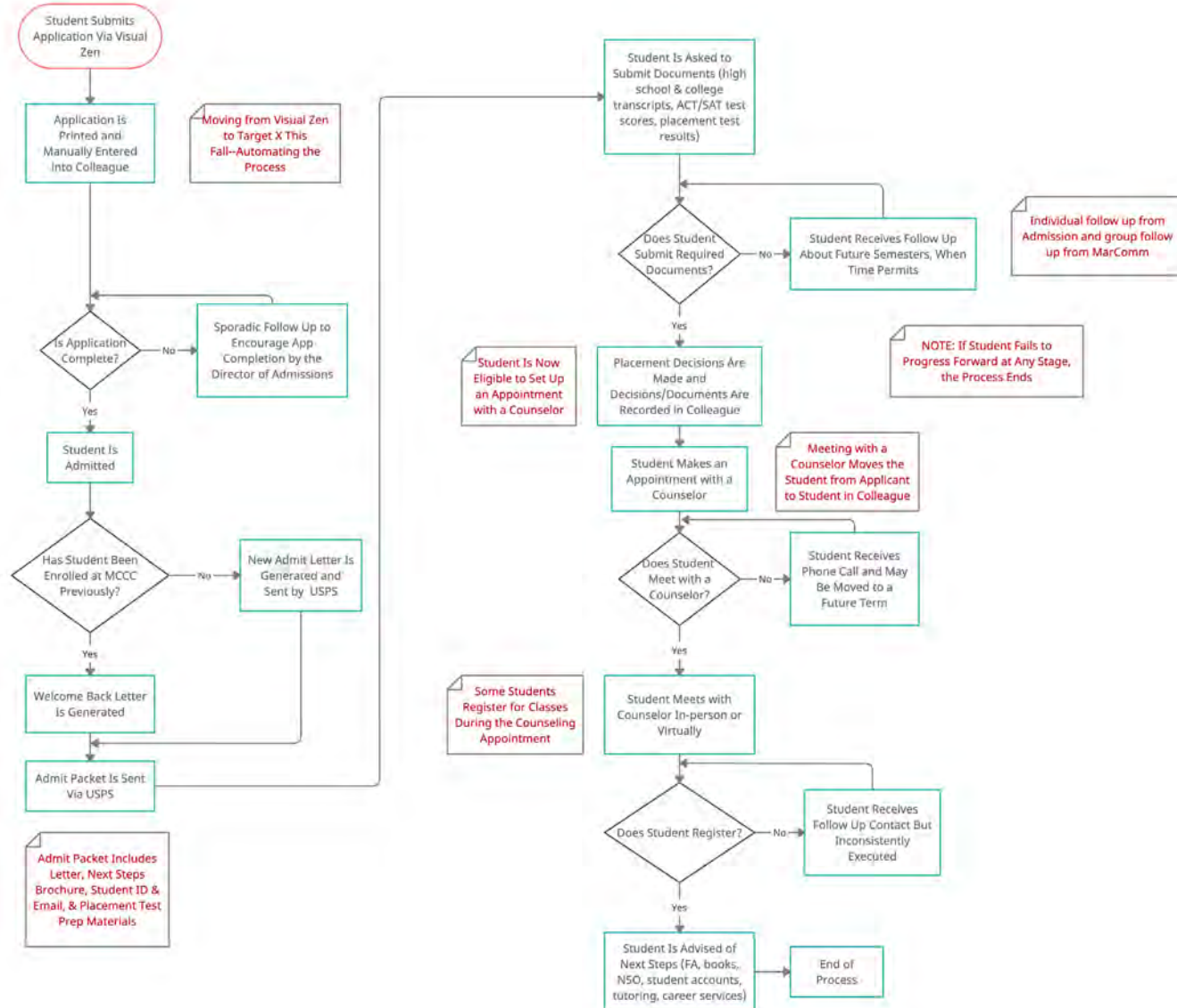


# Prospective Student Communications





# Admissions Process



# Student Recruitment

- ❖ All prospects must be captured and qualified
- ❖ Every interaction with prospective students should be documented and measured
- ❖ Explore utilizing Student Search
- ❖ Maximize National Student Clearinghouse membership
- ❖ Engage other key constituents in the recruitment process:
  - ✓ Alumni
  - ✓ Parents
  - ✓ Academic Staff
- ❖ Expand transfer articulation agreements
- ❖ Ensure adequate staffing in the Admissions Office

# Admissions

- ❖ Close the communication gaps with the CRM. Communications should be regular and have consistent messages.
- ❖ Application qualification is needed
- ❖ CRM manager position is needed
- ❖ Electronic submission of applications is needed as soon as possible
- ❖ Electronic tracking of documents is needed – for both the administrative side and the student side

# Campus Visit

- ❖ Add an interactive, online appointment manager to the website
- ❖ Many visits to campus are “informal”. Add value to these tours by improving campus signage, entrance signage, and information about the college.
- ❖ The campus map brochure could be updated to include promotional information about the College
- ❖ Student Ambassadors need formal training on tours
- ❖ Have students register for campus events – either pre-register or register onsite

# New Student Onboarding

- ❖ Online student scheduler is needed
- ❖ Have lost some personal connections with online orientation. Look for ways to get this back.
- ❖ Add assessment of orientation outcomes
- ❖ Assign all new students a Success Coach – at least initially

# Bursar Role

## ❖ Create Bursar Role

With no Bursar role, other offices (Admissions, Registrar, Financial Aid) are left to fill the communication and customer service gaps:

- ✓ No clear place for students to go or call with billing or residence questions
- ✓ No paper tuition bills sent or printed
- ✓ Financial aid refund process is slow, manual and students are waiting 5+ weeks into the semester to receive paper checks in the mail

# Bursar Role

## ❖ Bursar Role Should

- ✓ Be visible to students and be a central place for customer service and processes relating to tuition payments and refunds
- ✓ Send paper tuition bills to new students and to students who are on the registration cancellation list
- ✓ Create step-by-step instructions with screenshots for accessing and paying tuition bill in MyWebPal
- ✓ Proactively communicate to students who are eligible for tuition refunds: make sure students know how/when to use bookstore vouchers and how when financial aid refunds are available
- ✓ Explore an alternative option to mailed paper refund checks that will expedite students receiving financial aid refunds and make it easier for them to access funds (consider EFT transfers and/or debit cards)

# Placement Testing

- ❖ Implement a follow up process to contact students who no-show for testing appointments
- ❖ Ensure summer staffing in the Testing Office is adequate
- ❖ Reduce the burden on students:
  - ✓ Can Admissions schedule tests on behalf of students when they are already talking with them
  - ✓ Eliminate the need for the student to walk test results to Admissions
  - ✓ Eliminate the need for students to obtain a coupon from Admissions to take to the Testing Center when re-testing



# Financial Aid

- ❖ Work with Admissions/Registrar to remove the requirement for new students to have advising appointments before they can be packaged with financial aid awards (system setup glitch)
- ❖ Ensure adequate staffing in the Financial Aid Office
  - ✓ Renew grant funded position that supports state scholarship programs (these programs require excessive manual work)
  - ✓ Consider additional full-time staff role (12-month benefitted position)
- ❖ Implement software such as Softdocs/DocuSign to make it easier for students to fill out and submit forms electronically
  - ✓ Eliminates the need for students to print, fill out, sign, and mail paper forms

# Customer Service

- ❖ No college-wide service philosophy, service standards/protocols, or training
- ❖ There is no single, shared history of student interactions with offices and schools
- ❖ Small staff sizes in some areas results in staff having multiple responsibilities and less time to dedicate to quality service delivery
- ❖ Student run around is common and some staff mitigate this by walking/ connecting students to the right person or office
- ❖ The non-credit enrollment process is manual and archaic

# Current Student Communications & Outreach

- ❖ No comprehensive current student communications plan, systematic coordination, core messaging themes, or complete history of communications
- ❖ Students are inundated with emails
- ❖ Some multichannel communications and outreach but most communications are disseminated through email
- ❖ E-book ordering process is complex and confusing for many students

# Advising

- ❖ After the first term, students engage in self-advising using Colleague Student Planning
- ❖ No shared (professional and faculty) advising philosophy, training, protocols (e.g., use of advising sheets), or assessment across the College
- ❖ Need to define what advising means at the College, including roles and responsibilities
- ❖ Counselors are not available to advise during the summer

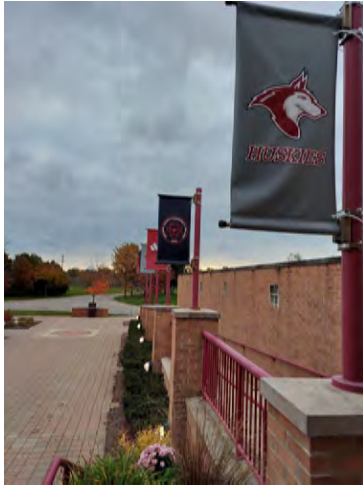
# Student Success

- ❖ No formal structure exists to assess individual student cases and bundle solutions together across organizational boundaries
- ❖ Mostly, student-initiated services
- ❖ Early Alert form is used by a small percentage of faculty, and the ones who do use the form find it to be cumbersome
- ❖ Currently, no full-time staff in the Student Success Center who are not grant funded

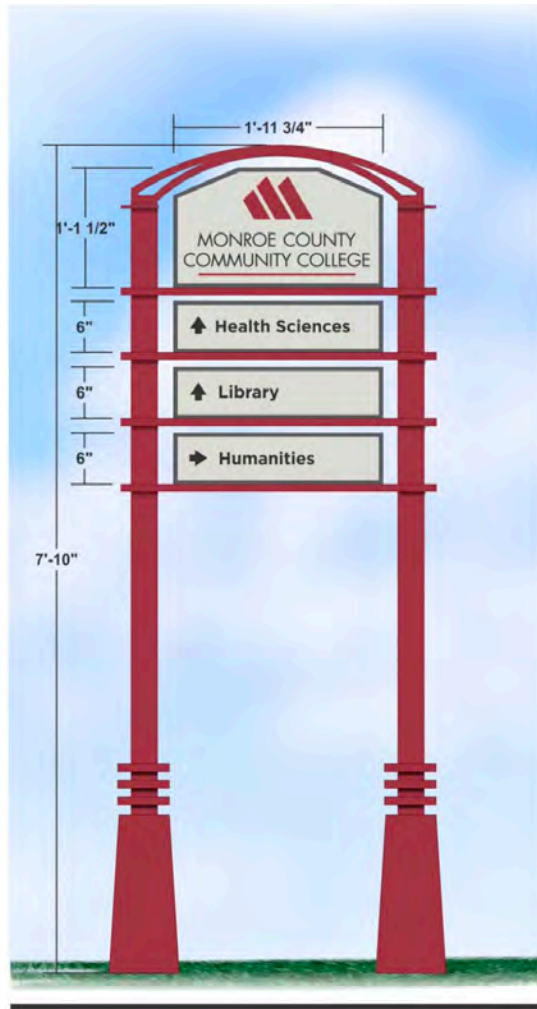
# Career Services

- ❖ There is no Career Services Office at the College, and thus, student transitions into jobs are not systematic or coordinated
- ❖ Internships and co-ops are not proactively offered or centrally coordinated
- ❖ Other than nursing, no student portfolios or career-related capstone course exist

# Exceptional Campus Grounds and Facilities



# Campus Signage



SCALE 3/4" = 1'



SCALE 3/4" = 1'

PEDESTRIAN DIRECTIONAL SIGNS



# Visitor First Impressions



- ❖ Entrance hallway ambiance (wall color, pictures, art work, points of pride)
- ❖ Welcome banner
- ❖ Directional signage to the visit launch point
- ❖ Reserved parking

# Student Enrollment Experience

- ❖ Nicely appointed waiting area
- ❖ Administrative units co-located and organized effectively (Cashiers nearby)
- ❖ Some cross-functional staff
- ❖ More integration of processes may be needed
- ❖ Intake assessment done by public-facing staff but a kiosk may be preferable



- ❖ Adult learners (age 25+)
- ❖ Outbound transfers
- ❖ Occupational students
- ❖ FTIAC direct from HS
- ❖ Minority students

## PERSONA PROFILES



## PERSONALITY

- Driven
- Disciplined
- Experienced
- Self-Aware
- Fiscally conservative

## DESCRIPTION

Adult learners are individuals who are age 25 or older. Most often they want to change career paths or advance within their current career field. They also may seek to achieve a specific level of learning by obtaining a degree or certificate. Some adult learners are seeking a credential to enter a new career while others may be taking courses for personal enrichment.

“Michigan Reconnect made it possible for me to attend MCCC.”

## ENROLLMENT BEHAVIORS

Often apply late  
Struggle with enrollment processes

Tend to enroll part-time

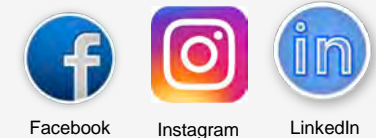
Prone to stop-out

Desire to enroll

## INFLUENCERS

- Family
- Peers
- Employers

## SOCIAL MEDIA PREFERENCES



## MOTIVATIONS

Life changes

Personal enrichment

Job security

Career advancement

## BARRIERS

- Balancing home, work, and school obligations
- Work-related opportunities
- Fear of returning to college
- Procrastination
- Academic deficits
- College affordability

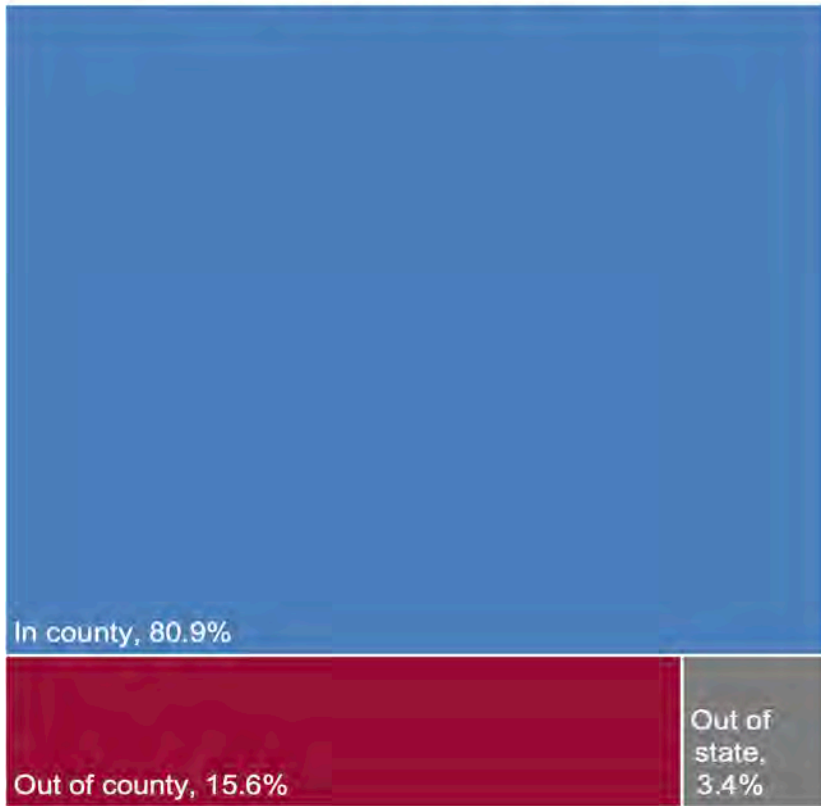
## GOALS

- Earn a postsecondary credential
- Minimize time to credential completion
- Succeed in college
- Enhance their marketability
- Secure their future, including careers

## EDUCATIONAL CHALLENGES

- Low self-confidence regarding their ability to be successful in college coursework
- Lacking foundational academic skills
- Class schedules and instructional delivery options aligning with their other obligations

■ In county ■ Out of county ■ Out of state

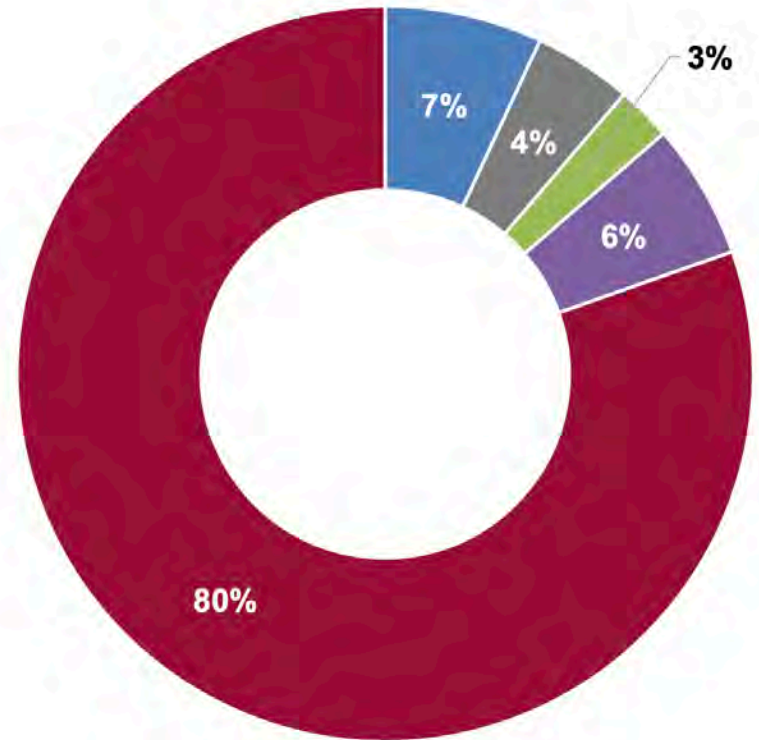


63.9%

36.1%



■ Black or African American ■ Hispanic/Latino  
 ■ Two or More Races ■ Unknown  
 ■ White



Fall 2020-to-Fall 2021 Retention



6-Year Graduation Rate



## Top 10 Programs of Study

Associate of Science	17.4%	139
Liberal Arts-Pre Nursing	11.6%	93
Business Management	10.8%	86
Nursing	6.5%	52
Accounting	3.8%	30
Associate of Science - Undecided	3.5%	28
Liberal Arts - Pre Nursing Bridge LPN to RN	3.5%	28
CIS: Cybersecurity and Information Assurance	3.0%	24
Liberal Arts	2.8%	22
Post Graduate Enrollment	2.6%	21

## Potential Needs

- ❖ Early outreach to overcome fears of returning to college
- ❖ Credit awarding flexibility, including credits for life experiences
- ❖ Prompt credit evaluation
- ❖ Clear degree pathways to careers
- ❖ Holistic advising accounting for life obligations
- ❖ Flexible class schedules
- ❖ Financial aid

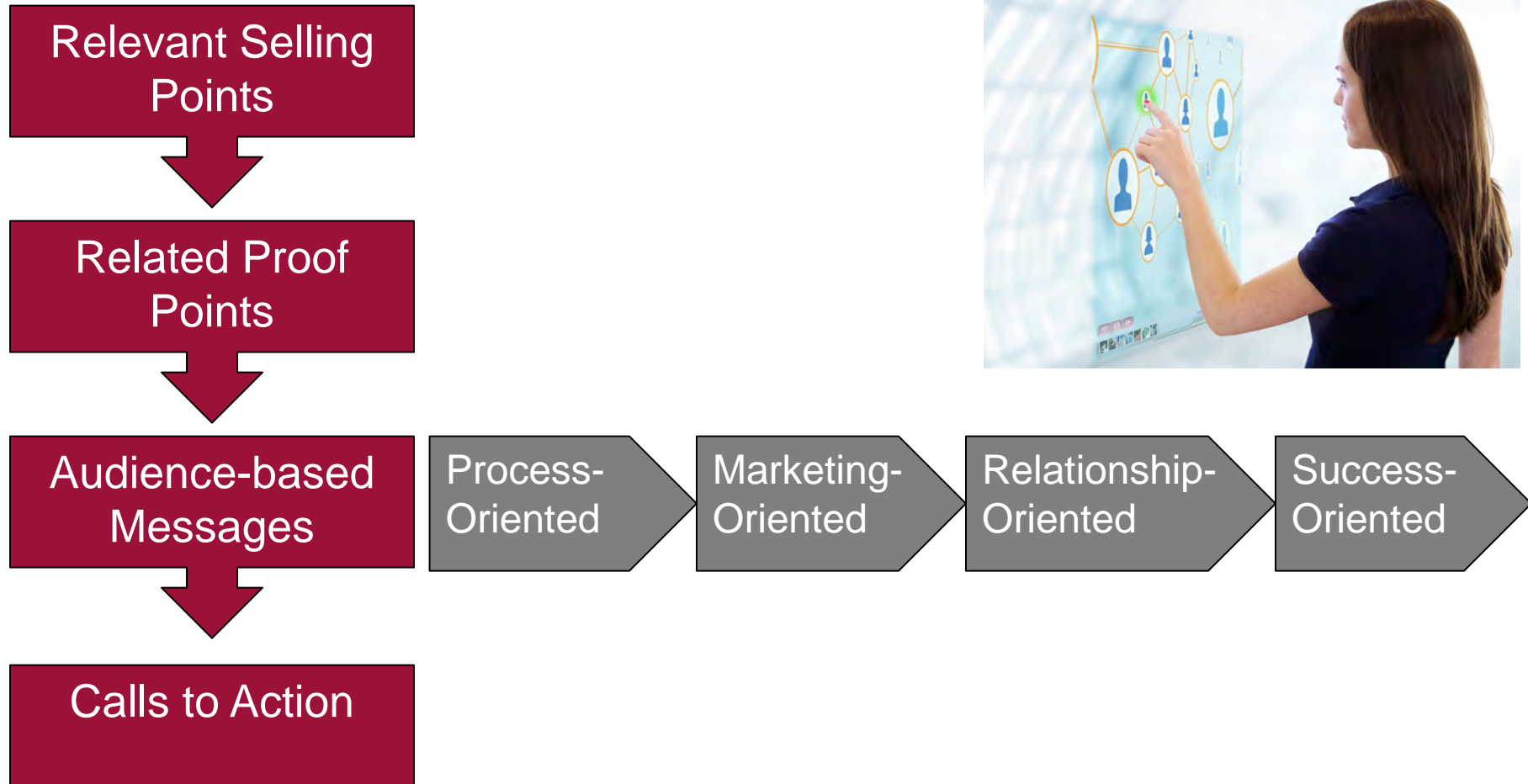
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# **STRATEGIC OPPORTUNITIES**





# SO 2: Prospective Student Communications



**Website “Request Info” Form**

**Digital & Social Media Responses**

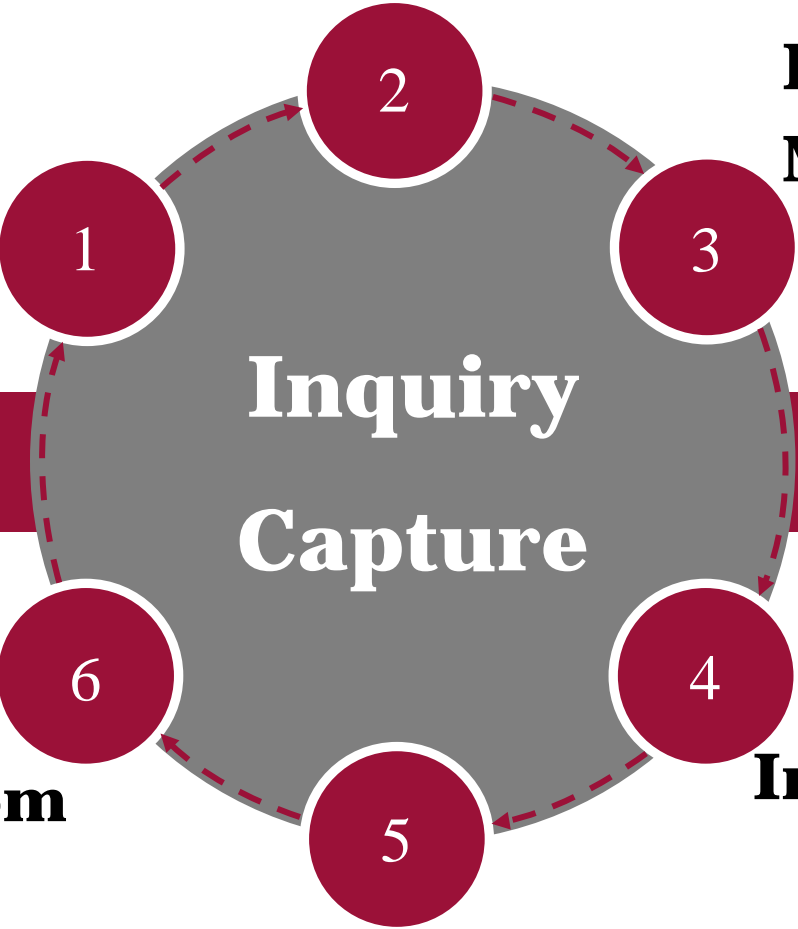
**Outreach Contact Forms**

**Expressed Interest**

**FROM**

**TO**

**Increased Interest**

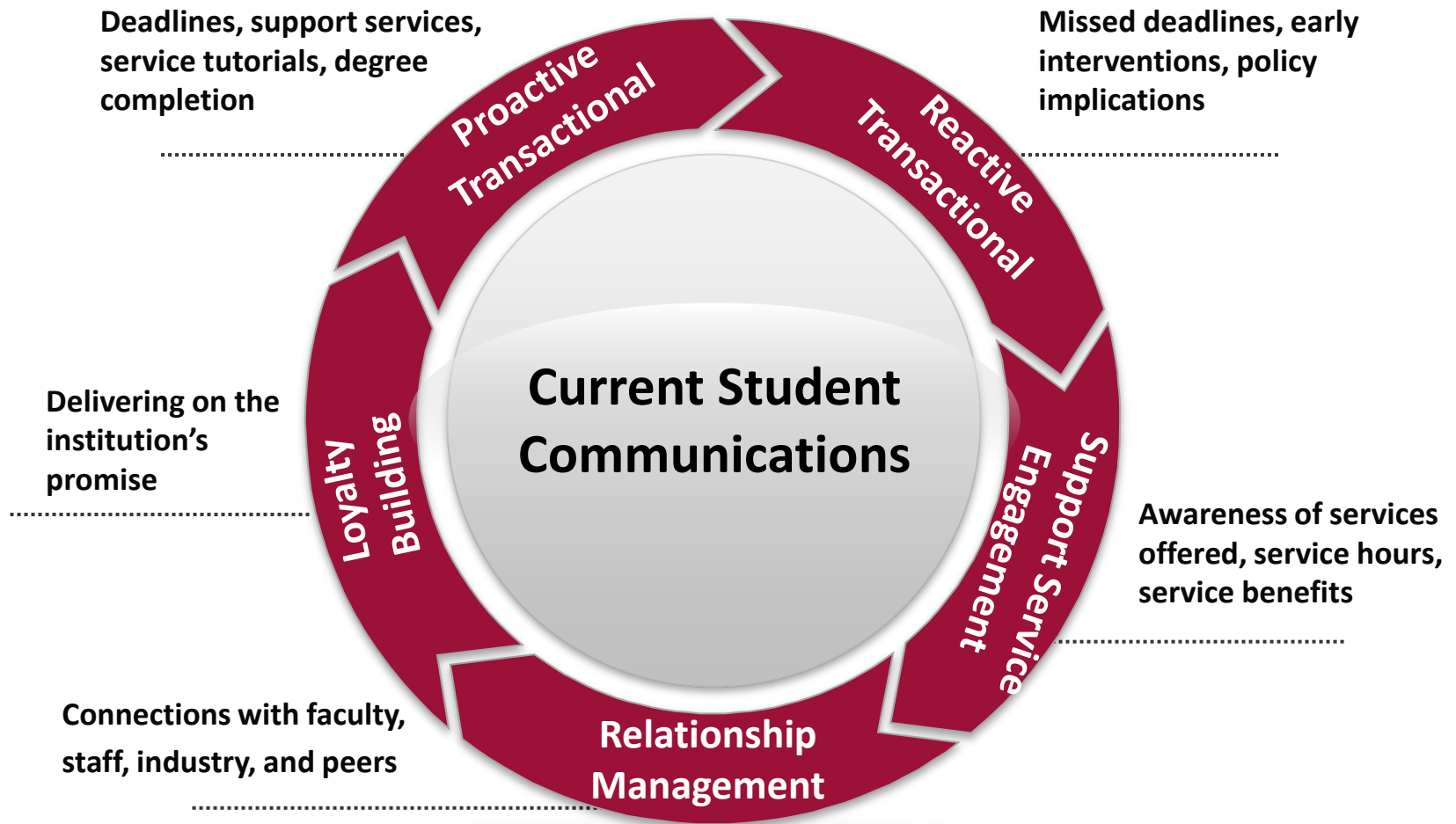


**Live Chat & Zoom Participants**

**Inbound Emails & Phone Calls**

**FAFSA Submitters**

# SO 3: Current Student Communications



# Current Student Messaging

Learner Attributes



Learner Needs



Audience-based Messages



Calls to Action

Transactional

Learner Engagement

Relationship Management

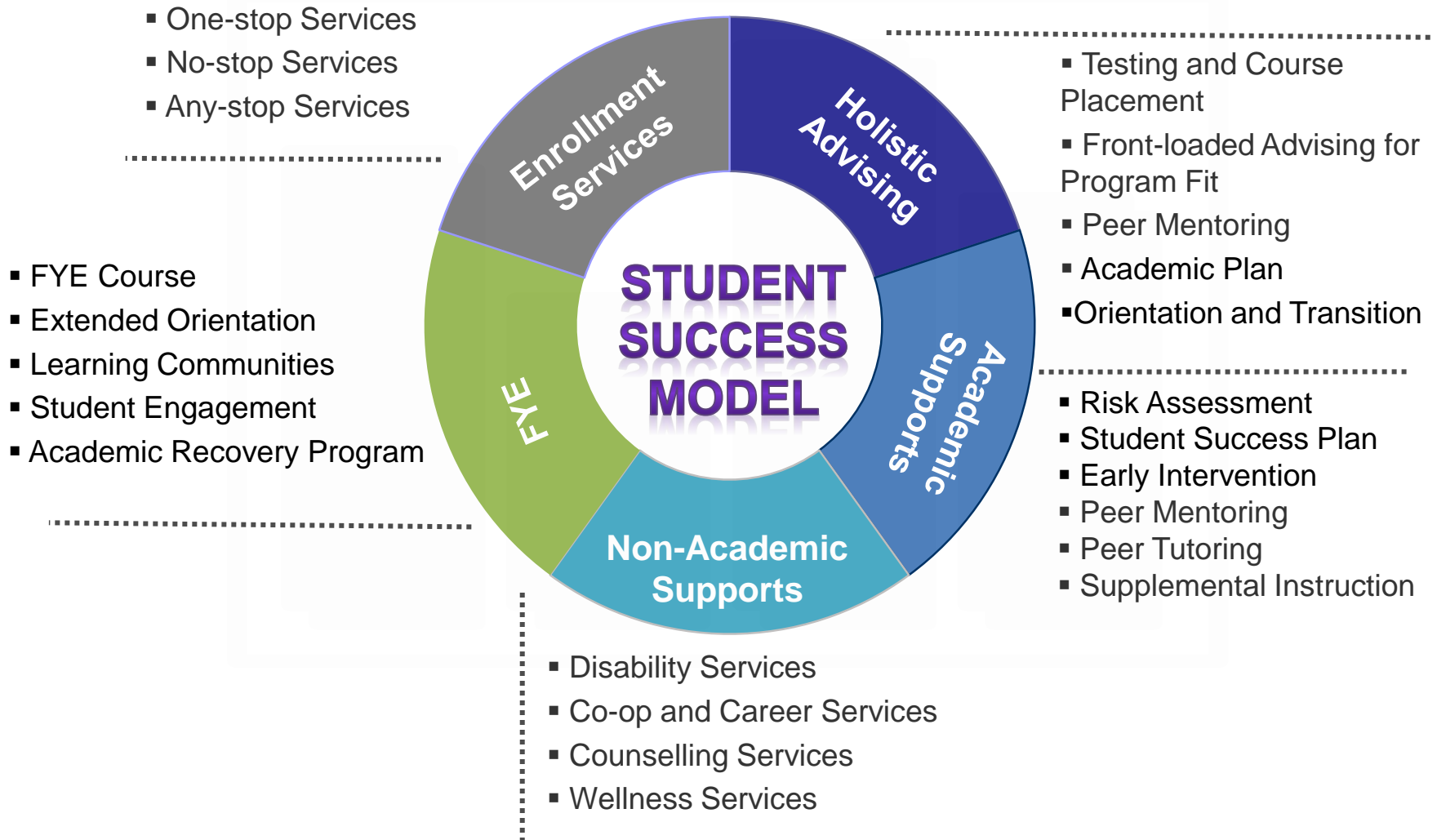
Success Building

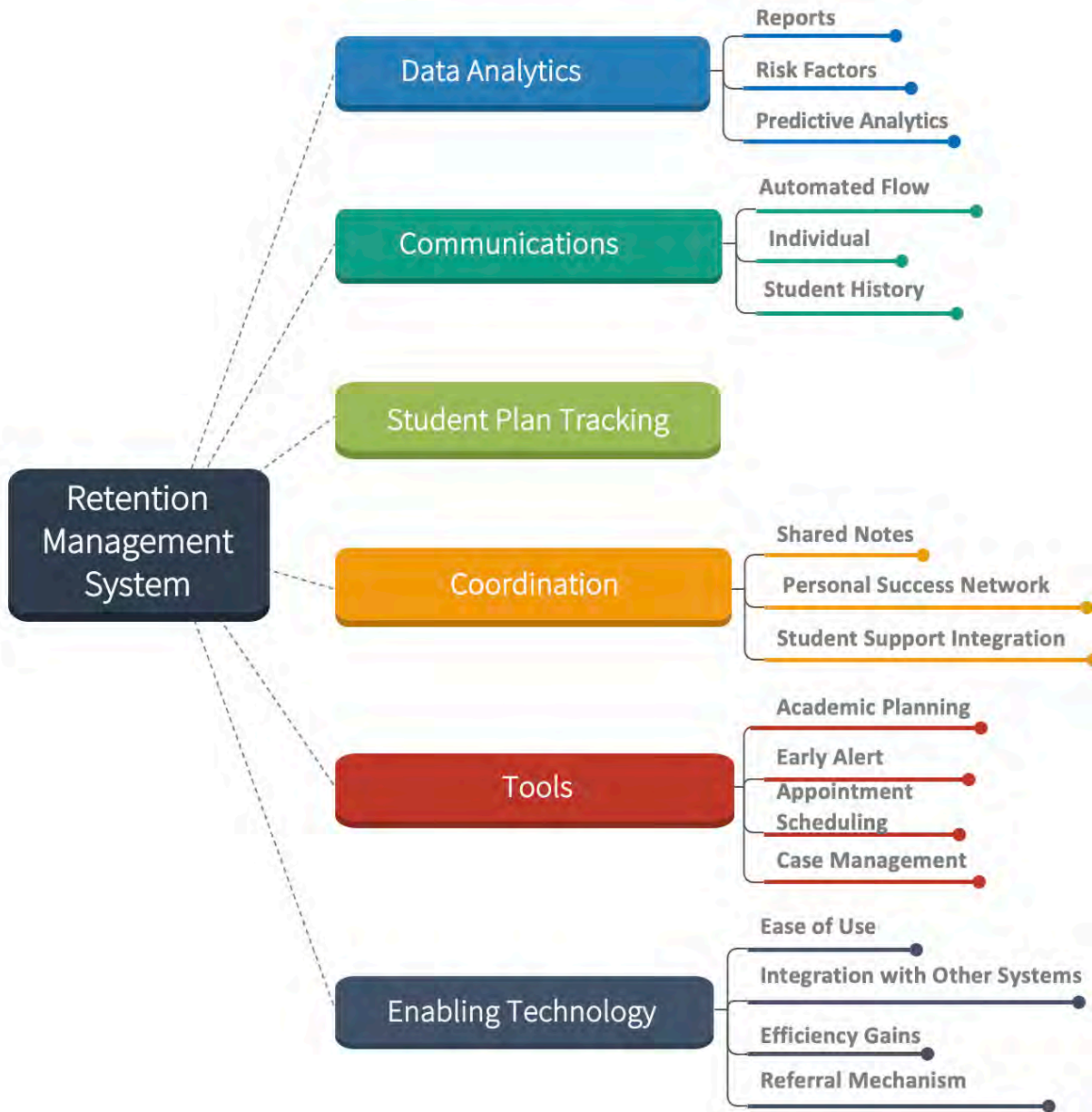


# SO 4: Academic Program Marketing



# SO 5: Integrated Student Success Model





# Student Success Network

# SO 6: Reimagining Advising

- ❖ Consider the following:
  - ✓ A first-year experience program that incorporates advising, early registration for the second semester, goal identification, career exploration, financial literacy, navigating campus resources, learning strategies, etc.
  - ✓ Require select 2<sup>nd</sup> term+ students (e.g., those with a low GPAs, class withdrawals, change of majors) to meet with an advisor every semester before registering
  - ✓ Create educational plans for every student, and monitor progression towards degree completion
  - ✓ Adapt the Early Alert referral form to include advising-related “reasons” for referrals and seeing an advisor as a “recommendations” option



# SO 6: Reimagining Advising

- ❖ Block scheduling in the first term of enrollment (5 core courses)
- ❖ Define faculty advising roles and responsibilities
- ❖ Systematic advisor training and evaluation associated with learning outcomes
- ❖ Standard advising protocols and practices

# SO 7: Career Supports

- ❖ Career Services Office
- ❖ Enhance internship and co-op opportunities (assign ownership)
- ❖ Systematic faculty career mentoring
  - ✓ Training
  - ✓ Protocols
  - ✓ Resources
- ❖ Host job fairs for all students
- ❖ Capstone course (like in nursing)

# SO 8: Building IR and Assessment Capacity

- ❖ Academic program reviews
- ❖ Potential new program analysis
- ❖ Class scheduling analysis
- ❖ Market analysis



DATA



KNOWLEDGE



ACTION

# Strategic Opportunity Prioritization

Strategic Opportunity	Timeframe	Impact Level	Resource Level	MCCC Priority Rating
Process Improvements	ST	High	Low	Medium
Prospective Student Communications	ST-MT	High	Medium	Medium
Current Student Communications	ST-MT	High	Medium	Medium
Academic Program Marketing	MT-LT	High	Medium	Low
Integrated Student Success Model	ST-MT	High	Low-High	High
Reimagining Advising	MT-LT	High	Medium	High (#1)
Career Supports	LT	High	High	Low-Medium
Building IR & Assessment Capacity	MT-LT	High	High	High

LEGEND: ST = Short-term, MT = Mid-term, LT = Long-term

Email any questions you may have to  
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## **MCCC Student Mapping Report**

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