MONROE COUNTY COMMUNITY COLLEGE

enriching lives

MCCC Student Mapping Report

Submitted by SEM Works
December 2021

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I. Executive Summary

SEM Works, a higher education consulting firm, was contracted by Monroe County Community College (MCCC) to undertake a comprehensive review of the student experience leading to the development of an actionable report with detailed recommendations. The results of which are presented herein.

When enrollments are declining, like they have been at MCCC and at virtually every two-year college in the country, one of the best recovery approaches is to focus on enhancing the student experience. With this in mind, eight strategic opportunities have been identified to improve the student experience at Monroe County Community College. These strategic points of leverage are encapsulated within the following broad thematic areas. As determined by the president and the College's leadership, the priority of each is listed here.

1. Process Improvements (Medium)
2. Prospective Student Communications (Medium)
3. Current Student Communications (Medium)
4. Academic Program Marketing (Low)
5. Integrated Student Success (High)
6. Reimaging Advising (High, #1)
7. Career Supports (Low-Medium)
8. Building IR and Assessment Capacity (High)

Actionable strategies associated with each of these strategic opportunities comprise the core of this report. The table that follows presents a summary of the strategies detailed later in the report.

Table 1: Summary of Strategies

Strategic Points of Leverage and Associated Strategies		Lead Responsibility	Effectiveness Measures
A. Process Improvements			
KPI: To engineer and implement processes that are intuitive to students and are efficient—reducing manual tasks and improving turnaround time as well as customer service.	Processes have been analyzed and mapped to reflect the "current state". Recommendations for improving the following processes are included in the report: 1. Inquiry generation 2. Admissions 3. RT and RN admissions 4. Placement testing 5. Financial aid awards 6. Financial aid verification 7. Satisfactory academic progress 8. Tuition payment 9. Financial aid refunds 10. Registration cancellation 11. Transcript requests 12. Graduation application 13. Academic scheduling	Process owners	❖ The degree to which processes are intuitive to students. ❖ The degree to which manual tasks have been reduced or eliminated. ❖ The degree to which turnaround time has improved. ❖ The degree to which customer service has improved.
B. Prospective Student Communications			
KPI: To improve prospective student cultivation and conversion through to matriculation using communications.	1. Capture all inquiries in the CRM system for future cultivation 2. Define a prospective student communications strategy that includes audience segmentation, the right frequency of touchpoints at each pre-enrollment stage of the student lifecycle, and the right nature of communications 3. Create a multichannel prospective student communications plan that incorporates marketing and recruitment initiatives 4. Use key messages in appropriate communications 5. Integrate a compelling value proposition(s) into communications and marketing collateral, where appropriate	Admissions, Marketing and Communications	❖ Number of inquiries, applicants, admits, and enrolled new students. ❖ Yield rates. ❖ Response rates to calls to action in communications.

Strategic Points of Leverage and Associated Strategies		Lead Responsibility	Effectiveness Measures
	6. Ensure marketing initiatives, recruitment activities, and CRM communications are synergistically integrated, where appropriate		
C. Current Student Communications			
KPI: To support the student experience and foster student success	1. Assign a team to conduct an inventory of existing communications and develop a current student communications plan 2. Conduct an inventory of existing communications 3. Create a single, comprehensive communications plan prioritizing and coordinating messaging and mediums of delivery as well as frequency/timing 4. Develop messaging and multichannel delivery methods (e.g., emails, text messages, Brightspace announcements, social media posts, website content, in-person contacts, print) for critical communications 5. Deploy just-in-time delivery and automation (mass customization), where possible 6. Convey a summary of key communications to faculty/staff and share the communications plan (e.g., at semester start, faculty meetings) to foster a systematic culture shift and a partnership intended to hold students accountable 7. Track communications and measure the effectiveness of each contact--adapting communications based on findings	1. VP Enrollment Management & Student Success 2-7 Current Student Communications Team	❖ Student retention, progression, and completion rates. ❖ Response rates to calls to action in communications. ❖ Student satisfaction with communications received.
D. Academic Program Marketing			
KPI: To engage in strategic marketing of academic program	1. Collect program data and populate the Program Marketing Scorecard templates	Admissions, Marketing and Communications	❖ Number of inquiries, applicants, admits, and enrolled new students by program.

Strategic Points of Leverage and Associated Strategies		Lead Responsibility	Effectiveness Measures
through a tiered approach based on each programs potential for enrolling students	2. Share the scorecard methodology, results, and planned subsequent action with senior leaders and deans to gain their approval 3. Collect program information, starting with Top Tier programs 4. Develop marketing collateral and prospective student communications for academic programs, starting with Top Tier programs 5. Assess the impact of program communications and marketing 6. Re-evaluate the Program Marketing Scorecard		❖ Yield rates by program.
E. Integrated Student Success			
KPI: To improve student success and retention through to completion	1. Determine if the existing success coach model needs to be augmented with another solution 2. If warranted, determine which solution is best for the College (a retention management system or a cross-institutional team that routinely reviews individual student cases and bundles supports to seamlessly address risk factors) 3. Proceed with implementation of a new solution	VP Enrollment Management & Student Success	❖ Student goal attainment. ❖ Course completion rates. ❖ Term-to-term retention rates. ❖ Year-to-year retention rates. ❖ Time to credential completion. ❖ Degree and certificate completion rates.
F. Reimagining Advising			
KPI: To broaden the reach of advising support, especially for at-risk students, and improve the advising experience	1. Develop a first-year course that includes a focus on advising 2. Require 2nd term+ at-risk students to see an advisor 3. Create educational plans for every student, and monitor progression towards degree completion 4. Adapt the Early Alert referral form to include advising-related "reasons" for referrals and with a "seeing an advisor "recommendation" option 5. Define faculty advising roles and responsibilities	1. VP Instruction, VP Enrollment Management & Student Success 2. Counselors, faculty advisors, RO 3. Counselors 4. Student Success Center staff, counselors 5. VP Instruction, deans, counselors 6. Counselors, Office of Institutional Research, Planning	❖ The degree to which advising positively impacts the student experience and student success ❖ Term-to-term retention rates ❖ Year-to-year retention rates ❖ Time to credential completion ❖ Degree and certificate completion rates

Strategic Points of Leverage and Associated Strategies		Lead Responsibility	Effectiveness Measures
	6. Provide faculty advisors with systematic advisor training and evaluation associated with learning outcomes 7. Establish standard advising protocols and practices to be included in advisor training 8. Implement first-term block scheduling	and Accreditation (IRPA) 7. Counselors 8. RO, VP Instruction, VP Enrollment Management & Student Success	
G. Career Supports			
KPI: To provide students with career preparation to successfully transition into a career upon graduation	1. Embed career exploration in the recommended first-year course 2. Reinvest in a Career Services Office 3. Expand internship and co-op opportunities 4. Train faculty as career mentors 5. Host job fairs for all students 6. Use work-study jobs as an opportunity to teach workplace soft skills 7. Leverage third-party career resources 8. Offer a capstone project on a career of interest to the student	1. VP Instruction, VP Enrollment Management & Student Success 2. VP Enrollment Management & Student Success 3. TBD 4. TBD 5. TBD 6. TBD 7. TBD 8. VP Instruction, deans, program chairs	❖ Job placement rates within 6 months of graduation. ❖ Percentage of students employed in fields aligned with their programs of study. ❖ Employer feedback about the work-ready preparation MCCC graduates received and the graduates' contribution to the employing organization.
H. Building IR and Assessment Capacity			
KPI: To ensure sufficient capacity exists within IRPA to support strategy performance management analysis	1. Determine if adequate capacity exists 2. If not, work to create the necessary capacity	IRPA	❖ Strategies are measured and related data are analyzed to determine strategy implications. ❖ Strategy implications are used by strategy owners to improve or eliminate strategies.

The recommendations presented in the report chart a bold course of action that, if effectively executed, will position the institution for sustained success and allow Monroe County Community College to control its destiny. Even with the best strategies, MCCC's success is directly correlated to your ability to execute. It will be the cumulative effect of the collective efforts of all College stakeholders that will pave the path to desired new and continuing student experiences that can be sustained over time.

Recommendations within the report are informed by student focus group findings and student personas as well as by internal and external factors that will likely impact the College's enrollment in the future. As MCCC begins implementation of the recommended strategies, the College's leadership should use key performance indicators (KPIs) and associated effectiveness measures defined in this report as the basis for monitoring progress. Successful implementation requires leadership, strategic thinking, a focus on students, data-informed decisions, college-wide involvement, and a willingness to let go of the old ways of doing things if they are not working. Put simply, effective implementation requires a **commitment to organizational change** in culture, systems, and practices over time.

A high performing educational organization possesses a learner-centered culture where student enrollment, student learning, and student success are viewed as shared responsibilities; where student relationships are cultivated from the initial point of inquiry throughout the student lifecycle; and where knowledge sharing and accurate information are valued. In such a culture, the educational needs and goals of the learner drive institutional priorities as well as organizational behavior.

Going forward, MCCC's ability to reverse declining enrollment trends and achieve future enrollment goals will be largely determined by:

- Internal and external environmental factors—some which can be controlled or at least influenced by the College, and some not.
- Successful execution of strategies and process improvements.
- MCCC's focus on things that matter most in terms of the student experience and the institutional will to act—purging or morphing ineffective strategies, adapting where necessary to align with emerging market demand and conditions, and supporting new initiatives properly to ensure success.
- The diligence with which the College uses established metrics to assess return on investment (ROI) and continuously improve related efforts.

II. Environmental Context

Monroe County Community College serves a diverse array of students (e.g., FTIAC direct from high school students, adult learners, occupational students, dual enrollment and Middle College students, veterans). The challenges inherent in creating the ideal student experience for each of the populations MCCC serves are daunting. Moreover, the needs and expectations of today's students are constantly changing. For example, the Generation Z population (MCCC students who are twenty-four and younger) is entrepreneurial but less likely than prior generations to be seeking traditional jobs with standard work hours. They tend to care more about a carefree lifestyle and flexibility than careers.

Not surprisingly, student decision factors have morphed as well. Pre-pandemic factors, such as eroding public perceptions regarding the value of a higher education credential, a decrease in the number of students attending postsecondary education immediately after high school, the number of four-year institutions moving to test optional admissions, and enrollment declines (particularly at two-year colleges and among international students), have accelerated. Likewise, the effects of the pandemic on students have been profound. Many students have experienced heightened mental health and financial issues. Underserved student populations, like many of those at the College, have been disproportionally impacted by COVID infections, increased financial burdens, access to quality educational experiences, and struggles in shifting to online learning.

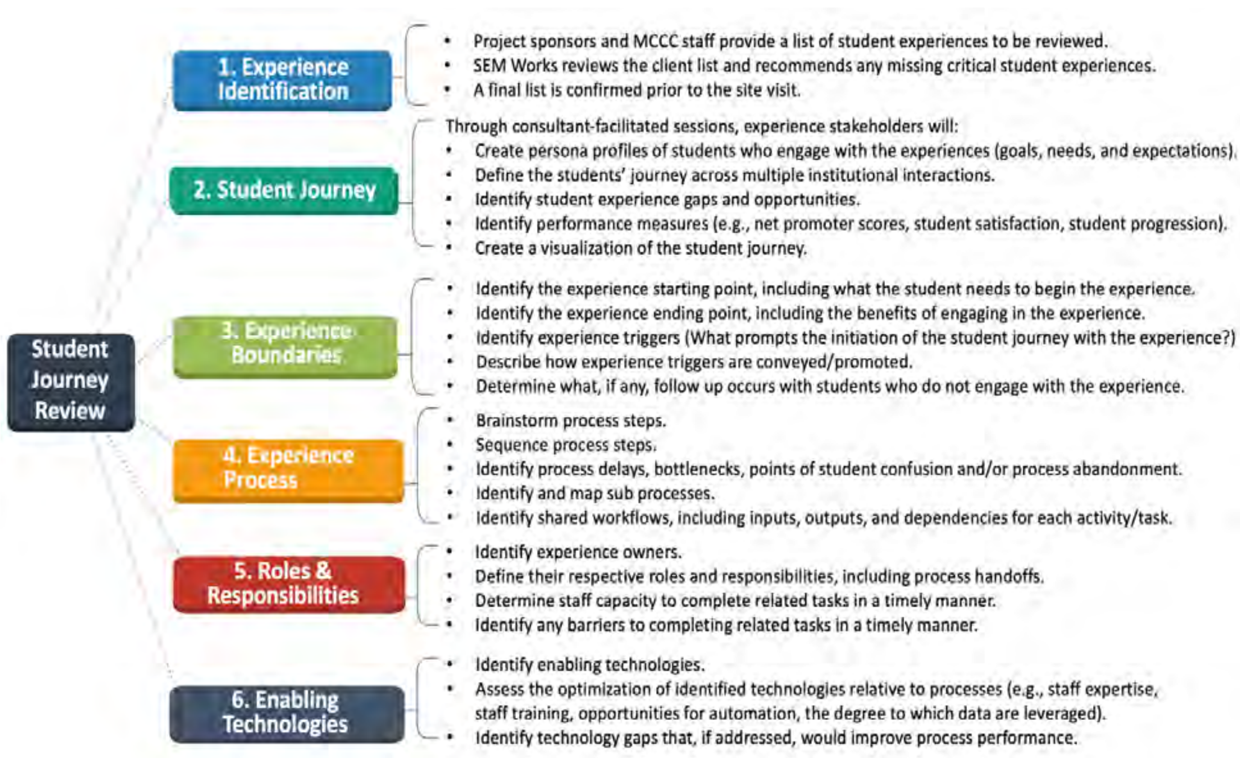
Regarding the last year or more of K-12 remote learning, what Time Magazine has dubbed as "The Lost Year", the exact impact is unknown. However, it will likely adversely affect this generation of learners. Graduated high school seniors are less likely to enter postsecondary education college-ready and last school year's juniors and younger students may not fully recover from academic deficits originating during the pandemic. For adult learners, with some ten million job openings in the country, they may have less compelling reasons to pursue a postsecondary credential at this time. Many of them also have childcare responsibilities beyond what they experienced prior to the pandemic.

It is within this context that the College aspires to grow enrollments through increasing the number of new and continuing students in support of the institution's mission, academic priorities, and financial vitality. At issue, are three questions: (1) what will be the lingering effects of the pandemic, (2) what level of enrollment recovery is reasonably possible given the College's internal and external context—assuming the right investments are made and the right strategies are executed effectively, and (3) does MCCC possess the strategic dexterity to implement new initiatives?

III. Consulting Project Overview

There were two project phases informing in this written report: (1) Discover and (2) Mapping and Analysis. In the **Discovery Phase**, the consultants reviewed data and materials supplied by the College. The review prepared the consultants for stakeholder interviews conducted via multiple Zoom sessions. Some sessions focused on specific processes while others covered a variety of areas (e.g., customer service, communications, student onboarding). During the process-related sessions, the consultants facilitated the creation of process maps representing the "current state" of high priority processes along with their interface and use with related technologies. The steps followed during the interviews are presented in *Figure 1*.

Figure 1: Steps to Mapping Processes



The Discovery Phase also included student focus groups, which were conducted via Zoom. Focus group sessions consisted of live polling and structured interview questions. With only twenty-one students participating in the sessions, a decision was made to convert the polling questions into a survey that was administered by IRPA. 333 students responded to the survey.

During the Discovery Phase, the lead consultant visited campus to assess the physical space where elements of the student experience occur. The review included areas such as the proximity of offices to other student services, wayfinding signage and information, work environments, and space utilization.

Numerous tasks were completed during the **Mapping and Analysis Phase**. First, the lead consultant conducted a review of available **prospective and current student communications** and assessed the College's **website and social media presence**. Included in the communications review was an assessment of the frequency of touchpoints, the use of multiple channels of communication, the clarity and conciseness of messaging, the degree to which communications persuade prospective students to attend MCCC and current students to continue their progression to completion, as well as the degree to which communications foster student engagement and promote student action. The website review focused on the marketing orientation of the site, the visual impact of web pages, the degree to which prominent calls to action existed, along with audience relevance and engagement. With respect to social media, the analysis examined the frequency, nature, and effectiveness of institutional posts as well as the level of student engagement with MCCC's channels.

Following the process-related interviews, **process maps** were created by the consultants. From these process maps, potential opportunities were identified to streamline processes and optimize system functionality, including required capacity conditions (e.g., system configuration, technology utilization, process steps and practices, processing capacity, staff productivity, etc.) and associated antecedents for success. Follow up **debriefing sessions** were held with the original session participants, and they were asked to look for incorrect information, omissions, and other revisions that would enhance the final version of the flowcharts. Once accuracy was confirmed, session participants were led through a discussion of potential process improvements to solicit their input into process step changes, technology optimization, related policy modifications, opportunities for enhanced collaboration, reallocation of staff time, needed training, etc.

Using institutional data provided by IRPA, student focus group findings, and secondary research available on the target populations, five **student persona profiles** were created. The persona groups include adult learners (age 25+), FTIAC (First Time In Any College) direct from high school students, occupational students, outbound transfers, and minority students. Personas can be leveraged to guide marketing, recruitment, and retention efforts as described later in this report.

Two **preliminary webinar reports** were presented to the senior leaders, which brought together all of the findings and recommendations from the consulting project. The first webinar consisted of a strengths and opportunities analysis and a review of existing processes and associated recommendations. The second focused on eight strategic opportunities, student focus group and survey findings, persona profiles, and campus visit findings. An executive summary report will be presented to the campus community at a later date.

IV. Strengths and Opportunities Analysis

The consultants presented a detailed analysis of the College's internal functions, processes, strategies, and services as a component of the preliminary webinar report. The consultants' Strengths and Opportunities Analysis is presented in *Appendix A*. Although some of the findings identified in the appendix are not present in the strategic opportunities and related strategies that are presented later in the report, there are a number of actions that can be taken by MCCC as described in *Appendix A*. Moreover, this analysis was leveraged to identify strategic opportunities and subsequently, targeted strategies in this report.

While MCCC sought this external review to reverse recent enrollment trends and partially as a defensive measure to mitigate threats in the environment, it did so primarily to seize opportunities to improve the student experience. By being increasingly strategic in thinking and action, the College will fulfill the promise it makes every day to those it serves.

V. Student Focus Group and Survey Findings

Live polling during focus group sessions and the **survey** sent to MCCC's current student population covered the following topics. There were twenty-one (21) students who participated in student focus groups and 333 who responded to surveys. See *Appendix B* for the detailed results.

- ❖ Proactive recruitment by the College
- ❖ The admissions process
- ❖ Communications received prior to enrollment
- ❖ Communications received once enrolled
- ❖ Information and guidance received from enrollment counselors and advisors
- ❖ The financial aid process
- ❖ Information received during orientation
- ❖ The placement testing process

- ❖ The registration process
- ❖ The availability of classes
- ❖ Student awareness of the College's supports and services
- ❖ The level of service provided by offices at MCCC
- ❖ Student expectations and satisfaction with instructor response time in online classes

Only the first item, proactive recruitment by the College, was viewed negatively. This finding suggests that MCCC needs to dramatically increase student recruitment efforts. To do so, the College will either need to redefine the roles and responsibilities among existing staff or add recruiter positions.

Given the overwhelming positive nature of the responses to the other items listed above, MCCC may be adequately serving the needs of the majority of students. However, additional student research, using a variety of methods, should be undertaken to validate this finding, and said research should include instructional and non-instructional experiences as well as the students' overall journey at the College. While student concerns expressed about the aforementioned areas should not be discounted and should be addressed, it is important to remember that such concerns do not represent the experience of most students.

Collectively, these findings suggest that processes, services, supports, interactions with students, and the like are generally performing well. That said, there is always room for improvement. Indeed, the student experience and related expectations and needs are complex and dynamic and as such, are constantly changing. For this reason, many of the other findings and recommendations in this report are more about opportunities for continuous improvement than about fixing something that is broken.

The **student focus groups** provided an opportunity to take a deeper dive into polling questions that were rated as "disagree" or "strongly disagree" to gain an understanding of what may be the causation of student dissatisfaction. Campus leaders have been supplied with detailed student comments regarding dissatisfaction. These comments may provide some insights into areas needing improvement.

Included in the student focus group questions were a few items that were not among the poll items. The findings from these questions are presented here. In cases where more than one student made a similar comment, the number of students responding is in paratheses.

1. What factors positively or negatively influenced your decision to continue at MCCC?

- ✓ Amazing instructors (2)
- ✓ Good communication from instructors
- ✓ Registration emails
- ✓ High school teacher for humanities class (-)
- ✓ Engagement in classes (2)
- ✓ Can take the majority of classes online
- ✓ Writing Fellows
- ✓ Desire to finish
- ✓ Feel like I belong
- ✓ Performing well in classes
- ✓ Pathway to get a better paying job/advance career (2)
- ✓ Will finish associate's degree, so no need to continue but have had positive experiences at MCCC (Middle College student)
- ✓ Feel like some instructors do not want high school students on campus (Middle College student)
- ✓ Did not know what book was needed until late into the term (Middle College student)

2. Why is MCCC worth what it costs (money, time, effort) you to attend?
   - ✓ Gain knowledge toward degree completion and a career
   - ✓ Great instructors, who are involved with students
   - ✓ Related classes prepare me for a career
   - ✓ Flexibility associated with online classes
   - ✓ Michigan Reconnect (2)
   - ✓ Beautiful campus
   - ✓ Educational quality is equivalent to a university
   - ✓ Connections with people
   - ✓ Tutoring offered
   - ✓ Earn credits and complete prerequisites (Middle College student)
   - ✓ Less intimidating than going directly to a university (Middle College student)

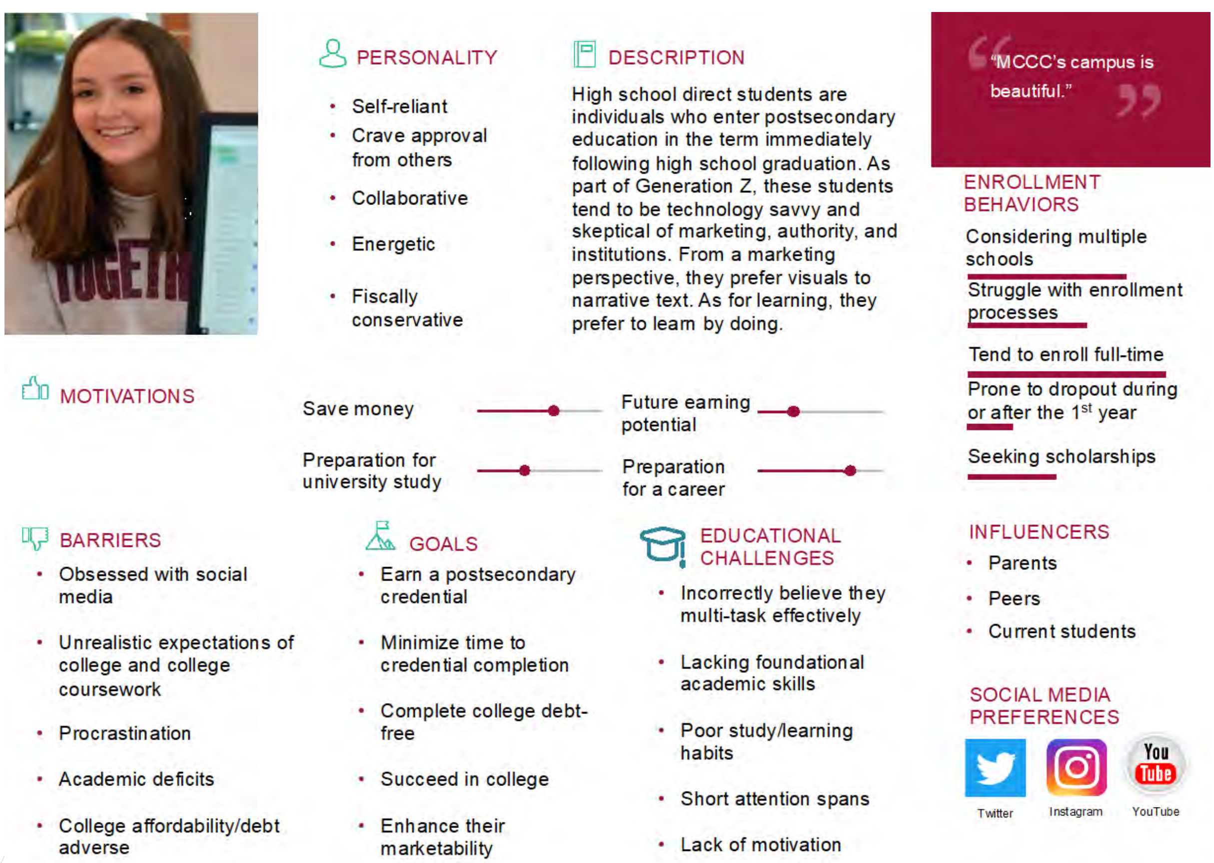
3. If you were the president of the College for a day, what would you change to improve the student experience?
   - ✓ Inform students of available scholarships
   - ✓ Provide childcare
   - ✓ Less expensive and more accessible (adequately supplied) food options (3)
   - ✓ Continue the Welcome Back BBQ

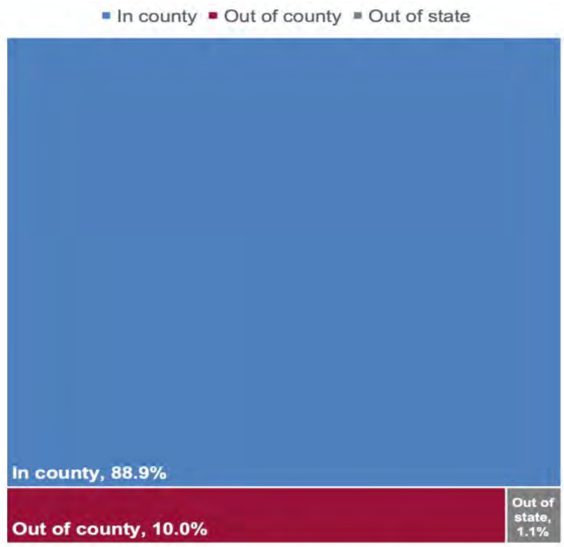
- ✓ Reopen the Whitman Center
- ✓ Stop students from having to pay for loose-leaf books
- ✓ Provide proactive assistance with enrollment and financial aid
- ✓ Reduce non-graded assignments (Middle College student)
- ✓ Fix financial aid issues with Futures for Frontliners
- ✓ Eliminate Gen Ed (learned in high school)
- ✓ Make Admissions more knowledgeable
- ✓ Fix Bookstore issues and provide print books
- ✓ Improve the ease of navigation in MyWebPAL
- ✓ Notify students of deadlines for dropping classes and receiving a refund

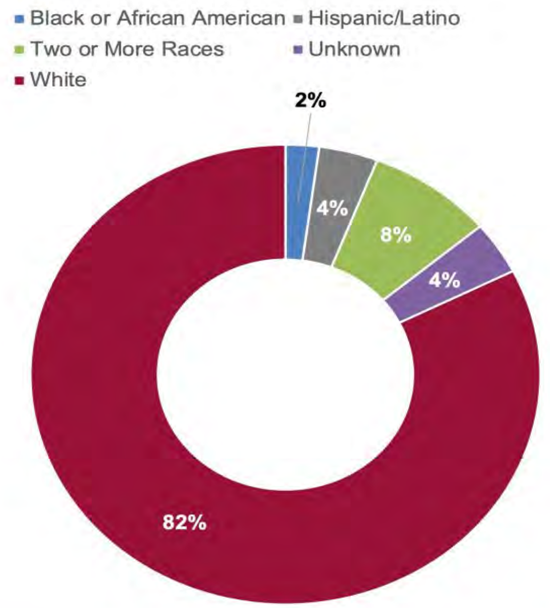
VI. Student Persona Profiles

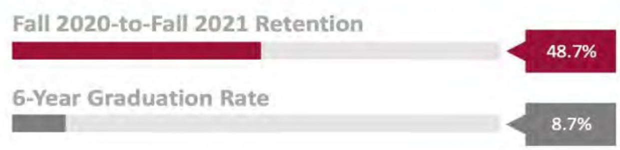
As mentioned in *Section III* of this report, five (5) student personas were developed for MCCC. Each persona is presented in the figures that follow.

Figure 2: FTIAC Direct From High School Student Persona









Top 10 Programs of Study		
Associate of Science	30.5%	58
Associate of Science - Undecided	14.7%	28
Liberal Arts-Pre Nursing	7.9%	15
Welding Technology	5.8%	11
Business Management	5.3%	10
Criminal Justice	4.7%	9
Early Childhood Development	3.2%	6
CIS: Computer Science	3.2%	6
Electrical Engineering Technology	2.6%	5
Automotive Service Technology	2.6%	5

Potential Needs

- Early outreach by MCCC and frequent contacts
- Help navigating MCCC and financial aid processes
- Career and program of study exploration support
- Guidance understanding college coursework expectations and making the transition to college
- Social and academic connections
- Financial aid

Figure 3: Adult Learner Persona (age 25 and older)

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

MOTIVATIONS

Life changes

Job security

Personal enrichment

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

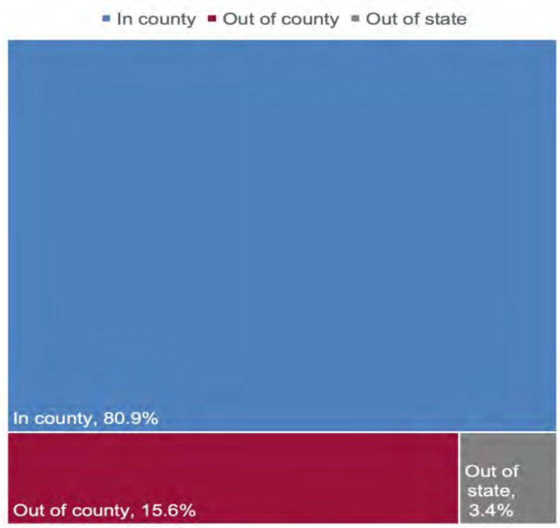
- Low self-confidence regarding their ability to be successful in college coursework
- Lacking foundational academic skills
- Class schedules and instructional delivery options aligning with their other obligations

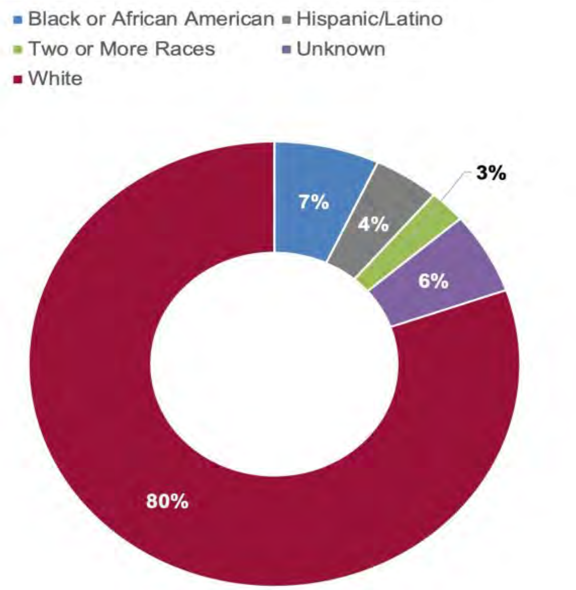
INFLUENCERS

- Family
- Peers
- Employers

SOCIAL MEDIA PREFERENCES

Facebook Instagram LinkedIn





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 by MCCC 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

Figure 4: Occupational Student Persona

PERSONALITY

- Independent
- Driven
- Disciplined
- Career-minded
- Motivated

DESCRIPTION

Occupational students could be from any age group, race/ethnicity, direct from high school, or transfers from another institution. Their commonality is that they seek to enroll in occupation-related programs. As such, they are career-driven and tend to be extremely focused.

"The instructors at MCCC are amazing."

ENROLLMENT BEHAVIORS

Must offer program of interest

Interested in program and instructor quality

Prefer to enroll full-time, if possible

Program disillusionment can lead to attrition

Seeking practical work experience opportunities

MOTIVATIONS

Pathway to the career they seek

Future earning potential

Being taught by industry experts

Preparation for a career

BARRIERS

- Selective admissions in some programs
- Unrealistic expectations of college and college coursework
- Work-related opportunities
- 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

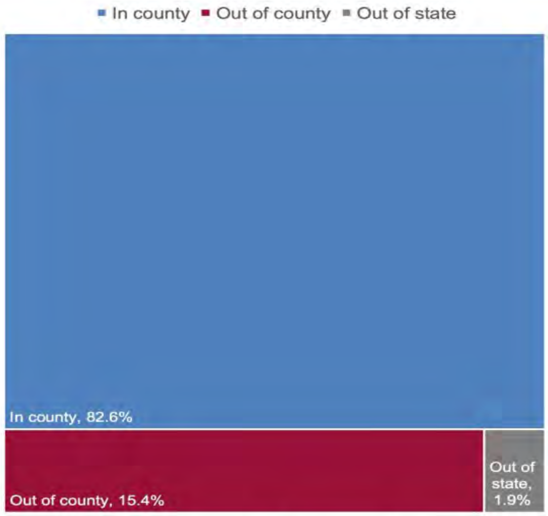
- Lacking foundational academic skills
- Class schedules and instructional delivery options aligning with their other obligations
- General education requirements perceived to be unrelated to their program of study and chosen career

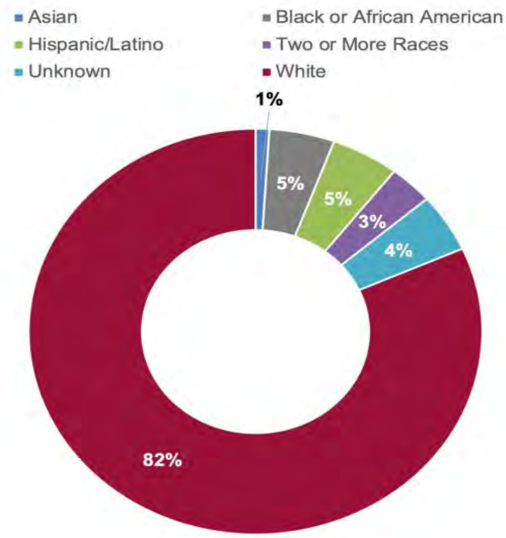
INFLUENCERS

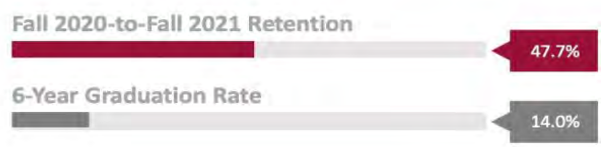
- College faculty
- Current students
- Industry professionals

SOCIAL MEDIA PREFERENCES

Facebook LinkedIn YouTube







Top 10 Programs of Study		
Liberal Arts-Pre Nursing	15.7%	184
Business Management	13.1%	153
Nursing	9.6%	113
Criminal Justice	5.5%	64
Accounting	4.4%	51
Early Childhood Development	4.4%	51
Respiratory Therapy	3.5%	41
CIS: Cybersecurity and Information Assurance	3.1%	36
Welding Technology	3.0%	35
Electrical Engineering Technology	2.7%	32

Potential Needs

- Career exploration support
- Clear degree pathways to careers
- Program-specific advising
- Hands-on learning
- Real-world experience (e.g., internships, clinicals)
- Industry connections
- Career transition support
- Financial aid

Figure 5: Minority Student Persona

PERSONALITY

- Self-reliant
- Desire respect from others
- Collaborative
- Energetic
- Fiscally constrained

DESCRIPTION

Minority students in this context means non-white students. Students of color attending a predominantly white institution may be concerned about fitting in and being accepted as individuals. They are more likely to enroll in two-year institutions than four-year schools, particularly those who are first generation students and those who are from lower socioeconomic families.

ENROLLMENT BEHAVIORS

Often apply late

Struggle with enrollment processes

Dependent upon financial aid

Do not persist or graduate at the same rate as white students

Seeking scholarships

MOTIVATIONS

Save money

Future earning potential

Preparation for university study

Preparation for a career

BARRIERS

- Financially vulnerable
- Unrealistic expectations of college and college coursework
- Procrastination
- Academic deficits
- College affordability/debt adverse

GOALS

- Earn a postsecondary credential
- Minimize time to credential completion
- Complete college debt-free
- Succeed in college
- Seeking upward social mobility

EDUCATIONAL CHALLENGES

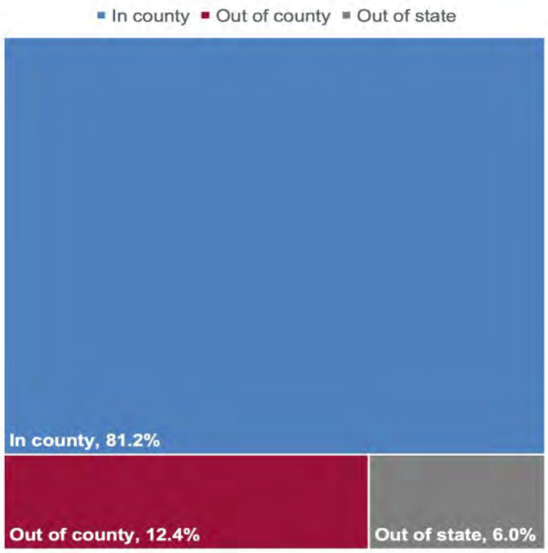
- Having faculty and staff who understand and appreciate their cultural differences
- Lacking foundational academic skills
- Poor study/learning habits
- Lack of motivation

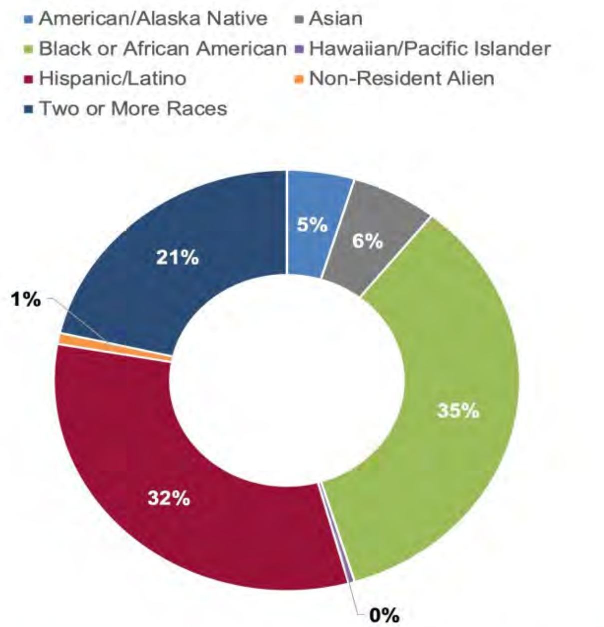
INFLUENCERS

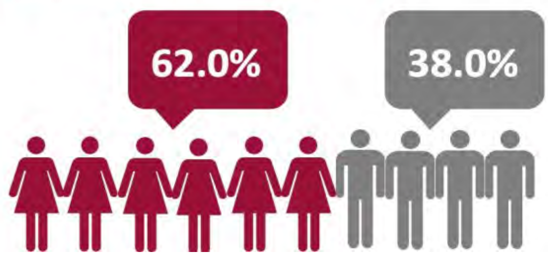
- Parents
- Peers
- Churches/ communities

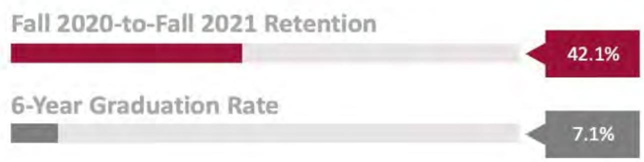
SOCIAL MEDIA PREFERENCES

Twitter Instagram YouTube









Top 10 Programs of Study		
Associate of Science	22.2%	52
Liberal Arts-Pre Nursing	15.0%	35
Business Management	6.0%	14
Associate of Science - Undecided	5.1%	12
Criminal Justice	4.3%	10
Dual Enrollment	3.8%	9
Nursing	3.0%	7
Accounting	3.0%	7
Automotive Service Technology	3.0%	7
CIS: Computer Science	3.0%	7

Potential Needs

- A welcoming, inclusive environment
- Help navigating MCCC and financial aid processes
- Faculty and staff understanding and appreciation of cultural differences
- Guidance understanding college coursework expectations and making the transition to college
- Social and academic connections
- Financial aid

Figure 6: Outbound Transfer Student Persona

PERSONALITY

- Self-reliant
- Motivated
- Goal-driven
- A planner
- Fiscally conservative

DESCRIPTION

Transfers are individuals who are planning to attend another institution after leaving MCCC—usually a university. They want to ensure that credit earned at MCCC will transfer towards completion of their degree at a four-year school. Some will struggle matriculating to a university, but most will be successful in their academic pursuits.

> "The educational quality at MCCC is equivalent to a university"

ENROLLMENT BEHAVIORS

Must offer program of interest

Struggle with the transfer processes

Make a decision after receiving a credit eval

Struggle transitioning to a new school

Seeking financial aid & scholarships

MOTIVATIONS

Save money

Seeking a different experience

Want to live on campus

Desire to earn a 4-year degree

BARRIERS

- May have used a significant portion of their financial aid eligibility
- Fitting in at a new school
- Credit received may delay time to degree completion and/or require some prior courses to be retaken
- College affordability

GOALS

- Earn a four-year degree
- Minimize time to credential completion
- Complete college with minimal debt
- Succeed at a university
- Enhance their marketability

EDUCATIONAL CHALLENGES

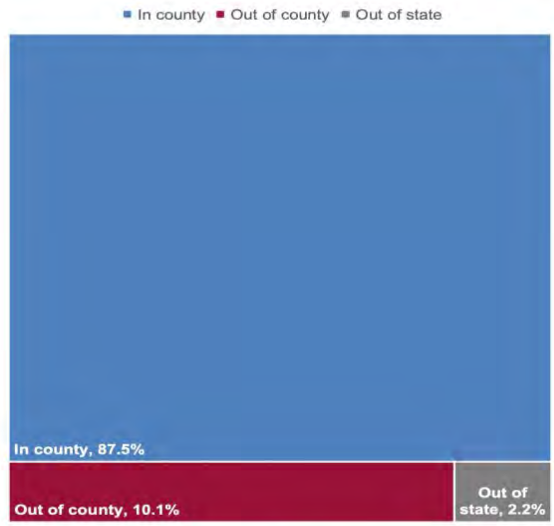
- Adjusting to a new school
- Overcoming academic deficiencies
- Being away from home and family
- Academic and social integration

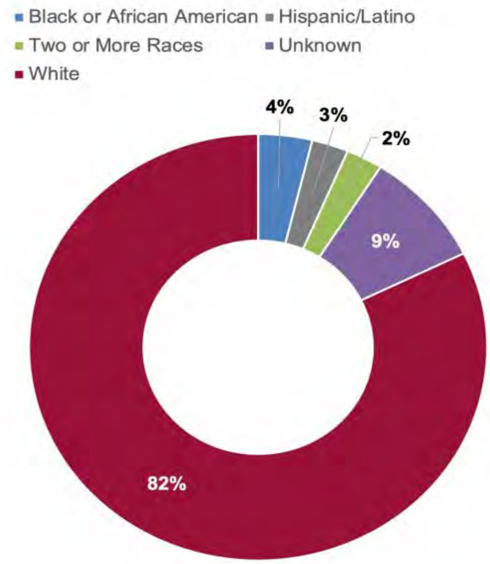
INFLUENCERS

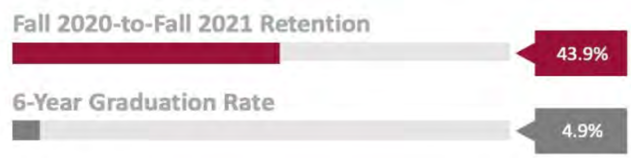
- Parents
- Faculty
- Current students

SOCIAL MEDIA PREFERENCES

Twitter Instagram YouTube







Top 10 Programs of Study		
Associate of Science	75.3%	544
Associate of Science - Undecided	10.1%	73
Liberal Arts	4.3%	31
Post Graduate Enrollment	4.3%	31
Guest Enrollment	2.4%	17
Associate of Science - Pre Education	1.4%	10
Associate of Science - Pre Engineering	1.0%	7
Associate of Arts	0.8%	6
Pre Physical Therapy	0.1%	1
Undecided	0.1%	1

Potential Needs

- Ease of transfer
- Credit awarding flexibility
- Prompt credit evaluation
- Individual transfer advising
- Social and academic connections
- Financial aid

The personas can be leveraged for many purposes. First, the demographic, retention, graduation, and top program information can be used to **establish enrollment goals**. For example, the institution may want to change the demographic mix of students or improve retention and graduation rates for a particular population. Likewise, an academic program may desire to increase the number or percentage of students representing a specific persona.

Enrollment recovery and growth are everyone's responsibility, and program-specific goals foster an inclusive and comprehensive approach to this end. These data provide a baseline for such goals as well as a starting point for exploration of what may be feasible.

Second, retention data provide evidence that **two persona groups are underperforming relative to the retention rates** of the other groups--adult learners and minority students. These data suggest that persona-tailored wraparound supports may improve the retention of these groups. The "barriers" and "educational challenges" identified for minority students and adult learners can be leveraged to determine which supports are most needed.

Third, the "potential needs" of each persona could be used to guide instructor, staff, and administrator interactions with students. Whether in a classroom, advising, or service encounter, MCCC personnel have an opportunity to **intentionally address student needs**--increasing the probability of their success. Doing so, also conveys that the College cares about each student as an individual. Standardizing this practice across the institution will require visible leadership support, an awareness campaign and training, as well as mechanisms for recognition and accountability (e.g., communications from senior leaders, inclusion in job descriptions and personnel evaluations, campus-wide awards, internal publishing of success stories showcasing the positive impact MCCC employees have had on a student's educational journey).

Fourth, audience-tailored **marketing and communication messaging** can be informed by persona descriptions of "personality", "motivations", "barriers", and "goals". In particular, tapping into a student's "motivations" and addressing "barriers" to enrolling through related messaging will increase the student's likelihood of enrolling at MCCC. Moreover, influencing a student's "influencers" either through messages directed at the influencer or in the case of current students, faculty, and industry professionals who are influencers, messages from them to prospective students.

Fifth, "social media preferences" for each persona suggest **platforms that can best reach target audiences**. Investing time and effort in identified social media platforms with persona-tailored posts will produce the highest return on investment (ROI).

Sixth, "enrollment behaviors" refer to a wide range of persona behaviors such as **the timing of the enrollment progression, issues they struggle with in the enrollment process, decision dependencies** (e.g., financial aid, scholarships, credit transfer, availability of a program of study). Enrollment counselors, admissions personnel, advisors, and others can use these insights to determine when and what to do when recruiting a group of new students. For example, when is outreach to a persona group going to be most effective, and what should be the focus of the outreach? How can staff best help students overcome areas of struggle? There also is information under “enrollment behaviors” that suggests when students are prone to stop-out or dropout, which can be used to intensify retention efforts at particular junctures in a student’s journey at MCCC.

Finally, the persona “goals” can guide **counselling, advising, and faculty mentoring interactions with students**. Ultimately, student success is defined by the degree to which they attain their educational, career, and life goals. By exploring student goals, providing concrete pathways to goal attainment (including action steps), monitoring progress towards goal attainment, and intervening when students are not on track, MCCC will increase the probability of student success.

VII. Campus Visit Recommendations

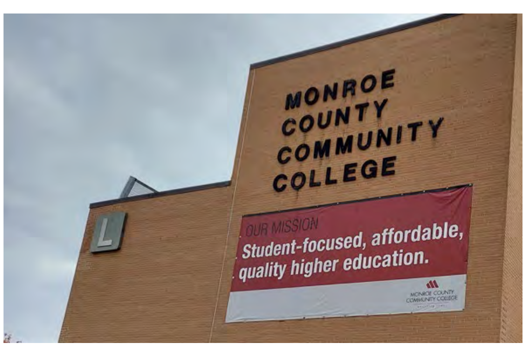
Although the student experience is largely shaped by people, processes, technology, and information, the place where the experience occurs is important. Other than online classes and services and offsite activities like internships, the student experience happens on campus. For the most part, MCCC has state-of-the-art facilities and equipment as well as immaculate buildings and grounds. This a credit to MCCC’s visionary leaders, campus planners, the maintenance and grounds crew, and others. With few exceptions, MCCC has ensured that the conditions for student learning are in place.

With that said, the current status of **campus signage** is incongruent with the positive features mentioned here. Adequate signage is lacking or dated in some areas, and in many cases, the verbiage on signs is not intuitive to students. Furthermore, most signage is not adequately branded. Marketing has taken the lead on identifying a signage company that can rectify this situation. It recommended that this project be fully supported, including the necessary capital investment.

Other than signage and new construction that is underway or planned, the priority for improvements should be on **the visitor experience**, namely the experience of prospective students and their families. The campus visit is where first impressions and often lasting perceptions of the College are formed. It is where many students make their decision to enroll or not. To enhance the visitor experience, the following should be considered:

- Install welcome banners at the entrance to the Student Services building and possibly, the entrances to campus.
- Create a few reserved visitor parking spaces in lot 5. Ideally, have slots on the reserved parking signs, so that the names of visitors can be inserted on a daily basis. This practice conveys that the visitor is important to the College, and it makes the visitor feel special.
- Post intuitive directional signage from visitor parking to the launch point of the campus visit.
- Consider moving the visit launch point (and possibly student services offices) to the building identified below. The entrance and interior of this building create a powerful first impression of the College. It reflects the quality of education delivered by MCCC.

- Further convey the educational quality and commitment of the institution by posting a banner on the building where campus visitors enter. See the example below.



- ❖ Assuming the campus visit launch point remains in its current location, enhance the visual experience by renovating the hallway leading to the Admissions Office (e.g., vibrant paint colors, artwork on the walls, pictures showcasing student engagement in learning, points of pride such as student and alumni accomplishments, faculty recognitions, and College exemplars).

Beyond the visitor experience, opportunities exist to improve the experience of current students in the Admissions, Financial Aid, and Registration area. Consider the following:

- ❖ Remove some or all of the counters. This will minimize physical barriers between staff and students--creating a more open and welcoming environment.
- ❖ While the aforementioned offices are co-located and Cashiers is nearby and some staff are performing cross-functional tasks, it would be prudent to more tightly integrate some processes.
- ❖ Currently, intake assessment is done by frontline staff in the Admissions, Financial Aid, and Registration area, when they are available. Installing a kiosk for this purpose would free up staff time and expedite the connection of walk-in students with the person or office that can best address their needs.
- ❖ In the office suite, there is space available (adjacent to the visitor waiting area) to implement a back office Contact Center. Such a center is typically staffed with students and supervised by a staff member. The Contact Center could handle inbound calls, outbound recruitment and retention calls, College email responses, web chat, social media conversations, and engage in Zoom sessions.

VIII. Strategic Opportunities

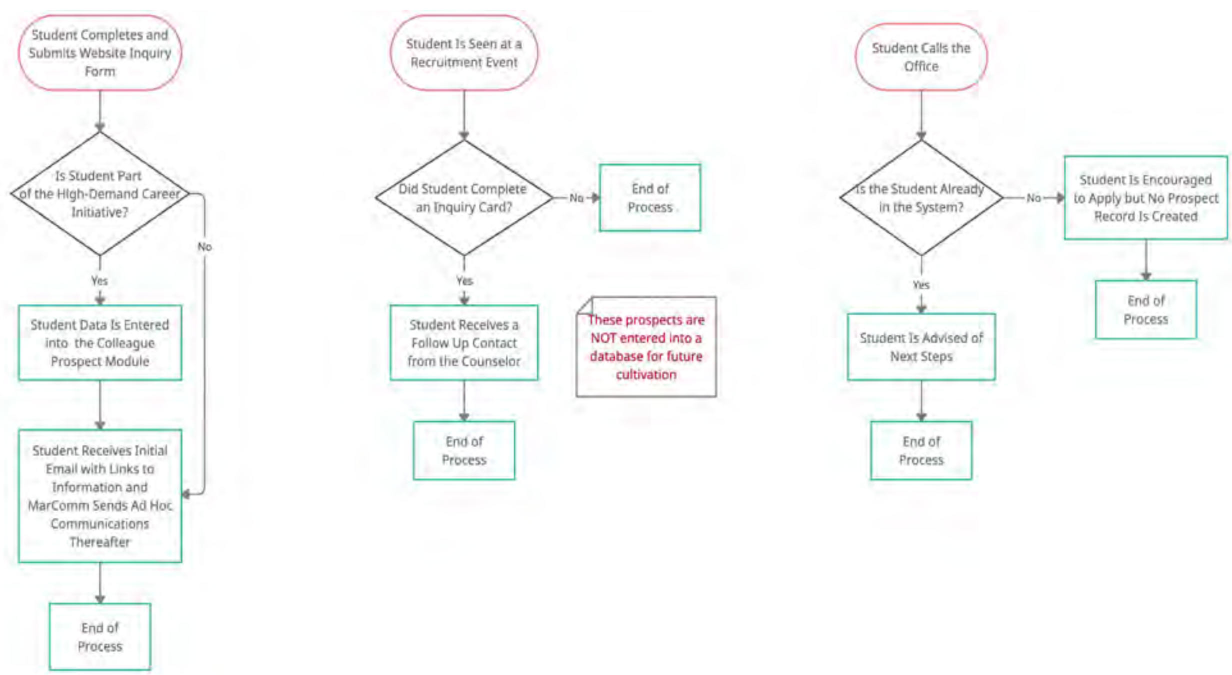
Strategic opportunities represent the areas where improvements, if executed effectively, will have the most significant impact on the student experience and enrollment outcomes. In this section, there are numerous strategies and tactics associated with the eight strategic opportunities recommended for MCCC--many of which are considered to be critical in addressing **foundational gaps and opportunities** associated with the College's "current state". A **critical path to implementation**, with timelines, specific action steps, and lead responsibility recommendations are presented herein. Each strategy opportunity has been assigned a priority level by College leaders. Priority levels are noted herein.

A. Process Improvements (Medium Priority)

While students do not choose a school because they like their processes, bad processes can deter prospects from continuing to consider an institution. Likewise, current students can be discouraged from persisting when they encounter challenging or faulty processes. Hence, it is prudent to ensure MCCC's processes are student-friendly, intuitive, and rapid in terms of ease of completion and turnaround time.

With this in mind, multiple processes were reviewed as part of this consultancy. Each is presented here with flowcharts depicting the "current state" of processes, a brief description of process highlights, and recommendations for improvement. Recommendations are accompanied with a critical path to implementation.

Figure 7: Inquiry Generation Process



The inquiry generation process is the lifeblood of the enrollment cycle. Inquiries are prospective students that have indicated an interest in attending the College. The Inquiry Generation process documented here shows how the prospective student information is captured in the Admissions database--whether the student expresses in MCCC (1) on the website, (2) in-person, or (3) over the phone. The following recommendations will also encompass how the inquiry generation process can be improved.

Recommendations

- ❖ Promote all off campus visits by Admissions Staff to prospective students.
- ❖ Gather and analyze data to determine which off-campus events are most productive.
- ❖ Engage alumni in recruitment--especially those in roles that interact with prospective students.
- ❖ Create and execute a parent engagement process.
- ❖ Evaluate staffing levels needed to support student inquiry generation.
- ❖ Record and qualify every inquiry.
- ❖ Utilize Student Search.
- ❖ Expand transfer articulation agreements.
- ❖ Engage in outreach with local businesses.
- ❖ Involve personnel in the academic divisions in student recruitment.
- ❖ Utilize the National Student Clearinghouse to identify potential students.

Critical Path to Implementation

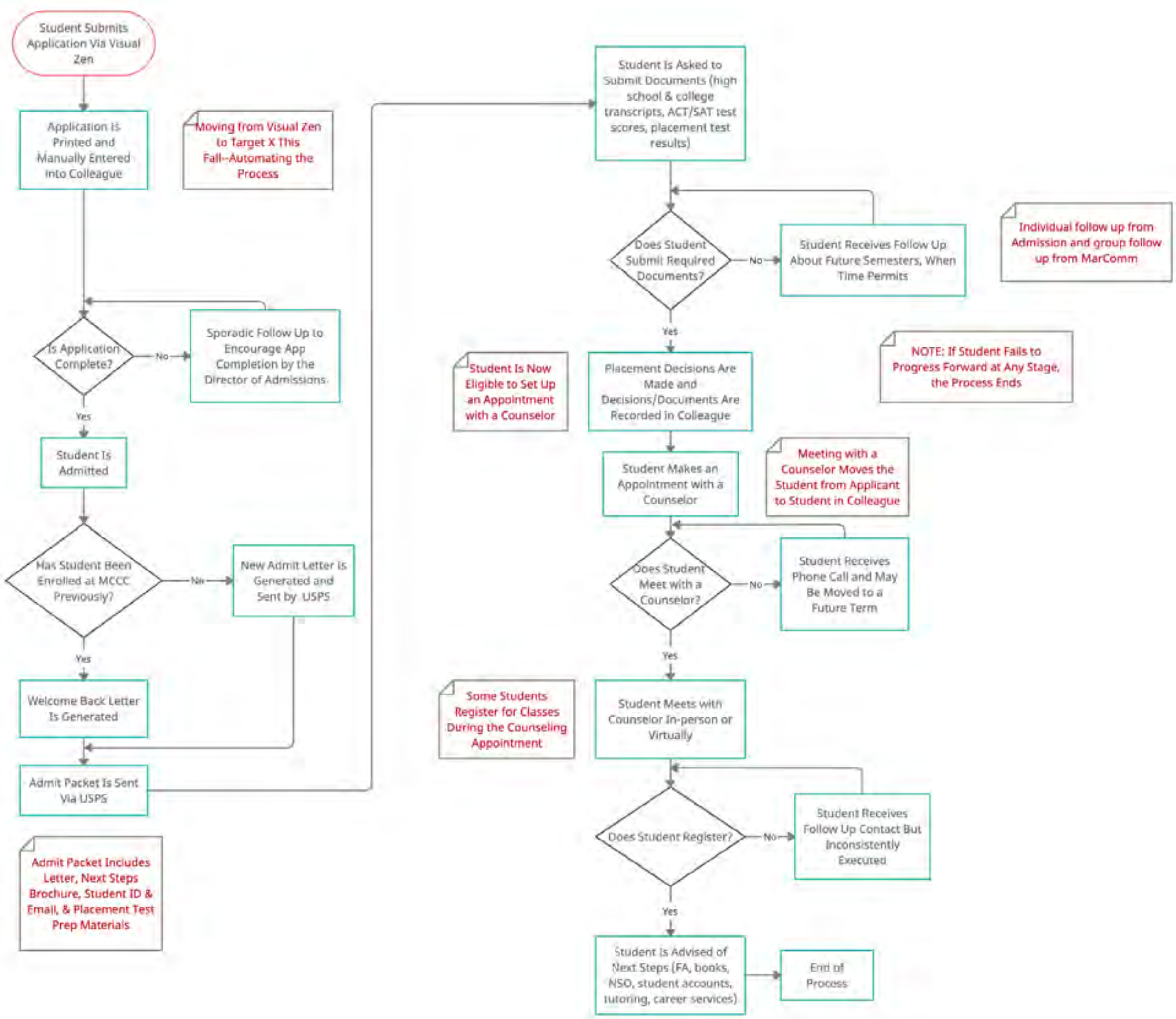
Recommendation	Timeline	Action Items	Lead Responsibility
Record and qualify every prospect	Winter 2022	1. Document every opportunity that engages new prospective students 2. Ensure that each unique interaction with prospective students is given an identifying code 3. Enter all prospective students into the CRM 4. Develop reporting that gives insight into the most productive admissions activities 5. Provide training for all staff on this new priority	Admissions Office
Promote off-campus visits by Admissions staff	Winter 2022	1. Develop promotional materials (postcards, posters, letters) that will go to prospective students	Admissions with assistance from Marketing and Communications

Recommendation	Timeline	Action Items	Lead Responsibility
		2. When an off-campus visit is confirmed, produce invitations to prospective students to meet with the Admissions Staff	
Develop an alumni recruitment program	Summer 2022	1. Identify recruitment programs--both on-campus and off-campus that could be supported by an alumni presence 2. Develop an Alumni Recruitment Handbook that provides FAQs for alumni volunteers 3. Contact alumni in the area with a survey to determine their interest in this project 4. Hold briefing sessions with interested alumni to provide them admissions training and College updates 5. Assign trained alumni to events where they can interact with prospective students 6. Ensure that all prospective student interactions with alumni are captured in the CRM	Admissions Office
Develop a parent engagement project	Summer 2022	1. During the communication review, determine times when parent communication would be beneficial 2. Develop communication vehicles that speak directly to parental concerns and interests 3. Ensure that all on-campus programs have a	Admissions Office, Marketing and Communications

Recommendation	Timeline	Action Items	Lead Responsibility
		component that is designed for parents	
Utilize Student Search (acquired lists of potential students are solicited to determine their interest in MCCC)	Summer 2022 - Fall 2022	1. Develop a list of vendors that specialize in Student Search 2. Develop an RFP that documents the College's inquiry and application generation goals 3. Invite the top-rated vendors in for presentations 4. Determine funding possibilities and a plan of action 5. Review RFP responses and select a vendor	Admissions Office
Involve academic personnel in recruitment activities	Fall 2022	1. Meet with the deans to determine which academic units have capacity and expertise 2. Reach out to faculty to gauge interest 3. Assign faculty to recruitment activities 4. Follow up with faculty to thank them, and ensure that all prospects are coded in the system	Admissions Office
Utilize the National Student Clearinghouse to identify potential new students	Summer 2022	1. Update the College's membership with NSC 2. Identify the College's liaison with the NSC 3. Work with your liaison to generate lists of students that had previously applied to the College but had not enrolled 4. Contact students that are currently not enrolled anywhere	Admissions Office

Recommendation	Timeline	Action Items	Lead Responsibility
		5. Also, consider contacting students that are currently enrolled at 4-year institutions to alert them to summer offerings	
Expand transfer articulations	Fall 2022	1. Create an inventory of all current transfer articulations 2. Determine which agreements need to be updated 3. Examine where past MCCC graduates have attended 4-year institutions 4. Look for gaps in the places where articulations are in place and work to add those articulations 5. Promote your articulation agreement to prospective students	Admissions Office, registrar, deans
Engage in outreach to local businesses	Fall 2022	1. Identify where MCCC students are employed 2. Research these companies and prioritize outreach to companies with a strong workforce 3. Identify other companies where you would like to enroll their employees but have not previously 4. Hold lunches/meetings on campus with business owners/leaders to get their ideas on how the College can serve them better	Admissions Office

Figure 8: Admissions Process



The Admissions Process documents what occurs with a students' application from the time it is submitted until the student registers for classes. This process will undoubtedly look quite different when the new CRM is implemented.

Recommendations

- Close the communication gaps with the CRM. Communications should be regular and have consistent messages.
- Incomplete application tracking is needed.
- Application qualification is needed.

❖ A CRM manager position is needed in addition to the two administrative assistants.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Develop an applicant communications plan	Summer 2022	1. Map out all communications with applicants--from initial application to registration 2. Identify inconsistencies in messages and gaps in communication 3. Work with Marketing and Communications to ensure that all communications are on message	Admissions Office
Design incomplete application tracking protocols	During CRM implementation	1. Document application requirements for every type of applicant 2. Design a checklist for every application type that can be accessed by both admissions staff and prospective students 3. Develop follow up protocols for all incomplete applications, including documents that arrive before an application is submitted	Admissions Office
Develop a process to qualify applications		1. Document the sources for all applications and make sure that each have a unique code associated with them 2. Determine enrollment yields for all application sources,	Admissions Office

Recommendation	Timeline	Action Items	Lead Responsibility
		along with student demographic characteristics 3. Prioritize applications that are the highest yielding by providing them with more personal contact and more intensive communication follow up	

Figure 9: RT Admissions Process

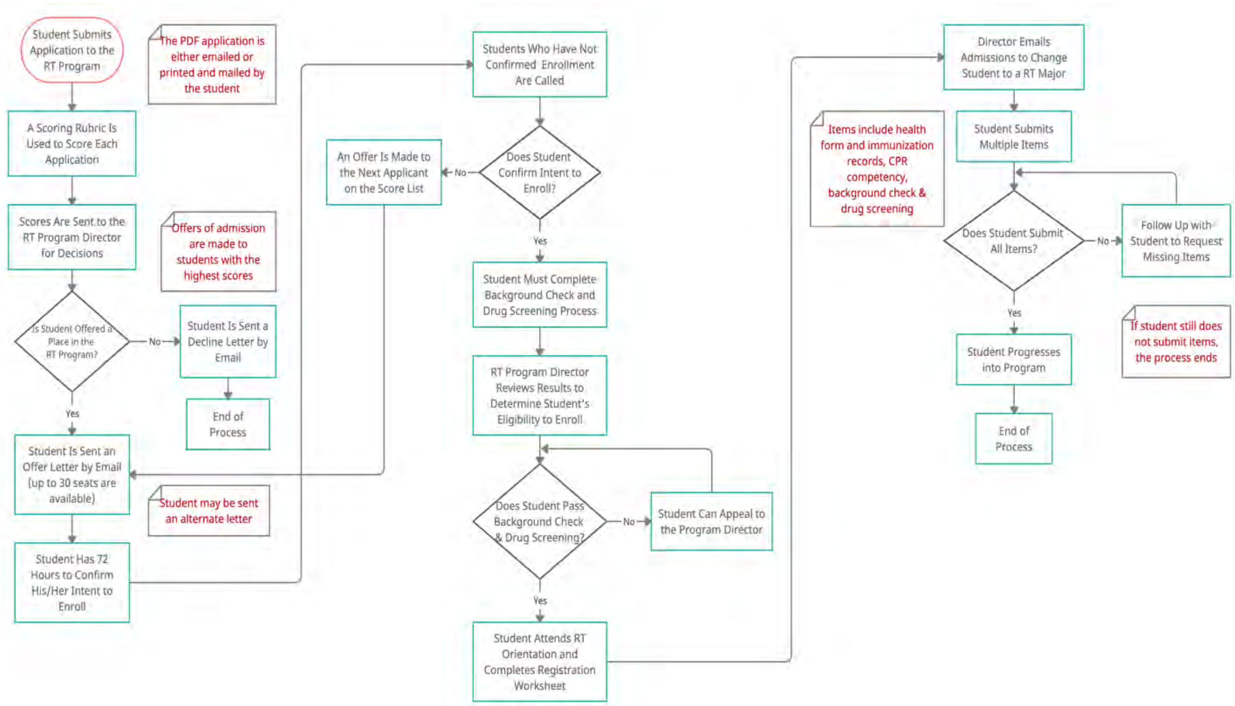


Figure 10: RN Admissions Process

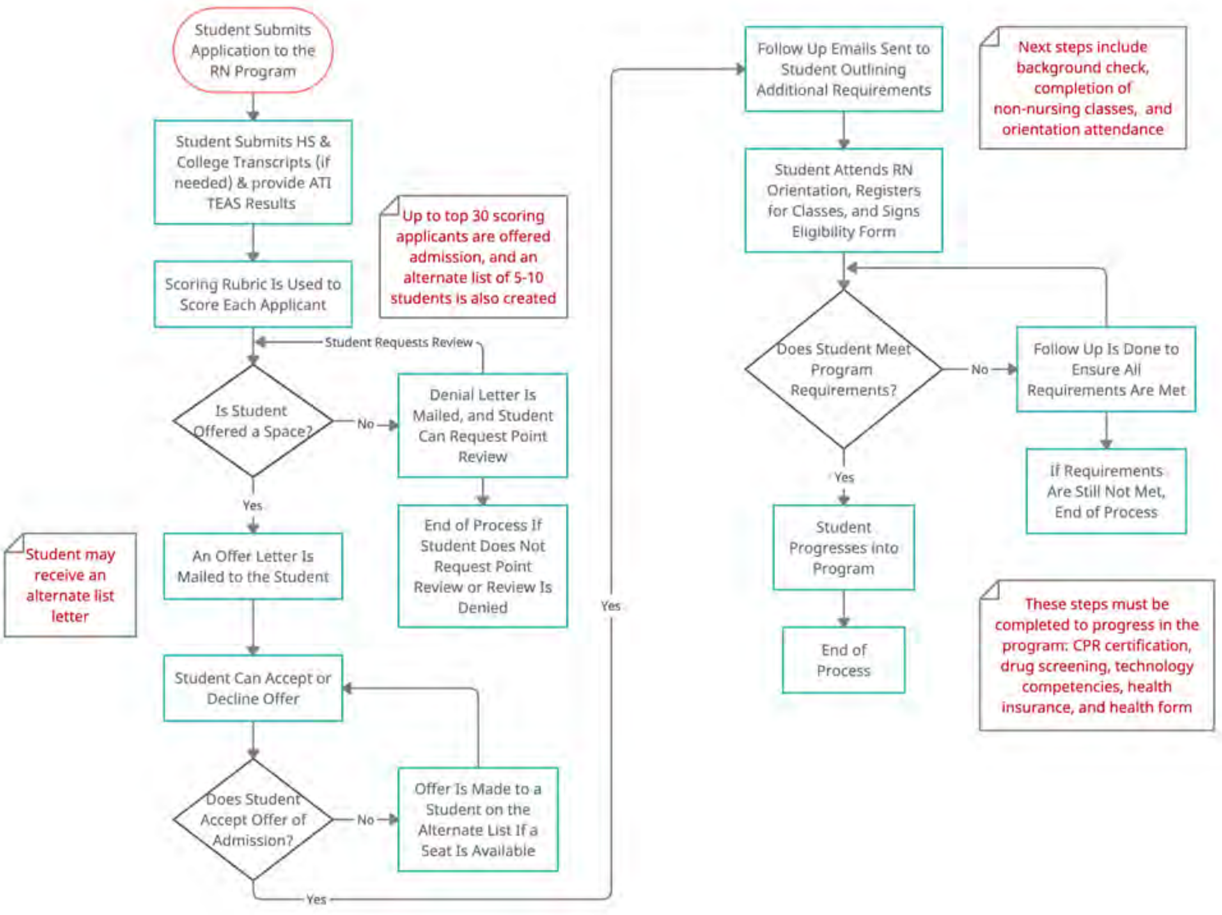


Figure 11: LPN to RN Admissions Process

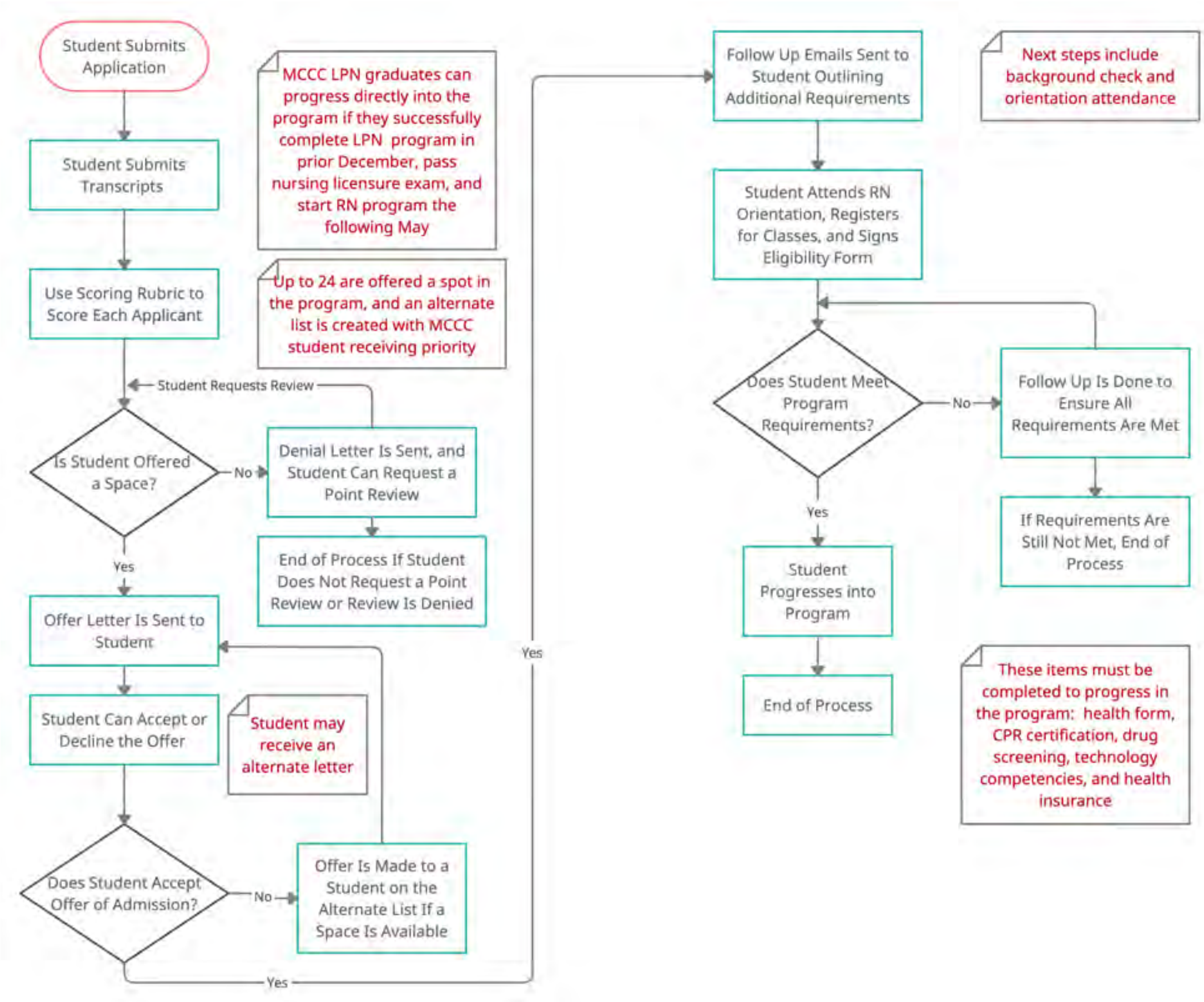
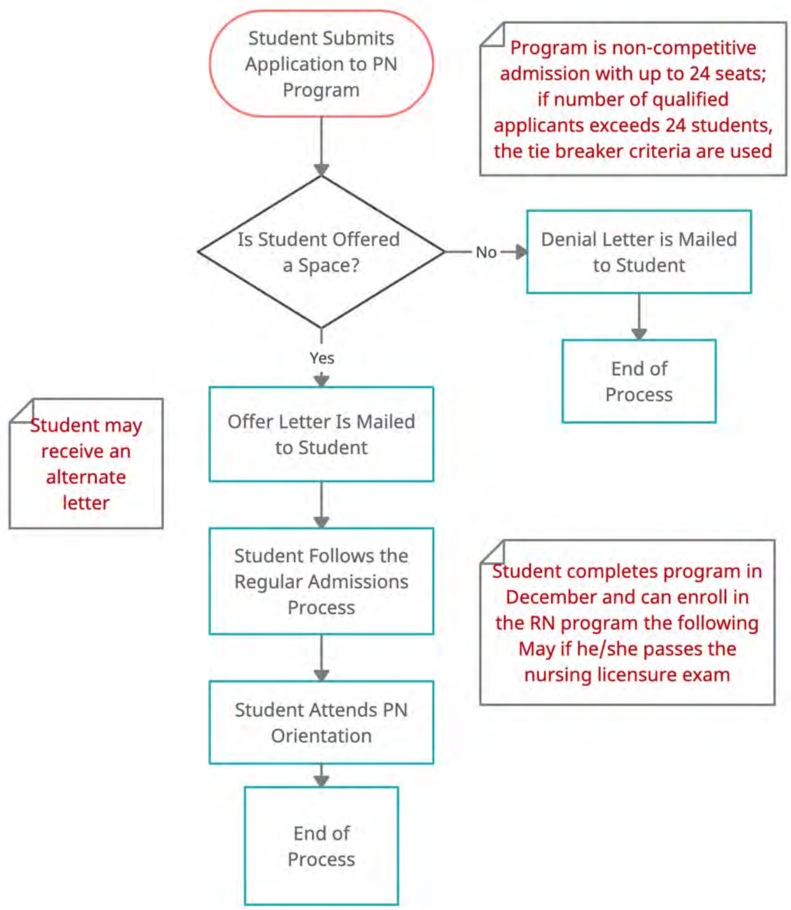


Figure 12: PN Admissions Process



Nursing and respiratory therapy admissions processes are in addition to the regular admission process documented earlier. This is necessitated by the fact that these programs generally have more applicants than seats in the program and also have requirements that must be met after the student has been offered a place in the class. So, each process involves additional steps to determine a student's eligibility for a place in the class. Students must also complete College and State requirements both before and after orientation. The academic departments are extremely involved in all aspects of these processes.

Recommendations

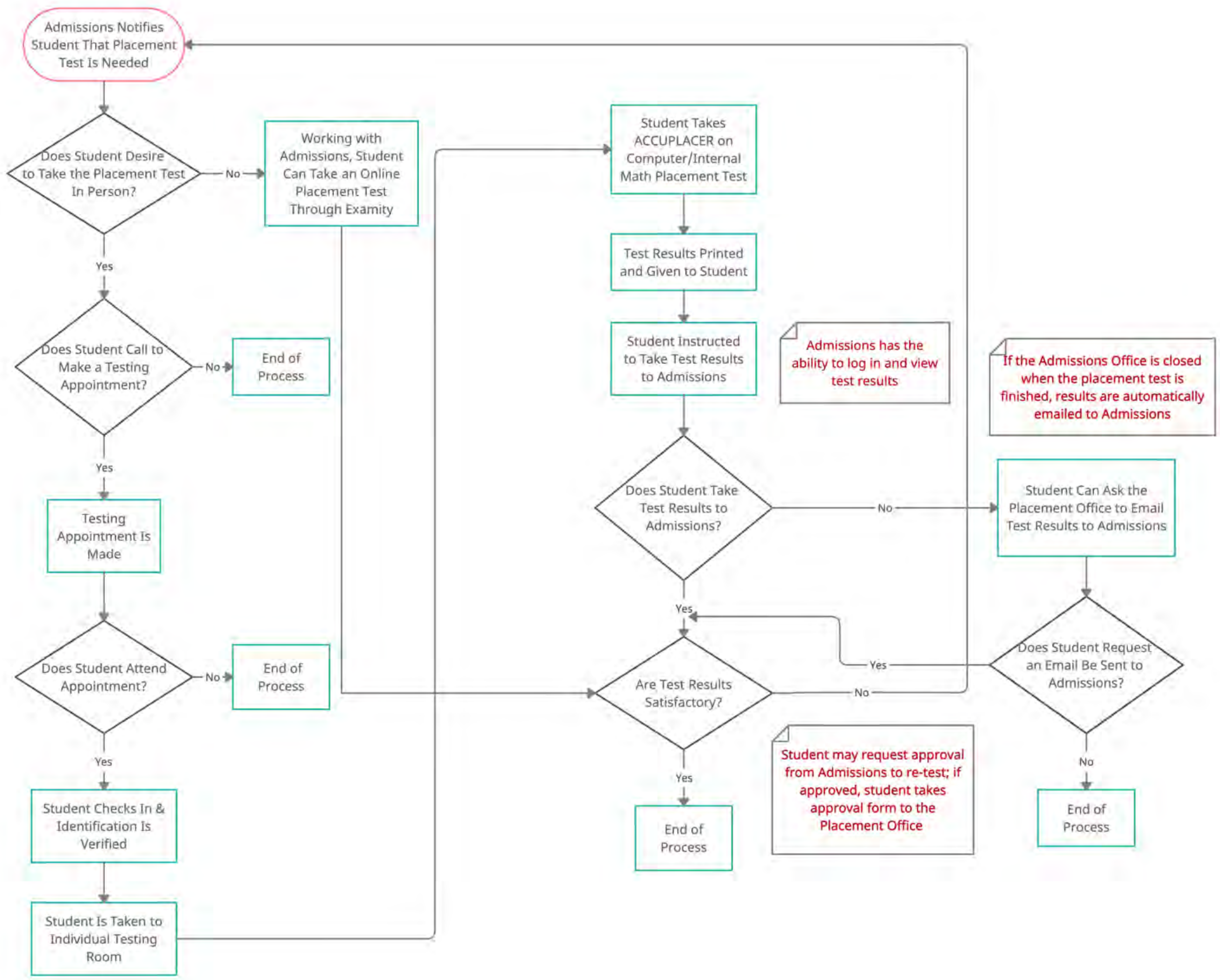
- Electronic submission of applications is needed as soon as possible.
- Electronic tracking of documents is needed for both the administrative side and the student side.

- ❖ A points rating system could be set up in the system so it is not such a manual process.
- ❖ Students should verify their confirmation of their acceptance of the admission offer electronically.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Make the application submission and confirmation process paperless	During CRM implementation	1. Move to requiring all applications be submitted electronically 2. Require all students to confirm their intention to enroll electronically	Admissions Office – with assistance from RN and RT
Develop an online document tracking system	During the CRM implementation	1. Develop lists of all needed documents--both pre and post admission--for all student types 2. Embed these document lists in the CRM with access for both College staff and prospective students 3. Develop follow up protocols for each stage of the admissions process and the onboarding process as well	Admissions Office – with assistance from RN and RT
Design an electronic admissions points system	During the CRM implementation	1. Review and document the points system that is used in the admissions decision process 2. Move the points system to the CRM to automatically generate a point system value for each applicant 3. Ensure the system is easily accessed by College staff	Admissions Office – with assistance from RN and RT

Figure 13: Placement Testing Process



The Admissions Office notifies students that a placement test is necessary. A student can take the placement test on campus or remotely through Examity. If the student chooses to take the placement test on campus, the student is responsible for contacting the Testing Office to schedule the exam. At the scheduled appointment time, the student goes to campus, takes the exam, and at the conclusion of the exam, the student is given the exam results to bring to the Admissions Office. If a student needs to re-test, the student must obtain a coupon from the Admissions Office to bring to the Testing Office so that the Testing Office knows the student has been approved for a re-test.

Recommendations

- ❖ Create a feedback loop from the Testing Office to the Admissions Office so that Admissions can follow up with students who have not scheduled testing appointments.
- ❖ Implement a follow up process to contact students who do not show up for their scheduled testing appointments.
- ❖ Ensure adequate staffing in the Testing Office during summer months when test-taking demand is high.
- ❖ Consider ways to reduce the burden on students and reduce places where students become lost in the process:
    - ✓ Could Admissions have access to the Testing Office calendar and schedule the placement test when they are already on the phone with the student explaining the need for the exam?
    - ✓ Eliminate the need for students to physically walk test results over to Admissions.
    - ✓ Eliminate the need for students to obtain a coupon from Admissions when a re-test is needed.

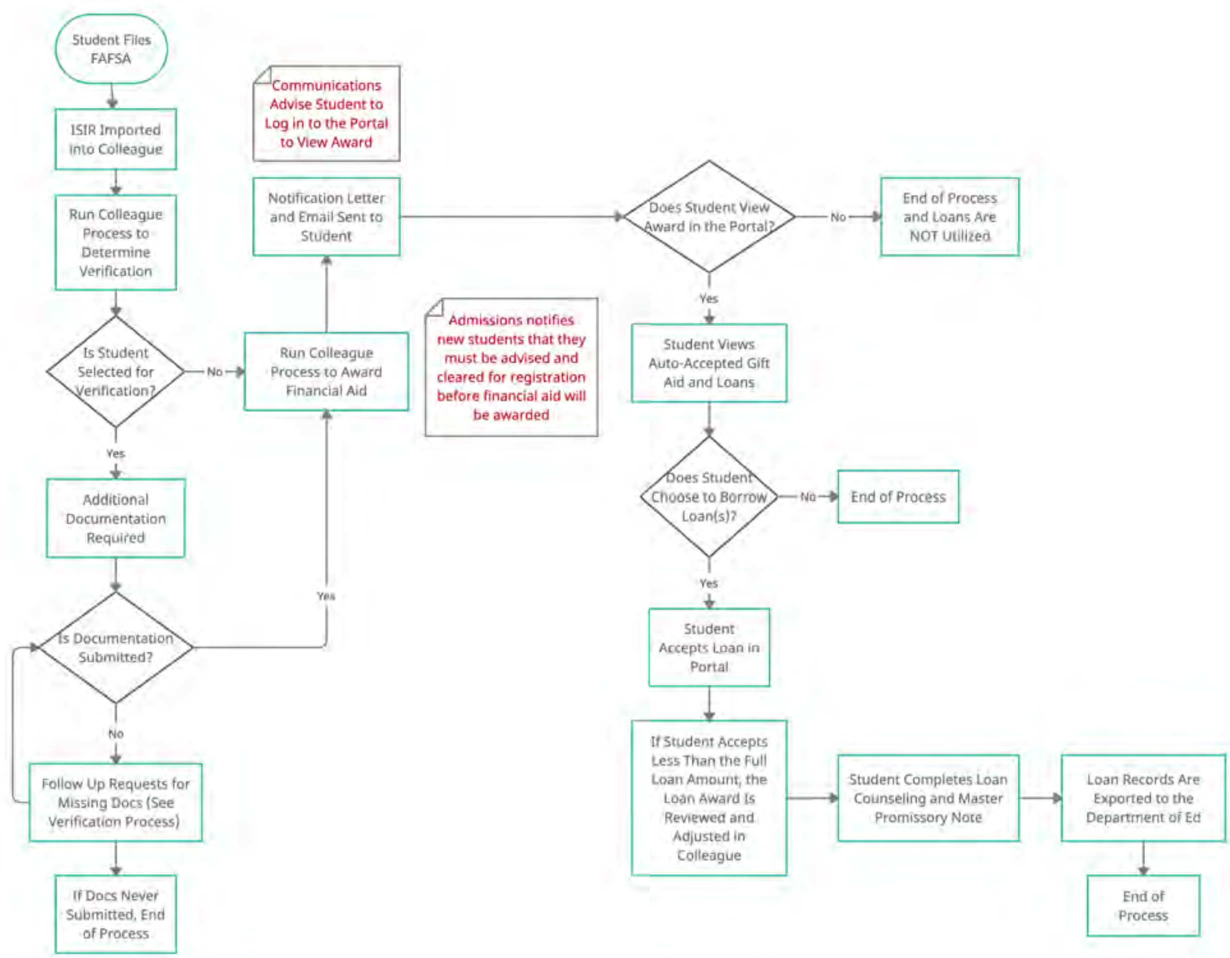
Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Create a feedback loop from the Testing Office to Admissions on who is scheduled (gives Admissions the opportunity to follow up with those who have not scheduled testing)	Winter 2022	1. Short-term – Testing Office keeps a list of students scheduled and shares with Admissions 2. Longer-term – explore the possibility of marking student records in Colleague or the new CRM with an indicator that the student has scheduled a placement test	Testing Coordinator, Admissions, Director of Student Success
Implement a follow up process to contact students who do not show up for scheduled	Winter 2022	1. Either the Testing Office notifies Admissions that the student has not shown up for exam and Admissions contacts the student or Testing Office	Director of Admissions, Testing Coordinator, Director of Student Success

Recommendation	Timeline	Action Items	Lead Responsibility
testing appointments		contacts the student to reschedule	
Determine whether summer staffing in the Testing Office is adequate to meet the volume of students who need to take exams during this time	Winter 2022	1. Review data on the number of tests given in prior summers 2. Determine whether additional staff in the Testing Office would increase capacity of the office to meet student demands for exams	Testing Coordinator, Director of Student Success
Implement a process for the Admissions Office to have the ability to schedule placement tests if they are already speaking with the student	Winter 2022	1. Consider options where Admissions could schedule exams such as: a. Grant Admissions access to Testing Office calendar b. Specify blocks of time each day/week when Admissions is permitted to schedule exams	Director of Admissions, Testing Coordinator, Director of Student Success
Eliminate the need for students to physically walk test results over to Admissions	Winter 2022	1. Set up a process to get exam scores into Colleague 2. Set up a notification process for Admissions so they know which students have just tested	Director of Admissions, Testing Coordinator, Director of Student Success
Eliminate the need for students to obtain a coupon from Admissions when a re-test is needed	Winter 2022	1. Grant Colleague access to the Testing Office and train Testing Office staff on what criteria qualify students for a re-test 2. Alternately, Admissions could create a flag in Colleague and the Testing Office could look for that flag showing student eligibility for re-test	Director of Admissions, Testing Coordinator, Director of Student Success

Recommendation	Timeline	Action Items	Lead Responsibility
		3. If above options are not possible, the Admissions Office emails the Testing Office that the student is eligible for a re-test or sends a weekly report of eligible students	

Figure 14: Financial Aid Awards Process



The financial aid awards process makes strong use of the automations available through the Colleague system. The student files the FAFSA, and the FAFSA results are imported into Colleague. Batch processes are used to determine whether additional documentation is necessary to support the information on the FAFSA. If the student is not selected for verification, the automated processes in Colleague continue and students are batch awarded with the financial aid awards for which they qualify. New students must also complete academic advising before they can be awarded with financial aid. Students receive a notification that financial aid is available for viewing in MyWebPAL. The student logs in to the portal to view the financial aid award package. Gift aid is automatically accepted and students can use the portal functionality to accept some or all of the offered loans.

Recommendations

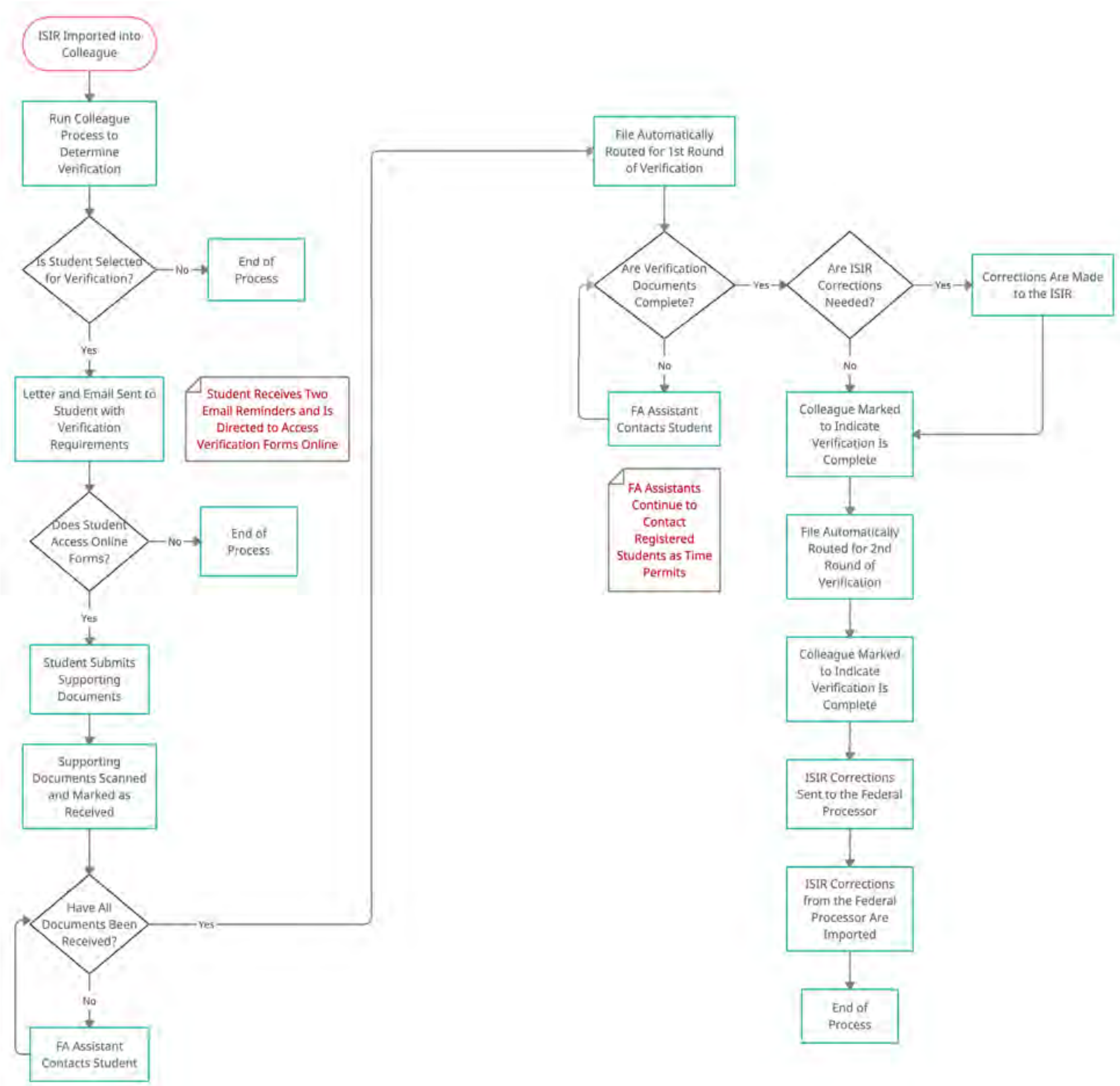
- Work with Admissions/Registrar's Office to remove the requirement for new students to have academic advising appointments before they can be packaged with their financial aid awards.
    - ✓ This is a system setup glitch and should be resolvable with a change in the process that assigns new students to a program upon admission (even if it is a default program)
- New state scholarship programs are nuanced and require excessive manual staff time to manage. Renew grant-funded financial aid position beyond June 30th to support these programs.
- Consider an additional full-time staff person in Financial Aid Office (12-month benefitted staff position).

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Eliminate the requirement for new students to have an academic advising appointment before they can be packaged with financial aid	Winter 2022	1. Meet to discuss the issue 2. Research potential solutions--contact another Colleague school(s) to find an alternative process 3. Assess potential solutions for pros and cons 4. Choose and implement solution 5. Assess effectiveness of solution for all parties	Registrar/Director of Admissions/Director of Financial Aid

Recommendation	Timeline	Action Items	Lead Responsibility
Renew grant-funded position that supports state scholarship programs	January 1st	1. Determine what, if any, documentation is necessary to support the request for renewal of this position 2. Compile documentation supporting need for this position 3. Submit a request for continuation of the position	Director of Financial Aid/Senior Leadership
Consider an additional full-time staff person in Financial Aid	Winter 2022 - Summer 2022	1. Review staff workload and the extended hours currently being worked 2. Document items not able to be prioritized due to current staffing levels 3. Document impact of current staffing levels on ability to be proactive and perform outreach to students 4. The Director of Financial Aid puts together a request for additional staff 5. Compile job description for new job 6. Submit request for additional staff person with the job description	Director of Financial Aid/Senior Leadership

Figure 15: Verification Process



The financial aid awards process makes strong use of the automations available through the Colleague system. The student files the FAFSA, and the FAFSA results are imported into Colleague. Batch processes are used to determine whether additional documentation is necessary to support the information on the FAFSA. If the student is selected for verification, or if other documents are necessary, a notification letter and an email are sent to the student. The student is directed to access the necessary financial aid forms online and the student must go online, print out the required forms, fill out and sign the forms and return them to the Financial Aid Office in person, via mail, or by scanning and emailing them. When forms are returned to the Financial Aid Office, they are reviewed for completeness, scanned in and routed electronically for review by a Financial Aid counselor. If necessary, the FAFSA is corrected electronically and the student file is marked as complete.

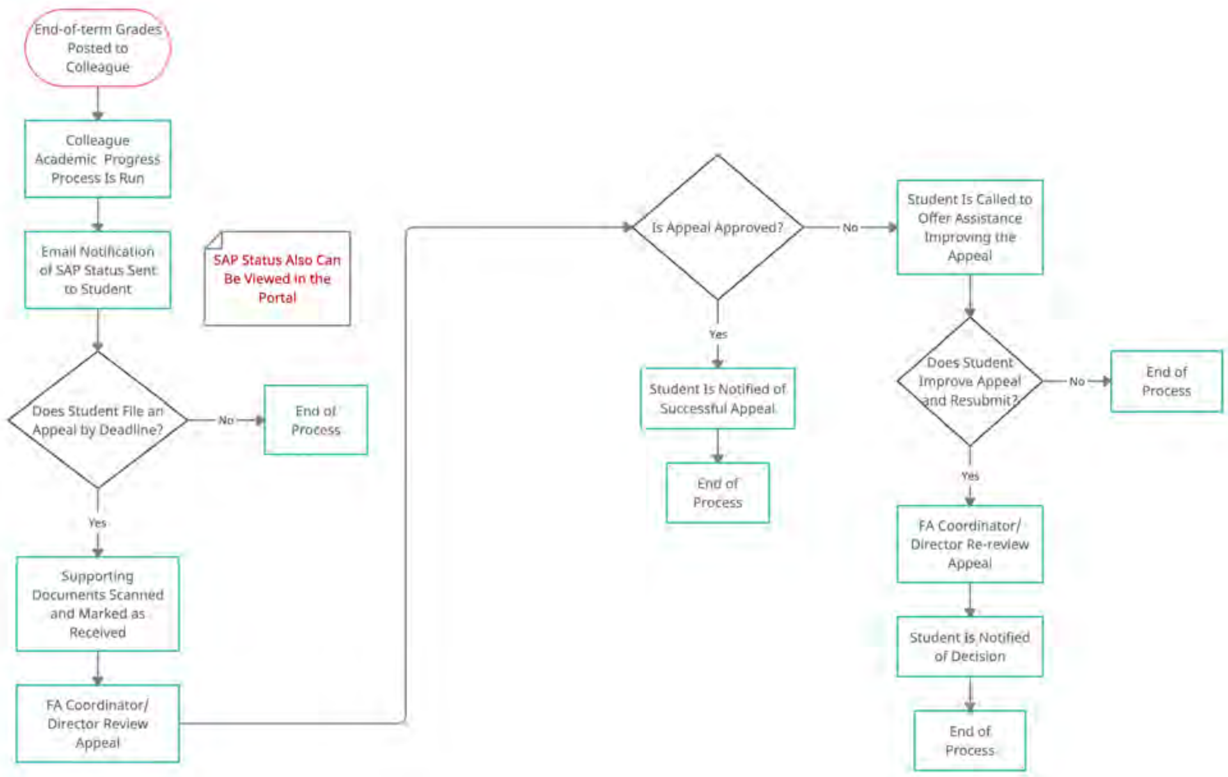
Recommendations

- Implement technology to make it easier for students to fill out and submit required forms electronically. Consider the use of software such as Softdocs/DocuSign to eliminate the need for students to print forms and to enable students/parents to complete forms on their mobile devices.
    - ✓ If Softdocs/DocuSign is not an option, or as a short-term option, create the forms as PDF-fillable to at least eliminate the need for forms to be printed.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Implement technology such as Softdocs/DocuSign or other form-completion software to make it easier for students to fill out and submit financial aid forms	Summer/Fall 2022 for implementation in 2022-2023 financial aid cycle	1. Join other areas on campus considering use of technology like Softdocs 2. Director of Financial aid to write a proposal for how the Financial Aid Office would utilize the technology 3. MCCC leadership to consider joint proposal from all areas with cost information and budget the purchase of software for use campus-wide	Director of Financial Aid/Senior Leadership

Figure 16: Satisfactory Academic Progress Process



The satisfactory academic progress process is run at the completion of each term when final grades have been posted to Colleague. The Financial Aid Office uses an automated process in Colleague to evaluate the progress of students who have been enrolled in the term. An email notification is sent to students that their academic progress status can be viewed in MyWebPAL. Students who are not making satisfactory progress have the option to appeal, which requires the submission of supporting documents. Students often need to have an academic plan in place in order for their appeal to be considered, which means students need to meet with an advisor and create a plan that can be submitted to the Financial Aid Office. Academic progress appeals are reviewed, and if they are approved, financial aid is reinstated for the next term. Notably, this process must happen very quickly at the conclusion of each term so that students who are not making satisfactory progress can be notified of their loss of aid for the next term. It is often difficult for students to put together appeals so quickly between terms because academic advisors are in such high demand.

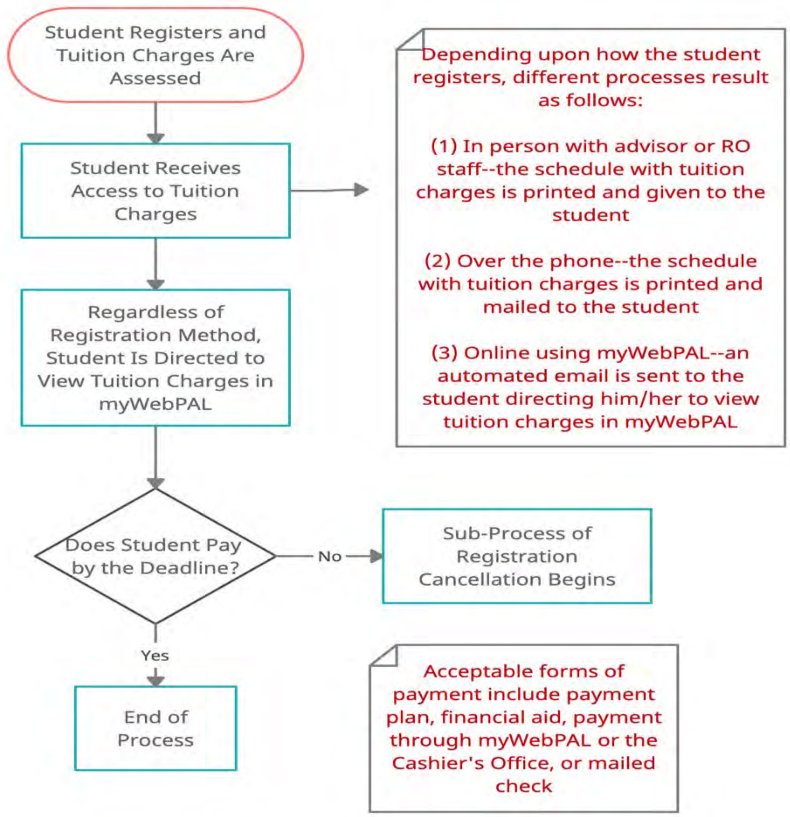
Recommendations

- ❖ Create proactive communications to students about the satisfactory academic progress requirements. Ensure that students are aware that the requirements exist and that their progress will be measured at the end of each term.
- ❖ Develop a "keeping your aid" web page and checklist for students.
- ❖ Publish the 60% point in each term on the academic calendar and communicate to students that they need to attend on/after this date to "earn" the full amount of their aid in the current term.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Create proactive communications to students about the satisfactory academic progress requirements	Implement for Fall 2022	1. Create a communication plan about SAP (such as an email and text message at beginning of term and make sure SAP requirements are included in any mid-term communications that already go out) 2. Train academic advisors on SAP requirements so they can disseminate this information during advising appointments 3. Add information about SAP requirements to the website and MyWebPAL	Director of Financial Aid

Figure 17: Tuition Payment Process



The student registers for courses and tuition is assessed. Students who register in-person with an advisor or in the Registrar's Office receive a printed copy of their schedule that also includes the tuition charges. Students who register over the phone receive this document in the mail. Students who register online using MyWebPAL receive an automated email directing the student to view tuition charges in MyWebPAL. All students are directed to MyWebPAL to see their detailed tuition charges and to pay those charges. By the tuition deadline, students must pay the tuition bill in full, be signed up for a payment plan, or have at least one dollar in financial aid in order to not have their schedules dropped. Students can make payments by calling the Cashier's Office, mailing a check, paying online through MyWebPAL, or making payments through the third-party payment plan provider.

Recommendations

- ❖ Create a Bursar position to centralize ownership of customer service and processes relating to tuition payments and refunds.

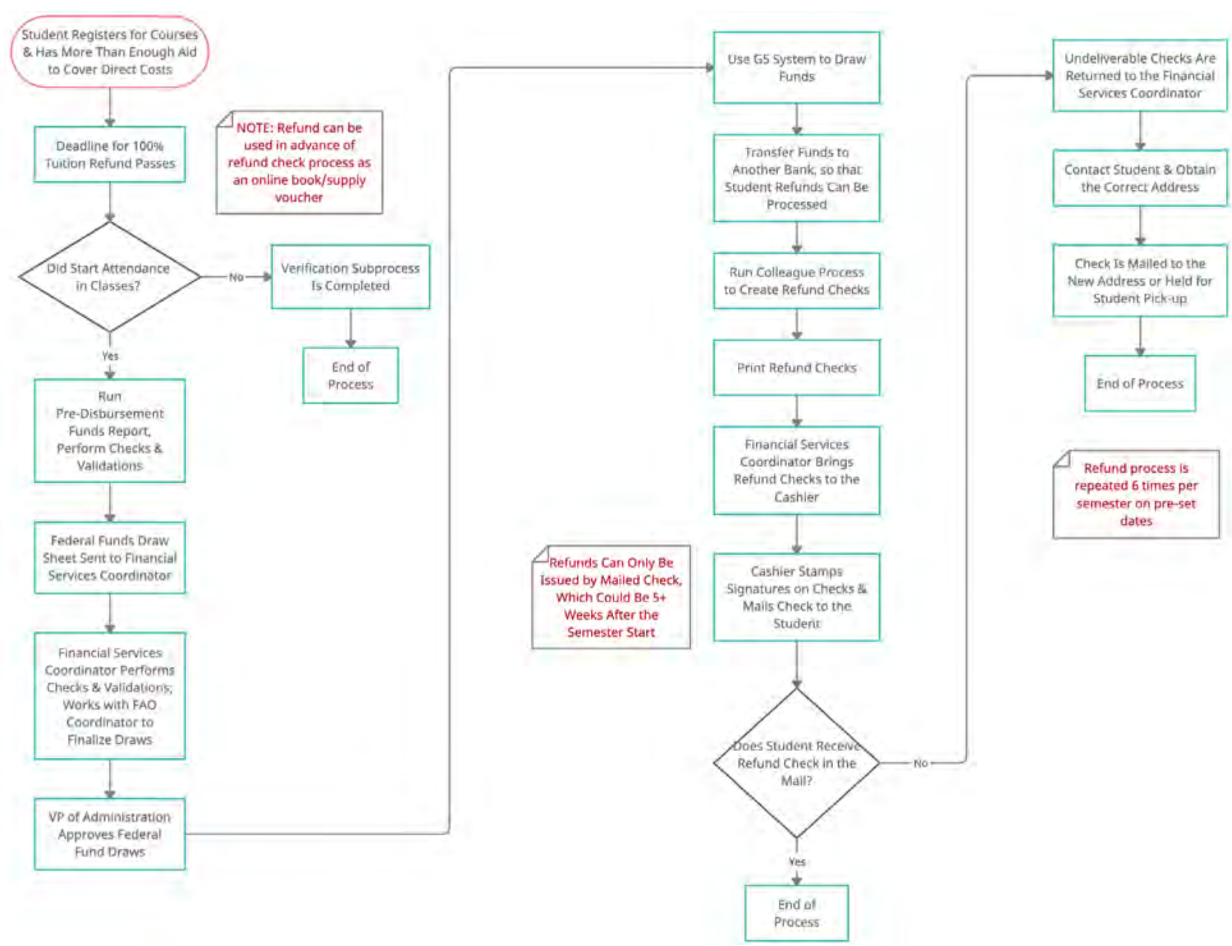
- ❖ Create proactive tuition bill communication plan.
- ❖ Expand the tuition and fee section of the website (www.monroeccc.edu/tuition-fees) to include more detailed information and instructions for student self-service.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Create and hire a Bursar position	During 2022-2023	1. Develop a Bursar job description with emphasis on customer service and proactive outreach to students regarding billing 2. Budget for a new position 3. Post job 4. Hire and train Bursar	Senior Leadership
Create tuition bill communications		1. Develop a communication plan that starts from the point charges are assessed and includes channels such as email and text notifications about bills 2. Include mailed bills to new students 3. Include mailed bills to students on the tuition nonpayment list 4. Include payment options and deadlines in all communications	New Bursar
Expand the tuition and fees web page		1. The website should include contact	New Bursar

Recommendation	Timeline	Action Items	Lead Responsibility
(www.monroeccc.edu/tuition-fees)		information for the Bursar 2. Expand instructions for making payments on MyWebPAL--include screenshots 3. Include detailed instructions on how to make a tuition payment (phone number, location of office)	

Figure 18: Financial Aid Refund Process



Once the add/drop period is over at the start of each term, the Financial Aid Office validates that all students with financial aid have begun attendance in their classes. Adjustments are made to the financial aid awards of students who have not begun attendance in some/all of their classes. The Financial Aid Office and Financial Services Office collaborate and run a series of reports and Colleague processes to determine which students are eligible for refunds and to confirm the amounts. Bookstore vouchers are available to students in advance of this process but students must know that they are eligible. Refund checks are printed by the Financial Services Coordinator and brought to the Cashier who stamps signatures on each individual check and stuffs them into envelopes. The refund checks are mailed and received by students approximately five weeks into the semester.

Recommendations

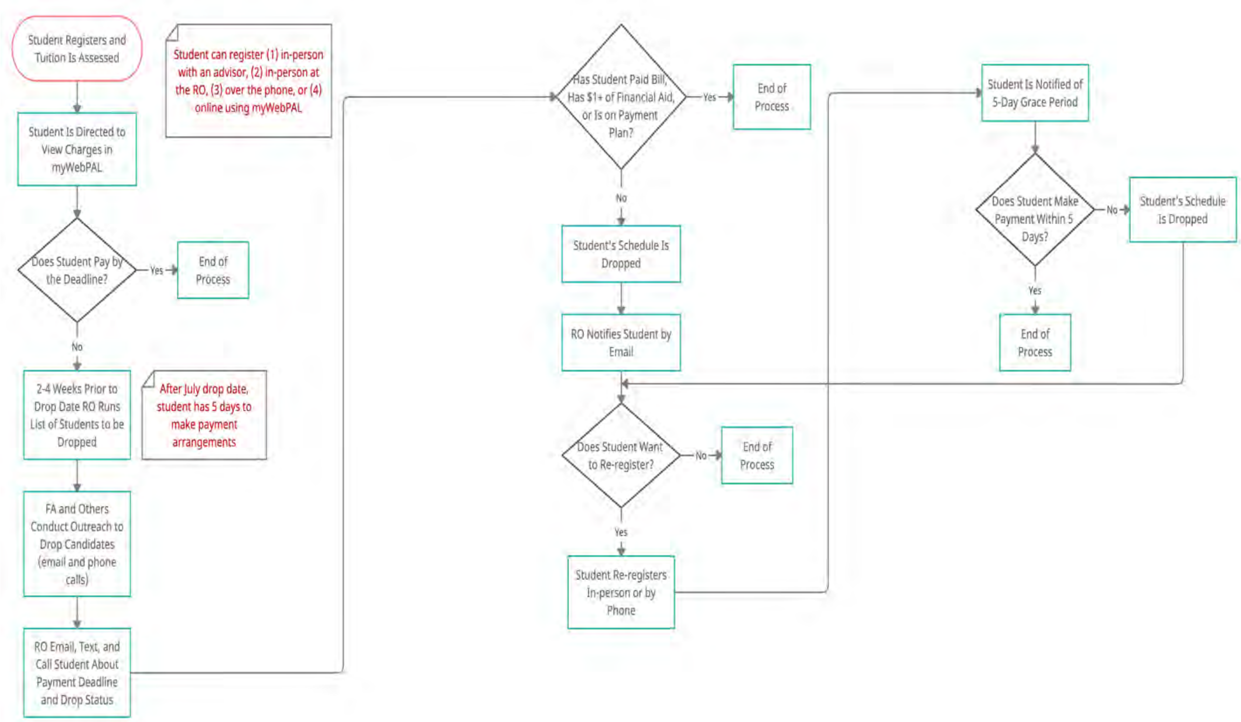
- ❖ The refund check process is slow, manual, and consumes an enormous amount of staff time. Consider ways to get refunds to students more quickly and efficiently each term.
- ❖ Develop proactive communications about Bookstore vouchers and refund availability (currently there is no communication telling students whether or not they qualify, how the process works, or the amount to be received). Financial Aid staff are spending a great deal of time discussing refunds with students because there are no communications and no self-service options for students to learn this information without speaking to someone.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Explore options to deliver refunds to students more quickly and effectively each term	After Bursar is hired	1. Explore options such as EFT and/or debit cards to get refunds to students more efficiently	New Bursar
Develop proactive communications about bookstore vouchers and refund availability	After Bursar is hired	1. Develop a report to identify students who are eligible for financial aid refunds 2. Communicate with eligible students about refunds. Let them know	New Bursar

Recommendation	Timeline	Action Items	Lead Responsibility
		the amount and that refunds can be used in advance as Bookstore vouchers. Include detailed information and screenshots on how to use the voucher. Let them know when/how refunds will be received.	

Figure 19: Registration Cancellation Process



The student registers for courses and tuition is assessed. Students are directed to view their tuition charges in MyWebPAL. About two to four weeks prior to the tuition deadline, the Registrar's Office begins running lists of students who are scheduled to have their courses dropped for tuition nonpayment. Leading up to the payment deadline, the Registrar's Office, Financial Aid Office, and others around campus engage in outreach to students who are scheduled to be dropped via email, text message, and phone calls (as time permits). On the tuition deadline, students must have the tuition bill paid in full, have at least one dollar of financial aid, and/or have a payment plan in place otherwise their schedules are dropped.

The Registrar's Office notifies students whose schedules have been dropped, and students can choose to re-register for the term. Students who re-register then have five days to satisfy the tuition bill or their schedules are dropped again. Students can continue to re-register until the term registration deadline.

Recommendations

- Create a centralized communication plan for students who are on the registration cancellation for nonpayment list.
- Create step-by-step instructions with screenshots for accessing and paying the tuition bill in MyWebPAL.
- Mail tuition bills to new students and include information about payment options.
- Send tuition bills to students who are on the registration cancellation list.
- Send text message to students whose schedules are dropped in addition to email.

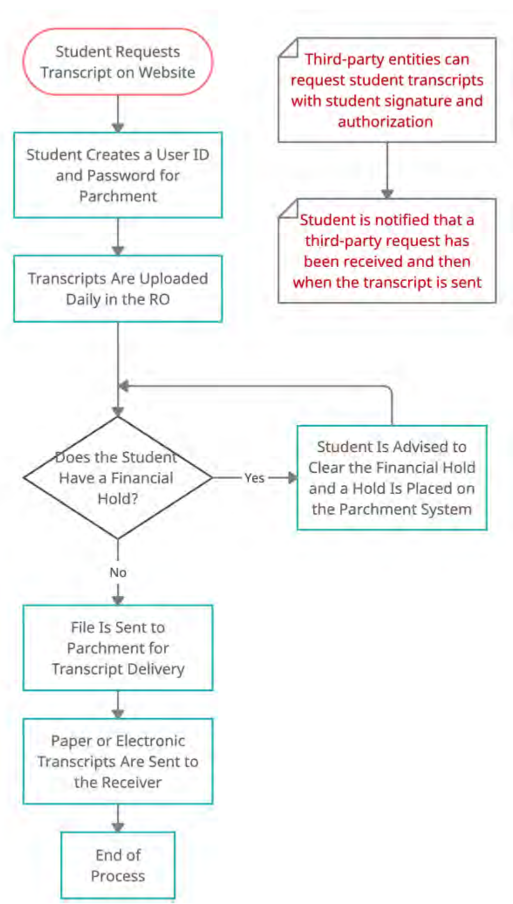
Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Create a centralized communication plan for drop candidates	Winter 2022 (have ready to deploy for Fall 2022)	1. Create a centralized communication plan that includes the communications, the channel, responsible parties, and dates. This plan should incorporate communications from anyone on campus who communicates about the tuition deadline and the registration drop. 2. Craft the communication messages and determine the channel(s) for each. Utilize mail, email, text, and phone calls. 3. Evaluate the possibility of using robo-calls for efficiency and to reach more students via the phone	Registrar/Director of Admissions

Recommendation	Timeline	Action Items	Lead Responsibility
Create instructions for accessing and paying the tuition bill in MyWebPAL	Winter 2022 (have ready for Fall 2022)	1. Create a one-page step-by-step instructional guide for accessing and paying the tuition bill in MyWebPAL. 2. Include screenshots 3. Create this as a PDF so it can be printed and also include these steps on a web page with applicable links	Director of Financial Services
Mail paper bills to new students	Implement for Fall 2022	1. Develop the tuition bill in the Colleague system (if it does not already exist) 2. Write a letter to accompany the tuition bill including information about the payment plan and accessing the tuition bill electronically. Could also include information about financial aid and/or a link to financial aid web page. 3. Include the new one-sheet instructions for accessing the bill and making payments on MyWebPAL 4. Send bills out regularly (weekly) once registration opens for the fall term	Director of Financial Services/Director of Admissions to collaborate on letter
Send tuition bills to students on the registration cancellation list	Implement for Fall 2022	1. 3-4 weeks prior to tuition deadline, mail tuition bills to students on the cancellation list 2. Include the bill deadline, and tuition payment options	Director of Financial Services

Recommendation	Timeline	Action Items	Lead Responsibility
		3. Include the new one-sheet instructions for accessing the bill and making payments on MyWebPAL	
Send a text message to students whose schedules are dropped	Implement for Winter 2022	1. Use a text message in addition to email to notify students who have been de-registered for nonpayment of tuition	Registrar's Office

Figure 20: Transcript Request Process



The Transcript Request Process is set up for current and past students to request an official transcript. There is also a pathway for third parties (like businesses hiring College grads) to request a transcript with the students' permission.

Recommendations

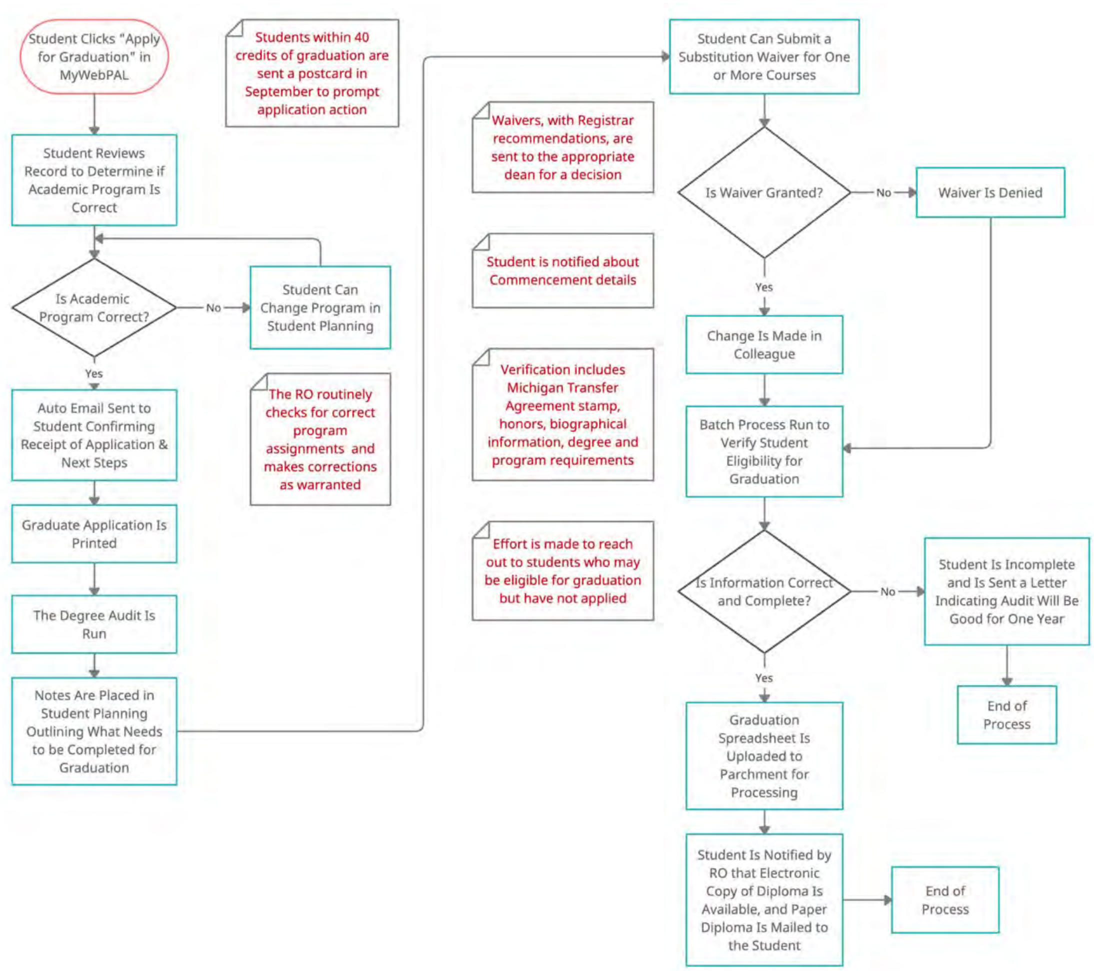
- ❖ When a current student requests a transcript be sent to another institution, follow up should be done to determine if the student can be retained at MCCC.
- ❖ Simplify the process of getting to the transcript order process online. Currently, it takes many clicks to get to this process.
- ❖ Very manual process. Automating this process would help alleviate stress on current staff and improve turnaround time.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Develop an alert system when a current student requests a transcript	Summer 2022	1. When a current student requests a transcript be sent to another institution, flag that request 2. Determine if the student is not graduating and is in good academic standing 3. Work with the success coaches to follow up with the students to see if an intervention might encourage the student to stay at the College	Registrar's Office
Streamline the transcript ordering process	Summer 2022	1. Evaluate the current online transcript ordering process 2. Determine the optimal number of steps needed to complete the process 3. Work with IT to implement a new pathway for students to	Registrar's Office with support from the IT

Recommendation	Timeline	Action Items	Lead Responsibility
		access the online ordering system	
Automate the process once the transcript request is made	Summer 2022	1. Evaluate the current steps needed to complete the process after a request has been made 2. Determine places where automation could save time and staff resources 3. Work with IT to implement a new automated process	Registrar's Office with support from the IT

Figure 21: Graduation Application Process



The Graduation Application Process is initiated by a student when they are approaching the time of their graduation. The process starts with the grad application and culminates with the awarding of the diploma.

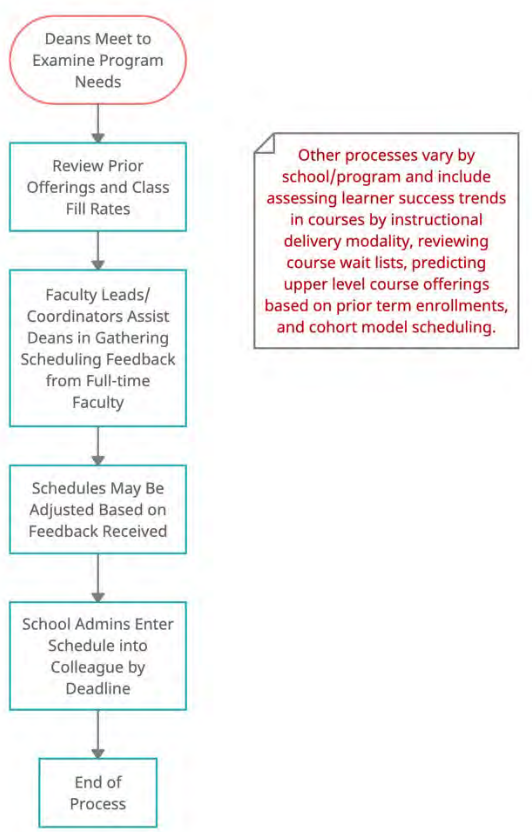
Recommendations

- Implementation of "Auto Grad" should be done with caution.
- Students are confused by "degree types" when they are applying for graduation. This information could be clarified in MyWebPAL.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Clarification of the grad application process	Summer 2022	1. Review of grad application terminology should be performed 2. Clarification of all terminology, especially "degree types" should be added to MyWebPAL 3. Periodic surveys of graduating students should be sent to determine the effectiveness of these changes	Registrar's Office
Evaluate the efficacy of implementing "Auto Grad"	Ongoing	1. Review the pros and cons of implementing "Auto Grad" 2. Document the success/failure of "Auto Grad" at other like institutions, especially other Michigan community colleges 3. Determine if "Auto Grad" would be a positive addition to this process	Registrar's Office

Figure 22: Academic Scheduling Process



The academic scheduling process is collaborative with some elements that are common and others that vary by academic division. Common elements include (1) a meeting with deans from all academic divisions to examine program needs, (2) a review of course offerings and class fill rates, (3) solicitation of faculty scheduling feedback, and (4) the entering of schedule information into Colleague. Examples of unique processes include reviewing class wait lists, predicting upper level course offerings based on prior term enrollments, and cohort model scheduling.

Recommendations

- Explore leveraging the Colleague Student Planning module to inform academic scheduling.
- Assess the instructional modality preferences of students and compare identified preferences with offerings and learner success in related modalities.
- Continue efforts to develop predictive analytics associated with credential pathways.

- ❖ Consider identifying core 5 courses for each program to inform first-term block scheduling.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Leverage the Colleague Student Planning module to inform scheduling	Winter 2022	1. Review Student Planning features and data elements 2. Determine how data can be used to predict near term student course needs 3. Establish protocols/ parameters for data access and usage 4. Create reports with the identified data elements	Deans with support from the RO
Identify instructional modality student preferences	Summer 2022 - Fall 2022	1. Develop an assessment instrument in collaboration with the deans 2. Administer the assessment instrument 3. Collect and analyze the assessment results 4. Write a report describing the findings and make recommendations	IRPA
Compare identified learner preferences with persona success rates in the preferred instructional modality	Fall 2022	1. Analyze student class performance data by persona group and instructional modality 2. Determine the degree to which congruence exists between student preferences and academic performance 3. Include findings and recommendations in the written report described above	IRPA

Recommendation	Timeline	Action Items	Lead Responsibility
Develop predictive analytics associated with credential pathways	Ongoing	1. Identify the most valid and reliable predictive model to guide scheduling in credential pathways 2. Determine what is required (e.g., staff time, a predictive modeling tool, user training) to implement the predictive model 3. Proceed with implementation	IRPA
Explore first-term block scheduling	Winter 2022 - Summer 2022	1. Consider the pros and cons of block scheduling 2. Map out the steps and logistical requirements for block scheduling 3. Pilot block scheduling in Fall 2022 with a targeted group of students or program(s) 4. Learn from the pilot and adapt the process accordingly 5. Proceed with a broad scale implementation	VP Enrollment Management & Student Success, Deans & RO

B. Prospective Student Communications (Medium Priority)

MCCC has a CRM system designed for prospective communication but lacks the staffing infrastructure. Namely, the College needs a CRM data coordinator and a content creator. Neither role can be effectively implemented by a Director of Admissions or by the existing Marketing staff. New positions (either newly funded or reallocated and redefined existing positions) are requisites for successful execution of prospective student communications using the CRM.

Effective implementation also is tied to having **a strategy** that consists of audience segmentation, the right frequency of touchpoints at each pre-enrollment stage of the student lifecycle, and the right nature of communications. Regarding the frequency of touchpoints,

Figure 23 depicts the current state of prospective student communications. This level of frequency is insufficient to foster student progression from one pre-enrollment stage to the next. *Appendix D* illustrates the level of required frequency and provides a starting point for the development of a more robust prospective student communications plan.

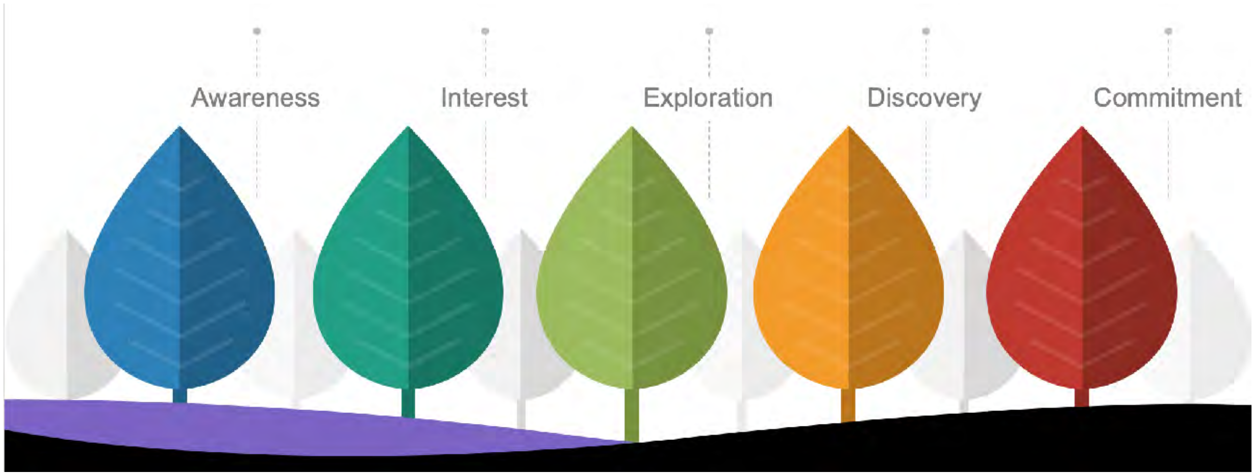
Figure 23: Current Communication Frequency by Lifecycle Stage

Best Practice Considerations

Don Hossler (2001) and many of his co-authors have adopted the metaphor of a courtship to describe the relationship between higher education institutions and future students. Using this metaphor, consider how prospective students progress from minimal or no awareness of an institution and its programs to a commitment to enroll. The relationship begins with cordial encounters, then dating, and eventually a marriage of sorts.

For some future students, the psychological progression depicted in *Figure 24* will occur without any contact by a college or university. For others, however, barriers to enrollment, usually life circumstances and overtures by competitors, will hinder forward movement. Therefore, it stands to reason that the right frequency and nature of contacts (e.g., personal encounters, marketing, communications, events) will, in fact, improve prospective student yield. So, what is the **right frequency and nature of communications** to impact yield?

Figure 24: A Typical Prospective Student's Psychological Progression



The **right frequency** depends on the length of the prospective student lifecycle. With that said, a general "rule of thumb" is that the number of communications and interactions with potential students should be sufficient enough to compel a student to take desired action (e.g., visit the campus, apply for admission, apply for financial aid, attend orientation, meet with an advisor, register for classes, and pay for college). Communications also must be relevant to the student given his or her interests, stage in the lifecycle, and the window of time available before matriculation. Applying these basic ground rules, the frequency of interactions depicted in *Figure 25* provides a useful guide.

Figure 25: Frequency of Communications and Interactions

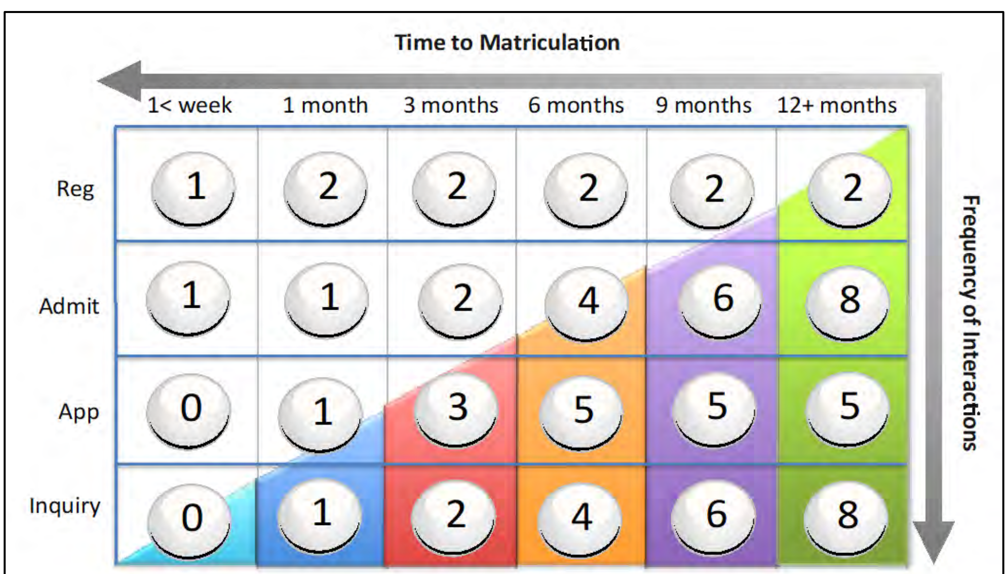


Figure 25 assumes a prospective student actually progresses from one enrollment stage to the next and does so relatively slowly. Failure to progress results in the end of the communication cycle—ideally with a purge communication giving one final opportunity to move to the next enrollment stage. Conversely, expedited progression will reduce the number of communications at any given stage. Since the objective of communications is to facilitate progression through enrollment stages, a reduction in communications is indicative of a successful student transition.

The **right nature** of communications has multiple dimensions. First, the use of **multiple channels of interaction** is desirable—particularly when the channels are aligned with student preferences. Presuming that channel preferences are associated with gender, age, race or ethnicity is a faulty mental map. Such preferences are much more individualized than affiliated with a demographic group. Some institutions address preferences by allowing students to self-initiate the interaction in a manner that is most preferred by them and best serves their needs. While this approach does ensure congruence between interactions and student preferences, it is far too passive. To proactively engage students through their preferred channels, institutions either inquire about preferences and then align interactions accordingly or offer a variety of channels per interaction and allow students to select the channel that best meets their needs.

Second, interactions are most effective when **originating from multiple sources** (e.g., recruiters, faculty, advisor, current students, alumni). However, a decentralized method of communication with prospective students is fraught with problems—uncoordinated communications, overlapping and duplicative communications, and mixed messages resulting in student confusion and frustration. Avoiding this common pitfall is possible by having a single prospective student communication plan that is centrally managed. Typically, a centralized plan is coordinated by the Admissions Office or the Marketing Department with a range of stakeholders involved in the planning process. In this model, all communications are staged within a CRM system that indicates what communications a student has received and when they were sent. Stakeholders are provided with access to the system as well as the actual communications via an electronic repository. This systematic orchestration of future student communications ensures that all stakeholders can respond to prospective student inquiries accurately and collectively facilitate their progression through the enrollment stages efficiently and effectively.

A suggested rubric for a **prospective student communications plan** is presented in *Figure 26* as well as in *Appendix D*. Both include the integration of related marketing and recruitment strategies. As implied by the diagram, the plan should be organized by enrollment stage. Different types of information are required at each stage, and the behavior of prospective students varies by stage. Shifting behavior refers mainly to the consumption of information. Typically, when students are prospects or inquiries, they are willing to consume very little information. So, a good practice is to begin with minimal content and lots of visuals and gradually move from general to specific information as student interest in MCCC increases.

The diagram also suggests that the communications should be defined, possess a clear objective, have effectiveness measures, and identify target audiences. The pathway to implementation should be charted. This includes the various delivery methods, a timeline for implementation, requisite action items, and an assignment of who has lead responsibility for implementation. Collectively, such a plan provides a roadmap for implementation and helps to uncover gaps.

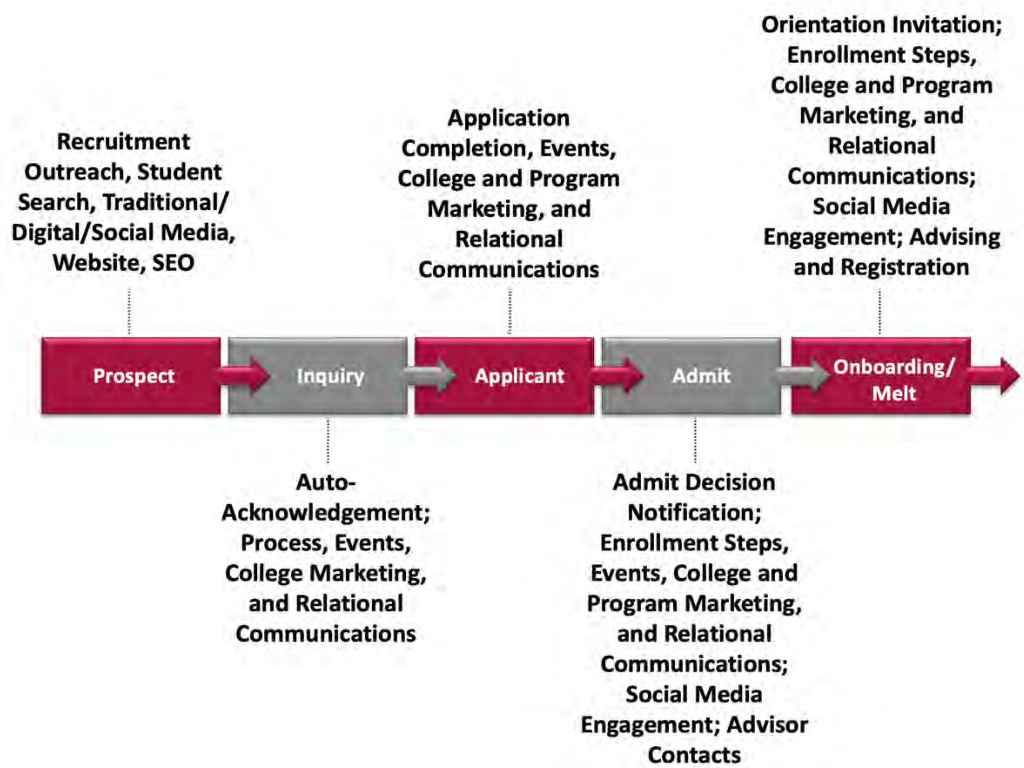
Figure 26: Prospective Student Communications Plan Elements

The vast majority of communications from colleges and universities to prospective students are process-oriented in nature. Because many learners are first generation students, a heavy emphasis on completing foreign processes is warranted. However, **process-oriented communications must be balanced with marketing and relational communications**. Marketing communications should focus on selling the institution at the inquiry level and shift to promoting academic programs as the student progresses through the enrollment stages. Beyond commodity attributes of an institution (e.g., affordable tuition, convenient proximity to home or work, flexible learning options), the quality of programs and expertise of faculty along with the success of graduates are key decision factors. These attributes need to be promoted vigorously.

In this same vein, students often choose an institution because of a personal connection they have made with a college employee or another person affiliated with the school. Relationships of this nature often occur through serendipitous encounters. Nevertheless, to leverage relationships effectively, a more intentional approach is required. For example, some institutions have adopted an advocate's model of recruiting where a recruitment manager works with a carefully selected group of advocates to orchestrate interactions with potential students through multiple channels (e.g., faculty phone-a-thons, academic division or department hosted events, student ambassador social media conversations, alumni industry-based mentoring).

Process, marketing, and relational communications culminate in a powerful force influencing student enrollment decisions. *Figure 27* demonstrates how process, marketing, and relational communications can be integrated throughout the pre-enrollment student lifecycle.

Figure 27: Pre-Enrollment Student Lifecycle Communications

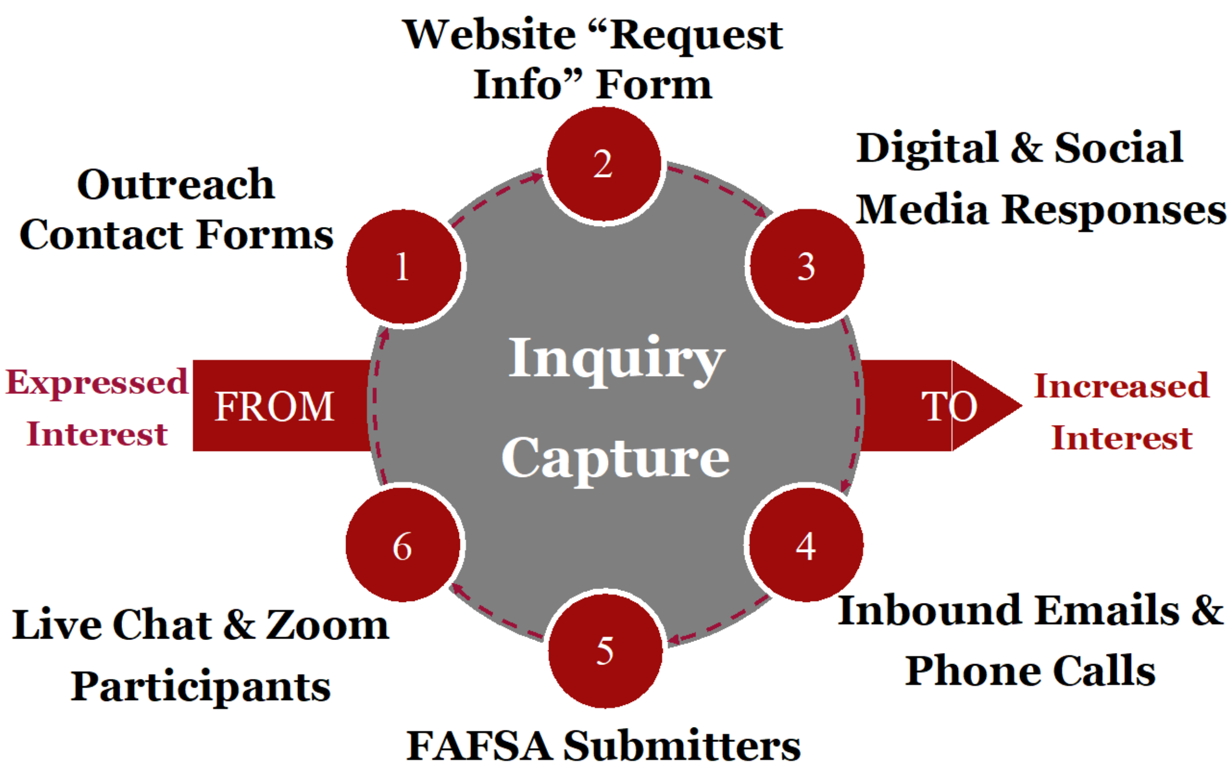


Inquiry Capture

For prospective student communications to have maximum penetration, MCCC must be more intentional about capturing student inquiries in the CRM system. Inquiries represent the base for all future communications. By including everyone who expresses interest in the College in the CRM, there is an increased opportunity to cultivate interest and ultimately, produce more applicants and enrolled students.

Section VIII.A offers recommendations for generating additional inquiries, but here the focus is on capturing existing inquiries through sources like those depicted in *Figure 28*. In addition to these inquiry sources, MCCC needs to ensure that everyone at the College who encounters a prospective student records the individual's information in a web-based form. To gain broad internal buy-in to capturing inquiry information, campus stakeholders need to be convinced of the importance of doing so, made aware of the online form, and possibly provided some basic training on how best to solicit the student's information and record it in the form.

Figure 28: Inquiry Sources



Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Develop a prospective student communications strategy that includes audience segmentation, the right frequency of touchpoints at each pre-enrollment stage of the student lifecycle, and the right nature of communications	Winter 2022	1. Utilize the student persona profiles to develop the core messaging that will resonate with each population 2. Assess the frequency of touchpoints at each pre-enrollment stage of the student lifecycle, and determine if additional contacts are needed (see *Appendix D*)	Admissions, Marketing and Communications

Recommendation	Timeline	Action Items	Lead Responsibility
		3. Assess existing communications to determine if the right balance exists between process, marketing, and relational communications	
Create a multichannel prospective student communications plan that incorporates marketing and recruitment initiatives (see *Appendix D*)	Winter 2022	1. Develop a format for the plan that includes enrollment stages, communication specifics, and implementation details 2. Insert existing communications into the plan format 3. Identify where communications gaps exist, and add new communications as warranted 4. Look for opportunities to align marketing and recruitment activities with CRM communications 5. Use the plan as a roadmap for daily operations	Admissions, Marketing and Communications
Use key messages in appropriate communications	Fall 2022	1. Define key messages that best represent the College's strengths and align with student decision factors 2. Infuse the messaging into marketing and communications activities, including recruiter presentations and campus tours, with	Admissions, Marketing and Communications

Recommendation	Timeline	Action Items	Lead Responsibility
		some flexibility to adapt the messaging to fit the situation and the audience (e.g., student tour guide stories)	
Integrate a compelling value proposition(s) into communications and marketing collateral, where appropriate	Fall 2022	1. Identify the College's compelling value proposition(s) 2. Identify student success stories, alumni accomplishments, employer testimonials, graduate outcome data, etc. to validate the value proposition(s) 3. Infuse variations of the value proposition(s) into communications and marketing collateral	Admissions, Marketing and Communications
Ensure marketing initiatives, recruitment activities, and CRM communications are synergistically integrated, where appropriate	As the prospective student communications plan is developed	1. From a review of the communications plan, identify communications where the addition of marketing and/or recruitment efforts will strengthen the impact of the communications 2. Develop and implement the identified marketing and recruitment strategies in synch with communication send dates	Admissions, Marketing and Communications

C. Current Student Communications (Medium Priority)

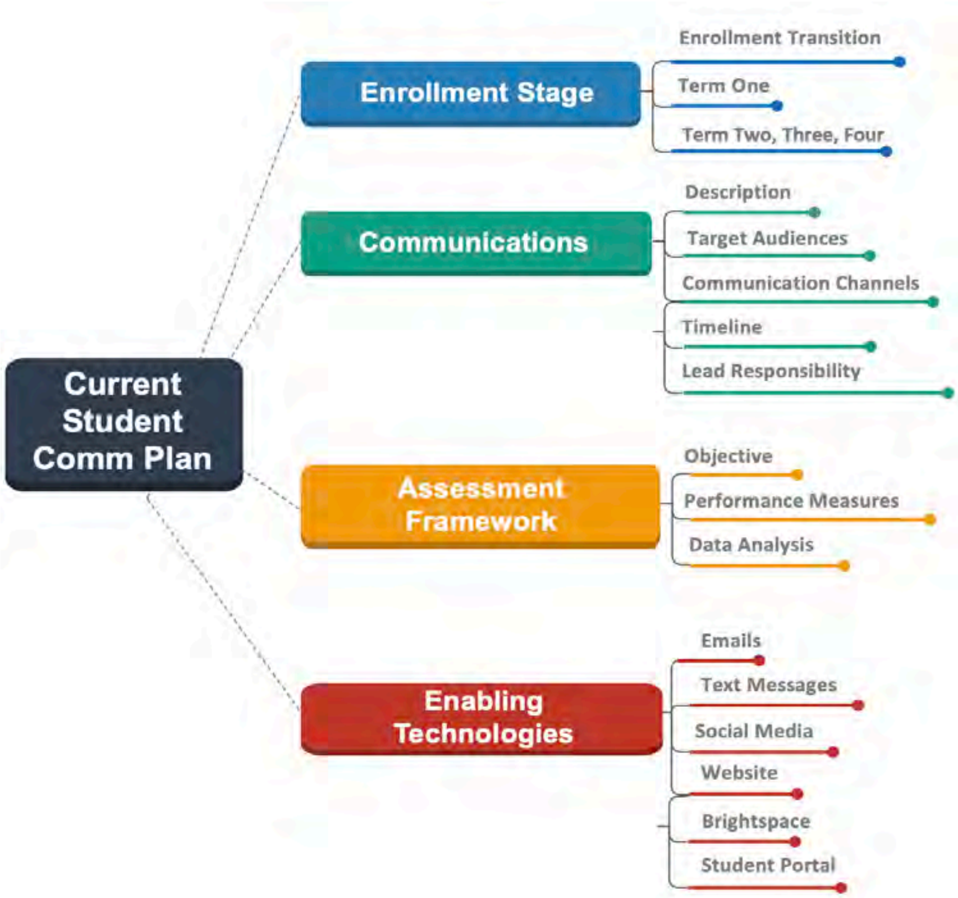
MCCC's current student communications are not systematically coordinated across the College and are largely ad hoc in nature. Providing the right information to the right student at the right time is a critical element of retention efforts. Therefore, the College needs a single current student communications plan that identifies messaging, target audiences, timing and channels of delivery, and creates a comprehensive history of student communications.

Like most institutions, Monroe County Community College's communications to current students are primarily process/business transaction-oriented (e.g., get advised, register for classes, pay the bill). Although these types of communications are necessary and help keep students on track, they have minimal impact on student success and retention. Therefore, **it is essential to include communications that foster academic and social integration, student engagement, relational connections, goal achievement, perseverance, resilience, self-confidence, and self-advocacy**--all of which are fundamental to student success.

The challenges associated with such a broad spectrum of communication foci are (1) providing just-in-time information that is relevant to students, (2) avoiding overwhelming students with the volume of communications, (3) leveraging multiple communication channels effectively, and (4) compelling students to take action. Unfortunately, the College's current ad hoc method of communication severely limits the institution's ability to address these challenges systematically. A comprehensive current student communications plan will help the institution overcome these issues.

Figure 29 illustrates a framework for developing a current student communications plan. Once the plan is created, implementation begins. The implementation process includes message development, student list filtering, communication dissemination, and tracking student engagement resulting from communication calls to action. To accomplish this, MCCC must have a person dedicated to these tasks.

Figure 29: Current Student Communications Plan Framework



In combination with transactional, process, event, and student goal-related communications, theme-based contacts, like the examples presented below, will promote student behaviors and actions that are fundamental to student success. For each theme, illustrative examples of communication types follow:

- **You can do it.**
  - ✓ A contact from faculty indicating that they believe in every student's ability to succeed, and they are here to support student success
  - ✓ Message from student success coaches at the end of the first week: "great job; you are already through the first week; remember to take things one day at a time; let us know if you need help or have questions"
  - ✓ Message from the president during the second week welcoming students to campus and sharing his perspective on what makes a successful student at MCCC
  - ✓ Encouraging messages in Brightspace from faculty to their class members

- **We have your back.**
  - ✓ Message from advisors at advising time: "we take your educational goals seriously and want to make sure you stay on track"
  - ✓ Message from the student success coaches right before mid-terms, making sure students know we are here to support them academically given where they are at in their classes
  - ✓ Message from the Student Success Center, early in semester: "we provide services designed to help you succeed academically"
  - ✓ Communication to faculty, staff, and students—reminder about Project Persistence emergency funds

- **Stay the course.**
  - ✓ Message from advisors referring to the student's educational plan and indicating progress to date as well as what is still needed to stay on track to credential completion
  - ✓ Message from student success coaches to students who have reached 45 credit hours: "you are only one semester away" and for students thinking about transferring "finish and then transfer"
  - ✓ Communication to faculty and staff asking that they encourage students to complete a degree audit check
  - ✓ Communication from the Cashier's Office regarding paying the bill (early in the semester and then reminders throughout) and referencing access to the bill in MyWebPAL

Recommended practical steps to developing the current student communications plan are described here.

1. Assign a cross-boundary team to conduct an inventory of existing communications, prioritize and coordinate messaging, and determine communication mediums of delivery as well as frequency/timing, and messaging. The team will develop a single, comprehensive communications plan.
2. Develop messaging and multichannel delivery methods (e.g., emails, text messages, Brightspace posts, website content, MyWebPAL, in-person conversations, print) for critical communications. Ensure that all student communications are consistent and woven together with common messages, clear guidance, and specific action steps students should take along with positive reinforcement.

3. Deploy just-in-time delivery and automation (mass customization), including communications based on trigger events either through a new retention management system or the Target X CRM.
4. Announce important events like advising week and registration in Brightspace; sync communications from other areas with what is in Brightspace; and include announcements in the new campus newsletter.
5. Convey a summary of key communications to faculty/staff and share the communications plan (e.g., at semester start, faculty meetings) to foster a systematic culture shift and a partnership intended to hold students accountable. Include adjuncts on communications with programs.
6. Tailor communications for specific student segments using the persona profiles (e.g., FTIAC direct from high school students, adult learners, and minority students).

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Assign a team to conduct an inventory of existing communications and develop a current student communications plan	Winter 2022	1. Determine the composition of the Current Student Communications Team 2. Recruit team members 3. Define the roles, responsibilities, and expected deliverables for the team	VP Enrollment Management & Student Success
Conduct an inventory of existing communications	Winter 2022 - Summer 2022	1. Collect and analyze all existing current student communications (excluding one-on-one communications) 2. Based on inventory findings, determine if existing communications should be eliminated, streamlined, or merged	Current Student Communications Team

Recommendation	Timeline	Action Items	Lead Responsibility
Create a single, comprehensive communications plan prioritizing and coordinating messaging and mediums of delivery as well as frequency/timing	Summer 2022 - Fall 2022	1. Use a planning template similar to the one presented in *Appendix D* to map out the plan 2. Infuse existing communications into the plan 3. Identify and address gaps with new communications 4. Consider other communications that have the potential to improve student success	Current Student Communications Team
Develop messaging and multichannel delivery methods (e.g., emails, text messages, Brightspace announcements, social media posts, website content, in-person contacts, print) for critical communications	Fall 2022	1. Adopt a multichannel approach to critical communications 2. Identify the best channels to reach students--maximizing message penetration 3. Ensure that all messaging is consistent and woven together with common themes, clear guidance, and specific action steps students should take along with positive reinforcement	Current Student Communications Team
Deploy just-in-time delivery and automation (mass customization), where possible	Winter 2023	1. Determine the optimal time in the student journey to deploy each communication 2. Decide if the Target X Retention Suite or another retention management system can be acquired and leveraged to automate communications	Current Student Communications Team

Recommendation	Timeline	Action Items	Lead Responsibility
		3. If the Target X Retention Suite is not feasible, explore how the existing Target X CRM can be used to automate current student communications 4. Deploy communications	
Convey a summary of key communications to faculty/staff and share the communications plan (e.g., at semester start, faculty meetings) to foster a systematic culture shift and a partnership intended to hold students accountable	Winter 2023	1. Develop a summary of communications, including the rationale for the plan, its purpose, and how it will be deployed 2. Create a library of communications that faculty and staff can access via an internal share folder or a tool such as Google Docs 3. Present the summary and the communications plan to faculty and staff and show them how they can access the actual communications 4. Convey expectations for using accessible communications to reinforce messaging and hold students accountable	Current Student Communications Team
Track communications and measure the effectiveness of each contact--adapting communications based on findings	Winter 2023 and Ongoing	1. Define communication metrics and determine how related data will be collected 2. Collect and analyze communication effectiveness data	Current Student Communications Team

Recommendation	Timeline	Action Items	Lead Responsibility
		3. Consider the implications of findings for future communications 4. Refine future communications based on findings	

D. Academic Program Marketing (Low Priority)

As part of the student mapping review, the consultants identified a need to enhance the marketing of academic programs strategically. For example, new programs will not flourish without the adequate investments in marketing sustained over a period of no less than three years. In the past, the College has not implemented new program marketing campaigns in this manner. Furthermore, MCCC has not invested sufficiently in marketing existing programs. Recent efforts to market high-demand programs (industry demand but not necessarily programs that possess student demand) represent a step in the right direction, but more needs to be done. Ultimately, the College's academic programs represent the "product" most students are seeking when they select a postsecondary institution, and therefore, must be promoted effectively to yield optimal enrollment results.

Within this context, a four-tier approach to program marketing should be considered in which each tier would receive a prescribed level of marketing support. The four tiers might consist of a Standard Tier, an Enhanced Tier, a Top Tier, and New Programs and New Initiatives Tier.

Using the Program Market Scorecard, relevant data and information would be collected and assigned a value. *Appendix E* provides two templates for that purpose. One template provides space to store the relevant data for each program. By sorting columns in the template (highest to lowest or lowest to highest), cutoff points for a category of data can be determined. Since there will not be data for new programs, there are only three groupings required: Standard Tier, Enhanced Tier, and Top Tier. Programs should not be evenly divided into groups. More specifically, there should be ten or fewer programs in the Top Tier, a modestly higher number in the Enhanced Tier, and the majority of programs should be placed in the Standard Tier.

The other template in *Appendix E* is for scoring programs using the scorecard criteria and weighting. Calculations for weighting and the totaling of scores have been embedded in this template to simplify the process of assigning programs to a tier. Recommended directions are presented here.

DIRECTIONS: Each program factor will be rated on a Likert Scale from 1 to 3 (1 = lowest and 3 = highest score). The raw score for each program factor will be multiplied by the established factor weight to determine the item weighted score. The scores will be summed to determine the marketing tier classification of each program.

Once programs have been assigned to one of the tiers, specific marketing and recruitment strategies should be applied. Illustrative examples of each tier follow.

Standard Tier

- ❖ Web page, annual update
- ❖ Program sheets
- ❖ CRM communication track marketing items (program sheets, emails)
- ❖ A 5-year rotation for program video updates
- ❖ One testimonial of each: student, graduate, employer--gathered in a three-year rotation.
- ❖ Enrollment counselors, when meeting with prospects, will provide a viewbook and curriculum map
- ❖ Program talking points

Enhanced Tier

- ❖ Web page, annual update
- ❖ Web home page banner ad--appears two weeks a month with program pictures
- ❖ At-a-Glance e-brochure and print program cluster brochures
- ❖ CRM communication track marketing items (program sheets, emails)
- ❖ A 3-year rotation for program video updates
- ❖ Two testimonials of each: student, graduate, employer--gathered in a two-year rotation.
- ❖ Enrollment counselors, when meeting with prospects, will provide a viewbook and curriculum map
- ❖ Additional mentions on MCCC's general social media pages with 3 boosts per year

- Program talking points

Top Tier

- Marketing/communication plan developed and implemented jointly by Admissions, Marketing and Communications, instructors, and dean
- Web page, annual update. Enhanced user experience on these program pages (to be defined based on plan--Instructor Q&A? Photo tour of labs/shops)
- Web home page banner ad--appears 3 weeks a month or constant with program pictures
- At-a-Glance print brochure and print program cluster brochures
- CRM communication track marketing items (program sheets, emails)
  - ✓ Based on plan developed, up to three additional touch points may be added to the track
- Presence/table in marketing events for high schools, community fair (specific)
- A 2-year rotation for program video updates
- Three testimonials of each: student, graduate, employer. Gathered in a two-year rotation.
- Enrollment counselors, when meeting with prospects, will provide a program brochure and curriculum map
- Enrollment counselors will work with MCCC instructors and HS instructors in compatible areas of study to forge a relationship and visits
- A percentage of MCCC digital advertising will be program-specific, focusing on top tier programs
- Program talking points
- Enhancements: (pick one)
  - ✓ Contact plan for possible outreach efforts
  - ✓ Develop one or more target audience communication pieces or recruiter outreach to key audiences
  - ✓ Locate recent program alum through the Alumni Association and develop a connection between prospects and alums

New Program/Initiative Tier

- Marketing/communication plan developed jointly by Admissions, Marketing and Communications, instructors, and dean
- Web page (create)
- Web home page banner ad--appears 3 weeks a month or constant
- At-a-Glance print brochure and print program cluster brochures

- ❖ Basic communication track marketing items (e-brochure, letters, calls)
  - ✓ Based on plan, develop audience-targeted materials
  - ✓ Greater focus on follow up contacts by enrollment counselor, instructor, and others
- ❖ Targeted multichannel advertising
- ❖ Presence/table in marketing events for high schools, community fairs
- ❖ Create program video prior to launch semester; update 1-2 years later based on instructor input
- ❖ Employer testimonials--three or more. Why needed, type of careers, demand
- ❖ Enrollment counselors will seek out relevant HS instructors, industry, and other prospective partners to share program information and seek speaking opportunities
- ❖ Program talking points

The recommended tiered approach will only be effective if three things occur. First, academic departments must share relevant information about their programs with Marketing and Communications. Suggested interview questions for harvesting academic program information are described in *Appendix* F. Second, senior leaders and deans must agree to support the tiers and ensure their subordinates understand and comply with the tiered system. Third, academic departments desiring to improve their program tier designation must be allowed to do so on an annual basis. This means that the Program Marketing Scorecard will need to be re-evaluated annually.

A recommended process for engaging in tiered program marketing is presented here.

1. Collect program data from the appropriate institutional sources.
2. Populate the Program Data spreadsheet (*Appendix E*) with the requisite data.
3. Determine cutoff points for criteria with the scorecard and assign a point value for each (1, 2, or 3).
4. Transfer point values to the Program Scorecard spreadsheet (*Appendix E*) and calculate results.
5. Based on the "total score", assign programs to the corresponding tier.
6. Share the scorecard methodology, results, and planned subsequent action with senior leaders and deans to gain their approval.
7. Develop collateral for programs in each tier, starting with the Top Tier programs.
8. Deploy program marketing and communications.

9. Assess the impact of program marketing and communications comparing the benchmark data collected in round one of the program prioritization process with the same data points in the year following implementation.
10. Using the post-implementation data, determine if any program tier designation should be changed.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Collect program data and populate the Program Marketing Scorecard templates (*Appendix E*)	Year 1	1. Collect program data 2. Populate the Program Marketing Scorecard templates 3. Determine cutoff points and assign point values accordingly 4. Transfer point values to the Program Scorecard spreadsheet 5. Assign programs to marketing tiers based on total point values	Marketing and Communications
Share the scorecard methodology, results, and planned subsequent action with senior leaders and deans to gain their approval	Year 1	1. Develop a presentation for senior leaders and deans 2. Deliver the presentation and engage participants in discussion (including reasons why scorecard rankings may need to be changed regardless of the data) 3. Seek approval for a final version of program tiering	Marketing and Communications
Collect program information, starting with Top Tier programs	Year 1	1. Conduct interviews with academic program personnel to harvest the required content (see *Appendix*	Marketing and Communications

Recommendation	Timeline	Action Items	Lead Responsibility
		F: Academic Program Interview Guide) 2. Repurpose the acquired content for communications and marketing initiatives	
Develop marketing collateral and prospective student communications for academic programs, starting with Top Tier programs	Year 2	1. Create marketing collateral and prospective student communications 2. Have academic units review marketing collateral communications for accuracy 3. Finalize program communications, and include them in the CRM flow 4. Finalize program marketing collateral, and implement marketing initiatives	Marketing and Communications, Admissions
Assess the impact of program communications and marketing	Year 3	1. Identify performance metric such as the number of inquiries, applicants, and enrolled new students by program 2. Collect and analyze data to determine program-specific marketing and communication effectiveness 3. Adjust strategies/ initiatives based on findings	Marketing and Communications, Admissions
Re-evaluate the Program Marketing Scorecard	Year 3	1. Follow the same process as the one implemented in the first year to determine if programs should be	Marketing and Communications

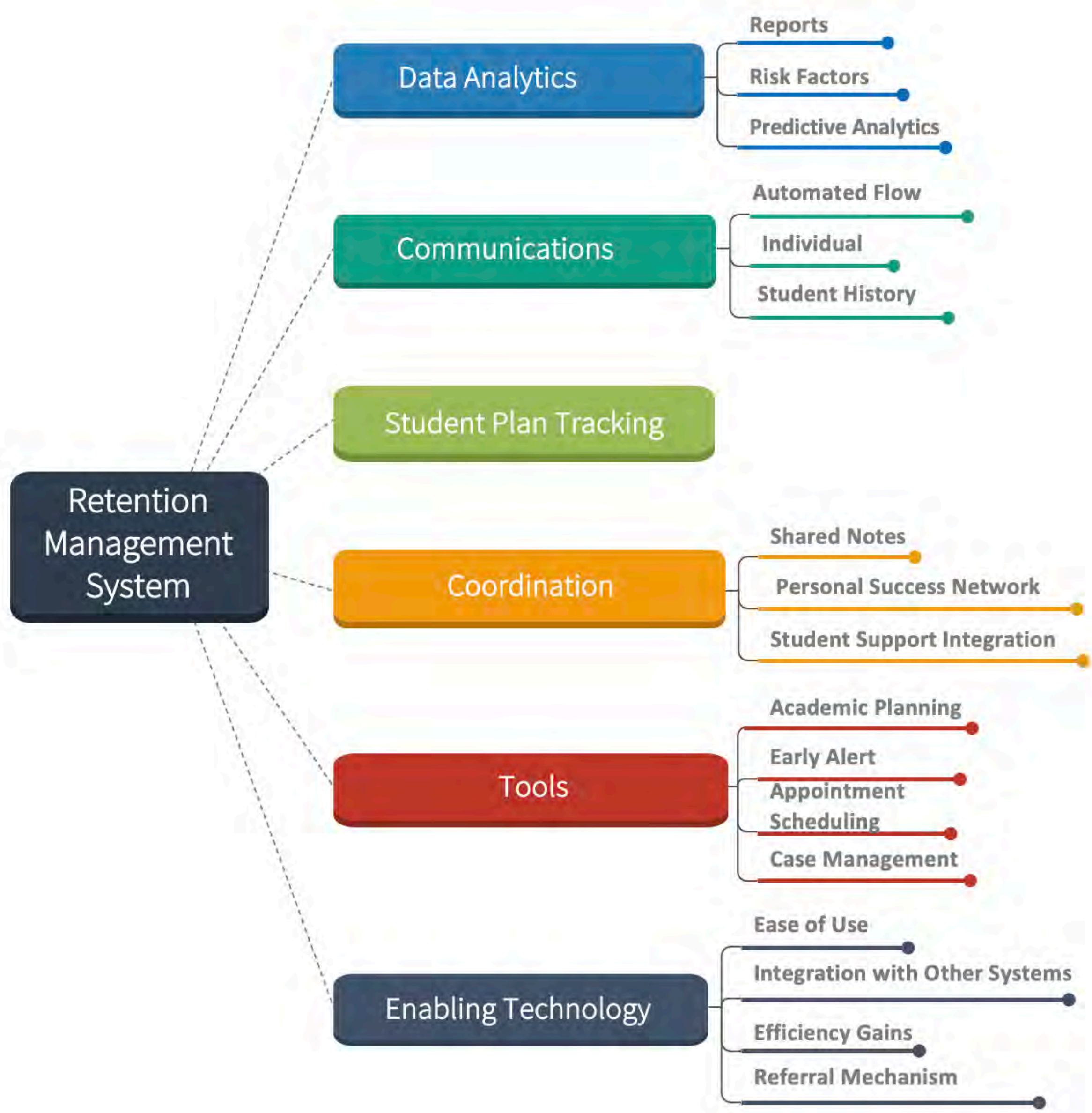
Recommendation	Timeline	Action Items	Lead Responsibility
		assigned to a different tier 2. As warranted, adjust the marketing and communication applications to align with the new tier assignment of a program	

E. Integrated Student Success (High Priority)

Currently, success coaches are performing a valuable function of interfacing with students, assessing their needs, and connecting them with the right supports. This effort would be strengthened either by implementing a retention management system, like the Target X Retention Suite, or by creating a Student Success Team that meets weekly or as needed to address individual student cases.

Retention management systems include features and tools like those depicted in *Figure 30*. Some of these system attributes cannot be replicated by even the best-intentioned people (e.g., predictive analytics, automated communications, integration with other systems at the College to share student data). Acquiring and implementing a retention management system would require a significant amount of time and money, but the investment would systematize the College's effort to ensure no student "falls between the cracks".

Figure 30: Retention Management System



Even though a cross-institutional Student Success Team would not require funds, it does represent a substantial commitment of time. If implemented, the team could assess individual student issues, attempt to diagnose underlying causation factors, develop customized student success plans that include the bundling of supports to seamlessly address risk factors, and assign success coaches to mentor students through taking action related to their success plan. Success coaches would monitor student progress toward established milestones, coach them, and redirect them as necessary.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Determine if the existing success coach model needs to be augmented with another solution	Winter 2022	1. Evaluate the efficacy and sustainability of the success coach model, particularly given that these positions are grant funded 2. Based on the evaluation, determine if another solution is needed	VP Enrollment Management & Student Success
If warranted, determine which solution is best for the College	Summer 2022	1. Evaluate available solutions 2. If warranted, create an RFP for a retention management system and proceed with the purchase	VP Enrollment Management & Student Success
Proceed with implementation of a new solution	Fall 2022	Implementation processes will vary depending on the solution selected	VP Enrollment Management & Student Success

F. Reimaging Advising (High Priority, #1)

MCCC's advising model is primarily front-loaded with some student-initiated faculty/staff advising and mentoring occurring throughout the student journey. In the current model, counselors provide advising to new students until the end of the first term--except during the summer prior to enrollment when the counselors are off-contract. Beyond the first term, students are expected to self-advise using Colleague Student Planning.

Advising should be the centerpiece of any student success effort. While the existing model does provide guidance to many students as they begin their journey at MCCC, it is not central to longer term student success. The College serves many students who will falter and possibly, cease enrollment without the needed guidance throughout their time at MCCC. To remedy this situation using existing resources and some modest investments, the following are recommended:

- Develop a first-year experience course that incorporates advising, early registration for the second semester, goal identification, career exploration, financial literacy, navigating campus resources, learning strategies, etc. As much as possible, the course should be taught by advisors in order to further build relationships between advisors and students and give advisors real-time insights into first-year students experiences and struggles. Other institutions deliver similar courses during the first term of the students' enrollment when they will benefit the most. Ideally, the proposed course should be awarded credit towards degree requirements, mandatory for traditional-age students, and aligned with measurable learning outcomes.
- Require select 2nd term+ students (e.g., those with a low GPAs, class withdrawals, change of majors) to meet with an advisor every semester before registering. Registration/ advising holds on student accounts will force the desired advising interaction. Advising sessions should be focused on addressing student deficits or transitions to ensure they have a clearly defined pathway to progress at MCCC successfully.
- Create educational plans for every student, and monitor progression towards degree completion. Educational plans represent a standard practice at most institutions because the plans provide a roadmap for credential completion. This roadmap can be used by students in course scheduling and by advisors to monitor student progression. Regarding the latter, when advisors observe individuals who are not progressing in a timely manner, they can offer guidance and redirect students.
- Adapt the Early Alert referral form to include advising-related "reasons" for referrals and seeing an advisor as a "recommendations" option. Currently, the Early Alert referral form is underutilized. For this recommendation to have the desired impact, an ongoing campaign to encourage form usage needs to be implemented. In addition to driving traffic to advisors, such a campaign will likely increase referrals for other supports and interventions.
- Define faculty advising roles and responsibilities. At a minimum, this includes: (1) when students are handed off to faculty advisors and become their responsibility, (2) faculty advisee assignments by program of study, (3) advisor expectations in terms of the frequency/timing and purpose of advisee interactions, and (4) advising learning outcomes and related assessment.
- Provide faculty advisors with systematic advisor training and evaluation associated with learning outcomes. Examples of training modules include the use of relevant Colleague screens, curriculum and program requirements, how to conduct an effective advising session, how to use educational plans, how to access information needed to inform advising sessions, how to engage in career advising, available student supports, financial aid regulations that may impact student progression, and relevant institutional policies

and procedures. With respect to the evaluation of advising learning outcomes, it is recommended that the College adapt existing curricular and co-curricular assessment practices and protocols for this purpose with a focus on measuring the impact of advising on learning outcomes. Said assessment should be leveraged to continuously improve advising practices.

- Establish standard advising protocols and practices to be included in advisor training. Examples of protocols and practices include proactive outreach to engage students in advising interactions, appointment scheduling, advising session agendas (including standard topics that should be covered), materials to provide students during advising sessions, advisor notetaking (including where and how to record advising notes), and advising follow up.
- Implement first-term block scheduling focusing on the five core courses in each program. This process could be managed by the Registrar's Office with first-term schedules emailed and mailed to new students. To improve student yield, it is recommended that schedules be sent to students as soon after admissions offers are made as possible (possibly, even included in their admissions packet). Block scheduling will not only contribute to yield, but it will reduce student anxiety over the unknown and free up counselors to assume other duties (e.g., advising high-risk students, teaching a first-year course, assisting with student recruitment).

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Develop a first-year course	Fall 2022 - Fall 2024	1. Conceptualize the course 2. Define learning outcomes and associated assessment measures 3. Develop the course curriculum 4. Seek course approval from the appropriate College governance bodies 5. Identify course materials or develop your own	VP Instruction, VP Enrollment Management & Student Success, counselors

Recommendation	Timeline	Action Items	Lead Responsibility
		6. Identify and train instructors 7. Pilot the course with a targeted but representative group of students in Fall 2023 8. Learn from the pilot and adapt the course accordingly 9. Offer the revised course to all new students in Fall 2024 10. Assess learning outcomes following the Fall 2023 pilot and every year thereafter	
Require 2^{nd} term+ at-risk students to see an advisor	Winter 2023	1. Identify risk factors that can best be addressed through advising 2. Ensure advisors are prepared to effectively address student deficits or transitions (training) 3. Generate student lists aligned with identified risk factors 4. At the appropriate time, place a registration/advising hold on student accounts 5. Conduct at-risk student advising sessions 6. Assess the impact of advising relative to the degree to which at-risk students overcame their issue and progressed at MCCC	Counselors, faculty advisors, RO

Recommendation	Timeline	Action Items	Lead Responsibility
		7. Based on the assessment, improve the advising process	
Create educational plans for every student, and monitor progression towards degree completion	Winter 2022 - Fall 2022	1. Develop educational plans for every program 2. Send educational plans to students 3. Review educational plans with students during advising sessions 4. Assess progression towards degree completion during every advising session and intervene on behalf of the student, as deemed appropriate	Counselors
Adapt the Early Alert referral form to include advising-related "reasons" for referrals and with a seeing an advisor "recommendation" option	Winter 2022	1. Determine what advising-related reasons to include on the Early Alert referral form 2. Adapt the form accordingly 3. Train MCCC personnel on the use of new form items, including who will follow up on the referral--a counselor or faculty advisor 4. Engage in an internal campaign to increase faculty usage of the form	Student Success Center staff, counselors
Define faculty advising roles and responsibilities	Winter 2022	1. Define faculty advising roles and responsibilities with input from faculty 2. Seek faculty buy-in by conveying the importance of their	VP Instruction, deans, counselors

Recommendation	Timeline	Action Items	Lead Responsibility
		role in ensuring student success	
Provide faculty advisors with systematic advisor training and evaluation associated with learning outcomes	Fall 2022	1. Identify faculty advisor training needs 2. Develop training modules 3. Invite faculty to engage in training sessions--offering incentives if necessary 4. Deliver training modules 5. Evaluate the effectiveness of faculty training (did they learn what you expected them to learn and apply what they learned)	Counselors, IRPA
Establish standard advising protocols and practices to be included in advisor training	Fall 2022	1. Define advising protocols and practices that should be standardized 2. Infuse protocols and practices into training sessions 3. Assess the degree to which identified protocols and practices are applied by advisors	Counselors
Implement first-term block scheduling	Fall 2022	1. Determine what first-term block scheduling courses to include for each program (note that undecided students will likely need to meet with a counselor rather than receive a block schedule) 2. Prepare block schedules	RO, VP Instruction, VP Enrollment Management & Student Success

Recommendation	Timeline	Action Items	Lead Responsibility
		3. Email and mail block schedules to new students	

G. Career Supports (Low to Medium Priority)

To their credit, Workforce Development and some faculty have made efforts to fill the existing career support gap at MCCC. In the context of why many students pursue an education at the College (preparation for a career), MCCC prepares students well through its academic programs. However, there are few internships or co-ops available to students and no Career Services Office to support their transitions into careers. **The success of the College is largely defined by the success of your graduates.** Can the institution afford not to provide these critical services and real world opportunities?

To elevate this focus, MCCC should consider the following:

- Embed career exploration as a core component of the first-year course previously described in this report.
- Reinvest in a Career Services Office.
- Expand internship and co-op opportunities with a professional staff member assigned to that task.
- Systematically train faculty as career mentors and provide them related resources and some standard protocols to follow.
- Host job fairs for all students.
- Use work-study jobs as an opportunity to teach workplace soft skills.
- More fully leverage third-party career resources--most of which are free.
- Offer a capstone project on a career of interest to the student--as is the case in nursing.

Critical Path to Implementation

Recommendation	Timeline	Action Items	Lead Responsibility
Embed career exploration in the recommended first-year course	Fall 2022 - Fall 2024	See action items in the previous section for the first-year course	VP Instruction, VP Enrollment Management & Student Success

Recommendation	Timeline	Action Items	Lead Responsibility
Reinvest in a Career Services Office	Fall 2022 - Fall 2023	1. Determine if a Career Services Office is financially feasible 2. Secure an operational and personnel budget for the office 3. Identify space for the office 4. Create a job description, and engage in the hiring process 5. Hire the most qualified candidate 6. Provide onboarding for the new staff member 7. Open the office and promote its services to students and the campus community	VP Enrollment Management & Student Success
Expand internship and co-op opportunities	Fall 2022 - Fall 2023	1. Either reassign the person managing apprenticeships or secure a new position for this purpose 2. Identify internship and co-op opportunities in the surrounding community 3. Proactively promote said opportunities to students (e.g., emails, monthly newsletter, website, Brightspace, class announcements, advising sessions) 4. Match interested students with available opportunities 5. Prepare students for their internship or co-op experience (e.g.,	TBD

Recommendation	Timeline	Action Items	Lead Responsibility
		workplace attire and behavior, what to expect, how to engage with management and co-workers) 6. Follow up with students and workplace supervisors to ensure the experience is mutually beneficial 7. Include completed internships and co-ops on a co-curricular transcript	
Train faculty as career mentors	Fall 2022	1. Identify faculty mentor training needs 2. Develop training modules 3. Invite faculty to engage in training sessions--offering incentives if necessary 4. Deliver training modules 5. Evaluate the effectiveness of faculty training (did they learn what you expected them to learn and apply what they learned)	TBD
Host job fairs for all students	Winter 2023	1. Build on the job fair model and practices established by nursing 2. Identify a date and secure a venue 3. Invite companies/ organizations to participate in the job fair 4. Promote the job fair to current students	TBD

Recommendation	Timeline	Action Items	Lead Responsibility
		5. Create the conditions for a successful event 6. Host the job fair	
Use work-study jobs as an opportunity to teach workplace soft skills	Fall 2022	1. Develop training modules for work-study supervisors 2. Invite supervisors to engage in training sessions 3. Deliver training modules 4. Evaluate the effectiveness of supervisors training (did they learn what you expected them to learn and apply what they learned) 5. Teach student workers soft skills (e.g., communications, problem solving, teamwork)	TBD
Leverage third-party career resources	Fall 2022	1. Identify third-party career resources that would be useful to MCCC students 2. Post links to resources on the website 3. Promote the availability of resources to students (e.g., emails, Brightspace)	TBD
Offer a capstone project on a career of interest to the student	Fall 2022 - Winter 2023	1. Encourage the development and inclusion of a career-related capstone project in an upper level course 2. Support faculty in the development of capstone projects--	VP Instruction, deans, program chairs

Recommendation	Timeline	Action Items	Lead Responsibility
		perhaps using the nursing capstone project as an example 3. Implement capstone projects	

NOTE: "TBD" is used in the above table to recognize the absence of Career Services personnel and an individual responsible for internships and co-ops.

H. Building IR and Assessment Capacity (High Priority)

With a recently added position, IRPA has the capacity to execute most, if not all, of the current data reporting and assessment tasks. With that said, additional capacity may be needed to conduct market research and class scheduling analyses-- both of which are needed at MCCC. Moreover, **the College needs to be increasingly strategic in regards to enrollment, retention, and marketing strategies**--expanding, maintaining, revamping, reducing, or eliminating strategies. The latter is necessary to free up the organizational bandwidth to engage in new strategies, like those presented in this report.

To do so, MCCC must engage in performance management assessment. Essentially, this means measuring strategies to determine if they are performing as intended. Measuring every strategy may be an overwhelming task, so you are encouraged to begin with the strategies that have the highest resource implications (time and money) and/or strategies believed to be critical to the College's or the students' success. To illustrate, *Appendix D* includes an effective measure for every prospective student communication and interaction.

Unfortunately, performance management assessment cannot be done "off the side of the desk" by people involved in strategy implementation, and rarely do these individuals possess the skillset to analyze related metrics. It requires a professional data analyst to identify the right metrics, collect and analyze the data, and provide insights to strategy owners about the implications of findings, so that strategies can be improved or eliminated.

Unlike the other subsections in *Section VIII*, there is not a "critical path to implementation" presented here. The critical path to implementation depends upon the degree to which IRPA can engage in performance management assessment without additional staffing. Assuming the College leadership agrees that performance management is critical and a priority, the sufficiency of existing capacity to engage in this task should be determined as soon as possible.

IX. Conclusion

In the answers to vendor questions about this RFP, it states that MCCC will develop “an intervention plan” by the end of the Winter 2022 semester using the findings and recommendations from this consultancy. Assuming that is still the intent, College personnel involved in the planning process should begin by prioritizing each recommendation within this report--starting with recommendations within College leadership-defined “high priority” strategic opportunities. You are encouraged to use the following principles to guide the prioritization process:

- Where possible, high priority items will align with:
  - ✓ The College’s mission, vision, values, and strategic plan
  - ✓ The immediate enrollment and revenue generation requirements of Monroe County Community College as well as the longer-term positioning of the institution for future success

- Identified priorities will focus on high impact recommendations in terms of (1) the potential number of students impacted by the experience improvement and (2) the perceived organizational capacity to execute effectively.

- Priorities will be student-centered and respond to demonstrable needs of identified high priority student populations as described in the persona profiles.

- Where related data and information that reflect the internal and external context exist, an evidence-based approach to priority identification will be utilized.

Once priorities have been established, MCCC should determine the timeline and staging of implementation. *Section VIII* of the report provides guidance in this regard but will likely need to be adjusted based other commitments of College personnel. Next, review the assigned responsibilities and action items described in *Section VIII* and make adjustments, as warranted.

Hopefully, this report will make the planning process straightforward and somewhat simpler that it would be if you beginning with a blank slate. However, any planning activity is futile without a focus on effective implementation. To successfully execute identified priorities, the **antecedents for success** described in this document must be in place, as well as **broad buy-in from the College community**.

To achieve buy-in and leverage the report as a roadmap for daily operations, it is strongly recommended that this report be shared with relevant stakeholders. Before doing so, however, the leadership should determine which recommendations can and cannot be supported. Said decisions should be conveyed to stakeholders when the report is distributed. It is clear to the consultants that participants in this process expect leadership action. It is equally clear that the report contains more recommendations than the College can accommodate given financial and human resource constraints. For this reason, it is imperative that the leadership articulates its support for recommendations deemed to be of the highest priority and that subsequent action is taken to demonstrate said support. If stakeholders feel they have been heard and the required antecedents for successful implementation are forthcoming, they will rise to the challenge.

Achieving broad buy-in with this project will not occur simply by sharing the report or through a leadership mandate. So, you are encouraged to engage in an internal awareness building and stakeholder engagement campaign. It is recommended that the College create a team dedicated to this task. The team should consist of individuals who are good communicators, who understand the institution's culture, and who know how to get things done on campus.

Using a template provided by SEM Works (see *Appendix C*), the Internal Communications & Engagement Team will:

- ❖ Identify key stakeholder audiences, along with the messaging that will best resonate with each audience
- ❖ Describe the nature of each communication/outreach activity
- ❖ Determine communication/outreach methods
- ❖ Develop a timeline for campaign implementation
- ❖ Identify desired stakeholder action resulting from the campaign, including concrete opportunities for engagement

MCCC has no shortage of well-intended, student-centered people. So, there is a solid foundation on which to build. With that said, this project will only yield desired results, if there is a laser-like focus on what matters most in relation to the student experience and the required investments are made. The College can significantly improve the student experience by adopting what Jim Collins refers to as the “flywheel effect” in his book, *Good to Great*. The “flywheel effect” means that everyone in the organization is pushing in the same direction with equal vigor. Strategic, united leadership and organizational dexterity are requisites for the “flywheel effect” to take root and flourish. MCCC has both the capability and capacity to make this a reality.

X. Appendices

Appendix A: Strengths and Opportunities Analysis

Strengths	Opportunities
Website & Social Media ❖ The website redesign sought to condense the footprint, reduce copy and increase visual impact, make it mobile-friendly, and improve search capabilities ❖ Other than the Library and Financial Aid web pages, the Marketing Communications Department manages the website	**Website & Social Media** ❖ No website student-user testing ❖ Need to build photography and video library (RFQ in process for the former) ❖ Plan to shift external firm support dollars to fund a multimedia/social media position ❖ No formal guidelines to provide direction to the website and social media presence ❖ Prospective student social media posts should drive conversions ❖ Current student social media posts should support retention, student success, loyalty building, and engagement ❖ See the SEM Works' report

Strengths	Opportunities
Student Recruitment ❖ Local 4-year universities are offering MCCC students better service. This can be a selling point. ❖ Two state-wide programs have been very successful – Futures for Frontliners, and Michigan Reconnect ❖ Hold a thank you event for local counselors. This could even be expanded.	**Student Recruitment** ❖ Not all prospects are entered into the database. This is a missed opportunity. ❖ Prospects are not qualified by the Admissions Office ❖ When off campus visits are set up, no communication goes to the student ❖ No Admissions marketing in this office ❖ Could utilize Student Search ❖ Could utilize data from National Student Clearinghouse to identify possible new students ❖ Need data on which off campus events are most productive ❖ Engage alumni in recruitment – especially those in roles that interact with prospective students ❖ Expand transfer articulation agreements

Strengths

Campus Visit

- Counselors provide a wide array of services to students – including career counseling, program counseling, and transfer counseling
- Many physical improvement have happened on the campus recently

Opportunities

Campus Visit

- No online appointment manager
- 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. Should this function be moved to Admissions? Also, a defined campus tour route should be identified.
- Have students register for campus events – either pre-register – or register onsite

Strengths

New Student Onboarding

- High participation rate (87%) now that new student orientation sessions are online – and are “mandatory”
- Nursing and RT host their own mandatory orientation
- A New Student Visit Day offers orientation-like information and some socialization
- Welcome Back Week also provide socialization opportunities
- The Student Success Center offers an optional academic orientation (Blueprint for Success)
- Success coaches have been able to work directly with vulnerable student populations and check-in at the start of classes. About 50% of the students have a success coach.

Opportunities

New Student Onboarding

- No student scheduler for counseling appointments – is planned to be added with Target X
- Testing Center does not enter test scores
- Have lost personal connections with online orientation
- Goal is to have better informed students – is this being met?
- No assessment of orientation outcomes
- Student do not receive a 2-year degree plan when they first register for classes, but it is available in the Student Planning module
- Have the other 50% of students been assigned a success coach?

Strengths

Financial Aid & Billing Communications

- If students register in person, a schedule is printed, and it contains tuition charges
- Registrar's Office is proactive about tuition payment drop deadline and is sending emails, texts and postcards to students who will be dropped
- Registrar and Fin Aid offices attempt to call students on the drop list as time permits
- Financial aid and billing information is readily available within MyWebPAL and is set up for student self-service
- Financial Aid Office has strong customer awareness and works to make phone calls to help students through its processes

Opportunities

Financial Aid & Billing Communications

- With no Bursar role, other offices are left to fill the communication and customer service gaps
- No clear place for students to go or call with billing or residence questions
- Need to make sure that students have step-by-step instructions on how to use MyWebPAL, especially if they are new to MCCC
- Financial Aid Office capacity for proactive outreach, especially by phone calls is limited
- Capacity does not exist with current staffing level in the Financial Services area to focus on customer service

Strengths

Customer Service

- Student-centered staff
- Financial Aid promises a 24-48 hour response time and logs call notes into Colleague
- FA, the RO, and Admissions are co-located with the Cashiers Office nearby

Opportunities

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
- It was difficult to find enough adjuncts to staff classes this fall
- Small staff sizes in some areas results in staff having multiple responsibilities and less time to dedicate to quality service delivery (e.g., students not receiving call backs or email responses to inquiries)
- Student run around is common and some staff mitigate this by walking/ connecting students to the right person or office

Strengths

Customer Service

- The RO and Bookstore (e-campus) provide how-to factsheets for staff in other areas
- FA has process factsheets on OneNote
- Generally speaking, the College has a student success culture

Opportunities

Customer Service

- Reportedly, students struggle with:
  - ✓ How to register for classes
  - ✓ Acquire e-books
  - ✓ The new class withdrawal process
  - ✓ Navigating the website to find critical information
  - ✓ Finding payment plan information on WebPal (not on MyWebPal)
- Some staff do not have needed Colleague access
- New phone system drops off some transfer calls
- Non-credit enrollment process is manual and archaic

Strengths

Current Student Communications & Outreach

- Extensive student communication and outreach occurs
- New monthly newsletter consolidates many information items in one source
- Using Google Voice text messaging in some areas

Opportunities

Current Student Communications & Outreach

- No comprehensive current student communications plan, systematic coordination, core messaging themes, or complete history of communications
- Target X CRM could be used for current student communications
- Some multichannel communications and outreach but most communications are disseminated through email
- Students are inundated with emails
- Some over use of text messaging (Google Voice)
- Student Ambassadors need training on messaging (e.g., you belong, College selling points)

Strengths

Current Student Communications & Outreach

- FA and the RO are using the communications module in Colleague
- IR has developed a student survey through BrightSpace to identify service/ support needs and follow up is conducted with students who express needs

Opportunities

Current Student Communications & Outreach

- E-book ordering process is complex and confusing for many students; need video how-to's and step-by-step instructions with screenshots
- Need additional instructions on how to access and use of BrightSpace
- Need consistency of where faculty make BrightSpace postings (e.g., syllabi, announcements)
- Wayfinding signage needs/gaps:
  - ✓ Directional signage by roads indicating services provided rather than formal department names (e.g., tutoring, admissions visitors)
  - ✓ Electronic board near front of campus promoting an event or important deadline

Strengths

Current Student Communications & Outreach

Opportunities

Current Student Communications & Outreach

- Post all due dates (e.g., payment deadline, last day to drop/add courses, graduation application deadline) across the same channels, so that students do not have to go multiple places for this info
- Explore having Lifelong Learning offer their computer basics course for free to current students—equipping them with the skills necessary to access information and engage with the College's technologies

Strengths

Advising

- New student advising by counselors is a well-defined process within the broader onboarding student experience
- Faculty advising is primarily informal mentoring associated with program/ course-taking guidance and career advise/direction
- The RO calls students who register for courses outside of their credential pathways

Opportunities

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
- Inaccurate information and/or bad advise given to students
- Need to define what advising means at the College, including roles and responsibilities
- Counselors are not available to advise during the summer
- The overall approach to advising needs to be reimagined to support student success and progression

Strengths

Student Success

- Co-located services and supports in a new facility
- Student Success Center process:
  - ✓ Faculty referrals/recommendations, including through early alert form
  - ✓ Success navigators engage in outreach to faculty
  - ✓ In-take centrally located in the building
  - ✓ TutorTrac appointments, walk-ins, and call-ins
- Online services:
  - ✓ Zoom sessions with screensharing
  - ✓ Disability in-take services and advising via Zoom and phone
- Math Den tutoring in the math building

Opportunities

Student Success

- Faculty reported that students primarily struggle with (1) balancing school and life obligations, (2) adapting to the MCCC course workload, (3) overcoming COVID-related stress, and (4) falling out of sequence
- Currently, no full-time staff in the Student Success Center who are not grant funded
- 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
- No shared list of supports (who does what)

Strengths

Student Success

- Student Success Coaches proactively direct students to supports
- Perkins survey asks students about needed services and follow up is done with self-identified individuals
- Disability Services students must check-in once a semester and are provided advising for the upcoming term
- Pre-COVID Tutoring visited classrooms to promote services (now done by email)
- Five-week math bootcamp focuses on hands-on application of concepts
- Extensive onboarding of new tutors

Opportunities

Student Success

- Need to promote services across multiple channels (e.g., emails, text messages, website, portal, BrightSpace, on-campus flyers/posters, classroom visits)
- Some assessment occurs but a more systematic approach of tracking student engagement with services and the impact of services delivered is needed
- Considering Target X Extension as an early alert system
- Need a Disability Services system to automate processes/communications and conduct assessment
- Need post-grant succession planning (e.g., documentation, staff onboarding)

Strengths

Student Success

- Collaboration exists between Disability Services and Tutoring
- Emergency funds exist (Project Persistence) to support students with financial issues

Opportunities

Student Success

- Adjuncts need training regarding the availability of services and supports as well as the early alert form
- No formal structure exists to assess individual student cases and bundle solutions together across organizational boundaries
- No internal mental health supports—all community referrals
- My Bridges (state benefits) training in Disability Services would benefit other departments
- Tutoring is developing proactive workshops and drop-in tutoring
- Exploring on-campus mental health service options
- Creating a food pantry

Strengths

Career Services & Experiential Learning

- Workforce provides some career services (e.g., resume writing workshops)
- Many faculty mentor students around career pathways, some help to make industry connections, some post jobs through Workforce, and some invite industry guest lecturers
- While clear student career pathways do not exist, related opportunities are promoted through emails, campus signs, classroom announcements, etc.
- Global Studies designation on transcripts

Opportunities

Career Services & Experiential Learning

- There is no Career Services Office at the College, and thus, student transitions into jobs are not systematic or coordinated (e.g., career exploration, resume writing, interview skill development, job search, internship placement)
- Experiential Learning is primarily focused on apprenticeships—driven by the current organizational structure
- Internships and co-ops are not proactively offered or centrally coordinated
- Alumni career networks are not being fully leveraged
- Other than nursing, no student portfolios or career-related capstone course exist

Strengths

Teaching & Learning

- Sound, proven teaching philosophies and methodologies exist among many MCCC instructors, such as:
  - ✓ Adult learner philosophy
  - ✓ Theory combined with real world application
  - ✓ Hands-on learning
  - ✓ Flipped instruction
  - ✓ Use of discussion boards and videos to engage online students
  - ✓ Application of the Quality Matter rubric

Opportunities

Teaching & Learning

- Concerns expressed about some instructors providing a rapid response to student inquiries and timely academic feedback
- Assessment needs to be more systematic, but the foundational elements are mostly in place (EX. Working to overcome HLC findings related to demonstrating student improvements associated with instructional changes)

Strengths

Teaching & Learning

- BrightSpace support for students includes an intro video and module, and E-learning Helpdesk, and video tutorials
- Instructor BrightSpace and other online teaching training, supports, and FAQs appear to comprehensive and are utilized by many instructors
- Learning outcomes exist at the College, Gen Ed, and course levels
- Extensive assessment support is provided by the Office of Institutional Research, Planning and Accreditation (e.g., training, data collection and analysis, reporting, forms, project management)

Opportunities

Teaching & Learning

- Need to continue working on the assessment of learning outcomes
- Hyflex offerings would require additional instructor training, retrofitted classrooms with the needed technologies, and either production personnel or an automated delivery system

Strengths

Academic Program Review

- Deans and IR/Assessment are committed to a data-driven approach to program review
- The core data elements used to inform program reviews include:
    - ✓ Enrollment trend data
    - ✓ Labor trends
    - ✓ Transferability of credentials
    - ✓ Special populations served
    - ✓ Faculty, student, and stakeholder surveys
- In addition, Michigan-approved programs use a required template that includes a calculation of capacity efficiency

Opportunities

Academic Program Review

- Moving to a 3-year review cycle but before then the process needs improvement as follows:
    - ✓ A more consistent cycle of review
    - ✓ A consistent data request and survey process
    - ✓ A project management plan (defined tasks, responsibilities, action items, timelines, deliverables) with someone designated to be the PM
    - ✓ No data analyst position to support the review process and serve as the PM
- Deans use enrollment dashboards and survey findings for different purposes, which is fine but some standard applications need to be defined
- No market researcher

Strengths

Academic Program Review

- Dashboard training underway and expanding with a view to enhancing data literacy
- Have five licenses for Burning Glass data

Opportunities

Academic Program Review

- Need to create other training options to build competencies around data analysis (e.g., labor market and student demand analyses)
- Virtually no student demand data used
- Predictive analytics are not currently in place but are being considered
- At the curriculum level, faculty and the Curriculum Committee would benefit from a systematic sharing of data and other information to guide curriculum decisions (course outcome data, CTE high school articulations, desired industry competencies, peer institution benchmarking, curriculum pathways such as stackable micro-credentials and prerequisites, and other program relevant data)
- Internal approvals and application deadlines can delay time-to-market for new programs

Strengths

Learning Assessment

- Foundational assessment mechanisms are in place (e.g., a clear process, forms, data collection and analysis, professional development, three college-wide learning outcomes)
- Learning assessment occurs at multiple levels: course, section, program, and Gen Ed
- IR & Assessment provides professional development: evidencing student learning, using data to improve teaching and student learning, using data to inform changes, etc.
- Adjuncts are involved in course-level assessment, professional development, and training on tools
- Assessment is part of the contract, and stipends are provided to faculty for participation in PD workshops

Opportunities

Learning Assessment

- Have lag KPIs and national benchmarks but still developing lead indicators of student learning although some do exist on the early alert form
- Need to work on laddering/rolling up learning outcomes at different levels of assessment
- Working to close the loop on measuring assessment-driven changes
- Need more emphasis on student progression though curriculum pathways
- Tighter integration needed between curriculum review and assessment
- Some course-based learning outcomes are not measurable but making adjustments
- More needs to be done to raise student awareness of learning outcomes

Strengths

Co-Curricular Assessment

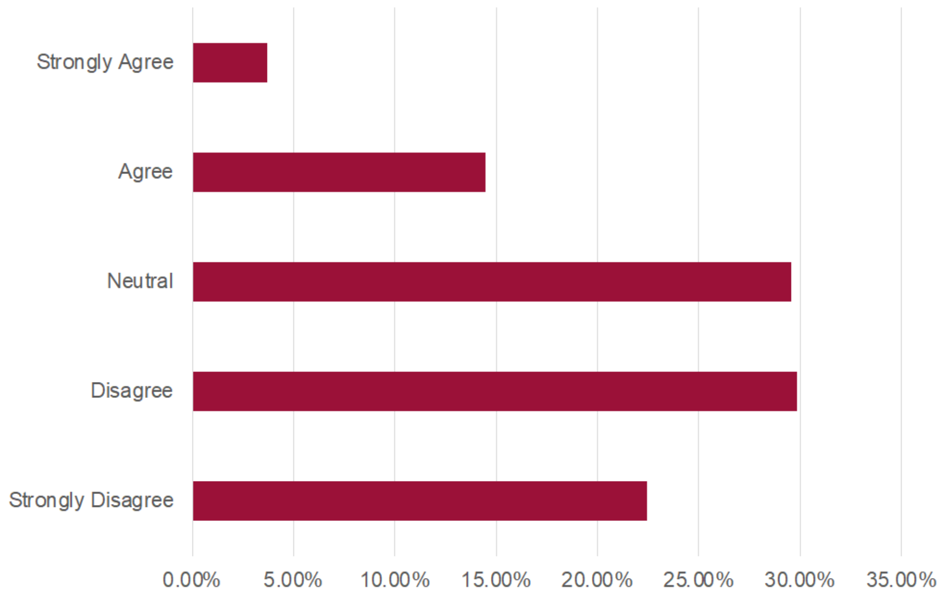
- Definitions of co-curricular vs. extracurricular have been established
- Similar process to learning assessment: provide forms and timeline for submission, collect data, and submit to IR & Assessment
- Organization advisors are asked to submit one or more outcomes aligned the College's 3 overarching outcomes
- Exploring relationships between credit and co-curricular outcomes
- Indirect assessment through pre- and post surveys and some are using other measures (e.g., student performance evaluations)

Opportunities

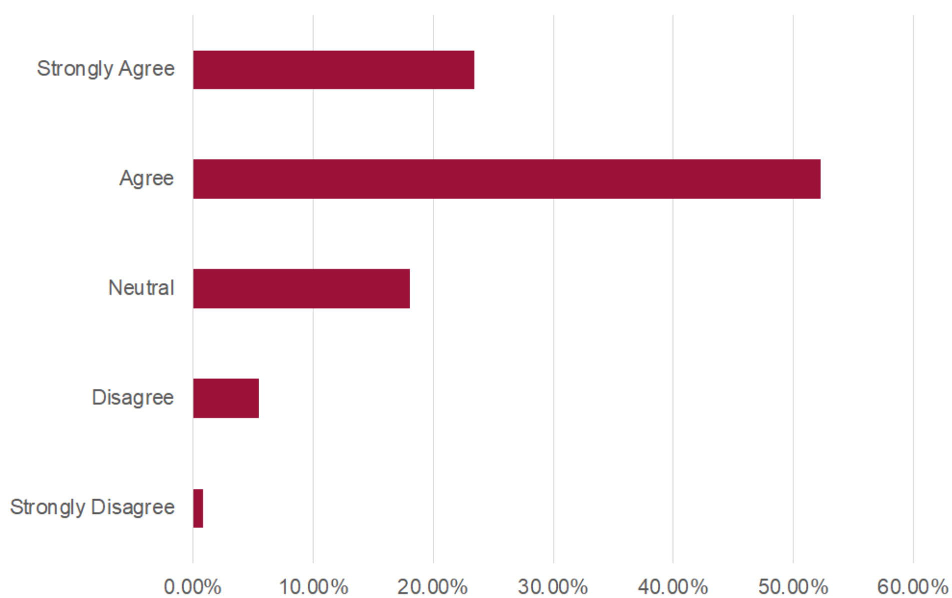
Co-Curricular Assessment

- Assessment is challenging due to COVID, the transient nature of MCCC students, and the lack of infrastructure
- More collaboration is needed between the LAC and co-curricular advisors
- Student focus groups should also be considered as another form of indirect assessment
- Working to close the loop on measuring assessment-driven changes
- Concerns were expressed regarding the limited non-racial/ethnic inclusiveness of the emerging DEI plan
- The new withdrawal process and potentially, a mid-term data request to faculty could be used to identify reasons for not engaging in clubs/org

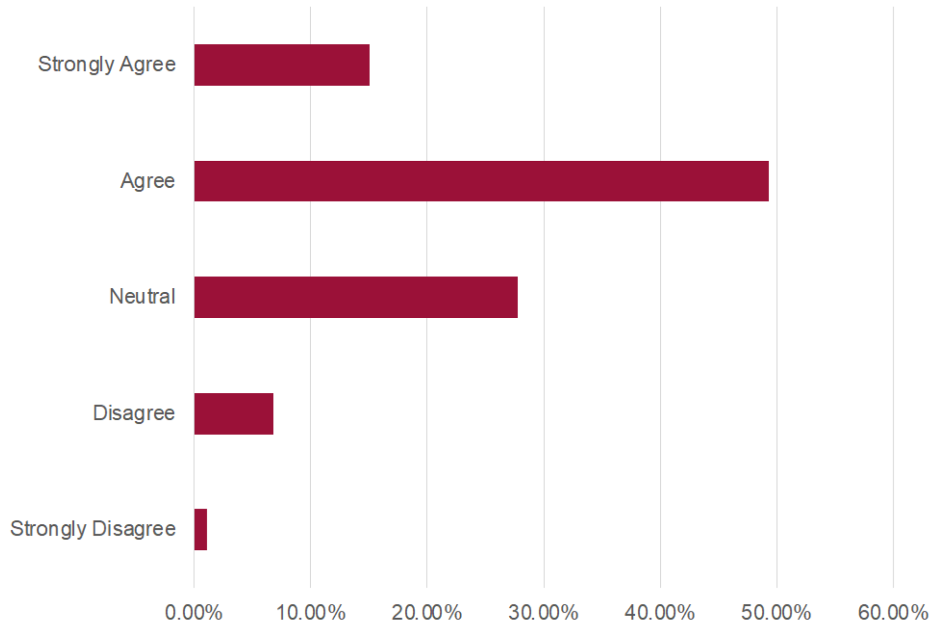
I was proactively RECRUITED to attend MCCC.



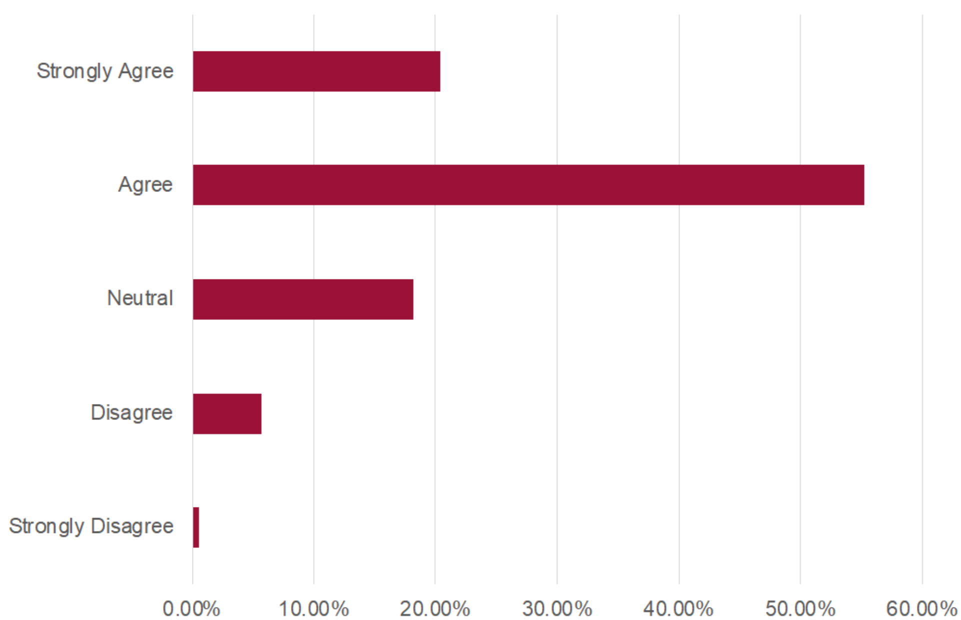
The ADMISSIONS PROCESS was simple and intuitive.



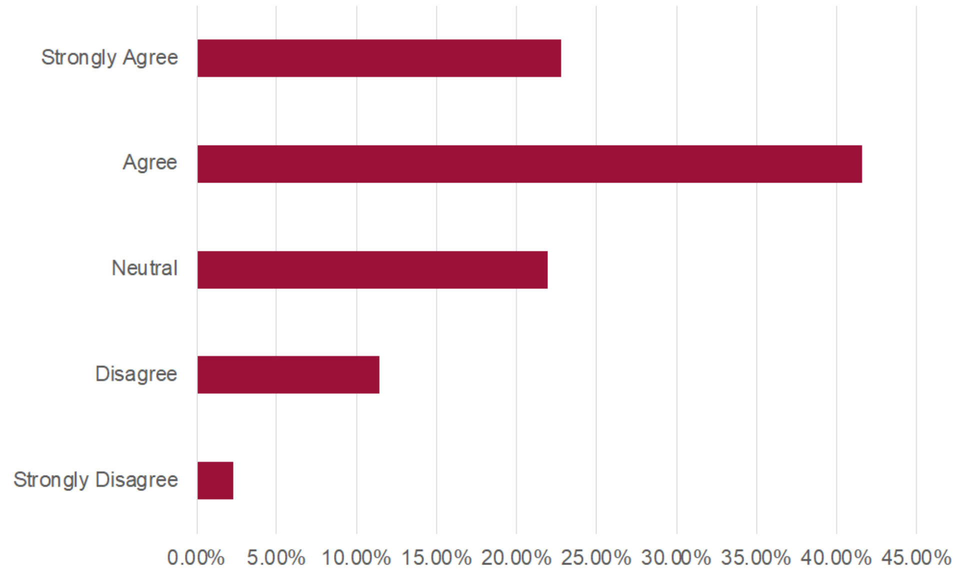
The COMMUNICATIONS I received PRIOR to enrolling were timely and relevant.



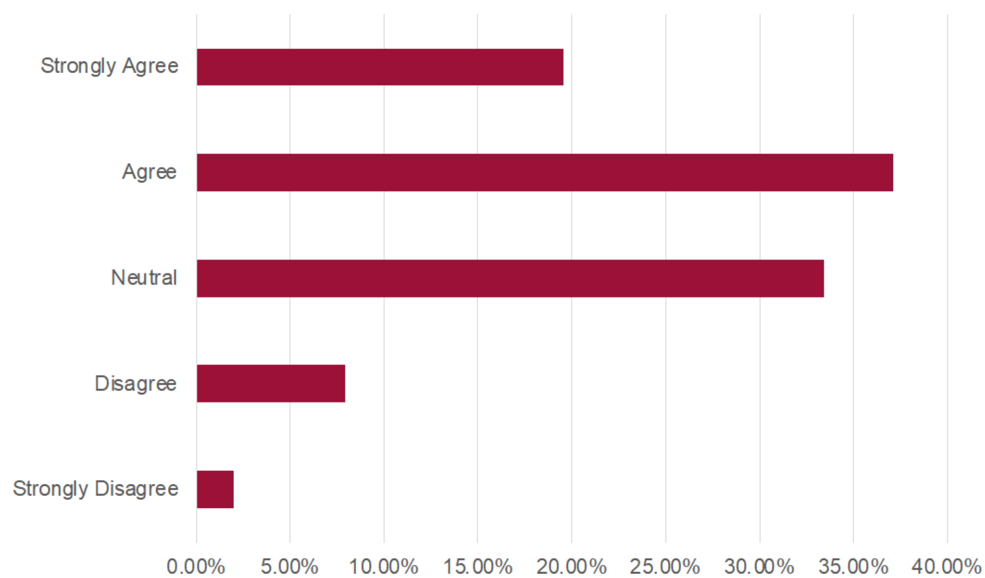
The COMMUNICATIONS I have received ONCE enrolled have been timely and relevant.



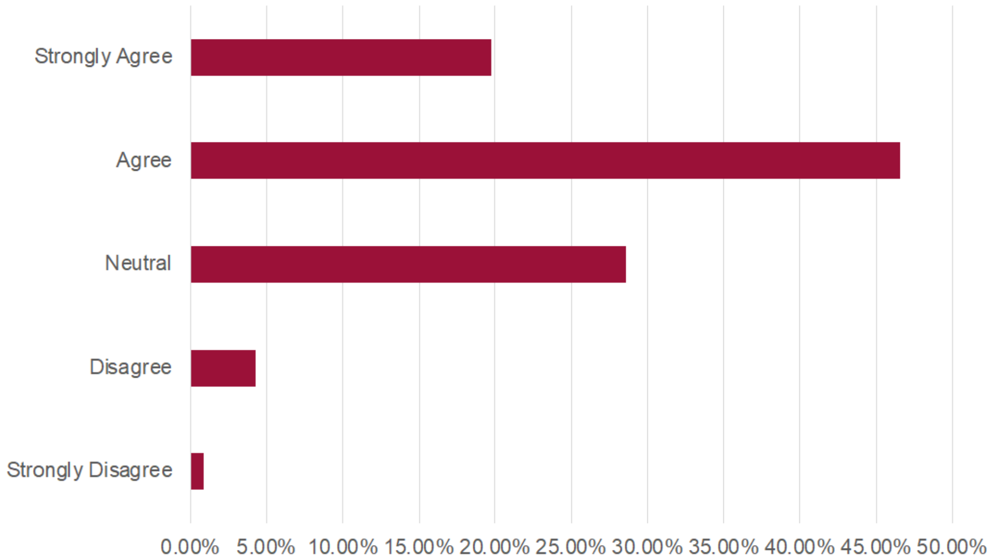
I received accurate information and clear guidance from ENROLLMENT COUNSELORS and ADVISORS.



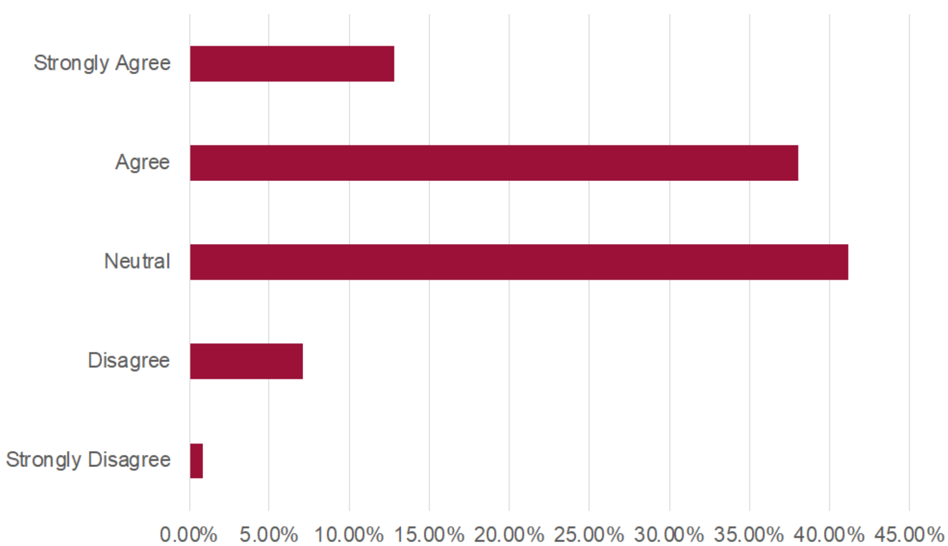
The FINANCIAL AID process has been timely and clearly communicated.



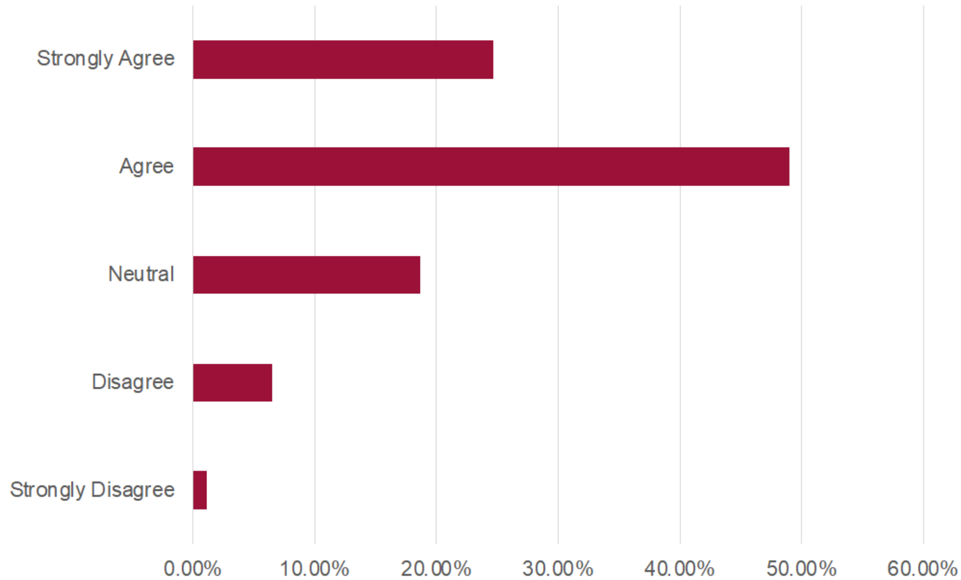
The online or on-campus ORIENTATION I participated in provided useful information.



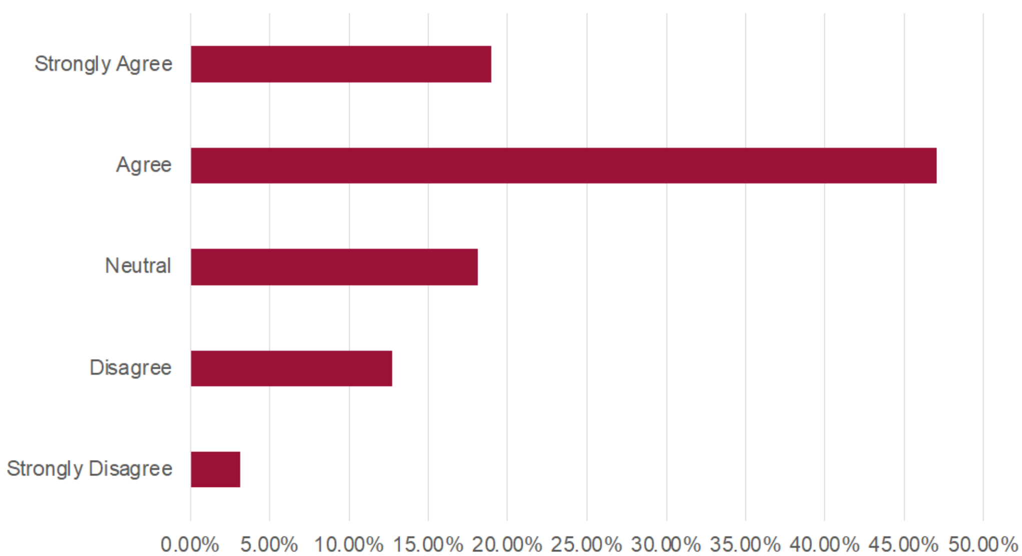
The PLACEMENT TESTING process was intuitive (knowing what to do and when and where to do it).



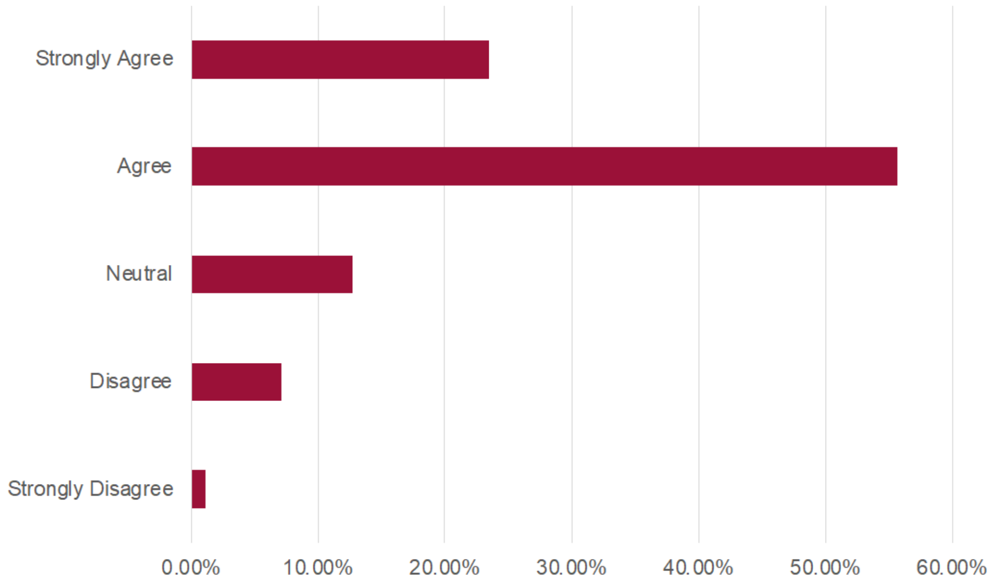
The REGISTRATION process is clear and easy to complete.



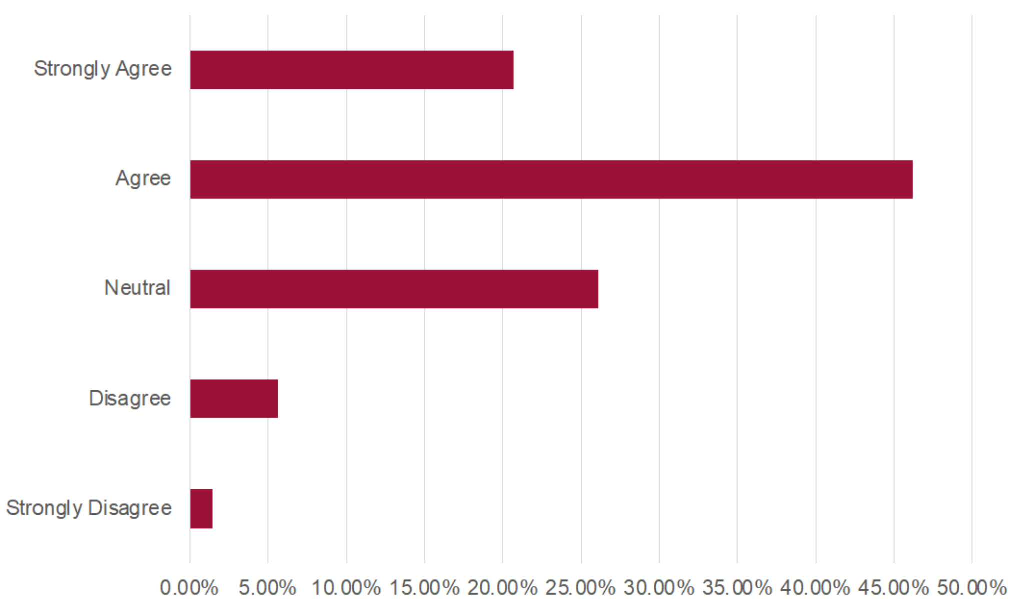
There have been sufficient CLASSES AVAILABLE to select the courses I need on days and at times that work for me.

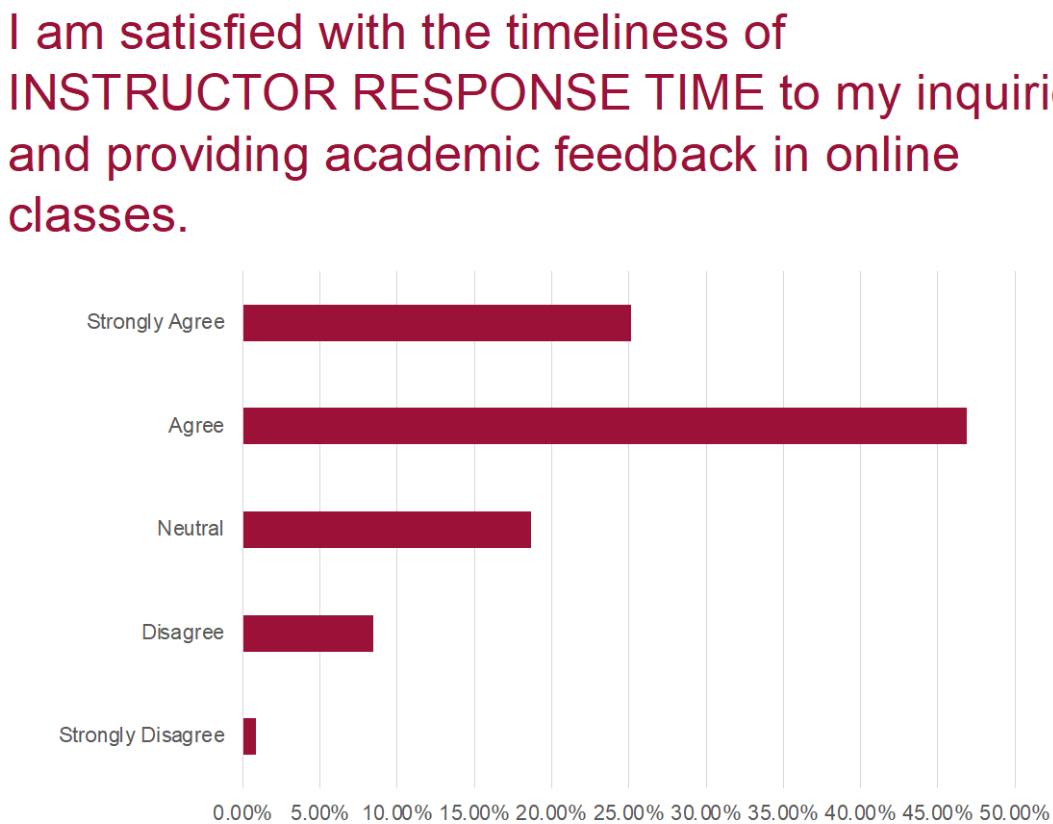


I am aware of SERVICES and SUPPORTS provided by the College.



The level of SERVICE I have received from offices at the College has been exceptional.





Appendix C: Internal Communications and Engagement Team Planning Worksheet

See the attached spreadsheet.

Appendix D: Prospective Student Communications Plan

See the attached spreadsheet.

Appendix E: Academic Program Marketing Scorecard Templates

See the attached spreadsheet.

Appendix C: Internal Communications & Engagement Team Planning Worksheet

Campaign Plan

Activity	Task	Strategy/Message	Stakeholder Groups	Communication Channels	Responsibility	Timeline	Effectiveness Measures	Antecedents for Success
Campaign Framework	Develop a rationale for the student experience project (urgency, vision, case for change)							
	Project Launch							
	Presentations							
	Meetings/forums/events							
	Progress reports							
	Professional development							
	Visuals							
	Integrated in the DNA of the College							
Concrete Opportunities to Contribute								

Appendix D: Prospective Student Communications Plan

Enrollment Stage	Communication/Interaction	Related Marketing Activity	Target Audience	Delivery Method	Action Items	Lead Responsibility	Timeline	Objective	Effectiveness Measure
Inquiry Generation (Prospects)	Ensure a web inquiry form (Request Information) is prominently displayed to capture inquiries, who visit the website		Prospective students	Web	Create a CRM "Request Information" form and place it prominently on web pages throughout the site	Marketing & Communications	Immediate	Increase web inquires	# of web inquiries
	Ensure the web inquiry form is used by other departments at MCCC to capture inquiries, who do NOT come through Admissions, in the CRM database		Prospective students	Web	Train other departments on the use of the web inquiry form, and convey the importance of its use	Admissions, Marketing & Communications	Winter 2022	Increase web inquires	# of web inquiries
	All-county high-demand program mailing		County residents	Mail	Already being done	Marketing & Communications	Already being done	Increase inquiries	# of inquiries from this source
	Leverage MCAN and other lists from service region high schools for a student search solicitation (include "Request Information" business reply card in the mailing)		High school juniors	Mail, email	Develop cover letter, business reply card, and email campaign	Marketing & Communications	Spring (send the mailing followed by the email approximately 2 weeks later)	Increase inquiries	# of inquiries from this source
	Open House invitations	Promotion to post on the website and on social media, develop digital ads and secure ad placement, design print and email invitations, write text message	Prospective high school students	Website and social media promotion, mail invitation, email, digital ads on feeder high school websites, text message invitation	Create promotion to post on the website and on social media, develop digital ads and secure ad placement, design print and email invitations, write text message	Admissions, Marketing & Communications	Starting 6 weeks prior to each event with promotions and digital ads followed by mailed invitations at 5 weeks, emails at 4 weeks, and text messaging at 2	Increase Open House attendance	# of Open House attendees
	Michigan Reconnect postcards and emails		Prospective adult students	Mail, email	Already being done	Marketing & Communications	Already being done	Increase inquiries	# of inquiries from this source

Appendix D: Prospective Student Communications Plan

Enrollment Stage	Communication/Interaction	Related Marketing Activity	Target Audience	Delivery Method	Action Items	Lead Responsibility	Timeline	Objective	Effectiveness Measure
	Adult student Information Session invitations (potentially use a list acquired from the Clarus Corporation or from local media outlets); host information sessions in the fall, spring, and summer	Website and social media promotion, mail invitation, email, text message invitation	Prospective adult students	Website and social media promotion, mail invitation, email, text message invitation	Acquire list, create promotion to post on the website and on social media, design print and email invitations, write text message	Admissions, Marketing & Communications	Starting 6 weeks prior to each event with promotions followed by mailed invitations at 5 weeks, emails at 4 weeks, and text	Increase Information Session attendance	# of Information Session attendees
	Communication to stop outs, who have discontinued enrollment within the last twelve months, to (1) let the student know that he/she has been missed and (2) outline the steps to re-enroll		MCCC stop outs	Mail and email	Identify potential stop outs, develop communications	Admissions, Registrar's Office (RO)	Spring and ongoing	Increase inquiries	# of stop out inquires and enrollments
	Postcards for college night registration		Prospective high school students	Mail	Already being done	Marketing & Communications	Already being done	Increase inquiries	# of inquiries from this source
	Selected faculty and advisors contact stop outs, who have ceased enrollment in the last term, to encourage them to return and outline the steps to re-enroll		MCCC stop outs	Phone	Secure dates and a location for the calling campaign, identify phone campaign participants, develop training and phone script for callers, generate call lists, conduct campaign	Admission, Registrar's Office (RO)	Summer and ongoing	Increase inquiries	# of stop out inquires and enrollments
Inquiry Fulfillment	Send Explore Your Options publication (photos, college planner, testimonials, career exploration)		Grade 10 -11 inquiries	Mail	Create publication	Admissions, Marketing & Communications	Immediately upon receipt of an inquiry	Increase campus visitors	# of Grade 10 - 11 campus visitors
	Send high school viewbook, letter, and application		High school senior inquiries	Mail	Create publication and cover letter	Admissions, Marketing & Communications	Immediately upon receipt of an inquiry	Increase campus visitors and applications	# of Grade 12 campus visitors and applications received
	Send Adult Student Guide, letter, and application		Adult student inquiries	Mail	Create publication and cover letter	Admissions, Marketing & Communications	Immediately upon receipt of an inquiry	Increase campus visitors and applications	# of adult student campus visitors and applications received

Appendix D: Prospective Student Communications Plan

Enrollment Stage	Communication/Interaction	Related Marketing Activity	Target Audience	Delivery Method	Action Items	Lead Responsibility	Timeline	Objective	Effectiveness Measure
Inquiry Cultivation	Open House invitations	Promotion to post on the website and on social media, develop digital ads and secure ad placement, design print and email invitations, write text message	Prospective high school students who did NOT receive invitations at the prospect stage	Website and social media promotion, mail invitation, email, digital ads on feeder high school websites, text message invitation	Create promotion to post on the website and on social media, develop digital ads and secure ad placement, design print and email invitations, write text message	Admissions, Marketing & Communications	Starting 6 weeks prior to each event with promotions and digital ads followed by mailed invitations at 5 weeks, emails at 4 weeks, and text messaging at 2 weeks	Increase Open House attendance	# of Open House attendees
	Adult student Information Session invitations; host two each term and one in the summer	Website and social media promotion, mail invitation, email, text message invitation	Prospective adult students who did NOT receive invitations at the prospect stage	Website and social media promotion, mail invitation, email, text message invitation	Acquire list, create promotion to post on the website and on social media, design print and email invitations, write text message	Admissions, Marketing & Communications	Starting 6 weeks prior to each event with promotions followed by mailed invitations at 5 weeks, emails at 4 weeks, and text	Increase Information Session attendance	# of Information Session attendees
	Career Interest Inventory workshop	Promotion to post on the website and on social media, design print and email invitations, write text message	Undecided and multidisciplinary studies inquiries	Website and social media promotion, mail invitation, email, text message invitation	Create promotion to post on the website and on social media, design print and email invitations,	Workforce Development, Marketing & Communications	Fall and Spring	Student engagement in exploring careers and related MCCC programs	# of workshop participants
	College selling points (Why attend MCCC?)	Promotion to post on the website and on social media	High school student, adult learner, occupational student, and minority student inquiries	Emails tailored for each student segment	Create lists and develop emails; create promotion to post on the website and on social media	Admissions, Marketing & Communications	Day 7	Increase applications	# of applications
	1st academic program email (dean of each division) promoting the overall academic experience at MCCC as well as unique features and benefits of their programs		Inquiries	Email	Create emails with links to program sheets	Marketing & Communications, deans	Day 14	Increase applications	# of applications
	Admissions checklist		Inquiries	Email, website and social media postings	Create email and postings	Admissions	Day 21	Increase applications	# of completed applications

Appendix D: Prospective Student Communications Plan

Enrollment Stage	Communication/Interaction	Related Marketing Activity	Target Audience	Delivery Method	Action Items	Lead Responsibility	Timeline	Objective	Effectiveness Measure
	Affordability relative to four-year universities, paying for college, low-no loan debt, and the value of a MCCC credential		Inquiries	Email, website and social media postings	Create email and postings	Marketing & Communications, Financial Aid	Email Day 30	Increase applications	# of applications
	High-demand program letter and packet		Inquiries	Mail	Already being done	Marketing & Communications	Already being done	Increase applications	# of applications
	Postcard series (e.g., selling points, benefits of attending MCCC, success stories, college planning tips)		Grade 10 - 11 high school students	Mail, email	Create postcards	Admissions, Marketing & Communications	Quarterly	Increase student interest in MCCC	Interest level
	Postcard series (e.g., student success stories, graduate outcomes, employer testimonials, flexible learning options)		Adult learners	Mail, email	Create postcards	Admissions, Marketing & Communications	Quarterly	Student engagement	Interest level
	Student Ambassador contact to sell benefits of attending and encourage to apply along with other targeted communications designed to build relationships and answer questions		High school student, adult learner, occupational student, and minority student inquiries	Phone, conversations on social media	Create phone scripts tailored to each audience, train Student Ambassadors	Admissions	Fall and Spring campaign	Increase applications	# of applications
	Campaign to contact those who have not applied (#1)		High school seniors, adult learners	Phone, email, postcard mailing	Create phone script, develop email and postcard	Admissions	February, May/June	Increase applications	# of applications
	Campaign to contact those who have not applied (#2)		High school seniors, adult learners	Phone, email, text message	Create phone script, develop email and text message	Admissions	One month prior to term start	Increase applications	# of applications
Application Completion	Receipt confirmation/acknowledgement		Applicants	Email	Create email	Admissions	Immediate	Acknowledge the receipt of an application	# of inbound calls checking application status
	Contact those who started an application but did not complete the process		Applicants	Email	Already being done	Admissions	Already being done	Increase the number of completed	# of completed applications
	Missing Information Letter		Applicants	Mail	Manage through the CRM	Admissions	Day 7	Increase the number of completed applications	# of completed applications

Appendix D: Prospective Student Communications Plan

Enrollment Stage	Communication/Interaction	Related Marketing Activity	Target Audience	Delivery Method	Action Items	Lead Responsibility	Timeline	Objective	Effectiveness Measure
	Follow-up for missing info (every month for three months or until the application is complete or the student cancels)		Applicants	Email, phone, text message	Create email, phone script, and text message	Admissions	Day 30 email, day 60 text message, and day 90 phone	Increase the number of completed applications	# of completed applications

Program Name	# of Web Page Visitors	# of Inquiries	# of Applicants	# of New Students	# of Continuing Students	Prospective Student Surveys Results (Table 7.3)	Fall-to-Fall Retention Rate	4-Year Graduation Rate	Job Placement Rate (6 months after graduation)	University Transfer Rate

Program Name:

	Factor Weight	Raw Score	Weighted Score
# of Web Page Visitors	0.5		0
# of Inquiries	0.6		0
# of Applicants	0.8		0
# of New Students	1		0
# of Continuing Students	1		0
Fall-to-Fall Retention Rate	0.5		0
4-Year Graduation Rate	0.5		0
Job Placement Rate	0.5		0
University Transfer Rate	0.5		0
Total Score			0

Appendix F: Academic Program Interview Guide

Academic Program:
1. What are some exciting and unique things students will get to learn or do as part of your program?
2. What opportunities are there for students to learn outside the classroom and gain real-world experience (field experiences, internships, research projects, publications, conference presentations, team projects, etc.)?
3. How does this program prepare students to obtain a career in their chosen field?
4. What are some examples of career paths graduates of your program have pursued?
5. What is the job market like for careers related to this program?
6. If students decide to continue their education after completing this program, what options do they have?
7. If possible, provide examples of one or more student or graduate success stories.
8. What are some of the accomplishments of faculty in this program (e.g., published scholarly work, research, recognition within the field, career-related practical experiences other than at the College)?

9. Are there any specific recognitions or accreditations the program has earned that should be highlighted?

CONCLUSION

Would you like to share any other thoughts about your program?

Thank you for your time and for sharing your ideas and insights.