

McLennan

C O M M U N I T Y

COLLEGE



STRATEGIC ENROLLMENT MANAGEMENT PLAN

December 2021

I. Introduction

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

III. Impact the community

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

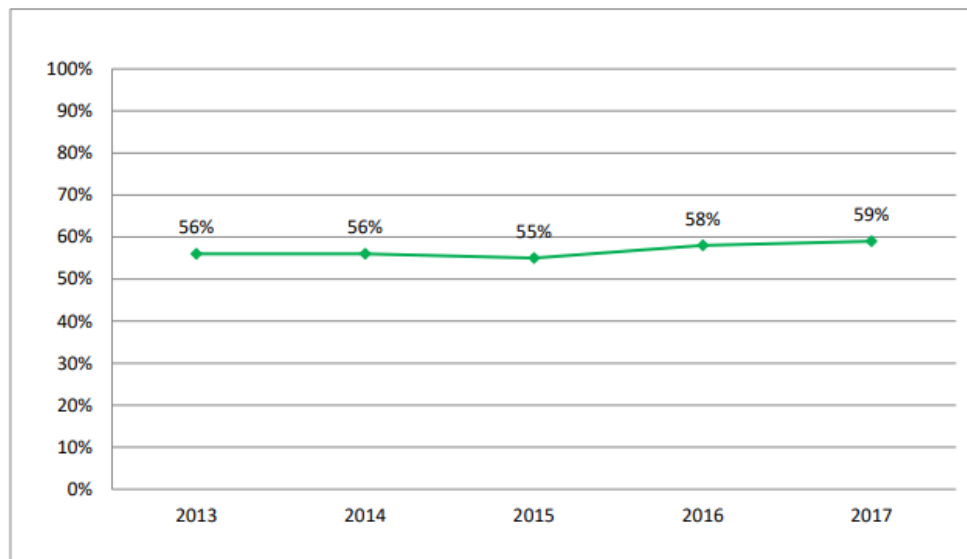


Figure 2: College Matriculation Rates of McLennan County High School Graduates

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

IV. Develop resources to fund success

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

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

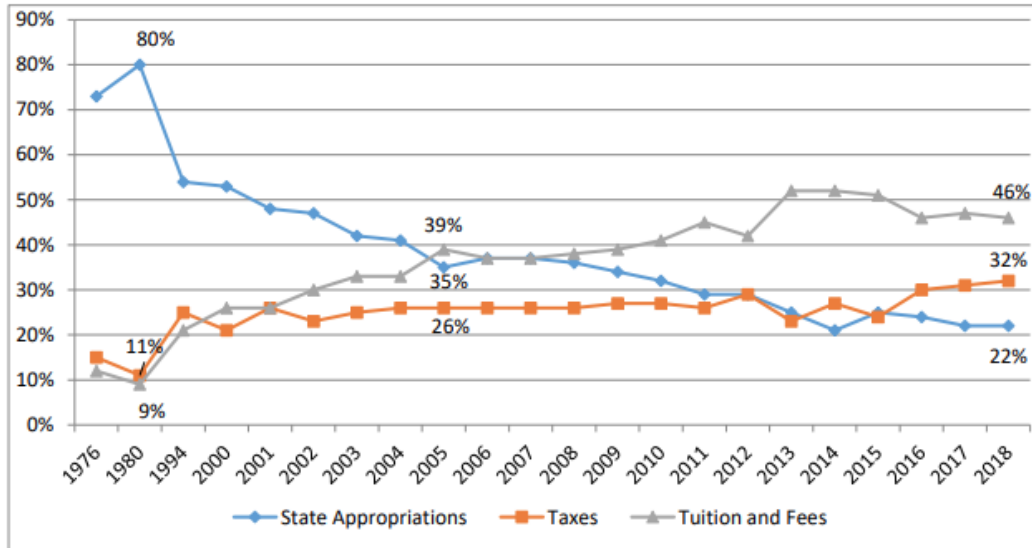


Figure 3: Historical Revenue Percentages by Source

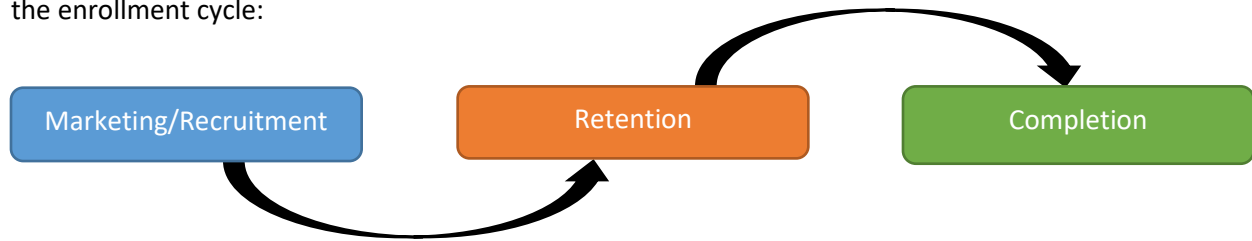
One of the specific strategies to achieve directive IV (Develop resources to fund success) is as follows:

Implement an enrollment management strategy

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

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

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



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

Steering Committee

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

Co-chairs:

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

Members:

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

Admissions and Marketing Subcommittee

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

Co-chairs:

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

Members:

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

Finance Subcommittee

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

Co-chairs:

- Sandi Jones – Director, Financial Aid
- Grayson Meek – Director, Financial Services

Members:

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

Retention Subcommittee

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

Co-chairs:

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

Members:

- Tamara Culver – Professor, Criminal Justice
- Joe Hinojosa – Coordinator, Student Life
- Brian Jackson – Recruiter
- Claudette Jackson – Director, Diversity, Equity & Inclusion
- Mario Leal – Director, Information Systems and Services
- Tina Lyles – Associate Director, Advising & Career Services

-
- Mandy Morrison – Assistant Professor, Music
 - Starlen Roddy – Success Coach
 - Estella Lopez – Sr. Executive Secretary, Finance & Administration
 - Staci Taylor – Director, Center for Teaching and Learning
 - Herman Tucker – Director, Records and Registration
 - Paula Unger – Title V Project Director / Professor, Sociology
 - Laura Wichman - Chief Institutional Research Officer

Research and Growth Opportunities Subcommittee

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

Co-chairs:

- Joe Arrington – Division Chair, Human Services & Education
- Laura Wichman – Chief Institutional Research Officer

Members:

- Annette Bigham – Program Director/Professor, Business
- Celina Brown – Advisor
- Brad Christian – Dean, Arts & Sciences
- David Davenport – Professor, Economics
- Sally Frazier – Recruiter
- Glynnis Gaines – Dean, Health Professions
- Lizette LaStrape – Director, Counseling Center
- Gary Myles – Director, Emergency Services Education Center
- Matt Porter – Institutional Effectiveness Analyst
- Steve Wenzel – Coordinator, Business & Industry Programs
- Bryant Windham – Supplemental Instruction Specialist

II. Enrollment History

The College's financial stability is closely tied to its enrollment. State appropriations combined with tuition and fees account for about 62% of the College's unrestricted revenue. The key to financial stability is continued enrollment growth. The College has experienced steady growth from its inception in 1966 through the early 1990s, but in 1993, the College experienced a period of flat enrollment for the first time in its history. In the early 2000's the College saw dramatic enrollment growth through 2011. Since this time there has been a trend of flat enrollment and a recent decline -- dramatic growth in the early 2000's then leveling off to where we are now. The work of the Enrollment Management process is to develop strategies to grow and maintain enrollment, so we can serve the educational needs of our community and ensure that the College maintains financial stability even as state appropriations continue to decline. According to the chart below enrollment has remained relatively flat over the past ten years. In fall 2019, the enrollment was 8,705, and the fall of 2021 enrollment was 7,337, which reflects a significant decrease, likely due to COVID-19.

Historical View of Headcount Enrollment:

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	9,349	10,021	8,911	8,157	7,938	7,944	8,791	8,880	8,955	8,705	7,742	7,337

5 year profile information of all students:

Profile of all Students, Fall 2017 to Fall 2021 Age Category

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
< 18	1,631	18.4%	1,879	21.0%	1,878	21.6%	2,055	26.5%	1,725	23.5%
18-21	3,661	41.2%	3,574	39.9%	3,451	39.6%	2,844	36.7%	2,716	37.0%
22-24	1,112	12.5%	1,017	11.4%	1,082	12.4%	765	9.9%	797	10.9%
25-30	1,064	12.0%	1,111	12.4%	969	11.1%	882	11.4%	865	11.8%
31-35	505	5.7%	475	5.3%	483	5.5%	463	6.0%	456	6.2%
36-50	702	7.9%	688	7.7%	661	7.6%	590	7.6%	632	8.6%
50 +	205	2.3%	211	2.4%	181	2.1%	143	1.8%	146	2.0%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Profile of all Students, Fall 2017 to Fall 2021 Full-Time/Part-Time Status

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		#	%	#	%	#	%	#	%	#	%
Full Time	Non-Dual Credit	3,427	38.6%	3,300	36.9%	2,699	31.0%	2,126	27.5%	2,108	28.7%
	Dual Credit	53	0.6%	38	0.4%	47	0.5%	28	0.4%	26	0.4%
	Total	3,480	39.2%	3,338	37.3%	2,746	31.5%	2,154	27.8%	2,134	29.1%
Part Time											
	Non-Dual Credit	3,486	39.3%	3,439	38.4%	3,796	43.6%	3,623	46.8%	3,562	48.5%
	Dual Credit	1,914	21.6%	2,178	24.3%	2,163	24.8%	1,965	25.4%	1,641	22.4%
	Total	5,400	60.8%	5,617	62.7%	5,959	68.5%	5,588	72.2%	5,203	70.9%
Total		8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

**Profile of all Students, Fall 2017 to Fall 2021
Attempted Hours**

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Less than 6	1,908	21.5%	2,032	22.7%	1,952	22.4%	1,899	24.5%	1,584	21.6%
06-11	3,492	39.3%	3,585	40.0%	4,007	46.0%	3,689	47.6%	3,619	49.3%
12	1,076	12.1%	1,085	12.1%	950	10.9%	781	10.1%	778	10.6%
13	1,316	14.8%	1,280	14.3%	1,014	11.6%	764	9.9%	748	10.2%
14	542	6.1%	475	5.3%	385	4.4%	319	4.1%	286	3.9%
15	244	2.7%	213	2.4%	172	2.0%	128	1.7%	159	2.2%
16	181	2.0%	183	2.0%	141	1.6%	97	1.3%	113	1.5%
17	63	0.7%	49	0.5%	35	0.4%	35	0.5%	21	0.3%
18	31	0.3%	28	0.3%	17	0.2%	5	0.1%	5	0.1%
More than 18	27	0.3%	25	0.3%	32	0.4%	25	0.3%	24	0.3%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

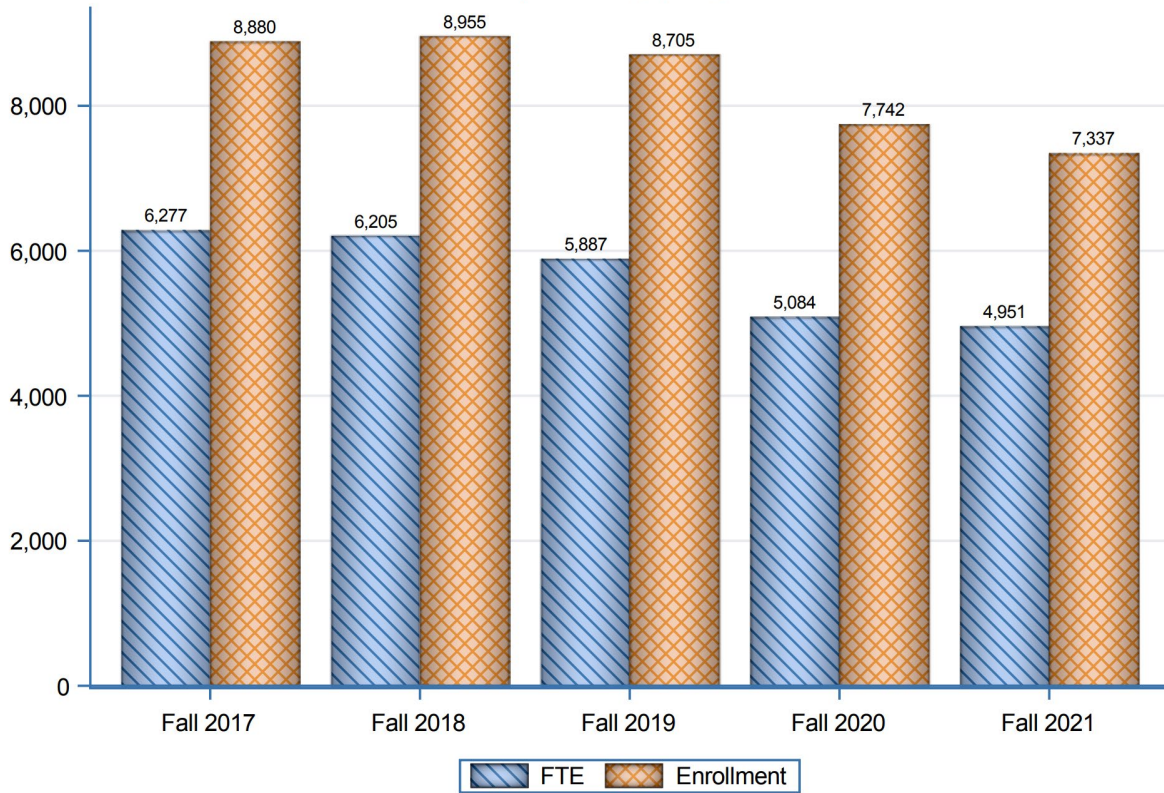
**Profile of all Students, Fall 2017 to Fall 2021
Enrollment Type**

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Returning	4,978	56.1%	4,586	51.2%	4,410	50.7%	4,152	53.6%	4,040	55.1%
First Time in College	1,467	16.5%	1,434	16.0%	1,484	17.0%	1,189	15.4%	1,207	16.5%
Dual Credit	1,967	22.2%	2,216	24.7%	2,210	25.4%	1,993	25.7%	1,667	22.7%
New Transfer	468	5.3%	719	8.0%	601	6.9%	408	5.3%	423	5.8%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

**Profile of all Students, Fall 2017 to Fall 2021
Pell Status**

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Non-Pell Recipient	5,488	61.8%	5,625	62.8%	5,378	61.8%	4,479	57.9%	3,896	53.1%
Pell Recipient	3,392	38.2%	3,330	37.2%	3,327	38.2%	3,263	42.1%	3,441	46.9%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

**Profile of all Students, Fall 2017 to Fall 2021
Full-Time Equivalency (FTE) vs. Overall**



III. Current Enrollment

Fall Report (as of 12/14/2021)

Enrollment Summary - Spring 2022
Year to Date Registration Comparison - Actual Student Enrollment

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Regular Students*	5,746	5,902	5,641	4,713	4,512
+ Current Spring Flex Entry to report in Summer 1	611	609	966	727	514
- Students Enrolled as both Regular and Spring Flex Entry	-571	-565	-931	-701	-506
Actual Total	5,786	5,946	5,676	4,739	4,520

Enrollment Report Spring 2022
Year to Date Registration Comparison - Actual Students*

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
First Time in College	97	105	95	81	71
First Time Transfer	149	140	132	97	83
Continuing	3,391	3,359	3,133	2,533	2,617
Returning	357	389	317	323	276
Dual Credit	1,792	1,953	1,999	1,705	1,473
Total	5,786	5,946	5,676	4,739	4,520

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Male	1,855	1,801	1,788	1,428	1,348
Female	3,931	4,145	3,888	3,311	3,171
Unknown	0	0	0	0	1
Total	5,786	5,946	5,676	4,739	4,520

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
African American	635	617	640	508	486
Hispanic	1,777	1,952	1,931	1,559	1,488
White	3,032	3,010	2,746	2,327	2,214
Other	342	367	359	345	332
Total	5,786	5,946	5,676	4,739	4,520

Contact Hours Summary

	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Academic	681,760	688,960	638,496	501,454	480,208
Workforce	362,096	376,568	345,864	312,428	320,396
Total	1,043,856	1,065,528	984,360	813,882	800,604

Spring 2021 enrollment shows a decrease compared to the previous four years. This indicates we are still seeing a significant impact of COVID-19. The category seeing the largest decline is dual credit students. There has been growth in continuing students.

IV. New Initiatives

In addition to the standard enrollment and marketing activities, the following are new initiatives that have started and are related to the enrollment strategy of McLennan Community College. Exhibit D is provided as reference for the standard activity of the Marketing and Communications Department. Exhibit E is provided as reference for the standard activity of the Admissions and Recruitment Department.

Initiative	Description
Highlander Restart	Debt forgiveness program for former students. Allows former students to pay debt down to a balance of \$500 and enroll in classes. When the student completes a certificate or degree, the final \$500 balance will be waived.
ExpressPath	Certificates and occupational skills programs that can be obtained in under one year. This is part of the Texas Association of Community College's Texas Reskilling & Upskilling through Education (TRUE) initiative.
ExpressPath Open House Events	Open house events to promote the ExpressPath programs. The events were held on campus and in strategic locations throughout the community.
Calling Campaign	Employees volunteer to call students that have not re-enrolled for the upcoming semester.
CollegeApp Data Platform	Predictive analytics used to help colleges discover and recruit adults who intend to get additional education and training. The database begins with public information about adults aged 18+, supplements the base data with survey results and machine learning algorithms that successfully predict the likelihood of pursuing education and training.
Slate	Slate is a Constituent Relationship Management (CRM) tool designed specifically for higher education. This tool is being used to communicate with prospective students and a new application for admissions is being developed through this system. It can greatly improve our ease of communicating with prospective students.
Process Improvement	Steering Committee Chairs have lead a review of enrollment processes in Marketing & Communications, Admissions & Recruitment, Records & Registration, Business Office, Financial Aid, and Advising. Consultants were engaged to work with College employees to complete this review. A committee structure has been formed to review the consultant recommendations and develop an implementation strategy.

EOC Grant	McLennan Community College applied for and was awarded an Education Opportunity Center Grant, which will fund positions specifically to help grow enrollment in post-secondary education in McLennan and Falls counties. Although the goal is to inform prospective students about college in general, McLennan Community College will likely be the beneficiary of the many new students. These staff would be working to help students complete GEDs, apply to colleges, complete the FAFSA, and enroll in college.
Reskilling Funds	Financial assistance from \$500 to \$2,500 is available for former students to return and complete a degree or certificate. Funding provided by the Texas Higher Education Coordinating Board to assist Texans affected by COVID-19.
We Train Heroes Advertising	Three 30-second TV commercials that will run on traditional and digital TV that promote the health professions and emergency services programs. Promotion will also include a significant amount of social media advertising. This project is being funded by the Perkins Grant.
University Center	Continue to strengthen our partnership and seek out more non-traditional prospects for the University Center. Find ways to continue to encourage prospective students to commit to attending a University Center partner with McLennan Community College as the path.
AEL	Increase recruitment efforts for students who have completed the Adult Education and Literacy Program to continue at McLennan Community College. Provide a FAFSA and application workshop specifically for these students.
Corporate Partnerships	Build on our corporate partnerships, especially those that offer tuition reimbursement programs for employees. Explore the possibility of offering core classes at the company locations and providing FAFSA and application workshops on site for corporations.
Faculty and Staff Outreach Program	The Admissions and Marketing Subcommittee recommended this program as a way to further engage employees in telling the College story. The program will involve multiple levels of participation, based on the desire of the employee.
Community Survey	A community survey was developed to administer anonymously online from June 14 to July 14. The survey's intent is to assess impressions of and satisfaction with the College and to identify growth opportunities. The survey was developed with input for the campus community and the Board of Trustees.
Scholarship Programs	Change to the McLennan Scholarship Program (top 10%) to award based on end of junior year class rank. New Rising Star Scholarship Program for students who rank top 11-20% at the end of junior year.
Website	Review of the functionality of the website from a student's standpoint. Additional ADA features to be added and a chatbot.
Non-Credit/Credit Pathways	Formalize a process for mapping non-credit (continuing education/corporate training and adult education & literacy) course

	offerings to credit programs/degrees. Foster campus awareness of those career pathway options.
Best Practices for Instruction	Cohort of volunteer faculty to implement a set of best practices during the Fall 2021 semester. These strategies will be assessed to see if they impact retention and/or completion.
Scholarship Events	Open house events being held on campus to promote McLennan and Rising Star Scholarship opportunities.

V. Approved Subcommittee Recommendation

Admissions and Marketing Subcommittee

Faculty and Staff Outreach Program (Added March 2021)

Working to develop specifics for the program to help engage faculty and staff in improving the way we “tell McLennan Community College’s story”, contributing to the communication of a consistent brand in order to build more community awareness, and engage in recruiting efforts to build our enrollment.

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

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

Finance Subcommittee

Scholarship Changes (Added June 2021)

Policy G-X-k (McLennan Scholarship Program) and Policy G-X-h (McLennan Rising Star Scholarship Program) are exhibits A and B.

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

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

Retention Subcommittee

Best Practices for Instruction (Added September 2021)

Develop a cohort of faculty volunteers to use a set of best practices in their courses for the Fall 2021 semester. Assess the success and/or retention rates in these courses. Strategies to include:

Prior to the start of the semester:

- Email students before class starts, welcoming students to class and stressing your interest in their success and your open door to helping with problems.

During the first week of the semester:

- Learn students' names/preferred way to be addressed and continue calling students by name throughout the semester.
- Have students try out all the technology the class requires at no penalty (submitting assignments, taking quizzes, posting in discussion boards, etc.).
- Require an assignment for a grade. Have any students who do not complete the assignment call, email, or stop by the Completion Center to schedule an appointment with a Success Coach.
- Contact all students at the end of the first week of the course to provide encouragement, see if they have any questions, etc.

Throughout the semester:

- Arrive to class early to have some socialization time with the students to build relationships. In a fully online class, post announcements or reminders and engage in the discussion boards to maintain your presence.
- Take attendance at each class meeting or with each online attendance point; send an email to any student who misses twice in a row.
- Send timely emails to those who are missing assignments or are late turning them in and see if they need assistance.
- Answer emails and questions within 24 hours.
- If a student requests to drop a course, talk with them about strategies and resources that could help them complete the course first. Refer them to the Completion Center to see if they can help before you process the drop.
- Remind students to get advised and register for next semester. Help them find out who their advisor is if they're not sure.

Technology Tools, Circle of Care, and Childcare (Added June 2021)

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

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

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

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

Explore additional childcare services for students

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

Research and Growth Opportunities Subcommittee

Non-Credit/Credit Pathways (Added September 2021)

Formalize a process for mapping non-credit (continuing education/corporate training and adult education & literacy) course offerings to credit programs/degrees. Foster campus awareness of those career pathway options.

Community Survey (Added June 2021)

The recommendation received support for development of a community survey administered anonymously online to residents in the McLennan Community College service area. The survey will assess impressions of and satisfaction with the College and to identify growth opportunities.

VI. Summaries of Additional Subcommittee Work

Admissions and Marketing Subcommittee

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

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

Finance Subcommittee

The Finance Subcommittee has worked on the following additional initiatives:

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

Research and Growth Opportunities

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

- Incentivize enrollment
 - Looking at data and at multiple options to incentivize 1) enrollment on the front end and 2) completions on the back end
 - Looking at the literature on incentivizing

-
- Communicating with Tonya Trepinski-Ochoa about learning framework students, especially 1,300 students, who are enrolled in one or more dev. ed. classes
 - Considering small incentives, e.g., celebrating accomplishments throughout a semester
 - Considering big incentives at the back end, e.g., a voucher for tuition reimbursement when finished with dev. ed. courses (Finance Subcommittee is getting data on the cost)—it was noted that all dev. ed. courses are free at Austin Community College
 - Considering how to incentivize other students, e.g., after completing the first 15 hrs. at MCC, the student would get a tuition discount and after the next 15 hrs. the student would get another tuition discount—it was noted that a Board member is concerned about tuition and how to lower it, and this group is working on a way to do so
 - Communicate the success of programs, including marketing specific workforce programs
 - Meeting with Laura Wichman to collect data and to discuss the group's upcoming on-campus survey
 - Changing the focus of the survey from successful programs to programs that could use revitalizing and review (on advice from Laura)
 - Conducting the survey next week
 - Will be deciding where to recommend advertising after getting survey results
 - Will be collaborating with Lisa Elliott on the marketing part of the recommendation
 - Offer more non-degree options
 - Realigning the group's focus by emphasizing non-credit/credit pathways—based on feedback from interviews
 - Recommendations were made and accepted by the Steering Committee
 - Focus on outreach to Hispanics on campus and in the community
 - Completing the information gathering effort
 - Planning to work with the results to determine next steps
 - Work with high schools (public and private) and home schools to increase first time in college enrollment
 - Meeting with Londa Carriveau to obtain a list of dual credit high school instructors who also teach dual credit courses for MCC
 - Planning to contact those instructors to determine ways in which MCC could collaborate with them
 - Planning to inquire about ISD facilitator training that a subcommittee member suggested as a forum for obtaining information
 - College name change
 - Community Survey will give additional information about how this would be received by the residents.
 - Of the 50 community colleges in Texas, 39 do not include community or junior in the name.
 - A QRT report completed in 2012 interviewed community colleges throughout the United States and found that offering baccalaureate degrees or changing the mission of the institution were the primary reasons for dropping community from the name.
 - Texas institutions that have dropped community or junior from their names in recent years will be contacted and asked several questions, including why they decided to drop the word "community" from their names.

- Review of the community survey results. Survey was conducted June 14 through July 14. The committee received input from College employees and members of the Board of Trustees before the survey was deployed.

Retention Subcommittee

The Retention Subcommittee has worked on these additional items:

- Evaluation of Completion Center staffing recommendations.
 - Cost/benefit analysis prepared by the Finance Subcommittee
 - Discussion about other departments on campus helping with functions similar to what Completion Center does.
- Early Alert Software being purchased with Brightspace – Performance Plus.
- Development of a way to communicate all suggestions (and suggestions created in the future) to the appropriate offices so they can review them and implement what they can, even independent of the SEM report.
- Subcommittee has identified and kept engaged with the following initiatives:
 - New student orientation changes
 - Changes in Learning Frameworks
 - Earlier and more accessible career exploration
 - Assigned Success Coaches earlier in the student’s time at MCC
- Best Practices in Instruction Pilot Program – recommendation approved by the Steering Committee for implementation in Fall 2021.

Steering Committee

- A new committee structure with a steering committee and tasks forces was developed to review the Cicero Group report. This group will prioritize projects and plan for the implementation of changes that help improvement enrollment.
- Committee Structure – Exhibit C

VII. Results/Outcomes

Initiative	Results/Outcomes
Highlander Restart	<ul style="list-style-type: none"> • This program started in the Spring of 2021 with 47 students enrolled. Those students paid \$7,833 and used \$1,800 from eligible financial aid to pay past due balances to McLennan Community College. The 47 students were registered for 321 credit hours, which generates approximately \$39,162 in tuition and fees. The total amount to be waived for these 47 students when they complete their degree or certificate will be \$18,306. • As of 6/29/2021 there are 97 students enrolled in the Highlander Restart Program. These students have paid \$33,361.54 to return to MCC and used \$4,266.87 in eligible financial aid. When the students complete a program, the College will waive remaining debt that totals \$27,260.40. The students in the program have enrolled and paid for 936 credit hours, which is approximately \$114,192 in additional tuition and fee revenue. There are 9 students that are pending graduation.

	<ul style="list-style-type: none"> • As of 8/17/2021 there are 126 students enrolled in the Highlander Restart Program. These students have paid \$41,104.69 to return to MCC and used \$4,866.87 in eligible financial aid. When the students complete a program, the College will waive remaining debt that totals \$35,422.99. The students in the program have enrolled and paid for 1,150 credit hours, which is \$178,548.30 in additional tuition and fee revenue. There are 9 students that are pending graduation. • As of 11/19/2021 there are 156 students enrolled in the Highlander Restart Program. These students have paid \$43,598.47 to return to MCC and used \$6,666.87 in eligible financial aid. When the students complete a program, the College will waive remaining debt that totals \$54,669.63. The students in the program have enrolled and paid for 1,781 credit hours, which is \$277,120.88 in additional tuition and fee revenue. There are 9 students that are pending graduation.
ExpressPath	<ul style="list-style-type: none"> • Recruitment efforts continue.
ExpressPath Open House Events	<ul style="list-style-type: none"> • The first ExpressPath Open House events were held on Thursday, November 12, 2020 from 5:30-8:00 and Saturday, November 14, 2020 from 9:00-noon. The events were held in the McLennan Community College Conference Center. 24 participants attended the event and had the opportunity to visit with instructional program staff and support staff (business office, financial aid, admissions, advising, success coaches, and testing). • ExpressPath Open House events were held on May 17, 2021 from 5:00-7:00 at the Bellmead Civic Center, June 12, 2021 from 10:00-12:00 at the China Spring High School, and June 26, 2021 from 10:00-12:00 at the Dewey Park Recreation Center. <ul style="list-style-type: none"> ○ November 12, 202 at MCC – 10 attendees with 18 registered/no-shows ○ November 14, 2020 at MCC – 11 attendees with 16 registered/no-shows ○ May 17, 2021 at Bellmead – 9 attendees with 21 registered/no-shows ○ June 12, 2021 at China Spring – 13 attendees with 11 registered/no-shows ○ June 26, 2021 at Dewey Park – 13 attendees with 37 registered/no-shows ○ Total: 56 attendees with 103 registered/no-shows, which convert into 100+ new prospects, leads, or returning students. • SEM Admissions & Marketing Subcommittee is currently contacting those who were registered for ExpressPath events but did not attend.
Calling Campaign	<ul style="list-style-type: none"> • For the Spring 2021 Semester: 2,832 students were assigned to 53 volunteer employees to call. Results: 730 planned to enroll at McLennan Community College, 115 did not plan to enroll at McLennan Community College, 100 were unsure, 17 intend to enroll at the University Center, 14 intend to enroll at another school, 771 registered after the call. • For the Fall 2021 Semester students were assigned to volunteer employees to call and calling is underway.

CollegeApp Data Platform	<ul style="list-style-type: none"> Used to generate a list of all high school juniors in McLennan and Falls counties for a juniors/parents postcard. Using this tool to determine the best location for the ExpressPath Open House events in McLennan County. Generated mailing lists for advertising the Bellmead, China Spring High School, and Dewey Park Recreation Center ExpressPath Open House Events.
Slate	<ul style="list-style-type: none"> A new application for admission is live in Slate. Slate is being used to communicate with prospective students regularly and for targeted events for special programs (ExpressPath, Highlander Restart, etc.). Event planning for several College events allows participants to RSVP. This tool is also used for scheduling appointments with recruiters.
Process Improvement	<ul style="list-style-type: none"> Board of Trustees approved a contract with Cicero Group for the Enrollment Management Process Improvement work on 4/27/2021. Stephen Benson and Kim Patterson are the coordinating the work, with a team of logistics leads from each department. Cicero Group started interviews with staff in mid June to begin the process mapping. Interviews with staff and the preparation of the process map is complete. Surveys are ongoing to complete the work for developing recommendations. Cicero Group completed the work and provided a formal document with observations and recommendations. Cicero Group staff presented this information to the Steering Committee. A committee structure has been formed to review the Cicero Group report and to develop implementation strategies.
EOC Grant	<ul style="list-style-type: none"> Grant application submitted in Spring 2021. If awarded, the EOC grant will fund outreach to and support of non-traditional students to encourage enrollment at MCC and other post-secondary institutions. MCC was awarded the EOC Grant for \$232,050 for 5 years. Total award is \$1,160,250. EOC Grant Coordinator was hired and started in December. Transition Specialists will be hired early in 2022.
Reskilling Funds	<ul style="list-style-type: none"> Recruitment efforts continue. 15 students have received awards during Spring 2021, Summer 2021, and Fall 2021. Total amount awarded is \$22,160.
We Train Heroes Advertising	<ul style="list-style-type: none"> This campaign will run from April through August 2021 for the Summer and Fall registration period.
Community Survey	<ul style="list-style-type: none"> The draft survey was presented to the campus community, Board of Trustees, and the SEM Steering Committee for input. The survey went live on June 14 and continued through July 14. https://mclennan.co1.qualtrics.com/jfe/form/SV_bkBe8KdYwbmjCJw?fbclid=IwARQJFPbz-RVeaFiFW7gKhjFYIHjmhNvG-LFco-y4qAygDozC4vL6lkGl
Best Practices for Instruction	<ul style="list-style-type: none"> Cohort of 31 volunteer faculty to implement a set of 11 best practices during the Fall 2021 semester. These strategies will be assessed to see if they impact retention and/or completion.

Exhibit A

McLennan Community College

POLICIES AND PROCEDURES

Reference:	G-X-k	Effective Date	07/19/2021
Subject:	McLennan Scholarship Program		
Source:	Vice President, Finance & Administration		
Approval Authority:	President	Approval Date	07/19/2021
History:	Previously effective 08/26/2016, replaced policy dated 12/01/2012		
Remarks:			

The college shall offer McLennan Scholarships to all students who rank academically in the top 10% (according to latest ranking) at the end of the junior year for each high school in McLennan County accredited by the Texas Education Agency, or to the top five students in such classes, whichever represents the greater number of students. If the class has fewer than 21 students, the two highest-ranking students in the class shall be awarded a McLennan Scholarship.

Students qualifying for the McLennan Scholarship shall be identified and certified each year by the principal or counselor of their high school in the spring of their junior year.

The McLennan Scholarship shall also be offered to five (5) students who are McLennan County residents and graduate from Home School programs. Students interested in this scholarship must complete the MCC Foundation Scholarship application and indicate their interest in the home school McLennan Scholarship. The scholarship committee will then award these scholarships. All other requirements of the scholarship remain the same.

The scholarship shall be valid for four consecutive long semesters, (for example fall, spring, fall, spring) after graduation from high school. Semesters unused by the student are lost to the scholarship and the scholarship expires after the fourth long semester after high school graduation. For example, a student chooses to attend another College during the first semester after high school graduation and then decides to return to McLennan for the following semester will have three semesters of the scholarship remaining. Except for cohort type programs that require summer enrollment for on time completion, scholarships shall not be valid during the summer terms.

Before enrolling, eligible students must apply for admission and complete the Free Application for Federal Student Aid (FASFA). Scholarship recipients shall enroll full time (defined as 12 or more hours per semester) and maintain a cumulative grade point average of 3.0 to remain eligible for this scholarship. Students who do not meet these requirements will forfeit the remainder of the scholarship, however if the student experiences extenuating circumstances during enrollment causing the GPA to falter, they may write a letter of appeal to the Director of Financial Aid explaining these circumstances and possibly have the scholarship restored.

McLennan Community College

POLICIES AND PROCEDURES

The amount, or value, of a McLennan Scholarship shall be full tuition and fees each semester, excluding travel course fees, late registration fees, class change fees, Inclusive Access fees, or the additional tuition for attempting a course more than twice. The administration of the McLennan Scholarship program shall be under the supervision of the Vice President, Finance & Administration. All McLennan Scholarships shall be processed by the Office of Financial Aid. Once a scholarship is offered, the offer will not be reduced – even if class rank changes for a student. If a student moves from the 11-20% rank to the top 10%, the scholarship offer will be increased. The McLennan Scholarship shall be paid in addition to any academic scholarship the student receives. Students who receive the Presidential or Honors College Scholarship in addition to the McLennan Scholarship will receive the scholarship that provides the greatest benefit to the student.

Exhibit B

McLennan Community College

POLICIES AND PROCEDURES

Reference:	G-X-h	Effective Date	07/19/2021
Subject:	McLennan Rising Star Scholarship		
Source:	Vice President, Finance & Administration		
Approval Authority:	President	Approval Date	07/19/2021
History:			
Remarks:	New Proposed Policy		

The college shall offer McLennan Rising Star Scholarships to all students who rank academically in the top 11 to 20% (according to latest ranking) at the end of the junior year for each high school in McLennan County accredited by the Texas Education Agency, or to the students ranking 6th through 10th, whichever represents the greater number of students. If the class has fewer than 21 students, the third and fourth ranked students in the class shall be awarded the Rising Star Scholarship.

Students qualifying for the Rising Star Scholarship shall be identified and certified each year by the principal or counselor of their high school in the spring of their junior year.

The scholarship shall be valid for four consecutive long semesters, (for example fall, spring, fall, spring) after graduation from high school. Semesters unused by the student are lost to the scholarship and the scholarship expires after the fourth long semester after high school graduation. For example, a student chooses to attend another College during the first semester after high school graduation and then decides to return to McLennan for the following semester will have three semesters of the scholarship remaining. Except for cohort type programs that require summer enrollment for on time completion, scholarships shall not be valid during the summer terms.

Before enrolling, eligible students must apply for admission and complete the Free Application for Federal Student Aid (FAFSA). Scholarship recipients shall enroll full time (defined as 12 or more hours per semester) and maintain a cumulative grade point average of 2.5 to remain eligible for this scholarship. Students who do not meet these requirements will forfeit the remainder of the scholarship, however if the student experiences extenuating circumstances during enrollment causing the GPA to falter, they may write a letter of appeal to the Director of Financial Aid explaining these circumstances and possibly have the scholarship restored.

The amount, or value, of the Rising Star Scholarship shall be one half tuition and fees each semester, excluding travel course fees, late registration fees, class change fees, Inclusive Access fees, or the additional tuition for attempting a course more than twice. The administration of the Rising Star Scholarship program shall be under the supervision of the Vice President, Finance & Administration. All Rising Star Scholarships shall be processed by the Office of Financial Aid. Once a scholarship is offered, the offer will not be reduced – even if class rank changes for a student. If a student moves from the 11-

McLennan Community College

POLICIES AND PROCEDURES

20% rank to the top 10%, the scholarship offer will be increased. The Rising Star Scholarship shall be paid in addition to any academic scholarship the student receives. Students who receive the Presidential or Honors College Scholarship in addition to the Rising Star Scholarship will receive the scholarship that provides the greatest benefit to the student.

McLennan Community College – Enrollment Management Process Improvement Subcommittee

Steering Committee

Stephen Benson – Chair
Karen Clark
Rene Clay
Lisa Elliott
Paul Hoffman
Sandi Jones
Mario Leal
Tina Lyles
Grayson Meek
Lauren Murphree
Jennifer Norman
Amanda Straten
Holly Surginer
Herman Tucker
Laura Wichman

Advising Task Force

Paul Hoffman – Co-Chair
Tina Lyles – Co-Chair
Laci Gerik
Joe Hinojosa
Allyson Huntley
Diane Russo
Kirk Schlemmer
Dee Wright

Student A/R Task Force

Grayson Meek – Co-Chair
Rene Clay – Co-Chair
Kandice Blades
Pam Niles
Jake Samarron
Lesley Willis

Admissions/Recruitment Task Force

Karen Clark – Co-Chair
Amanda Straten – Co-Chair
Dustie Hamilton
Elizabeth Garcia
Candice Pena
Teresa Perez
Heather Smitheal
Ruben Salazar

Marketing and Communications Task Force

Lisa Elliott – Co-Chair
Jennifer Norman – Co-Chair
Phillip Esparza
Candice Kelm

Financial Aid Task Force

Sandi Jones – Co-Chair
Lauren Murphree – Co-Chair
Tracey Dalton
Christy Franklin
Selia Keim
Patrick Koon
Diana Lomosad
Mary McGowan

Records and Registration Task Force

Herman Tucker – Co-Chair
Holly Surginer – Co-Chair
Candi Allen
Hannah Backus
Ken Culver
Heather Smitheal

McLennan Community College

2021-2022

Table of Contents

MCC Mission Statement.....	2
MCC Core Values.....	2
MCC Brand Statement.....	2
MARCOM Mission Statement	2
Key Messages	2
Marketing Campaign Themes.....	2
VISION 2030	3
Enrollment Funnel	3
MARCOM Goals.....	4
Strategies for Enrollment Growth.....	6
Situational Analysis of MCC’s Marketing & Communications Department.....	7
Audiences.....	7
Audience/Customer Persona:.....	10
Target Audiences	11
Possible Secondary Target Audiences:.....	15
Products/Services.....	15
Marketing Channels	15
SWOT Analysis	16

MCC Mission Statement

McLennan Community College's mission is to educate our students – improving their lives and enriching our community.

MCC Core Values

1. **People matter** - We will be honest, humble, respectful, and gracious to our students and to each other. We best serve our students, colleagues, and community when we work as a team.
2. **Inclusiveness matters** - We will seek to appreciate and understand our students and each other, actively seeking different viewpoints. We will work to create a civil, welcoming environment where our diverse community of students and employees learn, teach, and work together.
3. **Integrity matters** - We will work with the highest level of integrity, taking responsibility for all of our actions. We will tell the truth and seek to be fair in our decision-making and actions.
4. **Communication matters** - We will be open, collegial, and courageous in our communications with students and with our colleagues. We will listen before we speak. We will communicate decisions and the reasons for them.
5. **Excellence matters** - We will strive for excellence in all that we do. We will actively plan for the future, seeking new and innovative ways to accomplish our mission.

MCC Brand Statement

McLennan Community College offers a flexible schedule of superior, affordable courses, certificates, and degrees that will transfer to a Texas 4-year university or get graduates ready to start work right away.

MARCOM Mission Statement

The mission of the Marketing & Communications (MARCOM) Department is to create a consistent, positive, dynamic public image of the College in support of continued enrollment goals by administering strategic public relations, communications, and marketing activities.

Key Messages

- MCC offers an outstanding higher education at an affordable cost.
- MCC offers a direct avenue to a 4-year degree and beyond through the University Center at MCC.
- MCC offers dual credit enrollment for all McLennan County high schools and their students.
- MCC offers degrees and certificates for quick entry into the workforce.
- MCC professors have a passion for teaching and helping students succeed.
- MCC is close-to-home, work, family, and friends.

Marketing Campaign Themes

- McLennan Together (*COVID-19 Response*)
- We are Here for You (We have everything student needs.)
- We Train Heroes Perkins ad campaign (*Perkins 2020-2021*)
- Express Path to your Future (*Quick Credentialing*)
- Highlander Restart (*Targeting stop outs*)

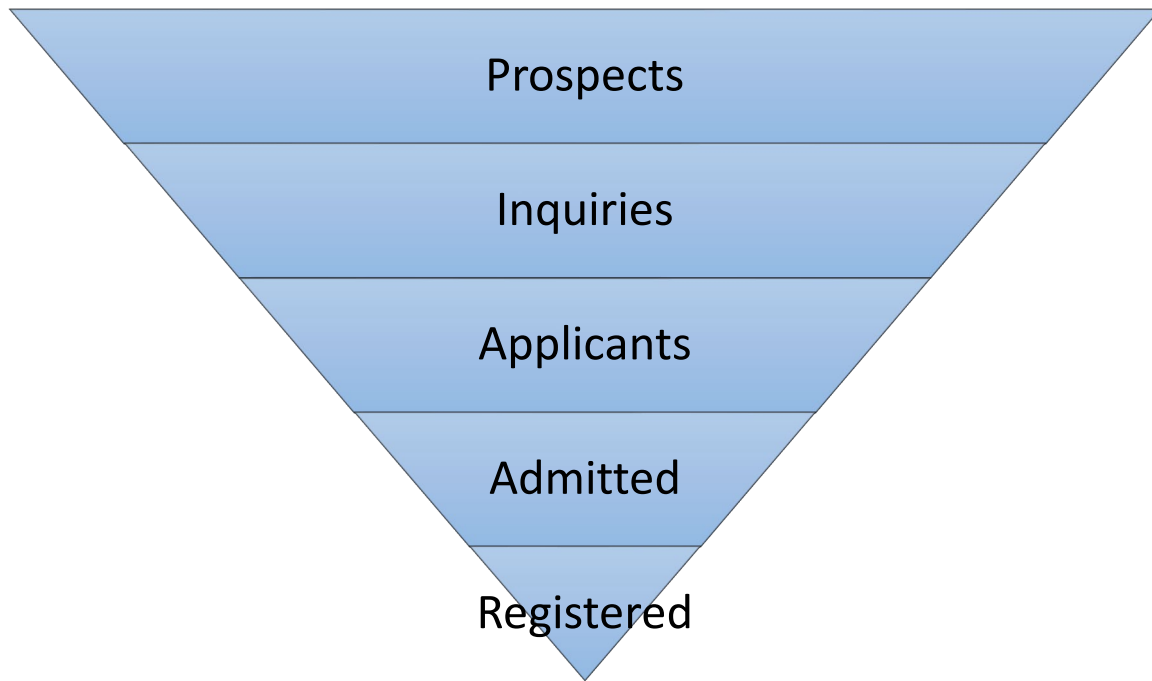
- Reskilling Funds Grant (*Targeting those affected by COVID*)
- Stay Here. Start Here. (*University Center*)
- Academic Stars Scholarships (*top 20% high school graduates from McLennan County*)
- PASS (QEP – internal)

VISION 2030

To meet the needs of Waco and McLennan County, MCC’s efforts are centered on four strategic directives:

1. Help all students succeed at the highest level possible
2. Take care of our people
3. Impact the community
4. Develop resources to fund success

Enrollment Funnel



Key Populations for Enrollment Management	
Prospective Students	
Prospects	Have not shown interest yet.
Inquiries	Have taken some action to inquire about MCC & we have captured their information.
Applicants	Have filled out an application but have not registered for classes (currently or next term)
Returning	Former students who stopped out of MCC for at least one year.
Current Students	
Continuing	Current students who are registered or plan to register for upcoming term.

Dual Credit High School student concurrently enrolled or planning to enroll for upcoming term.

Fall 2021

Student Type	8/18/2021	8/26/2021	9/2/2021	9/30/2021
All Applicants	5,602	5,782	5,918	6,208
Applicants who have not registered for a term	2,873	2,835	2,936	3,091
Currently Registered Student Count	7,006	7,407	7,496	7,609
Dual Credit Registered	1,711	1,718	1,735	1,734
FTIC	926	1,032	1,039	1,072
First Time Transfer	360	409	422	428
Continuing	3,127	3,272	3,298	3,303
Returning	882	976	1,002	1,072

Year after year, McLennan has thousands of applicants at the end of a registration period, who never registered for a class despite filling out an application after the last registration period. For Fall 2021, nearing the end of the registration period for second 8-week classes, McLennan had 3,091 applicants who had not registered for a term. Between Fall 2019 and Fall 2021, McLennan has averaged approximately 3,400 applications of prospective students who never registered for class. There are also people who applied for Financial Aid and were eligible but never registered for classes.

Course of Action:

- Gather emails and mailing addresses for students who applied and never registered to contact them about why they didn't register and to put them in our enrollment funnel for more communications.
- Research how many of those who applied to MCC also applied and are eligible for financial aid but never registered.

MARCOM Goals

Goals for 2021-2022

Goal 1: Continue implementing new and existing enrollment management strategies to increase student enrollment.

Description: Implement enrollment & marketing strategies in conjunction with Admissions & Recruiting and Strategic Enrollment Management Committee.

Start: 9/1/2021

End: Ongoing

College-related goal: Goal 4

College-related annual priority: *Develop and implement strategies to improve student recruitment, success, and completion rates for all students, particularly students of color. (Goals 1, 2, and 3)*

Strategy number 1.1: Continue focusing on Strategic Enrollment Management tactics including a primary focus on creating appropriate messaging and use of media for specific target audiences including prospective students (18-24 years), current students, parents, and non-traditional aged prospective students (25-40 years).

Description: MARCOM will implement an external advertising campaign including a Spring 2022 and Summer/Fall 2022 ad buy, collective creative campaign, and implementation plan.

Start: 9/1/2021

End: Ongoing

Strategy number 1.2: Review, organize, and edit all enrollment communications with prospective and new students with “Inquiry to Enrollment Process Map”.

Description: In collaboration with Admissions & Recruiting, MARCOM will evaluate and edit all enrollment communications along the “Inquiry to Enrollment Process Map” and provide suggestions to the Strategic Enrollment Management Steering Committee.

Start: 9/1/2021

End: 8/31/2022

Strategy number 1.3: Increase media attention through more engagement and distribution of MCC newsworthy stories both locally and nationally.

Description: Create and implement a new media plan to increase engagement and distribution of information about MCC.

Start: 9/1/2021

End: Ongoing

Goal 2: Focus on continuing to improve digital communications and resources (training, tools, Chatbot, campus TVs, website, CRM, etc.).

Description: Utilize the current digital medias available as well as research and implement new digital medias in order to better communicate with current and prospective students, employees, and the community.

Start: 9/1/2021

End: Ongoing

College-related goal: Goals 1-4

College-related annual priority: *Increase available resources for critical initiatives by continuing to update and implement the strategic enrollment plan, developing new funding sources, reallocating resources, and streamlining operations. (Goal 4)*

Strategy number 2.1: Continue on improving content on the website, training for the webpage managers, and effective marketing strategies to increase engagement with the user.

Description: Utilize Siteimprove for website quality assurance, compliance, and SEO purposes.

Start: 9/1/2021

End: Ongoing

Strategy number 2.2: Implement Chatbot on the website.

Description: Collaborate with Admissions & Recruiting and ISS to start the process for implementing the chatbot.

Start: 9/1/2021

End: Ongoing

Strategy number 2.3: Increase engagement on social media platforms.

Description: Increase MARCOM posts and user-generated posts on all social media platforms in order to increase engagement and tell the MCC story.

Start: 9/1/2021

End: Ongoing

Goal 3: Focus on enrollment and retention strategies through internal & external partnerships.

Description: Research and connect with internal and external partners in order to implement enrollment management strategies to increase enrollment.

Start: 9/1/2021

End: Ongoing

College-related goal: Goal 4

College-related annual priority: *Create a more diverse, inclusive, and welcoming environment by developing and implementing innovative recruiting, hiring, retaining, and training strategies. (Goals 1, 2, and 3).*

Strategy number 3.1: Communicate and partner with Continuing Education.

Description: Meet with partners like Continuing Education/Corporate & Professional Training regarding local business and industry with tuition re-imbusement programs or those that encourage their employees to get more training or education.

Start: 9/1/2021

End: Ongoing

Strategy number 3.2: Collaborate with the University Center to develop a strategic marketing plan and media buy in order to increase community awareness and grow enrollment.

Description: Continue meeting with the University Center MCC partners to develop and implement plans for marketing and publicity.

Start: 9/1/2021

End: Ongoing

Strategies for Enrollment Growth

The following goals were taken from the MCC Recruitment Plan 2019-2020.

Goals

11/15/2021 4:04 PM

Based on the Texas Higher Education Coordinating Board's participation projections, goals for the MCC Recruitment office are:

Year	2019	2020	2025
Baseline Projections	8,995	9,009	9,198
Mid-Range Projections	9,095	9,109	9,451
High-Range Projections	9,195	9,409	9,751

Situational Analysis of MCC's Marketing & Communications Department

The McLennan Community College Marketing Department is a team of two writers, one graphic designer, one web content designer, a project manager/associate director, a director, and numerous student interns and workers. As a department, we have years of experience in marketing, advertising, public/media relations, journalism, website development, accessibility remediation and compliance, and graphic design.

Supported by College leadership with a budget and direction, the team has been able to accomplish many of their objectives, but declining enrollment and retention rates have forced them to do so in a reactionary manner. The Director seeks to transition from this reactive mode to a proactive process with the flexibility to take advantage of unforeseen opportunities and issues that may arise during the year.

We work well as a team and collaborate on all project with the help of our project management system (WorkZone). Every project (big or small) is proofed and edited by at least one MARCOM team member, if not all.

We also meet with the team as well as our MCC clients often. We have regular weekly meetings for the team, and we meet with Admissions & Recruiting on a weekly basis.

Audiences

Spring 2021 (as of 9/24/2021)

Total enrollment: 6,733 (1,138 less than Spring 2020)

- 156 first-time-in college (down 54 since Spring 2020)
- 229 first-time transfers (down 55)
- 3,915 continuing (down 736)
- 660 returning (up 6)
- 1,773 dual-credit (down 299)

As of 9/24/2021, Fall 2021

Total enrollment: 7,592 (362 less than Fall 2020)

- 1,067 first-time-in college (up 60 since Fall 2020)
- 425 first-time transfer (up 47)
- 3,304 continuing (down 341)
- 1,061 returning (up 204)
- 2,735 dual credit (down 332)

Student Demographics **Spring 2021:**

Total enrollment: 6,733 (1,138 less than Spring 2020)

Total enrollment including flex: 9,269 (1,145 less than Spring 2020)

- 76% from McLennan County
- 69% female; 31% male
- 54% members of racial or ethnic minority group
- 41% between 18-21 (down 2% since Spring 2020)
- Overall average age 23.6
- 73% transfer students (down 2% since Spring 2020)
- 24% workforce students (up 2% since Spring 2020)
- 21% full-time students (down 2% since Spring 2020)
- 42% Pell Recipients (down 7% since Spring 2020)

Top areas of study by Pathway or type **Spring 2021:**

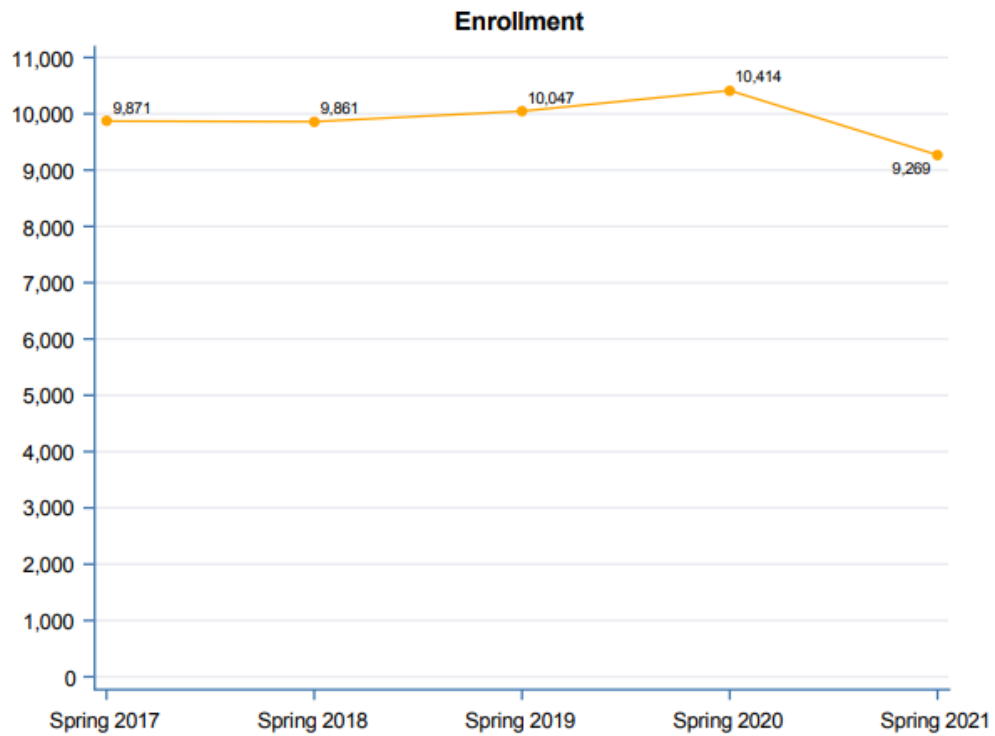
- Transient, Non-Degree Seekers 6%
- Liberal Arts & Sciences (transfer) at 25%
- Business & Industry 14%
- Creative Arts 2%
- Health Professions 19%
- HS Pathways/Dual Credit 20%
- Public Service 11%
- STEM 6%

Top areas of study by Major **Spring 2021:**

- Liberal Arts & Sciences/Liberal Studies 44%
- General Studies 10%
- Transient, Non-Degree Seeker 7%
- Registered Nursing/Registered Nurse 7%
- Business Administration & Management, General 5%
- Criminal Justice/Safety Studies 2%
- Business/Commerce, General 2%
- Medical/Clinical Assistant 2%
- Psychiatric/Mental Health Services Technician 1%

Profile of all Students, Spring 2017 to Spring 2021 Enrollment

Term	Enrolled
Spring 2017	9,871
Spring 2018	9,861
Spring 2019	10,047
Spring 2020	10,414
Spring 2021	9,269

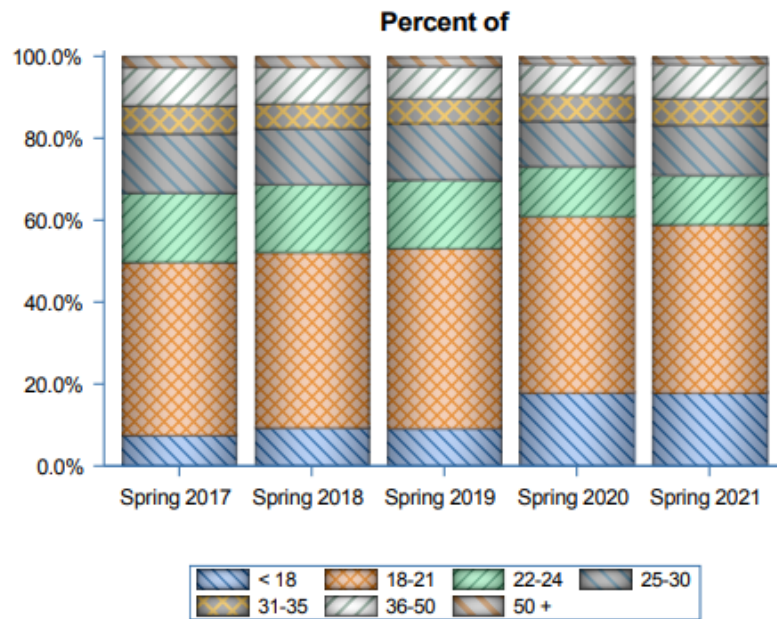


Note: Enrollment includes flex entry enrollment.

Audience/Customer Persona:

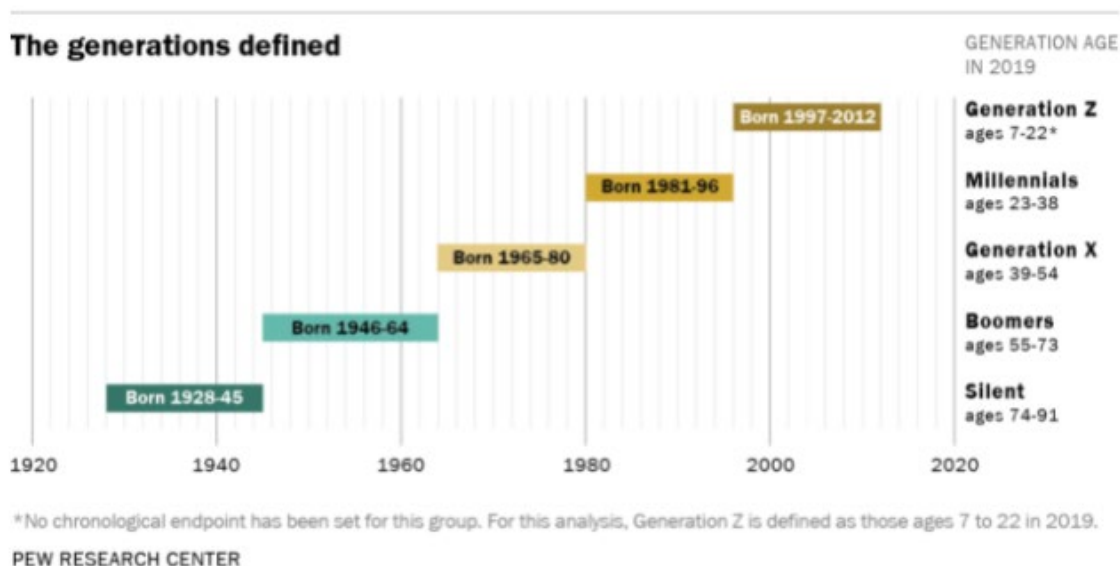
**Profile of all Students, Spring 2017 to Spring 2021
Age Category**

	Spring 2017		Spring 2018		Spring 2019		Spring 2020		Spring 2021	
	#	%	#	%	#	%	#	%	#	%
< 18	750	7.6%	924	9.4%	924	9.2%	1,859	17.9%	1,655	17.9%
18-21	4,181	42.4%	4,230	42.9%	4,426	44.1%	4,493	43.1%	3,828	41.3%
22-24	1,646	16.7%	1,630	16.5%	1,686	16.8%	1,265	12.1%	1,116	12.0%
25-30	1,453	14.7%	1,353	13.7%	1,363	13.6%	1,179	11.3%	1,116	12.0%
31-35	661	6.7%	600	6.1%	617	6.1%	647	6.2%	602	6.5%
36-50	921	9.3%	870	8.8%	807	8.0%	786	7.5%	785	8.5%
50 +	259	2.6%	254	2.6%	224	2.2%	185	1.8%	167	1.8%
Total	9,871	100.0%	9,861	100.0%	10,047	100.0%	10,414	100.0%	9,269	100.0%



Note: Enrollment includes flex entry enrollment.

Target Audiences



Prospective Students

Local 18-24 year olds – Generation Z

This is our first target audience (4,944 enrolled Spring 2021). They make up 53% of our student population.

NOTE: This demographic was 55% of our total student population Spring 2020 and 61% Spring 2019. Therefore, it has declined since the COVID-19 pandemic started in Spring 2019 by 8%.

- Local (McLennan or Falls counties)
- GenZ (born between 1997-2012)
- High school graduates
- Grew up in a strong economy with record-low unemployment pre-pandemic
 - Pandemic has them uncertain of their future.
 - ½ (50%) of the oldest Gen Zers (18-23) they or someone in their household lost a job or cut in pay due to pandemic.
- More racially and ethnically diverse than past generations
- On track to be the most well-educated generation yet.
- Digital natives with no or little memory of world before smartphones
- Progressive and pro-government
- Pro-racial and ethnic diversity
- In 2018, 18-21 year olds no longer in HS were enrolled in a 2-year or 4-year college
- More likely to have a college-educated parent than previous generations
- 74% now using Facebook (increase in usage)
- Spend an average of 5-10 hours a day on mobile devices
- Similar to Gen X (their parents) in financial attitudes, but want to avoid debt after seeing Millennials struggle.
- Highly visual (93% watch digital videos online)
- Prefers personalized interactions; Customized app

- Not accustomed to waiting in line; use of mobile phone for services important
- Prefer streaming video to live TV
- 66% list gaming as their main hobby
- 92% have Netflix with 38% watching Netflix daily
- Top sites for Gen Z:
 - YouTube 91%
 - Gmail 75%
 - Snapchat 66%
 - Instagram 65%
 - Facebook 61%

NOTE: Cited <https://www.pewresearch.org/social-trends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-we-know-about-gen-z-so-far-2/>

Local 25-40 years old - Millennials

Approximately 22% of our enrollment

- Millennials (Gen Y) (born between 1981-1996, *according to Pew Research*)
- High school graduates
- 93% own smartphones
- 86% use social media (Facebook 84%); use multiple social media platforms
- 78% have broadband services at home
- Many blended families (single parent, step parents, etc.)
- Need new skills or credentials to be promoted or move up in workforce
- Need flexible scheduling
- In service or low-wage jobs; need benefits
- 40% lost job or pay cut (or someone in their household) due to pandemic
- Have outside factors influencing choice, selection, and persistence
- More inclined to delay major purchases
- Want to be guided through big purchases
- Trust experts rather than traditional advertising
- Empower them to connect authentically with your brand; build their trust.
- Rely heavily on peer reviews by friends and trusted influencers.
- THECB says one reason non-trads go back to college is to serve as role model for their children or family members.
 - Many have financial reason for not attending.
 - Some are because they already have so many student loans

NOTE: Cited <https://www.pewresearch.org/fact-tank/2019/09/09/us-generations-technology-use/> and <https://www.linkedin.com/pulse/5-millennial-marketing-trends-watch-out-2021-janine-griffiths>

Influencers of Prospective Students

Parents of 18-24 year olds who are HS grads

This demo includes the influencers of our first target audience of 18-24 year old

- 40-55 years old
- Gen Xers (born between 1965 -1980)
- Concerned with how your college will meet their child's needs
- Concerned with affordability

- These are not necessarily potential students, but may be; do not rule them out as students
- 36% lost job or pay cut (or someone in their household) due to pandemic
- GenX: They are generally settled in a job and between ages of 34-55 years of age.
- Still watches traditional TV & radio
- Digitally savvy with average of 7 hours a week on Facebook (highest social media platform)
- Raising family, paying off student debt, taking care of parents which puts high strain on their expendable income and resources

McLennan County Demographics:

According to 2019 Census data of McLennan county

(<https://www.census.gov/quickfacts/mclennancountytexas>), the population is approximately 256,623.

51% Female

55% White

15% African-American

27% Hispanic or Latino

89% Households with computer

78% Households with broadband internet subscription

85% High school graduate or higher, percent of persons 25+ years

24% Bachelor's degree or higher, percent of persons 25+ years

61% In civilian labor force, percent of population 16+ years

\$49,778 Median household income (2015-2019)

18% Persons in poverty

According to the Spring 2021, Student Media Survey Report prepared by McLennan's Office of Institutional Research.

Current MCC Student Research

Media used:

Smartphones – 90%

Personal Computer – 87%

Television – 51%

Streaming media device – 50%

Books or magazines – 41%

Cable/Satellite – 29%

TV provider:

Netflix – 67%
 Hulu – 51%
 Spectrum – 22%
 DIRECTV – 12%
 YouTubeTV – 14%
 DISH – 15%
 Grande Cable – 7%
 Sling TV – 3%
 Disney+ - 43%

Local Publications:

Trib Online – 60%
 Trib Print – 20%
 Waco Today Online – 20%
 Wacoan Online – 15%
 Waco Today Print – 14%
 Baylor Lariat Online – 6%

Radio:

Amazon Music - 11%
 Apple Music – 29%
 iHeartRadio – 7%
 Pandora – 21%
 Spotify – 34%
 Power 108 – 10%
 97.5 FM – 14%
 99.9 FM – 17%

Social Media:

Facebook - 25% (74% follow MCC's FB page)
 Instagram – 22% (36% follow MCC's Instagram page)
 SnapChat – 31% (5% follow MCC's SnapChat page)
 TikTok – 24%
 YouTube – 22.4 (13% follow MCC's YouTube page)
 Twitter – 9% (9% follow MCC's Twitter page)

Preference for MCC Communications:

1. Email to student account (60%)
2. MCC website (39%)
3. Email personal account (38%)
4. Text Messaging (37%)
5. MCC's online calendar (31%)
6. Social Media (29%)
7. Snail Mail (25%)
8. MCC carousel on website (22%)

9. On campus banners (21%)
10. Campus TVs (20%)
11. Flyers (16%)

Current students' reasons for choosing MCC:

1. Affordable (73%)
2. Close to home/family (68%)
3. Ability to work while attending (58%)
4. Quality education (28%)
5. Specific degree or certificate offered (27%)
6. Other (7%)
7. I didn't get into my first college choice (2%)

Possible Secondary Target Audiences:

High School students/High School Pathways

This demo makes up 23% of our student population. They are the future student, prospective student, and dual credit student.

- 14-18 year olds
- Gen Z (2006-2003)
- Local
- High school students
- Heavy users of mobile devices; first mobile phone at age 10.3 years
- Hyper-connected world with the smartphone as preferred method of communication
- Internet access as long as they have known

High School Counselors, Teachers, Administrators

Products/Services

What is our service/product?

- Course credits toward an associate's degree
- Course credits to transfer to a 4-year university
- Job skills and knowledge for application to a career certification or their current jobs
- Education toward a high school diploma
- Recreational courses
- Educational events for our community
- Facilities for educational purposes

Marketing Channels

- Billboards/Outdoors
 - Bus Ads
 - Vinyl & Digital Billboards
- Direct Mail
 - Purchased lists from predictive analytics or CollegeBoard

- Gathered from CRM or Colleague
- Radio:
 - Digital & Traditional
- TV
 - Digital & Traditional
- Websites & Apps– paid, digital advertising
- Print (local)
- Digital
 - Social media – boosted paid posts
 - Targeted display
 - Geofencing digital
 - Google search engine
- Free Publicity
 - Press releases
 - Media Relations
 - On-campus communications
 - Social media
 - Digital sign
 - Website
- Branding in community
 - Word of mouth

SWOT Analysis

MCCs strengths

- Affordability
- Academic excellence
- Small classes with individualize attention from professors
- University Center
- Cutting-edge technology and facilities
- Beautiful campus
- Culture of service, enrichment, and achievement
- Flexible scheduling
- Many student resources
- Community support
- 6 academic Pathways (Business & Industry, Creative Arts, Health Profession, Liberal Arts, Public Service, and STEM)
- Longstanding partnerships with state four-year universities
- Longstanding partnerships with local ISDs
- Ease of transfer for students
- Relationships with community organizations, business, and industry

MCC's weaknesses

- High school on the hill – community perceptions
- Lacking the complete college experience
- Pandemic COVID-19

Threats

- Flat enrollment
- Decreases in state appropriations
- Competition with four-year university that can offer the first-year experience & do not require SAT or ACT scores
- Competition with for-profit, online colleges and universities
- Potential students working full-time
- Potential students with many other commitments
- COVID-19 pandemic-related issues and concerns

Competitors*Location-wise*

- Baylor University – www.baylor.edu
- Texas State Technical College – www.tstc.edu/ (Fall 2021 enrollment - 4,393)
- Hill College – www.hillcollege.edu (Fall 2021 enrollment – 4,038)
- Central Texas College - www.ctcd.edu/ (Fall 2021 enrollment – 7,649)
- Temple College – www.templejc.edu (Fall 2021 enrollment – 4,507)

NOTE: Cited <https://www.highered.texas.gov/apps/resumes/>

McLennan Community College Recruitment Plan 2021-2022

Executive Summary-

This plan sets specific, data-informed goals for enrollment at McLennan Community College, recommending strategies to reach those goals, providing a timeline and identifying resources needed. This plan includes the Mission Statement, Core Values and Vision Statements of McLennan Community College, along with a five year overview of our enrollment, national and State growth projections, and ends with our enrollment goals and strategies for enrollment growth.

Mission Statement

McLennan Community College's mission is to educate our students – improving their lives and enriching our community.

Core Values

All choices, decisions, and actions of McLennan Community College and the individuals associated with it arise from and are consistent with the following core values:

People matter – We will be honest, humble, respectful, and gracious to our students and to each other. We best serve our students, colleagues, and community when we work as a team.

Inclusiveness matters – We will seek to appreciate and understand our students and each other, actively seeking different viewpoints. We will work to create a civil, welcoming environment where our diverse community of students and employees learn, teach, and work together.

Integrity matters – We will work with the highest level of integrity, taking responsibility for all of our actions. We will tell the truth and seek to be fair in our decision-making and actions.

Communication matters – We will be open, collegial, and courageous in our communications with students and with our colleagues. We will listen before we speak. We will communicate decisions and the reasons for them.

Excellence matters – We will strive for excellence in all that we do. We will actively plan for the future, seeking new and innovative ways to accomplish our mission.

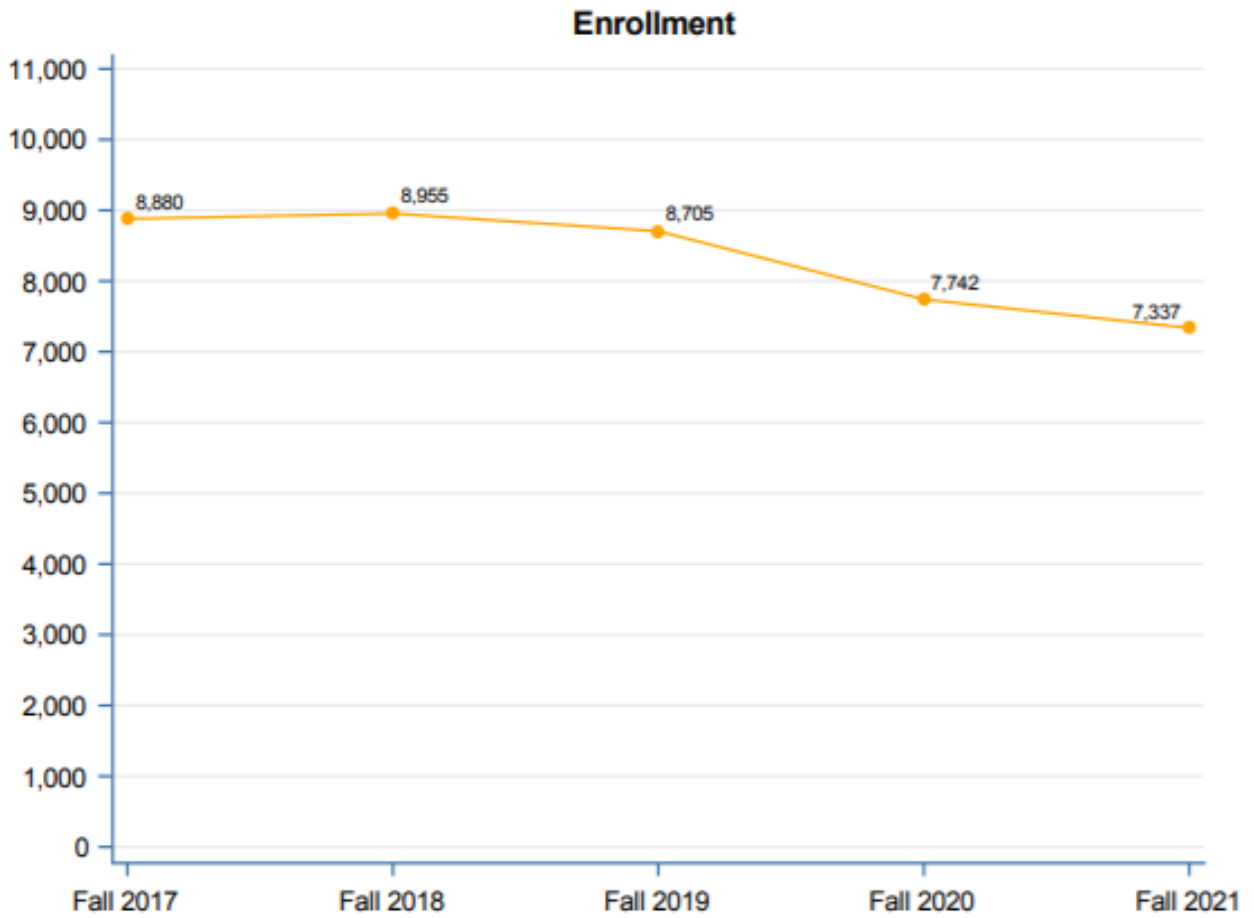
Vision Statement

To meet the needs of Waco and McLennan County, the efforts of McLennan Community College are centered on four strategic directives:

- I. Help all students succeed at the highest level possible*
- II. Take care of our people*
- III. Impact the community*
- IV. Provide resources to fund success*

Profile of all Students, Fall 2017 to Fall 2021 Enrollment

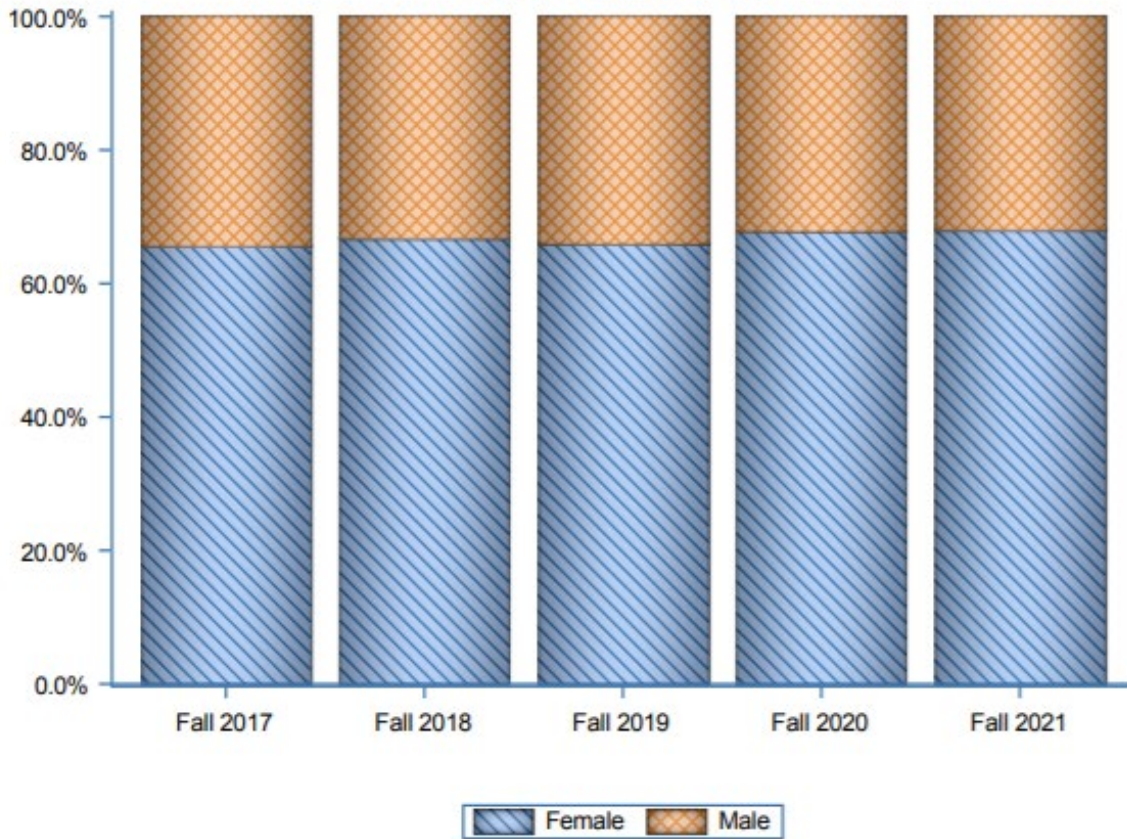
Term	Enrolled
Fall 2017	8,880
Fall 2018	8,955
Fall 2019	8,705
Fall 2020	7,742
Fall 2021	7,337



**Profile of all Students, Fall 2017 to Fall 2021
Gender**

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Female	5,838	65.7%	5,979	66.8%	5,742	66.0%	5,265	68.0%	4,996	68.1%
Male	3,042	34.3%	2,976	33.2%	2,963	34.0%	2,477	32.0%	2,341	31.9%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

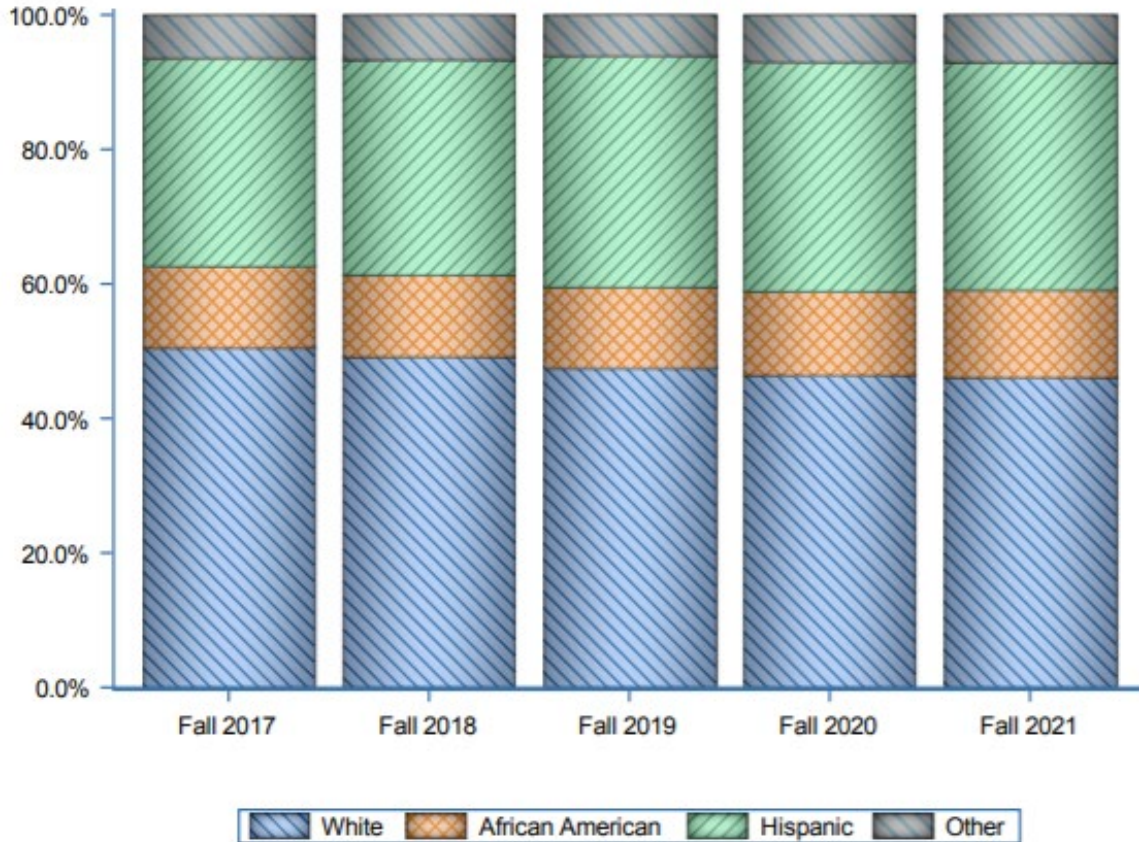
Percent of Enrollment



**Profile of all Students, Fall 2017 to Fall 2021
Ethnicity**

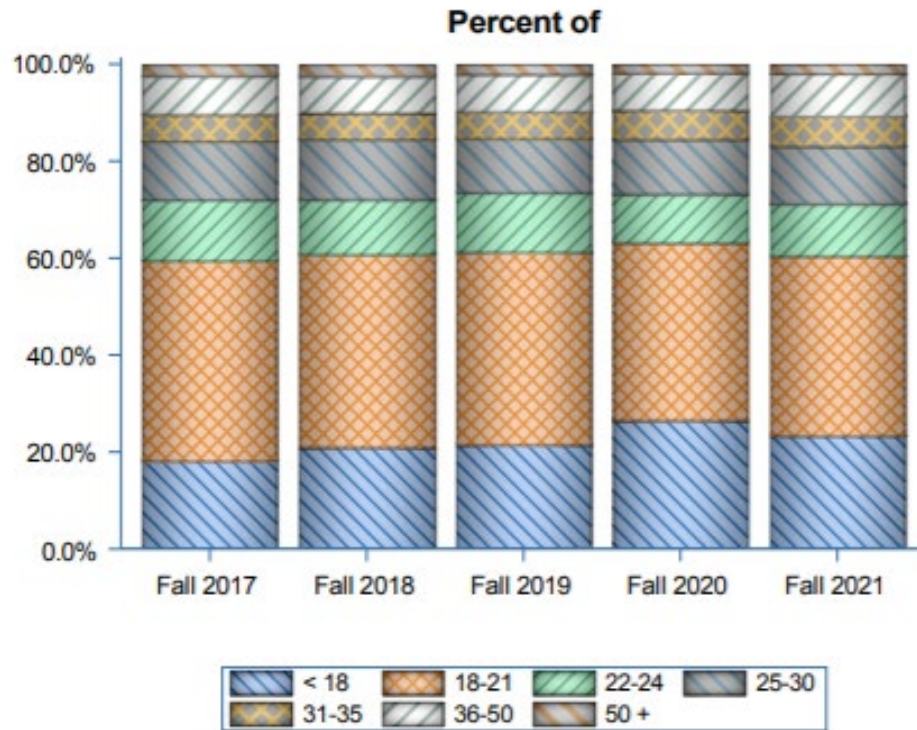
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
White	4,492	50.6%	4,407	49.2%	4,146	47.6%	3,599	46.5%	3,395	46.3%
African American	1,089	12.3%	1,086	12.1%	1,050	12.1%	965	12.5%	952	13.0%
Hispanic	2,734	30.8%	2,872	32.1%	2,978	34.2%	2,645	34.2%	2,476	33.7%
Other	565	6.4%	590	6.6%	531	6.1%	533	6.9%	514	7.0%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Percent of Enrollment

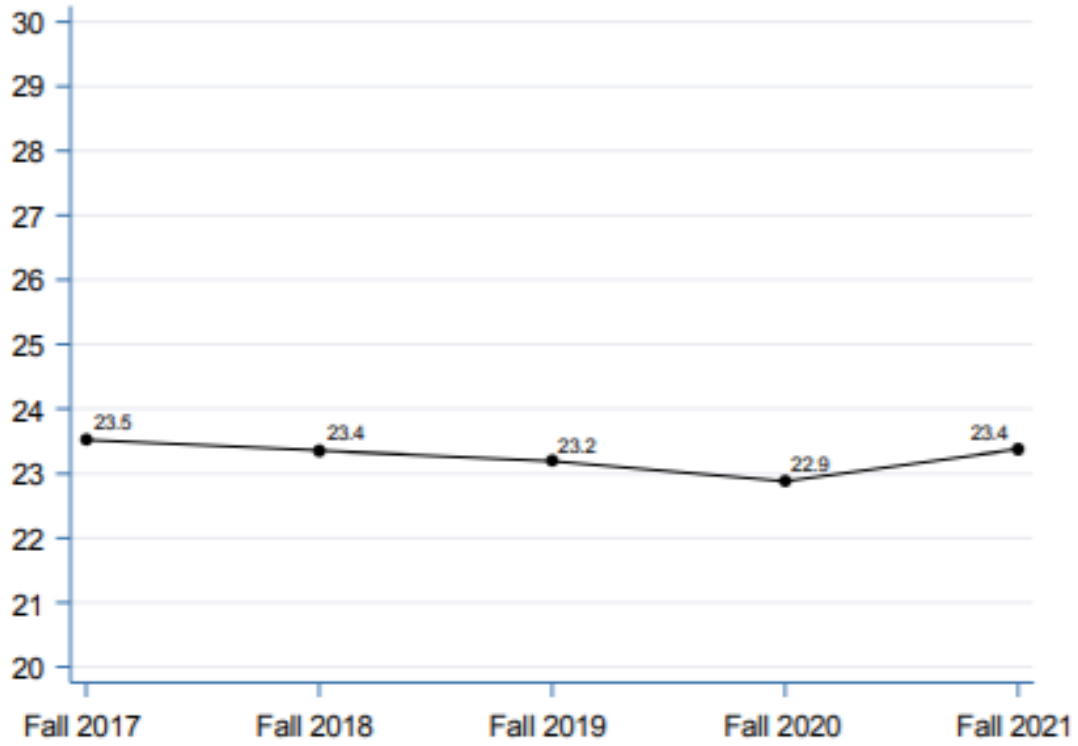


Profile of all Students, Fall 2017 to Fall 2021 Age Category

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
< 18	1,631	18.4%	1,879	21.0%	1,878	21.6%	2,055	26.5%	1,725	23.5%
18-21	3,661	41.2%	3,574	39.9%	3,451	39.6%	2,844	36.7%	2,716	37.0%
22-24	1,112	12.5%	1,017	11.4%	1,082	12.4%	765	9.9%	797	10.9%
25-30	1,064	12.0%	1,111	12.4%	969	11.1%	882	11.4%	865	11.8%
31-35	505	5.7%	475	5.3%	483	5.5%	463	6.0%	456	6.2%
36-50	702	7.9%	688	7.7%	661	7.6%	590	7.6%	632	8.6%
50 +	205	2.3%	211	2.4%	181	2.1%	143	1.8%	146	2.0%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%



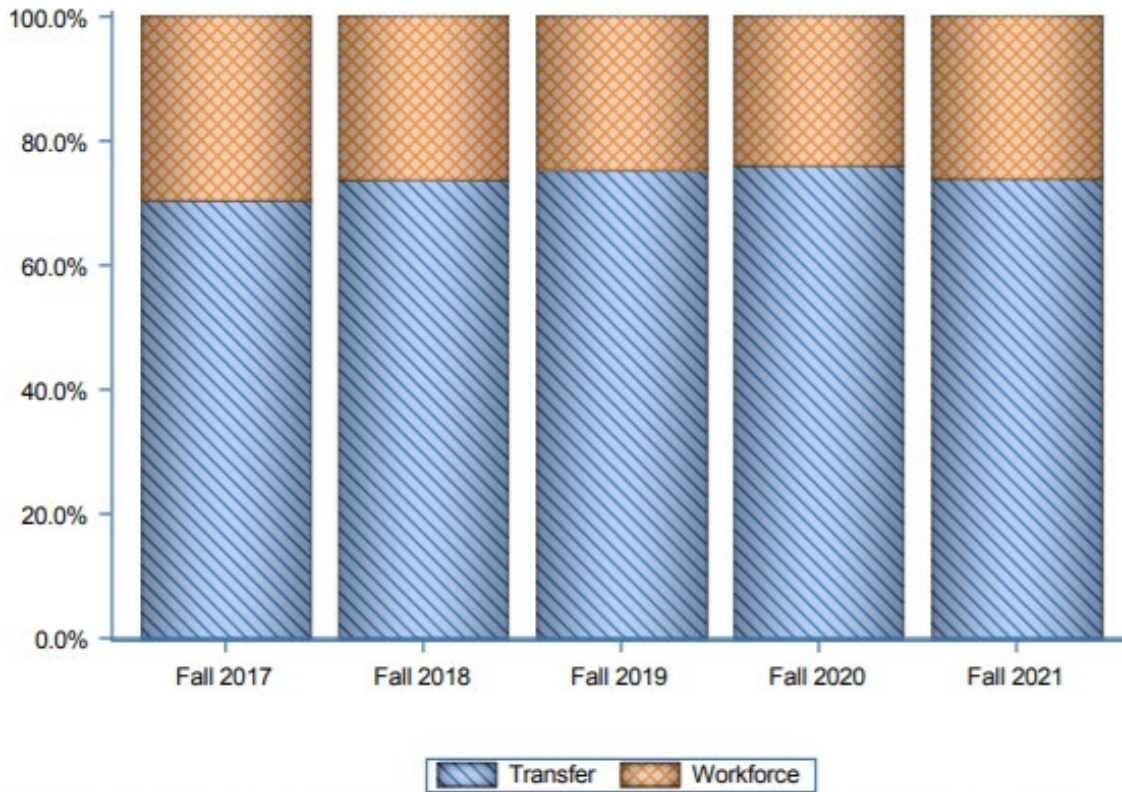
Average Age



**Profile of all Students, Fall 2017 to Fall 2021
Major Type**

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Transfer	6,276	70.7%	6,615	73.9%	6,577	75.6%	5,901	76.2%	5,426	74.0%
Workforce	2,604	29.3%	2,340	26.1%	2,128	24.4%	1,841	23.8%	1,911	26.0%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Percent of Enrollment

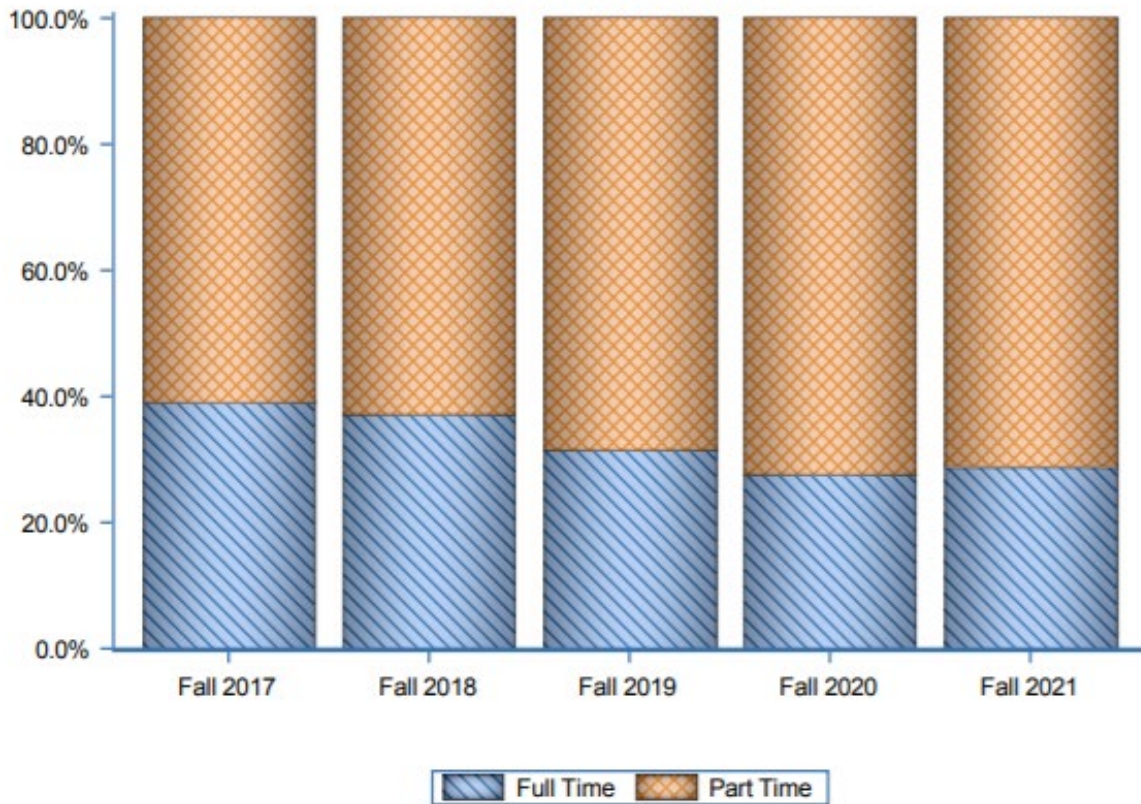


Beginning in Fall 2013 'Pre' Health Care majors were no longer counted as workforce majors

**Profile of all Students, Fall 2017 to Fall 2021
Full-Time/Part-Time Status**

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		#	%	#	%	#	%	#	%	#	%
Full Time	Non-Dual Credit	3,427	38.6%	3,300	36.9%	2,699	31.0%	2,126	27.5%	2,108	28.7%
	Dual Credit	53	0.6%	38	0.4%	47	0.5%	28	0.4%	26	0.4%
	Total	3,480	39.2%	3,338	37.3%	2,746	31.5%	2,154	27.8%	2,134	29.1%
Part Time											
	Non-Dual Credit	3,486	39.3%	3,439	38.4%	3,796	43.6%	3,623	46.8%	3,562	48.5%
	Dual Credit	1,914	21.6%	2,178	24.3%	2,163	24.8%	1,965	25.4%	1,641	22.4%
Total	5,400	60.8%	5,617	62.7%	5,959	68.5%	5,588	72.2%	5,203	70.9%	
Total		8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

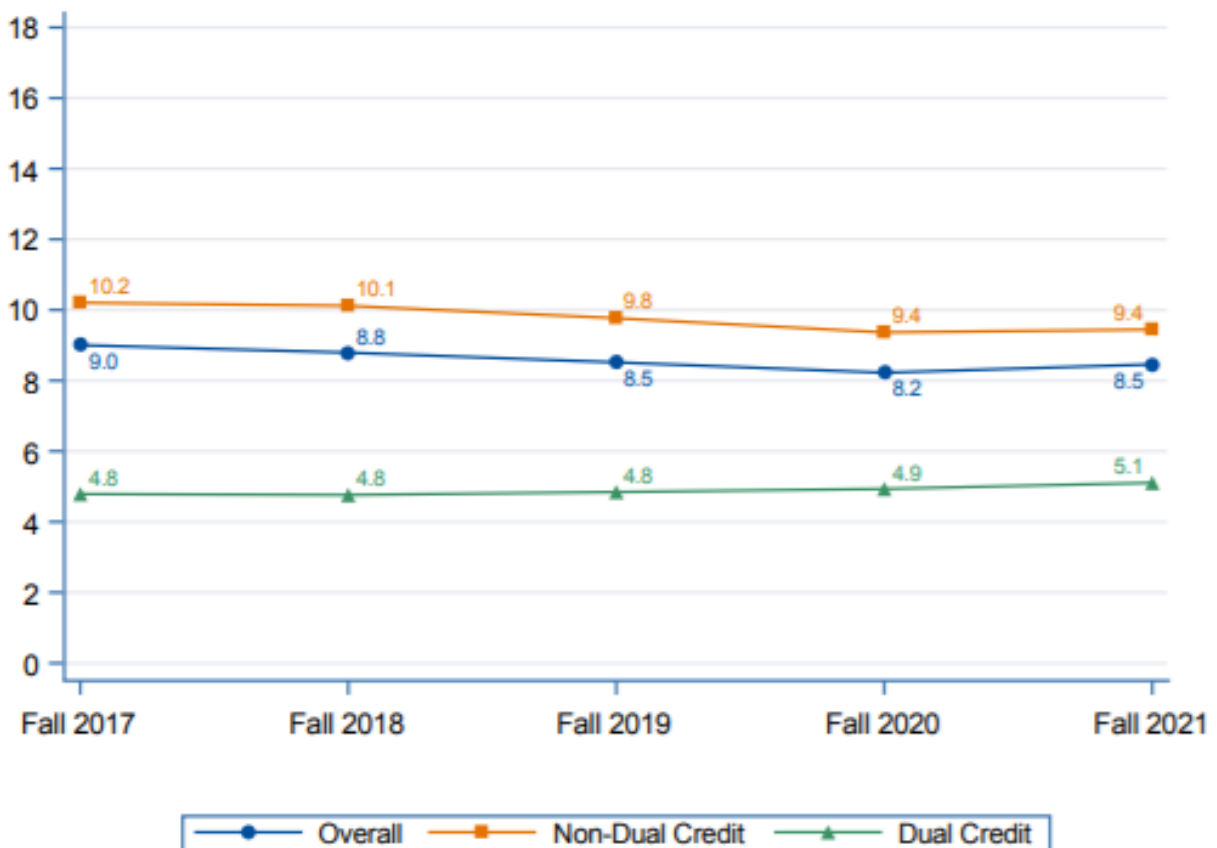
Percent of Enrollment



Profile of all Students, Fall 2017 to Fall 2021 Attempted Hours

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Less than 6	1,908	21.5%	2,032	22.7%	1,952	22.4%	1,899	24.5%	1,584	21.6%
06-11	3,492	39.3%	3,585	40.0%	4,007	46.0%	3,689	47.6%	3,619	49.3%
12	1,076	12.1%	1,085	12.1%	950	10.9%	781	10.1%	778	10.6%
13	1,316	14.8%	1,280	14.3%	1,014	11.6%	764	9.9%	748	10.2%
14	542	6.1%	475	5.3%	385	4.4%	319	4.1%	286	3.9%
15	244	2.7%	213	2.4%	172	2.0%	128	1.7%	159	2.2%
16	181	2.0%	183	2.0%	141	1.6%	97	1.3%	113	1.5%
17	63	0.7%	49	0.5%	35	0.4%	35	0.5%	21	0.3%
18	31	0.3%	28	0.3%	17	0.2%	5	0.1%	5	0.1%
More than 18	27	0.3%	25	0.3%	32	0.4%	25	0.3%	24	0.3%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Average Hours

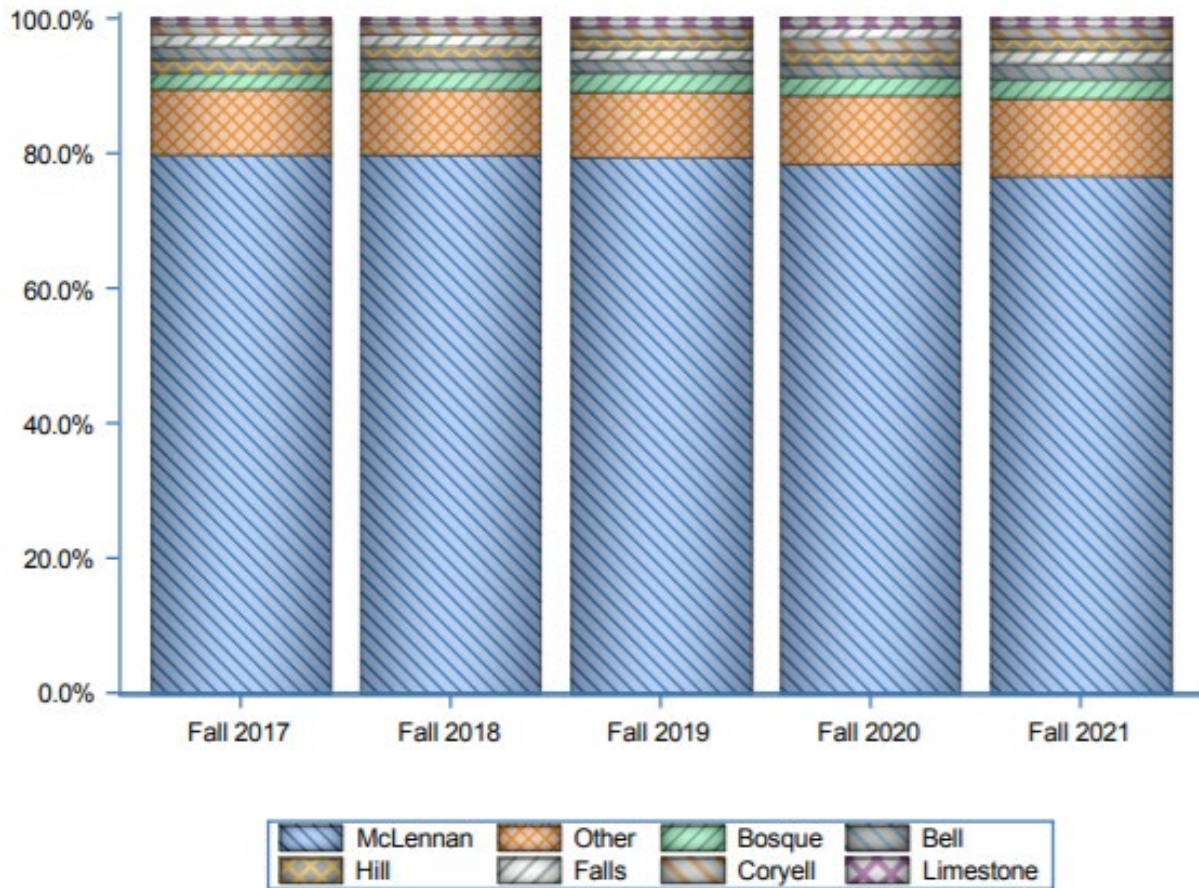


Status is defined by the state definition of full-time, which excludes flex classes

Profile of all Students, Fall 2017 to Fall 2021 County of Residence

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Bell	169	1.9%	170	1.9%	158	1.8%	162	2.1%	178	2.4%
Bosque	199	2.2%	247	2.8%	246	2.8%	209	2.7%	208	2.8%
Coryell	130	1.5%	133	1.5%	135	1.6%	135	1.7%	122	1.7%
Falls	165	1.9%	159	1.8%	152	1.7%	132	1.7%	141	1.9%
Hill	181	2.0%	161	1.8%	150	1.7%	137	1.8%	125	1.7%
Limestone	78	0.9%	74	0.8%	98	1.1%	99	1.3%	88	1.2%
McLennan	7,106	80.0%	7,161	80.0%	6,927	79.6%	6,072	78.4%	5,632	76.8%
Other	852	9.6%	850	9.5%	839	9.6%	796	10.3%	843	11.5%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

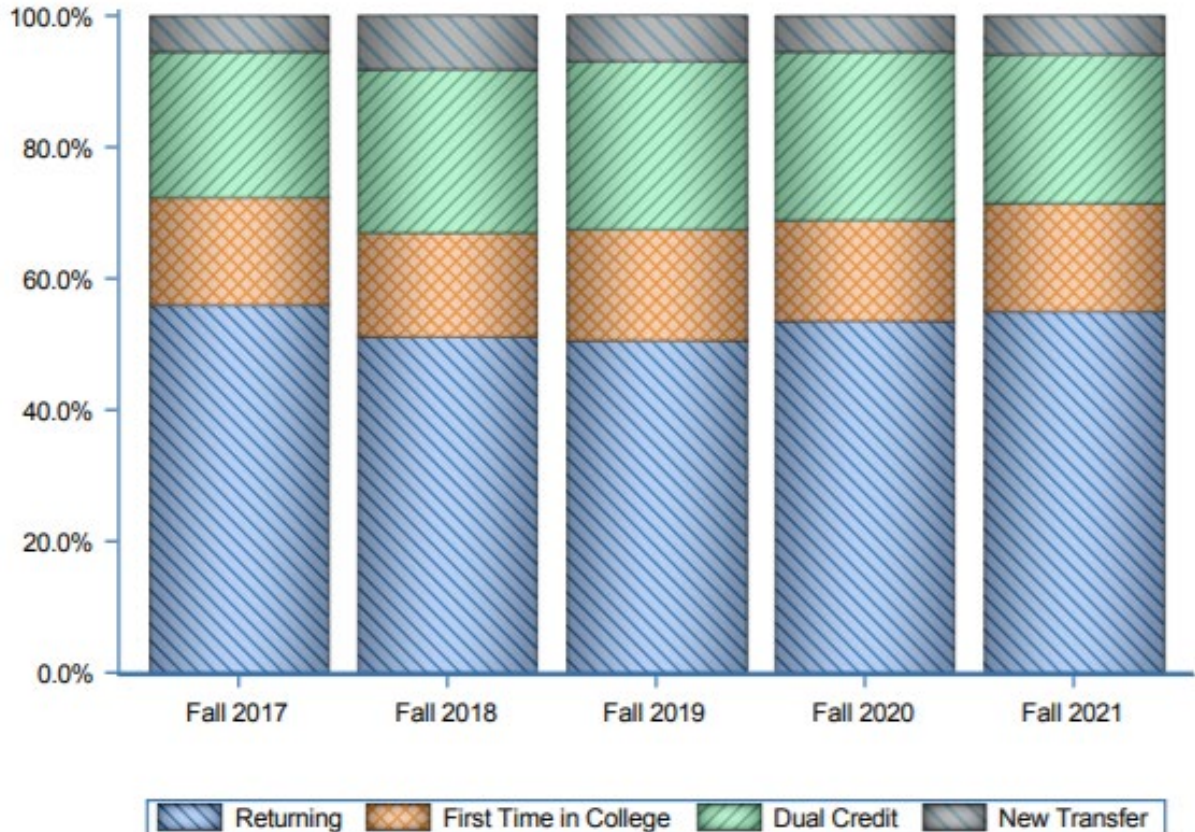
Percent of Enrollment



**Profile of all Students, Fall 2017 to Fall 2021
Enrollment Type**

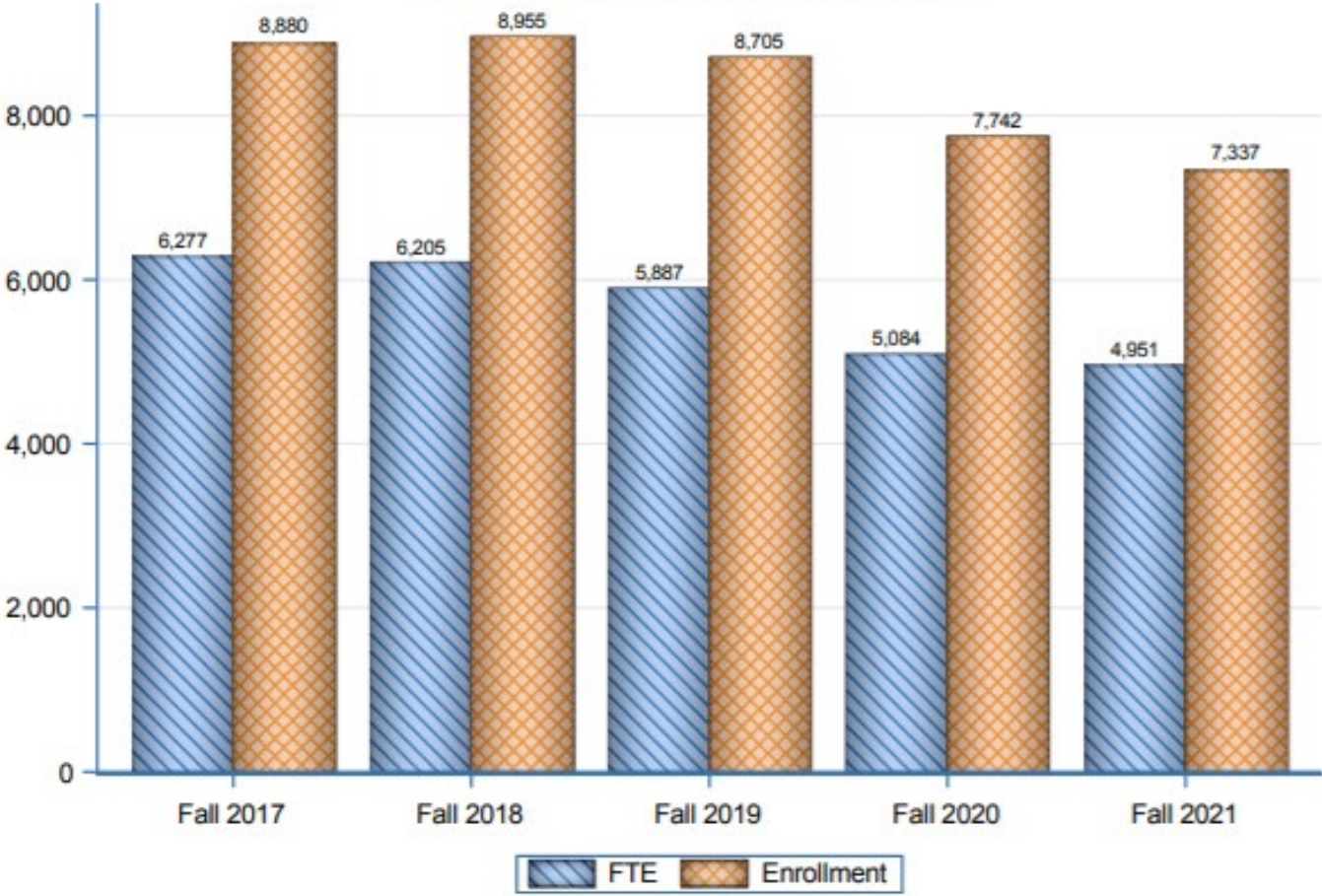
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Returning	4,978	56.1%	4,586	51.2%	4,410	50.7%	4,152	53.6%	4,040	55.1%
First Time in College	1,467	16.5%	1,434	16.0%	1,484	17.0%	1,189	15.4%	1,207	16.5%
Dual Credit	1,967	22.2%	2,216	24.7%	2,210	25.4%	1,993	25.7%	1,667	22.7%
New Transfer	468	5.3%	719	8.0%	601	6.9%	408	5.3%	423	5.8%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Percent of Enrollment



First Time in College and New Transfer is shown as defined by the Department of Education, which includes Summer FTIC and transfers in fall counts.

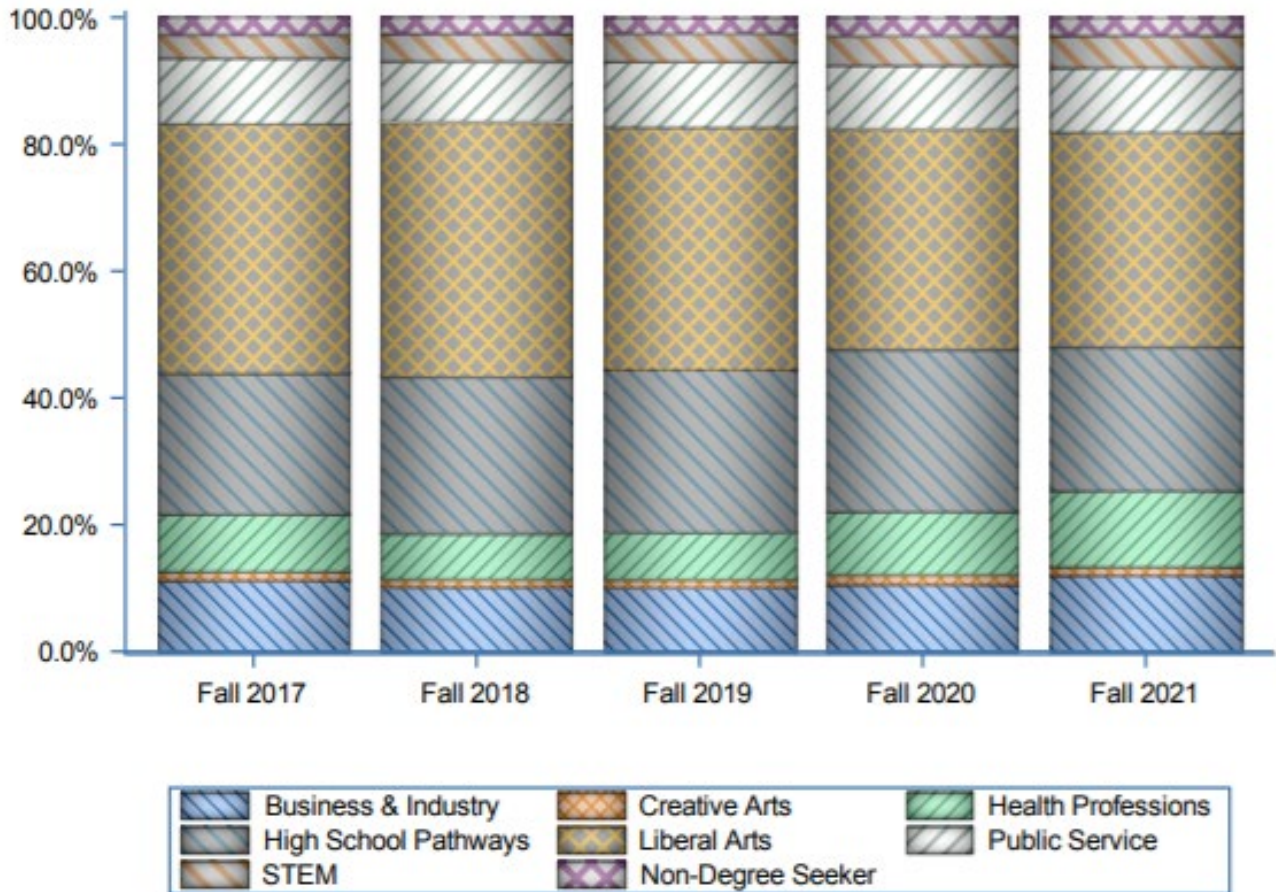
**Profile of all Students, Fall 2017 to Fall 2021
Full-Time Equivalency (FTE) vs. Overall**



Profile of all Students, Fall 2017 to Fall 2021 Pathway

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Non-Degree Seeker	293	3.3%	274	3.1%	250	2.9%	227	2.9%	204	2.8%
Business & Industry	989	11.1%	913	10.2%	873	10.0%	819	10.6%	885	12.1%
Creative Arts	135	1.5%	113	1.3%	125	1.4%	124	1.6%	99	1.3%
Health Professions	804	9.1%	639	7.1%	649	7.5%	768	9.9%	880	12.0%
High School Pathways	1,967	22.2%	2,216	24.7%	2,210	25.4%	1,993	25.7%	1,667	22.7%
Liberal Arts	3,450	38.9%	3,583	40.0%	3,330	38.3%	2,679	34.6%	2,487	33.9%
Public Service	924	10.4%	835	9.3%	881	10.1%	784	10.1%	750	10.2%
STEM	318	3.6%	382	4.3%	387	4.4%	348	4.5%	365	5.0%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

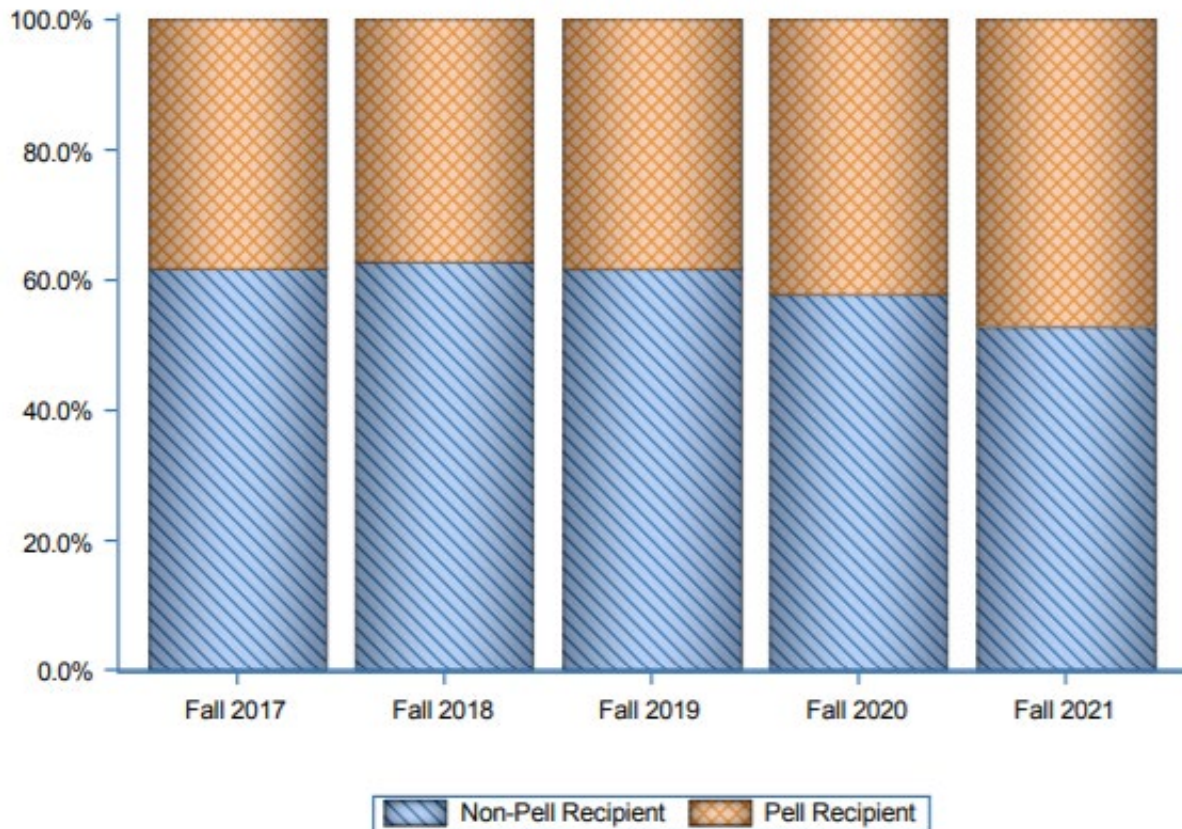
Percent of Enrollment



**Profile of all Students, Fall 2017 to Fall 2021
Pell Status**

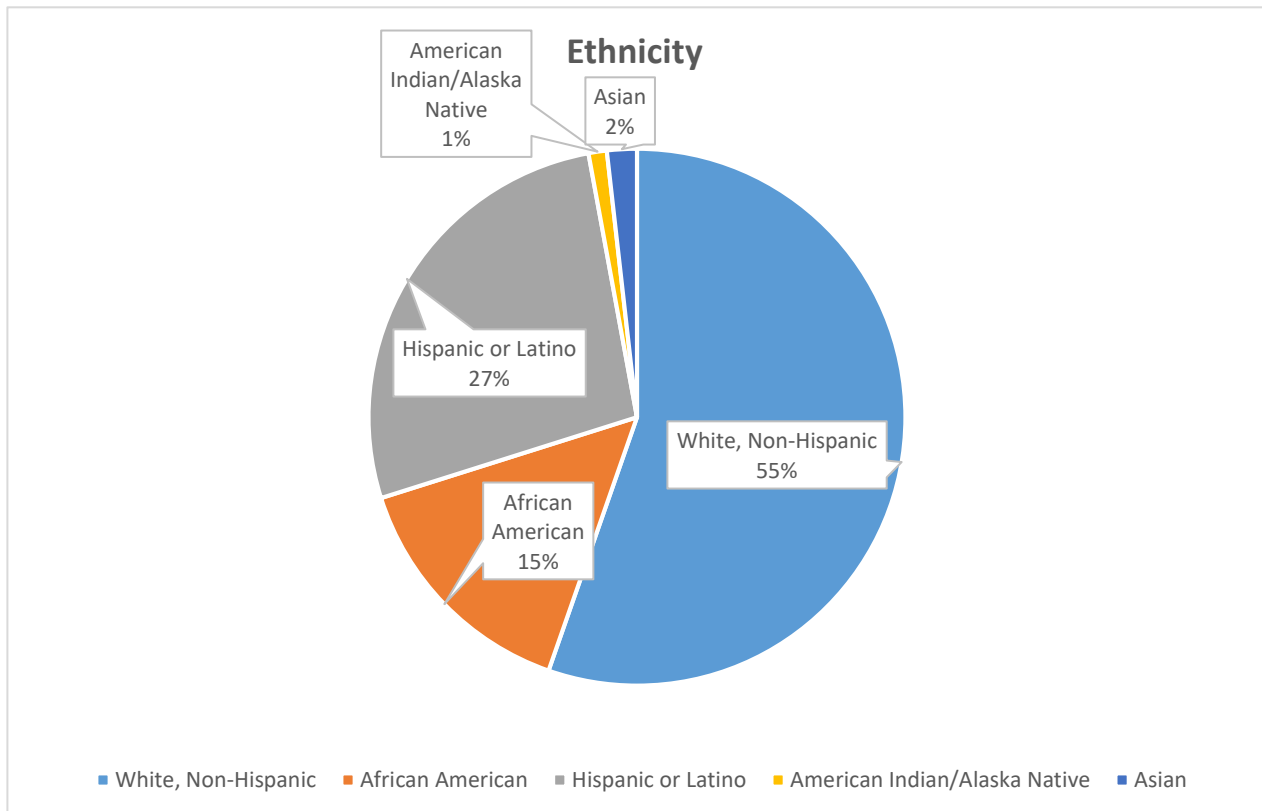
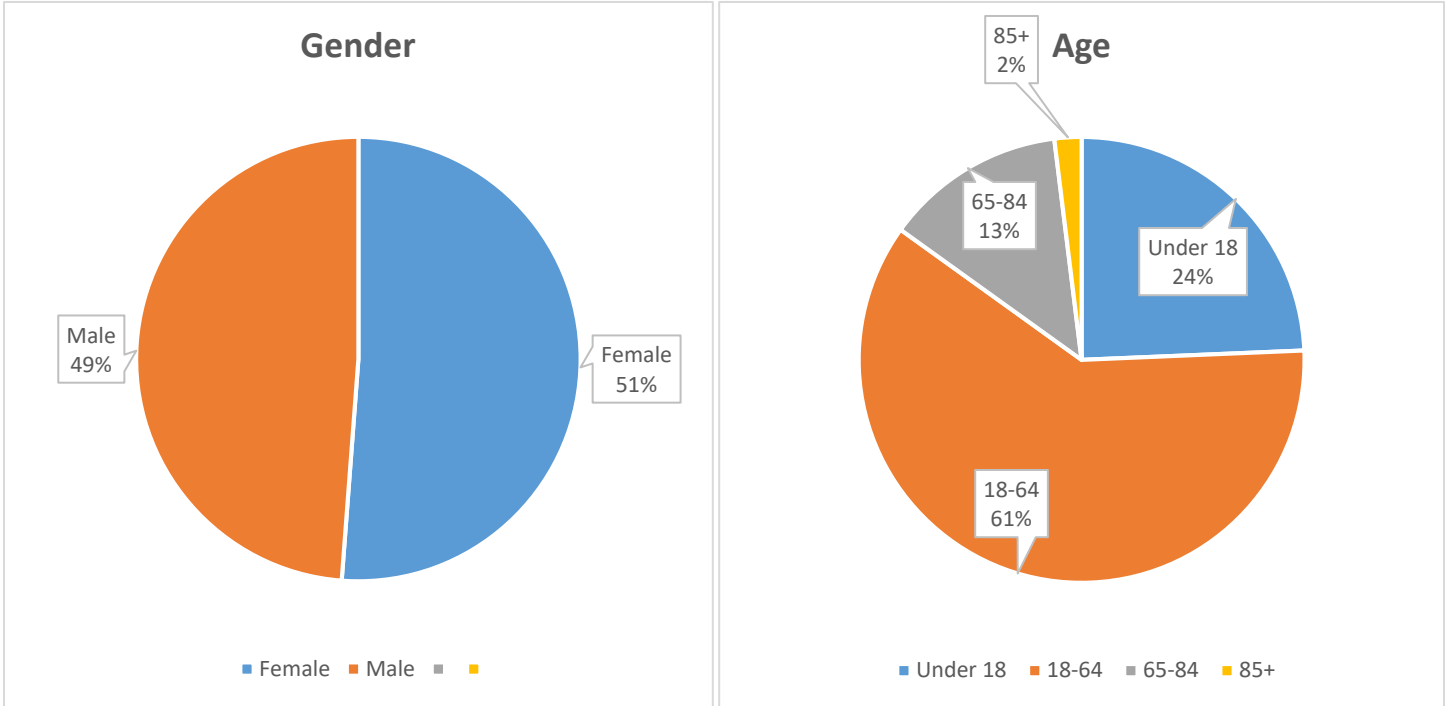
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	#	%	#	%	#	%	#	%	#	%
Non-Pell Recipient	5,488	61.8%	5,625	62.8%	5,378	61.8%	4,479	57.9%	3,896	53.1%
Pell Recipient	3,392	38.2%	3,330	37.2%	3,327	38.2%	3,263	42.1%	3,441	46.9%
Total	8,880	100.0%	8,955	100.0%	8,705	100.0%	7,742	100.0%	7,337	100.0%

Percent of Enrollment



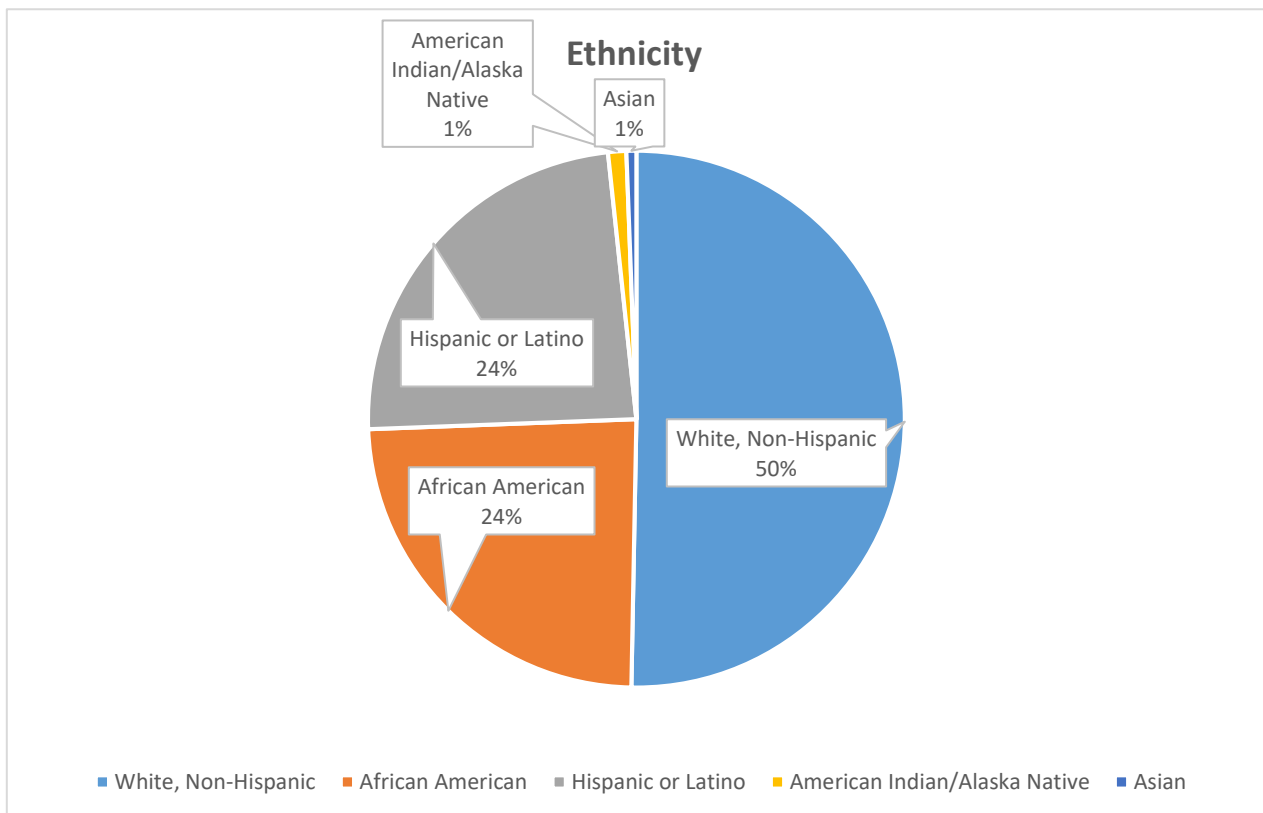
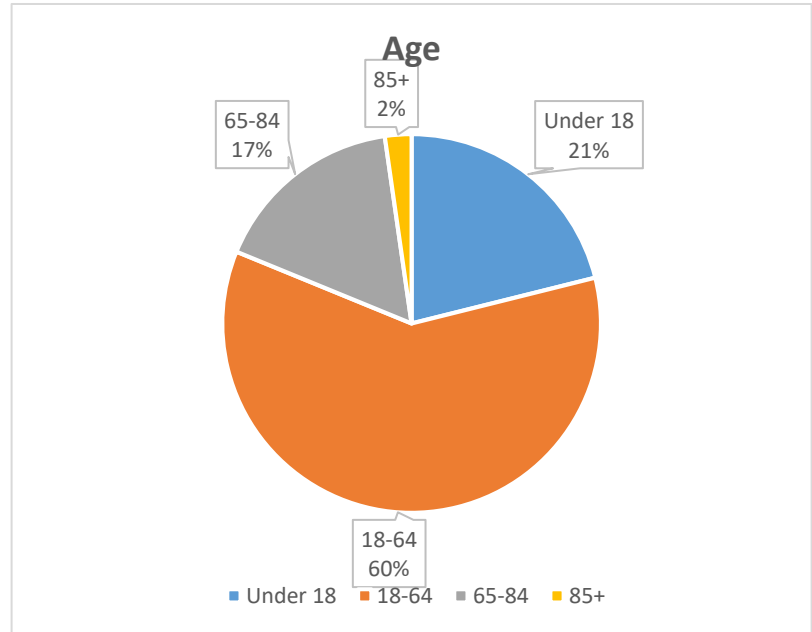
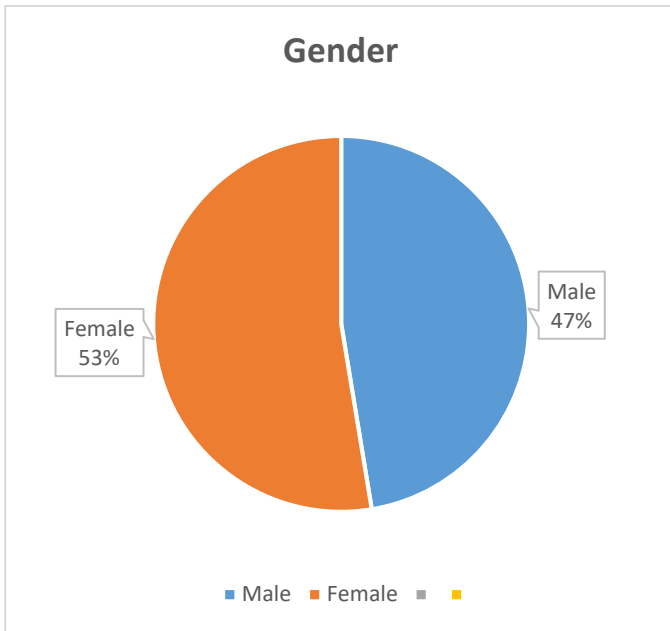
McLennan County Population Overview

McLennan County includes 21 cities and towns over a span of 1060 square miles with a population of 260,579 according to 2020 U.S. Census.



Falls County Population Overview

Falls County includes 5 cities over a span of 765 square miles with a population of 16,968 according to 2020 U.S. Census.



Recruitment Goals

National and State Projections

Total national undergraduate fall enrollment in 2-year degree-granting public postsecondary institutions

Year	Total	Full-time	Males	Females
2018	7,500,000	3,142,000	3,144,000	4,356,000
2019	7,622,000	3,191,000	3,193,000	4,429,000
2020	7,706,000	3,222,000	3,225,000	4,481,000
2021	7,810,000	3,262,000	3,268,000	4,542,000
2022	7,912,000	3,306,000	3,314,000	4,598,000
2023	8,007,000	3,351,000	3,355,000	4,652,000
2024	8,096,000	3,388,000	3,393,000	4,704,000
2025	8,157,000	3,405,000	3,423,000	4,734,000

2015 Education Digest. National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/d15/tables/dt15_303.70.asp

Fall headcount enrollment forecasts, Texas Institutions of higher education.

	Actual 2010	Actual 2015	Actual Prelim. 2020	Total Projections		
				2025	2030	2035
Public Universities	557,550	619,175	667,072	718,441	756,218	800,892
Public Two-Year Colleges	743,252	718,547	699,573	770,104	809,950	863,783
Independent Universities	124,585	125,635	126,450	127,325	127,968	128,729
Total	1,425,387	1,463,357	1,493,095	1,615,870	1,694,136	1,793,404

Source: THECB CBM001; Texas Demographic Center Population Projections, 2018

Forecasted changes in fall headcount enrollment.

	2015-2020		2020-2025		2025-2030		2020-2035	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Public Universities	47,897	7.7%	51,369	7.7%	37,777	5.3%	44,674	5.9%
Public Two-Year Colleges	-18,974	-2.6%	70,531	10.1%	39,846	5.2%	53,834	6.6%
Independent Universities	816	0.6%	875	0.7%	643	0.5%	761	0.6%
Total	29,739	2.0%	122,774	8.2%	78,267	4.8%	99,268	5.9%

Source: THECB CBM001; Texas Demographic Center Population Projections, 2018

Participation projections by region, Texas public institutions of higher education.

Institution Name	Actual 2010	Actual 2015	Actual Prelim 2020	2025	2030	2035
Central Texas Region						
Austin Community College	41,582	38,909	36,868	40,682	43,492	46,958
Blinn College District	17,755	19,157	17,955	18,773	19,448	20,652
Central Texas College	12,737	9,539	7,649	10,564	11,023	11,578
Hill College	4,429	3,977	4,038	4,117	4,283	4,537
McLennan Community College	9,912	8,300	7,742	8,717	8,990	9,208
Temple College	5,966	5,048	4,507	5,372	5,766	6,050
Texas State Technical College in Waco	4,976	3,790	4,393	4,851	5,068	5,279
Two-Year Colleges Subtotal	97,357	88,720	83,152	93,076	98,070	104,263
Central Texas Regional Totals	232,570	238,630	238,857	256,952	267,428	280,859

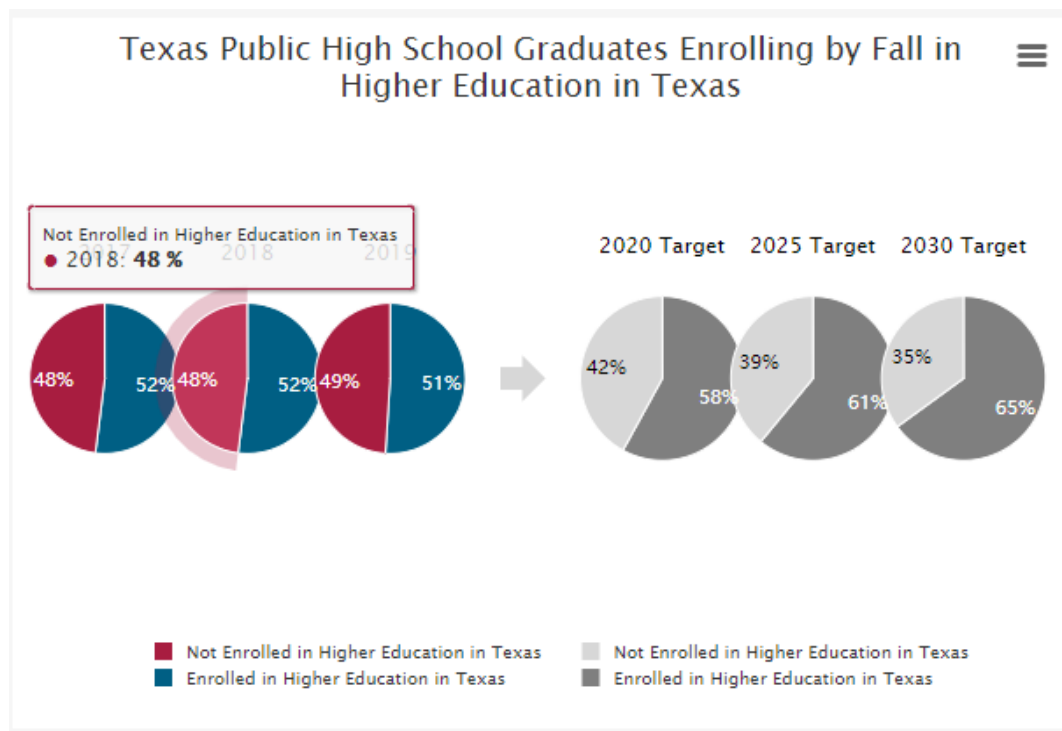
60x30TX. Texas Higher Education Coordinating Board. Retrieved from <https://reportcenter.highered.texas.gov/reports/data/enrollment-forecast-2021-2035-january-2021/>

Strategies for Enrollment Growth

Goals

Based on the Texas Higher Education Coordinating Board’s participation projections, goals for the MCC Recruitment office are:

Year	2025	2030	2035
Baseline Projections	8,717	8,990	9,208
Mid-Range Projections	8,935	9,215	9,438
High-Range Projections	9,153	9,440	9,668



Short Term Actions (1-2 years); goal- 50% of activities

Dual Credit Promotions/Advising	GEAR UP Activities	Application Outreach
LIFT Presentation	Apply TX/FAFSA Workshops	High School Visits
Homeschool Events	College Fairs	Tours/Individual Visits
Career Fairs	Health Fairs	Counselor Workshop
TACRAO Fairs	College and Career Night	Preview Day
Parent Activities	Church Activities	Hispanic Chamber of Commerce
Business Activities	University Center Recruitment	Early College Programming
Upward Bound Activities	Virtual Academy	Foster Care Organizations Visits
McLennan/Rising Star Scholars		

Mid Term Actions (3-5 years); goal- 30% of activities

Dual Credit Marketing	Upward Bound Activities	Project Link Activities
Middle School College Fairs	AVID Programming	GEAR UP Activities
Counselor Workshop	Middle School Campus Visits	Middle School Tours

Long Term Actions (More than 5 years); goal 20% of activities

Elementary School	Elementary School	After School Programming
College/Career Fairs	Campus Tours	
Church Activities		

Males
High Achieving Students
(Degree Seeking)

Target Populations
High School Students
(First Time In College)
Non-Completers

Underrepresented
Ethnic/Racial Groups
Non-traditional aged students

Social Media Campaign
Facebook Live Videos
Recruitment Planning
(Spring Planning)

Project/Activity Goals
Utilize Technology (SMS efforts)
Self-Guided Tour Videos
Effective Tracking of Contacts

Effective Data Usage
Active Ambassador Program

High School Pathways Office
GEAR UP
MCC Foundation
Early College High Schools
Region XII Service Center
Educational Opportunity Center

Existing Recruitment Partnerships
Men of Color
University Center
AVID
Marketing and Communications
Hispanic Student Association

Upward Bound
First Generation
Scholars Program
Institutional Research &
Effectiveness

Make-up of Recruitment Staff

Job Titles

Director -1

Coordinator - 1

Recruiters – 3

Student Ambassadors- 3

Gender

Females - 5

Males- 3

Race

Caucasian- 4

Black- 3

American Native- 1

Ethnicity

Hispanic/Latino- 2

Non-Hispanic/Latino- 6

McLennan Community College is an equal opportunity provider and employer.