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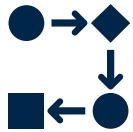
Inquiry to Enrollment | Objectives

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

Objectives:

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

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

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Inquiry to Enrollment | Methodology

Phase 1
In-Depth Interviews

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

Phase 2
Process Map Creation

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

Phase 3
Refinement

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

Phase 4
Quantitative Validation

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

In-depth Interview Discussion Guides

Detailed Process Map

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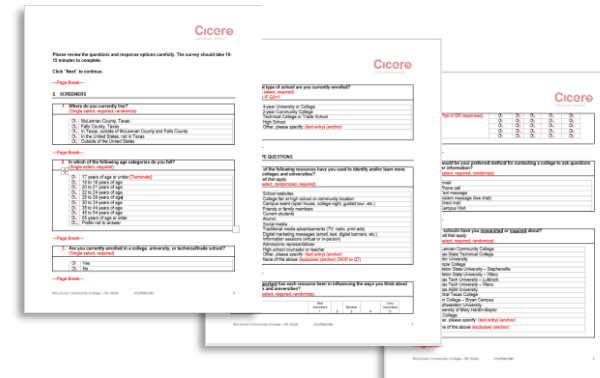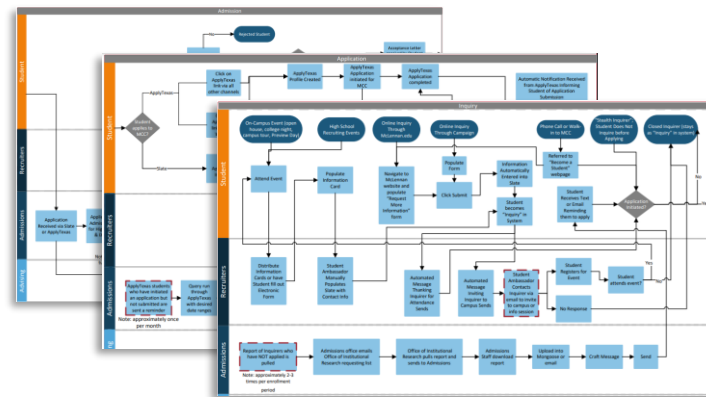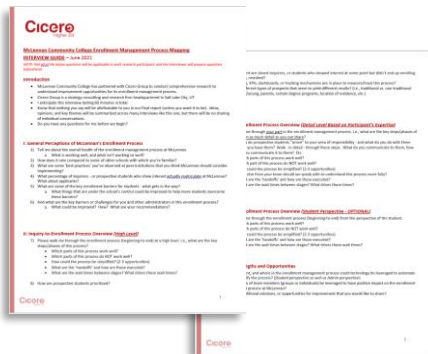
Note: This report does not include dual credit students because their enrollment process is unique (i.e., different application, portal, internal ownership, and more extensive high school counselor involvement).

Executive Summary| Strengths

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

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

TECHNOLOGY POTENTIAL: New and recent implementations, particularly Slate, address some of the current enrollment barriers and are expected to improve processes for both staff and students once fully implemented.
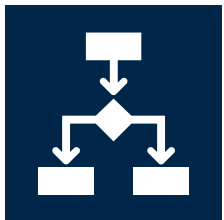
STATE OF THE PROCESS: Prospective students are not being lost from the enrollment funnel at an unusually high rate or for reasons that cannot be addressed, and while there are areas for improvement, enrollment processes at MCC appear to be on the right track.

Executive Summary | Areas for Improvement

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

TECHNOLOGY: Extensive and ongoing training, along with clearer communication of processes for current and new platforms, are needed to enhance adoption and utilization, given the critical role systems and software play in MCC enrollment processes.
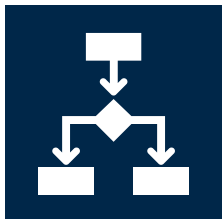
BOTTLENECKS: Manual processes, prospective student and staff/process dependencies, and multiple simultaneous internal "owners" of layered aspects of the process lead to bottlenecks within the enrollment process that can be addressed to mitigate attrition.

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

Executive Summary | Recommendations

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

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

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

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

FOCUS ON COMMUNICATION: Streamline website and email communication to be easier to understand. Tailor messaging to segments of students, focus "just in time" messaging based on place in the process and ensure all have easy access to Slate's new digital checklist once implemented, as this is a commonly desired resource.
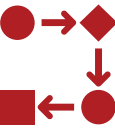
Key Findings

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Executive Summary | In-depth Interviews Key Findings

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

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Executive Summary | Process Map Key Findings

Theme	Findings
1 Manual Processes	• Throughout the enrollment process, there are 16 instances where a manual process (with multiple steps) is utilized, including text and email outreach through Colleague and Mongoose, sending acceptance letters, uploading documents to a student's account using the document imaging system, and de-registration. • Some of these manual processes are unavoidable and some will be alleviated by the implementation of Slate. However, it is important that staff are trained on how to use platforms so that they can take advantage of a new system by decreasing steps and improving processes.
2 Student Point of Contact	• Highlander Central, Admissions, and Advisors are all involved in pushing students through to matriculation. While it is helpful to have multiple resources for students, no one department "owns" student-facing enrollment, and advising often overlaps with functions of Highlander Central, serving as the first stop for students in understanding their enrollment checklist. • There is no student profile auditing mechanism prior to advising, resulting in that meeting being the catchall. This also makes boomerangs (coming back to advising or campus) and bouncing between departments inevitable. • Consider an additional touchpoint with students after admission (phone call, or personal email from admissions and/or Highlander Central) to check in and ensure students understand steps in the enrollment process. • Set up an audit of student account that occurs before advisor meeting and communicate requirements to students accordingly, especially the TSI testing requirements. • While enrollment steps happening simultaneously allows for more flexibility, the order of certain requirements needs to be more clearly communicated to students so that they can move through the process in logical order and avoid delays (example: testing must take place before advisors can approve registration).
3 Campus Visits	• Possible campus visits include a recruiting event, record submissions, testing, Highlander Day, advising, and Student ID pick-up. While there are online advising appointments and the option to email in documents, students prefer in-person meetings for advising and orientation and are sometimes encouraged to come to campus to drop off paperwork instead of emailing or sending it in, to avoid it getting lost. • Additionally, because students do not find out about some requirements until their advising appointment, they are forced to plan at least one more visit to campus to drop off paperwork at Highlander Central, take the TSI, etc.. This can cause frustration for students, especially those with work constraints.

Quick Facts

- 75 steps in common student path
- 8 possible campus visits
- 16 manual processes
- Multiple departments are student points of contact

Executive Summary | Survey Key Findings

	Theme	Findings
1	Funnel Fallout	• MCC's value proposition appeals to students with specific needs and goals (affordable, close to home); it seems students know what MCC offers when they begin the inquiry process because students who inquire are likely to apply. • Prospective students hear about MCC through personal conversations/word of mouth. Most turn to the website for more information or come to campus for informative events. These tools are important for recruitment. • Website tracking could be used to target students who visit the site with paid digital advertisements, knowing that students who are researching MCC online usually end up applying. • There should be two points of focus in the funnel: the top of the funnel (increasing recruitment) and increased touchpoints during pre-matriculation (after acceptance).
2	Digital Content & Resources	• Online resources and communication are very important; MCC's website and emails are highly used resources by students throughout the entire inquiry to enrollment process. Staff view these two resources as areas for improvement. • Focus on streamlining written communication, improving website usability, and offering digital resources/instructions for students.
3	Student Needs	• Traditional (recently in school) students need more encouragement during the application phase, including help completing the application and understanding financial aid. • Nontraditional students need more encouragement after application, including gathering transcripts, shot records, and fulfilling testing requirements. • On the whole, students would like more outreach and personalized help during enrollment, especially after being admitted.
4	Student Barriers	• Students need to visit campus in-person for some requirements which is difficult for those who are working, and they sometimes struggle to reach staff via phone. • Students want a checklist or "cheat-sheet" to use for enrollment. • Wait times and bouncing between departments causes frustration. • Students want more communication and assistance with financial aid and scholarships.

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I2E Funnel Overview

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Funnel Attrition, Closed Inquirers

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I2E Funnel Overview | Almost 60% of inquirers submit an application to MCC; after acceptance, closed inquirers largely drop off between pre-matriculation and registration.

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

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

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

100% → 58% → 54% → 39% → 4% → 2% → 0%

| Inquired | Applied | Accepted | Pre-Matriculation | Registered | Paid for classes | Attended class |

Q11: At which school(s) did you enroll?
Q13: When considering McLennan Community College, please select all the steps that you completed in the process.

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I2E Funnel Overview | More specifically, 'submitting transcripts' and 'meeting with an advisor' are sticking points. After advisor meetings, the attrition rate is more steady.

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

83% drop from acceptance to meeting with an advisor

100%
67%
58%
54%
28%
9%
5%
12%
4%
2%
0%

| Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class |
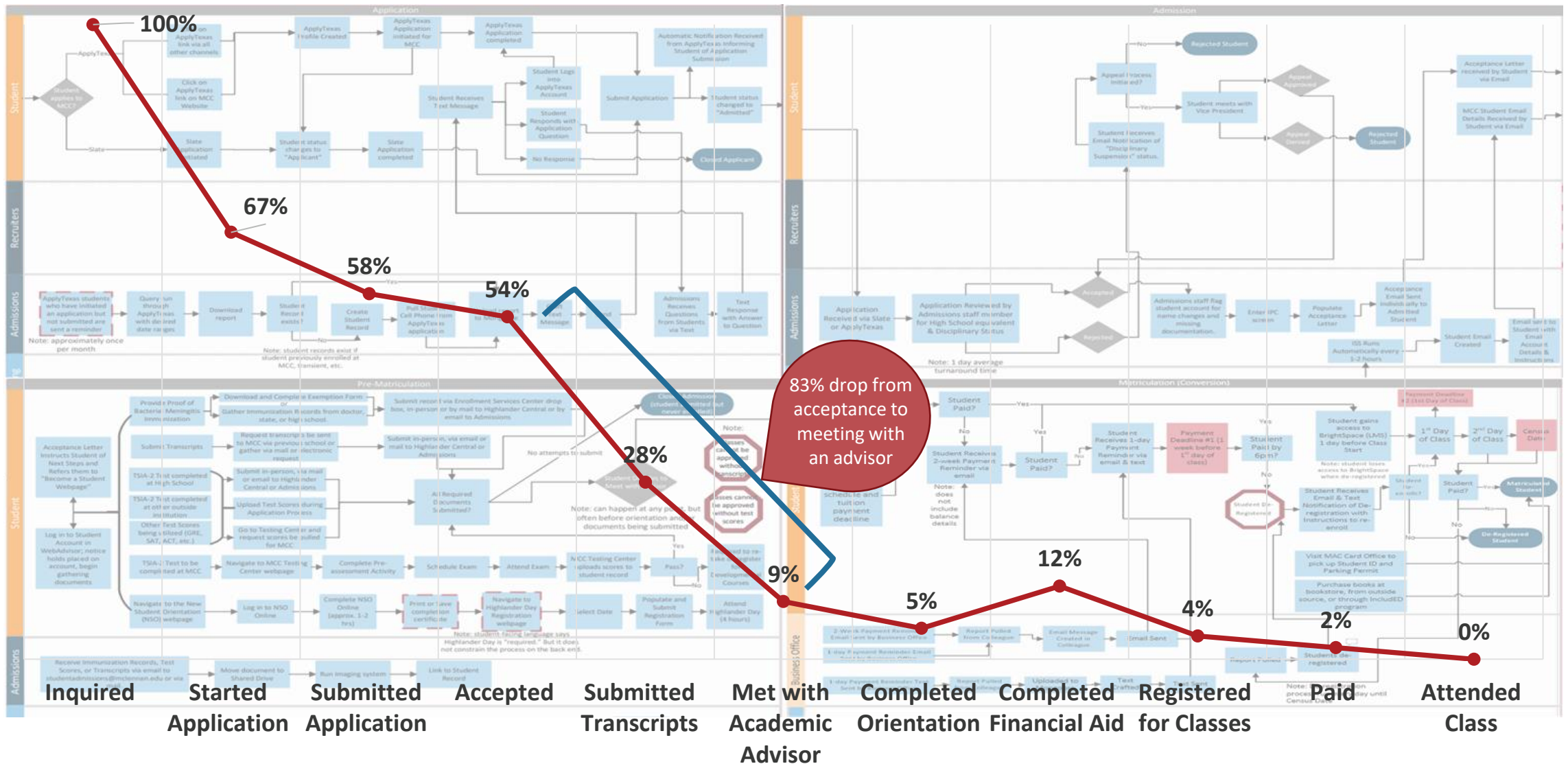
I2E Funnel Overview | Most closed inquirers are entering the funnel through the website, and they tend to submit "request for information" forms, too.

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

Closed Inquirers by Inquiry Source

- Researched MCC using MCC's website — 68%
- Submitted a 'Request More Information' form — 45%
- Attended an information session (online or in-person) — 26%
- Attended on-campus event (open house, college night, tour, etc.) — 21%
- Attended a college fair at local high school — 13%

Legend:
- Attended on-campus event (open house, college night, tour, etc.)
- Attended a college fair at a local high school

Funnel stages: Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Note: Inquirers from each source may have used additional sources. Data is not exclusive for each source.

I2E Funnel Overview | Closed inquirers who attend an information session and visit the MCC website are stickier, while prospects who hear about MCC at their high school's college fair have the most attrition.

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

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

Closed inquirers from college fairs have a low application rate

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

Funnel stages:
Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

Q13: When considering McLennan Community College, please select all the steps that you completed in the process.
Note: Inquirers may have used more than one source. Data is not exclusive for each source.

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

Legend:
- HS Senior or Recent Graduate
- Out of HS for 2+ years, now interested in college for the first time

Closed Inquirers by Educational Status

Educational Status	Percentage
Summer or single semester Student only (taking a summer or single semester course at MCC, but attending a different home institution)	25%
High School Senior or Recent Graduate (graduated less than 2 years ago)	25%
Out of High School for 2+ years, now interested in attending college for the first time	19%
None of the above	16%
Transfer Student, not currently attending another institution	16%
Transfer Student, coming directly from another college or university	13%
Former MCC student, interested in re-enrolling	5%

Funnel stages: Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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

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I2E Funnel Overview | High school seniors have higher attrition in early stages of the funnel (inquiry to application submission), while most other prospects decline sharply after acceptance.

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

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

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

All others (except for former MCC students) sharply decline from the "acceptance" to "transcript" phase.

Funnel stages: Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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

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I2E Funnel Overview | High School Seniors or Recent Graduates need cultivation at the beginning of the funnel, while they are applying, and again once they are in the midst of the enrollment process.

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

— HS Senior or Recent Graduate

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

The second sticking point for these prospects is the pre-matriculation process that happens after transcript submission, including immunization records and test score submission.

100%
66%
42%
39%
29%
11%
3%
16%
0%
0%
0%

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

I2E Funnel Overview | Nontraditional students seem sure of their desire to apply but start to drop off after being accepted. These potential students may need more assistance after being accepted.

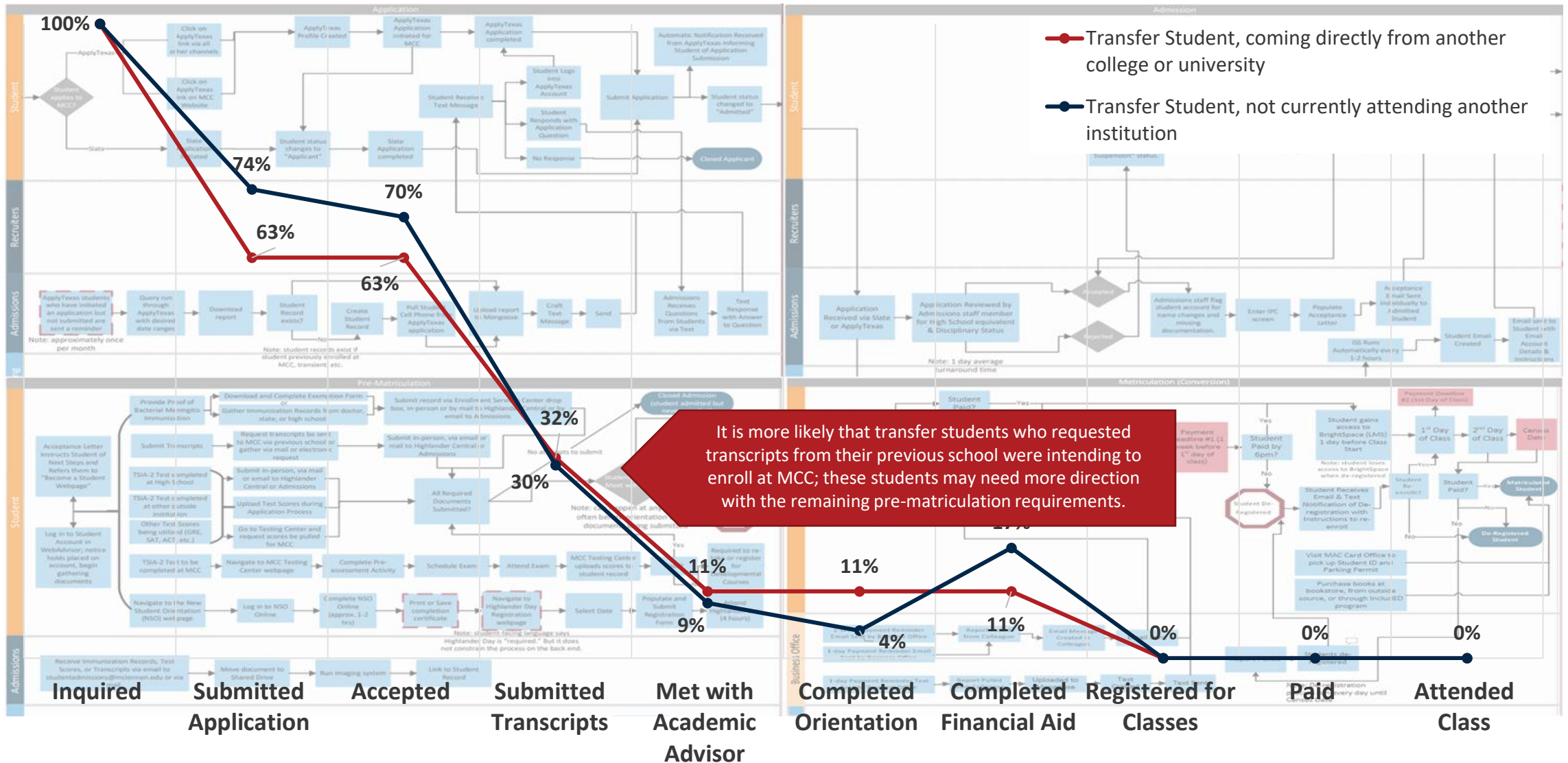**Closed Inquirer Enrollment Funnel Attrition by Educational Status, Q12 & Q13** *(n=31)*

Out of HS for 2+ years, now interested in college for the first time

The application rate of prospects who have been out of HS for 2+ years is high, at 68% of those who inquire

Almost half of these potential students are not submitting transcripts. Because they have been out of school for a longer time, they may struggle with knowing where to start or how to retrieve this paperwork.

Data points along funnel: 100% (Inquired), 76% (Started Application), 68% (Submitted Application), 60% (Accepted), 32% (Submitted Transcripts), 16% (Met with Academic Advisor), 4% (Completed Orientation), 16% (Completed Financial Aid), 4% (Registered for Classes), 0% (Paid), 0% (Attended Class)

Funnel stages: Inquired | Started Application | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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

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I2E Funnel Overview | Transfer students are dropping out of the funnel after being accepted, and again after starting the pre-matriculation process.

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

Legend:
- ●— **Transfer Student, coming directly from another college or university** (red)
- ●— **Transfer Student, not currently attending another institution** (dark blue)

Data points (red / blue):
- Inquired: 100%
- Submitted Application: 74%, 63%
- Accepted: 70%, 63%
- Submitted Transcripts: 32%, 30%
- Met with Academic Advisor: 11%, 9%
- Completed Orientation: 11%, 4%
- Completed Financial Aid: 11%
- Registered for Classes: 0%
- Paid: 0%
- Attended Class: 0%

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

X-axis labels: Inquired | Submitted Application | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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I2E Process Map

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I2E Process by Phase | How to Read the Process Map

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

Layout:

- **Horizontal Swim Lanes** – Process step owner

	Student
	Recruiters
	Admissions
	Advisors
	Highlander Central
	Business Office
	Financial Aid System

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

Legend:

Shapes			
→	Flow from one process to the next	▢	Process Step
Start or End Node	Start or end of process	▢ (dashed)	Optional process step
(red box)	Deadline	◆	Decision Point
Registration Hold for next semester	Hold on student account		

Detailed Process Map:
(accurate as of August 2021)
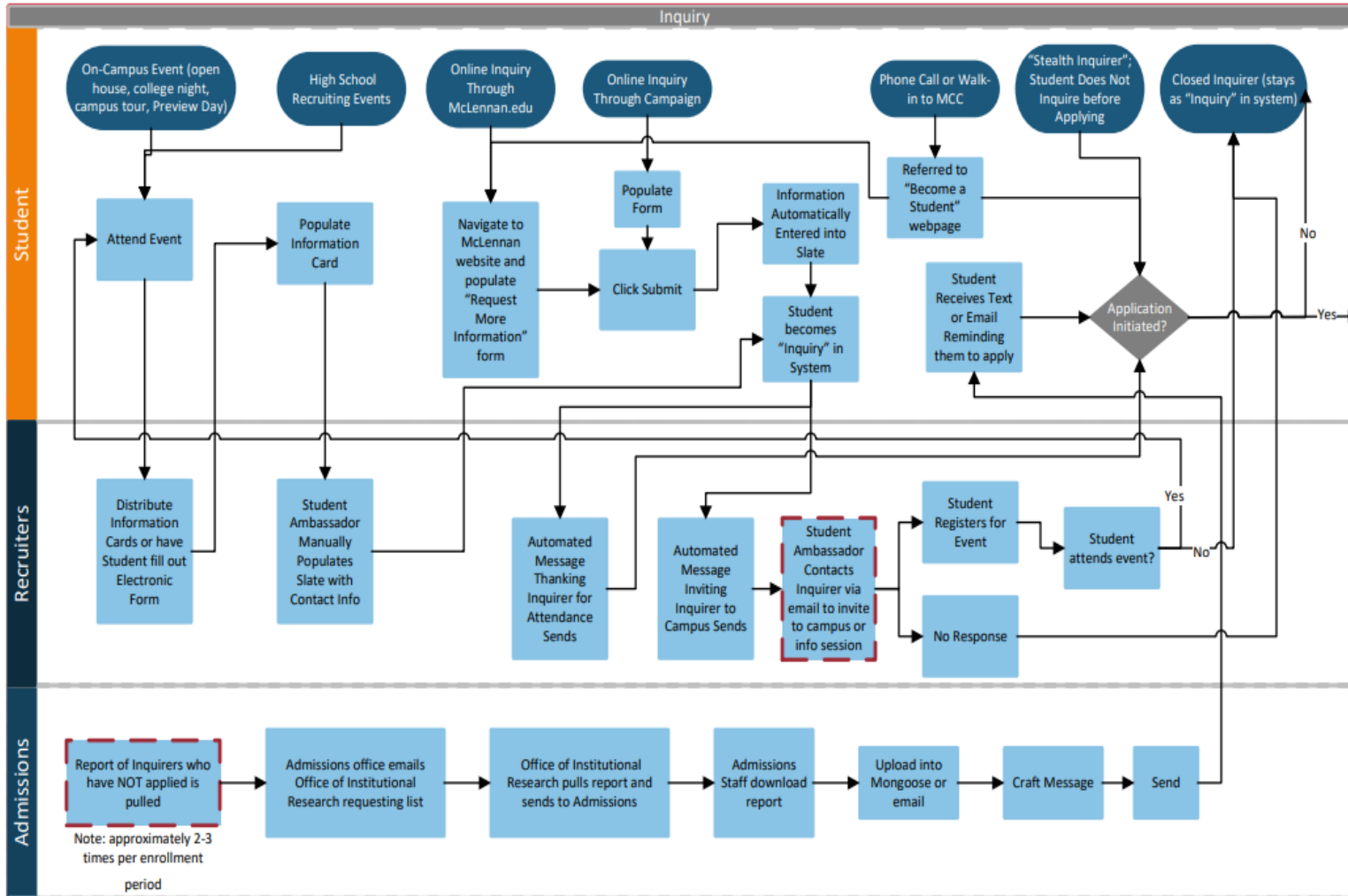
? *Inquiry*

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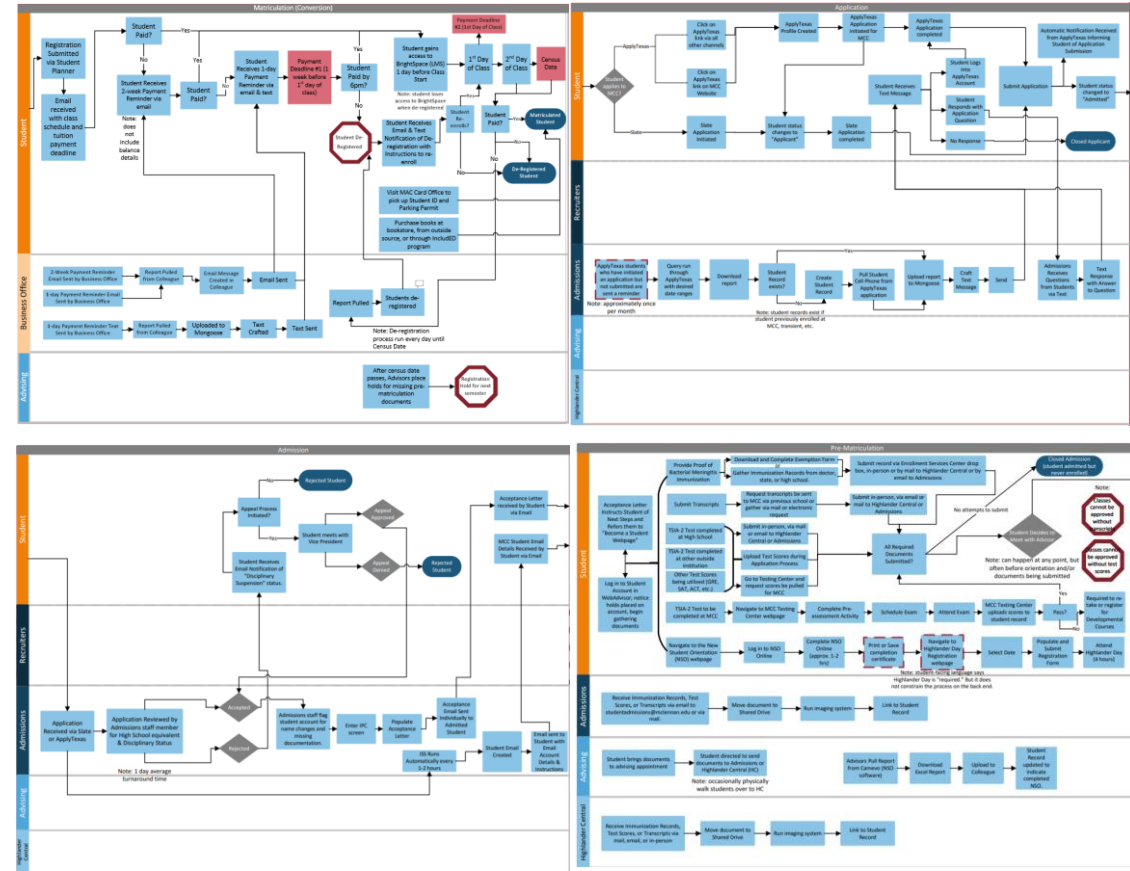
I2E Process Map | Inquiry
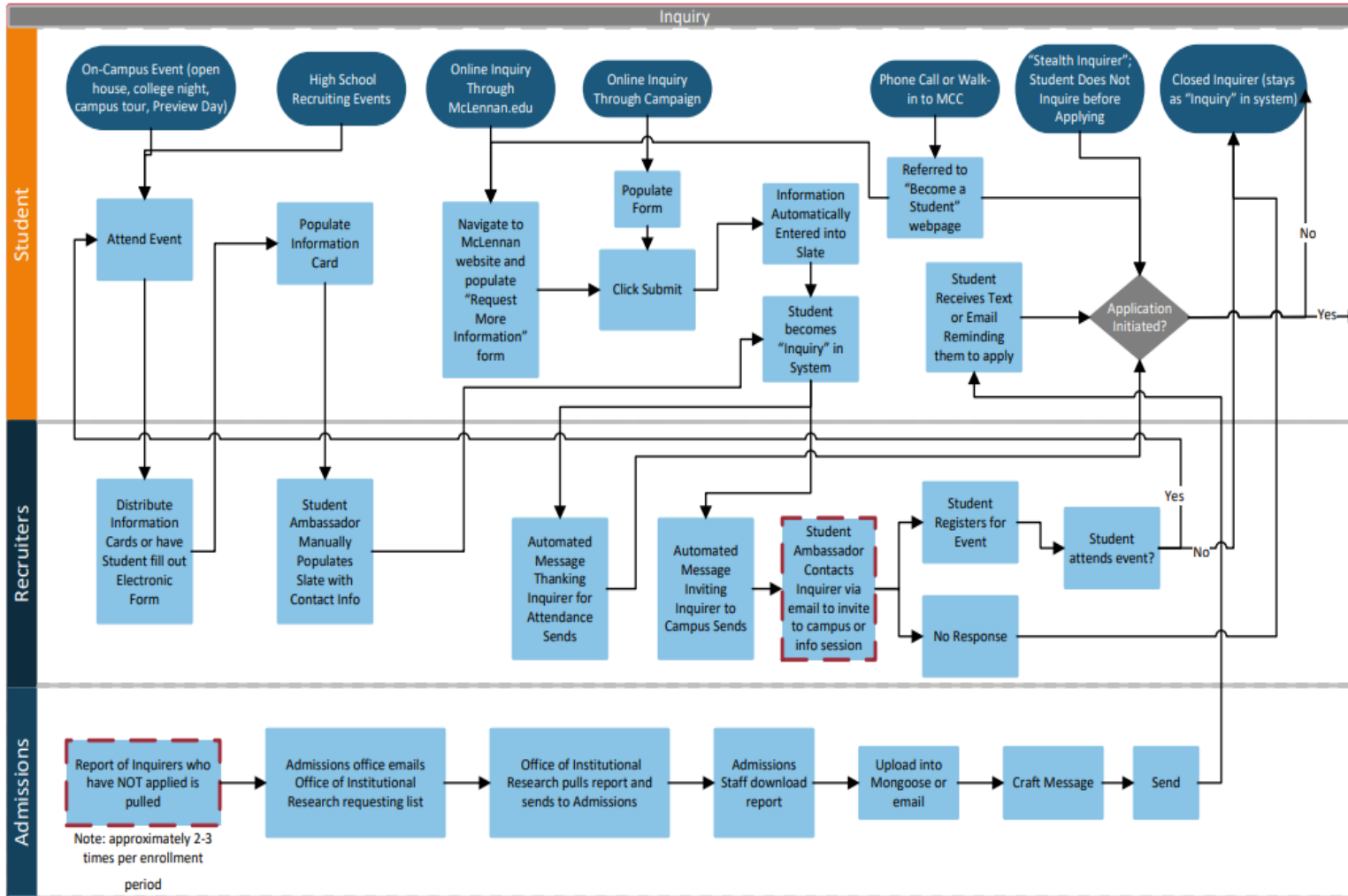
Key Process Steps

1. Prospective students **enter** the **inquiry funnel** through various options:
   a. Campus event, online inquiry, high school recruiting event, phone call/walk onto campus, or stealth inquirer

2. Students are **entered into Slate** manually or automatically

3. Students are **encouraged to attend a campus tour or info session**

4. Student **ambassadors** and **admissions** staff **maintain communication** with students between inquiry and application

5. Note: In MCC's system, "Prospects" are students who have not been contacted yet; "inquirers" are students who have made contact with MCC

I2E Process Map | Inquiry

Student Experience

1. Inquiry routes are **self-selection** (students reach out to MCC)

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

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

4. All communication is **via email or text** message
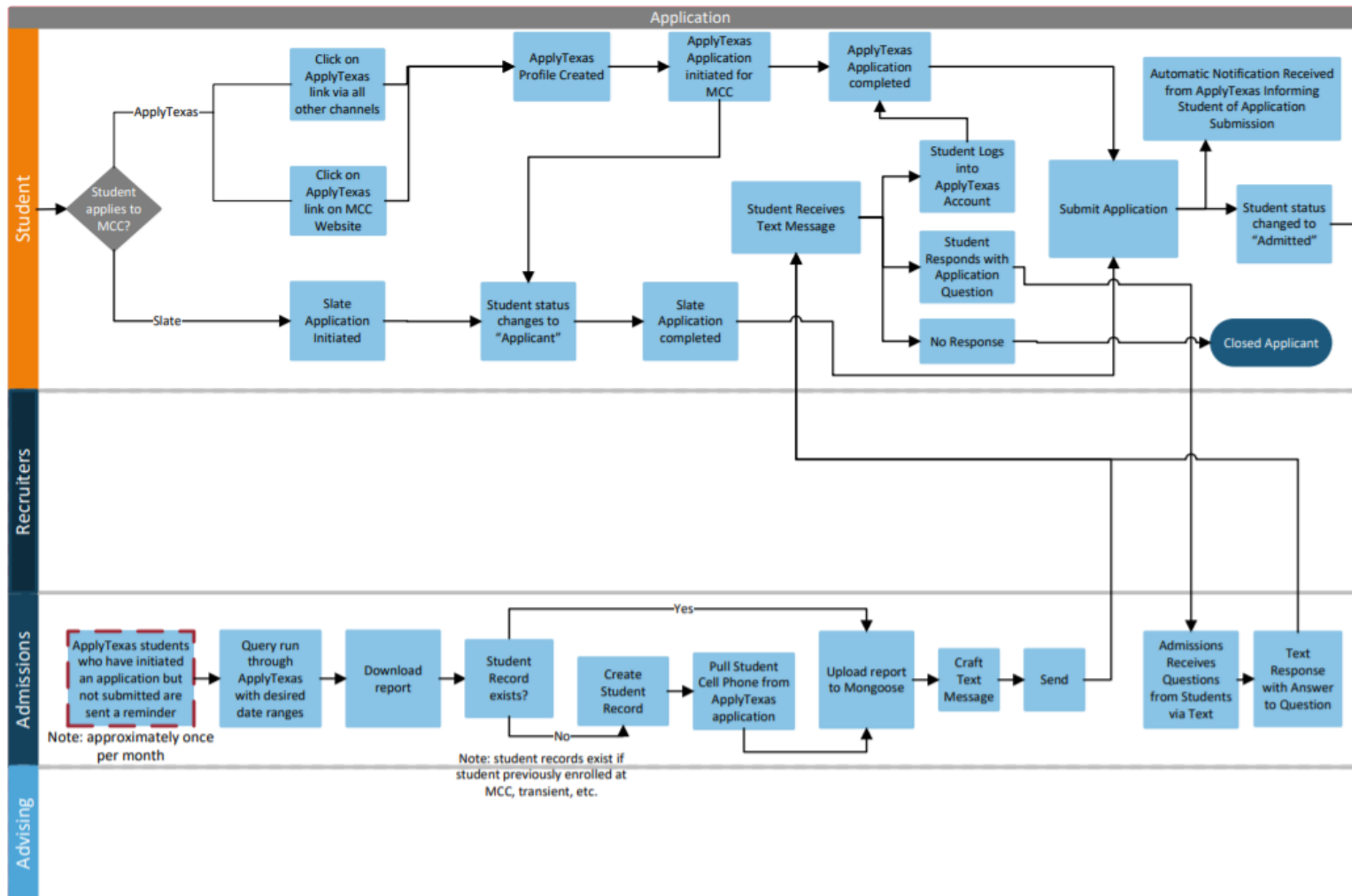
# I2E Process Map | Inquiry
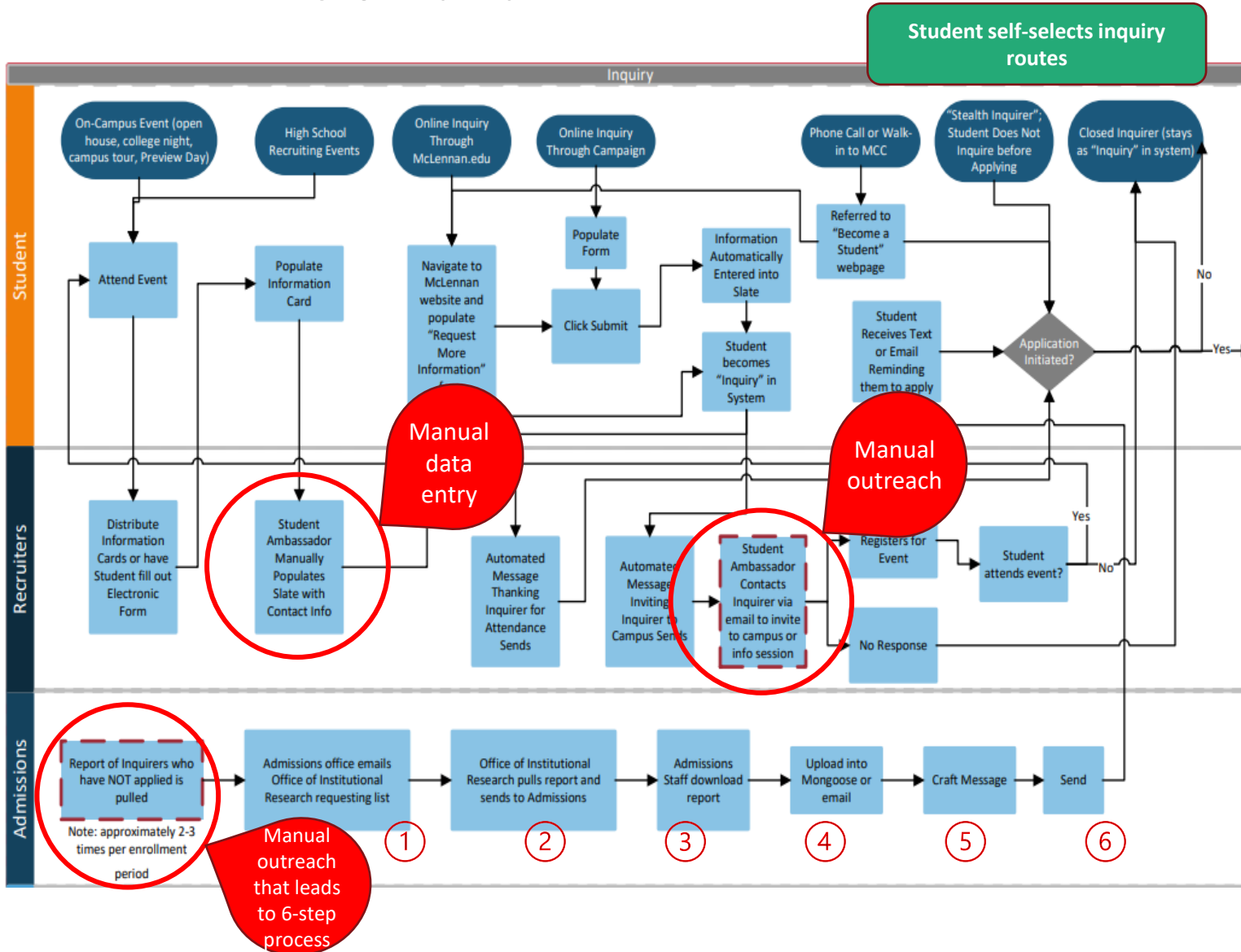
Application

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I2E Process Map | Application

Key Process Steps

1. **Two application routes**: ApplyTexas common application and MCC's application through Slate

   a. Note: only transient students can access the Slate application (as of August 2021)

2. Student **submits application**

3. Once application is submitted, student **status changes to "Admitted"**

4. Admissions staff send **text message reminders** to students who have initiated applications, but not submitted them
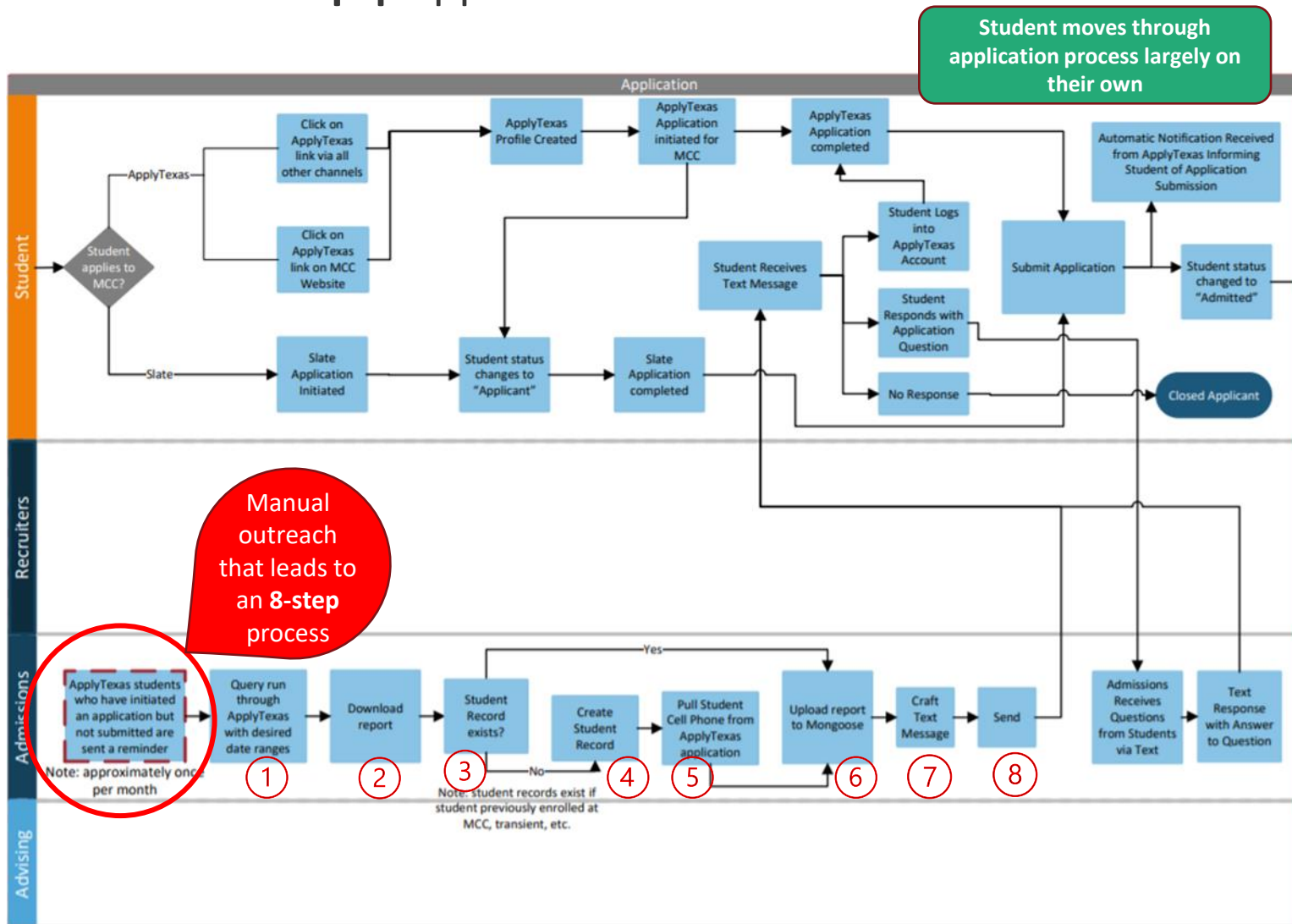
I2E Process Map | Application
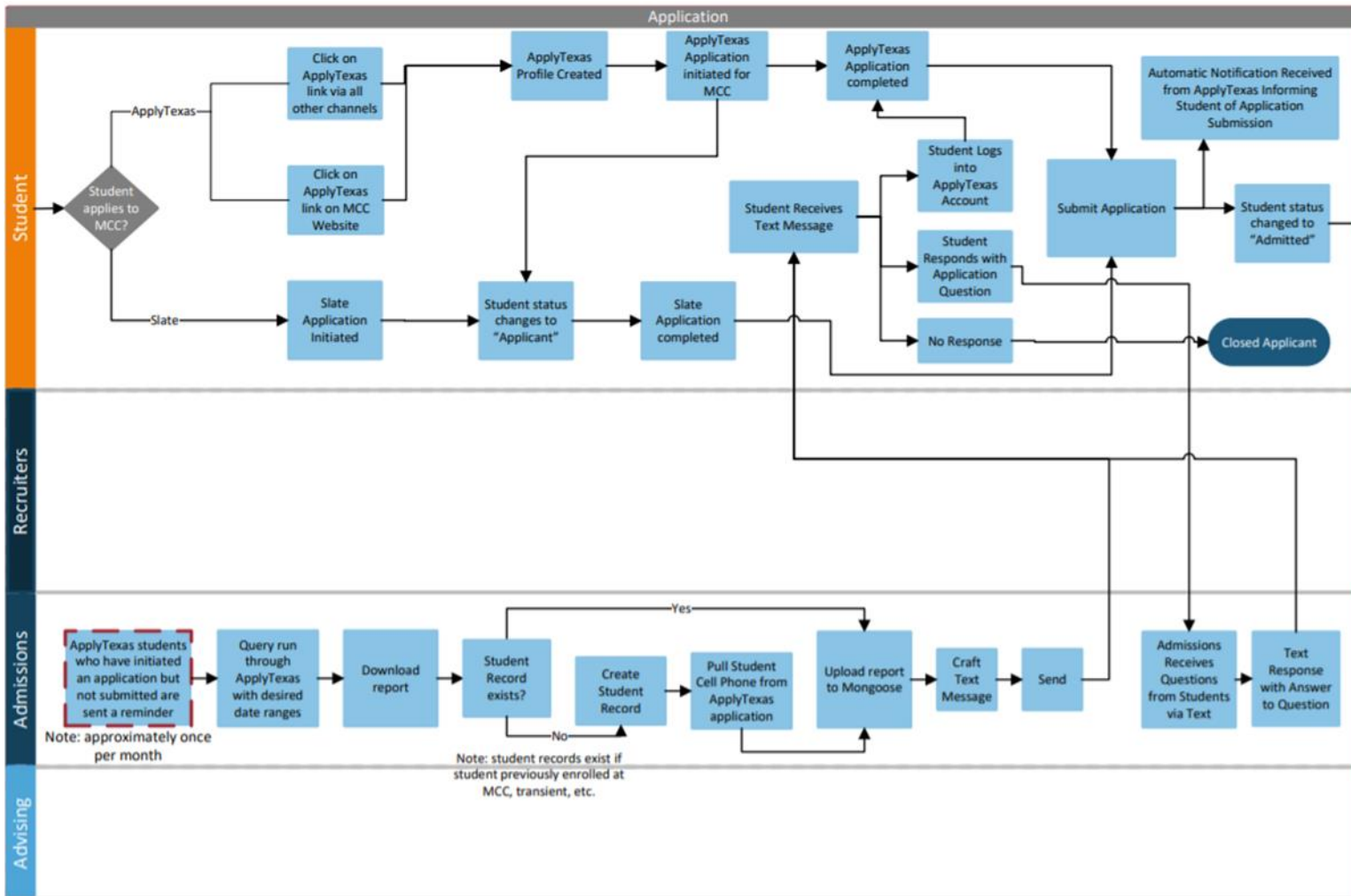
Student Experience

1. After application is initiated, **admissions staff contact students via text** to encourage completion of the application

2. Students move through the application process on their own

3. For **ApplyTexas** application, students **receive a notification of** their application **submission**

I2E Process Map | Application

*Source: Qualitative interviews

Areas for Consideration

1. Follow up with students who have not completed their application is **irregular** and **manual**

2. If the student does not have an existing record, the process to **create a student record** and contact them is **tedious** and **time consuming***

   a. Note: Mongoose texting platform is not integrated with Slate (as of August 2021)

3. **Automation could be utilized** to communicate strategically with **inquirers** and students who have initiated an application

Admission

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I2E Process Map | Admission
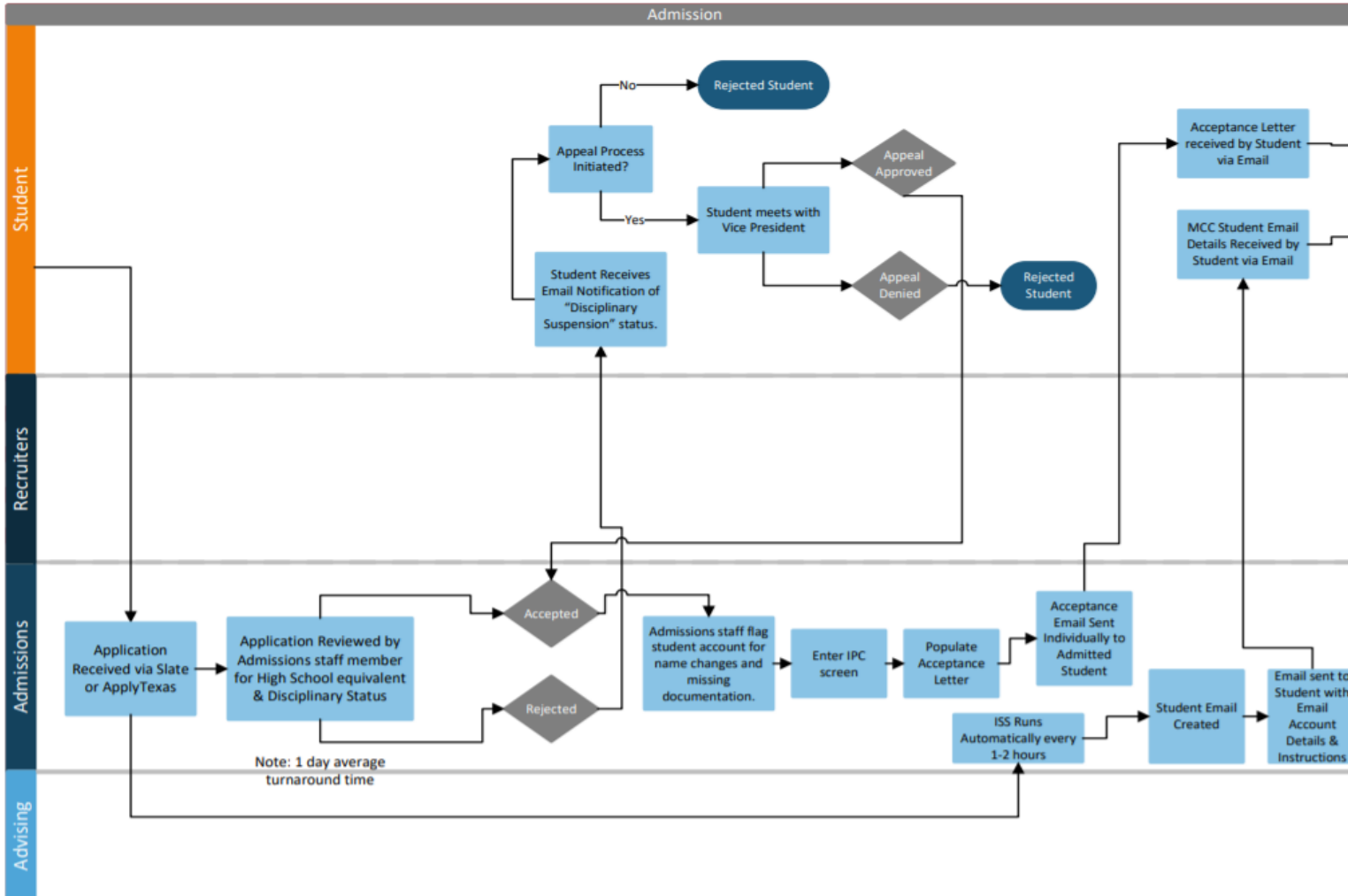
Key Process Steps

1. **Application is reviewed** by Admissions office for high school equivalency and disciplinary status

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

3. On rare occasions, if student has a disciplinary status from a previous institution an appeal process can be initiated

I2E Process Map | Admission
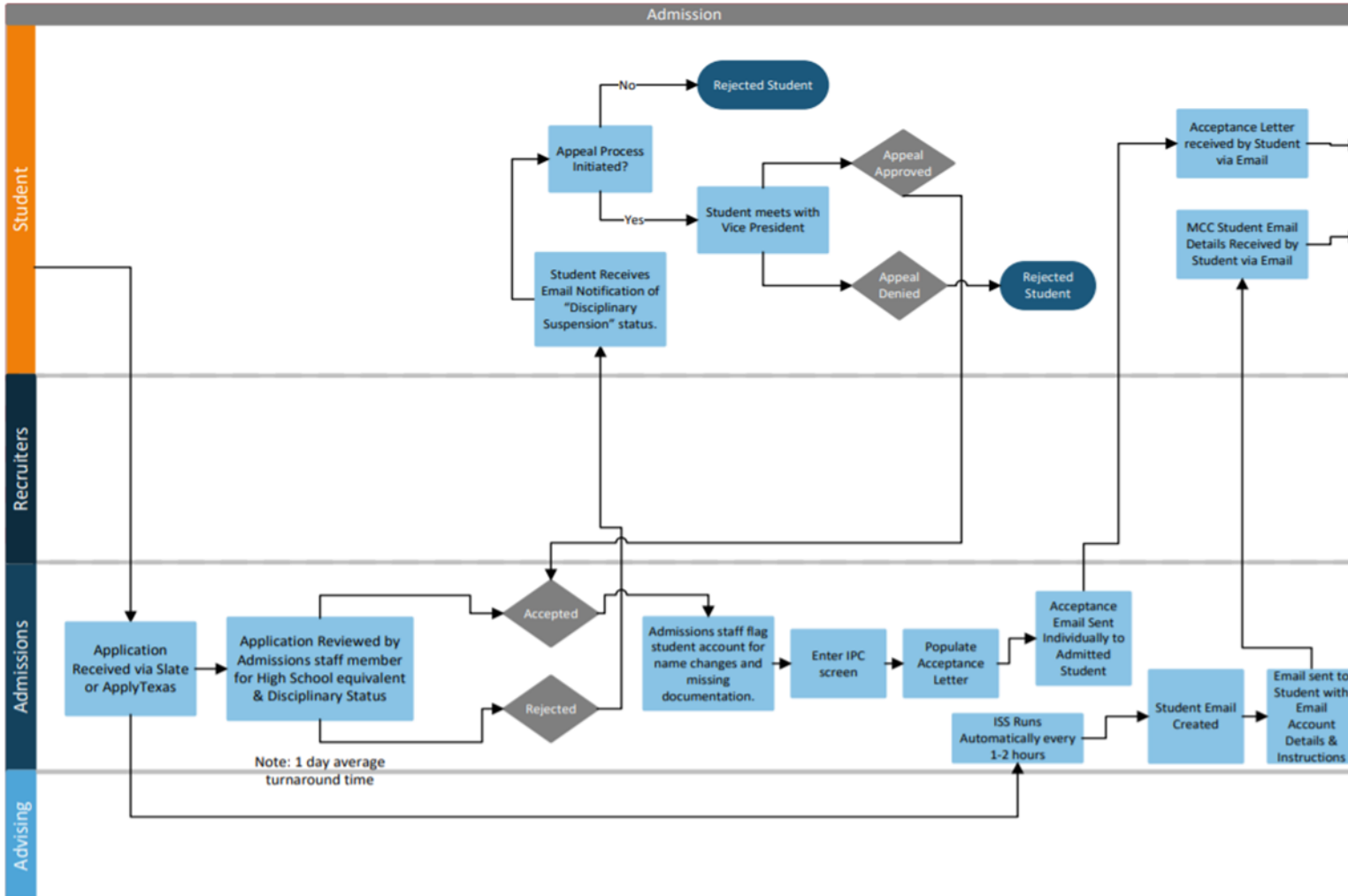
Student Experience

1. The **first communication received** from the student after application submission is the **decision email**
   a. Note: Acceptance email contains instructions for how to complete enrollment. This is the student's launching pad to continue in the process.

2. Student receives a **separate email** with their student email **account details**

I2E Process Map | Admission

Email receipt is the launch pad for pre-matriculation steps

Manual review & notification process

Admission

No → Rejected Student

Appeal Process Initiated?

Yes → Student meets with Vice President → Appeal Approved

Student Receives Email Notification of "Disciplinary Suspension" status.

Appeal Denied → Rejected Student

Acceptance Letter received by Student via Email

MCC Student Email Details Received by Student via Email

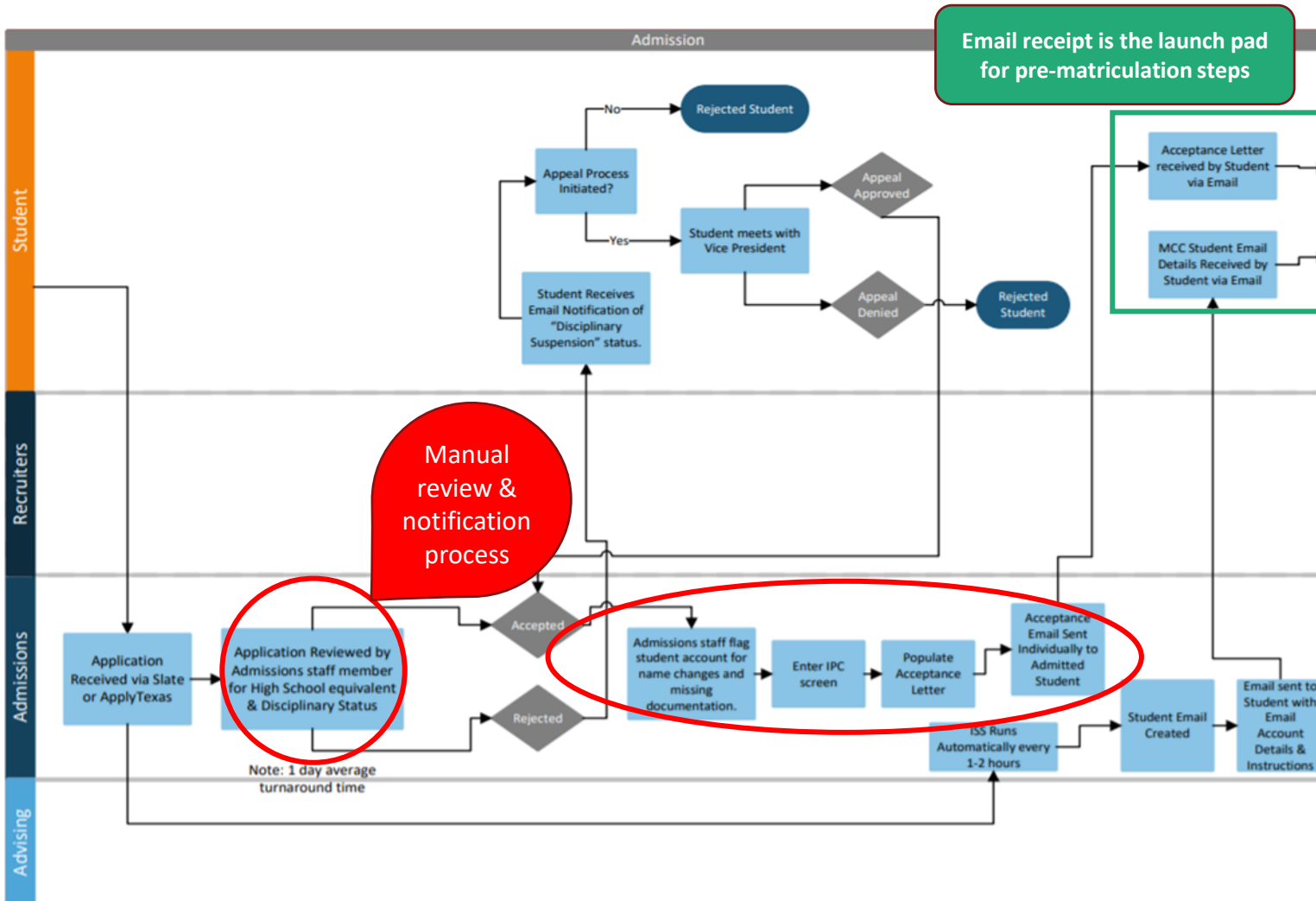Application Received via Slate or ApplyTexas → Application Reviewed by Admissions staff member for High School equivalent & Disciplinary Status

Note: 1 day average turnaround time

Accepted

Rejected

Admissions staff flag student account for name changes and missing documentation. → Enter IPC screen → Populate Acceptance Letter → Acceptance Email Sent Individually to Admitted Student

ISS Runs Automatically every 1-2 hours → Student Email Created → Email sent to Student with Email Account Details & Instructions

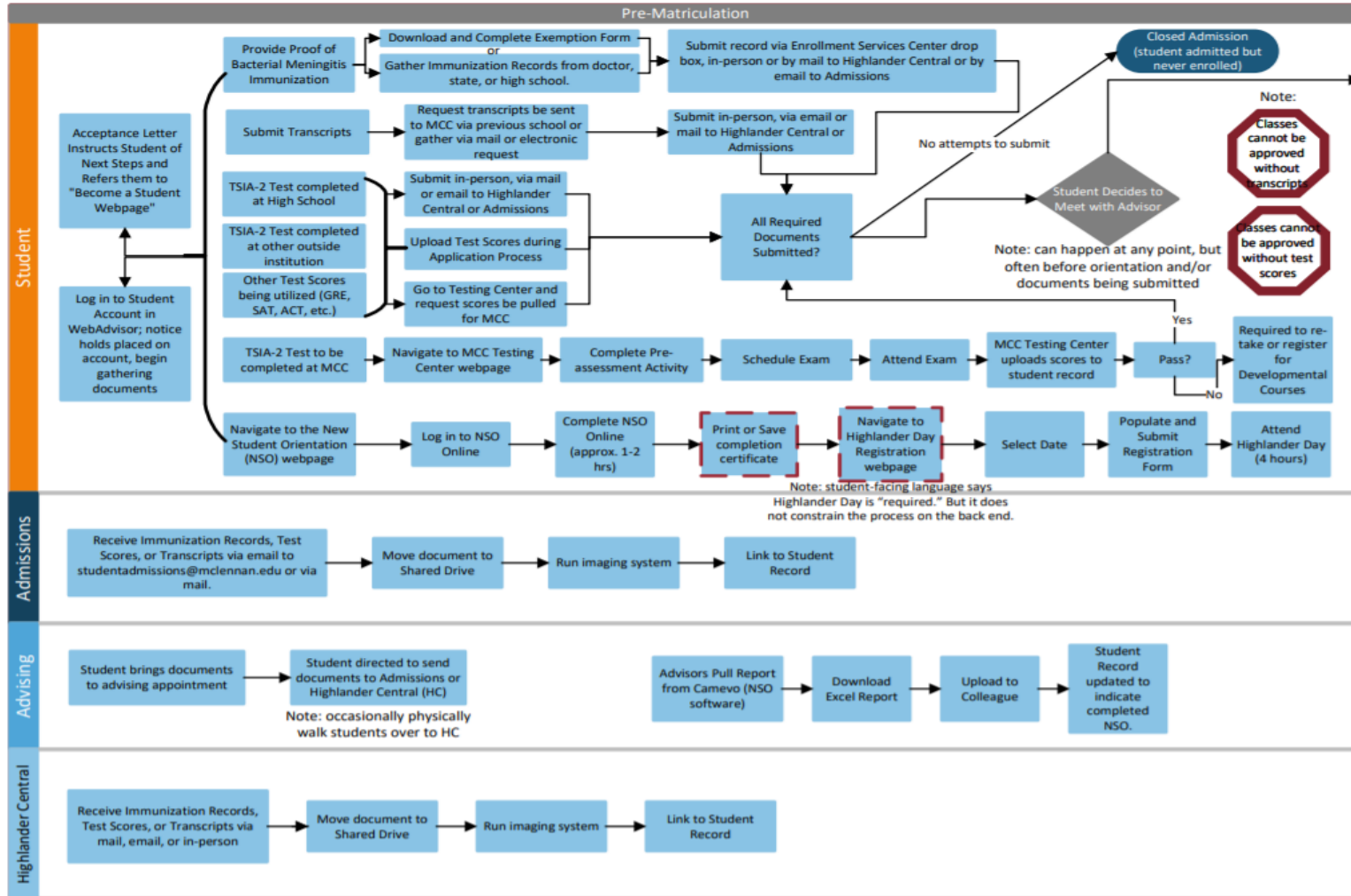Student | Recruiters | Admissions | Advising

Areas for Consideration

1. Reviewing applications and sending acceptance emails is a **manual process**

2. ApplyTexas is not currently feeding into Slate; this **integration may be difficult** to execute*

3. Length and wordiness of **acceptance email is a pain point***

Pre-Matriculation

Cicero

I2E Process Map | Pre-Matriculation

Key Process Steps

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

2. **Transcripts must be submitted** before registration can be completed

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

4. **Advisors must approve each course** before registration can be completed

I2E Process Map | Pre-Matriculation
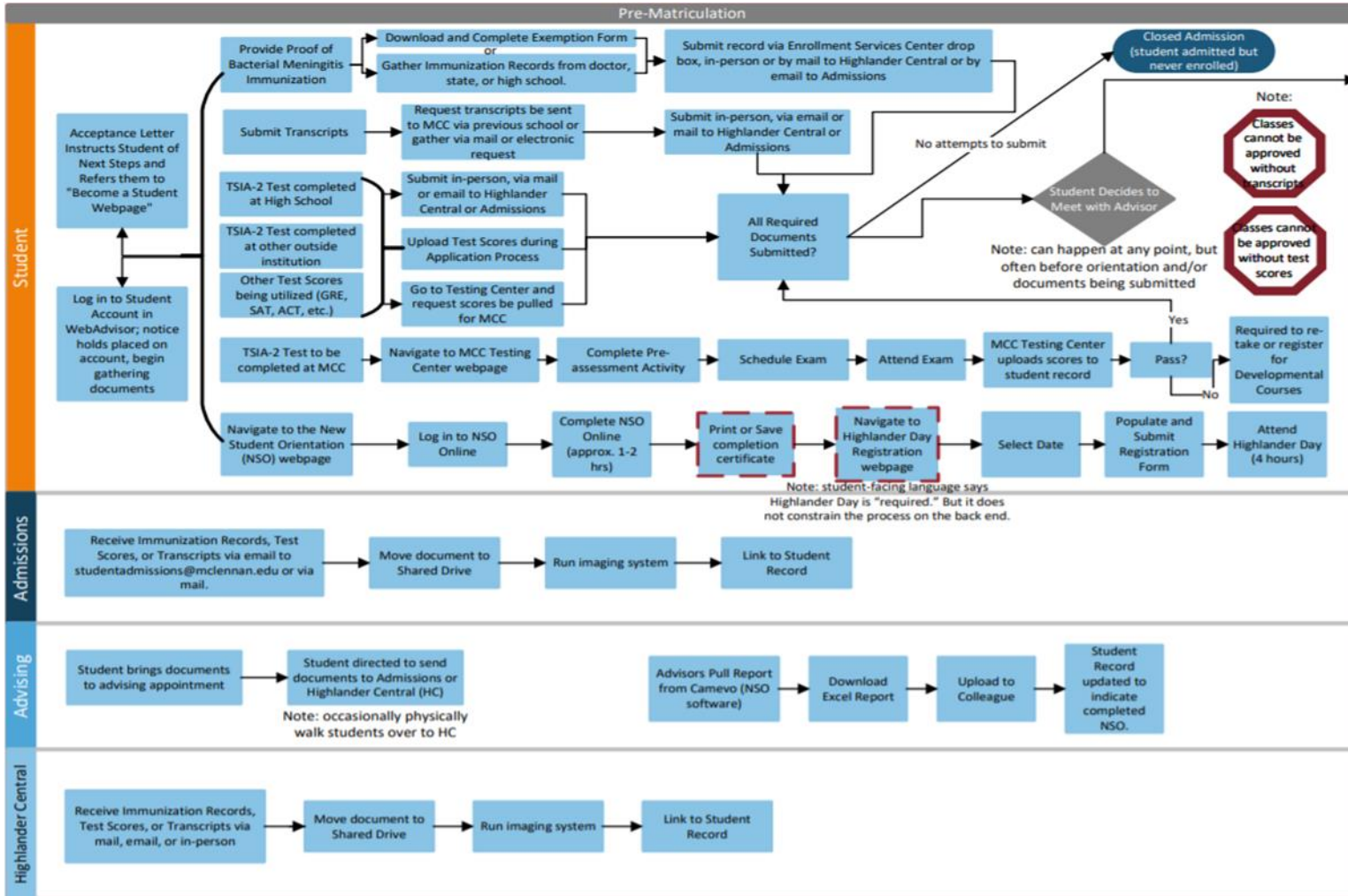
Student Experience

1. **Students reach out** to Advisors, Admissions, or Highlander Central **for assistance** or answers when completing their pre-matriculation activities
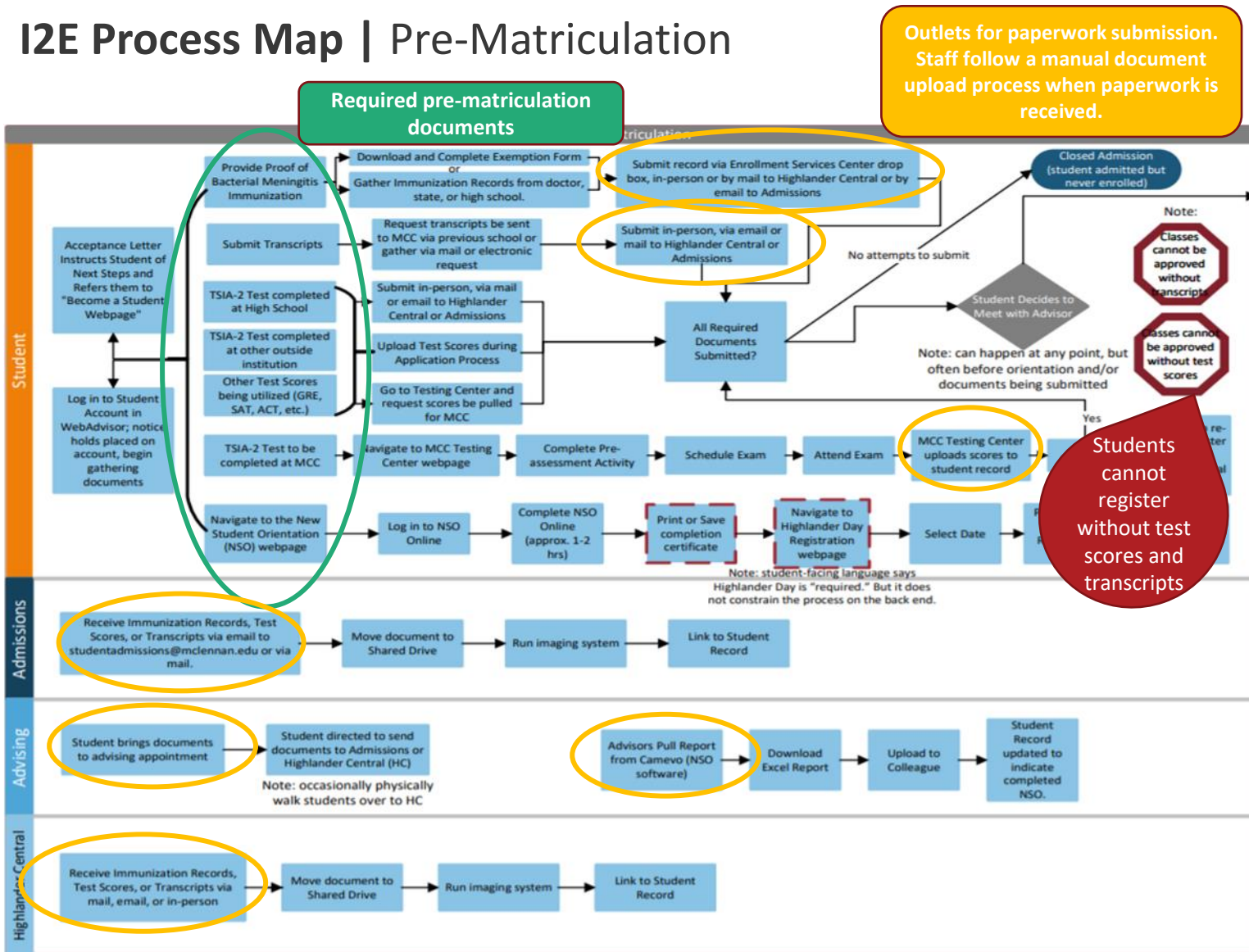
2. **Students** may **submit paperwork** through various options and departments:
   a. Email
   b. In-person
   c. Drop box on campus
   d. Mail
   e. Advisors, Highlander Central, Admissions, Testing Center

I2E Process Map | Pre-Matriculation

Required pre-matriculation documents

Outlets for paperwork submission. Staff follow a manual document upload process when paperwork is received.

Students cannot register without test scores and transcripts

1. **Admissions, Advising, and Highlander Central** all play a role, often **overlapping**, in moving a student through the pre-matriculation process

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

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

4. Right now, in Colleague, it **takes 5-10 different screens** to see the status of a student's account*

   a. Note: The Slate CRM provides a checklist view of a student's account, and will therefore alleviate this burden once fully implemented

Registration

Cicero

I2E Process Map | Registration
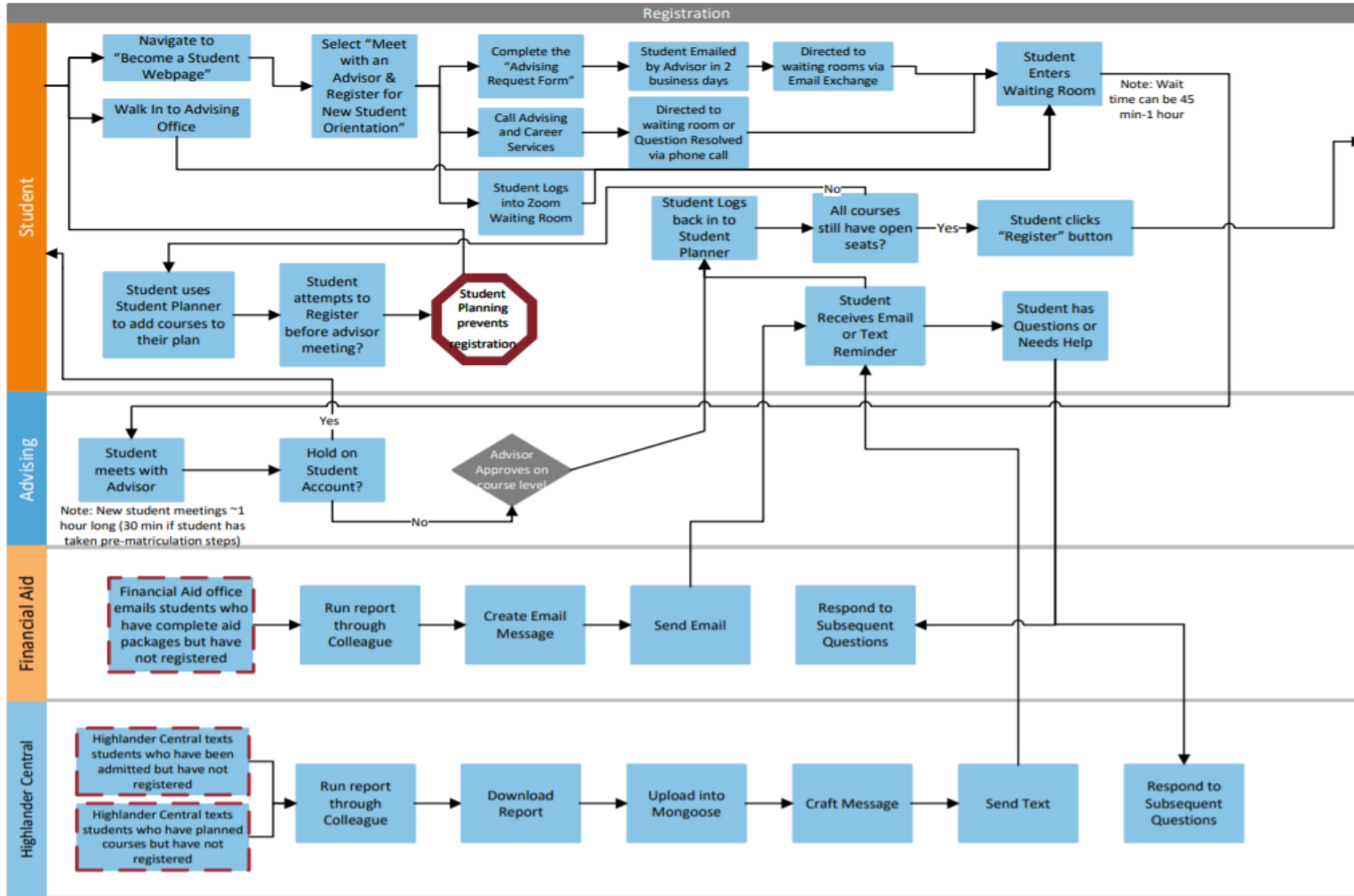
Key Process Steps

1. Once pre-matriculation activities are complete, **student** can **register for classes**

2. Student **meets with advisor** to receive approval on a course-by-course basis

3. **Reminders** are sent by Financial Aid and Highlander Central to encourage student to complete registration

4. Student completes registration by **clicking "Register" button** in Student Planner

I2E Process Map | Registration
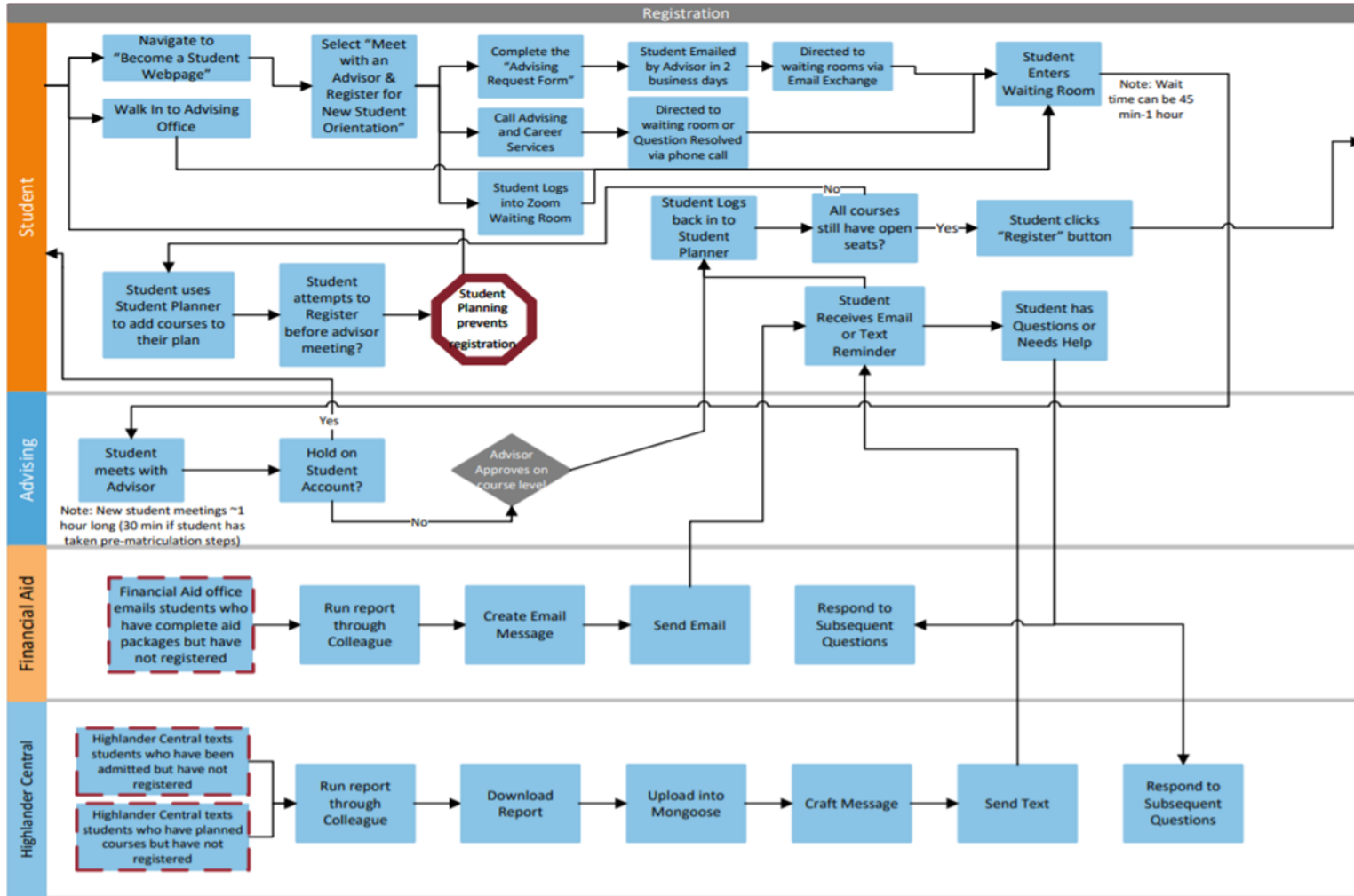
Student Experience

1. **Advisors** and **Highlander Central** continue to be the main **point of contact** for students

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

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

4. **Financial Aid office contacts** students via email who have an approved aid package, but **have not yet registered** for classes

I2E Process Map | Registration

Process to see an advisor for course approval

Registration

Student
- Navigate to "Become a Student Webpage"
- Walk In to Advising Office
- Select "Meet with an Advisor & Register for New Student Orientation"
- Complete the "Advising Request Form"
- Call Advising and Career Services
- Student Emailed by Advisor in 2 business days
- Directed to waiting rooms via Email Exchange
- Directed to waiting room or Question Resolved via phone call
- Student Logs into Zoom Waiting Room
- Student Enters Waiting Room — Note: Wait time can be 45 min-1 hour
- Student Logs back in to Student Planner
- All courses still have open seats?
- Student clicks "Register" button
- Student uses Student Planner to add courses to their plan
- Student attempts to Register before advisor meeting?
- Student Planning prevents registration

Students cannot register without advisor approval

- Student Receives Email or Text Reminder
- Student has Questions or Needs Help

End Goal: Completed registration

Advising
- Student meets with Advisor
- Hold on Student Account?
- Advisor Approves on course level
- Note: New student meetings ~1 hour long (30 min if student has taken pre-matriculate steps)

Financial Aid
- Financial Aid office emails students who have complete aid packages but have not registered
- Run report through Colleague
- Create Email Message
- Send Email
- Respond to Subsequent Questions

Highlander Central
- Highlander Central texts students who have been admitted but have not registered
- Highlander Central texts students who have planned courses but have not registered
- (1) Run report through Colleague
- (2) Download Report
- (3) Upload into Mongoose
- (4) Craft Message
- (5) Send Text
- (6) Respond to Subsequent Questions

Manual outreach (at least 6-steps)

Areas for Consideration

1. While ideally advisors would approve all courses during the required pre-registration meeting, students often **boomerang** back and forth between **advisors** and **completing** other pre-matriculation **requirements**, resulting in **multiple meetings**

2. **Reminders** to students about completing registration are **optional** and **manual**

3. **Advisors** are still the **primary auditors** of student profiles

4. Students often **think they have registered** for classes but **have not "clicked the button."** They do not receive notifications from Student Planner if they haven't completed it*

*Source: Qualitative interviews

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Matriculation

I2E Process Map | Matriculation
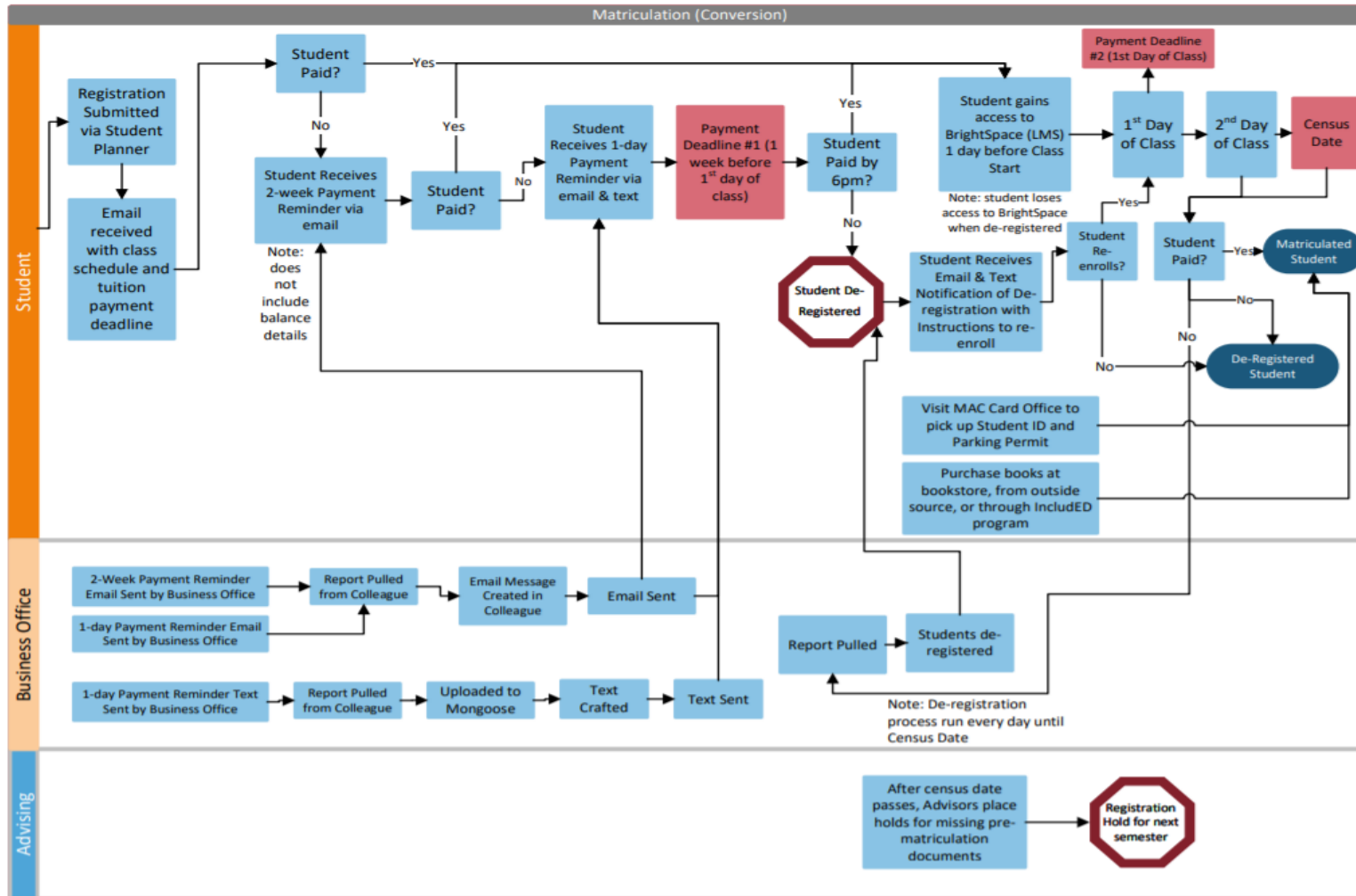
Key Process Steps

1. Student registers for classes and **receives confirmation** via email

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

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

4. Student **pays account balance**

5. Student **attends class**

I2E Process Map | Matriculation
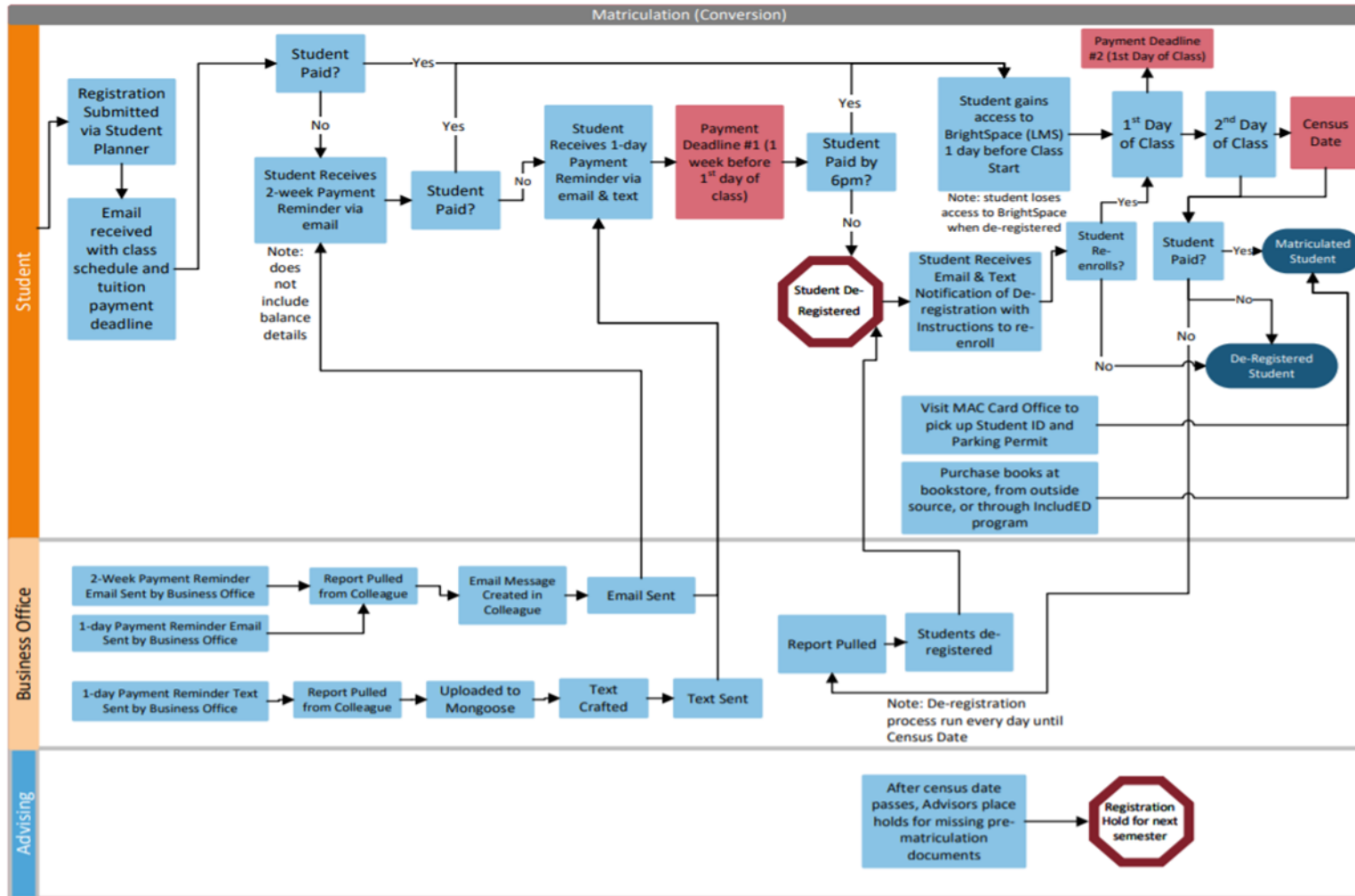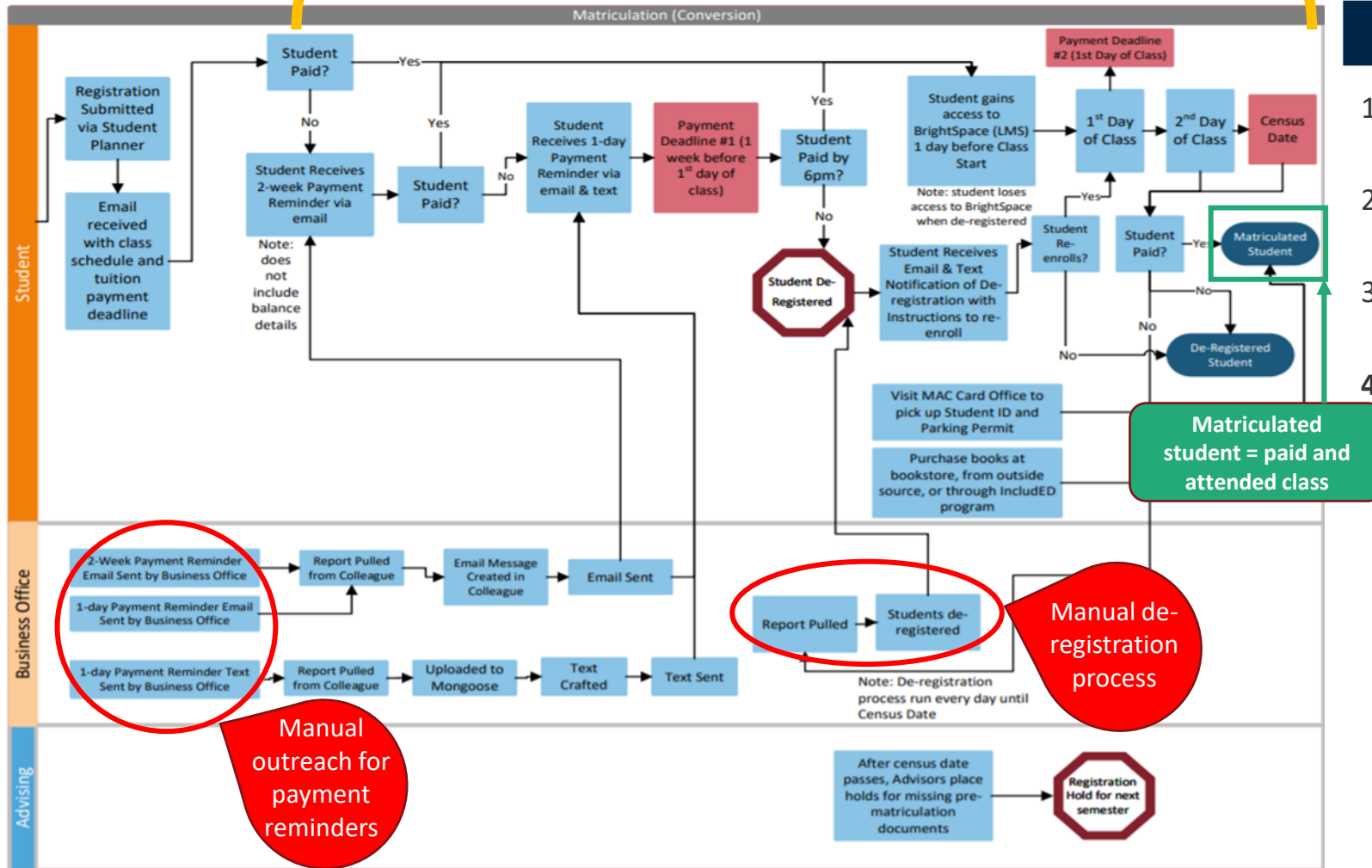
I2E Process Map | Matriculation

Process to get students to pay balances by Census Date

Matriculated student = paid and attended class

Manual outreach for payment reminders

Manual de-registration process

Financial Aid

Cicero
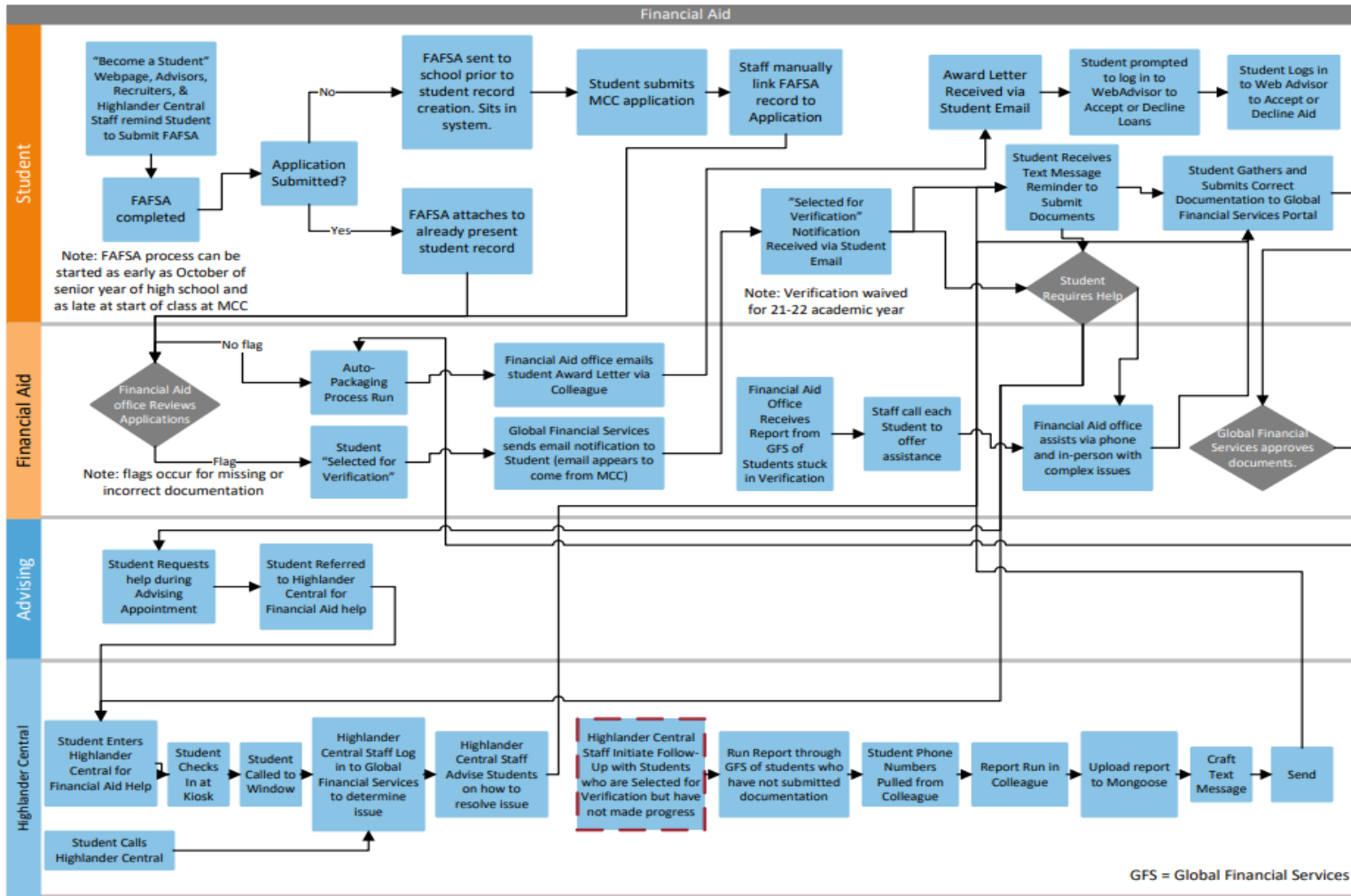
I2E Process Map | Financial Aid

1. Student **completes FAFSA** before, during, or after MCC application and acceptance

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

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

4. Student works to **gather** and **submit correct documentation**

5. Global Financial Services **approves documents**

6. Student logs into WebAdvisor to **accept or decline loans**

I2E Process Map | Financial Aid
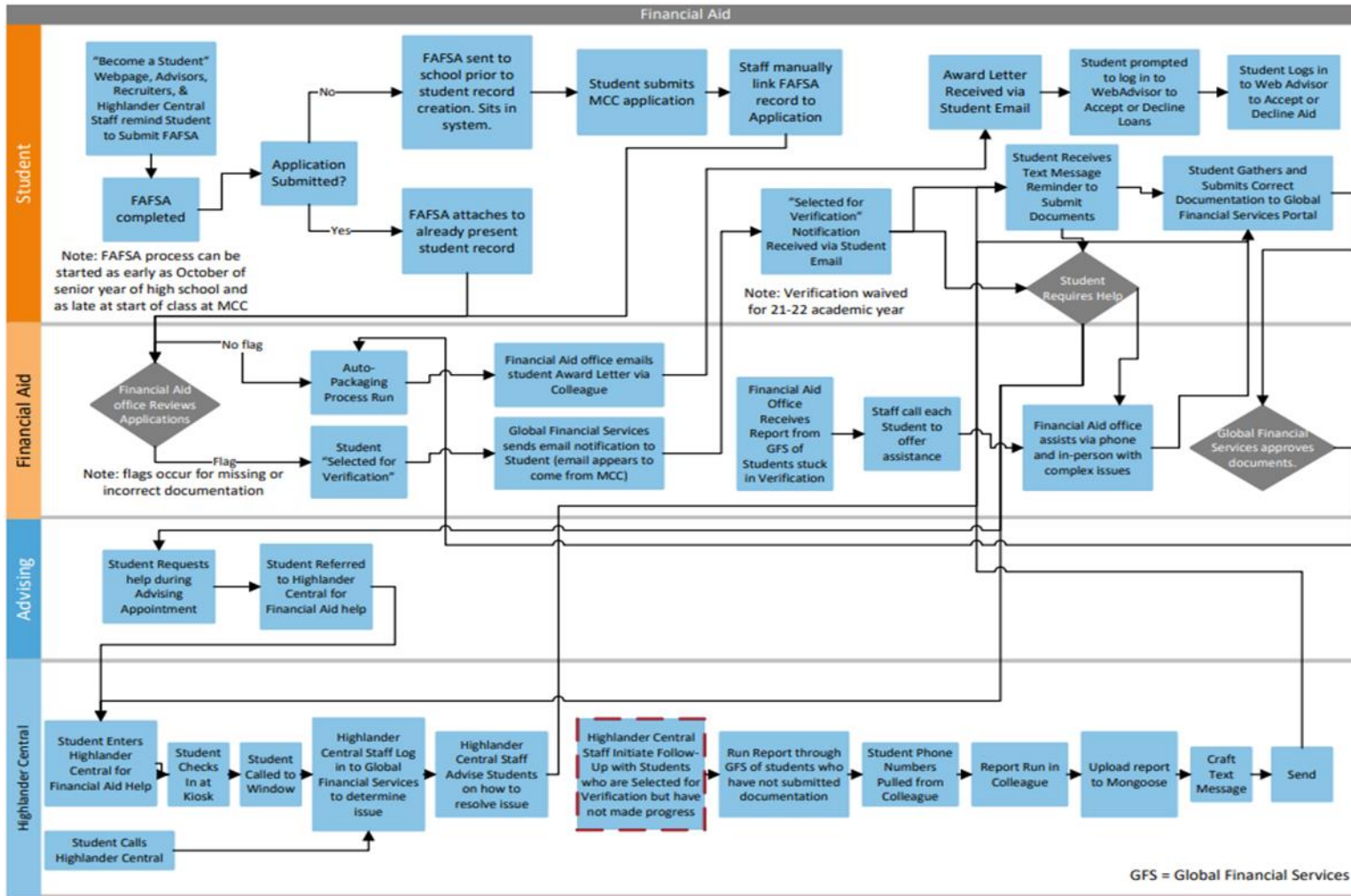
Student Experience

1. **Highlander Central** is intended to be the **main point of contact** for students with financial aid questions

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

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

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

I2E Process Map | Financial Aid

Student moves through financial aid process largely on their own
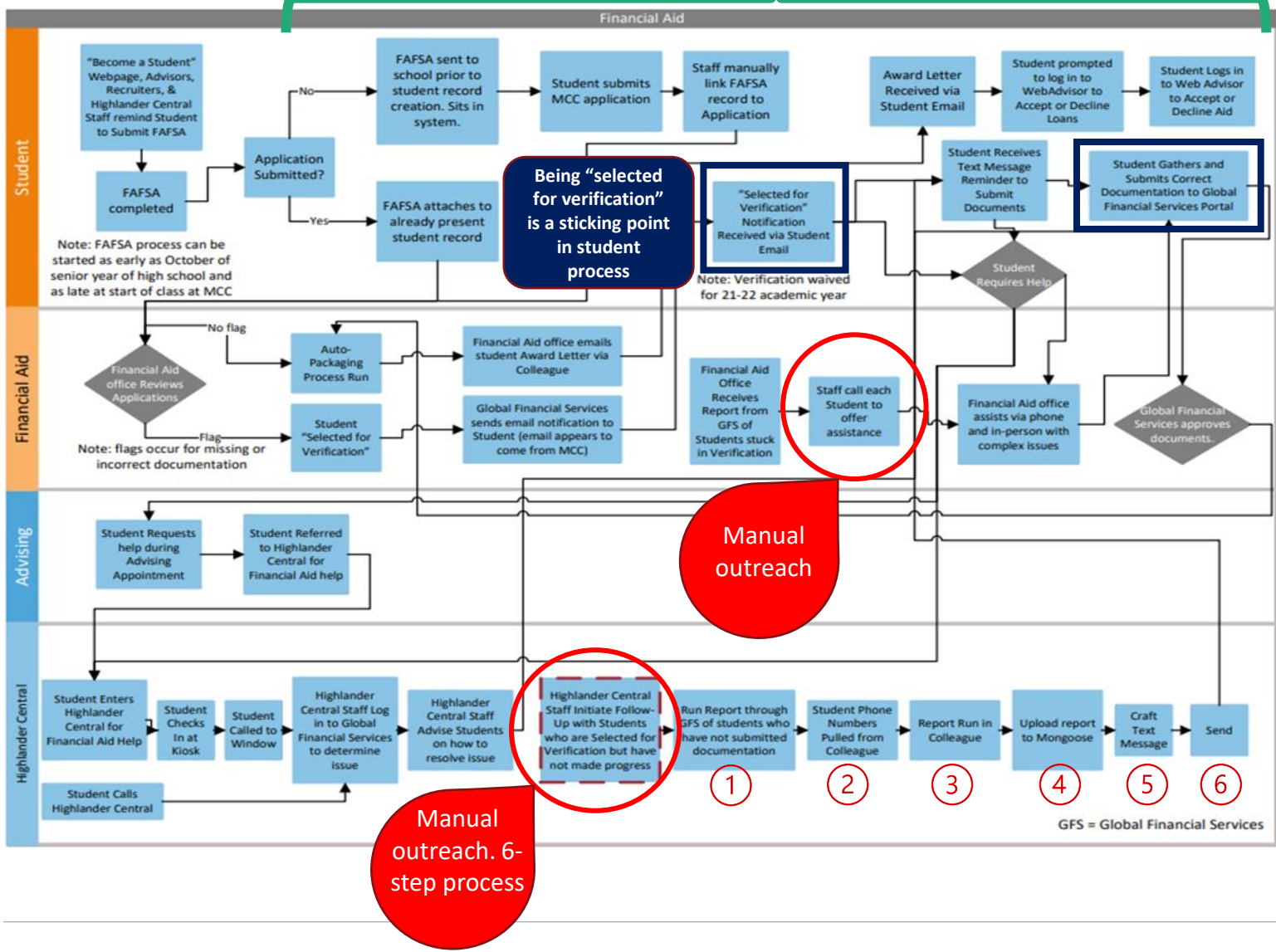
Areas for Consideration

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

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

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

4. All **follow up** and assistance outreach is **manual** and **optional**; there is **no set cadence** to contact students regarding financial aid

I2E Survey

Cicero

Peer Comparisons

Cicero

Prospects who inquire are likely to apply, suggesting that students who are researching MCC are more confident in their interest and may need less cultivation to move to the next phase.

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

Which schools have you researched or inquired about?
Q8

School	%
McLennan Community College	84%
Baylor University	33%
Texas A&M University	27%
Tarleton State University – Waco	22%
Texas Tech University – Waco	16%
Texas State Technical College	16%
Tarleton State University – Stephenville	16%
University of Mary Hardin-Baylor	14%
Temple College	12%
Other	12%
Texas Tech University – Lubbock	12%
Central Texas College	10%
Blinn College – Bryan Campus	9%
Hill College	7%
Southwestern University	2%
None of the above	1%

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

To which schools have you applied?
Q9

School	%
McLennan Community College	79%
Baylor University	17%
Other	12%
Texas A&M University	11%
Texas State Technical College	8%
Temple College	8%
University of Mary Hardin-Baylor	7%
Tarleton State University – Stephenville	6%
Central Texas College	5%
Hill College	5%
Tarleton State University – Waco	5%
Blinn College – Bryan Campus	4%
Texas Tech University – Lubbock	4%
I have never applied to any college or university	4%
Texas Tech University – Waco	3%
Southwestern University	2%

> MCC experiences a 7% loss of students from the inquiry to application phase.

Potential students drop off more dramatically after acceptance suggesting more cultivation and/or assistance with enrollment steps is needed to move students to matriculation.

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

At which school(s) were you accepted?
Q10

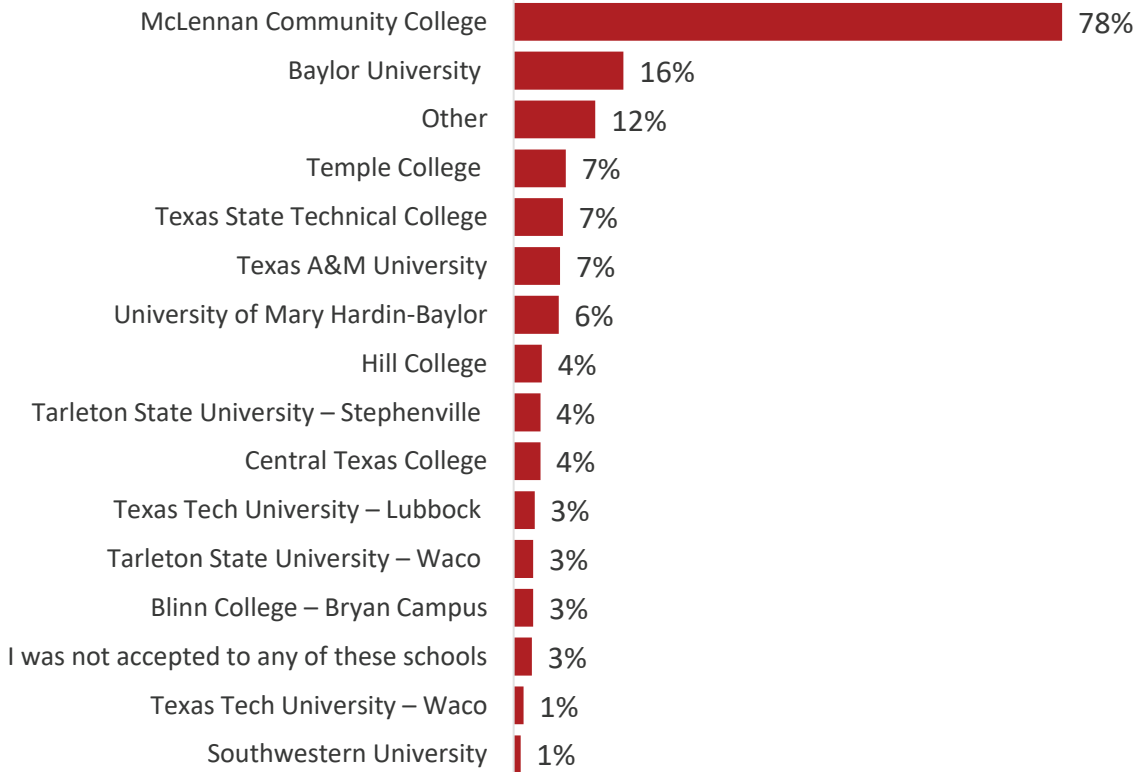| School	%
McLennan Community College	78%
Baylor University	16%
Other	12%
Temple College	7%
Texas State Technical College	7%
Texas A&M University	7%
University of Mary Hardin-Baylor	6%
Hill College	4%
Tarleton State University – Stephenville	4%
Central Texas College	4%
Texas Tech University – Lubbock	3%
Tarleton State University – Waco	3%
Blinn College – Bryan Campus	3%
I was not accepted to any of these schools	3%
Texas Tech University – Waco	1%
Southwestern University	1%

At which school(s) did you enroll?
Q11

School	%
McLennan Community College	61%
Baylor University	13%
I did not enroll at any of these schools	12%
Other	7%
Temple College	4%
Texas State Technical College	4%
Hill College	2%
Central Texas College	2%
Texas A&M University	2%
Tarleton State University – Stephenville	2%
University of Mary Hardin-Baylor	2%
Tarleton State University – Waco	2%
Blinn College – Bryan Campus	1%
Texas Tech University – Lubbock	1%
Texas Tech University – Waco	0%
Southwestern University	0%

> MCC experiences a 24% loss of students from acceptance to enrolling, a higher change than peer schools.

Student Motivators

Cicero

Students applied to and chose McLennan Community College because of its affordability and location.

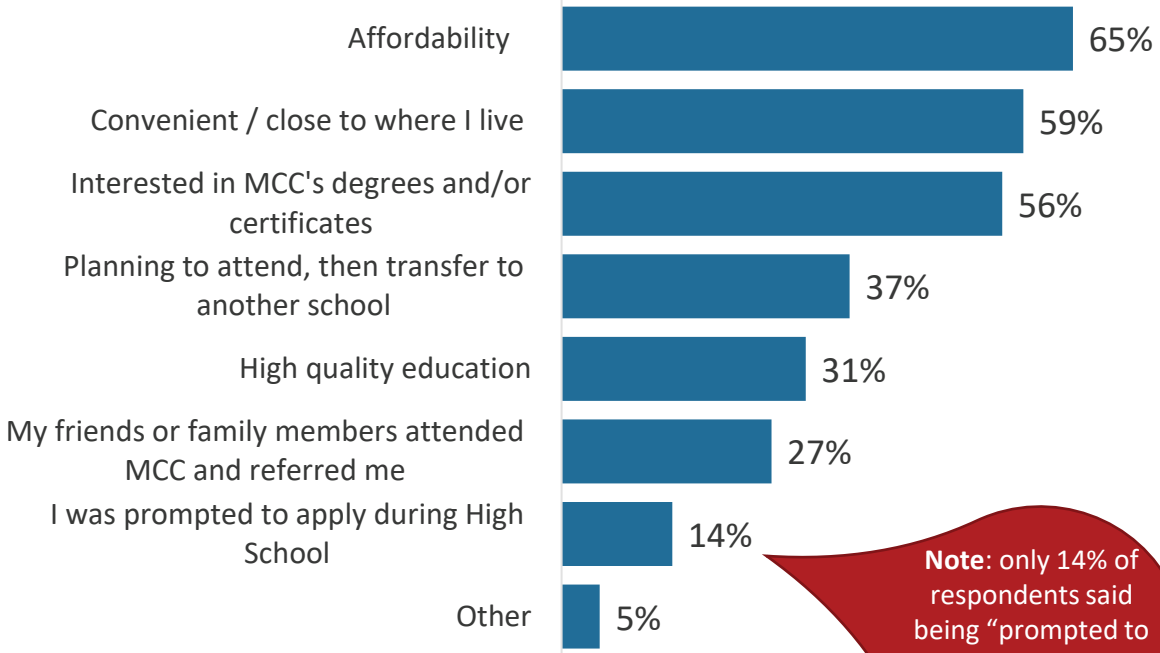**Question** | **Why did you apply to MCC** *(n=412)* **and what made you choose MCC?** *(n=683)*

Which of the following best describes why you **applied** to MCC?
Q14

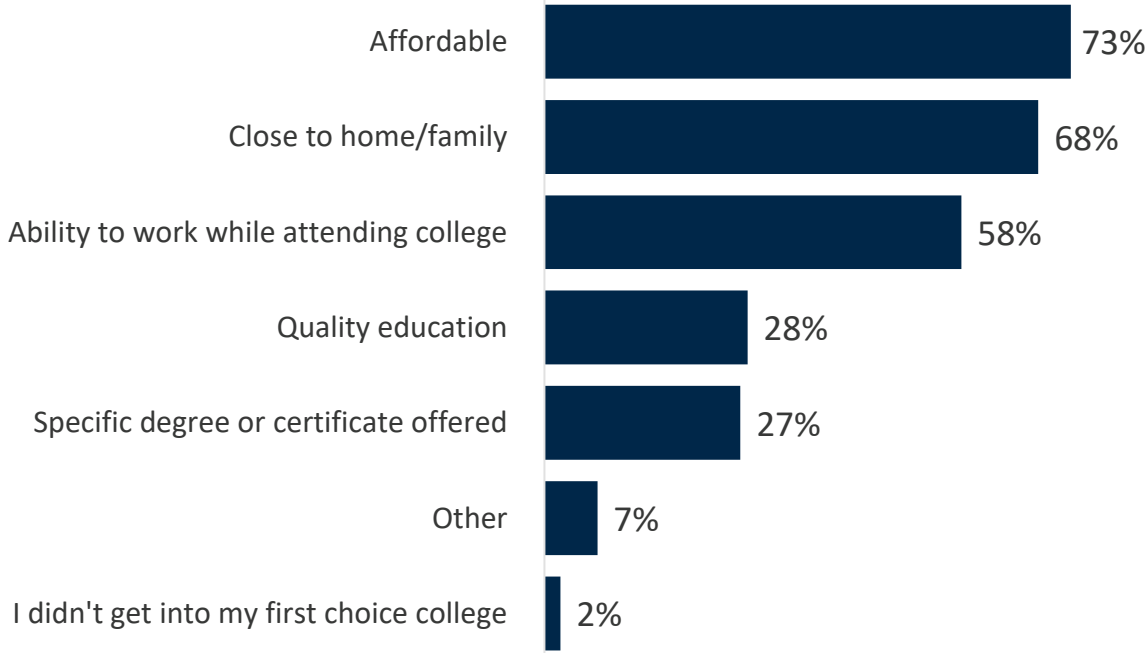| Category	Percentage
Affordability	65%
Convenient / close to where I live	59%
Interested in MCC's degrees and/or certificates	56%
Planning to attend, then transfer to another school	37%
High quality education	31%
My friends or family members attended MCC and referred me	27%
I was prompted to apply during High School	14%
Other	5%

Note: only 14% of respondents said being "prompted to apply in high school" was one of the reasons they applied.

Other includes:
- Dance team
- Atmosphere of campus and staff
- Credit transfer

What made you **choose** MCC over other higher education institutions?[1]
Student Media Report

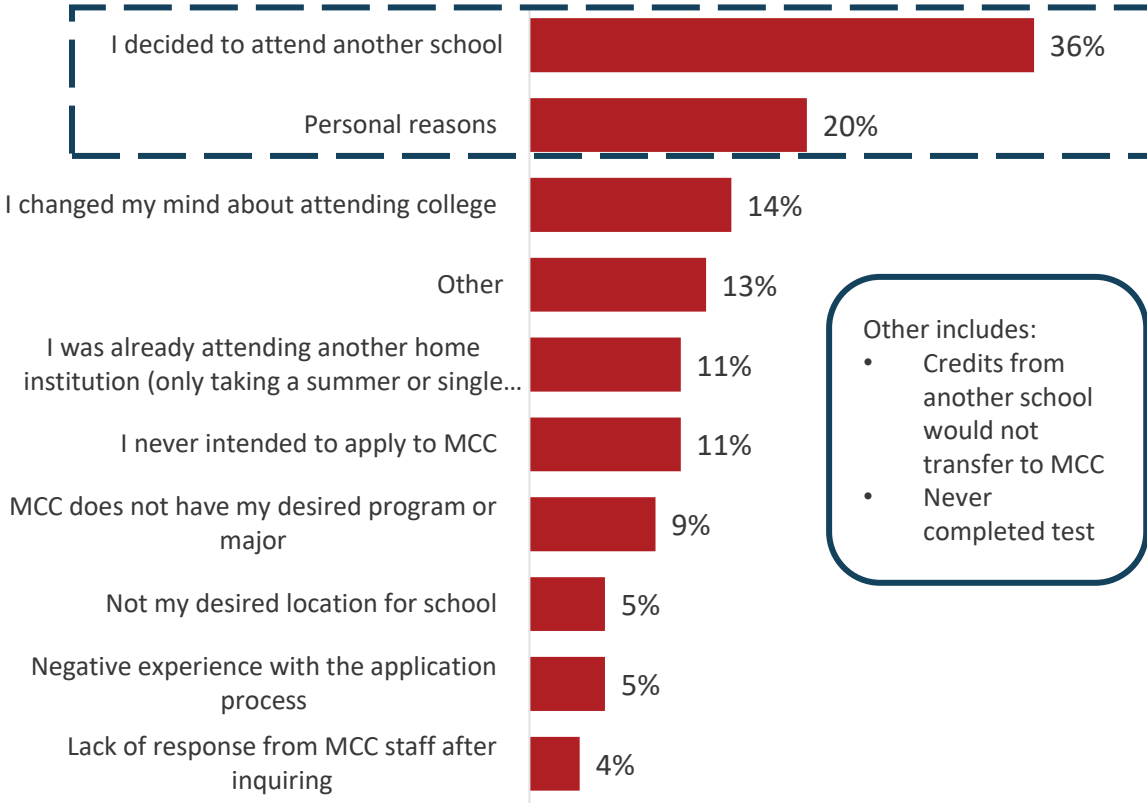| Category	Percentage
Affordable	73%
Close to home/family	68%
Ability to work while attending college	58%
Quality education	28%
Specific degree or certificate offered	27%
Other	7%
I didn't get into my first choice college	2%

The primary reasons students decided NOT to apply or enroll at MCC were deciding to attend another school and personal reasons. Lack of response from MCC staff becomes more important as students move further down the funnel.

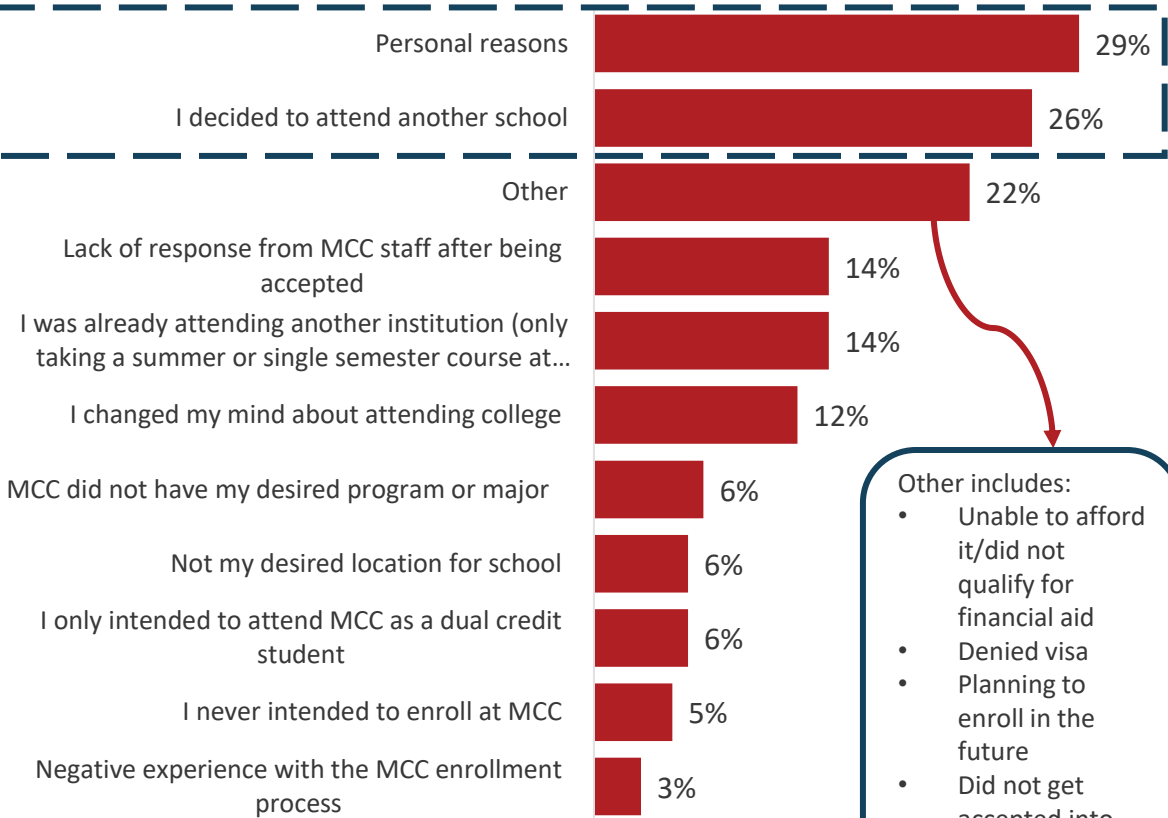**Question |** Why did you not apply *(n=56)* **and why did you not enroll at McLennan Community College?** *(n=108)*

Why did you decide NOT to **apply** to MCC?
Q14a

Reason	Value
I decided to attend another school	36%
Personal reasons	20%
I changed my mind about attending college	14%
Other	13%
I was already attending another home institution (only taking a summer or single...	11%
I never intended to apply to MCC	11%
MCC does not have my desired program or major	9%
Not my desired location for school	5%
Negative experience with the application process	5%
Lack of response from MCC staff after inquiring	4%

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

Why did you decide NOT to **enroll** at MCC?
Q25a

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

Other includes:
- Unable to afford it/did not qualify for financial aid
- Denied visa
- Planning to enroll in the future
- Did not get accepted into desired program

Q14a. Which of the following best describes why you decided NOT to apply to McLennan Community College?
Q25a: Which of the following best describes why you decided NOT to enroll at McLennan Community College?
Note: Q25a. was added after the survey soft launch, so responses were not gathered during that phase
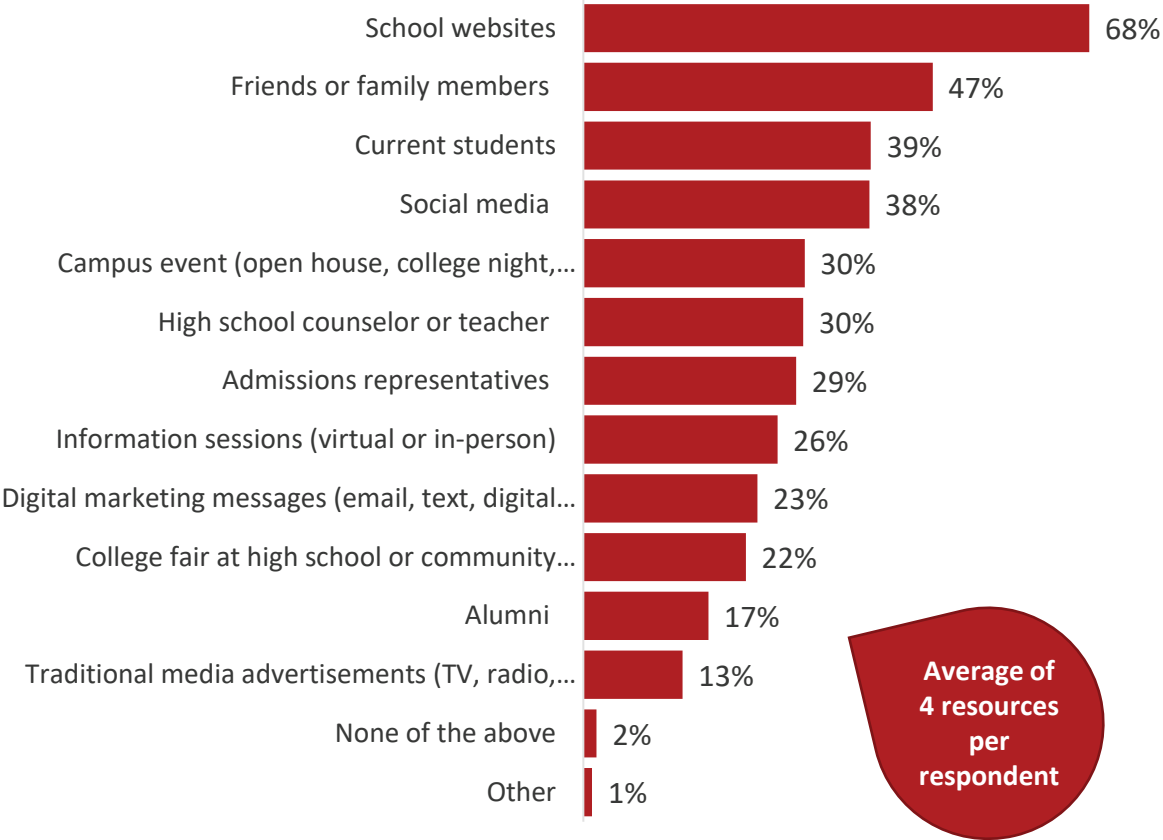
Confidential / 59

Cicero

Inquiry

Cicero

Students identify or learn about colleges/universities primarily through school websites or personal conversations. All resources are considered important, but websites, events, current students, and admissions representatives are the most influential.
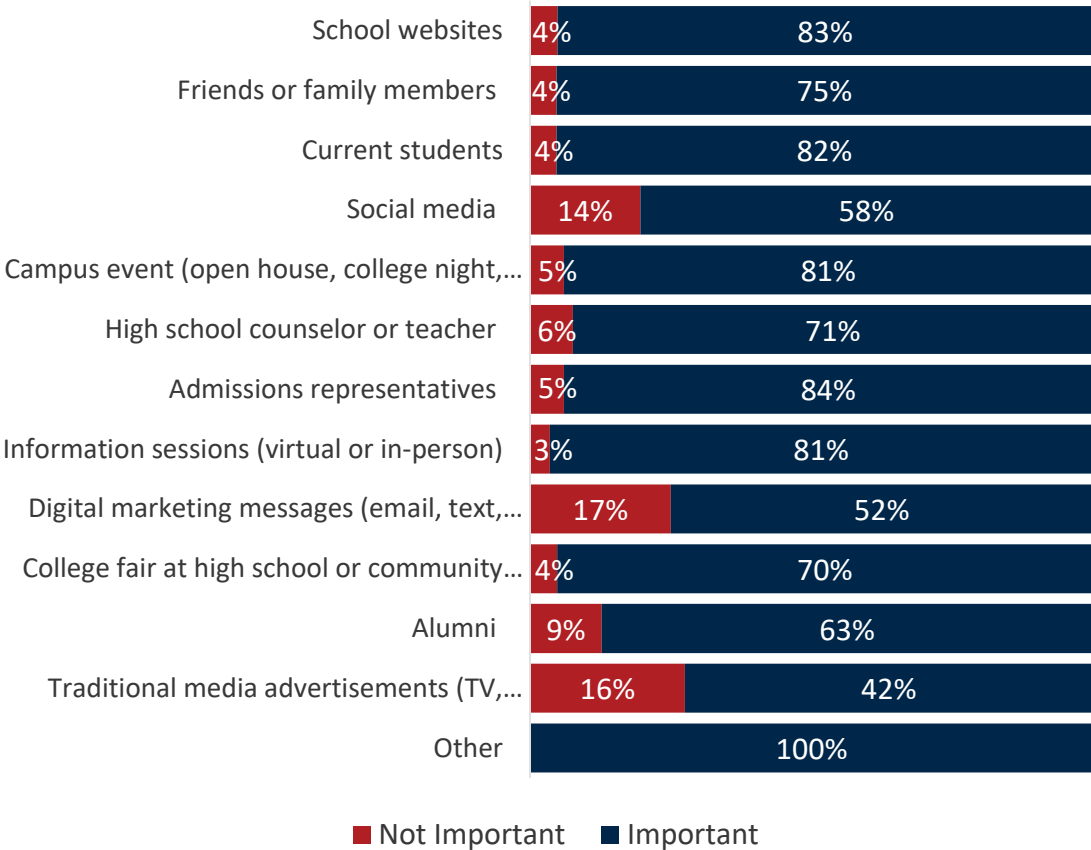
Which of the following resources have you used to identify and/or learn more about colleges?
Q5 (n=517)

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

Average of 4 resources per respondent

How important is the resource in influencing how you think about colleges and universities?
Q6 (n=517)

Resource	Not Important	Important
School websites	4%	83%
Friends or family members	4%	75%
Current students	4%	82%
Social media	14%	58%
Campus event (open house, college night,…	5%	81%
High school counselor or teacher	6%	71%
Admissions representatives	5%	84%
Information sessions (virtual or in-person)	3%	81%
Digital marketing messages (email, text,…	17%	52%
College fair at high school or community…	4%	70%
Alumni	9%	63%
Traditional media advertisements (TV,…	16%	42%
Other		100%

■ Not Important ■ Important

Cicero

Q5: Which of the following resources have you used to identify and/or learn more about colleges and universities?
Q6: How important has each resource been in influencing the ways you think about colleges and universities?
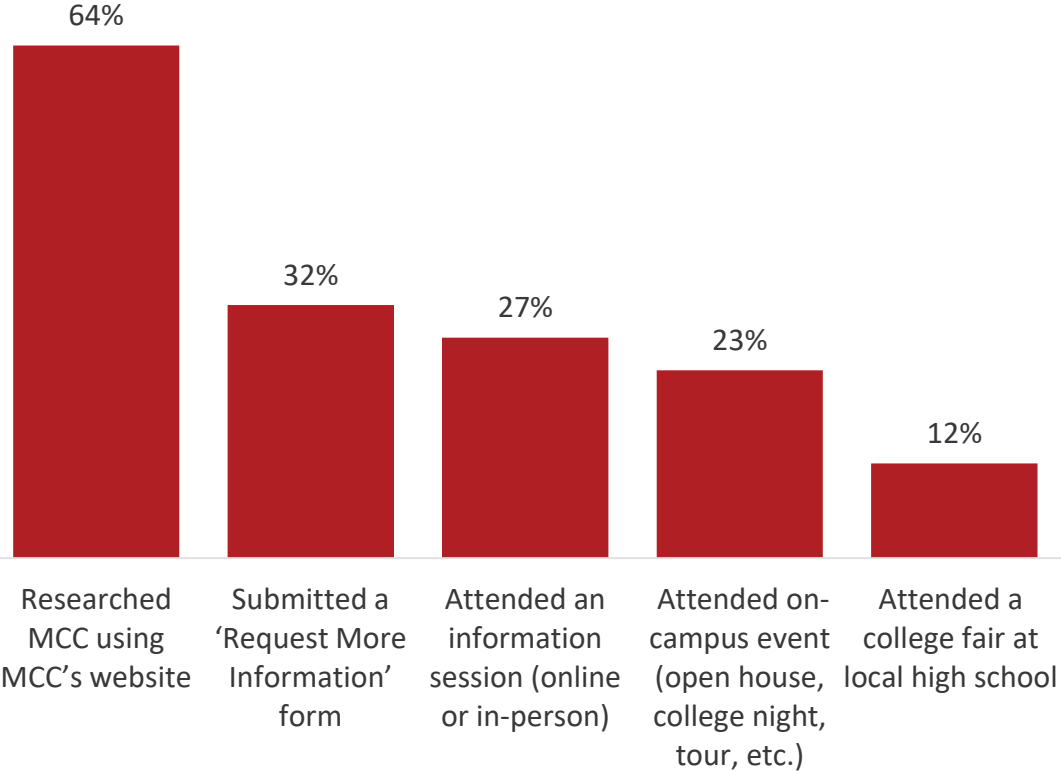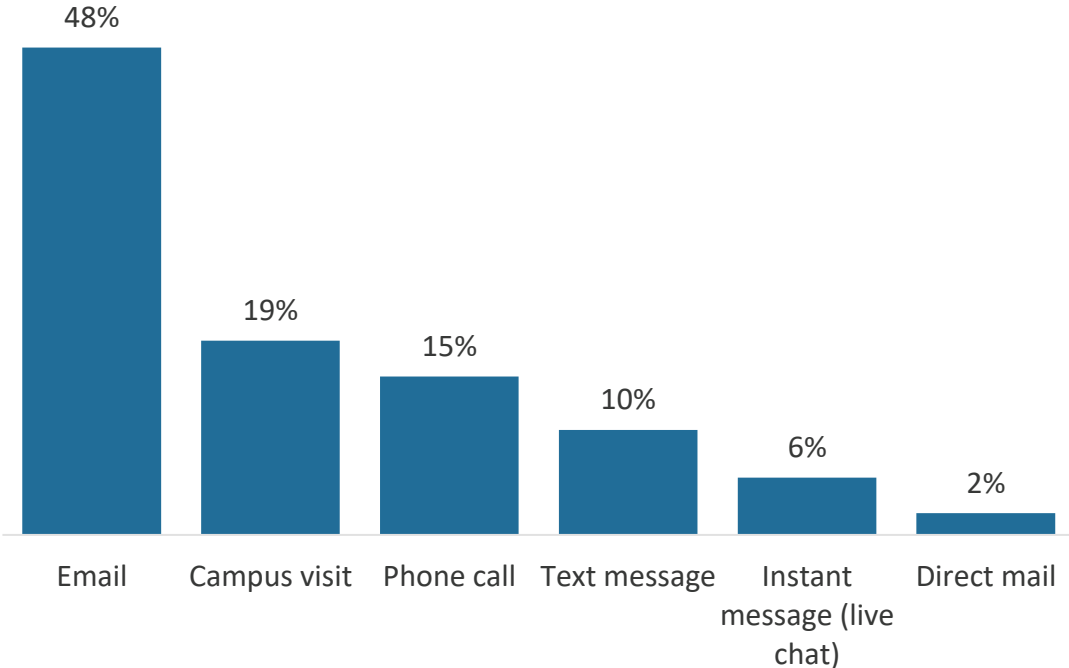
Confidential / 61

Most inquirers researched MCC using the website and would prefer to contact schools through email.

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

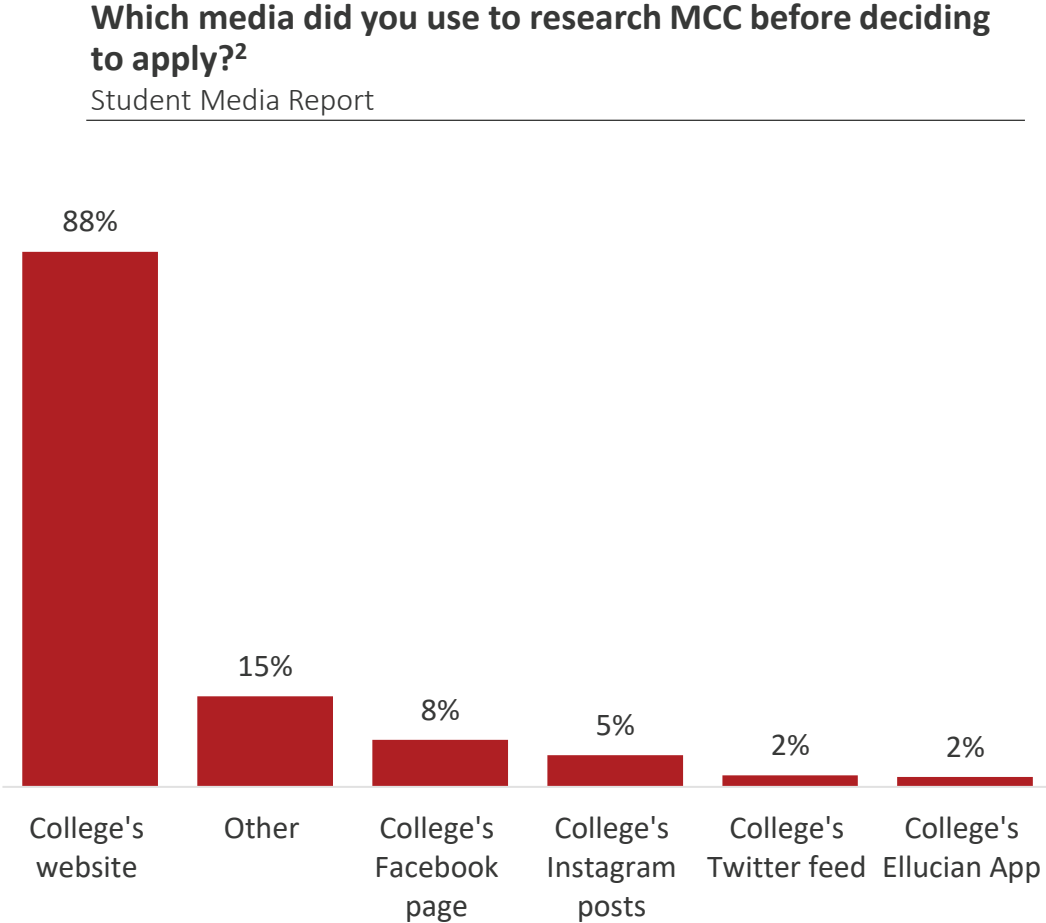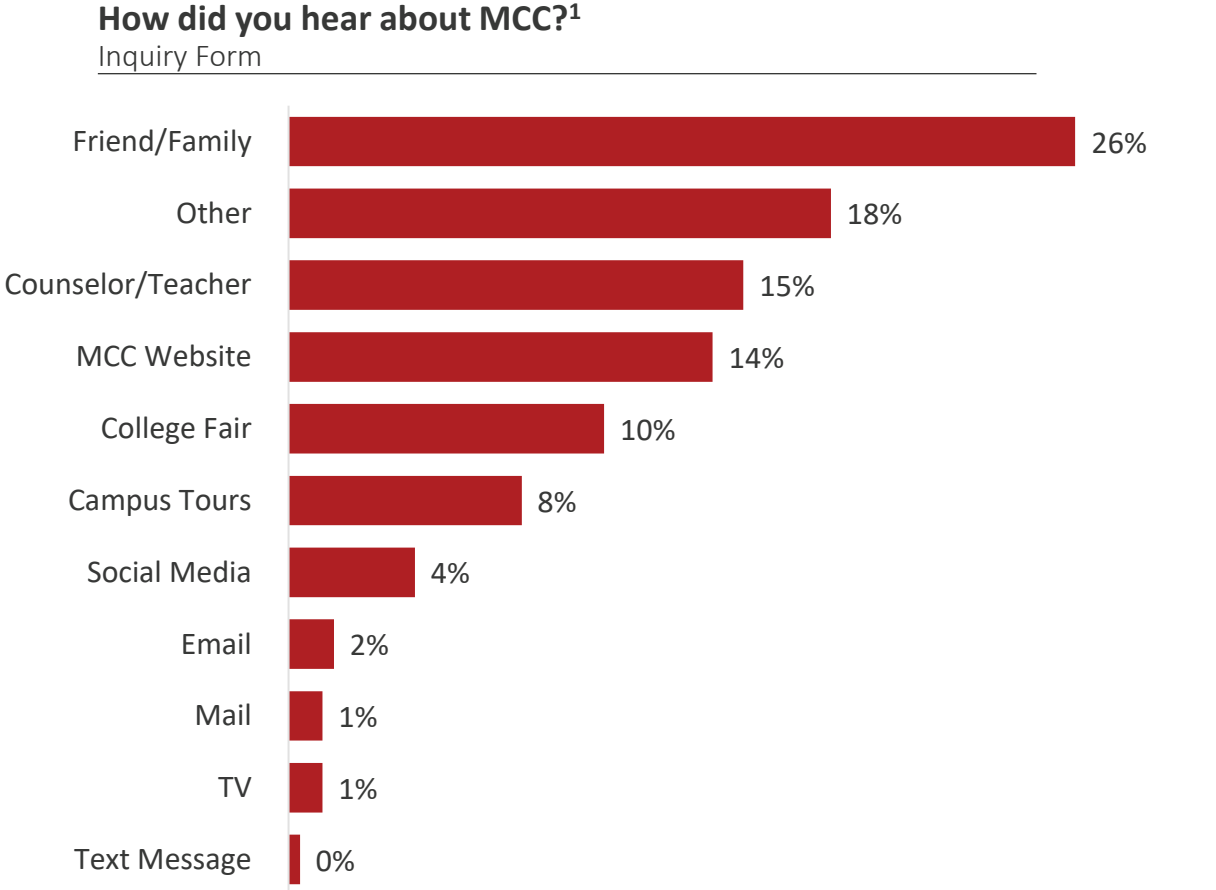## Inquiry steps completed when considering MCC
Q13

- Researched MCC using MCC's website: 64%
- Submitted a 'Request More Information' form: 32%
- Attended an information session (online or in-person): 27%
- Attended on-campus event (open house, college night, tour, etc.): 23%
- Attended a college fair at local high school: 12%

Which would be your preferred method for contacting a college to ask questions or gather information?
Q7

- Email: 48%
- Campus visit: 19%
- Phone call: 15%
- Text message: 10%
- Instant message (live chat): 6%
- Direct mail: 2%

Q13: When considering McLennan Community College, please select all steps that you completed in the process.
Q7: Which would be your preferred method for contacting a college to ask questions or gather information?

Cicero

Confidential / 62

Inquirers submitting a "request for information" form heard about MCC through friends or family members. Current students use the website to research MCC before applying.

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

How did you hear about MCC?[1]
Inquiry Form

Friend/Family	26%
Other	18%
Counselor/Teacher	15%
MCC Website	14%
College Fair	10%
Campus Tours	8%
Social Media	4%
Email	2%
Mail	1%
TV	1%
Text Message	0%

Which media did you use to research MCC before deciding to apply?[2]
Student Media Report

College's website	88%
Other	15%
College's Facebook page	8%
College's Instagram posts	5%
College's Twitter feed	2%
College's Ellucian App	2%

Most current students never attended an event or toured campus, again suggesting the importance of online resources.

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

Did you attend any events or speak to MCC representatives?
Student Satisfaction Survey, Fall 2020

- Yes: 20%
- No: 80%
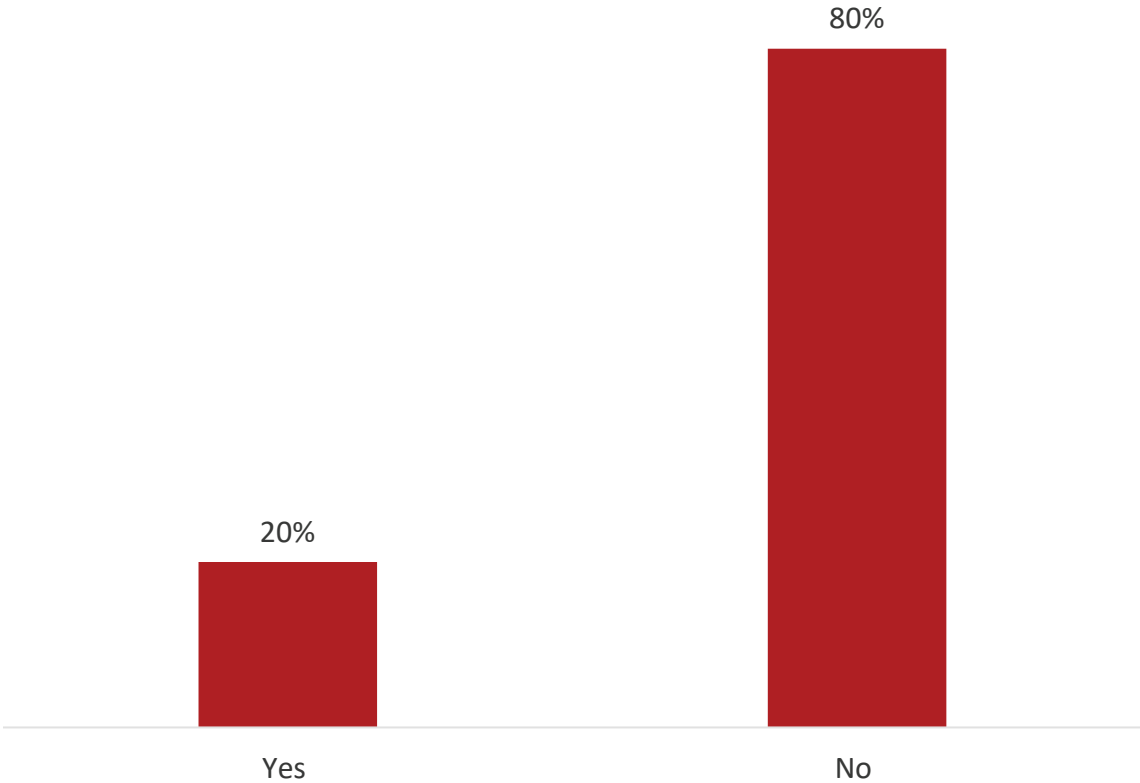
Did you take a tour of campus?
Student Satisfaction Survey, Fall 2020

- Yes: 28%
- No: 72%

Application

Cicero
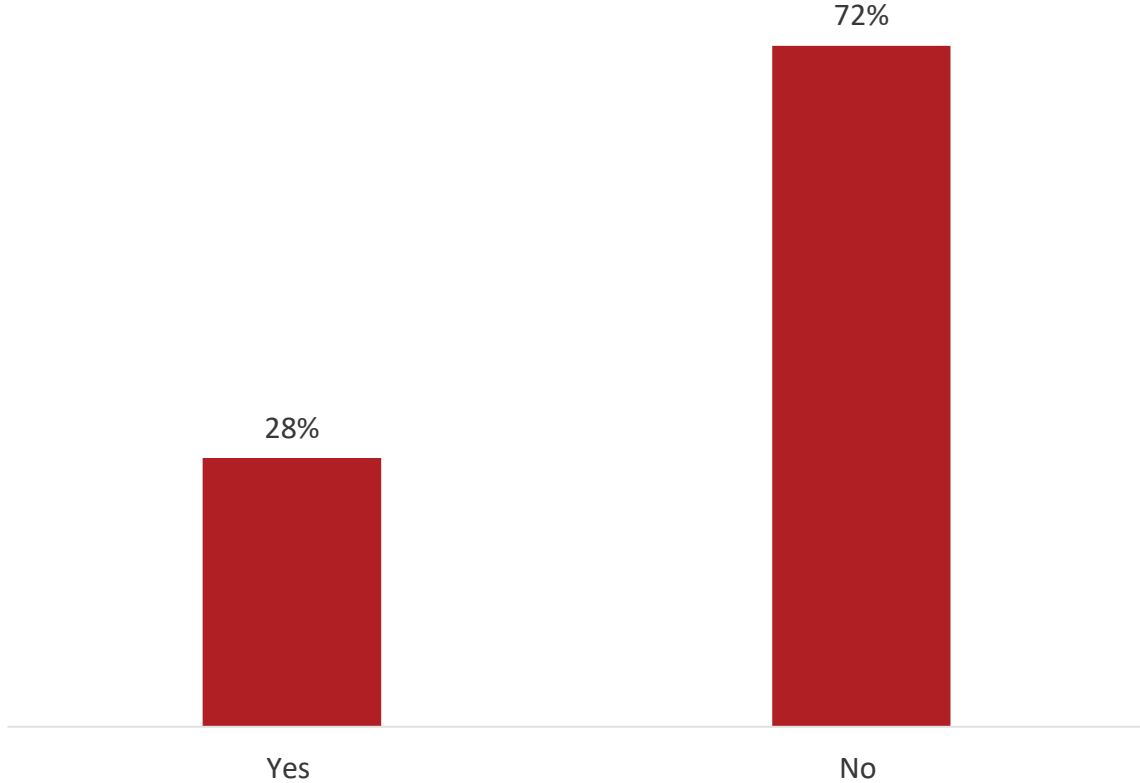
The new MCC application is considered easy to complete; the more difficult step is navigating the web portal.

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

Ease/Difficulty of the MCC Application
Q15

Aspect	Very Difficult	2	Neutral	4	Very Easy
Locating or accessing the application online	2%		29%	17%	51%
Finding the required information for the application			23%	28%	49%
Navigating the web portal while completing the application		5%	23%	31%	42%
The time required to complete the application	2%		23%	26%	49%
Submitting the application once complete	2%		17%	22%	60%

■ Very Difficult ■ 2 ■ Neutral ■ 4 ■ Very Easy

Note: only transient students were shown this question, so it assesses the new Slate application

Why is the application difficult?
Q16

*[On the web portal] "The **website isn't very intuitive** and user friendly, in my opinion."*

*"It **took me a very long time** to fill everything out and submit proper documentation."*

*"I **didn't know** exactly **how to complete** it."*

*"**Finding the information** that I needed."*

Students who initiated the ApplyTexas application, but did not submit it, usually left at the first page or the last page.

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

Are applicants leaving the ApplyTexas application at a specific page?
ApplyTexas Report

- Page 1: educational background — 43%
- Page 2: educational information — 3%
- Page 3: residency information — 5%
- Page 4: custom questions for this institution — 9%
- Page 5: certification and payment information — 34%
- Page 6: submission — 6%
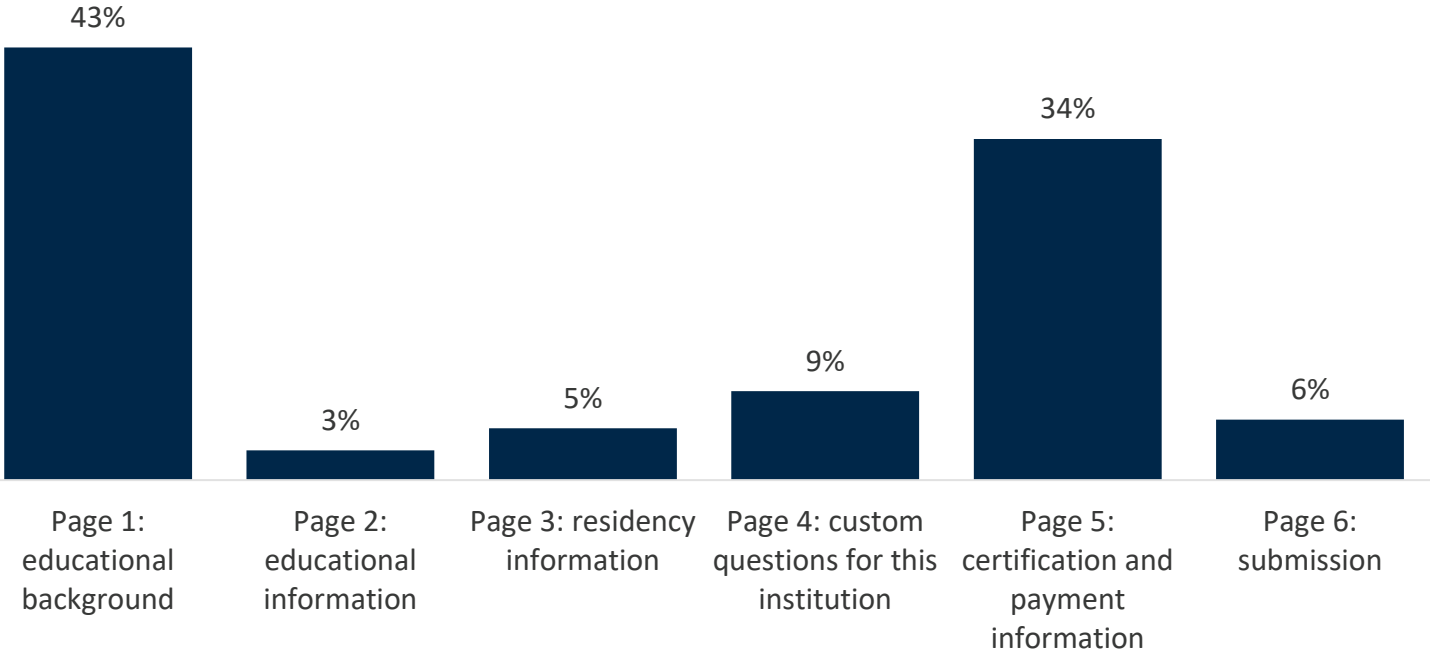
Why is the application difficult?
Internal Interviews

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

*"ApplyTexas uses **legal terms** in the **residency section** and has confusing sentences."*

*[Apply Texas application] "It's **cumbersome** and leads to students picking incorrect majors, etc."*

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

Enrollment Resources

Cicero

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

Resources used to determine next steps after acceptance
Q20 *(n=386)*

Resource	%
MCC's website (Become a Student webpage)	59%
WebAdvisor portal	57%
Acceptance email	**52%**
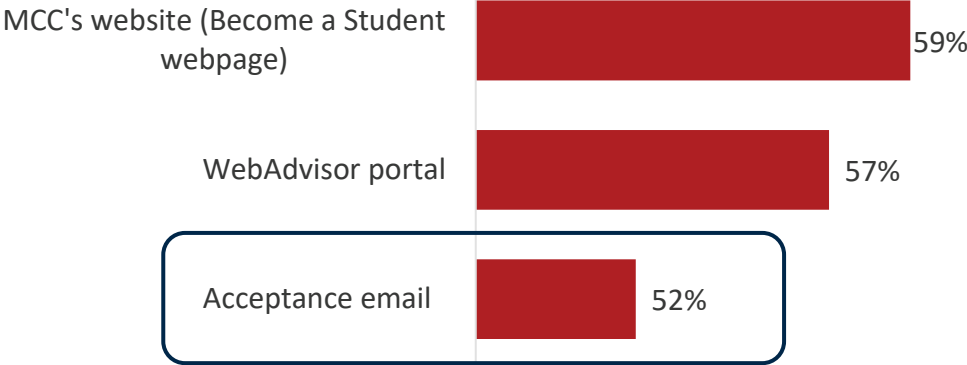
Helpfulness of Acceptance Email
Q17 *(n=386)*

Very Unhelpful	Mostly Unhelpful	Neutral	Mostly Helpful	Very Helpful
2%		19%	26%	53%

■ Very Unhelpful ■ Mostly Unhelpful ■ Neutral ■ Mostly Helpful ■ Very Helpful
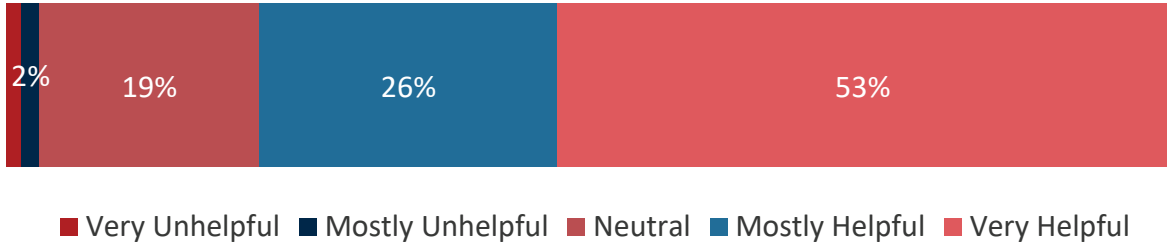
What was unhelpful
Q18 *(n=11)*

*"I **didn't know the rest of the process** needed to get into classes and pay for them."*

....

*"It directed me to the steps I needed to complete in the enrollment process but **did not include what to do if there where hiccups** in the process and who to contact. I was **delayed a few days** trying to correct some student information."*

What was helpful
Q19 *(n=302)*

*"All of the **answers to my questions were presented** there and any information about where to get more information was given."*

....

*"**Every step I needed to take was made clear** in words that I could understand, and the staff seemed eager to help if I had any further questions."*

....

*"Explained things clearly, was **concise**."*

*"It showed **me step by step** what I needed to do next and made my MCC experience a lot easier."*

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

Cicero

Q17: How would you rate the helpfulness of the acceptance email you received from MCC?
Q18: You indicated that the acceptance letter was unhelpful. In a few words, please explain how or why it was unhelpful.

Q19: You indicated that the acceptance letter was helpful. In a few words, please explain how or why it was helpful.
Q20: Which of the following resources did you use to answer questions or determine next steps after being accepted to MCC?

Confidential / 69

...its wordiness is considered an enrollment barrier by staff members.

> *"Automated emails that the university sends get stuck in junk mail often. **Students don't see the emails** and if they don't see the webpage, they don't know where to go."*
>
> *"The welcome email is **pages of legal jargon**. That scares them. They don't even read it."*

> *"Some automatic email messages **haven't changed in 15 years**."*
>
> *"Everything sent **in long emails** that students are not reading."*

> *"The acceptance email is **long and wordy**..." "*
>
> *"...we **lose our younger generation** of students who are not going to read through the whole thing [acceptance email]."*

Screenshots of acceptance email

Cicero

Students use the MCC website, the WebAdvisor portal, and their acceptance email the most to help answer their questions or determine their next steps after being accepted. However, staff consider the website to be a barrier to student understanding.

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

Resources used most often to answer questions or determine next steps after acceptance to MCC
Q20 & 21

		% Selected as Top 3 Feature
MCC's website (Become a Student webpage)	59%	**52%**
WebAdvisor portal	57%	**52%**
Acceptance email	52%	**37%**
Advising & Career Services	48%	**41%**
Admissions staff	37%	**28%**
Highlander Central, MCC's 'one-stop-shop' on campus	15%	8%
None of the above	3%	-
Other	2%	2%
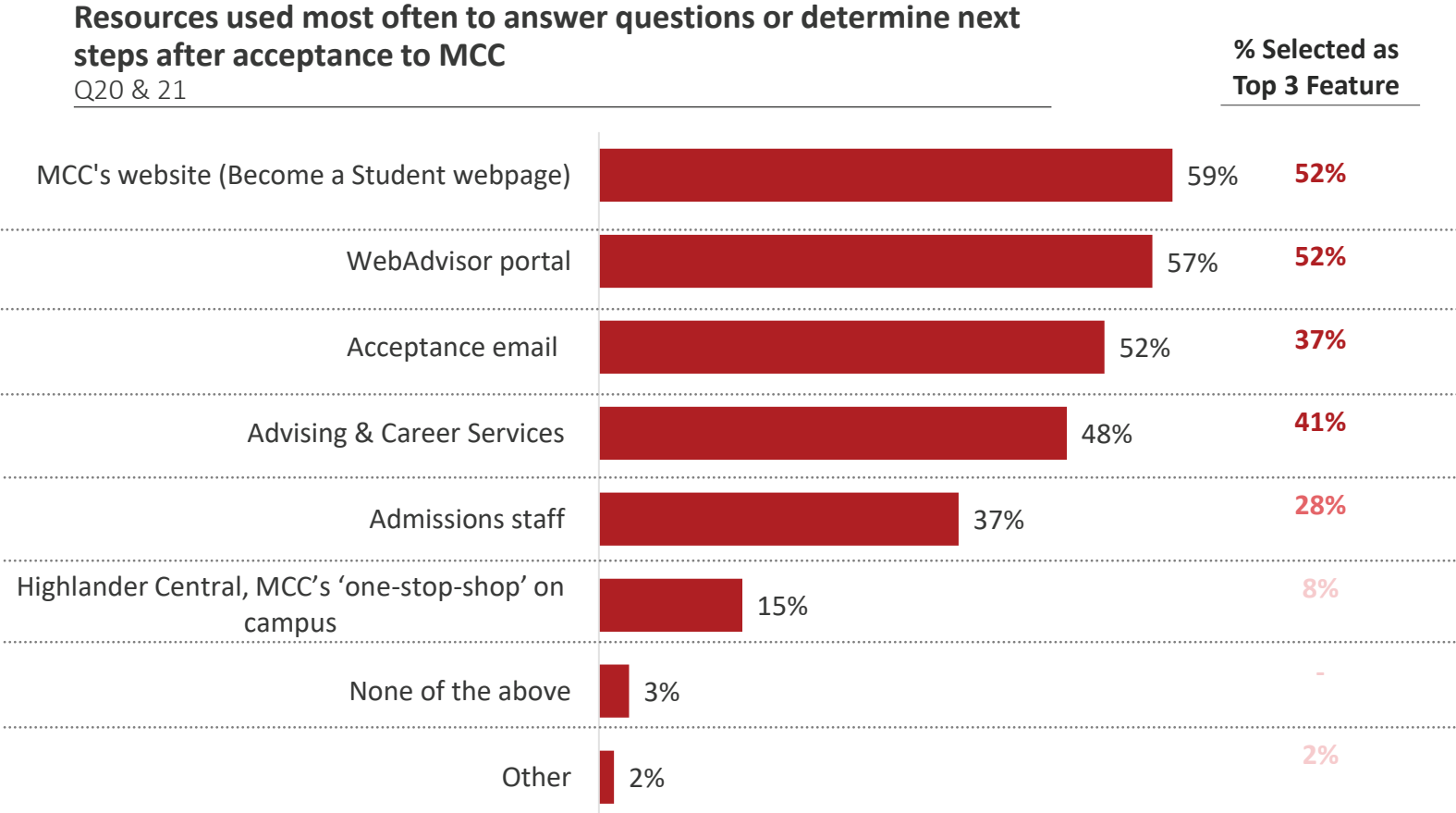
Staff thoughts on the website
Internal Interviews

*"Students **can't find the information** [on the website] so they pick up the phone and **call whoever will answer**."*

*"One of the easiest things MCC should be doing is admitting students. If you are a student, there is a **wall of text** you must go through."*

*"Become a Student webpage doesn't give them steps or a **particular order**."*

*"Website **isn't user friendly**...has steps but no interactive checklist."*

*[On the Become a Student webpage] "**Way too much**, should be distilled to 3-5 important steps."*

Q20: Which of the following resources did you use to answer questions or determine next steps after being accepted to MCC?
Q21: Of the resources you selected, which did you use the most?

Confidential / 71

Texts are considered helpful and almost half of students remember receiving them.

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

Did you receive text message reminders?
Q48

- 45% Yes
- 31% No
- 25% I'm not sure
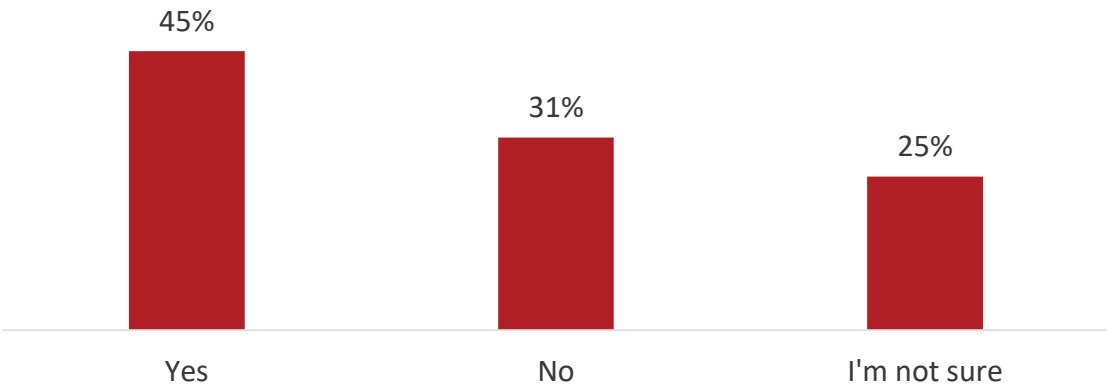
> "They didn't really do anything for me at the time."

> "I already applied, so they were annoying."

> "I already knew the information it was giving me."

Average response rate for text campaigns to students with courses planned, but not registered[1]
Internal MCC data

13%

Did you find them helpful?
Q49

- 90% Yes
- 2% No
- 8% Sometimes

"No" = n of 3
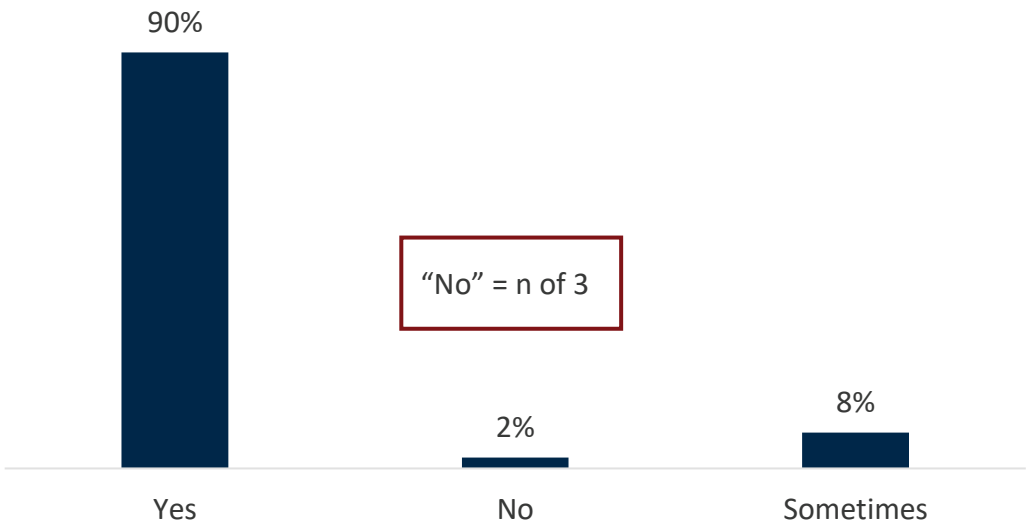
Q48: To the best of your memory, did you receive any text message reminders about registering for courses and/or completing financial aid?
Q49: Did you find these text message reminders helpful?
Q50: You indicated that the text message reminders were not helpful, in a few words please explain why.
1 – Text campaigns to students with courses planned but not registered; July 2020, March 2021, May 2021

Confidential / 72

CICERO

Student Perception of the Enrollment Process

Most admitted students, across ages, felt confident about their next steps after being accepted.

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

Understanding of next steps after acceptance
Q22

I had no idea what my next steps were	3%
I was a little confused about my next steps	12%
Neutral	8%
I had a good understanding of my next steps	45%
I completely understood my next steps	32%
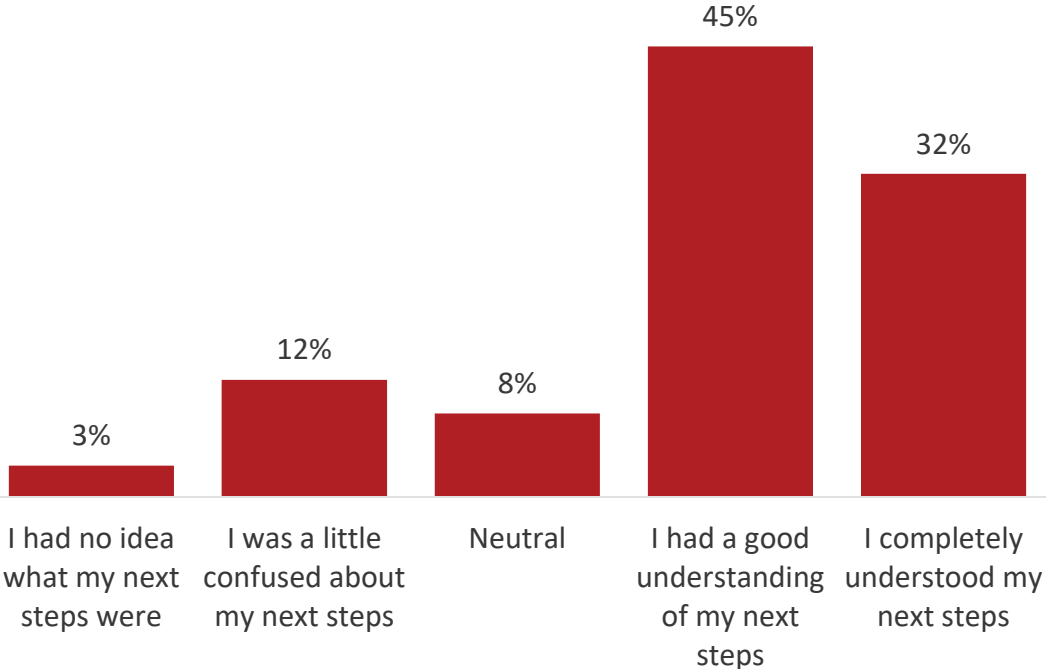
Understanding of next steps by age
Q2 & Q22

	18 to 24 years of age	25 to 44 years of age	45 years of age or older
I had no idea what my next steps were	3%	4%	6%
I was a little confused about my next steps	12%	12%	6%
Neutral	9%	7%	6%
I had a good understanding of my next steps	50%	35%	50%
I completely understood my next steps	26%	42%	33%

- 18 to 24 years of age - 25 to 44 years of age - 45 years of age or older

Cicero
Q22: Did you feel like you understood your next steps for enrollment at MCC, after being accepted?
Q2: In which of the following age categories do you fall?
Confidential **/ 74**

"Good" to "complete" understanding of steps drops for students who were out of high school for 2+ years, Suggesting that nontraditional students are slightly less confident in the process.

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

Understanding of next steps by educational status
Q22 & Q12
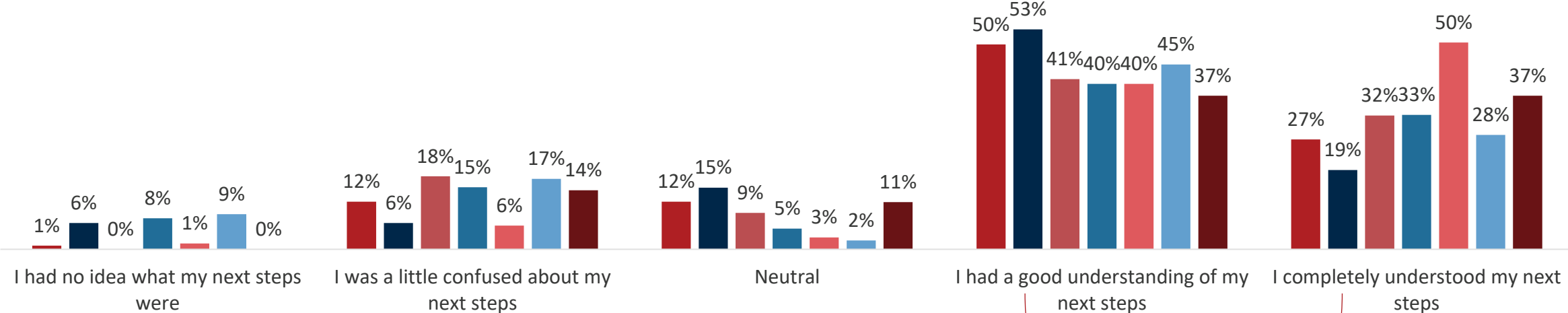
- ■ High School Senior or Recent Graduate
- ■ Out of High School for 2+ years, now interested in attending college for the first time
- ■ Transfer Student, coming directly from another college
- ■ Transfer Student, not currently attending another institution
- ■ Former MCC student, interested in re-enrolling
- ■ Summer/single semester student only
- ■ None of the above

Understanding drops from 53% to 19% for students out of high school for 2+ years

Q22: Did you feel like you understood your next steps for enrollment at MCC, after being accepted?
Q12: At the time of your interaction(s) with McLennan Community College, what was your educational status?

Confidential / 75

Students generally consider the enrollment process easy. Submitting immunization records, applying for scholarships, and finalizing financial aid are considered the more difficult steps.

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

Ease/Difficulty of Enrollment Steps
Q23

Step	Very Difficult	2	Neutral	4	Very Easy
Finding my student email account		4%	11%	18%	58%
Logging into my student email account		2%	9%	16%	60%
Finding the WebAdvisor Portal		2%	8%	18%	62%
Logging into the WebAdvisor Portal		3%	8%	16%	62%
Submitting my immunization records	2%	4%	14%	17%	38%
Submitting my transcripts	3%	4%	11%	18%	52%
Meeting the TSI testing requirements	4%	2%	14%	13%	43%
Completing a Federal Student Aid Application	3%	7%	13%	12%	47%
Finalizing financial aid and/or loans using MCC's WebAdvisor	3%	4%	13%	11%	41%
Applying for MCC Foundation scholarships	2%	3%	13%	9%	26%
Registering for orientation		1%	12%	12%	43%
Completing orientation			9%	9%	48%
Securing an advising session with Advising and Career Services staff		2%	12%	18%	45%
Completing an advising session with Advising and Career Services staff		2%	10%	14%	51%
Planning my courses using Student Planner	1%	2%	10%	15%	45%
Completing course registration	1%	3%	8%	15%	53%
Paying my student bill	1%	3%	12%	10%	46%
Picking up my Student ID	1%		8%	10%	51%
Purchasing books	2%	2%	13%	16%	43%

■ Very Difficult ■ 2 ■ Neutral ■ 4 ■ Very Easy

Note: "other" not included (n=8). Responses included finding classes and general campus information.

Students have trouble locating resources & documents and understanding how to submit them.

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

What was difficult about each aspect of the enrollment process?
Q24

Student Email

> "Didn't give it to me to begin with and I **had to go through an advisor to get it**."

> "**Didn't** even **know** I had one."

WebAdvisor Portal

> "WebAdvisor **never worked well** for me."

> "Couldn't **navigate**."

> "I **didn't know it existed**. Once I did, I couldn't get my password to work. I had to call IT."

Immunization

> "Getting them from my **provider**."

> "I couldn't figure out **where to send them**."

> "I had to get a hold of my doctor and get a paper copy since MCC **wouldn't take digital**."

Transcripts

> "I had multiple schools and the **information was spread out**."

> "I did not know **how to send** it."

> "The **center** was always **too busy**/packed for me to be able **to just drop off** my transcripts."

TSI

> "I was told test scores are not accepted from other schools. I am unable to test during the times available since I **work full time**."

> "I was **unaware** of the requirements."

FAFSA

> "I was selected for verification which took weeks to sort out and it was very **difficult** and **stressful**."

> "It just felt **confusing** to do on my own."

> "Gathering all the information needed was **difficult** for me."

Students lack awareness of resources and have trouble locating and navigating online portals.

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

What was difficult about each aspect of the enrollment process?
Q24

MCC Scholarships

> *"As a first gen student just out of high school, I have **no references**, nor prior history which seems to be the main thing the application asked for."*

> *"I did not know **where to look for them**."*

Advising

> *"Difficult to find **appointment availability**."*

> *"It was **hard** to get **a hold** of **someone**."*

> *"WebAdvisor **never worked well** for me."*

Paying Student Bill

> *"**Finding** payment **portal**."*

> *"Don't know **where billing info was**."*

> *"**Nothing is detailed**, and so you don't know what you're paying for other than 'the balance.'"*

Student ID

> *"Long **line**."*

> *"Didn't know **where to go** to pick it up."*

> *"Had to go to **office**."*

StudentPlanner/Registration

> *"Too many **gadgets**."*

> *"The planner was **difficult to view in web browsers**."*

> *"**Didn't know** if I was actually **registered**."*

> *"Had to get **confirmation from advisor** to enroll."*

> *"**Unable to register** due to not having test scores."*

Better communication, personal assistance, and a checklist would improve the process.

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

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

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

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

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

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

*"**Financial aid** can be more informative and **streamlined**."*

*"Easier to use **website**."*

*"A **digital checklist**."*

*"A **walk-through video** would possibly be the best approach to the current generation."*

*"Admissions **reaching out to students** to make sure they don't have any questions unanswered."*

*"The **wait times** to speak with student services and advisors were **long**."*

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

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

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

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

Q24: You indicated that the following aspects of the MCC enrollment process were difficult. In a few words, please explain how/what specifically was difficult about each.
Q25: What could have been done to make the enrollment process easier?

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Cicero

Pre-Matriculation Requirements

Cicero

Orientation | Most students completed the online orientation videos, but they are considered less valuable than on-campus or virtual orientation days. On-campus orientation is considered the most valuable.

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

New student orientation steps participated in
Q26

- 75% — Completed the required online orientation videos
- 40% — Attended an orientation day on campus
- 26% — Attended an orientation day virtually
- 7% — None of the above
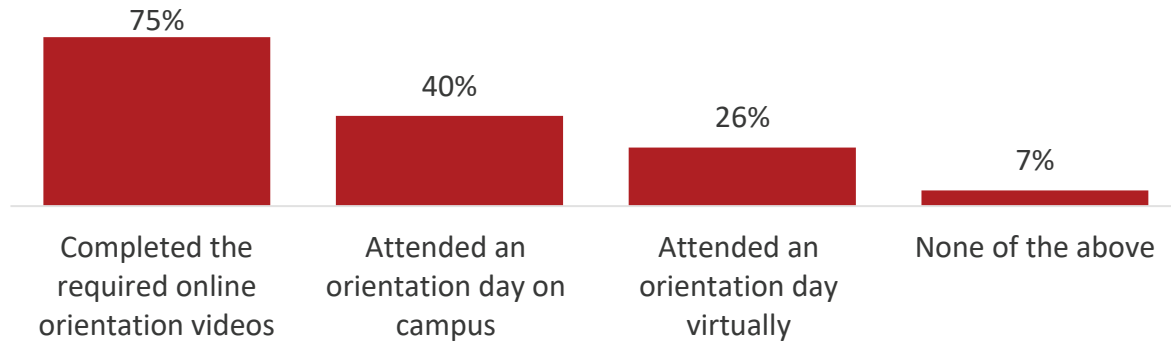
Staff thoughts on orientation
Internal Interviews

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

*"**80%** or more '**first time in college**' students **attend** Highlander Day."*

*"The **online orientation is interactive**; they can pause and go back at any time. Students are encouraged to print the certificate at the end."*

How valuable was each activity?
Q27

Activity	Not Valuable at all	2	Neutral	4	Very Valuable
Attended an orientation day virtually	6%	2%	27%	19%	46%
Attended an orientation day on campus	3%	4%	14%	20%	60%
Completed the required online orientation videos		8%	32%	25%	34%
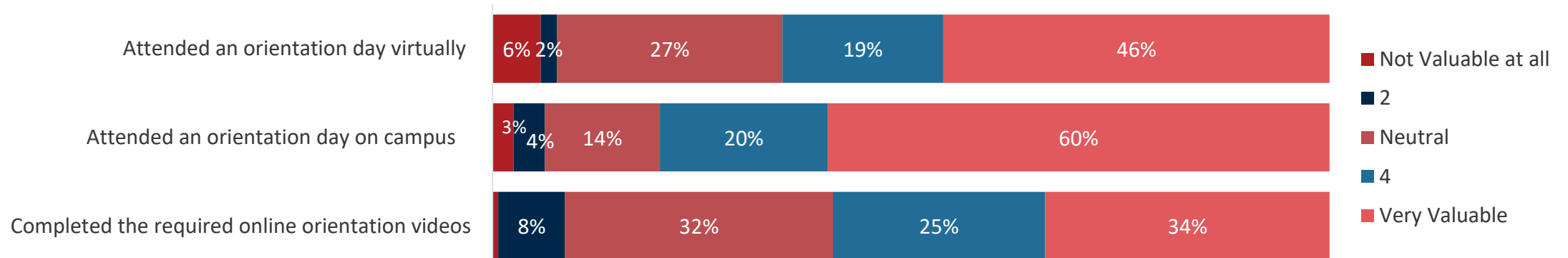
TSI Requirements | Most students complete testing requirements after application submission, either with MCC's testing center or tests taken during high school. It is important that they are notified of the requirement and understand how to meet it.

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

Testing requirements students participated in
Q28

Testing requirement step	Percentage
Submitted TSI Scores from an exam I took at my high school	27%
Completed a TSI exam at MCC	25%
Submitted test scores from a non-TSI exam (SAT, ACT, GRE, etc.)	22%
Registered for a TSI exam at MCC	21%
None of the above	21%
Exempted from and/or waived the TSI	18%
Submitted TSI Scores from an exam I took at an outside testing center (not MCC or my high school)	13%
Uploaded test scores when I was completing my application to the school	13%

Staff thoughts on TSI Requirements
Internal Interviews

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

[How do students find out they must take the test?] *"**They don't**."*

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

*"Students **bounce around campus**. Testing to admissions to financial aid. The more times they bounce them, the more opportunity they have to **fall through the cracks**."*

TSI Requirements | Almost half of admitted students took the Texas Success Initiative; score submission and testing processes on the MCC campus are a key part of successful enrollment.

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

Texas Success Initiative
Internal Funnel Data

16%
Exempt or Waived TSI

45%
Took TSI

Cicero
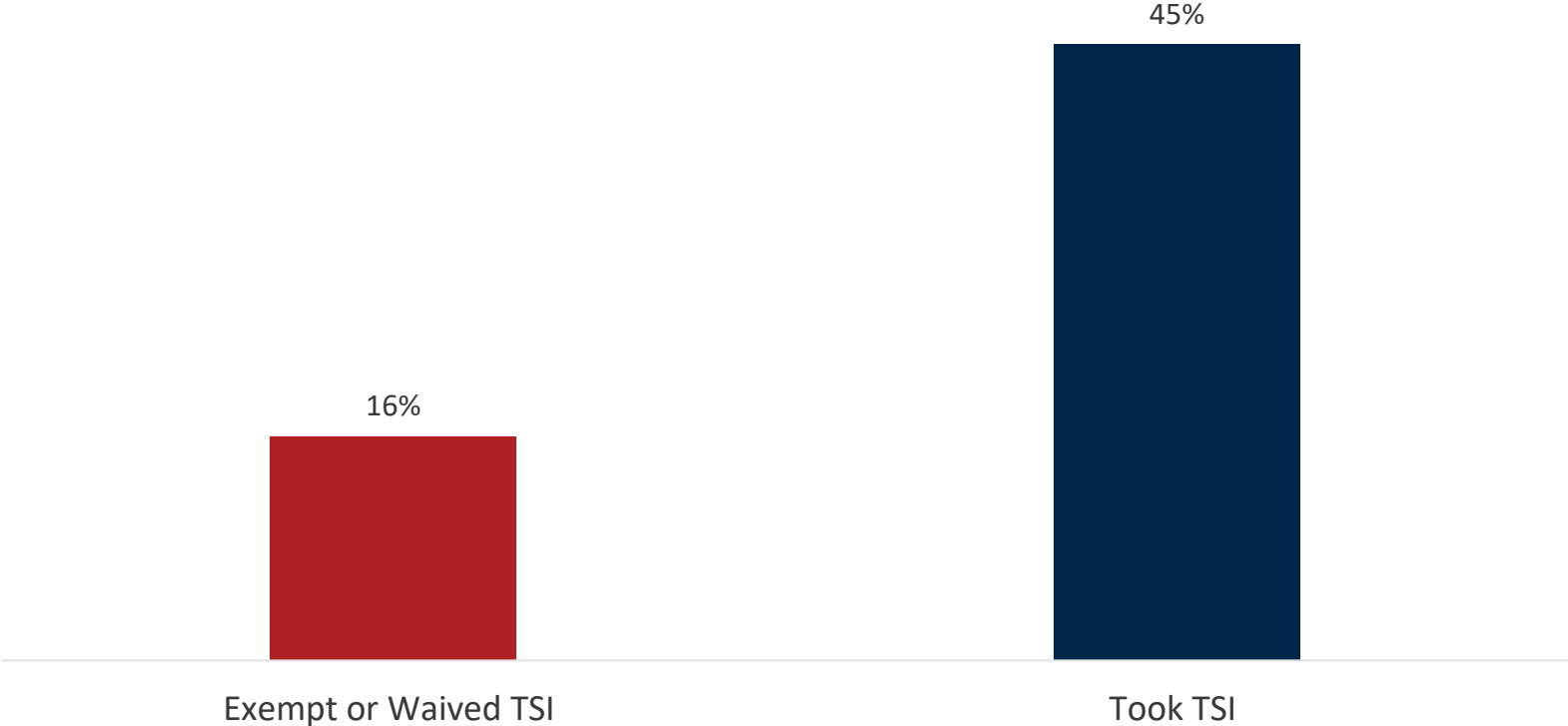
Advising | Students rely on email and phone calls to make contact with advisors. Zoom walk-ins and online request forms are the least used methods.

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

Methods used to meet with an advisor
Q29

Method	Percentage
Emailing an Advisor you previously spoke with	52%
Emailing the Advising and Career Services office	48%
Calling the Advising and Career Services office	45%
In Person (on campus) walk-in (waiting until an advisor becomes available)	42%
Virtual (Zoom) pre-scheduled appointment	36%
In Person (on campus) pre-scheduled appointment	31%
Virtual walk-in (waiting on Zoom until an advisor becomes available)	31%
Submitting the Advising Request Form online	25%
Other	2%

Advising | While advising methods are considered easy overall, students cite the long wait time and a lack of response as the most difficult parts of seeing an advisor.

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

Ease/Difficulty of Advising Methods
Q30

Legend: ■ Very Difficult ■ 2 ■ Neutral ■ 4 ■ Very Easy

Method	Very Difficult	2	Neutral	4	Very Easy
Emailing an Advisor you previously spoke with			6%	20%	72%
Emailing the Advising and Career Services office			11%	18%	70%
Calling the Advising and Career Services office	4%	5%	13%	25%	54%
In Person (on campus) walk-in (waiting until an advisor becomes available)		4%	13%	15%	67%
Virtual (Zoom) pre-scheduled appointment		3%	13%	14%	70%
In Person (on campus) pre-scheduled appointment	3%	3%	16%	13%	66%
Virtual walk-in (waiting on Zoom until an advisor becomes available)		4%	14%	19%	62%
Submitting the Advising Request Form online		2%	10%	13%	73%

What was difficult about each method?
Q31

> *"Takes **forever**."*

> *"I was **unfamiliar with** how to use **zoom**."*

> *"I emailed but **did not get a** response."*

> *"It just **took too long** most of the time **to get to an advisor** and took **multiple attempts** before finally getting to speak to somebody."*

> *"They **don't always answer** after calling many times."*

> [About submitting the request form] *"**No one ever answered** online."*

Advising | Ideally, students would meet with an MCC advisor once to discuss academic trajectory and approve courses. However, most students are meeting with advisors 1-4 times during their enrollment process.

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

Number of times meeting with an advisor
Q32

I never met with an Advisor	2%
1-2 times	34%
3-4 times	34%
5-6 times	13%
7+ times	17%
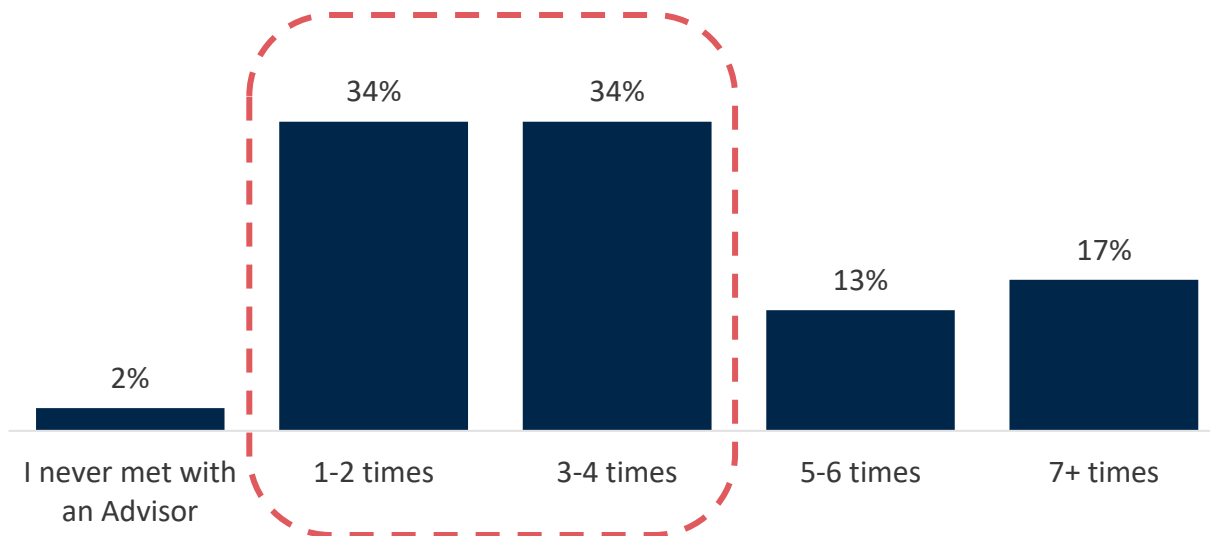
Staff thoughts on Advising
Internal Interviews

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

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

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

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

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

Advising | Help planning classes, academic questions, and enrollment questions are the top 3 reasons for meeting with an advisor.

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

Reasons for Advising Visits
Q33

Reason	%	% Selected as Top 3 Feature
Help planning classes	78%	**74%**
General academic questions (major selection, course load, etc.)	71%	**65%**
General enrollment questions (how to submit test scores, immunization records, or understand next steps)	47%	**37%**
Obtaining registration approval	46%	**34%**
Financial Aid questions	39%	**26%**
Student bill payment questions	19%	**6%**
Scholarship questions	13%	**5%**
Other	3%	**3%**

Q33: Which of the following were reasons for your advising visits?
Q34: Of the reasons you selected for advising visits, which were the reason for your visit most often?

CICERO

Advising | Students that do meet with advisors are satisfied with the visit and would prefer to meet in-person.

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

Satisfaction with Advising Session
Q35

1%	3%	22%	22%	53%

■ Fell Significantly Below Expectations ■ Fell Somewhat Below Expectations ■ Met Expectations ■ Exceeded Expectations ■ Greatly Exceeded Expectations

Preferred Medium
Q36

Virtual: 41%
In-Person: 59%

Q35: How would you rate the advising sessions you had with MCC advisors?
Q36: Which of the following would be your preferred medium to meet with advisors?

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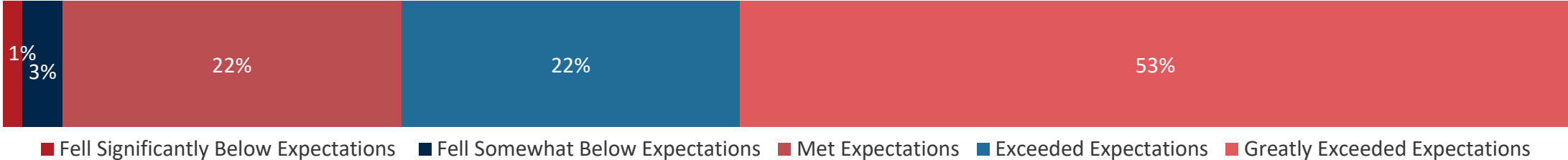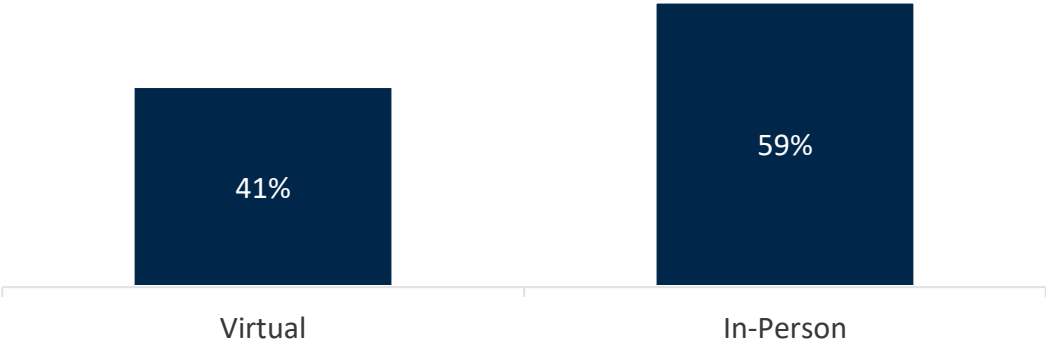
Highlander Central | Most students have visited Highlander Central 1-4 times.

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

Have you ever visited Highlander Central?
Q37

How many times?
Q38

Q37: Have you ever visited Highlander Central, MCC's 'one-stop shop' on campus?
Q38: Approximately how many times, in total have you visited Highlander Central?
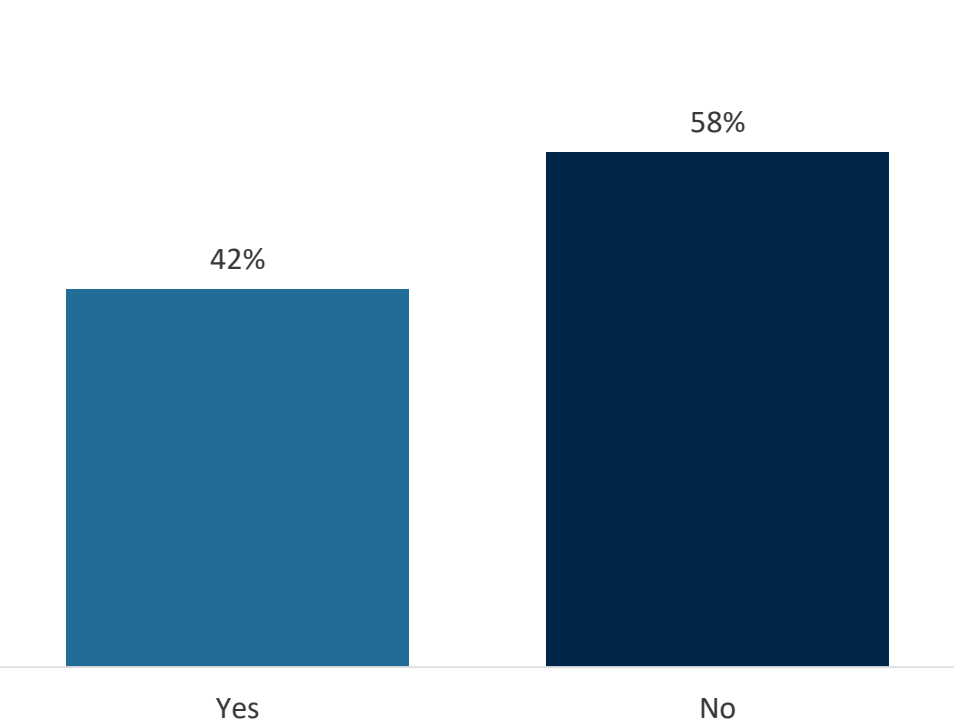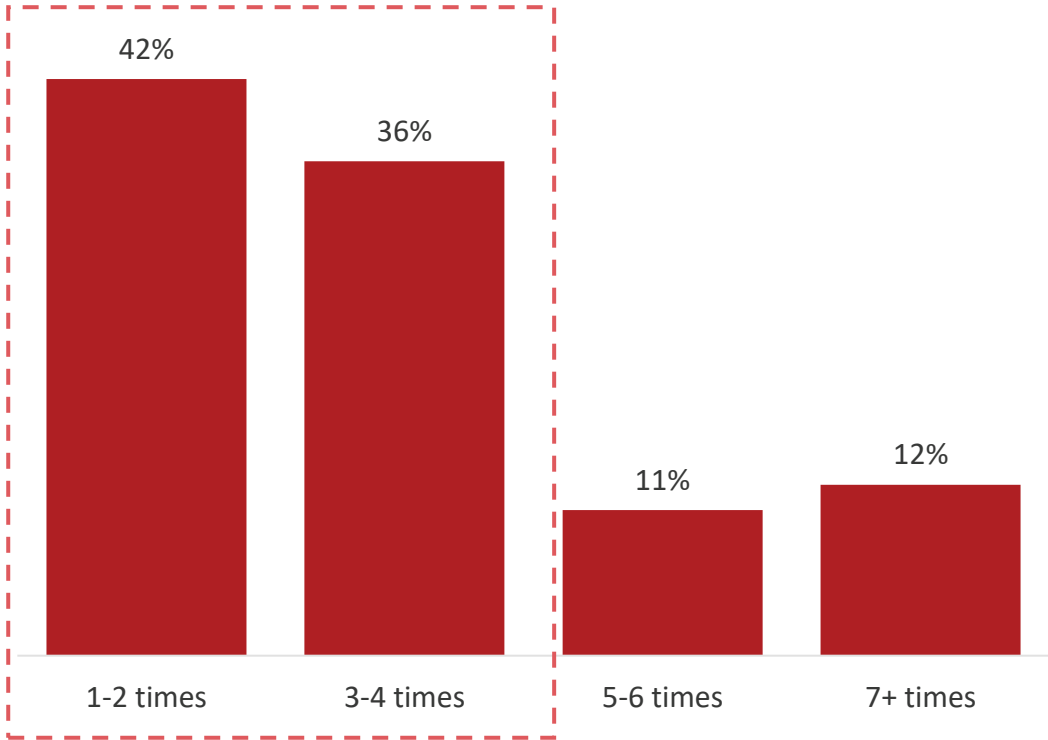
Highlander Central | Students are visiting Highlander Central for enrollment and financial aid assistance – its primary intended purposes.

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

Have you visited Highlander Central in the last six months?
Student Satisfaction Survey, Fall 2020

Yes	No
59%	41%
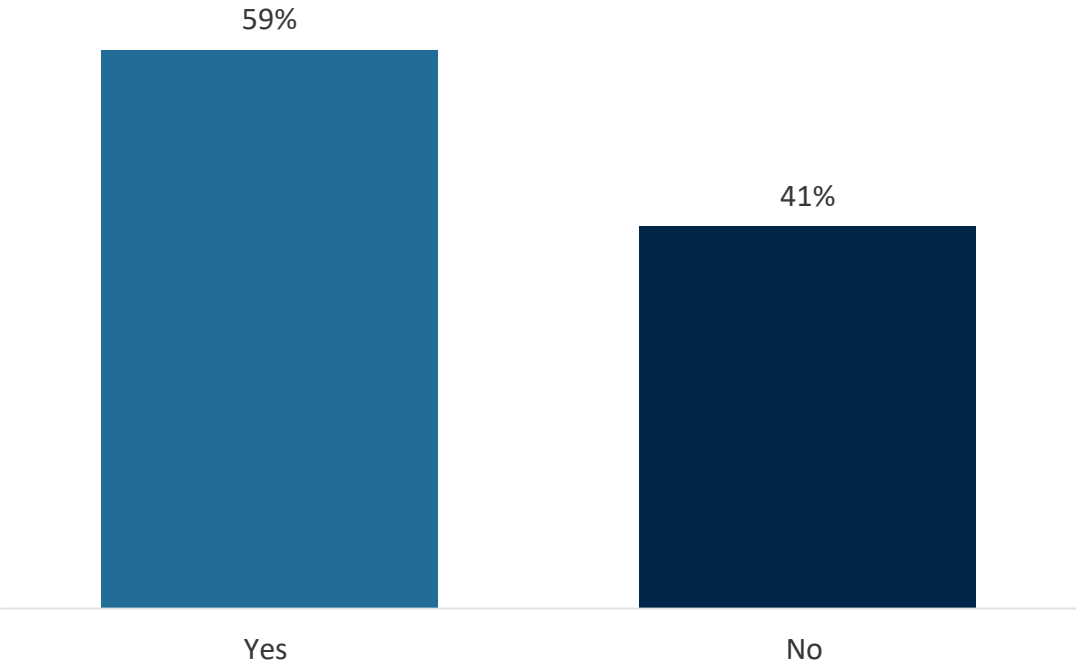
What was the purpose of your visit?
Student Satisfaction Survey, Fall 2020

Admissions	Registration	Financial Aid	Other
31%	30%	26%	13%

Cicero
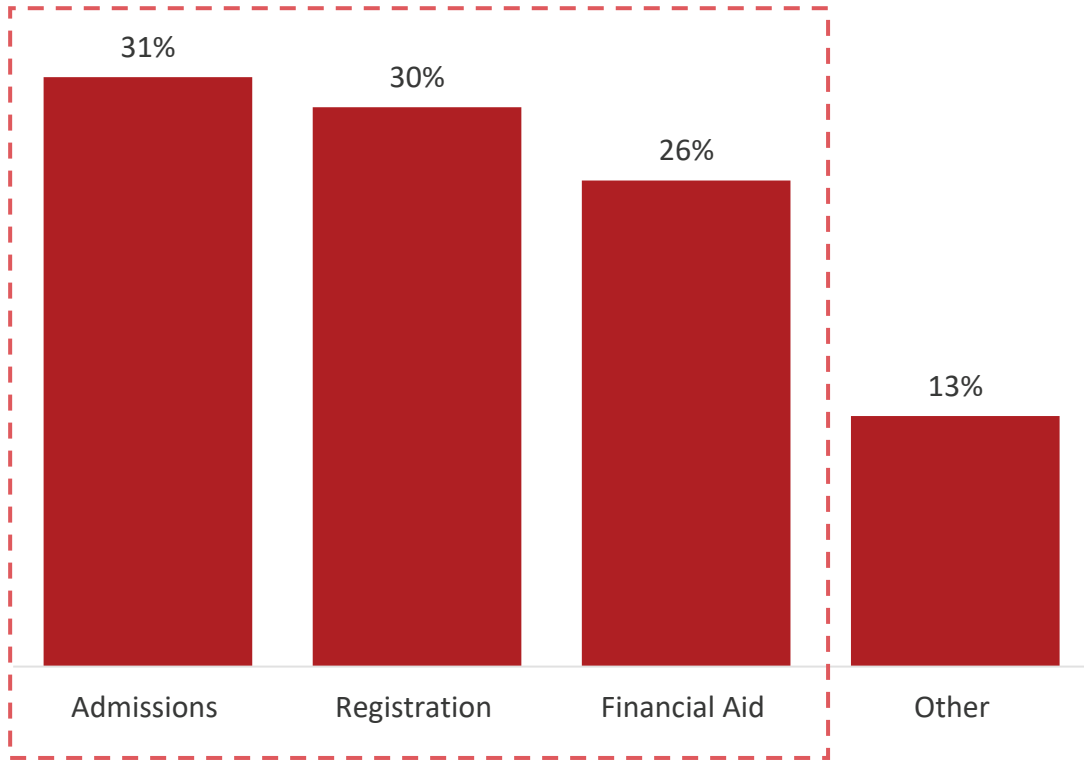
Highlander Central | Students are satisfied with their visits to Highlander Central; they feel it is efficient and helpful overall.

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

Satisfaction with Highlander Central Visit

Q39

2%	16%	31%	52%

■ Very Unhelpful - 1   ■ Mostly Unhelpful - 2   ■ Neutral - 3   ■ Mostly Helpful - 4   ■ Very Helpful - 5
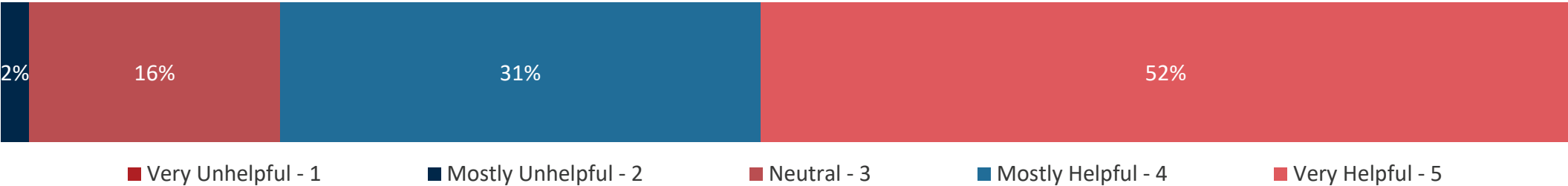
Describe your experience

Q40

*"Some of the questions I had, they could not answer. They would **send me to another building**, and I would get the same response."*

*"I **didn't like the booths**. Didn't feel personal."*

*"They're just **very busy** and if you don't know what you're doing it can be very **overwhelming** with the rush. The staff are very busy, and it shows at times."*

*"Easy to find. Not busy. **Solved issues**."*

*"It was always **quick and easy**. I was able to get the help I needed and be on my way in less than 15 minutes."*

*"A lot of **resources and people available** to help you as a new student."*

*"The **people** at the desk were **very helpful** and helped with the enrollment process and any questions I had."*

*"Highlander Central was the **perfect place for a new student**. The people were very **helpful** and **friendly**, and I was glad to have chosen MCC."*

Cicero

Q39: How would you rate the experience you had at Highlander Central?
Q40: You indicated that the experience at Highlander Central was [Response from previous question]. In a few words, please explain why you selected this option.

Confidential / 91

Registration

While registration is considered easy overall, difficulties include user friendliness of the portal and how long it takes to get courses approved.

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

Ease/Difficulty of Registration Process
Q46

1%	11%	21%	56%

■ Very Difficult - 1   ■ 2   ■ Neutral - 3   ■ 4   ■ Very Easy - 5
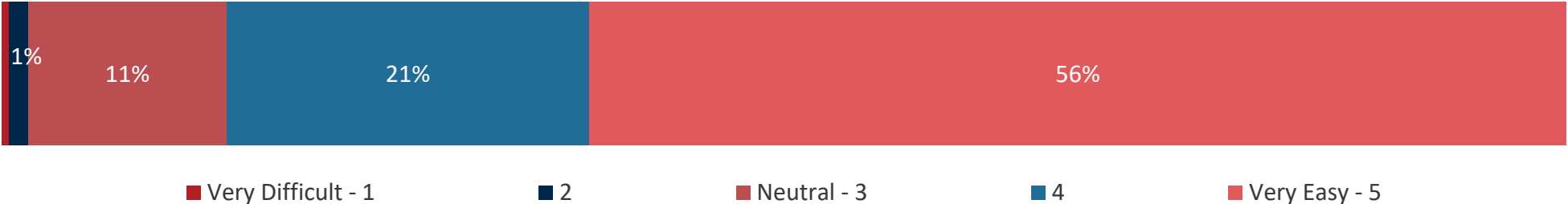
What was difficult about each step?
Q47

*"The section numbers are somewhat **confusing** and when looking at a list of classes, there are a lot of numbers and **things can easily be mixed up**."*

*"I didn't know **how to get the class approved**."*

*"The system is a bit **cumbersome**. I wish it was organized better."*

*"Sometimes it **takes a while** for a course to get **approved**."*

*"**Didn't know** when I was actually **registered**."*

*"The teachers and start dates and duration of the classes were very **unclear**."*

Cicero
Q46: Please indicate the ease/difficulty of each step in the class registration process.
Q47: You indicated that the following registration steps were difficult. In a few words, please explain what was difficult about each step.
Confidential / 93

After their first semester, students primarily use advisors and the website for registration questions and are satisfied with the experience.

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

Satisfaction with resources for questions about course registration
Q53

Resource	Significantly Below	Somewhat Below	Met	Exceeded	Greatly Exceeded	Never used
Advising & Career Services		2%	19%	21%	51%	7%
MCC website		1%	23%	27%	46%	3%
Professors		1%	14%	23%	45%	17%
Highlander Central		2%	23%	18%	40%	17%
Student Records & Registration			26%	22%	39%	12%
Parents and/or family members		2%	19%	20%	33%	25%
Success Coach at the Completion Center		1%	17%	13%	33%	37%
Peers (other current students)		3%	21%	20%	31%	23%

- ■ Significantly Below Expectations
- ■ Somewhat Below Expectations
- ■ Met Expectations
- ■ Exceeded Expectations
- ■ Greatly Exceeded Expectations
- ■ I never used this resource for registration questions

Note: This question assesses current students' experience with registration after their first semester

Financial Aid

Cicero

80% of students indicated they were awarded financial aid. Gathering documents, specifically from parents, is considered the most difficult part of the process.

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

Awarded Financial Aid?
Q41

Yes	80%
No	20%

Ease/Difficulty of each step
Q42

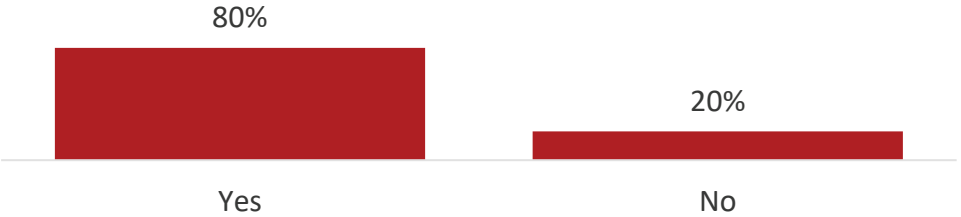| Step	Very Difficult	2	Neutral	4	Very Easy	I did not complete this step
Submitting the FAFSA application	3%	4%	13%	17%	59%	4%
Gathering documents for the FAFSA	4%	8%	18%	18%	47%	5%
Completing the verification process	3%	4%	14%	18%	54%	6%
Understanding how much aid I was awarded by MCC	3%	4%	14%	12%	58%	9%
Accepting or declining my loans in WebAdvisor	1%		12%	9%	61%	15%

Legend: ■ Very Difficult ■ 2 ■ Neutral ■ 4 ■ Very Easy ■ I did not complete this step

"Convoluted"

*"I could find or have access to my **parents' documents**."*

*[on WebAdvisor] "**Not mobile friendly** and I don't own a computer."*

*"Very long winded and required a **lot of information that most new college students aren't familiar with** obtaining."*

*"Needed online verification from **parents I don't have contact with**."*

*"They **should have someone call you**…to go over it and explain everything."*

*"Took some time, was just **tedious** with ensuring all documents were accounted for."*

*"I was **confused** during most of the process."*

On the whole, students admitted to MCC are eligible for some form of financial aid. It is important that they understand their options and how to finalize awards, as affordability is a top reason for attending MCC.

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

Financial Aid Eligibility
Internal Funnel Data

- Pell Grant Eligible: Yes 22%, Unknown 55%
- Other Financial Aid: Yes 45%

■ Yes   ■ Unknown
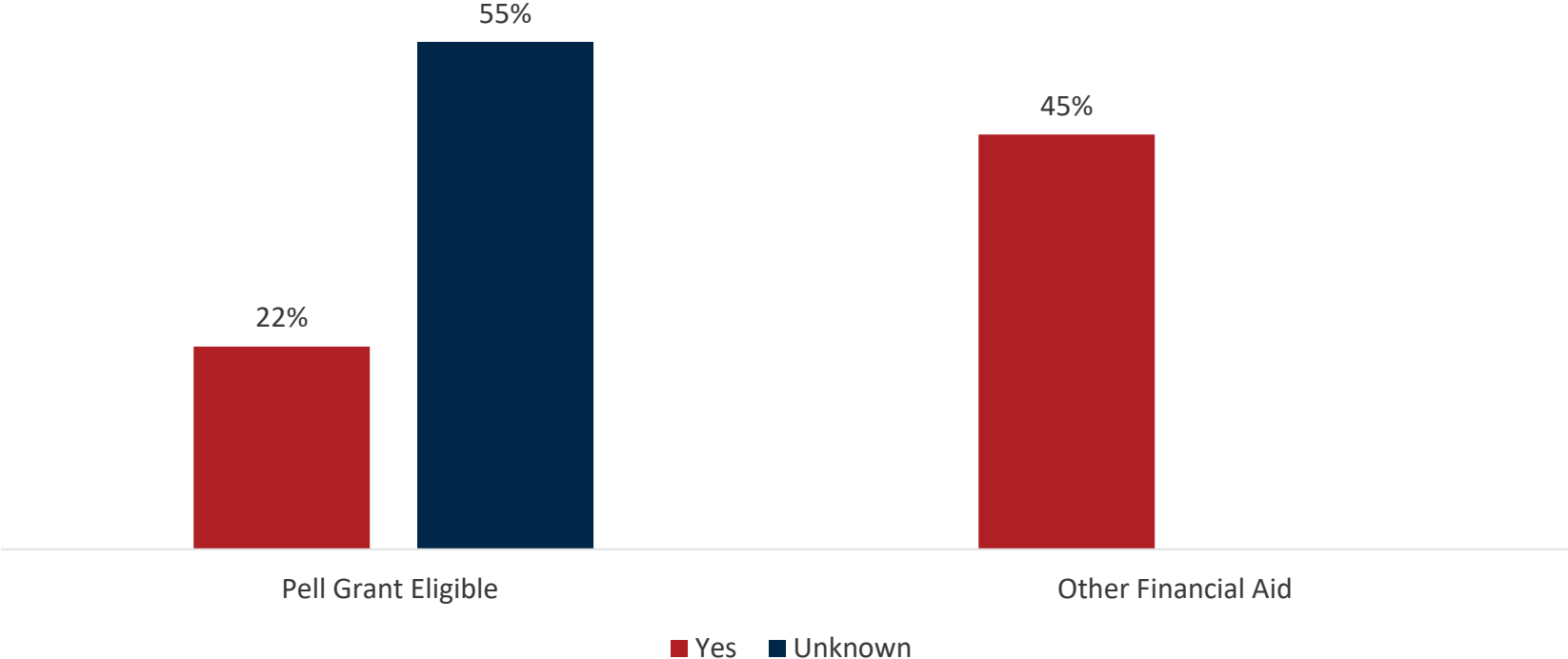
The financial aid office is meeting current students' assistance expectations.

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

Ongoing experience with Financial Aid office
Q52

Legend:
- Fell Significantly Below Expectations
- Fell Somewhat Below Expectations
- Met Expectations
- Exceeded Expectations
- Greatly Exceeded Expectations
- I never asked the Financial Aid office any questions
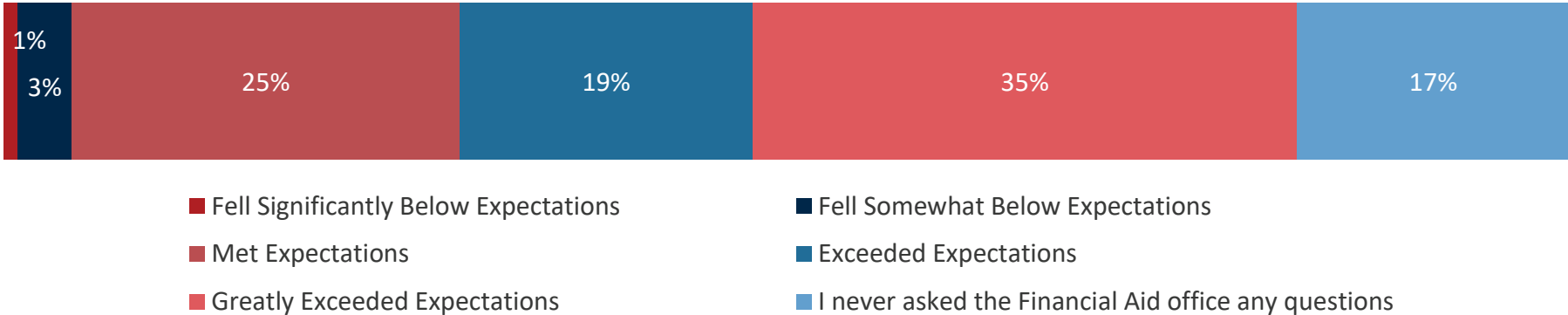
Note: This question assesses current students' experience with financial aid after their first semester

Enrollment Goals

Cicero

Executive Summary | Enrollment Goals

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

MCC Enrollment 2006-2021

Appendix

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Demographics

Cicero
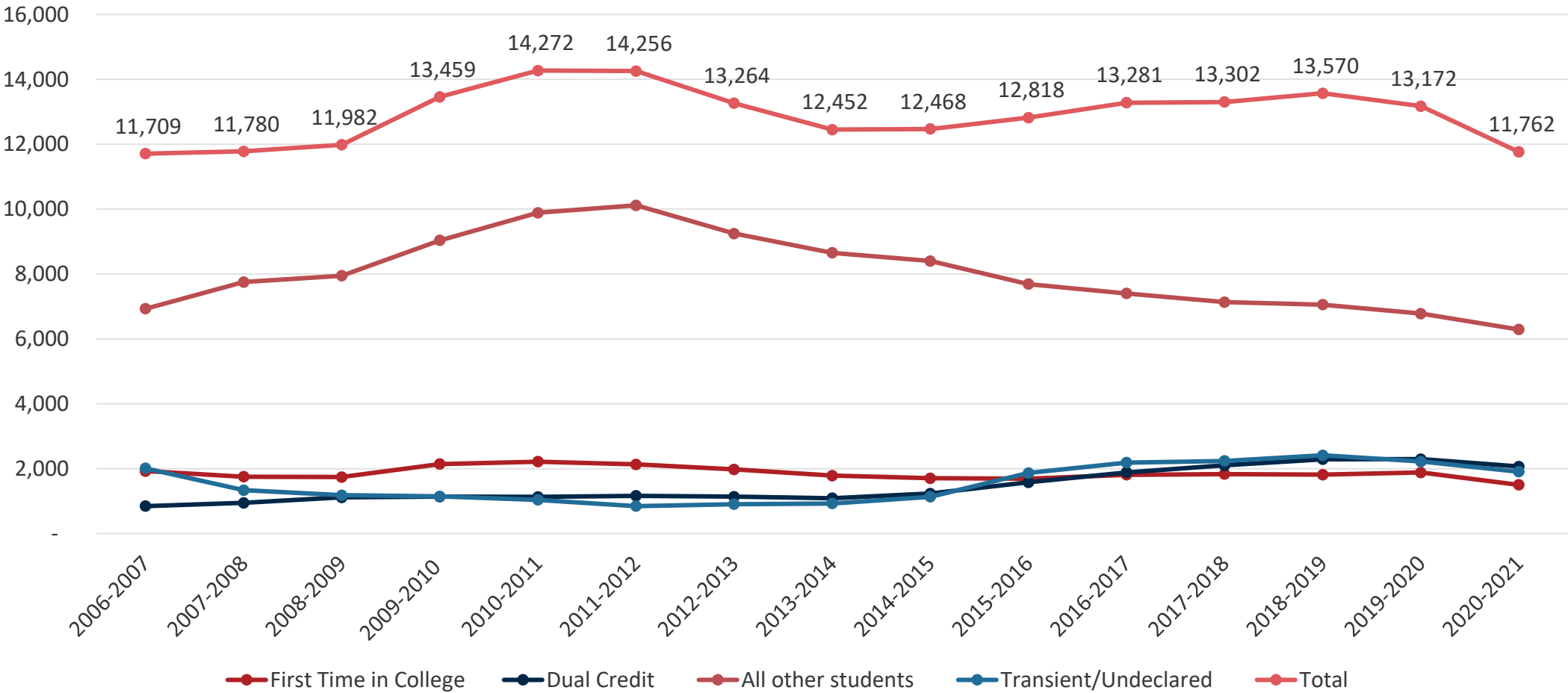
Demographics | Location and Age

Question | Respondent Demographics

Current Location

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

N = 517

Age

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

N = 517

Q1: Where do you currently live?
Q2: In which of the following age categories do you fall? ("Prefer not to answer" was removed because there was 1 response)

Cicero

Demographics | Enrollment and Education Statuses

Question | Respondent Demographics

Enrollment Status

Are you currently enrolled?

No 31%
Yes 69%

N = 517

What type of school are you currently enrolled in?

- 4-year University or College: 23%
- 2-year Community College: 70%
- Technical College or Trade School: 3%
- High School: 2%
- Other: 3%

N = 359

Educational Status

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

N = 517

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

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

Confidential / 104

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Demographics | Gender and Ethnicity

Question | Respondent Demographics

Gender

- Male
- Female
- Transgender Male
- Transgender Female
- Prefer to self-describe
- Prefer not to answer

21%

78%

N = 517

Ethnicity

Category	Percentage
White	55%
Hispanic/Latino	28%
Black or African American	19%
Asian	4%
American Indian or Alaskan Native	2%
Prefer not to answer	2%
Native Hawaiian or other Pacific Islander	0%

N = 517

Cicero
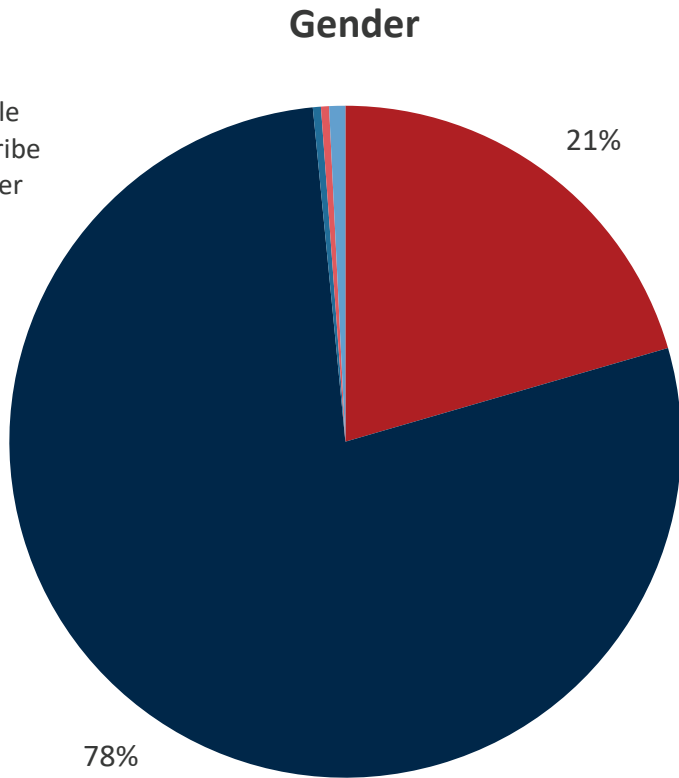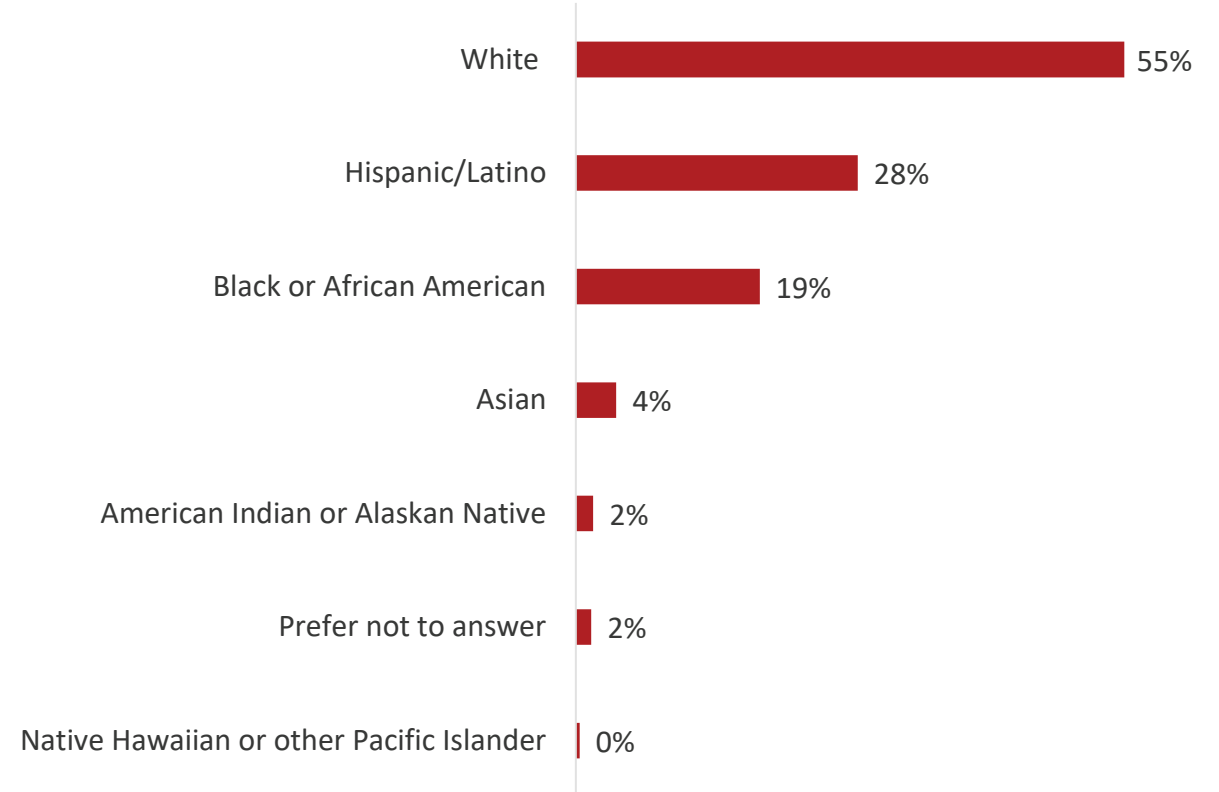
Demographics | Income

Question | Respondent Demographics

Current Income

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

N = 517

Income Growing Up

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

N = 517

Cicero

Q56: Which of the following best describes your current total household income?
Q57: What was the household income of the household in which you grew up?

Demographics | Current Student Enrollment Length; Employment Status

Question | Respondent Demographics

MCC Enrollment Length

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

N = 273

Employment Status

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

N = 517

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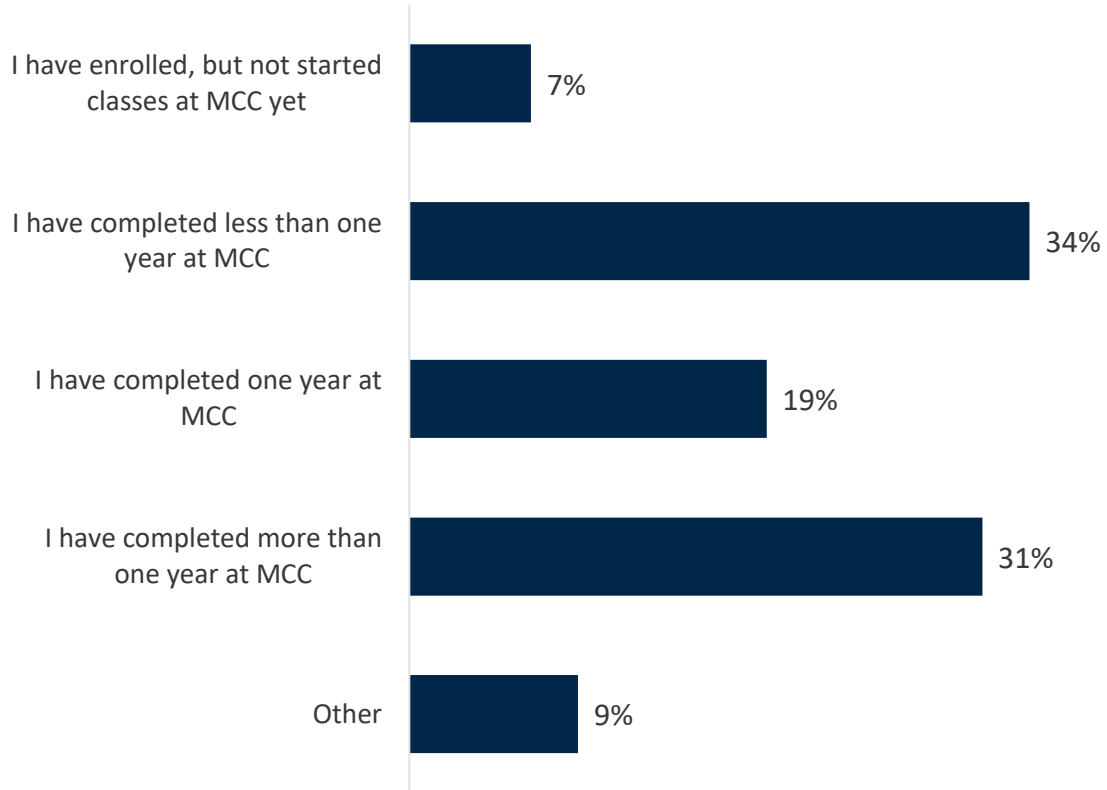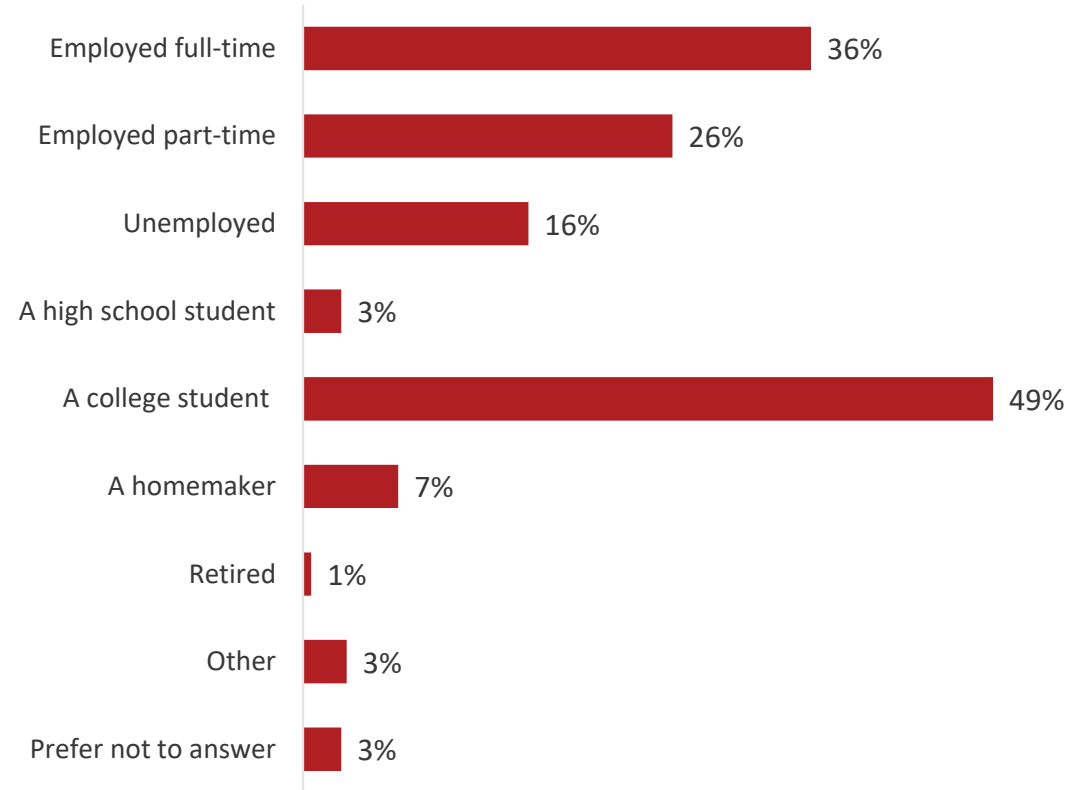
Community Survey Summer 2021 | Understanding how to enroll in classes, reliable childcare, and finances are the main reasons community members find it difficult to attend college.

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

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

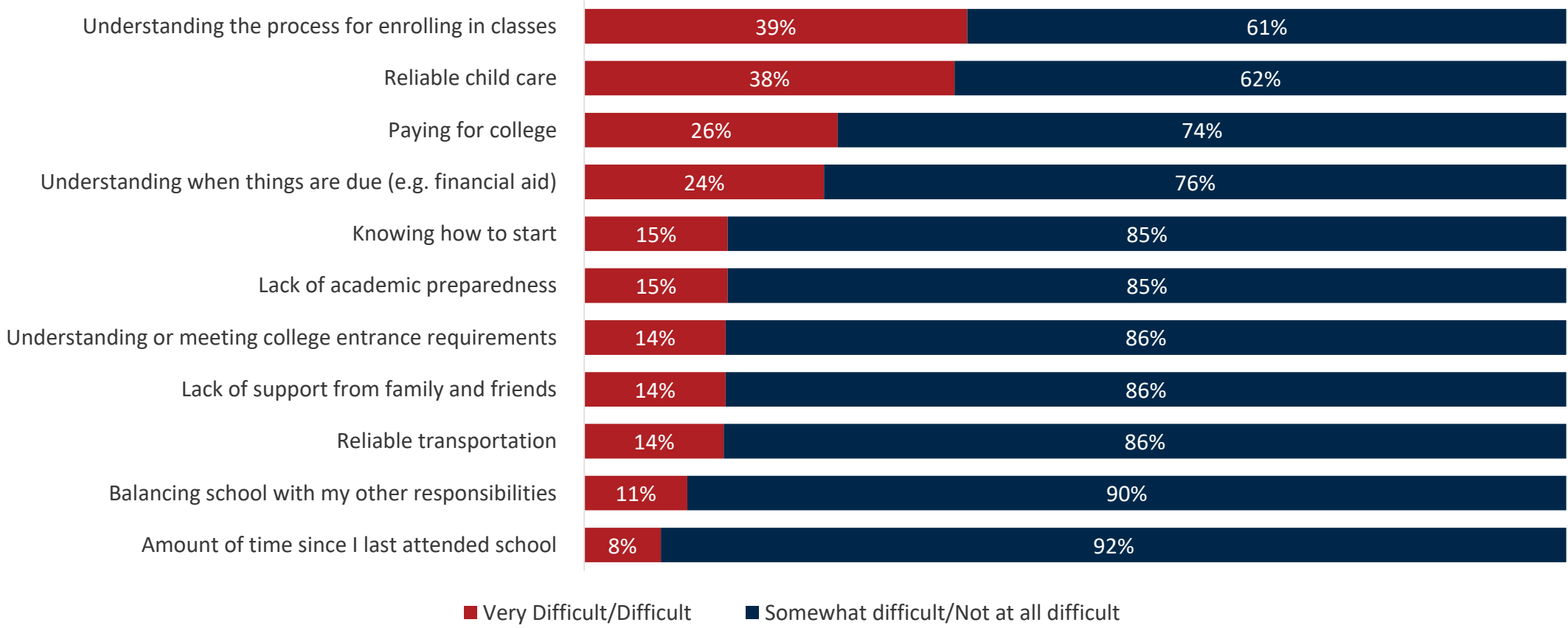| Factor	Very Difficult/Difficult	Somewhat difficult/Not at all difficult
Understanding the process for enrolling in classes	39%	61%
Reliable child care	38%	62%
Paying for college	26%	74%
Understanding when things are due (e.g. financial aid)	24%	76%
Knowing how to start	15%	85%
Lack of academic preparedness	15%	85%
Understanding or meeting college entrance requirements	14%	86%
Lack of support from family and friends	14%	86%
Reliable transportation	14%	86%
Balancing school with my other responsibilities	11%	90%
Amount of time since I last attended school	8%	92%

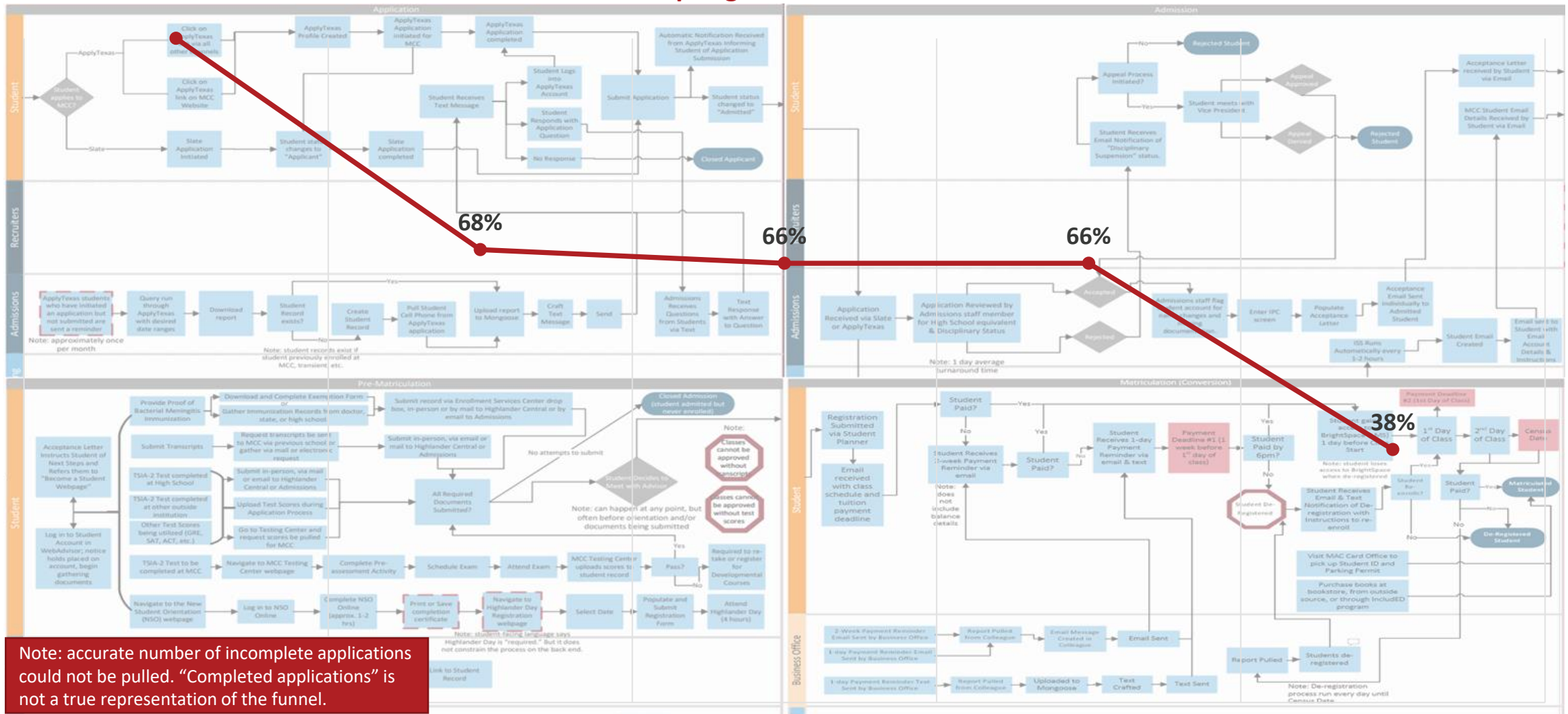■ Very Difficult/Difficult   ■ Somewhat difficult/Not at all difficult

Funnel Attrition, Internal Data

Cicero

I2E Funnel Overview | While MCC sees a drop off from the inquiry to application initiation phase, there is significant attrition from the admitted to enrolled phase, after students have already completed an application and gotten an acceptance.

Internal Enrollment Funnel Student Attrition, Fall 2019 – Spring 2021

68%

66%

66%

38%

Note: accurate number of incomplete applications could not be pulled. "Completed applications" is not a true representation of the funnel.

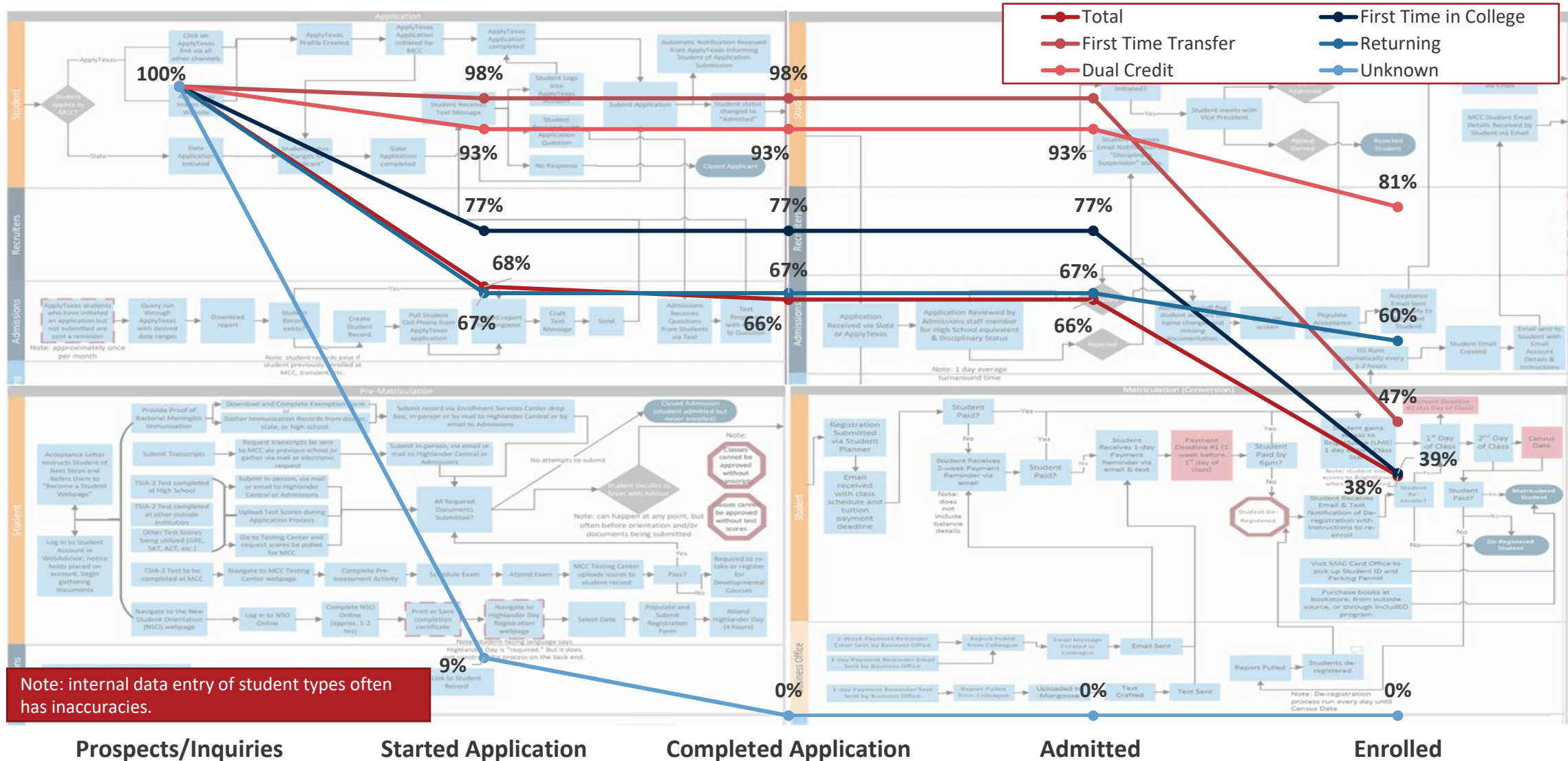| Prospects/Inquiries | Started Applications | Completed Applications | Admitted | Enrolled |

Cicero

I2E Funnel Overview | The largest drop-off occurs from the admitted to enrolled phase, especially for first time in college and first-time transfer students.

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

Legend:
- Total
- First Time Transfer
- Dual Credit
- First Time in College
- Returning
- Unknown

Data points:
- Prospects/Inquiries: 100%, 9%
- Started Application: 98%, 93%, 77%, 68%, 67%
- Completed Application: 98%, 93%, 77%, 67%, 66%, 0%
- Admitted: 98%, 93%, 77%, 67%, 66%, 0%
- Enrolled: 81%, 60%, 47%, 39%, 38%, 0%

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

Funnel stages: Prospects/Inquiries | Started Application | Completed Application | Admitted | Enrolled
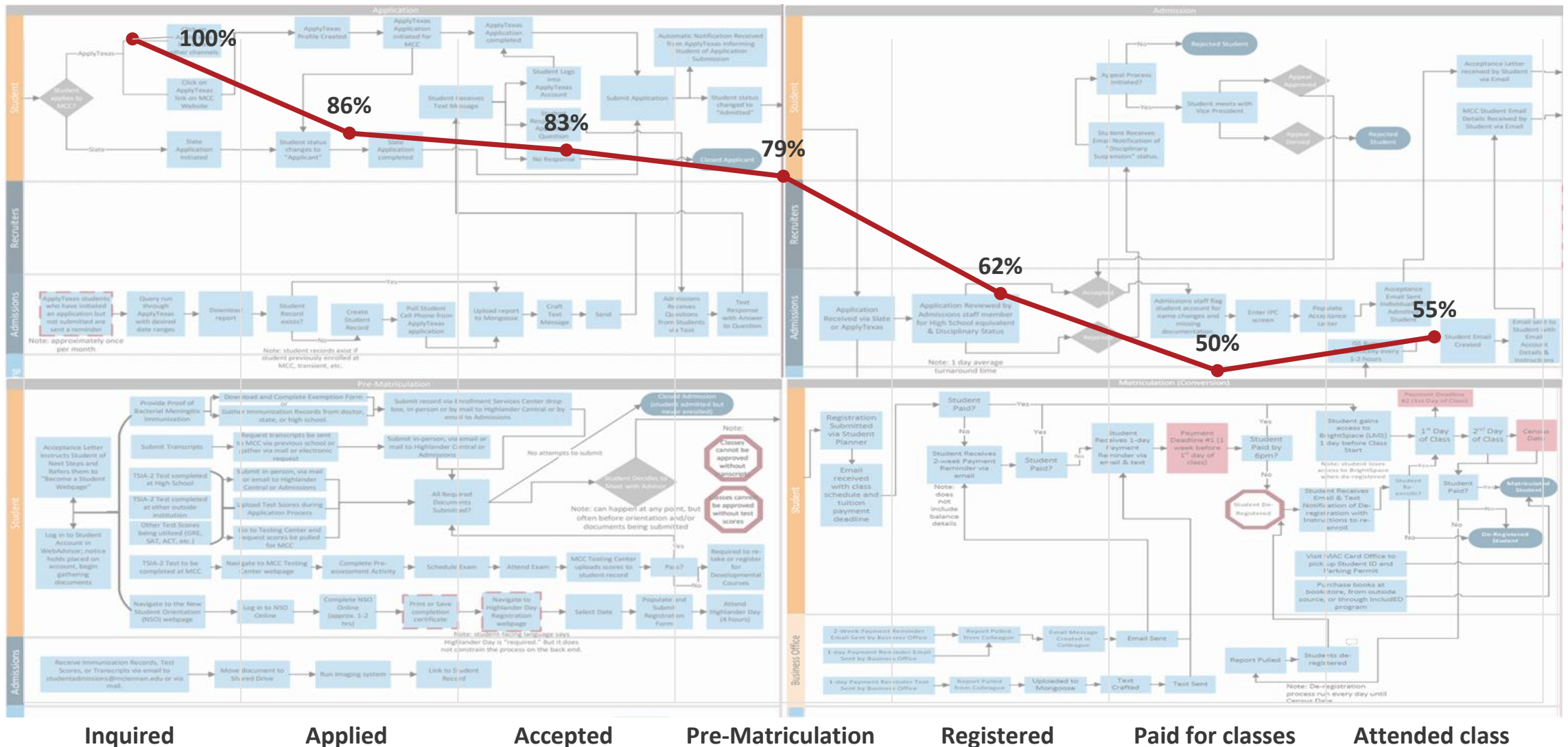
Funnel Attrition, Closed Inquirers and Students

Cicero

I2E Funnel Overview | Total Attrition

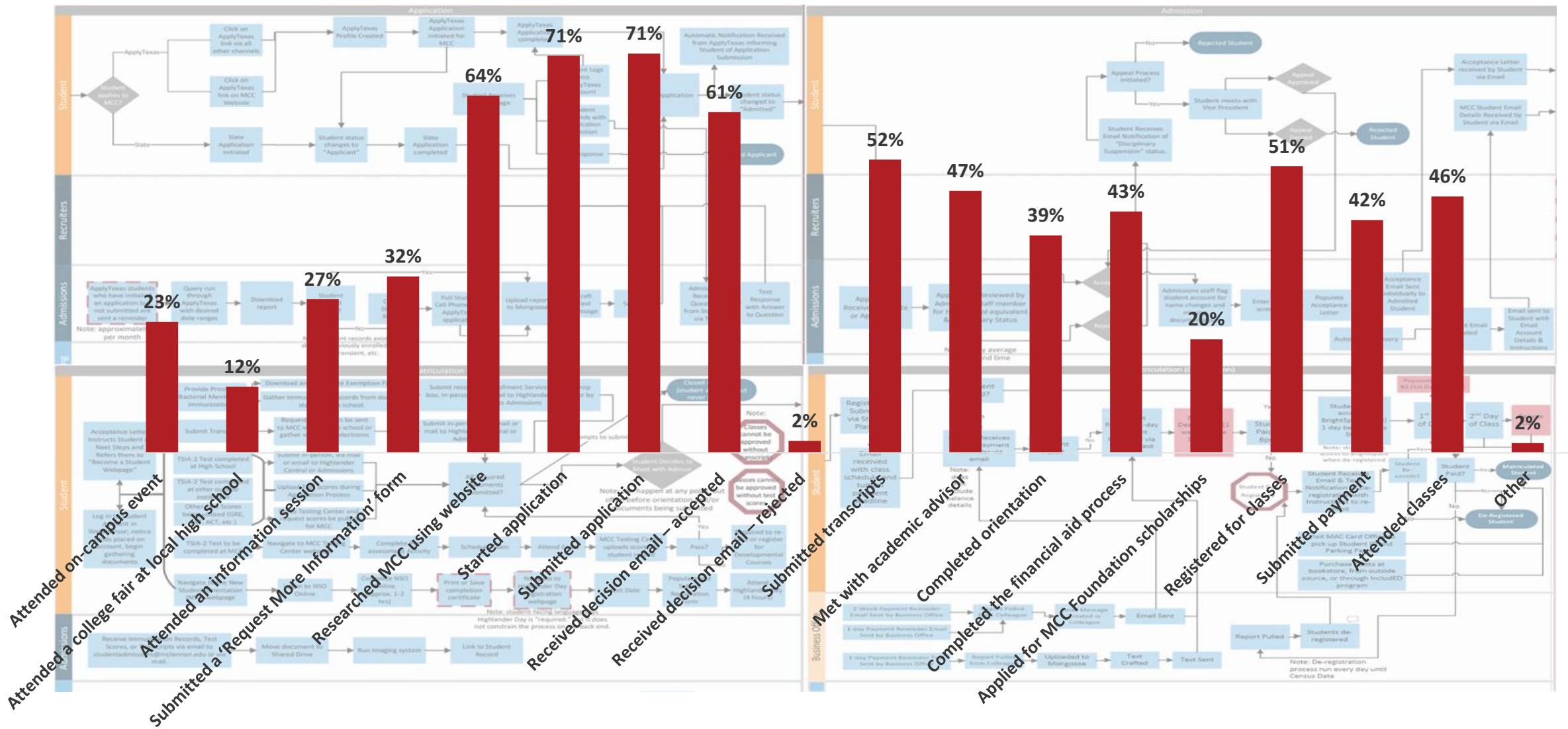## Enrollment Funnel Attrition by Steps Completed, Q13 *(n=517)*

Inquired — 100%
Applied — 86%
Accepted — 83%, 79%
Pre-Matriculation — 62%
Registered — 50%
Paid for classes — 55%
Attended class

Cicero

I2E Funnel Overview | Total Attrition, Additional Steps

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

Inquired	Applied	Accepted	Submitted Transcripts	Met with Academic Advisor	Completed Orientation	Completed Financial Aid	Registered for Classes	Paid	Attended Class
100%	86%	83%	63%	56%	47%	52%	62%	50%	55%
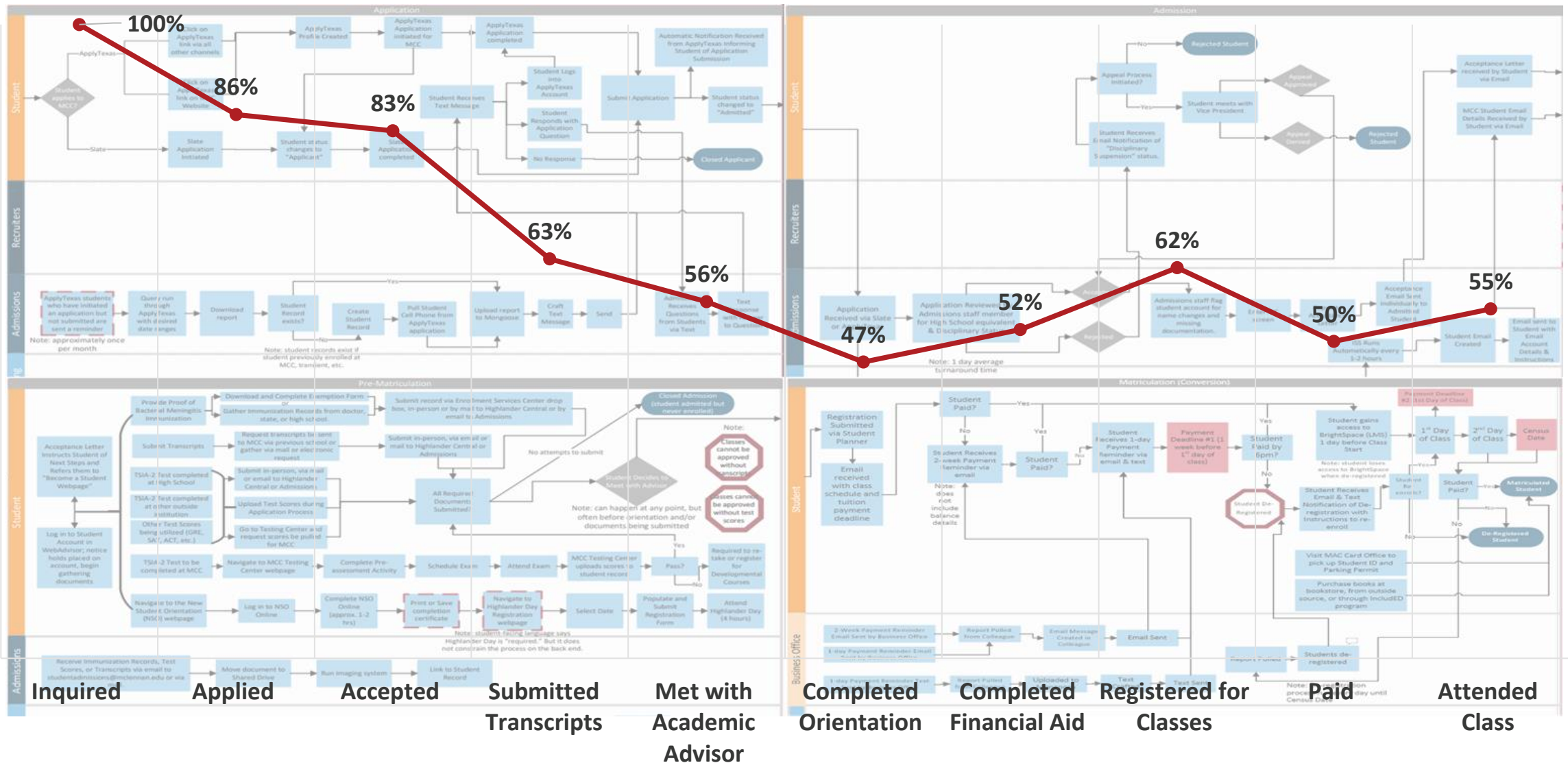
I2E Funnel Overview | % of respondents that completed each step

Enrollment Funnel by Steps Completed *(n=517)*

Step	%
Attended on-campus event	23%
Attended a college fair at local high school	12%
Attended an information session	27%
Submitted a 'Request More Information' form	32%
Researched MCC using website	64%
Started application	71%
Submitted application	71%
Received decision email – accepted	61%
Received decision email – rejected	2%
Submitted transcripts	52%
Met with academic advisor	47%
Completed orientation	39%
Completed the financial aid process	43%
Applied for MCC Foundation scholarships	20%
Registered for classes	51%
Submitted payment	42%
Attended classes	46%
Other	2%

Cicero

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

Legend:
- All Students
- HS Senior/Recent Graduate
- Out of HS 2+ Years, now interested in college
- Transfer, coming from another college
- Transfer, not currently attending another institution
- Former MCC student, interested in re-enrolling
- Summer/single semester only

Funnel stages: Inquired | Applied | Accepted | Pre-Matriculation | Registered | Paid for classes | Attended class

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

CICERO

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

Legend:
- All Students
- HS Senior/Recent Graduate
- Out of HS 2+ Years, now interested in college
- Transfer, coming from another college
- Transfer, not currently attending another institution
- Former MCC student, interested in re-enrolling
- Summer/single semester only

Funnel stages: Inquired · Applied · Accepted · Submitted Transcripts · Met with Academic Advisor · Completed Orientation · Completed Financial Aid · Registered for Classes · Paid · Attended Class

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

Cicero   Confidential / 117

I2E Funnel Overview | High school seniors/recent graduates

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

Legend:
- All Students (red line)
- HS Senior/Recent Graduate (dark blue line)

Funnel stages: Inquired, Applied, Accepted, Submitted Transcripts, Met with Academic Advisor, Completed Orientation, Completed Financial Aid, Registered for Classes, Paid, Attended Class

All Students: 100%, 86%, 83%, 63%, 56%, 47%, 52%, 62%, 50%, 55%
HS Senior/Recent Graduate: 100%, 87%, 85%, 77%, 72%, 64%, 66%, 72%, 66%, 67%

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

Cicero

Enrollment Funnel Student Attrition by Educational Status, Q12 *(n=63)*

Legend:
- All Students
- Out of HS 2+ Years, now interested in college

Data points (All Students, red): 100%, 86%, 83%, 63%, 56%, 47%, 52%, 62%, 50%, 55%

Data points (Out of HS 2+ Years, navy): 100%, 87%, 83%, 60%, 54%, 47%, 46%, 50%, 37%, 46%

Funnel stages: Inquired | Applied | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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

Cicero

Enrollment Funnel Student Attrition by Educational Status, Q12 *(n=46)*

Legend:
— All Students
— Transfer, coming from another college

Data points (All Students, red): 100%, 86%, 83%, 63%, 56%, 47%, 52%, 62%, 50%, 55%

Data points (Transfer, dark blue): 100%, 83%, 83%, 59%, 41%, 27%, 34%, 39%, 29%, 37%

Funnel stages: Inquired | Applied | Accepted | Submitted Transcripts | Met with Academic Advisor | Completed Orientation | Completed Financial Aid | Registered for Classes | Paid | Attended Class

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

Cicero

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

Legend:
- ●— All Students
- ●— Transfer, not currently attending another institution

Funnel stages (bottom axis): Inquired → Applied → Accepted → Submitted Transcripts → Met with Academic Advisor → Completed Orientation → Completed Financial Aid → Registered for Classes → Paid → Attended Class

Data labels visible:
- 100%, 88%, 86%, 83%, 81%, 64%, 63%, 56%, 45%, 47%, 55%, 52%, 62%, 50%, 45%, 33%, 55%, 36%, 40%

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

Cicero

Confidential / 121

I2E Funnel Overview | Former MCC student, interested in re-enrolling

Enrollment Funnel Student Attrition by Educational Status, Q12 *(n=86)*

Legend:
- **All Students** (red line)
- **Former MCC student, interested in re-enrolling** (dark blue line)

Funnel stages (x-axis):
Inquired → Applied → Accepted → Submitted Transcripts → Met with Academic Advisor → Completed Orientation → Completed Financial Aid → Registered for Classes → Paid → Attended Class

Data values:

All Students (red): 100%, 86%, 83%, 64%, 56%, 47%, 52%, 62%, 50%, 55%

Former MCC student (dark blue): 100%, 99%, 94%, 63%, 85%, 60%, 81%, 100%, 72%, 84%

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

Confidential / 122

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

Legend:
- All Students
- Summer/single semester only

Funnel data points:

Stage	All Students	Summer/single semester only
Inquired	100%	100%
Applied	86%	90%
Accepted	83%	88%
Submitted Transcripts	63%	46%
Met with Academic Advisor	56%	17%
Completed Orientation	47%	17%
Completed Financial Aid	52%	15%
Registered for Classes	62%	40%
Paid	50%	31%
Attended Class	55%	31%

Cicero

Conversion

Cicero

Conversion Rate | MCC is enrolling almost 70% of students who inquire about the school.

Question | What is the conversion rate of each school of those who <u>inquire</u>?

	School	Rate
n=436	McLennan Community College	68%
n=81	Texas State Technical College	23%
n=169	Baylor University	38%
n=64	Temple College	33%
n=81	Tarleton State University – Stephenville	11%
n=114	Tarleton State University – Waco	7%
n=60	Texas Tech University – Lubbock	5%
n=84	Texas Tech University – Waco	2%
n=138	Texas A&M University	7%
n=53	Central Texas College	21%
n=45	Blinn College – Bryan Campus	13%
n=12	Southwestern University	8%
n=71	University of Mary Hardin-Baylor	11%
n=37	Hill College	32%

Conversion Rate | MCC is enrolling over 70% of students who apply, the same rate as Baylor.

Question | What is the conversion rate of each school of those who <u>apply</u>?

n	School	Rate
n=407	McLennan Community College	73%
n=43	Texas State Technical College	44%
n=89	Baylor University	73%
n=43	Temple College	49%
n=30	Tarleton State University – Stephenville	30%
n=24	Tarleton State University – Waco	33%
n=21	Texas Tech University – Lubbock	14%
n=14	Texas Tech University – Waco	14%
n=57	Texas A&M University	16%
n=28	Central Texas College	39%
n=22	Blinn College – Bryan Campus	27%
n=8	Southwestern University	13%
n=35	University of Mary Hardin-Baylor	23%
n=25	Hill College	48%

Conversion Rate | MCC is converting 76% of accepted students, dropping below Baylor by 7%.

Question | What is the conversion rate of each school of those who are <u>accepted</u>?

	School	Conversion Rate
n=389	McLennan Community College	76%
n=35	Texas State Technical College	54%
n=78	Baylor University	83%
n=37	Temple College	57%
n=19	Tarleton State University – Stephenville	47%
n=14	Tarleton State University – Waco	57%
n=15	Texas Tech University – Lubbock	20%
n=7	Texas Tech University – Waco	29%
n=33	Texas A&M University	27%
n=19	Central Texas College	58%
n=14	Blinn College – Bryan Campus	43%
n=5	Southwestern University	20%
n=32	University of Mary Hardin-Baylor	25%
n=20	Hill College	60%

In-Depth Interview Summaries

Cicero

Key Themes

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

Student Barriers to Enrollment

$ **Finances** – students who owe money, are in default on their student loans, or are on suspension from financial aid.

$ **Financial Aid Verification** – process gets hung up if the student keeps turning in the wrong form and gets rejected. Office receives report of students having trouble and they reach out to them.

Overall Assessment of Enrollment Management

What Works

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

Opportunities for Improvement

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

Quotes

"Students would rather do virtual advising than come to campus."

"Perceptive Content scanning system is cumbersome. It works with Colleague but isn't great."

"The more online options for students, the better."

Participant's Department: Registration & Student Records

Key Themes

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

Student Barriers to Enrollment

Wordy Emails – the wordiness of the acceptance email deters student's receiving the information they need to.

Advisor Wait Times – long wait times for advising appointments can be upsetting to students.

Pre-matriculation Documents – the extra documents that students must gather causes the lag between application and enrollment.

Overall Assessment of Enrollment Management

What Works

- Student Planning feature for course registration gives students a holistic view of their degree plan.

- Staff provide great customer service and attention to student needs.

Opportunities for Improvement

- Perceptive Content document management system – limited licenses and antiquated functionality.

- The website is not user friendly – must use the search bar because they cannot find what they need by navigating through the site.

Quotes

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

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

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

Participant's Department: Information Systems & Services

Key Themes

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

Student Barriers to Enrollment

Website – the "Become a Student" webpage is too wordy and confusing to be a useful tool for students. The admission instructions should be streamlined.

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

Overall Assessment of Enrollment Management

What Works

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

Opportunities for Improvement

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

Quotes

"The technology & processes don't enable the organization to react or perform basic activities."

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

Key Themes

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

Student Barriers to Enrollment

Financial Aid Verification – advising's biggest barrier is helping students through the verification process & acceptance of aid.

Emails – wordiness, legal jargon, and lack of knowledge from students about the existence of their student email account are barriers.

Number of Steps – too many steps in the application and enrollment processes. Students have trouble with logging in to WebAdvisor and finding their student email accounts.

Overall Assessment of Enrollment Management

What Works

- Allowing advising appointments at any point in the process, versus mandatory advising after orientation.

- Appreciative advising philosophy builds relationships and increases retention.

Opportunities for Improvement

- Students do not understand how long the enrollment process takes.

- Students need more notifications, text messages, and a visible checklist.

Quotes

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

"What was eye opening about the advising change is that we realized how many issues there were with financial aid."

Key Themes

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

Student Impact

$ **Financial Aid Verification** – 70-80% of the student assistance at Highlander Central is about financial aid.

Course Registration – students plan classes but needs advisor approval for subsequent changes.

Confusion about Steps – disconnect in student understanding of their next step; for example, they may not know that they still need to register for courses or meet with an advisor for approval.

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
• Slate has improved communication with prospects. • Estimated 80-90% response rate when text messages are used to follow up with students.	• Notification system – need notification of incomplete step, like a student adding a course and needing advisor approval. • Business office should use the texting system and improve communication of student balances.

Quotes

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

"Getting to the finish line is difficult, especially for first generation or non-traditional learners."

Key Themes

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

Student Impact

- **$** **Financial Aid** – students do not understand this process or know what financial options are available to them. Office has outdated processes.
- **Advising** – students experience long wait times before an appointment, a lengthy appointment, and unclear follow up communication.
- **Number of Steps** – students' perception is that there are a lot of steps.

Overall Assessment of Enrollment Management

What Works

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

Opportunities for Improvement

- Need automated text messages for student follow-up communication.
- Some automatic email messages have not been updated in 15 years.

Quotes

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

"The student feels like they cannot accomplish it all."

Participant's Department: Accounts Receivable

Key Themes

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

Student Impact

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

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

Overall Assessment of Enrollment Management

What Works

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

Opportunities for Improvement

- Manual processes could be automated to save time.

- Need a dashboard with a checklist for students.

Quotes

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

"Students can't find the information, so they pick up the phone and call whoever will answer."

Key Themes

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

Student Impact

- **Pre-matriculation Documents** – the extra documents that students must gather causes a lag between acceptance and advising.

- **Number of Steps** – students are intimidated by the process and the number of steps involved, especially first-generation students.

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
• Application in Slate is easier – it is the subsequent required documentation where there is lag. • Advising works well.	• Need an interactive checklist for student admission. • A better document management system would improve process for students and administration by reducing paper forms and manual steps.

Quotes

"We are spread pretty thin and going in a bunch of different directions."

"All that we do is email people to increase enrollment."

"Everything is sent in long emails that students are not reading."

Participant's Department: University Center

Key Themes

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

Student Impact

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

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
• Staff communication. • Leadership communication.	• One login for all the various systems would help.

Quotes

"It is a complicated process for students to get the (financial) aid that they need."

Participant's Department: High School Pathways

Key Themes

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

Student Impact

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

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

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
• Dual credit customized application takes 10-15 minutes to complete.	• ApplyTexas application takes 45 min – 1 hr to complete and uses confusing legal jargon. • Need a secure document upload process – currently using OneDrive to gather documents from high school counselors.

Quotes

"The students get lost in the steps."

"It is not uncommon to have previous dual credit students call the office and ask for help because they got stuck."

Key Themes

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

Student Impact

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

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
- Application review takes 5 min. or less per application.	- Need the ability to personalize communications to students

Quotes

"We have found out that students do not understand the enrollment process. They don't know if they have completed it or not."

Key Themes

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

Student Impact

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

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
• Application review takes 5 min. or less per application. • Checklist in Slate will help students and admin.	• Texting students can be very tedious, especially if they do not have a student record yet. • Document imaging takes a long time and must be run several times a day.

Quotes

"Right now, students email in PDFs. They receive them, move them to a shared folder, process it with the imaging system. It takes a long time and staff run it several times a day."

Key Themes

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

Student Impact

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

Overall Assessment of Enrollment Management

What Works	Opportunities for Improvement
	• Communication to students about their accounts and their next steps.

Quotes

How do students find out they have to take the test?..."They don't."

Key Themes

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

Student Impact

- **Confusion about Steps –** difference between "admitted" and "enrolled" not clearly communicated to students

- **Email –** the acceptance email is 4 pages long and is not good

Enrollment Management

What Works

- Slate provides view of a student's status on one screen (checklist feature)
- Slate's checklist feature will improve both student and staff experience

What Does Not Work

- It takes 5-10 different screens to understand a student's enrollment status/what documents they are missing

Quotes

[How Slate will be eventually be used] "…for students to upload documents instead of Admissions receiving them via email, moving it folder on shared drive, running imaging process, linking to student account…it takes forever, and staff runs this process several times a day."

"Right now, they [students] get an acceptance email that is 4 pages long…it's not good."

Key Themes

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

Student Impact

- **Email –** the acceptance email is 5 pages long and has too many words
- **Testing Requirement –** students do not find out about this requirement until they get to their advisor; prevents registration during that appointment
- **Advising –** took significant chunk of time; was not able to complete registration at the end of it

Enrollment Management

What Works

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

What Does Not Work

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

Quotes

"It [enrolling] doesn't seem to be easy and it's not something you can take care of quickly."

"If a student is working, takes off the day to come there and then doesn't get it done, they have to come back and take another day. For nontraditional students, that is a huge obstacle."

[On staff siloes] "The right hand doesn't know what the left hand is doing, but it is no one's fault, it's just how it has always been."

Key Themes

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

Student Impact

- **$** **Financial Aid –** primary point of confusion

- **🕐** **Advising –** longer appointments than necessary due to need to cover additional logistics/instructions

Enrollment Management

What Works	What Does Not Work
• Appreciative advising allows them to connect to students • Students usually meet with an advisor before attending Highlander Day	• Spending 50% of advising appointment on WebAdvisor login help, reviewing requirements, etc. • New student meetings are 45 min – 1 hour, but could be 30 min or less if other items are eliminated • Linked courses are very confusing for students during registration

Quotes

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

[On course planning] "The student can do it before [the advising meeting]. But I am not sure they know they have the power to."

Key Themes

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

Student Impact

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

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

Enrollment Management

What Works

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

What Does Not Work

- As more items get added to the advising meetings, the less time they have to discuss actual advising topics with students
- Students do not know the capabilities of Highlander Central, so they are not utilizing that resource

Quotes

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

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

"Every department has a different system they use but they don't talk to each other. We need one consolidated software."

Key Themes

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

Student Impact

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

Enrollment Management

What Works

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

What Does Not Work

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

Quotes

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

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

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