

# ENROLLMENT MANAGEMENT PLAN 2012-2015



ACADEMIC EXCELLENCE • INTEGRATIVE LEARNING AND HOLISTIC STUDENT DEVELOPMENT • WORK-  
FORCE DEVELOPMENT • COMMUNITY AND CIVIC ENGAGEMENT • EDUCATIONAL PARTNERSHIPS •  
STEWARDSHIP • COLLEGE CULTURE • ACADEMIC EXCELLENCE • INTEGRATIVE LEARNING AND HOLIS-  
TIC STUDENT DEVELOPMENT • WORKFORCE DEVELOPMENT • COMMUNITY AND CIVIC ENGAGEMENT

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## Introduction

Manchester Community College's three-year enrollment management plan is focused on recruitment, retention, graduation and student success. The Enrollment Planning Committee (EPC) updates the plan annually based on the current environment and new opportunities to improve upon established processes.

According to the Educational Policy Institute Guidebook (2007), "Enrollment Management is a comprehensive and coordinated process that enables the college to establish policies, functional areas and goals that impact student enrollment; to link them to the college's mission, strategic plan, environment, and resources; and to reach its goals through effective integration of student services, business processes, curriculum planning, and market analysis.

Enrollment Management is not:

- Simply a recruitment plan
- Merely a marketing plan
- Separate from the academic mission of the college
- Always about growth"

The MCC Enrollment Management Plan (EMP) is designed to accomplish and facilitate the following:

- clear goals for the number and types of students needed to fulfill the institutional mission;
- academic success by improving student access, transition, persistence, and graduation;
- optimum enrollment;
- delivery of effective academic programs;
- effective financial planning;
- process and organizational efficiency;
- high quality service levels to all stakeholders (e.g., prospective and current students, other institutional departments, other institutions, coordinating agencies);
- data-rich environment to make informed decisions and evaluate strategies;
- cross-divisional communication and collaboration.

## College Mission Statement

Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance.

Our shared vision for Manchester Community College encompasses distinction in the following areas:

**Academic Excellence** – MCC is committed to demonstrating the academic rigor of its programs and courses. Simultaneously, we support open access, both in terms of entrance to the college and comprehensive support for student success once they are here. Students build on their capacity to become self-directed, intentional and continuous learners.

**Integrative Learning and Holistic Student Development** - The College community, especially students, has a shared understanding of learning goals that tie together general education, program coursework and co-curricular opportunities into a cohesive whole. Students see a connection between their educational plan, learning and employment opportunities. We are committed to helping students achieve their educational personal and career goals by providing essential and comprehensive support services.

**Community and civic engagement** – The College engages in partnerships with the fifteen communities surrounding our campus and beyond by offering and responding to requests for education, human services, training, programming, service projects and technical assistance designed to enrich the civic and cultural lives of area residents. In addition to credit courses and programs, MCC offers a variety of non-credit courses for personal and professional development, and to encourage lifelong learning. The college actively partners with businesses and community organizations in order to better understand the needs of our constituents, to remain current in our offerings, and to link ourselves to the communities we serve.

**Academic and Economic Development** – The College develops academic and training programs that are responsive to the workforce needs of the region. While we recognize that all academic programs contribute to the development of the state's economic base, we pay particular attention to those credit and non-credit training and retraining programs that provide direct entrance into the workforce. This includes support for existing and new programs in emerging and innovative workforce areas.

**Educational Partnerships** – The College strengthens its relationships with other units of higher education by developing articulation agreements and collaborating on curriculum in order to aid transfer. The College continues its synergistic relationship with Great Path Academy; one that models best practices in curriculum alignment, college readiness, and support for underprepared students. These findings are extended to other schools in our service area to support Pre-K to high school.

**Stewardship** – MCC actively protects its assets and continually seeks to develop new resources. The College's reputation, human resources, physical spaces and capital assets, technology infrastructure, sources of alternative funding and accreditation are all critical components to mission of student success. The college explores, adopts and promotes sustainable practices.

**College Culture** – The college community intentionally builds its capacity for shared leadership, shared understanding, and shared responsibility. Students are given a voice in determining the goals and directions of the College. We practice inclusive conversations based on a consensus or deliberative model. We extend communications to as broad an audience as possible; we build a culture of trust that reaches out to colleagues and the community, encourages innovation and allows taking risks and making and learning from mistakes. We strive to realize the full potential of our diversity.



## **Working Assumptions:**

The following working assumptions provide the foundation for the current EMP. Many of these assumptions come directly from MCC's most recent Educational Master Plan developed by Paulien and Associates.

- The State of Connecticut is not in a position to fully fund the college; MCC revenue increases must come primarily from tuition or grants and a change in college's funding formula.
- We will adhere to MCC's current mission and strategic plan.
- Prior to Fall 2010 and 2011, the number of full time students enrolled at MCC had increased each of the prior ten years. Full time students account for 38% of the credit enrollment in Fa11, down from 44% five years ago in Fa06, but still up from ten years ago in Fa01, when 35% of students were full time.
- Academic rigor is essential for all courses
- Students travel to MCC from a wide variety of towns in the area. About 50% of our students live in towns within our 15 town Primary Service Area.
- Only a small percentage of students graduate within a two or three-year period.
- Many students take up to six years to complete their certificate or degree.
- MCC educates a diverse group of students. While almost 70% of the students who report an ethnicity are White, the proportion of minority students has increased over the past decade from 27% in 2001 to 33% in 2011.
- MCC has been enrolling increasing numbers of traditional college age students. Larger demographic trends suggest, however, that the number of annual Connecticut high school graduates has peaked and begun a decreasing trend.
- MCC will enhance its recruitment of older adults by increasing online courses and programs;
- MCC is a key partner in the economic development of its region by providing increased workforce training and job readiness programs.

## **Vital Issues for Enrollment:**

The EPC has identified the following as vital issues to consider as a part of the development of our enrollment management plan.

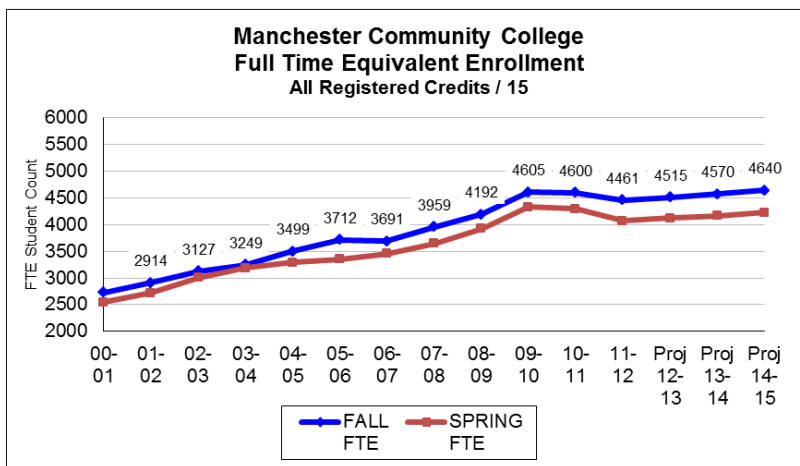
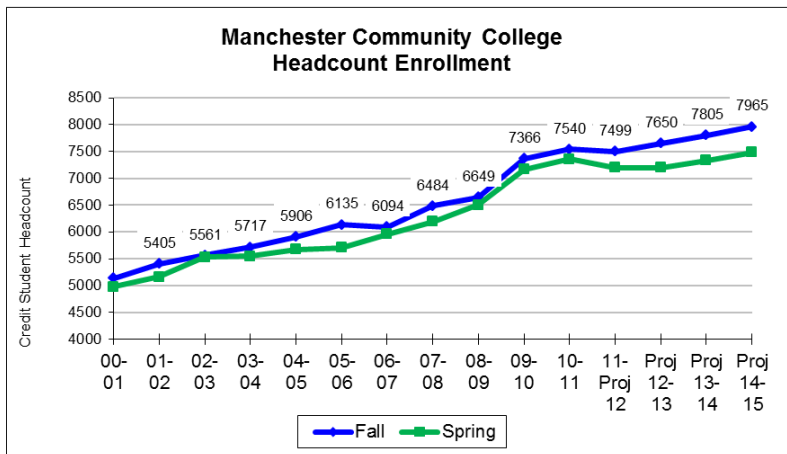
1. Aligning enrollment numbers with mission and resources
2. The "Front Door" – services connected with a student's entry to the college
3. Under-prepared students
4. Aligning program development, assessment and scheduling with economic development
5. The "Student Experience" ( in and out of the classroom)

## Aligning Enrollment with Mission and Resources

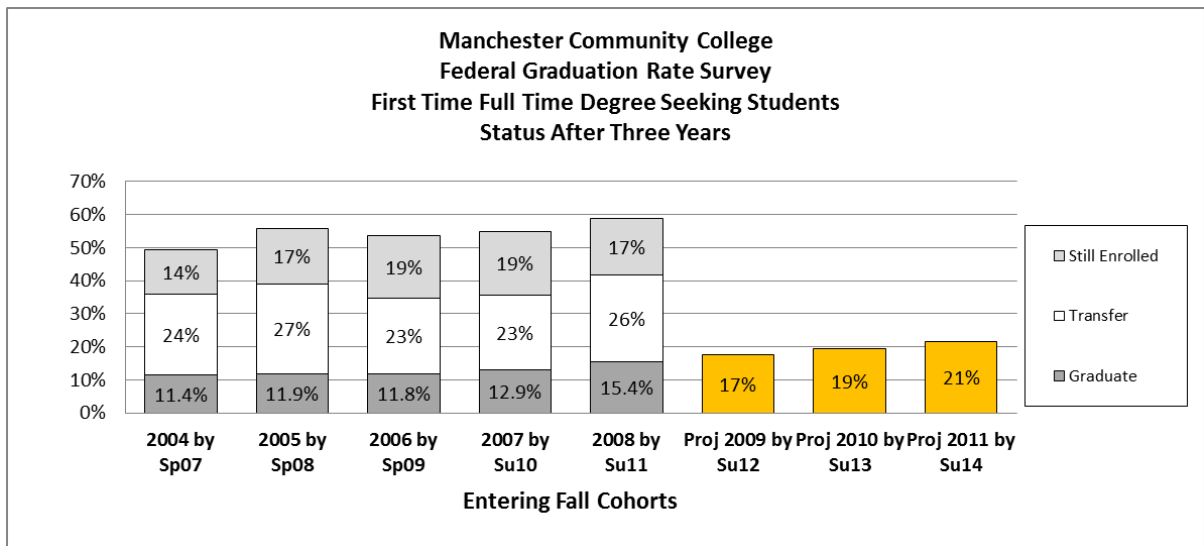
The EPC has identified the following enrollment, retention, and graduation rate targets for the 2012-2015 EMP. Achievement of these measureable goals and key initiatives are connected to institutional financial stability.

### Measurable Goals

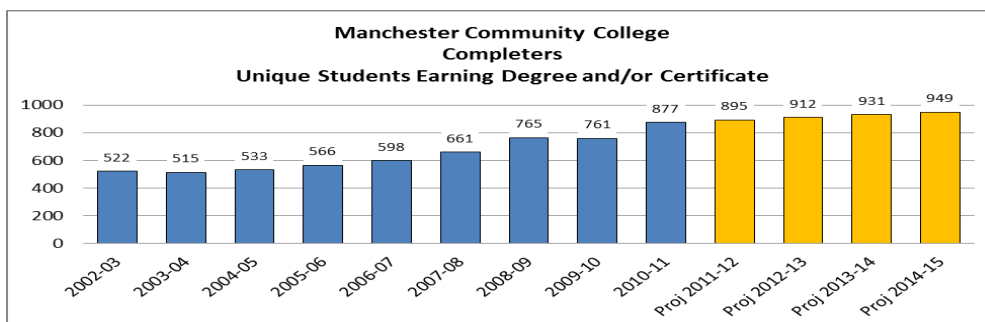
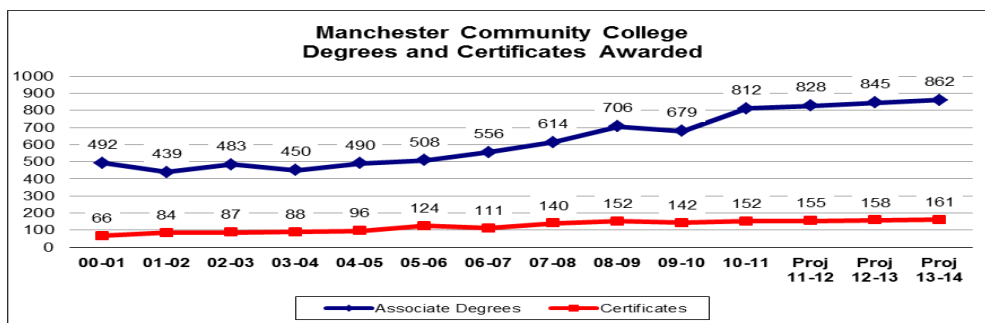
- Potential for total student body growth of 2.0% to 7,650 for the fall 2012 semester; Increase total student body enrollment by 2.0% to 7,805 for the fall 2013 semester; Increase total student body enrollment by 2.0% to 7,965 for the fall 2014 semester.
- Potential for total student body growth of 1.5% to 7,200 for the spring 2013 semester; Increase total student body enrollment by 1.8% to 7,330 for the spring 2014 semester; Increase total student body enrollment by 2.0% to 7,480 for the spring 2015 semester.
- Increase full-time equivalent (FTE) 1.2% to 4,515 for fall 2012; Increase FTE 1.2% to 4,570 for the fall 2013 semester; Increase FTE 1.5% to 4,640 for the fall 2014 semester;
- Increase FTE 1.0 % to 4,120 for spring 2013 semester; Increase FTE 1.2% to 4,170 for the spring 2014 semester; Increase FTE 1.4% to 4,230 for the spring 2015 semester.



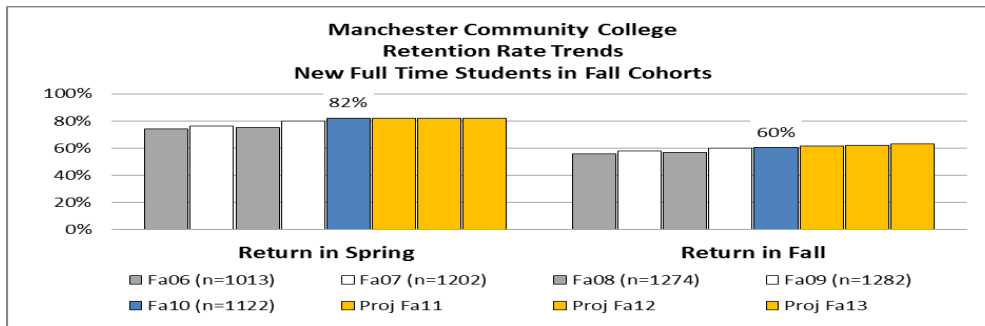
- Increase graduation rate to 22% (1.7% increase each year) by 2015. The 2011 graduation rate is 15.4%



- Increase number of certificates and degrees awarded (unduplicated) to 979 (2% increase per year) by 2015. 877 unique students earned 964 degrees and certificates in 2010-11.



- Maintain our current returning (continuing) full-time student persistence rate (fall to spring) of 82%.
- Increase overall full-time retention rate to 64% (1% increase each year). Our 2011 retention rate is 60%



### **Key Initiatives**

- Continue Graduation Committee efforts to raise student awareness of student services
- February & September meeting between Deans of Administration, Academic Affairs, Student Affairs, Continuing Education, Director of Finance and Director of Enrollment Management to align impending budget with class schedule and enrollment for the academic year.
- Enrollment Management offices will contact all 1<sup>st</sup> time, full-time applicants regarding registration.
- Academic advising is required for all returning/continuing students by spring 2015.
- Effectively use the new graduation audit warehouse
- Develop a Campus Employment and Training program for work-study students
- Develop and market new programs that are responsive to workforce needs of the region (i.e. Polysomnography, Fitness Specialist, etc.)
- Work with the Board of Regents finance office to correct for inadequacies in the funding formula

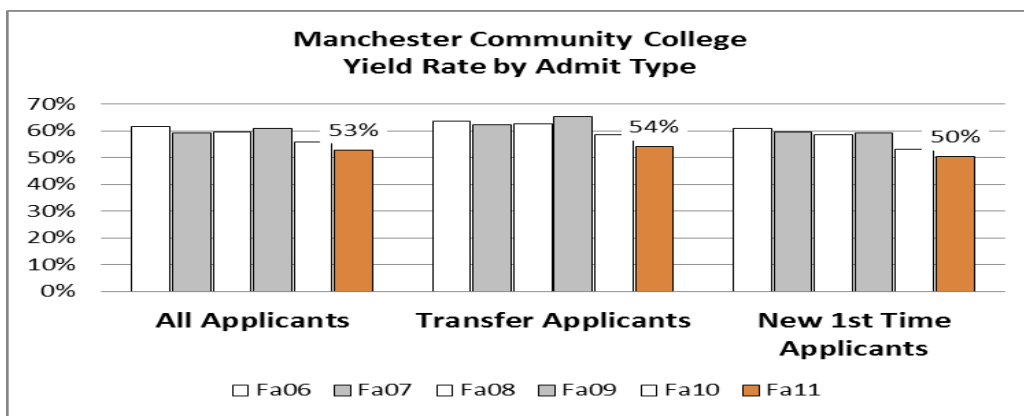
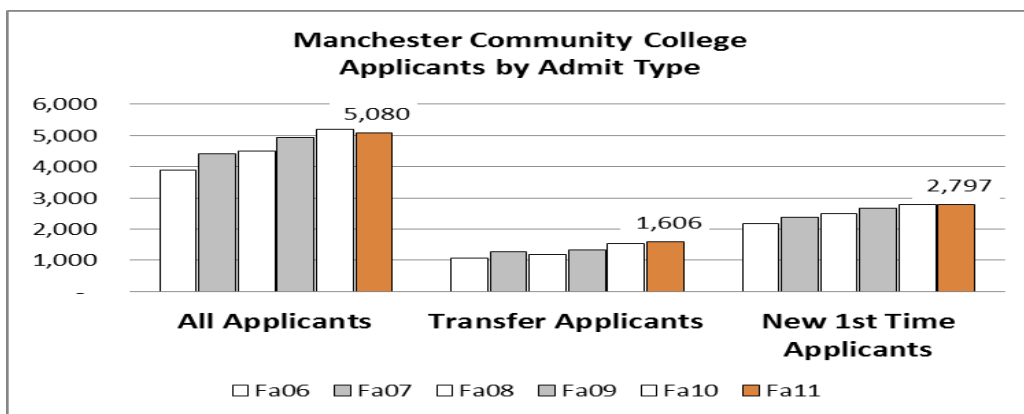


## The “Front Door”

MCC refers to the services students encounter as they seek enrollment to the College as our “Front Door”. Research suggests that the quality of these experiences often have a direct impact on persistence and retention rates. These services include: Admissions, Assessment Testing, Registration, and Financial Aid.

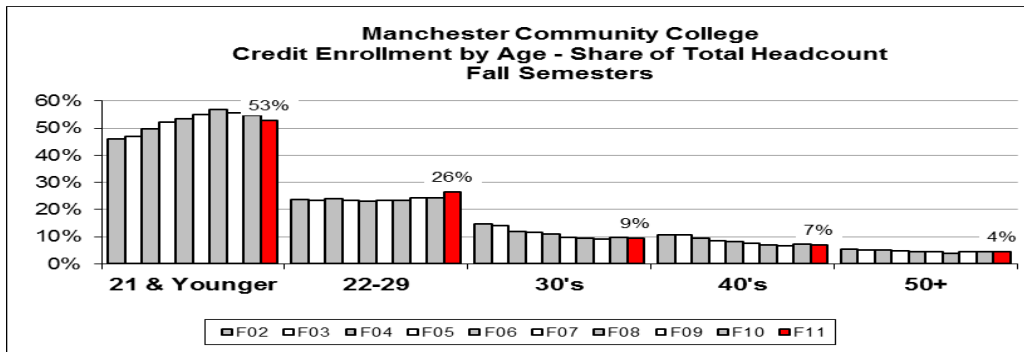
### Measurable Goals

- Increase transfer student yield rate to 60% (2% each year) by fall 2014. Our 2011 rate is 54%.

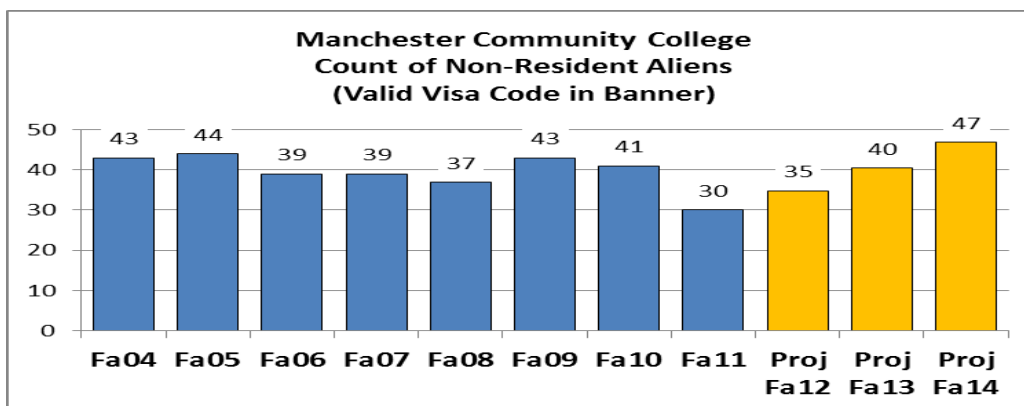


- Increase student support services personnel in proportion to projected student growth rate

- Increase the percentage of older adults to 25% by fall 2014. Our 2011 current percentage of students over the age of 29 is 21%.



- Increase the number of international students to 50 in 2014. In 2011, MCC had 30 international students. (Increase by 16% each year).



- Increase % MMRV Immunization Verification collected to 100% in 2014. Our 2011 rate is 91%.
- Increase the number of students enrolled in the CSU, UCONN and other articulation transfer compact agreements to 182 or 100% by the end of spring 2015 semester. In 2011, MCC had 91 students enrolled in the Compact.
- Review enrollment management unit practices to determine effectiveness
- Utilize data from the assessment testing feedback survey and SENSE to improve services
- Expand Testing Center to include revenue generating testing options
- Expand recruitment of high achieving high school students
- Increase the percentage to 100% of program-specific students assigned to their program coordinators by Spring 2015
- Create and implement complete on-line comprehensive advising program for the on-line General Studies degree program

**Key Initiatives**

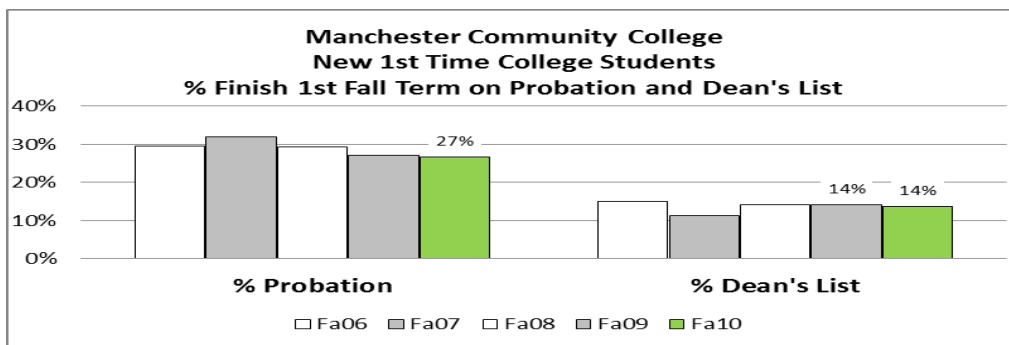
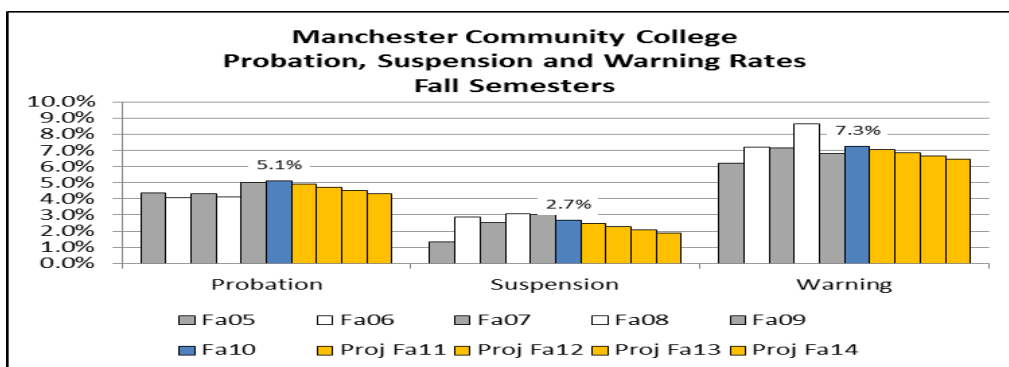
- Work with Marketing on an adult learner focused branding campaign
- Promote the online general studies A.S. degree and certificate programs
- Promote the Credit –Free Accuplacer Test-Prep course
- Working with the Director of International Programs, Connecticut Association of Schools regarding international exchange with China
- Encourage students to view updated assessment testing web page that has feedback survey link
- Upgrade Testing Center services to better serve incoming students (i.e.; walk-in assessment testing without appointment)
- Continue to improve New Student Orientation and the New Student Advising Seminar
- Increase campus visits from CSU/UCONN
- Research programs and courses at other Connecticut colleges to create/ strengthen articulation of program material for smoother transfer of MCC credit
- Create an Advisor Chat Room for advisors
- Continue to recruit and support Faculty Advisor Mentors
- Investigate the feasibility of creating honors section vs. honor program
- Identify honors option courses and create a “package” of honors courses offerings
- Identify a program (i.e. Liberal Arts and Science) that could offer honors sections

## Under-prepared students

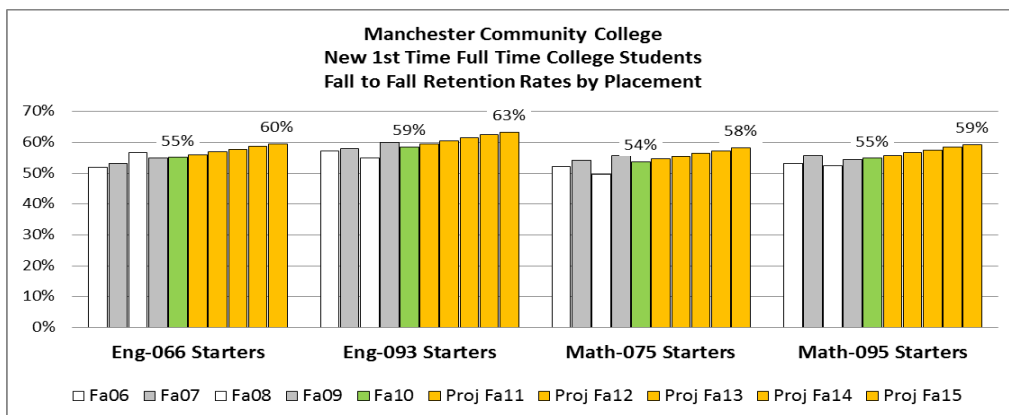
Approximately, 65% of incoming student arrive at the college needing at least one remedial course. These underprepared students often come to the college requiring additional support and must overcome many barriers that may hinder college success.

### Measurable Goals

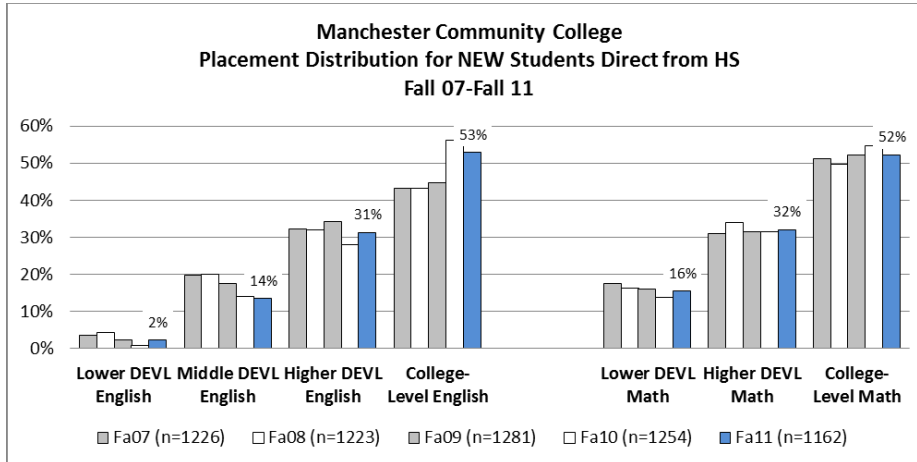
- Decrease number students on warning, probation, suspension to 10% by spring 2015. Our 2011 rate is 16%.



- Increase retention rate (fall-to-fall) of students placing into developmental English & Math courses 5% by fall 2014. Our current rate is 43% for ENG\* 003, is 55% for ENG\*066, 59% for ENG\*093, 54% for MAT\*075 and 55% for MAT\*095.



- Decrease the number of students testing into developmental courses



### **Key Initiatives**

- Limit course offerings for students placing into ESL, ENG\*003 and ENG\*066.
- Review impact of Fall 2011 pre-requisites on enrollment and student success
- Evaluate Math Redesign and Student Development English 066 projects
- Analyze English 003 student success data and make recommendations regarding placement scores and “ability to benefit”
- Enforce limits on students on warning, probation and suspension and then analyze the long-term impact on student retention rates
- Utilize College Access Challenge Grants (CACG) to expand relationship with area high schools
- Continue New Student Advising (including 1-on-1 conferences for students testing into ENG\*003 & ENG\*066)
- Expand mandatory challenge essay to include ENG\*066 (pilot will be conducted spring 2012). Currently only students testing into ESL, ENG\*003 are required to take the challenge essay.
- Continue to expand the use of intrusive model mentoring programs (academic coaching, Brother-to-Brother, Sister-to-Sister, STARS, mandatory study halls for MCC athletes)
- Utilize Key Train to assist underprepared students in college readiness

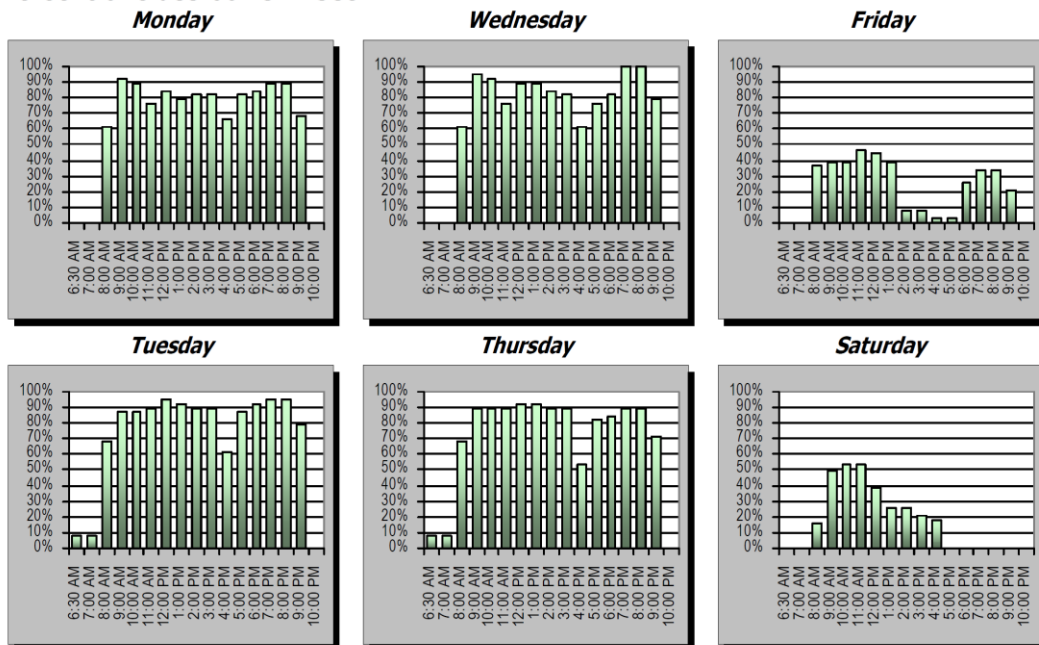
## Aligning program development, assessment and scheduling with economic development

Scheduling continues to be a challenge at MCC as room utilization is at an all-time high. A study conducted by Paulien and Associates indicates that the college uses 82% of the available classroom space. Classroom availability on Fridays and weekends may give the College opportunities to grow current and create new high demand workforce programs.

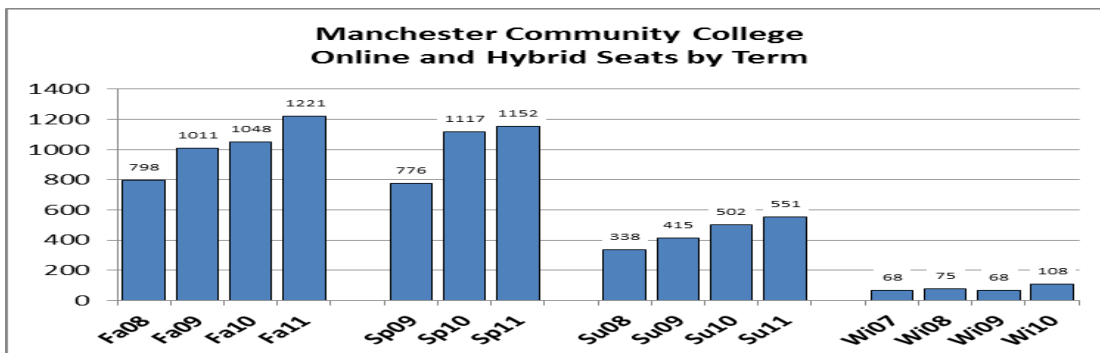
### Measureable Goals

- Increase credit classroom utilization on Fridays and weekends. Our 2010 rate was 35%

**Percent of Classrooms In Use**



- Increase distance learning opportunities by expanding online, weekend and hybrid course offerings.



- Ensure that developmental course offerings are aligned with incoming student placement rates



- Increase student enrollment, retention and program completion in current and emerging high demand workforce areas

#### **Key Initiatives**

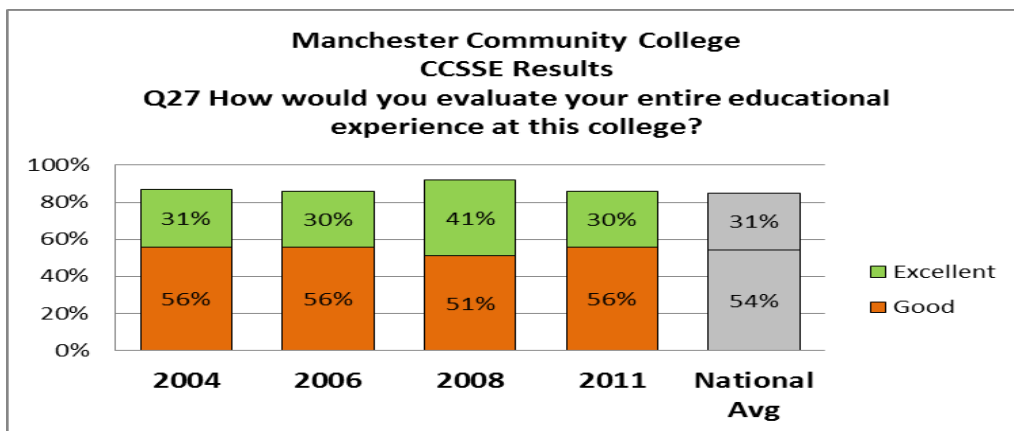
- Develop a fully online accelerated General Studies A.S. Degree Program
- Conduct joint Academic and Student Affairs meetings each semester that focus on that alignment of course offerings and enrollment trends.
- Expand online and on-ground credit certificate programs through College by Design
- Explore collaborations with Cheney Tech and other local high schools for manufacturing and technology students.
- Award student scholarships in emerging high demand workforce areas.
- Align career services alumni career panels, special events and programs with identified emerging careers.

## The Student Experience

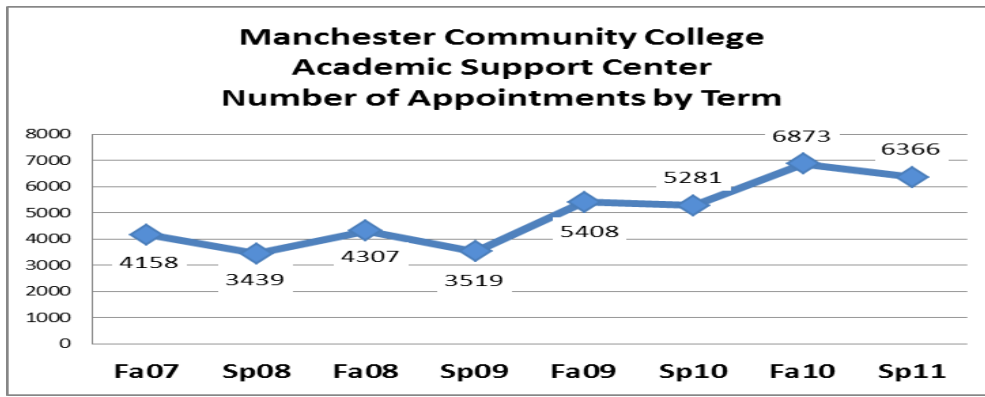
Since 2004, the College has participated in the Community College Survey of Student Engagement. Data from this instrument is utilized to obtain a general sense of the student experience, level of engagement in co-curricular activities, and utilization of support services at MCC.

### Measureable Goals

- Continue CCSSE/SENSE % overall satisfaction above the National Average on key measures

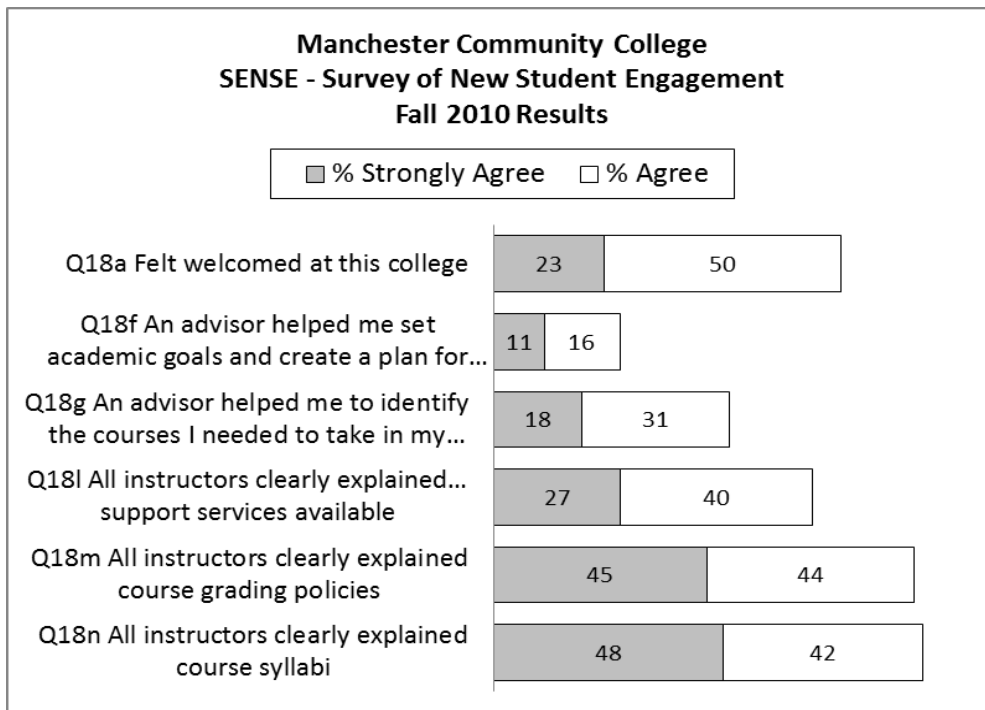


- Increase number of students involved in co-curricular activities
- Continue to offer tutoring to best meet student needs



### Key Initiatives

- Utilize smaller and more intimate New Student Orientation (NSO) sessions
- Establish academic advising for all students by Spring 2015
- Introduce a one-sheet student support services page to be added to faculty syllabi



- Introduce Student Activities Interest Forms
- Introduce a SGA and OSA Classroom Speakers Bureau
- Develop a first-year experience curriculum
- Hire online tutors to help support online students

## Performance Metrics:

- % increase of MMRV collected
- % yield increase of transfer students
- % decrease of students on probation and suspension
- % increase first to second-year retention rate
- % increase in graduation rate
- % increase in the number of older students
- % increase of students satisfied with overall educational experience (SENSE) on key measures
- % increase of financial aid recipients/Pell
- % increase of international students applications and registrations
- % increase of diverse populations
- % of first year students enrolled in developmental courses (tracking assessment testing scores)
- FTE (Full Time Equivalency)

## **Enrollment Management Committee (2011-12)**

Peter Harris (Chair), Director, Enrollment Management

Georgia Buckles, Professor, Business, Engineering and Technology

Stephen Campiglio, Assistant, Continuing Education

Regina Ferrante, Director, Finance and Administration Services

Christopher Hamelin, Assistant Professor, Mathematics, Science and Health Careers

Tanya Millner-Harlee, Assistant Professor, Liberal Arts

Pamela Mitchell-Crump, Associate Dean, Academic Affairs

David Nielsen, Director, Planning, Research and Assessment

Ta'Shema Odoms, Counselor

Christopher Paulin, Division Director, Social Science and Hospitality

Wanda Reyes-Dawes, Counselor

Jason Scappaticci, Coordinator, Transitional Programs

Florence Sheils, Director, Retention Services

Charlene Tappan, Director, Marketing & Public Relations

Umesh Vig, Assistant to the Dean, Student Affairs

Lolita Wynter, Assistant to the Dean, Academic Affairs