

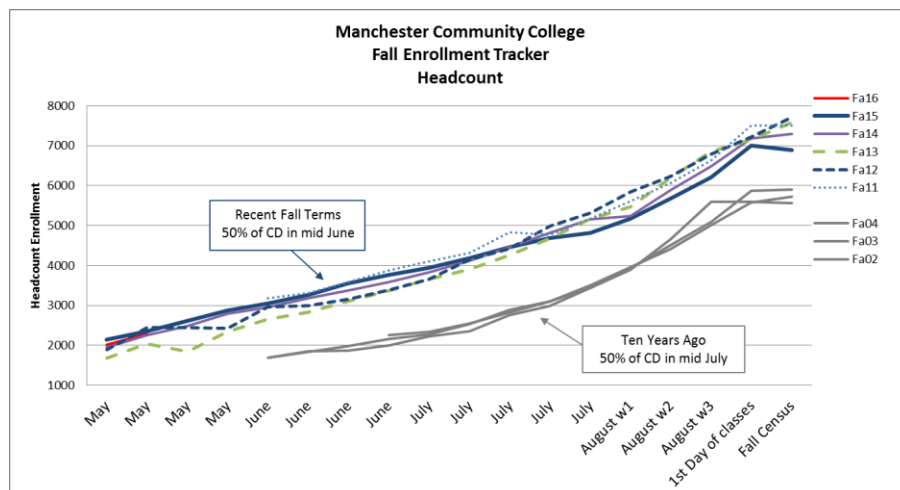
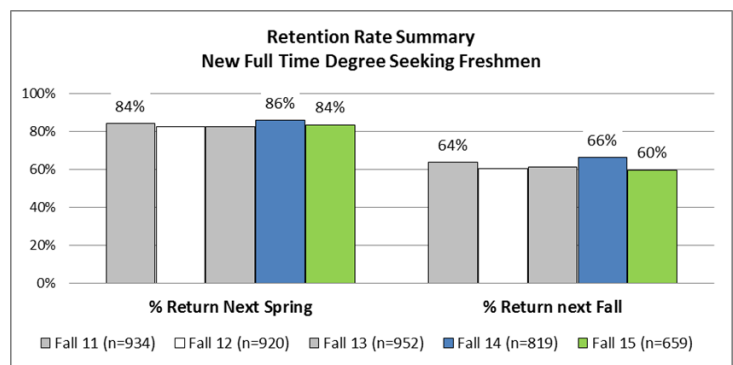
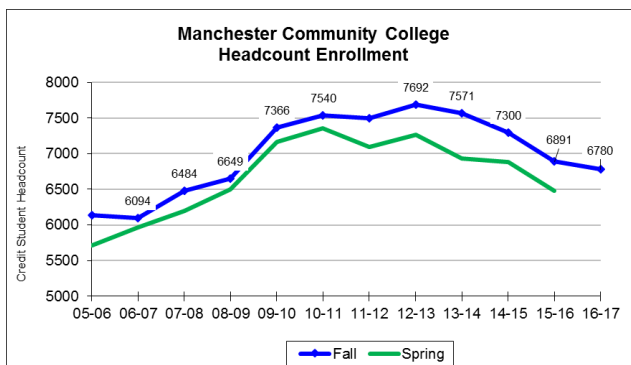
INTRODUCTION

The MCC Enrollment Management Committee (EMC) is comprised of a broad cross sectional group of members of the MCC community that are focused on ensuring the college meets its enrollment and student success goals. The college has adopted a Guided Pathway organized into three domains: TO (entry/recruitment), THROUGH (retention and persistence), and FROM (completion). The group models the college values: *shared understanding, responsibility, and leadership*. The EMC serves as an enrollment “think tank” and in many instances has delegated authority to make adjustments to our current enrollment practices and to implement new initiatives designed to improve enrollment outcomes.

Definition of Enrollment Management:

Enrollment Management is the coordination of the functions that directly affect the recruitment, admission, financial decisions, and retention of the students the school is committed to serving. Managing enrollments includes: (1) the analysis of factors influencing enrollment (including what attracts students and why they leave); (2) the establishment of a good student-institution match in recruiting and admission; (3) an orientation that facilitates the students’ transition into the college; (4) adequate advising and counseling; (5) an attitude of service to the students; and (6) promotion of an overall responsive environment. (Kotler, Philip and Karen Fox. Strategic Marketing for Educational Institutions. New Jersey: Prentice-Hall, 1995.)

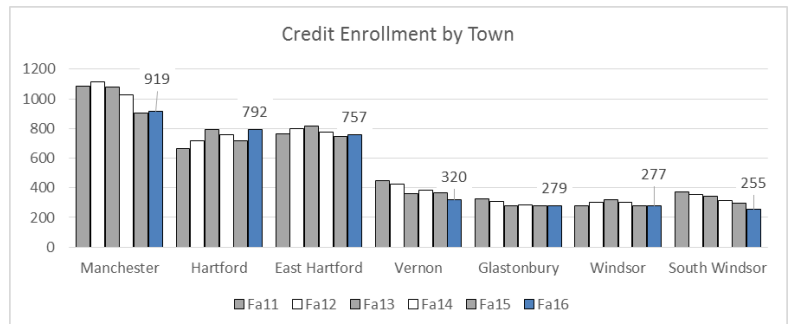
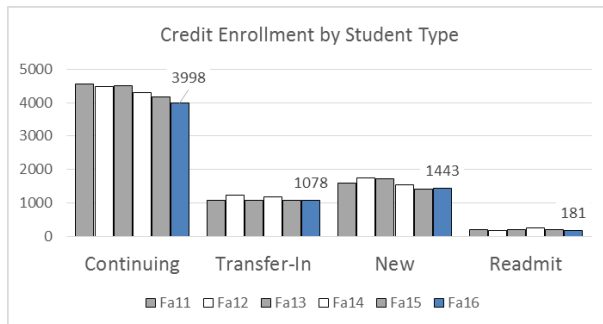
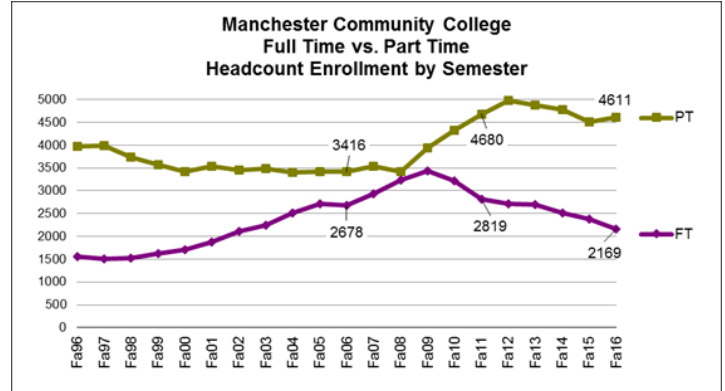
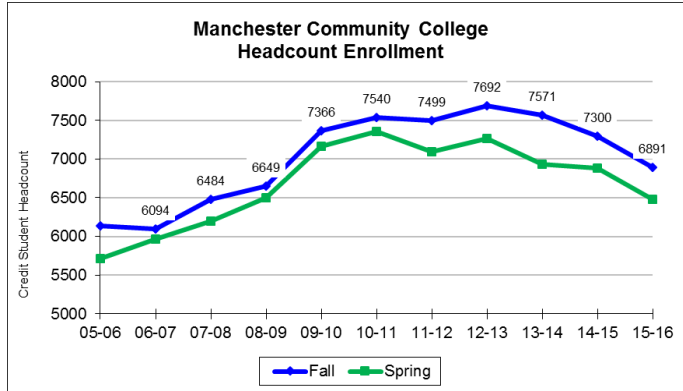
This enrollment management plan provides briefs on key issues related to MCC’s enrollment management, and identifies key strategies MCC faculty and staff are and will be pursuing to manage enrollment.



Manchester Community College
Enrollment Management Plan
DRAFT * Fall 2016

MCC ENROLLMENT TRENDS

MCC's credit enrollment has been decreasing for three years, across almost all segments of our student population. All CC's in CT are experiencing similar trends of decreasing enrollment.



Row Labels	Fa11	Fa12	Fa13	Fa14	Fa15	Fa16	Fa16 vs.	Fa16 vs.
							Fa15	Fa11
Grand Total	7499	7692	7571	7300	6891	6780	-2%	-10%
Accounting, Business and Paralegal (NET)	898	926	867	834	806	825	2%	-8%
Allied Health Careers (NET)	322	345	320	323	266	239	-10%	-26%
Communication (NET)	145	140	137	156	125	136	9%	-6%
Criminal Justice (NET)	543	507	504	472	407	379	-7%	-30%
DARC (NET)	150	169	158	130	121	115	-5%	-23%
Disabilities Specialist (NET)	65	73	68	83	68	57	-16%	-12%
Early Childhood Education (NET)	224	204	202	205	178	172	-3%	-23%
Engineering, Technology and Computer Science(NET)	603	642	659	696	616	596	-3%	-1%
Environmental Science (NET)	44	48	47	51	44	45	2%	2%
General Studies (NET)	1943	2019	1992	1882	1592	1573	-1%	-19%
Hospitality (NET)	223	255	229	244	203	209	3%	-6%
Information Management and Technology (NET)	137	129	126	115	121	106	-12%	-23%
Liberal Arts & Sciences (NET)	694	769	764	746	827	798	-4%	15%
Multimedia and Graphic Arts (NET)	228	242	235	232	217	210	-3%	-8%
Music Studies (NET)	62	79	91	73	64	68	6%	10%
NON DEG	851	757	797	736	939	986	5%	16%
Social Service (NET)	207	235	222	204	167	147	-12%	-29%
Visual Fine Arts (NET)	144	150	143	114	129	119	-8%	-17%

MARKET FORCES * HS GRADUATE TRENDS

Most projections suggest CT's high school age population will decrease over the next several years. There is some evidence that populations in Hartford and Tolland counties may decrease less than other parts of CT.

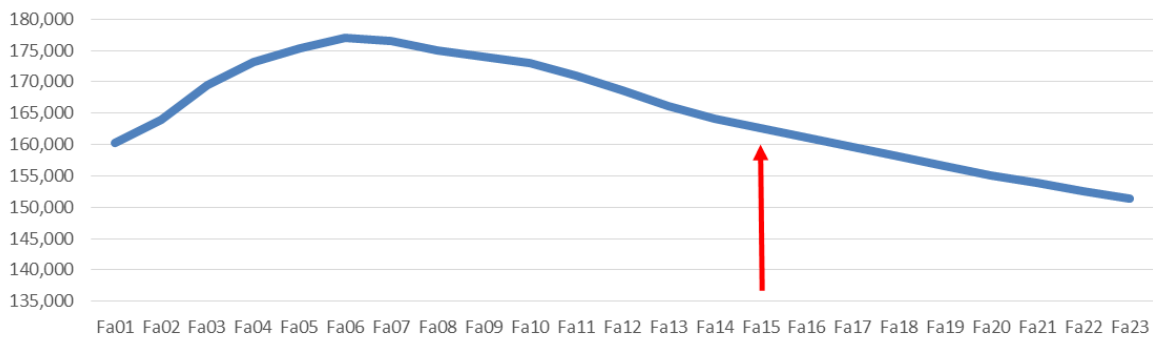
High School Projections

Geography	Geomarket Code	Projected Seniors				% Change	Projected Graduates				% Change
		2014-2015	2015-2016	2016-2017	2017-2018		2014-2015	2015-2016	2016-2017	2017-2018	
Connecticut	CT	39,692	39,916	39,746	39,435	-0.7%	36,932	37,143	36,984	36,694	-0.6%
New London & Windham Co	CT01	4,631	4,519	4,482	4,436	-4.2%	4,309	4,205	4,170	4,127	-4.2%
New Haven & Middlesex Co	CT02	9,465	9,339	9,395	9,117	-3.7%	8,807	8,690	8,742	8,483	-3.7%
Fairfield Co	CT03	10,088	10,306	10,231	10,361	2.7%	9,386	9,590	9,520	9,641	2.7%
Waterbury & Litchfield Co	CT04	4,012	4,056	3,973	3,856	-3.9%	3,733	3,774	3,697	3,588	-3.9%
Hartford & Tolland Co	CT05	11,496	11,697	11,665	11,666	1.5%	10,697	10,885	10,855	10,855	1.5%

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Public school enrollment in grades 9 through 12
Connecticut

Source: Digest of Educational Statistics



MCC captures the majority of 2-year college enrollment from most HSs in our area. Several key feeder HSs are sending a decreasing share of their graduates to any higher ed (Manchester, Rockville); while other key feeder HSs are sending an increasing share of their graduates to 4-year vs. 2-year colleges (South Windsor, RHAM).

Implications:

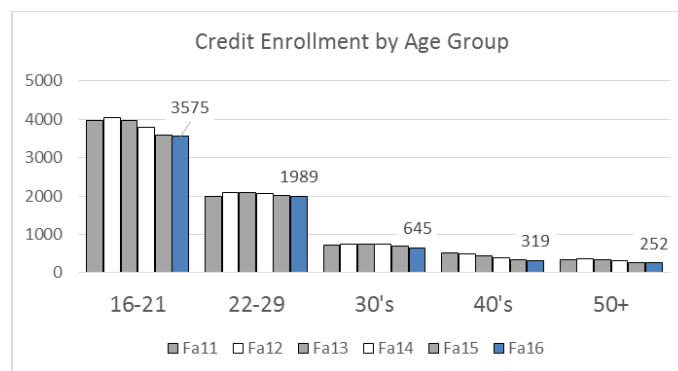
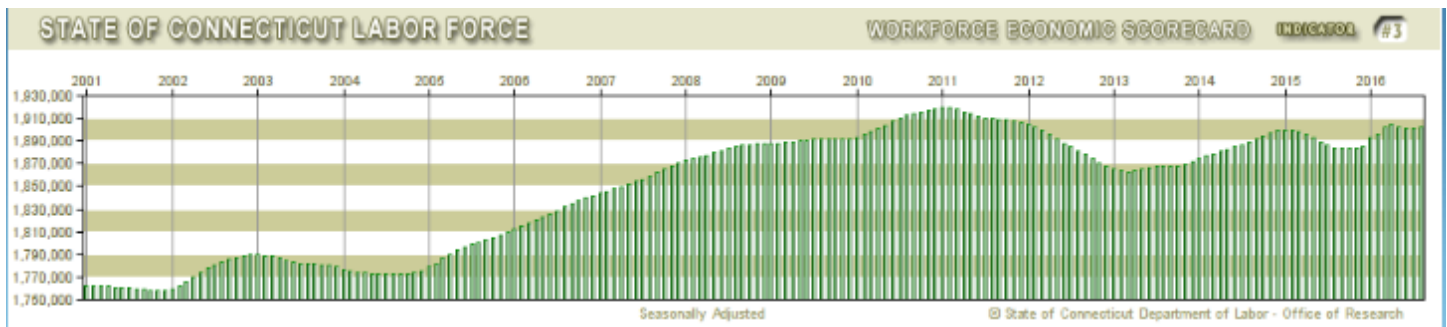
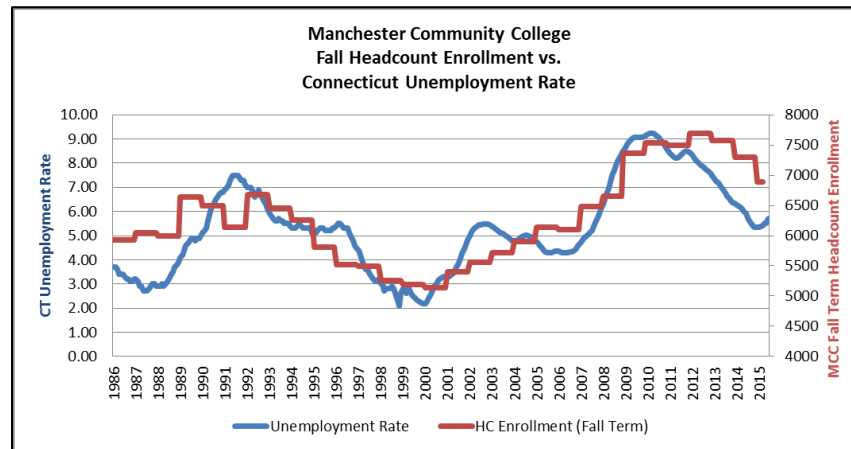
1. May be difficult to grow or even maintain enrollment of recent HS graduates
2. increasing competition for these students from 4-year colleges and universities

Strategies:

1. recruit at feeder HSs, develop relationships with HS staff, increase faculty participation in recruiting
2. increase access to high-touch student support programs targeted at recent HS graduates;
3. support improved public transportation options for students
4. invest in marketing of college and programs

MARKET FORCES * CONNECTICUT'S ECONOMY

There is evidence that MCC enrollment varies with employment rates. When job opportunities are available, many potential students choose to work, and when job opportunities are limited, many people will choose to attend or return to college to acquire education, credentials, and training. The number of CT residents employed is the highest it's been in the past fifteen years.



Implications:

1. May be difficult to grow enrollment, particularly among adults.

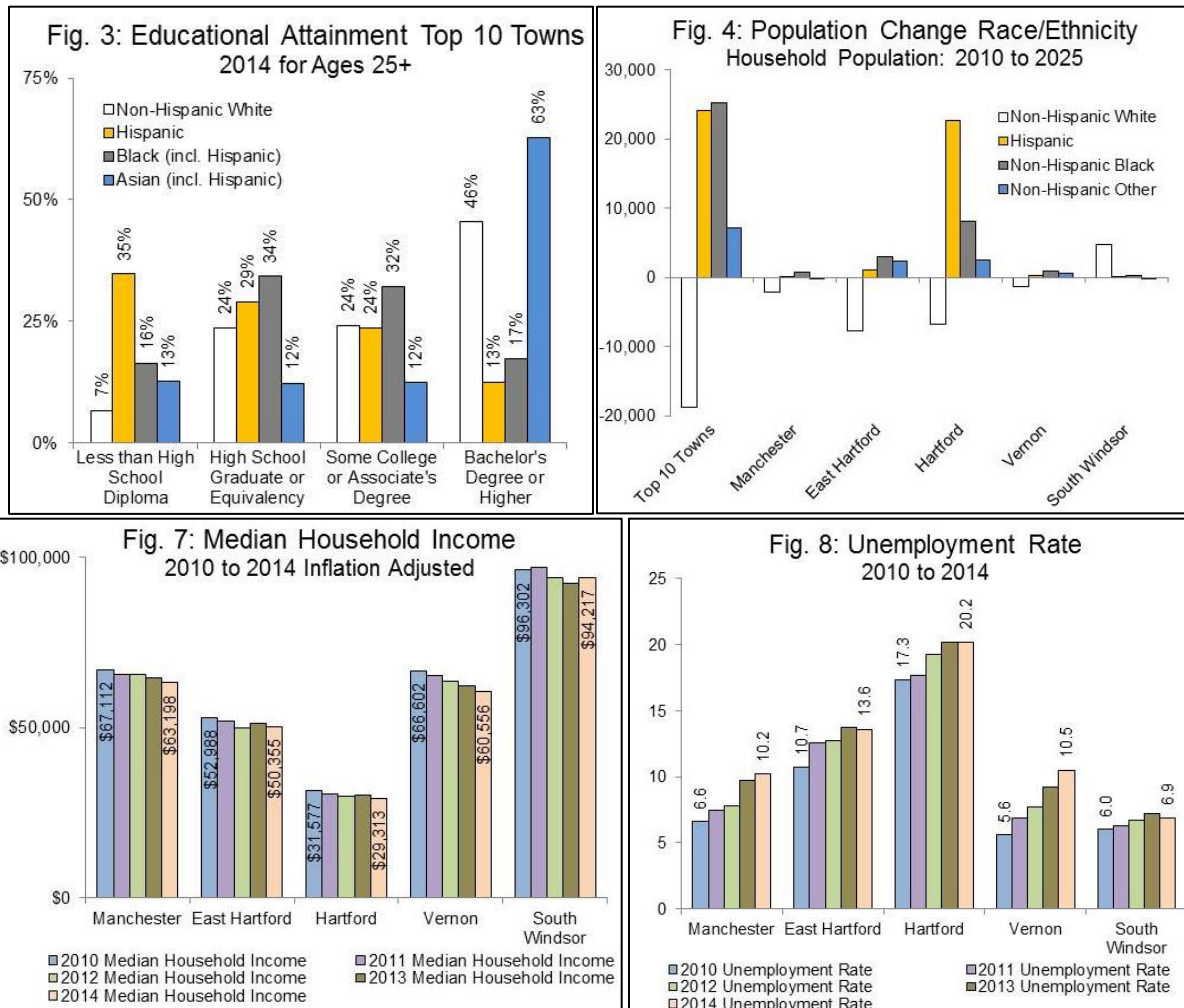
Strategies:

1. New academic programs in areas of regional workforce need
2. increase online class offerings
3. invest in marketing of college and programs
4. recruiting events focused on adult market and retraining programs

MARKET FORCES * REGIONAL DEMOGRAPHIC TRENDS

By 2025 in MCC's top 10 feeder towns, the total population ages 15 to 49 will have a slight decrease in number; however, the population within age groups is forecast to change. Younger ages 15 to 29 will decrease in number while ages 30 to 49 increase. This shift is because of the state's aging Baby Boomer population.

The White population will decrease in number while minority populations increase (Fig 4). Both Hispanics and Blacks will have large population increases. Educational attainment is higher among Whites and Asians while lower among Hispanics and Blacks (Fig 3).



*Source: "Demographic and Socioeconomic Snapshots of Connecticut Community Colleges"
prepared for CSU by Connecticut Latino and Puerto Rican Affairs Commission, April 2016*

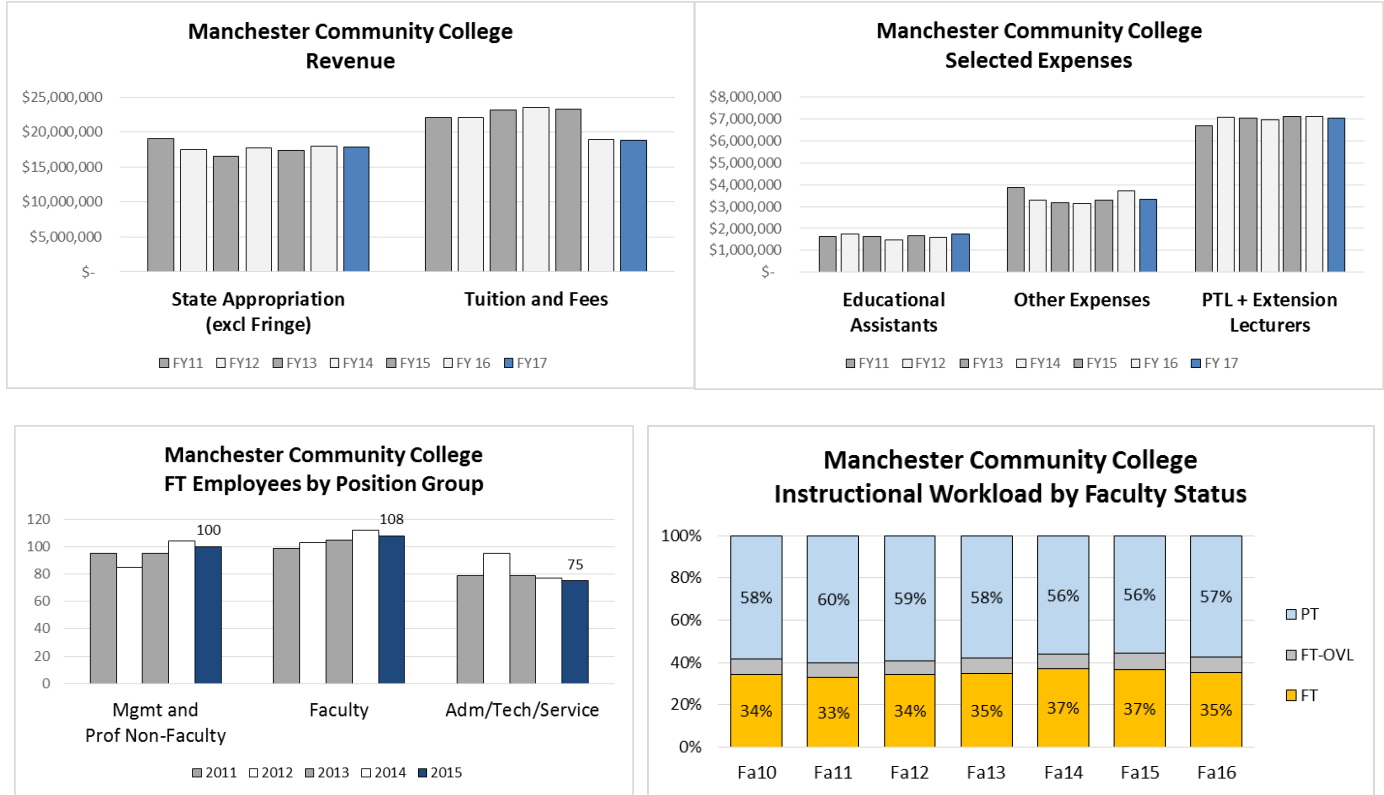
Implications:

- Demographic changes that suggest increasing numbers of Black and Hispanic students may provide growth opportunities.

Strategies:

MARKET FORCES * MCC BUDGET

The state's economic situation and enrollment declines suggest MCC will not be replacing all retirements, and our FT faculty and staff counts will decrease over the next several years.



Implications:

1. Staffing limitations in many or all areas of the college

Strategies:

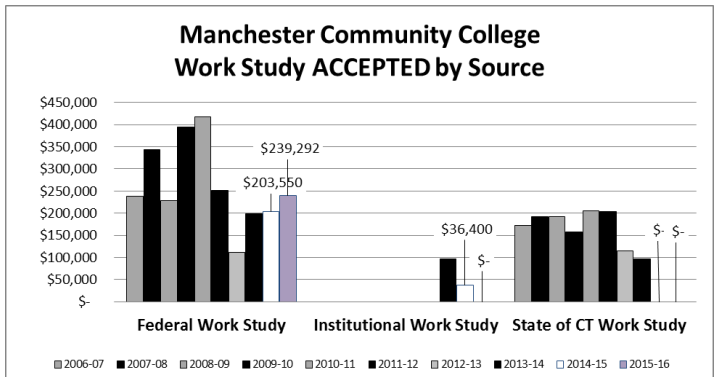
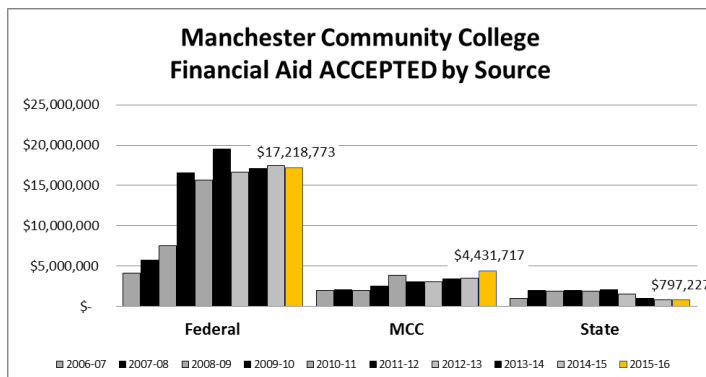
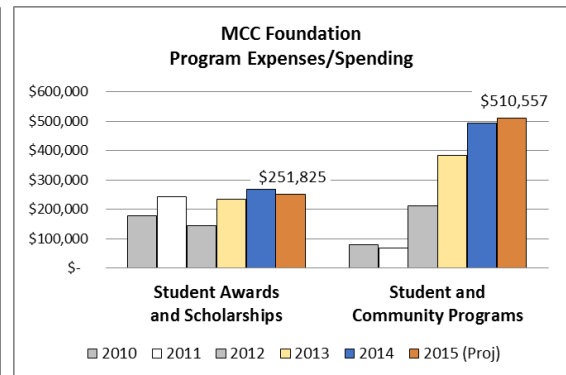
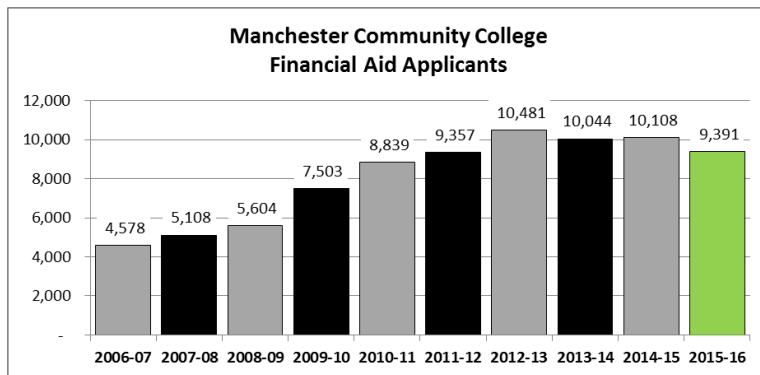
1. Identify and prioritize FT positions and EA support needs across EM and the college as a whole

FINANCIAL AID AND AFFORDABILITY

Large numbers of MCC students are in need of financial aid to support their educational costs.

Among the almost 7000 credit students in Fa15:

- 4200, or 60% applied for FinAid
- 3300, or almost half of credit students are awarded some FinAid – avg award is almost \$4000
- 2600, or almost 40% of credit students are Pell eligible – avg award \$5100
- 1500, or 22% of credit students have EFC=0; their avg award is \$5750



Implications:

1. Increasing reliance on Federal financial aid

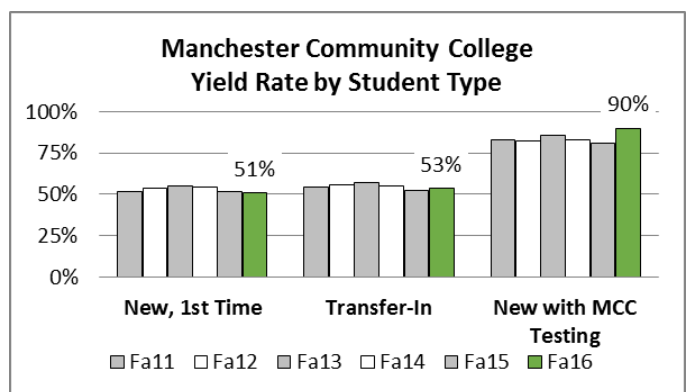
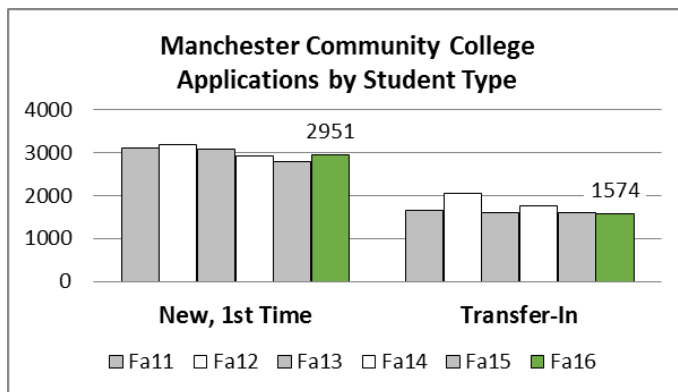
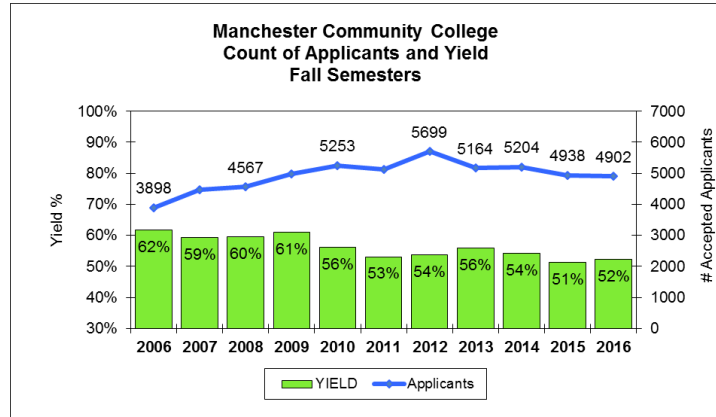
Strategies:

1. Communication plan that will increase number of students who apply for Financial Aid, with special focus on applying early in the process.
2. MCC Foundation scholarships – micro grant program, book fund
3. Cross-training of ECs to increase knowledge of Financial Aid and staffing flexibility
4. Books on library reserve by faculty to control book costs

NOTE – this page not updated with Fa16 data

EFFECTIVE COMMUNICATION PLAN FOR APPLICANTS

With a decreasing pool of potential applicants and increased competition for those people, effective communication with those who do apply is critical.



Communication Plan

1. Recruiting Activities – Open House, HS College Fairs, Special Events, etc.
2. Applicants
3. Acceptance Day
4. Financial Aid
5. Testing
6. New Student Advising
7. New Student Orientation/ Cougar Class
8. STARS, FIRST

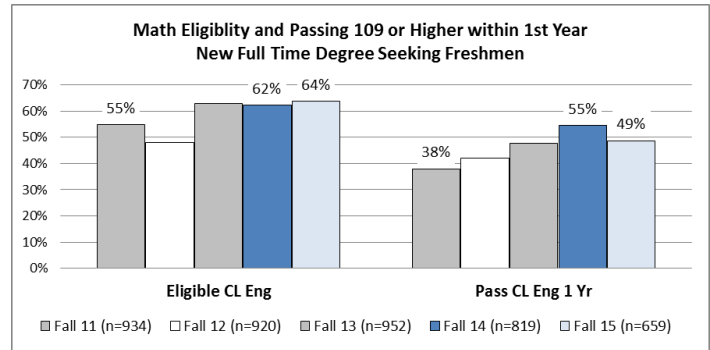
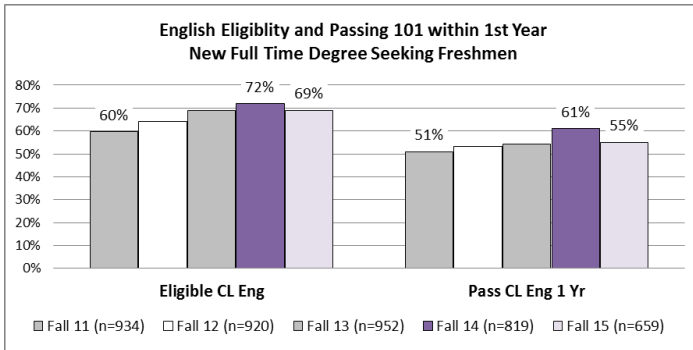
Strategies:

1. Comprehensive communication audit and plan
2. Invest in marketing and outreach
3. Include advisors in messaging at earlier points in process
4. Improve coordination between admissions, testing, NSA, NSO, and first year programs
5. Add text messaging to communication plan

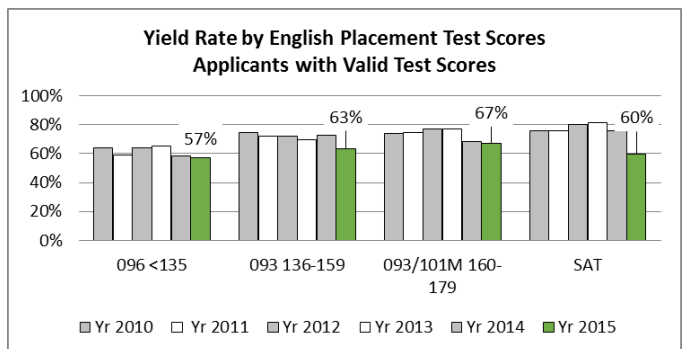
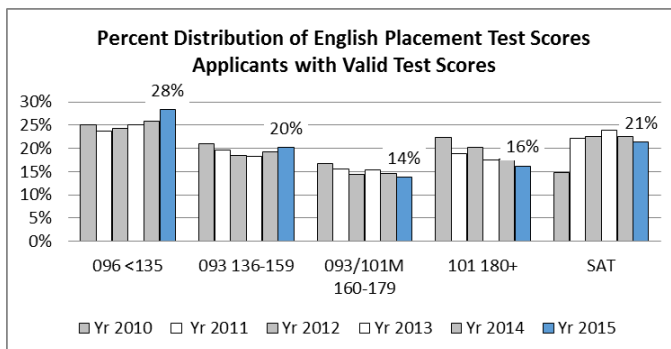
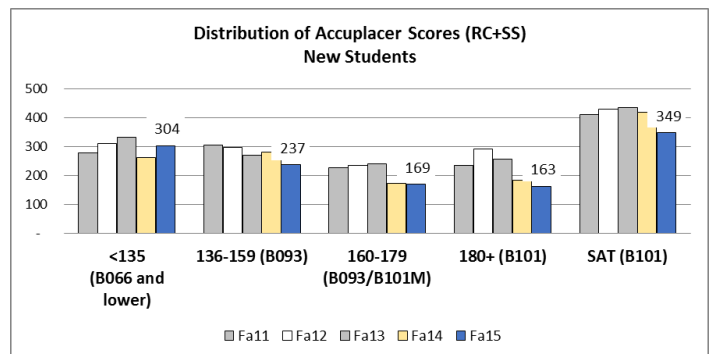
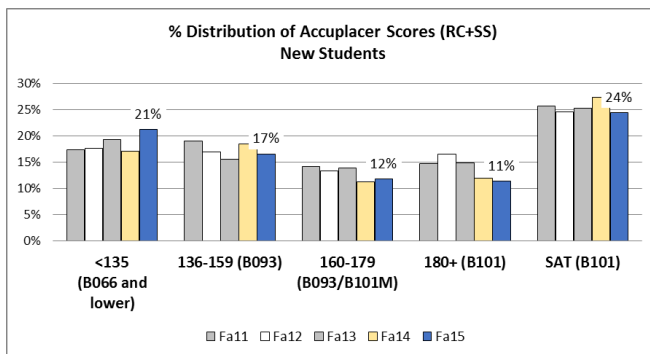
DEVELOPMENTAL EDUCATION * PLACEMENT

Placement of New Students, Direct from HS

When we implemented PA12-40 in Fall 2013, there was an increase in the share of new students who were “college ready” in English, Math, and both. English seems to have stabilized, but the share who are ready for college level Math has continued to increase. Almost half the new students are college ready in both English and Math.

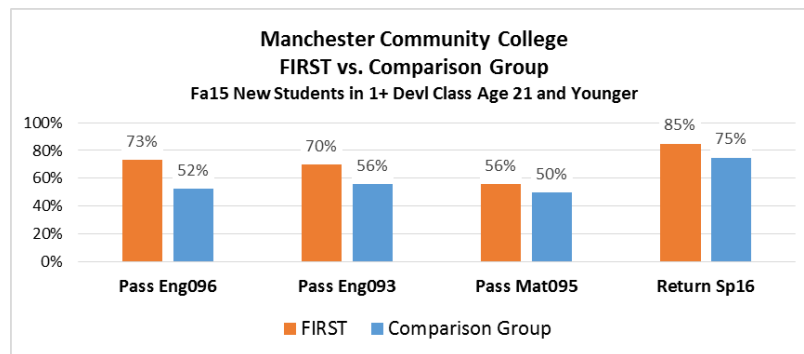
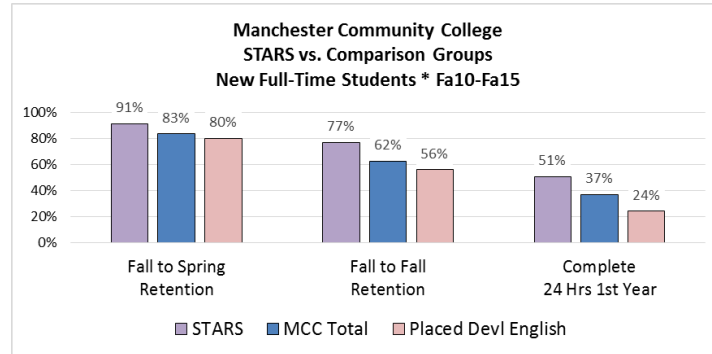


Applicants and new MCC students are arriving with lower average Accuplacer scores vs. the cohorts of a few years ago. The charts below show the distribution of English placement test scores, by range and by year. The shares accounted for by “more well prepared students” to the right of the chart have decreased. The shares accounted for by “less well prepared students” to the left of the chart have increased. Placement distributions (as shown above) are more stable because many students successfully challenge up to the next level of English. Note the lower yield rate for applicants with scores placing them in English 096.

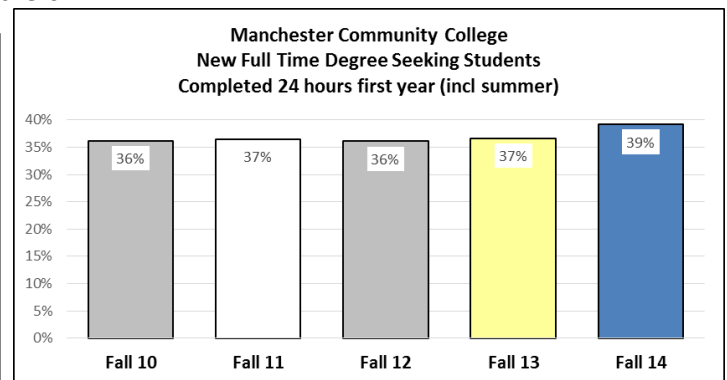
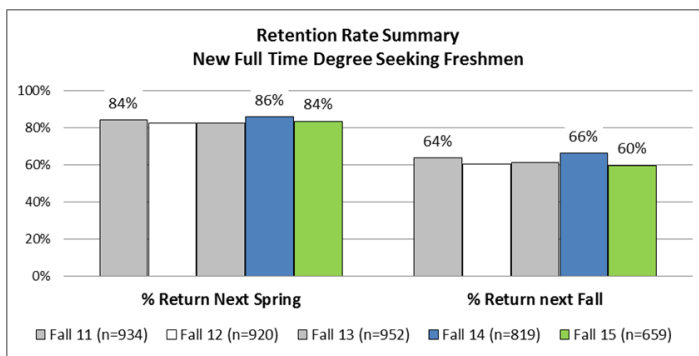


HIGH-TOUCH STUDENT SUPPORT PROGRAMS

MCC's Student Support Programs have consistently resulted in the participants out-performing comparison groups on measures of student success.



The SOAR program targeted Fa14 new full-time students for monitoring and interventions. Note the dramatically higher retention and 1st year success rates of the Fa14 cohort vs. others.



Implications:

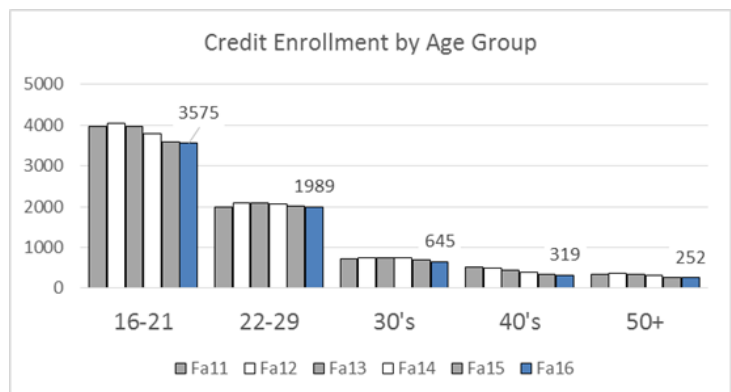
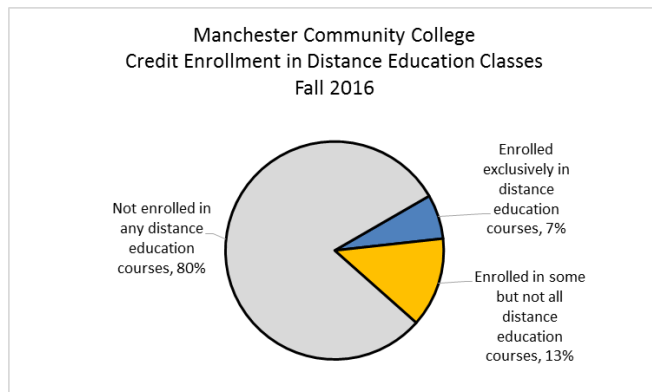
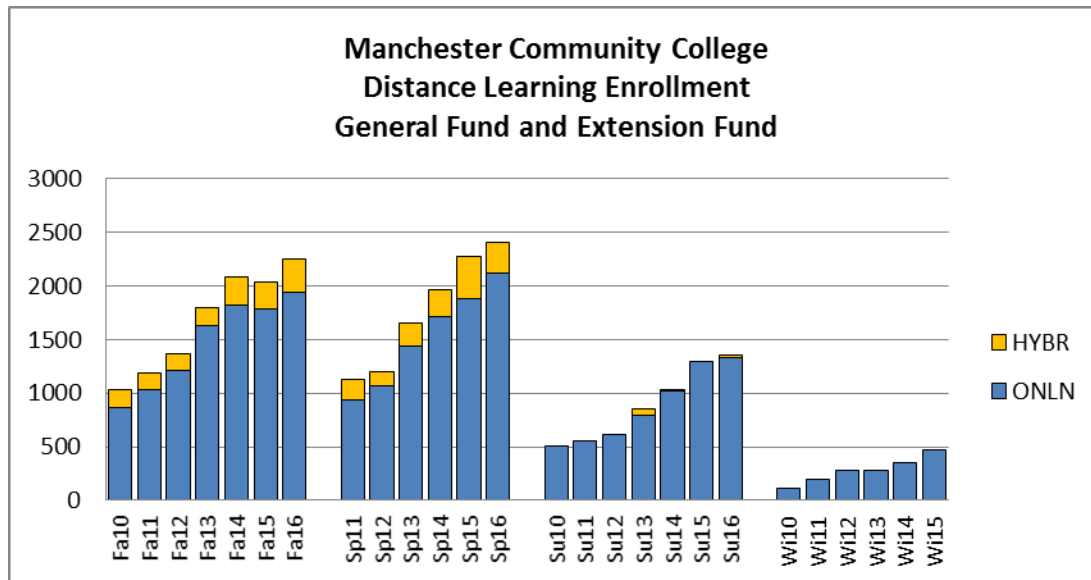
1. High touch student support programs improve retention, and therefore enrollment.

Strategies:

1. Invest in these best-practice student support programs – EA positions.
2. Identify grant opportunities to support FIRST
3. Research key factors that make these programs successful and embed in IDS 101

DISTANCE LEARNING

MCC faculty and staff have expanded the distance learning opportunities available to our students. Enrollment in online classes has doubled from Fa10 to Fa16. In Fall 2016 20% of credit students are enrolled in one or more distance education courses – up from 18% in Fa15. Evidence suggests online classes fill faster than the same class run in traditional classrooms.



Implications:

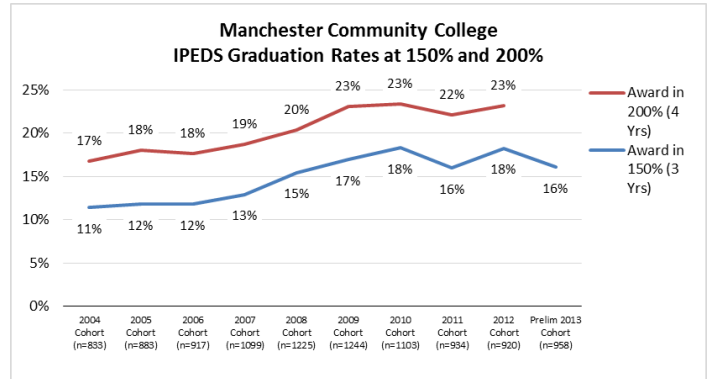
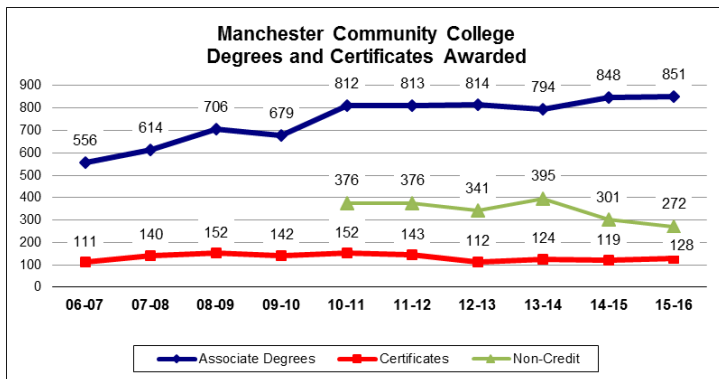
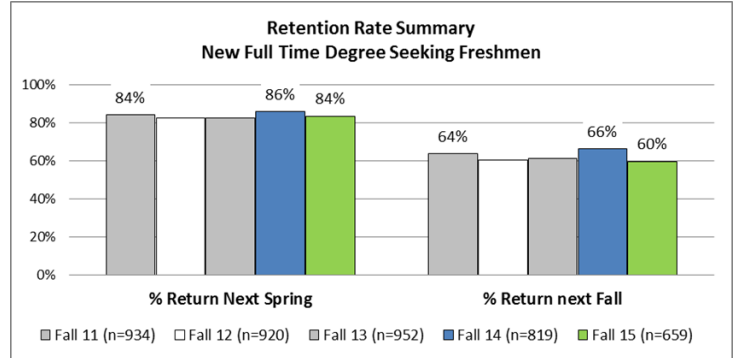
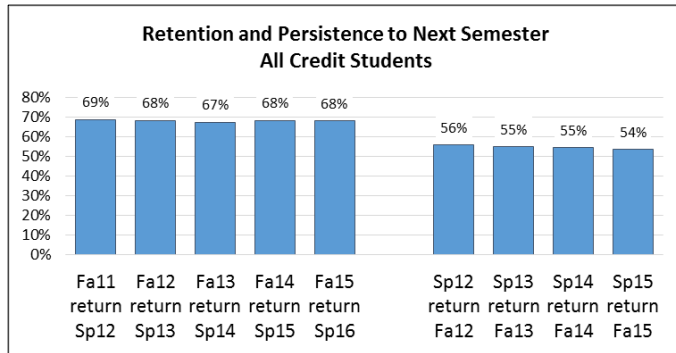
1. Online classes may present an opportunity for enrollment growth

Strategies:

1. Include ability and willingness to teach online as criterion in searches for new faculty;
2. Recruit adjunct faculty willing and able to teach online;
3. Provide professional development to support online pedagogy
4. Provide student primer/orientation on online courses
5. Audit online offerings to identify underserved disciplines
6. Make delivery method part of online schedule
7. Provide release time to move traditional class curriculum to online curriculum

EFFECTIVE COMMUNICATION PLAN FOR CONTINUING STUDENTS

The EMC and other groups have discussed and implemented a variety of strategies to increase the number of students who receive advising, prepare an academic plan, and continue their studies. Increasing the number of continuing students is central to maintaining strong enrollments.



Elements of an Effective Communication Plan for Continuing Students

- 1st day program roster – red-yellow-green targeted messages
- Advising weeks – individual and group advising
- Roadmap, Simplicity, Degreeworks
- End of semester program roster – contact students for advising and registration
- Summer – Call Center contacts potentially continuing students and field Qs to general info #s

Implications:

Strategies:

- EM Calendar tied to communication strategies
- Continuing student web page with links to advisors, updates/messaging
- Provide video message from Advising and Financial Aid to be played in class during last week of classes

MCC STRATEGIC PLAN

Mission

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.

Academic Excellence

MCC demonstrates academic excellence and rigor in its programs and courses, and continually improves the quality of learning, teaching and student support.

1. Develop and enhance curriculum to meet student and workforce needs.
2. Create and implement a comprehensive assessment plan.
3. Increase student access to advising and support services

Student Success and Enrollment Management

MCC is a college where all students develop a clearly identified pathway to meet their educational goals.

1. Develop an academic advising program/plan that will result in more students meeting their educational goals
2. Improve our students' first year experience and outcomes
3. Invest in holistic student support and retention services
4. Increase credit and non-credit enrollment

Partnerships

MCC meets the needs of our students and stakeholders by leveraging the collective creativity, experience, and commitment of the college community and our regional partners.

1. Expand and develop connections with local and national governmental, cultural, business and educational institutions
2. Promote the work of MCC faculty, staff, students and alumni in the community
3. Develop a culture of philanthropy with internal and external partners

College Culture

MCC is a world-class organization where we intentionally build our capacity for shared leadership, shared understanding, and shared responsibility. The college fosters a culture of innovation, diversity and inclusion.

1. Develop an effective communication plan to support student success, faculty, staff and external stakeholders
2. Allocate resources in ways that encourage creativity and innovation in meeting the College's goals
3. Invest in programs that celebrate our diversity
4. Promote an environment of civility and collegiality among members of the college community
5. Promote an environment where each of the college's Divisions contribute to all five strategic goal areas

Stewardship

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

1. Under a balanced budget, provide infrastructure that supports learning