

Martin Community College
Enrollment and Success Management Committee Meeting Minutes

Location: Building 2, Library Conference Room

Date & Time: August 27, 2025, at 10:00 AM

Attendees: Brian Busch, VP, Student Development Services; Erica Caracoglia, Associate VP, Institutional Effectiveness and Research/Accreditation; Manika Parker, Director, High School Programs; Vanessa Tripp, Director of Admissions, Counseling, and Student Support Services; Happy Gingras, VP Academic Affairs/CAO; Jeremiah Jackson, VP Continuing Education, Workforce Development; Deborah Morris, Associate Vice President, Bertie Campus; Kinsey Price, VP Institutional Advancement

Absent: Angela Mobley, Director of College and Career Readiness

Recording Secretary: Manika Parker

Agenda Items

- I. Call to order: Dr. Busch called the meeting to order at 10:02 AM.
- II. Roll call & verify quorum: Quorum was verified.
- III. Approval of minutes from last meeting – Jeremiah Jackson motioned to approve the minutes and Deborah Morris seconded the motion. Motion approved.
- IV. Data Report – (Erica Caracoglia)
 - I. Official spring numbers from ICR are still pending (due in a week or two).
 - II. Fall enrollment, the headcount and FTE are up from last fall. There is an increase in CCP student enrollment, while non-high school students are currently at a flat enrollment. The rise in CCP enrollment can be attributed to the Martin County School Early College Program, where students are taking classes offered on their campus and our campus.
 - III. We have a significant increase in FTE, up from 319 last fall to 351 this fall. The average number of credit hours students took was approximately 8.7 credits the previous fall, and ranged from 9.3 to 9.4 this fall.
 - IV. Tina Farmer, Director of Distance Learning, sends a daily report of students who haven't completed their mandatory enrollment assignments. Then Erica texted and emailed those students, and with today, August 27th, being the census for 16-week



classes, there were only 20 students across campus who hadn't completed their mandatory enrollment assignment.

- V. Focus needed to be on late start classes, and there will be two additional juvenile justice classes starting in October. The Marketing Department will create and post information about the last start classes.
- V. Bertie County and Martin County Attainment Trends (Brian Busch)
 - I. The data is self-reported from the American Community Survey and concerns the accuracy of the data and the methodology. This raises some questions: Are there fewer people living in Martin and Bertie Counties, or did fewer people respond to the survey, or how many people moved out of the area? How are the questions phrased on the survey?
 - II. Findings from the data show that in Martin County, for ages 25-44 in 2019, 43% of the population had a degree/credential, and in Bertie County, it was 30%. In 2023, in Martin County, only 37% of the population had a degree, which is a 6% drop. But for Bertie County in 2023, 38% have a degree, which is an 8% increase. For ages 18-24, the Martin County population has decreased by 250 people in the past 4 years.
 - III. Martin County's population is decreasing by 2.7% and Bertie County's population is decreasing by 5.6%.
 - IV. Focusing on retaining current students is as important as recruiting new students. We need to identify our leaky pipeline. 17 out of 100 students earn a credential in 6 years. The state average is 31 students out of 100 students.
- VI. MCC Slogan Campaign (Brian Busch)
 - I. What is the purpose of the slogan? Will it replace the current slogan "Building better futures"? Maybe a fall campaign for social media. Use the existing slogan and build on that. Also, the bookstore will be ordering Tee-shirts with the current slogan on them, and different departments already use it. We need to clarify the purpose and scope, and Kinsey will reach out to Dr. Miller to find out.
- VII. Enrollment and Success Management Planning (Erica Caracoglia)
 - I. In the previous discussion, the plan had too much fluff and needed to be more intentional. The objectives should remain the same. It is time for more action.
 - II. What are the individual areas during? The struggle lies in deciding what to include in the plan and how to measure the objectives.
 - I. Academic Affairs – What is Academic Affairs doing to help with fall-to-fall persistence? Advising requirements require the faculty to reach out to the advisees during the semester. Measurable outcomes: how often they contact their advisees. Implementation target: Before October registration. Course quality assurance involves reviewing distance learning courses semester by semester, using a checklist of items to ensure accuracy. The checklist items are that the gradebook



- matches the syllabus, contact information is posted, and the course layout is effective. Remove advisor training from the plan.
- II. Student Services and Financial Aid – The FAFSA campaign is ongoing and needs to be removed. The Financial Aid office has been focusing on FAFSA days and regularly scheduling FAFSA Wednesdays. Although the FAFSA Wednesdays were not successful, students have alternative support on other days, such as Allison Stalls, Alice Cotton, and Pamela Perry, to assist them. Other activities: Students who registered but didn't complete FAFSA were contacted and are on the Deregistration list.
 - III. We should take action steps to determine why we are losing students. To address these issues, we identify problems such as poor academic performance or loss of financial aid, develop action steps, track information on withdrawal forms, and engage in discussions with students. Who dropped everything to find out if it was a personal obstacle or if the course was too challenging. For example, it was shared that a student didn't persist because an in-person class wasn't offered and the student decided not to take the class.
 - IV. Catching students as they are going out. Advisors can reach out to students who are not doing well and ask them about their obstacles. This can be documented and then have some type of intervention for the students.
 - V. Early alert interventions are used to reach out to students at risk, incorporating academic probation and warning to leverage our resources and intervene early enough to ensure students' success and return.
 - VI. It would help us to have the fall-to-fall numbers to use as a baseline. These numbers are in our strategic plan.
 - VII. There needs to be two different conversations, one for traditional students and one for high school students, because advising for each group is very different. Sub-goals to help gather why students are leaving: How many students in fall 2024 who received financial aid had their GPA drop below 2.0 and lost their financial aid? Compared to the following year. How many self-pay students did not persist from fall to fall, removing special credit? How many students enrolled in a certificate, diploma, or degree program who were self-paid and did not persist? Was it because they didn't have the money? Are they self-paid because they have already lost their financial aid? Are they falling between the gap of people who don't qualify for financial aid but are not wealthy?
 - VIII. Increasing fall-to-fall persistence automatically increases the number of adult and CCP students.



- IX. There isn't enough focus on our traditional students, and we need to have more conversations about them. What intervention do students receive?
 - X. Erica will provide fall-to-fall baseline data for all objectives, student class pass rates by individual course, and matriculation rates from high schools.
 - XI. Going forward, 2025-2026 will be a new plan, and the objectives and goals will be the same as the 2024-2025 plan. The 2024-2025 plan will be archived. We will have a more streamlined approach, focusing on one curriculum goal and one continuing education goal. For the curriculum, we are focusing on enrollment and student success, which includes both new students and persisting students. Success is defined as students achieving their personal academic goals, and achievement varies for each student. Erica and Dr. Busch will meet to put a plan into writing and bring it back to the committee.
- III. ESM Calendar Dates (Brian Busch)
 - I. Information to be sent about the child care grant, work study, and finish line grant.
 - IV. Marketing Subcommittee Consideration (Kinsey Price)
 - I. The subcommittee needs to be formed, and it is also necessary to determine who the members will be. Should a student be a member? Erica and Kinsey will discuss the members.
 - V. New business (Erica Caracoglia)
 - I. Some college, No-Credential survey, only 3 people responded, but the same company has another survey that is for no-show students. Will get more information about the survey option for students since it is free.
 - VI. Old business (Brian Busch)
 - I. There was no old business.
- VII. Adjournment at 11:55 AM (Brian Busch)

Respectfully submitted by: Manika Parker

