

Location: Building 2, Library Conference Room

Date & Time: September 10, 2025, at 10:00 AM

Attendees: Brian Busch, VP, Student Development Services; Erica Caracoglia, Associate VP, Institutional Effectiveness and Research/Accreditation Liaison; Angela Mobley, Director of College and Career Readiness; 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

Absent: Deborah Morris, Associate Vice President, Bertie Campus; Kinsey Price, VP Institutional Advancement

Recording Secretary: Manika Parker

Agenda Items

- I. Call to order: Dr. Busch called the meeting to order at 10:00 AM.
- II. Roll call & verify quorum: Quorum was verified.
- III. Approval of minutes from last meeting – Jeremiah Jackson motioned to approve the minutes and Happy Gingras seconded the motion. Motion approved.
 - I. Data Report – Erica Caracoglia
 - I. Fall headcount has increased and FTE is up 12.6% overall. The Summer 2025 curriculum showed an increase of 2.5% in FTE and Continuing Education was down in headcount and FTE. For 2024-2025, across the system, there was a 6% increase.
 - II. Positive trends in enrollment include fewer students on the deregistration list.
 - III. Continuing Education numbers were decreasing due to key position vacancies (retirements/resignations), leadership transition issues, and the temporary suspension of healthcare programs, which are now restarting.
 - IV. Total applications as of today are 789, including high school students, and 315 are from non-high school applicants.
- IV. Enrollment and Success Management Planning (Erica Caracoglia)



- I. The plan's goals and objectives will remain unchanged, with a focus on goal number 1: increasing student enrollment, which directly aligns with 4.2, maximizing student enrollment from the strategic plan. The five objectives of Goal 1 are: Objective 1: Fall-to-fall persistence, Objective 2: Increasing the number of adult students, Objective 3: Increasing the number of CCP students, Objective 4: Matriculation of CCP students, and Objective 5: Increasing the number of continuing education students.
- II. Goals 2 and 3 were deleted from the plan to allow us to better focus on goal 1 and we will revisit those at a later date.
- III. Looking at the postcard campaign outcome, the effectiveness of postcards sent to students didn't have a significant return (8 students). Students were directed to admissions, as they may need to refill their applications. Many postcard recipients may have already been contacted, impacting the campaign's success.
- IV. To have a more targeted outreach, we could contact students nearing degree completion, specifically those within one semester of completion. It is suggested to draft a letter inviting individuals to contact the admissions department regarding their status.
- V. Also, suggested that a phone call from the program director or advisor to encourage re-enrollment. It was mentioned that the importance of advisor support for near completers is to assist them towards graduation strategically.
- VI. High school programs will collect personal email addresses from seniors during their exit interviews, aiming to reduce the number of returned emails from the Admissions Department. Typically, high school students use their school email, which they lose access to when they graduate high school.
- VII. Fall-to-fall persistence: We need to understand why we are losing students. We have to answer who, why, and what? Who are we losing, men or women? High school or adult students? Are they from a particular program? Looking at the dashboards focusing on student success performance, the persistence rate is high overall, around 70-80%. There is a significant difference between CCP and traditional students.
- VIII. Using the withdrawal data to help identify persistence issues of all our current instructional methods, internet classes have the highest withdrawal rates, and this is also consistent with national trends. In spring 2025, 70-71% of all withdrawals were administrative withdrawals. Are all of our instructors using the same attendance policy, or does it fluctuate from class to class? Administrative withdrawals are consistent across multiple semesters. How can we address non-attendance and decrease administrative withdrawals?
- IX. Student support services, including tutoring by Pamela Perry in the library, have had positive results with students. A virtual writing center is in the works, with Dr. Miller's approval. There is also an online form for students to fill out to request tutoring.



- X. Continuing education doesn't have the issue of students withdrawing from classes. It was noted that tracking students' persistence between semesters poses challenges, but programs like Paramedic and BELT offer a potential solution, as they require students to pass a skills test to advance.
- XI. Our new measurable outcome for objective 1.1 is: 1. Identify students who are not persisting. 2. Analyze withdrawal data to determine areas where students are withdrawing/being withdrawn. 3. More intentional advising. Not changed from the 2024-2025: Facilitate increased persistence by identifying students who are currently enrolled and have not registered for the following semester. Send an email to active advisors with lists of students who have not yet registered.
- XII. Next meeting steps: Erica will complete data analysis to share with the group. Everyone else can also review the performance measure four dashboards data. We will move to the following objectives: 1.2, 1.3, 1.4. and 1.5.
- III. ESM Calendar Dates (Brian Busch)
 - I. Information was sent out about the finish line grant, the last day to withdraw, the fall graduation deadline, and the spring registration.
- IV. New business (Brian Busch)
 - I. There was no new business.
- V. Old business (Brian Busch)
 - I. Once Kinsey returns, there will be a marketing subcommittee discussion and a follow-up about the slogan campaign.
- VI. Adjournment at 11:38 AM (Brian Busch)

Respectfully submitted by: Manika Parker

