

**ACCESS TO HIGHER EDUCATION**  
**BOARD RULE 400.0000.00**  
**DEMOGRAPHIC ENROLLMENT STATISTICS**  
**BOARD OF TRUSTEES MEETING: DECEMBER 3, 2009**

Demographic enrollment statistics that describe Belmont Technical College's student population are useful for understanding the needs and goals of students attending the college. Demographic characteristics provide data that informs decisions about services to offer to students and ways to encourage them to pursue, and to achieve, their academic goals. Demographic profiles of students enrolled in public post-secondary institutions are available on the University System of Ohio's (USO) Web site and help students and their families make decisions about which institution is the best match with students' educational goals.

Belmont Technical College staff members submit demographic data to the Ohio Association of Community Colleges (OACC), the Integrated Postsecondary Education Data System (IPEDS), and the Higher Education Information (HEI) System. From these sources, demographic information and profiles are created that describe characteristics of student cohorts, offer ways of understanding what populations institutions serve, and provide a way of measuring each institution's contribution to meeting educational attainment goals.

The Ohio Board of Regents (OBR) and the Chancellor of the University System of Ohio (USO) include demographic characteristics of students in the accountability metrics. An example of one metric for assessing institutional success calls for a count of the total number of undergraduates who are 25 years-old and over and are enrolled at each institution. The Chancellor's rationale explains that students 25 years-old and older are important to the economic and educational future of Ohio because non-traditional students represent an untapped pool of learners. Further, students who have established roots in the state's communities are more likely to remain in the state following completion of post-secondary education.

The demographic profile of BTC students compiled for this report includes data on the age range of students and percentages of students according to gender, race, and ethnicity. These demographic statistics are based upon Belmont's fall quarter 2009 enrollment.

***Data***

This report presents student demographic enrollment statistics displayed in charts and tables and shows counts and percentages for discreet categories. These statistics describe the fall quarter 2009 enrollment of 2,171 students and represent the distribution of student characteristics on the fifteenth day of the quarter.

Chart 1, *Age range of Belmont students, enrolled fall 2009*, represents graphically that during fall quarter, 1,133 students enrolled at Belmont are between 18 and 24 years of age. This is 52 percent of the total number of students enrolled during the current quarter. Of the remaining 48 percent, 1,010 students are 25 and older.

Chart 1, *Age range of Belmont students, enrolled fall 2009*

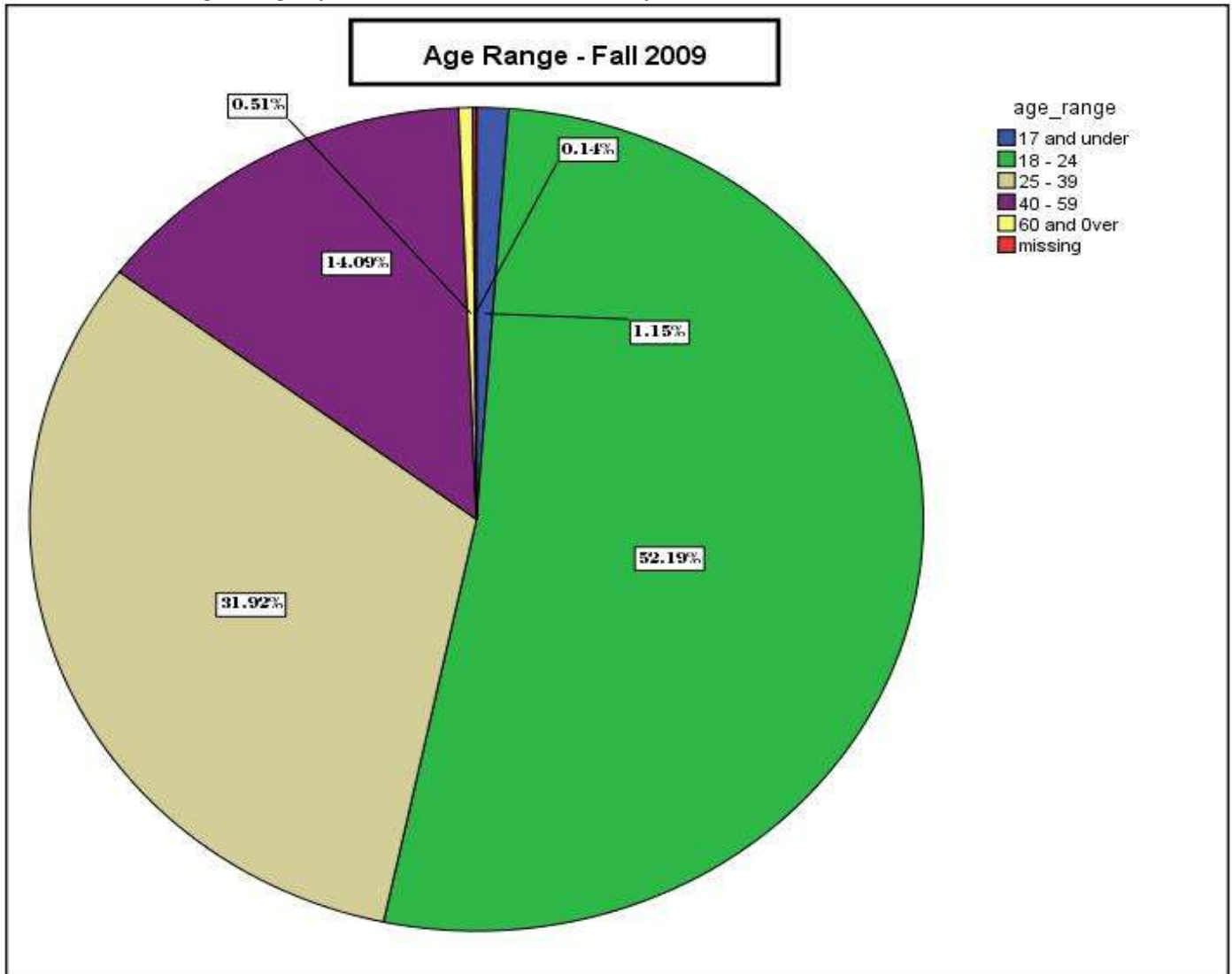


Table 1, *Credit hours of enrollment by age range* breaks out 25,400 credit hours of enrollment for fall 2009 across the age ranges for enrolled students. Students between the ages of 18 and 24 are enrolled for approximately 56 percent of all credit hours at the college.

Table 1, *Credit hours of enrollment by age range*

Age	Number of credit hours	Percent of total hours
17 and under	169	0.7%
18-24	14,218	55.9%
25-39	7,836.50	30.8%
40-59	3,089.50	12.1%
60 and over	87	0.3%
Total	25,400	100%

Gender, as a demographic characteristic is displayed in Table 2, *Gender of Belmont students, enrolled fall 2009*. This table shows that 1,335 (61.5 percent) of students are female. Of female students, 953 (71.4 percent) are enrolled as full-time students and the remaining 382 (28.6 percent) are part-time students. The same table shows that of 836 male students, 637 (76.2 percent) are enrolled full-time. The same data are displayed graphically in Chart 2.

Table 2, *Gender of Belmont students, enrolled fall 2009*

		Gender		
Full/Part-time Status		Female	Male	Total
	Full-time	953	637	1590
	Part-time	382	199	581
	Total	1335	836	2171

Chart 2, *Gender of Belmont students, enrolled fall 2009*

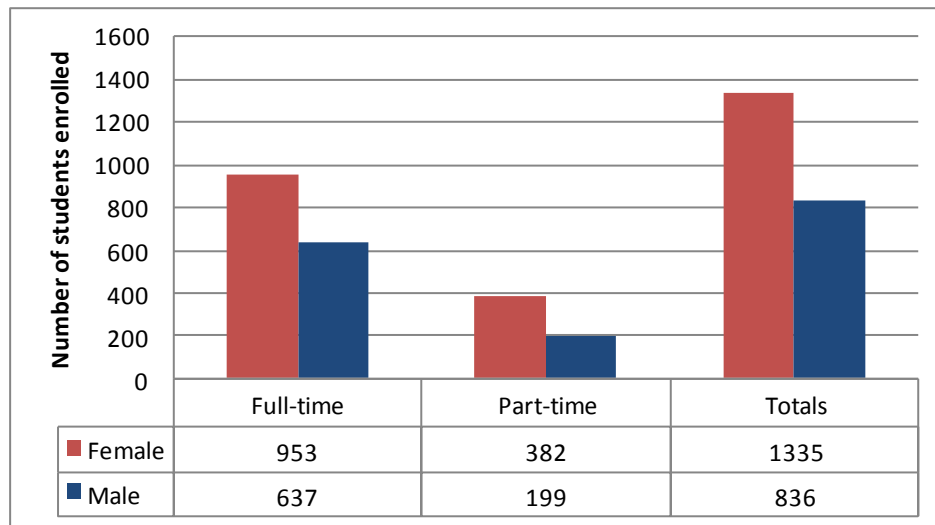


Table 3, *Race and Ethnicity of Belmont Students, enrolled fall 2009*

Race/Ethnicity	2009	Percent of total
Black (non-Hispanic)	57	2.6%
American Indian/Alaskan Native	11	0.5%
Asian/Pacific Islander	7	0.3%
Hispanic	7	0.3%
White (non-Hispanic)	1,935	89%
Race/Ethnicity Unknown	140	6.4%

### ***Analysis:***

The descriptive statistics presented in these tables and charts reveal that overall BTC students attend college on a full-time basis, are 18 to 24 years-old, and indicate they are White non-Hispanic. When the overall population of students is characterized, they can be described as *traditional* college students. *Non-traditional* students also make up an

important part of BTC's student population and represent students who are enrolled as part-time students, are younger than 18 or older than 24, and belong to other racial and ethnic groups.

Comparing the demographic statistics for the fall 2009 population of students with the population of students in 2008 shows there has been a slight change overall. As the number of students has increased from 1,798 in 2008 to 2,171 in 2009, the percentage of students over the age of 24 has increased from 826 students in fall 2008 to 1,027 students in fall quarter 2009. Similarly, the percentage of non-white students has increased slightly from 10.5 percent in 2008 to 11 percent in 2009. At the same time, the percentage of students for whom race/ethnicity is unknown has decreased from 6.6 percent in 2008 to 6.4 percent in 2009. While these percentages seem like small changes, as the total number of students has increased in fall 2009, percentages for categories of demographic characteristics represent larger numbers of students.

### ***Conclusions/Recommendations:***

Faculty and staff strive to meet the needs of all students who enroll at BTC, regardless of whether they are defined as *traditional* or *non-traditional* students. The Student Services department, the Financial Aid Office, the Business Office, the Admissions Office, and Academic Affairs have been developing and implementing strategies to recruit new students and retain currently-enrolled students. Programs that focus on recruiting and serving non-traditional students have been receiving attention and are designed to improve access to higher education for students. For example, the Laid-off Worker information sessions offered through the Workforce Development and Community Ed department have encouraged participants to enroll in programs that are geared to meet the needs of non-traditional, as well as traditional students.

Recommendations for additional strategies to meet Belmont's USO enrollment metric projections are embedded in the Strategic Plan as action plans and strategies. Initiatives aimed at increasing retention include the First Year Experience program. All new students will be engaged in opportunities for growth, learning, and personal development. A structure of orientation, advisement, registration, student success seminars, student development classes, and personal enrichment activities will begin with each new student from inquiry and follow students through completion of their first year. This program will have direct impact on new student retention from fall to winter quarter and first year to second year completion. The First Year Experience will also lead to greater graduation rates.

Increased opportunities for adult and minority students are the focus of plans in the recruiting area. The Admissions Office will be focusing on these populations in the surrounding geographic areas. A newly created targeted marketing group has been formed to strategize about developing efforts in this area. Additionally a staff member has been assigned to create a "multi-cultural" forum on campus. This will include recruitment of new minority students, development of programs to include diversity in the curriculum, and a series of programs and events to teach diversity outside the classroom.

Student development theory has been incorporated into a revised student activity program. All students now have a chance to participate in student governance and the average age of our new student government is well above 25 years old. Additionally, we

have created a Dean's Advisory Council for student concerns and issues, and representation includes many adult students. Further, community service projects will be part of *Phi Theta Kappa*, First Year Experience, and Student Government. All of these outside-the-classroom activities will be open to students regardless of demographic enrollment characteristics. Data gathered while tracking the progress of these initiatives will be incorporated into planning of future activities and action plans.