Increasing access to higher education for residents of Belmont, Harrison, and Monroe counties continues to be a strategic objective for Belmont Technical. Belmont's recent partnership with GMN Tri-County Community Action Committee (GMN) expands educational opportunities for residents of Monroe County and contributes to Belmont's commitment to provide educational services to residents of southeastern Ohio. Quarterly enrollment statistics serve as a key indicator of success in the achievement of this goal. Enrollment monitoring for the 2009/2010 academic year has been completed for summer, fall, and winter quarters. This report presents spring quarter enrollment statistics. Chart 1, *Spring quarter 2000/2001 through 2009/2010, unduplicated headcount and credit hours* provides a visual account of the headcount and credit hour data for spring quarters over a ten-year period. Table 1, *Spring Quarter unduplicated headcount and credit hours, 2000/2001 through 2009/2010,* provides data in a tabular format for the same ten-year time period. The data in the first chart and table compare Spring 2009/2010 enrollment against goals for headcount and credit hours.

Data
Chart 1, *Spring quarter2000/2001 through 2009/2010, unduplicated headcount and credit hours*

Headcount goal = 1,475
Actual headcount = 2,046
Credit hour goal = 15,643
Actual credit hours = 23,510
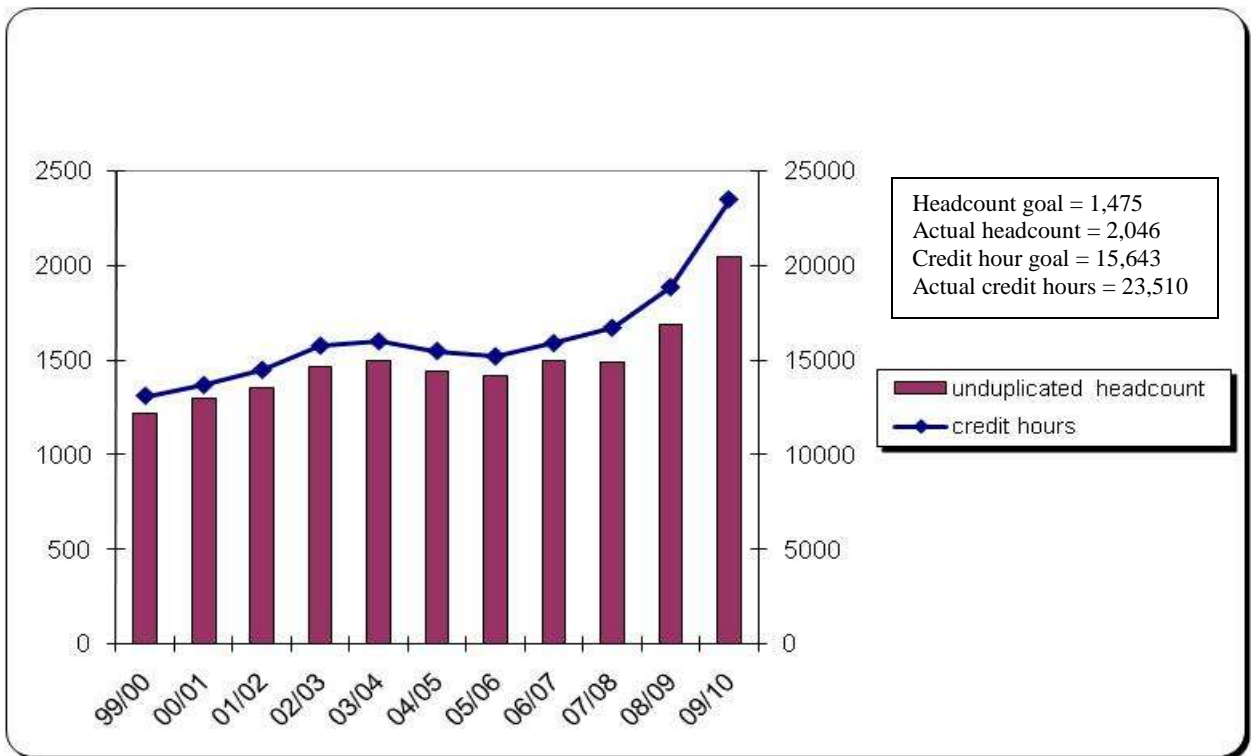
The projected goal for headcount during Spring Quarter 2010 was set at 1,475 students. During this quarter, 2,046 students are enrolled in classes. This represents an

increase of 571 students above the goal and exceeds the headcount goal by 38.7 percent. The credit hours goal for Spring Quarter 2010 was established at 15,643 credit hours. Students this quarter are actually enrolled for 23,510 credit hours. This number exceeds the goal by 7,867 credit hours and represents a 50.3 percent increase over goal in credit hours of enrollment.

Table 1, *Spring Quarter unduplicated headcount and credit hours, 2000/2001 through 2009/2010*

Academic Year	Headcount	Credit Hours
99/00	1,218	13,088.50
00/01	1,297	13,662.00
01/02	1,356	14,464.50
02/03	1,468	15,750.00
03/04	1,493	15,981.00
04/05	1,441	15,467.50
05/06	1,415	15,183.50
06/07	1,495	15,883.50
07/08	1,490	16,699.50
08/09	1,689	18,858.00
09/10	2,046	23,510.00

The first table that details headcount and credit hour trends for spring quarters over the last ten years reveals that 357 more students attending Belmont during the spring quarter 2010 than attended in the same academic quarter in 2009. This represents an increase of 21 percent in headcount. During spring quarter 2010, students are enrolled for 4,652 credit hours more than in 2009. This is a 26.7 percent increase in credit hours of enrollment. The average number of credit hours per student is 11.49 in 2010 and was 11.17 in 2009. On average more students are enrolled for a slightly higher average number of credit hours in 2010 than were enrolled in 2009.

The second table, *Student demographic characteristics spring 2010*, breaks out the college's Spring Quarter 2010 enrollment by students' age, gender, and county of residence. Those counties where 5 percent or higher of Belmont's students reside are shown in the table.

Table 2, *Student demographic characteristics spring 2010*

Age		Number	Percent
	17 & under	19	0.9%
	18-24	945	46.2%
	25-39	735	35.9%
	40-59	330	16.1%
	60+	15	0.7%
Gender			
	Female	1,282	62.7%
	Male	764	37.3%
County of Residence			
	Belmont	1073	52%
	Guernsey	144	7%
	Harrison	227	11%
	Jefferson	132	6%
	Monroe	153	7%
	Ohio (WV)	120	6%
	Marshall (WV)	93	5%

Demographic characteristics of students for Spring 2010 reveal that 52.7 percent of Belmont's student population is over the age of 25 years, 62.7 percent of the population is female and 70 percent of the students indicate they live in Belmont, Harrison, or Monroe counties. These statistics suggest that Belmont is contributing to the State of Ohio's strategic objectives to serve a greater number of students over the age of 25 and to serve students within 30 miles of their homes.[1]

Analysis

Belmont's increases in enrollment demonstrate a positive trend that aligns with strategic plans for the State of Ohio as well as the College mission and vision. The increase in enrollment for Spring quarter results in part from efforts made throughout the college. The First-Year Experience implemented a new advising structure that supports student success for new and continuing students. Affordability of tuition, convenient class locations, and a wider selection of Friday and Saturday classes contribute to providing greater access for students. In addition, enrollment is expected to continue to grow in programs such as the Associate of Applied Science Degree in Cyber Security and Computer Forensics – programs designed to meet the needs of students in today's job market.

In addition to attracting new students to Belmont, it is important to look at retention numbers for the College. At the same time headcount representing all enrolled students increased by 21 percent, retention of the first-time, full-time, degree seeking cohort from fall quarter 2009. The *Fall Quarter to Spring Quarter Retention* chart shows the decline from 74.58 percent in 2008/2009 to 71.28 percent in 2009/2010.

Chart 2, *Fall Quarter to Spring Quarter Retention*

	Year	BTC FALL COHORT*	BTC FALL TO SPRING RETENTION %
Belmont Technical College	Fall 06/07 to Spring 06/07	209	**63.15%**
	Fall 07/08 to Spring 07/08	196	**69.27%**
	Fall 08/09 to Spring 08/09	240	**74.58%**
	Fall 09/10 to Spring 09/10	376	**71.28%**

*Fall Cohort is defined as First Time, Full Time, Degree Seeking students in Summer & Fall quarters

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[1] The Third Report on the Condition of Higher Education in Ohio, *Meeting the State's Current and Future Needs through a "Student-Centered" University System of Ohio*, 2010 retrieved from http://www.uso.edu/downloads/reports/ConditionReport-3.pdf. This report details the Governor's plan to provide "services targeted to underserved populations, including adults" and to create" affordable pathways for students" (p. 8). Creating affordable pathways for Ohio residents to attend community college for two years and earn bachelor's degrees is referred to as the "30-Mile Promise."

The First-Year Experience program emphasizes enrollment of new students and also retention of students. The demographic data describing Belmont's student population for spring quarter in this report do not describe the population of students who have left the college since fall quarter. Closer examination of data that are specific to the fall cohort shows that of the 376 first-time, full-time degree seeking students in the fall, 269 returned for spring quarter. The 107 who did not return are a concern to the College and can be informative for devising and implementing strategies to increase retention.

Records for the 107 non-returning students indicated that 74 of these students, 69 percent, were not making satisfactory academic progress. Of the 107 students, 11 were Trustees Scholars who lost their scholarship for academic reasons. Twenty-nine of the non-returning students (27 percent) were not receiving financial aid. The subset of non-returning students who were not receiving financial aid (n=29) included 17 students who had a GPA higher than a 3.0. The non-returning students who appear to have left the college for non-academic reasons make up 4.5 percent of the original fall cohort. Had these students been retained, the retention rate for Spring 2010 would have been higher than in 2009. Delving into the Student Success Plans for these non-returning students may help Student Services and academic advisors develop ways to intervene and retain students who are initially successful and then leave the College before they have attained their educational goals.

Conclusions/Recommendations

Staff members in Student Services have identified that many factors contribute to students' success in attaining their educational goals. Reasons for leaving college before obtaining a degree can be related to new jobs, transfers to other institutions, a lack of financial resources, family problems, personal problems, and, or moving out of the area. Strategies are planned to address these and other issues. A fuller implementation of the Case Management Advising system will help with tracking students and intervening to provide resources to help students stay in college. The advising process will provide more contacts between students and student services' advisors, and students and faculty advisors as well. The First Year Experience program emphasizes both student success and retention and will be more fully implemented for students entering college during the 2010/2011 academic year. In addition, the student learning and success course, PSY 104, is being restructured so that it will be tied more directly to the experiences of Belmont students.