Belmont Technical College faculty, staff, and administration are committed to providing increasingly greater access to learning in higher education. The college aims to provide a variety of opportunities that meet students' learning goals and "foster the growth of a better educated, trained and employable citizenry." Toward those ends, the Board of Trustees directs the college to monitor quarterly enrollment statistics and strategies employed to provide greater access (*Policy Manual*, *Ends*, Section IV, 400.0000.00, Access to Higher Education, 2007).

Data

The data provided in this report are based upon enrollment numbers captured on the fifteenth calendar day of fall quarter 2010. In this section, two charts are presented. Chart 1, *Fall enrollment trend, credit hours 2001/2002 through 2010/2011,* displays the total number of credit hours for which students enrolled in academic coursework during fall quarters for each of the last ten years. On October 5, 2010, students were enrolled for 26,547.5 credit hours. The goal for fall quarter credit hours of enrollment was 25,550. Enrollment on the fifteenth day of the quarter was 997.5 credit hours above goal. This represents a 3.9% increase over goal. Chart 2, *Fall enrollment trend, headcount 2001/2002 through 2010/2011,* shows unduplicated headcount for fall quarters for each of the last ten years. On October 5, 2010, the census date for reporting, 2,289 students were enrolled at the college. The headcount goal was set at 2,171 students. Headcount on the fifteenth day was 118 students above goal.

Chart 1, *Fall enrollment trend, credit hours 2001/2002 through 2010/2011*
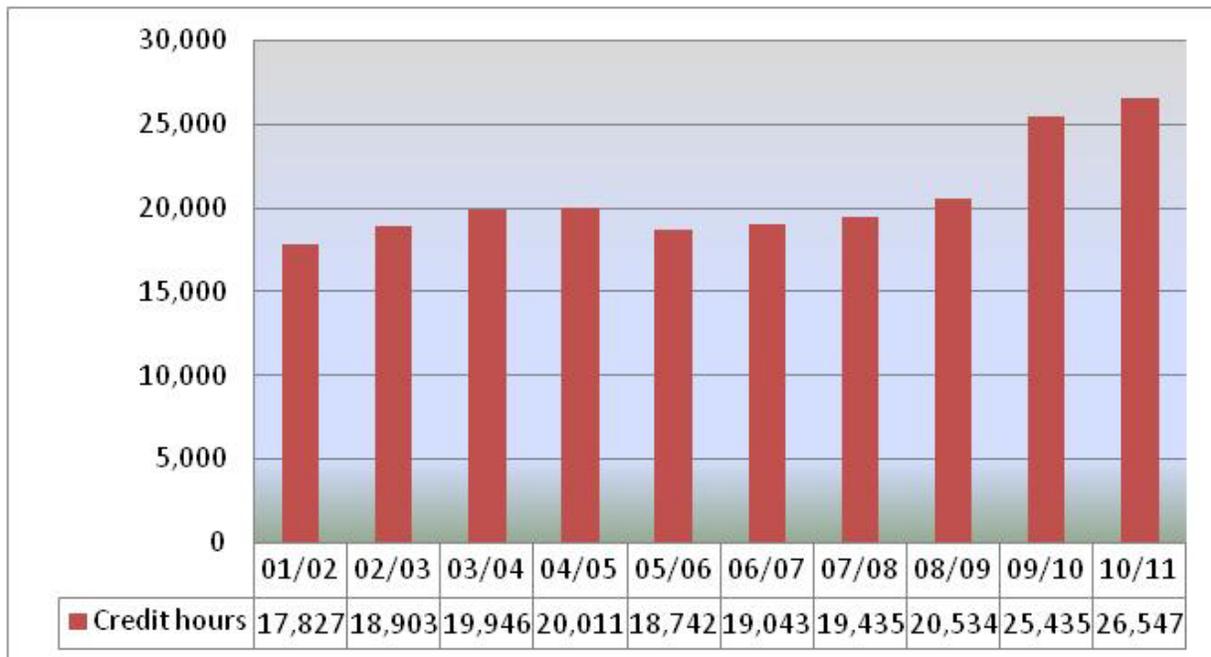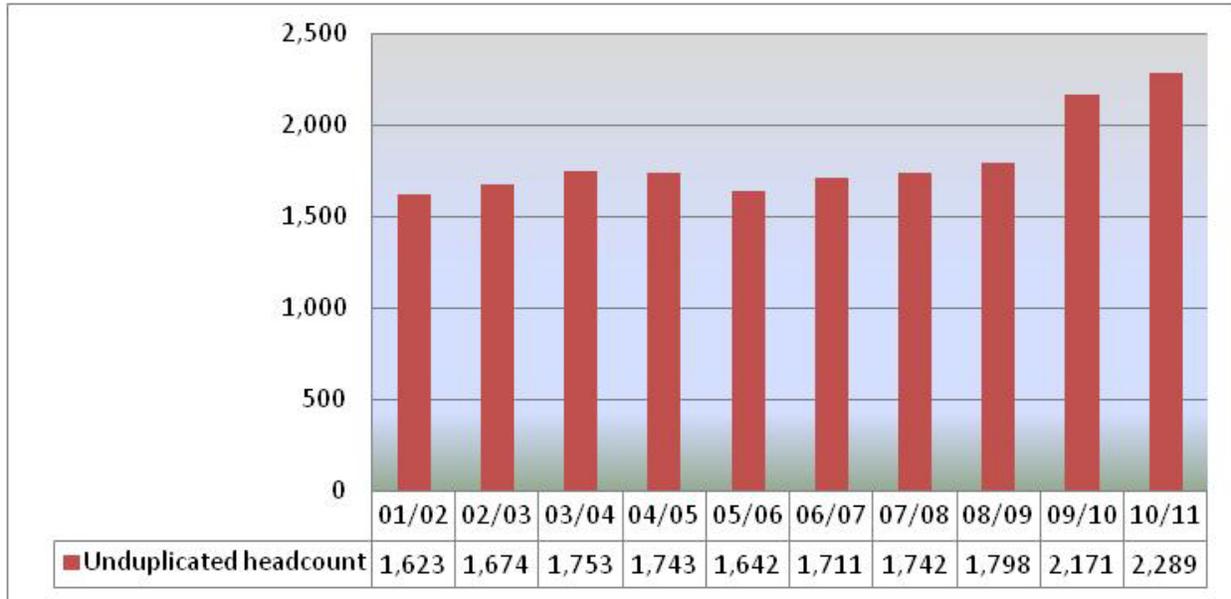

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
■ Credit hours	17,827	18,903	19,946	20,011	18,742	19,043	19,435	20,534	25,435	26,547

Chart 2, *Fall enrollment trend, headcount 2001/2002 through 2010/2011*

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
■Unduplicated headcount	1,623	1,674	1,753	1,743	1,642	1,711	1,742	1,798	2,171	2,289

Data for fall quarters over the last ten years are summarized in Table 1, *Fall quarter enrollment data: 2001/2002 through 2010-2011*. The table shows that on October 5, 2010 there were 2,289 students enrolled for 26,547.5 credit hours. Expressed in terms of full-time equivalency, FTEs, this represents 1,769.8 FTEs. FTE calculations are are based upon the number of credit hours divided by a factor set by the Ohio Board of Regents (OBR) and related to the number of hours for which students enroll in one term. That factor is 15 for institutions on a quarter calendar and 12 for institutions on a semester calendar. Currently, FTEs are used by OBR for awarding subsidy funding to institutions.

An average number of credit hours per student can be calculated by dividing the total number of credit hours by the total headcount during a quarter. A calculation of the average number of credit hours per student for fall quarter 2010/2011 indicates that on average, Belmont students enrolled for an average of 11.59 credit hours.

Table 1, *Fall quarter enrollment data: 2001/2001 through 2010-2011*

| Academic year	Credit hours	Headcount
01/02	17,827	1,623
02/03	18,903.5	1,674
03/04	19,946.5	1,753
04/05	20,011	1,743
05/06	18,742	1,642
06/07	19,043	1,711
07/08	19,435.5	1,742
08/09	20,534.5	1,798
09/10	25,435	2,171
10/11	26,547.5	2,289

Analysis

Increases in both credit hours of enrollment and student headcount for fall 2010/2011 provide evidence that an increasing number of students are gaining access to higher education

during fall quarters at Belmont. The 2010 fall headcount for the College reflects a 5.4 % increase over the 2009 total fall headcount. The difference in headcount represents 118 students. College data that groups students by *enrollment status* are used to analyze the increase. Data are aggregated for enrolled students according to enrollment-status which includes the following categories: *first-time enrolled* from high school; *other first-time* (e.g. students who have pursued other activities after high school and before enrolling at Belmont for the first time); *continuing* students; *returning* students, those who have enrolled at Belmont previously but have not attended the College in more than two quarters; *transfer* students; and students who are concurrently enrolled in *high school*. Fall quarter 2010 data aggregated into these groups indicate the greatest increase in headcount for 2010 over 2009 comes from the continuing student group. Continuing student headcount has increased by 13.3 %.

An examination of full-time and part-time status students for the last three fall quarters reveals that for fall 2010, the number of full-time students has increased more than the number of part-time students. For this comparison, *full-time* status is defined as taking 12 or more credit hours. The unduplicated headcount of enrollment during fall quarter 2010/2011 represents 1,691 full-time students and 598 part-time students. Slighty more than 73 % of Belmont students are enrolled as full-time students. Two years ago, in fall 2008, 66 % of the college's students were enrolled full-time. The line graph in Chart 3, *Headcount: Full-time and Part-time status of students* shows the stable trend of enrollment for part-time students and the growing number of full-time students.

Chart 3, *Headcount: Full-time and Part-time status of students*
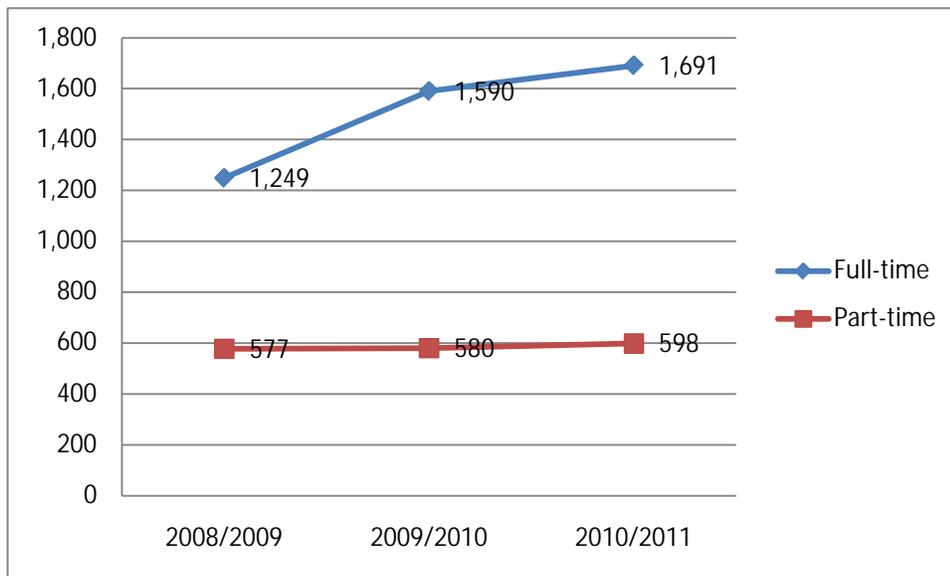
The increase in headcount also can be explained in part by the First-year experience (FYE) program that was initiated over the last few quarter in the 2009/2010 academic year. An important short-term goal of FYE is to encourage greater student engagement with college life. Long-term goals are aimed at increasing student persistence rates and increasing certificate and degree completion rates. Students have become more involved in student government activities as a result of the FYE program. A walk through the area known as

Student Street, shows examples of how students are becoming engaged in College-wide activities. There are notices on Student Street for a variety of extracurricular activities: the volunteer fair in October, a canine fitness program at the Belmont County Animal Shelter, a motivational speaker, flag football games, a scholarship fundraiser, and invitations to join student groups and participate in the *Dare to be Great,* student leadership program.

Conclusions/Recommendations: Strategies employed to provide greater access

Members of the Fall Enrollment Increase Taskforce monitor progress of projects and initiatives planned in anticipation of increased enrollments and implemented to increase student access to higher education. Taskforce members interviewed and discussed needs with College personnel from across the organization. The Fall 2010/2011 Taskforce Report outlines recommendations that have been successfully implemented. These include:

- o Temporary positions or additional hours for the Records Office, Learning Commons, Help Desk, and Bookstore.
- o Adjunct Open House recruitment event.
- o Video tutorials for faculty training.
- o Security Guards to assist with parking and safety.
- o Updated/Remodeled classrooms with improved technologies installed to allow for more student seats.
- o Review of classroom and advising schedules.
- o Faster turnaround of Admit-to-class slips.

Overall, staffing positions were added in the Information Services department, Student Services, the Learning Commons, the Bookstore, Financial Aid office, Admissions, Workforce Development, the Business Office, and in the Natural Sciences lab. Another recommendation implemented was the addition of technologies to classrooms. Technologies included workstations for the Learning Commons, a digital data capture and document management system to support work in the financial aid and registrar's offices, and work stations with computers for the Student Success Center. Other improvements included furniture purchased for the business office, outdoor seating for the courtyard, and mailings to students related to childcare resources and availability of online services.

The Taskforce has gathered data and will be making recommendations in its final report that will be considered when operations are reviewed in areas across the College. Recommendations relate to policies, scheduling of outside events, use and scheduling of computer labs, reorganization of building and office spaces, future training opportunities for faculty members, staff, and administrators on College processes, and creation of a welcome desk presence on Student Street near the main entrance doors.

Fall enrollment numbers demonstrate the effectiveness of measures designed to increase access to higher education for students in Belmont's three-county service district. Implementation and monitoring of strategies recommended by the Taskforce is part of the ongoing process of providing greater access to students. The college strategic plans call for continued attention to enrollment management strategies - not only to attract new students, but also to retain students following enrollment. The ultimate success for students can be demonstrated through higher numbers of graduation and certificate completions and meaningful placements in the workforce.