

AGENDA ITEM C3: ACCESS TO HIGHER EDUCATION
BOARD RULE 400.0000.00
QUARTERLY ENROLLMENT STATISTICS
BOARD OF TRUSTEES MEETING: FEBRUARY 24, 2011

The number of individuals who earn post-secondary education credentials and skills is a key indicator of performance for Belmont Technical College. Quarterly enrollment statistics serve as one measure of Belmont’s success in providing access to higher education for residents of Belmont, Harrison, and Monroe counties. This report focuses on winter quarter 2011 enrollment. Counts of enrolled students and credit hours for which they are enrolled are recorded on the fifteenth calendar day of the quarter. Using the fifteenth day each quarter allows college administrators and staff to review comparable numbers for quarterly enrollment over comparable periods of time and to assess annual trends.

This report presents trend charts for headcounts and credit hour trends over a period of ten years, from winter quarter 2001/2002 through winter quarter 2010/2011. Finally, there is a chart that displays fifteenth day headcount and credit hour counts alongside the goals that were set by enrollment managers for the first day of winter quarter 2011.

Data

Chart 1, *Ten-year enrollment trend, winter quarter 2011 headcount*

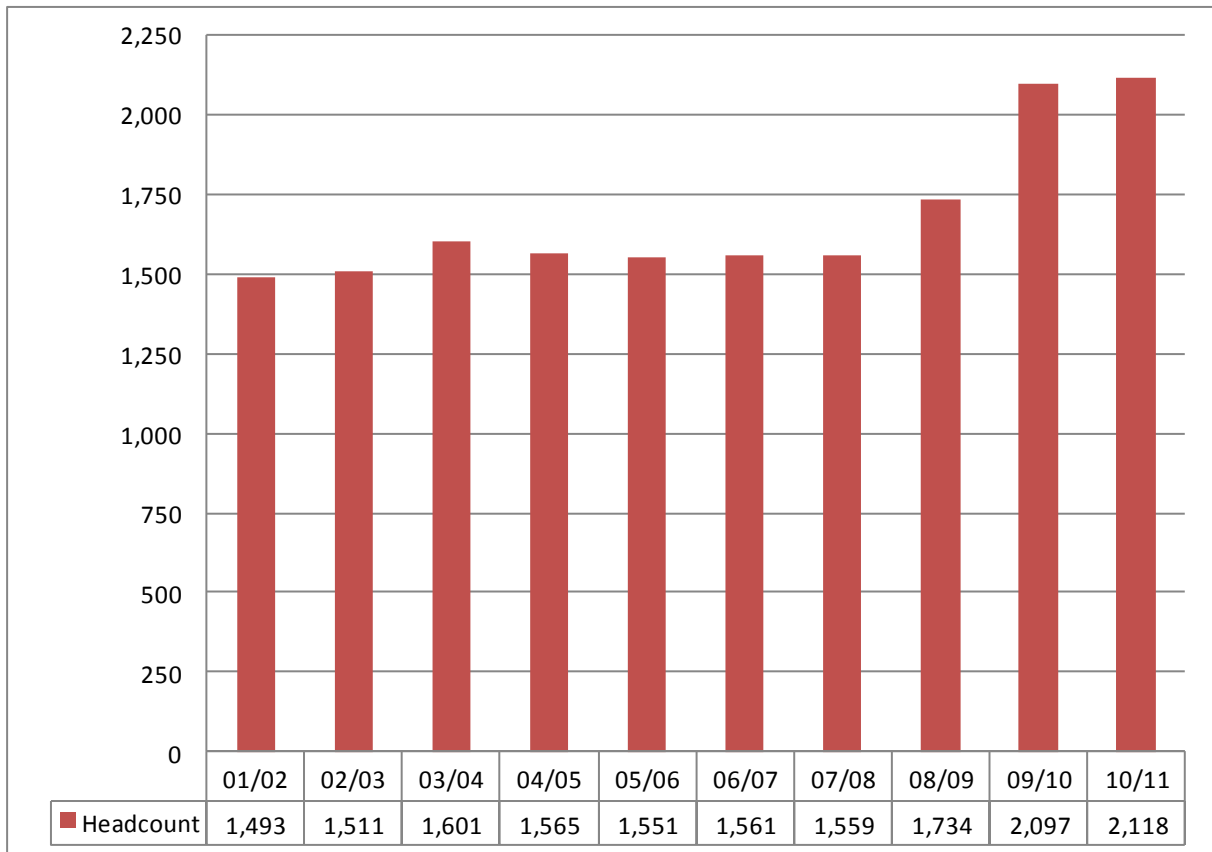


Chart 1, *Ten-year enrollment trend, winter quarter 2011 headcount*, shows the increase in headcount from 1,493 students in 2001/2002 to 2,118 in winter quarter 2011. The addition of 625 students represents an increase in headcount of approximately 42 percent over the ten-year period.

Chart 2, *Ten-year enrollment trend, winter quarter 2011 credit hours*

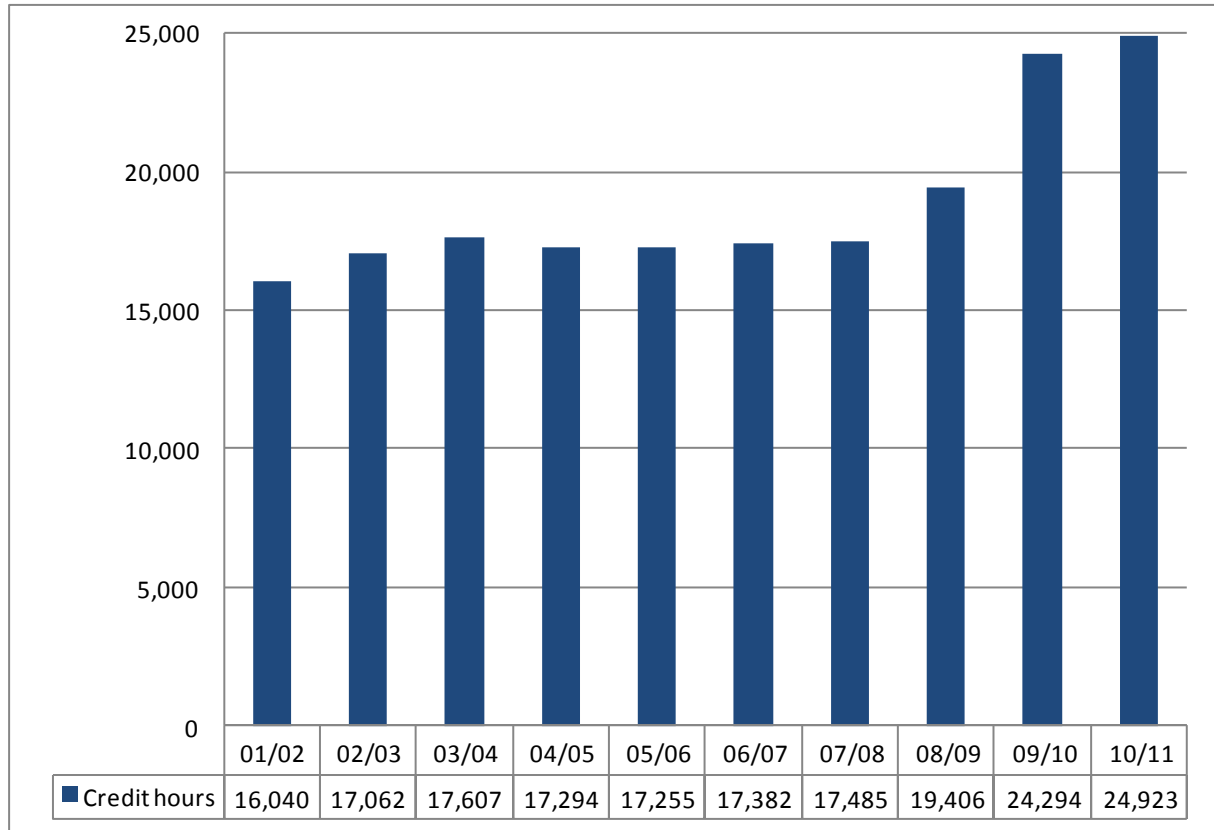
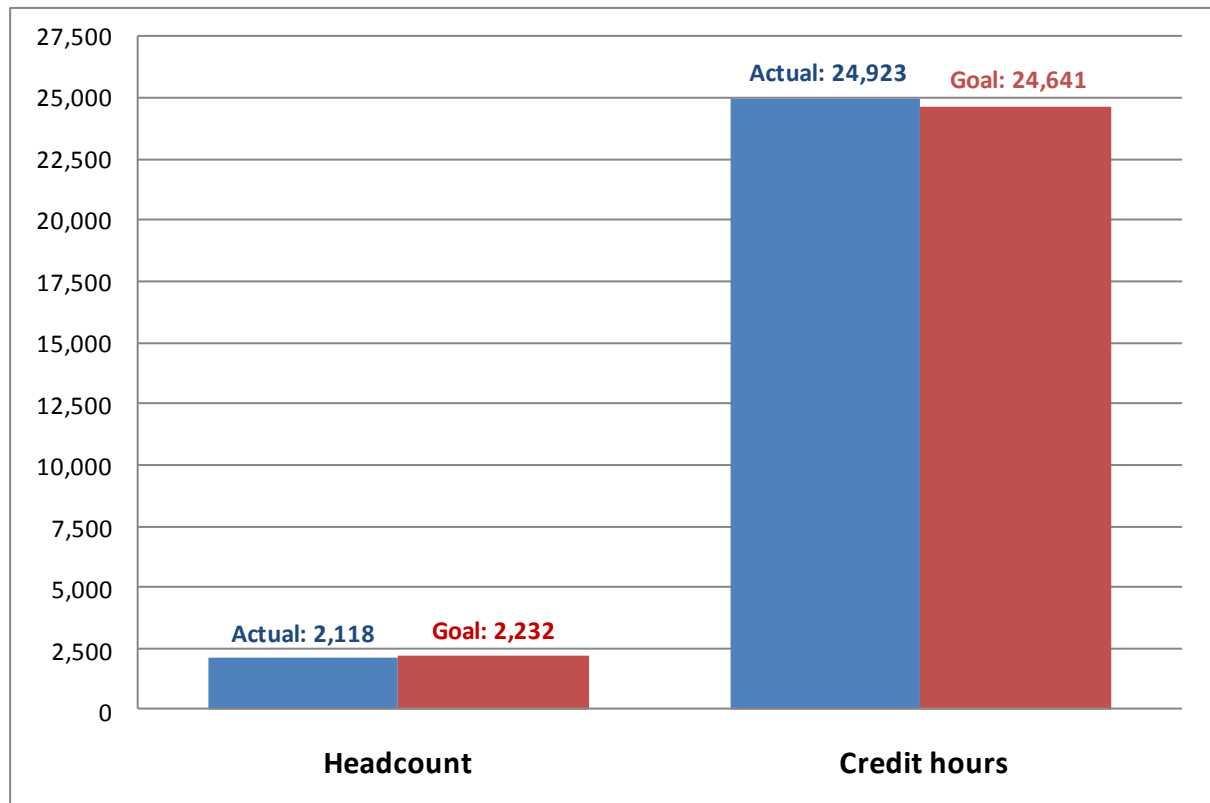


Chart 2, *Ten-year enrollment trend, winter quarter 2011 credit hours* shows credit hours of enrollment over the same time period. The increase from 16,040 credit hours in 2001/2002 to the current number, 24,923 in winter 2011 represents an increase of 8,883 credit hours, or 55 percent. Fluctuations in both headcount and credit hours seem to have followed similar patterns, with peaks in 2003/2004 and 2008/2009 followed by even greater increases in 2009/2010 and 2010/2011. Overall during the ten-year period, the percentage of increase in credit hours has been greater than the percentage of increase in headcount.

The third chart, *Fifteenth day headcount and credit hour comparisons, winter quarter 2011* displays the headcount and credit hours for winter 2011 along with goals for headcount and credit hours. In the third chart, the actual values are represented in blue and are on the left in each pairing. Goals are shown in red and are displayed to the right of actual values. The side by side comparison of headcount numbers shows that actual headcount was 5 % below the projected goal; actual credit hours were 1% above the projected goal.

Chart 3, Fifteenth day headcount and credit hour comparisons, winter quarter 2011



Analysis:

Analysis of these charts suggests there are a number of factors that influence the current increased enrollment numbers for headcount and credit hours. The ten year trend demonstrates a seven-year period of relatively stable and minor growth followed by three years of remarkable increases in headcount and credit hours at Belmont. When students are enrolled each quarter, they are categorized by admission types and assigned admission codes (e.g. first-time students, continuing students, high-school students, transfer students, and returning students). Based upon admission type codes, data from the last three years reveals that the category of student enrollments that demonstrated the greatest growth was continuing students. *Continuing* students are those students who were enrolled during the immediately preceding quarter and continued with enrollment in the current quarter. For winter quarter, the continuing students are those who enrolled during fall and continued in winter 2011.

The number of continuing students enrolled for winter 2011 was 1,773. In winter 2010, the number of continuing students was 1,305. This is an increase of approximately 36% for this category. Other admission category groups showing an increase by percent were first-time students and high school students. The percent increase for first-time students was 30%, with 70 first-time students in winter 2010 and 100 students in 2011. The category of high school students includes students who are enrolled in high school and college at the same time. The number of high school students increased from six in 2010 to 20 in winter 2011.

Other indications of the increased enrollment can be seen in examination of headcount and credit hours of enrollment at the North Center and Monroe County over the last three years. Enrollment at the North Center increased from a headcount of 108 in winter 2008 to 219 in winter 2011. Enrollment of students in Monroe County has grown from 54 students to 106 over the same period of time.

Looking at increased enrollment by programs reveals that some programs have gained enrollment while others have shown decreases. Child Development, Civil Engineering, Fire Science, Industrial trades (both HVAC and Welding), Cyber Security, and Radiology have shown increases. Decreases in enrollment appear to be in the Accounting, Electrical Mechanics, and Power Plant Technology programs. A fuller examination of headcount and credit hour enrollment trends will be discussed in the program review report in March 2011.

Conclusions:

Overall enrollment is continuing to demonstrate a positive trend in both headcount and credit hours. In fact, enrollment figures have reached all time highs in both areas. It appears from comparisons of headcount and credit hour data that Belmont students are taking more credit hours now per student than they have in the past. A possible explanation for this change could be due to requirements imposed upon certain financial aid sources, such as the Workforce Investment Act (WIA). This program requires full-time status for maximum eligibility. In addition, some students seem to be enrolling in online courses in order to maintain full-time status.

Analysis of enrollment in this report revealed that the largest category of enrolled students for winter 2011 is in the *continuing* category. Many of the continuing students are from the age groups of 26 years of age and older. This lends support to the argument that the recent surge in enrollment has come as a result of the down turn in the local and national economies. This analysis raises concern for development of enrollment management strategies aimed at replacing those students when completion of their education or economic conditions allows them to return to the workforce.

Recommendations:

The Enrollment Management team is developing strategies to accommodate the needs of the increased number of students and to implement strategies to assist students in achieving their educational and career goals. The cross-functional enrollment management team is taking into account the importance of all types, categories, and kinds of students. A smaller work group of Enrollment Management team members is focusing on the recruitment of adult students, underrepresented minorities, transfer, and transient students.

Additionally, the Enrollment Management team will be considering ways to analyze students' success in achieving their goals. Success points have been defined by the University System of Ohio and are one way of measuring students' success. Further, the Enrollment Management team and other college groups need to continue to analyze data and look for enrollment trends. All student cohort data needs to be studied and the college has to establish best practices aimed at increased enrollments and success of students. Implementation of the Jenzabar Retention Solution will assist with this effort.

The increased enrollment numbers of the past ten years, and specifically the last three years have demonstrated that Belmont has been successful in reaching out to diverse populations. A closer look at academic programs is also essential. Programs that are identifying decreases in student enrollments or are not reaching established goals for job placement need to be examined closely. New academic programs that focus on the needs of our community, such as Cyber security or energy and technology fields should be given utmost consideration. Belmont Technical College has been successful in meeting the needs of the local community over the past ten years. However, opportunities for future growth will require continuing efforts from the entire college community.