Increasing access to higher education and success in academic programs for residents of Belmont, Harrison, and Monroe counties continue to be strategic objectives for Belmont Technical College. Opening the Monroe County Center expanded educational opportunities for residents of Monroe County and contributed 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 2010/2011 academic year has been completed for summer, fall, and winter quarters. This report presents spring quarter enrollment numbers based upon the fifteenth day of spring quarter 2011.
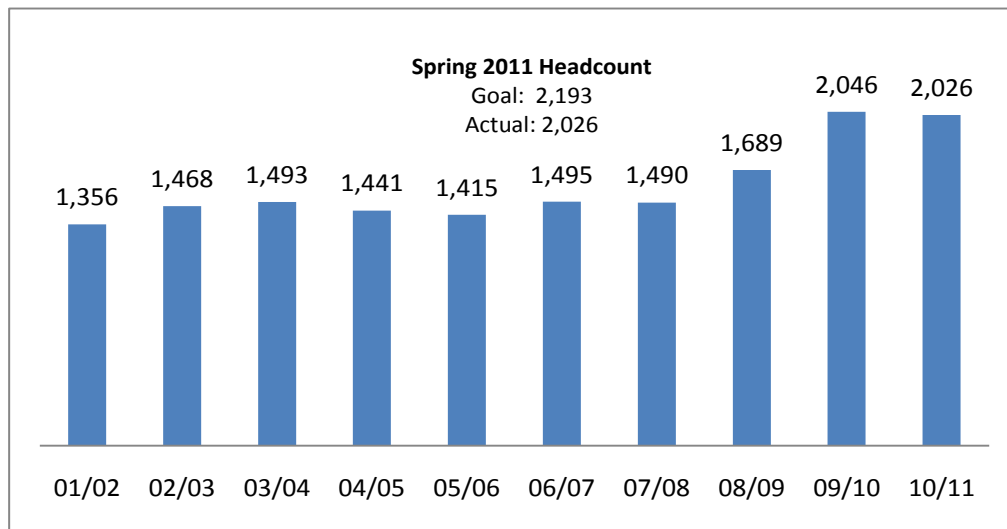
Data

Chart 1, *Spring quarter 2011, Headcount*

Spring 2011 Headcount
Goal: 2,193
Actual: 2,026

01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
1,356	1,468	1,493	1,441	1,415	1,495	1,490	1,689	2,046	2,026

Chart 2, *Spring quarter 2011, Credit Hours*

Spring 2011 Credit Hours
Goal: 23,684
Actual: 23,020

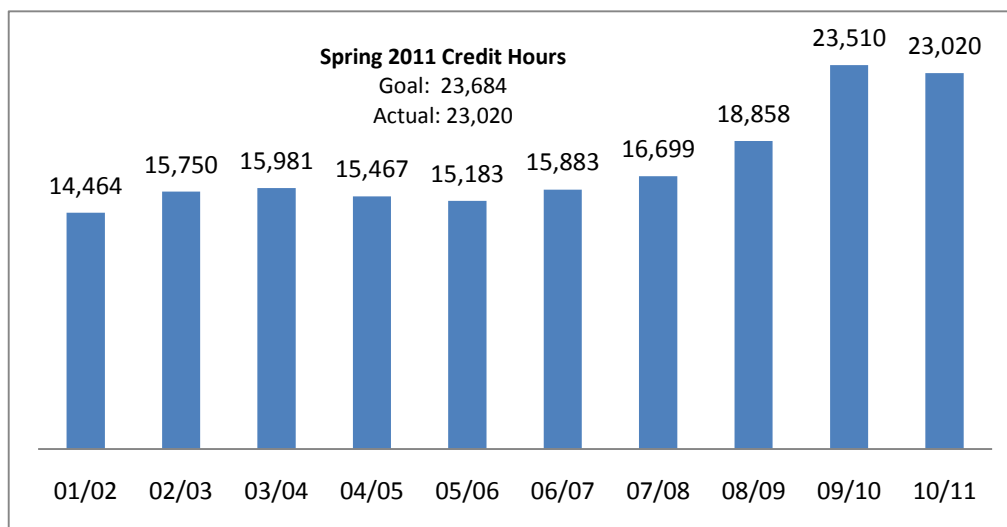| 01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
14,464	15,750	15,981	15,467	15,183	15,883	16,699	18,858	23,510	23,020

Table 1, *Spring Quarter unduplicated headcount and credit hours, 2001/2002 through 2010/2011*

Academic Year	Headcount	Credit Hours
01/02	1,356	14,464.5
02/03	1,468	15,750
03/04	1,493	15,981
04/05	1,441	15,467.5
05/06	1,415	15,183.5
06/07	1,495	15,883.5
07/08	1,490	16,699.5
08/09	1,689	18,858
09/10	2,046	23,510
10/11	2,026	23,020

Analysis/Discussion

Comparison of the headcount numbers for spring quarter 2011 with spring quarter 2010 shows a slight decline. This headcount represents a decrease of 20 students (2,046 to 2,026) or a decline of one percent. In terms of headcount, enrollment fell short of the projected goal of 2,193 students. This is a difference of 167 students or 7.6 % short of goal.

There were 23,020 credit hours generated for spring 2011 which was 664 credit hours short of the spring quarter credit hour goal of 23,684. The shortfall in credit hours is 2.8 % below the projected goal. The actual credit hour count was lower than in spring 2010 when the count was 23,510.

The smaller decrease in credit hours than in headcount, indicates that on average, students have enrolled for more credit hours per student this spring. The difference may be tied to financial aid, which requiring students to carry a full-time credit hour load to receive full financial benefits from federal grant programs. Students enrolled for between 6 and 12 credit hours, can qualify to receive half of the PELL grant amount, as federal grants are awarded for either part time (at least 6 credit hours) or full time (12 or more credit hours) status.

Despite the slightly lower headcount and credit hours generated in spring 2011, enrollment figures show the second highest level for a spring quarter in the history of Belmont. This success results in part from efforts made throughout the College. Examples of activities and projects are:

- The Enrollment Management Team has created a plan of strategic action steps to recruit students from all demographic categories in the College.
- Efforts to increase the number of Dual Enrollment students have focused on providing comprehensive information to students and families involved.
- A more proactive advising program has been added that includes contacting students and encouraging them to come in and complete Degree Completion Plans.
- The First Year Experience (FYE) program supports student success, and a new version of the Student Learning and Success course, PSY104, has been implemented to meet the needs of first-year students and to build students' skills to be successful at Belmont.

- Additionally, continued affordability of tuition, Trustee Scholarships, convenient class locations, increased evening class offerings, as well as increases in on-line course offerings, all contribute to providing support and access for students.

Conclusions/Targets for Improvement

The enrollment figures (headcount and credit hours) both fall short of the goals set by the college. This may be attributable to the fact that students that came to Belmont because of the bad economy may be graduating, or going back to work. Other explanations for the decrease could be the result of students transferring, lacking financial resources, experiencing increased costs of transportation, or moving out of the area. Strategies to improve recruitment are being put in place to address these and other issues The strategies include:

- The Jenzabar Retention Module System (RMS) is being implemented to help identify those students at risk. This program will allow the college to shift personnel and resources to areas where the need is greatest.
- The RMS allows for a more user-friendly case management process to help track and intervene with students.
- The Student Service Division has created a program to address students who have "stopped out." Students who have withdrawn from the College and have more than 75 credit hours completed were contacted in a special mailing. Further, the stop-out program is actively working with students who have dropped classes during the weeks surrounding registration.

As a result of the Enrollment Management Team efforts, gaps in the "pipeline" for student success from entry to completion are being identified and addressed. The advising process is being enhanced to follow students from their first year to second year and to include greater involvement of faculty members.