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 summer quarter enrollment for the 2011/2012 academic year. Counts of enrolled students and credit hours were recorded on the fifteenth day of summer quarter. This report presents trend charts for headcounts and credit hours over a period of ten years (summer quarter 2002/2003 through summer quarter 2011/2012).

Data

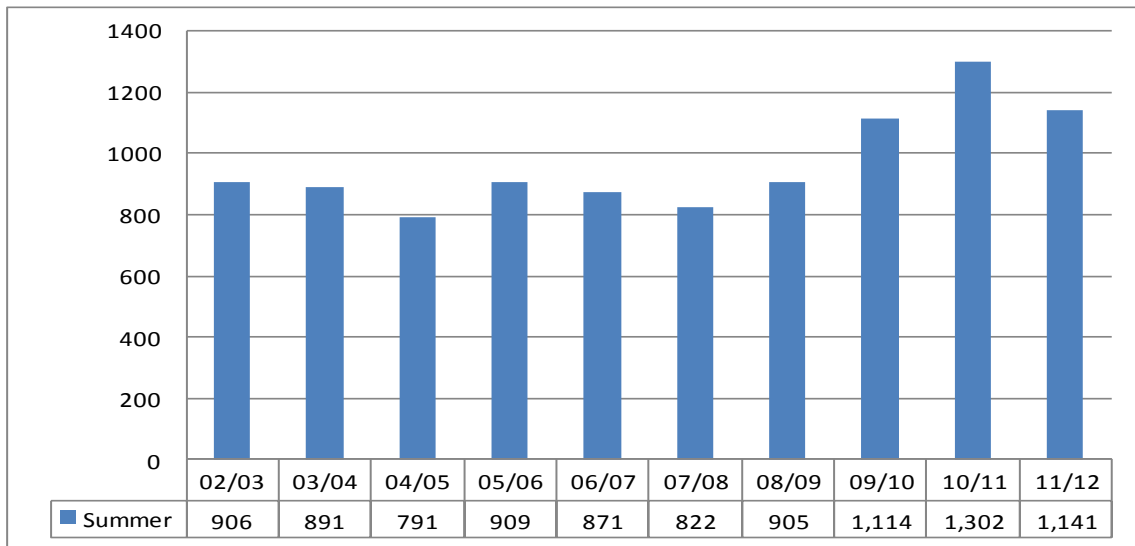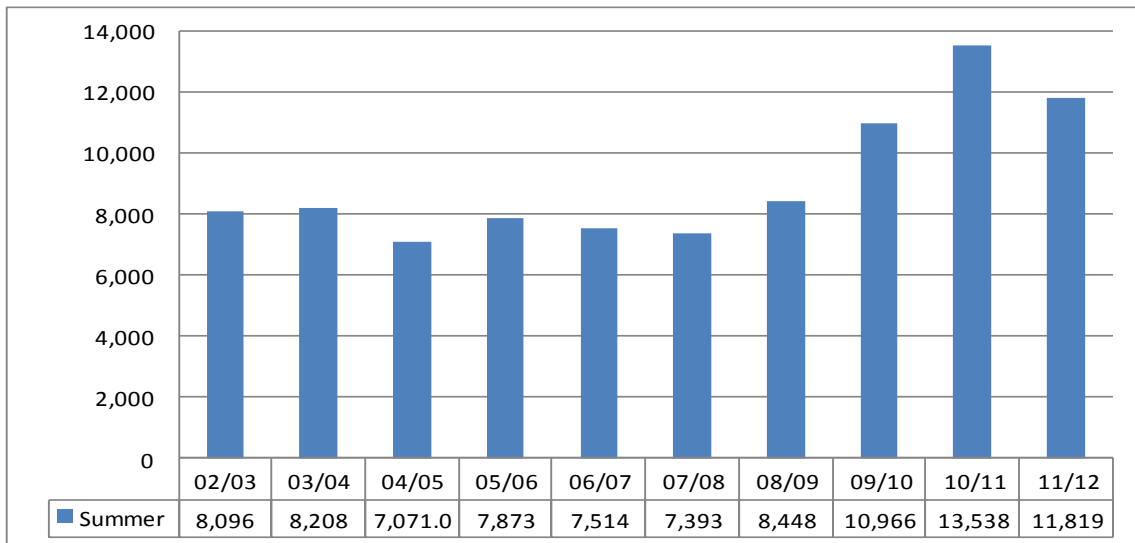Chart 1, *Ten-year enrollment trend, summer quarter 2011/2012 headcount*

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Summer	906	891	791	909	871	822	905	1,114	1,302	1,141

Chart 2, *Ten-year enrollment trend, summer quarter 2011/2012 credit hours*

	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Summer	8,096	8,208	7,071.0	7,873	7,514	7,393	8,448	10,966	13,538	11,819

Description and Analysis of Data:

Chart 1, *Ten-year enrollment trend, summer quarter 2011/2012 headcount,* shows a decrease in headcount from 1,302 students in 2010/2011 to 1,141 for summer quarter 2011/2012. The decline in headcount for summer 2011/2012 represents 161 fewer students, or a 12% decline from last year's **actual** headcount.

Credit hours are shown in Chart 2, *Ten-year enrollment trend, summer quarter 2011/2012 credit hours.* The second chart shows actual credit hours for each of the last ten summer quarters. The number of credit hours reported on the fifteenth day was 11,819 hours. The actual number represents 242 credit hours or **12% fewer credit hours than the prior year**. The average number of credit hours of enrollment per student is calculated by taking all credit hours of enrollment and dividing that number by the number of students enrolled. The average number of credit hours for summer 2011/2012 is **10.36 credit hours per student**.

Changes were implemented for summer 2011/2012 in how the Federal PELL dollars would be awarded, and this has caused major concerns for some of our students. The recent changes eliminated a fourth quarter of of eligibility for PELL awards. Previously, students could receive PELL assistance for up to four quarters in an academic year. The recent change reduced eligibility to three quarters. Based on PELL information from news sources, students considering taking summer courses may have decided not to enroll.

Conclusions/*Recommendations*:

The College is proactive in offering interventions to encourage student enrollment and persistence. Specific strategies implemented by the Enrollment Management Team include:

- Using other forms of aid such as the Hilda Burrows Scholarship for adult learners;
- Suggesting loans to cover summer quarter;
- Creating a Stop-Out program to contact students who didn't re-enroll after being here two consecutive quarters. In Spring 2011/2012, 275 students were contacted with 19 positive responses of students returning or graduating.
- Implementing the Spring 2011/2012 phone call campaign contacting new students who have been admitted but have not yet committed to Belmont (276 students were called). Forty-one of these contacted students have come in to sign up for orientation dates so far and the number may grow as the summer orientations continue.

Targets for improvement were set out in the Enrollment Management Plan to evaluate the effectiveness of enrollment strategies. The plan includes targets for summer and fall of the 2011/2012 academic year.

- Increase institutional grant aid awarded through the Hilda Burrows scholarship by 5% for spring 2011/2012.
- Increase the amount of institutional grant aid from Trustees Scholarship by 5% for spring 2011/2012.
- Decrease the number of students testing into developmental courses by 2% for fall 2011 and fall 2012.
- Increase retention of students enrolled fall 2011/2012, and winter 2011/2012, by 3%.

- Increase the yield rate (number of applicants who enroll) for academic year 2011/2012 by 2%.
- Increase Dual Enrollment population to 40 students by fall 2011/2012.
- For summer quarter 2011/2012, decrease incidence of students dropping all classes after the "add/drop" period.