

**AGENDA ITEM B4: ACCESS TO HIGHER EDUCATION**  
**BOARD RULE 400.0000.00**  
**SEMESTER ENROLLMENT REPORT - SPRING 2014**  
**BOARD OF TRUSTEES MEETING: FEBRUARY 27, 2014**

**Presentation of Data**

Term enrollment statistics for spring semester 2014 are shown in this report. Charts I and II display headcount and credit hour trends, respectively, over a ten-year period, from spring quarter 2005 through spring semester 2014. Chart III displays the spring term 2014 full-time equivalency (FTE) history from spring quarter 2005 through spring semester 2014.

Charts I, II, and III are followed by Table I, *Headcount by student entrance code (UGA) category, spring quarter 2005 through spring semester 2014* and Table II, *Highlights of Spring 2014 Enrollment, 15<sup>th</sup> day report* which includes the student demographic profile comparing spring 2013 and spring 2014.

Chart I, *Headcount, 10-year trend: Spring 2005 through spring 2014*

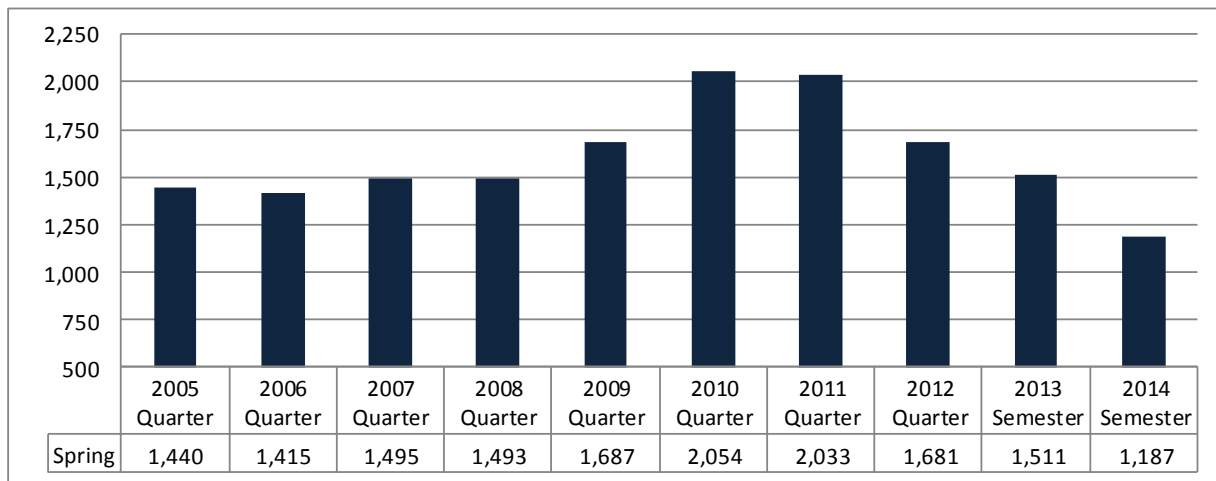


Chart II, *Credit hours, 10-year trend: Spring 2005 through spring 2014*

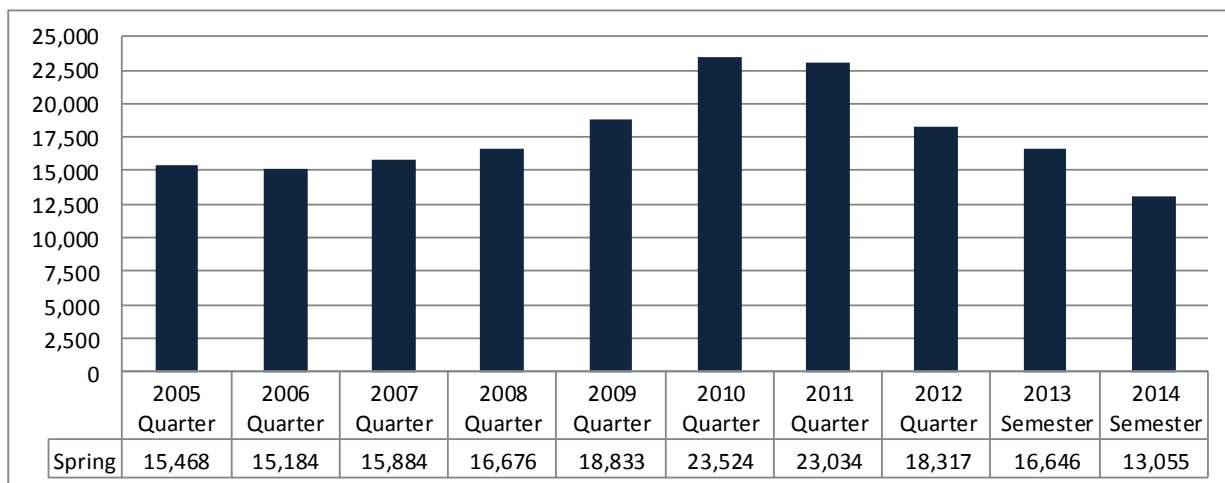
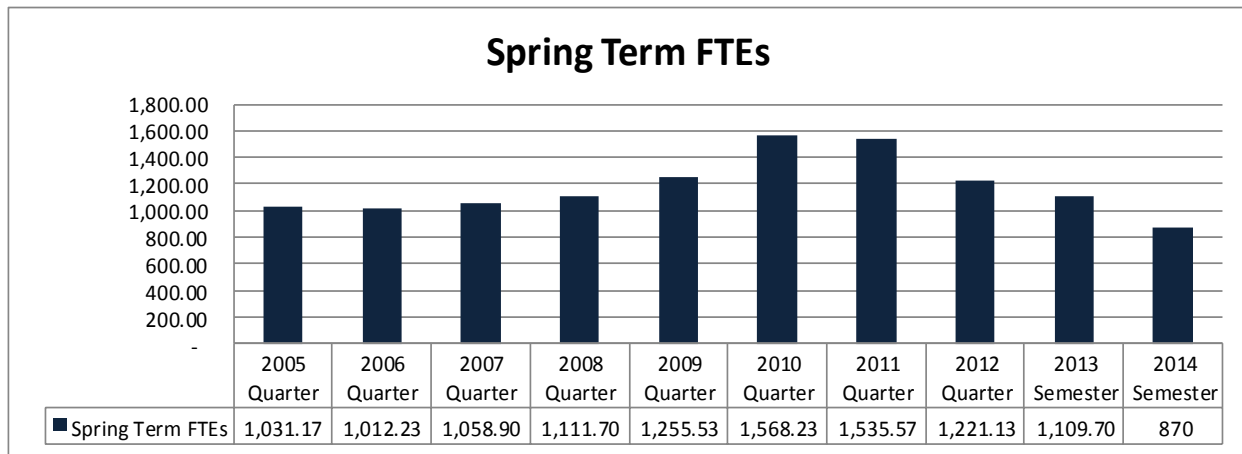


Chart III, *Spring full-time equivalency history: Spring quarter 2005 through spring semester 2014*



- The headcount goal for spring 2014 was 1,204. The actual number of students enrolled on the fifteenth day of the term was 1,187.
- The decrease in number of students from spring 2013 to spring 2014 was 21.1%.
- The credit hour goal for spring 2014 was 13,408. The actual number of credit hours on the fifteenth day of the term was 13,055.
- The decline in credit hours of enrollment from spring 2013 to spring 2014 was 20.7%.
- On the fifteenth day of spring term 2014, students were enrolled for 870 full-time equivalency units (FTEs). The number of spring 2014 FTEs represents a 21.2% decrease from spring 2013.

Table 1, *Headcount by student entrance code (UGA) category, spring quarter 2005 through spring semester 2014*

Spring	1 - First Time High School	2 - First Time Other	3-Continuing	4 - Returning	5 - Transfer	H - Dual Enrollment/PSEO	Total
2005 Quarter	5	80	1,090	167	86	12	1,440
2006 Quarter	9	69	1,109	156	63	9	1,415
2007 Quarter	6	75	1,169	132	77	36	1,495
2008 Quarter	4	62	1,187	167	69	4	1,493
2009 Quarter	6	79	1,360	169	58	15	1,687
2010 Quarter	5	114	1,689	153	56	37	2,054
2011 Quarter	4	97	1,680	155	67	30	2,033
2012 Quarter	10	68	1,331	165	58	49	1,681
2013 Semester	21	77	1,163	134	72	44	1,511
2014 Semester	15	52	894	135	74	28	1,198

- Looking at category 3, *Continuing* students, the change in headcount from spring 2013 to spring 2014 indicates there are 269 fewer continuing students in spring 2014. This represents a difference of 23%.
- If first-time, returning, and transferring students for fall 2013 (N=464) re-enrolled for spring term 2014, these students would be categorized as *continuing* in spring term. Of these 464 students who could have been continuing in spring 2014, 62% were enrolled for spring term. (i.e.:78% of first-time high school; 56.7% of first-time other; 49.5% of returning; 71.6% of transfers.)
- The continuation rate for new students from fall to spring was 62.28%.

Table II, *Highlights of Spring 2014 Enrollment, 15<sup>th</sup> day report.*

Belmont College 15th day Census	Spring 2013		Spring 2014		Net Change 2013 to 2014	% Change Spring 2013 to Spring 2014
	Enrollment	% Total	Enrollment	% Total		
<b>Headcount</b>	1,504		1,187		-317	-21.1%
<b>F.T.E</b>	1,114		870		-243	-21.8%
<b>Credit Hours - Full-time</b>	11,920	71.5%	9,323	71.4%	-2,597	-21.8%
<b>Credit Hours - Part-time</b>	4,744	28.5%	3,732	28.6%	-1,012	-21.3%
Credit Hours Total	16,704		13,055		-3,649	-21.8%
Average Credit Hours per Student	11.11		11.00		-0.11	-1.0%
<b>GENDER</b>						
Total Females	985	65.5%	775	65.3%	-210	-21.3%
Total Males	519	34.5%	412	34.7%	-107	-20.6%
<b>FULL-TIME / PART-TIME STATUS</b>						
Full-time Students	879	58.5%	674	56.8%	-205	-23.3%
Part-time Students	623	41.5%	513	43.2%	-110	-17.7%
Males: Full-time	329	21.9%	286	24.1%	-43	-13%
Males Part-time	190	12.6%	126	10.6%	-64	-33.7%
Females Full-time	550	36.6%	388	32.7%	-162	-29.5%
Females Part-time	435	29.0%	387	32.6%	-48	-11.0%
<b>AGE</b>						
Enrolled in high school and College this term	40	2.7%	28	2.4%	-12	-30.0%
First time enrolled in college and under 18 years	0	0.0%	1	0.1%	1	100.0%
18-24	658	43.8%	587	49.5%	-71	-10.8%
25-30	259	17.2%	185	15.6%	-74	-28.6%
31-40	302	20.1%	194	16.3%	-108	-35.8%
41 and older	244	16.2%	192	16.2%	-52	-21.3%
<b>RACE / ETHNICITY</b>						
American Indian/Alaskan Native	3	0.2%	3	0.3%	0	0%
Asian/Pacific Islander/Native Hawaiian	10	0.7%	4	0.3%	-6	-60%
Black/Non-Hispanic	42	2.8%	25	2.1%	-17	-40.5%
Hispanic of any race	11	0.7%	10	0.8%	-1	-9%
White/Non-Hispanic	1,394	92.7%	1,123	94.6%	-271	-19.4%
Other/Unknown	23	1.5%	3	0.3%	-20	-87%
Non-resident alien	NR	NR	1	0.1%	1	100.00%
Two or more races	21	1.4%	18	1.5%	-3	-14.3%
<b>COUNTY of RESIDENCE</b>						
<b>Ohio counties</b>						
Belmont	786	52.3%	635	53.5%	-151	-19.2%
Guernsey	107	7.1%	70	5.9%	-37	-34.6%
Harrison	141	9.4%	89	7.5%	-52	-36.9%
Jefferson	116	7.7%	79	6.7%	-37	-31.9%
Monroe	134	8.9%	115	9.7%	-19	-14.2%
Other Ohio counties	64	4.3%	64	5.4%	0	0.0%
<b>West Virginia counties</b>						
Brooke	7	0.5%	2	0.2%	-5	-71.4%
Hancock and Kanawha	0	0.0%	3	0.3%	3	300%
Marshall	65	4.3%	58	4.9%	-7	-10.77%
Ohio	75	5.0%	64	5.4%	-11	-14.7%
Tyler and Wetzell	3	0.2%	1	0.1%	-2	-67%
Outside Ohio and West Virginia	2	0.1%	7	0.6%	5	250.0%

- Average credit hours per student enrolled for spring semester 2014 dropped slightly from 11.11 in spring 2013 to 11 per student in spring 2014. This slight decline coincides with approximately 21% decrease in credit hours and headcount in enrollment.
- The decrease in full-time students, 23.3%, was slightly higher than the decrease in part-time students which was 17.7%.
- By age, the greatest decrease in student population can be seen in the 31 to 40 years-old age group. The decrease of 35.8% in 31-40 year-old students represents 105 fewer students in this age group for the current semester in comparison with last spring.
- A slightly higher percentage overall of students this semester categorized themselves as white/non-Hispanic. The total number of students in all race/ethnicities categories has decreased, and at the same time, the student population has become less diverse.
- This semester there are 7 students enrolled who live outside Ohio and West Virginia. This is an increase from 2 in spring 2013.

### **Further Analysis and Conclusions**

The spring term 2014 enrollment compared to the spring term 2013 enrollment declined in approximately the same proportion as the fall enrollment in both headcount and credit hours. The overall enrollment decline this year appears to be consistent with a state and national trend in enrollment decline within community and technical colleges. Some specific reasons for the decline at Belmont that may be controllable are being determined and analyzed by employee groups as part of the Belmont Enrollment Summit initiative. Results are pending.

Variables both state-wide and nationally contributing to enrollment declines which are known and less controllable are as follows:

1. Older students are bolstering their skill-sets at the community college quickly and returning to the workforce. A number of dislocated workers have completed their studies and moved on.
2. A semester conversion compounds the enrollment decline.
3. High school students may be choosing four-year institutions over community colleges for a variety of reasons. Changes in federal financial aid regulations have made community colleges an expensive investment these days compared to the four-year counterparts in some cases. Notably, the restrictions limiting the life-time Pell Grant eligibility to 12 semesters has been a major variable. For example, shortened timeframes affect students who have attended college earlier in their lives and used the Pell Grants to help cover costs. When those students now attempt to return to college they find that their previous use of Pell Grants has left them with little or no remaining eligibility.
4. Tuition increases to make up for decreasing state funding has left students with higher levels of unmet financial need (as discussed in last month's Ends Policy Report), and the need to take out student loans.
5. More people are leaving college for the workforce as the economy slowly improves. The oil and gas boom is changing the local job market and economy. Students are working more hours to earn the wages necessary to maintain their current way of life.
6. Ohio's shrinking pool of college students is reflective of the declining pools across areas throughout the nation. All segments of the population including first-time college students, nontraditional students, and transfer students seem to be affected, as reflected in our own demographic profile.

Although the enrollment decline is state-wide and nation-wide and not unanticipated, and certain major variables are uncontrollable, the magnitude of the decline requires immediate, intermediate, and long term steps to reverse the decline.

The challenges are: How do we attract more students? How do we retain the students we have? These are the questions to answer in resolving this two-fold problem of both attracting/recruiting new students and retaining current students.

### **Considerations for Improvement**

Consideration of the following Short Term Strategies for investigating controllable variables are recommended:

1. Expand technological innovations to produce a wider array of affordable and convenient course delivery options for students.
2. Develop short term stackable certificates that are embedded in degree programs.
3. Review programs for hidden pre-requisites.
4. Offer course and term schedule options to facilitate enhanced enrollment, including flexibly scheduled courses and developmental education bridge courses. Be sure the schedule enables students to complete programs within 150% of the length of the program.
5. Expand online program and course options that target new markets.
6. Re-evaluate our methods of attracting new students through new programming, and expanded marketing/promotional strategies, and how we respond to prospective/re-entering students by including faculty and others in the intake process.
7. Continue to streamline and coordinate the recruitment, admissions and advising model and how we take in students.
8. Assess student drop-out points: Who? When? Why? Which programs? Develop early intervention strategies to decrease the drop-out rate.
9. Identify markers for student success in the first year experience and assess new students for the absence of markers. Provide intrusive advising, early intervention, and follow-up when the absence of markers is noted.
10. Utilize outside consultation to implement the SALT Model to meet enrollment goals and prevent unmet financial need and loan default.
11. Initiate on-site admissions and enrollment procedures at area high schools allowing students to enroll on the spot.
12. Customer service training and implementation of best practices.
13. Consideration of the following national completion agenda best practices: Discontinue graduation fees; Stop late registration; Streamline inquiry, admissions and enrollment processes to make it easier for students to navigate the institution; Automate processes for updating degree audits and identifying trigger courses for claiming majors; Review the policies for course repeats and withdrawals; Focus strategies on part-time students; Promote active learning strategies (Cooperative learning, Project-based learning, Internships/Co-ops, Simulation, Learning Communities, Supplemental instruction, Technology enhanced classes, "Right-Start" Orientations); Continue ongoing employee training for student retention and completion.

Intermediate and long term strategies include:

1. Consideration of specific strategies recommended by the Enrollment Summit initiative.
2. Implementation of the College Completion Plan, mandated by Ohio law, and to be approved by the Board of Trustees by June 30, 2014.
3. Develop more programs that are relevant to the job market.