Office of Enrollment Services
2012 Assessment Report

Expected Outcome: Maintain test scores and GPA averages conducive to meeting university freshmen enrollment goals
Enhance the quality of the educational experience for students and faculty through the recruitment and enrollment of students demonstrating through test scores and grade point average the most likelihood for success at Auburn University and conducive to meeting the university enrollment goals.

Assessment Method: Applicant, enrollment, and retention analysis
Utilize data to track recruitment through graduation to identify the freshman student profile that indicates the most likelihood to enroll, matriculate, and graduate from Auburn University.

Findings: The high school grade point and test score average of the freshman applicant pool has increased steadily over the past five years. The scores have progressed from an average test score of 26.2 in Fall 2008 to an average test score of 27.3 in Fall 2012; and the grade point average has increased from 3.72 in Fall 2008 to 3.84 in Fall 2012. This has produced increased averages in the freshman enrollment class as follows: test score average of 25.8 in Fall 2008 to 26.8 in Fall 2012 and grade point average of 3.69 in Fall 2008 to 3.78 in Fall 2012.

Use of Findings for Improvement:
No changes were made based on the findings. As applicants are evaluated the concentration is on maintaining the quality of the profile.

Assessment Method: Targeted recruitment events
Survey recruitment event attendees to ensure events targeted specifically to high academically qualified prospective students are informative and effective. The day following all the event attendees and parents/guests are emailed a link to complete a satisfaction survey (SurveyMonkey).

Findings: The Talented Academic Leaders Outstanding National Scholars TALONS program, for high ability applicants, dates are filled to capacity for each event. The attendees display a high confirmed rate. Thus, based on the high demand for attendance and the fact that attendees in the Fall 2012 and the Fall 2013 cycle showed an 82% confirmation rate we have concluded that the program is both informative and effective. With 438 attendees, only 18.5% of the attendees responded, 42.3% students and 56.8% parents. Of the responders 95.1% indicated they would be more likely to attend Auburn University and 97.6% reported having a good or excellent overall impression of TALONS.
Use of Findings for Improvement:
Incentives to increase the survey response rate of 18.5% are being developed. Based on the survey findings and comments, adjustments are made for improvement, within the scope and capabilities of the program.

Expected Outcome: **Increase diversity of student body**
Enhance the quality of the educational and cultural experience through the recruitment and enrollment of a diverse student body.

Assessment Method: **Applicant and enrollment analysis**
Utilize data to analyze and track the progress of minority students as they move through the enrollment funnel.

Findings: Freshman applications for Students of color (minority) have increased over the past five years. The change began at 2,408 applicants in Fall 2008, increased slightly to 2417 in Fall 2010, and increased more significantly to 2764 in Fall 2012. The enrollment of Students of Color has followed a similar pattern: 421 in Fall 2008, 598 in Fall 2010, and 609 in Fall 2012. The enrollment numbers exceeded the enrollment goals for Fall 2009, 2010, 2011, and 2012.

Use of Findings for Improvement:
Continue to recruit a diverse applicant pool by identifying the minority student prospects and through varied recruitment efforts, including the development of Minority Preview Days and SOC High School counselor events, introducing them to an Auburn educational setting that enhances the educational and cultural experience for all students.

Expected Outcome: **Maintain appropriate residency breakdown**
Utilize data to ensure the recruitment and enrollment of both resident and non-resident students so as to adhere to the Land Grant mission and goals and objectives stipulated by the Board of Trustees.

Assessment Method: **Applicant and enrollment analysis**
Ensure and protect the educational opportunities afforded through the land Grant mission to Alabama resident students, while balancing the revenue implications and qualities provided through non-resident enrollment.

Findings: In keeping with the Land Grant mission of Auburn University, the majority of freshman enrollment is populated by Alabama residents. As the academic credentials of the freshman population are increasing, non-residents are applying for enrollment at an increasingly greater rate than residents. Non-residents applications have increased from 63.4% in Fall 2008 to 67.9% in Fall 2012. With the exception of Fall 2011 the enrollment breakdown has stayed consistent at between 55.2% to 60.2% resident to 39.7% to 42.6% non-resident.
Through the enrollment management process, in keeping with the Land Grant mission, the enrollment goals and applicant evaluation process must adjust accordingly to stay within a 2% margin of a 60/40 residency composition.

**Expected Outcome:**  
Support College/School enrollment goals established annually by the Enrollment Management Council

Utilize data to ensure the recruitment and enrollment of students in order to meet the stated College/School enrollment goals.

**Assessment Method:**  
Applicant and enrollment analysis

Utilize data to analyze and track the progress of students by college, school, or specific area of study as they move through the enrollment funnel.

**Findings:**
Two colleges have been consistent in meeting freshman enrollment goals over the past five years. The College of Engineering has surpassed its goal each year and the School of Nursing has met its goal three years with the exception of 2011 and 2012, whereas they achieved respectively 95.7% and 98.8% of goal. The School of Forestry and Wildlife has failed to meet its enrollment goal all five years, and both the College of Liberal Arts and the School of Human Sciences met its goal only one of the five years (2010). The overall enrollment goals were attained in 2010, and 2011.

**Use of Findings for Improvement:**
As the quality of the applicant profile has increased it has become apparent that the higher quality students are drawn to specific Colleges/Schools. In the enrollment management and applicant evaluation processes we must be cognizant of the middle tier of applicants and balance the acceptance distributions to facilitate the other Colleges/Schools enrollment goals. In the new strategic plan we will be looking at ways to better manage high demand areas.

**Expected Outcome:**  
Maintain scholarship award levels sufficient to support test score and GPA goals and stay within budget guidelines

Utilize data to ensure the best use of available scholarship funding in order to recruit, enroll, and retain high academically qualified students.

**Assessment Method:**  
Applicant and enrollment analysis

Utilize data to analyze and track the progress of high ability students as they move through the enrollment funnel and matriculation.

**Findings:**
The enrollment count of high ability students has increased by 92% since 2008, from 1,000 to 1,919. The count of Freshman Scholarship recipients has increased by 13% since 2008, from 1,527 to 1,721. The total dollar amount awarded has increased almost 250% since 2008. The General and Departmental
Scholarship categories have remained steady in their award dollars, while the Freshman Scholarship award dollars have increased by over 300% and the Academic Scholarship Waivers granted to non-residents have increased approximately 350%.

Use of Findings for Improvement:
Scholarship programs, including requirements for consideration and award amounts, are reviewed annually and adjusted as needed to maximize net tuition revenue and academic quality. Due to high demand and high cost of non-resident scholarships, the awards have been reduced. We expect decreased yield rates for high ability non-residents but our goal is to still maintain a high quality freshman class.

Expected Outcome: Execute prospective student communications
Utilize data, technology, and communications and marketing resources to develop communication plans specifically for target populations.

Assessment Method: Relationship management data analysis
Utilize the data to analyze the effectiveness of communications efforts, specifically mailings, e-mails, social networks, and Tele-counseling.

Findings: Prospective applicants are contacted multiple times through direct mail. An initial mailing is sent to high school sophomores, multiple contacts made during the junior year and more frequent, directive information are sent during the senior year. An average of 69,018 sophomore pieces were mailed each year from 2008 to 2012. High school juniors were contacted via mail, email, and Tele-counseling a minimum of ten times. High school seniors are contacted via mail, email, and Tele-counseling a minimum of 28 times. Many of these communications are targeted to specific populations, such as highly academically qualified students and minorities.

Use of Findings for Improvement:
An annual review of our prospective student name purchases, materials cost, and ROI of each contact within each communication plan occurs and adjustments are made based on an evaluation of what is effective and efficient.

Assessment Method: Recruitment materials/events
Survey recruitment event attendees, students, and counselors to ensure recruitment materials, campus visits, and recruitment events are informative and effective. The day following all the event attendees and parents/guests are emailed a link to complete a satisfaction survey (SurveyMonkey).

Findings: Prospective applicants are contacted multiple times through direct mail. An initial mailing is sent to high school sophomores, multiple contacts made during the junior year and more frequent, directive information are sent during the senior year. An average of 69,018 sophomore pieces were mailed each year from 2008 to 2012. High school juniors were contacted via mail, email, and Tele-counseling a minimum of ten times. High school seniors are contacted via
mail, email, and Tele-counseling a minimum of 28 times. Many of these communications are targeted to specific populations, such as highly academically qualified students and minorities. With 1,245 attendees, only 12.9% of the attendees responded, 60.9% students and 39.1% parents. Of the responders 48.8% indicated they would be more likely to attend Auburn University and 98% reported having a good or excellent impression of WED.

Use of Findings for Improvement:
An annual review of our recruitment efforts to enrollment statistics occurs and adjustments are made based on an evaluation of what is effective and efficient. Communication campaign theme and design (brand) are updated approximately every four years with input from focus groups both in state and out of state with parent, student, and counselor participation. Based on the high demand for attendance and the fact that WED (War Eagle Day-recruitment preview day) attendees in the Fall 2012 and the Fall 2013 cycle showed an 53 % and 57% respectively confirmation rate, thus we have concluded that the program is both informative and effective.
While the survey results are positive, incentives to increase the survey response rate of 12.9% are being developed.

Expected Outcome: Maintain an admission process that is clearly defined and understood
Ensure that the application and supporting process meet the goals and objectives as outlined by Enrollment Services policies and procedures.

Assessment Method: Applicant data analysis
Utilize data and feedback to ensure that applicants are processed in a friendly and efficient manner.

Findings: From 2008 to 2012 Auburn University has experienced fluctuation in the application numbers decreasing as much as 13.1% from 2008 to 2009 but increasing in 2010 and 2011 by 4.5% and 14.2% respectively, and then dropping again slightly by 5.9% in 2012. The large drop in 2008 to 2009 can most likely be attributed to the collapse of the US economy and the large increase in 2011 can most likely be attributed to winning a football National Championship.

Use of Findings for Improvement:
No changes have been made to the process have occurred which would affect the application numbers but the fluctuations are more attributable to external factors.

Expected Outcome: Maintain transfer hours and GPA averages conducive to meeting the university transfer student enrollment goals (1300 annually)
Enhance the quality of the educational experience for students and faculty through the recruitment and enrollment of transfer students demonstrating through course credits and transfer grade point average the most likelihood for success at Auburn University.
Assessment Method: Applicant, enrollment, and retention analysis
Utilize data to track recruitment through graduation to identify the student profile that indicates the most likelihood to enroll, matriculate, and graduate from Auburn University.

Findings: With the exception of 2008 to 2009 the transfer student enrollment has decreased each year, failing to reach the transfer enrollment goal of 1300 for both 2011 and 2012. However, the average college transfer GPA has increased from 2.97 in Fall 2008 to 3.10 in Fall 2012, while college transfer hours has remained steady at 54 to 55 transfer credit hours.

Use of Findings for Improvement:
A transfer student communication has been developed to better communicate and recruit transfer applicants and three admission advisors have been assigned to primarily focus on transfer student recruitment.