Office of Enrollment Services
2014 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 continued to increase or remain steady over the past six years. The scores have progressed from the Fall 2008 with an average test score of 26.2 to an average test score of 27.0 in the Fall of 2013; the grade point average has increased from 3.72 in Fall 2008 to 3.82 in Fall 2013. This has produced a strong profile of the freshman enrollment class resulting in a test score average of 26.8 in Fall 2013, up from 25.8 in Fall 2008 and a grade point average of 3.74 in Fall 2013 up from 3.69 in Fall 2008.

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, we have concluded that the program is both informative and effective in recruiting students to Auburn University. With 699 attendees, slightly over 20% responded to the evaluation. The respondents were 50% students and 50% parents. Of the responders 100% gave a ranking of Excellent or Good. 58.5% indicated they would definitely attend Auburn, 35.5% indicated they were more likely to attend, and 6% were undecided. The percentage of those indicating they would definitely not attend was 0%.
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 remained steady with an average of 2511 over the past six years. This includes a peak of 2764 in 2012, and a low of 2022 in 2009. The enrollment of Students of Color on average is 518 students, with the most enrolled in the Fall of 2012 at 609 and the least amount in the Fall of 2008 with 421 students. 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 65.9% in Fall 2013. With the exception of Fall 2011 the enrollment breakdown has stayed consistent at between 55.2% to 62.5% resident to 37.5% to 45.8% non-resident. The enrollment is consistently maintaining the 60/40 residency composition.
Use of Findings for Improvement:
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:
The Schools and Colleges have maintained at least a 95.5% overall enrollment goal throughout the past 6 years, and exceeded the goal in 2010 and 2011 with 107.3%. The School of Nursing surpassed its goal four out of the past six years, but achieved 95.7% in 2011 and 98.8% of goal in 2012. The College of Liberal Arts has only met its goal one of the past six years, in 2010. The College of Architecture, Design and Construction has only met its goal two of the six years, 2008 and 2011. The School of Forestry and Wildlife has failed to meet its enrollment goal with the exception of 2013 when their goal was met, but had been lowered. The School of Engineering met its goal from 2008 through 2012 and came close in 2013 with 98.8% after the goal was increased. In 2013, all of the schools and colleges met their goals by at least 81.9% and five of the schools exceeded their goals by as much as 118.3%.

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 grown and remained steady over the years starting with 1000 students in 2008 and peaking with 1919 students in 2011. On average, Auburn University enrolls 1489 high ability
students each year. The count of incoming freshmen receiving Freshman Scholarships has increased by 24% since 2008, from 1,527 to 1,890. The total dollar amount awarded has increased 240% since 2008. The General and Departmental Scholarship categories have remained steady in their award dollars, while the Freshman Scholarship award dollars have increased by 310% and the Academic Scholarship Waivers granted to non-residents have increased 287%.

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 were reduced. Yield rates for high ability non-residents initially declined but have increased again, allowing us to 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, tele-counseling, and email. Sophomores in target markets are contacted a minimum of four times during their sophomore year. High school juniors in target markets are contacted a minimum of thirteen times during their junior year. More frequent and directive information is sent to students upon senior year. Prospective seniors in target markets are contacted forty-two times during their senior year as they progress through the funnel. 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, tele-counseling, and email. Sophomores in target markets are contacted a minimum of four times during their sophomore year. High school juniors in target markets
are contacted a minimum of thirteen times during their junior year. More frequent and directive information is sent to students upon senior year. Prospective seniors in target markets are contacted forty-two times during their senior year as they progress through the funnel. 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 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 2013 Auburn University has experienced moderate fluctuations in the number of applications each year. The lowest number of applicants occurred in 2009 by a drop of 13.1% after the collapse of the US economy, and the largest increase was in 2011 with a 14.2% increase after the winning of the National Championship in football. The number of applications decreased again in 2013 with a drop of 10.8% after a poor showing of the football program in 2012.

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:**

Transfer student enrollment has decreased slightly from 2011 through 2013, only reaching the transfer enrollment goal of 1300 students for 2008, 2009, and 2010. However, the quality of the profile of transfer students has increased despite the drop in the number of applicants from an average GPA of 2.97 with 54 hours in 2008 to an average of 3.11 and 53 hours for Fall 2013.

**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.