

College of Charleston Assessment Template		Date form Completed: 06/18/2012	
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Program Name and Type: Office of Undergraduate Admissions Contact information for Program Assessment Coordinator: Suzette Stille Email: stilles@cofc.edu Phone: 843 953 8148 Office address: 65 George St, Rm 110 Administrative Unit director (deans, vice presidents, etc.) receiving assessment updates: Donald Burkard, Associate VP for Enrollment Planning			
Does this program follow specialized accreditation standards (e.g., NCATE, AACSB)? __ (Yes) <input checked="" type="checkbox"/> (No) Name of the accrediting organization _____ Date of last program review for the accrediting organization _____ Date of next program review for reaccreditation _____			
Program/Department Mission Statement: The mission of the Office of Admissions is to recruit and enroll diverse, academically qualified undergraduate students to meet the annual goals of the institution and the state of South Carolina. The Office of Admissions will demonstrate a high level of student service through use of professional best practices and delivery of excellent, accurate and personalized experiences in its recruitment activities, applicant processing and review, and will foster an atmosphere that values diversity and the contributions of all.			
Unit or School Mission: The Division of Enrollment Planning provides the highest standards of excellence in managing enrollments. The division actively identifies, counsels, recruits and enrolls high caliber students whose experiences and talents demonstrate that they and the College of Charleston will benefit by their enrollment. The Enrollment Planning Division serves in a leadership capacity by offering services that promote student success, retention and graduation rates.			
Assessment Plan (first two columns)		Assessment Report (all four columns)	
Program Goal or Student Learning Outcome <i>What will students know and be able to do when they complete the program? Attach Curriculum Map.</i>	Assessment Method and Performance Expected <i>How will the outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? Attach Rubric.</i>	Assessment Results <i>What does the data show?</i>	Use of Results <i>Who reviewed the findings? What changes were made after reviewing the results?</i>
Increase enrollment of racially/ethnically diverse students by evaluating effectiveness	1. Measure enrollment results from participants in Senior Project 2011 and MOVE 2011-12.	See attachments	The diversity admissions staff, data analyst and Director of Admissions reviewed the data. It is clear that

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<p>of two major enrollment initiatives aimed at this purpose: Senior Project/ MOVE (Multicultural Overnight Visit Experience). (DC)</p>	<p>2. Data tracking, reporting and analysis of participated, applied, accepted, enrolled freshman students for the fall of 2012.</p> <p>3. Program Development: Survey students to determine the impact of program(s) on college choice.</p>		<p>participation in either MOVE or Senior Project has a significant influence in eventual enrollment at CofC. Of the freshman class of diverse students enrolling, - 12% (Fall 2011) -and estimate of 15% (Fall 2012) attended a MOVE.</p> <p>It is obvious that these programs are successful – the results are indicative of the value of the programs. If increased diversity enrollment continues to be a goal for the College, additional resources to expand increase participation in these programs would have significant enrollment results.</p> <p>We had a 14.6% increase in the number of enrolled MOVE participants. We attribute this partially to the addition of a class visit/academic component to</p>
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			<p>MOVE.</p> <p>Fall 2012 enrollment data is preliminary – official enrollment will be determined in October of 2012.</p> <p>We plan to survey 2011 Senior Project participants in July of 2012 to determine their final college choice and determine what experiences impacted their final college choice.</p>
<p>Ensure that all staff have Banner competencies for common functions.</p> <p>Identify Banner forms for which all staff need to have familiarity and access and providing appropriate training for all staff. (DJ)</p>	<p>Assessment will be based on evaluation of the success of several training sessions conducted for staff.</p> <ol style="list-style-type: none"> 1. number of training sessions – target of 3 2. participation of staff 3. relevance of material presented. 4. Creation of list of common Banner forms that are necessary to conduct Admissions processes and provide 	<p>Three technology training sessions were offered in June of 2012.</p> <p>Session 1: 20 /30 staff members participated.</p> <p>Session 2: 18/30 staff members participated</p> <p>Session 3: 18/30 staff members participated</p> <p>3. See Survey results attached</p> <p>4. List has been created, shared with staff and filed on the Admissions</p>	<p>The three topics of focus were BANNER forms, BDMS and My Charleston. These encompass three of the primary software systems used by Admissions, and represent the most misunderstood and confusing technological components required for staff and in the case of My Charleston, for incoming students.</p> <p>It is clear that My Charleston is the system that is the most complex and necessary for</p>

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	<p>service to students and other offices.</p>	<p>shared folder for future reference.</p> <p>See attached document</p>	<p>everyone in the office to understand. Because of the need to communicate the process for accessing and using MC to applicants/admitted students at several stages in the admissions process, we should schedule more regular training sessions for MC.</p>
<p>Target of 12,000 freshman applications for fall of 2012. (JF)</p>	<p>Data tracking, reporting and analysis of number of applications, geographic origin of applicants, quality of applicants, diversity of applicants and staff contacts (via recruitment activities) to generate applicants.</p> <p>Analysis, tracking and reporting of number of applicants generated from specific recruitment activities (i.e. high school visit/fairs, SEARCH, web contact, sit-downs, etc.) and the expansion supported by Strategic Growth Initiative (SGI).</p>	<p>See attached document</p>	<p>We came very close to meeting the ambitious goal of receiving 12,000 FR applications. The 7.7% growth and significant growth both in-state and out-of-state made this a very successful year. The larger number of applicants combined with a reduced class size allowed us to focus on quality indicators and reduce the acceptance rate. We were able to increase the quality of incoming students (expected increase in SAT and GPA averages) and reduce the acceptance rate to</p>

			<p>below 70%.</p> <p>The results of this assessment indicate the success of the funding allocated to SGI. We continue to see results (apps and deposits) from expanded SEARCH, more extensive travel and enhanced visibility in wider and more diverse geographic regions.</p>
<p>Expand geographic diversity by increasing the number and quality of out of state transfer entering in the Fall of 2012. (DH)</p>	<p>1.Track number of enrolling transfer students by geographic origin (out of state markets for Fall 2012</p> <p>2. Analyze quality indicators such as cumulative incoming GPA for enrolling students.</p> <p>3. Analyze recruitment activities for out of state transfer students and identify initiatives that led to enrollment increases.</p>	<p>See attached document</p>	<p>1. See attached data</p> <p>2. Early indications are that we will have a significant increase in cumulative GPA for incoming transfer students.</p> <p>3. Out of state transfer recruitment travel was expanded this year. Targeted states were VA, MD, NC. Fall 2012 apps from MD and NC have increased, enrollments are expected to be flat. Recruitment travel is beneficial in interesting students in CofC transfer but other factors (costs, out of state</p>

			<p>tuition) are impediments for enrollment.</p> <p>Enrollment increases are in some traditional markets (NC, MD, OH) and in emerging markets (CO, CA).</p>
<p>Additional Outcomes or Comments:</p>			

Assessment Results - Diversity

Goal or Outcome

Increase enrollment of racially/ethnically diverse students by evaluating effectiveness of two major enrollment initiatives aimed at this purpose: Senior Project/ MOVE (Multicultural Overnight Visit Experience).

Assessment Method and Performance Expected

1. Measure enrollment results from participants in Senior Project 2011 and MOVE 2011-12.
2. Data tracking, reporting and analysis of participated, applied, accepted, enrolled freshman students for the fall of 2012.
3. Program Development: Survey students to determine the impact of program(s) on college choice.

Assessment Results

Senior Project Event and Freshmen Recruitment Results

	Senior Project 2009	Senior Project 2010		Senior Project 2011	
	Fall 2010 entry	Fall 11 Entry		Fall 12 Entry	%chg
Applications to Senior Project		77		158	105%
Accepted to Sr Project		43		56	
Rejected		12			
waitlist		26		102	
			%chg		%chg
Attended Senior Project	25	40	54%	49	23%
Applied to College of Charleston	18	40		43	
Accepted to CofC	16	32		41	
Rejected from CofC	2	8		1	
Enrolled at CofC	7	9		21	
	<i>yield</i>	44%	28%	51%	

*27 students registered for Sr Project 2009, only 25 attended

Rejections 2009 (2009--> 1 RJ, 1 incomplete)

Rejections 2010 (2010-->4 RJ, 4 incomplete application)

The data shows that the popularity of the Senior Project Program has consistently increased from 2009 to the present. Between the Fall 2011 and Fall 2012 entry terms, applications rose 105% and Senior Project attendance increased by 23%. The College continues to see strong yields (enrolled/accepted) from the students who attend Senior Project. For comparison, the yield for all 2011 freshmen was 28%.

M.O.V.E. Event and Recruitment Results

	2009 Entry Term	2010 Entry Term	2011 Entry Term	2012 Entry Term	
Registered for MOVE	31	105	87	172	
Attended MOVE	17	55	59	111	
Applied to College of Charleston	17	55	57	94	
Accepted to CofC	17	54	53	73	
Rejected from CofC	0	1	4	17	
Enrolled at CofC	11	33	41	47	
	<i>yield</i>	64%	61%	77%	64%

The M.O.V.E (Multi-cultural Overnight Visit Experience) Program has produced some of the highest yields of any event in the Office of Admissions. MOVE has become increasingly popular as word of mouth praise from positive experiences is shared to more and more students. In 2011-2012 a mandatory class visit was included in the MOVE program which has received positive feedback from its participants. Most of the students who attend MOVE ultimately apply to the college (they are not required to do so), and many who are accepted to CofC

chose to attend. 12% of enrolled freshmen minority students in 2011 participated in the MOVE program, and we anticipate 15% of the 2012 minority freshmen class will have participated in MOVE. We experienced a 14.3% increase in enrolled students that come from the MOVE program between 2011 and 2012. This program has been instrumental in attracting students of color to the College.

Diversity Recruitment Comparison

Freshmen Minority Applicants

	Fall 2011	Fall 2012	Growth
Applied	1,962	2,257	15.0%
Accepted	1,253	1,274	1.7%
Enrolled	331	373	12.7%
<i>yield</i>	26.4%	29.3%	

Enrolled Freshmen -Diverse Student Distribution

Race	Fall 2011		Fall 2012	
	Count	%	Count	%
American Indian	2	0.09%	3	0.13%
Asian	32	1.37%	32	1.41%
Black or African American	135	5.79%	142	6.28%
Hispanic Latino	89	3.82%	103	4.55%
Not Reported or Unknown	20	0.86%	12	0.53%
Native Hawaiian	0	0.00%	0	0.00%
Other Pacific Islander	0	0.00%	1	0.04%
Two or More Races	73	3.13%	94	4.16%
White	1,979	84.94%	1,875	82.89%
Total:	2,330		2,262	

Total Minority Percentage 331 14.21% 375 16.58%

Although we anticipate some students to ‘melt’ over the summer, our diverse student yield increased this year by almost 3%. Our overall freshmen minority percentage has also increased to 16.58%. We saw particular increases this year in Hispanic, Black African-American, and students of Two or More Races. We will continue to highlight diversity programs and opportunities that are available at the College of Charleston to continue to attract these students of color.

Diversity Program Development – Survey

In the Fall of 2011, we surveyed prospective, diverse, high school students at our AALANA Preview event on campus to gain a more in-depth perspective on what factors diverse students consider when deciding on where to apply for college. We compared these results to the results of identical questions asked to all students regardless of race. A few notable results are highlighted below:

When deciding where to apply, the most important factor considered is:

Diverse Students: Cost(36), Best Academic Fit(29) and Academic Programs(22).*

- All students Top 3: Best Academic Fit, Campus Environment, Academic Programs

When deciding where to attend college, the most important factors is:

Diverse Students: Best Academic Fit (36), Cost (28), and Academic Programs (27).*

- All students Top 3: Best Academic Fit, Campus Environment, Academic Programs

*choices were: Academic Fit, Student Organizations, Campus Environment, Div. 1 Sports, Cost, Published Rankings, Housing/Dining/Fitness Facilities, and Academic Programs. 75 is the highest possible points for any category

For all students regardless of race, 'Cost' was the fifth most important factor when deciding where to apply, and the fifth most important factor when deciding where to attend.

80% of the diverse students surveyed said that their parents were the most influential in the college decision-making.

When asked, "How does campus diversity impact where you decide to apply to College?," on a scale of 1 to 10 (1= not important at all 10= very important) the average answer was 7.2

The results empirically show that diverse students are looking more closely at Cost than non-diverse students when deciding where to applying for College. Diverse students strongly consider the level of campus diversity in the school they would consider attending. The Office of Admissions plans to add additional financial aid informational resources to its diversity webpage, and create a new marketing brochure will highlight our campus diversity.

In the future, we also plan to conduct additional surveys throughout the year to identify how we can address the needs of our diverse prospective students throughout different stages of the admissions cycle. We also plan to survey applicants when the admissions cycle is complete to ask why a student chose to attend CofC, or why they chose to attend the school of their choice if they did not enroll here.

Assessment Results – Information Technology

Goal or Outcome

Ensure that all staff has Banner competencies for common functions. Identify Banner forms for which all staff need to have familiarity and access. Provide appropriate training for all staff.

Assessment Method and Performance Expected

- 1. Assessment will be based on evaluation of the success of several training sessions conducted for staff.**
 - a. Number of training sessions 3**
 - b. Participation of staff and relevance of material presented**
 - c. Creation of list of common Banner forms that are necessary to conduct Admissions processes and provide service to students and other offices.**

Assessment Results

Banner Forms

Training on Banner Forms was very successful. In the session, participants went through Banner screens that are commonly used in admissions. The focus of the session was to assist members of our office with Banner navigation, and to reinforce how data passes from our online application into the Banner system.

Participants were surveyed following the session, and their feedback is summarized below:

When asked, “How useful did you find this session? Please rate on a scale of 1-10. 1= Not Useful and 10 = Extremely Useful,” the average response was a 7.5. The lowest score given was a 4 and the highest score given was a 10. The most common score recorded was an 8. This range of responses shows that the session was very useful to most of its participants.

When asked, “Do you feel you have enough knowledge of BANNER forms to conduct your day to day work?,” 100% of participants responded yes.

To improve training sessions for the future, the question was also asked, “What areas of BANNER do you feel you need more training on?, and we received several constructive responses, which mentioned interest in learning some of the more advanced or restricted features of Banner forms that were not covered in the general training session.

Our office will consider doing an advanced users training for Banner forms so that members of our staff with expanded security access can ask their specific questions in a smaller setting.

BDMS

Training on BDMS was also a success. In this session, participants followed the operations process of a document (transcript, recommendation letter), through its entry into our BDMS database system. Several items were discussed including how our office can coordinate with other departments on campus, and how to search for prospective student documents before they are assigned a CWID.

Participants were surveyed following the session, and their feedback is summarized below:

When asked, “How useful did you find this session? Please rate on a scale of 1-10. 1= Not Useful and 10 = Extremely Useful,” the average response was a 7.7. The lowest score given was a 6 and the highest score given was a 10. The most common score recorded was a 10. This range of responses shows that the session was very useful to most of its participants.

When asked, “Do you feel you have enough knowledge of BDMS to conduct your day to day work?,” 100% of participants responded yes.

To improve training sessions for the future, the question was also asked, “What areas of BDMS do you feel you need more training on?,” all respondents answered none. Several were very appreciative of the demonstration, and wrote their appreciation for the hand-out that provided screen shots as a how-to guide.

This training session was extremely successful. Many of our participants made it interactive by asking questions and walking through the steps of how to find the documents they need from BDMS.

MyCharleston

Training on MyCharleston was also extremely productive. In this session, participants were taken through the process of My Charleston registration from the point of view of our software, as well as the point of view of the student. There has been some confusion about what MyCharleston is capable of showing and what students see, so this session helped answer many of the questions that our staff has had when trying to assist students with technology issues over the phone.

Participants were surveyed following the session, and their feedback is summarized below:

When asked, “How useful did you find this session? Please rate on a scale of 1-10. 1= Not Useful and 10 = Extremely Useful,” the average response was a 7.1. The lowest score given was a 1 and the highest score given was a 10. The most common score recorded was a 10 and 8. This range of responses shows that the session was very useful to most of its participants.

When asked, “Do you feel you have enough knowledge of MyCharleston to conduct your day to day work?,” 78.6% of participants responded yes. Those who responded no, elaborated stating that they wished more test students/examples were possible. One respondent thought that the session was too long.

To improve training sessions for the future, the question was also asked, “What areas of MyCharleston do you feel you need more training on?,” we received mixed responses. Most who gave feedback wanted to see additional screen shots or to have an actual student walk through the registration process. Most respondents answered “none.” It was brought up within the training session that our Banner Test Environment has many limitations and that creating example students that will function properly within MyCharleston is not yet possible. Because of password security issues, using a real student is also not possible.

For the future we will try to work more closely with our IT department to develop a better understanding of the scope of our role in assisting students with MyCharleston. Our staff is aware that the Helpdesk is the best resource for questions about MyCharleston, and will direct students there for assistance if basic troubleshooting cannot fix an issue.

Assessment Results – Transfer Students

Goal or Outcome

Expand Geographic diversity by increasing the number and quality of out of state transfers entering in the Fall of 2012.

Assessment Method and Performance Expected

- 1. Track number of enrolling transfer students by geographic origin (out of state markets Fall 2012).**
- 2. Analyze quality indicators such as cumulative incoming GPA for enrolling students.**
- 3. Analyze recruitment activities for out of state transfer students and identify initiatives that led to enrollment increases.**

Assessment Results

Enrolling Transfer students were tracked throughout the Fall 2012 admissions cycle. In order to identify areas of growth for out of state students, we have identified top states and schools by out of state enrollment growth. Enrollment results of the incoming Fall 2012 Transfer pool is preliminary. The Office of Admissions anticipates accepting at least 100 more transfer applicants by September of 2012, and also anticipates that many more students will also pay the enrollment deposit throughout the summer.

Transfer Enrollment Growth

State	Fall 2011	Fall 2012	growth%
New Hampshire	1	3	200.0%
Colorado	2	4	100.0%
Tennessee	3	5	66.7%
Ohio	7	10	42.9%
California	6	7	16.7%

Fall 2012 Top States for Enrolled Students (excluding SC)

State	Enrolled at CofC
Maryland	22
New York	20
North Carolina	18
New Jersey	17
Connecticut	14

Top Feeder Schools - Out of State

School	City	State	Students
Suffolk County Community College	Selden	NY	6
University of Alabama	Tuscaloosa	AL	6
University of Maryland: University Col	Adelphi	MD	6
Appalachian State University	Boone	NC	4
Savannah College of Art and Design	Savannah	GA	4
Georgia Perimeter College	Decatur	GA	3
American Council on Education	Washington	DC	3
Frederick Community College	Frederick	MD	3
St. Petersburg Junior College	St Petersburg	FL	3
Norwalk Community College	Norwalk	CT	3

Quality of Enrollment

Tracking the cumulative GPA incoming Fall 2012 Transfer Students is Preliminary. The Office of Admission will continue to collect final transcripts up through the beginning of the Fall term.

Transfer Students by Cumulative GPA Over Time

	Fall 2009	Fall 2010	Fall 2011	Fall 2012*
Cumulative GPA	2.70	2.70	2.74	3.10

*The Fall 2012 Information below is a preliminary estimate based on enrolling students with complete transcript information at the time of this report.

Transfer Recruitment Activities

We tracked the number of transfer applications we received from schools where our transfer admissions counselors traveled in the Fall 2011- 2012 admissions cycles. A summary of the results of those recruitment activities is summarized below:

Northern Virginia Community College, Virginia

- 2011-2012 we received 12 Applications, 2 Not Complete, 10 Accepted, 9 Enrolled
- We enrolled the same number of students, 9 from Northern Virginia CC in 2011-2012 as 2010-2011 with 7 fewer applications.

Tidewater Community College, Virginia

- We had a 50% increase in Tidewater CC applications (9 applications in 2011-2012 vs. 6 in 2010-2011).
- We had a 20% increase (6 students enrolled in 2011-2012 vs. 5 students enrolled in 2010-2011).

Montgomery Community College, Maryland

- We had the same number of applications 6 over the last two years
- In 2011-2012 we enrolled 3 students vs. 1 student which equals a 200% increase

Anne Arundel Community College, Maryland

- We had a 33% increase in applications but 28% fewer accepted due to 4 students not completing their application (missing transcripts) and 1 rejected student.
- We ended up enrolling only 2 students in 2011-2012 vs. 6 students in 2010-2011, a 200% decrease

Cape Fear Community College, North Carolina

- We had one fewer application and one fewer enrollment but this was by far my most busy visit that was not a college fair.

Coastal Carolina Community College, North Carolina

- We had 2 more applications in 2011-2012 than 2010-2011, but the two extra applications remained incomplete
- It is located near a military base, Camp Lejeune, so many of their students may be able to use their G.I. Bill at COFC.

Chattanooga Conference, Tennessee

- The recruitment trip to Chattanooga was a success. Part of the trip was traditional recruiting: meeting with transfer students and giving information on programs at CofC
- The trip was scheduled around a transfer recruitment conference, which allowed our staff to network with other colleges and universities.

Assessment Results – Freshmen Recruitment

Goal or Outcome

Target of 12,000 Freshman Applications for Fall 2012

Assessment Method and Performance Expected

1. **Data tracking, reporting and analysis of applications, geographic origin of applicants, quality of applicants, and diversity of applicants.**
2. **Analysis, tracking and reporting of number of applicants generated from specific recruitment activities, (i.e. high school visit/ fairs, SEARCH, web contact, sit- downs) and the expansion of the Strategic Growth Initiative.**

Assessment Results

Applicant Pool

The Fall 2012 Entry Term we received 11,949 freshmen applications a 7.7% increase over the previous year. Our goal to increase applications focused on increasing our in-state applicant interest, and geographic reach for out of state students. The Strategic Growth Initiative (SGI) funds were used to increase our out of state travel in western states, as well as expand our prospect pool by purchasing additional suspect names of students who took SAT and ACT tests that fit the profile of a College of Charleston applicant.

Freshmen Applicants

	Fall 2011	Fall 2012
South Carolina	3,949	4,493
Out of State	7,137	7,456
Total:	11,086	11,949

Top States By Applicant Growth

State	Fall 2011 Apps		Fall 2012 Apps	Growth
Idaho	1	ID	5	400.0%
Montana	2	MT	8	300.0%
Oregon	4	OR	10	150.0%
New Mexico	3	NM	7	133.3%
Arizona	14	AZ	32	128.6%
Nevada	2	NV	4	100.0%
Virgin Islands of the U.S.	1	VI	2	100.0%
Hawaii	3	HI	5	66.7%
Rhode Island	70	RI	109	55.7%
Washington	13	WA	19	46.2%
Arkansas	9	AR	13	44.4%
Mississippi	9	MS	13	44.4%
California	137	CA	196	43.1%
Minnesota	22	MN	30	36.4%
Missouri	46	MO	62	34.8%

The goal of recruitment is to not only increase our applicant pool in diverse areas, but to also encourage students who apply, to make the College of Charleston their first choice.

We also analyzed the effectiveness of our Fall 2011 High School Travel on the Fall 2012 entering class, and found that many of the schools we visited had a positive impact on our applicant pool. High School Visits, in states where the College of Charleston is building a reputation, were particularly effective in California, Ohio, and Texas. We also identified schools where we received applicants, but did not visit. These will be focus areas in the upcoming travel season. These are schools where we will be warmly received although they are new travel areas for us. Some of these schools with visit opportunities are in Delaware, Michigan, Kentucky, Louisiana, and Maine.

Recruitment Activities

Throughout the Admissions cycle we tracked our recruitment activities to identify the different ways we connect with our applicants. Our applicants are grouped into three categories below, to best identify how they first connected with CofC.

1. **Suspects**- Suspects are Names that are purchased by the Admissions office from Test Administrators (SAT/ACT) or through Higher Education Research (NRCCUA). We purchase groups of names based on the student’s profile or geographic origin. This is most commonly known as SEARCH. Suspects receive CofC marketing materials in the mail and through e-mail. The goal of marketing to suspects is to get the student to continue down the admissions funnel and interact with the College and become a Prospect, and eventually become an applicant.
2. **Prospects**- Prospects send us their mailing and personal information, usually in a request to learn more about our admission. Most of these students interact with us online, send us their official test scores, or come to campus. Prospects are sent an admissions viewbook in the mail, and are kept in our e-mail list.
3. **Stealth Applicants** – Students who the College of Charleston does not have in its database prior to receiving an application for admissions.

Applicants by First Interaction

	Fall 2011	%	Fall 2012	%
Suspects	1,633	15%	2,088	17%
Prospects	7,601	69%	7,839	66%
Stealth	1,852	17%	2,022	17%
Total	11,086		11,949	

For the Fall 2012 applicant pool, we experienced a 400 student increase in students who started the admissions process as a suspect; a total increase of 2%. This is a positive indicator that our SEARCH efforts, are continuing to generate interest in the College of Charleston, and keep students engaged in the admissions process.

The day-to-day recruitment efforts of our staff are a directed towards generating prospects. These are students with whom our counselors meet with as a result of travel at information sessions, college fairs, and high schools visits. We also generate a large number of prospects through campus visits and admissions events.

Below is a list of Top First Activities for Applicants that started as a CofC Prospect.

	Top Activity	2011 Applicants	Top Activity	2012 Applicants
1	Official test scores	1,992	Official test scores	1,789
2	Campus Visit	1,405	Campus Visit	1,671
3	Web inquiry from student	1,262	Web inquiry from student	1,264
4	High school transcript or GED received	686	High School Visit	828
5	High School Visit	554	High school transcript or GED received	765
6	College Fair	492	College Fair	289
7	Viewbook sent	171	Viewbook sent	164
8	Senior rollover information sent	102	NACAC Counselor College Fair	107
9	My College Guide inquiry	69	Cappex.com inquiry	92
10	Campus visit postcard sent	53	Campus visit postcard sent	92

For the Fall 2012 entry term, we saw an increase in the number of students who applied as a result of a campus visit. Another notable increase is the number of applicants who became interested in the College of Charleston in our travel season, through a High School Visit.

Freshmen Applicant Visits	Applicants who visited	% of Applicant pool
Fall 2011	4,660	42.0%
Fall 2012	4,990	41.8%

Of the 11,949 applicants for the fall 2012 entry term, 4,990 students attended an on-campus visit or event. This is a 330 applicant increase over Fall 2011. As the Office of Admissions continues to evaluate its visit and events, we will strongly consider expanding our offering of special admissions tours and information sessions on the weekends, in addition to our regularly scheduled tours that take place during the week. Because of capacity and budget limitations, we are unable to expand our Open House and Accepted Student Weekend events to additional students. However, we will consider other ways in which we can invite interested applicants and prospective students on-campus for special events as time and budget allow.