

# SCAIR



**SAMPLE  
UNIVERSITY**

## Enrollment Insights and Benchmarking Report Class of 2023

*A comparative analysis of who applied, who was accepted, who enrolled,  
where the others went, and what influenced their decisions.*

Note: This sample report is comprised of real data aggregated across multiple institutions in order to protect the identity of any one institution while providing a realistic comparative analysis.

# Executive Summary

This report is a quantitative and qualitative, segmented analysis of the application, admission, and enrollment patterns of 121,189 student users of Scoir from the Class of 2023. Information used in this study was sourced directly from students' educational records whereas qualitative feedback about factors that influenced students' decision-making was gathered through a survey of Scoir users. Findings identified in this report are notable observations of data correlations or anomalies; they are not intended to draw inferences, provide explanations, or make recommendations.

## Most Notable Observations

- Racial and ethnic diversity of applicants is less than Private Peer Cohorts but similar to Public Peer Cohorts. *(Page 9)*
- Academic achievement of admitted students was consistent across income groups but varied significantly across racial and ethnic groups. *(Page 9)*
- Socioeconomic diversity of both applicants and enrolled students is less than Private Peer Cohorts and Public Peer Cohorts. *(Page 10)*
- Admitted students have higher academic achievement than those admitted by peer cohorts, but enrollment yield for the most academically qualified admits lags those experienced by peer cohorts. *(Page 10)*
- Students from top private high schools exhibit the lowest yield. *(Page 10)*
- Majority of enrolled students applied Early Decision whereas non-enrolled admits had more offers of admission from which to choose. *(Page 11)*
- Enrollment students are more concerned about value and jobs. *(Page 11)*
- Students are most influenced by academic reputation and the campus, but less than half of underrepresented admits visited campus before enrolling. *(Page 12)*
- Merit award recipients did not yield at a higher rate than other students, whereas peer cohorts experienced a slight improvement. *(Page 12)*

# About Scoir

Scoir helps colleges find, engage, and enroll best-fit students.

Created to expand college access and improve student outcomes, we give students tools to help them understand their talents and potential so they can discover the right college. Then, we connect them with the right information and people (parents/supporters, high schools, colleges, and CBOs) to help them make smarter decisions about their education.

The results speak for themselves:

- More than 2,200 high schools across the country trust Scoir to guide their students through the awareness and admissions process, including half of the *Niche 1,000 Best College Prep Private Schools* and more than 600 Title I public schools.
- 1-in-8 college-bound students from the Class of 2023 used Scoir to discover and engage with colleges of interest, and we've consistently expanded the size of our network +30% each year.
- Our college customers receive 51% more applications that result in 68% more enrollments.
- Working with our college partners uncovered that between 50% and 84% of students following our customers on Scoir were stealth and not acquired through other sources.

We're changing the way colleges think about student recruitment while traditional methods are becoming less effective by the day. It's time to take a fresh approach to your enrollment marketing and management with Scoir.

Will you join us? See the future at [scoir.com/colleges](https://scoir.com/colleges).



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# Methodology

This study analyzes the application, admission, and enrollment patterns of 121,189 student users of Scoir from the Class of 2023 who had indicated an enrollment selection prior to July 1, 2023. Information contained in students' educational records was used for segmentation and cohort analysis. Ninety-three percent (93%) of users included in this study are confirmed high school students whose accounts were provisioned by their high schools. Data contained in these students' educational records, including race, sex, home address, GPAs, and standardized test scores, were managed by their school counselors and/or updated directly from their school's student information system.

Upon making an enrollment selection in Scoir, students were presented a survey intended to quantitatively and qualitatively assess the factors that influenced their decisions about where to apply and where to enroll. Surveys were presented between March 19, 2023 and June 30, 2023 and respondents were enrolled in a random drawing to win a \$500 Amazon® gift card. The survey was presented to 52,718 students, of which 12,285 (23%) completed the survey in part or in whole.

## Segmentation

In conducting our analysis, we segmented the student applicant pool across multiple characteristics to identify anomalies in acceptance rates and or enrollment yields within specific subsegments of the applicant population. Segmented data for the subject institution was then compared among one or more cohorts of similar institutions to identify competitive advantages and disadvantages in enrollment management. Applicant segmentation parameters include the following.

**Class rank** percentiles are derived by ranking each student's weighted GPA, or unweighted GPA when no weighted GPA exists, in comparison to all other students in the same school and class year.

**Note: While Common Data Set relies on reported class rank, which typically encompasses no more than 30% of enrolled students, Scoir maintains GPA data for an entire school population and therefore is uniquely able to impute class rank for nearly all students.**

**Distance from home** is measured using the latitude and longitude coordinates of the student's home address, or high school when home address is unknown, and those of the college.

**First generation college student status** is self-reported by the student. For benchmarking purposes, the UCLA-CIRP *The American Freshman: National Norms (2019)* noted that 19% of first-year students enrolled at four-year institutions identified themselves as First-Generation.

**High school classification** is primarily determined by institutional control. Public high schools are further segmented by Title 1 eligibility using U.S. Department of Education's *Common Core of Data*. Private high schools are further segmented by their inclusion in Niche's list of the 1,000 *Best College Prep Private High Schools in America*, which ranks approximately the top 1/3 of all private schools. Private schools account for about 10% of all high school graduates, 20% of four-year college-bound students, and typically about 21% of National Merit Semifinalists.

**Home geographic region** is determined using students' home addresses, or high school addresses when home address is unknown. Regions are categorized using the U.S. Census Bureau's state grouping of nine census divisions: New England, Mid-Atlantic, South Atlantic, East North Central, East South Central, West North Central, West South Central, Mountain, and Pacific.



**Household income** is derived using the U.S. Bureau of Labor Statistics and U.S. Census Bureau joint *Current Population Survey Tables for Household Income* and the student's home address zip code, or high school zip code when home address is unknown. Household income quintiles are based on the U.S. Census Bureau's *Historical Income Tables, March 2023*.

<b>Household Income</b>			
<b>Quintile</b>	<b>Lower Limit</b>	<b>Upper Limit</b>	<b>Mean</b>
Lowest	–	\$28,007	\$14,859
Second	\$28,008	\$55,000	\$41,025
Middle	\$55,001	\$89,744	\$70,879
Fourth	\$89,745	\$149,131	\$115,462
Highest	\$149,132	–	\$269,356

**Peer cohorts** are determined by the number of shared student applicants, adjusted for relative differences in the number of total applicants each institution receives and the relative size of their full-time undergraduate student populations.

**Race and ethnicity** are collected in accordance with guidelines provided by the U.S. Office of Management and Budget. Students may choose to report more than one race to indicate their racial mixture and students who identify their origin as Hispanic or Latino may be of any race. Aggregate data may exceed 100% due to students selecting more than one race/ethnicity combination.

**Standardized test score** percentiles are based on the national percentile rankings of ACT and SAT test takers as published in The ACT's *ACT Score National Ranks (2022-2023)* and College Board's *SAT: Understanding Scores (2022)* using students' highest combined score of either exam. Test scores are not limited by test optional reporting. Not all high school counselors or students provided test score information.

<b>Percentile</b>	<b>ACT Composite</b>	<b>SAT Composite</b>
1st - 20th	1 - 14	400 - 850
21st - 40th	15 - 17	855 - 980
41st - 60th	18 - 21	985 - 1100
61st - 80th	22 - 25	1105 - 1240
81st - 90th	26 - 28	1245 - 1360
91st - 95th	29 - 31	1365 - 1440
96th - 98th	32 - 35	1445 - 1520
99th+	34 - 36	1525 - 1600

# Demographics

## of Scoir's 121,189 enrolled cohort

Scoir's high school student users are not representative of high school students nationally nor are they representative of the entire four-year college-bound student population.

Scoir users are more likely to have higher GPAs and standardized test scores than the average applicant to a four-year college. The median student tested near the 75<sup>th</sup> percentile and 24% ranked in the top 20% of their graduating class. Scoir users are also more likely to come from a higher income family and attend a private high school, yet it is significant that over 30,000 (25%) students come from households with incomes below \$90,000, nearly 1-in-4 attend a Title 1 public high school, and almost 20,000 (16%) are first-generation students, compared to the national average of 19% for students enrolling in four-year institutions. More than one-third of those students with household incomes below \$90,000 enrolled in a "most selective" or "highly selective" institution.

The following segmentation tables describe the student population included in this study.

### Race and Ethnicity

<b>1%</b> (1,509)	American Indian or Alaska Native
<b>14%</b> (16,604)	Asian
<b>13%</b> (15,742)	Black or African American
<b>26%</b> (31,019)	Hispanic or Latino
<b>1%</b> (1,078)	Native Hawaiian or Pacific Islander
<b>71%</b> (86,256)	White

### Legal Sex

<b>53%</b> (63,776)	Female
<b>47%</b> (56,690)	Male
<b>&lt;1%</b> (723)	Rather Not Say

### Household Income

<b>7%</b> (8,096)	Lowest quintile
<b>8%</b> (10,058)	Second quintile
<b>10%</b> (12,021)	Middle quintile
<b>19%</b> (22,447)	Fourth quintile
<b>57%</b> (68,690)	Highest quintile

### First Generation Student

<b>16%</b> (19,754)	Yes
<b>84%</b> (101,435)	No

### High School Classification

<b>33%</b> (39,579)	Public, Regular
<b>22%</b> (26,223)	Public, Title 1
<b>29%</b> (35,168)	Private, Top 1000
<b>17%</b> (20,219)	Private, Unranked

### Standardized Test Score

<b>5%</b> (5,675)	Lowest quintile
<b>9%</b> (11,350)	Second quintile
<b>11%</b> (13,364)	Middle quintile
<b>28%</b> (33,501)	Fourth quintile
<b>16%</b> (19,405)	81 <sup>st</sup> to 90 <sup>th</sup> percentile
<b>14%</b> (17,208)	91 <sup>st</sup> to 95 <sup>th</sup> percentile
<b>13%</b> (15,744)	96 <sup>th</sup> to 98 <sup>th</sup> percentile
<b>4%</b> (4,943)	99 <sup>th</sup> percentile

### Class Rank

<b>16%</b> (18,999)	Lowest quintile
<b>19%</b> (22,799)	Second quintile
<b>20%</b> (24,564)	Middle quintile
<b>22%</b> (26,192)	Fourth quintile
<b>11%</b> (13,435)	81 <sup>st</sup> to 90 <sup>th</sup> percentile
<b>6%</b> (6,921)	91 <sup>st</sup> to 95 <sup>th</sup> percentile
<b>7%</b> (8,278)	96 <sup>th</sup> to 99 <sup>th</sup> percentile

### No. of Applications Submitted

<b>22%</b> (26,177)	1 application
<b>29%</b> (34,660)	2 - 5 applications
<b>18%</b> (21,450)	6 - 8 applications
<b>16%</b> (19,875)	9 - 12 applications
<b>16%</b> (19,027)	>12 applications

### Geographic Region

<b>10%</b> (11,764)	New England
<b>17%</b> (20,709)	Middle Atlantic
<b>29%</b> (35,658)	South Atlantic
<b>7%</b> (8,700)	East North Central
<b>8%</b> (9,313)	East South Central
<b>5%</b> (6,494)	West North Central
<b>7%</b> (9,068)	West South Central
<b>5%</b> (6,372)	Mountain
<b>11%</b> (13,111)	Pacific

### Enrolled Distance from Home

<b>32%</b> (38,954)	within 25 miles
<b>7%</b> (9,027)	25 - 50 miles
<b>10%</b> (12,366)	50 - 100 miles
<b>14%</b> (17,065)	100 - 200 miles
<b>16%</b> (19,786)	200 - 500 miles
<b>10%</b> (11,748)	500 - 1000 miles
<b>10%</b> (12,243)	beyond 1000 miles

# Peer Cohorts

For comparative benchmarking purposes, we segmented overlap institutions, as identified by Scoir, by institutional control and created separate cohorts for the following top 12 private institutions and top 6 public institutions.

## Private Institutions

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1. American University
2. Bucknell University
3. Colgate University
4. Denison University
5. Dickinson College
6. Franklin & Marshall College
7. George Washington University
8. Hampton University
9. Lafayette College
10. Lehigh University
11. University of Miami
12. University of Richmond

## Public Institutions

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1. The Ohio State University
2. William & Mary
3. University of Maryland
4. Clemson University
5. University of South Carolina
6. University of Pittsburgh

Institutions that enrolled multiple students admitted by Sample University, but which are not included in the peer cohorts above, include:

- Boston College
- Case Western Reserve University
- Duke University
- Indiana University
- New York University
- Northeastern University
- Penn State University
- Rutgers University
- Tulane University of Louisiana
- University of California, Berkeley
- University of California, Los Angeles
- University of Colorado Boulder
- University of Florida
- University of Michigan
- University of Pennsylvania
- University of Texas at Austin
- University of Virginia
- University of Wisconsin
- Vanderbilt University
- Villanova University
- Wake Forest University
- Washington University in St. Louis

We grouped these and other institutions into commonly accepted groupings to analyze comparative outcomes of overlapped applicants and admits. This analysis is found in *Competitive Group Overlaps and Enrollment Outcomes* on page 12.



# Key Findings

These finding attempt to highlight notable observations from the Data Tables that follow. Our observations merely identify data outliers and significant deviations; we intentionally do not draw inferences or attempt to explain the data observed.

The data is compiled from Scoir users representing 3,439 students from the Class of 2023 who applied to Sample University, of which 1,663 (48%) were admitted, 504 (30%) enrolled, and 1,159 (70%) enrolled elsewhere. Application outcomes and enrollment decisions are self-reported by students or recorded by counselors. Scoir restricts students to one enrollment designation only and that designation determines where counselors send a student’s final academic transcript.

## Racial and ethnic diversity of applicants is less than Private Peer Cohorts but similar to Public Peer Cohorts.

Private Peer Cohort institutions attract a greater percentage of historically underrepresented college students, receiving twice as many (41%) applications from Black and Latino students. Public Peer Cohort institutions, however, had no significant differences in the racial and ethnic diversity of their applicant pools.

Race / Ethnicity	Applicants		
	Sample Univ.	Private Peers	Public Peers
Asian	17%	15%	17%
Black	8%	15%	9%
Latino	12%	26%	12%
White	74%	69%	73%

## Academic achievement of admitted students was consistent across income groups but varied significantly across racial and ethnic groups.

More than half (54%) of admitted students scored above the 90<sup>th</sup> percentile on standardized testing and nearly one-in-five (19%) ranked in the Top 10% of their graduating class. These percentages were fairly consistent across income groups, with admits from high-income families (household incomes exceeding \$149,132) more likely to have higher standardized test scores and admits from low-income families (household incomes below

HS Type	Admittances		Non-Enrollments	
	Top 10% ACT/SAT	Top 10% Class Rank	Top 10% ACT/SAT	Top 10% Class Rank
Average	54%	19%	63%	23%
Asian	72%	21%	75%	20%
Black	23%	5%	27%	7%
Latino	37%	17%	44%	24%
White	60%	22%	69%	27%
High Income	58%	19%	66%	23%
Middle Income	46%	20%	54%	24%
Low Income	47%	24%	48%	28%

\$55,000) more likely to have a higher class rank. There were, however, noticeable differences across racial and ethnic groups, with 23% of admitted Black students scoring above the 90<sup>th</sup> percentile on standardized testing and 5% ranking in the Top 10% of their graduating class whereas 72% of admitted Asian students scoring above the 90<sup>th</sup> percentile on standardized testing and 21% ranking in the Top 10% of their graduating class.

Of admits who chose not to enroll, 63% scored above the 90<sup>th</sup> percentile on standardized testing and 23% ranked in the Top 10% of their graduating class. Yield patterns were also fairly consistent across income groups while varied across racial and ethnic groups, meaning behavior of the most academically qualified students was similar regardless of income or racial and ethnic background.

## Socioeconomic diversity of both applicants and enrolled students is less than Private Peer Cohorts and Public Peer Cohorts.

Students from low-income families (household incomes below \$55,000) comprise just 5% of applicants and 2% of enrollments, compared to 11% / 8% for the Private Peer Cohort and 7% / 7% for the Public Peer Cohort. These students were also admitted at a rate 24% below average, compared with admission rates 12% below average for the Private Peer Cohort Data and 7% above average for the Public Peer Cohort. Comparative trends were similar, to a lesser degree, for students from middle-income families (household incomes \$55,000 to \$149,000). While only a small percentage of the admitted population, yield for low-income students was 50% below average and 7% below average for middle-income students, whereas both peer cohorts experienced much less of a difference.

Household Income	Sample Univ.	Applicants	
		Private Peers	Public Peers
Low Income	5%	11%	7%
Middle Income	14%	22%	18%
High Income	80%	67%	75%

## Admitted students have higher academic achievement than those admitted by peer cohorts, but enrollment yield for the most academically qualified admits lags those experienced by peer cohorts.

Students who scored above the 95<sup>th</sup> percentile on the ACT or SAT comprise 31% of admits yet just 15% of enrollments, compared to 29% and 16% for the Private Peer Cohort and 30% and 21% for the Public Peer Cohort. Similarly, students who graduated in the Top 5% of their class comprised 10% of admits yet just 4% of enrollments, compared to 11% and 6% for the Private Peer Cohort and 11% and 7% for the Public Peer Cohort. Enrollment yield for the most academically qualified admits, i.e., those students above the 95<sup>th</sup> percentile on standardized testing or in the Top 5% of their graduating class, was 56% below the average yield. This was a greater difference than that experienced by Private Peer Cohorts (-48%) and Public Peer Cohorts (-31%).

Academic Achievement	Percent of Enrollments		
	Sample Univ.	Private Peers	Public Peers
ACT/SAT 91 <sup>st</sup> -99 <sup>th</sup> pctl	37%	39%	44%
ACT/SAT 96 <sup>th</sup> -99 <sup>th</sup> pctl	15%	16%	21%
Class Rank Top 10%	11%	13%	16%
Class Rank Top 5%	4%	6%	7%

## Students from top private high schools exhibit the lowest yield.

Students attending private high schools constituted a high percentage of applicants (61%), admits (67%), and enrollments (62%), though only slightly higher than both peer cohorts. Conversely, students attending Title 1 public high schools constituted just 12% of applicants, 10% of admits, and 11% of enrollments. Yields for public school students was 13% above average, which outperformed both the Private Peer Cohort and Public Peer Cohort. Interestingly, students attending a Top 1000 private high school had the highest acceptance rate (54%) but the lowest yield (27%) of all school segments.

HS Type	Enrollment Yield		
	Sample Univ.	Private Peers	Public Peers
Average	30%	32%	22%
Public, Regular	34%	32%	22%
Public, Title 1	33%	30%	25%
Private, Top 1000	27%	31%	21%
Private, Unranked	32%	32%	25%

## Majority of enrolled students applied Early Decision whereas non-enrolled admits had more offers of admission from which to choose.

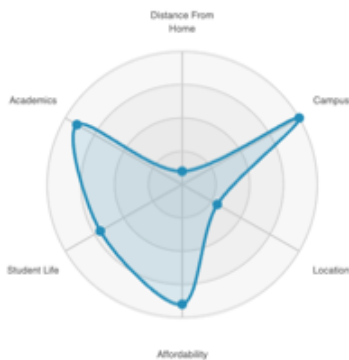
A full 60% of the enrolled class applied early decision with an acceptance rate of 43%, whereas regular decision admits applied to nearly 14 separate institutions and were accepted to an average of 7.3 institutions. Non-enrolled admits applied to an average of 14.2 institutions, of which they were accepted to an average of 7.9 institutions. Simply put, non-enrolled students had a lot more options from which to choose.

## Enrollment students are more concerned about value and jobs.

Enrolled students rated *reputation for helping students get jobs after graduation* as the #3 issue influencing their decisions, with a rating of 3.5 out of 4.0, and *value for money* as the #4 most important issue, with a 3.42 rating, while *amount of scholarships and grants received* was ranked 10<sup>th</sup> with a 3.12 rating. For non-enrolled students, those factors had lower ratings of 3.41, 3.24 and 2.8, respectively. Conversely, admitted students who chose not to enroll were more influenced by *surrounding location of campus* (3.21 rating vs. 3.16 for enrolled students) and *student social life and school spirit* (3.2 rating vs. 3.16 for enrolled students). The following charts show the factors that most influenced the enrollment decisions of different student populations.

### Factors Influencing Your Enrollment Decision

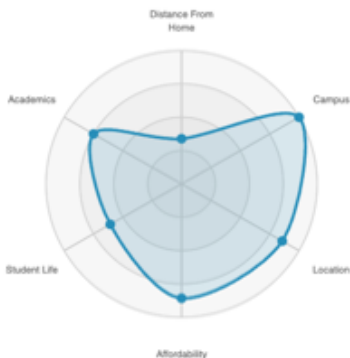
#### Enrolled Students



#### Non-Enrolled Students



#### Private Competitor Cohort



#### Public Competitor Cohort



## Students are most influenced by academic reputation and the campus, but less than half of underrepresented admits visited campus before enrolling.

The top 3 issues influencing where students apply are consistently *visit to campus*, *parents and guardians*, and *college website*. Unfortunately, less than half (44%) of admitted students from underrepresented groups (i.e., Black, Latino, first generation, and/or low income) reported visiting campus while all (100%) of those that did visit campus rated the experience as “Very Influential.” This highlights the positive impact potential of fly-in programs for underrepresented students.

There was also strong consistency as to the factors that influenced a student’s enrollment selection, with a school’s *academic reputation* and the *attractiveness of its campus* rated the top 2 reasons. Similarly, a student’s *campus visit experience* was also a strong influencing factor in enrollment decisions for admits. While many factors combine to influence where students apply and where they enroll, one cannot underestimate the importance of the campus visit experience.

Enrollment Influencer	Sample Univ.	Rank	
		Private Peers	Public Peers
Academic Reputation	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Attractiveness of Campus	2 <sup>nd</sup>	2 <sup>nd</sup>	1 <sup>st</sup>
Campus Visit Experience	5 <sup>th</sup>	5 <sup>th</sup>	7 <sup>th</sup>

## Merit award recipients did not yield at a higher rate than other students, whereas peer cohorts experienced a slight improvement.

Admits receiving financial aid had a noticeably higher yield (+25%), whereas students receiving merit awards did not yield at a higher rate. Conversely, Private Peer Cohorts experienced a lesser increase (+9%) in yield from students receiving financial aid but a more significant increase (+15%) from those receiving a merit award. Oddly, students’ perception of “fairness” in awarded amounts did not further improve yield rates, indicating the mere granting of aid was more influential than the amount awarded.

Aid / Award Received	Enrollment Yield		
	Sample Univ.	Private Peers	Public Peers
Average	30%	32%	22%
Financial Aid	38%	34%	22%
Merit Award	30%	36%	24%

# Data Tables

## Competitive Group Overlaps and Enrollment Outcomes

Competitive Group	Common Applicants	Admittances				Common Admits	Enrollments			Head-to-Head Win Rate	Lost Enrollments
		Both	Sample Univ. only	Competitor only	Neither		Sample Univ.	Competitor	Elsewhere		
Private Peer Cohort	1,665	26%	22%	15%	38%	429	11%	11%	78%	50%	48
Public Peer Cohort	1,873	33%	17%	23%	28%	618	16%	11%	73%	58%	70
"Ivy Plus" Universities	1,535	6%	39%	7%	48%	93	6%	57%	37%	10%	53
Service Academies	43	30%	16%	28%	26%	13	0%	77%	23%	0%	10
Top National Liberal Arts Colleges	193	8%	31%	8%	53%	16	0%	25%	75%	0%	4
Top National Research Universities	1,605	7%	37%	8%	49%	105	9%	45%	47%	16%	47
Top State Flagship Universities	4,328	18%	18%	16%	47%	800	12%	46%	43%	20%	366

The table above assesses overlapping admittances and enrollment outcomes of identified peer cohorts and the most selective institutions across several generally recognized college groupings. Institutions included in each competitive grouping are as follows.

### Ivy Plus Universities

- Brown University
- Columbia University
- Cornell University
- Dartmouth College
- Harvard University
- Massachusetts Institute of Technology
- Princeton University
- Stanford University
- University of Pennsylvania
- Yale University

### Top State Flagship Universities

- The University of Texas at Austin
- University of California, Berkeley
- University of Florida
- University of Michigan
- University of North Carolina at Chapel Hill
- University of Virginia

### Top National Research Universities

- Duke University
- Johns Hopkins University
- Northwestern University
- Rice University
- University of Chicago
- Vanderbilt University

### Top National Liberal Arts Colleges

- Amherst College
- Bowdoin College
- Pomona College
- Swarthmore College
- Wellesley College
- Williams College

### Service Academies

- U.S. Air Force Academy
- U.S. Military Academy at West Point
- U.S. Naval Academy

## Student Populations and Outcomes: Sample University

	Applicants (3,439)	Admits (1,663)	Enrollments (504)	Non- Enrollments (1,159)	Acceptance Rate (48%)	Deviation from Average	Enrollment Yield (30%)	Deviation from Average
<b>Ethnicity and Race</b>								
American Indian or Alaska Native	0.7%	0.5%	0.7%	0.5%	36%	-25%	43%	43%
Asian	16.7%	15.5%	8.8%	18.1%	45%	-7%	17%	-43%
Black or African American	8.4%	7.1%	6.7%	7.2%	41%	-15%	29%	-5%
Hispanic or Latino	12.4%	12.3%	13.1%	11.8%	48%	-1%	32%	7%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.4%	0.5%	73%	51%	22%	-29%
White	73.9%	76.4%	83.4%	73.8%	50%	3%	33%	9%
<b>Biological Sex</b>								
Female	52.2%	54.3%	53.2%	54.7%	50%	4%	30%	-2%
Male	47.5%	45.2%	46.3%	44.7%	46%	-5%	31%	2%
Rather Not Say	0.4%	0.5%	0.5%	0.5%	64%	33%	31%	1%
<b>First-Generation Status</b>								
Yes	10.6%	7.9%	9.4%	7.2%	36%	-26%	36%	19%
No	89.4%	92.1%	90.5%	92.8%	50%	3%	30%	-2%
<b>Household Income Quintile</b>								
Lowest	2.1%	1.4%	0.6%	1.8%	32%	-34%	13%	-57%
Second	3.2%	2.6%	1.4%	3.2%	40%	-17%	16%	-46%
Third	4.8%	5.3%	6.8%	4.7%	53%	10%	39%	29%
Fourth	9.4%	10.9%	8.2%	12.0%	56%	15%	23%	-24%
Highest	80.4%	79.6%	82.9%	78.3%	48%	-1%	32%	4%
<b>High School Type</b>								
Public, Regular	26.4%	23.1%	26.3%	21.7%	42%	-13%	34%	14%
Public, Title 1	12.2%	10.3%	11.3%	9.8%	41%	-16%	33%	10%
Private, Top 1000	46.3%	51.6%	46.5%	53.8%	54%	11%	27%	-10%
Private, Unranked	15.0%	15.0%	15.9%	14.6%	48%	0%	32%	6%
<b>Standardized Test Score National Rank</b>								
Lowest Quintile	0.6%	0.5%	0.5%	0.3%	38%	-22%	31%	2%
Second Quintile	3.1%	2.5%	4.4%	1.7%	39%	-20%	53%	76%
Third Quintile	4.3%	2.8%	4.6%	2.1%	32%	-34%	49%	63%
Fourth Quintile	22.0%	20.1%	29.8%	16.0%	44%	-9%	45%	48%
81st to 90th Percentile	19.8%	18.7%	24.0%	16.4%	46%	-6%	39%	28%
91st to 95th Percentile	23.7%	24.1%	22.2%	24.8%	49%	2%	28%	-8%
96th to 98th Percentile	21.8%	25.2%	13.1%	30.4%	56%	16%	16%	-48%
99th Percentile	4.6%	6.1%	1.4%	8.1%	64%	32%	7%	-77%
<b>Class Rank</b>								
Lowest Quintile	9.9%	8.6%	15.8%	5.5%	42%	-13%	56%	84%
Second Quintile	16.1%	14.2%	20.8%	11.3%	43%	-12%	44%	47%
Third Quintile	20.3%	18.1%	20.8%	16.9%	43%	-11%	35%	15%
Fourth Quintile	25.1%	24.6%	21.7%	25.8%	48%	-2%	27%	-12%
81st to 90th Percentile	14.1%	15.2%	10.0%	17.3%	52%	8%	20%	-34%
91st to 95th Percentile	7.1%	9.5%	6.7%	10.7%	64%	33%	21%	-30%
96th to 99th Percentile	7.5%	9.9%	4.1%	12.5%	64%	31%	13%	-59%
<b>Home Region</b>								
New England	16.7%	16.3%	15.6%	16.6%	47%	-2%	29%	-5%
Middle Atlantic	46.7%	43.4%	52.7%	39.4%	45%	-7%	37%	21%
South Atlantic	16.7%	19.3%	18.2%	19.7%	56%	15%	29%	-5%
East North Central	3.2%	3.1%	2.6%	3.4%	47%	-4%	25%	-16%
East South Central	2.2%	2.7%	1.0%	3.5%	59%	22%	11%	-63%
West North Central	0.9%	0.9%	1.0%	0.9%	48%	-1%	34%	11%
West South Central	2.5%	1.7%	0.6%	2.2%	33%	-32%	11%	-65%
Mountain	2.3%	2.3%	2.2%	2.4%	48%	-1%	29%	-5%
Pacific	8.6%	10.2%	6.2%	11.9%	57%	18%	19%	-39%
25 - 50 miles	7.4%	7.4%	7.4%	7.3%	48%	-1%	30%	0%
50 - 100 miles	11.9%	14.4%	25.8%	9.4%	58%	21%	54%	79%
within 100 miles	29.2%	29.3%	34.8%	26.7%	48%	0%	36%	19%
100 - 200 miles	21.7%	23.7%	35.0%	18.7%	53%	9%	45%	47%
200 - 500 miles	22.0%	20.8%	15.4%	23.1%	46%	-6%	22%	-26%
500 - 1000 miles	12.9%	11.4%	4.4%	14.4%	43%	-12%	12%	-61%
beyond 1000 miles	14.3%	15.0%	10.4%	17.1%	51%	5%	21%	-31%

## Student Populations and Outcomes: Private Peer Cohort

	Applicants (17,200)	Admits (8,123)	Difference from Subject	Enrollments (2,567)	Difference from Subject	Acceptance Rate (47%)	Deviation from Average	Enrollment Yield (32%)	Deviation from Average
<b>Ethnicity and Race</b>									
American Indian or Alaska Native	1.0%	1.1%	7%	1.0%	0%	54%	15%	28%	-12%
Asian	14.6%	14.9%	-7%	11.5%	3%	48%	2%	24%	-23%
Black or African American	14.5%	15.5%	8%	12.3%	6%	51%	7%	25%	-21%
Hispanic or Latino	26.1%	23.2%	17%	23.7%	17%	42%	-11%	32%	2%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0%	0.3%	0%	31%	-34%	32%	3%
White	69.5%	68.1%	-8%	75.0%	-8%	46%	-2%	35%	10%
<b>Biological Sex</b>									
Female	58.8%	57.5%	3%	56.6%	3%	46%	-2%	31%	-1%
Male	41.0%	42.3%	-3%	43.1%	-3%	49%	3%	32%	2%
Rather Not Say	0.2%	0.2%	0%	0.2%	0%	47%	0%	32%	0%
<b>First-Generation Status</b>									
Yes	16.0%	11.9%	4%	11.3%	2%	35%	-25%	30%	-5%
No	84.0%	88.2%	-4%	88.7%	-2%	50%	5%	32%	1%
<b>Household Income Quintile</b>									
Lowest	4.9%	4.7%	3%	3.7%	3%	45%	-4%	25%	-22%
Second	6.2%	5.1%	2%	4.0%	3%	39%	-18%	25%	-22%
Third	7.7%	7.6%	2%	7.7%	1%	47%	-1%	32%	1%
Fourth	14.3%	13.7%	3%	13.9%	6%	45%	-4%	32%	1%
Highest	66.9%	69.0%	-17%	70.9%	-12%	49%	3%	32%	3%
<b>High School Type</b>									
Public, Regular	28.0%	26.0%	3%	26.6%	0%	44%	-7%	32%	2%
Public, Title 1	12.1%	10.5%	0%	10.0%	-1%	41%	-13%	30%	-5%
Private, Top 1000	45.2%	49.0%	-3%	48.5%	2%	51%	8%	31%	-1%
Private, Unranked	14.7%	14.5%	-1%	14.8%	-1%	47%	-1%	32%	2%
<b>Standardized Test Score National Rank</b>									
Lowest Quintile	1.0%	0.6%	0%	0.5%	0%	29%	-39%	26%	-19%
Second Quintile	4.1%	2.9%	0%	3.3%	-1%	33%	-29%	36%	14%
Third Quintile	5.7%	4.1%	1%	5.3%	1%	34%	-28%	41%	29%
Fourth Quintile	24.7%	21.2%	7%	29.3%	-7%	41%	-14%	44%	38%
81st to 90th Percentile	19.9%	18.6%	0%	22.5%	-2%	44%	-6%	38%	27%
91st to 95th Percentile	21.3%	23.3%	-7%	23.2%	1%	52%	9%	31%	0%
96th to 98th Percentile	19.5%	23.8%	-1%	14.8%	2%	58%	22%	20%	-38%
99th Percentile	3.9%	5.5%	-7%	1.2%	0%	66%	40%	7%	-78%
<b>Class Rank</b>									
Lowest Quintile	9.1%	7.5%	-7%	10.9%	-5%	39%	-17%	46%	45%
Second Quintile	15.3%	13.1%	-7%	17.9%	-3%	40%	-15%	43%	37%
Third Quintile	19.9%	18.8%	1%	21.5%	1%	45%	-5%	36%	14%
Fourth Quintile	24.9%	24.3%	0%	24.6%	3%	46%	-2%	32%	1%
81st to 90th Percentile	14.1%	15.3%	0%	12.2%	2%	51%	8%	25%	-20%
91st to 95th Percentile	7.9%	9.6%	0%	7.0%	0%	57%	22%	23%	-27%
96th to 99th Percentile	8.8%	11.4%	1%	5.8%	2%	61%	29%	16%	-49%
<b>Home Region</b>									
New England	13.0%	13.2%	-3%	14.5%	-1%	48%	1%	35%	10%
Middle Atlantic	26.9%	27.8%	-16%	32.4%	-20%	49%	3%	37%	17%
South Atlantic	34.1%	32.9%	14%	32.0%	14%	46%	-3%	31%	-3%
East North Central	4.7%	5.0%	2%	4.2%	2%	50%	6%	26%	-16%
East South Central	3.3%	3.3%	7%	2.8%	2%	47%	0%	27%	-15%
West North Central	1.7%	1.6%	7%	1.4%	0%	44%	-6%	28%	-13%
West South Central	3.5%	2.8%	7%	1.9%	1%	38%	-20%	21%	-32%
Mountain	2.2%	2.1%	0%	1.8%	0%	45%	-5%	27%	-14%
Pacific	10.4%	11.1%	7%	8.8%	3%	50%	7%	25%	-21%
25 - 50 miles	5.2%	5.0%	-2%	4.2%	-3%	45%	-4%	26%	-18%
50 - 100 miles	7.9%	8.2%	-6%	8.7%	-17%	49%	4%	33%	6%
within 100 miles	28.3%	26.1%	-3%	25.6%	-9%	43%	-8%	31%	-2%
100 - 200 miles	14.8%	15.4%	-8%	18.2%	-17%	49%	4%	37%	18%
200 - 500 miles	22.6%	24.2%	3%	23.1%	8%	50%	7%	30%	-4%
500 - 1000 miles	15.5%	14.9%	4%	12.3%	8%	45%	-4%	26%	-18%
beyond 1000 miles	18.6%	19.5%	4%	20.8%	10%	49%	5%	34%	7%

## Student Populations and Outcomes: Public Peer Cohort

	Applicants (21,602)	Admits (12,824)	Difference from Subject	Enrollments (2,844)	Difference from Subject	Acceptance Rate (59%)	Deviation from Average	Enrollment Yield (22%)	Deviation from Average
<b>Ethnicity and Race</b>									
American Indian or Alaska Native	0.8%	0.8%	0%	0.8%	0%	59%	-1%	23%	3%
Asian	16.9%	18.4%	3%	13.4%	5%	64%	9%	16%	-27%
Black or African American	8.6%	8.1%	1%	7.0%	0%	57%	-5%	19%	-14%
Hispanic or Latino	12.0%	12.6%	0%	9.1%	-4%	63%	6%	16%	-28%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0%	0.5%	0%	88%	49%	23%	3%
White	73.4%	72.1%	-4%	78.3%	-5%	58%	-2%	24%	9%
<b>Biological Sex</b>									
Female	54.1%	55.9%	2%	53.1%	0%	61%	3%	21%	-5%
Male	45.8%	43.9%	-1%	46.7%	0%	57%	-4%	24%	6%
Rather Not Say	0.1%	0.1%	0%	0.2%	0%	59%	-1%	45%	103%
<b>First-Generation Status</b>									
Yes	9.6%	8.3%	0%	6.7%	-3%	52%	-13%	18%	-20%
No	90.4%	91.7%	0%	93.3%	3%	60%	1%	23%	2%
<b>Household Income Quintile</b>									
Lowest	2.5%	2.6%	1%	2.4%	2%	62%	4%	20%	-8%
Second	4.6%	4.9%	2%	5.0%	4%	65%	9%	23%	2%
Third	6.3%	6.6%	1%	7.5%	1%	62%	5%	25%	15%
Fourth	12.1%	12.2%	1%	12.4%	4%	60%	1%	22%	1%
Highest	74.5%	73.6%	-6%	72.7%	-10%	59%	-1%	22%	-1%
<b>High School Type</b>									
Public, Regular	29.0%	30.1%	7%	30.3%	4%	62%	4%	22%	1%
Public, Title 1	10.4%	9.8%	0%	10.9%	0%	56%	-6%	25%	11%
Private, Top 1000	43.5%	43.4%	-8%	40.2%	-6%	59%	0%	21%	-7%
Private, Unranked	17.0%	16.6%	2%	18.6%	3%	58%	-2%	25%	12%
<b>Standardized Test Score National Rank</b>									
Lowest Quintile	1.0%	0.4%	0%	0.7%	0%	26%	-57%	34%	51%
Second Quintile	4.1%	2.1%	0%	2.7%	-2%	30%	-49%	28%	27%
Third Quintile	6.6%	3.8%	1%	3.9%	-1%	34%	-43%	23%	4%
Fourth Quintile	26.5%	21.2%	1%	27.0%	-3%	48%	-20%	28%	27%
81st to 90th Percentile	19.7%	19.9%	1%	21.9%	-2%	60%	1%	24%	10%
91st to 95th Percentile	19.6%	23.1%	-1%	23.0%	1%	70%	18%	22%	0%
96th to 98th Percentile	17.7%	23.0%	-2%	17.7%	5%	77%	30%	17%	-23%
99th Percentile	4.7%	6.5%	0%	3.0%	2%	83%	40%	10%	-54%
<b>Class Rank</b>									
Lowest Quintile	9.4%	4.1%	-5%	4.2%	-12%	26%	-56%	23%	3%
Second Quintile	16.8%	10.1%	-4%	10.4%	-10%	36%	-40%	23%	2%
Third Quintile	21.0%	18.6%	1%	19.4%	-1%	53%	-11%	23%	4%
Fourth Quintile	24.6%	28.5%	4%	31.5%	10%	69%	16%	25%	11%
81st to 90th Percentile	13.4%	18.0%	3%	18.4%	8%	80%	35%	23%	2%
91st to 95th Percentile	6.9%	9.8%	0%	8.8%	2%	84%	42%	20%	-11%
96th to 99th Percentile	7.8%	11.0%	1%	7.3%	3%	84%	41%	15%	-33%
<b>Home Region</b>									
New England	10.9%	9.2%	-7%	8.3%	-7%	50%	-16%	20%	-9%
Middle Atlantic	28.1%	27.9%	-16%	27.0%	-26%	59%	0%	21%	-3%
South Atlantic	33.0%	34.8%	16%	37.2%	19%	63%	5%	24%	7%
East North Central	11.5%	12.8%	10%	17.8%	15%	66%	11%	31%	39%
East South Central	4.9%	4.9%	2%	3.7%	3%	59%	0%	17%	-25%
West North Central	2.2%	2.0%	1%	1.9%	1%	54%	-9%	21%	-5%
West South Central	2.6%	2.5%	1%	1.3%	1%	57%	-4%	11%	-48%
Mountain	1.6%	1.3%	-1%	0.9%	-1%	48%	-19%	15%	-31%
Pacific	5.2%	4.5%	-6%	1.9%	-4%	51%	-14%	9%	-58%
25 - 50 miles	5.6%	5.3%	-2%	6.3%	-1%	56%	-6%	26%	19%
50 - 100 miles	10.0%	9.7%	-5%	11.2%	-15%	57%	-3%	26%	16%
within 100 miles	27.8%	26.6%	30%	24.5%	-1%	57%	-4%	20%	-8%
100 - 200 miles	19.6%	19.9%	-4%	24.8%	-10%	60%	1%	28%	25%
200 - 500 miles	23.9%	25.6%	5%	29.1%	14%	64%	7%	25%	14%
500 - 1000 miles	16.8%	17.4%	6%	18.0%	14%	61%	4%	23%	3%
beyond 1000 miles	11.9%	10.6%	-4%	3.5%	-7%	53%	-11%	7%	-67%



## Enrollment Survey Questionnaire: Awards and Satisfaction Levels

### Sample University

Awards and Satisfaction Levels	Admits (1,663)	Enrollments (504)	Non- Enrollments (1,159)	Enrollment Yield (30%)	Deviation from Average
Received Financial Aid	59%	74%	54%	38%	25%
Perceived Financial Aid to be Fair	72%	75%	70%	32%	4%
Received Merit Award	50%	49%	50%	30%	-2%
Perceived Merit Aid to be Fair	82%	86%	81%	32%	5%
Enrolling in 1st Choice	NA	69%	72%	NM	NM

### Private Competitor Cohort

Awards and Satisfaction Levels	Admits (8,123)	Difference from Subject	Enrollments (2,567)	Difference from Subject	Enrollment Yield (32%)	Deviation from Average
Received Financial Aid	67%	8%	73%	-1%	34%	9%
Perceived Financial Aid to be Fair	75%	3%	75%	0%	32%	0%
Received Merit Award	52%	2%	60%	11%	36%	15%
Perceived Merit Aid to be Fair	84%	2%	89%	3%	33%	6%
Enrolling in 1st Choice	NA	NM	73%	4%	NM	NM

### Public Competitor Cohort

Awards and Satisfaction Levels	Admits (12,824)	Difference from Subject	Enrollments (2,844)	Difference from Subject	Enrollment Yield (22%)	Deviation from Average
Received Financial Aid	59%	0%	59%	-15%	22%	0%
Perceived Financial Aid to be Fair	68%	-4%	63%	-12%	21%	-7%
Received Merit Award	48%	-2%	53%	4%	24%	10%
Perceived Merit Aid to be Fair	77%	-5%	82%	-4%	24%	6%
Enrolling in 1st Choice	NA	NM	71%	2%	NM	NM

# Enrollment Survey Questionnaire: Factors Influencing Decision-Making

## Where to Apply

### Sample University

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.53	Visit to campus
2nd	3.04	Parent or guardian
3rd	2.73	College website
4th	2.45	High school counselor
5th	2.28	Other college search websites or search engines
6th	2.23	College webinar or virtual information session
7th	2.20	College social media

### Private Competitor Cohort

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.52	Visit to campus
2nd	2.97	Parent or guardian
3rd	2.67	College website
4th	2.41	College social media
5th	2.29	College webinar or virtual information session
6th	2.26	High school counselor
7th	2.24	College admissions staff

### Public Competitor Cohort

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.43	Visit to campus
2nd	2.93	Parent or guardian
3rd	2.48	College website
4th	2.32	College social media
5th	2.11	Friends
6th	2.10	College letters, brochures, emails, texts
7th	2.07	Other college search websites or search engines

## Where to Enroll

### Sample University (Enrolled Students)

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.54	Academic reputation for what you want to study
2nd	3.52	Attractiveness of campus
3rd	3.50	Reputation for helping students get jobs after graduation
4th	3.42	Value for money
5th	3.38	Campus visit experience
6th	3.18	Variety of student clubs and organizations
7th	3.16	Student social life and school spirit

### Private Competitor Cohort

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.58	Academic reputation for what you want to study
2nd	3.47	Attractiveness of campus
3rd	3.45	Surrounding location of campus
4th	3.40	Reputation for helping students get jobs after graduation
5th	3.37	Campus visit experience
6th	3.26	Value for money
7th	3.19	Variety of student clubs and organizations

### Public Competitor Cohort

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.46	Attractiveness of campus
2nd	3.43	Academic reputation for what you want to study
3rd	3.40	Student social life and school spirit
4th	3.33	Reputation for helping students get jobs after graduation
5th	3.32	Value for money
6th	3.30	Surrounding location of campus
7th	3.20	Campus visit experience

### Sample University (Non-Enrolled Students)

Ranking	Rating (max=4.0)	Influencing Factor
1st	3.42	Academic reputation for what you want to study
2nd	3.41	Reputation for helping students get jobs after graduation
3rd	3.38	Attractiveness of campus
4th	3.27	Campus visit experience
5th	3.24	Value for money
6th	3.21	Surrounding location of campus
7th	3.20	Student social life and school spirit