CSPS 6353: Enrollment Management Theory and Practice in Higher Education
Summer 2020

Professor: Dr. Rick Stripling
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Course Description and Learning Outcomes

Course Description
The focus of this course is to help students understand the strategic elements of enrollment management and how to leverage all of the key components (international, online, graduate/undergraduate, student services, retention and recruiting) into the development of an Enrollment Management Plan.

Program-Level Student Learning Outcomes
This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

1. Students in the A-State CSPS master's program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice based issues.
2. Students in the A-State CSPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political contexts; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.
3. Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Course-Level Student Learning Outcomes
At the end of this course, students will know and be able to do the following:

- Define the key elements of management
- Explain Enrollment Management configurations
- Discuss several factors that influence enrollment
- Define multiple terms related to enrollment offices
- Demonstrate knowledge of student persistence
- Define attributes of environmental scans

Required Textbooks
Hossler, D. & Bontrager, B. (2015) *Handbook of Strategic Enrollment Management. San Francesco, CA:* Jossey-Bass
ISBN 978-1-118-81948-7

Required Technology
1. Internet Access—You must have access to the Internet, preferably high-speed Internet, for the duration of this course.

2. Software—You must have access to a computer with the following software installed:

Microsoft Office **-** You must have consistent access to a professional word processor, a spreadsheet program, and a presentation program. A-State has secured for you access to the latest MS Office software for both Mac and PC users. Please visit this page to download software you need to be successful in this course: http://www.astate.edu/a/its/software-downloads/

Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:

Blackboard-supported browser - Firefox 60, Chrome 74, Safari 12, and Internet Explorer 11 (the new Edge) are compatible with the current version of Blackboard. I recommend and prefer Firefox or Chrome though for Blackboard.

Acrobat Reader - http://get.adobe.com/reader/

Flash Player - http://get.adobe.com/flashplayer/

QuickTime - http://www.apple.com/quicktime/download/

I recommend running the Blackboard Browser Check to verify installed plug-ins on

3. Computer Hardware: web camera and speakers

Course Policies

Students with Disabilities
If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with A-STATE'S's Office of Disability Services, 870-972-3964.

Academic Misconduct Policy
Plagiarism: In an intellectual community, information flows freely, but is constrained within the realm of proper citation. Plagiarism is defined as the act of taking and/or using the ideas, work, and/or writings of another person as one's own and will not be tolerated. Plagiarism extends to discussion posts as well as projects and papers in this course. Any questions a student may have relative to what may or may not constitute plagiarism should be addressed to the instructor and framed within the context of University regulations. It is the student's responsibility to familiarize oneself with appropriate definitions and regulations concerning plagiarism or other academic misconduct. Plagiarism is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

Any incidents of cheating or plagiarism will be rigorously pursued by the instructor. For further information, including specifics about what constitutes plagiarism or cheating, see A-State's Academic Integrity Policy beginning on page 18 of the 2018-19 Student Handbook:
https://www.astate.edu/a/student-conduct/files/_Student%20Handbook_1819.pdf

Makeup Work
In the event you cannot take a test please email the instructor. Also for **extra points** I have made available videos related to enrollment management that you can review and write a one page reflection paper *only with the instructor's previous authorization*.

Email
Please feel free to email me directly with questions of a personal nature, grading questions, advising help, or with any other issues that are not appropriate for the rest of the class to read. I will try my best to respond to your emails within 24-36 hours during the work week. Over the weekends, please be patient. I will return your emails as soon as possible.

 Course Requirements
This course is a seven-week course, this will be fast paced. You will have a lot of reading from one text book. You should be prepared to read at least one-two hours per day. I realize you are working professionals with families, professional trips, and other commitments. Therefore, if you have any issues related to this course please email me. I also have incorporated additional work in which you can gain extra points.

Discussion Board Posts/Responses
You are required to make one "initial post" related to the weekly reading assignments and two high-quality "response posts" per week. The initial post is due every Thursday by 11:59 p.m. CST. The response posts are due by Sunday at 11:59 p.m. CST. Please read the "Discussion Rubric" (in the Blackboard file named "Rubrics") for more details about acceptable posts and quality requirements.

There will be seven discussion posts required for this course. Discussion posts will be from the required readings each week.

High-quality discussion board posts include a summary of the week's reading assignments, answers to any specific questions asked by the professor, and a question for your peers to spark the electronic conversation. You may also share your personal experiences; however, you must always remain civil and polite. This class will address education policy related to accountability, accreditation and assessment. Any discussions about government policy can touch one's political affiliations and leanings. Remember: be polite, open minded, and communicative.

Course Schedule

Module	Date Range	Assignment	Deadline
1	TBD, 2020	**Description** The content of module 1 begins to set the foundation for understanding the Strategic Enrollment Management concept **Objectives** Define Enrollment Management Recall the shifts in the higher education market creating enrollment concerns Explain the configuration of Strategic Enrollment Management Organizations **Complete assigned readings:** Chapter 1 Origins of Strategic Enrollment Management Chapter 2 Understanding the Context Chapter 3 Successful Strategic Enrollment Management Organizations **Engagement Activities/Assessments** 1.1 Discussion: Course Introductions 1.2 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week.	Sunday at 11:59 pm

		1.3 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments.	
2	TBD, 2020	**Description** Module 2 will focus on the relevant research, policies and practices most relevant to Strategic Enrollment Management. More importantly this module will focus on recruitment and admission functions. We will review factors influencing community college transfers. We will address the process of how admission decisions are made. **Objectives** Recall the various factors that influence college choice Define the key concepts of marketing in Higher Education Explain factors influencing enrollment of transfer students Summarize how admission decisions are made **Complete assigned readings:** Chapter 4 Understanding Student College Choice Chapter 5 Markets and Market Niches Chapter 6 Admissions and Recruitment Marketing Chapter 7 Understanding Transfer and Articulation Chapter 8 How Admission Decisions Get Made **Engagement Activities/Assessments** 2.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week. 2.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments.	Sunday at 11:59 pm

| 3 | TBD, 2020 | **Description**
Module 3 provides a background for economics of pricing and institutional budgeting. The key role of financial aid plays in campus based budgeting. How SEM plans impact the university budgeting strategy.

Objectives
Define the economics of pricing related to SEM
Explain key terms and implementation of campus based financial aid
Explain the framework for institutional budgeting

Overview video
Instructor will develop an overview video for this module

Readings
Chapter 9 Economic Perspectives on Pricing and What it Means for SEM
Chapter 10 Understanding Financial Aid and its Effects on Student Enrollments and Institutional Finance
Chapter 11 Using Campus-Based Financial Aid Strategically
Chapter 12 Budgets, Aid, and Enrollments

Engagement Activities/Assessment
3.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week.
3.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments | Sunday at 11:59 pm |
| 4 | July 27- Aug 2020 | **Description**
In module 4 we will discuss the key role of SEM related to retention and persistence.

Objectives
Explain key factors related to student retention and persistence | Sunday at 11:59 pm |

| | | Define characteristics of students at risk at residential universities and community colleges
Demonstrate knowledge of student persistence, nontraditional and students of color
Explain the value of student persistence to the institution

Overview Video
Instructor will develop an overview video for this module

Readings
Chapter 13 New Context for Retention and Persistence
Chapter 14 Models of Student Retention and Persistence
Chapter 15 Students a risk in Residential and Commuter Colleges and Universities
Chapter 16 The Persistence of Students of Color
Chapter 17 Nontraditional Students and Student Persistence
Chapter 18 The Role of the Institution in Increasing College Student Persistence

Engagement Activities Assessments
4.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week.
4.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments. | |
| 5 | July | **Description**
SEM has many operation functions behind the scenes. In this module we will discuss the key role of admissions, registrar, and financial aid. We will further discuss the role of technology related to SEM work.

Objectives | Sunday at 11:59 pm |

		Define the effective role of the admission operations Explain the Registrar functions Describe how Financial Aid supports Student and Institutional Success Interpret the role of technology in SEM **Overview video** Instructor will develop an overview video for this module **Readings** Chapter 19 Delivering Effective Admissions Operations Chapter 20 The Registrar of the Future Chapter 21 The Role of Financial Aid Operations in Fostering Student and Institutional Success Chapter 22 The Role of Technology in Supporting SEM **Engagement Activities/Assessments** 5.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week. 5.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments.	
6		**Description** This module will focus on how we conduct environmental scans using **Objectives** Define attributes of Enrollment Management environmental scans related to data Analyze policies that impact Enrollment Management Analyze different SEM Organizations **Overview Video**	Sunday at 11:59 pm

		Instructor will develop an overview video for this module **Readings** Chapter 23 Campus-Based SEM Research Chapter 24 Tracing SEM Policy Trends Chapter 25 Strategic Thinking Enrollment Organizations Chapter 26 Emerging SEM Organizations for Graduate and International Students **Engagement Activities/Assessment** 6.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week. 6.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments	
7		**Description** The SEM Model will be defined as well as what framework contributes the development of the model. We will focus on current and ethical issues in SEM Planning. **Objectives** Define the SEM Planning Model and Framework Recognize trends in Strategic Enrollment Management Analyze ethics that effect Strategic Enrollment Management **Overview video** Instructor will develop an overview video for this module **Readings** Chapter 27 Strategic Enrollment Planning Chapter 28 Trends in Strategic Enrollment Management Chapter 29 Ethics and Strategic Enrollment Management	Friday at 11:59 pm

		Chapter 30 Summing up: The Present and Future Tense for SEM **Engagement Activities/Assessment** 7.1 Module 1 Discussion: Students will be required to find, post and comment upon a reliably sourced digital article or video that compliments this session module. Then post reason why you selected this article. Be sure to comment on two other student's post before the end of the week. 7.2 Module 1 Quiz: Weekly multiple choice and true/false quiz over assigned reading assignments. 7.3 FINAL PAPER. See details below. 7.4 ENROLLMENT MANAGEMENT PLAN. See details below.	

Course Grading

Course Introductions	0 points (MANDATORY)
Discussions	7 x 2 points each
Quizzes	7 x 5 points each
Final Paper	16 points
Enrollment Management Plan	35 points
TOTAL POINTS	**100 points**

Final Paper: Based on the student's preference, they will conduct digital search and identify two enrollment management plans for a four-year public/private institution or community college. Students are expected to write a 3-page paper evaluate, compare and contrast the different elements of each plan based on readings from the text.

Enrollment Management Plan: Students will develop the framework for enrollment management plan. We will use the categories outlined in the video and the PowerPoint presentation. This plan should be approximately five pages long. You can use your current institution or identify another institution. This will give you the data source to include in your plan.

Letter Grade Definition

Minimum Points Needed	Letter Grade
90	A
80	B

70	C
69	F

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus