# Course Description

An analysis of current practices and future trends in the recruitment and retention of students, with consideration of financial aid requirements and regulations.

# University Learning Outcomes (ULO)

* **ULO1:** Communication Skills
* **ULO2:** Professional Competency
* **ULO3:** Moral and Ethical Judgment
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking ­
* **ULO6:** Leadership in Society
* **ULO7:** Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the importance of enrollment services as it relates to fostering student success.
* **CLO2:** Understand internal and external influences of student persistence and retention.
* **CLO3:** Articulate the importance of a data-rich environment for enrollment service planning.
* **CLO4:** Identify what constitutes at-risk students.
* **CLO5:** Understand the influence of strategic enrollment management planning on student success.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Hossler, D., & Bontrager, B. (2015). *Handbook of strategic enrollment management*. San Francisco, CA: Jossey-Bass. ISBN: 978-1118819487

Bontrager, B., Ingersoll, D., & Ingersoll, R. (2012). *Strategic enrollment management: Transforming higher education*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers. ISBN: 978-1578581009

# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: History of Enrollment Management | 20 |  |
| Discussion: Mission Statements and Enrollment Management | 20 |  |
| Student Demographics Essay | 40 |  |
| Week One Reflective Journal | 10 |  |
| **Week 2** |  |  |
| Discussion: Barriers to Student Success | 20 |  |
| Discussion: Institutional Culture and Student Success | 20 |  |
| Student Success Model Activity | 50 |  |
| Week Two Reflective Journal | 10 |  |
| **Week 3** |  |  |
| Discussion: Marketing in the Application Process | 20 |  |
| College Choice Predictors Essay | 40 |  |
| Admissions Representative Interview | 50 |  |
| Admissions Models and Philosophy | 50 |  |
| Week Three Reflective Journal | 10 |  |
| **Week 4** |  |  |
| Discussion: Financial Aid and Recruitment | 20 |  |
| Article Summary | 40 |  |
| Policy and Enrollment Services | 40 |  |
| Week Four Reflective Journal | 10 |  |
| **Week 5** |  |  |
| Discussion: Data and Strategic Enrollment Management | 20 |  |
| College Administrator Interview | 50 |  |
| Research and Data Essay | 50 |  |
| Week Five Reflective Journal | 10 |  |
| **Week 6** |  |  |
| Discussion: Student Persistence | 20 |  |
| Annotated Bibliography | 50 |  |
| At-Risk Student Success Prediction | 100 |  |
| Week Six Reflective Journal | 10 |  |
| **Week 7** |  |  |
| Discussion: The Future of SEM | 20 |  |
| Strategic Enrollment Management Plan | 200 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Historical Perspective of Enrollment Management** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss the importance of historical trends in enrollment management. | | CLO1 | |
| * 1. Contrast enrollment services within the higher education environment. | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | |  |  |
| **Readings and Resources**  **Read** the following:   * Ch. 1 & 2 of Handbook of Strategic Enrollment Management * Johnson, A. L. (Winter 2000). [The evolution of enrollment management: A historical perspective](http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=507739485&site=ehost-live). *Journal of College Admission 166*, 4–11. * Kurz, K., & Scannell, J. (May 2006). [Enrollment management grows up](https://www.universitybusiness.com/article/enrollment-management-grows). *University Business*. * Huddleston, T. (Fall 2000). [Enrollment management](http://registrar.iupui.edu/emc/emc-101-huddleston.pdf). *New Directions for Higher Education 111*, 65–73.   **Watch** the following:   * [How to Increase Student Retention | For Student Retention Strategies Visit: Fighting4Youth.com](https://www.youtube.com/watch?v=s77CcP8p_n8) (6:11) * [Grit: The Power of Passion and Perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance) (6:12)   **Post** any questions, comments, or observations to share with the class in the Week 1 General Q & A discussion forum on Blackboard. | | 1.1, 1.2 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: History of Enrollment Management**  **Respond** to the following question in the History of Enrollment Management discussion forum by Thursday:   * How do you think understanding the history of enrollment management could benefit you in your current position?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Mission Statements and Enrollment Management**  **Respond** to the following question in the Mission Statements and Enrollment Management discussion forum by Thursday:   * Considering differences in mission and vision among community colleges, 2- and 4-year colleges and universities, and public and private institutions, how do you think different mission statements influence enrollment services at these institutions? Provide examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Student Demographics Essay**  **Read** *The Evolution of Strategic Enrollment Management: A Historical Perspective* and at least one additional recent and scholarly article on evolution of SEM.  **Write** a reflective essay based on the following prompts:   * What are the changing demographic patterns of student populations? * How have changing student demographics influenced the evolution of enrollment management services?   **Reference** at least one additional scholarly article to summarize the importance of the evolution of SEM  **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 1.1, 1.2 | Reflection paper and feedback = **1 hour** |
| **Week One Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments that has strengthened your understanding of enrollment management?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 1.1, 1.2 | Journal and feedback = **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Late Assignment Policy:** Instructors are allowed to determine their own late assignment policies. You are required to post your policy by the first day of class. It is recommended you include your policy within your syllabus and as an announcement within Blackboard. You may use the following example policy or create your own:

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Please be advised that failure to submit assignments on or before the due date may result in a reduction in points awarded. If truly extenuating circumstances prevent you from submitting an assignment on time, please do the following

* Contact the instructor in advance of the due date.
* Explain the truly extenuating circumstances that may prevent timely submission of an assignment.
* Request additional time for submission.

Granting additional time for submission of an assignment is at the discretion of the instructor.

Assignments submitted after the due date without advance permission of the instructor may be subject to a reduction of 10% per day for each day late, except that assignments due in the last week of class may be subject to a reduction of 20% per day for each day late. ​

Due to the nature of discussions, which require active participation throughout the week and throughout the course, they are not able to be submitted late. If a discussion post is made after the appropriate deadline, they will be graded as a late assignment.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Student Success | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the role of enrollment services in improving student success. | | CLO1, CLO2 | |
| * 1. Summarize the factors that influence student success as they relate to enrollment services. | | CLO1, CLO2 | |
| * 1. Compare student success model across higher education. | | CLO1, CLO2, CLO3, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 2 of *Transforming Higher Education.*  **Watch** the following:   * [Four Critical Components of an Effective Student Success or Retention Plan](https://www.youtube.com/watch?v=RAqHOIu7fTo) (1:06:04) * [Improving the Retention & Success of College Students](https://www.youtube.com/watch?v=Coh7SCtrwt4) (9:26)   **Post** any questions, comments, or observations to share with the class in the Week 2 General Q & A discussion forum on Blackboard. | | 2.1, 2.2, 2.3 | Lecture Activity = **1.5 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Admissions Representative Interview Preparation (Due Week 3)**  **Interview** a college admission representative about his or her approach to marketing, application, and enrollment.  **Reflect** on the interview using the following prompts.   * Are there any trends that seem to be evident in their current matriculation and admission process? * Do they prescribe to any specific college choice theory? * What role do transfer students have on their enrollment? * What factors determine their student acceptance?   **Post** any questions, comments, or observations to share with the class in the Week 2 General Q & A discussion forum on Blackboard. | |  | Guided Project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Barriers to Student Success**  **Respond** to the following question in the Barriers to Student Success discussion forum by Thursday:   * What are some barriers that prohibit student success? Why? How do you believe these barriers might be addressed by the college or university?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Institutional Culture and Student Success**  **Respond** to the following question in the Institutional Culture and Student Success discussion forum by Thursday:   * What key factors within institutional cultures can guide enrollment management services to foster student success? How are these factors influential?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Student Success Model Activity**  **Review** the week’s readings.  **Identify** the student success model from your educational institution (or one you researched) and at least one other institution of one of the following types:   * Community college * 2- or 4-year nonprofit institution * 2- or 4-year for-profit institution   **Use** the Student Success Model Activity template to perform a comparison of models and reflection.  **Submit** your assignment using the Student Success Model Activity template. | | 2.1, 2.2, 2.3 | Research and Problem solving = **1 hour** |
| **Week Two Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments to strengthen your understanding of student success and its barriers and how enrollment management works within higher education?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 2.1, 2.2, 2.3 | Journal = **1 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Three: Marketing and Admissions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the influence of socioeconomic background, age, gender, ethnicity, and prior academic performance on application and enrollment decisions. | | CLO2, CLO3, CLO5 | |
| * 1. Summarize college choice theories as they relate to key predictors in enrollment services. | | CLO2, CLO3, CLO5 | |
| * 1. Discuss current enrollment trends as they relate to transfer students and articulation. | | CLO1, CLO2, CLO3 | |
| * 1. Describe the philosophical differences among models in admission practices. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 4–8 of *The Handbook of Strategic Enrollment Management*.  **Watch** [The Role of Academic Advising in Student Persistence](https://www.youtube.com/watch?v=3-pNb38U4Tw) (1:20:36).  **Post** any questions, comments, or observations to share with the class in the Week 3 General Q & A discussion forum on Blackboard. | | 3.1, 3.2, 3.3, 3.4, 3.5 | Lecture Activity = **1.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Marketing in the Application Process**  **Respond** to the following question in the Marketing in the Application Process discussion forum by Thursday:   * What role do you think marketing plays in the application process? Provide examples. What is the most important determining factor to influence the conversion from application to student enrollment? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1, 3.2, 3.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **College Choice Predictors Essay**  **Review** this week’s readings and at least one additional scholarly article.  **Reflect** on the following prompts:   * Identify key predictors in college choice. How do they influence application? * How do college and universities use application data to predict enrollment?   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 3.1, 3.2 | Research paper and feedback = **1 hour** |
| **Admissions Representative Interview**  **Interview** a college admission representative about their approach to marketing, application, and enrollment.  **Reflect** on the interview using the following prompts.   * Are there any trends that seem to be evident in their current matriculation and admission process? * Do they prescribe to any specific college choice theory? * What role do transfer students have on their enrollment? * What factors determine their student acceptance?   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 3.1, 3.2, 3.3, 3.4 | Guided Project = **1 hour** |
| **Admissions Models and Philosophy**  **Review** this week’s readings.  **Identify** admissions model for one educational institution in each of the following types:   * Community college * 2- or 4-year nonprofit institution * 2- or 4-year for-profit institution   **Create** a free account on [Canva](http://www.canva.com/).  **Design** an infographic that addresses the following topics related to the admissions models you selected. Include media in the form of images, videos, audio, or websites.   * How do philosophical differences in admission models affect enrollment services? * What are the difference in admission models? * How does marketing differ within the models? * How does SEM team differ at these institutions?   **Post** your assignment as a JPG, PNG, or PDF file.  **Reply** to classmates’ posts with constructive feedback or resources. | | 3.1, 3.3, 3.4 | Problem solving and Presentation = **1 hour** |
| **Week Three Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments that has strengthened your understanding of how marketing and admission are vital to SEM?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 3.1, 3.2, 3.3, 3.4 | Journal = **1 hour** |
| **Total** |  |  | **7.5 hours** |

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| Week Four: Pricing and Financial Aid | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the influence of trends in higher education policy on enrollment management departments. | | CLO2, CLO5 | |
| * 1. Discuss the strategic use of financial aid as it relates to student recruiting. | | CLO2, CLO3, CLO5 | |
| * 1. Differentiate between business models within higher education. | | CLO2, CLO5 | |
| * 1. Explain the influence of pricing and financial aid on recruitment and retention. | | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** the following:   * Ch. 9–12 of *The Handbook of Strategic Enrollment Management* * Ch. 6 of *Transforming Higher Education* * Somers, P. (1995). [A comprehensive model for examining the impact of financial aid on enrollment and persistence](http://publications.nasfaa.org/cgi/viewcontent.cgi?article=1133&context=jsfa). *Journal of Student Financial Aid 25*(1) 13–27.   **Watch** the following:   * [Analytics and Student Success Innovations in Higher Education – SXSWesu 2014](https://www.youtube.com/watch?v=nOJZf8YWvq4) (59:08) * [Retention & Student Success in Higher Education](https://www.youtube.com/watch?v=0NfK8j_n8zw) (47:40)   **Post** any questions, comments, or observations to share with the class in the Week 4 General Q & A discussion forum on Blackboard. | | 4.1, 4.2, 4.3, 4.4 | Lecture Activity = **1.75 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **College Administrator Interview Preparation (Due Week 5)**  **Interview** a college administrator, such as an institutional research administrator or anyone involved with strategic enrollment management, about their approach to research and planning.  **Reflect** on the interview using the following prompts.   * Are there any trends that seem to be evident in the current data research? * What role does data play in the college’s SEM plan? * Are decisions made with evidence-based data?   **Post** any questions, comments, or observations to share with the class in the Week 4 General Q & A discussion forum on Blackboard. | |  | Guided Project = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Financial Aid and Recruitment**  **Respond** to the following question in the Financial Aid and Recruitment discussion forum by Thursday:   * Considering the role financial aid plays in student recruitment, how does growing competition influence financial aid practices? What risks can you predict with this growth? What might an institution do to protect against these risks?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.2, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Article Summary**  **Read** [*An Integrated Model of Application, Admission, Enrollment, and Financial Aid*](ftp://ftp.repec.org/opt/ReDIF/RePEc/hrr/papers/0104.pdf) and at least one additional scholarly article.  **Summarize** both articles, and explain how they relate.  **Answer** the following questions:   * Are these findings and practices still relevant in today’s SEM plans? * What has changed? * Reference one additional article to support your thoughts   **Submit** your assignment as a 3-page Microsoft Word document using APA formatting. | | 4.1, 4.2 | Research paper and feedback = **1 hour** |
| **Policy and Enrollment Services**  **Review** this week’s readings and at least one additional scholarly article.  **Reflect** on the following prompts:   * What is your level of familiarity of policy as it relates to strategic enrollment management? * What related experience do you have? * What do you need to learn about policy as it relates to strategic enrollment management? * What have you learned so far that will help you professionally?   **Post** your assignment for grading and review.  **Respond** to your classmates’ posts with constructive feedback or helpful resources. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments that has strengthened your understanding of how financial aid practices assist in recruitment and retention of students?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 4.1, 4.2, 4.3, 4.4 | Journal = **1 hour** |
| **Total** |  |  | **6.75 hours** |

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| Week Five: Institutional Research, Data, and Planning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine the influence of data on planning and decision making as it relates to enrollment services. | | CLO3 | |
| * 1. Discuss the importance of enrollment management services on achieving student success. | | CLO1, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** the following:   * Ch. 23–26 of *The Handbook of Strategic Enrollment Management* * Ch. 8 of *Transforming Higher Education*   **Watch** the following:   * [What It Takes to Help Students Succeed](http://www.chronicle.com/article/Video-What-It-Takes-to-Help/147511) (9:42) * [Increasing Enrollment While Improving Retention](https://www.insidehighered.com/audio/2015/03/10/increasing-enrollment-while-improving-retention) (59:11)   **Post** any questions, comments, or observations to share with the class in the Week 5 General Q & A discussion forum on Blackboard. | | 5.1, 5.2 | Lecture Activity = **1.25 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Data and Strategic Enrollment Management**  **Respond** to the following question in the Data and Strategic Enrollment Management discussion forum by Thursday:   * Suppose you were charged with writing your school’s new SEM plan, what data do you believe would be most valuable for an effective student success model? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **College Administrator Interview**  **Interview** a college administrator, such as an institutional research administrator or anyone involved with strategic enrollment management, about their approach to research and planning.  **Reflect** on the interview using the following prompts.   * Are there any trends that seem to be evident in the current data research? * What role does data play in the college’s SEM plan? * Are decisions made with evidence-based data?   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 5.1, 5.2 | Guided Project = **1 hour** |
| **Research and Data Essay**  **Review** this week’s readings and at least one additional scholarly article.  **Reflect** on the following prompts:   * How do internal and external data differ in the planning process? * How can research assist in fostering student success? * What key components are necessary for an effective SEM plan?   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 5.1, 5.2 | Research paper and feedback = **1 hour** |
| **Week Five Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments that has strengthened your understanding of research, data, and planning?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 5.1, 5.2 | Journal = **1 hour** |
| **Total** |  |  | **5.25 hours** |

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| Week Six: The Recruitment, Retention, and Persistence Conundrum | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify topics pertinent to student retention. | | CLO1, CLO2, CLO5 | |
| * 1. Explain the differences between retention and persistence. | | CLO2 | |
| * 1. Describe how student success leads to institutional success. | | CLO2, CLO5 | |
| * 1. Differentiate between categories of at-risk students. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** the following:   * Ch. 13–18 of *The Handbook of Strategic Enrollment Management* * DesJardins, S. L., Ahlburg, D. A., & McCall, B. P. (2003). [An integrated model of application, admission, enrollment, and financial aid](ftp://ftp.repec.org/opt/ReDIF/RePEc/hrr/papers/0104.pdf). *Journal of Higher Education 77,* (3) 381–429.   **Watch** the following:   * [College Persistence in Practice “Susan Walsh” ESN Summit 2014](https://www.youtube.com/watch?v=f_FdCgpligk) (33:30) * [Reauthoring the Higher Education Act: Opportunities to Improve Student Success](http://www.help.senate.gov/hearings/reauthorizing-the-higher-education-act-opportunities-to-improve-student-success) (1:48:03)   **Post** any questions, comments, or observations to share with the class in the Week 6 General Q & A discussion forum on Blackboard. | | 6.1, 6.2, 6.3, 6.4 | Lecture Activity = **2 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Student Persistence**  **Respond** to the following question in the Student Persistence discussion forum by Thursday:   * How might your current institution increase the persistence of students as a whole? What factors have proven significant for students of color at your institution? How have these factors been addressed?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Annotated Bibliography**  **Perform** an Internet search for at least 5 scholarly education websites addressing at-risk populations.  **Write** an APA-formatted annotated bibliography for the sites you identified.  **Design** an infographic to that describes the sites and highlights your annotations. Include media in the form of images, videos, audio, or websites.  **Submit** your assignment as a JPG, PNG, or PDF file. | | 6.4 | Research and Problem solving = **1 hour** |
| **At-Risk Student Success Prediction**  **Review** the student profiles in the [At-Risk Student Success Prediction Multimedia Activity](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/edu834/at-risk-student-success-prediction/story.html).  **Assess** each student’s risk level for not persisting through the semester. Rank them from highest to lowest level of risk. Consider all aspects of what you know about each student profile. Justify your reasoning.  **Provide** ideas for each student to improve their success and persistence probability.  **Design** an infographic on [Canva](http://www.canva.com) that addresses your ranking, justification, and improvement ideas. Include media in the form of images, videos, audio, or websites.  **Post** your assignment as a JPG, PNG, or PDF file. | | 6.1, 6.2, 6.3, 6.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Six Reflective Journal**  **Write** a reflective journal entry using the following prompt:   * What new information have you learned from this week’s readings and assignments that has strengthened your understanding of recruitment, retention, and persistence?   **Submit** your assignment as a 1- to 2-page Microsoft Word document. Usethis as a tool to prepare for your Week 7 Strategic Enrollment Management Plan assignment. | | 6.1, 6.2, 6.3, 6.4 | Journal = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Seven: Creating a Successful Framework for Enrollment Management | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Formulate an enrollment management framework that fosters student success. | | CLO1, CLO2, CLO3, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** the following:   * *Ch. 27–30 of The* Handbook of Strategic Enrollment Management * Ch. 14 of *Transforming Higher Education* * Bontrager, B. (Spring 2004). [Strategic enrollment management: Core strategies and best practices](http://registrar.iupui.edu/emc/ppt/bontrager_core_strategies.pdf). *Colleges and Universities 79*, (4) 9–15.   **Watch** the following:   * [Our Failing Schools: Enough is Enough](https://www.ted.com/talks/geoffrey_canada_our_failing_schools_enough_is_enough) (17:07) * [What We’re Learning from Online Education](https://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education) (20:40)   **Post** any questions, comments, or observations to share with the class in the Week 7 General Q & A discussion forum on Blackboard. | | 7.1 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Future of SEM**  **Respond** to the following question in The Future of SEM discussion forum by Thursday:   * Considering the evolution of strategic enrollment management over the years into an increasingly significant contributor to institutional success, what predictions do you have for the future of enrollment services? What will colleges and universities need to be mindful of with regard to retention and persistence rates?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Strategic Enrollment Management Plan**  Scenic University recently hired Dr. Roger Spawling as the Vice President of Enrollment Services. Although Dr. Spawling brings a wealth of information and experience to the table, he has hired you as an Enrollment Services consultant.  **Review** your assignments, especially the weekly Reflective Journal assignments and the Scenic University Case Study.  **Write** a comprehensive student enrollment management plan that accomplishes the following for Scenic University:   * Improve department functionality. * Foster student success. * Increase overall university ranking. * Increase university retention and persistence rates.   **Consider** the following questions as a guide:   * What does a successful student look like? * How do you recruit students who will be successful? * What programs are needed to foster student success? * How do you know you are reaching intuitional success?   **Prepare** a presentation to deliver the content of your Strategic Enrollment Management Plan. You must include media in the form of images, videos, and websites. Consider the following optional resources:   * Tips and tools for creating your presentation: * <https://www.moovly.com/> * <http://www.powtoon.com/> * <https://studio.stupeflix.com/en/> * <https://pixabay.com/> * Microsoft PowerPoint * [Video tutorial for embedding audio using Audacity](https://www.youtube.com/watch?v=uQjed3chjIo) * [Download Audacity for free](http://audacityteam.org/download/) * [Prezi](http://www.prezi.com): [Click here](https://prezi.com/vboec5izhyav/freudidegosuperego/) to see an example. * [Emaze](http://www.emaze.com/): [Click here](https://www.emaze.com/@ALZQCFWZ/The%20art%20gallery) to see an example.   Regardless of the tool you select, your presentation must include audio narration and should be submitted in one of the following formats:   1. A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor.) 2. An MP4 video file no larger than 5MB uploaded directly to Moodle (If your file is larger than 5MB, please use option 1.)   **Submit** your assignment for grading. | | 7.1, Course | Research and Presentation discussion = **2 hours** |
| **Total** |  |  | **4 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5.5 |
| Supplemental | 1 |
| **Week 3** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5.75 |
| Supplemental | 1 |
| **Week 5** |  |
| Required | 5.25 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 39 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 42 |