

**Eastern Illinois University  
New Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☒ New Course or ☐ Revision of Existing Course
2. **Course prefix and number:** CSD 5886
3. **Short title:** Enrollment Management
4. **Long title:** Enrollment Management in Higher Education
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2019
8. **Catalog course description:** This course is designed to provide graduate students in college student affairs with a working knowledge of the concepts of enrollment management in higher education. Students will have the opportunity to study the various strategies to recruit, admit, orientate, and retain students through class discussion, papers, and other special projects. In addition, a model for the development of reflective judgment will be considered along with its implications for professionals in the area of enrollment management. In addition, students will become familiar with a variety of uses for technology both in their coursework and in their profession as it relates to this topic.
9. **Course attributes:**  
General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_  
**Mode(s) of Delivery:**  
☒ Face to Face ☒ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.  
a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☐ No
13. **Prerequisite(s):** None.  
a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No  
b. **Minimum grade required for the prerequisite course(s)?** ☐  
c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes ☐ No

**d. Who may waive prerequisite(s)?**

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

**14. Co-requisite(s):** None

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** EIU Graduate Student

**b. Degrees, colleges, majors, levels, classes which may not take the course:** EIU Undergraduate Student

**16. Repeat status:** x May not be repeated ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:**     

**18. Grading methods:** x Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**19. Special grading provisions:** None

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☐ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:** None

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

**1.** x Course is required for the major(s) of College Students Affairs

☐ Course is required for the minor(s) of \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☐ Course is used as an elective

**2. Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

**3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

**4. General education assurances (answer N/A if not applicable)**

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

a. CSD 5886 - Enrollment Management in Higher Education

**2. Catalog description:** This course is designed to provide graduate students in college student affairs with a working knowledge of the concepts of enrollment management in higher education. Students will have the opportunity to study the various strategies to recruit, admit, orientate, and retain students through class discussion, papers, and other special projects. In addition, a model for the development of reflective judgment will be considered along with its implications for professionals in the area of enrollment management. In addition, students will become familiar with a variety of uses for technology both in their coursework and in their profession as it relates to this topic.

### 3. Learning objectives.

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a. Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work. (L)	1
b. Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice.(L)	1, 3
c. Identify and consult with key stakeholders and individuals with differing perspectives to make informed decisions. (L)	1, 2
d. Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work.(L)	1, 3
e. Explain the differences between public, private, and for-profit higher education with respect to the legal system and what they may mean for respective students, faculty, and student affairs professionals. (LPG)	1
f. Act in accordance with national, state/ provincial, and local laws and with institutional policies regarding non-discrimination. (LPG)	1
g. Use technological resources with respect to maximizing the efficiency and effectiveness of one's work. (OHR)	1
h. Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power. (SJI)	1, 3
i. Articulate a foundational understanding of social justice and inclusion within the context of higher education.(SJI)	1, 3
j. Describe the roles of faculty, academic affairs, and student affairs educators in the institution. (VPH)	1, 2
k. Model and promote the legal, ethical, and transparent collection, use, and securing of electronic data. (T)	1, 2

### 4. Course materials.

Hossler, D., & Bontrager, B. (2014). *Handbook of Strategic Enrollment Management*. San Francisco: Jossey Bass

Supplemental Readings will be provided in a Shared File on One Drive. Access will be granted after the first class period.

## 5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introduction to the course and overview of enrollment management	150 Minutes	
2	Understanding context of Enrollment Management	150 Minutes	Textbook: Chapters 1-3
3	Understanding College Choice	150 Minutes	Textbook: Chapters 4-5  U.S. News and World Report
4	Understanding the Admissions Process	150 Minutes	Textbook: Chapters 6-8& 19
5	Understanding Enrollment Management Budget information	150 Minutes	Textbook: Chapters 9 and 12
6	Understanding Financial Aid	150 Minutes	Textbook: Chapters 10-11 & 21
7	Understanding Student Retention and Persistence	150 Minutes	Textbook: Chapters 13-14
8	Understanding At-Risk populations and Enrollment Management	150 Minutes	Textbook: Chapters 15-17
9	Understanding institutional role in persistence	150 Minutes	Textbook: Chapter 18  Readings on D2L
10	Understanding the role of the registrar and technology	150 Minutes	Textbook: Chapters 20 and 22
11	Understanding SEM research and Trends	150 Minutes	Textbook: Chapters 23-24
12	Understanding Strategic Thinking and Emerging Concerns	150 Minutes	Textbook: Chapters 25-26
13	Understanding Strategic SEM	150 Minutes	Textbook: Chapters 27-28

14	Case Study	150 Minutes	
15	Understanding the Present and Future of Enrollment Management	150 Minutes	Textbook Chapter 30
16	Review of Data Analysis	150 Minutes	

## 6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Classroom Participation	10%
Personal Definition	10%
Interview with Enrollment Manager	10%
Analysis of Enrollment Area	20%
Enrollment Management Case Study	20%
Enrollment Data Analysis	30%

***Personal definition of enrollment management:*** Share your personal definition of enrollment management. This should include information about the purpose of enrollment management, who key stakeholders are, and the roles various parts of the institution play in this process. It should also provide insight in to how you have seen enrollment management strategies enacted on your campus as well as the impact you have observed from these intentional strategies. This should be no more than one page.

***Interview with an enrollment management practitioner reflection:*** Begin to think about what questions you have about enrollment management. Come up with approximately 10 questions that you'd like to know more about. Contact an enrollment management practitioner to interview (schedule about 30 minutes for this interview). Enrollment management practitioners can work in any area of EM including admissions, financial aid, the registrar, student services, or be in a specific EM role. Tailor your questions to the specific area that the participant you are interviewing works in. Write a 3-5 page paper identifying your key findings from the interview and reflecting on your experience/evolving definition of enrollment management based on the interview. You will also need to submit the questions you developed for the interview.

***Enrollment management functional area analysis:*** You will select a functional area in enrollment management (Admissions, Financial Aid, Registrar, Student Assessment, Information Technology, Intercultural Services, International Student Services, Student Services). You will analyze the components and responsibilities of that area related to enrollment management based on your course readings and outside sources. Identify specific strategies they use and provide a critique of each strategy. You will also need to identify what other offices this area may be responsible for working with and/or informing about enrollment management strategies.

**Enrollment Management Case Study:** In groups you will be asked to share your ideas and things you have learned related to enrollment management as you respond to a case study about an enrollment management dilemma. The case will be provided to you two weeks in advance and you will analyze this situation, identify various components of the dilemma and as a group present the solution(s). This presentation will be done through video using whatever technology is easiest (Google Hangouts, Voice Thread, Skype, etc.) The presentation should be no longer than 15 minutes and include an outline of the case, your analysis, and recommendations.

**Enrollment Management Data Analysis:** You will be given a sample set of data to review related to enrollment management. Using this data you will conduct an enrollment data analysis. Present your findings along with a reflection on the strength, weaknesses, opportunities, and threats that the institution can respond to. Make strategic recommendations based on your findings along with a reflection of your, now refined, definition of enrollment management and in what ways it may have changed or become more solidified as a result of this course. Your final submissions should be no more than 10 pages in length.

**7. Grading scale.**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

**8. Correlation of learning objectives to assignments and evaluation.**

Assignments and Evaluation	Course Objectives
Classroom Participation	a- k
Personal Definition	a, b, d, h, j
Interview with Enrollment Manager	a, b, c, d, h,j
Analysis of Enrollment Area	a, b, c, d, g, j
Enrollment Management Case Study	a- k
Enrollment Data Analysis	b, f, g, h, k

**Date approved by the department or school: 4/11/18**

**Date approved by the college curriculum committee: 4/23/18**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS: May 1, 2018**