ENROLLMENT MANAGEMENT IN HIGHER EDUCATION (HIED 553)
LATE SPRING (TERM 2) 2015

Instructor: Rebekah Burch Basinger, Ed.D.
Email: basinger@messiah.edu
Course Dates: March 15 – May 9, 2015
Phone: 717-432-3001 or 717-645-6598

FACULTY AVAILABILITY
I enjoy the opportunity to connect with students. I am available to address questions through Canvas message, email, or telephone. I make every effort to respond to student queries within 24 hours during the work week.

FACULTY EXPECTATIONS OF STUDENTS

Resources: You will access class notes, PowerPoints, videos, and other materials that have been posted to the Resources section of the course via the “Modules” tab.

Weekly Schedule: On Monday morning, I will post an announcement explaining requirements for the week ahead. But don’t depend entirely upon these messages. Please read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

Announcements: It’s important that you read the announcements every time you log in to the course. Announcements are updated regularly with important course information.

Instructional Time: You should plan to spend approximately 5.25 hours (on average) per week on course reading, taking quizzes, originating and responding to posts online in the Discussion, and interacting with the instructor and your classmates. This is referred to as Instructional Time or IT. The 42-hour minimum of instructional time for the course is mandated by the Pennsylvania Department of Education.

Asynchronous/Synchronous learning: This course is presented primarily via asynchronous learning, which means you can work mostly on your own. However, several drop-in synchronous conversations via Adobe Connect will be scheduled during this eight week course (see course schedule). Students are required to join in at least two of these sessions.

HIGHER EDUCATION PROGRAM GOALS
1) To equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies.
2) To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives.
3) To develop scholars who advance the field of higher education and its contribution to society.
4) To nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition.
COURSE DESCRIPTION

Once upon a time – in fact, not that long ago – colleges and universities didn’t have to work very hard to bring in a first-year class and no one worried much about student retention. But no more. As the authors of our text tell us, everything began to change in the 1970s. Today, it takes a complex web of activities ranging from admissions, orientation, marketing, financial aid, and campus-wide planning to recruit, retain, and graduate students.

This course introduces you to the emergence of Strategic Enrollment Management as a critical function within American higher education. We’ll explore the wide-ranging factors that shape the way today’s students chose a college or university. And we’ll look at the methods and strategies which institutions of higher education employ in trying to influence those choices, including marketing, admissions, financial aid, and campus amenities.

In every class session, we will discuss the continuing inequities within the American educational system and imagine together what individual colleges and universities, and most especially those with a faith-base, can/should do to ensure that higher education contributes to, rather than works against, the creation of a just society.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Speak knowledgably about the emergence of Strategic Enrollment Management as a topic of importance within American higher education and also the complex web of activities that contribute to recruitment, retention, and graduation of students in the early 21st century.

2. Critically evaluate and articulate theories of college choice, including the roles of race, family of origin, economics, and peers in how students formulate college aspirations and decisions to pursue postsecondary education.

3. Identify and critique policy issues, both state and national, that influence access to and opportunity in American higher education, with particular focus on changing demographics in American society.

4. Identify and discuss from a faith perspective difficult ethical and justice issues specific to enrollment management as it has evolved to the present.

5. Display capabilities for research, writing, and presentation in the investigation of specific topics within the field of Strategic Enrollment Management.
TEXTBOOK AND OTHER RESOURCES

Fulfillment of class assignments requires that students will access several of the following journals:

- College and University Journal (AACRAO)
- Enrollment Management Journal
- Journal of College Student Retention
- Journal of College Admission
- Journal of Student Financial Aid
- Journal of Enrollment Management
- Strategic Enrollment Management

COURSE ASSIGNMENTS

Class Participation (Course objectives 1-5)
As has been already noted, the quality of the learning experience depends upon the full participation of all persons enrolled in the course. Therefore, it is expected that students will log into the course site at least 3 times a week, prepared to offer new insights, introduce helpful questions/comments to the discussion, and demonstrate a mastery of the overarching themes of the course.

Failing to log into the course site for an entire week is permissible, as long as all readings and assignments are made up by the student within the following week. However, since class participation represents 8 percent of the engagement time for the course, the student runs the risk of receiving a lower grade for the class.

Missing a second week is allowed only in unusual circumstances and by prior arrangement with the instructor. A student who fails to log into the course for three weeks, even if the readings and assignments are completed, will automatically receive a failing grade, unless the student drops the course before the seventh week of class.

Discussions (Course objectives 1-5)
A weekly discussion starter can be found in the Modules tab by 11:00 a.m. on Mondays. Students will be expected to 1) post an original response to the question by midnight on Wednesday of each week and, 2) post at least 3 follow up responses to the discussion by midnight on Saturday of each week. The discussions are the heart of the course and critical to the learning experience. For this reason, participation is required and students' grades are based upon the content, depth, and quality of contribution to the discussions.

Students are encouraged to post early in the week and return often to respond to and engage in discussion with classmates. To take full advantage of the benefits of discussions, please comply with the following:
Before posting anything online, read what others have posted
When responding to someone else’s posting(s), begin by repeating your classmate’s name for clarification purposes and then summarizing what s/he had to say.
All posts should be reflective, insightful, and demonstrate active engagement with the course material.
As for length, initial and follow-up posts should be between 100 and 150 words. A few words over or under the word count is not a problem, but too much more or less, is.
When posting, follow the APA style for in text citations.
All posts should be grammatically correct and free of typographical errors.

This is a minimum standard for participation. Students who respond thoughtfully, post meaningfully to more than the required number, and/or incorporate outside sources into posts will receive higher grades. Grading for this assignment will be influenced by the following: understanding and analysis of the text; responses to other students that contribute to a better understanding of course materials; facilitating further conversation; and introducing relevant outside sources.

Each discussion is worth 20 points, for a total of 160 points for the course. Discussions that meet the minimum requirement will receive 17 points. An above-minimum effort is required to earn the full 20 points. **Due weekly.**

**Unit Quizzes** (Course objectives 1-5)
Weekly 20-question quizzes on the reading assignments from Hossler and Bontrager are included to help guide your reading of the text. The quizzes are open-book and structured to alert you to what the instructor considers to be key points in the readings (in other words, information I would highlight in a traditional lecture format). Students will be expected to have completed the week’s quiz by **Saturday at midnight.** Each quiz is worth **20 points** and account for **16 percent** of the overall grade. **Due weekly.**

**Deep-dive Reading and Annotated Bibliography** (Course objective 5)
As the authors of our text mention numerous times, despite the length of the *Handbook of Strategic Enrollment Management*, by necessity it mostly skims the surface of the various administrative functions that are part of SEM. In other words, our text provides an introduction to a whole lot of material, but does not go into significant depth on any one topic.

This assignment gives you the opportunity to explore more fully one aspect of SEM about which you have a particular interest or would like to know more. The goal of the assignment is to develop class specialists on a variety of SEM topics who can speak into the weekly discussion question from the perspective of their particular specialty area. If the deep-dive reading does what I hope, everyone will come away from the course knowing a little about everything to do with SEM and a lot about one particular facet of the field.

The focus of your deep-dive specialty must be approved by the professor within the first week of class and must be enrollment management specific. Possible deep-dive topics include: admissions and recruiting; admissions and recruiting nontraditional students; admissions and recruiting transfer students; admissions and recruiting students of color; institutional marketing; financial aid; new student orientation; academic advising; academic support services; and career planning.
Within the first four weeks of the course, you are expected to identify, read, and annotate:

- Four (4) academic journal articles on their selected topic; and
- Four (4) news articles on the selected topic from publications such as *Chronicle of Higher Education*, *Inside Higher Education*, newspapers, and magazines.

Annotation should average 15 lines of text beyond the citation. The purpose of the annotation is to alert classmates to the thesis and major points of each article.

**Due Dates**
Identification and rationale for selection of topic for your deep-dive reading: **March 21**
Annotated bibliography: **April 11**.

**Research Project: Create Your Own SEM Findings** (Course objectives 1-5)
It’s one thing to read what others have discovered about the what, why, and how of the college selection process and quite another to do the research. With this project, you have the opportunity to do just that – to be a researcher, albeit on a small scale. Your assignment is to select one of the following categories of research subjects, conduct interviews, and write a paper.

You can choose to conduct:

- In-person interviews with 5 to 10 high school seniors who are planning to attend a post-secondary institution in Fall 2015. Consider ethnicity, race, and gender when selecting who you will interview.

OR

- In-person interviews with 5 to 10 full-time enrolled students who are in their first year of college. Consider ethnicity, race, and gender when selecting who you will interview.

As you conduct the interviews, ask about and listen for comments related to factors influencing the three stages of college choice – predisposition, search, and choice – as identified by Don Hossler and Karen Gallagher (pg. 52 in our text). Sample questions are included in the resource section on the course site.

As important as the interviews are, the research project isn’t just about he said and she said. You are expected to draw upon the professional literature (the articles you’ve read for the annotated bibliography will be helpful here) in support of (or contrast to) your field-based findings (interviews).

**Specifications of the research paper:**
10 page maximum, excluding references and cover page
5 scholarly references, minimum, in addition to the course text
APA format
Due dates
Select project interview category and provide rationale for choice: **March 28**
Names of interview subjects submitted to instructor: **April 18**
Submit research project: **May 6**

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Method</th>
<th>Total Points</th>
<th>% of Total</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10 pts. x 8 weeks</td>
<td>80</td>
<td>8%</td>
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<tr>
<td>Discussions</td>
<td>20 pts. x 8 weeks</td>
<td>160</td>
<td>16%</td>
</tr>
<tr>
<td>Unit quizzes</td>
<td>20 pts. x 8 weeks</td>
<td>160</td>
<td>16%</td>
</tr>
<tr>
<td>Deep-Dive Reading and Annotation</td>
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<td>200</td>
<td>20%</td>
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<tr>
<td>Research Project</td>
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<td>400</td>
<td>40%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>980</strong></td>
<td><strong>100%</strong></td>
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At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades will be awarded according to the existing policies of the Graduate School at Messiah College. The final course grade will be computed according to the total number of points earned for all assignments as shown by percentage of points earned:

- A 93-100%  B- 80-82%
- A- 90-92%  C+ 77-79%
- B+ 87-89%  C 73-76%
- B 83-86%  F >76%

**Criteria for Grading Reflection Papers and Research Project**

- **A/A-**: Assignment is well-written with no errors (spelling, sentence fragments, unclear sentences, etc). Analysis is excellent and conclusions are well-supported, demonstrating understanding of the topic and familiarity with supporting sources (readings, discussion). Questions are fully and clearly addressed.

- **B/B-**: Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, discussion).

- **C**: Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

- **C-**: Any combination below the levels described above.
Late Assignments

Deep-Dive Reading and Annotated Bibliography received by the instructor later than midnight on Saturday of the week assigned will be docked 10 points for each 24-hour period thereafter.

Research projects received by the instructor later than 11:59 p.m. (EST) on Wednesday, May 6 will be docked 40 points for each 24-hour period thereafter. Except by pre-arrangement with the instructor, research papers will not be accepted by the instructor after 5:00 p.m. on Friday, May 8.

Grading Schedule
The instructor will read and critically assess students’ assignments, grade the assignment, and provide feedback within 48 hours of receipt of on-time submissions.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Hours*</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td><em>Introduction to Strategic Enrollment Management</em></td>
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<tr>
<td>3/15 – 3/21</td>
<td>Greet and meet your classmates</td>
<td>1.0</td>
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<tr>
<td></td>
<td>Read Hossler &amp; Bontrager, Part 1: Chapters 1-3</td>
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<td></td>
<td>View <a href="#">YouTube tribute</a> to Bob Bontrager</td>
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<td></td>
<td>Contribute to Week 1 discussion</td>
<td>2.5</td>
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<td></td>
<td>Complete Week 1 unit quiz</td>
<td>.75</td>
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<td>Deep-dive specialty selection and rationale due by Saturday at midnight (EDT)</td>
<td>.25</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td><em>Choice, Markets, and Admissions</em></td>
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<tr>
<td>3/22 – 3/28</td>
<td>Read Hossler &amp; Bontrager, Part II: Chapters 4-8</td>
<td>3.0</td>
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<td>View <a href="#">YouTube TED talk</a> about selecting a college</td>
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<td>Contribute to Week 2 discussion</td>
<td>2.5</td>
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<td></td>
<td>Complete Week 2 unit quiz</td>
<td>.75</td>
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<td>Submit citations for journal articles read this week</td>
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<td></td>
<td>Research project interview category selection and rationale due by Saturday at midnight (EDT)</td>
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<tr>
<td><strong>WEEK 3</strong></td>
<td><em>Pricing and Financial Aid</em></td>
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<tr>
<td>3/29 – 4/4</td>
<td>Read Hossler &amp; Bontrager, Part III: Chapters 9-12</td>
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<td>Contribute to Week 3 discussion</td>
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<td>Take Week 3 unit quiz</td>
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<td>Submit citations for journal articles read this week</td>
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<td></td>
<td>Participate in live chat session</td>
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<td><strong>WEEK 4</strong></td>
<td><em>Student Retention, Persistence, and Success, Part 1</em></td>
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<tr>
<td>4/5 – 4/11</td>
<td>Read Hossler &amp; Bontrager, Part IV: Chapters 13-15</td>
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## Master of Arts in Higher Education Program

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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Student Retention, Persistence, and Success, Part 2</strong></td>
<td><strong>The Important Back Room</strong></td>
<td><strong>Data, Policy, and Structures</strong></td>
<td><strong>Putting the Pieces Together</strong></td>
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<td>View <a href="#">YouTube video</a> featuring a nontraditional student</td>
<td>View <a href="#">YouTube videos</a> about student perception of financial aid</td>
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<td>Take Week 4 unit (part 1) quiz</td>
<td>Take Week 5 unit (part 2) quiz</td>
<td>Take Week 7 unit quiz</td>
<td>Take Week 8 unit quiz</td>
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<td>Contribute to Week 4 discussion</td>
<td>Contribute to Week 5 discussion</td>
<td>Participate in live chat session</td>
<td>Participate in live chat session</td>
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<td>Conduct interviews and do research for final project</td>
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<td>Continue work on final project</td>
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<td><strong>WEEK 5</strong></td>
<td><strong>WEEK 6</strong></td>
<td><strong>WEEK 7</strong></td>
<td><strong>WEEK 8</strong></td>
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<td><strong>4/12 – 4/18</strong></td>
<td><strong>4/19 – 4/25</strong></td>
<td><strong>4/26 – 5/2</strong></td>
<td><strong>5/3 – 5/9</strong></td>
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<tr>
<td>Deep-dive reading annotated bibliography due Saturday at midnight (EDT)</td>
<td>By midnight (EDT) on Saturday, submit the names of students to be interviewed for your research project.</td>
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<td>Submit research project by midnight (EDT) on Wednesday</td>
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<td>Submit course evaluation by midnight (EDT) on Friday</td>
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## PROGRAM POLICIES

### Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

- Plagiarism. Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the
• proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

• Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.

• Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

• Misrepresentation of Academic Records. Tampering with any portion of a student’s record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

• Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one’s own work to be copied.

• Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

• Unfair Advantage. Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

**Penalties for Violations of the Academic Integrity Policy.** A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

**Americans with Disabilities Act**
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

**Library and Librarian Assistance** *(Adjust to include your liaison’s contact info)*
The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the higher education program. Although any librarian is
trained and prepared to assist you, Beth is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Statement of Copyright Protection
The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality
Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS

Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used.
Browser: Mozilla Firefox 3.0 or higher (required)

Operating System Version:
- Windows® XP (recommended), or
- Windows® Vista, or
- Windows® 7, or
- MAC OS 10.4 or higher

Processor (CPU):
- Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
- Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster

Memory (RAM):
- Windows® XP: 512 MB or more; or
- Windows® Vista: 1024 MB or more; or
- MAC OS: 1024 MB or more

Hard Disk Space: 40 GB or more of free space

CD-ROM CD-RW drive (DVD or combo drive helpful)

Any Office Suite:
- MS Office 2007 or newer, or
- OpenOffice 3.1, or
- Google Docs

Webcam and headset (no speakers)
Minimum Computer Skills Requirements

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- Familiarity with word processing, specifically Microsoft Office (Word and PowerPoint)
- Experience with internet search techniques
- Familiarity with email and other social media communication venues
- Comfort with copy and paste

Computer Support

For your convenience, while you are taking an online course, real person assistance will be available in real time if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m. (EST) seven days a week, by the College’s Information and Technology Services staff.

**Weekdays** – 8:00 am to 5:00 pm Mon. to Fri.
- Via instant messaging (IM) @ SC5901
- By phone at (717) 796-1800, ext 5901
- Or via email at bthompso@messiah.edu or ResNet@Messiah.edu

**Evenings and Weekends** – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.
- By phone at (717) 796-1800, ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and also through the College’s Learning Management System.