American Public University System

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ADHE605

Course Summary

Course : ADHE605 **Title :** Enrollment Management, Admissions, and Finance in Higher Education
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This foundational course presents an array of enrollment management processes and strategies that contribute to recruitment, retention, admission, and enrollment of students at institutions of higher education, both undergraduate and graduate. Particular attention will be given to the role of various stakeholders in relation to various factors influencing enrollment and admissions: financial aid, scholarships, educational readiness, diversity considerations, academic standards, learning formats, and institutional goals. Students will be exposed to recruitment and enrollment strategies based on current research, enrollment prediction and selection practices, marketing, applicable advisement practices, ethical guidelines, and institutional standards pertaining to student success.

Course Scope:

This course provides an overview of enrollment management, admissions, and finance in higher education for the online campus. Students will have an opportunity to explore the basic concepts and latest trends in college and university enrollment management and admissions. They will be exposed to strategic enrollment management and the impacts it has on the financial operations of the institution.

Objectives

CO1 - Critique enrollment procedures in institutions of higher education (PLO4, PLO5);

CO2 - Evaluate admissions practices for undergraduate and graduate level institutions of higher education (PLO4);

CO3 - Assess theory and application of financial practices for higher education (PLO3, PLO6);

CO4 - Summarize best practices for key administrative functions in higher education (PLO3, PLO4, PLO6);

CO5 - Assemble a procedural reference notebook for use in higher education (PLO3, PLO4, PLO5, PLO6).

Outline

Week 1: Introduction and History of Enrollment Management

Learning Outcomes

- LO1 - Describe the history of the enrollment management movement and the current and historical impact of admissions requirements and standards (CO1).
- LO2 - Evaluate the historical use of admissions policies and practices to promote student success (CO2).
- LO3 - Critique theory and methods regarding admissions, enrollment, and academic goals as they relate to the institutional priorities, mission, and goals (i.e. institutional strategic plan) (CO1, CO4).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Welcome Discussion
- Strategic Direction of the Enrollment Discussion

Week 2: Admissions Policies and Practices

Learning Outcomes

- LO1 - Create effective admissions procedures and policies that result in student success, retention, and progression while honoring cultural diversity, ethics, and legal standards (CO2, CO3).

- LO2 - Explain current admission practices by institutional type and how they differ across various enrollment strategies (CO1, CO2, CO3).

- LO3 - Examine ethical standards and practices related to admissions practices particularly as they relate to AACRAO and NACAC standards of practice (CO1, CO2).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Entrance Examinations Discussion
- College Choice Paper

Week 3: Enrollment Data, Student Demographics, and Future Trends

Learning Outcomes

- LO1 - Evaluate the use of data to determine recruitment strategies, communication plans, and admissions policies (CO1, CO2).
- LO2 - Explain the impact of changing entering student demographics when it comes to graduating high school seniors, eligible transfer students, and potential adult learners (CO2, CO3).
- LO3 - Analyze social mobility concepts to assist in the development process for new strategies for increased student achievement (CO1, CO2).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Demographic Trends Discussion

Week 4: Recruitment and Marketing Strategies for Undergrad

Learning Outcomes

- MO1 - Examine recruitment and marketing concepts such as branding, market share, target markets, etc. for use in higher education (CO4).

- MO2 - Evaluate the use of technology such as CRMs to track student and family interest, engagement, and enrollment communication while are factors in determining yield (CO1, CO2).

- MO3 - Create a functioning team and organizational structure to ensure effective and efficient recruitment and admissions processes (CO2, C04, CO5).

Required Readings

- See Readings and Resources in eReserves

Assignments

- Recruitment and Marketing Strategies for Undergrad Discussion

Week 5: Student Financial Assistance

Learning Outcomes

- MO1 - Differentiate the complexity and interconnectivity of federal, state, and institutional aid programs and scholarships (CO1, CO3, CO4).

- MO2 - Evaluate the use of technology to manage financial aid leveraging, holistic award packaging, including scholarships and loans (CO1, CO3, CO4).

- MO3 - Assess institutional data to determine the benefit of an institutional scholarship program in the recruitment process (CO2, CO3).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Merit-based and Need-based Aid Discussion
- Financial Interview and Analysis Paper

Week 6: Financial Considerations

Learning Outcomes

- MO1 - Describe the concept of net tuition revenue and how it impacts the total institutional budget for various types of institutions (public v. private) (CO1, CO3).

- MO2 - Create a budgeting process for an admissions office that minimizes cost per student and yet meets recruitment goals (CO3, CO5).

- MO3 - Assess best practices for managing financial resources with enrollment realities (CO3, CO4, CO5).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Escalating Cost of Higher Education Discussion

Week 7: Retention and Student Success

Learning Outcomes

- MO1 - Develop a working knowledge of how retention impacts total enrollment as well as new student recruitment goals (CO1, CO3, CO4).

- MO2 - Analyze retention data to determine at risk populations and strategies for assisting students those who are enrolled (CO1, CO4).

- MO3 - Evaluate institutional factors (student support services, curriculum, student success) as a means to improve retention, progression, and graduation (CO4, CO5).

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Retention and Enrollment Management Discussion

Week 8: Strategic Enrollment Management

Learning Outcomes

- MO1 - Assemble the key components and best practices for SEM development (CO1, CO4, CO5).

- MO2 - Analyze various SEM plans to explore the differences in planning for various types of institutions (CO1, CO4).

- MO3 - Apply the ethical standards and practices are considered for all of the various types of students being enrolled (CO1, CO4.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Strategic Enrollment Discussion
- Enrollment Management Start-up Manual Paper

Evaluation

College Choice Paper: Write a five (5) page paper comparing and contrasting three (3) institutional

viewbooks from different types of institutions (public, private, four-year, two-year, research, comprehensive, etc.). Your analysis should include a discussion of college choice and the associated research on what impacts choice. Please link college choice to your analysis of the viewbooks. Title page, references/citations, and APA formatting are required.

Student Financial Aid/Financial Impact Analysis: Conduct an interview with either a senior level financial aid administrator (Option A) or a senior level finance officer (Option B) and then write a five (5) page paper that links their responses to the respective literature concerning the importance of either aspect to enrollment management and institutional finances.

A) Student Financial Aid Option - Your interview should focus on gaining knowledge of the key aspects of the department and its direct impact on enrollment and institutional funding. You should be gathering information to help you better understand financial aid from the federal, state, and institutional perspectives and how they are interconnected. You should be sure to understand compliance issues and financial aid leveraging to determine how they impact financial aid packaging.

B) Finance Option - Your interview should focus on gaining knowledge of the key aspects of the department and its direct impact on enrollment and institutional funding. You should be gathering information to help you better understand the budgeting process and how the institution's operations are funded relative to enrollment. You should be sure to understand compliance issues and net tuition revenue to determine how they impact financial aid packaging and the institutional budget process. Signature Assignment: Write a 12-15 page working document as an initial comprehensive manual that details key functions and practices in the administration of higher education enrollment management. Elements to include are unique to admissions, financial aid, and strategic enrollment management, including examples enrollment priorities and goals, recruitment strategies, financial aid leveraging, retention initiatives,

Discussions: Students will join the Discussions each week. Students must post a reply to both weekly Discussions and reply to at least 2 other students for each Discussion. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due. Replies after the end of the week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the Discussions. Students should demonstrate their own knowledge in the Discussions and avoid copying and pasting from websites.

Guidelines:
• Post the initial response to each Discussion by 11:55pm, ET, Thursday.
• Initial responses should be no less than 300 words.
• Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
• Reply to at least 2 of your classmates in each Discussion by 11:55pm, ET, Sunday.
• Replies to classmates should be no less than 150 words.
• Responses to classmates are significant to advance the Discussion.
• All Discussions can be accessed in the Discussions section of the course.

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Discussions and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

Participation and assignments should provide evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;
- Clarity of expression and logical connection among ideas expressed; • Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Grading:

Name	Grade %
Discussions	20.00%
Welcome Discussion	2.22%
W1 Forum 1: Strategic Direction of the Enrollment	2.22%
W2 Forum 2: Entrance Examinations	2.22%
W3 Forum 3: Demographic Trends	2.22%
W4 Forum 4: Recruitment and Marketing Strategies for Undergrad	2.22%
W5 Forum 5: Merit-Based and Need-Based Aid	2.22%
W6 Forum 6: Escalating Costs of Higher Education	2.22%
W7 Forum 7: Retention and Enrollment Management	2.22%
W8 Forum 8: Strategic Enrollment	2.22%
College Choice	20.00%
W2 Aassignment 1: College Choice Paper	20.00%
Interview and Impact Analysis	30.00%
W5 Assignment 2: Financial Interview and Analysis	30.00%
Signature Assignment: Enrollment Manual	30.00%
W8 Assignment 3: Enrollment Manager Start-Up Manual	30.00%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Handbook of Strategic Enrollment Management (Ebook available through the APUS Online Library)

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

- Chronicle of Higher Education
- Inside Higher Education
- Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following:

- Journal of Higher Education
- Research in Higher Education
- Journal of College Admissions
- Journal of Student Financial Aid
- Journal of College Student Retention

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in theDiscussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.com:* AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.

- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)

- [Student Deadlines](#)

- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.