COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Educational Leadership and Counseling
Course No. EA 616

Title of Course: Enrollment Management in Higher Education
Date: Feb 11, 2016
Please check: X New Revision

I. Catalog Description (Credit Hours of Course):
This course will examine the strategies used by colleges to establish enrollment goals and effective recruitment and marketing efforts (3).

II. Co- or Prerequisite(s):
Students must be admitted to the MA in Higher Education Administration program or permission of the instructor.

III. Purposes or Objectives of the Course:
A. Provide an understanding of the role of enrollment planning in higher education administration.
B. Explore the purpose, organization, and functions within strategic enrollment management and the profession’s relationship to the academic community.
C. Increase awareness of the current professional issues central to enrollment management.
D. Acquaint students with the various professional organizations, journals, and research sources in the field.
E. Strengthening analytical, synthesizing, verbal, and written skills, while focusing on issues and ideas pertinent to the student personnel profession

IV. Student Learning Outcomes:
A. Students will complete a competitor/peer analysis and use this analysis to establish enrollment goals for a selected postsecondary institution in a written product.
B. Students will define the many target audiences for a selected postsecondary institution and develop a recruitment/communication plan to effective reach out to one audience presented orally and in writing.
C. Students will develop a recruitment funnel with realistic yield rates and accurately calculate yield presented orally and in writing.
D. Students will use a database to analyze demographic information to simulate the enrollment planning process in a written product.

V. Optional departmental/college requirements:
A. NA

VI. Course Content or Outline:
Content to be addressed during the course

A. Admissions and Marketing
   1. Admissions Terminology and Student Recruitment Strategies
   2. Recruitment Funnel
   3. College Choice Factors
   4. Marketing and Communications
   5. Key Decision Drivers
   6. Calculating Yield

B. Enrollment Management
   1. Size (Student Type and Level, Location)
   2. Quality (Admission Guidelines, Accreditations, Scholarships)

Approved by Department
February 10, 2016

Approved by College Council
March 8, 2016
3. Diversity (Student Age, Gender and Ethnicity, Program Diversity)
4. SEM and Change Management
5. SEM and Academic Affairs

C. Financial Aid and Budgeting 3
   1. Federal and State Financial Aid
   2. Institutional Aid Programs (Need, Merit, Participation)
   3. The Role of Enrollment Planning in Budget Planning

D. The First Year of College 6
   1. Orientation Programs
   2. Career Development
   3. Academic Integration
   4. Social Integration

E. Student Persistence and Graduation Rates 12
   1. Cohort Retention Rates
   2. Performance Funding
   3. Complete College America

Total Hours 45

Please Attach copy of class syllabus and schedule as an example

Signature: ____________________________ Date: ________________
Chair

Signature: ____________________________ Date: ________________
Dean
Southeast Missouri State University

Department of Educational Leadership and Counseling

Course No. EA 616

Revision

New

I. Catalog Description and Credit Hours of Course:
This course will examine the strategies used by colleges to establish enrollment goals and effective recruitment and marketing efforts (3).

II. Prerequisite(s): Students must be admitted to the MA in Higher Education Administration program or permission of instructor.

III. Purposes or Objective of the Course:
A. Students will gain a comprehension knowledge base of the role of enrollment planning in higher education administration.
B. Explore the purpose, organization, and functions within strategic enrollment management and the profession’s relationship to the academic community.
C. Increase awareness of the current professional issues central to enrollment management.
D. Acquaint students with the various professional organizations, journals, and research sources in the field.
E. Strengthening analytical, synthesizing, verbal, and written skills, while focusing on issues and ideas pertinent to the student personnel profession

IV. Student Learning Outcomes
A. Students will complete a peer analysis and use this analysis to establish enrollment goals for a selected postsecondary institution in a written product.
B. Students will define the many target audiences for a selected postsecondary institution and develop a recruitment/communication plan to effective reach out to one audience presented orally and in writing.
C. Students will develop a recruitment funnel with realistic yield rates and accurately calculate yield presented orally and in writing.
D. Students will use a database to analyze demographic information to simulate the enrollment planning process in a written product.

V. Expectations of Students:
A. Active participation in class discussions.
B. Satisfactory completion of assigned projects.
C. Complete three research reports associated with the major components of the course: 1) Admissions and Marketing, 2) Enrollment Management and 3) Student Persistence/College Completion. Selected reports will be presented to the entire class.
D. Participation in one or more enrollment-related meetings or new student recruitment events.
E. Enhance decision making skills through data analysis.
F. Satisfactory examination performance.

VI. Course Content or Outline

Content to be addressed during the course

<table>
<thead>
<tr>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Admissions and Marketing</td>
</tr>
<tr>
<td>1. Admissions Terminology and Student Recruitment Strategies</td>
</tr>
<tr>
<td>2. Recruitment Funnel</td>
</tr>
<tr>
<td>3. College Choice Factors</td>
</tr>
</tbody>
</table>
4. Marketing and Communications
5. Key Decision Drivers
6. Calculating Yield

B. Enrollment Management
   1. Size (Student Type and Level, Location)
   2. Quality (Admission Guidelines, Accreditations, Scholarships)
   3. Diversity (Student Age, Gender and Ethnicity, Program Diversity)
   4. SEM and Change Management
   5. SEM and Academic Affairs

C. Financial Aid and Budgeting
   1. Federal and State Financial Aid
   2. Institutional Aid Programs (Need, Merit, Participation)
   3. The Role of Enrollment Planning in Budget Planning

D. The First Year of College
   1. Orientation Programs
   2. Career Development
   3. Academic Integration (Introductory Courses, Learning Communities, Academic Advising, Academic Support)
   4. Social Integration

E. Student Persistence and Graduation Rates
   1. Cohort Retention Rates
   2. Performance Funding
   3. Complete College America

Total Hours 45

VII. Textbook(s) and/or Other Required Materials or Equipment:


VIII. Basis for Student Evaluation:
   A. Competitor Analysis and Enrollment Goals 20%
   B. Recruitment/Communication Plan for Target Audience 15%
   C. Research Report 1: Admissions and Marketing 15%
   D. Research Report 2: Student Diversity 15%
   E. Research Report 3: Student Persistence/College Completion 15%
   F. Class Participation 20%

IX. Grading Scale
The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

Grading Policy:
   100%--90% A
   89%--80% B
   79%--70% C
   Below 70% F

X. Academic Policy Statement:
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:  
http://www6.semo.edu/judaffairs/code.html

XI. CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (http://www6.semo.edu/stuconduct/code.html).

XII. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

WHOM TO CONTACT WITH CONCERNS:

Questions, comments, or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair: Dr. C.P. Gause at cgause@semo.edu