



West College of Education
SYLLABUS: Foundations of Business
EDLE 5803, Section X10
Fall Semester 2023

Contact Information

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Course Materials

- “Enrollment Management-Successful Approaches with Dwindling Numbers” Edited by Perry R. Rettig
- Access to both D2L and Zoom

Course Description

This course is a comprehensive overview of the field of enrollment management. It examines how enrollment management strategies shape the recruitment and retention practices within educational institutions. Students will learn or deepen their understanding of concepts, practices, and techniques associated with successful enrollment management. Students will create a written analysis of an actual enrollment plan that includes marketing, communication, recruitment, and retention strategies.

Learning Goals

Course Specific Learning Goals: After completing this course, students should be able to:

- Understand the role of an admissions office at a public university. Both from an admissions recruitment, and admissions processing perspective.
- Understand the role of a University Registrar in the Division of Enrollment Management
- Understand the importance of a financial aid office in Enrollment Management.
- Understand the differences between domestic and international enrollment practices, and the importance of international recruitment.
- Consider how private industry assist universities in their Enrollment Management
- Students will learn the key parts of a Strategic Enrollment Management Plan

Grading and Evaluation

Student performance will be assessed using the following elements:

Element	Points
Discussion Board Assignments	50
Admissions CRM Recruitment Plan	30
Financial Aid Short Answer Assignment	30
Registrar Assignment	30
International Recruitment Outline	30
3 rd party memo	30
Enrollment Management Presentation	40
Strategic Enrollment Management Plan	150
Total Available Points	390

Grades will be determined on the basis of the total points earned. Letter grades will be given according to the following scale:

Letter Grade	Points Earned
A	Greater than 351
B	350-312
C	311-273
F	Less than 273

Americans with Disabilities Act

This class follows the guidelines suggested by the Disabilities Support Office for those students who qualify for disability services. For more information, see *Midwestern State University Undergraduate Catalog*.

Academic Integrity

With regard to academic honesty, students are referred to the "Student Honor Creed" on page 23 of *Midwestern State University Undergraduate Catalog, Volume LXXV, Number 2*.

Plagiarism will not be tolerated. Any student who plagiarizes on any written assignment will receive a 0 for the assignment and/or course and be referred to the Dean of Students for further disciplinary action.

Professional Conduct

Students in this course should behave in a professional manner at all times. This includes all conduct, group interactions, presentations, and correspondence with both your classmates and the instructor. E-mails to the instructor that are not professional will not be answered.

Course Modules

Each student will be required to work through each of the course modules. While it may be possible for students to work ahead, students will gain the most from this class by working through the modules in order and during the time periods dedicated for each module.

- 1) Module One—Introduction to Enrollment Management
 - a. Timeline will be 8/28-9/4
 - b. Students will be expected to follow the guidance given within D2L but this module will consist of article readings about the field of Enrollment Management
 - c. Assignment will be discussion board related with specific prompts.

- 2) Module Two—Admissions
 - a. Timeline will be 9/4-9/24
 - b. Students will be expected to read the assigned chapters in the text, as well as an additional article or two
 - c. Students will be expected to either attend the live video discussion with an admissions professional or watch the recorded video. Students will not be penalized for not attending the live discussion, but your learning will be enhanced if able to interact and ask questions.
 - d. Assignment will consist of creating a CRM recruitment plan for a fictitious university's Fall 2024 Freshman class. There will also be discussion board questions for students to complete.

- 3) Module 3—Financial Aid
 - a. Timeline will be 9/25-10/8
 - b. Students will be expected to read the assigned chapters in the text, as well as any additional articles
 - c. Students will be expected to understand the differences between institutional, state, and federal aid. Private funding will also be discussed.
 - d. Students will be expected to understand aid levels/packages based upon federal need metrics, and be introduced to the phrase net tuition revenue.
 - e. Students will be expected to either attend the live video discussion with a financial aid professional or watch the recorded video.
 - f. Assignments will be made up of discussion board questions as well as short answer questions related to the different types of aid

- 4) Module 4—Registrar
 - a. Timeline will be 10/9-10/22
 - b. Students will be expected to read the assigned chapters in the text, as well as any additional articles
 - c. Students will be expected to learn the key functions of the Registrar's office and the role a Registrar plays in maintaining academic integrity across an institution
 - d. Students will be expected to either attend the live video discussion with a financial aid professional or watch the recorded video.
 - e. Assignments will be made up of discussion board questions as well as the creation of a one-page visual outlining the functions of a Registrar's office and how those duties relate to different areas of the university.

- 5) Module 5—International Enrollment Management
 - a. Timeline will be 10/23-10/29
 - b. Students will be provided with different data points regarding international student trends.
 - c. Students will be expected to learn the differences between international recruiting and its differences as compared to domestic recruitment.
 - d. Students will be expected to learn about immigration/visa management, the STEM vs non-STEM designation, and issues related to international student retention.

- e. Students will also be introduced to the different types of study abroad programs and EM perspectives
 - f. Students will be expected to either attend the live video discussion about international enrollment management or watch the recorded video.
 - g. Assignments will be to compile a brief recruitment outline for international student recruitment
- 6) Module 6—3rd Party Partnership opportunities to assist with Enrollment Management
- a. Timeline will be 10/30-11/5
 - b. Students will be expected to either attend the live video discussion with a 3rd party Principal leader or watch the recorded video.
 - c. Assignment will be to produce a list of at least five 3rd party providers that provide Enrollment Management solutions, and their services offered. Students will write a one-page memo to their “boss” outlining which partner and which solution you might choose, and explain the rationale for purchasing.
- 7) Module 7—Relationship between Enrollment Management and other Campus Divisions
- a. Timeline will be 11/6-11/19
 - b. Students will be briefly introduced to the different divisions across a campus
 - c. Students will be asked to consider how new initiatives are considered and funded. Examples might include dual credit, software enhancements, partnership between Academic Affairs and Enrollment Management in general student recruitment, what support programs are needed based upon student academic index.
 - d. Students will discuss the handoff from an admissions office to academic colleges for advising and enrollment, and where retention “should” be organized within a university administration.
 - e. Students will be expected to either attend the live video discussion or watch the recorded video.
 - f. Assignments will consist of discussion board questions and for students to create a 5–7 minute presentation with Powerpoint, Prezi, or similar platform. Students will be expected to setup a time with me to present live, or if that is not possible, we can discuss a recorded submission. The presentation will be from the perspective of an Enrollment Management leader explaining the interrelationship of EM and other divisions across campus to a new hire in their department.
- 8) Module 8—Strategic Enrollment Management Plan Introduction
- a. Timeline will be 11/20-11/26
 - b. Students will be expected to read the assigned chapters from the text and any relevant articles
 - c. Students will be introduced to what is included in a plan and consideration of in-house creation vs. 3rd party led
- 9) Module 9—Creation of Strategic Enrollment Management Plan
- a. Timeline will be 11/27-12/8
 - b. For their final assignment, students will be expected to write a Strategic Enrollment Management Plan for a regional public university in Texas, reflecting on everything they have learned over the semester. The submission should follow a common format from sample plans provided or from a student’s own research. Students will be graded on the depth and breadth, as well as the key points. This plan should not be more than 10-12 pages, not counting cover pages.

Discussion Board

The discussion board will be an important part of our class interactions. It will be common for us to have a discussion board post for each module, and students will be expected to participate through original posts, and in commenting and providing perspective and feedback to each other. Constructive feedback is appreciated, but derogatory or disrespectful comments will not be tolerated.

Late Work

Late work is generally not accepted for any reason. Students have the opportunity to submit papers early. More details on assignment submission can be found in the specific assignment instructions.

Videos about Different Modules

A big part of this class will be the video discussion. While students will not be penalized for not attending live discussions, students are encouraged to attend whenever possible. They will be one hour or less in length and will be important to understand the content. These work best when students are present for Q&A, but if students are not able to attend live they should submit 2-3 questions in advance that they want discussed.

File Submission

All files for this course will be submitted through our online component, Desire 2 Learn (D2L). Please do not submit any assignments directly to me unless you are specifically instructed to do so.

Midterm Grades

Students can always find their current grade in the course by looking under the progress report/gradebook function of D2L.