

New Program Application: Format and Process

Higher Education - Track in Enrollment Management

Professional / Continuing Education

Department of Higher Education

Developed by Jason Morris and Corey Patterson

Description of program (catalog entry for the program)

I. Overview

A. Mission of the program ("...to prepare students for ...")

The mission of the Track in Enrollment Management is to prepare entry-level and mid-level enrollment professionals for the ever-changing world of marketing, recruiting, and retention of students.

B. Goal (overarching statement of what students will achieve by the end of the program)

Program graduates will have the capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

C. Outcomes (competencies in measurable performance terms)

Upon completion of this track, and in addition to the competencies gained in the HIED core, students will be able to:

- Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.
- Demonstrate an understanding of tuition pricing and financial aid.
- Demonstrate an understanding of prospecting and enrollment marketing.
- Administer appropriate admissions decisions strategies related to the recruitment and selection of students.
- Demonstrate an understanding of student orientation, advising, retention, and the ongoing management of enrollment.

D. Description of the target audience

The target audience of this track will students interested in taking the next step in their career in higher education and/or working higher education professionals who desire greater proficiency in enrollment management. In addition, marketing will target entry-level and mid-level enrollment professionals who desire an advanced degree and training in the field.

E. Admission requirements (prerequisites: courses, skills, GPA, academic standing, etc.)

As stated in the catalog, the requirements for the HIED program are as follows:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. An optional personal interview with the program director.

The enrollment management track will not require any additional specific prerequisites to enroll in the track.

II. Feasibility Study and Documentation

A. Relation to ACU mission and key emphases (faith/learning, multicultural perspectives, service learning)

The mission of Abilene Christian University is "to educate students for Christian service and leadership throughout the world" (2012-13 *Catalog*, p. 8). The very next sentence in the catalog describes ACU as being "a national leader in higher education." Bringing together elements of these two statements, the mission of the track in Enrollment Management complements the larger mission of the M.Ed. in higher education which is to is "to educate students for Christian service and leadership in higher education."

The proposed new track within the higher education master's program also directly supports three of the eight principles of ACU's long-term *Strategic Plan (21st Century Vision)*. The program will help to "affirm the university's Christian heritage as we serve Christ and strengthen His church" by taking a clearly Christian approach to educating enrollment management professionals. Currently, only one other university in the United States offers curriculum in this area from a faith-based perspective. Yet there are over 200 colleges and universities in the Council for Christian Colleges and Universities, the Lilly Fellows Program Network of Colleges and Universities, and Church of Christ related schools, all of which employ enrollment management professionals. Through this degree plan, ACU can provide the knowledge and training based on theological perspectives that these professionals need. If graduates of the program assume positions in state universities, they will have the opportunity to be salt and light to those with whom they work.

B. Societal need for the program (track)

Our intent is to bring the ACU influence to bear on a larger segment of American higher education by preparing qualified, skilled, and Christian service-oriented enrollment management professionals for influential staff positions at community colleges, colleges, and universities across the U.S. We hope to be of particular service to faith-based institutions. But we also intend to produce enrollment professionals whose Christian lifestyle and professional training make them attractive candidates for positions in institutions that do not have a particular faith perspective.

C. Employment demand for graduates from the program (track)

With over 4,000 colleges and universities nationwide utilizing enrollment personnel, the opportunities for employment are considerable. As stated above, this program will primarily target entry-level and mid-level enrollment professionals currently employed by an institution of higher education. In addition, in a March 2013 query into the most prominent higher education jobs database, 577 open positions were listed under "admission and enrollment" and 221 open positions were listed under "financial aid." This indicates a thriving field for advancement of young professionals.

D. Prospective student interest, student pool

The current master's program in higher education at ACU enrolls approximately 55 students annually. Currently these students only have the option of a track in conflict management (12 hours). This new track in enrollment management will provide will provide students a significant new option for learning about a growing professional area in higher education.

III. Budget Analysis of Program

A. Impact on additional revenue of the university

1. Number of new students to ACU

After discussions with our partners at Embanet, both parties believe this new track will attract a different segment of higher education professionals to our degree. We conservatively anticipate a minimum of 15 additional students per calendar year.

2. Number of additional credit hours sold per fiscal year

If anticipation and projections are correct, An additional 270 hours will be sold in the next fiscal year.

3. Description of dollar value of anticipated revenue via other sources

All costs have already been absorbed during the creation of the previous Enrollment Management Certificate, therefore, only instructional costs will be incurred. This will provide immediate positive revenue for the university.

B. Funding currently promised by ACU

none needed

C. Additional funding required (supply details for personnel, moving, etc.)

none needed

D. Analysis of impact on existing programs in the department

none. Lead teachers and facilitators already exist for this program and the load has already been distributed.

E. Justification for required changes within the department

none needed

F. Cost associated with governance of program including release time

not applicable

G. Cost associated with development of courses

none needed. Courses are developed.

IV. Faculty and Staff Analysis

A. Faculty (FTE) required for program delivery

This new track (three courses per calendar year) will be delivered with the current higher education master's program faculty and other qualified ACU personnel.

Appointed faculty include:

Dr. Jason Morris

Dr. Mark McCallon

Other qualified ACU personnel include:

Dr. Eric Gumm

Mr. Corey Patterson*

Mr. Kevin Campbell*

Mrs. Tamara Long*

Mr. Bart Herridge*

* May serve as facilitators in the "Lead teacher/Facilitator model currently employed by the Master's Program in Higher Education

B. Evidence of qualifications for current faculty who will teach in program

Each of the individuals listed above holds a terminal degree in the field of higher education except for Mr. Corey Patterson who holds an M.A. in Organizational Leadership, Mr. Kevin Campbell, who holds a graduate certificate in enrollment management from USC, Mr. Bart Herridge, who holds an MBA and is currently director of student retention, and Mrs. Tamara Long, who is currently ABD at Azusa Pacific. In addition to these credentials, these individuals have a combined 57 years of experience in the enrollment profession to bring to the classroom.

C. Additional faculty required, description of education and experience required

None required

D. Availability or scarcity of additional qualified faculty and cost of hiring;

Not applicable

E. Impact on current loads or shifts in current faculty assignments

Minor adjustments in faculty load will be needed to offer the three courses that make up the track. However, these adjustments have been made based on the previous offering of the certificate.

F. Staff requirements and impact on current loads including student and grad assistant personnel

No impact

V. Curriculum Outline

A. Existing courses, rotation and frequency, and correlation to program outcomes

No existing courses will be utilized for the certificate in enrollment management; one new course has already been developed and three new courses will be created and approved by councils by the beginning of August.

1. List current courses (title, course ID, credit hours, catalog description, rotation cycle

Course Title: Foundations of Enrollment Management (under review for revision approval)

Course Number: HIED 652

Offered: Every other term in the ACU Online carousel.

Credit Hours: 6

Description: This course provides students with a historical overview of enrollment management, including why these organizations exist, the problems they address and the benefits that they provide. In addition, this course provides students with a foundation in the profession on which to build.

Competencies: Students participating fully in this course will:

1. Develop a comprehensive knowledge base in regards to the business of enrollment management within the system of American higher education.

2. Understand the business of enrollment management.
3. Gain a foundation in which to create a dynamic strategic enrollment plan.
4. Define higher education pricing and financial aid and their relation to college debt.
5. Demonstrate a working knowledge of other aspects of enrollment management, such as academic advising, first-year student orientation, and student retention.

Developer: Mr. Corey Patterson and Dr. Jason Morris

Lead Teacher: Dr. Mark McCallon

Facilitator: Corey Patterson

Course Title: Approaches to Marketing, Recruitment and Selection

Course Number: HIED 654

Offered: In consistent rotation in the HIED carousel

Credit Hours: 3

Description: This course provides students with tools with which they can use to develop an ethical and effective marketing and recruitment plan that will align well with the educational and enrollment goals of their institutions.

Competencies:

1. Understand the competitive landscape of enrollment marketing and recruiting.
2. Understand the means, methods and criteria in which students are evaluated for admission and the ethical considerations that accompany them.
3. Evaluate the effectiveness of recruiting practices in advancing institutional mission.
- 4.. Demonstrate a working knowledge of predictive modeling and its role in effective class creation.

Developer: Mr. Corey Patterson and Dr. Jason Morris

Lead Teacher: Dr. Jason Morris

Facilitator: Tamara Long

Course Title: Student Services and Retention

New Course Number: HIED 658

Offered: In consistent rotation in the HIED carousel

Credit Hours: 3

Description: This course emphasizes the continuing nature of enrollment management even after students enroll as freshmen and provides an understanding of the importance of orientation, student services, advising, and student retention.

Competencies:

1. Develop knowledge of research based strategies for college student success and retention..
2. Understand the role of orientation, academic advising, and student services in enrollment management.
3. Articulate the definition of student persistence and describe why it is an important piece of the enrollment management function.
4. Describe how retention is calculated and the effect on university enrollment and revenue.

Developer: Mr. Corey Patterson and Dr. Jason Morris

Lead Teacher: Dr. Eric Gumm

Facilitator: Mr. Bart Herridge

2. Specify needed changes in frequency or rotation cycles of all courses in the program
Not applicable

B. Proposed new courses, frequency/rotation and correlation to program outcomes

1. For each proposed new course, provide: title, level, hundred level, credit hours, course description, competencies, outcomes, developer, and teacher for each, and justification of need for new course

If proposed new courses have already been developed, submit each course in the New Course Application form and attach the syllabus.

C. Chart showing correlation of outcomes and courses

1. Copy program outcomes for each course and list courses that prepare students to achieve that outcome

Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.	HIED 652: Foundations of Enrollment Management
Demonstrate an understanding of prospecting and enrollment marketing.	HIED 654: Approaches to Marketing, Recruitment and Selection
Administer appropriate admissions decisions strategies related to the recruitment and selection of students.	HIED 654: Approaches to Marketing, Recruitment and Selection
Demonstrate an understanding of tuition pricing, discounting, and financial aid.	HIED 652: Foundations of Enrollment Management
Demonstrate an understanding student orientation, advising, retention, and the ongoing management of enrollment.	HIED 658: Student Services and Retention

1. Each course in the program should contribute to student achievement of one or more program outcomes

This is illustrated in the table above.

D. Degree plan – Develop the complete proposed degree plan

Requirements for the MEd in higher education are:

1. Higher Education courses:

- HIED 611 Foundations of Higher Education
- HIED 613 Introduction to Student Services
- HIED 621 Research and Assessment in Higher Education
- HIED 622 College Students and Student Developmental Theory
- HIED 632 Spiritual Development in College Students
- HIED 635 Higher Education Resource Management
- HIED 643 Legal and Ethical Issues in Higher Education
- HIED 694 HIED Residency (0 hours)
- HIED 695 Internship with Embedded Capstone 2.

2. Enrollment Management courses:

- HIED 652 Foundations of Enrollment Management
- HIED 654: Approaches to Marketing, Recruitment and Selection
- HIED 658: Student Services and Retention

E. Proposed student schedule – Show a semester-by-semester schedule for completing the program in logical sequence according to frequency and rotation of course offerings

The Enrollment Management track (3 courses) will be offered at the same time as the 3 Conflict courses are offered in the current course rotation for the M.Ed. in Higher Education.

VI. Institutional Supports Required from ACU

A. Impact on existing programs in home department and other departments

1. Possibility of reducing or hindering other programs

There is a possible issue of overload with the HIED faculty. Jason and his team are already very busy. However, we feel confident that this new track will be easy to launch and maintain with the help of the graduate school and ACU Online.

2. Complementary arrangements, cooperative agreements, shared courses, etc.

We have been working on this new track with our current partner, PearsonEmbanet.

B. Administration and leadership for the program

Qualifications of existing faculty or availability of potential administrators to provide leadership for program

The combined experience of PhD's and masters level facilitators provides more than adequate credentialing for the leadership of this program and the previous Enrollment Management Certificate faculty support had been approved by councils and by SACS.

Plans for academic advising

Between our partners at Embanet and our resources in the graduate school, we have adequate advising support for this track, though minimal advising will be needed due to the nature of the program.

C. Library requirements – document existing library resources, additional library resources needed to support the program adequately and cost of maintain library resources
Requirements for the certificate were previously approved by Mark McCallon and the resources needed remain unchanged.

D. Equipment, classroom/lab space, office space requirements

1. Existing and needed equipment for program delivery
none
2. Existing and needed office and classroom/lab space and furnishings
none
3. Renovations required
none

E. Student Financial Services

As with other Embanet programs, students will be handled by Student Financial Services in regards to loans and paperwork. Our dedicated resource in FA (Melinda McCarter) will be our point person in that organization.

F. Office of Institutional Effectiveness for SACS notification purposes

N/A.

VII. Assessment Plans

A. Outcomes assessment measures for each program outcome

For each of the following program outcomes listed in the table above (III C), an e portfolio assignment will be imbedded into the corresponding courses to measure whether or not the student has met the learning outcome. This method of assessment is currently utilized in the master's program in higher education.

B. Program assessment measures (tracking rates and satisfaction on graduation, employment, grad school entrance, etc.)

Program Goal

Program graduates will have the capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

Assessment

To determine if graduates are being employed in and advancing in the enrollment management sector of both Christian higher education institutions and secular institutions, the program director will initiate a tracking database with the first graduating class. The database will track cohort groups on an annual basis to determine employment status and the types of institutions in which graduates are employed.

VIII. Timeline for program development and implementation

A. New course development – who, when, release or overload? Estimated completion

N/A

B. Revision to existing courses – who, when, release or overload? Estimated completion

N/A

C. List additional development steps – who, when, cost, completion dates

N/A

D. Program implementation schedule – when each course will be offered

1. Approximate timing for:

2. Academic councils

Program and track will go through CEHS council and Graduate council in June 2015.

1. Inclusion in catalog

Program will be included in new 2015 academic year catalog upon approval.

1. Advertising

Advertising will begin immediately upon approval of the program to build the class for a Fall 1 start.

1. Recruiting

Recruiting will begin immediately upon approval of the program to build the class for a Fall 1 start.

1. Hiring

None

1. Facility changes and purchasing of equipment, furnishings, library resources, etc.

None

IX. Supporting Documentation - Attach supporting documentation.

A. Other department chairs - Interdepartmental agreements

1. By each department providing a service or support course for the proposed program.

2. By each department affected by curriculum changes associated with implementing the new program (discontinued courses, changes in rotation or frequency of offerings)

B. Library - Signed review describing availability of resources to support the proposed program.

C. Office of instructional development - Signed review of instructional design elements of the program.

D. Curriculum - Signed degree plan indicating impact on other programs and overlap of content.

E. Office of Institutional Effectiveness documents needed for SACS notification

X. Approvals Required - Display all signatures on the "approvals page" that follows the list below.

A. Strategic Leadership Team – Signed review or report

B. Department Chair

1. Evaluative comments (200-300 words)

2. Check: strongly support, forward with no recommendation, or do not support
- C. Department Chairs - interdepartmental agreements
Written agreement signed by each department
1. Providing a service or support course for the proposed program
 2. Affected by curriculum changes brought about by implementing the new program (e.g., discontinued courses, changes in course rotation and frequency of offerings)
- D. Library - Signed review or report
- E. Instructional Development, Curriculum - Signed review or report
- F. College Dean
1. Evaluative comments (200-300 words)
 2. Check: strongly support, forward with no recommendation, or do not support
- G. College Academic Council
1. Action (approve, table, amend, or deny)
 2. Upon approval, forward with minutes detailing recommendations, suggestions, commendations, concerns
- H. University Undergraduate Academic Council or Graduate Council
1. Action (approve, table, amend, or deny)
 2. Return with minutes detailing recommendations, suggestions, commendations, concerns
- I. Student Financial Services
- J. Office of Institutional Effectiveness – SACS office

Higher Education

Jason Morris, *Graduate Director*
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Abilene, Texas 79699-8252

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Fax: 325-674-2123
Email: morrisj@acu.edu
Web: highered.acu.edu

Faculty

Jason Morris, *Associate Professor*

Introduction

The Master of Education in Higher Education, with an emphasis in college student affairs and either enrollment management or conflict management, is a 36-hour program designed to prepare students for a professional career in a broad range of higher education settings.

Higher education is understood increasingly as a holistic enterprise that requires not only a traditionally organized discipline-oriented faculty but also a cadre of professionals trained in co-curricular concerns—matters that command great importance in the lives of college students but are not commonly the focus of classroom experiences. This program is designed both for working student development professionals who reside in a higher education setting and need advanced training and for recent college graduates who have an interest in working in higher education.

The program will prepare students to incorporate faith-based principles in professional practice. Graduates will be qualified for roles such as residence life director, academic advisor, international student coordinator, financial aid counselor, intramurals director, career services advisor, and many others. The degree will also provide a solid foundation for future doctoral work in higher education.

This program is designed to provide learning that is both content-based and experiential and that is intentional in its consideration and integration of the role of Christian faith in the work of a higher education professional. Upon completion of this program, students will be knowledgeable about and competent in:

- Resource management in higher education
- Diversity and intercultural issues
- Conflict resolution
- Assessment and evaluation
- Student development
- Legal and ethical issues in higher education
- Student spiritual formation
- Research methodology

Admission Requirements

Admission requirements for the MEd in higher education are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate B average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

HIGHER EDUCATION (MED)

Major Code: HIGH

Requirements for the MEd in higher education are:

1. **Core** Higher Education courses:

HIED 611 Foundations of Higher Education
HIED 613 Introduction to Student Services
HIED 621 Research and Assessment in Higher Education
HIED 622 College Students and Student Developmental Theory
HIED 632 Spiritual Development in College Students
HIED 635 Higher Education Resource Management
HIED 643 Legal and Ethical Issues in Higher Education
HIED 694 HIED Residency (0 hours)
HIED 695 Internship with Embedded Capstone

2. Higher Education Tracks:

Students will choose one of the following tracks as part of their degree:

Conflict Resolution track

CONR 601 Conflict Theory and Communication
CONR 605 Negotiation and Mediation
CONR 610 Managing Conflict in the Workplace

Or

Enrollment Management track:

HIED 652 Foundations of Enrollment Management (6 hours)
HIED 654 Approaches to Marketing, Recruitment and Selection
HIED 658 Retention and College Student Success

GRADUATE CERTIFICATE ENROLLMENT MANAGEMENT (CER)

Jason Morris, Academic Director
College of Education and Human Services
ACU Box 29009
Abilene, TX 79699

Phone: 325-674-6565

Fax: 325-674-6717

Email: enrollmentmanagement@acu.edu

Web: www.acu.edu/enrollmentmanagement

Faculty

Jason Morris, Ed.D., *Associate Dean, Honors College, Director, Masters Program in Higher Education and Associate Professor of Higher Education*

Mark McCallon, Ed.D., *Associate Professor of Library Science and Assistant Director of Brown Library*

Introduction

The Certification in Enrollment Management (CER-EMC) is offered through the College of Education and Human Services.

The certificate is a 12-credit hour post-baccalaureate certificate. The certificate courses are offered in an online format with a mandatory residency session (offered in Dallas) designed to concentrate on practical skill development.

PLEASE NOTE: Because courses are offered online, students must have access to a computer with an internet connection and have sufficient technical proficiency for the online environment.

The mission of the Certificate in Enrollment management is to prepare entry and mid-level enrollment professionals for the ever-changing world of marketing, recruiting and retention of students in the higher education setting.

Primary purposes of the program are to equip and enable graduates who:

- Integrate the historical underpinnings, functionality, and professional standards of enrollment management into professional practice.
- Demonstrate an understanding of prospecting and enrollment marketing.
- Administer appropriate admissions decisions strategies related to the recruitment and selection of students.

- Demonstrate an understanding student orientation, advising, retention, and the ongoing management of enrollment.

Course work in this program has been designed to provide students with a depth of knowledge in the theory and practice of enrollment management. The inclusion of pricing, strategy, retention and student services reflects the importance of developing a holistic view of enrollment management within the broader higher education framework. Each student is introduced and immersed into concepts that will develop their capacity for advancement into positions of greater authority and effectiveness in their careers in higher education enrollment management.

Admission requirements for the MEd in higher education are:

Entrance into the program is not limited to any specific undergraduate degree. The admission requirements for the CER-EMC program are:

1. Complete an application and application fee (see online link to admission);
2. An official transcript(s) in English (or translated to English) of all previous colleges attended. The transcript must indicate an earned bachelor's degree from a regionally accredited college or university or equivalent;
3. A cumulative undergraduate approximate "B" average or above in the area of focus or related area and evidence of an overall productive GPA;
4. Two letters of recommendation;
5. A written purpose statement describing the applicant's reasons for wishing to enter the higher education program and future career plans; and
6. A personal interview with the program director. Contact Jason Morris to arrange the interview.

CERTIFICATE IN ENROLLMENT MANAGEMENT (CER)

Major code: EMC

Requirements for the certificate in enrollment management are:

1. Required (12 hours)
HIED 652 Foundations of Enrollment Management (6 hours)
HIED 654 Approaches to Marketing, Recruitment and Selection
HIED 658 Retention and College Student Success
2. Residency Session at Disney Institute in Anaheim, California

Enrollment Management Track – Key Points

- 1.** Embanet has strong interest to make our certificate program a track in our Higher Education master's degree. This was our goal from the beginning.
- 2.** ACU will recruit students who are entry-level or mid-level enrollment professionals.
- 3.** 12-hour (3 course) track in the Higher Ed. Masters. Track aligns and is set up like the current Conflict Resolution track in the degree.
- 4.** The three courses are as follows:
 - a.** HIED 652: Foundations of Enrollment Management
(Submitted for re-approval by councils)
 - b.** HIED 654: Approaches to Marketing, Recruitment and Selection
(Approved by councils)
 - c.** HIED 658: Student Services and Retention
(Approved by councils)
- 5.** All courses will be offered online. HIED residency would be required for completion of the degree.
- 6.** Courses are already developed. Last two courses have gone through councils. Revised 652 course going through councils concurrently with this application.
- 7.** No new faculty is needed.
- 8.** Enrollment Management "Certificate" could be obtained by attending an additional residency. Working on details to send this residency through councils ASAP.
- 9.** Adams Center, Library and Marketing has given initial approval (see attached letters of support).

May 28, 2015

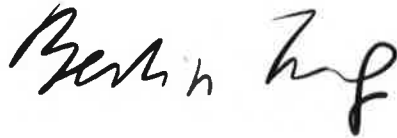
To: ACU Graduate Council

Re: Higher Education- Enrollment Management Track

We at the Adams Center have reviewed the proposal for the Higher Education Track in Enrollment Management. We support the rationale, curriculum design, learning outcomes and assessments methods described in the proposal. We also affirm the stated concern for faculty load and pedagogy. We are able to support you in the course proposal stage, working with you to endure the quality of syllabi by reviewing them with you.

We understand that the program staff will work with Pearson Embanet in designing and implementing courses for this track, requiring little design resources from the Adams Center. When needed, however, we look forward to supporting the program insofar as our current resources and services will allow.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Bern H. Ziegler". The signature is written in a cursive, flowing style with a large initial "B" and a prominent "Z" at the end.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: May 29, 2015
TO: Dr. Jason Morris, Corey Patterson
FROM: Mark McCallon, Associate Dean for Library Resources
RE: New Program Application for Higher Education Track in Enrollment Management

After reviewing the New Program Application, the library can adequately support the proposed curriculum. Thank you for letting us examine the program application.