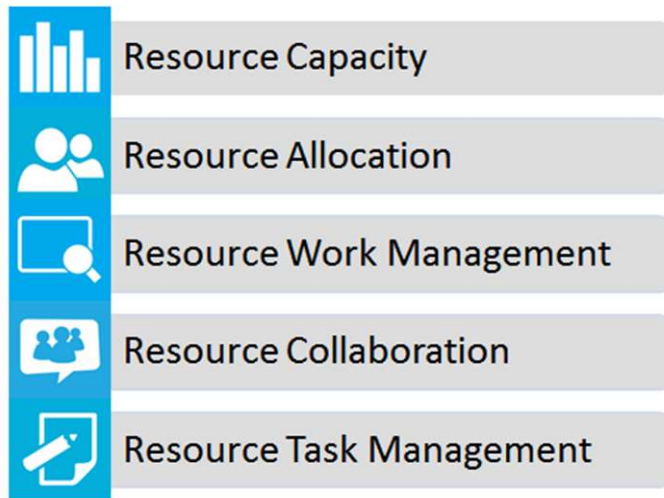


Resource Management in Student Affairs and Higher Education

(CNS 604-700; CRN#44197)
Fall Semester 2019



Aaron W. Hughey, EdD
Professor & Program Coordinator
Department of Counseling and Student Affairs
GRH 2013
Western Kentucky University
Bowling Green, KY 42101
Voice: (270) 745-4849
FAX: (270) 745-5031
E-mail: Aaron.Hughey@wku.edu

The Rules

1. Think For Yourself
2. Speak Your Truth
3. Live Out Loud

'You can't start a fire worrying about your little world falling apart.'
-- Bruce Springsteen, *Dancing in the Dark*.

Purpose of the Course:

Like all industries, higher education is dependent upon particular sets of resource flows to sustain critical labor and capital intensive activities. Enrollment management and financial management have become progressively more interwoven at most contemporary colleges and universities in recent years and are increasingly instrumental to achieving an institution's goals and objectives. It is imperative that student affairs professionals and other higher education administrators develop a deep understanding of, and appreciation for, the issues surrounding resource management, defined in terms of financial, organizational, and human capital considerations. It is equally imperative that those who will be grappling with the daunting realities of the future acquire a robust and functional understanding of the importance of effective leadership during economic downturns; recognize the critically important role of endowments; understand the far-reaching impact of enrollment trends as well as state and federal policy levers and effects; and possess practical know how informed by the literature and a basic knowledge of resource management concepts and applications.

Course Description:

This course will cover issues related to financial and enrollment management in colleges and universities, with emphasis on the effective and efficient use of financial and human resources in fulfilling institutional missions and strategic plans.

Course Objectives:

This course is purposefully designed to help students:

- Recognize some of the leading persistence/retention models in higher education

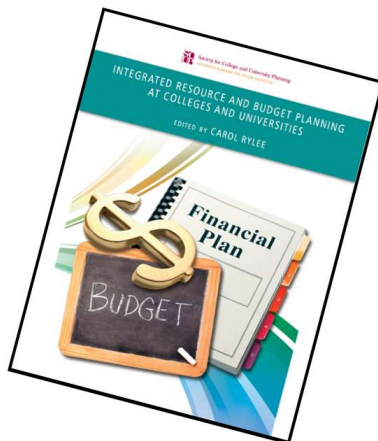
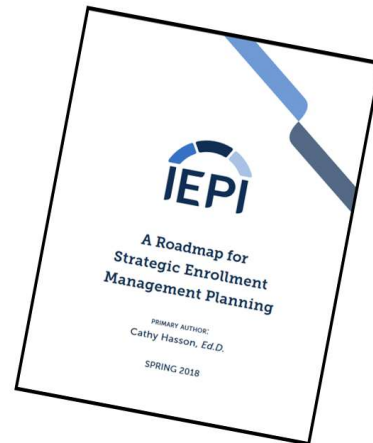
- Describe the critical resources to public and private institutions of higher education.
- Recognize the degree of reliance of public and private institutions on particular resources and the implications/effects of threats or changes in these resource flows or allocation processes.
- Recognize the sources of expenditures for institutions of higher education and their relative magnitude
- Understand the unique economics associated with higher education and issues such as the “cost problem”.
- Articulate the issues and debate surrounding tuition and aid policy at the federal, state, and institutional levels.
- Describe the issues and debate surrounding federal research policy and higher education’s growing entrepreneurial orientation.
- Recognize how policy issues can be used to guide reform efforts.
- Articulate the various components of a college budget and basic accounting practices.
- Articulate what key performance indicators are and how they are used.
- Describe the evolution of thinking about planning in higher education, how it is commonly practiced, and the utility of applying concepts developed in business to the higher education setting.
- Describe key resource issues surrounding fundraising, endowment management, facilities, and information technology.
- Articulate a functional understanding of the relationship between financial management and enrollment management
- Recognize the campus components of enrollment management as interconnected systems.

Content Outline:

- Basic Budgeting
- Financing Higher Education
- Differences (and Similarities) Between Public and Private Institutions
- Key Performance Indicators
- The Enrollment Management Process
- Developing the Strategic Enrollment Plan
- Harnessing the Technology
- Using Statistics for Enrollment Management
- Admissions - Attracting, Admitting, and Enrolling Students
- The Role of Financial Aid Role in Enrollment Management
- Orienting and Integrating New Students
- Student Retention, Persistence, and Graduation
- The Relationship Between Economics and Enrollments

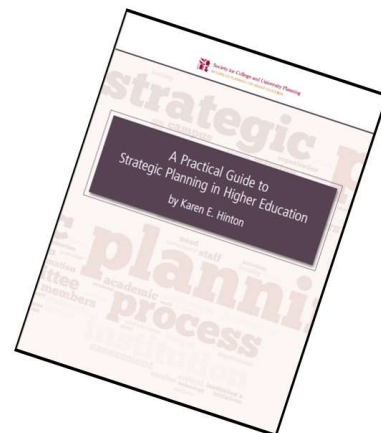
Textbooks:

Can be found under
“Course Content.”



Can be found under
“Course Content.”

Can be found under
“Course Content.”



Policy on Participation and Late Assignments:

Academic Performance - As a graduate student and professional-in-training, your graduate studies should be viewed from the perspective of professional development and graduate

students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance

Students will be expected to participate in discussions, complete reading and turn-in assignments by the due dates, and interact in a professional manner. Course assignments are due on the date indicated in the syllabus. Assignments will generally not be accepted after the stated due date; cases of *extreme emergency* should be discussed with me.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review** process and rubric. The handbook discusses this and other important information.

Academic Dishonesty Policy (Also see WKU Student Handbook)

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting. Plagiarism will result in grade of "F" for the entire course.

WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbooks:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade

awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

From The Student Accessibility Resource Center:

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

Per university policy, students are not to request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Specific Course Requirements

Written documents must be in MS Word file format (.doc/.docx extension). Presentations must be in MS PowerPoint format. (.ppt/.pptx extension). Other file types will not generally be accepted, as other members of the class may be unable to open them. Also, if you are using the most recent version of Microsoft Office, please save all files in "compatibility mode" so that users of previous versions of Word and PowerPoint will be able to access them. Please contact the instructor if you need additional clarification.

- (1) Autobiography/Critical Issue Assignment.** Each student will develop an autobiographical presentation that introduces him or her to the rest of the class. Part A: Please include any information you feel is relevant to helping others in the class know who you are; i.e., where you are from, what you are doing, your interests/aspirations, your education/career background; i.e., anything you are comfortable sharing that will help the class understand who you are personally and professionally. Part B: Please share the relevance of this course to your professional/personal goals/objectives. Then identify the **fiscal** issue you consider most pressing with respect to student affairs and/or higher education today and explain 1) why you think it is a high priority issue (giving relevant background information), and 2) what you think should be done to deal appropriately with it. Remember this is an advanced-level graduate class and adjust the quality of what you develop and present to the class accordingly.

The Autobiography/Critical Issue Assignment should be uploaded to both the Autobiography/Critical Issue Assignment Tab, and to the Autobiography/Critical Issue Discussion Board, by Monday, September 2, 2019. Students in your designated Discussion Board Group will then have until Monday, September 9, 2019, to interact with you on the Autobiography/Critical Issue Assignment Discussion Board. *Extensive involvement on the Discussion Boards is expected.*

This Assignment is worth 15% of your overall course grade.

- (2) Report Presentation I Assignment.** Each student should read *A Roadmap for Strategic Enrollment Management Planning* by Cathy Hasson; it can be found under “Course Content”) and develop a PowerPoint presentation (25-30 slides) should be developed that covers the essential content of the report. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

The Report Presentation I Assignment should be uploaded to the *Report Presentation I Assignment Tab*, and to the *Report Presentation I Assignment Discussion Board*, by Monday, September 16, 2019. Students will then have until Monday, September 30, 2019, to post (discuss) their reactions and interact with you on the *Report Presentation I Assignment Discussion Board*. *Extensive involvement on the Discussion Boards is expected.*

This Assignment is worth 15% of your course grade.

- (3) Report Presentation II Assignment.** Each student should read *A Practical Guide to Strategic Planning in Higher Education* by Karen E. Hinton it can be found under “Course Content”) and develop a PowerPoint presentation (25-30 slides) that covers the essential content of the report. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

The Report Presentation II Assignment should be uploaded to the *Report Presentation II Assignment Tab*, and to the *Report Presentation II Assignment Discussion Board*, by Monday, October 7, 2019. Students will then have until Wednesday, October 16, 2019, to post (discuss) their reactions and interact with you on the *Report Presentation II Assignment Discussion Board*. *Extensive involvement on the Discussion Boards is expected.*

This Assignment is worth 15% of your course grade.

- (4) Chapters Presentation Assignment.** Each student will be assigned designated sections from the textbook (*Integrated Resource and Budget Planning at Colleges and Universities* by Carol Rylee). from which a PowerPoint presentation (25-30 slides) should be developed that covers the essential content of the chapter. The presentation can also include additional research and reading and should have all the qualities of a face to face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

Each student will also be responsible for leading an online class discussion over their assigned chapters. Specific chapters have been assigned to specific students by the

instructor (see the “Chapter Assignments 604” document in the Course Information section of Blackboard).

The Chapters Presentation Assignment should be uploaded to the *Chapters Presentation Assignment Tab*, and to the *Chapters Presentation Assignment Discussion Board*, by Wednesday, October 23, 2019. Students will then have until Friday, November 1, 2019, to post (discuss) their reactions and interact with you on the *Chapters Presentation Assignment Discussion Board*. *Extensive involvement on the Discussion Boards is expected.*

This Assignment is worth 15% of your course grade.

- (5) Interview/Report Assignment.** Each student is required to interview a senior student affairs professional or higher education administrator whose responsibilities include development (fundraising), strategic planning, budgeting, or enrollment management (recruitment/retention). This Assignment includes identifying an appropriate professional (the selected individual should be at the level of assistant director or above and have been in the field for a minimum of five years. Specific questions for the individual selected for the interview should be developed based on prior course content. Each student is to develop a PowerPoint presentation documenting the experience and his/her reaction to the information provided by the interviewed professional.

The Interview/Report Assignment should be uploaded to the *Interview/Report Assignment Tab*, and to the *Interview/Report Assignment Discussion Board*, by Wednesday, November 6, 2019. Students will then have until Monday, November 18, 2019, to post (discuss) their reactions and interact with you on the *Interview/Report Assignment Discussion Board*. *Extensive involvement on the Discussion Boards is expected.*

This Assignment is worth 15% of your course grade.

- (6) Final Exam.** Each student will complete a final exam which will give them an opportunity to demonstrate what has been learned throughout the course. The final exam will be essay and cover the full content of the course. Everyone who participates fully in the class (reads all the assigned readings, completes all Assignments in a comprehensive and timely manner, and contributes consistently and meaningfully to the Discussion Boards) should have no difficulty with the final. **The Final Exam will be available (accessible) on Blackboard on the Final Exam Assignment Tab on Tuesday, November 19, 2019. Your response to the Final Exam is to be uploaded to the Final Exam Assignment Tab by Friday, December 13, 2019. There is no Discussion Board associated with the Final Exam.**

The Final Exam is worth 15% of your course grade.

(7) Contribution/Participation. Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, students are expected to complete/submit all Assignments by their respective due dates, carefully following the instructions, and participate extensively in their assigned Discussion Board Groups.

This Assignment is worth 10% of your overall course grade.

Special Note:

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Grading:

The final course grade will be determined as follows:

(1) Autobiography/Critical Issue Assignment	15%
(2) Report Presentation I Assignment	15%
(3) Report Presentation II Assignment	15%
(4) Chapters Presentation Assignment	15%
(5) Interview/Report Assignment	15%
(6) Final Exam	15%
(7) Contribution/Participation	10%
TOTAL	100%

BUDGET

MANUAL

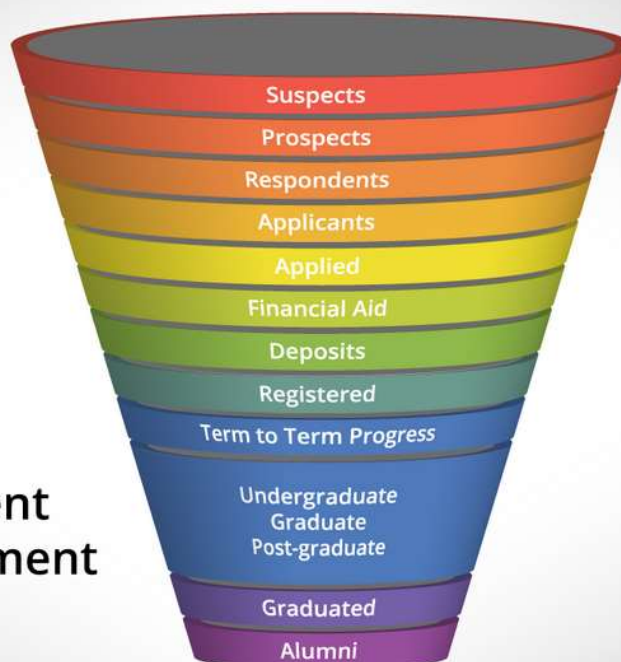


GRADING SCALE:

A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors

The Strategic Enrollment Management Funnel



Course Schedule (Due Dates) Summary

(You may want to print this out and post it in a conspicuous place)

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Note:

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