

LOYOLA UNIVERSITY CHICAGO

**ELPS 435
ENROLLMENT MANAGEMENT IN HIGHER EDUCATION**

**WATER TOWER CAMPUS
MAGUIRE HALL 401
MONDAYS 4:15 – 6:45 P.M.**

INSTRUCTOR

Gregory Wolniak, Ph.D.
NORC at the University of Chicago
55 East Monroe Street, 30th Floor
Chicago, IL 60603

Office Phone: 312-759-2356

Cell Phone: 847-302-7574

Fax: 312-759-4004

Email: wolniak-gregory@norc.org

Appointments should be schedule with me via e-mail, phone, or in person during class.

COURSE DESCRIPTION

Changing demographics, growing concerns about affordability and the ability to pay for postsecondary education, escalating competition and the ongoing “arms race” among postsecondary institutions, and increasing disparities in access to and attainment of postsecondary education make up the complex picture that is American higher education in the twenty-first century. While a variety of stakeholders have interest in these issues, the enrollment manager is often the central figure charged with understanding and articulating the policies, practices, and tradeoffs necessary to achieve an institution’s objectives around access, enrollment, and retention.

This course is designed to provide students with a holistic understanding of enrollment management, beginning with an understanding of the factors that shape student’s college choice decisions and extending into the realms of marketing, admissions, financial aid, tuition planning, and retention. In approaching each of these critical areas, the course will focus on theory, policy, and practice through a variety of readings, classroom exercises and discussions, and guest speakers. Overlaying each of the class sessions will be an emphasis on understanding why enrollment disparities across race and socioeconomic status continue to characterize our higher education system, and how we might envision a more just society through the development of policies and practices that confront the continued reproduction of social inequality in the American educational system.

COURSE OBJECTIVES

Upon completion of this course, students will be expected to:

- Identify the salient policy issues concerning access and opportunity in American higher education;
- Critically evaluate and articulate theories of college choice, with an understanding and appreciation of the role of human, social, and cultural capital in formulating college aspirations and decisions to attend a postsecondary institution;
- Understand the importance of the high school context in situating college choice behaviors and postsecondary success;
- Recognize the saliency of demographic changes in American society and how they influence decisions about marketing and recruitment in higher education;
- Develop an appreciation of the “arms race” in higher education, one’s market position within the “food chain” of postsecondary institutions, and the important tradeoffs and considerations associated with institutional objectives around access, prestige, revenue, and growth;
- Identify the critical stages of the admissions process and ongoing debates around the use of standardized testing;
- Understand the role of financial aid leveraging in building a class, ongoing debates over merit versus need-based aid policies, and the inherent challenges in using the current federal methodology to determine levels of effort and financial need;
- Be aware of the current and historical roles of state and federal governments in funding higher education opportunity, as well as the origins and reasons behind the current “cost disease” in higher education;
- Identify the theoretical models used to frame retention and the various policies and practices aimed at improving retention and completion rates in higher education;
- Develop an informed understanding of the role of the enrollment manager in higher education and the various considerations necessary to achieve an institution’s goals.

REQUIRED TEXTS

- Baum, Sandy. (2004). *A Primer on Economics for Financial Aid Professionals*. New York: The College Board.

Available at: http://www.collegeboard.com/prod_downloads/highered/fa/Economics-Primer-2004.pdf.

- Hossler, D., Schmit, J., & Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions that students make*. Baltimore, MD: The John Hopkins University Press.
- McPherson, M.S., & Schapiro, M.O. (1998). *The student aid game: Meeting need and rewarding talent in American higher education*. Princeton, NJ: Princeton University Press.
- Sacks, P. (2007). *Tearing down the gates: Confronting the class divide in American education*. Berkeley, CA: University of California Press.
- Steinberg, J. (2002). *The gatekeepers. Inside the admissions process of a premier college*. New York, NY: Penguin Books.

COURSE ASSIGNMENTS

Participation: 20 points

Weekly participation (10 points): This class is largely dependent on your participation in class discussions, exercises, and other planned activities. Your participation points will be determined by your presence in class, your preparation for class (demonstrating through our discussions that you have carefully read and reflected on the material), and your completion of all class-based assignments. In class activities and semi-regular, short writing assignments will be announced at the end of many class sessions.

Group presentations (10 points): Your ability to synthesize assigned readings and collaborate with your peers will be evaluated through your participation in group activities in which you and your group will be responsible for preparing and presenting an organized substantive review of that week's readings. Each of you will be divided into roughly four groups and assigned different weeks to plan which readings you will be expected to present.

Assignment 1 – Examining College Choice: 15 points

Each student is asked to prepare a written reflection-application report related to our course units on college choice. Your report should focus on just one of three alternate sets of experiences: 1) Findings and analyses gleaned from your personal interviews with a sample (3 or more) of high school seniors planning to attend a post-secondary institution in Fall 2010; 2) Findings and analyses from your personal interviews with a sample (3 or more) of full-time enrolled students who have recently begun their first semester/quarter of college; or 3) a report focused on your own personal experiences in your first college choice process at the time you selected an undergraduate school to attend.

A key expectation of this report is that you apply the theory, research, and models. In other words, your report should address factors influencing the three common stages of choice: predisposition, search, and choice. You will be expected to draw upon the professional literature in support (or contrast to) your own field-based findings (interviews) or your personal reflections on your own experiences. How does the literature relate to what you have found? Why or why not?

- 10 page maximum, excluding references and cover page
- 12 point font, Times New Roman
- 1 inch margins
- Double spaced

Due: **October 4th**

In-class Midterm Examination: 20 points

Details will be provided prior to exam.

Due: **October 18th**

Assignment 2 – Issues, Policies, and Practices in EM: 25 points

Your final, culminating writing assignment for the course invites you to explore a topic related to enrollment management in-depth. You may choose from a range of topics and issues that are of special interest to including but not limited to: 1) a synthesis of the literature on a topic or issue with critique and recommendations for enrollment management practitioners; 2) a case study analysis describing a specific institutional response to an enrollment management issue on that campus; 3) a thought-provoking analysis (pro/con/your position) of a current issue in the field (e.g., ethical issues related to merit versus need-blind financial aid in advancing enrollment management plans; need blind versus need aware admission practices); 4) a review and analysis of a successful student outreach or retention program for a target population in higher education (e.g., students of color, low-income students, academically at-risk students, students with disabilities, older returning students);

Regardless of which format is selected, students are expected to incorporate relevant professional literature (a minimum of ten sources) into the culminating report. All topics are to receive advance approval from the instructor and will be reviewed on a first-come, first-serve basis in order to avoid duplication (preferred deadline is November 1st).

- 15 page maximum, excluding references and cover page
- 12 point font, Times New Roman
- 1 inch margins
- Double spaced
- Advance approval of topic required by November 1st

Due: **December 6th**

Final Examination: 20 points

This will be a take home essay exam administered on week 16. Details will be provided prior to exam.

Due: **December 15th**

Extra Credit

Throughout the semester, extra credit will be awarded for students who bring to class and informally present articles or news stories from the popular media. For example, the *New York Times* routinely publishes articles related to student admissions, financial aid, and college choice. In addition, the *Atlantic Monthly* annually publishes an issue devoted to higher education, and any given week *The Economist* contains articles on topics salient to the higher education industry. These and many other popular sources can be used to obtain extra credit. Extra credit will be particularly valuable for students who have borderline grades at the end of the semester.

COURSE OUTLINE

Date	Topic covered	Due
Week 1. August 30	Introduction and overview	
Week 2. September 6	No class – Labor Day	
Week 3. September 13	Capital Resources & College Choice	
Week 4. September 20	Models of College Choice	
Week 5. September 27	The Role of High Schools	
Week 6. October 4	The Admissions Cycle	College choice paper
Week 7. October 11	No class – midterm break	
Week 8. October 18	No lecture	Midterm exam
Week 9. October 25	Standardized Tests in College Admissions	
Week 10. November 1	The Role of Financial Aid	Issues paper approval
Week 11. November 8	Understanding Student Departure	
Week 12. November 15	No class – Annual ASHE Conference	
Week 13. November 22	The Role of Marketing and Recruitment in Building a Class	
Week 14. November 29	The Cost Disease in Higher Education	
Week 15. December 6	The Enrollment Manager...	Issues, policies & practices paper
Week 16. December 13	No class – finals week	Final exam due Wed., Dec. 15

Week 1 (Aug. 30): Overview of Course on Enrollment Management

This week we introduce ourselves to one another. We will also spend a portion of class time reviewing the course syllabus, my expectations for the course, and I will entertain any questions you might have concerning the course structure, nature of the materials presented, and/or course assignments. We will also discuss the three readings below as we contemplate the purposes and functions of enrollment management and the controversies that have surrounded the field since its inception.

Recommended Reading:

- Kalsbeek (2005) – skim only, we revisit this reading in week 15.

Week 2 (Sept. 6):

Labor Day Holiday – No class!!

Week 3 (Sept. 13): Capital Resource Theory: Understanding the Role of Human Capital on College Choice Decisions

This week we lay the foundation for understanding models of college choice. From the economic perspective, we cover the concept of human capital and human capital theory. From the sociological perspective, we introduce theory of class reproduction in terms of the concepts of social and cultural capital.

Required Readings:

- Perna (2006), pp. 105-120
- Paulsen & Smart (2001), Ch.3
- McDonough (1994)
- Havemann & Smeeding (2006)

Recommended Readings:

- Baum (2004), Introduction and Part I

Week 4 (Sept. 20): Models of College Choice

This week we begin exploring an overarching framework of college choice with Hossler and Gallagher's (1987) classic stage model of college choice.

Required Readings:

- Hossler, Schmit, & Vesper (1999): 11-139 (you may skim over the vignettes if you wish although they provide a nice qualitative context to interpret the authors' findings)
- Engberg & Wolniak (2009)
- Perna & Titus (2005)

Recommended Readings:

- Cabrera & LaNasa (2001)
- Perna (2000)

Week 5 (Sept. 27): The Roles of High Schools: Structures, Environments, and Resources

This week, we explore the notion that in order to understand human behavior we need to situate such behavior within a particular social context. Thus, we begin an exploration of the ways in which institutional structures, such as high schools, moderate and shape students' college choice behaviors. In addition, we bridge our understanding of American high schools and postsecondary opportunities by examining the ways in which federal, state, and institutional policies have addressed this critical educational nexus.

Please come to class prepared to discuss an exemplary college outreach program that you are either aware of or have found through an examination of web-based artifacts.

Required Readings:

- Sacks (2007), pp. 11-107
- Wolniak & Engberg (2007)

Recommended Readings:

- Hill (2008)
- Perez & McDonough (2009)
- Person & Rosenbaum (2006)

Week 6 (Oct. 4): The Admissions Cycle in Higher Education

This week, we will focus much of our discussion on better understanding the admissions process in higher education, with a particular emphasis on the various stages, policies, and programs that highlight the issues in the admissions cycle. We will use a combination of stories and data to discover the philosophical questions that underlie the admissions process and the national trends that exist across a range of institutional types.

Please come to class having examined three different admission websites that represent a range of institutions by sector or selectivity. What observations can you make based on your review? Be prepared to discuss your reactions and thoughts with your classmates.

Guest speaker: Lori Greene, Director of Undergraduate Admission, Loyola University Chicago

Required Reading:

- Steinberg (2002), pp. 1-172
- NACAC (2008), *The State of College Admissions*

➤ **Due:** Assignment 1 – Examining College Choice

Week 7 (Oct. 11)

Midterm break – No class!!

Week 8 (Oct. 18)

Midterm exam!!

Week 9 (Oct. 25): The Use / Misuse of Standardized Tests in College Admissions

This week we will explore the ongoing debate about what criteria should be used to determine admissibility in higher education. While the discussion is highly contextualized depending on the type and quality of institution, we will discuss the role of both cognitive and non-cognitive factors in shaping admission decisions.

Guest speaker: TBD

Required Readings:

- Steinberg (2002), pp. 173-261
- Sacks (2007), pp. 159-174
- Alon & Tienda (2007)

Recommended Readings:

- NACAC Report (2008)

Week 10 (Nov. 1): The Role of Financial Aid

This week we examine the issue of ability to pay for higher education and the myriad strategies used to provide financial relief to individuals and families. We will examine the role of federal and state governments as well as institutions in funding higher education as well as the current methodology used to determine a family's level of effort.

Please come to class having examined three different financial aid websites, representing a range of postsecondary institutions by sector, selectivity, size, cost, or any other pertinent institutional characteristic

Guest speaker: Brian Christensen, Senior Research Analyst, Human Capital Research Corporation

Required Readings:

- McPherson & Schapiro (1998), pp. 1-22, 106-143
- Sacks (2007), pp. 175-192

Recommended Readings:

- The College Board. (2006). *Trends in student aid 2007*. Available online at: http://www.collegeboard.com/prod_downloads/about/news_info/trends/trends_aid_07.pdf.
- Paulsen & Smart (2001), Ch.10

➤ **Deadline:** Topic approval for Issues, Policies, and Practices paper

Week 11 (Nov. 8): Understanding Student Departure and Fostering Student Success

This week we begin our focus on understanding the role of enrollment management in facilitating student success post-matriculation. We begin with an examination of theoretical frameworks to understand student departure and highlight the role of financial aid and other pre-college attributes in predicting student success.

Required Readings:

- Paulsen & St. John (2002)
- St. John (2000)
- Braxton (2004), pp. 1-51

Recommended Readings:

- Titus (2006)

Week 12 (Nov. 15)

The Annual Meeting of the Association for the Study of Higher Education (ASHE) – No class!!

Week 13 (Nov. 22): The Competitive Playing Field and the Role of Marketing and Recruitment in Building a Class

This week we explore how marketing and recruitment strategies are used in building an enrollment funnel for a particular college and university. We will explore the ways in which one's market position defines the competitive playing field and the tradeoffs associated with the pursuit of prestige. We will also highlight the important role of demography in understanding the dynamic landscape of postsecondary education.

Please come to class having examined at least one college or university viewbook (most are available on line). As you examine them, ask yourself who is the identifiable "target audience", how is the institutional "product" described, in what ways has the institution positioned themselves as "unique" and different from similar institutions, how are the issues of affordability and accessibility addressed in the document, and what is your overall critique of the piece.

Guest speaker: Cecil Curtwright, Associate Vice Provost for Academic and Enrollment Services, University of Illinois at Chicago

Required Readings:

- Sacks (2007), pp. 130-158
- Kirp (2004)
- Carnevale & Fry (2002)

Week 14 (Nov. 29): The Cost Disease in American Higher Education

This week we will be discussing issues of affordability in higher education and why the cost of attending many postsecondary institutions has become so far-reaching. We will examine theories about why college costs have consistently outpaced many other consumer goods and the implications for rising costs in the face of the current economic recession. We will also examine the practice of financial leveraging used in many institutions to simulate and determine financial aid policies.

Required Readings:

- McPherson & Schapiro (1998), pp. 23-51, 81-104
- Paulsen & Smart (2001, Ch.6)

Recommended Readings:

- The College Board (2007). *Trends in college pricing*. Available online at: http://www.collegeboard.com/prod_downloads/about/news_info/trends/trends_pricing_07.pdf.
- DesJardins (2006)

Week 15 (Dec. 6): The Enrollment Manager: Considerations in Building, Shaping, and Sustaining a Class

This week we wrap up the semester by taking a holistic look at how the various aspects of the enrollment management profession are understood from the vantage point of those in charge and those charged with providing expertise in the form of outside consultation.

Please examine the bios or curriculum vitas of at least two Vice Presidents of Enrollment Management at a variety of different institutional types. What are the requisite skills and experiences you noticed across the different VPs? Are there common educational backgrounds and professional experiences or is it difficult to discern any real patterns?

Required Readings:

- Kalsbeek (2005)
- Sacks (2007), pp. 277-317

➤ **Due:** Issues, Policies, and Practices paper

Week 16 (Dec. 13)

Final exam – No class!!

➤ **Due:** Final exam, Wed. Dec. 15

EVALUATION, GRADING, AND COURSE EXPECTATIONS

EVALUATION PROCEDURES

The following criteria and procedures will be used to evaluate your work in this course to provide you with feedback and determine your course grade.

Evaluation Criteria:

- Evidence during class discussion and in written assignments that course readings have been completed on time and with thought;
- Effective use of relevant literature and its vocabulary and frameworks to support claims;
- Balanced and critical discussion of ideas and arguments, with particular attention to underlying values and assumptions;
- Original thinking that adds insight;
- Consistent, well-prepared class attendance and participation;
- On-time submission of assignments;
- Correct grammar, spelling and punctuation; concise writing (i.e., not wordy).

The most common problems that detract from grades on assignments are:

- Superficiality – Lack of adequate thought and substance, usually due to inadequate time spent on the assignment;
- Inattention to instructions – each assignment includes detailed instructions that should be read carefully before starting the project and reviewed again before submitting your work;
- Poor editing – particularly “typos” and grammatical errors;
- Lateness – See policy below.

Note that all of these problems can be reduced by starting projects early, and the first two can be reduced by revising and asking others to review drafts.

GRADING

- | | |
|---|-----------|
| ▪ Class Participation: | 20 points |
| ▪ Assignment 1: College Choice Paper | 15 points |
| ▪ Midterm Examination | 20 points |
| ▪ Assignment 2: Issues, Policies, & Practices Paper | 25 points |
| ▪ Final Examination | 20 points |

Total points = 94-100: A
Total points = 90-93: A-
Total points = 87-89: B+
Total points = 84-86: B
Total points = 80-83: B-
Total points = 77-79: C+
Total points = 74-76: C
Total points = 70-73: C-

CONCEPTUAL FRAMEWORK

A conceptual framework that emphasizes “Professionalism in Service of Social Justice” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in the service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society. This course contributes to the realization of this framework by addressing the following questions:

- What are the patterns of postsecondary enrollment and attainment across various demographic segments? In what ways has society narrowed and/or increased access and opportunity to postsecondary education across these various segments?
- Who or what is culpable for the escalating cost of a college degree? In what ways has society abandoned the social contract for educational opportunity and the promise of Johnson’s Great Society in providing affordable access to postsecondary education for all students?
- What role should federal and state governments play in providing affordable educational alternatives?
- How has the increasingly competitive playing field in higher education fostered an arms race in which there are no winners? Should colleges and universities be spending millions of dollars on consumer advertising and marketing or is the money better spent elsewhere?
- Given the disparities in performance on standardized tests, should we still use these metrics as the foremost standards of admissibility in higher education?
- In what ways does K-12 education predetermine one’s educational plans? How and in what ways can we create collaborative partnerships across the educational divide to ensure success for all students? What role does higher education play in addressing the resource deficiencies found in many of the lowest performing high schools?
- Are enrollment managers really responsible for the pursuit of prestige over issues of affordability and diversity? Who do we hold responsible for the widening disparities in postsecondary enrollment among those who hold the least amount of wealth in American society?

In addition, Loyola’s School of Education is committed to the value of diversity and the development of information technology skills and knowledge. This course presents and encourages diverse perspectives on issues related to enrollment management and postsecondary access and opportunity in higher education, with particular attention to how current practices and policies can serve to reproduce or eradicate social inequalities present in our current higher education system. The course addresses technology by using instructional technology in the classroom and encouraging the use of information technology in the learning process. We will use Loyola’s Blackboard course management system (CMS) as a class communication tool and as a depository for important course documents.

COURSE PEDAGOGY

This course is student-centered, where each of your unique backgrounds and past experiences are considered essential in understanding how you approach and interpret the educational content covered in this course. We all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. Ultimately, I see this class as a community of scholars who are both

teachers and learners at varying stages of development based on our own life experiences, interests, and motivations. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- Students active involvement in all phases of the learning process, with a special emphasis on “thinking out loud” in class;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

COURSE EXPECTATIONS

I expect each of you to take an active role in your learning both inside and outside of the classroom. Central to the achievement of this goal is an expectation that each of you will actively participate in classroom discussions and activities that are designed to help you achieve mastery of the varying topics related to enrollment management. Attendance is essential to the learning process and repeated absences will likely hinder your achievement of the objectives for this course. You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned materials and complete assignments by their respective due dates. My hope is that you will not merely try to complete the readings for the sake of completion but that you will take the time to critically read and reflect in order foster your own development and to stimulate classroom discussions. Each of you will be expected to participate in a number of group-based discussions and activities and I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.

RECOMMENDED READINGS

AACRAO (2004). *Essentials of enrollment management: Cases in the field*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

Becker, G. S. (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*. Chicago, IL: National Bureau of Economic Research.

Becker, W. E. (1993). Why Go To College? The Value of an Investment in Higher Education. In W. E. Becker and D. R. Lewis (eds.), *The Economics of American Higher Education*. Boston: Kluwer Academic Publishers.

Bowen, H. (1977). *Investment in Learning: The Individual and Social Value of American Higher Education*. San Francisco: Jossey-Bass.

Bowen, W. G., & Bok, D. (1998). *The Shape of the River: Long-term consequences of considering race in college and university admissions*. Princeton, NJ: Princeton University Press.

Casazza, M.E. & Bauer, L. (2006). *Access, opportunity, and success: Keeping the promise of higher education*. Westport, CT: Praeger.

Curs, B. R., Singell, L. D., & Waddell, G. R. (2007). The Pell Program at Thirty Years. In John Smart (ed.), *Higher Education: Handbook of Theory and Research*, Vol. XXII (pp. 281-334).

Dennis, M.J. (1998). *A practical guide to enrollment and retention management in higher education*. Westport, CT: Bergin & Garvey.

DesJardins, S.L. (2001). Understanding and using efficiency and equity criteria in the study of higher education policy. In John Smart (ed.), *Higher Education: Handbook of Theory and Research* XVII: 173-219.

Dixon, R.R. (1995). *Making enrollment management work*. San Francisco, CA: Jossey-Bass.

Douglass, J.A. (2007). *The conditions for admission: Access, equity, and the social contract of public universities*. Stanford, CA: Stanford University Press.

Ehrenberg, R. G. (2003). *Financing higher education institutions in the 21st Century*. Invited address prepared for the 2003 annual meeting of the American Educational Finance Association, Orlando, FL, March 29, 2003. Available online at: <http://digitalcommons.ilr.cornell.edu/workingpapers/37/>

Ehrenberg, R.G. (2002). *Tuition rising: Why college cost so much*. Cambridge, MA: Harvard University Press.

Heller, D. E. (1997). Student price response in higher education: An update to Leslie and Brinkman. *Journal of Higher Education*, 68, 624-659.

Heller, D. E. (2002). *Condition of access: Higher education for lower income students*. Westport, CT: Oryx Press.

- Heller, D. E. (2002). *Condition of access: Higher education for lower income students*. ACE/Praeger Series on Higher Education. Westport, CT: Praeger.
- Heller, D. E. (2002). State aid and student access: The changing picture. In D. E. Heller (ed.). *Condition of access: Higher education for lower income students* (pp. 60-72). Westport, CT: ACE/Praeger Publishers.
- Heller, D. E. (2002). The policy shift in state financial aid programs. In J. C. Smart (ed.). *Higher education: Handbook of theory and research*. Vol.17. Boston: Kluwer Academic Publishers.
- Hoxby, C.M. (2004) *College choices: The economics of where to go, when to go, and how to pay for it*. Chicago, IL: The University of Chicago Press.
- Kirp, D.L. (2004). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Cambridge, MA: Harvard University Press.
- Kirst, M.W., & Venezia, A. (2004). *From high school to college: Improving opportunities for success in postsecondary education*. San Francisco, CA: Jossey-Bass.
- Lin, N. (2001). *Social capital. A theory of social structure and action*. Cambridge, MA; Cambridge University Press.
- Massey, D. S., Charles, C. Z., Lundy, G. F., & Fischer, M. J. (2003). *The source of the river: The social origins of freshmen at America's selective colleges and universities*. Princeton, NJ: Princeton University Press.
- McDonough, P. (1997). *Choosing colleges: How social class and schools structure opportunity*. Albany, NY: State University of New York Press.
- McPherson, M. S., & Schapiro, M. O. (2006). *College access: Opportunity or privilege?* New York: The College Board.
- McPherson, M.S., & Schapiro, M.O. (2006). *College access: Opportunity or privilege?* New York, NY: The College Board.
- Orfield, G. (1992). Money, equity, and college access. *Harvard Educational Review*, 62, 337-372.
- Paulsen, M. B. & Peseau, B. A. (1989). Ten essential economic concepts every administrator should know. *Journal of Higher Education Management*, 5, 9-17.
- Paulsen, M. B. (1991). College tuition: Demand and supply determinants from 1960 to 1986. *Review of Higher Education*, 14, 339-358.
- Paulsen, M. B. (1998). Research on the economics of attending college: Returns on investment and responsiveness to price. *Research in Higher Education*, 39, 471-189.
- Reynolds, R. L. (2007). *Basic Microeconomics*. Electronic text located online at: <http://www.boisestate.edu/econ/lreynol/web/Micro.htm>
- Schmidt, P. (2007). *Color and money: How rich white kids are winning the war over college affirmative action*. New York, NY: Palgrave MacMillan.

Sedlacek, W.E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco, CA: Jossey-Bass.

Soares, J.A. (2007). *The power of privilege: Yale and America's elite colleges*. Stanford, CA: The Stanford University Press.

Tierney, W.G., & Hagedorn, L.S. (2002). *Increasing access to college: Extending possibilities to all students*. Albany, NY: State University of New York Press.

Weisbrod, Burton. (1962). Education and Investment in Human Capital. *Journal of Political Economy*, 70, Part 2, 106-123.

Zemsky, R., Wegner, G. R. & Massy, W. F. (2005). *Remaking the American university: Market-smart and mission-centered*. New Brunswick, NJ: Rutgers University Press.

UNIVERSITY AND SCHOOL OF EDUCATION POLICES

ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

HARASSMENT (BIAS REPORTING)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

ELPS 435
ENROLLMENT MANAGEMENT IN HIGHER EDUCATION
PERSONAL INFORMATION

Name:

What you like to be called:

Preferred email address:

Preferred phone number (please specify if this is work, home, or cell):

Education:

B.A./B.S. Major(s):
Institution(s):

M.A./M.S. Field(s):
Institution(s):

Current academic program:

Expected date of program completion:

Current job(s):

Describe any work experience you have had in a college or university setting:

Career goals:

Identify other courses you've had that may be related to ELPS 435:

Describe what you hope to gain from this course (other than credit):

Please indicate any other information you would like me to know: