



NOTRE DAME
OF MARYLAND
UNIVERSITY

June 15, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Enclosed please find our proposal to offer a Post Bachelor's Certificate (PBC) in Enrollment Management. The PBC will be a 12-credit-hour fully online stackable credential that is non-residence-based, and aimed at the working professional. Establishing the PBC program further exemplifies the University mission, vision, and goals and creates opportunities for students to develop collaborative practice and interprofessional competencies to successfully work in the dynamic and changing landscape of higher education and non-profit organizations. The demands of changing demographics in an increasingly culturally diverse society support the need for higher education professionals to be equipped with the professional skills and expertise to respond to enrollment needs within higher education.

In its continuing effort to increase the number of highly effective higher education leaders especially focusing upon the diversity and changing populations in the state of Maryland, NDMU is uniquely positioned to continue to prepare future leaders. The proposed program, is a continuation of the long tradition of teacher education at Notre Dame and a logical extension of our education programs. The proposed program signals the ongoing commitment by NDMU to prepare educators to have the knowledge, skills and dispositions needed to close the achievement gap for diverse learners with skills to lead inclusive settings.

This certificate program addresses the Maryland State Plan for Postsecondary Education, 2017-2021. The Post Bachelor's Certificate (PBC) in Enrollment Management will use a holistic admissions process to select a talented and diverse student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of education will be maintained, as the University does not charge out of state tuition. The Maryland Higher Education Commission State Plan: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. The proposed program allows students access to an opportunity to enroll in and earn a post-Bachelor's Certificate that will support their advancement in the workforce meeting the critical need across Maryland. The proposed program will provide a high quality affordable program that fosters innovation and includes support services to ensure student success. The curriculum and support services are designed to facilitate on-time degree completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. Approval of

this new certificate program will provide increased professional development opportunities for educators and more fully address the needs of the region.

Institution: Notre Dame of Maryland University
Program: Enrollment Management, School of Education
Degree: Post-Bachelor's Certificate (PBC)
Contact person: Suzan Harkness,
Associate Vice President for Academic Affairs and Assessment
410-532-5316, sharkness@ndm.edu

If you have any questions about this new program, please do not hesitate to call. Thank you in advance for consideration of this proposal. Please find a check in the amount of \$850.00 enclosed.

Sincerely,

A handwritten signature in blue ink that reads "Sr. Sharon Slear". The signature is written in a cursive style.

Sr. Sharon Slear, Ph.D.
Provost and Vice President for Academic Affairs



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Notre Dame of Maryland University
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input checked="" type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
|--|--|

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
Department Proposing Program	Education	
Degree Level and Degree Type	Post Bachelor's Certificate (PBC)	
Title of Proposed Program	Enrollment Management	
Total Number of Credits	12	
Suggested Codes	HEGIS: 0827	CIP: 13.0406
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2020	
Provide Link to Most Recent Academic Catalog	URL: http://catalog.ndm.edu/graduate-catalog	
Preferred Contact for this Proposal	Name: Suzan Harkness, Ph.D.	
	Title: Associate VP for Academic Affairs & Assessment	
	Phone: (410) 532-5316	
	Email: sharkness@ndm.edu	
President/Chief Executive	Type Name: Mary Lou Yam, Ph.D.	
	Signature:	Date: 6/14/19
	Date of Approval/Endorsement by Governing Board: N/A	

Revised 6/13/18

Executive Summary

Pursuant to COMAR 13B.02.03.03D, Notre Dame Maryland University ("NDMU" or "the University") is proposing to offer a new Post Bachelor's Certificate (PBC) in Enrollment Management (proposed HEGIS: 0827; proposed CIP: 13.0406). The demands of changing demographics in an increasingly culturally diverse society support the need for higher education professionals to be equipped with the professional skills and expertise to respond to enrollment needs within higher education. At the same time, the higher education landscape in Maryland and nationally is undergoing substantial change and innovation. NDMU's proposed PBC program will provide an opportunity for the next generation of college and university administrators to receive the training necessary to lead institutions into an ever-changing future.

The Post Bachelor's Certificate (PBC) in Enrollment Management will be a 12-credit-hour fully online stackable credential that is non-residence-based, and aimed at the working professional. Establishing the PBC program further exemplifies the University mission, vision, and goals and creates opportunities for students to develop collaborative practice and professional competencies to successfully work in the dynamic and changing landscape of higher education.

The following academic proposal describes the market need, the design, the curriculum, the student learning outcomes, the evaluation plans to ensure quality, and the resources needed to launch the PBC program. The budget indicates the strong likelihood of success in meeting the students' learning goals and the effectiveness of the program. Further, the PBC program will facilitate seamless transition into our proposed Master of Arts in Higher Education Leadership for Changing Population program for those wishing to advance their academic preparation.

A. Centrality to institutional mission statement and planning priorities

The mission of Notre Dame of Maryland University is to educate leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition.

Notre Dame challenges women and men to:

- strive for intellectual and professional excellence,
- build inclusive communities,
- engage in service to others, and
- promote social responsibility.

(<http://www.ndm.edu/about-us/mission-social-responsibility>).

The PBC in Enrollment Management is in alignment with the mission and strategic plan of the university as well as the mission of the School of Education. Changing demographics of society within which colleges and universities exist support and demand the need for higher education professionals to be trained in enrollment management. Notre Dame of Maryland University seeks to offer a PBC in Enrollment Management to meet these needs. The program with its emphasis on leadership and strategic planning; theoretical foundations of enrollment and retention; financial aid and data analytics; and marketing and communication will prepare leaders for this fast-paced industry within higher education.

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Notre Dame has successfully offered the Ph.D. in Higher Education Leadership as a fully online, non-residence-based doctorate aimed at the working professional. Nowhere is the mission of NDMU more evident or vibrant than in the School of Education's undergraduate and graduate programs where one-third of students are students of color. This extremely rich cultural, racial, and ethnic diversity reflects a strong foundational belief in meeting the needs of those who are underserved and preparing leaders to serve others like themselves. NDMU students and faculty members come from a variety of backgrounds, bringing diverse perspectives to the academic community. The addition of the Post baccalaureate Certificate (PBC) in Enrollment Management continues NDMU's evolutionary (and sometimes revolutionary) pathway and mission to educate leaders to transform the world.

The program was developed with input from faculty and professionals who understand the need for and value of this program to support community need and to provide access to this in-demand career. Maryland's citizens will benefit from an expanded pool of educated and trained professionals to address the increasing demands of culturally diverse communities, schools and institutions of higher learning. The program will deliver curriculum fully online. This will increase access to those students who require greater flexibility in degree and course offerings and who would like enhance their qualifications by stacking certificates within or upon existing degrees.

The University's Strategic Plan, *Inspired by Tradition: The Path to Transformation*, calls for the institution to "Advance Transformative Education" and "Expand Community and Global Partnerships." These goals includes initiatives to evaluate and respond to market demand by developing innovative programs where the workforce need is great. Moreover, the university mission statement identifies as a core value the goal to "foster intellectual and professional excellence." Notre Dame of Maryland University in its vision sets out "to be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs, for inspiring students to lead and serve globally, and for promoting the advancement of women" (<http://www.ndm.edu/about-us/institutional-effectiveness/strategic-plan>).

The PBC program enacts the mission, vision, and strategic plan of the university through curricula that mixes classroom engagement and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The program maximizes professional competence in educational leadership and will provide students an innovative educational opportunity in alignment with the University's strategic goals and mission.

The curriculum of the Post baccalaureate Certificate (PBC) in Enrollment Management program create societal impact through the:

- Preparation of critical thinkers who are dedicated to communities and populations in the promotion of Higher Education; and
- Advancement of trained professionals who are adept in incorporating theory, transitional science, and evidence-based practice in the design of socially responsible and collaborative practices that lead to effective Higher Education institutions and opportunities for learners.

The design of the curriculum and admission processes address the Maryland State Plan for Postsecondary Education, 2017-2021. The PBC in Enrollment Management will use a holistic admissions process to select a talented and diverse student body thereby supporting the State's

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minority student achievement goals. Accessibility and affordability of education are a foundation of the University's heritage and identity, and the University does not charge out of state tuition.

As the proposed PBC program will be within the framework of the School of Education proposed Master's and Ph.D. program, the majority of the curriculum will be housed in existing academic programs, and existing full-time faculty will teach the majority of the courses. There will be little required financial resources required to launch or sustain this program.

NDMU is committed to providing the resources for administrative and financial management for the proposed PBC program. Administrative and faculty salary support exists within the existing Ph.D. program and the School of Education. NDMU is committed to offering and providing opportunities for completion of the PBC program. If the program should be discontinued, NDMU will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

The administration provides ongoing administrative, financial and technical support of all academic programs and will do so with the new PBC in Enrollment Management.

Students will be able to complete the 12- credit-hour certificate efficiently in two semesters. Courses are offered every year; are developed and offered in a compressed format, and run 8-weeks during fall and spring semester, and 5-weeks during the summer. Courses would be offered year-round allowing students to easily complete their certificate efficiently.

B. Critical and compelling regional or statewide need as identified in the State Plan.

As colleges and universities strive to attract students who will succeed, it is vital to have well qualified and educated professionals leading the offices of enrollment management, financial aid and marketing. The term Enrollment Management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students. While optimum is defined within the academic context of the institution, the key to any institution's success is recruiting and maintaining a highly qualified diverse team of administrators who in turn can attract, recruit, and retain a diversity of students who will fit and succeed at the chosen institution. In order to build that recruitment and enrollment team, higher education administrators need continuous training, an eye to the ever-changing student demographic, and the knowledge and tools to reach potential students (<https://www.eab.com/topics/enrollment-management>).

Positions that require advanced training and credentials in the field of postsecondary education are prominent in Maryland and the region. With over fifty institutions of higher education in Maryland and many more regionally, NDMU's proposed fully online program in enrollment management will be well suited to meet the needs of a demanding industry, help advance-working professionals in Maryland and beyond, and serve a diversity of students seeking to advance their credentials.

Economists have continued to find that despite the soaring cost of attending higher education, the financial benefits still outweigh the expenses (<https://www.bls.gov/opub/mlr/2014/beyond-bls/is-a-colleg-degree-still-worth-it.htm>). In fact, although students have been paying more to attend college—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970's demonstrates that a college degree leads

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to higher lifetime earnings. Researchers conclude that college remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high. To illustrate, the U.S. Bureau of Labor Statistics (BLS) reported in 2018 the median wages for an individual possessing a high school diploma to be \$37,960 (\$730/week x 52 weeks) with an unemployment rate of 4.1% and a Bachelor's degree to be \$62,296 (\$1,198/week x 52 weeks) with an unemployment rate of 2.1% (BLS, 2019). Earning a degree or stacking certificates toward a degree via a graduate-level certificate program provides increased marketability and earning potential for graduates. According to Inside Higher Ed, stackable credentials of 12-credits or more provide pathways to landing a job, advancing in one's career, and providing on-ramps to advanced degrees (<https://www.insidehighered.com/news/2016/10/12>).

Colleges and Universities find it challenging to hire and retain enrollment staff that have the right mix of skills and abilities. Previously there was not a required type of degree or set of skills needed to work in this administrative area. In the last 10 years, the field of enrollment management has been impacted by and has influenced technology and social media's use in higher education. The nuance of using new media and technology is also influenced by who is on the receiving end. Since many colleges and universities now serve first generation, non-traditional, economically disadvantaged, and diverse populations, institutions have responded by creating offices of diversity and inclusion and have worked to train staff and administrator's on the nuances impacting this new demographic of students. This translates into how to strategically recruit, retain and support a diverse student body. In order to be authentic in this goal, institutions need to hire and retain more staff and administrators who reflect the student body they are trying to recruit. Out of all of the institutions in Maryland, none offers a certificate in enrollment management. This proposed PBC presents an opportunity to stack a certificate onto an existing career or degree and is unique in the State of Maryland, presenting working professionals and students an opportunity to advance their specialized skills.

The Maryland State Plan for Postsecondary Education: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. Particularly, the State Plan calls for institutions to "Promote and implement practices and policies that will ensure student success" and "Foster innovation in all aspects of Maryland higher education to improve access and student success." Maryland is fortunate to have more than 50 colleges and universities across the two- and four-year, public and private sectors, enrolling over 350,000 students annually, and employing more than 47,330 faculty and staff members.¹ However, the demographics of our student population are shifting. Across the nation between 2012-2013 and 2026-2027, high school graduates that are white will decrease 10%, while black and Hispanic graduates will increase 19% and 30% respectfully. By 2025, students of color will for the first time comprise the majority of high school graduates (NCES Projections of Education Statistics to 2026). This demographic shift calls for new and forward thinking enrollment and recruitment leaders adept with skills to address financial need, market and communicate effectively, and provide strategic leadership to facilitate enrollment management offices.

Consistent with the State Plan and in response to these changing demographics, NDMU's proposed Post baccalaureate Certificate (PBC) in Enrollment Management program allows traditional and

¹ Student count is across all sectors; faculty and staff numbers are just for public two- and four-year institutions. MHEC Opening Fall Enrollment Report 2018 & 2019 Data Book.

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non-traditional students access to ongoing and lifetime professional development opportunities. Through a stackable professional degree, NDMU will prepare postsecondary educators to respond to changing populations and support their advancement in the higher education workforce, supporting a growing need across Maryland and regionally. NDMU will provide a high quality affordable certificate program that builds key skills, fosters creative thinking and cross-functional innovation, and prepares administrators for success in their industry. The curriculum and support services are designed to facilitate on-time completion, include career planning and advising, and provide innovative pedagogical options that serve the needs of both traditional and non-traditional students. This PBC program provides a seamless stackable pathway into our existing Ph.D. program.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.

NDMU's proposed PBC program will provide a strong foundation of skills that are applicable to postsecondary education and a wide range of other industries and sectors, including research, analytical thinking, leadership, marketing, and financial aid, etc. On the national level, the BLS projects Education Administrators, Postsecondary (SOC: 11-9033) to grow 10% between 2016 and 2026 with over 157,200 job opening (new and replacement) during this period, or 15,720 openings annually.

The Department of Labor, Licensing, and Regulation (DLLR) reported that the market need for postsecondary education administrators to grow 8% between 2016 and 2026, with 1,182 job openings (new and replacement) during this period, or 118 openings annually in Maryland. The median annual wage for employees in this occupational sector is \$109,054 (\$52.34/hour x 2080 hours). According to Maryland Higher Education Commission data from the 2017, Trends in Degree and Certificates by Program report (March 2018), other institutions produce a rolling three-year average of 58 graduates annually. This results in a shortfall of approximately 61 graduates annually and a worsening workforce shortage.

In a search of enrollment management jobs across the United States there were 17,443 active searches using Monster.com, more than 10,000 recruitment positions on LinkedIn, and 456 active recruitments in the State of Maryland. Searching position titles including Financial Aid, there were 1,706 active searches across the country and 456 active recruitments in the State of Maryland. Using search terms Marketing Administrator, on Monster.com, there were 183,650 active searches across the nation and 5,630 in Maryland. Using Glass Door search tool, searching for active recruitments in the State of Maryland, we located 189 Enrollment Management positions, 8 Financial Aid recruitments, and 1,096 Marketing Administrator recruitments. Enrollment Manager positions range in salary from \$23,000 to \$162,000 per year, Financial Aid Officer positions ranged from \$22,000-\$43,000 per year, and Marketing administrator positions ranged from \$24,000 to \$235,000 per year.

Online education courses and programs provide students with flexible learning opportunities. In fall 2016, over one-third of graduate students (1.1 million) participated in distance education, with 819 thousand students, or 28 percent of total graduate enrollment, exclusively taking distance education courses. These figures continue a year-over-year trend and increase from Fall 2015 with additional growth in distance education expected. Additionally, of the 819 thousand graduate students who exclusively took distance education courses, 350 thousand

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were enrolled at institutions located in the same state in which they resided, and 440 thousand were enrolled at institutions in a different state (NCES Digest of Education Statistics, Table 311.15). Notre Dame of Maryland has a strong record of accomplishment offering courses to meet our student's needs. Moreover, our School of Education is ranked one of the leaders in the State of Maryland for serving and graduating a diverse pool of trained educated and certified educational professionals. We are able to do this by strategically meeting the diverse needs of our students and the demands of the economy.

Moreover, stackable degrees provide students shorter paths to advancing their career opportunities. They have the capacity to transform a pathway to employability or career promotion. The stackable certificate appeals to students who want to work full-time while earning additional credentials that stack upon each other and upon existing degrees or serve as on-ramps into a new degree.

NDMU anticipates enrollment in the Post-Bachelors Certificate

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	10	15	20	20	25

D. Reasonableness of Program Duplication, if any.

Our proposed program at Notre Dame of Maryland University is intended to appeal to a broad higher education market and provide opportunities to earn stackable PBC in Enrollment Management to advance specialized training for students seeking advanced areas of competencies. No other colleges or universities in Maryland offer a similar PBC.

E. Relevance to the implementation or maintenance of high-demand programs at HBIs.

This program will not interfere with any Historically Black College or University (HBCU) HBI programs or institutions. No Historically Black College or University (HBCU) currently offers a similar Post baccalaureate Certificate (PBC) in Enrollment Management. NDMU's PBC program is not anticipated to directly compete with any other high demand program at a HBCU. While other Maryland institutions offer an MA in Higher Education, our proposed PBC program is uniquely situated to compliment and not duplicate existing programs at other institutions.

F. Relevance to the support of the uniqueness and institutional identities and mission of HBIs.

This program does not duplicate a similar program at a Maryland HBI; therefore, approval of this PBC will not have a negative impact on the uniqueness and institutional identity and mission of these HBIs. In fact, this program will increase access for minority undergraduate students interested in a career in Enrollment Management. An appropriate student for NDMU's proposed Post baccalaureate Certificate (PBC) in Enrollment Management will apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's HBCUs.

NDMU already offers a Ph.D. in Higher Education Leadership. It is anticipated that adding a stackable PBC credential will have little to no effect on the uniqueness or institutional identities or missions of the programs at any HBCU.

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G. Adequacy of Curriculum Design, Program Modality, and Delivery to Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. The program was developed with input from faculty and professionals who understand the need for and value of this program to support community need and to provide access to this in-demand career. Maryland's citizens will benefit from an expanded pool of educated and trained professionals to address the increasing demands of culturally diverse communities, schools and institutions of higher learning. The program will deliver curriculum fully online. This will increase access to those students who require greater flexibility in degree and course offerings. The program will be nested within the School of Education, reporting to the Dean.

Objectives

The PBC program in Enrollment Management is designed to prepare professionals to be equipped to provide Higher Education Administration in a globally diverse society with skills in management and leadership.

The PBC program in Enrollment Management will include highly engaged and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions and social teaching. The program maximizes professional competence in educational leadership and will provide students innovative educational opportunities to address shifting demands in enrollment management. Upon completion of the program, the PBC candidates will know and be able to demonstrate content knowledge, skills, and beliefs in the following:

- Integrate technological applications to enrollment, financial aid and retention practice;
- Utilize marketing principles and strategies as well as digital technology to effectively impact enrollment;
- Create strategic enrollment, retention and marketing plans;
- Acquire knowledge and skills to effectively lead enrollment practices;
- Demonstrate sensitivity to issues and trends within society and higher education related to the needs of changing populations and financial needs;
- Integrate technological applications to enrollment, financial aid and retention practice;
- Create an environment that provides a collaborative community for higher-level thinking and problem-solving among administrators and leaders;
- Utilize marketing principles and strategies as well as digital technology to effectively impact enrollment; and
- Demonstrate strong critical thinking to lead change, organize administrative units for efficiency and effectiveness, and make decisions based on competing priorities and available data.

The proposed launch date of the program will be fall 2020. The program consists of 12 credit hours, which may be completed within one academic year. Students would enroll in one course each term and take courses year-round.

Assessment

Student Achievement: The PBC Program aims to improve higher education effectiveness and efficiency by empowering administrators as change leaders who possess, to a high degree, breadth and depth of relevant knowledge, analytics, critical skills and the principled perspectives that will

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enable them to be leaders in education to address and administer within the needs of colleges and universities with increasingly diverse populations.

The PBC student learning outcomes for the program are evaluated through course level evaluation, curricular level evaluation, faculty evaluation, and program evaluation.

- Each course is evaluated at the conclusion of the grading period. Feedback is shared with faculty, chairs, deans, and the provost.
- Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full-time faculty teaching in the MA program.
- Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their first two semesters at the university using criteria for best practices in teaching and learning.
- The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must contain learning outcomes for the program and the course, and assess those outcomes every year.
- Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports is provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including course-based outcomes results.
- Each academic program is included in a program review assessment rotation and assessed every three to five years.

Courses of Study (12- Credit Hours)

EDU 5XX	Principles of Enrollment Management and Retention	(3 credits)
EDU 5XX	Financial Aid and Data Analytics for Enrollment Planning	(3 credits)
EDU 5XX	Enrollment Marketing and Communications	(3 credits)
EDU 5XX	Leadership and Strategic Planning for Enrollment Management Professionals	(3 credits)

Note: All courses are stackable into the proposed Master's of Higher Education in Changing Populations.

Course Descriptions

EDU XXX Principles of Enrollment Management and Retention

The course explores research, trends and techniques related to strategic University –wide retention and enrollment management planning. Topics will also include admission and recruitment processes and regulations, searches as well as the application and use of data analytics. *3 credits*

EDU XXX Financial Aid and Data Analytics for Enrollment Planning

Students examine models of financial aid assistance in enrollment management. An exploration of the trends in financial aid in higher education and policies related to regulatory requirements and compliance. Integration of data analytics, research and technology applications to financial aid are integrated in this course. *3 credits*

EDU XXX Enrollment Marketing and Communications

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Principles of marketing and communication are explored. Use of CRMs, social media, branding and targeted techniques as well as the evaluation of the effectiveness of marketing strategies across student populations are examined. Students create a strategic marketing plan. *3 credits*

EDU XXX Leadership and Strategic Planning for Enrollment Management Professionals

Students explore concepts of leadership, team building, working with internal and external constituents, organizational structure and strategic planning for the enrollment management areas in the context of the higher education environment. Design of a strategic enrollment and retention plan. *3 credits*

Information Dissemination

Notre Dame of Maryland publishes a catalog each academic year with clear, complete, and timely information on the curriculum, course and degree requirements. Course syllabi provide students with clear and accurate faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, course/learning management system, and the availability of academic support services. The Financial Aid Office provides students with information on financial aid resources, and costs while the Business Office provides students with payment plans, options and policies.

This PBC Program will reside in the School of Education (SOE). The SOE recruiter will recruit for this program. In addition, the program will receive a programmatic website as well as a fact sheet available to prospective students. After students are enrolled in the program, we will be able to provide current student profile and alumni videos.

- a. Marketing materials will be current and compelling (websites, brochures, information flyers)
- b. The PBC Program will be regularly exhibited at local and national conferences aimed at the recruitment of a diverse student body
- c. The PBC Program will have increasingly more diverse students each year (men, students of color, disability status, etc.), similar to our other graduate programs.
- d. In addition, NDMU abides by Federal and MSCHE standards to publicly disclose consumer information in accordance with MSCHE standards for accreditation, requirements of affiliation, policies and procedures, and federal regulation 34 CFR §602.16(a)(1).
- e. NDMU accurately represents our current accreditation phase, accreditation status, and scope of accreditation to the public, in accordance with federal regulation 34 CFR §602.23(d). We also update and retain current membership with NCSARA.
- f. NDMU will correct any misleading information that may ever accidentally be released, including information about accreditation status with MSCHE in accordance with federal regulation 34 CFR §602.23(e).

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

Notre Dame of Maryland has adequately trained and credentialed full-time faculty to support this new degree program. Existing and any new faculty who teach online for this program will be required to comply with NDMU's online course design and delivery policy, which mandates Quality Matters criteria for all online courses and programs, and requires QM training for online

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faculty. Existing and new faculty are regularly trained on NDMU's learning management system (Joule).

Current Faculty Resources for the PBC in Enrollment Management

Faculty Name & Rank	Terminal Degree	Full or Part-time	Courses Taught
Deborah Calhoun, Full Professor	Ph.D.	Full-time	EDU XXX Leadership and Strategic Planning for Enrollment Managers
Britt Christensen, Assistant Professor	Ph.D.	Full-time	EDU XXX Enrollment Marketing and Communications
Rick Scanlan, AVP Enrollment Management (Adjunct)	M.A.	Part-time	EDU XXX Principles of Enrollment Management and Retention EDU XXX Financial Aid and Data Analytics for Enrollment Planning

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

Since its opening in 1973, the Loyola/Notre Dame Library has served as a critical resource for outstanding teaching and scholarship. Notre Dame and Loyola have recently completed a joint renovation and expansion project. The results of this project are expanded use of technology for teaching and learning; accommodation of greater numbers of students, faculty and community patrons; and vibrant, vital center for scholarly exploration and achievement.

The Loyola/Notre Dame Library is open 7 days a week during the fall, spring, and summer semesters. The Loyola Notre Dame Library provides information services and resources to support the academic programs and educational concerns of Notre Dame of Maryland University and Loyola University Maryland. Through the Library's website, faculty, students and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning.

The library's collection consists of 455,000 volumes, 1,421 print and 22,126 electronic periodical subscriptions, and 39,000 media items. The library's web site is the gateway to a wealth of information, including over 120 online databases, which encompass access to over 300,000 journals, magazines, and newspapers in print and electronic formats.

The Library's Online Journal holdings are substantial, including 143 peer reviewed Journal titles dedicated to Higher Education, 6 peer reviewed Journal titles specific to education administration, and over 11,375 peer-reviewed scholarly articles with the title key words Enrollment Management available that have been published between 2010 and 2019. The journal holdings are sufficient and are constantly updated as more publications become available.

Additionally, the Library provides access to collections at other partner libraries:

- The University System of Maryland and Affiliated Institutions consortium provides access to over 9 million items at 17 member libraries.
- The Eastern Academic Libraries Trust (EAST), a print archive that guarantees access to 6 million volumes via Interlibrary Loan.

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Assistance Provided

- Students, faculty and staff may request help in-person, via email, instant messaging, and telephone.
- Online chat reference is available 24 hours a day, seven days a week.
- Information about copyright is available through a resource guide, workshops and individual consultations provided by a librarian in the Copyright Information Center.

Other Library Resources

- 693 individual seats are available for studying
- A 100 seat auditorium is available
- Two computer instructional labs, Lab A has 20 seats; Lab B has 30 seats
- The Collaboratory at the Library, an active learning space that accommodates up to 22 students in a flexible environment
- a 24 seat screening room
- cyber café and a multi-functional gallery used for events and flexible study space
- group study areas
- seminar rooms
- 91 computers with Microsoft Office and access to the Internet
- Adaptive technology mainstreamed throughout the Library to provide access for disabled users
- Makerspace, a technology-rich environment that fosters creation, innovation, and collaborative learning.
- Reference librarians are available seven days a week to guide students using the library and its on-site and virtual resources. Five librarians provide reference services and bibliographic instruction programming. Students learn techniques for searching for information on research topics, evaluating citation and sources, and finding the full text of articles in the library. Walk-in sessions on RefWorks and individual or group consultations with librarians are available.
- Online web tutorials guide students on searching the library catalog, finding e-journals, interlibrary loan and refWorks.
- A link to the LDNL will reside on each program course.
- Online students have full access to the library and library resources. Students may access the library electronically and physically. Each student has a University credential with bar code that provides him or her access to the library resources. The link to the University library is: <https://www.lndl.org/> off campus access is provided via <https://www.lndl.org/help/off-campus-access>. If students require assistance, they may access support assistance through a login help guide (<http://guides.lndl.org/ezproxy>) Or by contact the Library Desk at 410-617-6801.
- Students have access to articles by accessing <http://guides.lndl.org/fulltext>. If an article is not available through the library, either in print or online, students may request a copy through Interlibrary Loan <https://www.lndl.org/help/borrowing#loan>). Articles are typically delivered via email in 24 hours or less.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

The program will be delivered fully online; there will be no impact on existing facilities and equipment. In the digital space, NDMU has a robust Course/Learning Management system to support this degree program.

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Notre Dame of Maryland University has technology, support, and expertise to offer courses across a variety of modalities, including fully on ground, fully online, and hybrid. There is a staffed Faculty Resource Center and instructional course design support. Notre Dame has an electronic mailing system and is a member of Maryland online. The courses will be developed in the Joule learning management system where faculty may deposit course materials, facilitate online instruction, quizzes and exams, host chat and discussion board collaboration, and engage with students outside of the classroom to enrich the learning experience.

The entire campus hosts a wireless community to support mobile and web-based collaboration and communication. NDMU also supports learners with a well-staffed and supportive technology helpdesk.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES					
Resource Categories	2020-21	2021-22	2022-23	2023-24	2024-25
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue (c+g below)	\$71,400	\$109,260	\$148,560	\$148,560	\$189,300
a) # F/T Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
b) F/T Annual Tuition/ Fee Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
c) Total F/T Revenue (a x b)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
d) # P/T Students	10	15	20	20	25
e) Credit Hr. Rate	\$595.00	\$607.00	\$619.00	\$619.00	\$631.00
f) Annual Credit Hr.	12	12	12	12	12
g) Total P/T Revenue (d x e x f)	\$71,400	\$109,260	\$148,560	\$148,560	\$189,300
3. Grants, contacts, & other external sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Other Sources (Registration/Technology Fee)	\$3,700	\$5,550	\$7,400	\$7,400	\$7,400
TOTAL (add 1-4)	\$75,100	\$114,810	\$155,960	\$155,960	\$196,700

Budget Narrative:

- a. No reallocated funds. Faculty in the program teach as part of their regular assigned load.
- b. No full-time students in the program. Part-time tuition calculated as cost per credit hour x number of annual credits x number of students enrolled.
- c. No funding from external sources.
- d. No funding from other sources.
- e. Tuition rate increase are calculated at a 2% increase.
- f. Other: Registration/Technology Fee \$185.00 per semester

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TABLE 2: EXPENDITURES					
Expenditure Categories	2020-21	2021-22	2022-23	2023-24	2024-25
1. Faculty (b + c below)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
a) # FTE	.25	.25	.25	.25	.25
b) Total Salary	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
c) Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a) # FTE	\$0	\$0	\$0	\$0	\$0
b) Total Salary	\$0	\$0	\$0	\$0	\$0
c) Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support staff	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses course development	\$10,600	\$0	\$0	\$0	\$0
8. TOTAL (add 1-7)	\$13,250	\$2,650	\$2,650	\$2,650	\$2,650

Budget Narrative:

- a. Adjunct faculty are paid a stipend of \$2,650 per course
- b. Faculty are paid a course development stipend of \$2,650 to develop new online courses. Four new online courses will be developed in year one.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must continue learning outcomes for the program and the course, and assess those outcomes every year. Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports are provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including course-based outcomes results.

The PBC in Enrollment Management program will be subject to the same requirements of all programs for course, faculty, and program evaluation. The program assessment plan is updated annually. All NDMU students complete course evaluations online at the end of each of their courses. Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook. Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their two semesters at the university using criteria for best practice in teaching and learning. See Appendix B for Assessment plan.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR

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13B.02.03.05).

The recruitment and retention of minority students is a high priority for Notre Dame, which regards outreach to minority populations as an integral part of our mission. Notre Dame continues to serve approximately 48 percent of students of color in its overall student population. Additionally, Notre Dame's academic support resources, including the Academic Support Center, online tutoring services offered 24/7/365, Counseling Center, and Diversity and Inclusion programs are designed to help bolster the retention of at-risk students, including minority students.

O. Relationship to Low Productivity Programs Identified by the Commission:

The program is not related to a low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

NDMU, a member of Maryland Online, has adopted the Quality Matters standards as the guidelines for design, development and delivery of all online courses and programs at Notre Dame. Courses are developed under the criteria outlined in the QM rubric, and go through an internal peer review process (QM qualified reviewers) prior to delivery. Faculty wishing to teach online are required to complete two QM courses that review best practice in design and delivery of online courses and programs.

Prior to January 1, 2018, Notre Dame of Maryland was approved by the Commission to offer several distance education programs. Per COMAR 13B.02.03.22A(1), Notre Dame of Maryland University is an institution eligible to provide distance education. As a member of NC-SARA, NDMU complies with C-RAC guidelines.

Addendum

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