NABCA

National Association of Branch Campus Administrators

ACCESS

NOTE FROM THE EDITORS

Welcome to the National Association of Branch Campus Administrators (NABCA) *Access Journal,* now in its fifth year. We are pleased to be able to provide a place for higher education administrators in a branch campus setting to share their research, experiences, and thoughts. Included in this issue is an examination of how information is communicated in the areas of admissions and financial aid at both flagship institutions and branch campuses. We are also very excited to share with you four case studies from the graduates of the NABCA Branch Campus Leadership Institute's inaugural class. Participants in the BCLI worked on areas of interest at their sites and presented their findings at NABCA's 2019 Annual Conference in Spokane. Finally, we are also thrilled to be able to bring a conference session on testing security and compliance to the *Access Journal* in order to share this valuable information with members who were unable to attend.

Even as we were putting this issue to bed, we are thinking ahead to Volume 5, Issue 2! We will be issuing a call for submissions in August 2019 and encourage you all to submit your research, book reviews, case studies, and/or editorial musings as they relate to our mission.

We hope you enjoy this issue and look forward to hearing your feedback and receiving your submissions.

Sincerely,

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Common Applications, Uncommon Messaging: How Branch and Flagship Institutions Communicate Admissions and Financial Aid Application

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This article is available in *Access: The Journal of the National Associaiton of Branch Campus Administrators*. Follow this and additional works at: http://www.nabca.net/accesshome.html

Common Applications, Uncommon Messaging: How Branch and Flagship Institutions Communicate Admissions and Financial Aid Application Processes

By Zachary W. Taylor

ABSTRACT

In-state students often apply to multiple branch campuses within the same state system, now evidenced thanks to the rise of state-level postsecondary application systems (e.g., UC Application). However, no research has investigated whether prospective students can read and comprehend admissions and financial aid application instructions published on institutional websites. Moreover, no research has performed cross-system system analyses to explore whether branch campuses align their admissions and financial aid language to streamline and clarify the college exploration process for students considering multiple branch campuses within the same state system (e.g., UC-Davis and UC-Merced). This study analyzes admissions and financial aid application instructions across three of the largest state systems in the United States. Findings reveal branch campuses within the same system often vary their admissions and financial aid application instructions by thousands of words and between two and four grade levels of readability, possibly rendering it difficult and/or confusing for prospective students to receive consistent messaging across multiple branch campuses within the same system. Implications for research and practice are addressed.

Keywords: admissions, financial aid, branch campuses, readability, literacy

Making a College Town: A Case Study for the University of North Georgia – Oconee campus

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Making a College Town: A Case Study for the University of North Georgia – Oconee campus

By Cyndee Perdue Moore, Ed.D.

ABSTRACT

Graduate students from the University of Georgia conducted a study during the 2017-2018 academic year designed to measure sense of belonging on a commuter campus and identify factors that may contribute or retract from developing such. During that study, our students revealed that the most difficult part of attending college at the Oconee campus was being a college student in a college town that is not *their* college town. They indicated that although they had not been made to feel unwelcome in Watkinsville or Oconee County, they wished that the community was more willing to celebrate and support the campus and its students in a way that fostered a sense of belonging and acceptance. What followed was a yearlong effort to make Watkinsville our college town through developing a sense of pride in being a Nighthawk, being a good community member, communicating our needs with the community at large, and telling our story.

Promoting Collaboration and Reducing Competition on Ohio's Co-Located Campuses: A Case Study

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Promoting Collaboration and Reducing Competition on Ohio's Co-Located Campuses: A Case Study

By Jeremy W. Webster, PhD

ABSTRACT

The State of Ohio has a system of seven co-located campuses, ones in which a community college and a regional branch of a four-year university are located on the same or adjoining campuses. As required by the state, Ohio University Zanesville and Zane State College have adopted a memorandum of understanding concerning a range of shared services and cost sharing, including a bookstore, our library, maintenance, facilities, utilities, security, and counseling services. However, the leadership of these institutions would like to collaborate on a range of new academic initiatives, but the first effort to do so, a co-sponsored visit by John Gardner, had missed results and exposed a degree of hostility between the institutions on the part of faculty and staff. This case study suggests that this hostility can be explained by Realistic Group Conflict Theory, which argues that competition leads to antagonism between groups of people. This theory also suggests that competition and its attendant hostilities can only be overcome when a superordinate goal forces the competing groups to achieve a goal neither can achieve on its own. The study concludes that both campuses will benefit if they work together to achieve such a goal.

Case Study: Partnership Enrollment Program (Northwest Mississippi Community College – DeSoto Center and University of Mississippi – DeSoto)

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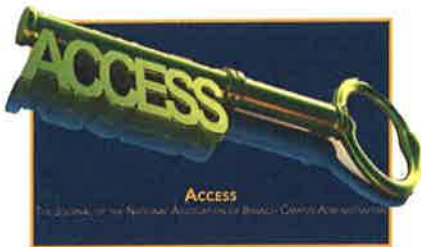This article is available in *Access: The Journal of the National Associaiton of Branch Campus Administrators*. Follow this and additional works at: http://www.nabca.net/accesshome.html

Case Study: Partnership Enrollment Programs (Northwest Mississippi Community College – DeSoto Center and University of Mississippi – DeSoto)

By Jonathan B. Bostick

ABSTRACT

Northwest Mississippi Community College – DeSoto Center (NWCC) and the University of Mississippi-DeSoto (UM-DeSoto) have shared a location and a close academic partnership in Southaven, MS for over twenty years. Through the current 2+2 program, students can complete an associate's degree followed by a bachelor's degree in 16 programs. However, transfer students are frequently missing courses, unaware of GPA requirements, or do not know other important information needed to transfer from NWSS to UM-DeSoto. Because NWSS students who intend to transfer to UM-DeSoto are never formally admitted into any sort of 2+2 program, neither through dual admission or some alternative less formal process, they often experience problems with advising, recruitment, financial aid, etc. This Case Study explores options for dual admission or comparable solutions for a more cohesive experience for these students, which resulted in the creation of the PATH 4 Partnership Enrollment Program. It explains the institutional benefits, student benefits, application process, advising process, scholarship opportunities, financial aid benefits, student services, and campus activities for students in the PATH 4 program.

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Charting a New Course for Regional Campuses: Case Study

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Charting a New Course for Regional Branch Campuses: A Case Study

By Nicole Pennington, DNP

ABSTRACT

For more than seventy years, Ohio University's Regional Campuses have been providing high quality and affordable education to students throughout southeastern Ohio and beyond. Over the last 10 years, there have been societal changes that have led to the need to examine the future of these regional campuses. This case study will address how Ohio University is working to respond to the challenges so that regional campuses will be prepared to continue to be the drivers of educational, social, and economic development.

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Test Security and Branch Campus Testing Centers

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Test Security and Branch Campus Testing Centers

By Shireen Lalla

ABSTRACT

A growing number of university students are cheating on exams with the help of high-tech devices such as phones, smart watches, and hidden earpieces. Cheating on exams is not new, but what is new is how students are doing it. Gone are the days when they wrote answers down on their hands. Technology has transformed cheating and it is important for educators and administrators to be aware of these high-tech portable devices. Listed are strategies that Florida Atlantic University's testing centers employ to secure exams.