



NOTE FROM THE EDITORS

On behalf of the editorial board and research committee, we are pleased to share this issue of the *Access Journal* with you!

In this issue, you will be presented with a series of articles covering a wide array of topics, including graduation rates, assessment, accreditation, leadership, and a variety of lessons learned in the “trenches” of leading at a branch campus.

In addition, for the first time we are expanding the scope of *Access* to include thought pieces and non-scholarly submissions. Doing so helps broaden our content and provides more opportunities for participation in our journal.

Our goal has not changed though—we continue to pursue the advancement of the body of knowledge regarding branch campuses. We know that there is much more to learn and many questions to answer.

As you read this issue, please consider how you might contribute your knowledge, experience, and expertise in a future issue as we work together to build awareness and offer insight into the world of branch campus administration.

Sincerely,

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Access

The Journal of the National Association of Branch Campus Administrators

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Performance Matters: A Call for State, Regional, and National Standards for the Assessment of Branch Campus Graduation Rates

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Dean

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

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Performance Matters: A Call for State, Regional, and National Standards for the Assessment of Branch Campus Graduation Rates

ABSTRACT

Branch campuses play an important part in postsecondary degree attainment by providing place-bound students from diverse socioeconomic backgrounds in different geographical regions access to education that is convenient. Currently there are minimal performance assessment standards for branch campuses. Only a small percentage of the institutions report their individual survey results to the Integrated Postsecondary Education Data System (IPEDS) separately, or to other reporting agencies. The limited research available does not provide educators, researchers, policymakers, and community stakeholders the opportunity to assess performance, or make the most appropriate data-driven decisions to support student achievement and success. This paper is a call for state, regional, and national standards for assessing branch campus graduation rates.

Key Words: assessment, graduation rates, degree completion, branch campus, satellite campus, regional campus, center, twig, leaf, parent campus, offsite location, place-bound

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Lessons Learned

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Lessons Learned

ABSTRACT

Branch campuses have various missions and significant differences in enrollment and programs. Funding approaches, services provided, and levels of local authority vary widely. More than in the past, institutional leaders recognize that they need to increase enrollment from new audiences, and they are seeking ideas to make that happen through branch campuses, online programs, or both. Questions about structure, funding, services, and autonomy are on the table. In this article, I share lessons learned since publishing *Out on a Limb: A Branch Campus Life* (Bird, 2014), and after visiting a variety of campuses, with an eye toward helping branch leaders identify critical topics or strategies that will contribute to success or failure. Topics include the significance of origins in shaping current perspectives, the importance of demonstrated support from the president and at least one other influential champion on the main campus, development of revenue sharing models, and the need to emphasize local control over course scheduling and marketing/recruitment.

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An Accreditation and Assessment Survey of Branch Campuses

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An Accreditation and Assessment of Branch Campuses Survey

ABSTRACT

The National Association of Branch Campus Administrators (NABCA) is the premier multi-campus higher education organization whose focus is on offsite locations in the United States and abroad. In 2018, NABCA's Research Committee conducted an accreditation and assessment postsecondary education survey that was administered to universities and community colleges throughout the United States. The intent of the survey was to better understand the quality assurance measures, accreditation processes, and reporting practices associated with branch campuses.

Key Words: academic rigors, accreditation, assessment, branch campus, national association of branch campus administrators, offsite location, quality assurance, student success

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Inclusion and Diversity: What it Really Means!

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Inclusion and Diversity: What it Really Means!

ABSTRACT

A lot of people talk about diversity... sometimes they talk about inclusion. For me, leaders must practice inclusion *and* diversity in order to be effective. Putting yourself in the other person's shoes. That's more than just having a program or launching an initiative. Inclusion and diversity is about how you see, value, and interact with your followers and the other people around you. In fact, I feel so strongly about it that I devoted a chapter to it in my book, *Why Are They Following Me?* it's called, "Put Yourself in My Shoes."