



Model Programs Offer Innovative Solutions

The following program models were recognized by NASPA in 2004 for their innovative and timely approaches to the practice of student affairs.

Dual Enrollment: The Best of Both Worlds

BY BRUCE CLEMETSEN

The Dual Enrollment Program of Linn-Benton Community College (LBCC) in Albany, Oregon, and Oregon State University (OSU) has created a nearly seamless educational experience for some 3,700 students and is an excellent model for two- and four-year institutions interested in developing effective partnerships to truly improve student access and success.

Based on a long-term, strong working relationship between the two institutions, a design team was formed in 1997 to develop a dual enrollment program. A comparison of student databases showed that more than 300 students were already enrolled at both institutions. An objective of the program was to reduce administrative barriers by allowing for one application, coordinated financial aid, no registration limitations, automatic credit transfer, and access to services at either institution regardless of enrollment status. Presidents of both institutions were committed to the success of the project and related program policies and procedures.

Unlike traditional 2+2 programs, the LBCC-OSU Dual Enrollment Program allows students to be admitted to and enrolled at both institutions at the same time. Students in the program can combine the credit hours from both institutions to meet enrollment status requirements for financial aid purposes. Student learning is facilitated by providing students with increased curricular choices and by tailoring educational experiences to fit personal goals, preferences, and needs.

From an institutional perspective, the program offers opportunities for more effective and efficient use of faculty, facilities, and support services. From an academic perspective, dual students realize numerous benefits. Students have access to academic advisors at both institutions to coordinate classes that meet LBCC associate degree and OSU baccalaureate requirements. Each institution automatically sends the other updated transcript information so advisors have the most current information. The relationships between faculties have led to a unique agreement that allows LBCC students who earn associate of science degrees to meet all OSU undergraduate general education requirements.

Students often cite the reduced cost of obtaining bachelor's degrees as one of the program's main benefits. In addition, dual students can access many of the same courses

from the two institutions with no barriers to enrollment and can plan an OSU, LBCC, or combined schedule to obtain the courses they need. All term start dates are aligned between the two institutions and schedule and catalog releases are also coordinated.

The dual enrollment program better serves underrepresented groups, such as members of confederated tribal organizations, that are interested in sending their students to smaller, less costly institutions located closer to their homes. Similarly, local Hispanic leaders are promoting the program and encouraging students to consider higher education.

Unique academic experiences have been created as part of the program as well. Students can now enter a combined degree program in restaurant management, earning vocational credits that count toward a bachelor's degree. The theatre faculties launched a program to allow dual students to participate in productions on either campus and the two campuses are considering a combination of music groups.

The chancellor of the Oregon University System and its students have testified to the state legislature that this program represents a model for making education affordable, accessible, effective, and efficient. This program was awarded the NASPA Region V Innovative Program Award at NASPA's 2003 Region V and VI Western Regional Conference.

Bruce Clemetsen is associate dean of enrollment management at Linn-Benton Community College.

Developing Student Affairs Professionals

BY BETTY MULKEY

The Staff Development Program at Northern Kentucky University began in the mid-1980s to provide staff with funding to attend conferences outside of their normal areas of responsibility. Grants were minimal, very few requests were made, and learning was never shared throughout the division of student affairs. The lack of interest and participation led to a more socially-oriented program.

Four years ago, under new leadership, the work of the staff development committee was realigned toward professional preparation and skill building. In the current format, social interaction concepts are combined with professional training and recognition to promote a cohesive division characterized by mutual respect, collegiality, and collaboration. Key components of the program include awards, professional

