

NABCA Definitions and Organizational Models

This emerging typology and definition of “remote location” higher education facilities includes synthesis derived from a survey of over 150 senior administrators at branch campuses or centers throughout the United States. Administrator titles included in data analysis were:

- Dean, Associate, or Assistant Dean
- VP, Associate, or Assistant VP
- Provost, Associate or Assistant Provost

The administrators typically reported to a President, Vice President, Dean, or Provost. Administrators from 4-year public institutions typically held a doctorate degree. Administrators who responded from 2-year institutions, typically held master degrees.

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Sections of text and the PowerPoint slides are directly from the works of Dr. Phyllis Bebko, Associate Vice President, Broward Campuses; Florida Atlantic University and Dr. Dennis Huffman, Program Director; Prince George’s Community College at University Town Center.

For the complete article and/or presentation, contact NABCA.

Branch

A Branch Campus is a part of a public or private, two or four-year institution of higher education. The Branch is geographically separate from the home or main location and has on-site administration. A Branch offers a wide range of educational programs leading toward academic degrees or certificates. Typically, a Branch Campus will have resident faculty, its own budget, library services, and a broad range of student support services. Some Branches host significant research and/or outreach efforts in addition to credential-related instruction. Other terms commonly used to identify this type of Campus include Regional, Satellite, Partner, and Distributed.



Definition: Branch Campus

- Geographically apart from main campus
- Offers wide range of programs leading to degrees or certificates
- Has :
 - Onsite administration
 - Significant budget autonomy
 - Resident faculty
 - Broad range of student support services



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Definition - Center

- Geographically apart from main campus
- Offers single or limited range of programs leading to degrees or certificates
- Has:
 - Onsite management
 - Limited budget autonomy
 - Fewer or no resident faculty
 - Fewer student support services



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Center

A Center is a part of public or private, two or four-year institution of higher education. The Center is geographically separate from the home or main location and has on-site administration. A Center offers a single or limited range of education programs leading toward academic degrees or certificates. Typically, the Center houses fewer or no resident faculty, has less budget autonomy, and offers fewer student support services than a Branch Campus. Some Centers specialize in targeted research or outreach rather than or in addition to credential-related instruction. Other terms commonly used to identify this type of Center include Teaching, Satellite, Extension, and Institute.

Model A – 2 Year Public

The typical two year public center is smaller in enrollment—fewer than 1,000 credit students—though the institution headcount could range from 2,000–15,000. It is close enough to the main campus to commute round trip in one day, generally under thirty miles. Its space could be owned or leased by the institution. It provides no-frills essential student support services but with only a handful of staff—two or three.

The full time faculty members of the institution do teach at the site, but only one in five courses; the typical center is definitely adjunct dependent. On site leadership is provided by an administrator who serves only one location and whose highest degree is a master's. He or she has been there more than six years and reports to the institution's president or a vice president.

Model A – 2 Year Public

- Administrator with a Masters
- Institution of 5,000-15,000 credit students
- Campus of 200-500 students
- Branches serve > 20% of institution's students
- Commutable distance from main campus
- < 4 FT student support staff
- < 25% of classes taught by full time staff



Model B – 4 Year Public

The typical branch of a private four-year institution is of moderate size, and has a headcount of fewer than 1,000 credit students. The institution overall has a headcount of under 55 10,000 students and it has more than four branches or centers. A majority of the institution's students take at least one course on a branch or center.

The branch campus is more than fifty miles or a fifty-minute commute from the main campus. It is not co-located with another institution. It occupies fewer than 35,000 square feet and is leased.

Full-time faculty teaches only 20 percent of the branch's class sections. Student services are important and handfuls (3–5) of staff deliver them. Leadership is provided by an administrator with a master's degree who serves multiple locations and reports to someone other than the president or provost. He or she has been in the role for more than six years.

Model B – 4 Year Public

- Administrator with a Doctorate
- Institution of more than 15,000 students
- Campus under 1000 credit students
- Branches serve > 15% of institution's students
- > 50 miles from main campus
- 3-10 FT student support staff
- > half of courses taught by full time staff



Model C: Four-Year Public Branches

Nearly half of the respondents in the NABCA Administrator's survey led branches of four-year public institutions. A Model C campus is a part of a larger institution with more than 15,000 credit students. The institution is a main campus with two or three branches. Facilities are owned by the university and often are co-located with another institution. This branch provides a range of student support services and has five or more full-time employees as well as additional part-time staff.

At least half of the class sections are taught by the full-time faculty members of the institution. Leadership is provided by an administrator who serves only one campus. He or she is credentialed with an earned doctorate. He or she has been there more than six years.

This group falls naturally into two categories: urban and nonurban. The typical Model C nonurban has a credit enrollment of fewer than 1,000 students and is more than fifty miles from the main campus. The Model C urban version has 1,000–2,500 students and is fewer than fifty miles from the main campus, but a significant distance in terms of travel time.

Model C – Large Campus

- 2- or 4-year public; > 25,000 students
- Branches serve > 25% institution's students
- Campus > 2,500 students
- Branch 10-50 miles from main campus
- Campus of 50,000+ sf, owned by institution
- > 40% classes taught by FT faculty;
- > 100 adjuncts
- > 15 FT student support staff



Model D: Large Enrollment Branches

Nineteen of the respondents met the definition of large enrollment branches with 2,500 or more credit students. The parent institution is a public one, either four or two year and it has a main campus with three or more branches. The total institutional enrollment is over 25,000. Most of the branches are within an easily one-day, roundtrip commute from the mothership. One in four of the institution's students take a class on the branch.

It operates in more than 50,000 square feet and the space is owned by the institution. At least one third of the course sections on the campus are taught by full-time faculty; more than a hundred adjuncts teach on the branch each term. Students get a wide range of support services through the efforts of more than fifteen full-time employees and a similar number of part-timers.

Leadership is provided by an administrator who serves only this campus. He or she has been there more than six years and has an earned a doctorate. He or she reports to the institution's president.

Model D – Co-Located Campus

- Four year public; > 10,000 students
- Branches serve > 20% institution's students
- Branch < 500 students
- > 50 miles from main campus
- Likely to be leased space; 25,000 sf or more
- < half of classes taught by FT faculty
- < 4 FT student support positions

