



# DUAL DEGREE PROGRAM GUIDEBOOK



*Governors State*  
UNIVERSITY

Dear Colleagues:

This Guidebook is designed to encourage unprecedented cooperation between four-year institutions and community colleges. The advice goes far beyond articulation to creating a culture of cooperation and inclusion.

From the time of widespread establishment of community colleges until now, clearing a pathway from the two-year college to baccalaureate graduation was assumed to be the sole responsibility of the community college. The university or liberal arts college served more as gatekeeper than facilitator. As a result, community college students, often the first in their families to pursue post-secondary education, were expected to navigate two complex bureaucracies with help only from the community college.

The Dual Degree Program (DDP) at Governors State University was designed to change all that. The idea is to work in partnership with community colleges to illuminate pathways for students to successful completion of the bachelor's degree. This new kind of cooperation is student-centered. The community colleges and universities agree that our shared goal is for qualified students to attain a high-quality four-year degree. The DDP partnership also requires breaking down hierarchies. No more is it acceptable for university faculty to look down on community college colleagues or for community college faculty members to disdain university faculty as remote and disengaged from students.

The pages that follow include the story of culture change among community colleges and a university in Chicagoland. We hope it's enlightening. We don't intend it to be formulaic. We are aware of a number of ongoing partnerships that are different from the DDP but just as effective. They all have woven cross-institutional cooperation into the university/college infrastructure with articulated policies and ongoing budget allocations. (Even during the Illinois budget nightmare, when GSU went for over two years without regular state appropriations, we fully funded the DDP program.) All partnership programs depend on respect—respect among colleagues and respect for students who need, as one DDP student said in praise of the GSU program, a “flashlight” to illuminate the “dark and winding road” between the community college and university.

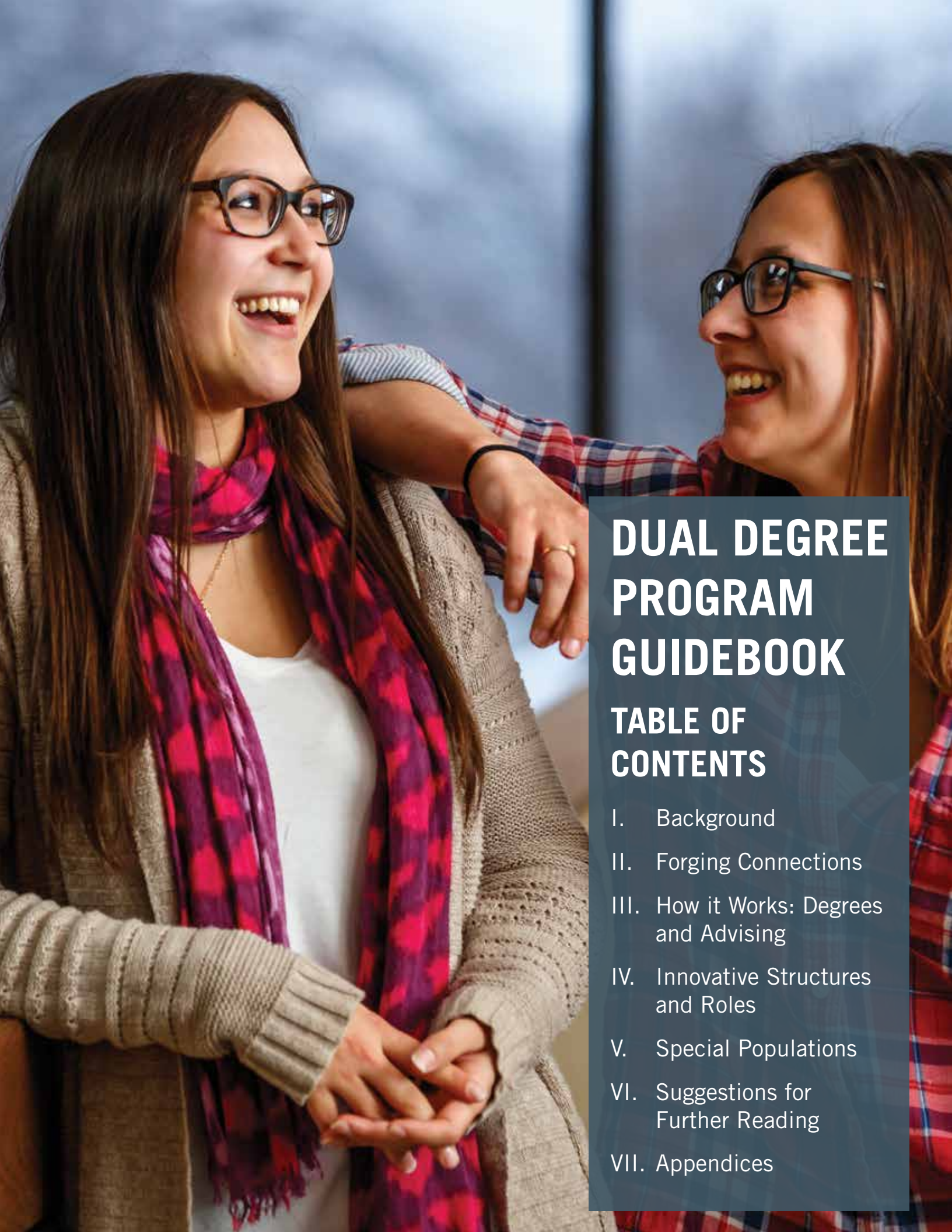
When students earn their associate degree and transfer to GSU, we host a reception on campus and present students with cords in the colors of their community colleges. Before their GSU Commencement—for those DDP students who have transferred to GSU—we present cords braiding the community college colors with GSU's colors of black and white. We invite community college presidents to sit on the Commencement platform. We describe the significance of the cords to the audience and recognize our community college partners for the student success we have promoted together.

Good luck with your partnerships. We hope that this Guidebook will help to braid together equity and quality in your own endeavors.

Sincerely,

A handwritten signature in cursive script that reads "Elaine P. Maimon". The ink is dark and the signature is fluid and personal.

Elaine P. Maimon, Ph.D.  
President, Governors State University



# DUAL DEGREE PROGRAM GUIDEBOOK

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# BACKGROUND

## THE CHICAGOLAND ALLIANCE FOR DEGREE COMPLETION

Prior to the development and success of the Dual Degree Program (DDP), Governors State University (GSU) had a long history of working closely with six community colleges in the region: Joliet Junior College, Kankakee Community College, Moraine Valley Community College, Prairie State College, South Suburban College, and Triton College. Although GSU had signed detailed articulation agreements, by discipline, with each of these schools, the presidents of GSU and the six community colleges agreed to turn their focus to seeking out additional creative pathways designed to increase the likelihood of degree completion among transfer students. These leaders understood that success relied on the ability of the community colleges and universities to work hand-in-hand.

In the spring of 2010, Governors State University convened a summit with its community college partners. At this meeting, the Chicagoland Alliance for Degree Completion was formed, and the Dual Degree Program was officially launched. The first five formal agreements were signed during the Fall 2010 semester. This was the beginning of a national model for the successful transition of community college students to bachelor's completion.



# THE DUAL DEGREE PROGRAM

Governors State University's Dual Degree Program provides full-time students with a direct route towards earning quality, accessible, and affordable associate and bachelor's degrees. Through intentional pathways from the community college to the four-year institution, students are given the opportunity to earn two degrees while also receiving academic, financial, personal, and social resources and support. From the initial agreements made in the Fall of 2010 between GSU and five community colleges, the Dual Degree Program has grown to include 17 Chicagoland

community colleges. To date, the program has seen extraordinary student success.

The DDP emphasizes the Complete College America "15 to Finish" campaign, encouraging DDP students to enroll in 30 credit hours per year in order to stay on track to degree completion. After the completion of the associate degree, DDP students are not required to attend GSU, but those students who choose to do so are eligible for a variety of additional program benefits.

## DDP STUDENTS MUST ...

- Be in good academic standing
- Be enrolled full-time at one of the DDP partner community colleges
- Complete their associate degree in five or fewer semesters (plus summers)
- Plan to pursue a bachelor's degree immediately after graduating from their DDP community college
- Meet with their designated DDP Transfer Specialist at least once per semester
- Remain enrolled full-time and in good academic standing
- Have completed at least 12 (but no more than 45) credit hours when enrolling in the DDP program



# TRAITS OF A DDP STUDENT

As of Fall 2018, 90% of DDP students who have completed their associate degree and enrolled at GSU have graduated, are currently enrolled and pursuing their bachelor's degree, or have transferred to another four year institution



**613**

DDP students have completed their associate degree and transferred to GSU since the program's first transfer cohort



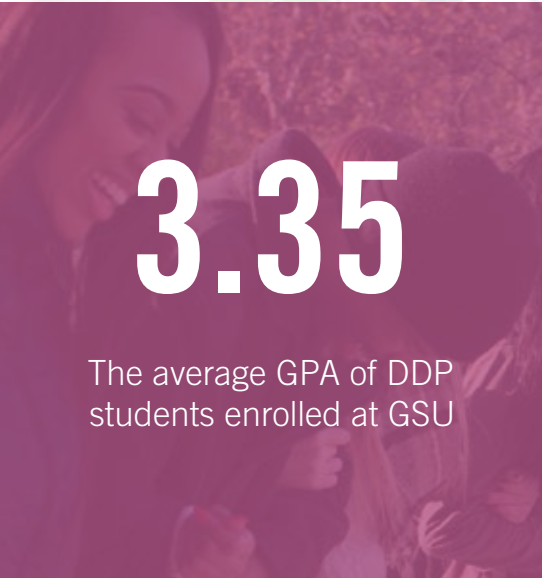
**3.67**

Average of terms that DDP students graduate with their bachelor's degree from GSU




**90%**

The persistence rate of DDP students



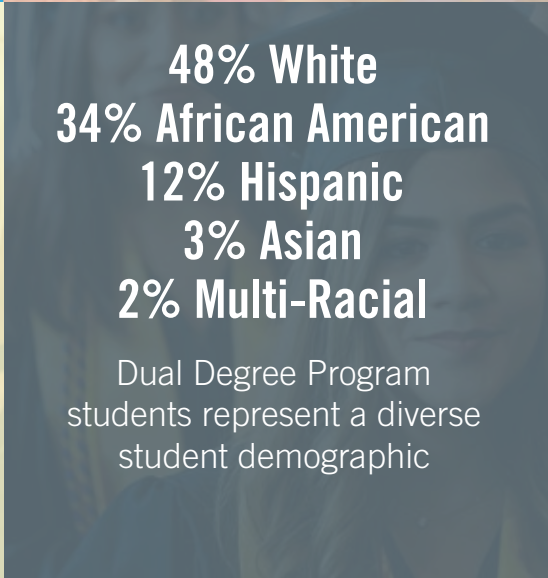
**3.35**

The average GPA of DDP students enrolled at GSU



**3.61**

The average GPA of a DDP student at the time of graduation



**48% White**  
**34% African American**  
**12% Hispanic**  
**3% Asian**  
**2% Multi-Racial**

Dual Degree Program students represent a diverse student demographic







# THE KRESGE FOUNDATION

It quickly became apparent to everyone involved that the Dual Degree Program was groundbreaking. While on her back-to-school bus tour, Former U.S. Under Secretary of Education Dr. Martha Kanter visited GSU and identified the program as a model for the nation. Kanter said, “Your strategy has all the right elements. You are offering students educational opportunities that are affordable and doable; and you are helping them to stay on track to finish what they started.”

In 2011, GSU submitted its first proposal to the Kresge Foundation and was awarded a 3-year declining support grant to disseminate the Dual Degree Program. The grant request outlined two significant enhancements to the program: 1) development, implementation, and assessment of a student peer advisement program and a professional advising program; 2) a fully online Certificate of Advanced Study in Transfer Student Services aimed at educating and aligning staff professionals and faculty to support degree completion. As a result of the grant, a Program Coordinator, a team of Peer Mentors, and three Dual

Degree Program Transfer Specialists joined the DDP team. The Coordinator and Peer Mentors focused on the social, personal, and resource-driven needs of students. The Dual Degree Program Transfer Specialists focused on the academic, personal, and holistic student needs. They provided individualized academic advising, transfer assistance, and on-site support to students at a ratio of 100-200 students per Transfer Specialist.

As the grant funding decreased each year, Governors State University gradually absorbed the program costs, eventually funding the entire program. The Dual Degree Program continues to excel as a fully integrated GSU program with a dedicated Director, three Transfer Specialists, a team of student staff members, and student-centered programming. In 2016 Kresge awarded GSU a second grant to disseminate the program nationally and to expand the Male Success Initiative (DDP-MSI), which targets men of color.



# FORGING COLLEGE RELATIONSHIP BUILDING AS THE

Universities in DDP partnerships must build trust and earn the respect of their community college colleagues. Universities must reject the inclination to recruit students away from the community college prior to the completion of the associate degree. Likewise, community colleges must learn to trust that the four-year institution partner honestly believes in the value of the associate degree, which leads to inviting university staff to work directly with community college students—**on their campus**—to create a four-year pathway to associate and bachelor's degree completion. This mutual understanding, built upon trust and respect, creates an environment that allows energy to be focused on collaboratively preparing students to transfer.

If universities are to be successful in building meaningful partnerships with their community

college colleagues, they need to affirm the importance of the associate degree pathway to the baccalaureate. Research demonstrates that this type of equal partnership produces results. A 2006 study showed that while 82% of students who had all credits accepted at transfer completed a bachelor's degree within six years, only 42% of those with some credits accepted graduated in that time frame (Doyle). The coordinated, regular advising of the DDP assures students that all of their credits will count toward the completion of their associate degree and will transfer to fulfill the requirements of their bachelor's degree.

**Externally**, the four-year institution should seek opportunities to be involved with the community college, and the community college should seek opportunities to invite such participation.



# CONNECTIONS

## THE CORNERSTONE OF SUCCESS

### **THE FOUR-YEAR INSTITUTION'S ROLE**

The four-year institution builds relationships with the community college liaisons and student support services to acknowledge boundaries as well as build rapport. One of the most important features of the four-year institution and community college relationship is clarifying that the DDP team is not a team of recruiters for the four-year institution. The four-year institution must also come with an understanding that the partnership is not a “one size fits all” scenario. Programs must be individualized to fit each community college’s culture and needs.

### **THE COMMUNITY COLLEGE'S ROLE**

The community college provides a designated space for the four-year institution and access to appropriate staff members. The hands-on, proactive approach of the Dual Degree Program is

in part successful because of the physical proximity of DDP Transfer Specialists to DDP students and community college staff. The prime location is with or adjacent to college advisors’ offices. The more visible and connected the DDP Transfer Specialist is at the community college, the better.

The community college should also identify one staff member to serve as the DDP Liaison, or the primary contact for verifying student eligibility and connecting DDP team members to college resources. This liaison serves as a bridge between the community college and the DDP staff to facilitate student success and communication.

### **Strategies for enriching connections:**

- Invite community college faculty and staff to attend DDP ceremonies on the four-year institution campus. During such events,

acknowledging partner institutions and personnel is an effective way to publicly recognize the joint commitment.

- Invite the four-year institution to community-college partner campus orientations, transfer sessions/fairs, meetings with community college advisors/counselors, and classroom visits to aid in providing a consistent DDP presence on the campus.
- Include members from partner institutions in the search process for DDP related vacancies; such shared decision making strengthens the partnership.
- Produce and distribute a DDP newsletter to all partners to help ensure that partner institutions remain abreast of program and four-year institution events, updates, and student achievements. Community colleges can also be invited to contribute content.

**Internally**, the Dual Degree Program must be fully integrated into both the infrastructure and culture of the four-year institution. The DDP should be represented at university leadership meetings, typically by the Director of DDP. This representation is another means for the four-year institution to gain insight on DDP endeavors, and for the DDP to remain updated on university policies, events, and projects. This also means that when the four-year institution prepares for strategic plan rollouts, the Dual Degree Program is accountable for planning initiatives and organizing efforts to enhance

the program and collaborate with the four-year institution's departments.

Because of their intimate understanding of community college students' perceptions of pathways to the university, the DDP team can be helpful in designing general transfer documents, including updates for generic transfer guides. Integrating the DDP team into the work of colleges and departments is essential, as is maintaining strong connections among DDP team members. DDP team members spend four days per week on the community college campuses, so their work together on the one day they are present at the university should be designed to foster team morale, review new information, and facilitate work on cooperative projects. Annual team retreats and ongoing team outreach via phone and email supplement these on-site meetings.

### Data Sharing

Once the foundation is set, the relationships are built, the agreements are signed, and active efforts are put in place to maintain connections, the ongoing process of sharing data among institutions begins.

### *Data from Community Colleges*

The more information the four-year institution has, the better it can serve students. A list of community college students who meet DDP enrollment criteria allows the four-year institution to begin outreach to prospective program enrollees. From there, the Dual



Degree Program team can start communicating early with prospective students. The earlier the DDP program team can connect with prospective students the better, since maintaining DDP eligibility is time-sensitive. Ideally, the community college would provide a list of eligible students at the beginning of each semester. Sharing data is the coin of the realm.

### ***Data from the Four-Year Institution***

Universities should provide the community colleges with data on DDP student progress, updated each semester. These reports should include:

- A full roster including each student's name, ID, and major
- The current number of DDP students enrolled at the community college and the percentage of total DDP enrollment this represents
- The breakdown of DDP students enrolled at the community college filtered by gender and ethnicity
- The breakdown of DDP students enrolled at the community college, filtered by major
- The number of DDP students who have transferred to the four-year institution from the community college since the program's first transfer cohort (and the percentage of total DDP transfers this represents)
- The average GPA of DDP students from the community college who are enrolled at the

four-year institution (and average GPA by each previous cohort)

- A full roster of both DDP scholarship recipients from the community college and four-year institution graduates
- DDP contact information to ensure that DDP personnel can readily be reached for follow-up questions or materials

### ***Qualitative Data***

Success stories of DDP students currently enrolled at the community college and/or the four-year institution breathe life into the qualitative data. DDP partner institutions appreciate news of their students who have been inducted into honor societies, received an award, led a public service initiative abroad, or served as a commencement speaker. It is also important to share stories illustrating the progress, accomplishments, and program impact from DDP alumni who have completed their bachelor's degree journey. Most often, the DDP Transfer Specialist or Director will be the first to hear these stories. Maintaining up-to-date contact lists and systematic DDP outreach is essential. Stories can be shared in DDP newsletters and on the DDP website.





# HOW IT WORKS: DEGREE

## **GOVERNORS STATE UNIVERSITY DDP SUCCESS STORY: WALA MAJID**

*“The Dual Degree Program was a great way for me to get more involved with my university and my community all while completing two degrees! I am so thankful to have been able to have such an amazing opportunity.” - Wala Majid*

Wala received an Associate of Science degree from Moraine Valley Community College, and a

### **THE ASSOCIATE DEGREE REQUIREMENT**

Research indicates that students who complete their associate degree prior to transfer are more

Bachelor of Health Administration from Governors State University. She was awarded both the “Extraordinary Commitment to DDP Community Service Projects” for most time committed to DDP community service projects and the “Dual Degree Program Peer Mentor Program Award” for most time dedicated to serving as a Peer Mentor.

likely to complete their bachelor’s degrees. According to a study conducted for the National Cen-



# DEGREES AND ADVISING

ter for Educational Statistics, 43% of those who obtained an associate degree prior to transfer graduated with a bachelor's degree within five years while only 17% of those who transferred without any credential did so (as cited in Wellman, 2002). In addition, the National Student Clearinghouse Research Center's research supports the claim that baccalaureate attainment rates are significantly higher for students who transferred to a university with a two-year degree or certificate (72%) than for those who transferred without that credential (56%) (2012).

One myth the Dual Degree Program continues to debunk is that the sooner community college students transfer to a four-year institution, the better. In the past – and even sometimes now – students have been encouraged to enter four-year institutions as soon as possible. As a result, many community college students ultimately transfer without completing a coherent body of study or reaching a milestone for future success. Research indicates that community college students who complete associate degrees prior to transfer are more likely to complete bachelor's degrees, and they do so in a shorter period of time (Doyle, 2006). Completion of the associate degree is an important milestone for students and ensures students are pursuing a **coherent plan of study**, not just accumulating credits.

## CONTINUOUS IMPROVEMENT

While the DDP is fully scalable, a commitment to continuous improvement ensures success.

### Suggested approaches to program enhancements:

- Use a 30 credit hour model to allow students a full academic year, including summer, to accomplish goals
- Provide case-by-case analysis of student circumstances as appropriate to assist with management of program requirements. As an example, a student requiring one semester of part-time status to manage a family crisis might be best served with an exception to the full-time rule, rather than officially stopping out of the DDP
- Offer Transfer Specialist cross-training
- Examine program databases and recordkeeping methodology to determine if it produces the best results, works effectively and efficiently, and meets program needs
- Evaluate software that integrates with the college/university's Enterprise Resource Planning to maintain cross institutional data
- Discuss student initial eligibility, academic progress, and ongoing DDP eligibility between institutions
- Develop a plan to assist DDP students as they transfer to the four-year institution

## STUDENT INCENTIVES

Financial, social, academic, and personal program incentives continue to be ranked by DDP students as important and motivational tools to their success.

### Suggested program benefits and incentives

- Engaged academic advisement at the community college level
- A customized program at the four-year institution to introduce DDP students to the campus, community members, services, and programs
- Tuition lock-in that allows students to receive the four-year institution rate based on the semester

in which they enrolled in DDP at the community college

- Four-year institution catalog lock that allows students to be admitted to the institution using the catalog year by which they enrolled in DDP at the community college
- Eligibility to apply for four-year institution scholarships exclusively for DDP students that provide the opportunity to graduate debt-free, or with as little debt as possible
- Guaranteed admission to the four-year institution (some exclusions may apply for limited enrollment programs)
- Waiver of the four-year institution application fee
- Access to four-year institution services (such as the fitness center, computer lab, and library) and student discounts such as the student ticket price for plays, performances, and sporting events
- Graduation cords and ceremonies for the completion of the associate degree and the completion of the bachelor's degree
- Peer support and assistance via a qualified team of trained DDP student staff who are visible on-campus and at DDP programs/events, and also lead student outreach initiatives
- Invitations to student-centered, immersive programming such as career workshops, resource workshops, socials and outings, financial workshops, and monthly community service projects
- Leadership development and networking opportunities

## THE ENGAGED ADVISING MODEL

### *The DDP Transfer Specialist*

Success depends on a trusting relationship between the DDP Transfer Specialist and the student. Building trust requires easy accessibility and frequent interaction. Dual Degree Program Transfer Specialists advise DDP students from the time they show interest in the program until the

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*“Consistency of the Transfer Specialists is key. I love that students have someone to see and talk to and who is both accessible and readily available.” - Kankakee Community College DDP Liaison*

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time they have completed their associate degree, are admitted to the four-year institution, and are assigned to an academic program advisor. From the beginning, DDP Transfer Specialists implement engaged advising, providing appropriate information and clear advice.

We suggest that the DDP Transfer Specialists arrange office hours that merge with the community college's campus culture, including both morning and evening hours as necessary. Face-to-face meetings should be supplemented by email, Skype, and telephone.

### ***Transfer specialists should:***

- Build a relationship with students by interacting with them at all DDP workshops and ceremonies, and by being approachable and available.
- Serve as a resource to students using campus resource guides that are regularly updated so that students receive timely and accurate information.
- Focus on providing early structure and support while actively seeking ways to eliminate roadblocks to student success.

When Transfer Specialists are proactive in their efforts with students, the results are gratifying.

These efforts include assessing students' needs, educating students on their options, initiating student contacts, recommending campus and community resources, providing students with timelines/checklists for next steps, and conducting follow-up contacts.

## **CONTINUITY FACILITATES STUDENT TRANSFER SUCCESS**

Governors State University Transfer Specialists and community college counselors and advisors work with DDP students to assist them in progressing seamlessly from one school to another. As DDP students reach their final weeks of enrollment at

the community college, it is essential to keep them engaged to minimize losing students before transfer.

### ***Strategies for maintaining engagement with students***

- It is important to remain in contact with DDP students even after the end of their final semester at the community college. These ongoing points of contact should include reminders to students regarding their enrollment at the four-year institution.
- To optimize communication, Transfer Specialists can continue to compare their transfer roster to the four-year institution's admissions processing and enrollment database on a regular basis.
- Students who still have a missing admissions application, a pending admissions status, or are enrolled less than full-time should be contacted for an inquiry about their status. Students should also be introduced to their four-year institution advisor to confirm they are ready to begin with their program.
- Once final grades are received, students' study plans can then be updated to record their final enrollment status at the community college.

DDP programming and peer mentoring play an important role in continuity. Although Peer Mentors have fewer working hours in summer months, as well as during the fall to spring break, they should still be held accountable for maintaining communication with mentees. Once the semester has concluded, these communications often focus more on the transfer process and experience, and are social and resource-centered.

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*“The Transfer Specialists and my peers have helped to remove the fear of moving forward out of the process. I feel like I can and will accomplish all of my educational and life goals because I have the support of my DDP family to lean on. I am empowered.”- Addison Jackson Jr, DDP alumnus*

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# THE DDP STUDENT JOURNEY

## INDIVIDUALIZED ACADEMIC PLANS

In the Governors State University DDP team’s experience, students, whether at the community college or four-year institution, benefit from mapped plans from matriculation to graduation. Articulation agreements are useful for outlining the transfer policies from one institution to another and when converted into a transfer guide, they provide a view of course equivalencies. The DDP uses these approved transfer guides to create individualized academic plans, thus providing the structure needed for successful completion of both degrees.

The Complete College America report (2011) indicates that colleges should “require formal, on time completion plans for every student, updated annually” (p. 13). The College Completion Tool Kit (2011) notes that the “lack of a coherent, navigable, and transparent transfer process both increases the cost and time needed to earn a degree and diminishes the likelihood of completion” (p. 11).

# 1

A student enrolls in the DDP

# 2

DDP Transfer Specialist lists completed and pending courses (by term), grades, and GPA into the student's academic plan

# 3

First personalized advising session discusses student's academic and career plans, and reviews current academic record

# 4

Transfer Specialist calculates the number of courses and credit hours the student has remaining before the associate degree is complete and the student is ready for transfer, and when that anticipated transfer term will be

# 5

Transfer Specialist and student continue to review the academic plan together at least once per semester

# 6

Academic plan is updated as needed, and specific plans are created to ensure the student understands their next steps

# 7

DDP Transfer Specialist continues to encourage the student to participate in activities, confirms with the student that their FAFSA has been completed, and reviews a transfer checklist if the student is in their final semester at the community college

## Ongoing DPP programming and peer mentoring supports

**Peer Mentors** should assist DDP students with their four-year institution navigation tools – such as how to access and use the student portal, the process for searching for and purchasing textbooks, how to navigate the campus, and explaining how each of these may differ from the community college experience.

- **Programming** can include workshops on campus and community resources that students may find beneficial like local banks, medical services, grocery stores, places of worship, dining/entertainment, and food banks/sources.
- **Semester breaks** are the perfect time to host family-oriented DDP events on the four-year institution campus. This not only provides an opportunity for incoming DDP transfer students to visit the campus, but it also accommodates and includes those who may have families of their own.

Once DDP students officially begin at the four-year institution, they should be urged to engage in the campus culture, while also remaining identified as a DDP student. They should still receive DDP program invitations, be contacted for a “check-in” by student staff (at minimum, during the three week mark of each semester and again at the mid-point of the semester), and be encouraged to reach out to a DDP team member or student staff member should they need any assistance. Often, DDP students at the four-year institution utilize the chance to visit with student staff during open office hours to take a break from the routine of the

day, seek advice, and simply be a part of a familiar setting.

## THE FOUR-YEAR INSTITUTION CHOICE

GSU supports DDP students regardless of their four-year institution choice. Here’s how DDP Transfer Specialists guide students along the way so they can enroll at the four-year institution that best meets their needs:

- Retrieving transfer guides and catalog information for the destination four-year institution and intended major
- Creating a study plan to match the lower-division requirements of the intended institution
- Assisting students in finding the four-year institution’s scholarship resources and application procedures
- Researching any early enrollment/guaranteed admissions programs or admissions events for students to attend
- Directly contacting the four-year institution for any information that is unclear or not easily located online or within the catalog
- Continuing to follow-up with the students just as with any DDP student
- Encouraging students to remain active in DDP, to apply for admission to the partner four-year institution, and to apply for DDP scholarships (if eligible)
- Emphasizing that if their plans change along the way and their final four-year institution choice is not the partner institution, they will have not missed transfer opportunities.

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*“Immediately after enrolling in DDP, I started to enjoy all the benefits offered only to DDP students including guaranteed admission to GSU and transfer specialist services. I was also awarded the GSU Promise Scholarship, which covers the full cost of tuition, academic fees, and textbooks. Thanks to the scholarship, I graduated debt free. DDP inspired me to become a better student, a better citizen, and increased my interest in helping the community.”*

– *Yadira Bustamante, DDP Alumna*

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## **MAKING A DIFFERENCE THROUGH FINANCIAL SUPPORT AND PHILANTHROPY**

The pursuit of a college education requires a financial investment. The community college and/or four-year institution can play a role in helping students succeed financially by providing support through philanthropic efforts and scholarships. For GSU, this comes in the form of the **GSU Promise Scholarship and DDP Honors Scholarship**, both of which are only available to DDP Students. Since inception, 44% of scholarship applicants have received a DDP scholarship. The goal of these scholarships is to provide students with the opportunity to graduate debt-free or with as little debt as possible.

The **Promise Scholarship** was created by GSU President Dr. Elaine Maimon and Dr. Mort Maimon to assist economically disadvantaged students in completing a bachelor's degree. President Maimon began a fund-raising campaign aimed at building a GSU endowment fund designated specifically for transfer students who qualify for need-based aid. The competitive scholarship is open to GSU DDP students who are eligible for the Federal Pell Grant and have a 2.75 GPA or above. Scholarship awards cover the full cost of GSU tuition and fees above the student's Federal Pell Grant and Illinois Monetary Award Program (MAP), plus a book stipend. The scholarship is awarded for a maximum of four semesters.

The **DDP Honors Scholarship** is a competitive, merit-based scholarship. Similar to the GSU Promise Scholarship, the DDP Honors Scholarship covers the full cost of tuition and fees at GSU for a maximum of four semesters. To qualify, DDP students must be active members of their community college Honors Program or chapter of Phi Theta Kappa Honors Society and must have a GPA of 3.5 or above.

GSU also recently created the **DDP Chicago STAR Scholars Scholarship**. This competitive, merit-based scholarship is open to students who are enrolled in the GSU DDP, are enrolled in the Chicago STAR Scholars program, and are active members of their community college Honors Program or chapter of Phi Theta Kappa Honors Society. Students

must also have a 3.25 or above GPA. There are two scholarship categories: one scholarship award covers \$2,000 for books/campus dining (\$1,000 per fall and spring semester each) for a maximum of four semesters; and the other covers \$7,200 annually for campus housing for a maximum of two years.

Those who qualify are encouraged to apply for both awards, although students may only be awarded one scholarship. The scholarship application cycle opens every fall and spring semester and the application materials outline full eligibility criteria, application procedures, and scholarship recipient responsibilities. The scholarship committee consists of the DDP Director and a DDP student staff member, along with University staff from various departments (Financial Aid, Admissions Processing, and Housing). The committee members complete a thorough blind scoring process and review every completed application packet. DDP Transfer Specialists also offer step-by-step guidance to students on completing, requesting, and submitting their application materials.

### ***Suggestions for providing financial support to DDP students:***

- Commit to providing targeted financial support to low income students, rather than awarding financial support based only on GPA. Designate an alternate recipient for each scholarship in case the first recipient is no longer eligible or elects to attend another university.
- Launch fundraising campaigns for these special cross-institutional scholarships.
- Be aware of the special scholarship needs of DREAMers and other groups not eligible for state and federal support.



# INNOVATIVE STRUCTURES AND ROLES

DDP students who engage with the team of peer mentors, known as Student Transition Assistants, have been asked about the value they received from those relationships. Their responses reveal common themes including the importance of receiving emotional support, advice, and an inside perspective. Additionally, the engagement builds confidence in students:

*“Joining the Dual Degree Program, and participating in the DDP Peer Mentor Program, was easily one of the best decisions I have ever made. I have grown personally and professionally by participating in DDP community services and other events. I have made valuable networking opportunities as well as friendships that will last a lifetime.”-Stefany Sigler, DDP alumna*

## HIGH IMPACT PRACTICES

High impact practices (HIPs) are “learning and teaching practices that are highly beneficial to college students and lead to higher rates of retention and engagement” (Kuh, 2008). Community colleges and universities can work together to improve pedagogy through HIPs. High impact practices central to the DDP’s success include:

- collaborative assignments and projects
- service- and community-based learning
- study abroad and cultural engagement opportunities, through which students gain perspective of different life experiences and of our communities

See the appendix for a list of specific strategies for incorporating HIPs into Dual Degree Programs.

## PEERS INFLUENCE SUCCESS

Research summarized by Townsend-Green in 2009 confirms that peer mentorship is an effective way to provide undergraduates with role models to support them both socially and academically. They also create a positive campus climate. According to Collier (2017), peer mentoring is a contributing factor to college adjustment and satisfaction: “Peer mentors and mentees are more likely than participants in hierarchical mentoring relationships to share a common perspective with regards to how they understand and enact the college student role.” Collier also cites research indicating that mentoring can lead to higher GPAs and better retention. Peer support for students is vital as they transition from the community college to the four-year institution.

At the program's inception, the DDP included a group of Peer Mentors and several peer Student Transition Assistants. Based on four years of careful observation, these evolved into a streamlined team of Student Transition Assistants (STA). These student staff members have a physical presence on the four-year campus and attend every DDP event. They have thorough knowledge of campus departments, policies, and contacts.

- **Peer Mentors** provide support to an assigned group of students through individual and small group interactions. They are accountable for maintaining and tracking communication.
- **Student Transition Assistants** provide support to DDP students collectively. DDP students seek out STAs for assistance navigating their new institution. The STA team also takes the lead on transfer initiatives and student programs.

At Governors State University, we find that students are receptive to assistance and guidance from their peers and can best identify with their peers' challenges, achievements, and pursuits of success. Peer support programs engage a diverse group of students on topics including communication and public speaking, diversity, active listening, bystander intervention, conflict resolution, campus and community resources, ethics, and Title IX.

## **THE CENTER FOR THE JUNIOR YEAR: BLENDING NATIVE STUDENTS WITH TRANSFER STUDENTS**

Integrating native and transfer students in the junior year is a challenge for all universities. DDP students have the distinct advantage of having peer mentors and transfer specialists as guides. Nonetheless, we have developed an innovative approach to serve all transfer students.

While there are innumerable examples of Transfer Centers or specific junior year experience programs, GSU's Center for the Junior Year (CJY) is distinctive. One important goal is to prepare first-year students and sophomores to become juniors. The services of the Center are available to GSU native students and to DDP first- and second-year students.

Working with Academic Advisors and Peer Success

Coaches, students have a "safe zone" to share their concerns, personal and professional, and to design solutions that fit their particular educational circumstances. The motto of CJY is "mission before major." DDP students, as well as native GSU students, identify personal and professional goals and explore ways to prepare for majors that will support those goals.

The Peer Success Coaches and Academic Advisors help students to investigate majors they never heard of in high school (e.g. Health Informatics) and to understand the application of humanities majors to a wide range of careers. DDP students, as well as GSU sophomores, are encouraged to try out prerequisite courses to see if a particular major is the right choice.

## ***Benefits of the CJY model***

- By working with Peer Success Coaches, or similarly trained advisors, students develop a better understanding of college expectations, as well as expectations for life after college.
- With support from the Center, students better understand what it means to work with a mentor, how to approach individuals to be mentors, how to make themselves marketable, and how to engage with program advisors, faculty, career services, and student leadership.
- Through training and a specialized focus, faculty learn how to better mentor students to help them reach their full potential.

## **GSU'S COMMITTING TO EQUITY AND INCLUSIVE EXCELLENCE PROJECT**

Governors State University is one of 13 institutions selected to receive grant funding from the Association of American Colleges and Universities to develop replicable, equity-focused, and campus-based strategies for student success. GSU's overall equity project goal is to ensure African American students, specifically African American transfer students, are successfully retained and persist to graduation. GSU's campus project focuses on promoting student success and addressing equity gaps in the junior year of college, incorporating faculty development to teach diverse populations of students, and providing academic support for students.

Thanks to this project, GSU has

- Reduced the equity gap for retention of African American transfer students from 5.1 percent in 2014–15 to 3.7 percent in 2016–17
- Offered Equity Training to faculty, staff, and students working with transfer students
- Seen 37.5% of the 56 faculty, advisors, and academic support staff who participated in Equity Training submit successful mini-grant proposals, impacting nearly 65% of GSU's undergraduate student population
- Benefited from the completion of 24 Equity Mini-Grant Projects by GSU faculty and staff, including
  - *Building Professional Etiquette in the Junior Year* by Kristina Anderson
  - *Creative Communication Strategies: Public Relations and the Retention of African-American Transfer Juniors* by Lara C. Stache
  - *Utilizing Self Authorship to Assess and Develop Best Practices to Enhance Junior African-American Male Students Collegiate Experiences* by Robert Clay
  - *Pathways to Success: A Career Group Mentoring Program* by Gisela Grumbach and Pamela Brown
  - *A Crash Course in Chemical Literacy* by Sulbha Wagh

## **NURSING PATHWAY: INNOVATIVE APPROACHES TO DEGREE ATTAINMENT**

GSU and Prairie State College (PSC) have developed a **blended degree program** that offers all the advantages of earning both associate and bachelor's degrees in Nursing without having to reconcile course or transfer requirements between programs at different schools. The GSU/PSC Nursing Pathway was designed to leverage the benefits of attending two schools while streamlining the attainment of the desired educational outcome. PSC's nursing program is highly competitive because of its excellent reputation. PSC AAS-Nursing program students have a 90% first time NCLEX-RN pass

rate, making PSC one of the most successful pre-licensure programs in the State of Illinois. GSU has state-of-the-art nursing laboratories and nursing faculty comprised of local, national, and international leaders, advanced practice nurses, seasoned educators, and doctorally-prepared researchers.

### ***How it works:***

- Students apply for freshman admission into the Nursing program at GSU and are then guided through GSU's ROAR (Resources, Orientation, Advising, and Registration) processes.
- Year 1: Students take general education and prerequisite courses for both the AAS-Nursing and BSN at Prairie State.
- Year 2: Students complete the seven credit hour course to become a Certified Nursing Assistant. Credit is awarded by PSC and the course is taught by PSC faculty. Students have an exclusive opportunity to complete the CNA course in the state-of-the-art nursing laboratories at GSU. Students also apply for the PSC AAS-Nursing program in their second year at GSU.
- All qualified GSU students are considered for admission and the top 20 students in the GSU/PSC Nursing Pathway are guaranteed admission to the PSC AAS-Nursing program. Students participating in this program pay in-district tuition at PSC no matter their address.
- Years 3 and 4: Students apply to the BSN program and take coursework to complete the general education and elective requirements at GSU as well as the AAS-Nursing degree from PSC. Students also take the NCLEX-RN examination while transitioning into the GSU BSN program. Students successfully completing the AAS-Nursing degree at PSC and earning the RN are guaranteed admission to the GSU BSN program.
- Year 5: If students attend full time and move through the program as designed, they will earn their Bachelor's Degree in Nursing from GSU in the spring semester of their fifth year.
- Earning the BSN from GSU guarantees students' admission into the Master of Science in Nursing



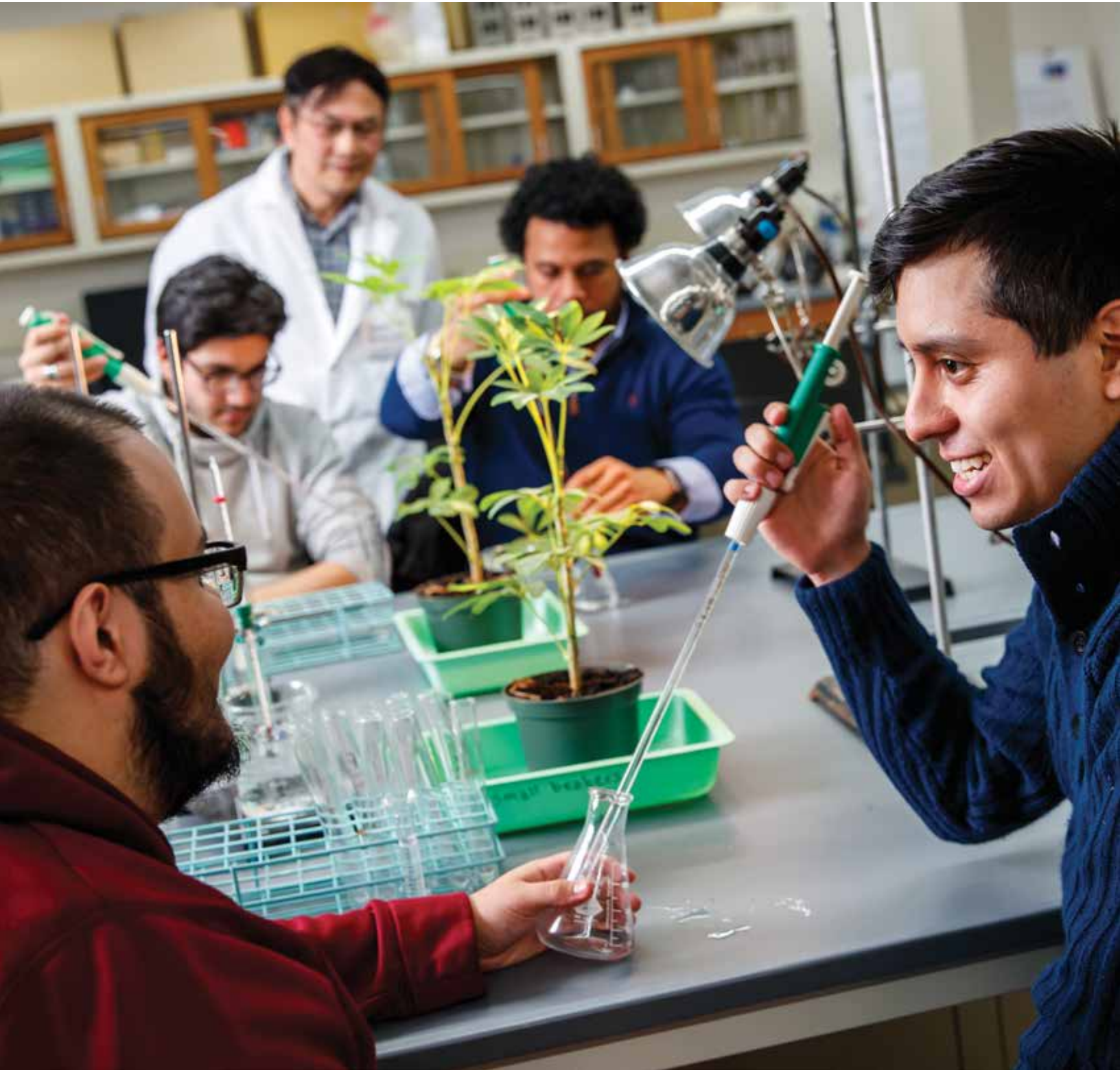
(Nursing Administration Concentration) or the Master of Science in Nursing - Clinical Nurse Specialist in Adult Healthcare program.

***Benefits of this program include:***

- Supplemental instruction opportunities and mentoring by PSC and GSU nursing faculty
- Eligibility to live in GSU's dynamic residential community, Prairie Place, which offers academic and personal support, faculty-in-residence, and

access to classrooms and nursing laboratories just a few steps away

- Assistance from GSU and PSC Financial Aid Advisors to navigate the consortium agreement that allows students to take classes at the community college and four-year institution at the same time
- Flexibility to focus coursework on one campus at a time, GSU or PSC



A woman wearing a black hijab and a man with glasses are working in a laboratory. The woman is holding a pipette and looking down at it. The man is looking at the woman. The background is a laboratory setting with various pieces of equipment.

# SPECIAL POPULATIONS

The Dual Degree Program is not one-size-fits-all. Additional support for key populations of students may help reduce attrition at the community college and four-year institution. This section of the guidebook offers a glimpse into GSU's efforts to serve and support several key populations.

## THE MALE SUCCESS INITIATIVE: SUPPORTING MEN OF COLOR

The story of the Male Success Initiative (MSI) shares a common thread with the history of the DDP. As our experience with the DDP continued, GSU grew increasingly aware of challenges relating to attrition at both the community colleges and at four-year institutions. Nationally, research reveals a common gender and racial gap in higher education, with women outpacing men in degree completion and graduation rates. Men of color lag even further behind than the general population. As of 2008, “only 30% of African Americans and 20% of Latinos ages 25 to 34 had attained an associate degree or higher in the United States, compared to 49% for White Americans and 71% for Asian Americans” (Lee & Ransom, 2011, p. 9).

The Dual Degree Program has been committed to addressing this challenge from the start. GSU and Prairie State College (PSC) were strong DDP partners and both had excellent programs on their own campuses to enhance enrollment, retention, and graduation of male students, with a focus on men of color. For this reason, GSU leaders reached out to PSC to explore the possibility of expanding the DDP partnership to link their two Male Success Initiatives in an effort to multiply their impact.

The GSU-PSC Core Team met regularly to study and develop plans, ultimately resulting in the Dual Degree Program-Male Success Initiative (MSI). Core Team members conducted research on effective strategies to enhance the success of men of color in college. They embraced the work of Dr. Shaun Harper, a leader in research and practice in this field. As they began developing a comprehensive Strategic Plan, they were guided by his research including “Eight Standards for Black Male Campus Initiatives” (Harper and Kuykendall, 2012). GSU was granted permission from The Kresge Foundation to use remaining DDP funds to launch the MSI. The Kresge Foundation, encouraged by DDP’s success, awarded GSU a second grant to disseminate the DDP nationally and to expand the Male Success Initiative.

The Male Success Initiative focuses on **civic engagement, cultural exploration, curricular enhancement, and character enrichment**. The initiative is

based on the multicultural premise that a group must recognize and affirm itself before it is able to share and appreciate the differences of others.

The MSI partnership and Core Team continues to expand to area community colleges. When a male student of color first becomes involved in DDP, the DDP Transfer Specialist connects the student to the Coordinator of MSI at their community college, and our community college MSI partners refer eligible students to enroll in DDP if they have not already done so.

Through generous donations to the GSU Foundation and Alumni Association, GSU is able to offer two \$500 scholarships per semester to DDP students who are also participating in the Male Success Initiative program.

## VETERAN STUDENTS AND FAMILIES

GSU’s Veterans Resource Center (VRC) provides support to veterans, active-duty service members, and their family members who are pursuing their education. Most of the department’s staff members have a military background and therefore understand military culture and language, an advantage in meeting the needs of veteran students and their families.

### *The Veterans Resource Center provides:*

- Personal meetings with each new veteran who enrolls at Governors State University
- Individualized assistance in navigating the application process for GI Bill benefits and other sources of financial aid
- Military tuition rates for active duty, National Guard, Select Reserve service members, military spouses, and eligible dependents
- Career transition resources, including an online tool that helps students translate their military experience into corresponding civilian jobs
- Academic resources such as computer lab access, printing services, tutoring, and Veterans Affairs work study positions
- A private veterans lounge where students can receive support, study, and connect socially

In addition, the Veterans Resource Center and GSU's Student Veteran Organization participate in events and service opportunities throughout the campus and local community. This includes volunteering with the American Legion to support homeless veterans and current service members, and conducting the annual Veterans Entrepreneurial Boot camp for local veterans and veteran students to learn about creating and managing their own small businesses. The VRC is also a member of the Chicagoland Veterans Higher Education Affinity Group, which works closely with Chicago area colleges and four-year institutions. The VRC takes pride in providing the best service possible when processing student's educational benefits and enacting programs for the veteran student's assistance, and collaborates with other regional School Certifying Officers to discuss best practices and share ideas for initiatives to implement.

To assist students in staying on course to graduation, the VRC tracks students' progress using GSU's Starfish platform, known as the **GSU STAR Student Success Network**. Students identified as at-risk in their courses are contacted and students in need of assistance are connected to support services that specialize in assistance for veterans.

## **INTERNATIONAL STUDENTS**

GSU is home to a diverse population and GSU students currently represent more than 15 countries around the world. The Office of International Services (OIS) at Governors State University serves all international students, international faculty/staff, study abroad students, and their families. OIS helps international applicants navigate the admissions process from prospective student status to graduation. OIS recruits international students, collects required documents, prepares applications for admissions decisions, and sends admitted students the required documentation for their VISA interviews abroad. The Office of International Services also assists students with questions or concerns about maintaining their immigration status, advises students on Curricular-Practical Training and Optional Practical Training regulations, and educates students on filing the proper paperwork to the United State Citizenship and Immigration Services.

OIS seeks to improve the academic, cultural, and social experiences of GSU students. Each semester

the department hosts an International Student Orientation to both inform new international students on how to maintain their immigration status while in the U.S. and to acclimate them to GSU and the U.S. culture.

International students who transfer from a DDP partner school with a completed associate degree may be eligible to receive a discounted international tuition rate while earning their bachelor's degree at GSU. International students typically pay the out-of-state tuition rate at Illinois state universities. However, with GSU's discounted rate, international students receive a 35% tuition reduction (percentage discount is approximate based on tuition rate and multiplier calculation). To be eligible for this discount, students must have international student status, documentation of their completed associate degree and a minimum 2.0 GPA.

### ***Suggested on and off-campus programming for international students:***

- Employment workshops to educate international students regarding their employment rights and benefits under their visa status
- Organized explorations of local sites/attractions
- International cooking classes
- Cultural programming events
- Events and celebrations during International Education Week
- An ongoing conversational program to bring students together to learn from one another and promote international student communications with domestic students

## **ADULT RETURNING STUDENTS**

As part of GSU's commitment to providing exceptional adult continuing education, GSU offers adult learners a flexible, adaptable adult education program: the Bachelor of Arts in Interdisciplinary Studies. It is a unique program designed for older students and provides all of the flexibility required by adults who are returning to finish a degree. This degree is also designed for community college students who transfer with an Associate of Applied Science (A.A.S.) degree in addition to the A.A. and

A.S. degrees. The B.A. in Interdisciplinary Studies degree program can be completed on either a part- or full-time basis. It offers a choice of 21 minors. Along with the ability to customize the coursework to meet a student's specific vocational and career goals, students are permitted to transfer up to 80 credit hours in lower-division courses to GSU.

GSU's Bachelor of Arts in Interdisciplinary Studies recognizes the hard work that many adults have put into building careers along with their various life experiences, which is why GSU offers college credit for work experience. Along with military experience, the Interdisciplinary Studies program allows students to earn credits through:

- CLEP (College Level Examination Program)
- DANTES (Defense Activity for Non-Traditional Education Support)
- Training through organizations that offer ACE (American Council on Education) credit

To demonstrate college level learning through life experiences, students can submit a Prior Learning Portfolio for College Credit, which is assessed by faculty evaluators. Any awarded credits can then be used to accelerate a student's degree completion.

## **HONORS TRANSFER STUDENTS**

High achieving transfer students with an honors status from their community college are invited to join the GSU Honors Program (HP) upon their transfer. To promote equity and access, new transfer students can enter the Honors Program regardless of their community college GPA but must

meet the HP GPA and other graduation criteria at the time of graduation. Students can earn points towards their HP completion by fulfilling honors enhanced courses, HP contracts, Study Abroad, research, leadership activities, and completing a minor or double major.

Recipients of the DDP Honors Scholarship are expected to enroll and participate in the GSU Honors Program. To measure if students are on track to meet this requirement, the Honors Program and DDP work together to communicate about the student's status and to follow up with students in danger of not fulfilling this requirement. The DDP Honors Scholarship encourages students to earn their associate degree while completing the honors program experience at their community college, and aims to create a seamless community college to four-year institution honors program experience.

Every academic year, the Honors Program hosts a variety of events to benefit all honors students. including the annual pinning ceremony, social functions, fundraisers, the annual program retreat, the HP study abroad program (which incorporates the upper division HP seminar course), and a research symposium. The GSU Honors Program Student Council is also committed to providing an effective communication bridge between faculty, staff, and Honors Program students. Students in leadership roles within the Council are charged with modeling leadership, enhancing learning experiences, developing initiatives, and promoting connections in and out of the class in order to engage students.



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# APPENDICES

## DUAL DEGREE PROGRAM PERSONNEL ROLES AND RESPONSIBILITIES (ANNOTATED VERSIONS)

### *Director*

- Manage the operations, strategic plan development, programming efforts, and assessment of DDP
- Hire, train, supervise, lead, and evaluate the DDP team
- Develop and maintain DDP marketing and promotional materials in collaboration with Marketing
- Seek out DDP eligible lists from DDP community college partners
- Provide DDP student pipeline data and student success data to community colleges on a regular basis
- Act as a liaison to community college partners and collaborator with four-year institution constituents
- Implement initiatives that support students from their enrollment in DDP to community college graduation and subsequent transfer
- Positively represent the four-year institution, community college partners, and the Dual Degree Program internally and externally
- Build relationships among and between students and staff at both the four-year institution and community college partner campuses, as well as among other stakeholders
- Collaborate with other members of the four-year institution to help recruit, retain, and graduate four-year institution students
- Coordinate processes for DDP scholarships, marketing of DDP scholarships, and monitor progress and eligibility of scholarship recipients
- In collaboration with DDP staff, maintain reports of all DDP students and manage data to preserve accurate records
- Complete/coordinate departmental administrative duties, budget and procurement, reporting, and committee participation

### *Transfer Specialist*

- Advise and assist students in developing an academic plan from the time they enroll in DDP until the time they complete their associate degree, are admitted to the four-year institution, transfer,

and are assigned an academic advisor

- Coordinate and host DDP enrollment activities and events
- Interpret and develop expertise in program, graduation, and community college/four-year institution requirements, and communicate them effectively to DDP students
- Develop a rapport with students, create and share transfer resources, act as a liaison to the four-year institution, and support students' transition to the four-year institution
- Collaborate closely with the DDP Liaison and with other administrators, staff, and faculty at assigned community colleges, adhere to their campus policies and procedures, and become an integral part of the work environment
- Monitor and update the academic progress of DDP students and inform students and the appropriate community college personnel of students' ongoing status in DDP
- Maintain appropriate forms to facilitate recordkeeping, maintain data for all DDP students at assigned community colleges, and prepare DDP reports
- Act as a liaison for four-year institution committees or as a representative for special projects, and coordinate services with other programs and departments
- Assist in program operations and assessment, including participation in continuous improvement processes and development and accomplishment of unit strategic plan
- Assist with and/or provide leadership for the development and implementation of DDP events and ceremonies

### *Coordinator of Peer Mentoring & Transition Programs*

- Develop, manage, and assess an inter-institutional peer mentoring program that provides support for students from their enrollment in the DDP through their associate degree completion, transfer, and bachelor's completion
- Recruit, hire, train, supervise, and evaluate Peer Mentors and Student Transition Assistants
- Recruit mentees, effectively match mentees and mentors, and track/monitor all components of the peer mentoring program

- Collaborate with other members of the DDP team to recruit and retain students into DDP
- Develop and implement inter-institutional and multigenerational programs to develop students' academic, social, and emotional transitions, along with their professional development
- Coordinate and evaluate all DDP programming including serving as the point person, ensuring all elements are properly communicated, overseeing materials, coordinating roles, and providing program data reports
- Collaborate with and build relationships with community college and four-year institution departments to foster student success, leadership, and degree completion
- Create and monitor online and face-to-face social networks
- Accompany assigned students to programs sponsored through DDP and actively promote leadership, accountability, and best practices in student development
- Act as a liaison for four-year institution committees or as a representative for special projects
- Be a reliable and energetic role model and advocate for student success
- Coordinate welcome activities/receptions for DDP students and coordinate community service activities as assigned
- Assist in the planning and implementation of all DDP events

### ***Liaison (Community College Employee)***

- Serve as the point of contact for negotiating location, days, and times for DDP Transfer Specialist visits
- Act as the primary designee to sign new DDP enrollment forms (and, if desired, assign advising/counseling staff as designees)
- Fulfill the role of principle recipient of DDP data reports, DDP Newsletters, scholarship recipient lists, and other DDP reports, lists, and news
- Disseminate DDP enrollment, program, and staff updates to community college personnel
- Represent the partner community college at DDP ceremonies, as available

### ***Memorandum of Understanding (Sample Elements)***

#### 1. Program Structure

- Guidelines for student eligibility and enrollment in DDP (as well as any program exceptions for enrollment)
- Specifics regarding the provision, duties, and outcomes of academic advisors and advising sessions
- Details on the authorization for disclosure of education records from each institution, how the authorization is to be collected, and what can be disclosed as a result of the authorization
- Policies and procedures that students must adhere to for each institution
- Requirements students must meet to continue as an active DDP student (both at the community college and four-year institution)
- Services students have access to at the community college and four-year institution
- Applicable tuition rates and financial aid processes for students while enrolled at the community college
- Disclaimer that coursework at the community college is subject to transfer credit policies at the four-year institution

### ***Peer Mentor***

- Serve as a mentor to DDP students at the community college and four-year institution
- Help newer DDP students adjust to the demands of higher education while building a social network
- Make individual and group contacts and connections with mentees and participate in social activities, specialized workshops, and community service
- Meet with DDP students to assist with items such as transition steps, goal setting, overcoming obstacles, navigating institutional systems, and locating resources
- Introduce potential DDP students to a Transfer Specialist
- Coordinate community service activities as assigned

### ***Student Transition Assistant***

- Support the mission of DDP by helping to give students a seamless transition from associate to bachelor's degree programs
- Serve as a thoughtful guide for DDP students new at the four-year institution
- Act as a knowledgeable facilitator who provides pathways to people and resources



- Process for students to withdraw (and stipulations for students to automatically be withdrawn) from DDP
  - Data sharing agreements (what will be shared, with whom, and when)
  - Statement of non-discrimination
2. Requirements students must meet to qualify for the four-year institution tuition- lock in/guaranteed tuition plan (and an outline of the tuition lock-in details)
  3. Recordkeeping and protection/privacy responsibilities of both institutions
  4. Term(s) of the agreement as well as the process and conditions for terminating the agreement
  5. Statement indicating each institution serves as an independent contractor
  6. Disclaimer that the agreement is intended to be non-exclusive
  7. Establishment that the signed agreement constitutes as the entire agreement and may not be otherwise changed without written consent from both parties
  8. Acknowledgement that this joint agreement shall be governed and construed in accordance with the substantive laws of the State regardless of any conflict of laws provision
  9. Community college and four-year institution signatures, solidifying the agreed upon responsibilities of both parties
- Community College ID#
  - Name
  - Address
  - Home and Cell Phone
  - Personal and School E-mail
  - Date of Birth
  - Gender
  - Intended Four-Year Institution Major
  - Checkboxes For Indication Of:
    - Types of Financial Aid Currently Receiving
    - Veteran or Active Duty Status
    - Ethnicity Origin
    - Mother's Education
    - Father's Education
  - Student's Consent Statement
  - Student's Signature and Date
- Equal Opportunity disclaimers
  - Indications of optional sections
  - Methods to submit DDP Enrollment Form
  - To be completed by community college:
    - Number Of Credits Completed By DDP Candidate
    - GPA
    - Current Program
    - Name and Title of Community College Representative
    - Signature and Date
    - Disclaimer: I attest that the above student is currently admitted and is in good academic standing

## ***Dual Degree Program Enrollment Form, Process, and Marketing***

### Suggested Components of Enrollment Form

- Program goal(s)
- Student benefits
- Student eligibility requirements
- Requirements student must meet to remain in DDP
- Student consent to allow staff from the community college and four-year institution to share and review academic progress, enrollment status, program completion status, and financial aid eligibility
- Accrediting bodies of both institutions
- Statement of non-discrimination
- To be completed by student:
  - Checkbox for International Student Status, if applicable

### Suggested Enrollment Process

- Student completes enrollment form
- Enrollment form is processed
- Student's information is entered into DDP database
- DDP welcome letter and DDP profile (to collect information such as student's interests, obstacles/challenges, and goals) are sent to student
- Student's e-folder is created
- Student meets with DDP Transfer Specialist
- Academic plan is developed
- Student attends DDP Induction/Orientation

## Enrollment Marketing (DDP Marketing Outlets at the Community College)

- Word of mouth (direct referrals from faculty, staff-most often advisors, and current students)
- Tabling events
- Classroom and workshop presentations
- Admissions events
- Program events and banquets
- Electronic notice to DDP-eligible students
- Postcard to DDP-eligible students
- Social media
- Flyer/bulletin
- Campus newspaper ads
- Local newspaper articles

# DUAL DEGREE PROGRAM SCHOLARSHIP FORM AND PROCESS

## Suggested Components of Scholarship Form

- Scholarship description
- Application deadlines
- Criteria
- Application procedures
- Scholarship recipient responsibilities
- Contact information for submitting application and required documents
- Application section to be completed by student:
  - Checkbox for Categories of Financial Aid Eligibility (if applicable to scholarship)
  - Checkbox for Membership in Honors (if applicable to scholarship)
  - Checkbox for GPA Requirement
  - Four-year Institution ID#
  - Name
  - Address
  - Home and Cell Phone
  - E-mail
  - Anticipated Four-Year Institution Semester of Enrollment
  - Cumulative GPA
  - Anticipated Four-Year Institution Major
  - List of Previous Colleges/Four-Year Institutions Attended (name and year of attendance)
  - Personal Statement (per prompt)
- Scholarship application checklist
- Contact information for submitting application and required documents
- Attachments: recommendation form and FAQ page

## ***SUGGESTED SCHOLARSHIP PROCESS***

- Where applies, confirm FAFSA completion and financial aid eligibility (at the four-year institution), and Honors membership (at the community college)
- Convene scholarship committee meeting prior to application deadline to review scholarship criteria, deadlines, scoring process, and a blank copy of the application forms
- Scan all application materials received for each applicant and redact all personally identifiable information and school references
- Provide redacted application materials, scoring form, blank copy of application forms, and condensed applicant list (with students still unidentified) to scholarship committee
- Convene scholarship committee meeting to review scoring, select awardees, and select alternates
- Update scholarship databases to indicate students awarded and declined, then notify students
- Send Thank You e-letter to all recommenders (along with a link to upcoming scholarship deadline and encouragement to spread the word)
- Notify DDP Liaisons of awarded students from their community college
- Schedule and conduct scholarship meetings with all new recipients to:
  - Welcome them to the four-year institution
  - Review all scholarship details and thoroughly discuss the scholarship terms of eligibility
  - Receive student's signature on their scholarship terms of eligibility and provide student with a copy

- Review final transcript for awarded degree and final GPA
- Where applies, review final FAFSA and financial aid eligibility status
- Confirm four-year institution enrollment status and contact information
- Notify student of next steps regarding scholarship awarding process
- Forward list of awarded students to any applicable personnel (such as Financial Aid for scholarship awarding/processing and Honors for notification of incoming students)

## DUAL DEGREE PROGRAM TRAINING

### Sample Elements for New Transfer Specialist Training

- Duties, responsibilities, and expectations
- One-on-one session with Director
- Academic advising best practices
- Academic program information sessions and reviews
- Campus introductions and tours
- Campus resources
- Catalog, transfer guide, and articulation agreements
- DDP events and ceremonies
- DDP forms, databases, and reports
- DDP history, program components, policies, workflow/timelines, and procedures
- DDP marketing and enrollment activities
- Four-year institution admissions criteria, policies, and procedures
- Human Resources session(s)
- Individual and team assessments
- Introductory outreach to students
- Meetings with designated DDP Liaisons for introductions and review of community college catalog, academic programs, resources, policies, and procedures

- Professional development opportunities
- Student records and FERPA
- Teambuilding
- Technology and the Student Information System

### Sample Elements for New Student Staff Training

- Duties, responsibilities, and expectations
- Applying icebreakers in group and one-on-one settings
- Case studies/What Would You Do?
- Community college and four-year institution resources research
- Conflict resolution
- DDP history and program components
- Diversity and inclusion
- Individual and team assessments
- Leadership
- Office conduct and telephone/email etiquette
- Teambuilding
- Tips for effective communication and listening skills
- Title IX, bystander intervention, and ethics

## HIGH IMPACT PRACTICES: STRATEGIES FOR IMPLEMENTATION

### Collaborative Assignments and Projects

This high impact practice combines “learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences” (para. 7).

### Ways to incorporate collaboration into the DDP program

- DDP Peer Mentors can be paired and assigned the task of coordinating monthly DDP community service projects, researching and presenting at DDP workshops, or leading a segment at a ceremony or workshop

- Peer Mentor dyads can be formed and held responsible for planning joint mentor/mentee outings and completing event preparation steps together, challenging them to listen to one another and work together
- Establishing a DDP scholarship committee seat specifically for a DDP Peer Mentor exposes student leaders to professional scenarios of collaboration and strategic thinking
- Small group roundtable sessions at DDP workshops also engage and encourage collaboration

#### Service and Community-Based Learning

Through this high-impact practice, students are given the opportunity “to both apply what they are learning in real-world settings and reflect” as well as “model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life” (para. 10).

#### Advantages of a Community-based Learning Approach

- DDP students are invited to participate in ongoing DDP community service projects, allowing students to apply their skills and strengths in service work with community partners, providing them with direct, hands-on experience
- Community service projects can be coordinated around career fields, making the project even more specific to applied skills
- As a post-discussion to community service projects, DDP students can be asked to collectively share the connections made and the lessons learned from the project

- To continue to encourage reflection, volunteers can be sent community service evaluations that challenge them to express the most impactful portions of the project

#### Diversity/Global Learning

A high impact practice that helps students “explore cultures, life experiences, and worldviews different from their own” (para. 9), ensuring a more global approach to education takes careful and conscious planning.

#### Considerations for incorporating diversity/global learning into a DDP curriculum

- When preparing program agendas for DDP workshops, it is imperative that a conscious effort be made to incorporate and address topics such as diversity, inequality, and cultural differences. Workshops centered on career tools, for example, could feature presentations and activities on cultural communication, gender and diversity dynamics in the workplace, and cultural competency
- All workshops should incorporate networking opportunities for students and staff
- Peer Mentor training should involve interactive sessions about diversity and inclusion, effective listening, perception, critical thinking, and the tools for an open-minded perspective
- Program organizers should make space for differences between mentor and mentee rather than matching them too closely









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