

MINUTES  
STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
SELECT COMMITTEE ON 2+2 ARTICULATION  
FLORIDA ATLANTIC UNIVERSITY  
BOCA RATON, FLORIDA  
NOVEMBER 2, 2016

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and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Alan Levine convened the meeting on November 2, 2016 at 3:45 p.m. with the following members present and answering roll call: Governors Levine, Link, Lautenbach, Stewart, and Tripp. A quorum was established.

2. Strategies for Improving 2+2 Articulation

Chair Levine provided an overview of the Committee's progress since its first meeting in March. He noted that in March and June the Committee learned about the statewide articulation law and policies, the pipeline of AA students coming to us from the Florida College System, and the performance of AA students within our state universities. He also noted that in September, staff from the University of Central Florida and the University of South Florida described programs they have developed in partnership with institutions from the Florida College System in order to increase access, provide greater clarity regarding pathways to completing a bachelor's degree, increase degree completion, and meet local workforce needs. He also noted that the University of Florida has a unique undergraduate program and that many of the state university programs are designed around the unique circumstances at each university and the Florida College System institutions as well. He added that 90 percent of AA students only apply to one university and that there are geographic reasons for that.

Chair Levine summarized the Committee's key findings from the first three meetings, listed below.

- The Articulation Coordinating Committee has primary responsibility for monitoring the statewide articulation agreement.
- 2+2 promotes recognition and use of the Florida College System as a point of entry for postsecondary education, and the articulation agreement provides the pathway to upper division programs at the university and the college.
- Our state universities have developed entrepreneurial partnerships with the Florida colleges to facilitate transfer for AA graduates.

- The Florida College System is a regional and national leader in producing AA graduates.
  - Two-thirds of all AA graduates apply to at least one state university.
    - 85% of those who apply are admitted.
    - Of those who are admitted, 83% enroll and they represent approximately half of all AA graduates.
- AA graduates comprise a significant portion of SUS total enrollment.
  - 25% of all enrolled undergraduate students are AA graduates.
  - Approximately half of all juniors and seniors are AA transfer students from the Florida College System.
- 68% of AA transfer students graduate within 4 years of transferring, which is on par with the graduation rate of native students.

Chair Levine then remarked that the Committee was on schedule according to the work plan approved on June 23. Chair Levine noted that the purpose of the meeting was to review issues identified during previous meetings and potential solutions. He added that the issues to be discussed were organized around four themes: the academic transition, the admissions process, the cultural transition, and information on AA graduates. He then introduced Dr. Christy England, Associate Vice Chancellor for Academic Research and Policy, to present the issues and solutions.

Listing the four themes above, Dr. England went on to describe the issues in each category. Under the topic of academic transition, Dr. England noted three primary issues: 1) determining prerequisites can be confusing and time consuming for both students and advisors; 2) completing prerequisites for highly sequenced majors can be difficult for students to do in a timely manner; and 3) the statewide agreement only guarantees admission to at least one state university but it does not guarantee admission into specific programs. She then described four possible solutions that would address these issues. One solution is to provide clearer information about the specific course numbers and potential pathways students should consider at their Florida College System institution and desired state university. An example of this is the “transfer graduation paths” that the University of South Florida provides for the Florida College System institutions in the FUSE program. Another potential solution is to send state university advisors to the Florida College System campuses so they can provide students with specific guidance and information. A third solution is to provide formal training for the state university and Florida College System advisors. The fourth recommended solution is to encourage the state universities to develop joint programs that encourage concurrent enrollment in both institutions for areas that have highly sequenced courses, such as engineering and nursing.

Governor Morton suggested that the committee look at options for making it easier for Florida college students to know whether electives will be granted credit at a receiving state university. Governor Stewart suggested that high school dual enrollment might

be one way to improve student success through 2+2 if “Direct Connect-like” programs could be developed to ensure that students are taking appropriate courses. She added that conversations are already taking place about this issue between superintendents and Florida college presidents. Chair Levine agreed that dual enrollment should be a topic of discussion at the January workshop. Governor Tripp suggested the Committee consider a seamless advising system that starts in high school and continues into the Florida College System and the State University system. Chair Levine agreed to add a seamless advising system to the January workshop agenda.

Relative to the admissions process, Dr. England noted that the existing process requires students to complete an admissions application, submit transcripts, and pay an application fee for each state university. The primary issue with the admissions process is that it may be time consuming and costly for the students and the institutions. She then outlined three ways the admissions process could be improved. First, the state universities could review their existing admissions process for AA students to determine if the process could be made more efficient. Second, state universities could waive application fees for AA students. Finally, state universities could send advisors or other staff to the Florida College System institutions to assist AA students with the process.

Governor Tripp suggested that the Committee review the existing 2+2 enhancement programs to see if students in all areas of the state, and rural areas in particular, have access to these programs. Chair Levine agreed to add this topic to the workshop agenda. Chair Levine noted that some universities have already implemented some of the solutions and that going forward the solutions will need to be geographically-driven by the universities since the universities have such different characteristics. He also stated that many of the universities already have some programs and a system-level solution or requirement was not necessary. Chair Levine suggested that the Board focus on creating incentives for universities to expand 2+2 enhancement programs and implement proven best practices to improve 2+2 articulation for students.

Dr. England then reviewed the primary issues associated with the cultural transition that AA students face when they enter a state university. She noted that often there is a difference in the size of the campus and the classes as well as differences in administrative processes and procedures. She also stated that the organizational structure of the state university might make it more challenging for AA students to identify and access necessary campus services. As a result of these differences, some students may experience “culture shock.” She also noted that AA students with jobs and/or family obligations may not have time to engage in activities or events that might help foster a sense of community, which would make the cultural transition that much more difficult. Dr. England described several possible solutions that would make the cultural transition less challenging for AA students. The solutions included directly involving prospective AA students in campus events and activities, hosting special

events for AA students on the state university campuses, hosting information sessions about the state universities on Florida college campuses, sending state university staff to Florida college campuses to serve as a resource for locating specific services, identifying a central point of service on state university campuses for AA transfer students, and providing scholarships for AA transfer students to offset the need to work extensive hours.

The Committee discussed the extent to which AA transfer students are well-prepared. Chair Levine stated that the data does not suggest any system problems and that the GPAs of the AA transfer students are not significantly different than the GPAs of native students.

In the area of information on AA transfer students, Dr. England noted that while a considerable amount of data and information are available there are still several unanswered questions. She noted that sometimes descriptive data cannot adequately describe all behaviors as students navigate the Florida College System and the State University System. She also stated some of the research questions are complex or require complex analyses that require more time and resources than either System office has available. Dr. England suggested that the most critical gaps in information be identified and addressed.

Chair Levine noted that more robust data are needed to respond to some questions, in particular questions about the AA graduates who do not apply to a state university.

Chair Levine stated that the Committee would have its workshop in January on a date yet to be determined.

Having no further business, Chair Levine adjourned the meeting at 4:29 p.m.

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Christy England, Ph.D.  
Associate Vice Chancellor, Academic  
and Student Affairs

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Alan Levine, Chair