State University System, Board of Governors
2+2 Workgroup
August 15, 2017
Meeting Summary

<u>Workgroup Attendees</u>: Dr. Karinda Barrett, Division of Florida Colleges; Dr. Karen Borglum, Valencia College; Dr. Jennifer Buchanan, Florida State University; Mr. Todd Clark, Department of Education; Dr. Karen Griffin, Hillsborough Community College; Dr. William Hudson, Jr., Florida Agricultural and Mechanical University; Dr. Jeffrey Jones, University of Central Florida; Ms. Helen Lancashire, Department of Education

<u>Board Staff Attendees</u>: Dr. Christy England, Associate Vice Chancellor for Academic and Policy Research; Ms. Lynda Page, Director of Articulation

<u>Background and Charge to the Workgroup</u>
The first meeting of the 2+2 Workgroup began with an overview of the Board of Governor's Select Committee on 2+2 Articulation. In January 2016, incoming Board Chair Tom Kuntz established the Committee and charged it with assessing how the 2+2 program is currently working across the System and identifying appropriate strategies for enhancing the program. The Committee spent the next year meeting with experts from the State University System (SUS), the Florida College System (FCS), and the Department of Education to review the current status of the system, identify critical areas for improvement, and select strategies for enhancing the state's 2+2 articulation agreement.

Earlier this year, the Board approved three strategies to improve articulation in the following four areas: the academic transition, the admissions process, the cultural transition, and information on AA graduates. This 2+2 Workgroup was established for the purpose of developing recommendations to Board staff for implementing the three strategies, which are as follows.

> *Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit. The website should contain information for secondary and postsecondary students, secondary and postsecondary advisors, and other key users.*

> *Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs in the four critical areas identified by the Committee (academic transition, admissions process, cultural transition, and information on AA graduates). Require the state universities to conduct regular reviews of enhancement programs and provide regular reports of those reviews to the Academic and Student Affairs Committee.*

Strategy 3: Develop and implement a 2+2 data and information toolkit looking at both the institutional and System levels. The toolkit should include already existing data and analyses and new data and analyses as needed.

The Workgroup was provided with the following timeline and instructions regarding its work over the next 18-24 months.

Strategy 1	Estimated Timeline
Identify major components & requirements of the website, including required elements, cost to update & maintain the website, & identification of the responsibilities of institutions & state entities to keep the site current.	Summer 2017-Winter 2018
Submit recommendations to Board staff.	Spring 2018
Strategy 2	Estimated Timeline
Identify key components & best practices.	Summer-Fall 2018
Submit recommendations to Board staff.	Winter 2019
Strategy 3	Estimated Timeline
Develop requirements for a 2+2 data & information toolkit. The toolkit should identify essential descriptive data & critical research questions. Data sources & methodologies may also be identified.	Spring 2019
Submit recommendations to Board staff.	Spring/Summer 2019

As indicated by the timeline above, the Workgroup will address one strategy at a time. Board staff will update the Board's Select Committee on 2+2 Articulation on the progress of the Workgroup as appropriate.

Strategy 1: Web-Based 2+2 Advising Toolkit

The Board's Select Committee recognized that there are numerous resources available. They also learned that not all of the resources are easy to locate, user-friendly, or consistent in the information provided. Therefore, the Workgroup was charged to focus on what is best for students and not be constrained by existing sources of information, current resource limitations, organizational structures and responsibilities, or other limiting factors.

The Workgroup spent the remainder of the time discussing the following key components: primary users, information needed, existing sources of information, and functionality and features of the tool. Following is a summary of the suggestions organized by component.

1. Primary Users
    The Workgroup suggested that the target audience for the toolkit should focus on the following groups: FCS students and advisors; high school students, particularly those

intending to use accelerated programs; high school counselors, and parents; SUS advisors; and SUS 2+2 enhancement program staff. The group also noted the existence of several special student populations that may require more nuanced information on 2+2 such as veterans, homeschool students, high school graduates with Associate in Arts degrees, and others.

2. Information Needs
    The Workgroup discussed a wide array of information that the users listed above need to have regarding the statewide 2+2 articulation agreement, transfer in general, and the implications various decisions and actions have on their ability to fully benefit from the agreement. In addition to the key components of the statewide 2+2 articulation agreement, users need information about common program prerequisites, the general education core, university and program admission requirements, graduation requirements, and the 2+2 enhancement programs (e.g., UCF's Direct Connect). The Workgroup also discussed the need to provide detailed information regarding highly structured programs such as engineering and fine arts. Explicit information should also be provided regarding the timing and sequencing of math courses in both high school and college.

    The Workgroup also strongly recommended providing information about the consequences of making certain choices. For instance, students who choose to complete an Associate in Science are not given the same guarantee as those who complete the Associate in Arts. Students also need to understand the implications of enrolling part-time and of non-continuous enrollment, which have an impact on financial aid and excess credit hours. Students in dual enrollment programs need better information about how various courses will be accepted upon entering a postsecondary institution to ensure they are meeting the general education core requirements and program prerequisites appropriately along with program admission requirements. Numerous other examples were also discussed by the Workgroup.

    In addition to the above information, the Workgroup also suggested providing definitions of commonly used terms, descriptions of available degrees and majors. Information about deadlines, foreign language requirements, and career information were also among the topics recommended by the Workgroup.

3. Existing Sources of Information
    The Workgroup started compiling a list of the many resources currently providing some of the information outlined above. The list includes, but is not limited to: the Board of Governors website and program inventory, the FCS website, various Department of Education websites, Florida Virtual Campus, and institutional websites.

4. Tool Functionality and Features

   The Workgroup had a preliminary discussion regarding desired features and functions of a new 2+2 advising tool. Suggested features and functions include an interactive and searchable interface that is also engaging and inviting, videos that are no more than 2 minutes in length, an option for providing user feedback, and user analytics. The Workgroup also recognized that the tool should comply with Title II of the American Disabilities Act (ADA) and recommended it be mobile friendly, device agnostic, and easy to update and maintain. The tool should also be tested by students and other user groups and revised based on their input prior to launch. A plan for marketing and promoting the new tool would also be helpful.

Next Steps

The Workgroup identified the following next steps to be undertaken in the weeks ahead:

- All Workgroup members should begin gathering informal input and ideas from various constituents as opportunities arise (e.g., SUS admissions tours, advisor meetings).
- Other state websites should be reviewed to identify best practices.
- A purpose or focus statement for the site should be drafted.
- URL's for Existing Information /Resources listed above should be compiled.
- The suggested content should be mapped across the various user groups and to existing sources.
- All Workgroup members should begin considering how to best convey information in the common program prerequisite manual in a more user-friendly format for students, advisors, counselors, and parents.

The Workgroup will work and communicate via email. Conference calls will be scheduled by Board staff as needed.