Sample 2+2 Enhancement Program Rubric

Academic Transition The smooth flow of addressing academic-related issues from one institution to the next	Evaluation of Progress
1. State University System and Florida College System faculty work collaboratively on curriculum alignment (e.g., credit, contact, lab hours, course & common prerequisites, delivery options)	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
2. State University System and Florida College System faculty work collaboratively on course learning outcomes alignment	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
3. State University System and Florida College System faculty work collaboratively on course grading rubrics and assessments	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
4. State University System and Florida College System faculty work collaboratively on master syllabi	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
5. State University System and Florida College System faculty work collaboratively on alignment with SACSCOC, ensuring that ALL courses awarded in the AA from the FCS institution "demonstrate comparable course content and comparable learning outcomes, and ensure that courses rise above the level of basic skills and constitutes more than a training experience."	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
6. Success coaches (faculty and/or staff who provide resources and tools to assist students throughout their journey to excel) are available at both institutions to provide targeted academic advising for each academic program.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
7. Advisors and/or success coaches at both institutions receive comparable training to ensure consistency, including alignment on course prerequisites.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
8. Advisors and/or success coaches at both institutions receive comparable training to ensure consistency, including alignment on applicable course placement test scores for state mandated common prerequisites.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
9. Degree maps for each academic program must include a 4-year, on-time graduation plan for the baccalaureate degree program.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
10. Degree maps for each academic program must include term-by-term course plan for each term at both institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
11. Degree maps for each academic program must include program admission information (e.g., deadlines, limited access criteria, course grade requirements, if applicable)	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established

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Academic Transition The smooth flow of addressing academic-related issues from one institution to the next	Evaluation of Progress
12. Degree maps for each academic program must include graduation requirements for both institutions	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
13. Degree maps for each academic program must include co-curricular information	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
14. Degree maps for each academic program must include the "unwritten" keys to success.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
15. Degree maps are readily available to FCS students.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
16. Degree maps advise students enrolled in the program about the State University System's transfer requirements.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
17. Students who are denied admission to their program of choice are provided with other viable options for continuing their education.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
18. Degree maps are readily available to advisors and/or success coaches at both institutions	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
19. In order to participate in an enhancement program, a student must enroll in the program before completing 30 credit hours, including, but not limited to, credit hours earned by articulated acceleration mechanisms.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
20. In order to participate in an enhancement program, a student must complete an associate in arts degree per the specified agreement.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
21. In order to participate in an enhancement program, a student must meet the SUS institution's transfer requirements.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established

Sample 2+2 Enhancement Program Rubric

Campus Cultural Transition Adjustment to differences in FCS and SUS institutional culture	Evaluation of Progress
1. Promotion of SUS institution services, clubs, and organizations as appropriate to FCS students for participation prior to university enrollment, including a focus on opportunities for a more diverse transfer population by race/ethnicity as well as age.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
2. FCS students invited to participate in general and transfer-specific on-campus SUS institution events.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
3. FCS students are provided access to select SUS institution campus services (e.g., library, recreation/fitness centers).	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
4. Targeted academic and social programming are provided at FCS campuses.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
5. Activity & Service, Health, and/or Athletic fees are discounted for fully online students when appropriate	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
6. Transfer student orientation to the SUS institution is available both in-person and online	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
7. Information about the full cost of attending an SUS institution is easily accessible and presented prior to the start of fall semester.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
8. Information about how to pay for attending an SUS institution is readily available to students, advisors, and success coaches at FCS institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
9. Financial aid targeted for AA transfer students and other students successfully completing the specified 2+2 Enhancement Program agreement is provided by the SUS institution.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established

Sample 2+2 Enhancement Program Rubric

Administrative Oversight Overall management of the program	Evaluation of Progress
1. The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is initially determined by SUS institution.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
2. The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is discussed with FCS institution(s).	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
3. The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is confirmed with a Memorandum of Understanding between the institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
4. The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is completion of semester plan/graduation pathway.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
5. Administrators at all levels (e.g., senior, mid-level, front-line) of SUS and FCS institutions are held responsible for ensuring alignment between the statewide 2+2 agreement, common prerequisites, and the enhancement program(s).	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
6. Somebody (or a unit) with authority is responsible for timely and effective decision making to ensure the success of 2+2 administrative oversight.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
7. Admissions processes to the SUS institution and SUS programs have been clearly detailed and streamlined for FCS students, making a smooth transition from one institution to another.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
8. Advising and coaching are viewed as a shared responsibility between the SUS and FCS institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
9. The SUS institution has a specific person, office or unit at the SUS institution to support transfer students.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
10. There a specific person, office or unit at the FCS institution designated to support the enhancement program.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
11. Formal and informal communication is in place between FCS and SUS advisors and faculty to ensure consistency for students.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established

Sample 2+2 Enhancement Program Rubric

Administrative Oversight Overall management of the program	Evaluation of Progress
12. A clear governance structure is in place and includes frequent, formal and informal channels of communication between institutions and between various groups of faculty and staff.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
13. There are clear and established pathways and plans for students who are not directly admitted into programs (such as students who are not admitted to limited access programs or those who have not completed common prerequisites and need financial aid assistance.)	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
14. 2+2 enhancement programs are jointly marketed to FCS and high school students.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
15. All relevant 2+2 enhancement program information is easily accessible online (e.g., applications, requirements, degree maps, student transfer rights).	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established

Sample 2+2 Enhancement Program Rubric

Data Support Continuous evaluation of student success	Evaluation of Progress
1. Processes and tools for monitoring progress and identifying students who may require additional advising or other assistance are in place and utilized by faculty, advisors, and success coaches at SUS and FCS institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
2. Student and course level analytics are available to faculty, advisors, success coaches, and administrators as appropriate at SUS and FCS institutions.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
3. Data are used to share FCS students' intent to transfer to specific SUS academic program(s).	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
4. Data are used to regularly review student progress and success at SUS and FCS institutions, including notifications to students not on track to meet SUS requirements.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
5. Data are used to compare course grades, retention and graduation of FCS and SUS students to confirm transfer student and native student preparation and progress.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established
6. Regular reports and mechanisms are in place at the SUS institution for providing feedback to FCS regarding student success and to ensure continued alignment of curriculum.	☐ Not Started ☐ Beginning ☐ In Progress ☐ Established