



# 2+2

## Enhancement Program Self Evaluations

SEPTEMBER 2022

# 2+2 Enhancement Program Self-Evaluations

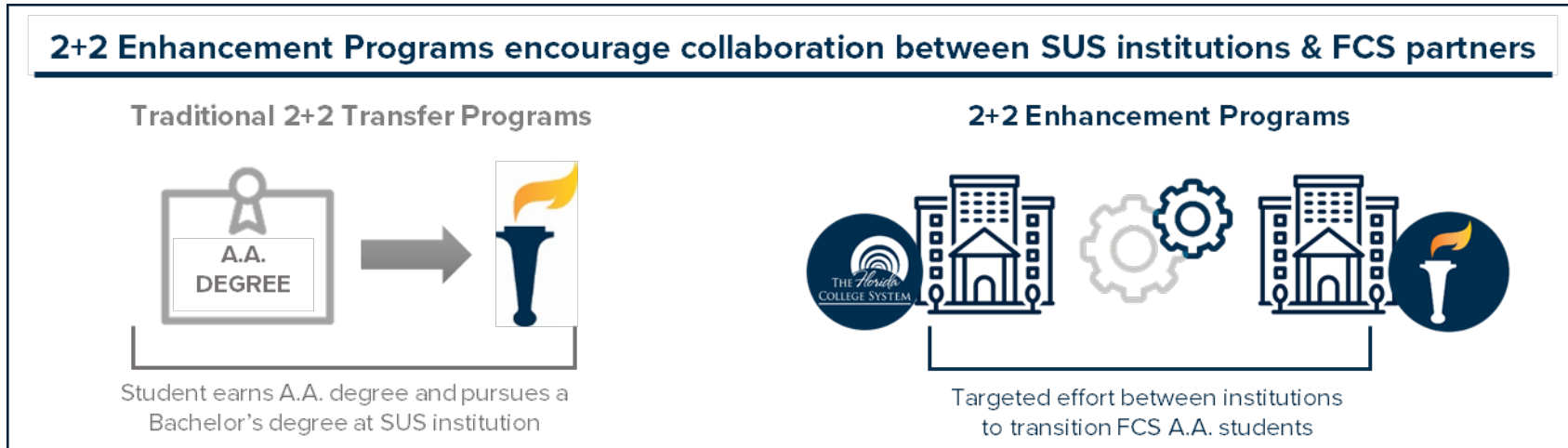
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## Background

Florida was the first in the nation to legislatively mandate articulation policy. Section 1007.01, Florida Statutes, provides overall guidance regarding statewide articulation. The statute notes that building partnerships between educational systems and others provide “the efficient and effective progression and transfer of students within the education system and to allow students to proceed toward their educational objectives as rapidly as their circumstances permit.” A vital element of that articulation is known as “2+2,” or the transfer of Florida College System (FCS) Associate in Arts (A.A.) degree students to State University System (SUS) institutions.

The Board of Governors monitors the implementation of 2+2 articulation for the System. In March 2017, the Board of Governors Select Committee on 2+2 Articulation, approved an implementation plan for enhancing the statewide 2+2 articulation agreement. The plan was developed in collaboration with the State University System institutions, the Florida College System, and the Department of Education. Then in 2019, the Florida legislature amended Section 1007.23, Florida Statutes, establishing the expectations for 2+2 targeted pathways. The legislation required that each SUS institution partner with at least one FCS institution to implement targeted 2+2 pathways. This partnership must include a Memorandum of Understanding with individual FCS partner(s) detailing the components of the 2+2 Enhancement Program. The statute specified the need to develop four-year on-time graduation plans for students seeking a baccalaureate program, the establishment of program transfer advisement, and the provision of access for students to advisors and campus events. In October 2019, the Board of Governors approved a SUS rubric

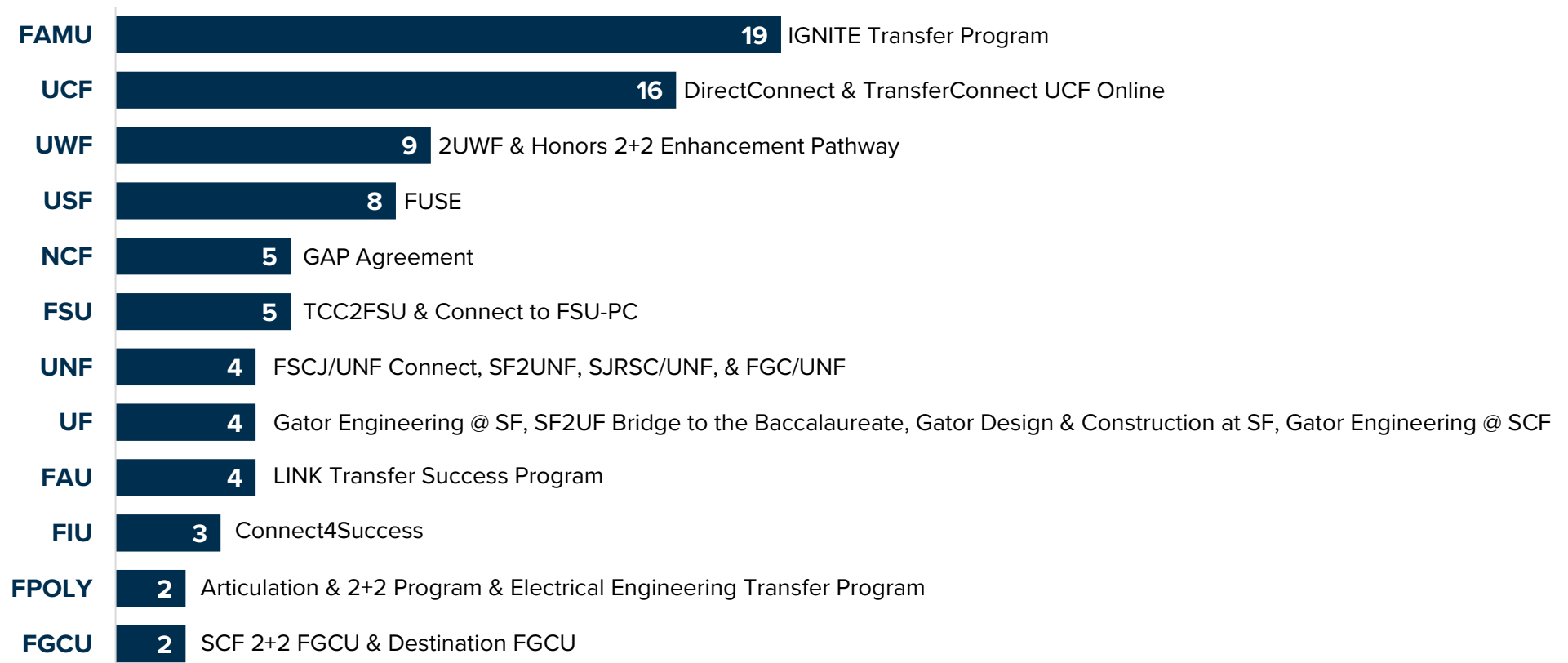
for self-evaluations that institutions must use to assess the effectiveness of their 2+2 Enhancement Programs. The appointed workgroup of the Board of Governors developed a rubric that included the specified areas required by statute.



This report summarizes institution partnerships, 2+2 Enhancement Program student transfers, and the institutions' most recent self-evaluation conducted in spring 2022.

# 2+2 Enhancement Program Partnerships

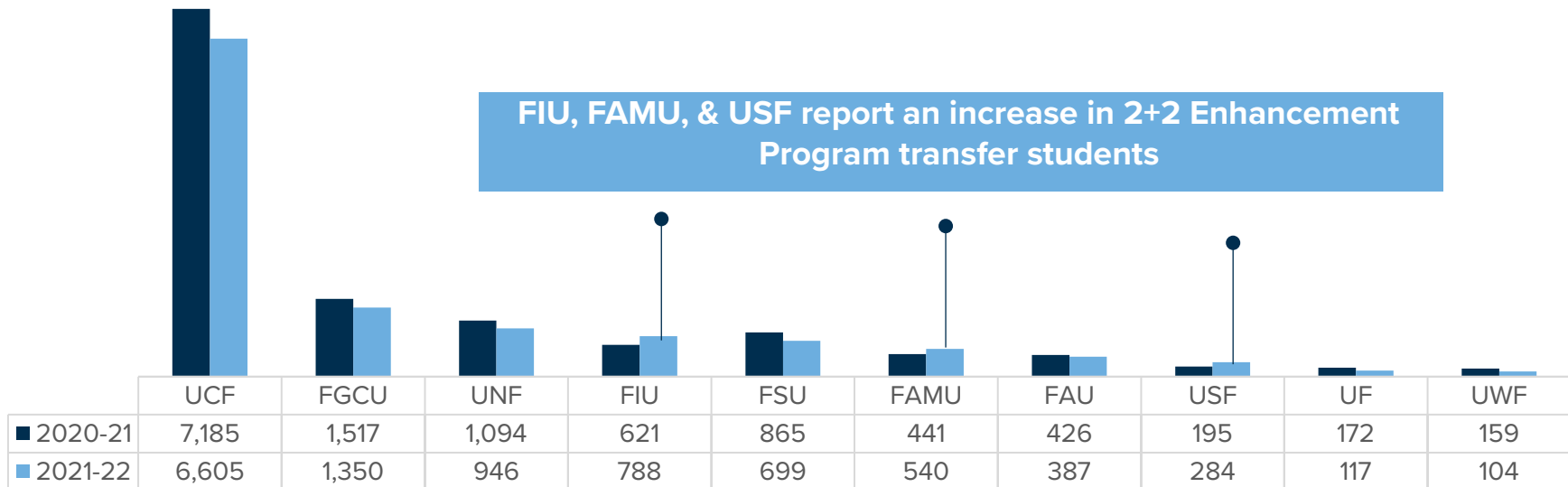
All SUS institutions have partnerships with two or more FCS institutions. Although articulation agreements between institutions have existed for some time, specific enhancement programs have existed since 2006 with the establishment of the University of Central Florida DirectConnect® program. All FCS institutions have an enhancement program agreement with at least one SUS partner. Since 2018, SUS institutions have established 26 additional partnerships for a total of 81 partnerships.



# 2+2 Enhancement Program Transfers

The overall number of FCS students applying to and transferring to SUS institutions has decreased in recent years<sup>1</sup>. Total applications from FCS transfer students decreased by 8% between 2020 and 2021. Although SUS institutions admitted 88% of transfer applicants in 2021, representing a 2% increase since 2020, the percentage of transfer students who enrolled after being admitted decreased from 76% in 2020 to 75% in 2021.

SUS institutions reported that 11,821 students transferred as part of the 2+2 Enhancement Program during the 2021-2022 academic year. Participants in the University of Central Florida DirectConnect<sup>®</sup> program account for over half of the System's total participants.<sup>2</sup>



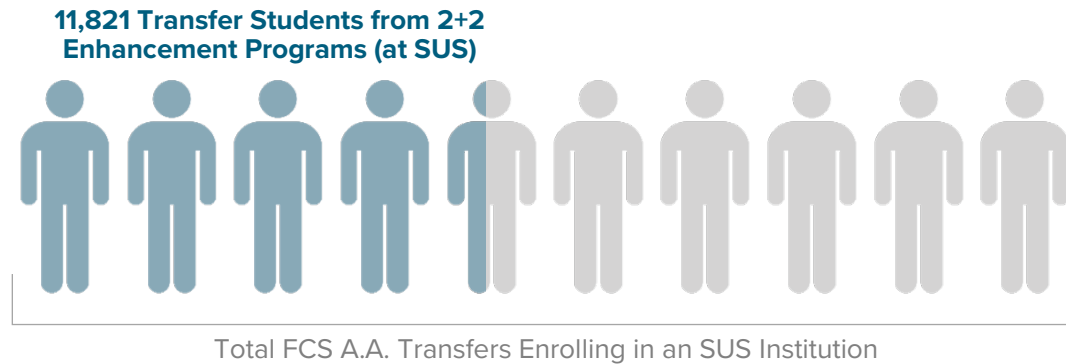
<sup>1</sup> Data related to applications, admission, and enrollment are provided for all transfer students. This data includes information about students who do not participate in the 2+2 Transfer Enhancement program.

<sup>2</sup> New College of Florida had one 2+2 Enhancement Program transfer student and Florida Polytechnic University had no 2+2 Enhancement Program transfer students.

# Overall 2+2 Transfer Rates

SUS institutions have long recognized the importance of access for all students seeking to further their education. Building upon a solid history of 2+2 articulation between the Florida College System and State University System, the movement to strengthen articulation pathways allows students to have a smooth transition and an adjustment period to build success. The 2+2 Enhancement Program participant enrollment at SUS institutions has been steady over the past two years. These students accounted for nearly half of the FCS A.A. transfer population at SUS institutions.

**Students in enhancement programs comprised 44% of total FCS transfers who enrolled in an SUS institution in 2021-22**



Source: Board of Governors Office of Data Analytics analysis of the enrollment mart, 8-3-2022 and SUS institution reporting of 2+2 Enhancement Program

# Executive Summary

## 2+2 Enhancement Program Self-Evaluation Rubric

In 2019, the Board of Governors approved an SUS rubric that addresses statutory requirements. The rubric requires universities to evaluate enhancement programs across the following areas.

- **Academic transition:** The smooth flow of addressing academic-related issues from one institution to the next
- **Campus cultural transition:** Adjustment to differences in FCS and SUS institutional cultures
- **Administrative oversight:** Overall management of the program
- **Data support:** Continuous evaluation of student success

Institutions evaluated progress for essential program activities identified across the four areas using the following categories.

- **Established:** The institution has implemented this component and continues to review and enhance it as needed.
- ◐ **In Progress:** The institution is in the process of implementing this component.
- ◑ **Beginning:** The institution is just beginning to have conversations or is still determining how to implement this component.
- **Not Started:** The institution has not started any work on this component.

As part of the review process, universities must also collect feedback from Florida College System institutions.

The universities conducted the first reviews in the winter of 2019 and spring of 2020. Board staff presented the results to the Board in July 2020 as part of the Vice Chancellor's report to the Academic and Student Affairs Committee.

During the 2021-22 academic year, the universities conducted a second review of the 2+2 enhancement programs. They also worked with the Florida College System to administer a survey of college partners to gather feedback on the programs. The universities submitted the reviews and the survey results to the Board office in the spring of 2022, and Board staff again collected information on current enhancement program agreements.

Each SUS institution evaluated its progress on multiple activities for each FCS partnership. The following is a summary of SUS institutions' assessment of their progress across the four areas outlined in the Board of Governors self-evaluation rubric.

### **Academic Transition (21 activities)**

- SUS and FCS institutions work collaboratively to establish alignment on curriculum and course learning outcomes; however, they are still working to establish alignment with grading and develop master syllabi
- Nearly all programs have provided the necessary training to advisors/success coaches and ensure coaches are available
- Most programs include requirements in the degree maps and ensure the maps are available
- Programs advise students on SUS transfer requirements and provide students denied admission with alternative options
- Nearly all programs require participation eligibility and that the student meets the SUS institution's transfer; however, some have not started requiring enrollment in enhancement programs before completing 30 credit hours

### **Campus Cultural Transition (9 activities)**

- Programs communicate the cost of SUS attendance and the provision of financial aid targeted to successful program completers to participants
- Most programs invite FCS students to participate in SUS events, clubs, and organizations
- Nearly all programs have established online or in-person orientation programs for participants
- The majority of SUS institutions are not discounting activity and service, health, and athletic fees for online students

### **Administrative Oversight (15 activities)**

- SUS and FCS institutions collaboratively determine the overall focus of nearly all 2+2 Enhancement Programs
- SUS and FCS institutions have processes and personnel in place to ensure effective 2+2 management
- SUS and FCS institutions communicate effectively to each other and to students for successful program implementation

### **Data Support (6 activities)**

- Mechanisms are in place to measure and evaluate student performance
- While some 2+2 Enhancement Programs have established data processes to ensure a smooth transfer from the FCS to



SUS institutions, many have not started or are just beginning this process

# Detailed Findings



## Academic Transition

The smooth flow of addressing academic-related issues from one institution to the next

**Academic Transition Goal Status System-Wide and Across All Partnerships**



### **SUS and FCS institutions work collaboratively to establish alignment on curriculum and course learning outcomes; however, they are still working to establish alignment with grading and develop master syllabi**

- Most 2+2 Enhancement Program partnerships have established curriculum alignment and are in progress or have established course learning outcome alignment
- Around half of the partnerships have established alignment with course grading rubrics and assessments
- Most partnerships have not started developing master syllabi
- Nearly all partnerships have established academic success coaches available at both institutions
- Nearly all partnerships work collaboratively for alignment with SACSCOC ensuring that ALL courses awarded in the A.A. 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."

### **Nearly all program partnerships have provided the necessary training to advisors/success coaches**

- Most partnerships have trained success coaches on course prerequisites and applicable course placement test scores

### **Most institutions include requirements in the degree maps and ensure the maps are available**

- Most partnerships have developed degree maps and try to ensure the map is available to students
- Most partnerships have established or are in the process of establishing 4-year, on-time graduation plans, term-by-term course plans, program admission information, and co-curricular information
- Some partnerships have not included graduation requirements at both institutions or the “unwritten” keys to success in their programs
- Nearly all partnerships have started or completed making degree maps available to FCS students and advisors/success coaches
- Program partnerships advise students on SUS transfer requirements and provide students denied admission with alternative options

### **Nearly all program partnerships require participation eligibility and that the student meets the SUS institution’s transfer; however, some have not started requiring enrollment in the enhancement program before completing 30 credit hours**

- Some program partnerships have not started requiring enrollment in the enhancement program before completing 30 credit hours
- Nearly all partnerships have established participation eligibility criteria to complete an associate’s degree per the agreement and to meet the institution’s transfer

## Insight from FCS Partners

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### Working Well

- Regular meetings between SUS and the college
- Dedicated staff at the SUS or the college
- Collaboration between the SUS and the college (e.g., curriculum alignment meetings, college staff participation in SUS strategic planning meetings)



### Suggestions

- More academic maps (i.e., term-by-term course plans)
- Collaborate more on difficulties



## Campus Cultural Transition

Adjustment to differences in FCS & SUS institutional culture

### Campus Cultural Transition Goal Status System-Wide and Across All Partnerships



■ Not Started ■ Beginning ■ In Progress ■ Established

### SUS institutions communicate the cost of SUS attendance and the provision of financial aid targeted to successful program completers to participants

- All partnerships have established strong communication relating to the cost of attendance at the university, along with financial aid and scholarship opportunities
- Some partnerships have established specific scholarships designed for qualified program participants

### Most programs invite FCS students to participate in SUS events, clubs, and organizations

- All partnerships except for newly established online or honors programs have established opportunities for program participants to participate in SUS events, clubs, and organizations
- Many partnerships provide participants with a university identification card that allows access

### Nearly all programs have established online or in-person orientation programs for participants

- Program participants can attend special orientation programs either in-person or virtually

## The majority of SUS programs are not discounting activity and service, health, and athletic fees for online students

- Over half of partnerships have yet to entirely discount online students' activity and service, health, and athletic fees

### Insight from FCS Partners

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#### Working Well

- Tours of SUS institutions
- Presence of SUS staff at college campuses
- SUS staff meeting with the students



#### Suggestions

- More opportunities for potential transfers to visit the SUS institution campus with student testimonials from those who have managed such transitions successfully
- Focus on non-traditional students, especially part-time students who are struggling and no longer see a four-year degree as attainable



## Administrative Oversight

Overall management of program

### Administrative Oversight Goal Status System-Wide and Across All Partnerships



■ Not Started ■ Beginning ■ In Progress ■ Established

### SUS and FCS institutions collaboratively establish the overall focus of nearly all 2+2 Enhancement Programs

- Nearly all partnerships collaboratively determined the overall focus of their 2+2 Enhancement Programs in collaboration with FCS partners
- Nearly all these partnerships focus on completing a semester plan/ graduation pathway
- Administrators at all levels (e.g., senior, mid-level, front-cline) of SUS and FCS institutions are responsible for ensuring alignment between the statewide 2+2 agreement, common prerequisites, and the enhancement program(s)

### SUS and FCS institutions have processes and personnel in place to ensure effective 2+2 management

- All but one 2+2 Enhancement Program partnership has an individual or unit with authority responsible for timely and effective decision-making
- Nearly all partnerships have streamlined admissions processes to the SUS institution and SUS programs for FCS students

- Most partnerships view advising and coaching as a shared responsibility
- All SUS institutions have a specific person, office, or unit to support transfer students
- Nearly all FCS institutions have a person, office, or unit designated to support the enhancement program

### SUS and FCS institutions communicate effectively to each other and to students to ensure successful program implementation

- FCS and SUS advisors and faculty communicate formally and informally to ensure program consistency for students
- Students not directly admitted into programs are provided clear pathways and plans for other options by most 2+2 Enhancement Programs
- Most 2+2 enhancement programs market to both FCS and high school students
- All in-person 2+2 enhancement programs have information that is easily accessed online

#### Insight from FCS Partners



##### Working Well

- Regular meetings between SUS and the college
- Annual reviews of curriculum
- Dedicated staff at the SUS or the college



##### Suggestions

- Annual touchpoint to “renew” information in the agreement





## Data Support

Continuous evaluation of student success

### Data Support Goal Status System-Wide and Across All Partnerships



### Mechanisms are in place to measure and evaluate student performance

- Most SUS and FCS institution partnerships have established processes and tools to monitor student progress; institutions use this information to identify students who may require additional advising or other assistance
  - Some partnerships are in the process of implementing this component; some are beginning this process
- Student and course level analytics are available to faculty, advisors, success coaches, and administrators at most SUS and FCS institutions
- Most partnerships include a regular review of student progress and success at SUS and FCS institutions; this includes notifying students who are not on track to meet SUS requirements

## While some 2+2 Enhancement Programs have established data processes to ensure a smooth transfer from the FCS to SUS institutions, many have not started or are just beginning this process

- Over half of the 2+2 Enhancement Program partnerships share FCS students' intent to transfer to specific SUS academic program(s)
- Over two-thirds of the 2+2 Enhancement Program partnerships use data to compare course grades, retention, and graduation of FCS and SUS students to confirm transfer student and native student preparation and progress
- Regular reports and mechanisms are in place at SUS institutions to provide feedback to FCS regarding student success and to ensure continued curriculum alignment for the majority of 2+2 Enhancement Programs; about one-quarter of the programs have not started using data for this purpose

### Insight from FCS Partners



#### Working Well

- Data sharing between SUS and college
- Smooth process for data transmission. Regularly scheduled data transition.
- Data on students who were denied admission



#### Suggestions

- Better data sharing
- Streamline the tracking process