

# RUBRIC FOR SELF-EVALUATION OF EFFECTIVE 2+2 ENHANCEMENT PROGRAMS

## Overview

This rubric contains critical components of 2+2 enhancement programs between Florida College System (FCS) institutions and State University System (SUS) institutions in Florida as identified by a Board of Governors 2+2 Workgroup and the requirements outlined in SB190. The bill amends section 1007.23, Florida Statutes, specifies that, by the 2019-2020 academic year, certain requirements of enhancement programs. Those requirements are highlighted in the rubric. If the program does not currently meet the specified requirement(s), please indicate in the comments section the plans for future inclusion.

The rubric components address the following major areas: academic transition from and to different institutions, campus cultural transition from one to another, administrative oversight and shared responsibilities, and data support for student and program success.

This rubric is intended to provide institutions with general guidelines as to key components to consider when establishing effective programs and is not intended to prescribe how individual components should be implemented. Each institution should determine how to best implement individual components based on the needs of the students to be served by the program.

SUS institutions are expected to review current 2+2 enhancement program(s) to determine how the program(s) align with the rubric. The rubric should also be utilized as a guide to any new programs. Individual components listed may not apply to all enhancement programs. It is anticipated that there will be periodic reporting of information to the Board of Governors as requested.

Each component should be evaluated based on progress towards implementation as described below. A comment column is also provided.

- Established: The institution has implemented this component and continues to review and enhance 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.

## Contents (control+click to jump to page)

Academic Transition.....	2
Campus Cultural Transition.....	4
Administrative Oversight .....	5
Data Support.....	7

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**Academic Transition:** The smooth flow of addressing academic-related issues from one institution to the next.

	Evaluation of Progress				Comments
	Established	In Progress	Beginning	Not Started	
<b>COMPONENT</b>					
SUS and FCS Faculty work collaboratively on the following:					
<ul style="list-style-type: none"> <li>Curriculum alignment (e.g., credit, contact, lab hours, course &amp; common prerequisites, delivery options)</li> </ul>					
<ul style="list-style-type: none"> <li>Course learning outcomes alignment</li> </ul>					
<ul style="list-style-type: none"> <li>Course grading rubrics and assessments</li> </ul>					
<ul style="list-style-type: none"> <li>Master syllabi</li> </ul>					
<ul style="list-style-type: none"> <li>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.”</li> </ul>					
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.					
Advisors and/or success coaches at both institutions receive comparable training to ensure consistency, including:					
<ul style="list-style-type: none"> <li>alignment on course prerequisites</li> </ul>					
<ul style="list-style-type: none"> <li>applicable course placement test scores for state mandated common prerequisites</li> </ul>					

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	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
Degree maps for each academic program include the following components:					
<ul style="list-style-type: none"> <li>• *Include a 4-year, on-time graduation plan for the baccalaureate degree program.</li> </ul>					
<ul style="list-style-type: none"> <li>• include term-by-term course plan for each term at both institutions</li> </ul>					
<ul style="list-style-type: none"> <li>• program admission information (e.g., deadlines, limited access criteria, course grade requirements, if applicable)</li> </ul>					
<ul style="list-style-type: none"> <li>• graduation requirements for both institutions</li> </ul>					
<ul style="list-style-type: none"> <li>• co-curricular information</li> </ul>					
<ul style="list-style-type: none"> <li>• the “unwritten” keys to success</li> </ul>					
Degree maps are readily available to FCS students.					
*Advise students enrolled in the program about the SUS institution’s transfer requirements.					
Students who are denied admission to their program of choice are provided with other viable options for continuing their education.					
Degree maps are readily available to advisors and/or success coaches at both institutions.					
*In order to participate in an enhancement program, a student must:					
<ul style="list-style-type: none"> <li>• Enroll in the program before completing 30 credit hours, including, but not limited to, credit hours earned by articulated acceleration mechanisms.</li> </ul>					
<ul style="list-style-type: none"> <li>• Complete an associate in arts degree per the specified agreement.</li> </ul>					
<ul style="list-style-type: none"> <li>• Meet the SUS institution’s transfer requirements.</li> </ul>					

\*Senate Bill 190, Section 6, amendment to s. 1007.23, Florida Statutes

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## Campus Cultural Transition: Adjustment to differences in institutional culture (i.e., FCS to SUS)

Component	Evaluation of Progress				Comments
	Established	In Progress	Beginning	Not Started	
Promotion of SUS institution services, clubs, and organizations to FCS students, including a focus on opportunities for a more diverse transfer population by race/ethnicity as well as age.					
FCS students invited to participate in general and transfer-specific on-campus SUS institution events.					
FCS students are provided access to select SUS institution campus services (e.g., library, recreation/fitness centers).					
Targeted academic and social programming are provided at FCS campuses.					
Activity & Service, Health, and/or Athletic fees are discounted for fully online students when appropriate.					
Transfer student orientation to the SUS institution is available both in-person and online.					
Information about the full cost of attending an SUS institution is easily accessible and presented prior to the start of fall semester.					
Information about how to pay for attending an SUS institution is readily available to students, advisors, and success coaches at FCS institutions.					
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.					

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## Administrative Oversight: Overall Management of Program

Component	Evaluation of Progress				Comments
	Established	In Progress	Beginning	Not Started	
The overall focus [i.e., completion of associate degree, path to particular degree program(s)] of the 2+2 Enhancement Program is:					
<ul style="list-style-type: none"> <li>Initially determined by SUS institution</li> </ul>					
<ul style="list-style-type: none"> <li>Discussed with FCS institution(s)</li> </ul>					
<ul style="list-style-type: none"> <li>Confirmed in a Memorandum of Understanding between the institutions</li> </ul>					
<ul style="list-style-type: none"> <li>Completion of semester plan/graduation pathway</li> </ul>					
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).					
An individual (or a unit) with authority is responsible for timely and effective decision making to ensure the success of 2+2 administrative oversight.					
Admissions processes to the SUS institution and SUS programs have been streamlined for FCS students, making a smooth transition from one institution to another.					
Advising and coaching is viewed as a shared responsibility between the SUS and FCS institutions.					
The SUS institution has a specific person, office or unit at the SUS institution to support transfer students.					
There a specific person, office or unit at the FCS institution designated to support the enhancement program.					
Formal and informal communication is in place between FCS and SUS advisors and faculty to ensure consistency for students.					

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Component	Evaluation of Progress				
	Established	In Progress	Beginning	Not Started	Comments
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.					
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.)					
2+2 enhancement programs are jointly marketed to FCS and high school students.					
All relevant 2+2 enhancement program information is easily accessible online (e.g., applications, requirements, degree maps, student transfer rights).					

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## Data Support: Continuous Evaluation of Student Success

Component	Evaluation of Progress				Comments
	Established	In Progress	Beginning	Not Started	
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.					
Student and course level analytics are available to faculty, advisors, success coaches, and administrators as appropriate at SUS and FCS institutions.					
Data are used to: <ul style="list-style-type: none"> <li>share FCS students' intent to transfer to specific SUS academic program(s)</li> </ul>					
<ul style="list-style-type: none"> <li>regularly review student progress and success at SUS and FCS institutions, including notifications to students not on track to meet SUS requirements</li> </ul>					
<ul style="list-style-type: none"> <li>make curricular improvements and adjustments at SUS and FCS institutions</li> </ul>					
<ul style="list-style-type: none"> <li>Compare course grades, retention and graduation of FCS and SUS students to confirm transfer student and native student preparation and progress</li> </ul>					
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.					