

Board of Governor's Select Committee on 2+2 Articulation Workshop Roadmap

Since March, the Board of Governor's (BOG) Select Committee on 2+2 Articulation has reviewed the statewide articulation law and policies, the pipeline of AA students coming to the State University System (SUS) from the Florida College System (FCS), and the performance of AA students within the SUS. At the Committee's September meeting, staff from the University of Central Florida and the University of South Florida described programs that have been 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. In November, the Committee reviewed issues associated with four major components of 2+2 articulation (the academic transition, the admissions process, the cultural transition, and information on AA graduates). The Committee also discussed potential solutions for some of the issues noting that in many instances, a single solution may address more than one issue. For information about the issues and solutions discussed in November, refer to "Improving 2+2 Articulation in Florida" (available at http://flbog.edu/board/committees/index.php?committee_id=14).

During the January 25, 2017 Workshop, the Committee will look more closely at two academic transition issues with input from invited discussants. The Committee will also work with invited discussants to identify and develop appropriate solutions to the most critical issues. The remainder of this document provides background information on the additional academic transition issues and an overview of the proposed solutions and how to address the issues reviewed by the Committee to date.

Additional Academic Transition Issues

1. Dual Enrollment Programs

To be eligible for enrollment in college credit dual enrollment courses, students must meet the following requirements:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program;
- Have a 3.0 unweighted high school grade point average (GPA) to enroll in college credit courses, or a 2.0 high school unweighted GPA to enroll in career dual enrollment courses;
- For college credit courses, achieve a minimum score on a common placement test;
- Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement; and
- Cannot be scheduled to graduate from high school prior to the completion of the dual enrollment course.

Students in grades 6-12 who meet eligibility requirements must be allowed to participate in dual enrollment. Eligibility requirements or limits on dual enrollment participation based on grade level must be to ensure college readiness and not to arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participation.

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed.

All dual enrollment agreements must be submitted annually to the Department of Education by August 1. The Department reviews each agreement for compliance with statutory provisions. Copies of the current agreements are posted on the web at <http://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml>.

Relative to the transferability of dual enrollment courses, the Department of Education is required by statute to issue a statement to inform students and their parents, prior to enrollment in a dual enrollment courses, of the potential for dual enrollment courses to transfer either as a general education course or an elective for a postsecondary education certificate or degree program. The following excerpt from the current statement, which most directly addresses transferability, notes that students may reduce the time needed to complete a program by choosing courses wisely. The statement also encourages students who are not sure what discipline they are interested in consult with an advisor and consider focusing on the general education requirements.

Course selection is important for the dual enrollment student since different programs at a college require different courses to complete the certificate or degree. By choosing courses wisely, students can reduce the time it takes to complete a program after high school graduation. Some students are even able to complete their college certificate or degree at the same time they graduate from high school. Students who don't know what they want to study in college should consult with an advisor to consider focusing on completing general education requirements in communications, mathematics, social sciences, natural sciences, and humanities. All degree programs require general education coursework and, while there is some variation from institution to institution, there are general education courses that are common among most, if not all, institutions.

Florida dual enrollment college credit will transfer to any Florida public college or university offering the Statewide Course Numbering System course number, and must be treated as though taken at the receiving institution. However, if students do not attend the same college or university where they earned the dual enrollment credit the application of transfer credit to general education, prerequisite, and degree programs may vary at the receiving institution.

Source: Dual Enrollment Transfer Guarantees (July 2012)

[available at <https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tabp.pdf>]

Most students with dual enrollment credits will be considered as first-time-in-college freshmen upon admission to an SUS institution. High school students who graduate with an associate in arts degree at high school graduation move into upper division coursework if they have completed the course prerequisites for the program of study they wish to enter.

Issue 1: The dual enrollment information currently available to counselors, advisors, and students does not directly address the relationship between dual enrollment, the statewide 2+2 articulation agreement, and SUS program prerequisites.

Issue 2: Students who do not plan properly may take courses that cannot be applied to the AA and/or a bachelor's degree at an SUS institution.

Issue 3: Admission and prerequisite course requirements may change between the time a student completes a dual enrollment course and the time they apply to an AA program and/or a bachelor's degree at an SUS institution.

Issue 4: Too much time may lag between the time a student completes a critical prerequisite course through a dual enrollment program and the time they apply to a bachelor's degree at an SUS institution (e.g., calculus for engineering programs, anatomy and physiology for nursing programs).

2. Prerequisite Courses

In 1996, Florida's higher education institutions established a list of common prerequisite courses for every baccalaureate program through the direction of the Articulation Coordinating Committee (ACC) in accordance with statute 1007.25(5).F.S. The list is intended to provide prospective transfer students with information about the courses required in order to be admitted to upper division programs at Florida's public institutions. The list, referred to as the Common Prerequisite Manual, is approved and published by the ACC in a format determined by the Oversight Committee of the ACC at <https://dlss.flvc.org/admin-tools/common-prerequisites-manuals>.

The common prerequisites must be required of all public institution students applying to a baccalaureate program – both native and transfer. The Oversight Committee and the ACC must approve all changes to the Common Prerequisite Manual. Each course, including substitutions, must be approved by the Oversight Committee and the ACC. Specific program tracks and program exceptions must also be approved by the

Oversight Committee and the ACC. Institutions may not substitute courses without approval from the Oversight Committee and the ACC. In some instances, the Oversight Committee and the ACC may approve changes to the manual after the original publication date.

Faculty committees, with representation from across the state, meet annually to develop and review the common prerequisite courses for their respective programs. All Florida public institutions are expected to adhere to the program prerequisites established by those committees as approved by the Oversight Committee and the ACC.

Some programs may not require common prerequisite courses. Some programs may have additional admission requirements not published in the Manual. Limited Access Programs also may have additional requirements for admission that are not published in the Manual. In addition, some common prerequisite courses have course prerequisites that must be met before a student can enroll in the common prerequisite course. As the manual does not include all of the admission requirements for every program, students are encouraged to also utilize university catalogs, counseling manuals, and advisors in conjunction with the Common Prerequisite Manual.

The actual Common Prerequisite Manual (see link provided above) for a given academic year is a combination of web pages and pdf files. The “Summary of Changes” and “Policies, Procedures and Important Information” sections are comprised of various web pages. The “Policies, Procedures and Important Information” section includes general information about the manual, definitions, procedures for making changes to the manual, and other information indicated below.

- Purpose of the Common Prerequisites Manual
- Catalog Year in Effect
- Definitions of Common Prerequisites, Substitutions, Suggested Courses
- Coding in University Counseling Manuals/Catalogs
- General Education Courses
- Course Numbering
- Institution Acronyms
- Making Revisions to the Common Prerequisites

The “Index of Common Prerequisites by Program” section contains specific program information as listed below.

- A. Program Listing by Alphabetic Order
(Adobe Acrobat Reader required to view individual degree programs)
- B. Program Listing by CIP Code
(Adobe Acrobat Reader required to view individual degree programs)
- C. Program Listing by Discipline Area

(Adobe Acrobat Reader required to view individual degree programs)

- D. Engineering Programs Common Prerequisites
- E. Teacher Education Information

Through Option A, users may search programs sorted by alphabetical order based on the program name. See Figure 1 below.

Figure 1 Common Prerequisites Manual 2015 - 2016

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Alphabetic Order	Catalog Year: 2015-2016
Please select the degree program you would like to view from the list below. Click a letter to display the degree programs who letter.	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	
Accounting FAMU, FAU, FGCU, FIU, FSU, IRSC, UCF, UF, UNF, USF, USF SM, USFSP, UWF	
Actuarial Science	
Advanced Technology - Big Data	
Advertising	
Aerospace Engineering	
Aerospace Sciences	

Users may search by CIP code number or the two-digit CIP code discipline name. See Figures 2 and 3 below.

Figure 2 Common Prerequisites Manual 2015 - 2016

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CIP Code Order	Catalog Year: 2015-2016
Please select the degree program you would like to view from the list below.	
01.0000	Agriculture Science
01.0102	Agricultural Business/Operations
01.0103	Agricultural (Food & Resource) Economics
01.0603	Landscape and Nursery Horticulture
01.0901	Animal Science (Track 1 of 2) - Animal Biology
01.0901	Animal Science (Track 2 of 2) - Animal Industry
01.1001	Food Science & Technology (Track 1 of 2) - Food Science UF
01.1001	Food Science & Technology (Track 2 of 2) - Nutritional Sciences UF
01.1101	Plant Sciences
01.1103	Horticulture Science
01.1201	Soils Science

Figure 3 Common Prerequisites Manual 2015 - 2016

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The screenshot shows a web interface for the 'Common Prerequisites Manual 2015-2016'. At the top, there is a header with 'Discipline Area Order' on the left and 'Catalog Year: 2015-2016' on the right. Below the header, a message reads: 'Please select the discipline area whose degree programs you would like to view from the list below:'. A dropdown menu labeled 'Discipline Area' is set to 'Any Discipline Area', with '(347 records found)' to its right. Below the dropdown, a list of discipline areas is displayed, each with a blue link: Accounting FAMU, FAU, FGCU, FIU, FSU, IRSC, UCF, UF, UNF, USF, USF SM, USFSP, UWF; Actuarial Science; Advanced Technology - Big Data; Advertising; Aerospace Engineering; Aerospace Sciences; African-American (Black) Studies; Agricultural (Food & Resource) Economics; and Agricultural Business/Operations.

Once a user has located the program of interest, the program link downloads a pdf file containing the common prerequisite information for that program (see Appendix A). Each pdf file downloads with the same generic name (doc.pdf). The main web page for each manual provides links for downloading a complete copy of the manual in pdf format. The current version of which is 428 pages long. Information for interpreting the manual is also provided on the web main page for each manual.

Balancing the need for student consumer protection against the need for curricula revision is the primary role of the ACC and those who staff it, including the faculty discipline committees. Implementing the ACC approved changes is the role of university and college leadership.

Issue 1: Implementation of the common prerequisites occurs through various means including transcript reviews, advising, the publishing of institution-specific catalogs and related materials, and the training of staff across institutions. Ensuring accuracy and consistency across all means is challenging, yet necessary in order to remain in compliance and to best serve students.

Issue 2: Meeting program prerequisites for highly sequenced programs and those with lab or studio requirements - such as many STEM, healthcare, and fine arts programs - can be challenging and difficult to do in a timely manner, particularly for transfer students. Students who begin at an SUS institution in such fields are advised to complete prerequisites as freshmen and sophomores to ensure timely progression through the program of study.

Issue 3: The current format of the Common Prerequisite Manual (e.g., individual pdf files for each program) is difficult for users to navigate, particularly for technology-savvy users accustomed to more interactive web-based interfaces.

Issue 4: The number of credit hours required from program prerequisites range from zero credit hours (e.g., Urban Design) to more than 40 credit hours (e.g., Environmental Science, Architecture).

- Some students may not be able to complete all program prerequisites as part of their AA prior to application. As a result, these students may not be admitted to the program of their choice at an SUS institution. These students will not be eligible for most forms of financial aid while they are non-degree seeking students.
- Students who decide to change their field of study may need to complete additional courses to meet the common prerequisites for the newly chosen field of study.

Issue 5: Too much time may lag between the time a student completes a critical prerequisite course through a dual enrollment program and the time they apply to a bachelor's degree at an SUS institution (e.g., calculus for engineering programs, anatomy and physiology for nursing programs).

Proposed Solutions

Most of the proposed solutions discussed by the Committee in November address multiple issues reviewed by the Committee. In addition, the solutions can be collapsed into three types of solutions: providing accurate and timely information, encouraging and incentivizing best practices, and developing a data toolkit. Following is a description of the proposed solutions based on these three categories. The Concept Map in Appendix B provides a visual depiction of the issue(s) addressed by each proposed solution.

1. Accurate and Timely Information

Sample Solution 1: Clearly communicate institution-specific course numbers for the general education core curriculum courses and common program prerequisite courses for SUS and FCS institutions and a recommended pathway for completing the requirements for both the AA degree and the bachelor's degree at specific institutions.

Sample Solution 2: Develop a more user-friendly interface for the prerequisite manual to better assist students and advisors in locating and interpreting information.

Sample Solution 3: Institutions and BOG staff collaborate with high school counselors to develop and provide information regarding general education core, prerequisites and dual enrollment through counselor handbooks, admissions tour, and other mechanisms.

Sample Solution 4: Institutions and BOG staff collaborate with FCS advisors to develop and provide information regarding prerequisites, completing prerequisites while degree-seeking student, first year student campus contacts, and contact information for comparable SUS student services (e.g., disability services) through PowerPoint/webinars, handbook, and other mechanisms.

2. Encourage and Incentivize Best Practices

The Committee has identified several best practices of strategies that support and enhance the state's current 2+2 agreement. The Committee has also discussed the need to encourage and incentivize the implementation of best practices that will enhance the existing statewide 2+2 agreement, but has not yet discussed specific strategies that will encourage and incent institutions to implement best practices at the local level. The following are examples of the best practices identified by the Committee to date and is not intended to be an inclusive list.

Example Best Practice 1: Send SUS advisors to FCS campuses to provide on-site information about admission, general education and program requirements to better facilitate the transition.

Example Best Practice 2: Work with FCS institutions to develop joint programs in which students concurrently enroll to ensure that students follow an efficient pathway for completing a bachelor's degree.

Example Best Practice 3: Waive application fees for transfer students.

Example Best Practice 4: Provide scholarships for transfer students.

Example Best Practice 5: Provide programs and events to reduce "transfer shock."

3. Data Toolkit

A considerable amount of data regarding AA graduates is currently available. The following data were presented to the Committee during the March and June 2016 meetings.

- SUS Enrollments by Student Type
- AA Transfer Student Applications to SUS Institutions
- AA Transfer Student Application Patterns at SUS Institutions
- AA Transfer Student Demographics at SUS Institutions
- AA Transfer Student Graduation Rates from SUS Institutions
- Associate Degrees Awarded by FCS Institutions by Year
- FCS Students Attending SUS Institutions
- Top SUS Majors for FCS Transfers
- Mean Cumulative GPA of SUS Upper Division Students by Student Type

While Florida has access to a wide array of student data, as exemplified by the above list, some of the questions raised during the 2016 Committee meetings cannot be answered through existing data and/or analyses. In some instances, actual student behavior cannot be adequately described through descriptive data. Some questions have not yet been answered due to the complexity of the question, limitations of existing data systems, and limited staff availability.

In addition to the analyses outlined above, the following research questions have also been recommended for further review and potential analyses.

Proposed Research Question 1: Why are one-third of AA graduates not applying to the SUS?

Proposed Research Question 2: Where do AA graduates go who are admitted to the SUS but do not enroll?

Proposed Research Question 3: Where do AA graduates go who do not transfer to the SUS?

Proposed Research Question 4: Do AA graduates transfer to the SUS without loss of credit?

Proposed Research Question 5: What are the SUS outcomes for the AA transfers by program of study?

Proposed Research Question 6: Why do 90% of transfer students apply to only one University?

By the end of the Workshop, the Committee will identify a final set of solutions for the development of an implementation plan. According to the approved work plan for the Committee, BOG staff are scheduled to present an implementation plan to the Committee during the March 2017 meeting.

Appendix A
Sample Program Page from the 2015-2016 Common Prerequisite Manual

Program:	Advertising	CIP:	09.0903
		Track:	1
Offered At:	UCF*	Program Length:	120 Cr. Hrs.
	UF*		124

REVISED 5/27/09
REVISED 10/28/2009
USF offers advertising under CIP 52.1499.
Comment added 2011.

LOWER LEVEL COURSES

	Cr. Hrs.
SPCX607 ⁽¹⁾	3
Or- SPCX608 ⁽¹⁾	
& ECOX023	3
Or- ECOX013	3
Or- ECOX020	3
&- AMHX010 ⁽²⁾	3
&- AMHX020 ⁽²⁾	3
&- POSX041 ⁽²⁾	3
&- POSX112 ⁽²⁾	3

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

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- (1) Course is not required by UF.
 - (2) Course is not required by UCF.
 - * Limited Access.

Appendix B

Conceptual Map: 2+2 Articulation Issues and Solutions

	ISSUES								
	Academic Transition					Admissions Process	Cultural Transition	Information on A.A. Students	
PROPOSED SOLUTIONS	Confusing prerequisite information	Difficult to meet prerequisites in highly sequenced programs	Program admission not guaranteed	Limited information for dual enrollment students	Difficult to maintain accuracy of prerequisite information	Costly, time-consuming process	Transfer shock	Data can't describe all behavior	Complex research questions
1. Clearly communicate accurate and timely information for prospective transfer students and students in dual enrollment programs									
a. Convert current prerequisite manual from a series of pdf files to interactive database	X	X	X	X	X				
b. Develop institution-specific degree maps that align with requirements published in the prerequisite manual (e.g., Project FUSE)	X	X	X	X	X				
c. Institutions and BOG staff collaborate with HS counselors to develop and provide information regarding general education core, prerequisites and dual enrollment through counselor handbooks, admissions tour, etc.				X	X	X	X		
d. Institutions and BOG staff collaborate with FCS advisors to develop and provide information regarding prerequisites, completing prerequisites as while degree-seeking student, first year student campus contacts, and contact information for comparable SUS student services (e.g., disability services) through PowerPoint/webinars, handbook, etc.	X	X	X		X	X	X		
2. Encourage and incentivize best practices including but not limited to the following									
a. Provide advising on FCS campuses	X	X	X		X	X	X		
b. Develop joint programs with select FCS institutions for programs with tightly sequenced course requirements	X	X	X		X				
c. Waive application fees for transfer students						X			
d. Provide scholarships for transfer students						X			
e. Provide programs and events to reduce "transfer shock"							X		
3. Develop a data toolkit to support BOG planning efforts									
a. Reviewing existing analyses to determine whether additional or different analyses are needed								X	X
b. Identify and conduct studies to answer the most critical unanswered questions not addressed by existing analyses								X	X