

WORKSHOP SUMMARY
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON 2+2 ARTICULATION
FLORIDA POLYTECHNIC UNIVERSITY
LAKELAND, FLORIDA
JANUARY 25, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

Attendees

Committee Members: Alan Levine (Chair), Wendy Link (Vice-Chair), H. Wayne Huizenga, Jr., Ned Lautenbach, and Norman Tripp

Board Members: Richard A. Beard III, Patricia Frost, Jacob Hebert, Sydney Kitson, Thomas G. Kuntz, Edward A. Morton, and Gary S. Tyson

Invited Experts:

- Dr. Karen Borglum, Valencia College, Assistant Vice President, Curriculum and Assessment, member of the Articulation Coordination Committee
- Dr. Jennifer Buchanan, FSU, Associate Vice President for Faculty Development and Advancement, member of the Articulation Coordination Committee
- Mr. Todd Clark, Department of Education, Director of Articulation
- Dr. William Hudson, Jr., FAMU, Vice President for Student Affairs, member of the Articulation Coordination Committee
- Dr. Ian Neuhard, Florida State College-Jacksonville Campus President, South Campus
- Dr. Madeline Pumariega, Florida College System, Chancellor

Strategies for Improving 2+2 Articulation

Chair Levine provided a brief overview of the Committee's activities noting that since March 2016, the Committee has learned about the statewide articulation law and policies, the pipeline of AA students coming to the state universities from the Florida College System, and the performance of AA students within our state universities. In September 2016, staff from the University of Central Florida and the University of South Florida described 2+2 programs that have 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. At the November 2016 meeting, the Committee discussed various issues and solutions organized around four aspects of 2+2 articulation: the academic transition, the admissions process, the cultural transition, and information on AA graduates.

Chair Levine noted that Florida's statewide 2+2 articulation agreement is working exceptionally well and there is good collaboration between the state universities and the colleges. He further stated that the purpose of the workshop is to focus on identifying strategies and solutions that build on and strengthen the existing statewide agreement and the collaborative relationships. He also noted that the Committee wants to encourage the universities and colleges to continue being entrepreneurial and collaborative.

Following a brief review of the issues and solutions discussed in November 2016, the workshop participants discussed a variety of issues related to the academic transition, the admissions process, the cultural transition, and information on AA graduates. Many of the issues focused on the need to improve information and communication about potential pathways and course sequences, especially for high school students in dual enrollment programs. Participants suggested a central, comprehensive website as a potential solution. Participants noted that improving the availability and quality of 2+2 articulation information would address most of the issues that were raised during the workshop and previous committee meetings. Workshop participants also discussed the importance of providing services and mechanisms to help students make the cultural transition from a Florida college to a state university. In addition, the participants considered ways to provide incentives for the state universities to expand and enhance existing programs in collaboration with the Florida colleges. Participants also discussed the need for additional analyses that would help determine whether students in all areas of the state have access to a 2+2 enhancement program. Workshop participants then discussed the possibility of having the state universities identify key components of effective 2+2 enhancement programs and provide regular reports to the Board.

At the close of the workshop, the following solutions were selected for inclusion in the Committee's implementation plan.

1. Provide better advising on the appropriate sequence and timing of some courses (e.g., math) to make sure dual enrollment students understand the opportunities and expectations as well as the consequences of their choices.
2. Develop a common advising website that incorporates all potential pathways, from high school to a Florida college to a state university, and other relevant information about dual enrollment and the way credits transfer from one institution to another.
3. Develop structured pathways for dual enrollment students.
4. Identify and implement advising best practices across the system.

5. Encourage universities to enhance and expand geographic programs of access like Direct Connect and Fuse using entrepreneurial approaches while also meeting a set of standards to ensure program quality and effectiveness.
6. Improve the cultural integration of AA transfer students into the state university environment.
7. Conduct an analysis to determine whether there are sufficient 2+2 enhancement programs serving students in rural areas.
8. Identify where data can be improved or enhanced to better track student progress, including those who do not apply or do not enroll in a state university.

Next Steps

During the March 2+2 Committee Meeting, Board staff will present an implementation plan that incorporates the solutions identified during the workshop.