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4 areas of focus related to Complete College Georgia:

Transforming Remediation

15 to Finish

Guided Pathways to Success

Reverse Transfer

**Transforming Remediation**

In Fall 2013

* Eliminated system requirement for Compass Exit Testing
* “All USG institutions are encouraged to provide Learning Support for students as corequisites to college level courses. Such courses must be designed to provide instruction to supplement the specific core curriculum courses.” Co-requisite remediation as the default strategy for the majority of students.
* Ad hoc committees worked to construct implementation strategies for recommendations of the Task Forces to Transform Remediation.
* Not changed: “All remedial and LS courses should carry course numbers of 99 or below. These courses should not form a part of a baccalaureate program. Any credit which may be given for these courses should not be used in fulfilling the requirements for a baccalaureate degree.”

Spring 2014

* Solicit feedback from institutions at regional workshops.
* Plan for April system-wide symposium on remediation.
* Some institutions will be “at scale” on using corequisite strategies for remediation in Fall 2014. This is purely voluntary.
* The majority of system institutions will be expected to be “at scale” using corequisite strategies for remediation by **Fall 2015**.

**15 to Finish**

Changing norm to full-time = 15 credits (not 12)

Promoting on-time graduation (2 year associate and 4 year bachelor’s)

Key message: Enroll in 15 credits per semester to graduate on time.

Georgia Perimeter College acting as lead institution for 15 to Finish.

Website: [www.15tofinishgeorgia.com](http://www.15tofinishgeorgia.com)

Things you can do:

Establish 15 credit hours per semester as the “new norm” for full-time.

Train advisors to encourage students to take 15 credits per semester wherever possible.

Send GPC ([15tofinishgeorgia@gmail.com](mailto:15tofinishgeorgia@gmail.com)) a URL so they can link to your 15 to Finish materials from the system-wide 15 to Finish website.

Encourage faculty, staff, and administrators from your campus to attend upcoming regional and system-wide meetings on 15 to Finish.

**Guided Pathways to Success**

<http://www.completecollege.org/docs/GPS%20BOOKLET%2006-14%20FINAL.pdf>

Develop 2- and 4-year on-time program maps with milestones. Samples:

University of Hawaii at Manoa - <http://manoa.hawaii.edu/ovcaa/programsheets/#artsci>

Georgia Perimeter College - <http://www.gpc.edu/programs/programmaps>

Georgia State University – <http://catalog.gsu.edu/undergraduate20132014/course_curriculum/b-s-in-criminal-justice-legal-issues-track/>

South Georgia College - <http://www.sgc.edu/academics/plans.html>

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| --- | --- | --- | --- | --- |
| **Degree Pathway for [Program of Study]** | | | | |
| **Year 1** | | | | |
| **Term 1** | |  | **Term 2** | |
| **Course** | **Credits** | **Course** | **Credits** |
| ENGL 1101 (or institutional A1 course) | 3 | ENGL 1102 (or institutional A1 course) | 3 |
| Recommended A2 math course [Specify MATH 1001, 1101, 1111 or other math.] | 3 | Area D math course or other Area D course that is not one of the two required lab science courses (if required) | 3 |
| Area F elective | 3 | Area F elective | 3 |
| Lab Science 1 | 4 | Lab Science 2 | 4 |
| Area B, C, D or E elective (2 credit option, if available) | 2 - 3 | Area B, C, D, or E elective (2 credit option, if available) | 2 - 3 |
| Semester Total | 15 – 16 | Semester Total | 15 – 16 |
|  | | | | |
| **Milestones** | |  | **Milestones** | |
| * Complete 1 Area A1 course * Complete Area A2 math | | * Complete all Area A requirements * Declare major * Meet with an advisor * Accumulate 30 or more collegiate credits | |
|  | | | | |
| **Year 2** | | | | |
| **Term 1** |  |  | **Term 2** |  |
| **Course** | **Credits** | **Course** | **Credits** |
| POLS 1101 (or Area E elective) | 3 | Area E elective | 3 |
| Area B, C, or E elective | 3 | Area B, C, or E elective | 3 |
| Area B, C, or E elective | 3 | Area B, C, or E elective | 3 |
| Area F elective | 3 | Area F elective | 3 |
| Area F elective | 3 | Area F elective | 3 |
| Semester Total | 15 | Semester Total | 15 |
|  |  |  |  |
| **Milestones** | | **Milestones** | |
| * Apply to graduate (if at an associate-degree granting institution) * Apply to transfer institution (if at an associate-degree granting institution) | | * Complete all Core Curriculum requirements * Accumulate 60 or more collegiate credits * Graduate (if at an associate-degree granting institution) | |

Develop “meta-major” maps for the first year for students who are not sure what they want to major in when they enter.

<http://blueprint.ecs.org/resources/meta-majors/>

<http://www.ecs.org/docs/STATEMENTCorePrinciples.pdf> (Principle 7)

<http://www.floridacollegeaccess.org/2013/10/16/meta-major-college-access-word-of-the-week/>

Possible USG meta-majors:

Business

Education

Health Professions

Humanities

Social Sciences

STEM

Consider making block schedules available for freshmen with 15 credits per semester, math and English completed in the first year.

**Reverse Transfer (Credit When It’s Due – Lumina)**

Reverse transfer = awarding associate degrees to students who have transferred to other USG institutions without completing associate degrees. Transfer **credits** back to associate degree institutions to satisfy degree requirements to increase the number of associate degrees awarded.

VPAA Survey Results from Fall 2013. VPAAs wanted:

* A centralized USG process for reverse transfer, including appropriate training for registrars
* Clear models, guidelines, practices, and how-tos
* Efficient ways to share student data between receiving and sending institutions, including automatic triggers for review of reverse transfer
* Assurance that both sending and receiving institutions will receive appropriate credit for associate degrees earned via reverse transfer when performance-based funding is fully implemented
* Clear explanations of the benefits of associate degree completion to students at sending and receiving institutions and models for communicating this to both constituencies

What you can do now:

Associate degree institutions – Remove barriers to reverse transfer

* Ensure that students do not have to be currently enrolled to graduate from your institution.
* Ensure that students can transfer BACK the same amount of credit that they can transfer IN.
* Consider eliminating graduation application fees.

Receiving institutions – Facilitate reverse transfer

* For this year, consider whether you could send batch data to one or more of your major (USG) sending institutions using the following selection critera:
  + Student earned 30 or more collegiate credit hours at the sending institution
  + Student has at least 60 accumulated transfer hours (at sending and receiving institutions combined)
  + Student is enrolled this academic year.
  + Student has not received an associate or bachelor’s degree.
* Consider whether it would be possible to waive fees for transcripts sent to other USG institutions in support of reverse transfer.

Moving forward:

Associate degree institutions

* Have students apply to graduate when they matriculate at your institution and have students prepay the graduation fee.
* Upon matriculation, have students sign an agreement that your institution may receive transcript information from other USG institutions for the specific purpose of awarding an associate degree.

Receiving institutions

* Upon matriculation, have students sign an agreement that your institution may send transcript information to other USG institutions for the specific purpose of awarding an associate degree.