

UNIVERSITY SYSTEM OF GEORGIA
REGENTS' ENGINEERING PATHWAY PROGRAM

ANNUAL PROGRAM MEETING
December 16, 2019

Dean Mohammad Davoud welcomed the attendees (list attached). He reported that the USG Core Curriculum is about to change.

Dean Davoud noted that the Regents' Engineering Pathway Program has never had by-laws, and stated that the Program needs to create such a document by which to operate. The REP Program representatives can review and approve the document online (by email) or at the next annual meeting.

Another issue the REP Program would like to address is our current inability to track its students when they transfer to an engineering program. We need to identify a way to track students and their success, and will discuss it later in the meeting.

Presentations [attachments]

Kennesaw State University – Southern Polytechnic College of Engineering & Engineering Technology
<https://engineering.kennesaw.edu/transfer-programs/rep.php>

Cameron Coates, Assistant Dean for Operations

Lori Lowder, Assistant Dean for Accreditation & Assessment

Dr. Coates reported that Kennesaw State has become a Carnegie Doctoral/R2 Research University within the last 18 months. KSU also still offers engineering technology degrees.

Mercer University – School of Engineering

<http://engineering.mercer.edu/>

Scott Schultz, Senior Associate Dean

Dr. Schultz emphasized that Mercer holds 40 engineering labs in the Mercer Engineering Research Center (www.merc-mercer.org). Civil Engineering is their newest program, and the first cohort in this major are now in their junior year. Mercer also hosts a 4+1 bachelor's to master's program.

There are many employment opportunities in central Georgia, especially in manufacturing, and businesses that support Robins Air Force Base.

Georgia Southern University – Paulson College of Engineering & Computing

<https://cec.georgiasouthern.edu/degrees/repp/>

David Williams, Associate Dean for Students & Curriculum

Dr. Williams announced that the B.S. in Manufacturing Engineering degree program has graduated its first cohort of students. The College offers a full MfgE program with state-of-the-art labs. Each of the College's majors offers an ABM (Accelerated Bachelor's to Master's) (aka 4+1) program. All REP Program students are assigned an advisor at orientation. In addition, students transferring into Georgia Southern may opt for an Honors program.

Georgia Southern recommends an overall GPA of 2.5 to transfer to one of our engineering programs, especially because transfer students often lost about 0.5 points as they acclimate to the University and College. However, the University and College have invested heavily in promoting student success.

Ms. Julie Cook (UGA) noted that Georgia Southern, Kennesaw State and Mercer have no requirement for transfer students for courses completed and time since graduating from high school. She asked whether transfer credit hours for these institutions may be comprised of AP courses. Admissions requirements vary per institution and may be checked through each institution's Admissions Office.

University of Georgia – College of Engineering

<http://www.engineering.uga.edu/admissions/undergraduate/rep>

Ramaraja Ramasamy, Associate Dean for Academic Affairs & Assessment

Dr. Ramasamy noted that UGA is a Carnegie Doctoral/R1 Research University, and has a Ph.D. in Engineering degree program. There are now three engineering schools within the College of Engineering. The College also has 4+1 programs.

UGA's admissions process includes additional requirements for "high demand majors," including engineering, to control enrollment. In order to transfer, students who have completed 30 credit hours must have a 3.5 cumulative GPA, and those who have completed 60 hours must have a 2.8 GPA. About four or five students transfer to UGA each semester.

Georgia Institute of Technology – College of Engineering

<https://coe.gatech.edu/>

Laurence Jacobs, Associate Dean for Academic Affairs

Dr. Jacobs stated that Georgia Tech is incredibly STEM-focused, with 75% of their students being in engineering or computing. Undergraduate degrees are kept broad, with MS-level degree programs being more specific. Georgia Tech has 4+1 and BS/MS programs, as well as Ph.D. programs in conjunction with Emory University.

Admissions within Georgia Tech are more competitive for the College of Engineering. For transfer students, there is a 50% admission rate for Georgia residents, but only 17% for non-Georgia residents. At the transfer level, the major applied for matters, especially as Georgia Tech does not allow a change of major upon transfer.

It is preferable to enter Georgia Tech as a freshman than as a transfer. It is harder to get into some majors than others. Your essay matters.

Panel Session Q&A

Q: What is the difference between the REP Program and a regular transfer program?

A: The REP Program gives coordinators a template of courses that allows you to advise students so they are on the right pathway – taking the right courses – to successfully transfer to an engineering school and complete their major in engineering.

Q: If my institution wants to offer more engineering courses, which ones would give us the most bang for our buck?

A: Gear your course offerings towards what your students are interested in.

A: Look at the courses equivalencies at the engineering schools based on the syllabus for your course(s).

Q: Do I need to work with each engineering school separately for transfer equivalencies?

A: In order to transfer, the courses must have content equivalent to those taught at the engineering schools, which compare their courses to those at Georgia Tech. You are welcome to borrow our syllabi and teach from them to make sure your courses are equivalent.

Curriculum Area F

Dr. Barbara Brown, Assistant Vice Chancellor for Transitional and General Education, referred to courses listed in Core Curriculum Area F (Courses Specific to the Major) for the Regents' Engineering Pathway Program. While students will still be limited to taking 18 credit hours in Area F, some institutions want to offer more courses in this area. The general rule is that the area should be a big umbrella that can encompass ALL Area Fs (all majors). The question was initially aimed at Georgia Tech, but perhaps we should revisit with all five engineering institutions. The USG's inclination is to rework Area F to make it broader, then clearer with guidance for each engineering school. For example: "Georgia Tech would like you to take x, y, and z."

Question: Do we need separate area Fs for each major?

The Area F on the REP Program website is geared towards Georgia Tech's requirements, but not all of the engineering institutions in the program. Everyone should fit in Area F, but they don't now.

Dr. Brown noted an additional concern: Financial Aid only pays for courses within a student's program. In some (non-engineering) institutions, students can declare an engineering major, others cannot – REP Program is not a major. The USG will address this at the state level. However, we need to define at the institutional level what students must have. The next step is for the engineering institutions to identify a unified Area F.

Tracking REP Program Students (Transfers to Engineering Institutions)

Dr. Brown noted that the USG has no system-wide key to flag REP Program students. Dean Davoud suggested either asking the receiving (engineering) institutions to track their incoming transfers from the REP Program, or adding an REP Program key to the USG data collection system. If the sending (or "feeder") schools can share the number of students they have in the REP Program each semester, preferably by major, then the receiving (engineering) schools can track incoming transfers from their original institution, and keep the sending schools up to date on applications, matriculations, progression and graduation.

Dr. Brown added that the process is probably a multi-pronged approach. She will determine how to define an REP Program student/applicant; and attach an attribute at the USG level. Institutional Research can run applications from all other institutions.

Dean Davoud requested that the sending institutions report each semester the number of students per discipline (and names, if possible); and that the engineering schools send a report (using data from their Institutional Research offices) each semester to the sending institutions on transfer admissions. The engineering schools will work with USG to comply with FERPA rules and decouple identifying information as necessary. Georgia Tech's current system of tracking incoming transfers, and Kennesaw's past system can be used to inform how the REP Program institutions can track their students.

REP Program institutions should consider what data they want in the reports.

REP Program By-Laws

Dean Davoud's office will work to develop a draft of by-laws for the REP Program to include how often the institutions should meet, guidelines on exchanging information, and other procedural guidelines.

The attendees agreed that after the fall semester (mid-December) is a mutually agreeable time to meet.

Respectfully submitted,

Barbara Gooby