Complete College Georgia
Update Report, FY 2019

Submitted by

Atlanta Metropolitan State College

to the

Board of Regents of the University System of Georgia

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Interim President
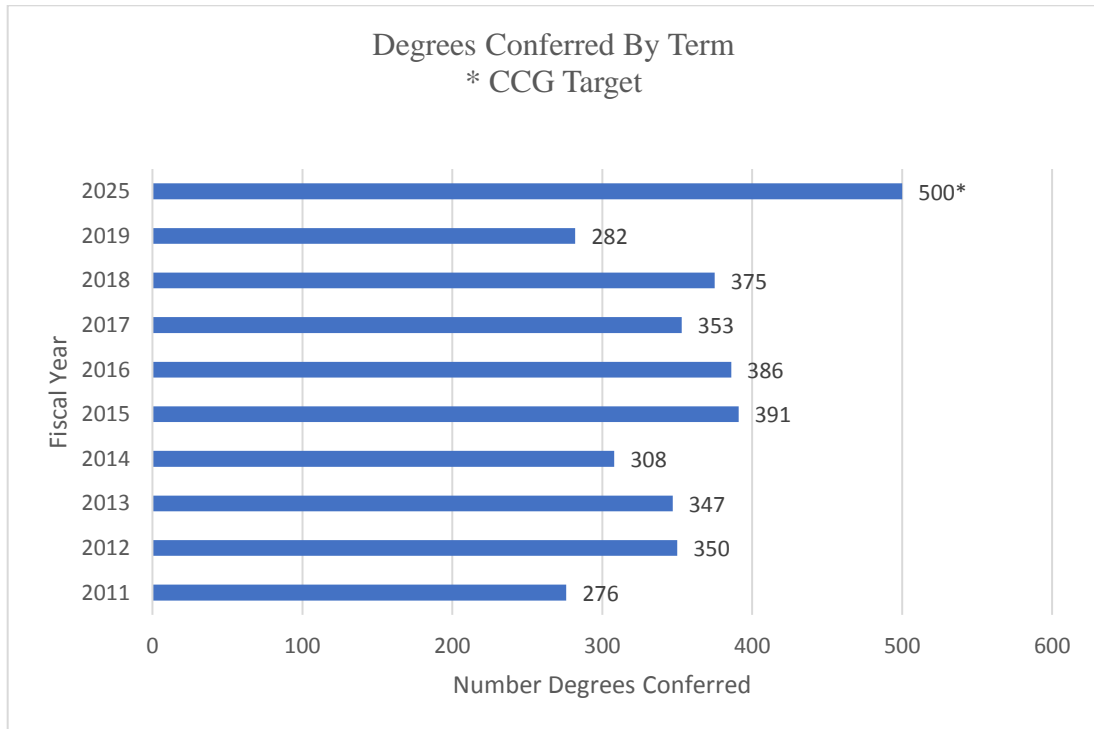
INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1974, Atlanta Metropolitan State College (AMSC, Atlanta Metro) is a public, access institution governed by the Board of Regents of the University System of Georgia (USG). A core goal of AMSC is to provide a high quality, low-cost, and accessible post-secondary education. While the core priority of the college is academics, AMSC endeavors for each student to take away a holistic and deeper experience that integrates academics and a range of co-curricular activities, including experiential learning, life-skills training, leadership coaching, and civic/community services. The College's mission specifically addresses the educational needs of the urban, diverse population who will, upon completion, return to and positively transform the economic, social, and civic standing of society, particularly in the metro Atlanta region.

For FY19, AMSC had an enrollment of 2,187 (fall 2018) and 2,042 (spring 2019). The student demographic was composed of a 3:2 ratio, traditional/non-traditional students; 40% adult learners; 55% part-time students; and a fully commuter campus. The race demographic consisted of 92% African-American, 3% Caucasian, 3% Hispanic, and 2% Asian. Thirty-three percent (33%) of AMSC's students were enrolled in at least one learning support class. Despite the numerous completion barriers facing students, AMSC is proud to have the highest three-year, associate degree graduation rate (24.1%) among State Colleges in the USG. Moreover, AMSC leads the USG State College sector in associate degree graduation rates for both male and female African-American students. Seventy-four percent (74%) of Atlanta Metro's students receive the Pell grant, and 90%+ receive some form of financial aid. The College's highest enrolled academic pathways and highest number of degrees conferred annually are in Business Administration, Allied Health, and Criminal Justice, respectively.

AMSC's 45-year history is replete with success stories of students who enter AMSC, graduate and transfer to the most prestigious professional, research, and graduate schools in the USG and nation, and later excel in distinguished careers. Sixty percent (60%) of AMSC's students are first generation and 95%+ are Georgia residents from metro-Atlanta urban communities. The ability of AMSC to contribute graduates to the local workforce in a wide range of occupations with credentials from certificates to bachelor's degrees is a unique characteristic of the College.

Atlanta Metropolitan State College was approved for a level change in 2012, and is currently a level two SACSCOC accredited institution, with the highest-level credential offered being the baccalaureate degree. The College has seven bachelor's degree programs in Business Administration, Digital Media and Entertainment, Applied Mathematics, Biological Science, Criminal Justice, and Organizational Leadership and Financial Technology (FinTech), with the latter two programs offered fully online as a consortium agreement in the USG e-Major program. Other AMSC signature programs include the Moses Ector Law Enforcement Leadership Academy (MELELA), a 1+2 Joint Program in Radiologic Technology with Grady Hospital, transfer articulation agreements with Atlanta and Georgia Piedmont Technical Colleges in criminal justice, and a teacher education bachelor's degree program offered by Kennesaw State University on the AMSC campus. AMSC engages in numerous metro-Atlanta and community-based partnerships that "connect the college to the community." These partnerships cover a range of sectors, including (1) corporate, (2) secondary and post-secondary education, (3) small businesses, (4) medical, (5) entrepreneurships, (6) government, and (7) Faith-Based/Private institutions. AMSC has a $114M economic impact on the metro-Atlanta region.

Atlanta Metropolitan State College has two overarching Complete College Georgia (CCG) priorities: (1) to achieve and sustain, at a minimum, the national graduation rates for associate and bachelor's degree completions, and (2) to award 500 post-secondary credentials annually (adjusted down from 600 in the previous year) by 2025. AMSC has sustained an associate degree graduate rate at the national level for the past two years. While the College has increased its completions from a baseline low of 276/year in FY11 to a high of 391/year in FY15, a net +42% increase, there are notable variations in completions over the seven-year CCG period (graph below). The high impact strategies presented in this CCG update continue to move the institution forward toward its 2025 completion target. While the College's progress toward its completion target has slowed over the past year, adjustments have been made to address the factors that impede student graduation.

Degrees Conferred By Term
* CCG Target

Fiscal Year	Number Degrees Conferred
2025	500*
2019	282
2018	375
2017	353
2016	386
2015	391
2014	308
2013	347
2012	350
2011	276

MOMENTUM YEAR/APPROACH UPDATE

Current Status: Inaugural Class, Starting fall 2019, Momentum Year Approach

Atlanta Metropolitan State College is pleased to report the completion of its Momentum Year (MY) Planning phase. Beginning fall 2019, the College will launch its inaugural classes based on the Momentum Approach. AMSC projects that implementation of the MY Plan will have a positive impact on CCG outcomes. The success of MY training has empowered faculty with new teaching tools and strategies to enhance student learning and success. While the Momentum Approach focuses on gateway courses, the College has expanded the Momentum Approach training to benefit faculty in various disciplines across campus, in multiple programs and divisions.

Overview of the Momentum Year Plan

Mission

 "a starting point that helps students find their path, get on that path, and build velocity in the direction of their goals."

Goals/Objectives

AMSC's Momentum Year strategies focus on catapulting students toward completing key first-year metrics (measures of success), closing achievement gaps, and boosting retention, progression, and graduation rates at Atlanta Metropolitan State College. Following the 2017 USG Advising Summit, AMSC prepared an Inventory of practices that better enable students to enter and complete programs of study and academic pathways that prepare them to succeed in further education and career advancement. AMSC will address three (3) essential principles of the Momentum Year:

> (1) Purposeful Choice;
> (2) Academic Mindset; and
> (3) Pathway/Programs of study.

This Momentum Year planning has enabled AMSC to commit to understanding some of the key issues AMSC students face (identifying the problems), generating campus and stakeholder buy in, and adoption of an action plan to achieve progress toward milestones and measures of success that will allow for continuous improvement to sustain the strategy.

INSTITUTIONAL HIGH-IMPACT STRATEGIES, ACTIVITIES, AND OUTCOMES

High-impact Strategy #1	**Strategy 1.0:** 1-in-3 (one associate degree in three years) provides a milestone and goal-setting strategy for part-time students to graduate in three years with an associate degree.
Related Goal	**Goal 1:** Ensure student completion within a limited timeframe
Demonstration of Priority and/or Impact	The College's "1-in-3" strategy targeting part-time students complements its "15-to-finish" strategy targeting full-time students. AMSC fully embraces and advises its full-time students to follow the "15-to-finish" strategy recommended by Complete College America and implemented by the USG. With the "15-to-finish" strategy, AMSC advises students to register for 15 credit hours each semester to graduate with the associate degree within two years. A load of fifteen (15) credits has proven successful for many AMSC students who have the wherewithal to spend most of their time on campus, with essentially a single educational focus and with few or no competing interest to attaining the degree. The feasibility of a 15-credit hour load per semester is quite unattainable, however, for many students. This is particularly the case for those part-time students with competing interest such as a family with financial responsibilities requiring full-time employment, and those with limited income. For part-time students facing these challenges, 15-to-finish is impractical to successfully sustain over a two-year period. Completion milestones and goal setting are arguably more important for part-time students because their attrition and stop-out rates are significantly higher than that of full-tine students. Thus, "1-in-3" provides a meaningful and achievable alternative for part-time students who are unable to achieve the 15-to-finish goal. "1-in-3" challenges part-time students to finish the associate degree within three years, 150% of the expected time to completion based on the Department of Education national standards. Atlanta Metro employs a range of strategies, including marketing promotions, academic advising, interventions, and monitoring activities to achieve the "1-in 3" objective. **Impact:** Because part-time students (those registering less than 12 credit hours) are a majority (60%) of the AMSC student population, the "1-in-3" goal is projected to have a significant impact on the AMSC student body. AMSC part-time students graduate at a fraction of the rate when compared to the rate of full-time students. The "1-in-3" strategy allows part-time students to set a tangible goal that reduces their time to completion and gives the College a framework to provide specific interventions and strategies that assist students to academic success.
Primary Point of Contact	**Name: Ms. Sharon R. Duhart** Title: Director for Academic Advising and Success Email: sduhart@atlm.edu **Name: Dr. Mark A. Cunningham** Title: Vice President, Institutional Effectiveness Email: mcunningham@atlm.edu
Summary of Activities	**Activities to Support the "1-in-3" Strategy** Students who take less than 10 credits per semester either make up credit hours during summer terms or expand coursework during the fall and/or spring terms. The College has implemented the following activities to support students who engage in the "1-in-3" strategy: (1) Provide intrusive advising, that aggressively promotes, strongly encourages, monitors, and guides students to follow specifically designed 3-year program/pathway maps to graduation. These program/pathway maps require strategic course schedules for part-time students. (2) Utilize data-driven decisions and DegreeWorks (computer-based degree planning) strategies for integrating and increasing the efficiency of program maps, advising data, course selection/demands, and historical registration patterns to ensure that students have the courses (campus and online) they need, while also maximizing the allocation of College resources. Atlanta Metro continually seeks to utilize "smart scheduling" that maximizes the efficiency and effectiveness of class scheduling in alignment with student needs; (3) Monitor off-track students and provide immediate "early alert" intervention strategies that put them back-on-track to graduation; (4) Monitor and provide academic support interventions to increase the earned/attempted credit hour ratio, which has a significant impact on student completion (FY19 data provided below);

		(5) Provide multiple registration terms and options for course scheduling within the semester, with various compressed class and delivery method options; (6) Provide flexible evening and week-end class scheduling options for working students; (7) Facilitate consistent support structures and interactions (remote and in-person) such as learning cohorts, study groups, and study sessions to support tangible and intangible student needs.
Measures of Progress and Success		
	Baseline measures	**Fall 2015** **Credit Hours Attempted, Earned, and Earned/Attempted Ratio:** *Full-time Students (N=1282)* Average Credit Hours Attempted:　13.4 Average Credit Hours Earned:　　10.9 Earned/Attempted Percentage:　　81.3% Unsuccessful (Zero) Earned Hours: 67 (5.2%) *Part-time Students (N=1716)* Average Credit Hours Attempted:　7.3 Average Credit Hours Earned:　　5.1 Earned/Attempted Percentage:　　69.9% Unsuccessful (Zero) Earned Hours: 266 (16%)
	Interim Measures of Progress	**Fall 2018** **Credit Hours Attempted, Earned, and Earned/Attempted Ratio:** *Full-time Students (N = 896)* Average Credit Hours Attempted:　　13.4 Average Credit Hours Earned:　　　10.7 Earned/Attempted Percentage:　　　80.0% Unsuccessful (Zero) Earned Hours:　63 (7.0%) *Part-time Students (N = 1275)* Average Credit Hours Attempted:　　7.0 Average Credit Hours Earned:　　　6.0 Earned/Attempted Percentage:　　　85.2% Unsuccessful (Zero) Earned Hours:　255 (20%)
	Measures of Success	**Annual Target:** Two percent (2%) increase in average registered hours and earned/attempt ratio **2025 Targets:** Average Attempted Credit Hours (Full-time Students):　　15 Unsuccessful (Zero) Earned Hours:　　　　　　　< 2% Average Attempted Credit Hours (Part-time Students):　　10 Unsuccessful (Zero) Earned Hours:　　　　　　　< 5% **Average Earned/Attempted Hours** >= 88% (Full-time Students) >= 85% (Part-time Students)
Analysis and Lessons Learned		When comparing fall 2018 results to the fall 2015 baseline, the average hours, earned hours, and earned/attempted hours for full-time students are essentially flat. To the contrary, over the past year, a marked increase occurred for the earned/attempted hours ratio for part-time students. This change is very encouraging and indicates an increased efficiency of course completion by part-time students. This outcome contributes directly to a shorten time to completion for part-time students. The retention of part-time students, however, remains a greater challenge when compared to that of full-time students. For FY20, the College will continue the current strategies put in place to assist part-time students to sustain course loads and increase course completions to achieve the "1-in-3" objective. Despite gains over the past year, challenges remain that hinder part-time students from achieving the "1-in-3" goal and limit their course loads. The College has employed several effective strategies , such as: (1) accessible course times and days, with various delivery course options, (2) various types (campus and

remote) of "on-time" academic support, and (3) multiple opportunities for peer-to-peer, student-to-faculty interactions. These interventions and strategies are critically important for the intangibles (e.g. motivation, completion mindset, ownership, tenacity, follow-through) that are essential for the success of students. The application of these interventions is critically important and should be nimble and dynamic, aligning with the specific needs of the students, which often change from one semester to the next, and sometimes from one class to the next.

The College notes that, in some years, a higher number of credentials are awarded to part-time students than those awarded to full-time students. This is explained statistically because the College has a higher part-time student population (60:40 part-time/full-time ratio). This finding demonstrates that part-time students have great potential, and that their completion of the associate degree within three years is a realistic, attainable expectation.

High-impact Strategy #2	**Strategy 2.0**: Decrease Time to Completion
Related Goal	Goal 1: Increase higher education access for underserved and/or priority communities
Demonstration of Priority and/or Impact	The time to completion for students is often extended because of repeat classes due to withdrawals, academic failure, change of major, and incorrect course selection. Repeat classes generate extra unneeded course credits at graduation that are expensive and time-consuming for students and often lead to delayed graduation for as many as two or more additional years. Adult learners (25 years and older) and traditional students (under 25 years old) show the greatest contrast when comparing time to completion data. Access and technology challenges typically have the greatest impact on time to completion for adult learners, and attrition and continuity are major factors impacting the time to completion for traditional students. Retention rates of all students drop significantly with increased time to completion, thus adversely affecting student completion. Reducing the time and cost to completion by reducing the number of credits at graduation lead to higher completion rates. This strategy also increases the year-to-year retention rate of adult learners and traditional students. **Impact:** This strategy potentially impacts all students.
Primary Point of Contact	**Name: Dr. Kokila Ravi** Title: Director for Distance Education and Specialized Programs Email: kravi@atlm.edu
Summary of Activities	The College employed several activities to achieve this strategy: (1) Provide targeted computer and technology support for adult learners, a major barrier to this cohort for taking online courses; (2) Provide a variety of adult learner focused or "friendly" online courses. Note that these courses have the same rigor, learning outcomes, and content as other courses, but address pedagogical and technological needs specific to adult learners; (3) Provide multiple registration terms and options for course scheduling during the semester, with various compressed classes and delivery method options; (4) Provide flexible evening and week-end flexible class scheduling options for working and adult learner students; (5) Facilitate consistent support structures and interactions (remote and in-person) such as learning communities, study groups, and study sessions to support tangible and intangible student needs. (6) Educate students on DOE financial aid policy, which prohibits Title IV funding beyond 150% of the credit hours required to earn the degree (7) Reduce institutional physical education course credit requirements (8) Increased student education and raise their awareness regarding the impact of good career choices and accurate course selections in First Year Experience classes (9) Refined policies and procedures that maximize transfer credits and eliminate redundancy of class requirements between institutions

Measures of Progress and Success							

	Baseline measures	**Fall 2016**						

Bachelor's Degree Semester Credit Hours (SCH) at Graduation by Age Type

SCH	Adult Learner	%	Traditional	%	All Graduates	%
125-152	13	68%	5	100%	18	75%
153-180	5	26%	0	0%	5	21%
> 180	1	5%	0	0%	1	4%
Grand Total	**19**	100%	**5**	100%	**24**	100%

Associate Degree SCH at Graduation by Age Type

SCH	Adult Learner	%	Traditional	%	Grand Total	%
57-65	20	10%	24	15%	44	12%
66-71	40	21%	35	21%	75	21%
72-96	87	46%	76	46%	163	46%
> 96	44	23%	29	18%	73	21%
Grand Total	**191**	**100%**	**164**	**100%**	**355**	**100%**

Interim Measures of Progress

Fall 2018

Bachelor's Degree SCH at Graduation By Age Type

SCH	Adult Learner	%	Traditional	%	All Graduates	%
120-124	4	8%	2	15%	6	10%
125-152	35	73%	11	85%	46	75%
153-180	7	15%	0	0%	7	11%
>180	2	4%	0	0%	2	3%
Grand Total	**48**	100%	**13**	100%	**61**	100%

Associate Degree SCH at Graduation by Age Type

SCH	Adult Learner		Traditional		Grand Total	%
60-65	14	13%	19	17%	33	15%
66-71	27	26%	36	32%	63	29%
72-96	55	52%	54	47%	109	50%
>96	9	9%	5	4%	14	6%
Grand Total	**105**	100%	**114**	100%	**219**	**100%**

Measures of Success

2025 Target
Bachelors (All Graduates) SCH at Graduation Target
Adult Learners: SCH 120-124 Target 35% Students
Traditional Student: SCH 120-124 Target 45% Students
Associates (All Graduates) SCH at Graduation Target
Adult Learners: SCH 60-65 Target 40% Students
Traditional Student: SCH 60-65 Target 50% Students

Analysis and Lessons Learned	The data show that a high percentage of students, regardless of the degree level, have significantly more course credits than needed at graduation. Over the previous year, a higher percentage of associate degree completions are closer to the required degree requirements at graduation when compared to that of bachelor's degree completions. On the other hand, more associate degree completions have a higher number of unneeded credits at graduation when compared to bachelor's degree completions. A significant factor driving high levels of unneeded credits for bachelor's degree students is transfer-in credit hours, which in some cases account for up to 50%+ of unneeded courses at graduation. Adult learners make up a large percentage of transfer-in students, thus benefitting significantly from the success of this strategy. Having clear career goals, high GPA, and receiving consistent academic advising are important factors that reduce SCH at graduation for all students. The part-time status of students is another major factor that leads to excessive SCH at graduation. Part-time students tend to have high change rates of major, which often lead to unneeded course credits at graduation due to course credits from the first major that do not apply to the second major. The major barrier for many adult learners is returning to the classroom after an extended time since high school graduation, particularly causing challenges in mathematics and technology-based courses.

High-impact Strategy #3	**Strategy 3.0:** Increase access to post-secondary education for high school students via dual credit, Dual Enrollment (DE) Programs
Related Goal 3	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school
Demonstration of Priority and/or Impact	In addition to the benefit of shortening time and cost to a College degree for high school students, this strategy also creates a pipeline of college-ready students to enroll in AMSC's baccalaureate programs after high school graduation, thus addressing an essential need of the College to sustain and grow high producing bachelor's programs. **Impact:** The impact for this strategy for FY19 was approximately 300 high school students per semester.
Primary Point of Contact	**Name:** Tocarro Davis Title: Dual Enrollment Coordinator Email: tdavis@atlm.edu Name: Dr. Kimberly Grimes-Solomon Title: Vice President, Student Affairs Email: kgsolomon@atlm.edu
Summary of Activities	The AMSC Dual Enrollment strategies cover a range of activities, including: expansion of the dual enrollment recruiting service area, providing support for DE students with transportation challenges to include offsite, financial aid/admissions literacy workshops for DE parents and students, personalized DE academic support, DE book loans (to defray cost), specialized DE campus orientations, and day-to-day monitoring of DE student progress to ensure their success. For high school students with the maturity level and academic foundation, increased emphasis has been placed on early enrollment into the DE program for attainment of the Associate's Degree with the high school diploma. In the past, this strategy focused on three Early College partnerships (Maynard Jackson, Booker T. Washington, and Carver Early College High Schools). AMSC has expanded its Dual Credit program to D.M. Therrell High, with offsite locations at North Clayton and Forrest Park high schools. The College now provides four (4) APS Early College programs, with a potential Early College partnership with North Clayton High School in Clayton County.

Measures of Progress and Success		
Baseline measures	**Fall 2014 (N=86)**	
	Dual Enrollment Metric	**Result**
	Median GPA	3.0
	Avg. Hours Attempted	6.5
	#Students with GPA < 2.0	10 (11.6%)
	#Students with GPA>= 3.0	57 (66.3%)
	#DE Completers (Associate Degree)	2
Interim Measures of Progress	**Fall 2017 (N=212)**	
	Dual Enrollment Metric	**Result**
	Median GPA	2.6
	Avg. Hours Attempted	7.6
	#Students with GPA < 2.0	52(25%)
	#Students with GPA>= 3.0	95(45%)
	#DE Completers (Associate Degree)	4
Measures of Success	**2025 Target** Median GPA = 3.2; Avg. Hours Attempted = 10; %Students, GPA < 2.0 = 0%; %Students, GPA > 3.0 = 70% #DE Completers (Associate Degree) = 10 Annually	

Lessons Learned	The increase in the number of Dual Enrollment students over the past four-year period, along with the increase in attempted hours continue to demonstrate the demand of the DE program. Moreover, increasingly the number of dual enrollment students to graduate from high school with the Associate's degree (11 graduates, FY2018) is a win-win for all stakeholders of the dual enrollment program and identifies an important cost and completion benefits to students of this AMSC CCG strategy. However, the slight decrease in GPA provides opportunity to intervene with a focus on early alerts. The College monitors early alerts of its students and has extended its early alert program to high school counselors for collaboration to address the slight decline in DE students' academic performance over the past year. Additionally, the DE coordinator is a current end user for the new Banner Early Alert service in order to provide more efficient monitoring and immediate intervention. Moreover, to assist with increasing academic pipelines and retention, the DE program has established Academic workshops coordinated by the DE Coordinator and facilitated by AMSC Deans and faculty. The AMSC Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of Dual Enrollment students. Additional academic and social support structures are essential to support anticipated growth in proportion to the number of Dual Enrollment and Early College students. A Recruitment & Retention Specialist, with expertise in Dual Enrollment, has been hired to assist the Dual Enrollment Coordinator with services and support to students, as well as outreach to high school counselors. Additionally, a restructure of the DE office now affords the opportunity for the DE Coordinator to report to the Recruitment & Admissions Unit rather than solely with Recruitment, to better service and monitor admissions processes. In addition, to assist and accommodate DE growth and process efficiency, collaborative meetings have been set and standardized to include the DE Coordinator, Financial Aid, and Student Accounts. Dual Enrollment is a standing agenda item on the Campus Enrollment Management Committee. Moreover, to build campus community, learning centered environments for engagement, the college renovated a dedicated space for Dual Enrollment students, called the "Hub" that houses the Dual Enrollment Coordinator, and Student Assistants, and is primed for ongoing academic workshops, tutoring, and computer lab use. The "Hub" is also in close proximity of the new "One-Stop Shop" Student Services building where the Recruitment & Retention Specialist can easily assist and provide adequate customer service to meet DE parent and student enrollment needs.

High-impact Strategy #4	<u>**Strategy 4.0:**</u> Course Redesign for Higher Student Success in Low Pass Rate Gateway Courses
Related Goal 4	Goal 4: Increase degree completion, by increasing student success in gateway courses
Demonstration of Priority and/or Impact	AMSC's highest attrition and lowest retention rates occur with freshman students who receive failing grades in gateway courses, who lack a clear career focus ("mindset"), and who fail to register for major courses early during the freshman year. The Momentum Approach puts forth strategies to address these needs of freshman students and increase their completion. Data from the USG demonstrate a strong positive association between success in gateway courses and college completion. Thus, AMSC is committed to USG Momentum Approach efforts to redesign gateway courses for increased student success. Because AMSC's gateway courses have high learning support enrollment (35-40%, in FY18), this strategy has a significantly positive impact on the College's learning support student population, which historically lags behind other students in retention, progression, and graduation (RPG) outcomes. **Impact:** This strategy is expected to improve student success in gateway courses and have major impact on student completion, potentially affecting 33% of AMSC's students, each semester.
Primary Point of Contact	**Name: Dr. Vance Gray** Title: Dean, Division of Social Sciences Contact: vgray@atlm.edu **Name: Dr. Michael Heard** Vice President, Academic Affairs Contact: mheard@atlm.edu
Summary of Activities	This strategy expands on existing activities of the College to address the challenges that students have with achieving success in gateway courses. Activities to improve gateway course success employs pedagogical improvements, formative assessments which incorporate student feedback and mindset in course implementation, course redesign, and high-level training of course instructors to better align teaching strategy with student learning styles. To date, AMSC has employed national best-practice strategies to improve completion of learning support students by eliminating pre-requisite learning support courses and replacing them with co-requisite learning support courses. This change has integrated learning support students earlier into college level gateway courses and provides the "on-time" math and English academic support for student success in the respective gateway courses. The AMSC Momentum Year strategy will further expand benefits to all students in gateway courses. More details of the AMSC Momentum Year strategy is provided at the end of this report.

Measures of Progress and Success		
Baseline measures		

Gateway Courses Pass Rates (New Students) Fall 2018

Course	Pass Rate
English 1101 (N = 311)	50.2%
Math 1111 (N=297)	54.2%

Semester Credit Hours (SCH) Attempted vs. Earned (New Students)

	Attempted Hours	Earned Hours
Part-time Students	299 (49.1%)	506 (83.1%)
Full-time Students	309 (50.9%)	103 (16.9%)

Interim Measures of Progress	Fall 2019 is the official launch of the Momentum Approach for AMSC, thus the first interim measure of progress will be reported in the FY20 Complete College Georgia Update Report	
Measures of Success	**Annual Target:** Three percent (3%) annual increase in pass rates of gateway Math and English courses; **2025 Target:** Two percent (2%) increase in freshman retention and throughput completion rates, annually	
Analysis and Lessons Learned	Because fall 2019 is the first implementation of this strategy, this section will be reported in the FY20 CCG Report.	

High-impact Strategy #5	<u>**Strategy 5.0:**</u> Utilize various intervention strategies to improve retention, progression, and graduation (RPG) rates, particularly targeting continuing/returning students
Related Goal 3	Goal 6: Increase RPG rates of students
Demonstration of Priority and/or Impact	Retention, progression, and graduation (RPG) impact all students and are essential to the success of achieving CCG goals. Retention and progression are pre-requisites to completion; thus, the completion success of students depends directly on the effectiveness of the College's implementation of retention and progression strategies. Because eighty percent (80%) of AMSC students are continuing/returning, retention success has a greater positive impact on completion than other strategies. **Impact:** Collectively, RPG strategies impact all students, with the greatest impact projected for freshman students.
Primary Point of Contact	**Names: Dr. Curtis L. Todd** Titles: Associate Professor, Social Work Email: ctodd@atlm.edu
Summary of Activities	Multiple activities and strategies are targeted for continuing/returning, and full-time first-time students. These activities include: (1) Intrusive advising, RPG monitoring, and a range of student services to support completion; (2) Intensive advertising of pre-registration across multiple media methods: website, email, text, on campus "Did you register?" campaigns; (3) Careful monitoring of student pre-registration completion and course selection inventories by faculty advisors of continuing/returning students to track advisee pre-registration progress; as well as faculty advisors contacting students who did not pre-register, answering their questions, and removing pre-registration barriers. Data clearly show that students who pre-register are more likely to return the subsequent semester, particularly, for spring to fall semesters, as indicated earlier, where a larger attrition gap exists, when compared to fall to spring semesters; (3) Appropriate registration opportunities and sites, with adequate support staff at dedicated times, including day, evening and weekend hours, for traditional students and adult learners; (4) GAP Funding – the College provides funding of small dollar amounts (up to $1500) for students who demonstrate great promise, but whose financial needs prohibit them from registering and completing their degree; (5) Emergency Funding - students who demonstrate emergency need may receive funding support for unexpected emergencies that prohibit them from registering for and attending classes. These emergency funds, granted once per year per student, while funds last, are designed to provide financial support to low-income students who otherwise do not have the financial wherewithal to attend and complete college.
Measures of Progress and Success	
Baseline measures	**First-time Full-time Student Retention and Graduation Rates** Retention Rate (1 Year) – 57.3% (Fall 2014 to Fall 2015) Graduation Rate (3-Year) - 15.7% (FTFT2013) Degrees Conferred (FY2018); Associate Degrees = 317; Bachelor's Degrees = 60
Interim Measures of Progress	**First-time, Full-time (FTFT) Student Retention and Graduation Rates** Retention Rate (1 Year) - 43.1% (Fall 2017 to Fall 2018) Graduation Rate (3-Year) - 24.1% (FTFT2015) Degrees Conferred (FY2019); Associate Degrees = 220; Bachelor's Degrees = 61

	Measures of Success	**Annual Targets**
		Retention Rates: Increase 2% Annually
		Graduation Rate (3-year, Associate's): Increase 2% Annually
		2025 Targets
		Graduation/Retention Rates for FTFT: Sustain at least national levels for retention (1 year) and graduation rates (3-year, associate Degree completions)
Lessons Learned		The success of RPG is a comprehensive campus-wide effort and a result of the combination of all strategies listed in this report. The greatest success occurs when there is a collaborative effort, connecting all the parts of the CCG plan. Student retention is a relatively accurate completion indicator. Most RPG metrics tend to follow retention and enrollment trends. The College's 3-year Associate Degree graduation rate (24.1%), at national level, is very promising and serves as a crown achievement of the College. It builds momentum and is a driving force for future AMSC CCG successes.

STUDENT SUCCESS AND COMPLETION TEAM

NAME	TITLE
Dr. Michael Heard	Vice President, Academic Affairs
Dr. Kimberly Grimes-Solomon	Vice President, Student Affairs
Ms. Sharon Duhart	Director, Academic Advising and Student Success
Dr. Curtis Todd	Professor of Social Work, Division of Social Sciences; and Special Assistant for Student Retention, Progression and Graduation Initiatives | Office of the President
Mr. Dante Durbin-Davis	SGA President
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