

Complete College Georgia 2012-2013 Update



Atlanta Metropolitan State College

Updates, Progress, and Future Work

Updates

Atlanta Metropolitan State College (AMSC) has refined and revised its goals and strategies to increase the quality and impact of its efforts toward achieving the AMSC Complete College Georgia (CCG) plan, as well as to maximize use of resources and achievement of outcomes. The initial CCG eight goals have been integrated into the following four goals, strategies and three categories:

Access

- Goal #1 – Increase access of traditionally underserved groups

Progression

- Goal #2 – Transform remediation courses to increase the completion rates in learning support (LS) and College freshman gateway courses
- Goal #3 – Develop and implement institutional-wide strategies that reduce dropout rates

Retention and Graduation

- Goal #4 – Increase retention and graduation rates

Three primary strategies are being employed to achieve these four goals: (1) increasing access through developing new partnerships to increase enrollment of underserved students, (2) transforming remediation by restructuring the College learning support program by dramatically reducing the number of students who require learning support or reducing the time students spend in learning support, and (3) increasing student progression and graduation by reducing drop-out rates through developing learning communities, providing students' individualized academic support, and "intrusive" advising strategies that identify and address the needs of students. Progress for the 2012-2013 academic year is summarized below, by category.

Access

- (1) Through enhanced recruitment strategies and efforts, the targeted underserved Asian and Hispanic student populations have increased enrollment by 11.9% (159 to 178 students). The underserved veteran student population has increased enrollment by 60% (200 to 319 students). A dedicated campus space has been created for a Veterans Center, as well as a Veteran website
- (2) Two new strategies have been successfully implemented to provide additional support for adult learners: (a) the Prior Learning Assessment (PLA) Program, which gives adult learners College credit for prior learning, has increased PLA awards by 20%. (b) New support systems have been implemented to assist adult learners integrate and progress towards graduation. For example, the College freshman orientation class has incorporated additional training modules to

assist adult learners in adapting to the technology needs for enrolling in online classes, which provides them access and options to a wider range of online classes that complements their working and family needs. This outcome will reduce the time to graduation for adult learners.

Progression

(3) Six (6) Learning Support (LS) classes have been transformed to a newly modified Emporium model, which involves a computer-assisted, modular approach. The LS course success rate in the transformed LS courses has increased by 35% (45% to 80%), when compared to the traditionally lecture taught courses.

(4) The College's High School Bridge Program, Pre-MAT, has increased student enrollment from 60 to 150 students, and the success rate of students exempting learning support classes has increased by 3%.

Retention and Graduation

(5) Through new retention strategies, the College's one-year retention rate of first time, full-time students has increased by 12.3% (from 33.2% to 45.5%)

(6) The College's two-year moving average graduation rate has increased by 0.9% (10.6% to 11.5%)

Future Work

Future work for the 2013-2014 academic year will include:

- expanding outreach program strategies and recruitment efforts in underserved communities, specifically targeting three groups: Hispanics, Asians, veterans, and adult learners to ensure these groups have increased access to a post-secondary education
- doubling the number of learning support classes during the 2013-2014 year that utilizes the re-structured computer-based, modular approach to continue the objective of transforming remediation
- extending the intrusive advisement, learning communities, and "follow through" strategies to two additional student cohorts, first-time, part-time students and adult learners, to ensure continuous improvement in student retention and graduation rates
- increasing adult learner communication/marketing through more effective website resources and on-campus activities, and providing veteran student's dedicated campus space for programs and services
- developing more efficient/effective pathways to graduation, including the integration of certificate, associate, and bachelor's programs with stackable courses that will reduce duplication of classes and shorten time to graduation

Key Observations and Evidence (Data and Metrics, Data Collection Plan and Process)

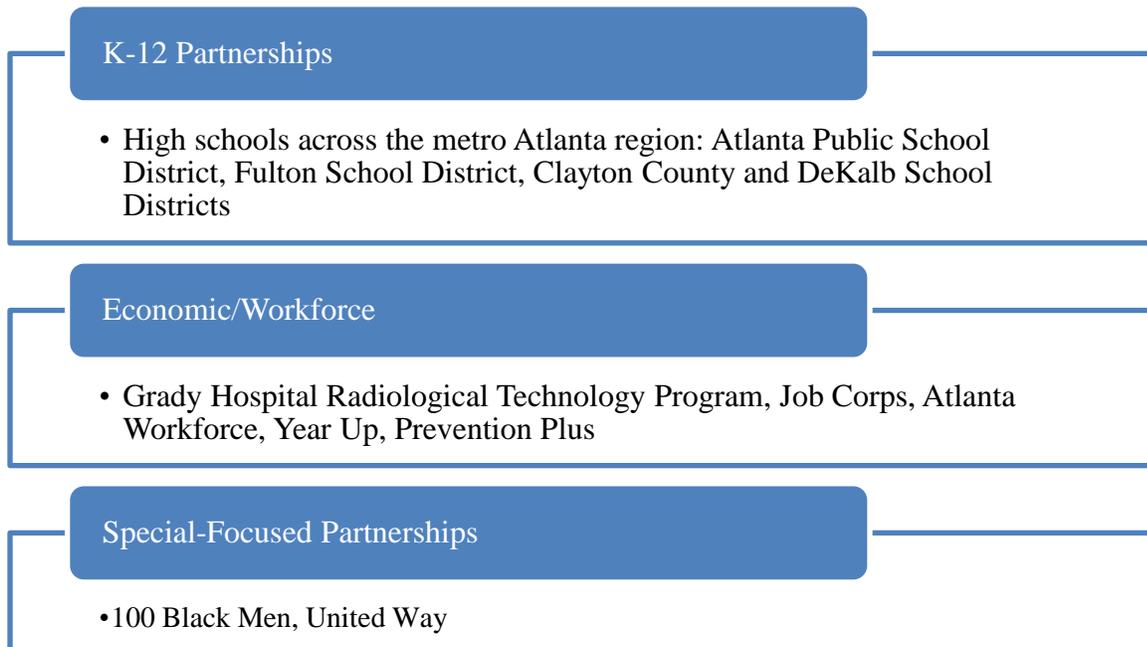
Goals	Strategy	Metrics	Target(s)
Goal #1: Increase Access of traditionally underserved students	Strategy 1. Conduct targeted recruiting in the communities of underserved students (i.e. Hispanics, veterans, Asians, adult learners)	Enrollment of Underserved Students	<ul style="list-style-type: none"> • Increase traditionally underserved student enrollment to 10% annually (Baseline – 8% of overall student population) • Increase Adult Learner Enrollment by 2% Annually (Baseline – 1400)
	<i>Strategy 2: Expand and develop new workforce, economic development, K-12 Education Partnerships</i>	Number of Workforce partnerships	Increase the number of workforce, P-12 and special-focused partnerships by 30%; (Baseline - 8 Partnerships)
	Strategy 3: Implement “Smart” Course Scheduling with Multiple Start Times and Week-end/Evening College	Evening, Weekend/ Online courses enrollment	10% increase in course enrollment at times typical for registration of adult learners; 2% increase in blended learning courses/programs (Baseline – 45% Enrollment)
Goal #2 – Transform Remediation Courses to Increase the Completion Rates in Learning Support (LS) and Gateway Courses	<p><i>Strategy 4: Restructure LS MATH 0099, ENGL 0099, READ 0099</i></p> <p><i>Strategy 5: Expand the Pre-Matriculation (Pre-MAT) Program</i></p> <p>Note: Pre-MAT provides MATH, ENGL, and Reading COMPASS preparation</p> <p>Note: The Quality Enhancement Plan (QEP) is a strategy for restructuring LS Math 0099 Courses into a computer-assisted modular approach</p>	Gateway and LS course completion rates, particularly targeting high-risk students (i.e. students on academic probation or satisfactory academic progress (SAP) warning)	Increase LS completion rate for Math 0099 Students, including high risk students, by 5% (Baseline = 45%); Increase Gateway Course Completion for LS Students 3% Annually (Baseline = 45% (Math 1111), 57% (ENGL 1101), 53% (ENGL 1102))
Goal #3 – Develop and implement institutional-wide strategies that reduce student dropout rates	<i>Strategy 6: Consolidate Institutional Efforts through the “The College Completion Committee,” to remove barriers to improve student persistence particularly targeting first-time full-time and high risk students (e.g. First-time Part-time)</i>	Course Withdrawal data	Increase Cohorts’ retention and graduation rates by 3% over a two-year moving average (Baseline = Graduation Rate -10.6%; Retention Rate – 32.6%)
Goal #4 – Increase graduation and retention rates	<i>Strategy 7: Review the overall CCG process regularly by the Retention and Complete College Georgia Committees to ensure that improvements and/or the appropriate program adjustments are made to ensure that CCG goals are achieved</i>	Graduation and Retention Rates; Number of Annual Graduates	Increase the first-time, full-time cohort graduation rate 2% annually; and first-time, part-time cohort graduation rate 1% annually; (Baseline =10.6%, FTFT 2007, 2008 Average) (Baseline =5.93%, FTPT 2007,2008 Average)

Partnerships

Atlanta Metropolitan State College partnerships are listed below and are grouped into three primary categories: K-12, economic/workforce, and special-focused partnerships. The K-12 partnerships focus on college programs for high schools students (e.g. dual enrollment, move on when ready, early college) and Bridge programs (e.g. Pre-MAT) that prepare students for College Admission, with a focus on exempting students from learning support requirements and increasing the course success rate in gateway courses.

The economic/workforce partnerships focus on preparing students for direct entry into the workforce. Students from these partnerships often complete workforce certificates and career associate degrees. The emphasis with economic/workforce partnerships is to meet the demands of the local economy and workforce needs.

Special-focused partnerships involve targeted projects that change over time to address educational, economic, and other community needs. These partnerships engage and lead the community in addressing a broad range of areas, including health education awareness, youth activities, employment, cultural awareness.



Sharing Lessons Learned

- A data-driven process is central to organizing and implementing CCG strategies. Two-year moving averages are better predictors than a single data point, especially when determining baseline data for retention and graduation rates.
- Too many CCG goals and objectives are counter-productive and moderately achievable, at best. Fewer, more meaningful, goals and strategies that focus on the high priority needs yield substantially better results.
- Clear and reasonable metrics and targets that support the planning goals provide the proper focus to increase the likelihood of success