Complete College Georgia Plan

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Summary

Atlanta Metropolitan State College (AMSC) has arguably experienced higher growth over the past five years than during any period of its 38 year existence. The net enrollment growth increased to a high of 89% over the past four years. The College implemented two new online programs; opened an instructional site; expanded program offerings to include its first 4-year program, biological science; renewed community engagement with a continuing education program; established a Center for Excellence in Teaching and Learning; created the Offices of Institutional Advancement and Institutional Effectiveness; expanded its services to keep pace with program growth; and increased its economic impact to $92 Million. AMSC will continue its branding efforts to fully inform the metro area of the full cadre of new and expanded programs and services which distinguish AMSC as the primary access institution for Fulton and Clayton counties, as well as the metro Atlanta urban core. Over the same growth period, except for the fall 2011 semester, AMSC has managed to grow retention and graduation rates with 3-year associate degree graduation rates reaching a record high of 12.5% for the College. The Complete College Georgia (CCG) planning process afforded AMSC the opportunity to reflect on its growth, perform a concerted analysis of the data, and develop strategies for sustaining continued growth that will position the institution to meet the growing demands of the metro Atlanta region.

The overall Complete College Georgia (CCG) goal for Atlanta Metropolitan State College (AMSC) is to increase its 3-year associate's degree graduation rate, for first-time full-time freshman, from the 10.2% average over the past three years, to the current national average of twenty four percent (24%) by 2020. The AMSC Complete College Georgia goals target four primary objectives: (1) **increase access for traditionally underserved students** by continuing to graduate high numbers of African-American students, while increasing the Hispanic and veteran student population to 10% overall for the next five years. Expanding K-12 and workforce partnerships is a critical CCG access strategy for reaching a large underserved population. The CCG strategy to transform remediation courses will play a major role in improving student persistence, as existing learning support courses is the major "bottleneck" that prolongs underprepare**d** students from graduating, **(2) reduce student drop-outs, stabilize and grow retention rates**, achievable by institutionalizing a campus-wide effort through the newly formed "College Completion Committee (C³)," and employing proactive and intervention strategies to ensure high-risk student persistence to graduation, **(3) decrease credits hours at time of completion,** achieved through converting mandatory physical education courses to electives and improving advisement graduation decisions of students by integrating "smart" advisement technology, DegreeWorks, and **(4) employ more rigid quality benchmarks** for monitoring and ensuring continuous course and program quality.

Part I: Goals, Key Findings, and Data Analysis

Goal Setting Process - The CCG goals were determined based on a combination of (1) data analysis, (2) availability of resources, (3) integration of goals from the current strategic plan of the College, and (4) capacity of AMSC to achieve objectives within the timeframe of the plan. The goal setting process involved broad-based participation. Three of the five CCG Committee members serve on the President's Cabinet, representing student affairs, academic affairs, and institutional effectiveness, and led campus-wide discussions in developing the CCG goals. The remaining two CCG members are faculty and staff who brought their perspectives to the CCG goal setting process. The high level emphasis of CCG, from the College President outward, provided strong communication channels and CCG buy-in across campus. All CCG content was announced and posted on the College's Intranet and in the Office of the Student Affairs, so that the entire campus, including students, had full access as the CCG Committee guided the campus through the goal setting process. Draft versions of the CCG goals and report were developed and presented to the campus by the units who play lead roles and have primary responsibilities to implement the respective goals. The AMSC CCG Committee held a "Complete College Georgia Town Hall" meeting to provide administrators, faculty, students, and staff the opportunity to discuss and provide feedback to the first draft of the CCG goals, process, and report. The final draft version of the CCG Report was also posted on the College's Intranet for campus-wide review and feedback before submission to the BOR.

How Data Informed the Campus Plan - All of the goals and objectives were based on a combination of aggregated and disaggregated data analysis. Data were used to (1) identify institutional areas of greatest need, (2) determine baselines in setting CCG targets, (2) assess resource capabilities for implementing the plan, and (3) assess impact of the CCG plan. The aggregated data provided a global macroscopic perspective and served primarily for benchmarking how AMSC compares to other USG State Colleges and national standards. The disaggregated data served to identify shortfalls, areas for improvements, and, most importantly, opportunities that the College should pursue for developing CCG goals and objectives for improving student completion.

CCG Goals
Access - Goal #1 – Increase Access to Traditionally Underserved Groups, Goal #2 – Improve Access by increasing Learning Support Exemption rates; Goal #3 – Transform Remediation to increase the completion rates in Learning Support (LS) and Gateway Courses; **Retention & Persistence** - Goal #4 - Decrease student drop-out rates; Goal #5 – Implement annual training /development for new faculty on teaching/learning of non-traditional and adult Learners; Goal #6 – Monitor and provide individualized academic support and advising for high at-risk students; **Graduation** - Goal #7 – decrease credits hours at time of completion; **Quality** - Goal #8 – Implement benchmarks to better assess course and program quality.

Aggregated Enrollment Data and Key Findings - At Atlanta Metropolitan State College, the net enrollment change, from fall 2006 to spring 2012, increased by 52.6%. The net full-time equivalent (FTE) change over the same period of time increased by 60%. The decrease in enrollment starting spring 2011 was attributed, in part, to an increase in academic standards. The total net change of 52.6% enrollment over the past six (6) years is attributed primarily to aggressive advertising (e.g., billboards, MARTA buses, signage, radio spots) over a three (3) county area. While advertising has increased the public's awareness of the College, it is more limited and less efficient and effective than other targeted recruiting strategies such as direct high school partnerships and dual enrollment programs. Thus, the College will significantly expand its partnerships with secondary educational institutions and workforce entities within its CCG plan to complement its advertisement efforts.

Disaggregated Enrollment Data - Over the past five (5) years, the full-time student population has grown at a rate of 30%, and the part-time student population has decreased 19%. Fifty-nine percent (59%) of the College's full-time students transfer, with the largest change in transfer rates occurring with female students. Full-time male student enrollment has increased eight percent (8%) over that of the female student population. An increased number of female students have elected part-time status as compared to their male counterparts over the past five (5) years. Ninety three percent (93%) of students who receive the Pell grant enroll at the full-time status. More students needing remedial courses are changing to full-time status, and decreases have occurred within this cohort having part-time status. Full-time students 25 years and older are transferring at a rate faster than those students in the 17-19 age range who enter the College directly from high school. This group has a transfer rate increase over a five year period of 193%, the highest change in transfer rates among the student population. This high rate of transfer is a key finding that validates a major outcome of the College's effort is student transfer, therefore the proposed CCG idea of giving the home institution graduation credit would beneficial and appropriate for institutions such as AMSC.

Degree Production - The College has made a seventy percent (70%) net increase in degree production from 2006 to 2011, and the total number of graduates in FY2011 is two hundred and sixty five percent (265%) higher than in FY2006. From 2006-2011, AMSC's degree production rate has outpaced its enrollment growth rate by 15%. This key finding demonstrates that AMSC has the capacity to increase enrollment and concurrently increase the number of traditionally underserved graduates, a central component of the Complete College Georgia initiative. This data further demonstrate that AMSC has the capability to effectively expand its outreach and access mission and sustain graduation rate growth, despite its reasonably high population of underprepared students. Understanding the historical factors and strategies that have resulted in concurrent enrollment growth and an increase in the number of graduates are key findings that provide the rationale that AMSC has the capability and capacity to successfully scale-up its programs and services to a larger student population under its CCG plan.

Graduation Rates - Atlanta Metropolitan State College has made significant gains in graduation rate growth, as the College's most recent graduation rate, 12.54%, representing a forty four percent (44%) increase over that of the previous year, compared to the USG System average of 9.45%. The College attributes this success to its comprehensive and integrated approach to addressing and reducing barriers to student completion rates. When disaggregating graduation rate data by race and ethnicity and making comparisons to the USG state colleges' average for the fall 2011 semester, (1) AMSC's graduation rates for African-American students are at least 203% higher for African-American males, (2) 231% higher for African-American females, and (3) 220% higher for the total African-American student population. The data demonstrate that Atlanta Metropolitan State College provides a strategic option for the USG in contributing to achieving a central goal of Complete College Georgia: to provide access and to graduate underrepresented and underserved populations. A large percentage of the target growth identified in the Complete College Georgia's goal of 250,000 graduates is focused on underserved populations such as those located in the metro Atlanta urban core, which is the primary service area of AMSC.

Retention Rates - Student retention is the greatest challenge of the College, and a top priority and focus for the AMSC Complete College Georgia plan. Until the fall 2010 cohort, retention rates have been at or slightly below USG averages. The College experienced a reduction in its 2010 FTFT retention rate, which decreased by 19%. While any reduction in retention rates is undesirable, the College attributes this reduction to academic standard policies, involving increasing the financial aid Student Academic Progress (SAP) GPA and course completion requirements to 2.0 and 67%, respectively.

Campus strengths, Areas for Improvement, or Key Gaps

Institutional Strengths	Institutional Challenges and Areas for Improvement or Key Gaps
Academic Programs • Academic support systems that target the needs of non-traditional and underrepresented/underserved students • Readily accessible and highly qualified faculty who take great pride in the scholarship of teaching and assisting students • Programs and serivices that target high achieving students	**Academic Programs** • Low overall progression for learning support students • Low course success rates in developmental and gateway courses • Low exemption rates for the admissions placement test - COMPASS • Insufficient number and types of academic programs to meet growing market demands • Insufficient number of faculty to keep pace with program and enrollment growth • Insufficient number of support staff (e.g., instructional technologist, webmaster)
Physical Resources • New Sciences Building • New Renovation and Expansion of the Student Center	**Physical Resources** • Lack of buildings to support growing programs and support services • Aging facilities
Management • Robust and agile Academic Affairs Committees and Teams with the ability to quickly adapt and respond to student needs • Strong faculty-driven management/leadership of academic programs/support	**Management** • Limited number of personnel for managing non-academic and academic support programs • Limited number of personnel for monitoring and providing intervention for high-risk students
General Institutional • Accomplishing significant student outcomes with limited resources • Institutional mission that provides access to students who are inadmissible to senior/research institutions due to SAT and ACT standards • Low student/teacher ratio and small class size	**General Institutional** • Limited secondary partnerships and pipelines for new freshman students • Data Quality and Security
Fiscal Resources • Increased fundraising capacity and capability due to the creation of a new Office of Institutional Advancement • Active Foundation Board	**Fiscal Resources** • Unstable State Funding Revenue • Limited Funding Streams • Low Profile Marketing Brand

Part II: Strategies and Objectives

Strategy 1: Target Recruitment Resources/Efforts to Underserved Students

Veterans, Hispanics, and Adult Learners

The College will add a Hispanic Recruiter and a Veteran's Services Coordinator to expand its recruiting efforts of underserved target groups, especially Hispanic and veteran populations. The Hispanic recruitment efforts will entail a three-fold approach: (1) reaching out to local Hispanic and military organizations and (2) targeting direct advertising and recruiting efforts in Hispanic and veteran communities, and (3) support communities that address special needs for veteran personnel.

In addition, the College will create a new English as a Second Language (ESL) laboratory, equipped with 30 computer stations. The ESL laboratory will be utilized to support courses offered through the AMSC Continuing Education program supporting pre-College Hispanic students with language barriers that limit their access to a post-secondary education.

AMSC will provide an on-line version of its Pre-Matriculation program (Pre-MAT) to review and prepare veteran students for the math, reading, and English areas of the COMPASS exam, targeting those who are not currently college-ready. The College's Prior Learning Assessment (PLA) Program will also be a high priority opportunity available to veterans.

Expand and Develop New K-12 Partnerships

Atlanta Metropolitan State College will create new Dual Enrollment partnerships and expand its Early College program with Maynard Jackson High School. New Dual Enrollments will include the Atlanta Public School System, Clayton County Public Schools, DeKalb Public County Schools, and Fulton County Public Schools. There is enormous opportunity for the College to increase its pipeline of students enrolling in college credit high school programs, essential for solidifying the high school student pipeline. To achieve this goal, AMSC will increase administrative oversight and develop new organizational strategies to increase effectiveness and sustain stronger secondary program partnerships.

Strengthening Administrative Oversight and Organization of Secondary Education Partners

The College will create a new Director of External Programs position for the primary purpose of institutionalizing new and future partnerships with high schools. This administrative position will ensure coordination, integration, and broad-based participation in all aspects of the College's high school partnerships, including recruitment, financial aid, program funding and sustenance, student success, and effective planning/assessment. The overall goal for institutionalizing the administrative oversight of high school partnerships is to integrate the collective efforts and maximize resources at the College.

Targeting Adult Learners

Plus25 (+25), This program will address the adult learners 25-49 years of age. Activitie will provide academic and non-academic support. The **+25** program addresses many of the challenges of adult learners and provides support to ensure that these non-traditional students have the tools to successfully complete college in a timely manner. Features of this program include (1) financial aid and admissions coaches, (2) special technology and computer classes equipping adult learners with the skills to successfully complete

online classes, (3) refresher classes on effective study skills and time-management, (4) scholarships to support +**25** students who wish to enroll in the College's Pre/Post MAT workshop programs, and (5) Learning Communities in Learning Support and freshman gateway courses (i.e., College Algebra and English Composition).

Strategy 2: Expand and Develop New Partnerships

The College will create a new workforce partnership with Grady Hospital and expand its current workforce partnerships with (1) Atlanta Job Workforce, (2) Job Corps, and (3) Prevention Plus.

AMSC/Grady Hospital Workforce Partnership and Academic Programs

Atlanta Metropolitan State College will implement a new partnership with Grady Hospital to offer students the Radiologic Technology program. Students who complete this program will spend one (1) year at AMSC completing core courses and then an additional two (2) years at Grady Hospital completing the clinical portion of the program. The unique aspect of this program is that graduates will receive, within three (3) years, an associate's degree and certification in radiologic technology, with the ability to go directly into the workforce in a high demand job.

Create and Expand Workforce and Economic Development Partnerships

The College will increase the number of students involved in its Atlanta Workforce Development Agency and Atlanta Job Corps partnerships. These programs focus primarily on preparing students for college admission. Another partnership, Prevention Plus, will be expanded to provide the COMPASS diagnostic exam/Intervention strategies and teacher support in curriculum development. The College will establish a new relationship with the Metro Atlanta Chamber of Commerce, which will strengthen AMSC's community involvement and allow it to better understand the educational needs and demands of local businesses and economics.

Strategy 3: Modify Courses to Enhance Access for Adult Learners

Forty percent (40%) of AMSC's students are non-traditional adult learners, but only twenty percent (20%) of this non-traditional population take classes online. When asked, seventy percent (70%) of non-traditional students indicated they are reluctant to take online courses because they do not feel comfortable with technology. To address the needs of this student population, the College will revise its Freshman Orientation Class, *Seminar in Academic and Personal Development*, ORNT 1100, to (1) make it mandatory that students take the first semester and (2) include a two-week training module on the utilization of the various tools used in online courses. This course revision will assist in removing the fear of technology for many students, especially non-traditional adult learners, giving them more confidence to take online courses and enhancing their access options to take online courses.

Strategy 4: Implement Multiple Start Time and Weekend/Evening College
A major barrier for part-time students, working students and adult learners completing a degree in a timely manner is their inability to consistently find classes compatible with their work schedules. AMSC will implement a "multiple start time strategy" that offers classes in various compressed time formats (e.g., 12 weeks, 10 weeks, 8 weeks, and 5 weeks), providing at least five start times within the semester. The AMSC Weekend/Evening College will expand courses and services to provide additional opportunities for adult learners who cannot take classes at other times during the week.

Strategy 5: Implement Alternative Delivery Models: Expansion of the Pre/Post-MAT Program

The Pre-Matriculation program (Pre-MAT), a 4-week computer instructional-based, workshop that provides academic reviews in math, writing, and reading, and Post-MAT, a parallel program that targets learning support students at risk of exhausting attempts for existing LS requirements will be expanded to a larger population of students. The Pre/Post-MAT workshops have resulted in an average 42% success rate in LS exemption and 50% success rate in admissibility, when compared to the USG COMPASS admission criteria starting fall 2012. The impact of Pre-MAT students exempting learning support has a dramatically positive effect on their retention and graduation rates, as learning support students' graduation rates are on average two percent (2%) and less. Thus, a priority Complete College Georgia strategy is to utilize the Pre-MAT and Post-MAT programs for addressing student deficiencies in math, reading, and writing to improve student success rates in learning support and gateway courses.

Strategy 6: Transforming Remediation: Restructuring Instructional Delivery and Preparing Students for Gateway Courses

Restructuring Math 0097, Math 0099, Reading 0099
Learning support courses, Math 0097, Math 0099, and Reading 0099, will be modified to decrease time to completion and improve student success rates. The College will utilize a modified version of the "Emporium Model," a nationally known computer-assisted instructional modular approach, which will allow a seamless self-pace transition of students between LS Math 0097 and 0099 courses. This approach will provide various delivery methods for students to better match their individual learning styles. These modified courses will not require the COMPASS exit exam. Student attainment of the COMPASS competencies will be measured by the courses' Pre/Post assessment instruments to ensure quality and student preparation for gateway courses.

Restructuring English 0099 and English 1101
A pilot study, adapted from the Coastal College of Georgia's Learning Support Model, will be conducted to integrate LS English 0099 with English 1101. An additional one (1) credit hour, taken at a time outside of normal class hours, will be required of LS English 0099 students in the class to address learning needs. In addition, a COMPASS score minimum of 50 will be required for LS students to be illegible to enroll in the pilot English 1101 class.

Strategy 7: Consolidating Efforts to Remove Barriers to Improve Student Persistence

To date, efforts to improve retention rates at AMSC have been disjointed and decentralized, with minimum inter-departmental planning and implementation of strategies. The College will combine and organize the collective efforts of the various departments and institutionalize retention efforts with the newly formed "College Completion Committee (C³)." This Committee has membership from each of the five departments: Academic Affairs, Student Affairs, Institutional Effectiveness, Fiscal Affairs, and Institutional Advancement. The C³ consists of four sub-groups, targeting four areas that impede student persistence: (1) Identifying Internal Barriers to Student Success, (2) Clarifying Student Expectations of Success, (3) Instilling Academic Creed and Code of Conduct, and (4) Coordinating Campus-wide Retention Strategies. C³ will focus on better understanding the factors and corresponding strategies that influence retention and graduation rates.

Strategy 8: Training to Address Needs of Adult Learners and Non-traditional Students

Intense training, led by the Center for Excellence in Teaching and Learning, will better equip faculty and staff to address the needs of adult learners and non-traditional students. Topics include (1) *Providing Students with Training in the Academic and Professional Use of Technology*, (2) *Aligning Teaching*

Strategies and Learning Styles of Adult Learners, and (3) Connecting Adult Learners to Multiple Delivery Methods.

Strategy 9: Proactive and Intrusive Programs Targeting At-Risk Students
Students on academic probation and academic warning, with all F grades, as well as those on warning for violating Standard Academic Performance requirements, run the risk of losing financial aid, are high risk students and are most likely to drop-out of school. The College has developed proactive and intrusive intervention strategies, namely Advisement Plus, targeted Outreach/Engagement projects and the Early Alert program.

Early Alert is an intervention strategy, where faculty proactively alert the Center for Academic Advising when students are not performing well academically. The Center for Academic Advising will intervene before a student fails or withdraws from the class. This "alert" ideally will occur before mid-term, giving sufficient time for intervention strategies. The Advisement Office will contact students and provide the appropriate academic and/or non-academic interventaion and assistance. ***Advisement Plus (A+)*** is AMSC's enhanced academic advising program that provides proactive outreach and engagement programming which targets new freshmen students. This intrusive program affords students academic mentoring through structured and required office conferences throughout the semester. Further, advisors make recommendations and referrals for academic and support services when threats to a student's retention and academic progression are identified. A+ is grounded in best practice standards which suggest that students are retained and graduate in a timely manner when they form a meaningful and consistent relationship with a caring and concerned representative of the institution.

Strategy 10: Enhance Advisement with New Technology
Often when students are misinformed on course selections, it leads to taking unnecessary courses and delays time to graduation. Moreover, the sequence or order that students plan to take courses should align with annual course offerings, or a student may be delayed in registering for a required course. The College will implement DegreeWorks, starting fall 2012, to empower students to enhance and better understand the advising and degree planning processes. This strategy will reduce, for example, course selection errors that increase credit hours at time of completion.

Strategy 11: Convert Mandatory Physical Education Courses to Electives
Currently, all AMSC transfer courses require five credits of institutionally required Physical Education (PE) courses. The College will reduce the PE course requirements for transfer programs.

Strategy 12: Explore and Implement Course Quality Benchmark Instruments
The College will refine and more widely employ benchmarks to ensure course and program quality (e.g., the American Chemical Society National Exam for chemistry courses). This quality control strategy will be expanded to online and on-campus courses.

Part III: Planning and Implementation

Goal	Strategy	Metric	Target(s)	Lead Unit	Schedule
Access					
Goal #1 – Increase Access to the Population of Traditionally Underserved Groups	*Strategy 1: Target Recruitment Efforts to Underserved Students by Establishing New and Expanded K-12 Partnerships and Outreach efforts to the Hispanic and Veteran population*	Increased Access: Number of Underserved Students Enrolled	• Increase Hispanic students (46 to 500, to 10% overall population) and veteran students (200 to 600, to 12% overall population)	Office of Student Affairs (SA)	Start Date: Fall 2012 End Date: Fall 2017
			• Increase adult learners enrollment by 2% annually (Baseline: 1200)	Office of Academic Affairs (AA)	Start Date: Fall 2012 End Date: Fall 2015
	Strategy 2: Expand and Develop New Workforce and Economic Development Partnerships	Increased Access: Number of Underserved Students Enrolled	Increase the number of workforce partners from 2 to 5	Office of Institutional Effectiveness (IE)	Start Date: Fall 2012 End Date: Fall 2015
	Monitor and Provide Additional Support for Atlanta Workforce & Job Corp Students		Increase LS and Gateway course completion rates of workforce students by 10% Annually (Baseline: 60% Avg. Completion Rate)	Office of IE	Start Date: Spring 2013 End Date: Spring 2016
	Strategy 3: Modify Course Content (ORNT 1100) to Enhance Online Course Access for Adult Learners Strategy		Increase adult learner's registration for online courses by 20% annually (Baseline: 30%)	Office of AA	Start Date: Fall 2012 End Date: Fall 2015
	Strategy 4: Course Scheduling Strategies: Multiple Start Times and Week-end/Evening College	Increased Access: Number of Underserved Students Enrolled	Increase full-time course loads of non-traditional adult learners across multiple start times and Weekend/Evening by 4% Annually (Baseline: 15%)	Office of AA	Start Date: Fall 2012 End Date: Ongoing
Goal #2 – Improve Access by Increasing Learning Support Exemption Pass-rates	*Strategy 5: Implement Alternative Delivery Models: Expansion of the Pre-MAT Program*	Increased Access: Number of Underserved Students	Increase the number of students who take Pre-MAT and exempt learning support by 20% annually (Baseline: 15%)	Office of IE	Start Date: Fall 2012 End Date: Ongoing
Goal #3 – Transform Remediation to Increase the Completion Rates in Learning Support and Gateway Courses	*Strategy 6: Transforming Remediation: Restructuring LS MATH 0097, MATH 0099, ENGL 0099, READ 0099*	Increased Efficiency: Course Completion Ratio	• Increase course completion ratio for Math 0097/0099 by 5% annually (Baseline 40%) and that of READ 0009 and ENGL 0099 by 10% annually (Baseline 50% and 55%, respectively). • Increase LS students' pass rates in gateway courses by 5% annually	Offices of AA and IE	Start Date: Fall 2012 End Date: Fall 2017
	Strategy 5: Expand the College's Post-MAT Workshops to LS Students		Increase Post-MAT students' exiting LS by 20% annually (Baseline 60%)	Offices of AA and IE	Start Date: Fall 2012 End Date: Fall 2015

Goal	Strategy	Metric	Target(s)	Lead Unit	Schedule
Retention & Persistence					
Goal #4 – Develop and implement institutional- wide strategies that reduce student dropout rates	*Strategy 7: Consolidating Efforts, "The College Completion Committee," to Remove Barriers to Improve Student Persistence and Graduation Rates*	Increased Efficiencies: Graduation and Retention Rates;	Decrease student drop-out rates by 10% annually (Baseline 45%)	Offices of AA, SA, Fiscal Affairs, IE, and Advancement	Start Date: Fall 2012 End Date: Ongoing
Goal #5 – Implement annual training /development for new faculty on teaching/learning of Non-traditional and Adult Learners	*Strategy 8: Extend the Center for Excellence in Teaching and Learning Offerings to include teaching strategies for adult learners*	Increased Efficiencies: Improvement in Student Course Evaluations	90% Positive Student Survey Responses (Baseline 80%)	Office of AA	Start Date: Spring 2013 End Date: Ongoing
Goal #6 – Monitor and provide individualized academic support and advising for academic high-risk students	*Strategic 9: Proactive and Intrusive Programs that target \At-Risk Students*	Increased Efficiencies: Graduation and Retention Rates	Reduce the number of at-risk students by 10% annually (Baseline – 130 Students)	Office of AA	Start Date: Fall 2012 End Date: Ongoing
Graduation					
Goal #7 – Shorten credit hours at Degree	*Strategy 10: Enhance Advisement with New Technology*	Increased Efficiencies: Reduce Credit hours at Degree	10% Earned/Attempt Course ratio at Degree (Baseline 80%)	Office of AA	Start Date: Fall 2012 End Date: Ongoing
	Strategy 11: Reduce the Number of Mandatory PE Courses		Reduce credits at degree to 60-64 credits (Baseline 66 Credits)	Office of AA	Start Date: Fall 2013 End Date: Ongoing
Quality					
Goal #8 – Explore and Implement new benchmarks to assess course and program quality	Strategy 12: Employ National Benchmark Instruments to Assess Source and Program Quality	Increased Efficiencies: Improve Student Transfer and Workforce Performance	Increase transfer GPA of AMC students by 10% (Baseline – average 0.3 decrease). 90%positive rating on employer surveys (Baseline – 82%)	Office of AA	Start Date: Fall 2012 End Date: Ongoing
Overall Goal: Increase the College's graduation rate to the current national average	*Strategies 1-12*	Degrees Conferred Annually	Increase A.A. degree graduation rates by an average 2% annually to 24% (Baseline – 10%)	"The College Completion Committee"	Start Date: Fall 2013 End Date: Fall 2020

Part IV: Ongoing Feedback/Evaluation

CCG Oversight and Feedback Loop

The oversight of the CCG plan is the responsibility of the College's Institutional Effectiveness (IE) Committee, an institution-wide Committee with the primary responsibility of monitoring and approving all non-academic policies and initiatives of the College, such as (1) Mission Statement Review, (2) Strategic Plan Development and Implementation, (3) Annual Planning, and (4) Reaccreditation. This Committee consists of Vice Presidents, Deans, Director of Enrollment Services, Director of Plant Operations and Facilities Planning, Director of Financial Aid, Director of Student Activities, Director of Human Resources, faculty and student representatives. CCG data and analysis will flow from the respective unit or Committees (composed of faculty and staff) to the Dean (or Unit Head), who will provide feedback to the unit or Committee. When consensus and agreement is reached at the Division and Unit levels, a CCG assessment report will be submitted to the respective Vice President, who will provide feedback to the Dean, and report out the final results to the President's Cabinet. The IE Committee will be responsible for compiling and distributing the CCG results, developing and posting an annual institutional report of CCG progress, as well as Unit/Committee support for how and the extent to which CCG assessment results are used in subsequent years for overall institutional improvement. This Committee will ensure that the CCG plan remains an institutional priority and an active component of the College's strategic planning process.

Broad-based Annual Participation

To ensure broad-based participation, the Complete College Georgia plan will be incorporated into the Atlanta Metropolitan State College's annual and strategic planning processes, along with components of the College's ongoing IE processes. Annually, each unit will be required to contribute to CCG efforts by implementing at least one CCG goal and objective. A collaborative and integrative process for annual assessment and utilization of the results in the subsequent year's planning process will ensure continuity and maximum improvement of AMSC programs and services towards reaching its strategic CCG goals.

CCG Evaluation, Data Collection, Analysis and Distribution of Results

The measure of success for the College's CCG goals will be based on the extent that targets are achieved, relative to baseline values indicated in the Planning and Implementation section of this document. The USG CCG metrics are aligned with the College's targets to ensure local and System consistency. The data collected will be necessary for the analysis of the metrics identified in Part III of this document. The College will enhance its data analysis capacity and capabilities to incorporate disaggregated data utilized in the graduation and retention rates CCG metrics. Technical support will be requested of USG OIIT to build stronger data analysis processes and data security at the College. The College's Office of Institutional Research (IR) will provide the data storage, collection, security, and analysis for institutional level aggregated and disaggregated data, such as graduation/retention rates, and provide data extraction and analysis support at the unit and committee level. The Office of IR will also conduct more detailed data analysis, such as data mining, to identify institutional benefits that may not be immediately identifiable by units and Committees. All CCG data and data analysis will be posted on the College's Planning and Assessment Software Management System, "Compliance Assist." As such, faculty and staff will access the CCG data and results through their password accessible accounts. Moreover, each year, an update of CCG progress will be presented at the College's Faculty/Staff Institute, a bi-annual joint meeting of faculty and staff of the College.