



# Implementing Momentum Approach: Purposeful Choice

with limited resources at an  
urban, commuter, access  
Institution

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# THE PROBLEM

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# College Completion Crisis



**5% of students complete their associate degree within 2 years**

**19% of students complete their bachelor's degree within 4 years**

- The barriers to student success are clear:
  - low credit enrollment,
  - poorly designed and delivered remedial education,
  - overwhelming and unclear choices, and
  - a system potentially out of touch with the needs of students who must often balance work and family with their coursework.
- The result is a system of higher education that costs too much, takes too long, and graduates too few.
- Together, we can change that.

<https://completecollege.org/>

# LOCKED OUT of Education and Possibly the Future

- **COLLEGE PREPARATION** The single greatest predictor of college success is academic preparation at the secondary school level
- More than race, financial background, and other commonly cited variables.
- Compared to any other pre-college influences on completion, 78 % of the difference between bachelor's degree completers and non-completers can be attributed to academics



## Provide a Strong Start Purposeful Choice

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- Most students begin their college career by taking too few credits, delaying important gateway courses, or getting placed into broken remedial sequences, costing precious time and money and decreasing their likelihood of completion.
- Momentum strategies (5 Pillars), ensure students start strong, stay on track, and make it to graduation day.
- Early momentum matters. Preparation and opportunity.



**START**

## **GETTING MOMENTUM** *(Getting Started)*

- Develop Guided Pathways (Full-Time and Part-Time)
- Develop Degree Worksheets
- Created Milestones and Checkpoints
- Train Faculty & Staff
- Train Students to Use Docs

Momentum  
Approach  
Pillars of  
Student  
Success



Momentum Year	Momentum Approach
1) Purposeful Choice	Deepen purposeful choices
2) Positive Academic Mindset	Cultivate productive academic mindsets
3) 30 hours completed in First Year	Maintain full momentum along a clear pathway
4. 9 hours (3 classes) in Academic Focus Area	Heighten academic engagement
5) Complete English and Math	Complete critical milestones

# AMSC Academic Milestones and Checkpoints







## Strategies to Promote Purposeful Choice

- Declaring a program pathway
- Completing English and math within first 30 semester hours
  - Advisement & Registration
  - Risk Assessments by Advising Office
  - Learning Support
- Academic Programs
  - TRIO, AAMI, Achieve Atlanta, Dual Enrollment, etc.

# Strategies to Promote Purposeful Choice



- New Student Orientation
  - Before NSO – Outreach Efforts
  - During NSO – Reinforce Pathways and Purposeful Choice
  - After NSO – Advisement and Registration
- **Think “EXIT at ENTRY”** – with a “productive academic mindset”
  - Mindset Survey in First-Year Experience (FYEX 1630 in Spring 2018, and Fall 2018)  
*Nearly 50% of New Freshmen engaged with Survey 191/382 during 1<sup>st</sup> 3-weeks of fall 2018.*
    - “One Campus, One Book” Common Reader – Real American author visit and discussion November 14, 2018 – Julie Lythcott-Haims



## Early Momentum Metrics

- Metrics for AMSC – Momentum Approach
  - Credit Momentum
  - Gateway Course Momentum
  - Persistence Momentum

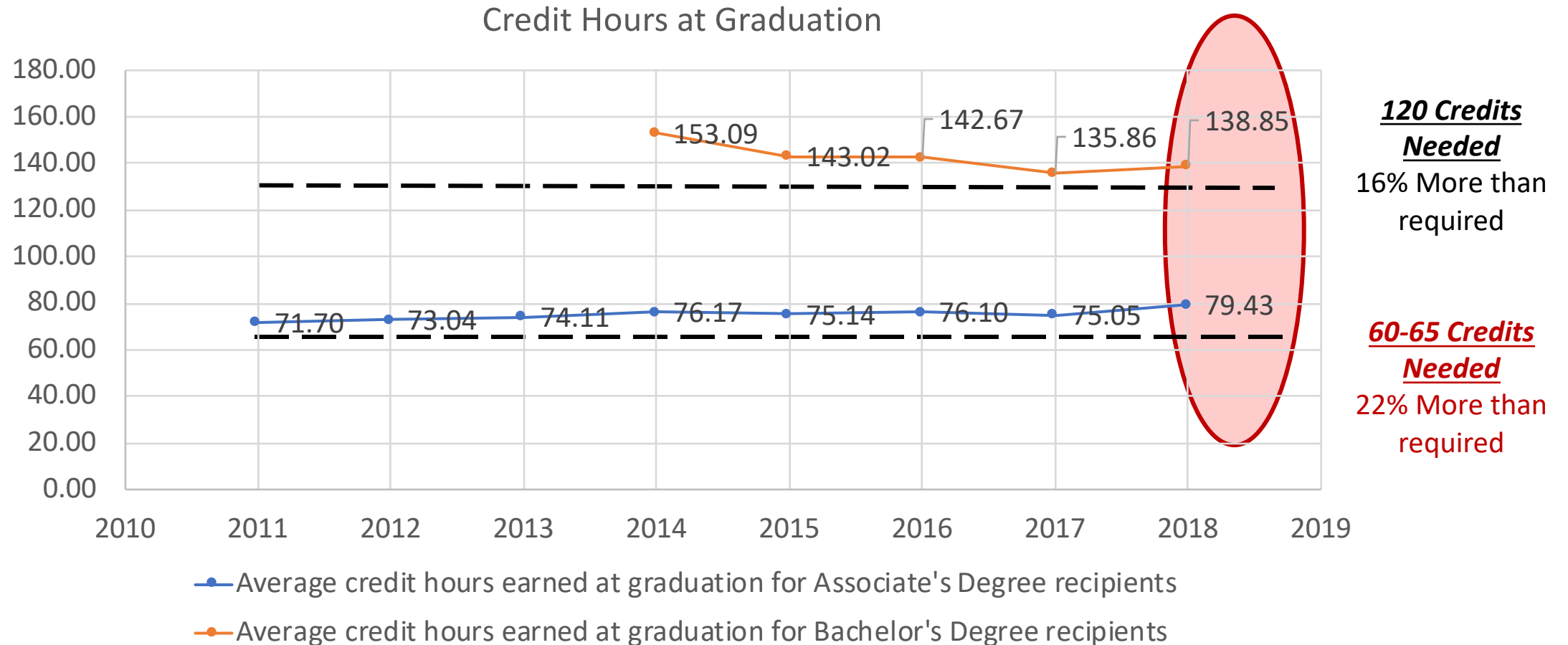
# Early Momentum Metrics

## Credit Momentum

### ***Credit momentum metrics:***

- Rates at which students complete a substantial number of college level credits in their first year.
  - ***Completed 6 or more college-level credits in the first semester***
  - ***Completed 12 or more college-level credits in the first semester***
  - ***Complete 15 or more college-level credits in the first year***
  - ***Completed 24 or more college-level credits in the first year***
  - ***Completed 30 or more college-level credits in the first year***

# Credits Earned at Graduation at AMSC Associate & Bachelor's Degrees



# Early Momentum Metrics

## Gateway Course Momentum

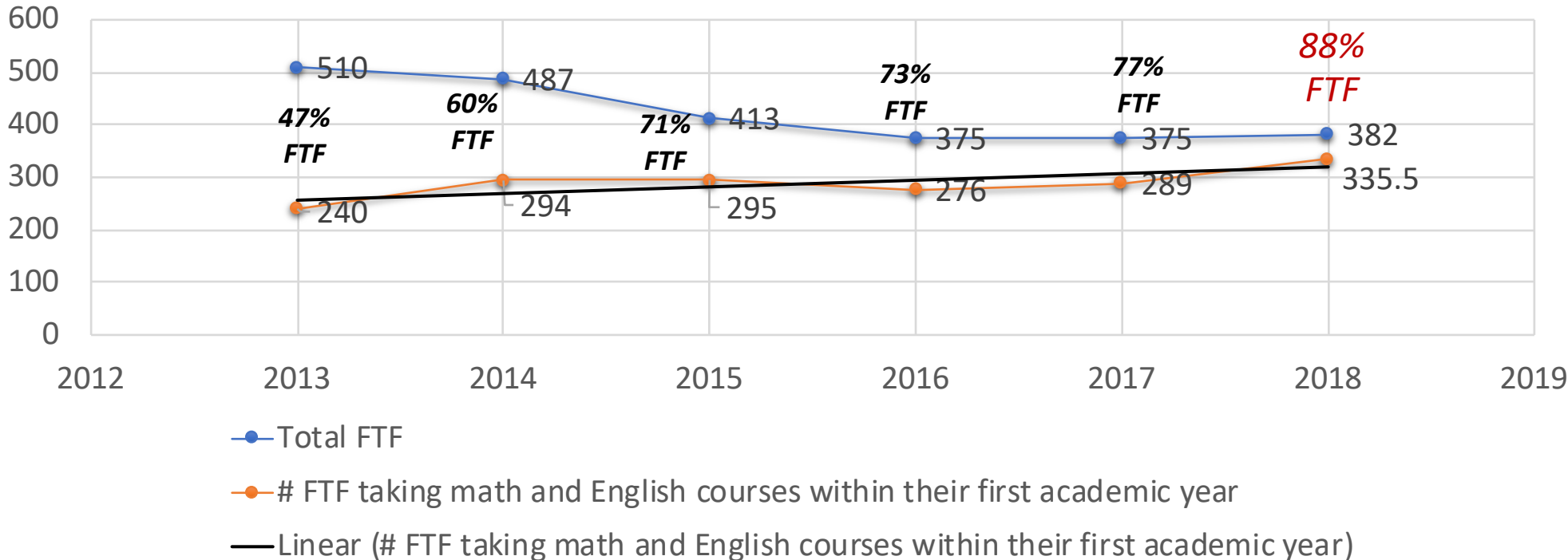
### Gateway Course momentum metrics:

- Rates at which students take and pass college-level math and English courses in their first year.
  - *Completed college-level English in the first year*
  - *Completed college-level math in the first year*
  - *Completed both college-level English and math in the first year*

# Early Momentum Metrics at AMSC

## English & Math

Momentum  
English & Math Enrollments

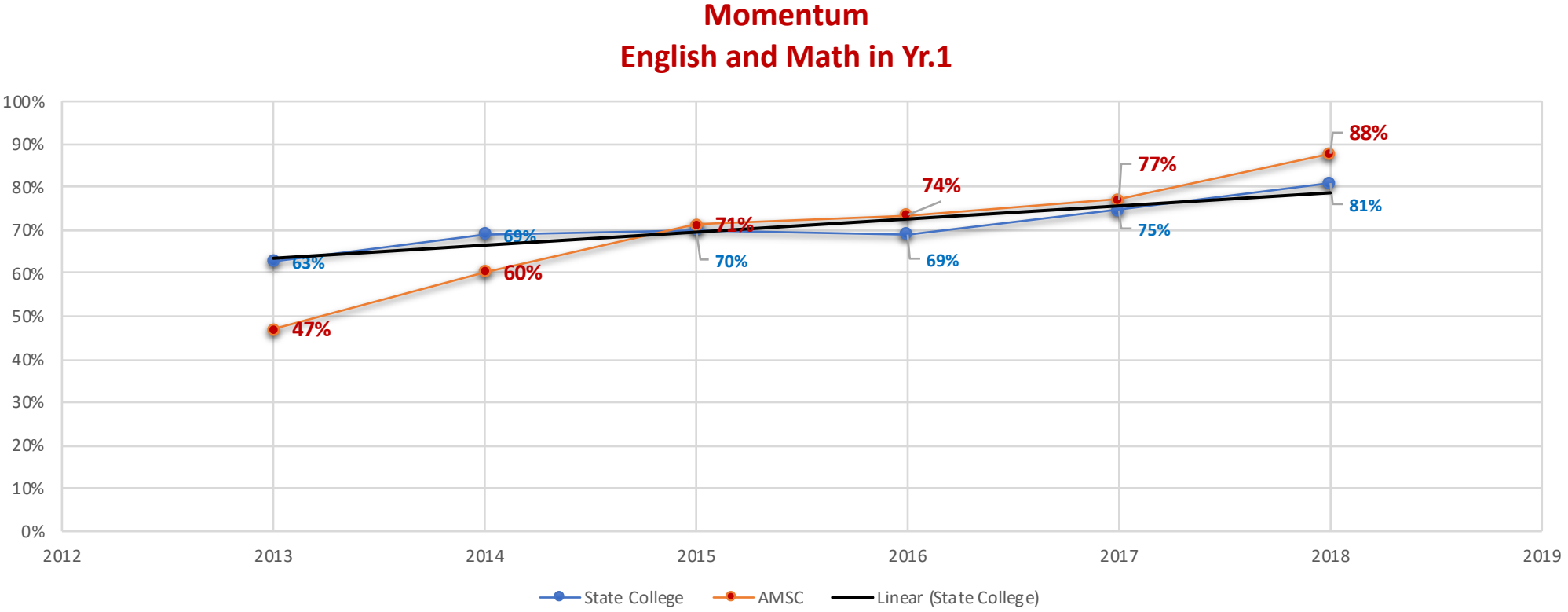


# Percent of AMSC Students who pass Math and English

State Colleges % who passed both math and English with a C or better	AMSC % who passed both math and English with a C or better
42%	53%
46%	56%
46%	61%
45%	61%
46%	54%
<b>Fall 2018</b>	<b>51%</b>



# Early Momentum Metrics at AMSC English & Math



*State Colleges for 2018 is an estimate, as we await final data.*

# Momentum Year – Overview (Start, Enter, & Follow)



Evidence-based research confirms that college students are most successful when they:

- **Follow** – a clearly sequenced program maps that include:
  - **Core English and Math – *New Freshmen – roughly 80% are in both ENGL and Math***

Momentum Year (MY) Students	Fall 2016	Fall 2017	Fall 2018
Gateway Math 1101 Enrollment	1	0	8
Gateway Math 1111 Enrollment	48	24	325
Gateway English 1101 Enrollment	89	34	346

***“Focused Momentum Year Advising” has resulted in more AMSC students enrolled in core Math and English approximately 80%; Significant increases in new students taking full-time course loads. 53% of New Freshmen are enrolled as full-time students.***

- **30 Credits in the First Year (Including credits in the Academic Focus Area) – *New Freshmen***

Momentum Year (MY) Students	Fall 2016	Fall 2017	Fall 2018
*New Freshman (Beginning)	102	44	382
New # Students >15 hours	6	1	14
New # Students 12 – 15 hours	26	9	201
New # Students <12 hours	70	34	167

\*New Freshmen = >30 hrs



## **Early Momentum Metrics at AMSC**

### **Persistence Momentum**

#### **Persistence momentum metric**

- Rates at which students are retained from the first to the second term.

*Fall to Spring persistence in the first year*



# KEEPING MOMENTUM

## *(Keeping it Going)*

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- Assess efforts and tweak where needed to continue
- Adjust strategies when needed based on student population
  - Learning Support Students
  - Transfer Students
- First-Year Experience Classes
- Transition Improvement Plan (TIP)

# Transition Improvement Plan (TIP)

## Purposeful Choice

- (1) **Inform** – Increase the % of students who make informed decisions about their academic/career connections prior to matriculation.
- (2) **Discern** – Increase the % of students who engage in a personal process of reviewing students' interests, aptitudes, and background to consider the appropriateness of the fit and, if necessary, alternative pathways within their first 30 hours.
- (3) **Affirm** – Increase the % of students who engage in a personal process of affirming their choice of program between 16 and 30 hours.

## TIP Action Items

- (1) **Inform** students prior to new student orientation on academic focus areas, guided pathways, and career opportunities for their pre-selected purposeful pathway.
- (2) **Discern**: Prescript, assign, and communicate class schedules (including learning support) to students prior to new student orientation.
- (3) **Affirm**: Notify students of their option to take a placement exam to test out of learning support classes prior to the new student orientation and the start of class.



# Momentum Year Overview & Initial Results

## • Co-Requisite Education (Learning Support)

- AMSC adopted the change in admission policy and discontinued testing as a requirement for admission to the College. For fall 2018, students entering AMSC who did not take ACT/SAT or ACCUPLCR were placed in ENGL 0999 and ENGL 1101, and MATH 0997/0998/0999 and Math 1001/1101/1111.

# of AMSC Students Enrolled in Co-Requisite Course	Fall 2017	Fall 2018
English 0999 Lab	230	546, increase of 237%
Math 0999 Lab	268	328, increase of 22%

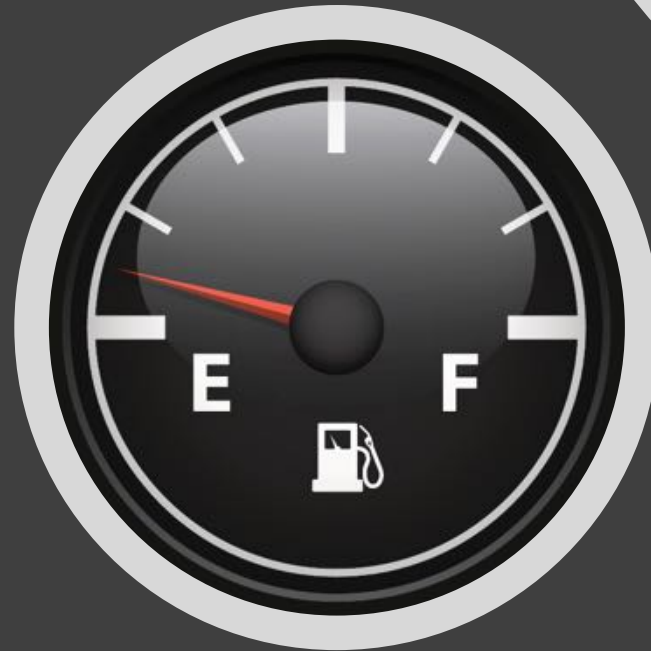
- Math Pathways are broadly being implemented for Spring 2019 based on the Co-Requisite Advising Summit to reflect academic and career fit.
  - Students who do not test for placement will enroll into Math 1001 or Math 1101 (Quantitative Reasoning or Math Modeling ) along with the Co-Requisite Math 0987, 0989 for spring 2019.
- These changes are important to AMSC, USG, and CCG
  - Momentum,
  - Alignment, and
  - Removing Barriers

# Efforts to Work Around Limited Resources

Lean Finances

Faculty & Staff Shrinkage

Basic Technology



# Efforts to Work Around Limited Resources

## Faculty & Staff Shrinkage

- Key Positions with frequent turnovers (President, VPSA, Enrollment Management, Registrar, Financial Aid Director, Faculty, Professional Academic Advisors, Academic Support Specialists, etc.)
- Workforce reduction
- Rightsizing the Institution



# Efforts to Work Around Limited Resources

## Basic Technology

- No EAB, Argos or elaborate software
- Bricks and Mortar, Paper and Pencil
  - Hosted Institution (Managed Services)
  - Crystal Reports
  - Campus Logic
  - Microsoft Suite
  - Pick up the phone and talk
  - Walk to an office





**CONTINUING THE MOMENTUM**  
*(Continuing the Journey)*

- Campus-Wide Reform
- Strategic Pathways
- Core Curriculum
- Collaborative Scheduling

# Campus-Wide Reform

## “Move the Needle”

- Major redesign is needed to move the needle on college-wide measures of student success (e.g., completion rates).
- Redesign across the entire campus to ensure that program, policies, and practices are well designed and aligned to promote student success.
- Taking a look in the mirror
  - What is the obvious?
  - DegreeWorks upgrades
  - Catalog, Pre-Requisites, and Web Site Alignment



**MOVE  
THE  
NEEDLE**

# Strategic Program Pathways

- FOCUS
  - Maintaining & Sustaining Academic Integrity, Academic Quality, & Research
  - Implement Efficiency & Effective
- Associate & Bachelor's Degrees
  - ASCC and AACCC
  - BS, BA, and BBA
- Reduced number of program pathways based on 7-year deep data dive
  - Discontinued Pathways: From 3 (Associates & Bachelor's Degree)
  - Informed Students, Discerned Student Needs, Reaffirm What Will Work



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48

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# Core Curriculum & Collaborative Scheduling

Area A - F

# How an Urban, Commuter, Access Institution helps First-Year Students

ACCESS: Student who are college eligible but not college-ready

- Admission and Placement Standards
- Learning Support
- Accuplacer NextGen

URBAN: Inherited negative practices about college

- Mindset
- Beliefs
- Values
- Habits



# References

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*Machiavelli, Niccolò, 1469-1527. The Prince. Harmondsworth, Eng. ; New York, N.Y. :Penguin Books, 1981.*

Adelman, Clifford. 1999. “Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment”. (United States Department of Education Office of Education Research and Improvement: Jessup, MD). <https://eric.ed.gov/?id=ED431363>

<https://edreformnow.org/wp-content/uploads/2019/01/ERN-New-Jersey-Locked-Out-.pdf>



**SUMMARY  
and  
QUESTIONS**

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**Doing more with less  
Moving forward  
Questions**