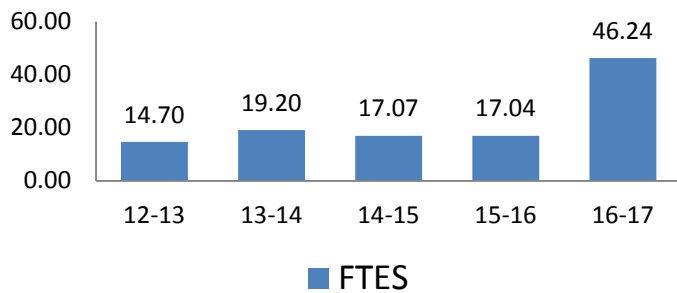# ACADEMIC ADVANCEMENT — 2016-2017

Description: Academic Advancement courses are designed to support students by developing college skills, study skills, tutor training, and supervised tutoring, ACAD 001 is a required course for all students taking 9 or more units. ACAD 606 Supervised Tutoring is a new non-credit course that has had initial success.

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FTES chart:

Year	FTES
12-13	14.70
13-14	19.20
14-15	17.07
15-16	17.04
16-17	46.24

	12-13	13-14	14-15	15-16	16-17
Duplicated Enrollment	396	526	467	486	420
FTEF	1.10	1.45	1.15	1.15	1.15
WSCH per FTEF	401	396	446	445	374

	12-13	13-14	14-15	15-16	16-17
Success	82%	87%	89%	82%	89%
Retention	95%	100%	99%	96%	94%

	12-13	13-14	14-15	15-16	16-17
Sections	18	21	16	16	16
% of online enrollment	17%	10%	19%	13%	13%
Degrees awarded	N/A	N/A	N/A	N/A	N/A
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts.) (225 Words Max)

The 16-17 data reflects the addition of ACAD 606 Supervised Tutoring. 32 of the FTES generated in 16-17 are from ACAD 606. ACAD 606 is not reflected in FTEF or WSCH per FTEF because ACAD 606 is based on positive attendance in the Student Success Center and assigned to faculty within the Center. This generates skewed data that shows an increase of 28 FTES, while having a decrease in duplicated enrollment, stable FTEF, and reduction in efficiency (WSCH per FTEF). Even though the data looks unusual, it is very encouraging to see the increase in FTES from ACAD606 which became active this past spring.
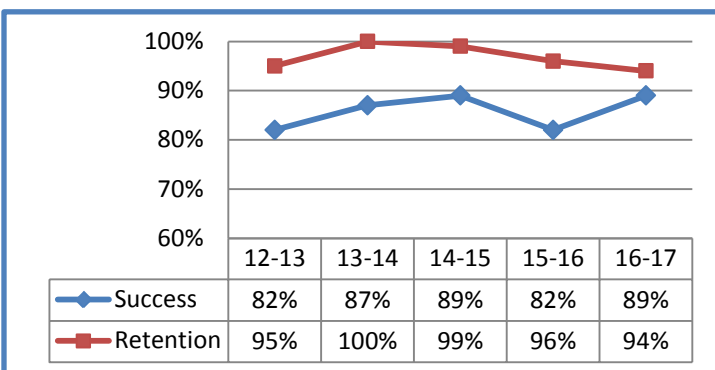
Success remains above 80% and Retention remains above 90%.

The course offers no degrees or certificate.

Progress from Last Year's Action Plan: [Provide an update on the progress made from last year's Action Plan.] (225 Words Max)

ACAD continues to assess and evaluate SLOs.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals.) (200 Words Max)

SLO assessment shows that faculty are satisfied with student achievement. Middle College student are well motivated, but learn better when exposed to more visual and hands-on material.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college's strategic goals.) (200 Words Max)

Develop more non-credit ACAD courses to support learning, the academic experience, and special populations.

Challenges & Opportunities: [Challenges & Opportunities should be reflected in the Action Plan.] (200 Words Max)

Opportunities:
Increased interest in non-credit on campus has increased interest in developing new ACAD courses
Offering ACAD 001 at high schools for dual and/or concurrent enrollment

Challenges:
Offering sufficient sections of ACAD 001 continues to be a challenge
Department has no full-time faculty

Action Plan: [Describe your top priorities reflected in the Departmental/Program goals and provide specific steps to reach these goals.]

Action Step	Departmental Goal	Necessary Resources to Complete	Target Completion Date
Continue to collaborate with the Psychology department for an non-credit variation of ACAD 001 for Veterans. Explore offering a non-credit course for online learners.	Develop more non-credit courses	Faculty time	Spring 2019