



AVID for Higher Education

A Partner in Student Success

Why AVID for Higher Education?

AVID for Higher Education (AHE) provides customized coaching and professional development that integrates with and accelerates student success initiatives already underway on campus. We share best practices and take what's working and scale it. Third-party evaluations report positive results even after the first year.

How does AVID for Higher Education support colleges?

CUSTOMIZED FACULTY/STAFF DEVELOPMENT



- Strengthens instruction by showcasing ways to engage students
- Gives professors flexibility and choices
- Builds capacity on campus with professional development and coaching
- Integrates with campus initiatives

INCREASED STUDENT ENGAGEMENT



- Elevates the first-year experience
- Promotes inquiry-based peer tutoring
- Emphasizes critical thinking, collaboration and organization
- Fosters students' responsibility for their own learning

For more information please contact: AVIDforHigherEducation@avid.org or call **972-591-2527**.

www.avid.org/highered

AVID for Higher Education does not take a one-size-fits-all approach.



Mount Hood Community College integrated AVID slowly because we knew that changing what happens in

the classroom required a culture shift. As the AVID program grew, MHCC created an open and inviting AVID Center that is connected to and integrated with its Tutoring Center. MHCC created a Teaching and Learning Center to train more faculty in high-engagement instructional practices. They also created learning communities, a Summer Bridge program and first-year experiences courses.

Odessa College invited AHE to start working with a small group of faculty; then other faculty members asked to be included in the professional development. Now all new instructors attend AHE training sessions



to learn high-engagement instructional practices. AHE also supported Odessa College to create student success coaches who work with the same students from the moment they enroll. Instructors encourage peer walk-throughs and post the instructional strategies they will be using in advance so their colleagues can observe them if they would like.



Saddleback Community College lists in the course catalogue the classes that use AVID's high-engagement instructional practices because students gravitate to those classes.



“After AVID became part of our teaching culture, my classroom changed dramatically. Students talked, learned, comprehended, and retained the material being discussed. My students were more engaged in the classroom. I was more engaged in the classroom. We interacted with each other and learning took place.”

Renee Martinez
English and Humanities Instructor
Nash Community College



Nash Community College's faculty and instructors have a monthly “Snack & Share” where they exchange best instructional practices. The college

has tripled the number of days spent on professional learning. NCC also seeks instructors with AHE experience, often from AVID secondary schools, when it has openings.

University of Texas Permian Basin

turned to AHE to establish a first-year seminar. AHE also trained all the tutors at UTPB on using AHE's Socratic Tutorial Model. UTPB uses AHE strategies in its College of Education for training new teachers.



AHE *for* Student Success



The AHE Mission:

AVID *for* Higher Education (AHE) supports institutions of higher education that are **committed to student success**. AHE's mission is **to increase student persistence and completion** through a series of intentional, strategic interventions that strengthen and enhance new and existing curricular and co-curricular activities on a campus.

Why AHE?

National graduation and certification data reports percentages are much too low. However, student success is not about percentages—it's about people. Each percentage point that does not complete college represents thousands of students, and many of those students are leaving with thousands of dollars in debt that will shadow them for years. AHE believes most of these students could reach their dreams if they had additional supports and encouragement from the institutions they attend.

How does AHE work?

AHE does not want to add another "initiative" to a campus. AHE does not tackle just one component of the student success conundrum: it offers campuses a **rich array of services** that includes student advising, faculty development, peer tutoring, and student services. It undergirds the work done throughout the institution, focusing on transforming students into graduates and in the process often transforming institutions into student-centered campuses.

While our initial efforts and actions may focus on one department or one group of students that the institution wants supported, the long-term goal is to improve services for all students. This is accomplished in a three-part process: **analyze, implement, and monitor**.

AIMing for Student Success: Analyze, Implement, Monitor

ANALYZE

Most of the institutions with which AHE works are rich in data. Many have affiliated with other programs and have a wealth of information about retention and completion. These data tend to show symptoms, not the problems. AHE begins its relationship with a campus by working

together to **analyze existing information**, including a review of quantitative data, accreditation reports, and departmental surveys. We also look at **qualitative data** such as faculty and student focus groups. This is all shared with **various circles of leadership**, from executive leadership to faculty departments to advising and counseling staff and student services. By including leaders from across the campus in this initial step, an institution can develop a unified vision of what success means on the campus and also solicit broad support to achieve it. During this process, **a core group is selected to serve as the campus team** that will be responsible for **creating the plan** that will drive future activities. We have seen that the most successful campuses have teams of colleagues from different areas of the campus working in unison. Based on the data, the campus may choose to focus on a particular department, or on a specific group of students, such as the “murky middle.” Regardless of where a campus begins, the long-term goal is to have all students successful and all campus personnel engaged in the process.

Main Components

- Analyze data with a wide range of campus leaders.
- Create a campus-wide team
- Develop a plan for the complement of services

IMPLEMENT

Using the campus plan as a guide, AHE offers campuses a variety of options designed to enhance existing services and create new ones. **AHE is known for its in-depth, on-site professional learning workshops and materials** that enable both **full-time and adjunct faculty** to master additional instructional strategies. Many of the workshops focus on core 21st Century skills students need to succeed—**writing, inquiry, collaboration, organization, and reading—known as AVID’s WICOR**. AHE’s faculty development and professional learning models how these skills can be infused in first year seminars, gatekeeper courses, core content courses, as well as technical education courses in community and technical colleges to create a common language for both faculty and students.

Engagement in academic and co-curricular activities is supported through the creation of learning communities for both faculty and students. **Peer Tutor and Mentoring sessions** focus on an inquiry-based approach that is followed up with **academic advisors** and counselors, and enhance with faculty high engagement instructional strategies. Based on its campus plan, an institution determines how it will **prioritize implementation** of these components.

Implementing AHE-based components provides a holistic approach to increasing institutional effectiveness.

Main Components

- On-site professional learning workshops and in-depth AVID Summer Institute
- Timely student assistance support through peer tutoring (AHE Socratic Model)/mentoring
- Learning centers for both students and faculty
- Co-curricular focus on student empowerment and responsibility

MONITOR

AHE builds its reputation on developing and evaluating a **model of continuous improvement**. Campuses cannot achieve their goals in a year or even two. However, they can see progress toward the goal. The AHE approach is holistic, including both formative assessments from faculty, student support, and executive leadership input as well as summative reviews of data. We work with the campus team to **monitor progress** and recommend options that might be needed to accelerate progress. Our partners attest to our commitment to work with them to achieve a student-centered institution.

Major Components

- On-site planning/coaching support to monitor and adapt services as needed
- Professional networking with other AHE institutions about successes and challenges
- Support for specific resource materials needed to address challenges

Amarillo College (TX)	Saddleback College (CA)
Antelope Valley College (CA)	Shoreline Community College (WA)
Arizona Western College/ Northern Arizona University**	Skagit Valley College (WA)
Atlanta Technical College (GA)	South Florida State College**
Augsburg College (MN)	Spring Arbor University (MI)
Butler Community College (KS)	Taft College (CA)
California State University, Bakersfield	Texas A&M University-Commerce
California State University, San Bernardino*	Texas A&M University-Kingsville**
California State University San Marcos	Texas State Technical College
Chemeketa Community College (OR)	Texas Tech University**
Fort Valley State University (GA)	Texas Wesleyan University
Glendale Community College (CA)	Texas Woman's University
Howard College (TX)	Tougaloo College (MS)
Huston-Tillotson University (TX)	University of Houston-Downtown (TX)
Jarvis Christian College (TX)	University of North Carolina at Asheville
La Sierra University (CA)	University of Texas at Arlington**
Linn-Benton Community College (OR)	University of Texas of the Permian Basin**
Midland College (TX)	University of Texas Rio Grande Valley**
Minnesota School of Business– Globe University	Vaughn College of Aeronautics and Technology (NY)
Minnesota State University, Mankato**	Washington State University Tri-Cities**
Mt. Hood Community College (OR)	Wayland Baptist University (TX)**
Nash Community College (NC)	Western Texas College
Odessa College (TX)	Wiley College (TX)**
Ranger College (TX)	Weber State University (UT)