



AVID for Higher Education



Advancement Via Individual Determination

1980

One teacher in one classroom

TODAY

- 6,100+ K-12 schools in 48 states and 6 countries impacting almost 2 million students
- 73,000+ Educators enrolled for professional development in 2016-2017

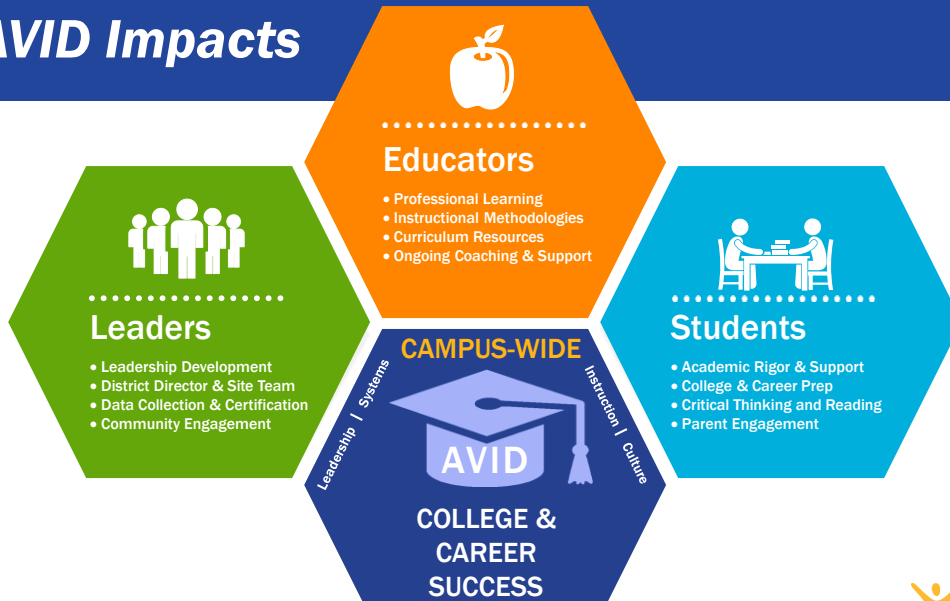




AVID's mission is to **close the achievement gap** by preparing all students for **college readiness** and **success** in a global society.

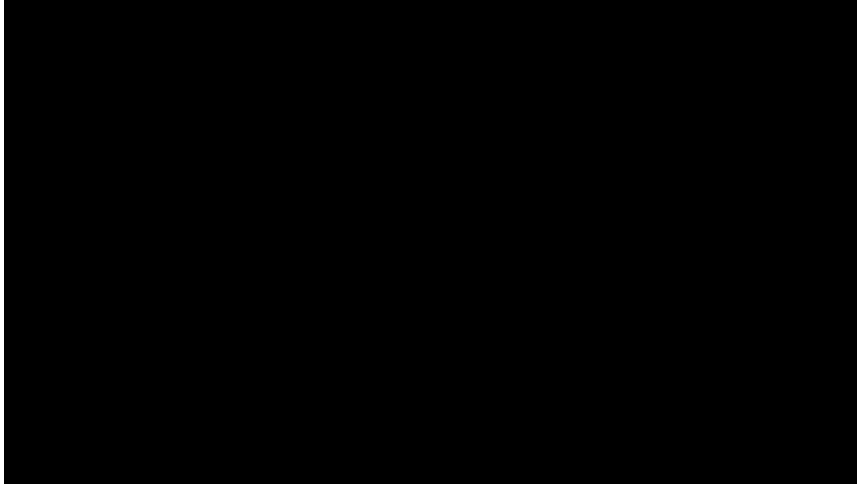
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AVID Impacts



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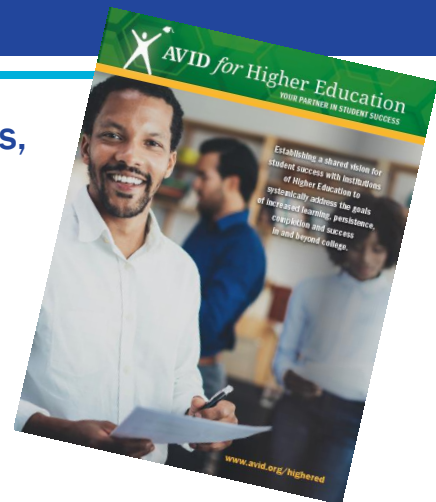
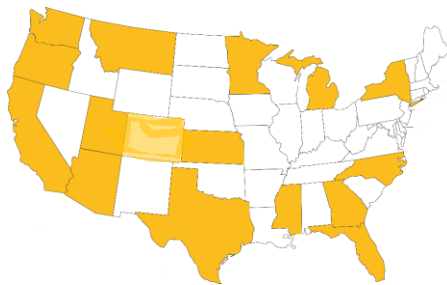
People Like Me



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Who AHE is Currently Serving

- 2-year, 4-year, technical colleges, adult education programs
- Public, private, HBCUs and HSIs
- 51 institutions in 18 states



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Why AVID for Higher Education?

- Why Colleges and Universities Need to Invest in Quality Teaching More Than Ever: Association of College and University Educators and American Council of Education (2016)

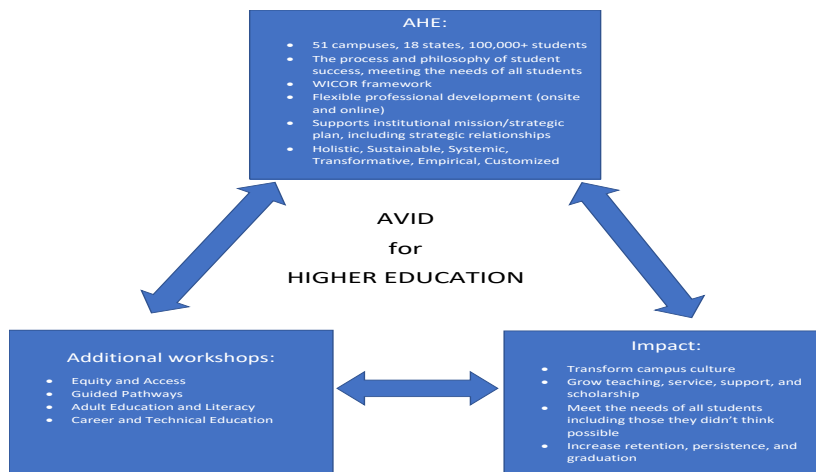
“We conclude by recommending that higher education institutions invest in professional development as a fundamental part of their overall strategic plan for improving graduation rates and ensuring student success”



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Why AVID for Higher Education?

- Improve rates of retention, persistence, and completion by engaging students in the classroom and across the campus.



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AVID for Higher Education

Student Success Model

- Collaborating with colleges to support students to complete degrees/certifications
 - Professional Development
 - FYE & Transition Course
 - AHE Socratic Tutorial Model
 - Career/guided pathways
 - Developmental Education
 - Adult Education & Literacy or Adult Basic Skills

Teacher Preparation Model

- Collaborating with colleges of education to prepare new teachers
 - Faculty Development
 - WICOR Instruction for teacher candidates
 - Support for AVID tutorials
 - Field Practice with WICOR



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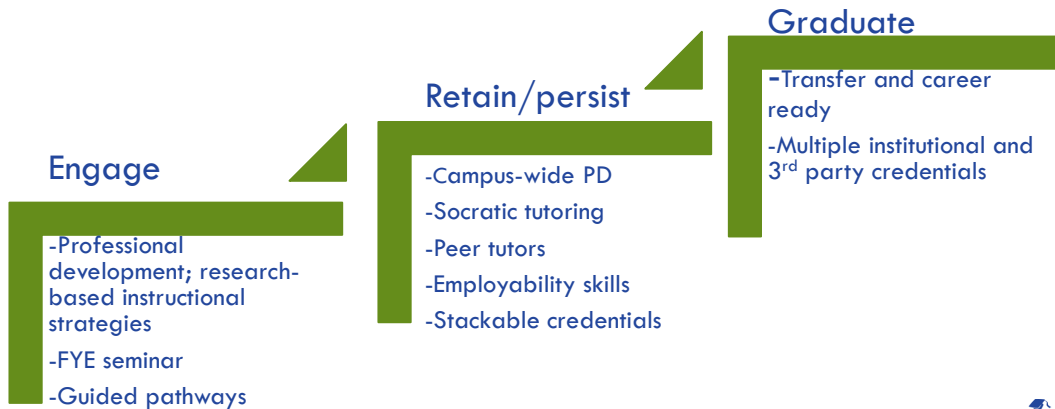


AHE Student Success



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AHE Student Success

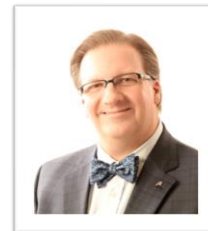


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DR. RUSSELL LOWERY-HART, PRESIDENT AMARILLO COLLEGE (TX)

FIRST YEAR SEMINAR

“I thought the biggest difference that we would see when I implemented AVID on our campus was excitement about the curriculum for our first-year seminar. And it was certainly there. But what I wasn’t prepared for is as the faculty teaching that first-year seminar were being trained in and learning the AVID tool to implement in that first-year seminar, they were already making links to their other classes.”



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TAMARA CLUNIS
VICE PRESIDENT OF ACADEMIC AFFAIRS, AMARILLO COLLEGE (TX)

AHE CAMPUS TEAM



Amarillo College



It's helping us to build bridges across divisions. It's bringing faculty together in a way that we hadn't been able to do it before. All based upon the expertise that they bring in their team of higher education experts.



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DR. DON WOOD
VICE-PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS
ODESSA COLLEGE (TX)



Aspen Institute
 Rising Star
 Award 2017



FACULTY DEVELOPMENT

“One of the things that we learned very early on, before we started with AVID, was that the more that a student is engaged with the instructor, then the more the student stayed in class, the more the student studied, and the better the student did. At the bottom line, what attracted me to AVID was that it increased and enhanced engagement both ways, of the student to the instructor, and of the instructor to the student. I mean, it's a simple, simple fact. You can't teach them if they aren't there and engaged with the instructor.”



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Results: Odessa College, TX

- Brad Phillips ATD Coach
 - *“Hispanic males ... improved to an all-time high of a 94% course retention rate and almost 74% success rate” He stated, “It is remarkable for any college, but consider that six years ago Odessa College was among three colleges the Texas legislature targeted for defunding.”*
- Dr. Wood, VP Institutional Effectiveness
 - *“For the first time in the history of the college we are being recognized on a national level and education experts such as Brad Phillips are highlighting our achievements. I not only understand but also deeply appreciate that these achievements are also, in part, testimony that AVID’s partnership with Odessa College is proving to be successful at the most fundamental level of post-secondary education: student retention and student success.”*



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RENEE MARTINEZ, FACULTY NASH COMMUNITY COLLEGE (NC)

FACULTY DEVELOPMENT

“AVID for Higher Education is not a fad. The strategies I learned transformed not only my teaching style and classroom, but our campus.”



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AHE Evaluation Research

- In the past few years, AHE has been rigorously evaluated by a prominent national research organization (Gibson Consulting Group)
- Conducted multi-year, multi-cohort, quasi-experimental study of the relationship between AHE program participation and student outcomes at nine colleges and universities across the country
- One California community college campus and one California State University campus included in study sample
- March 2018 year 3 report: *Exposing students to a student-centered, skill-based, targeted freshman course (such as the AHE First Year Experience course) often results in a variety of positive student outcomes*



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AHE Evaluation Research (continued)

- Students participating in AHE have higher college persistence rates than their non-participating peers; effects strongest for freshman fall-to-spring semester and first-to-second year persistence; effect on course passing rates tends to be stronger during students' first year in college
- Students exposed to higher degrees of collaborative and active learning instruction and skill-based content in a targeted freshman course (the First Year Experience course) are more likely to express willingness to connect with a wide variety of university resources
- Faculty participating in AVID-related professional development are more likely to implement active and collaborative learning approaches



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AHE Growth in California

- During the 2013-14 academic year, a total of 82 students and 178 faculty members participated in AHE across multiple postsecondary education campuses
- For 2017-18, a total of 12,869 students and 452 faculty members participated in AHE across seven college and university sites
- From 2013-14 to 2017-18, a total of 35,068 students and 2,236 faculty members participated in AHE
- Many more students likely have benefited from AHE, to the extent that AHE-trained faculty members are using AVID strategies in academic and career education classes beyond the AHE First Year Experience classes



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AHE in California, 2018-19

Campus	Type of Postsecondary Education Institution	Model: Student Success (SS) and/or Teacher Preparation (TP)
Antelope Valley College	Two-year public	SS
California Baptist University	Four-year private	SS
California State University, Dominguez Hills	Four-year public	SS—tutoring model only
California State University, San Bernardino	Four-year public	SS and TP
Crafton Hills College	Two-year public	SS
La Sierra University	Four-year private	SS
Riverside City College	Two-year public	SS
Saddleback College	Two-year public	SS
Taft College	Two-year public	SS



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Long-Term Strategic Goals for AHE in California

- **Establish new AHE sites, with a particular focus on community college campuses, in geographic regions with a strong and sustained history of AVID Secondary implementation (e.g., Orange, Riverside, Sacramento, San Bernardino, and San Diego counties)**
- **Strengthen the ongoing support system for both existing and new AHE sites**
- **Establish metrics for assessing program outcomes to increase and sustain college student success on a statewide basis; metrics should align with those of the California Community Colleges Chancellor's Office**
- **Explore how to support recognition of AHE to fill the faculty development/professional learning gap in higher education to AHE and non-AHE sites**
- **Encourage AVID K–12 school and district leaders to recognize and acknowledge that community college may be a viable and appropriate destination for a number of high school graduates**



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Discussion Questions

- **What approaches or strategies are you implementing on your campus to meet the expectations of the multiple state reform initiatives currently underway, and to achieve the goals of the California Community Colleges Chancellor's *Vision for Success*?**
- **How confident are you that your campus will be successful in its efforts to improve student success to historically high levels during the next decade?**



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Thank you for Attending Today's Session!

For more information about AVID for Higher Education, please contact:

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