



Antelope Valley College

(Initial Self-Study, 2015-2016)

Program Status: Implemented Year 2
Year Implemented: 2014

Certification - AVID Essential No. 1

Campus leadership actively supports and participates in the implementation of AVID for Higher Education.

The intent of this essential is to determine the level of involvement of the campus leader in AHE implementation. Ideally, the campus leader should be the president or designee and should have influence over AHE implementation, allocation of resources, and decision-making.

Rating Guide - Note these items default to Level 0 until selected.

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Campus leadership has not developed and approved a budget for AHE.	<input checked="" type="radio"/> Campus leadership has funded AHE annually through internal/ external sources.	<input checked="" type="radio"/> Campus leadership has provided for multi-year funding in the institution's strategic plan, or external sources have been identified for multi-year funding.	<input checked="" type="radio"/> Campus leadership has provided additional funding to expand and improve AHE.
2.	<input checked="" type="radio"/> Campus leadership has not collaborated with the Campus Team to develop the AVID campus vision and plan.	<input checked="" type="radio"/> Campus leadership collaborates with the Campus Team in the development of the AVID campus vision and plan.	<input checked="" type="radio"/> Campus leadership supports the AVID campus vision and plan by regularly collaborating with the AVID Campus Team.	<input checked="" type="radio"/> Campus leadership actively participates with the AVID Campus Team planning and includes AVID updates in executive meetings.

Rating for AVID Essential No. 1 - Number of Indicators at each level:

Level 0: 1 **Level 1:** 1 **Level 2:** 0 **Level 3:** 0

Level of Implementation for AVID Essential No. 1: 0

Textual Questions

Action/Outcomes: Describe how the Leadership has supported the AHE implementation

Decision on the re-organization of the directorship of the program Set regular meeting times for the campus team Set routine professional development schedule Include AVID in Program Review Title V Grant Awarded 2014-2019 Additional status updates to key leadership committees across campus Highlight AVID strategies in the campus "Spotlight" newsletter Articulate FYE/AVID Connection across campus more effectively Make end of the year presentation to the Board of Trustees Make presentation to the Academic Senate Widely distribute the AVID newsletter

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Program Status: Implemented Year 2

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Certification - AVID Essential No. 2

The AVID Campus Team works collaboratively to develop, implement, and sustain AVID for Higher Education.

This Essential measures the level of involvement, the composition, and participation of the AVID Campus Team in AHE implementation and professional learning opportunities. Evidence sources are related to AVID Campus Team activities, such as regularly scheduled meetings, professional learning participation, and Campus Plan development.

Rating Guide - Note these items default to Level 0 until selected.

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> An AVID Campus Team has not been established.	<input checked="" type="radio"/> The AVID Campus Team is composed of the AHE Liaison and a group of committed leadership, faculty and/or staff.	<input checked="" type="radio"/> The AVID Campus Team is composed of 8 or more members with balanced representation from faculty, administration, and academic and student affairs. A representative from the office of institutional research, tutors, students, and representatives from local school districts, transfer institutions, and/or community are included as needed.	<input checked="" type="radio"/> AVID Campus Team membership is adjusted as needed to ensure capacity-building and to maintain balanced representation from faculty, administration, academic and student affairs and the institutional research office.
2.	<input checked="" type="radio"/> The AVID Campus Team has not met regularly during the academic year.	<input checked="" type="radio"/> The AVID Campus Team has met regularly during the academic year.	<input checked="" type="radio"/> The AVID Campus Team meets at least monthly to collaborate on planning, logistical issues, and improving student success.	<input checked="" type="radio"/> The AVID Campus Team provides a comprehensive progress report to the campus leadership at the end of each term.
3.	<input checked="" type="radio"/> Roles and responsibilities for AVID Campus Team members have not been clearly defined nor delegated for implementing AHE at the institution.	<input checked="" type="radio"/> Roles and responsibilities for AVID Campus Team members have not been clearly defined nor delegated for implementing AHE at the institution.	<input checked="" type="radio"/> AVID Campus Team members carry out their roles and responsibilities and provide substantive reports at monthly team meetings.	<input checked="" type="radio"/> The AVID Campus Team actively builds capacity to sustain the proper composition and effectiveness of the team.
4.	<input checked="" type="radio"/> The AVID Campus Team has not used relevant longitudinal data to develop and implement the AVID Campus Plan.	<input checked="" type="radio"/> The AVID Campus Team uses relevant longitudinal data to develop and implement the AVID Campus Plan, and revises it based on results of the CSS. The plan is submitted to AHE staff for feedback.	<input checked="" type="radio"/> The AVID Campus Team analyzes and revises the AVID Campus Plan incorporating AHE staff feedback.	<input checked="" type="radio"/> The AVID Campus Team develops a multi-year AVID Campus Plan and revises it based on student data and CSS results. The Campus Plan is incorporated into the institution's strategic plan.
5.	<input checked="" type="radio"/> The AVID Campus Team, AVID Liaison, and others have not participated in AHE contracted strategic planning days.	<input checked="" type="radio"/> The AVID Campus Team, AVID Liaison, and others participate in AHE contracted strategic planning days during which the AVID Campus Plan is reviewed and modified.	<input checked="" type="radio"/> The AVID Liaison and AVID Campus Team have taken appropriate action based on the outcomes of the strategic planning days and feedback from AHE staff.	<input checked="" type="radio"/> The AVID Campus Team and AVID Liaison's planning and implementation is aligned with other programs and initiatives at the institution and reports are provided annually to campus leadership.

Rating for AVID Essential No. 2 - Number of Indicators at each level:

Level 0: 3

Level 1: 2

Level 2: 0

Level 3: 0

Level of Implementation for AVID Essential No. 2: 0

Textual Questions

Actions/Outcomes: Describe any changes in how the AVID Campus Team has functioned to support the student success initiatives.

Clearly define the roles and responsibilities of the team; Coach to provide guidance Increased collaboration for student support services Expand the AVID campus team beyond AVC members Produce an all AVID coordinators workshop across the high school districts Set regular meeting times for the campus team Identify those going to Summer Institute early and have establish outcome expectation Utilization of AVID logo on courses utilizing AVID strategies

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Certification - AVID Essential No. 3

Faculty development and professional learning experiences are clearly articulated in the AVID Campus Plan.

The intent of Essential 3 is to capitalize on professional learning opportunities and build capacity within the campus community. Evidence sources include professional learning plans, participation in AHE professional learning, syllabi reflecting AVID strategies, and other documentation related to AHE planning, faculty development and professional learning.

Rating Guide - Note these items default to Level 0 until selected.

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Faculty development and professional learning opportunities have not been scheduled.	<input type="radio"/> Faculty development and professional learning opportunities are based on needs assessment results. Scheduling requests are submitted to AHE in a timely manner and conducted by AHE staff.	<input type="radio"/> Faculty development and professional learning opportunities are reviewed and refined to build capacity, incorporating feedback from AHE coach, and conducted by both AHE staff and campus faculty and staff.	<input type="radio"/> AHE-trained faculty and staff routinely conduct AHE faculty development and professional learning. These activities are promoted across the campus.
2.	<input type="radio"/> Campus tutors have not been provided AHE Socratic Tutorial Training by AHE trained presenters.	<input type="radio"/> Campus tutors have been provided AHE Socratic Tutorial Training by AHE trained presenters.	<input type="radio"/> An AHE trained presenter has provided AHE Socratic Tutorial Training for tutors and for tutor supervisors. There is a continuous cycle of training documented on all tutors.	<input type="radio"/> At least one campus faculty or staff member has completed AHE Socratic Tutorial TOT to support campus tutoring.
3.	<input type="radio"/> Campus leadership has not attended at least one AVID Summer Institute.	<input type="radio"/> Campus leadership has attended at least one AVID Summer Institute.	<input type="radio"/> Campus leadership has participated in additional AVID professional development opportunities supporting expansion.	<input type="radio"/> Campus leadership has participated in multiple AHE professional development opportunities, including AVID Summer Institutes, and shares the information with internal and external constituencies.
4.	<input type="radio"/> The AVID Campus Team has not attended at least one AVID Summer Institute.	<input type="radio"/> The AVID Campus Team has attended at least one AVID Summer Institute.	<input type="radio"/> The AVID Campus Team has attended at least one AVID Summer Institute and on-campus professional development to build capacity for providing on-campus professional development.	<input type="radio"/> The AVID Campus Team members provide on-campus professional development to expand the implementation.
5.	<input type="radio"/> AVID strategies are not used in the AVID seminar classes.	<input type="radio"/> AVID Seminar instructor(s) have been identified and participate in ongoing AHE faculty development and professional learning.	<input type="radio"/> Some AVID Seminar instructors have attended at least one AVID Summer Institute to build capacity for AVID Seminar faculty development and professional learning.	<input type="radio"/> There is a plan to ensure that all AVID Seminar instructors participate in ongoing AVID Seminar professional learning, conducted by AHE trained staff.

Rating for AVID Essential No. 3 - Number of Indicators at each level:

Level 0: 3

Level 1: 2

Level 2: 0

Level 3: 0

Level of Implementation for AVID Essential No. 3: 0

Textual Questions

Actions/Outcomes: Describe the focus of faculty development and professional learning and academic programs/courses targeted for inclusion. Clearly define the roles and responsibilities of the team; Coach to provide guidance Increased collaboration for student support services Expand the AVID campus team beyond AVC members Produce an all AVID coordinators workshop across the high school districts Set regular meeting times for the campus team Identify those going to Summer Institute early and have establish outcome expectation Utilization of AVID logo on courses utilizing AVID strategies



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Certification - AVID Essential No. 4

AVID for Higher Education students receive support through the AVID Seminar and other curricular and co-curricular experiences that continue through graduation or program completion.

This Essential covers the implementation of AVID in a first-year seminar, as well as AHE implementation in other curricular and co-curricular experiences on campus. Evidence sources may include first-year seminar syllabi, mentoring and tutoring evidence, AHE collaborative activities on campus, and student progress.

Rating Guide - Note these items default to Level 0 until selected.

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Applications of AHE faculty development and professional learning are not evident through the use of WICOR and other AVID strategies in the AVID Seminar classes.	<input type="radio"/> Applications of AHE faculty development and professional learning are evident through the use of WICOR and other AVID strategies in the AVID Seminar classes.	<input type="radio"/> AVID Seminars sections are increased and incorporate curricular revisions based on assessment results and other data. WICOR strategies are used in other courses.	<input type="radio"/> The number of sections of the AVID Seminar has been expanded to accommodate the needs of the institution's student body . AVID strategies are routinely used and demonstrated in curricular and co-curricular programs.
2.	<input type="radio"/> FY AHE-served students are not scheduled into at least two courses taught by instructors trained in AVID strategies.	<input type="radio"/> FY AHE-served students are scheduled into at least two courses taught by instructors trained in AVID strategies.	<input type="radio"/> FY AHE-served students are scheduled into at least two courses taught as a linked or learning community, and co-curricular activities are evident.	<input type="radio"/> AHE-served students are taught by instructors using AVID strategies beyond year 1. AHE students actively participate in co-curricular learning activities using AVID strategies, extending beyond year 1.
3.	<input type="radio"/> An AVID Student Center has not been designated on campus.	<input type="radio"/> An AVID Student Center is designated on campus as a resource center for AHE students.	<input type="radio"/> An AVID Student Center is designated on campus, staffed with AHE-trained tutors, and is used for collaborative activities.	<input type="radio"/> An AVID Student Center supports activities that have extended to other curricular and co-curricular areas of the campus.
4.	<input type="radio"/> AHE support services for AHE students do not exist outside of the classroom.	<input type="radio"/> AHE support services for AHE students exist outside of the classroom and are promoted by the AVID Campus Team and through the AVID Seminar class.	<input type="radio"/> AHE support services for AHE students are provided by AHE-trained tutors, mentors, and advisors.	<input type="radio"/> AVID-trained co-curricular staff and faculty collaborate to integrate curricular and co-curricular support for AHE students.
5.	<input type="radio"/> AHE Seminar students do not access AHE-trained tutors.	<input type="radio"/> AHE Seminar students are encouraged to attend AHE Socratic Tutorial sessions weekly.	<input type="radio"/> AHE Seminar instructors monitor students' frequency or rate of access of AHE Socratic Tutorials.	<input type="radio"/> AHE trained tutors are available in some classes and in all tutoring centers on campus. The majority (51% or greater) of AHE Seminar students access AHE Socratic Tutorials on a regular basis.

Rating for AVID Essential No. 4 - Number of Indicators at each level:

Level 0: 4

Level 1: 1

Level 2: 0

Level 3: 0

Level of Implementation for AVID Essential No. 4: 0

Textual Questions

Actions/Outcomes: Describe the focus of faculty development and professional learning and academic programs/courses targeted for inclusion.
Faculty MOU for highly engaged activities and direct service to students (adjunct faculty), using Socratic Seminar Centralize and advertise AVID materials-Student Success Center and Faculty work rooms

How are you building capacity to continue training tutors? What are the challenges you are addressing?

Add AVID to the online orientation and include AVID in the Student Success Kick Off and Workshop events Participate in AVID "Train the Trainers" opportunities for tutoring and peer mentoring Embed AVID strategies in tutor training

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Certification - AVID Essential No. 5

AVID for Higher Education campuses participate in the evaluation of AHE through data collection and related research.

The intent of this essential is to develop and implement strategies to evaluate AHE and its impact on students. Various evidence sources are available, such as this Certification instrument, needs assessments, institutional data, and published research.

Rating Guide - Note these items default to Level 0 until selected.

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> A needs assessment has not been completed to identify areas of need.	<input checked="" type="radio"/> A needs assessment has been completed and is used to identify areas of need.	<input checked="" type="radio"/> Needs assessment data are disaggregated and analyzed to modify the AVID Campus Plan. The AVID Campus Team reviews and refines the services based on data derived from AHE-served students and other relevant factors.	<input checked="" type="radio"/> The AVID Campus Plan is aligned with the institutional strategic plan. The AVID Campus Team creates and executes a plan, mapping AHE-services throughout a student's matriculation.
2.	<input checked="" type="radio"/> Formative data (e.g., surveys, observations, etc.) have not been analyzed by the AVID Campus Team to monitor the implementation of AHE strategies on the campus.	<input checked="" type="radio"/> Formative data (e.g., surveys, observations, etc.) are analyzed by the AVID Campus Team to monitor the implementation of AHE strategies on the campus. The AVID Campus Team has identified the services that will be provided to AHE-served students based on review of campus data.	<input checked="" type="radio"/> AHE Data Collection Form and CSS are used for program improvement and reflected in the AVID Campus Plan. Formative data (e.g., surveys, observations, etc.) are collected, analyzed annually and used to improve the implementation of AHE strategies on the campus.	<input checked="" type="radio"/> AHE Data Collection Form and CSS results are embedded in the institution's strategic plan and shared in executive meetings as appropriate. Regular, systemic institutional assessment (formative and summative) is analyzed and results are used by campus leadership in conjunction with the AVID Campus Team for AHE program improvement and shared in executive meetings when appropriate.
3.	<input checked="" type="radio"/> Opportunities for research on student success initiatives, including AHE, have not been created.	<input checked="" type="radio"/> Opportunities for research on student success initiatives, including AHE, have been created.	<input checked="" type="radio"/> Research on student success initiatives and AHE is conducted regularly and presented to internal and external constituents.	<input checked="" type="radio"/> Research on student success initiatives and AHE have been published and presented.

Rating for AVID Essential No. 5 - Number of Indicators at each level:

Level 0: 2 **Level 1:** 1 **Level 2:** 0 **Level 3:** 0

Level of Implementation for AVID Essential No. 5: 0

Textual Questions

Actions/Outcomes. Describe how the site team/leadership has utilized the data collected for implementation improvement.

Review data to determine target programs, services, and populations for infusion of AVID strategies Utilize assessment tools for data collection (work with ITS and IR to write standardized reports) Survey the AVID trained faculty to gauge the use of strategies in the classroom and needed support for maximum utilization



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AHE Certification Summary

Notes

0 record(s) in the list.

No records found.

Essentials Overview

(Click to Edit)	Level 0	Level 1	Level 2	Level 3	Overall Level
AVID Essential No. 1 Campus leadership actively supports and participates in the implementation of AVID for Higher Education.					
	1	1	0	0	0
Q: Action/Outcomes: Describe how the Leadership has supported the AHE implementation A: Decision on the re-organization of the directorship of the program Set regular meeting times for the campus team Set routine professional development schedule Include AVID in Program Review Title V Grant Awarded 2014-2019 Additional status updates to key leadership committees across campus Highlight AVID strategies in the campus "Spotlight" newsletter Articulate FYE/AVID Connection across campus more effectively Make end of the year presentation to the Board of Trustees Make presentation to the Academic Senate Widely distribute the AVID newsletter					
AVID Essential No. 2 The AVID Campus Team works collaboratively to develop, implement, and sustain AVID for Higher Education.					
	3	2	0	0	0
Q: Actions/Outcomes: Describe any changes in how the AVID Campus Team has functioned to support the student success initiatives. A: Clearly define the roles and responsibilities of the team; Coach to provide guidance Increased collaboration for student support services Expand the AVID campus team beyond AVC members Produce an all AVID coordinators workshop across the high school districts Set regular meeting times for the campus team Identify those going to Summer Institute early and have establish outcome expectation Utilization of AVID logo on courses utilizing AVID strategies					
AVID Essential No. 3 Faculty development and professional learning experiences are clearly articulated in the AVID Campus Plan.					
	3	2	0	0	0
Q: Actions/Outcomes: Describe the focus of faculty development and professional learning and academic programs/courses targeted for inclusion. A: Clearly define the roles and responsibilities of the team; Coach to provide guidance Increased collaboration for student support services Expand the AVID campus team beyond AVC members Produce an all AVID coordinators workshop across the high school districts Set regular meeting times for the campus team Identify those going to Summer Institute early and have establish outcome expectation Utilization of AVID logo on courses utilizing AVID strategies					
AVID Essential No. 4 AVID for Higher Education students receive support through the AVID Seminar and other curricular and co-curricular experiences that continue through graduation or program completion.					
	4	1	0	0	0
Q: Actions/Outcomes: Describe the focus of faculty development and professional learning and academic programs/courses targeted for inclusion. A: Faculty MOU for highly engaged activities and direct service to students (adjunct faculty), using Socratic Seminar Centralize and advertise AVID					

materials-Student Success Center and Faculty work rooms

Q: How are you building capacity to continue training tutors? What are the challenges you are addressing?

A: Add AVID to the online orientation and include AVID in the Student Success Kick Off and Workshop events Participate in AVID "Train the Trainers" opportunities for tutoring and peer mentoring Embed AVID strategies in tutor training

[AVID Essential No. 5](#)

AVID for Higher Education campuses participate in the evaluation of AHE through data collection and related research.

2

1

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Q: Actions/Outcomes. Describe how the site team/leadership has utilized the data collected for implementation improvement.

A: Review data to determine target programs, services, and populations for infusion of AVID strategies Utilize assessment tools for data collection (work with ITS and IR to write standardized reports) Survey the AVID trained faculty to gage the use of strategies in the classroom and needed support for maximum utilization

Total:

13

7

0

0

Certification Levels

Recommendations

Widely distribute the Campus plan and strategically collaborate in the implementation Clearly define the roles and responsibilities of campus team members Get ahead in the planning of faculty professional development Determine Summer Institute attendees early and set agreed upon outcomes post SI including roles and responsibilities Hire additional staff and streamline director's role and responsibilities