

ANTELOPE VALLEY COLLEGE

Title V Developing Hispanic-Serving Institutions

“Making the Critical First Year of College a Safe Bridge to Degree Completion for Hispanic and Other At-Risk Students.”

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1. COMPREHENSIVE DEVELOPMENT PLAN (CDP)

Antelope Valley College (AVC), a public two-year open-access college, is one of the oldest in the California Community College system. AVC serves the westernmost region of the great Mojave Desert between the Tehachapi Mountains and the San Gabriel Mountains in a single college district 70 miles northeast of Los Angeles. The district covers more than 2,000 square miles of semi-arid high desert from Acton in northern Los Angeles County to Rosamond in Kern County and is one of the largest, geographically, in the nation. The Antelope Valley population is now 58% Hispanic. Fall 2013 student headcount was 14,270, with over 90% from racial/ethnic minority groups. Almost 44.4% of all enrollment, and 49.7% of first time enrollment is Hispanic.

AVC serves a rapidly increasing Hispanic student population that it is “high need,” i.e., at-risk of academic failure. The AVC first-time student population is typically low-income, underprepared, minority and first-generation. AVC has struggled to develop adequate instruction and support services for these high need students while also meeting all the other expectations and multiple missions of a California Community College (CCC). AVC has also been impeded by systemic problems and funding restraints that have undermined the effectiveness of all CCCs in providing the services essential to college access and success. Hispanic students are the most negatively affected when community college services to support success are inadequate. Over 70% of Hispanics who start college in California enroll in a CCC, the vast majority of who are academically underprepared.¹ AVC has undertaken many initiatives to become a more effective Hispanic-serving institution, but still has a long way to go.

Description of CDP Analysis and Planning Process: AVC has long been recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) as one of the

¹ *The State of Latinos in California Higher Education: The economic and social imperative for advancing Latino college achievement*, The Campaign for College Opportunity, November 2013.

California Community Colleges with the best strategic and planning process. Regular institutional research and planning operations have established a strong foundation for a plan to develop new capacity to better serve Hispanic and other low-income students. CDP planning focused on closely examining all available institutional data and analyzing it in light of new state research and guidance about what works best to improve student success in colleges facing AVC's challenges.

Milestone of College-wide Planning Process Leading to CDP
<p>Internal Self-Study for Accreditation: AVC produced an updated institutional Self-Study report in 2012 for reaffirmation of accreditation by the ACCJC a member of the Western Association of Schools and Colleges. The College received full accreditation as a result of this self-study. The adopted organizational structure of the accreditation self-study utilized the college's committees and councils already in place in order to ensure the self-study is not a once-every-six-years activity, but instead would be an ongoing activity linked to current planning, instructional, and operational processes at AVC. The input and outcomes from this ongoing process have been instrumental to the planning team in analyzing AVC's strengths, weaknesses and significant problems and in the development of CDP goals and objectives.</p>
<p>AVC Educational Master Plan (EMP): The AVC Strategic Planning and Budgeting Council is a fully participatory governance council that receives input from administration, faculty, staff, students, Board members, and interested members of local high schools and the surrounding community. Community participation in college planning has been continuous because AVC recognizes its mission and goals should be shaped by community needs. Student voices are very important to our planning process. AVC updates its EMP yearly through an extensive, fully participatory planning process (including all stakeholders) that is focused on improving student success and is tied closely to the Statewide plan for CCs. Available student and environmental data are carefully analyzed as part of the college strategic planning and self-study processes. Nearly all of the current EMP goals are closely related to and influenced planning of AVC's proposed Title V institutional development project.</p>

Traditional planning operations have not adequately prepared AVC for the major challenges now facing the college. The CCC system has struggled to address inadequate student success and growing gaps between Hispanic students and White non-Hispanic students. Major systemwide initiatives are underway that prioritize student success at all levels, and have resulted in research-based recommendations to guide effort at the institutional level to improve student outcomes and make them more equitable.

CCC System Initiatives Now Influencing AVC Planning

State Community College Reports/Call to Action on Basic Skills Outcomes and Denied Access. The CCC System Strategic Plan has made clear that the primary goal for CCCs was to provide both an open door to college and opportunity for transfer to complete a four-year degree. Reports from highly respected policy groups and the CCC Research Organization, the Center for Student Success (CSS) have provided strong evidence that CCCs are not doing a good enough job in providing access and degree completion, which will have severe implications for the future of California. It is well-documented that the most serious problem in CCCs is with ESL/basic skills. Outcomes have declined and thousands of students are not provided the assistance they need to succeed. AVC has a major initiative (a new Success Center) underway to improve basic skills outcomes using methods informed by state and national research.

CCC Student Success Initiative. Statewide research and planning has revealed that basic skills outcomes are only one of many serious student success problems in CCCs. In January 2011, the California Community Colleges Board of Governors formed a task force to chart a roadmap for system-wide focus on student success. The task force identified best practices and designed evidence-based recommendations to ensure that student success is the driving theme in CCCs. This comprehensive plan, known as the Student Success Initiative, is aimed at transforming CCCs and making them more accountable for student success.

“Reinventing” Student Services. The Student Success Initiative led to new research by the CCC Research and Planning Group (RP Group) focused on helping CCCs improve support services with less funding by identifying opportunities to take action with the most potential to improve student success. **The RP Group found that student services have become “silos,”** and “student support” is perceived to be the job of professional counselors and the role of special programs such as Puente – a national best practice model begun in CCCs. However, students do not experience support the same way. Where faculty, staff and administrators see divisions, departments, functions and job descriptions, students see *people* – people they need to help them to succeed.

New Incentives to Promote Success. RP Group research has already led to significant policy changes emphasizing the importance of goal-oriented education and reward students who are on a clear path toward earning a certificate or degree, or transferring to a four-year institution. In the past, enrollment priority was set locally and tended to reward students based on their number of accumulated credits. Beginning summer 2014, priority will be awarded to current CCC students who are in good academic standing and have accumulated fewer than 100 degree applicable units and to new students who attend college orientation, complete the assessment process and develop an education plan. With this change, students who are working toward academic or career goals will be rewarded for their efforts. Changes are also being made to the Board of Governors Fee Waiver program. The new policy takes effect in the fall of 2016 and requires students to meet minimum academic and progress standards to remain eligible for financial assistance.

New Accountability for Outcomes. The new web-based **CCC Student Success Scorecard** enables users to track outcomes such as certificate and degree attainment, transfer rates and persistence rates. The scorecard represents an unprecedented level of transparency and accountability, making it clear how well colleges are doing in areas such as developmental instruction, retention of students, completion rates and job training programs. And because data is reported by age, gender and ethnicity, colleges can also better determine if they are narrowing achievement gaps and fulfilling the CCC top priority goal today: helping all students succeed.

AVC was already on a steep improvement trajectory before the CCC Student Success Initiative (SSI) began, but the SSI has provided opportunity as well as increased incentive to accelerate the change process with the implementation of a new accountability system that makes clear how effective colleges are in terms student outcomes. The new CCC Scorecard, with a short list of well-defined metrics, is a powerful incentive for CCCs like AVC to take immediate action in order to improve student outcomes along the pathway. The CCC Chancellor's Office reports have made clear that state funding is limited due to state disinvestment, but transformational change is in effect mandated to increase success. Simply put, colleges must find a way to do more with less. Accepting this challenge, AVC focused planning on a review of high impact programs that could be adapted for, and adopted by, AVC with an eye on effectiveness and sustainability.

Milestones of Planning an Institutional Development Project Meeting Title V Guidelines

- **Open meetings with Broad Representation.** With the guidance of Christos Valiotis, director of several AVC grant-funded student success initiatives, Vice President Erin Vines called a meeting (inviting representatives across the college) to discuss possible projects that would move AVC forward decisively to improve student success. Student Services leaders had agreed to start the planning process. There was consensus that current efforts are not sufficient, and that funding for institutional development was essential to address remaining weaknesses.
- **Puente Program Proposed.** Many ideas for improvement were discussed, researched and recommended. One group recommended developing a Puente program because of its outstanding record in improving the success of Hispanic college students. Further research and analysis led the Title V planning team to conclude that AVC students need more effective services and that a full-scale Puente program was too expensive even to serve all of AVC's Hispanic students. The majority of all AVC students need service provided by Puente. **All AVC students need the college to build bridges over the service gaps and transition points where they are most likely to falter.** It was decided that AVC had to focus on institutional development that is also directly responsive to the needs of Hispanic students. Development should be led by Student Services but designed to require college-wide cooperation.
- **AVID Program Proposed.** Leaders and advocates of AVC's AVID early-college high school program joined the planning group and were enthusiastic about the success of this program and its potential. They proposed starting an AVID program at AVC. After much discussion, it was decided that AVID's new higher education program should be the cornerstone of an improved first year bridge for all students.
- **FYE Best Practice Model for CCCs also Proposed.** Some at AVC had been recommending an FYE program for years. The new VP of Student Services at AVC recounted his experience

with other California Community Colleges that were developing first-year experience programs to address the same needs as AVC. The group learned more about the FYE programs at other CCCs including Long Beach, Pasadena, Cerritos and El Camino Community Colleges.

- **Decision made to develop a customized FYE model for AVC designed around the principles of the AHE Student Success Initiative**, and also to develop an AHE program pilot that meets AVID standards as an integral part of the FYE development process. This decision was based on new information about how AVID could fit Title V guidelines like a glove because of AVID's new Higher Education Student Success Initiative. For the AVID program to be effective in meeting AVC development goals and objectives, we need to address weaknesses in overall practices to support first year students identified in AVID research (and recommended also by national research including Excelencia in Education, the leading Hispanic research organization). AVID's new higher education program is not another student services "silo." It is a framework for transformation change fully consistent with the recommendations and action plan of the CCC Student Success Initiative.

- **Title V Planning Team formed and charged** with designing the project, consulting with others as needed. Recognizing that many success problems begin early in the pathway, Michelle Hernandez, director of student activities and community outreach was asked by Vice President Vines to lead the planning of AVC's FYE model and also lead the project. Ms. Hernandez's leadership is essential to the success of planned development because of her knowledge of and experience with AVID and First Year Experience. Ms. Hernandez and two other AVC student services professionals presented an FYE proposal for the college in 2007 from a conference they attended on FYE hosted by The National Resource Center for The First-Year Experience and Students in Transition. Funding was not available, however, and AVC had established basic skills program improvement as its highest priority at that time.

AVC CDP Planning Team

Planning Committee:

- Magdalena Caproiu (Learning Center, Math Learning Specialist)
- Crystal Garcia (Secretary for Title V & Basic Skills)
- Michelle Hernandez (Director, Student Activities and Community Outreach)
- Michele Lathrop (Learning Center, *Writing & ESL Tutorial Specialist*)
- Tammy Lopez (Learning Center, *Reading Tutorial Specialist*)
- Linda Noteboom (Director, S.T.A.R./Interim Director, Basic Skills)
- Christos Valiotis (Math, Science and Engineering Faculty Chair)
- Rega Velinda (English/ESL Faculty and Learning Specialist)
- Erin Vines (Assistant Superintendent/ Vice President of Student Services)
- Jill Zimmerman (Dean, Student Development and Services)

Other Participants in Planning:

- Tamira Palmetto Despain (Office of Students with Disabilities, *Disabilities Services Specialist*)
- Snizhana Jane Bowers (Math, Science and Engineering Faculty, *Math Learning Specialist*)
- Ernestine Jordan (Financial Aid Technician II)
- Karen Lubick (Language Arts Faculty)
- Louis Lucero (Director, Office of Students with Disabilities)
- Yuliana Martinez (Financial Aid Technical Analyst)
- Dawn McIntosh (Director, Auxiliary Services)
- Rosa Onofre (Language Arts Faculty)
- Brian Palagalio (English Faculty)

- Van Rider (Library Faculty)
- Wendy Rider (English Faculty & Writing Learning Specialist)
- Gary Roggenstein (Director, Extended Opportunities, Programs & Services)
- Ann Steinberg (Director, Job Placement Center/Work Experience)
- Les Uhazy (Dean, Math, Science and Engineering)
- Tim Wiley (Director, CalWorks)

Analysis of Challenges and Opportunities: AVC’s most serious challenges were clear to the CDP planning team because of a foundation of extensive institutional environmental scanning and analysis of student cohort and disaggregate data. **AVC is challenged to serve an expansive, high need area.** Now home to over 520,000 residents, the Valley covers over 3,000 square miles, about the size of Connecticut. The area is now commonly referred to as the Aerospace Valley due to its high concentration of aerospace industries. The dry climate and high percentage of sunny days make it an ideal location for aircraft manufacturing and testing. Aerospace Valley is “rich in opportunities for economic growth,”² but it is also growing more socially, economically, and educationally polarized.

AVC now serves and will increasingly serve underprepared, underrepresented, low-income, first generation high-need students. The Valley population is now 58% Hispanic, and there is a significant and growing gap in the workforce needs of local industry and the low education attainment of this new majority. AVC’s Hispanic students need to complete degrees to benefit from local job opportunities, and the Valley’s economic future depends heavily on raising the educational attainment of Hispanic students. Many efforts are underway in the Valley to grow local engineers and other STEM professionals, with focused effort on improving outcome of Hispanic and other underrepresented student groups. AVC is a leader in some of these efforts and an active participant in all. Lessons learned from these activities have informed planning on how to expand services to support more of AVC’s high need students.

² *2014 Economic Roundtable Report*, Greater Antelope Valley Economic Alliance. This report was rosy but highlighted the essential role of education in the future of the Valley.

AVC is the only accessible gateway to college for most local high school graduates. The college has made progress in serving these students, but the more we have learned about our students, the more we have recognized that add-on, disconnected services are inadequate to address the magnitude of need. The majority of students now enroll severely underprepared for college even after they graduate from local high schools. And, consistent with state and national research on developmental education, our students need extensive continuous support to achieve their academic goals even after they complete basic skills requirements.

State research and environmental scans have revealed that the lack of resources within the California K-12 system will continue to have serious implications for community colleges such as AVC. CCCs will continue to be inundated with a “tidal wave” of underprepared high school students. California Standards Tests, developed for public schools to assess state-adopted content standards in grades 2-11, indicate that Hispanic/Latino students in AVC’s feeder high schools are far less likely than White students to be proficient in all areas tested. This trend is particularly troublesome since Hispanics are the fastest growing population in the service area.

Preparation levels of 9th and 11th grade White (not Hispanic) and Hispanic/Latino students in ELA and Mathematics in Antelope Valley Union High School District³				
Subject	<u>Meeting or Exceeding</u> State Standards		Placing <u>Below or Far Below Basic</u>	
	White	Hispanic	White	Hispanic
9th Grade:				
English-Language Arts	73%	51%	8%	19%
Mathematics (Algebra II)	63%	34%	8%	28%
11th Grade:				
English-Language Arts	50%	34%	20%	31%
Mathematics (Algebra II)	8%	4%	69%	73%
<i>Source: California Standardized Testing and Reporting (CST), California Department of Education, 2013. http://star.cde.ca.gov/star2013/Index.aspx</i>				

³ The Union High School District is the largest in the service area. There are approximately 4,700 high school graduates each year, of which only about 1,700 (36%) are prepared for college. Results are similar in all feeder high schools.

The California High School Exit Exam (CAHSEE), which assesses student mastery of state content standards in English-Language Arts and mathematics, became a California graduation requirement in 2006 for all public high school students. Data reported on the following table shows the percent of White (not Hispanic) and Hispanic/Latino students who passed the CAHSEE for the 2013 testing period in the Antelope Valley Union High District.

California High School Exit Exam (CAHSEE) Pass Rates for ELA and Mathematics for Antelope Valley Union High District in 2013		
Subject	White (not Hispanic)	Hispanic or Latino
English-Language Arts	48%	39%
Mathematics	41%	27%
<i>Source: California High School Exit Exam (CAHSEE) Results. California Department of Education, 2013. http://cahsee.cde.ca.gov/</i>		

The achievement levels of most Hispanic/Latino high school graduates in the Valley are well below those of white, non-Hispanic students, and AVC is committed to providing meaningful degree opportunity to all students the service area. This commitment requires the acknowledgment that academic underpreparedness is, and will remain, a reality for some time, and the traditional remedial/college-level dichotomy is no longer relevant for AVC in terms of educational approach. An institutionwide commitment to student success is a commitment to serving our underprepared students as effectively as possible.

The CCC Student Success Task Force was formed because of the recognition that the CCC system, the largest in the nation, was faced with overwhelming challenges. Many studies revealed that the CCC system was broken in many ways, with serious implications for the future of the state. A key factor was inconsistent and inadequate funding for the CCC system as a whole. The Taskforce concluded that CCCs now face an even harsher economic reality: funding would continue to be severely limited for the foreseeable future. The CCCs had to improve outcomes, but they had to do so much more cost-effectively without expectation that funding

would ever be restored to previous levels in real dollars. CCC research has led to increased understanding of, and efforts to remove, systemic obstacles that hinder degree completion. National and CCC research on effective programs and practice have given institutions clear guidance of what works to improve underprepared student success. High impact practices are well-documented in the research literature and achieving equitable student outcomes is possible, but the work must be done locally to put this research into practice.

Every challenge facing Antelope Valley College today also presents an opportunity to fulfill its mission. The role of the college in economic growth and development is widely recognized in the Antelope Valley. The community now values and supports AVC in unprecedented ways. In 2004, the local community overwhelmingly supported a bond initiative to help AVC update its facilities and build several new academic buildings. The bond approved \$139 million of local funds, which were used to leverage an additional \$90 million of state matching funds to construct the new buildings, which have a collective capacity of serving more than 8,000 per year and offer more than 400 course sections. The new Health and Sciences building is equipped with state of the art science laboratories that parallel or exceed the quality of those found in the UC system. AVC has clearly benefitted from community support and has opportunity to increase this support.

AVC will be held increasingly accountable for producing many more transfer-ready students who are well prepared to complete a degree, and that means increasing Hispanic, high need student outcomes. Acknowledging the magnitude of need and limits in available resources, the state is moving towards performance-based funding, allocating funds to higher education institutions that can demonstrate institutional effectiveness in terms of student success. The new CCC Scorecard, designed to provide transparent data on student-centered institutional

effectiveness, has revealed that AVC scores too low in many mission-critical indicators relating to success and equity. Continued state and local funding are in jeopardy if AVC does not do a better job of serving students and improving outcomes.

Analysis of Strengths and Weaknesses: AVC has many strengths, but all indicators point to a more challenging future as even more Hispanic and other underprepared students enroll in the college and regional workforce shortages grow more critical. The most compelling need for AVC is to make college success a reality, rather than an empty promise, for the many in our service area who critically need college degrees and well-paid jobs. In light of new scorecard data and internal research, AVC still has many weaknesses impeding our efforts to provide meaningful education opportunity. Careful planning is essential to stretch institutional resources to serve our students and meet community needs.

ANALYSIS OF AVC's STRENGTHS AND WEAKNESSES	
Strengths	Weaknesses
Academic Programs	
AVC has knowledgeable and enthusiastic faculty (both full-time and part-time) with strong commitment to students and learning. According to a recent College Survey of Student Perceptions, 84% of students are satisfied with the overall quality of instruction.	Even after extensive professional development and faculty-driven initiatives to make pedagogy and practices more responsive in the classroom, to many underprepared, diverse students are not succeeding. Basic skills and college level course success rates are too low.
A wide range of support services are offered to students and are rated as essential and useful by the students who use them. These services are outstanding by traditional CCC standards and continue to be available despite budget cuts. Support services are provided by dedicated professionals who are committed to the personal, academic, and career success of the students they serve.	National and state research and analysis has found that the traditional community college student support model needs to be redesigned to be more effective and efficient. The RP group for CCC found that student services are less effective when they are disconnected from the classroom. AVC's student services program is a silo with little coordination and integration with classroom instruction.
All academic programs have undergone at least one program review during the last six years with many needed improvements identified, and some progress has been made addressing improvements in many areas. Many AVC programs are recognized and valued by	Traditional CC program review has not provided data and information needed to redesign instruction/delivery of service in the transformational ways now known to improve student success. The CCC System Scorecard and BSI data indicate academic programs need

students and the community for their academic quality and relevance to local industry.	to be assessed in terms of student success and assessed learning outcomes.
AVC's basic skills program is the focus of a major college-wide initiative to follow recommendations of the BSI to improve the success of underprepared students. The new basic skills Success Center is proving to be a significant improvement.	The current initiative is just one step in the right direction for AVC. The more that CCC statewide research has revealed about the scope and causes of poor basic skills outcomes, the more CCCs understand the need to provide high-impact, high intensity service to increase underprepared student success.
AVC has made STEM academic programs a focus and has developed a best practice intersegmental engineering degree pathway. AVC has formed many partnerships in the Valley to build this pathway. There has been a significant increase in local high schools in STEM outreach and participation.	Mainstay and new Antelope Valley industries critically need a local well-educated workforce. Too few local students are ready to succeed in the new engineering pathway. The new pathway needs much more development to grow enough local engineers, and increased funding will depend on increased outcomes.
Institutional Management	
AVC has successfully outreached to underserved areas and increased Hispanic enrollment to be more representative of the community and improve college awareness and readiness. College leaders have strongly supported local college readiness initiatives including Project Lead the Way and AVID. (Advancement Via Individual Determination)	More local high school students are enrolling in college and readiness has improved impressively in students who participate in AVID programs in local feeder schools. Most new students still need extensive help and support after they enroll in AVC. AVC does not meet AVID "essentials" in its bridge to college.
AVC has an experienced, energetic new president. Also, a Vice President with extensive student services experience at other CCCs and strong commitment to equitable student success has recently joined AVC's leadership team.	New leaders are faced with almost overwhelming challenges, unfunded mandates to make transformational change, and the likelihood of performance-based funding. AVC is still almost totally dependent on state funding and must increase performance.
There is unprecedented support from the CCC System to guide change, prioritize action and benchmark progress. There is a framework and examples in other CCCs about how to improve services cost-effectively.	Performance-based funding is problematical for colleges like AVC which serve high need service areas and students. AVC must accelerate progress in improving student success or face even further reductions.
Planning, management and evaluation (PME) capacities have been improved significantly, maintaining AVC's reputation for exceptional planning operations.	Accelerating change requires new PME capabilities. Institutional assessment is still inadequate for today's challenges.
Fiscal Stability	
Fiscal stability has been maintained through the major State fiscal crisis rollercoaster that has affected all California community colleges; AVC has a long history of conservative fiscal management and a sufficient state mandated	The State CC system is moving toward performance-based funding and AVC student outcomes are among the lowest in the State. New students are almost all high-need and at-risk without extensive assistance. Funding will

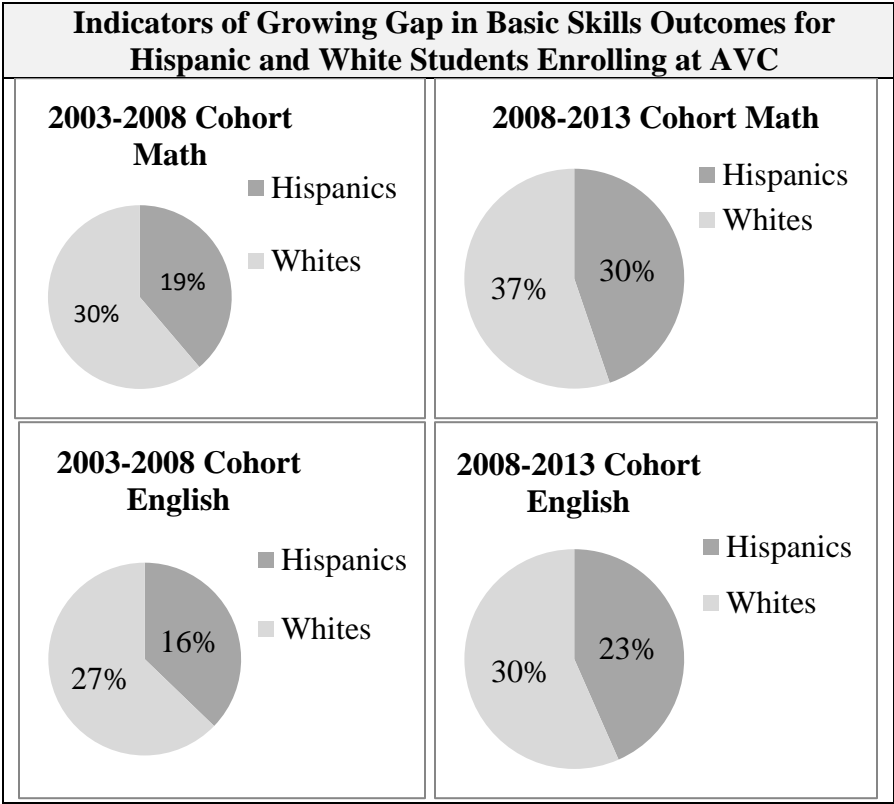
fiscal reserve. Managers are accustomed to lean budgets.	be lost unless there is improvement in student outcomes.
External resource development is energetically pursued by administration, the Technical Education division and the Foundation through grant applications to state, federal and private agencies.	Grants have mostly created more silos and special programs have proven inadequate to improve student success to the degree necessary today. There is now too little funding to operate a big enough Student Services program in traditional ways or to overhaul it.
Financial planning, evaluation and budgeting are integrated with the College's Mission, Goals, and planning models. The new CCC Student Success Initiative will provide tools to assess the cost of programs and services in terms of student success.	The CCC Student Success Initiative is in effect an imperative for AVC to link fiscal planning and stability much more directly to student outcomes and to allocate funds to programs that can demonstrate high impact on institutional goals, particularly goals to improve success and make it more equitable for underrepresented students.

Problem Analysis: AVC

has recognized through a cycle of research, action and reflection that the next steps to improve student success must be strategically targeted to make the most difference by today's standards: do more for less and take action based on evidence.

Analysis led us to a

decision to join the AVID Higher Education Student Success Initiative and develop an AVC first year experience program to address **the problem of inadequate and inequitable outcomes at**



the “**momentum point**”. This is the milestone now known to be the first key indicator of completing transfer requirements in California Community Colleges.

In 2009, AVC launched a five-year Success Center development project in an effort to consolidate services for basic skills students starting at one course below college level. The goal was to close the achievement gap in the success rate between Hispanics and white students in basic skill math and English.⁴ **Although Hispanic rates are improving, the inequity in outcomes is still significant.** Furthermore, the overall percentage of developmental students

eventually enrolling in a college level course is still very low at only 37% for math and 30% for English. Despite significant progress in improving Hispanic outcomes, equity gaps persist at each momentum point. If left unattended, these gaps will erode AVC’s effectiveness as a Hispanic-serving institution, an effect that is well-documented in research by the Center for Urban Education at UCLA.⁵

Indicators That the Equity Gap Continues After Basic Skills Requirements Are Met			
Momentum Point: Consecutive Enrollment (Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who enrolled in the first three consecutive terms.)			
Hispanics	66%		
White	71%		
Momentum Point: 30 Units of College Credits (Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who achieved at least 30 units.)			
Hispanics	58%		
White	67%		
Momentum Point: Completion of Academic Goals (Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.)			
	College Prepared	Unprepared for College	Overall
Hispanics	60%	35%	39%
White	71%	43%	51%

⁴ This “success rate” is the percentage of students who eventually enroll in a college transfer course.

⁵ “Frank Harris and Estela Bensimon. *The Equity Scorecard: A Collaborative Approach to Assess and Respond to Racial/Ethnic Disparities in Student Outcomes.*” *New Directions for Student Services*, winter 2007.

There has also been extensive study of the California Community College System, the largest in the nation, by other research groups that advise the CCC Chancellor's Office. Significant recent research on the CCC system has been conducted by a CSU, Sacramento Institute for Higher Education Leadership & Policy (IHELP) to identify the most significant milestones in the long, difficult journey of CCC students toward transfer – the CCC system's highest priority mission today.⁶ Findings from extensive IHELP study of the CCC system were consistent with those of many other California and national research groups: the CCC System was no longer fulfilling its mission; it was broken in many ways that threatened the future of California economically and socially.

AVC's Student Success Scorecard indicates that too few students achieve the first important college level milestone for degree completion – completing a year of college-level, transferable credit. Too few persist for three consecutive semesters – another important milestone. Hispanics students are even less likely to reach these milestones. Extensive planning and analysis, guided by the best available research, has led us to conclude that our current efforts to improve transfer and degree completion rates are too piecemeal, and our current practices do not reflect the large body of evidence from national research that has now identified what works to improve student success in the critical first year of college.⁷

⁶ Moore, C., N. Shulock and J. Offenstien.(2009) *Steps To Success: Analyzing Milestone Achievement to Improve Community College Student Outcomes*. Institute for Higher Education Leadership & Policy (IHELP), California State University, Sacramento.

⁷ National Center for First Year Experience (<http://www.sc.edu/fye/>)

AVC Current Practices to Help Hispanic and Other At-Risk Students	Evidence-based Best Practices to Increase Degree Completion for At-Risk Students
<ul style="list-style-type: none"> • Create many well-intentioned student services and academic support programs, (all shoestring operations), add as many counselors as possible, focus on basic skills students and provide extensive professional development for instructors and student services providers. • Incentivize or mandate (where possible) participation in existing services to increase student success and provide them online to increase access. • Evaluate services using conventional CCC methodology and data. • Increase outreach and develop SOAR and AVID high school programs which have proven to increase local student awareness/readiness for college. • Try to track and help AVID students when they enroll in AVC, mostly in basic skills. • Explore adding new student services programs as student needs increase and more basic skills students are able to progress to college-level courses. 	<ul style="list-style-type: none"> • Fully integrate most needed and effective services into a cohesive first-year program that includes: specific collegewide practices now known to work to improve degree completion with all at risk student cohorts; and services known to be essential for underprepared and all at-risk students. • Student services are integrated with instruction so that at-risk students must participate and benefit from services. • Services are offered which have demonstrated their effectiveness through valid, rigorous evaluation. • Student success is fully scaffolded through the first year for all students, especially Hispanic and other students known to be most at-risk. • The college as a whole meets key institutional conditions that are known to be essential in order to effectively address student success. (Note that these conditions are consistent with AHE “Essentials.”)

Members of the Title V Planning Team used the directly-relevant CCC Student Success Task Force and RP Group recommendations of best approaches to better serve underprepared students after they enroll in college-level courses as a guide for evaluating AVC’s current first-year practices. They also researched best practice FYE programs at other CCCs facing AVC’s same student success and equity challenges. The expensive FYE program model recommended by the National Resource Center for the First Year Experience (a four-year college model essentially) is not possible in poorly-funded public community colleges. But promising new first year programs are being developed by other community colleges in California that adapt the traditional model for a new context. The CDP planning group studied CCC programs that are recognized to be effective and the key elements they share in common.

New vision for AVC’s first year experience (FYE). Our vision is framed by the AVID in Higher Education Student Success Initiative. The project planning team was influenced strongly by the college’s positive experience with the AVID movement. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful motivational professional learning, and acts as a catalyst for systemic reform and change. Although AVID serves all students, under-represented groups have been a major focus. The ACRS formula is simple – raise expectations of students and, with the AVID support system in place, they will rise to the challenge. Thousands of first generation students who would not have considered college are now enrolled because of AVID’s work. What distinguishes AVID from other educational reform programs is its well-documented, continuous success rate.⁸

Key Results from AVID Programs in Service Area High Schools
<ul style="list-style-type: none"> • Results mirror national evidence of AVID’s high impact on college readiness and preparation. • The majority of AVID participants are Hispanic in all service area schools. • There is extensive empirical and anecdotal evidence, that AVID is having more impact on college awareness and readiness than any other AVC outreach initiatives. • AVID has inspired many at AVC, including faculty leaders, to believe that student success can be improved with the this highly structured approach.

Why AVID is the Best Cornerstone for Developing an FYE Program to Produce Equitable Student Success at Antelope Valley College
<ul style="list-style-type: none"> • AVID’s college Readiness System has proven highly effective nationally and at AVC in increasing student readiness and success in college. • AVID has proven to be effective with Hispanic and other at-risk students as well as highly effective over all in improving student success. The AVID <i>for</i> Higher Education Initiative has clear potential to extend AVID’s benefits to college students, and early results are promising. • Unlike PUENTE and other special programs targeting Hispanic students only, AVID <i>for</i> Higher Education is intended to be not only an inclusive system for student success but also a transformative agent on college campuses. • Professional development is a central feature of AHE and cross-functional, college-wide cooperation is required for AVID certification. • Other HSIs report that the “synergy of partnership” with the AVID <i>for</i> Higher Education

⁸ AVID has an outstanding website with extensive information about the program and evidence of its impact. Extensive research is provided to support AVIDs approach and results.

(AHE) program was advantageous in many ways directly tied to increasing the number of Hispanic and other low-income students to complete college degrees.

- The AVID *for* Higher Education Student Success Initiative (SSI) provides opportunity to partner with a highly effective organization whose goals, objectives and pedagogy aligns with AVC’s vision to improve student success.
- AVID is a well-established organization which provides extensive assistance to colleges to meet high standards and scale up programs (even assistance to win grants).
- Working with the AVID organization will improve project evaluation significantly and provide a means to strengthen AVC’s capacity to assess all programs and initiatives in terms of student success.
- AVID’s principles and framework are fully consistent with the recommendations of the CCC Student Success Initiative Taskforce

AVID’s new Higher Education SSI is founded on extensive research review and additional research specifically conducted to guide development of AVID *for* higher education approach and ensure that it supported AVID’s mission and goals.

Key Foundational AVID *for* Higher Education Student Success Initiative Research

- *The Significant Six: Effective & Distinctive Features of AVID for Higher Education Initiatives* by Joseph B. Cuseo, Ph.D. Professor Emeritus, Psychology. This manuscript analyzes AVID *for* Higher Education features that align with the needs of today’s college students, describing how AVID incorporates these features and how each feature should exert a positive impact on the success of college students in general and in the underrepresented college students in particular.
- *Closing the Gaps: The Relevance of AVID for Higher Education to the Current Needs of American Higher Education* by Joseph B. Cuseo, Ph.D. Professor Emeritus, Psychology. This report reviews the current college completion rates and explains AVID *for* Higher Education Initiatives’ role in improving college success for all students.
- *Review of Research and Practice on WICOR: AVID’s Foundation for High Engagement Teaching & Learning* Prepared for AVID *for* Higher Education by Harriet Howell Custer, Ph.D. A series of literature reviews on the research-based best practice strategies that are cornerstones of AVID *for* Higher Education.
- *The Bridge to Postsecondary* by Evelyn Hiatt. An article that analyzes the current obstacles students face when they transition for secondary to postsecondary education and the supporting structures that the AVID College Readiness System provides for these students.

To participate in AVID’s new higher education (AHE) program, AVC has to achieve the “**Essentials**” established by AHE as conditions that must exist within colleges for AVID’s system to improve student success significantly.

AVC Conditions Analyzed by AVID Program Standards	
AVID Higher Education “Essentials”	How AVC Stacks Up Now
<ul style="list-style-type: none"> • There must be strong campus leadership, vision, and support. 	AVC now has outstanding leadership and a shared vision to improve the first year experience for all students.
<ul style="list-style-type: none"> • Student must have access to rigorous credit-bearing coursework rather than remedial, developmental coursework. College-level coursework must be responsive to student needs/use high impact practices. 	Many more AVC students will be provided access to college-level courses when the Success Center is fully operational. The new Scorecard has revealed that this access does not lead to success for too many students.
<ul style="list-style-type: none"> • There must be coherence in student experiences. This coherence can be achieved through structures such as cohorts, academies, learning communities and linked classes, or innovative online options. 	AVC’s practices, services and programs for first year students do not meet the standards of best practice FYE programs. There is not coherence, and there are institutional gaps and weaknesses impeding students.
<ul style="list-style-type: none"> • Instruction must be learner-centered and engage students in AVID’s WICOR components (writing, inquiry, collaboration, organization and reading) 	AVC has made significant effort to become more learning-centered and engaging, but by AVID standards the college needs to accelerate progress in improving learning.
<ul style="list-style-type: none"> • Students are supported in their learning by their participation in an AVID or AVID-like course during their freshman year. 	AVC has a student success course but not a first year seminar that meets AVID standards or has characteristics of best practice FYE models in other CCCs.

a. Five-Year Institutional Goals as They Relate to the Problem Analysis/Proposed Project

Related AVC Development Goals to Improve Student Outcomes	Relationship to Problem Analysis and Proposed Project Activity
<p>1. Academic Programs:</p> <p>a. Develop a highly effective, sustainable First Year Experience (FYE) program by fully integrating the most effective practices of existing AVC programs for the first year students into a cohesive high-impact approach following AVID program principles and requirements for higher education institutions and modeled on best practice FYEs at other California Community Colleges.</p> <p>b. Develop new practices and services to add to AVC’s first-year experience program in order to increase effectiveness and efficiency.</p>	<p>AVC has to address identified weaknesses in its approach to providing student support services in order to improve student success at all momentum points. The proposed institutional development project focused on improving the first year experience for underprepared students was selected because it addresses these weaknesses in the most cost effective way. All the Activity strategies were selected because they had achieved impressive results in colleges like AVC. The focus on building a much stronger bridge to college was because students lose momentum early. The focus on FYE Seminar was to guide students along and through the first year pathway.</p>
<p>2. Institutional Management:</p> <p>a. Strengthen Antelope Valley College’s practices with first-year students by</p>	<p>AVC cannot support FYE programs for so many underprepared students without much stronger evidence that the substantial</p>

<p>developing a partnership with the AVID program and establishing an AVID Higher Education (AHE) program at AVC.</p> <p>b. Strengthen the culture of evidence (now focused on improving institutional effectiveness related to student outcomes) by developing capability to evaluate piloted improvements.</p>	<p>investment involved will make a real difference. It was decided that rigorous evaluation and AVID certification would therefore be important parts of FYE development. The project will emphasize the need to gather solid data through ongoing evaluation, and promote a culture of evidence for continuous improvement of student success outcomes long after grant initiatives.</p>
<p>3. Fiscal Stability:</p> <p>a. Improve operating efficiency and reduce costs through more evidence-based decision making and programs which are proven to be effective with AVC students.</p> <p>b. Improve AVC's scores on all measures of student success that are used to assess CCC performance.</p>	<p>Like most Hispanic-serving community colleges, AVC can only afford the most effective programs, services and instructional methods that are responsive in particular to the needs of Hispanic and other underprepared students not succeeding. New evidence from CCCs indicates that the envisioned FYE is cost-effective and can contribute to student success as measured by the new CCC scorecard.</p>

b. Measurable Objectives: CDP Measurable Objectives are essentially the five-year summative outcomes established by the college for achieving the CDP goals. All measures tie directly to CSS research and benchmarks, CCC accountability standards, as well as AVC research. The measures are also consistent with AVID expectations for AHE certification. Incremental improvements are expected each grant year, and all institutional objectives will be assessed annually to ensure significant progress is being made towards five-year objectives.

<p align="center">Measurable Objectives Related to Institutional Goals to be Achieved by Sept. 30, 2019</p>
<p>Consecutive Enrollment:</p> <ol style="list-style-type: none"> 1. To increase number of AVC students who enroll in the first three consecutive semesters by 15%. 2. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in enrollment of first three consecutive semesters. As of 2013 the gap is 5%. <p>30 Units of College Credit:</p> <ol style="list-style-type: none"> 3. To increase number of AVC students who complete 30 hours of college credit – a major milestone toward degree completion – at least 15%. 4. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in achieving the first important degree completion milestone (30 credit hours). As of 2013 the gap is 9%.

Completion of Academic Goals:

- 5. To increase the number of AVC students who complete a degree, certificate or are ready to transfer by 15%.
- 6. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in completing a degree, certificate, or are ready to transfer. As of 2013 the gap is 12%.

Faculty/Staff Participation:

- 7. 100% of FYE faculty and staff are able to implement improvements and collaborate to evaluate their impact on student success by project’s end.

**Baseline: percentage of degree, certificate, and/or transfer-seeking students starting first time in 2007-2008 tracked for six years through 2012-2013.*

c. Institutionalization of Practices and Improvements: AVC is fiscally stable with zero debt and a reserve that meets state requirements. Our careful fiscal planning has resulted in a stable, maintain-the-status-quo condition that has shield us from major catastrophes due to the severely reduced state budgets over the last 5 years. Because we cannot guarantee significant fiscal improvement over the next five years, the project was planned to be highly cost-effective and sustainable. We know we must remain frugal, but we anticipate that by: 1) Reducing the time to complete 30 units; 2) Increasing the rate of continual enrollment; and 3) Increasing the number of students that earn degrees or become transfer ready, the overall college FTES will increase resulting in additional funding from the state. The additional funding will help offset the institutionalization costs of this project. Every effort has been made to minimize these costs but also ensure that all effective new strategies are continued and scaled up as needed.

Institutionalization Plan Overview	
Practices/Improvements of Project	Methods and Resources for Sustainability
Major Personnel Positions	
The Project Director, Ms. Michelle Hernandez, is the Director of Outreach at AVC. She has worked with a large number of high school AVID students. Ms. Hernandez led CDP planning and was a strong advocate for the proposed FYE project. She studied many successful FYE	Ms. Hernandez’s fulltime role is essential during the grant period to keep implementation on schedule, to ensure objectives are met, and to manage the grant as specified in the Project Management Plan . At the end of the project, she will return to her previous position with additional responsibility to ensure continuous

program models. As part of her role as PD, she will serve as the FYE Coordinator and will lead project personnel to implement Activity strategies.	improvement of the AVC AVID/FYE program and its campus wide integration.
The AVID Liaison, Dr. Jill Zimmerman will act as the AVC liaison with AVID (required by AVID), and she will maintain AVC’s close connection with the local high school AVID programs.	She will communicate progress and results to AVC administration, advocating continuous fiscal support and institutionalization. She will return to fully to her previous roles as Dean of Student Development and Services when the project ends, with additional responsibilities to help sustain improvements made through the project.
The Bridge Developer will develop and implement the project “bridge to college” strategies in support of the developing FYE program. The project focuses on strengthening the existing bridge that transitions local high schools students to AVC college-level courses. A new person will be hired to work closely with AVID trained faculty and other project staff to help develop all bridge to college activities.	Bridge activities are designed to help students develop critical skills to succeed in college, reducing thus course repetition, which will result in reduction of the overall cost of education for students. AVC will gradually support this position beginning Year 2; see gradual reduction in the budget. This position will be fully supported by college funds after year 5.
The AVID Center Developer, Ms. Audrey Moore, will be responsible to develop the AVC AVID Center services. The Center will be the hub of Activity development at AVC.	After the end of the grant, Ms. Moore will return fully to her counseling position and continue to act as the AVID counselor in support of faculty and students. She will continue to work with all AVID students at AVC, ensuring sustainability of improvements.
The FYE/AVID Faculty Development Team, will be comprised of selected faculty in Math, Reading, Writing, and Counseling. Each will be reassigned the equivalent time of 1 to 2 teaching units to be trained and act as resources to all other FTE faculty.	This core team of faculty will continue their role as trainers/leaders after the duration of the grant when they return to their original positions. Their duties as AVID/FYE leaders will continue with minimal annual stipend support from college funds. Increased FTES, due to increased retention, will offset the cost to the college.
The Programmer/Web Developer, will design, develop, and maintain an AVID website that will incorporate new interactive online-orientation and advising modules. All AVID related schedules and activities will be available online. The website will also offer links to all public social media.	Each year, a contract-based programmer, will develop new modules and content for student and faculty use in support of the development of the AVC AVID program. By the end of the project, the new website will be fully developed and content-rich. Maintenance will be assumed by the AVC web-master.
Equipment/Supplies	
Learning Through Technology Carefully selected software licenses (EDUCO for Math-The Learning Express for reading/writing) will assist in the	The technology supplies plan is designed to increase efficiency and improve engagement in learning through online, self-paced math, reading, and writing units; infrastructure will be

introduction of the new AVID methods in the classroom; New labs (Math, Reading, Writing, Student Support) and Smart Classrooms will upgrade learning environments; Summer bridge activities will enhance student preparation.	maintained by IT, saving expenses through reduced staff time; labs will be maintained and upgraded as needed by AVC with revenue generated by increased persistence.
Improved Services/Programs	
AVID Center services will improve student success, retention and persistence modeled on those proven effective by AVID.	Better-prepared students will be more engaged, more successful, and persist to graduation. Increased outcomes=increased FTES funding.
Tutoring/SI instruction. Qualified students will be trained in AVID tutoring method for deeper learning. A training ladder will be established.	The savings from improved student outcomes will cover the cost. AVID tutoring strategies improve results on many campuses and a training ladder will be supported by the college.
Bridge program using AVID's proven methods will boost college skills for students in transition/improve outcomes.	Once developed, FTES for credit program will cover costs of scaling up and sustaining improvements.
Professional Development/Travel	
On-campus AVID training will increase use of methods known to improve student success. Off-campus training will require travel to workshops related to project objectives. Travel to D.C. to present results at Title V sponsored workshops.	Costs to achieve project professional development objectives will not continue when grant ends. Trained faculty and staff will create internal training ladder sustained by the College's Faculty Professional Development program.

Institutionalization Program, Disposition & Funding		
<i>Personnel</i>	Disposition	<i>Funding/ Source</i>
<i>Project Director, Hernandez</i>	Return to previous position	AVC-Outreach operating budget
<i>Project Assistant</i>	Return to secretarial pool	AVC operating
<i>AVID Liaison</i>	Return to previous position	AVC operating
<i>Bridge Developer</i>	Retain as Outreach Specialist	Approx: \$50,000/ year
<i>AVID Center Developer</i>	Return to previous position	AVC operating
<i>Faculty AVID Dev. Team</i>	Return to original positions	AVC operating
<i>Tutors/SI Leaders</i>	Retain at AVC Learn. Center	Approx. \$10,000/ year
<i>External Evaluator</i>	Contract as needed	AVC operating
<i>Programmer</i>	Contract as needed	AVC operating
<i>Equipment/Supplies/Labs</i>	Disposition	<i>Funding & Source</i>
<i>EDUCO math lab license</i>	Devlp. Ed. Math Department	Approx: \$ 10,000/year
<i>The Learning Express Lib.</i>	AVC Learning Center	Approx: \$5,000/year
<i>Math Lab</i>	Math Department	AVC operating
<i>Reading Lab</i>	AVC Learning Center	AVC operating
<i>Writing Lab</i>	AVC Learning Center	AVC operating
TOTAL Annual Institutionalization Costs: \$ 75,000		

d. 5-YEAR PLAN TO IMPROVE SERVICES TO HISPANIC AND OTHER LOW-INCOME STUDENTS

Extensive national research suggests that what a college does to promote student success has a tremendous impact, especially for Hispanic students. Many of these students are typical of at risk, first-generation students; however, campuses communicate that students should adapt to the mainstream culture of higher education—and reject or dilute their own culture. Scholars of Hispanic college student integration suggest *institutions must change*:⁹

What Colleges Must Do to Improve Hispanic Student Success
<ul style="list-style-type: none"> • “The evidence is unequivocal.” Current trends in college graduation rates are not inevitable. We must not fall into the “college for some” attitude simply because the task appears difficult.
<ul style="list-style-type: none"> • We <i>know</i> that what colleges do matters, and we know that many schools have increased success and closed graduation-rate gaps for Hispanic students in strong H.S.I.’s.
<ul style="list-style-type: none"> • Supporting the values of equity, diversity, and the degree completion of underrepresented and first-generation students must be embedded in the operations of the institution as a whole.
<ul style="list-style-type: none"> • Discrete programs for underrepresented students are a necessary, but insufficient condition for improving success. Astute policies and practices transform processes that benefit all students.
<ul style="list-style-type: none"> • Institutions should replicate best practices of successful peer institutions and adopt proven practices to support their own trajectory, build on their strengths and measure results.
<ul style="list-style-type: none"> • Promising practices are known to narrow the Hispanic graduation-rate gaps and promote equally strong results for students of all ethnic backgrounds. These practices require a holistic approach to student success that ensures continuous support until degree completion.
<p><i>Sources:</i> J. Engle and C. Theokas. (2010) <i>Top Gainers: Some Public Four-Year Colleges and Universities Make Big Improvements in Minority Graduation Rates</i>. Washington. Education Trust. J. Engle and C. Theokas. (2010) <i>Top Gap Closers: Some Public Four-Year Colleges and Universities Have Made Good Progress in Closing Graduation Rate Gaps</i>. Washington, D.C. Education Trust; Santiago, D. <i>What Works in Latino Higher Education</i>. Excelencia, 2013.</p>

The CDP reflects AVC’s mission today to better serve Hispanic students through carefully planned institutional development guided by AVID’s research-based framework and principles.

⁹ Reyes, N and A. Nora. (2012) *Lost Among the Data: A Review of Latino First Generation College Students: White paper for Hispanic Association of Colleges and Universities*, p. 5.

The new AVID *for* Higher Education Initiative provided an ideal framework for planning the best strategies to help AVC’s underprepared, at-risk Hispanic students progress toward the college degree they want and need after they complete basic skills requirements.

Table Summarizing Key Features of AVID <i>for</i> Higher Education Student Success Initiative	
<p>Program design. AVID <i>for</i> Higher Education is designed specifically to meet the needs of students attending a college or university. It partners with institutions of higher education to systemically address the goals of increased learning, persistence, completion and success in and beyond college. AVID assists higher education professionals in analyzing existing student support initiatives and data, identifying barriers and needs, and establishing and assessing student learning outcomes. By supporting faculty and administrators in their effort to increase student engagement, AVID also supports students in their efforts to earn a college degree and/or certificate. When implemented with fidelity, AVID impacts the expectations and behaviors of postsecondary students, faculty, and administrators through research-driven and ongoing professional learning.</p>	
<p>Holistic approach focused on college student success. AVID <i>for</i> Higher Education is a holistic, integrated college-success system designed for students with the determination to succeed and for campuses committed to student success. AHE is predicated on the proposition that college students who have the will to succeed will succeed—if they are challenged and given the academic and psychosocial support needed to meet that challenge. AVID <i>for</i> Higher Education has a distinctive impact on students, faculty, and campus culture. By now expanding its scope to span both sides of the secondary-postsecondary bridge, AVID extends its historic mission of promoting college <i>readiness</i> to include college <i>success</i>. Colleges must be capable partners for AVID to achieve this ambitious new mission of institutional transformation.</p>	

How CDP Goals and Objectives Address Hispanic Student Needs	
CDP Goals and Objectives to Address AVC Service Gaps	Relationship to Better Serving Hispanic and Other Low-Income Students
<p>I. Academic Programs: a. Develop a highly effective, sustainable first year experience (FYE) program by fully integrating the most effective practices of existing AVC programs for the underprepared first year students into a cohesive high-impact approach following AVID program principles and requirements for higher education institutions and modeled on best practice FYEs at other California Community Colleges.</p>	<p>“Student Services” has become a silo in all CCCs. Calling for a redefinition of <i>student support</i>, the RP Group found that CCC’s approach to student services is not consistent with what CCC students themselves say they need to succeed. The project will integrate fully scaffolded student support with instruction through the first year so that all students, especially Hispanic and other students known to be most at-risk, must participate and benefit from services. AVID <i>for</i> Higher Education (AHE) includes creation of organizational structures designed to promote interdisciplinary integration, cross-divisional collaboration, and a heightened sense of campus community that is built on the joint pursuit of a common cause: increasing student success. AVID is a</p>

<p>b. Develop new practices and services to add to AVC’s first-year experience program in order to increase effectiveness and efficiency.</p>	<p>holistic, student-centered support system that goes beyond basic academic skill-building to address the student as a “whole person,” focusing on both academic and non-academic obstacles to student success, consistent with research-based recommendations.¹⁰</p>
<p>2. Institutional Management:</p> <p>a. Improve Antelope Valley College’s practices with first-year students by developing a partnership with the AVID program and developing an AVID Higher Education (AHE) program at AVC.</p> <p>b. Strengthen the culture of evidence (now focused on improving institutional effectiveness related to student outcomes) by developing capability to evaluate specific practices for efficiency and effectiveness.</p>	<p>AVID is intentionally designed to catalyze organizational change and drive institutional movement toward the development of a student-centered, learning-focused culture. Systematic collection and analysis of both quantitative and qualitative data by the AVID Center is a cardinal feature of the AVID system. AVID provides a systematic plan for ongoing campus involvement that incorporates follow-up support to maintain continuous campus commitment and follow-up assessment to evaluate the system’s cumulative impact on student success. Working with the AVID organization will improve project evaluation significantly and provide a means to strengthen AVC’s capacity to assess all programs and initiatives in terms of student success. Other HSIs report that the “synergy of partnership” with the AHE program was advantageous in many ways directly tied to increasing the number of Hispanic and other low-income students to complete college degrees.</p>
<p>3. Fiscal Stability:</p> <p>a. Improve operating efficiency and reduce costs through more evidence-based decision making and allocating of funds to programs which are proven to be effective with AVC students.</p> <p>b. Improve AVC’s scores on all measures of student success that are now used to assess CCC performance.</p>	<p>The Student Success Initiative has created a mandate for change in the way CCCs allocated funds. AVC’s scores on key CCC measures of institutional effectiveness could determine the amount of State funding AVC receives. AVC is already severely underfunded especially in basic skills offerings and counseling services. It is thus imperative now for continued fiscal stability to help AVC significantly improve student success outcomes. AVID’s principles and framework are fully consistent with the recommendations of the CCC Student Success Initiative Taskforce.</p>

A major consideration in selecting AVID as the cornerstone for the next stage of AVC’s development was the clear potential for AVID to help the college close **equity gaps that**

¹⁰ Keeling, R. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. The National Association of Student Personnel Administrators and The American College Personnel Association.

indicate a clear need and direction for institutional change. AVID for Higher Education (AHE) aims to help HSIs bridge mission-critical gaps in student success. AVID/AHE research makes a strong case for the potential of its system and principles to make a real difference in HSIs like AVC where Hispanic students are more likely to be negatively affected by all identified gaps/weaknesses in the higher education learning environment.

Evidence-Based Potential of AVID for Higher Education (AHE) to Close Gaps at AVC	
Gaps which prevent institutions from student-centered and learning-centered culture	How AVC will better serve Hispanic and low-income students through AVID framework/services
<i>The gap in college completion rates between low-income and high-income students, and between white students and students of color. Among America’s young adults (25-34 years of age), almost 50% of whites have earned an associate degree or higher, compared to less than 20% of Hispanics.¹¹ The less-privileged backgrounds of first-generation college students often do not include knowledge of how to succeed in college (e.g., prerequisite academic competencies, cultural capital or “college knowledge”).</i>	Participation in AVID in high school is associated with greater college success among Hispanic students. ¹² A focus on the experiences of low-income and first-generation students in college (not just whether or not they go to college) is essential in understanding how to improve their success. ¹³ AHE’s key features, including the FYE, academic support, and active and intrusive advising, are consistent with practices shown to be most effective for promoting the persistence of low-income, first-generation students. ¹⁴
<i>The gap between the number of students who intend to transfer from 2-year to 4-year colleges and the number who actually do. Large numbers of Hispanic</i>	Transfer should be viewed as the “default” educational goal for all students. AHE’s program has the potential to raise the educational expectations of Hispanic and low-income students. For instance,

¹¹ College Board (2008). *Coming to our senses: Education and the American future*. Report of the Commission on Access, Admissions and Success in Higher Education.

¹² Watt, K.M., Huerta, J., & Alkan, E. (2011). Identifying Predictors of College Success Through an Examination of AVID Graduates’ College Preparatory Achievements. *Journal of Hispanics in Higher Education*.

¹³ Engle, J., & Tinto, V. (2008). *Moving beyond access: College success for low-income, first-generation students*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education.

¹⁴ Muraskin, L. (1997). *“Best practices” in student support services: A study of five exemplary sites*. Washington, DC: U.S. Department of Education.

<p>students aspire to transfer, but too few take the necessary steps.¹⁵ Hispanic and low-income students have equally high aspirations for transfer and completion of the baccalaureate degree as do their more affluent white counterparts;¹⁶ however, their transfer rates are disturbingly lower.</p>	<p>AHE’s first-year seminar helps community college students to prepare for transfer by guiding their selection of appropriate courses, facilitating their long-term educational planning (e.g., choice of major), and assisting them with the intricacies of the 4-year college application process.</p>
<p><i>The gap in collaboration between schools and colleges/universities.</i> Too many Hispanic and low-income students falter at various stages along the “educational pipeline” from middle and high school through college,¹⁷ yet only a small percentage of postsecondary institutions regularly share information with high schools about what incoming first-year students should be able to know and do when they begin college.¹⁸</p>	<p>AHE’s emphasis on promoting college access and readiness by forging collaborative relationships with local high schools (and strengthening existing relationships) can help insert needed conduits into the educational pipeline running from pre-college to college education. AVC has formed many partnerships with local high schools to build this pathways founded on principles now known to be most effective in supporting the success of Hispanic students.</p>
<p><i>The gap between higher education’s emphasis on student acquisition of discipline-specific content and the need for students to develop cross-disciplinary, lifelong learning skills.</i> Motivation and engagement, particularly of at-risk students, depends in large part on their perception of the relevance of their educational experiences, which requires careful attention paid to the development of cross-disciplinary</p>	<p>Putting into practice the “paradigm shift” in undergraduate education—away from the traditional role of professors as servers of content—to professors as designers of learning experiences to promote the development of transferable skills,¹⁹ AVID focuses on the developing student’s learning and thinking skills—writing, inquiry, collaboration, organization, and reading (WICOR)—that are transferable across the curriculum. Collaborative and cooperative learning, when carefully implemented, has been known to foster intrinsic motivation,</p>

¹⁵ Dowd, A.C., Cheslock, J., & Melguizo, T. (2008). Transfer access from community colleges and the distribution of elite higher education. *The Journal of Higher Education*, 79(4):1-31.

¹⁶ London, H.B. (1996). How college affects first generation students. *About Campus*, 1(5), 9-13, 23.

¹⁷ Savitz-Romer, M., Hager-Hyman, J., & Coles, A. (2009). *Removing the roadblocks to rigor: Linking academic and social supports to ensure college readiness and success*. New York: Pathways to College Network & The Institute for Higher Education Policy.

¹⁸ American Association of Colleges & Universities (2002). *Greater expectations: A new vision for learning as a nation goes to college* (panel report). Washington, DC.

¹⁹ (a) American College Personnel Association (1994). *The student learning imperative: Implications for student affairs*. Washington, DC.

(b) Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6), pp. 12-25.

connections and transferrable skills.	enhance meaning, and engender competence within diverse students. ²⁰
<i>The gap between the current (and urgent) need for higher education to make transformative change to meet the needs of today's growing number of first-generation students, and the reality that postsecondary institutions are notoriously slow to change.</i>	AHE's intentional structuring of campus teams comprised of individuals who traverse departmental and divisional boundaries serves to combat the institutional silos and inertia that typify many postsecondary institutions. The positive transfer of AVID's impact across campus has been so commonly observed, it has come to be called the "AVID effect." ²¹

²⁰ Wlodkowski, R. J. *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*. (rev. ed.) San Francisco: Jossey-Bass, 1999.

²¹ Mehan, H., Villavanueva, I., Hubbard, L., & Lintz, A. (1996). *Constructing school success: The consequences of untracking low-achieving students*. Cambridge, UK: Cambridge University Press.

2. ANNUAL ACTIVITY OBJECTIVES

TITLE: Making the Critical First Year of College a Safe Bridge to Degree

Completion for Hispanic and Other At-Risk Students. The First Year Experience program, framed by AVID principles, is strategically planned to address identified AVC weaknesses in academic quality, institutional management, and fiscal stability as they relate to gaps in the “momentum points” identified in the CDP.

How the Activity Objectives Relate to the Problems to be Solved and the Goals of the CDP	
<p>1. CDP Goals: Academic Programs:</p> <p>a. Develop a highly effective, sustainable First Year Experience (FYE) program by fully integrating the most effective practices of existing AVC programs for the first year students into a cohesive high-impact approach following AVID program principles and requirements for higher education institutions and modeled on best practice FYEs at other California Community Colleges.</p> <p>b. Develop new practices and services to add to AVC’s first-year experience program in order to increase effectiveness and efficiency.</p>	
<p>2. CDP Goals: Institutional Management</p> <p>a. Strengthen Antelope Valley College’s practices with first-year students by developing a partnership with the AVID program and establishing an AVID Higher Education (AHE) program at AVC.</p> <p>b. Strengthen the culture of evidence (now focused on improving institutional effectiveness related to student outcomes) by developing capability to evaluate piloted improvements.</p>	
<p>3. CDP Goals: Fiscal Stability</p> <p>a. Improve operating efficiency and reduce costs through more evidence-based decision-making, which are proven to be effective with AVC students.</p> <p>b. Improve AVC’s scores on all measures of student success, which are used to assess CCC performance.</p>	
Problem Analysis and Related CDP Goals	5-Year Activity Objectives Related to CDP Goals
<p>Development of Goals, HSI Plan and Objectives for the College were established to address weaknesses and strengthen AVC’s capability and build capacity to improve outcomes for Hispanic and other underprepared students while achieving academic excellence.</p>	
<p>Student Outcomes Problem (determined through analysis of internal data) led to examination of key causal weaknesses in AVC’s first year experience initiatives and analysis of priorities for college-wide development to improve outcomes. Inadequate and inequitable outcomes at the “momentum points” would worsen without major change efforts through innovative methodologies proven to be</p>	<p>Consecutive Enrollment:</p> <p>7. To increase number of AVC students who enroll in the first three consecutive semesters by 15%.</p> <p>8. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in enrollment of first three consecutive semesters. As of 2013 the gap is 5%.</p>

successful for first year students. *(addressed by goals 1a, 1b, 2a, 3b)*

Internal and External Research to determine how AVC operations and practices differ from highly successful current Student Support best practices led to identifying the most effective and efficient methods and approaches for AVC to improve outcomes for Hispanic and other underprepared students. AVID for Higher Education Initiative was proven most useful and effective in reaching our target population. *(addressed by goals 1a, 2a, 3a)*

Student Support redefined: The lack of robust integration of Student Services and Instructional Services contributes to widespread misunderstanding of the nature of effective student *support*, resulting in a disconnect between classroom instruction, degree attainment, and career readiness. Students are not given adequate guidance in making important connections required for informed decision-making related to college success, transfer preparedness, and career planning. *(addressed by goals 1a, 1b, 3a)*

Need for more sophisticated assessment techniques. Current evaluation practices fail to go beyond broad measures of student success (e.g., course completion, GPA) to give more nuanced and illuminating information about the effectiveness of change initiatives in terms of valid student success and learning outcomes. *(addressed by goals 1a, 2b, 3a, 3b)*

AVID for Higher Education shedding new light: Most incoming students are still in need of support and guidance. AVID for Higher Education “essentials” are key ingredients for implementing support during students’ bridge to college and beyond. *(addressed by goals 1a, 1b, 2a, 2b, 3a, 3b)*

Main Desired Outcome: An effective new program – AVC’s FYE, framed by AVID principles – will provide 100% of students motivated to participate in a real opportunity to develop needed skills quickly and engage in college successfully, beginning before they enroll at AVC, with strategies proven to be highly effective for Hispanic and other underrepresented students. The FYE will include all AVID Essentials and meet 100% of requirements for AVID certification.

30 Units of College Credit:

9. To increase number of AVC students who complete 30 hours of college credit – a major milestone toward degree completion – at least 15%.
10. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in achieving the first important degree completion milestone (30 credit hours). As of 2013 the gap is 9%.

Completion of Academic Goals:

11. To increase the number of AVC students who complete a degree, certificate or are ready to transfer by 15%.
12. To reduce by 50% the gap in the rates between Hispanic and non-Hispanic students in completing a degree, certificate, or are ready to transfer. As of 2013 the gap is 12%.

Faculty/Staff Participation:

7. 100% of FYE faculty and staff are able to implement improvements and collaborate to evaluate their impact on student success by project’s end.

The following annual measurable objectives were developed to assess progress toward the desired five-year outcomes. Note that tasks and processes that are continuous over the five-year are listed at the end of the following timetable.

Annual Activity Objectives and Performance Measures
<p>Year One (By Sept. 30, 2015)</p> <ol style="list-style-type: none"> 1.1. Identification of basic skills faculty (cohort 1) and gateway faculty (cohort 2) to pilot test new support strategies is 100% complete. 1.2. AVC AVID team is 100% established; AVID Campus Plan and FYE program evaluation plan is developed and contract with AVID Center submitted. 1.3. Self-study for AVID certification prepared, ready for annual review and iterations. 1.4. AVC's Bridge to Postsecondary program meets 100% AVID for Higher Education standards. 1.5. Development of enhanced outreach plan for AVC's FYE program is 100% complete. 1.6. AVID First Year Seminar is 100% developed and cohort links to Reading, English, and math are established. 1.7. AVC's AVID Center is 100% designed, developed and launched, ready to support first year AVC students. 1.8. Purchase and installation of lab equipment for Math Lab is 100% complete.
<p>Year Two (By Sept. 30, 2016)</p> <ol style="list-style-type: none"> 2.1. Purchase and installation of lab equipment for Writing Lab is 100% complete. 2.2. Assessment and evaluation structures 100% in place to measure consecutive enrollment for all students who enroll in the first three consecutive semesters. (projected to increase compared to baselines) 2.3. Assessment and evaluation structures 100% in place to measure overall Hispanic gap in enrollment of first three consecutive semesters. (Projected to reduce existing gap) 2.4. Assessment and evaluation structures 100% in place to measure 30-unit completion for first year students. (Projected to increase results compared to baselines) 2.5. Assessment and evaluation structures 100% in place to measure Hispanic gap for completion of 30 units. (Projected to reduce existing gap) 2.6. Assessment and evaluation structures 100% in place to measure AVC students completing a degree, certificate or achieving transfer readiness; is projected to increase compared to baselines. 2.7. Assessment and evaluation structures 100% in place to measure the Hispanic gap for completion of a degree, certificate, or transfer readiness; projected to be reduced.
<p>Year Three (By Sept. 30, 2017)</p> <ol style="list-style-type: none"> 3.1. Purchase and installation of lab equipment for Reading Lab is 100% complete. 3.2. Faculty Cohort 1 has completed AVID Professional Learning program and is 100% trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods. 3.3. Consecutive enrollment for all students who enroll in the first three consecutive semesters will increase by 2%, compared to baselines. 3.4. The Hispanic gap in enrollment of first three consecutive semesters is reduced by 10%, compared to baselines.

- 3.5. 30-unit completion is increased by 2% for all first year students, compared to baselines.
- 3.6. The Hispanic gap for completion of 30 units is reduced by 10%, compared to baselines.

Year Four (By Sept. 30, 2018)

- 4.1. Purchase and installation of Student Support Lab equipment is 100% complete.
- 4.2. Consecutive enrollment for all students who enroll in the first three consecutive semesters will increase by 8%, compared to baselines.
- 4.3. The Hispanic gap in enrollment of first three consecutive semesters is reduced by 30%, compared to baselines.
- 4.4. 30-unit completion is increased by 8% for all first year students, compared to baselines.
- 4.5. The Hispanic gap for completion of 30 units is reduced by 30%, compared to baselines.
- 4.6. AVC students completing a degree, certificate or achieving transfer readiness is increased by 10%.
- 4.7. The Hispanic gap for completion of a degree, certificate, or transfer readiness is reduced by 30%.

Year Five (By Sept. 30, 2019)

- 5.1. Every component of AVC’s customized FYE is 100% consistent with AVID principles and “Essentials”; AVC is AVID Certified.
- 5.2. Usage for Writing, Reading, and Student Support labs are up 50%; 90% of students report high satisfaction with new and improved services.
- 5.3. Faculty Cohort 2 has completed AHE Professional Learning program and is 100% trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods.
- 5.4. Consecutive enrollment for all students who enroll in the first three consecutive semesters is increased by 15%, compared to baselines.
- 5.5. The Hispanic gap for persistence over 3 semesters is reduced 50%
- 5.6. 30-unit completion is increased by 15% for all first year students.
- 5.7. The Hispanic gap for completion of 30 units is reduced by 50%.
- 5.8. Students completing a degree, certificate or achieving transfer readiness is increased by 15%.
- 5.9. The Hispanic gap for degree completion, certificate, or transfer readiness is reduced by 50%.

Continuous over grant period:

- Collaboration across functions and areas of BC that affect student outcomes
- Strengthening BC faculty through professional development, with minimal hiring of new personnel
- Smart use of technology to improve student outcomes cost effectively
- Modify and utilize existing databases to track impact of interventions on student outcomes
- State of the art evaluation in terms of student learning outcomes and success.
- Grant oversight: Follow project management plan including frequent project staff meetings to stay on track

3. IMPLEMENTATION STRATEGY AND TIMETABLE

a. Rationale for Strategies: Long before the idea emerged at AVC to establish an AVID program on campus, there was recognition that our student support services were not sufficient when so many students needed so much help and so many were not progressing. Many new student services and academic support programs have been added to try to help more students succeed. While AVC’s improvements in the basic skills program are enabling many more students to progress to college level, AVC’s Scorecard indicates too many are not progressing to the transfer/degree “momentum point.” As California continues to move toward performance based funding for community colleges, the importance of Scorecard measures grows. This has serious implications for AVC’s fiscal stability, and therefore its ability to continue to provide excellent service for its large and growing Hispanic population. The time is overdue for smart, effective, campus-wide improvements, and AVC is poised to build the necessary systems to create these improvements.

“Substantive, transformative campus change cannot take place solely through the altruistic efforts of caring, committed student-centered professionals working in the trenches with their students. The bottom-up efforts of these dedicated members of the rank and file need to be supported, rewarded, and augmented by top-down support and leadership from high-level administrators who demonstrate an authentic commitment to improving student success rates. Without institutional commitment, individual efforts on behalf of students (no matter how altruistic and herculean they may be) are likely to be piecemeal and peripheral, not central and systemic (www.avid.org)”

Like all CCCs, AVC has developed a student services “silo” – in the words of the CCC Student Success (SS) Taskforce. “Student Services” must be “redefined” in all CCCs, the taskforce recommended, in order for colleges to be able to improve unacceptable student success

“scores” by new CCC standards.²² It is also well documented that the instructional program in CCC’s is a “silo” impeding student success. To follow SS Taskforce recommendations, which were based on extensive research, AVC must find ways to break down these silos and get all stakeholders more involved and engaged in providing support to underprepared students when they are finally able to start courses at the college level. Even with improved basic skills outcomes, most of AVC’s students need a fully scaffolded college experience to succeed. They need a much stronger bridge from high school to college. Every one of the many student success advocacy and research groups, including Excelencia in Education, Achieving the Dream, and the Gates Foundation, now recommend that colleges need to break down the “silos” and fully integrate support services and instruction. One reason AVID was selected to be the cornerstone of the AVC action plan is the emphasis on cross-functional, college-wide cooperation.

AVID considers providing a **holistic** learning experience essential and has focused on developing and testing protocols and methods to produce more cooperative efforts across the college. AVID has demonstrated that fidelity to its system is necessary to make real progress possible. Each participating college is able to customize the AVID program components to suit its particular campus structure and climate. **However, the AVID Essentials are not optional, and each college agrees in their contract with AVID Center to provide all five Essentials.** (These “Essentials” are listed in the CDP). These “Essentials” must be provided for official AVID certification.

AVID Certification is based on an annual institutional self-study using the Certification Self Study Continuum document. The Certification Process offers several benefits. First, AVID staff will use the Certification Self-Study and level rating to work with AVC’s AVID Team and

²² *Student Support (Re)defined Literature Review Brief: What We Know About Student Support* (2nd Edition), fall 2012.

leadership to improve and expand the program. The self-study is an integral component of on-going coaching and training for implementation and growth. AVID consultants incorporate review of the certification process undertaken in Campus Facilitation Days, in team meetings at Summer Institute, at the two regional Liaison meetings and in ongoing support from AVID Program Managers. This in depth process will give AVC’s AVID Team the tools they need to identify specific issues to be addressed and to gauge their progress in moving towards the highest levels of quality implementation. AVID requires colleges to be formally certified.

Summary of Rationale for the Features AVC Must Demonstrate for AVID Certification
1. Holistic: AVID engages the <i>whole student</i> and the <i>whole campus</i> , an approach fully documented in extensive research. AVID is a student-centered support system that goes beyond basic academic skill-building to address the student as a “whole person”. The AVID system provides comprehensive support that goes well beyond academic skill-building to include social networking, emotional support, goal setting, and life planning. It promotes the success of the whole student by engaging the whole college community—including classroom instructors, academic advisors, peer leaders, personal counselors, and career development specialists.
2. Systemic: The AVID framework creates a <i>comprehensive, cross-divisional infrastructure</i> with the potential to generate synergistic (multiplicative) effects on student success. The infrastructure includes organizational structures designed to promote interdisciplinary integration, cross-divisional collaboration, and a heightened sense of campus community that is built on the joint pursuit of a common cause: increasing student success. AVID intentionally structures cross-functional campus planning teams comprised of faculty from different academic divisions and staff from a variety of student support services, creating multiple opportunities for the development of collaborative partnerships that have the potential to generate campus-wide impact on student success.
3. Sustained: AVID provides a systematic plan for <i>ongoing campus involvement</i> that incorporates <i>follow-up support</i> to maintain continuous campus commitment and <i>follow-up assessment</i> to evaluate the system’s cumulative impact on student success. The importance of sustained commitment for effective educational interventions is well-documented in research.
4. Transformative: AVID is intentionally designed to catalyze <i>organizational change</i> and drive institutional movement toward the development of a <i>student-centered, learning-focused</i> culture. AVID motivates and mobilizes campus-wide change by encouraging postsecondary institutions to adopt specific organizational structures and professional incentives. Support for this feature is provided by research indicating that individual programs created to promote college student success are implemented in isolation from a larger focus on organizational reform, they do not impact student outcomes on a significant scale (Jenkins, 2011).
5. Empirical: The AVID system rests on bedrock of research conducted and gathered at diverse school settings, using a variety of research methods and outcome measures. Systematic collection and analysis of both quantitative and qualitative data by the AVID Center is a

cardinal feature of the AVID system. This comprehensive data-collection process enables campuses to improve student success efficiently. AVID’s impact at the secondary level is well grounded in research conducted by a number of independent and third-party evaluators, federal and state agencies, and private foundations (U.S. Department of Education, 1998). Research is well-underway to assess impact at the postsecondary level.

6. Customized: AVID for Higher Education is *tailored* to “fit” students and campuses that have the commitment and determination to *implement* its essential features *with fidelity*. Although AVID for Higher Education requires dutiful implementation of its five essential features, AVID consultants are able to adapt the system to the unique context, culture, and needs of each campus by: (a) tailoring its features to align with the institution’s mission, strategic plan, and future vision, and (b) adapting its features to either complement or augment existing campus initiatives and student support programs.

- Gándara, P. Larson, K., Rumberger, R., & Mehan, H. (1998) Capturing Latino students in the academic pipeline. *Brief Series* (May). Berkeley, CA: California Policy Seminar.
- Hayward, G. C., Brandes, B. G., Kirst, M. W., & Mazzeo, C. (1997). *Higher education outreach programs: A synthesis of evaluations*. Policy Analysis for California Education (PACE) Report Commissioned by the Outreach Task Force, Board of Regents, University of California. Retrieved December 17, 2010, from <http://www.ucop.edu/sas/publish/pace/index.html>.
- Hooker, S. and Brand, B. (2009). *Success at every step: How 23 programs support youth on the path to college and beyond*. Washington, DC: American Youth Policy Forum. Retrieved January 4, 2011, from www.aypf.org/publications/SuccessAtEveryStep
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- Savitz-Romer, M., Hager-Hyman, J., & Coles, A. (2009). *Removing roadblocks to rigor: Linking academic and social supports to ensure college readiness and success*. Washington, DC: Pathways to College Network, Institute for Higher Education Policy.
- Slavin, R. E., & Calderon, M. (2001). *Effective programs for Latino students*. Mahwah, NJ: Lawrence Erlbaum Associates.

The project is carefully planned to strengthen AVC’s first year experience in specific areas identified through the college’s research and analysis. AVC has recognized the need to further improve and increase college readiness activities even though the AVID programs in local schools are making a big difference. AVC has worked hard on college awareness and readiness and has outreached in many ways to local public schools. The college’s programs so far have made a difference for many students and have played a key role in increasing Hispanic enrollment at the college. But AVC’s “bridge to postsecondary” is still not up to AVID standards.²³ The person selected to lead the planning for this Activity, Project Director Michelle Hernandez, has extensive experience with AVC’s outreach to local schools and the community. She and others in the planning group had a clear sense of how AVC could build on current initiatives to build the more supportive bridge to college so many students now need.

Faculty development and professional learning are a fundamental component of this project. In order to truly achieve campus-wide transformation faculty, student services professionals, and AVC leadership will have share the same vision for student support. AVID recognizes this (it is an “essential”) and provides a finely tuned, yet customizable, professional learning (PL) program that will be utilized in two major phases: (1) basic skills level reading, mathematics, and English faculty cohort in years two and three; (2) college level faculty cohort in targeted disciplines in years four and five. Once the first faculty cohort completes the PL workshop series, key members will be selected to participate in AVID’s “trainer of trainers” workshops to sustainably build AVC’s capacity for professional development into the future.

	June 2015 - June 2017	June 2017 - June 2019
Faculty Cohort 1 (Basic Skills Level)	PL Workshops	TOT Workshops
Faculty Cohort 2 (College-Level)		PL Workshops

²³ The research rationale for AVID’s Essentials for a stronger bridge to college is succinctly presented in *Bridge to Postsecondary* referenced in the CDP.

Another key project feature is the development and promotion of learning communities designed to help students make a smooth and successful transition from high school to college, and through the crucial momentum points identified in our comprehensive research and planning process. The learning community structure will be modeled after best practices that have proven highly effective in helping small cohorts of Hispanic and other severely underprivileged students overcome basic skills obstacles and achieve success in college. The college-level AVID first year seminar, which will be accomplished by a careful redesign of an existing college success course, acts as an integral linchpin for the learning communities.

The developmental nature of this project is carefully planned throughout the 5-year grant to build the physical infrastructure (AVID Center, Developmental Math Learning Lab, Developmental Writing Lab, Developmental Reading Lab, FYE Student Support Lab, and active learning classrooms) necessary to support all constituents of these learning communities. First, developmental mathematics courses will be redesigned to include a computer-guided curriculum called EDUCO; it is self-paced, interactive software that allows our students to work on skills when it fits their schedules. EDUCO was developed at Clark University in Atlanta, Georgia, in 2001 and pilot tested at LaGuardia Community College in New York in 2004. They and 200 others nationally have achieved 90% success rates. The program pre-assesses existing knowledge and develops a tailor-made program of study. It can be used both in a self-paced mode as well as in the classroom. Since it is Web-based, it is available 24/7, thus increasing student access and productivity, and its built-in Early Alert system tracks the time students stay on task.

When students do not meet standards set by instructors, EDUCO notifies students and their instructors so that the latter can easily monitor progress and support at-risk students before it is too late. The Basic Skills Math Learning Lab will serve as a physical hub for student support,

facilitating the complete integration of EDUCO use into basic skills math classes.

In Years 2 and 3 the Title V Team will develop Developmental Reading and Writing Labs. These labs will support the seamless integration of AVID-based FYE innovations throughout the basic skills reading and English curricula. Year 4 infrastructure development will focus on an FYE Student Services Support Lab. This lab will utilize the LearningExpress Software System, which is a college platform that offers effective tools for colleges, universities, technical schools, and career institutes to meet the challenges of remediating basic skills, increasing student retention, and preparing students for gainful employment. It is an interactive, online solution, designed for supplemental support for individual courses, special programs, academic departments, student services, career centers, and more. It includes the following modules: (1) LearningExpress Library™—a wide collection of nearly 1,000 practice tests, skills tutorials, and eBooks for academic and career success; and (2) Job & Career Accelerator™—a comprehensive job search and career guidance system. LearningExpress gives students the guidance they need to succeed. As the institutional transformation takes hold in the latter years of the project and the AVID methodologies spread, there will be an increased need for more active and collaborative classrooms. More faculty will be implementing these techniques, and the project team will focus on ensuring that they have the classroom infrastructure needed to sustain this work in the future.

AVC's FYE/AVID Program Development Overview				
Phase I	Phase II	Phase III	Phase IV	Phase V
AVID Bridge to Post-Secondary Education				
1 st AVID bridge cohort is identified and students participate in summer bridge activities.	2 nd AVID cohort is identified and participate in second AVID bridge.	3 rd AVID cohort is selected and participate in 3 rd bridge.	4 th AVID cohort is identified and participate in 4 th summer bridge.	5 th AVID bridge cohort is identified and participate in 5 th iteration of the summer bridge program.
<i>Summer 2015</i>	<i>Summer 2016</i>	<i>Summer 2017</i>	<i>Summer 2018</i>	<i>Summer 2019</i>
1 st AVID cohort enrolls in a Learning Community course that includes HD 101 and one of the basic skills courses.	2 nd AVID cohort enrolls in a Learning Community course that includes HD 101 and one of the basic skills courses.	3 rd AVID cohort enrolls in a Learning Community course that includes HD 101 and one of the basic skills courses.	4 th AVID cohort enrolls in a Learning Community course that includes HD 101 and one of the basic skills courses.	5 th AVID cohort enrolls in a Learning Community course that includes HD 101 and one of the basic skills courses.
<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
<i>250 students</i>	<i>250 students</i>	<i>250 students</i>	<i>250 students</i>	<i>250 students</i>
College institutionalizes AVID bridge program beyond 2019. Every year, all cohorts are tracked and evaluated on progress towards reaching the 3 momentum points towards degree completion. By 2019, a total of 1000 underprepared students will participate in a summer bridge and enroll in an AVID learning community course.				
AVID Faculty Development Training				
First AVID faculty cohort (<i>basic skills level</i>) is identified and participates in summer training sessions for introductory level curriculum planning.	First AVID cohort is participating in second AVID summer training for advanced curriculum development and redesign.	Second AVID faculty cohort (<i>transfer level</i>) is identified and participates in summer training sessions for introductory level curriculum planning.	Second AVID cohort is participating in second AVID summer training for advanced curriculum development and redesign.	Both cohorts meet to evaluate a assess progress and agree on institutionalization practices.
<i>Summer 2015</i>	<i>Summer 2016</i>	<i>Summer 2017</i>	<i>Summer 2018</i>	<i>Summer 2019</i>
<i>5 Faculty leaders and 16 AVID faculty teaching basic skills courses</i>	<i>5 Faculty leaders and 16 AVID faculty teaching basic skills courses</i>	<i>5 Faculty leaders and 16 AVID faculty teaching transfer level courses</i>	<i>5 Faculty leaders and 16 AVID faculty teaching transfer level courses</i>	<i>All AVID faculty (32 total) and leaders (10 total)</i>

b. IMPLEMENTATION TIMETABLE

Tasks	Participants	Methods & Tangible Results	Timeframe:
Initial Preparation of Services and Phased of Capacity-Increasing Infrastructure Enhancement			
Reassign project personnel and hire replacements as needed; establish AVID Team	<ul style="list-style-type: none"> • President Knudson • VP of SS (Dr. Vines) • Project Director • Human Resources 	PD & AVID Coordinator (Michelle Hernandez), AVID Liaison/Administrator (Dean of SS, Jill Zimmerman), AVID Counselor & Center Developer (Audrey Moore), Summer Bridge Developer, and AVID Instructional and SS Leaders all in place and reassigned; qualified replacements found as needed to ensure continued operations; following standard selection/hiring process for District; no supplanting will occur with grant funds.	Oct. 1, 2014 - Dec. 31, 2014
PD will lead team to develop the required AVID Campus Plan and coordinate planning to ensure AVID consultants are extensively involved.	<ul style="list-style-type: none"> • Project Director • Entire AVID Team • AVC Executive Team 	Founded on best practices to enhance success of Hispanic and other underserved students; meets 100% of AVID requirements; approved by AVC Executive Team; spells out “road map” for AVC’s path to AVID certification	Nov. 1, 2014 – April. 1, 2015
AVID evaluation plan developed and in place for gathering data	<ul style="list-style-type: none"> • Project Director • AVC Research & Planning Office • AVID Consultants 	Baseline data established and meets AVID requirements for certification; creates framework for ongoing formative assessment of project	Nov. 1 2014 – April 1, 2015
Institutional Self-Study prepared and submitted to AVID organization	<ul style="list-style-type: none"> • Project Director • AVC Research & Planning Office • AVID Team • External Evaluator 	The AVID system requires college to prepare an annual self-study at the beginning of each academic year; document serves as a guide for the AVID Team in the improvement of the AHE program for that year	Aug. of each year
High school outreach workshops, Student Success Kick-Off, and Summer Bridge will be fully planned and developed to connect students from feeder high	<ul style="list-style-type: none"> • Project Director • AVID Bridge Developer • AVID Team • Partner high schools 	AVID Team will approve the outreach workshop and summer bridge design; colleagues at feeder high schools will be on-board and ready to facilitate bridge; planned bridge will meet AHE standards for high school / college collaboration and alignment of services, expectation, curriculum, and pedagogies	Jan 2, 2015 – May 31, 2015

schools to AVC's FYE program.			
AVID Center will be ready for first student FYE cohort	<ul style="list-style-type: none"> • Project Director • AVID Center Developer • AVID Team 	The Center will be established (initially in the AVC's new Student Success Center) and will be ready when first AVID cohort starts in fall 2015; all planned services are available to AVID students;	Jan 2, 2015 – August 30, 2015
Developmental Math Learning Lab will provide targeted math skills support to FYE students	<ul style="list-style-type: none"> • Project Director • AVID Center Developer • AVID Team • Math Faculty 	Instructional improvements to basic skills math courses will need to be accompanied by integrated support services for student success in these classes, and the Developmental Math Lab will serve as a tutoring and supplemental instruction facility specifically equipped for math to empower the success of FYE students.	Jan. 2, 2015 – Sept. 30, 2015
AVID First Year Seminar course developed and ready for first FYE student cohort	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating Faculty • AVID consultants 	Existing student success course (HD101) will be evaluated and redesigned to meet AHE standards, enabling faithful implementation in feasible length of time; AVID's FY seminar has proven effective in improving persistence and success of Hispanic and other underserved students	June 1, 2015 – Aug. 30 2015
Online orientation system and website developed and ready to support first student cohort	<ul style="list-style-type: none"> • Project Director • Webservices Developer • AVID Counselor 	The online orientation will be an important portal connecting students to crucial matriculation steps; entire counseling staff will provide feedback and approve structure of online orientation	Jan. 2, 2015 – Aug. 30, 2015
First professional learning and learning community faculty cohort established	<ul style="list-style-type: none"> • Project Director • AVID Team 	AVID team, which includes faculty leaders from strategically chosen disciplines, will recruit faculty of basic skills reading, math, and English courses to participate in AVID professional learning program	Jan. 2, 2015 – May 1, 2015
Development of new Writing Lab to support FYE students in English classes	<ul style="list-style-type: none"> • Project Director • AVID Center Developer • English Faculty 	The AVID system is writing intensive, the Writing Lab will augment the AVID Center and provide FYE students with additional support and tutoring for success in English courses critical to achievement of momentum points	Oct. 1, 2015 – Sept. 30, 2016
Development of new Reading Lab to support	<ul style="list-style-type: none"> • Project Director • AVID Center 	Reading support is critical to students' development of learning skills and critical to AVID's WICOR structure; the	Oct. 1, 2016 – Sept. 30, 2017

FYE students in reading classes	<ul style="list-style-type: none"> • Developer • Reading Faculty 	Reading Lab will augment the AVID Center and provide additional tutoring and reading support for FYE students	
Development of new FYE Student Services Lab to provide various counseling intensive support to FYE students	<ul style="list-style-type: none"> • Project Director • AVID Counselor • AVC Counselors 	Student Services Lab will be hub for FYE students to get intensive support for class selection, career exploration, major selection, and other crucial counseling services; early in project this work is done in AVID Center, but as FYE takes hold capacity for this work will need to increase	Oct. 1, 2017 – Sept. 30, 2018
Technology enhancements for active/collaborative classrooms	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating Faculty 	Existing classroom facilities will support early project work, however, as pedagogical culture shifts, additional enhanced classrooms will be required to set stage for the “AVID Effect” (i.e., spread of improvements throughout campus)	Oct. 1, 2018 – Sept. 30, 2019
Professional Learning Implementation Plan (see professional learning schedule above)			
First faculty cohort will participate in two-year AHE professional learning program including three-day summer institute	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating faculty • AVID Consultants 	Faculty focus on incorporating AVID’s WICOR principles into target basic skills courses leading to momentum point completion; faculty involved in learning community will participate in AVID professional development program together to establish cohesive team	June 1, 2015 – June 1, 2017
Second professional learning and learning faculty community cohort established	<ul style="list-style-type: none"> • Project Director • AVID Team 	AVID team, which includes faculty leaders from strategically chosen disciplines, will recruit faculty of target college level courses to participate in AVID professional learning program	Jan. 2, 2017 – May 1, 2017
Second faculty cohort will participate in two-year AHE professional learning program including three-day summer institute	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating faculty • AVID Consultants 	Faculty focus on incorporating AVID’s WICOR principles into target college-level courses leading to momentum point completion; faculty involved in learning community will participate in AVID professional development program together to establish shared vision of student support	June 1, 2017 – June 1, 2019
Members of first faculty cohort will participate in AVID’s “ Training of Trainer ” program	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating faculty • AVID Consultants 	Enhanced professional development capacity at AVC; synergy between complementary training first and second cohorts will receive; increased sustainability and institutionalization potential	June 1, 2017 – June 1, 2019
Ongoing FYE Student Activities			

Workshops provided to high school seniors at their schools, in AVID classes (assigned personnel)	<ul style="list-style-type: none"> • Project Director • AVID Team • Participating faculty • Partner High Schools 	Familiarize incoming students with AVC's FYE and other relevant programs; vertical teaming of AVC faculty and high school teachers establishes integrated pipeline from feeder schools to fill summer bridge and AVC FYE; hosted in at least 15 of 29 feeder high schools (representing 75% of AVC's incoming freshmen); annually evaluated for iterative improvement	Sept. – Feb. each year
Student Success Kick-Off event on campus at AVC for high school seniors who have made the early decision to attend AVC in the fall	<ul style="list-style-type: none"> • Project Director • Bridge Developer • AVID Team and other staff • Partner High Schools 	Key matriculation steps completed at Kick-Off; students signed-up for Summer Bridge; workshops strategically offered for introduction to key support programs at AVC; at least 750 participants each year; annually evaluated for iterative improvement	Jan. each year
One-week Summer Bridge introducing students to the college in general, the FYE program, and other relevant student support programs;	<ul style="list-style-type: none"> • Project Director • Bridge Developer • Student Ambassadors • AVID Team and other staff 	Summer bridge design based on AVID principles and students gain exposure to these from Day 1; focused on students who assess into developmental reading, math, and English; provides in-depth orientation to the college and the FYE; includes content-based workshops as well as study skills and college life workshops; annually evaluated for iterative improvement.	Aug. each year
Learning communities create linkages between courses and provide additional student support activities with AVID seminar course as linchpin	<ul style="list-style-type: none"> • AVID Team • Faculty Cohorts 	Faculty will work collaboratively to ensure seamless linkages are naturally integrated into courses included in learning communities; learning community activities include online career assessment and major alignments, academic skills assessment and coaching, study hall in success center, study groups, supplemental instruction/tutoring, peer mentoring, mid-semester academic check-in, financial literacy workshops.	Ongoing throughout project
Ongoing evaluation of all components of the AHE FYE program	<ul style="list-style-type: none"> • AVID Team • AVID Consultants • AVC Research & Planning Office 	Assessment/evaluation of all project components will provide ongoing formative feedback for continual improvement; evaluation will be meet AVID standards and lead to AVID certification (<i>see</i> Evaluation Plan section for details)	Ongoing; AVID certification achieved by Sept. 30, 2017
Summative evaluation will be conducted at the end of Year 5 using all available data to determine the project's overall effectiveness and inform institutionalization, future planning and budget decisions.			

4. KEY PERSONNEL

Project Director/FYE Coordinator: Ms. Michelle Hernandez, an experienced program director at AVC will serve as Project Director, a full-time commitment to project leadership. **Ms. Hernandez’s duties as Project Director are specified in the Project Management Plan.** She will also coordinate FYE development, which is the linchpin of the proposed project. Her well-established relationships with AVC faculty staff and administrators and other qualifications will enable her to direct and coordinate this project effectively. Ms. Hernandez is now Director of Student Activities & Community Outreach at AVC. She is well qualified for her project leadership position and fully capable of directing this multi-faceted but focused project.

Ms. Hernandez’s Role as Project Director/FYE Coordinator
<ul style="list-style-type: none">• Oversee and coordinate all Activity implementation strategies to ensure the implementation of the AVID essentials to guarantee AVID certification• Maintain close relationship with AVID Center and ensure that AVID requirements are met• Organize college-wide initiative to improve student success in the first year, working closely with Vice President Vines• Supervise all Activity personnel, working closely with all affected administrators• Provide institutional coordination and support for all strategies to be implemented.• Hiring, supervising, and evaluating all project staff and consultants• Stimulating enthusiasm of faculty and staff working on the Activity objectives• Coordinate meetings and prepare agenda for regular activity staff meetings.
Why Ms. Hernandez was Selected as to Lead the Project
<p>Ms. Hernandez is exceptionally well qualified to manage the grant and coordinate work toward all objectives. She has demonstrated excellent program and people management and communication skills, has developed a strong working relationship with top AVC administrators, faculty and staff, and has established her authority and competence in facilitating grant-funded activities, including serving as the California Senate Bill 70 Career Technical Education Grant Outreach and Marketing chair. Her experiences at AVC as Director of Student Activities and Community Outreach have provided her with invaluable understanding of the AVID program at local high schools. Through this work Ms. Hernandez has established strong working relationships with many faculty and staff at all the local feeder high schools. These relationships will be invaluable as she guides and supports the AVID Bridge Developer through work on this project. A staunch student success advocate, Ms. Hernandez has a deep understanding of the success roadblocks experiences by Hispanic and other underserved students. She has developed and implemented student leadership programs, managed the “Information and Welcome Center” at AVC and served on the Student Success & Equity Committee, the Basic Skills Committee, the CalWorks Advisory Committee, the Matriculation Committee, the Banner Student Team, the Career Preparation Council, and the International Heritage Committee. Ms. Hernandez has</p>

developed extensive experience with college leadership and operation by earning a Master of Science degree in Administration and putting her knowledge to work serving on the AVC Corporate & Community Education Advisory Committee, Enrollment Management Committee, College Coordinating Council, the Student Learning Outcomes Committee, and as the chair of the Higher Education Consortium. All aspects of her education and experience point to her capabilities and passion for serving in this critical role for this transformational project.

AVID Liaison: Dr. Jill Zimmerman will serve as AVID Liaison for the project. In this capacity she will support the Project Director and the entire AVID Campus Team in the implementation and institutionalization of project strategies. A transformative project of this scale needs dedicated leadership and a deliberate focus on encouraging broad participation.

Summary of Dr. Jill Zimmerman’s Role as AVID Liaison (15% time)

- Supervise and serve as resource person to other Activity staff
- Provide leadership/encourage AVC faculty and staff participation in planned professional learning activities
- Collaborate/encourage all student services managers and practitioners to participate fully in project activities, particularly inquiry and evaluation related to cross-functional cooperation
- Ensure institutional coordination and support for all strategies to be implemented
- Provide campus leadership and support for AVID Campus Team and institutionalization of improvements resulting from this project (AVID Essentials 1 & 2)

Why Dr. Zimmerman was selected as AVID Liaison

Dr. Zimmerman has extensive knowledge and experience with college administration and campus leadership. Her training as a counselor coupled with her administrative experience has afforded a deep understanding of systemic problems inhibiting student success. Her strong rapport with AVC personnel at all levels will allow her to leverage this understanding to guide the Title V team in the implementation and sustainable institutionalization of project innovations.

Education

- Doctor of Philosophy, University of New Orleans, New Orleans, LA, May 1998, Counselor Education, minors: Higher Education Administration and Research and Statistics
- Master of Arts, Western Michigan University, Kalamazoo, MI, December 1984, Counseling and Personnel, Student Personnel Administration
- Bachelor of Science, Eastern Michigan University, Ypsilanti, MI, December 1981, Special Education, Mentally Impaired

Professional Experience

Dean of Student Development and Services, Antelope Valley College, Lancaster, CA, August 2000-present Responsibilities include: Supervision of the following offices: Financial Aid, Students with Disabilities, Job Placement Center, CalWORKs, EOPS, Information and Welcome/Outreach Center, Student Development and Services, Veterans and International Student Services, Student Health Services, Associated Student Organization, SOAR and oversees Commencements. Previous responsibilities: Supervised Counseling, Assessment, Transfer Center, Career Center, Learning Center, Game Management, GED, and Student Discipline.

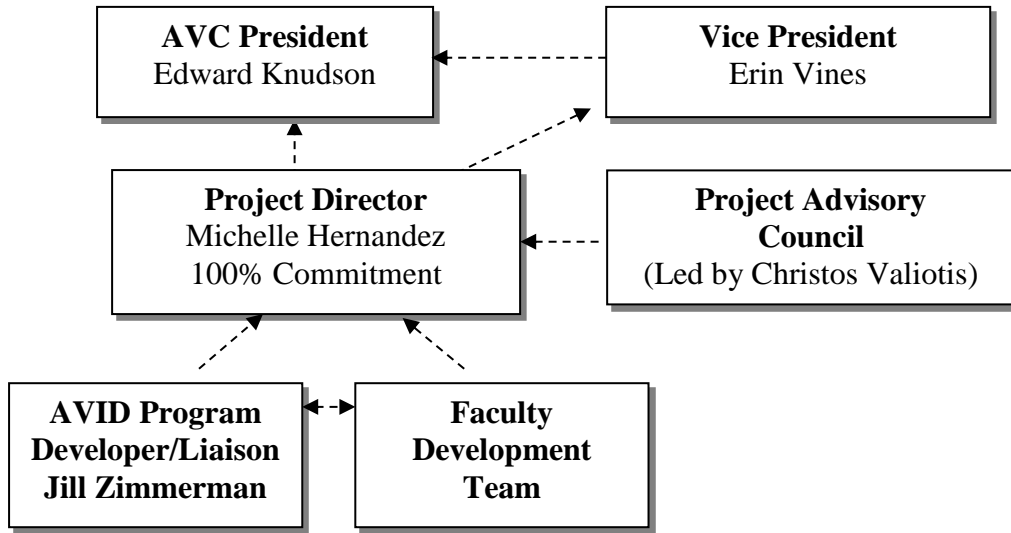
AVID Center Developer: Audrey Moore has been selected and will be charged with coordinating and implementing key strategies to establish an AVID program.

Summary of Audrey Moore’s Role as AVID Center Developer and Lead Counselor (50% time)
<ul style="list-style-type: none"> • Oversee development of the AVID Center at AVC to provide a hub for all AVID activities • Recruit, hire, and coordinate FYE tutors and student ambassadors • Oversee the development of the Reading Lab, Writing Lab, and Student Services Lab • Participate in all AVID Campus Team meetings and evaluation activities • Lead AVC AVID counselors in enhancing the counseling services offered to FYE students • Coordinating the delivery of FYE services in the AVID Center • Working closely with the project management team and campus governance toward the sustainable institutionalization of the proposed AVID FYE program
Why Ms. Moore was Selected as AVID Center Developer and Lead Counselor
<p>Ms. Moore’s extensive training and experience in community college counseling makes her the ideal person to fill this key role. Earning a Master of Science in Educational Psychology and Counseling from California State University, Northridge, and working as a fulltime counselor at AVC since 2006, has given her crucial perspective on what works for promoting the success of Hispanic students. Her substantial involvement with AVC governance committees has led to fruitful collaborations across campus and an acute ability to get things done throughout the institution. These are important requisite skills and relationships that will enable Ms. Moore to successfully develop the AVID Center into a robust support facility for this</p>

5. PROJECT MANAGEMENT PLAN

Michelle Hernandez will serve as Project Director and will have extensive project management and coordination responsibilities (*see* previous Key Personnel section for her activity role). She will be responsible to the President for achieving project goals and objectives. Ms. Hernandez is an emerging leader at AVC. She has extensive experience in project management, and she will work closely with the Project Advisory Council Lead, Professor Christos Valiotis who has been director of previous Title V projects at AVC. Mr. Valiotis will mentor Ms. Hernandez, an emerging leader at AVC, to help her understand and comply with all Title V rules and regulations. He will be available throughout the grant period to help her develop Title V project management expertise.

Antelope Valley College Title V Organizational Chart



Summary of Project Management Plan to Ensure Efficient and Effective Project Implementation	
Desired Management Outcomes to Optimize Impact on College	Planned Strategies/Procedures for Achieving Management Outcomes
1. The project will be integrated within the regular AVC administrative governance and committee structure from inception to institutionalization. It will be managed to encourage, support and facilitate cross-discipline cooperation/mainstreaming.	1. Ms. Hernandez will serve as the chief liaison between the project and institution, already understanding fully the project planning process and the relationship of the project to the HSI Comprehensive Development Plan and AVC committee structures.
2. The President and other top AVC administrators will stay directly involved and continuously informed because of the project's planned impact and key role in critically needed institutional development.	2. She will participate regularly in meetings of the President's executive council to effectively communicate an informed understanding of the goals and objectives and achievements of the project as they relate to AVC planning.
3. The project will meet or exceed all federal GPRA accountability standards – ensuring the project implements HSI goals.	3. She will oversee and manage all project accountability. The project will meet or exceed all federal GPRA accountability standards
4. All personnel charged with project responsibilities will fulfill roles satisfactorily and consistent with project plan.	4. She will coordinate the project in a manner that will facilitate optimum effectiveness in utilization of program resources and personnel.
5. The project will operate in full compliance with federal reporting regulations requiring internal monitoring and annual reporting of progress.	5. She will ensure that she and all project personnel remain thoroughly informed regarding the Title V policies and grant terms/conditions and monitor closely to ensure total compliance.

6. Equipment purchased with federal funds will be inventoried and maintained according to regulations and consistent with college policy. All grant resources will be used for objectives specified in Activity plan.	6. Ms. Hernandez will advise and assist in proper distribution of, and accounting for, all Title V acquired equipment according to regulations. She will sign off on all purchases to ensure full compliance.
7. The Evaluation Plan (described in next section) will be followed to achieve desired levels of involvement and serve as an integral strategy to achieve project objectives.	7. Ms. Hernandez will manage implementation of the Evaluation Plan for the overall project, working closely with the external evaluator and the AVC Institutional Research Office.
8. There will be collegewide participation of as many participants as possible; planners will continue to be heavily involved as key participants in the project. A representative Task Force will support the Director.	8. She will assist in the recruitment of as many practitioners as possible to participate in the project and facilitate/coordinate their roles/participation, working closely with AVC administrators, division chairs, others affected.
9. AVC faculty participants will be managed so there will be a team spirit and peer collaboration in developing internal expertise for the desired synergistic effect.	9. Ms. Hernandez will assist in disseminating information about opportunities for participation; assist in developing the faculty training plan; involve deans, chairs, faculty senate.
10. Project implementation plans will be adjusted when necessary to achieve greatest impact on objectives and ensure the project remains fully consistent with institutional development priorities and objectives during the entire grant period.	10. Ms. Hernandez will work closely with the research office to analyze evidence from data collected and provide reports to project teams charged with revising strategies as needed. She will be involved in all decision-making regarding the Title V project.
11. All project staff and participants will be fully and clearly informed on project management policies and procedures. All college personnel and stakeholders as well as auditors and/or representatives of funding agency can access policies/procedures.	11. She will develop a comprehensive project manual (the purpose of the manual is to specify all policies, procedures, responsibilities and lines of authority, reporting procedures and forms to be used for/by project staff and executive team).
12. Information about the project will be widely disseminated within college to all stakeholders, with the Activity Task force ensuring college-wide awareness.	12. Ms. Hernandez will work closely with the Activity Advisory Council to make sure open communication is continuous and information about the project is available and disseminated.
13. The project will be managed so that there is smooth transition without unanticipated burden to the AVC operating budget.	13. Ms. Hernandez takes responsibility for working closely with the AVC executive team and research office to prepare for a smooth transition and provide evidence to support decisions about scaling up AVID program/FYE.

6. PROJECT EVALUATION PLAN

All of the Activity components will be evaluated rigorously to determine overall effectiveness of AVC's First Year Experience program modeled after AVID for Higher Education and following the program's high standards. AVID requires projects to develop Higher Education programs to evaluate all interventions to improve student success, not only those tied directly to serving AVID students. Testing of practices must be supported by **strong theory** and **evidence of promise**. The practices and services to be tested in the proposed activity are supported by a wide foundation of well-respected research indicating potential to improve student success at a college facing AVC's challenges. *Strong theory* means a rationale for the proposed process, product, strategy, or practice that includes a logic model. A logic model (also referred to as theory of action) means a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active "ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally. The next page contains the logic model for the proposed project. *Evidence of promise* requires that there is at least one study that is either a correlation study with statistical controls for selection bias, or a quasi-experimental study that meets AVID's research standards.

AVID for Higher Education (AHE) Student Success Initiative (SSI) Logic Model for AVC Project				
Problem Statement	Strategies (Interventions)	Inputs by AHE Center	Outputs from AVID Program Center and Staff Support	Outcomes
<p>Low success rates and completion rates in identified momentum points.</p> <p>Big gaps in success rates and completion rates of Hispanic students at momentum points outlined in CDP.</p>	<p>1. Professional Development</p> <p>a. Train Faculty</p> <p>b. Train Tutors</p>	<ul style="list-style-type: none"> • Trainers & staff • Summer Institutes • Program consultants • Institutional Funding • Faculty time • Tutor training 	<ul style="list-style-type: none"> • # of faculty trained • # attendees Summer Institute • AVID training materials • # of tutors trained • Faculty satisfaction with training • Tutors satisfaction with training • AHE staff satisfaction with training • Institutional satisfaction with training 	<p>Short-term Impact (1-4 years):</p> <ul style="list-style-type: none"> • ↓ Student's educational costs • ↑ Retention rates/GPA • ↑ 1 yr. course completion • ↑ 1st & 2nd yr persistence rates • ↑ Student engagement • ↑ Student knowledge of learning strategies/study skills
	<p>2. Institution-alization of AHE SSI Model</p> <p>a. Faculty Cohorts</p> <p>b. First Year Seminar design</p> <p>c. Leadership support</p>	<ul style="list-style-type: none"> • Faculty time • AHE trainers & staff • AVID Center resources 	<ul style="list-style-type: none"> • # of faculty meetings • AVID FYS syllabi • Quality of AVID FYS syllabi • # of Process Reports • Faculty Satisfaction with AVID progress • AVID satisfaction with AVC AVID • Creation of AVID Student Center • Quality of AVID Student Center • Satisfaction of leadership with AHE • Perceived support for AHE SSI 	
	<p>3. Implementation of AHE SSI Model</p> <p>a. AVID Student Center</p> <p>b. FYS Course</p> <p>c. Improved Lab Space and Support Resources</p>	<ul style="list-style-type: none"> • AHE trainers & staff • Faculty • Students • Tutors • AVID Center resources 	<ul style="list-style-type: none"> • # of AVID Center /AHE personnel • # of AVID FYS courses • # of students in AVID FYS courses • # of Tutors • Student satisfaction with FYS course, AVID Student Center and tutoring • # of progress reports • Faculty satisfaction with FYS course • Treatment fidelity & Ecological Validity 	<p>Long-term Impact (5 years):</p> <ul style="list-style-type: none"> • ↑ in student success in 1st yr • ↑ in # students that complete degree, certificate or transfer • ↓ in Hispanic achievement gap • ↑ in # of faculty/staff who can evaluate impact of innovations on student success
	<p>4. Research the effectiveness of the AHE SSI Model</p>	<ul style="list-style-type: none"> • AHE staff • AVID Center Research/ Evaluation staff • Assessments • Students/Faculty 	<ul style="list-style-type: none"> • Annual evaluation • Student outcomes data • Level of students study skills and learning strategies • Level of college knowledge • Level of student engagement 	<ul style="list-style-type: none"> • Significant improvement in program based on evaluation • Use of the evaluation/research cycle • Certification of Program for Fidelity

When appropriate, AVC will use comparison groups of students not participating in new services in order to determine through appropriate research methodology whether the outcomes can be attributed to the changes implemented through the project. The proposed project has clear objectives, all of which are student-outcome based and relate to specific planned improvements in specific areas which are hypothesized based on sound reasoning and research to be causal factors in unacceptable outcomes for Hispanic and other at-risk students. Using standard research methodology applied to real education environments, the research design will provide both formative and summative assessment which will be informative and meaningful.

Formative evaluation will consist of both an implementation evaluation (to assess whether the project is being conducted as planned) and a progress evaluation (to assess progress in meeting the project goals and objectives). This project is specifically planned to provide solid evidence to guide future college development to better serve Hispanic students. Evaluation will focus on a study to track AVID student participants from their initial participation term to compare successful progress through the college over time with other comparable AVC students.

Data Collection. Quantitative and qualitative data collection will occur throughout each grant year. The AVC Institutional Research Office currently collects student performance data through its internal data system as part of a State mandated Scorecard. AVID Center professionals will provide many validated assessment instruments tied to their certification process and help AVC to collect and analyze data. Additional surveys/methods will be developed by AVC's research office to collect data, including measures of faculty/staff development activities and overall satisfaction with AVID professional development and overall satisfaction of AVC's First Year Experience Program, from Bridge to Postsecondary onward.

Data Elements. AVC’s overarching objective for this Title V project is to improve the success of our Hispanic and other underprepared students. The following data elements will be collected to determine baseline data for all students who will participate in all pilots. These data are crucial in assessing the overall project impact on student outcomes as well as the effectiveness of Activity strategies; data elements were carefully selected for strategic planning and valid project assessment in a form most useful to AVC.

Data Elements to Assess Impact on AVC Student Outcomes
<p>Student Outcomes measures. Students will be tracked and data compared to baselines for the following Scorecard Momentum Points: 1.) <i>Consecutive Enrollment</i>, 2.) <i>30-unit progress</i>, and 3.) <i>Degree completion/ transfer ready</i>. Project activities are strategized to increase the number of AVC students who enroll in the first three consecutive semesters, to increase students’ making progress toward achieving 30 units, and to increase numbers of degree completion or transfer readiness in students. Even more crucial to the plan are the practices and programs designed to help make significant progress toward closing the gap in the rates of Hispanic and non-Hispanic students in those momentum points. This is an important endeavor for AVC. Current data reveal low progress and high gaps, and project outcomes will gauge progress in these measures.</p>
<p>Student engagement measures. An important component of the evaluation involves the relationship between student engagement and success. AVC intends to use a recognized measure of engagement, the Community College Survey of Student Engagement (CCSSE). The CCSSE is a needs assessment tool appropriate to the unique missions of community colleges and the characteristics of their diverse students. Using a national instrument allows AVC to enhance its evaluation by comparing its results with colleges nationwide serving similar student populations.</p>
<p>Faculty/staff satisfaction measures. Faculty and staff satisfaction with Activity development is another data element that will be measured through surveys. Satisfaction will be measured at the end of each academic year. Satisfaction measures will be especially useful as formative evaluations, affecting future improvement of the AVID Center.</p>
<p>Other faculty/staff development measures. In addition, appropriate learning outcomes for different types of training activities will be developed and used to assess training effectiveness in terms of project objectives/student outcomes.</p>
<p>Course alignment measures. Student outcomes data will be closely monitored and evaluated, in particular, we will collect and analyze course curriculum documents before, during, and after curriculum redesign for embedded assessment and student involvement in evaluation. A much deeper connection between teaching, learning, and assessment needs to be established at AVC to better serve our underprepared students. Faculty cohorts will develop Student Learning Outcomes (SLOs) as an integral part of redesigning basic skills and gateway courses for the FYE program. Student support professionals will develop FYE Program Learning Outcomes (PLO) and SLOs for the First Year Seminar course to align assessment processes with AVC as a whole. They will learn to use these SLOs to assess student learning in their classes. SLOs will be tied to AVC’s Institutional Research protocols.</p>
<p>Support Services. To evaluate the improved support services, faculty/staff and students will be</p>

asked to complete satisfaction questionnaires. In addition, student outcomes data and appropriate measures from CCSSE results will be analyzed to assess overall effectiveness in terms of student engagement and success (comparing students participating in new services to similarly underprepared students not participating).

This evaluation's overarching model is participatory with a utilization-focused approach. While it is participatory in that key stakeholders will be actively engaged in the evaluation (e.g., defining key evaluation questions, updating courses to be embedded and distinguishing data sets to be analyzed), it is a practical use of participants for the purpose of defining evaluation efforts that are useful to the stakeholders²⁴.

Data Analysis. Standard statistical analyses will be performed on the quantitative data elements. Continuous variables will be analyzed with ANOVA or ANCOVA (when necessary to eliminate preexisting biases) to determine the statistical significance of the individual Success Center strategies. Categorical variables (e.g., student performance indicator data) will be analyzed with chi-square tests to determine significance in the performance variance between Center and other similar AVC students.

Roles and Responsibilities. Following recommendations from other Title V grantees and evaluation literature, the project will establish an Internal Evaluation Team (IET) that will include AVC administrators, faculty, staff, student advocates, as well as the Project Director and Institutional Research staff. **An External Evaluator** will be hired to assess the evaluation plan and ensure that the evaluation process is valid in addition to helping AVC implement an evaluation that meets federal and institutional needs. **Dr. Michael Harnar**, has been selected to direct the external evaluation process. Dr. Harnar collaborates with the Claremont Graduate University's Evaluation Center (CGU-EC) that uses the "evaluation lab" method to conduct external evaluations. Dr. Harnar, will work with CGU-EC lead lab faculty and graduate students to design and implement each element of the evaluation plan. Dr. Harnar will work with data set providers (e.g., the college's IR office) to obtain baseline and ongoing data and CGU-EC

²⁴ Patton, M. Q. (2009). *Utilization-Focused Evaluation* 3rd Ed. Thousand Oaks, CA: Sage.

students who are particularly quantitatively inclined will be engaged in analyzing and developing reports on that data. Dr. Harnar will also engage CGU-EC students in presenting results to faculty in capacity building-focused opportunities. Dr. Harnar, the lab leader, will mentor students and review all products that come from the lab. This is a cost-effective way to achieve best practice evaluation and will build AVC's evaluation capability.

Dr. Harnar Qualifications and Role as External Research/Evaluation Partner
<p align="center">Dr. Harnar's Qualifications Related to Title V Project</p>
<ul style="list-style-type: none"> • Education: Master's degree in Psychology with an emphasis in Program Evaluation and completed his Ph.D. in Psychology with an emphasis in Evaluation and Applied Research Methods from Claremont Graduate University in 2012. • Expertise: Dr. Harnar has extensive knowledge and expertise in evaluation and research related to program development, improvement, and end of cycle questions of impact, affecting student outcomes. Dr. Harnar is experienced in managing longitudinal evaluations for programs focused on underprepared community college minority students. • Outstanding Evaluation Award from the American Evaluation Association, 2011. • 3CSN External Evaluation Consultant, 2009 – Present. Providing evaluation services for a grant aimed at developing a statewide network of community college basic skills faculty and administrators. Dr. Harnar's work has focused on building capacity for regional network coordinators, tracking the participant population, GIS mapping of activities, and developing outcome indicators. • Title V Project Evaluation Consultant, 2006-2012. Managed ongoing evaluation services for activities at Pasadena City College focused on underprepared community college minority students, including STEM-HSI grant projects. Designed survey in support of faculty development evaluation. Evaluated multiple program-level initiatives requiring focus groups, surveys, faculty/student interviews, and report writing. Designed and built student tracking database, including interaction with College-level remote database.
<p align="center">Dr. Harnar's Project Evaluation Role</p>
<ul style="list-style-type: none"> • Dr. Harnar will make site visits to evaluate progress of project meeting with key personnel. • In the first year Dr. Harnar will assess the project evaluation plan and recommend changes, as needed, to meet Title V/College standards. • Dr. Harnar will provide extensive consultation and information to help implement the evaluation plan including: methodology; and recommend alternative research design and procedures if improvement is needed. • He will analyze progress and make usable recommendations based on close review of all written records from outside perspective. • He will report on project status with recommendations for improvement at least annually. • Dr. Harnar will submit written reports on an annual basis to the Project Director.

Timeline. Formative evaluation will be conducted annually (for each year’s objectives) and summative evaluation will be conducted at the end of the five-year project. The Internal Evaluation Team and Project Director, working closely with the Institutional Research Office and External Evaluator will provide an annual report which is primarily formative Years 1-4 and summative in Year 5.

7. BUDGET NARRATIVE

All budget requests were carefully considered and all requested funds are necessary to achieve project objectives as explained in Narratives, Key Personnel, and in the Activity Budget Detail Form and Summary Budget Form 524. Full explanations of roles, tasks, uses, purposes and responsibilities for all personnel, services, and items, are included in these documents. All costs are tied directly to achieving the Activity objectives. In determining the budget, all project-planning members were careful that all project costs were necessary means to a long-term comprehensive solution to the problems delineated in the CDP.

Costs		Why Needed to Achieve Project Objectives	
Positions			
Project Director/ FYE Coordinator (100% all years; \$509,996 total)	A fulltime, highly qualified person is needed to direct, manage and coordinate the complex implementation and evaluation plan for this project. Ms. Hernandez will manage the grant in compliance with federal regulations and, provide project leadership and play a significant role in evaluation.		
Project Assistant (100% all years; \$218,570 total)	A fulltime administrative assistant will make Ms. Hernandez’s extensive role possible.		
Bridge Developer (100% tapering down to 35%; \$140,189 total)	Outreach activities and workshops will help create a seamless pathway to AVC for students from local feeder high schools. A robust and integrated system for doing this will ensure that the pipeline to college, as well as through completion of key momentum points, provides healthy support for student success.		

AVID Liaison (15% all years; \$97,576)	A strong administrative leader to support the AVID Campus Team is represented by two of the five AVID “essentials.” Dr. Zimmerman will provide much-needed implementation support for the institutionalization of the project innovations, and will play a crucial role of liaison between AVC and AVID, as well as AVC and the community with respect to this transformative FYE program.
AVID Center Developer (50% all years; \$195,152 total)	Physical infrastructure is a key piece of the puzzle for this holistic FYE program. It will provide an inviting hub for all planned activities to support students in the completion of key momentum points. Audrey Moore is well-qualified to oversee these pivotal project components in a way that breaks-down student services silos.
Faculty Development Team (75% yrs. 1-2; 50% yrs. 3-5); \$233,027 total)	A strong Campus Team is a crucial AVID Essential. This team will collectively be responsible for well-structured development and implementation of project innovations. Faculty are released to assist in curriculum development, course redesign, aimed at improving student learning and success and in piloting of the Success Center program improvements.
Fringe Benefits	
\$376,517 total	Fringe benefits are calculated on the basis of Federal and State laws and College agreements with staff. Fringe benefits are calculated at an average rate of 27% for all employees.
Travel	
\$15,000 total	A minor portion of the overall budget is requested for travel so that faculty and staff may attend targeted training opportunities to develop in-house capability, which will then be institutionalized. In addition, funds are requested so that project personnel may attend Title V workshops.
Equipment/Supplies	
\$279,070 total	A Developmental Math Lab, Developmental Reading Lab, Developmental Writing Lab, FYE Student Services Support Lab, and Smart Classroom upgrades are each strategically phased in over the five year development project. The resources in these labs will fill crucial student support gaps through strategies that are seamlessly woven-in with the FYE project as a whole. One focus of the professional learning program is to develop and implement active and collaborative pedagogical methods, and funds are also requested to enhance classrooms in support of this best practice.
Other	
AVID Tutors/ SI leaders (\$100,000 total)	Peer tutoring and supplemental instruction are high impact strategies known to be effective in helping Hispanic and other underrepresented students achieve college success. Tutoring will take place in the AVID Center and associated FYE labs to ensure best possible integration of services. Demand for tutoring will grow throughout the life of the project, but AVC is willing to institutionalize the tutoring system when the project teams demonstrates its effectiveness, which is a strategic component of the evaluation plan.

External Evaluation (\$100,000 total)	Improving student college preparation, and increasing success towards degree completion, is an institutional priority. Evaluating effectiveness of the newly developed FYE/AVID program will be critical in order for AVC administrators to institutionalize it with limited operational funds. The proposed evaluation plan is well thought out, relevant, and will be administered by project staff working closely with an external evaluator team led by an outstanding, highly reputable and qualified evaluation consultant.
Programmer/ Web Developer (\$75,000 total)	Several keys strategies require software support beyond what AVC’s IT Department can provide (e.g., online orientation system, student success tracking requirements, installation and maintenance of software systems in AVID Center and Labs). Seamless integration of traditional and technology-based interventions will ensure that: information is shared widely, learning resources are used by the widest possible audience, and institutional knowledge of best practices in supporting underserved students continuously grows and enables campus-wide improvement.
Faculty Stipends (\$90,000 total)	Faculty stipends will be used to pay faculty for participation in AVID workshops and targeted training aimed at achieving objectives. Professional Learning and a strong AVID Campus Team are key AVID “essentials” required for certification. Stipends will enable the crucial work of content development, implementation, and institutionalization.

8. COMPETITIVE PREFERENCE PRIORITIES were carefully reviewed and addressed.

The Title V project encompasses strategies aimed at both Increasing Postsecondary Success and Improving Productivity:

Title V Project Addressing Competitive Preference Priorities
Priority 1: Increasing Postsecondary Success:
AVC’s Title V program is designed to increase the number and proportion of Hispanic and other low-income students who successfully transition into college and complete key momentum points. Extensive research and planning has revealed specific weaknesses and informed the strategies employed in the proposed project. AVID was selected as a model and support system for this project due to its extensive research base and proven track record of increasing student success. The principles forming the foundation for the AVID method are in line with AVC institutional values and needs, and the entire college is poised to undergo a transformation toward a common vision for student support. Every aspect of this project is directly aimed at the goal of student success, especially for Hispanic and other underserved student populations.
Priority 2: Improving Productivity
AVC’s Title V project addresses this priority through all aspects of implementation. The planning team discussed and decided on strategies for sustainability and the carefully selected Activity strategies are robust in nature but feasible for a community college’s budget constraints. Our plan to develop a complete professional development program for all faculty and support professionals will significantly increase productivity as it will provide guidance

for improving content delivery, and support from AVID ensures this will be done in an efficient and effective manner. The assessment and evaluation structure will ensure the program is implemented in a way consistent with research-supported best practices. AVC's vision to implement this model is in line with the chancellor's report on Student Success Initiative of Professional Development recommendations, stating "the ability of an organization to improve its productivity and impact is directly tied to its human resources... To accomplish these goals, organizations must use portions of their budgets to invest in their employees to yield exponential returns on productivity and efficiency, ultimately generating more revenue and better service." The Student Services involvement in this model is also key to improving productivity. Counselors will be trained to implement support in the students' first year experience. All current counselors will be involved throughout the project and improve upon the current support structure and delivery of student support services, all without hiring more counselors. In particular, the additional support FYE students will receive with educational planning, career exploration, and major selection will enhance the efficiency through which they traverse their paths at AVC. Also, collaboration with local high schools on workshops and bridge to AVC will ensure students complete matriculation steps earlier and more smoothly, increasing the capacity of AVC's Student Services staff.