



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

AVID Postsecondary collaborates with institutions of higher education to systemically address the goals of increased learning, persistence, completion, and success beyond college. AVID supports students in their efforts to earn a college degree and/or certificate by developing and strengthening academic skills and personal development. AVID assists postsecondary professionals in analyzing existing student support initiatives and data, identifying barriers and needs, and establishing student learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the behaviors and expectations of postsecondary students, faculty, and administrators through thoughtful and ongoing professional development.

## **AVID Postsecondary Essentials**

### **Essential 1 – Administrative Leadership and Support**

***The campus administrative leadership actively supports and participates in the implementation of AVID Postsecondary.***

- 1.1 Support the implementation of AVID Postsecondary with the necessary financial and human resources to ensure multi-year program continuity and quality
- 1.2 Expand partnerships between academic and student services to ensure successful implementation of AVID Postsecondary
- 1.3 Establish an AVID Campus Team of eight or more members comprised of administration, academic affairs, and student affairs representatives to ensure fidelity of implementation
- 1.4 Support active engagement of faculty and academic advisors in the AVID Postsecondary implementation
- 1.5 Identify an AVID Postsecondary Liaison to lead, coordinate and support the AVID Campus Team
- 1.6 Support the AVID Campus Team vision and plan

### **Essential 2 – The AVID Campus Team: Campus–Wide Collaboration**

***The AVID Campus Team works collaboratively to develop, implement, and sustain a multi-year campus plan and to sustain AVID Postsecondary.***

- 2.1 Attend AVID Summer Institute and meet a minimum of three times each term to:
  - 2.1a Define roles and responsibilities of AVID Campus Team members
  - 2.1b Build support from key campus stakeholders
  - 2.1c Foster support and awareness of AVID Postsecondary among faculty, staff, and community
  - 2.1d Establish and strengthen relationships with existing local secondary AVID programs

- 2.2 Prepare for the development of the AVID Campus Plan by using existing campus data to:
  - 2.2a Analyze existing student support initiatives to determine coherence and level of efficacy
  - 2.2b Analyze student success, persistence, and completion to identify barriers and needs
  - 2.2c Determine criteria for student recruitment and selection for the AVID cohort
- 2.3 Develop an AVID Campus Plan that:
  - 2.3a Aligns with the campus mission and vision
  - 2.3b Adapts and integrates existing student support initiatives
  - 2.3c Ensures implementation of the AVID Postsecondary Essentials
  - 2.3d Strengthens partnerships between academic and student affairs
  - 2.3e Strengthens and increases systems and structures that connect students with faculty and academic advisors
  - 2.3f Includes short- and long-term measurable objectives that reflect AVID Postsecondary Essentials

### **Essential 3 – Faculty and Staff Professional Development**

***The Campus Plan includes on-campus and off-campus AVID Postsecondary professional development experiences for faculty, staff, and peer tutors/mentors.***

- 3.1 Coordinate and participate in contracted planning days that include:
  - 3.1a Planning with members of AVID Campus Team (including the AVID Postsecondary Liaison)
  - 3.1b Meetings with administration, departments, offices, centers, and programs
  - 3.1c Classroom and AVID Campus Center visits
- 3.2 Schedule, coordinate and support professional development required for program implementation, which will include:
  - 3.2a AVID Summer Institute
  - 3.2b On-campus contract professional development days such as high engagement practices, content area pedagogy, critical reading strategies, academic advising, peer tutor and mentor training, and/or other topics and needs as determined by the institution
- 3.3 Promote and model the use of AVID pedagogies in campus programs, departments, and academic support services to:
  - 3.3a Increase student engagement
  - 3.3b Ensure student persistence and completion
  - 3.3c Provide faculty and staff with increased learning strategies in writing, inquiry, collaboration, organization and reading (WICOR)

### **Essential 4 – AVID Experience: First Year through Completion**

***AVID Postsecondary students receive learning and advising support through the AVID First-Year Seminar and other experiences that continue through program completion.***

- 4.1 Plan and implement a first-year seminar (e.g., stand-alone or embedded into existing first-year seminar) that integrates WICOR strategies
- 4.2 Identify instructor(s) for the first-year seminar and provide appropriate professional development
- 4.3 Identify and recruit students who meet criteria developed by Campus Team for voluntary participation in the AVID cohort
- 4.4 Schedule AVID cohort students into at least two courses taught by instructors trained in AVID pedagogies

- 4.5 Build and maintain a learning community for AVID cohort students which may include:
  - 4.5a Linked courses
  - 4.5b Freshman interest groups
  - 4.5c Cluster or federated courses
  - 4.5d Interdisciplinary planning
  - 4.5e Thematic integration of courses
  - 4.5f Coordinated studies programs taught by teams of teachers
- 4.6 Designate an AVID Center on campus as a resource that promotes academic and social integration outside the classroom and provides opportunities for:
  - 4.6a AVID cohorts to meet
  - 4.6b Tutorials or study groups to convene
  - 4.6c Students to connect with faculty
  - 4.6d Establishment and convening of an AVID student organization
  - 4.6e Resource utilization
- 4.7 Leverage services from first year through completion to ensure continuing support of the AVID cohort group, which could include:
  - 4.7a Academic advising
  - 4.7b Informal seminars or workshops
  - 4.7c Tutoring and mentoring opportunities
  - 4.7d Connecting students to resources on campus
  - 4.7e Service learning
  - 4.7f Internships
  - 4.7g Career guidance and networking
  - 4.7h Social networking

## **Essential 5 – Assessment and Research**

***AVID Postsecondary campuses participate in assessment, research, and the tracking of students through graduation or program completion.***

- 5.1 Complete reports on AVID Postsecondary Essentials implementation
- 5.2 Complete and submit institutional data to AVID Center
- 5.3 Use institutional data to measure and improve the implementation of AVID strategies at the campus
- 5.4 Report results of AVID implementation to internal and external communities for the purpose of building a culture of assessment
- 5.5 Afford opportunities for collaborative research on the AVID Postsecondary Initiative