



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2
Year Implemented: 2014

Certification - AVID Essential No. 1

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

The intent of this Essential is to determine the level of involvement of the campus leader in AHE implementation. The campus leader may be any individual(s) in a leadership position(s) who has influence over AHE implementation, allocation of resources, and decision-making. For example, the AHE campus leader could be a dean, vice president, or other administrator involved in making decisions about AVID on the campus. Evidence sources are related to budgets reflecting resources for AHE, administrative meeting agendas and minutes reflecting AHE discussions, and other examples reflecting campus leadership participation in AHE.

Possible Evidence Sources

- Administrative meeting agendas reflecting AHE as an agenda item
- AVID faculty development and professional learning sign-in sheets
- Budget reflecting AHE line items
- Copies of campus and/or departmental vision/strategic plans reflecting alignment with AHE
- Events that highlight strategies/best practices on-campus
- Institutional calendar of AHE-related events
- Summer Institute registration
- Web presence of AHE
- AVID Campus Team planning meeting agendas, sign- in sheets, meeting notes
- Annual AVID Campus Plan (multiple years) reflecting AHE priorities
- Other (Essential #1)

Specify:

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

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Campus leadership has not developed and approved a budget for AHE.	<input checked="" type="radio"/> Campus leadership has funded AHE annually through internal/ external sources.	<input type="radio"/> Campus leadership has provided for multi-year funding in the institution's strategic plan, or external sources have been identified for multi-year funding.	<input type="radio"/> Campus leadership has provided additional funding to expand and improve AHE.
2.	<input type="radio"/> Campus leadership has not collaborated with the Campus Team to develop the AVID campus vision and plan.	<input checked="" type="radio"/> Campus leadership collaborates with the Campus Team in the development of the AVID campus vision and plan.	<input type="radio"/> Campus leadership supports the AVID campus vision and plan by regularly collaborating with the AVID Campus Team.	<input type="radio"/> Campus leadership actively participates with the AVID Campus Team planning and includes AVID updates in executive meetings.
3.	<input type="radio"/> Campus leadership has not identified an AVID Campus Team.	<input checked="" type="radio"/> Campus leadership, in collaboration with the AVID Liaison has established the AVID Campus Team equally representing faculty, administration, academic and student affairs.	<input type="radio"/> Campus leadership has established the AVID Campus Team of 8 or more members with balanced representation from faculty, administration, academic and student affairs.	<input type="radio"/> Campus leadership provides adequate time and resources for the AVID Campus Team to implement and expand AHE.
4.	<input type="radio"/> Campus leadership has not participated in the development of the AVID campus vision and plan.	<input checked="" type="radio"/> Campus leadership collaborates with the Campus Team in the development of the AVID campus vision and plan.	<input type="radio"/> Campus leadership supports the AVID campus vision and plan by regularly collaborating with the AVID Campus Team.	<input type="radio"/> Campus leadership actively participates with the AVID Campus Team planning and includes AVID updates in executive

				meetings.
5.	<input type="radio"/> Campus leadership has not participated in AVID Summer Institute.	<input checked="" type="radio"/> Campus leadership participates in at least one AVID Summer Institute.	<input type="radio"/> Campus leadership has participated in additional AVID professional learning opportunities supporting expansion.	<input type="radio"/> Campus leadership has participated in multiple AHE professional learning opportunities, including AVID Summer Institutes, and shares the information with internal and external constituencies.

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

Level 0: 0 **Level 1:** 5 **Level 2:** 0 **Level 3:** 0

Level of Implementation for AVID Essential No. 1: 1

Textual Questions

What are some of the particular strengths of Essential 1 on your campus?

In April 2014, AVC applied for a Title V HSI Solo grant up the the amount of \$2.5million dollars for a duration of 5 years. While waiting for grant funding other campus funds were utilized to begin planning for AVID. Campus leadership indicates a strong commitment to AVID with the allowance of a 9 person team to attend AVID 2014 Summer Institute. Current Human Development 101 course is identified as First Year Seminar course.

What aspects of Essential 1 have room for growth?

Need active participation of a broader spectrum of leadership in AVID based professional development and learning. Need regular meeting times of the planning team Need advancement of learning cure of various team players in the planning and implementation of AVID



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2

Year Implemented: 2014

Certification - AVID Essential No. 2

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

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

Possible Evidence Sources

- Meeting minutes and agendas
- Roster of AVID Campus Team roles and responsibilities
- Vertical articulation with local school districts
- Data such as persistence/retention rates
- Informal regional liaison meetings
- Student level data
- AVID Summer Institute registration
- Completed Certification Self-Study (CSS)
- Other (Essential #2)

Specify:

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

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

	and implement the AVID Campus Plan.	implement the AVID Campus Plan, and revises it based on results of the CSS. The plan is submitted to AHE staff for feedback.	incorporating AHE staff feedback.	based on student data and CSS results. The Campus Plan is incorporated into the institution's strategic plan.
5.	☒ The AVID Campus Team, AVID Liaison, and others have not participated in AHE contracted strategic planning days.	☑ The AVID Campus Team, AVID Liaison, and others participate in AHE contracted strategic planning days during which the AVID Campus Plan is reviewed and modified.	☑ The AVID Liaison and AVID Campus Team have taken appropriate action based on the outcomes of the strategic planning days and feedback from AHE staff.	☑ The AVID Campus Team and AVID Liaison's planning and implementation is aligned with other programs and initiatives at the institution and reports are provided annually to campus leadership.
6.	☒ The AVID Campus Team has not used relevant data to develop the initial AVID Campus Plan.	☑ The AVID Campus Team uses relevant longitudinal data to develop and implement the AVID Campus Plan, and revises it based on results of the Certification Self Study (CSS). The plan is submitted to AHE staff for feedback.	☑ The AVID Campus Team analyzes and revises the AVID Campus Plan incorporating AHE staff feedback.	☑ The AVID Campus Team develops a multi-year AVID Campus Plan and revises it based on student data and CSS results. The Campus Plan is incorporated into the institution's strategic plan.

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

Level 0: 4 **Level 1:** 2 **Level 2:** 0 **Level 3:** 0

Level of Implementation for AVID Essential No. 2: 0

Textual Questions

What are some of the particular strengths of Essential 2 on your campus?

9 members of campus to attend the AVID Summer Institute 2014 from student services and academic affairs; including 1 dean, 1 director, 1 financial aid technician, 1 math faculty, 1 English faculty, 1 learning center, 1 counselor (faculty).

What aspects of Essential 2 have room for growth?

Meet regularly as a team. Clearly define roles and responsibilities Professional buy-in and development campus-wide



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2

Year Implemented: 2014

Certification - AVID Essential No. 3

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

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

Possible Evidence Sources

- Faculty development and professional learning sign-in sheets
- Meeting minutes, agendas, and notes
- Documentation of attendance at Summer Institute
- Documentation of a campus needs assessment
- Institutional faculty development and professional learning plan/schedule
- Evaluations from planning days and faculty development and professional learning
- Syllabi reflecting AVID strategies used
- Observation feedback/checklists
- Faculty and staff surveys
- AVID Campus Plan reflecting identified professional learning needs
- Socratic Tutorial training/ support plan for tutors and supervisors
- Tutor training logs
- Tutor sign-in sheets
- Anecdotal information and reflections on AHE activities
- Other (Essential #3)

Specify:

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

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Faculty development and professional learning opportunities have not been scheduled.	<input type="radio"/> Faculty development and professional learning opportunities are based on needs assessment results. Scheduling requests are submitted to AHE in a timely manner and conducted by AHE staff.	<input type="radio"/> Faculty development and professional learning opportunities are reviewed and refined to build capacity, incorporating feedback from AHE coach, and conducted by both AHE staff and campus faculty and staff.	<input type="radio"/> AHE-trained faculty and staff routinely conduct AHE faculty development and professional learning. These activities are promoted across the campus.
2.	<input type="radio"/> Campus tutors have not been provided AHE Socratic Tutorial Training by AHE trained presenters.	<input type="radio"/> Campus tutors have been provided AHE Socratic Tutorial Training by AHE trained presenters.	<input type="radio"/> An AHE trained presenter has provided AHE Socratic Tutorial Training for tutors and for tutor supervisors. There is a continuous cycle of training documented on all tutors.	<input type="radio"/> At least one campus faculty or staff member has completed AHE Socratic Tutorial TOT to support campus tutoring.
3.	<input type="radio"/> Campus leadership has not attended at least one AVID Summer Institute.	<input type="radio"/> Campus leadership has attended at least one AVID Summer Institute.	<input type="radio"/> Campus leadership has participated in additional AVID professional development opportunities supporting expansion.	<input type="radio"/> Campus leadership has participated in multiple AHE professional development opportunities, including AVID Summer Institutes, and

				shares the information with internal and external constituencies.
4.	<input type="radio"/> The AVID Campus Team has not attended at least one AVID Summer Institute.	<input type="radio"/> The AVID Campus Team has attended at least one AVID Summer Institute.	<input type="radio"/> The AVID Campus Team has attended at least one AVID Summer Institute and on-campus professional development to build capacity for providing on-campus professional development.	<input type="radio"/> The AVID Campus Team members provide on-campus professional development to expand the implementation.
5.	<input type="radio"/> AVID strategies are not used in the AVID seminar classes.	<input type="radio"/> AVID Seminar instructor(s) have been identified and participate in ongoing AHE faculty development and professional learning.	<input type="radio"/> Some AVID Seminar instructors have attended at least one AVID Summer Institute to build capacity for AVID Seminar faculty development and professional learning.	<input type="radio"/> There is a plan to ensure that all AVID Seminar instructors participate in ongoing AVID Seminar professional learning, conducted by AHE trained staff.

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

Level 0: 5

Level 1: 0

Level 2: 0

Level 3: 0

Level of Implementation for AVID Essential No. 3: 0

Textual Questions

What are some of the particular strengths of Essential 3 on your campus?

We have a core interdisciplinary group of professionals who are interested in the implementation of First Year Experience which utilizes AVID

What aspects of Essential 3 have room for growth?

Plan and schedule professional development and learning for faculty and staff Plan and schedule planning dates



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2

Year Implemented: 2014

Certification - AVID Essential No. 4

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

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

Possible Evidence Sources

- AVID Seminar: Course syllabi
- AVID Seminar: Class schedule
- AVID Seminar: Course outline
- Student e-portfolios
- Sign-in sheets, evaluations, meeting notes
- Advising logs
- Peer/faculty mentoring records
- Pre/post tests or other assessment results
- Graduation/transfer exit surveys
- Documented use of AVID strategies
- Documentation of professional development
- AVID Student Center schedule/calendar of services
- Tutor training logs
- Tutor sign-in sheets
- Calendar of co-curricular activities
- Co-curricular events reflecting AVID collaboration
- Faculty and student survey results
- Meeting agendas
- Other (Essential #4)

Specify:

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

	Not AVID (Level 0)	Meets Certification Standards (Level 1)	Routine Use (Level 2)	Institutionalization (Level 3)
1.	<input type="radio"/> Applications of AHE faculty development and professional learning are not evident through the use of WICOR and other AVID strategies in the AVID Seminar classes.	<input checked="" type="radio"/> Applications of AHE faculty development and professional learning are evident through the use of WICOR and other AVID strategies in the AVID Seminar classes.	<input checked="" type="radio"/> AVID Seminars sections are increased and incorporate curricular revisions based on assessment results and other data. WICOR strategies are used in other courses.	<input checked="" type="radio"/> The number of sections of the AVID Seminar has been expanded to accommodate the needs of the institution's student body. AVID strategies are routinely used and demonstrated in curricular and co-curricular programs.
2.	<input checked="" type="radio"/> AVID Seminar instructor(s) have not been identified and trained.	<input checked="" type="radio"/> AVID Seminar instructor(s) have been identified and participate in ongoing AHE faculty development and professional learning.	<input checked="" type="radio"/> Some AVID Seminar instructors have attended at least one Summer Institute to build capacity for AVID Seminar faculty development and professional learning.	<input checked="" type="radio"/> There is a plan to ensure that all AVID Seminar instructors participate in ongoing AVID Seminar professional learning, conducted by AHE trained staff.

3.	<input checked="" type="radio"/> FY AHE-served students are not scheduled into at least two courses taught by instructors trained in AVID strategies.	<input type="radio"/> FY AHE-served students are scheduled into at least two courses taught by instructors trained in AVID strategies.	<input type="radio"/> FY AHE-served students are scheduled into at least two courses taught as a linked or learning community, and co-curricular activities are evident.	<input type="radio"/> AHE-served students are taught by instructors using AVID strategies beyond year 1. AHE students actively participate in co-curricular learning activities using AVID strategies, extending beyond year 1.
4.	<input checked="" type="radio"/> An AVID Student Center has not been designated on campus.	<input type="radio"/> An AVID Student Center is designated on campus as a resource center for AHE students.	<input type="radio"/> An AVID Student Center is designated on campus, staffed with AHE-trained tutors, and is used for collaborative activities.	<input type="radio"/> An AVID Student Center supports activities that have extended to other curricular and co-curricular areas of the campus.
5.	<input checked="" type="radio"/> AHE support services for AHE students do not exist outside of the classroom.	<input type="radio"/> AHE support services for AHE students exist outside of the classroom and are promoted by the AVID Campus Team and through the AVID Seminar class.	<input type="radio"/> AHE support services for AHE students are provided by AHE-trained tutors, mentors, and advisors.	<input type="radio"/> AVID-trained co-curricular staff and faculty collaborate to integrate curricular and co-curricular support for AHE students.
6.	<input checked="" type="radio"/> AHE Seminar students do not access AHE-trained tutors.	<input type="radio"/> AHE Seminar students are encouraged to attend AHE Socratic Tutorial sessions weekly.	<input type="radio"/> AHE Seminar instructors monitor students' frequency or rate of access of AHE Socratic Tutorials.	<input type="radio"/> AHE trained tutors are available in some classes and in all tutoring centers on campus. The majority (51% or greater) of AHE Seminar students access AHE Socratic Tutorials on a regular basis.

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

Level 0: 5 Level 1: 1 Level 2: 0 Level 3: 0

Level of Implementation for AVID Essential No. 4: 0

Textual Questions

What are some of the particular strengths of Essential 4 on your campus?
 We currently have an Academic Reading Workshop scheduled in which we will utilize AVID trainers

What aspects of Essential 4 have room for growth?
 Identify a central location for AVID Resources and Support Materials Conduct Socratic tutor training



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2

Year Implemented: 2014

Certification - AVID Essential No. 5

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

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

Possible Evidence Sources

- Completed faculty development and professional learning evaluations
- Completed CSS/institutional data
- GPA, retention, persistence, transfer, and graduation rate analysis
- NESSI/LASSI results
- NSSE/CCSSE results
- Campus Needs Assessments
- Meeting agendas, minutes, and notes
- Student transcript evaluations
- Alignment of AVID and campus student outcome based goals
- Published research in appropriate journals
- Faculty, staff, and student surveys
- Institutional needs assessment data
- Departmental and unit assessment reports
- Results of relevant college strategic planning goals or objectives
- Other (Essential #5)

Specify:

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

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

				shared in executive meetings when appropriate.
3.	<input checked="" type="radio"/> Opportunities for research on student success initiatives, including AHE, have not been created.	<input type="radio"/> Opportunities for research on student success initiatives, including AHE, have been created.	<input type="radio"/> Research on student success initiatives and AHE is conducted regularly and presented to internal and external constituents.	<input type="radio"/> Research on student success initiatives and AHE have been published and presented.
4.	<input checked="" type="radio"/> No opportunities for research on AHE have been created.	<input type="radio"/> Opportunities for research on AHE have been created.	<input type="radio"/> Research is being conducted on AHE.	<input type="radio"/> Research on AHE is conducted regularly and shared with internal and external constituents.

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

Level 0: 4 **Level 1:** 0 **Level 2:** 0 **Level 3:** 0

Level of Implementation for AVID Essential No. 5: 0

Textual Questions

What are some of the particular strengths of Essential 5 on your campus?

Currently gathering data from Student Success and Student Equity Initiatives Lead for Student Equity Initiative is part of administration and part of the AVID Campus Team

What aspects of Essential 5 have room for growth?

Review data collected to determine needs Target programs and services and identify populations of students for infusion of AVID strategies Prepare to utilize assessment tools for data collection



Antelope Valley College

(Initial Self-Study, 2014-2015)

Program Status: Implemented Year 2

Year Implemented: 2014

AHE Certification Summary

Notes

0 record(s) in the list.

No records found.

Essentials Overview

(Click to Edit)	Level 0	Level 1	Level 2	Level 3	Overall Level
AVID Essential No. 1					
Campus leadership actively supports and participates in the implementation of AVID for Higher Education.					
	0	5	0	0	1
Q: What are some of the particular strengths of Essential 1 on your campus?					
A: In April 2014, AVC applied for a Title V HSI Solo grant up the the amount of \$2.5million dollars for a duration of 5 years. While waiting for grant funding other campus funds were utilized to begin planning for AVID. Campus leadership indicates a strong commitment to AVID with the allowance of a 9 person team to attend AVID 2014 Summer Institute. Current Human Development 101 course is identified as First Year Seminar course.					
Q: What aspects of Essential 1 have room for growth?					
A: Need active participation of a broader spectrum of leadership in AVID based professional development and learning. Need regular meeting times of the planning team Need advancement of learning cure of various team players in the planning and implementation of AVID					
AVID Essential No. 2					
The AVID Campus Team works collaboratively to develop, implement, and sustain AVID for Higher Education.					
	4	2	0	0	0
Q: What are some of the particular strengths of Essential 2 on your campus?					
A: 9 members of campus to attend the AVID Summer Institute 2014 from student services and academic affairs; including 1 dean, 1 director, 1 financial aid technician, 1 math faculty, 1 English faculty, 1 learning center, 1 counselor (faculty),					
Q: What aspects of Essential 2 have room for growth?					
A: Meet regularly as a team. Clearly define roles and responsibilities Professional buy-in and development campus-wide					
AVID Essential No. 3					
Faculty development and professional learning experiences are clearly articulated in the AVID Campus Plan.					
	5	0	0	0	0
Q: What are some of the particular strengths of Essential 3 on your campus?					
A: We have a core interdisciplinary group of professionals who are interested in the implementation of First Year Experience which utilizes AVID					
Q: What aspects of Essential 3 have room for growth?					
A: Plan and schedule professional development and learning for faculty and staff Plan and schedule planning dates					
AVID Essential No. 4					
AVID for Higher Education students receive support through the AVID Seminar and other curricular and co-curricular experiences that continue through graduation or program completion.					
	5	1	0	0	0

Q: What are some of the particular strengths of Essential 4 on your campus?

A: We currently have an Academic Reading Workshop scheduled in which we will utilize AVID trainers

Q: What aspects of Essential 4 have room for growth?

A: Identify a central location for AVID Resources and Support Materials Conduct Socratic tutor training

[AVID Essential No. 5](#)

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

	4	0	0	0	0
--	---	---	---	---	---

Q: What are some of the particular strengths of Essential 5 on your campus?

A: Currently gathering data from Student Success and Student Equity Initiatives Lead for Student Equity Initiative is part of administration and part of the AVID Campus Team

Q: What aspects of Essential 5 have room for growth?

A: Review data collected to determine needs Target programs and services and identify populations of students for infusion of AVID strategies Prepare to utilize assessment tools for data collection

Total:	18	8	0	0	
---------------	-----------	----------	----------	----------	--

Certification Levels

Recommendations

Clearly define campus team and meet regularly Clarify steering committee membership and set meetings regularly Reach out to key faculty and key committees for buy-in, support, training and implementation across campus and curriculum Identify location and system for housing AVID resource materials Meet with Institutional Research to discuss and plan for data elements for 2 year reporting Identify existing opportunities for infusing AVID Schedule and plan faculty and staff professional development days early in the semester Employ strategies for common language across the campus