

What Others Say...

CENTRAL TEXAS COLLEGE

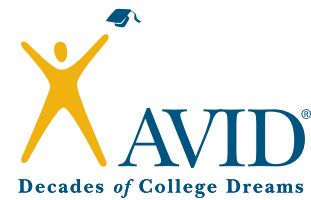
"...the Chancellor, Deputy Chancellor and Campus Dean have directed their staff members to lend support wherever possible to the effort of making 'AVID the Air We Breathe.' The AVID philosophy is quickly becoming the vehicle for CTC's movement toward student success, and many of the college's initiatives including the implementation of Faculty Advisors and the re-designing of courses, are all powered by AVID."

AUGSBURG COLLEGE

"AVID has begun to enter our culture and our conversations about teaching. I have even heard stories about the effectiveness of the strategies in graduate classes."

TEXAS A&M UNIVERSITY—COMMERCE

"The high-engagement strategies training day...helped faculty to see the importance of student engagement and just how easy it is to accomplish in the classroom."



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

AVID History

MORE THAN 30 YEARS OF COLLEGE READINESS

Mary Catherine Swanson created AVID, **Advancement Via Individual Determination**, to address the needs of her under-represented students. She devised a sequential, "best practices" curriculum incorporating strategies and methodologies that specifically addressed the needs of traditionally underserved student populations.

AVID has demonstrated success by preparing elementary and secondary students, mostly underserved from families without a college-going tradition for college acceptance. Our strong connections to postsecondary institutions prompted colleges and universities to ask the AVID Center to extend our efforts to college students and create the possibility of a college support pipeline with grades 4-16.

Today, AVID serves more than 400,000 elementary through postsecondary students in 4,800 schools in 48 states and 16 countries/territories. Policymakers and school leaders now consider AVID an essential strategy for closing the achievement gap and making college success achievable for all students.



AVID Postsecondary



ADVANCEMENT VIA INDIVIDUAL DETERMINATION



What is AVID Postsecondary?

INCREASED LEARNING, PERSISTENCE,
COMPLETION AND SUCCESS IN AND
BEYOND COLLEGE

AVID Postsecondary is designed to increase student persistence in postsecondary institutions. It collaborates with institutions of higher education to systemically address the goals of increased learning, persistence, completion and success in and beyond college. AVID assists postsecondary 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 will impact the expectations and behaviors of postsecondary students, faculty, and administrators through thoughtful and ongoing professional development.



AVID Postsecondary Teacher Preparation Initiative

AVID Center partners with college teacher education programs to develop pedagogical and pre-service experiences that increase the capacity of future teachers to support a college-going culture. It is the goal of the AVID Postsecondary Teacher Preparation Initiative to provide teacher candidates with a deep understanding of, and practical experience with, AVID methodologies, e.g. WICOR (Writing, Inquiry, Collaboration, Organization and Reading) so that they enter the teaching field having analyzed and practiced instructional strategies that make them more successful in meeting their students' needs.



AVID POSTSECONDARY ESSENTIALS

The AVID Postsecondary Essentials are designed to transform campus culture by engaging all key campus members and programs in the change process.

The following essentials are paramount to a successful AVID implementation at any college or university. The essentials require fidelity of implementation so that students and faculty gain the most benefit from the program. Each essential has several key elements that further define it and can be found on www.avid.org/postsecondary.

Essential 1—Administrative Leadership and Support

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

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.

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.

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.

Essential 5—Assessment and Research

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

Although the AVID Postsecondary Essentials require fidelity of implementation, consideration is given to each campus's distinctive context, culture, and needs by acquiring knowledge about the campus, ensuring that the purpose of AVID Postsecondary aligns with the institution's mission, strategic plan and future visions, and adapting its features to complement and augment existing campus-support programs and student success initiatives.

Collectively, the AVID Postsecondary Essentials are designed to create a support system that is:

HOLISTIC—Engages the whole student and the whole college or university.

SYSTEMIC—Creates a comprehensive, cross-divisional infrastructure that has the potential to generate synergistic (multiplicative) effects on student success.

SUSTAINED—Provides a systematic plan for ongoing campus involvement that incorporates follow-up structure.

TRANSFORMATIVE—Catalyzes organizational change and drives institutional movement toward the development of a student-centered, learning-focused college or university culture.

EMPIRICAL—Rests on a solid base of research evidence that spans multiple campus sites, multiple research methods and multiple points of assessment for tracking student progress across time.

CUSTOMIZED—Tailored to fit the needs of students and campuses that have the commitment and determination to implement its essential features with fidelity.

