Minneapolis State University, Mankato
Strategic Priority Funding
Step 2: Invited Full Proposal

***Please do not use this form until invited to do so by the Planning Sub-Meet. ***

Proposal Name: The AVID Student Success Initiative at Minneapolis State University, Mankato

This proposal is being submitted for a project that supports (please indicate priority by checking the appropriate circle):

- Global Solutions
- Applied Doctoral Institution
- Extended Learning
- Quality and Excellence
- Campus of the Future

Total Funds Requested for Expenditure in FY14 (2013-2014 academic year) $ 86,674

Primary Contact Name Paul Preimesberger Campus Mailing Address AH 117

Primary Email Address paul.preimesberger@mnsu.edu Phone Number 507-381-1833

Please note:

- Upon notification of funding, the primary contact recipient will work with the Assessment and Evaluation Sub-Meet to prepare an assessment plan. Funds will only be released upon successful completion and approval of the assessment plan.
- A Mid-Year Report will be due January 18, 2014, and an Annual Report will be due June 30, 2014.

Primary Contact Signature ___________________________ Date 1-10-13

Co-Applicant Name(s) and Signature(s):
Nikki Dose - Date 1/11/13

Date
Date
Date
Date

I have reviewed the following proposal:

Department Director/Chair Signature* ___________________________ Date 1/11/13

Department Director/Chair Signature* ___________________________ Date

Department Director/Chair Signature* ___________________________ Date

Dean Signature* ___________________________ Date

Dean Signature* ___________________________ Date

Dean Signature* ___________________________ Date

Division/Vice President Signature* ___________________________ Date 1-15-13

Division/Vice President Signature* ___________________________ Date 11/15/13

Date Submitted to Institutional Research, Planning, and Assessment: 1/15/13

(Deadline is January 11, 2013)

*Signatures needed for all affected units, departments and colleges. Attached additional cover/signature sheets as needed.
Strategic Priority Funding Proposal
Full Proposal: Step 2
(Please limit the proposal narrative and attachments to 10 pages)

Proposal Name: The AVID Student Success Initiative at Minnesota State University, Mankato

(Increase space between questions or add pages as needed)

1. Provide a clear description of the project being proposed. (5 points)

The AVID (Advancement Via Individual Determination) Student Success Initiative is a systemic initiative to support students who are under-prepared for college by:

- Providing an academic training program to develop college success skills needed for academic success, persistence and graduation
- Reducing barriers that traditionally limit levels of academic achievement
- Facilitating professional development using student success pedagogies applicable across academic disciplines and student services
- Designing a college plan around the five AVID For Higher Education Essentials

(Please see attachment titled "AVID For Higher Ed: Student Success Initiative Essentials" for further details.)

2. Identify the university strategic priority advanced by this project and explain the direct connection between the strategic priority and project. (20 points)

This project addresses the university's strategic planning priority to "change the world by collaboratively addressing our planet's most challenging problems."

Across the United States, an increasing number of students are gaining acceptance to college. Additionally, a greater percentage of these students are of ethnicities and backgrounds historically underrepresented on college campuses. However, while these gains are admirable, higher education has been underprepared in supporting these students through to college-completion. In fact, while the United States has one of the highest college-going rates in the world, its college-completion rate ranks near the bottom half of all industrialized nations. Furthermore, only 35% of America's college students graduate with a bachelor's degree in four years and just over half graduate within six years.

AVID has a 30+ year record of providing the skill development and support to students who are underprepared for college. (Please see attachment titled "AVID's Key Data Points") While AVID advances the achievement level of all students, it has enjoyed particular success with students typically underrepresented on college campuses. The AVID Student Success Initiative at MSU extends the core components of AVID's successful secondary system to MSU's campus through: 1) an intensive training for a Student Success Campus Team—members to include faculty, staff, administration and students—at AVID's Summer Institute, 2) comprehensive data analysis and logistical support for the Campus Team, 3) on-going professional learning opportunities for MSU faculty and staff focused on strategies that increase student engagement and skill development, and 4), an AVID class for 1st year students based on AVID's WICOR principles of Writing, Inquiry, Collaboration, Organization, and Reading. (Please see attachment titled "WICOR: AVID's Foundation for High-Engagement Teaching and Learning."

These core components will directly impact the academic expectations and behaviors of students by exposing them to AVID's WICOR strategies not only in an AVID course (similar to a First Year Seminar course), but also in other courses such as math, science and English, taught by AVID-trained instructors. Over time, and by engaging all of these key campus citizens in the change process—students, faculty, administrators and staff—the AVID Student Success Initiative @ MSU supports a comprehensive, "college success" campus culture that is sustainable and enduring. If implemented and executed properly, the AVID Student Success Initiative will position Minnesota State University, Mankato as a global leader in meeting the challenge of the college-access/college-completion disparity.
3. Describe how the project will have a significant impact on students and deliver a significant return on investment to the university. (15 points)

This project will deliver a significant return to the university in its efforts to increase student retention. According to IRPA Sharepoint data, 42.5% of MSU's entering class is considered underrepresented (defined according to ethnicity, Pell grant eligible and/or first generation college-going). MSU retains these students at a lower rate than the general student body; also, national data from ACT indicates that 28% of ACT-tested students graduating from the class of 2011 did not meet any of the ACT College Readiness Benchmarks, i.e. they did not meet minimum subject test scores required to have a 50% chance of obtaining a B or higher in English Composition, College Algebra, Biology, and an introductory Social Science course. This project will serve entering students at greatest risk of withdrawing, including those students enrolling in English 100, Math 98 and College Access Program. Faculty teaching these courses will receive training (available to all faculty and staff) in AVID's WICOR strategies—Writing, Inquiry, Collaboration, Organization and Reading—skills which research demonstrates are critical to success in postsecondary education. Additionally, AVID's highly successful Tutororly system and an AVID Student Center—both of which can integrated within existing services—can be provided to students.

This project will deliver a significant return to the university in its efforts to increase student diversity. We anticipate this project will bolster substantially ongoing efforts to increase the enrollment and persistence rate of historically underrepresented students at Minnesota State University, Mankato. As AVID is present in 35 school districts in Minnesota, and with a notably strong presence in southern Minnesota, it is likely an AVID presence at MSU will be a powerful recruiting tool not only for AVID high school alum, but also for all students of diverse backgrounds.

This project will deliver a significant return to the university in its efforts to produce graduates that are innovative and globally attuned in their professions. Students will learn strategies that will help them not only be successful in college, but ones that are highly valued by the global community after graduation. The WICOR model (see attachment) promotes interpersonal skills, communication skills, and the ability to develop creative solutions to new problems in collaborative ways—21st century skills that employers seek in college educated employees.

This project will deliver a significant return to the university in its efforts to achieve a new level of greatness. Students have traditionally ranked MSU low on the National Survey of Student Engagement (NSSE) in the areas of academic challenge and active and collaborative learning. In courses taught by AVID-trained instructors and faculty, using high engagement WICOR strategies, MSU students will experience increased levels of academic challenge and active and collaborative learning. Therefore, we expect that this project will significantly raise the scores in these two key benchmarks as reported by the NSSE.

4. Identify the specific measurable outcomes that will be used to measure the impact of the project. (10 points)

- Increased student persistence and successful course completion, particularly for students historically underrepresented on college campuses, measured through student data and GPA
- Increased student satisfaction in the areas of academic challenge and active and collaborative learning, outcomes specifically measured on the National Survey of Student Engagement (NSSE)
- Increased enrollment of traditionally underrepresented students enrolling at Minnesota State University, Mankato, measured through admission figures
- Improved academic behaviors, competencies, and a sense of self-efficacy reinforced by peer support and mentoring, measured by student and faculty surveys
- Increased GPA for students following the completion of an AVID 1st year course
- Faculty development that focuses more directly on student engagement and success, measured by student and faculty surveys
5. Describe how the activities generated by this project will be sustained after strategic priority funding has ended, or if applicable, explain why the project does not need to be sustained. (5 points)

The university's Strategic Priority Funding is the optimal funding mechanism for a program in which the costs are disproportionately front-loaded. Following start-up, the sustainability of the program is guaranteed due to significantly decreased costs and a high level of commitment and resource sharing possibilities across the university and with partnering AVID K-12 districts.

6. Provide a budget justification that explains why the funding being requested is required to support the project and outline the funding requested within the budget table below. (5 points)

The funding requested covers critical start up capital needed for two years of planning, training, curriculum and travel costs connected with the program. This amount will provide not only a catalyst for beginning the AVID Student Success Initiative @ MSU, it will also begin the diffusion of AVID’s WICOR strategies campus-wide. The annual licensing fee perpetuates access to AVID resources and support beyond the two-year start up period. It is reasonable to expect that incremental costs may emerge, such as the cost of additional curriculum or training new Campus Team members. However, it is also reasonable to expect that cost-sharing collaborative possibilities exist in conjunction with the AVID Teacher Preparation initiative through the College of Education. Furthermore, there’s a strong possibility revenue-generating opportunities will present themselves relating to MSU hosting AVID trainings and events.

The amounted requested covers:
1) two years of intensive training for a campus team at AVID’s Summer Institute
2) ongoing logistical and data support
3) two years of AVID-led Professional Learning Days (8 days total)
4) two years of AVID-led Professional Planning days (8 days total)

Budget Table:

<table>
<thead>
<tr>
<th>Personnel</th>
<th>FY14</th>
<th>FY14 Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclassified Salary (in-load, overload)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classified Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe* (Classified and Unclassified)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant Tuition Reduction/Waiver*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased Services/Travel Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Membership, 2 years</td>
<td>$10,500</td>
<td>($5250/year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 AVID Summer Institute registration fees, 2 years</td>
<td>$11,824</td>
<td>($5912/year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel expenses for 8 member AVID Campus Team to Summer Institute training, 2 years</td>
<td>$19,200</td>
<td>($1200/person/year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Professional Learning Days, 4 days each year, 2 years</td>
<td>$25,200</td>
<td>($12,600/year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Site Visitation Days, 4 days each year, 2 years</td>
<td>$16,800</td>
<td>($8400/year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Curriculum Library</td>
<td></td>
<td>$3150</td>
</tr>
<tr>
<td>Building Improvement/Construction Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Budget/Funding Requested</td>
<td></td>
<td>$86,674</td>
</tr>
</tbody>
</table>

*Note: All current employees must be paid fringe benefits. Fringe should be estimated based on salary and position classification: Unclassified 30%, Classified 37%, Adjunct 7.65%.

*Estimated Tuition Reduction/Waiver for full-year enrollment: Masters $5,656, Doctoral $10,000.
7. Identify any special considerations or needs required for this project (e.g. physical space, contractual obligations, IT support, or collaborations with/implications for other units). (5 points)

AVID for Higher Education has five key essentials for success at an institution:
   1) Administrative leadership and support
   2) The AVID campus team: campus-wide collaboration
   3) Faculty and staff professional development
   4) AVID Experience: First Year through Completion (AVID students receive learning and advising support through the AVID First-Year Seminar and other experiences.)
   5) Assessment and Research

There is a great potential for student success through collaborations with other programs/services/offices on campus. Support from those units would be essential to the success of AVID. Potential collaborations include the College Access Program, Math 098, English 100, Student Support Services, and the Contract Program. As mentioned earlier, there is also great potential in collaborating with the College of Education's AVID Teacher Preparation Initiative, one that carries the possibility of not only expediting and expanding the impact of the AVID Student Success Initiative, but also significant cost and resource-sharing.

8. Provide a project timeline outlining key tasks and dates for completion. (5 points)

**Campus Team attends Summer Institute I**  
June 2013

Students enroll in AVID Student Success Courses, begin utilizing AVID strategies  
academic year '13-'14

MSU faculty, staff and administration attend 4 days of AVID Professional Learning Opportunities; AVID strategies implemented across campus  
academic year '13-'14

Campus Team participates in four days of AVID Professional Planning Days; elements of Campus Plan implemented  
academic year '13-'14

**Campus Team attends Summer Institute II**  
June 2014

Students enroll in AVID Student Success Courses, continue utilizing AVID strategies  
academic year '14-'15

MSU faculty, staff and administration attend 4 days of AVID Professional Learning Opportunities; Increased diffusion of AVID strategies across campus  
academic year '14-'15

Campus Team participates in four days of AVID Professional Planning Days held on campus; Campus Plan is revised, implementation deepens and expands  
academic year '14-'15
AVID For Higher Ed: Student Success Initiative Essentials

Essential 1 — Administrative Leadership and Support: Campus leadership actively supports and participates in the implementation of AVID for Higher Education. This includes, but is not limited to, selection of an AVID Liaison who serves as lead of the AVID Campus Team and the provision of adequate resources—financial, staffing, and materials. Leadership on the campus selects those who will participate on the Campus Team, keeping in mind that representatives from academic, student and financial support departments need to be involved and engaged in the process.

Essential 2 — The AVID Campus Team: Campus-Wide Collaboration: The AVID Campus team works collaboratively to develop, implement and sustain AVID for Higher Education. Led by the AVID campus liaison, the AVID Campus Team is responsible for developing and monitoring an AVID Campus Plan that includes provisions for student and faculty services and workshops as well as plans for future growth and development of the program. AVID staff meets with the Campus Team and representatives from campus leadership a minimum of four times a year for the first two years to monitor progress and provide support and assistance as needed.

Essential 3 — Faculty Development and Professional Learning: The Campus plan includes on- and off-campus AVID planning and professional learning opportunities. The AVID Campus Team determines the sessions and the faculty and staff who will attend professional learning opportunities offered by AVID. During the first two years of participation in AHE, campuses send Campus Team members and other faculty members to a three-day Summer Institute that is specifically developed for higher education campuses. Faculty for the institutes is composed of AVID staff and campus leaders from participating institutions. Additionally, AVID liaisons are encouraged to attend a meeting each fall and spring semester to share their experiences and network with other liaisons in the AHE network.

Essential 4 — AVID Experience: First Year through Completion: AHE students receive support through the AVID seminar and other curricular and co-curricular experiences that continue through graduation or program completion. AVID campuses are required to create or modify existing first year seminar courses so they include those skills that research proves are critical to success in postsecondary education. These include writing, inquiry, collaboration, organization, and reading (WICOR). Additionally, opportunities for mentoring and tutoring by an AVID-trained tutor are provided participating students. An AVID Student Center is established where students may meet in learning communities, arrange sessions with tutors or faculty, participate in workshops or lectures, or simply meet with their fellow students. These services are available throughout the student’s enrollment at the AVID institution.

Essential 5 — Assessment and Research: AVID campuses participate in the evaluation of AVID for Higher Education through data collection and related research. AVID Center is committed to thoroughly evaluating the results of AVID for Higher Education and modifying the program based on the results. Staff from AVID Center analyzes both fidelity to program components and progress in student success in terms of participation and attainment of degrees or certification. In 2013, many of the two-year campuses will have data regarding student completion. This will be the first cohort AVID has followed since implementation of the AHE Essentials.
AVID's Key Data Points:

The following is a sampling of AVID's key data points:

- Ethnic Breakdown of AVID Student Population
- Percent of Students Applying to and Getting Accepted to Four-Year Colleges
- Ethnic Breakdown of AP Test Takers AVID vs. National
- Eighth Graders Taking Algebra
- Completion of Four-Year College Entrance Requirements

**Ethnicity**

![Ethnicity Chart]

**Ethnic Breakdown of AVID Senior Population**

Most AVID students are underrepresented minorities - Latinos and African Americans - who may lack a college-going tradition in their family and whose success is critical to closing the achievement gap.

AVID General Data Collection 2011-2012
Percent of Students Applying to and Getting Accepted to Four-Year Colleges
One of the most impressive and consistent indicators of AVID’s success is the rate at which it sends students to four-year colleges.
AVID Senior Data Collection 2011-2012. n = 33,204

Ethnic Breakdown of AP Test Takers AVID vs. National
Opening access to Advanced Placement courses for all students, regardless of ethnicity or economic background, is essential to leveling the academic playing field. AVID students, who take many AP tests every year, show greater ethnic diversity than AP test-takers do overall. The proportion of Latinos taking AP exams is almost five times higher among AVID students than among U.S. students overall.
AVID Senior Data Collection 2011-2012  The 8th Annual AP Report to the Nation, Feb 2012, College Board
The number of AVID 8th graders enrolled in Algebra is almost 50% higher than the national average.

Eighth Graders Taking Algebra
Students who take algebra in eighth grade are prepared for more advanced coursework in math and science once they reach high school. They are also more likely to attend and graduate from college than eighth-graders who do not take algebra. AVID encourages its junior high students to pursue college-preparatory coursework such as algebra, and they complete it at an impressive rate.
AVID General Data Collection 2011-2012, 8th graders enrolled in AVID, n = 70,071

Completion of Four-Year College Entrance Requirements
AVID students complete university entrance requirements at a much higher rate than their non-AVID peers.
AVID Senior Data Collection 2011-2012, AVID CA n = 16553; AVID TX n = 5211; AVID FL n = 1806; AVID IL n = 1421; AVID AZ n = 887
February 2005, Jay P. Greene and Marcus A. Winters
WICOR: AVID's Foundation for High-Engagement Teaching and Learning

AVID's proven learning support structure for middle and high school—and enhanced for postsecondary education—is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading Critically. WICOR provides a learning model that faculty can use to scaffold learning and guide students to comprehend materials and concepts, and articulate ideas at increasingly complex levels within developmental, general education, and major-specific courses.

Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in life beyond college graduation. Surveys of employers indicate that they seek college-educated employees who have strong interpersonal skills, communicate well, and have the ability to develop creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures succeeds in instilling these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for rigorous fields of study, using writing as a powerful thinking and communication tool, and fostering collaboration among students, teachers, and other professionals within higher education and the "real world" of working and living.

**Writing:** Competency in writing is basic to thinking, learning, and growth, requiring students to consider issues in new, complex ways, contributing to self-knowledge, and helping them to clarify and order experiences and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers, and improving cognitive skill enhances one's writing ability. Based on in-depth personal interviews with college students conducted by Light (2001), students reported that the level of writing required was directly related to their engagement in their academic work. This relationship was stronger than the students' engagement in any other course characteristic.

**Inquiry:** "Critical thinking," is a term commonly used in higher education to refer to a generic set of complex, but ill-defined, cognitive processes. According to the Foundation for Critical Thinking, "thinking is not driven by answers but by questions," positioning inquiry as foundational to the higher-level cognition required for college success. AVID's emphasis on inquiry focuses on the application of Costa's three levels of "intellectual functioning," whereby learning to ask progressively more complex questions is scaffolded, and students become progressively more metacognitive—aware of their own thinking processes. Using inquiry as an essential foundation for intelligent, productive cognition and discourse is crucial for academic achievement and college completion. Effective use of inquiry is even more important, however, for success in the workplace. Employers, according to Harvey et al. (1997), are "placing greater emphasis on hiring college graduates with inquiring minds and higher-level thinking skills," in order to meet the challenges of the workplace. This is a position supported by national surveys of employers (Business/Higher Education Round Table, 1991, 1992; Secretary's Commission on Achieving Necessary Skills, 1992; Education Commission of the States, 1995). Teaching and learning strategies that stimulate inquiry
are thus necessary to prepare college graduates who can successfully contribute to economic prosperity, as well as to individual quality of life.

**Collaboration:** Collaborative learning involves intentionally designed student groups engaged in “co-laboring” toward meaningful learning outcomes, using active engagement activities planned to maximize learning, and facilitating the sharing of the workload (Barkley, Cross, and Major, 2005). AVID’s high-engagement learning strategies involve collaborative activities through which individual students help each other learn, and thereby strengthen their own learning. Students are responsible for their own learning; faculty members serve as facilitators in a learning community, working together for the success of the group.

**Organization:** Because college students face competing priorities that are often overwhelming, organizational skills are critical to success in academic and social situations. According to Cuseo, Fecas, and Thompson (2010), college students “who have difficulty managing their time have difficulty managing college.” Management of time and energy, and learning to set priorities can make the difference between success and failure for new college students. In addition, students must learn to plan effectively for academic assignments, organizing information and ideas for papers and projects. Consistent with its focus on promoting “individual determination,” AVID provides support for the organization of materials, assignments, assessments, handouts, and notes.

**Reading Critically:** College instructors consider reading to be a basic skill, one that all students should have acquired before entering college. However, students often neither complete assigned readings nor know how to effectively read assigned material—one of the most common challenges reported by college instructors (Gottschalk & Hjortshøj, 2004). AVID’s approach to “critical reading” provides faculty with practical, research-based strategies designed to help students read more effectively. Skills such as “reading with purpose” are scaffolded with more complex activities to ensure that students connect reading material to prior knowledge, understanding the structure of texts, and using text-processing strategies during and after reading to improve comprehension.
References


What is AVID? (Retrieved from www.avid.org/dl/gearup/avidindetail.docx)