



2014 AHE COMPENDIUM

Fall 2014

**Globe University
Minnesota School of Business—Brooklyn Center**



The story of **Globe University/Minnesota School of Business - Brooklyn Center** is part of a compendium which contains case studies of six colleges and universities from across the United States that implemented AVID for Higher Education (AHE). Whether implemented as a First-Year Seminar course or integrated with an existing tutoring or mentoring program, AHE is making a positive difference in student learning. *Read more...*

GLOBE UNIVERSITY/MINNES OTA SCHOOL OF BUSINESS— BROOKLYN CENTER

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CAMPUS PROFILE & INFORMATION

Type of Institution: Private, for-profit, 4-year and above (master's degrees)

Total Enrollment: 120 students

Student Population:

- Undergraduates, age 24 or below: 32%
- Underrepresented minority: 27.4%
- Federal aid recipients: 79%
- Pell-eligible, first-time student: 0%

AHE System: Student Success Initiative (SSI)

AHE Campus Timeline: 3rd year (began in 2012–2013)

Source of funding: Corporate

Professional Development—Administrators, Faculty, Staff, Tutors: 232

Summer Institute Attendance: 3 years

The Brooklyn Center campus of Minnesota School of Business is the third AVID for Higher Education (AHE) institution in the state of Minnesota.¹ The Globe University/Minnesota School of Business ascertained that the Brooklyn Center campus would be ideal for AVID implementation because of its student population and demographics. The majority of its students are first-generation college students, and many have not been successful in previous attempts at postsecondary education.

Members of the faculty, staff, and administrators from the Minnesota School of Business—Brooklyn Center (MSB–BC) attended the AVID Summer Institute in June 2012, launched AVID learning strategies to faculty and staff in October 2012, and officially launched AHE on a campus-wide basis in January 2013. As a private, for-profit career college, Globe University/Minnesota School of Business MSB–BC has fewer institutional barriers than those found at other institutions for higher learning. Therefore, rather than taking a year to plan, faculty and staff were able to begin serving students within six months of joining AHE. Furthermore, because of the small student population (250 students in 2012, 120 students in 2014), the entire campus became AVID rather than using the cohort model. All faculty are trained in AVID strategies and incorporate them in all classes regardless of program or field of study. Becoming an AHE institution has also provided the campus with an opportunity to differentiate itself from other career colleges, while simultaneously enhancing its reputation.

SHIFTING THE CAMPUS CULTURE

Implementing AHE on a campus-wide basis involved a complete culture shift. Fortunately, faculty, staff, and students at MSB–BC have fully embraced AHE from the beginning. As with any major institutional change, there have been challenges. The first challenge was the directive from corporate Globe University/Minnesota School of Business to implement AHE campus-wide within six months of starting rather than the typical one-year “ramping up” period to train faculty and staff. The leadership team at MSB–BC heavily promoted AHE and required all faculty and staff to attend on-campus training to prepare.

A second challenge involved balancing corporate Globe University/Minnesota School of Business initiatives with the implementation of AHE. For

example, in 2013, the entire organization switched to an iPad platform. All students and faculty were provided an iPad, and all textbooks were e-books. Faculty had to complete 40 hours of iPad training to use the iPad technology in all classrooms, system-wide. Faculty and staff at MSB-BC began to use iPad technology with AVID strategies in all classes. Dr. Betty Krohn (AHE Director) and Jonathan Grant Brown (AHE Program Manager) prepared and delivered a day of training specifically for MSB-BC to combine the AHE and iPad initiatives.

A third challenge was significant changes in campus leadership. Since 2012, turnover and/or changes occurred in the following leadership positions: campus director, dean of faculty, dean of students, director of career services, several program chair positions, and many faculty and staff who were members of the campus AHE committee (AVID Up!).² Fortunately, AHE has been institutionalized and the campus has been able to withstand the significant staffing changes.

Globe University/Minnesota School of Business is a for-profit institution. In the last few years, for-profit colleges have been maligned by the media and within the political realm. Some for-profit institutions are not accredited, use unethical practices, and provide subpar education. Unfortunately, all for-profit institutions have been painted with the same negative brush, which has led to a significant decrease in student enrollment among all for-profit colleges, including Globe University/Minnesota School of Business. This is the current challenge at MSB-BC.

Similar to many AHE colleges and universities, MSB-BC is currently experiencing an “implementation dip,” which has led to a decrease in student retention. The following table shows the student retention rates for the past three reporting years.

Table 1
Retention Rates at the Minnesota School of Business

2011-2012	2012-2013	2013-2014
64%	69%	60%
<i>Before AHE implementation</i>	<i>AVID launch</i>	<i>During implementation dip</i>

To address these challenges, the college implemented a tactical plan to increase student retention for the

2014–2015 reporting year by revamping its student mentorship program. Program chairs were paired with faculty and staff to help mentor new and existing students in an effort to proactively address issues that may derail students.

IMPLEMENTING THE AVID ESSENTIALS

AVID Essential 1: Campus leadership actively supports and participates in the implementation of AVID for Higher Education.

To keep stakeholders aware of AHE activities and successes, the MSB-BC AVID liaison produces a monthly newsletter called *AVID Up!date* which provides updates regarding all campus AHE initiatives. The newsletter is disseminated to all college faculty, staff, and students as well as to AVID high school district directors, community partners, and executive staff at Globe University/Minnesota School of Business.

Leadership has been supportive of AHE in many ways.

- Executive staff attend AVID planning days and special occasions such as the dedication of the Minnesota School of Business–Brooklyn Center campus to Jonathan Grant Brown, AVID Program Manager.³
- Routine data reports are required by Globe University/Minnesota School of Business Corporate regarding the effectiveness of AHE at the campus.
- AHE student success strategies and resources are referenced in all faculty meetings.
- The AHE student success initiative is woven into the campus effectiveness plan.
- The college's web page prominently features AHE affiliation.⁴ MSB-BC is a certified AVID institution.
- The weekly campus update emailed to all students, faculty, and staff highlights the AVID student tutors who are available at the AVID Learning Connection on campus. Students are encouraged to utilize this support.
- Faculty from MSB-BC and the AVID Liaison have attended three AVID Summer Institutes.
- MSB-BC leadership maintains meeting agendas and minutes for AHE campus committee meetings, professional development, and planning days.

These resources are used to monitor the AHE implementation for refinement and next steps.

AVID Essential 2: The AVID Campus Team works collaboratively to develop, implement, and sustain AVID for Higher Education.

The campus AHE committee, AVID Up!, meets regularly to discuss AHE initiatives. The AVID Up! Committee includes the regional director, campus director, director of admissions, director of career services, AVID Liaison, program chairs, and full-time and part-time faculty members.

Divided into sub-committees, the AVID Up! Committee initiates and monitors data collection and analysis, internal communication, outreach to secondary and grade schools, external marketing for enrollment, and the AVID student tutorial program to order to build capacity and create a sustainable foundation.

Data are compiled quarterly regarding student retention, completion rates, and job placement. Student surveys are conducted quarterly and faculty feedback is solicited. These data are useful when collaborating with AHE to complete MSB–BC’s annual Certification Self Study and campus plan. The study and plan are essential to continued student success program refinement and growth.

The outreach programs to local high schools are supported by the entire AVID Up! Committee, including the AHE Liaison, and also by the director and staff of the admissions team. High schools value the resources and support that MSB–BC offers to their schools. These resources include career awareness and planning and college requirement and application support.

AVID Essential 3: The Campus Plan includes on- and off-campus AVID planning as well as faculty development and professional learning experiences.

Because AVID is a campus-wide student success initiative, all course syllabi addenda are required to include WICOR strategies in the classroom instruction. WICOR stands for Writing, Inquiry, Collaboration, Organization and Reading. Furthermore, routine faculty observations look for evidence of AVID

strategies in the classroom instruction. Campus faculty members were trained by AVID staff to use high impact active learning strategies. These included Cornell notes, inquiry/questioning strategies, collaboration, academic reading and writing strategies, Philosophical Chairs, Socratic Seminars, iPad applications that support use of WICOR strategies, and AHE Socratic Tutoring. Online faculty also use the WICOR strategies in their course delivery.

Faculty routinely collaborate on use of strategies, and ideas are shared in the weekly “AVID Tip/Strategy of the Week” email sent to faculty and staff.

AVID Essential 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.

All students are required to take the general education course, Professional Communications I (PD160) during their first or second quarters. The course was designed to serve as the First-Year Seminar course and is infused with AVID strategies. Students are exposed to more than 20 AVID strategies throughout the course and are assessed for effective Cornell note-taking skills. Cornell notepads are available to all students in all classrooms. The strategies taught to students are presented as what successful students do, and are emphasized as strategies that support lifelong learning and career success.

Additionally, students have access to the AVID Learning Connection on campus that is staffed with peer tutors who have been trained in the AHE Socratic Tutor Model. Students who struggle with coursework are encouraged (or sometimes required) to meet with a peer tutor. Student use of the AVID Learning Connection facility is monitored.

PREPARING FOR A GLOBAL ECONOMY

Minnesota School of Business–Brooklyn Center fully supports the mission of Globe University/Minnesota School of Business which states, “We will demonstrate We Care by preparing career-focused, community-minded graduates for the global workforce.” As a career college, the primary aim of Globe University/Minnesota School of Business is to prepare students for successful careers, and AVID aligns

directly with that mission to support our students' success.

Focus is on teaching students the importance of personal accountability and professionalism; professionalism is referenced and graded in a majority of classes. Many of the instructors use a professionalism creed that outlines professionalism expectations and an academic honesty pledge. All of these efforts may be contributing to the school's increased graduate placement rate.

Table 2

Graduate Placement Rate for the MSB-BC

July 2012– June 2013	July 2013– June 2014	<i>By November 2014</i>
67.8%	81%	86%

AVID is promoted in frequent campus blogs, Facebook posts, memes, and other campus social media. AVID signage is visible around campus, in the AVID Learning Connection and classrooms, including posters of the Curve of Forgetting and Minnesota School of Business—Brooklyn Center's AVID mission.

This past year, a video was produced by the corporate marketing department⁵ to highlight the student-centered culture on campus. The college's web content includes study skills tips, a list of AVID high schools in the Twin Cities area, and miscellaneous marketing literature and endeavors. MSB-BC wants to attract students who have the desire to succeed and who know MSB-BC is focused on student success.

MSB-BC hosted the local high schools AVID District Directors' meeting on campus in February 2014 and made high school administrators aware of its AHE status and successes. The campus frequently collaborates with local high school AVID students and other stakeholders within the community; it hosts grade school and high school students on campus in addition to speaking to students at area public schools. This past school year, presentations were given to over 700 students during 22 visits, both on and off campus.

ACHIEVING SUCCESS FOR STUDENTS

For the past two years since AHE was implemented, the use of the AVID language and concepts repeatedly—and with fidelity—have been integral to

the successful campus-wide implementation. AVID is institutionalized, which ensures that it continues despite faculty turnover, new corporate initiatives, and other unforeseen changes. As a commuter career college, the school's student population consists primarily of first-generation college students, students of color, nontraditional students (MSB's average student age is 28), parents, and working adults.

ACHIEVING SUCCESS FOR FACULTY

The campus is very fortunate (and somewhat unique among other AHE colleges and universities) in that campus faculty fully embraced AHE from the beginning of implementation.

Because of the small size of the campus and faculty, communication among instructors is much easier than it is at large colleges and universities. The overall theme of continual communication has been critical to the success of AHE on campus.

The following pieces of advice, suggestions, and endeavors have proven helpful and successful on this campus:

- Share best practices and successful AVID strategies with colleagues frequently, both formally and informally.
- Hold “brown bag” meetings to share and model AVID strategies.
- Do not attempt to implement everything all at once, but also do not be afraid to continually try new strategies in the classroom.
- Be intentional with language and lessons so that WICOR is a constant focus.
- Train new faculty during new faculty orientation (in person and online).
- Make sure that the new faculty training online class is available to all instructors so that they have access to AVID printed materials, On Demand Modules, and the *AVID Strategies for Success* book.
- Encourage administration to conduct classroom observations of all faculty members followed up with teaching and learning dialogue

- Host AVID professional development and planning days.
- Communicate with faculty, such as sharing “AVID Tip/Strategy of the Week.”

Here is what faculty say about AHE and the difference it has made in the way they teach, and the impact it has had on their students.

“Ever since I joined the MSB–BC campus and discovered AVID, my life in the classroom has never been the same. I have discovered the true joy of guiding students to self-discovery through the rigorous but fun-to-apply strategies that AVID encourages. My classes are now more engaging and full of student-centric activities. AVID has enriched the learning of not just my students but by my very self!”—Momoh Sekou Dudu, MBA; Program Chair, Business & Accounting

“My advice would be ‘try it.’ Try as many of the strategies as you can and try them more than once. You don’t know what will or won’t work, but it’s always good to have more tools in your toolbox. The strategies that have worked best for me are Cornell Notes, 3-2-1s, and quick writes.”—Kara J. Kalbus, DC, MSM; Faculty

“Learning the AVID strategies has made me more intentional in my approach and I’ve been able to fine-tune some of the techniques I was already using. AHE’s faculty development days are an amazing opportunity for me to connect with colleagues, discuss new learning strategies, and share best practices.”—Miriam N. Williams, MEd; Dean of Faculty, MSB–Richfield; Project Director, Faculty Development and Applied Learning

“The AVID strategies using debates has helped my students most. I teach legal students and debates are a way to engage in critical thinking about the law, to learn how to respectfully disagree, and to learn how to see someone else’s point of view. Before AVID I just had class discussions and now we use the Post-It Note Debate and the Socratic Seminar to have debates. My students enjoy it.

One day last quarter we were discussing a case and a student asked if we could use the Socratic Seminar to do so. We did and it was great!”

—Kofi Montzka, JD; Executive Paralegal Program Chair

“I was a behavior detection officer with the Department of Homeland Security before I became an instructor. I learned through training what the ‘gut’ feeling really is—behaviors people are exhibiting. AHE is that training for instructors. In my opinion, a good instructor already has the ‘gut’ feeling about strategies to use in class to keep people engaged and hungry for knowledge. AVID is the ‘aha moment’ teachers and instructors don’t even know they need. Once learned though, it provides constant guidance and directions to keep instructors moving forward towards teaching perfection!”

—Joseph Vanesse, MA; Executive Criminal Justice Program Chair

ACHIEVING INSTITUTIONAL SUCCESS

During the time that AHE has been an important component of learning and academic achievement at Minnesota School of Business–Brooklyn Center, the school has received two noteworthy commendations. First, the campus received the “Most Improved Minnesota School of Business/Globe Campus” in 2013. Also, in 2014, the medical assistant program received a compliance rating of “Exceeds Standard” from the Accrediting Bureau of Health Education Schools (ABHES). ABHES specifically cited AVID as a reason for the commendation.

ABHES is recognized by the U.S. Secretary of Education for the accreditation of private, postsecondary institutions in the United States offering predominantly allied health education programs and the programmatic accreditation of medical assistant, medical laboratory technician, and surgical technology programs leading to a certificate, diploma, associate of applied science, associate of occupational science, academic associate degree, or baccalaureate degree, including those offered by means of distance education.

FOOTNOTES

¹ Augsburg College in Minneapolis was one of the first AHE sites. Mankato State in Mankato has implemented the AHE Teacher Preparation Initiative (TPI).

² AVID Up! consists of a monthly meeting of the campus director, director of admissions, director of career services, AVID liaison, and several program chairs. There are subcommittees and the overall mission of the team is to keep AVID at the forefront on campus.

³<http://blogs.msbcollge.edu/2014/05/09/brooklyn-center-campus-dedicated-avid-alumnus-program-manager-jonathan-grant-brown/>

⁴<http://www.msbcollge.edu/locations/minnesota/brooklyn-center/>

⁵ <http://www.youtube.com/watch?v=ifYBBsNZteU>