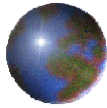




## Attachment I



# *Learning Agenda II: General Education Review*

College CASSC Meeting  
October 10, 2006



## *What Is General Education?*

General Education is the part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.

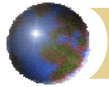
*-- Association of American Colleges  
and Universities*



## *Timeline of the General Education Review Process*

### **Spring 2004-2 & Summer 2004-3**

- January, 2005—SACS submits its recommendation regarding assessment of general education outcomes.
- February, 2005—Group travels to AAC&U General Education and Assessment Conference, Atlanta.
- May, 2005—General Education Team travels to AAC&U Institute on General Education, Rhode Island.
- June, 2005—General Education Team makes recommendations to Dr. Padrón and the campus presidents to review general education outcomes.



### *General Education Team at AAC&U Institute*





## *Timeline of the General Education Review Process*

### **Fall 2005-1**

- August, 2005—General Education Team is expanded to include faculty members from all campuses and disciplines.
- August, 2005—Dr. Padrón, Rene Martin, and Lenore Rodicio speak to the MDC community about rethinking general education in the context of the 21<sup>st</sup> century.
- October-November 2005—Provost's Symposia address general education needs and assessment.
- November, 2005—Student Deans and Student Services Area provide input for developing the outcomes.
- November, 2005—Faculty discipline conveners and several administrators are invited to attend a one-day retreat on developing outcomes facilitated by Dr. Peggy Maki.
- December, 2005—Departments, disciplines, and schools begin discussions on general education outcomes.



### *Dr. Peggy Maki at the November Retreat*





## *Timeline of the General Education Review Process*

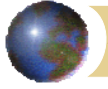
### **Spring 2005-2 & Summer 2005-3**

- March, 2006—Disciplines and schools finalize general education outcome recommendations during Conference Day and present their lists during the General Education Summit. A list of College-wide Outcomes is developed.
- April, 2006—General Education Team revises list of outcomes from General Education Summit.
- May, 2006—First survey is sent out to MDC faculty, staff, and administrators.
- June-July, 2006—Surveys are sent out to MDC students and employers.
- July, 2006—SACS requests formal assessment of general education outcomes.



## *Participants at the General Education Summit*

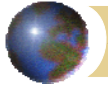




## *Timeline of the General Education Review Process*

### **Fall 2006-1**

- August, 2006—Final survey is sent out to MDC faculty, staff, and administrators.
- September, 2006—General Education Team makes final revisions to general education outcomes.
- September, 2006—The outcomes are approved by the Academic Leadership and recommended to Campus CASSCs.
- September, 2006—The outcomes are recommended to College CASSC by the Campus CASSCs.



## *Guidelines for Outcome Statements*

- Fewer rather than many
- Broad and general rather than specific
- Interdisciplinary rather than within one discipline
- Measurable



## *General Education Purpose Statement*

- ✦ Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.



## *General Education Outcomes*

**As graduates of Miami Dade College, students will be able to:**

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.



## *General Education Time Line: Assessment Component*

- ⊕ September, 2006 – Assessment Team meets to develop strategies for initial assessment.
- ⊕ October-November, 2006 – Implementation of assessment strategies.
- ⊕ March, 2007 – Results of initial assessment reported at Conference Day.
- ⊕ April, 2007 – Results of assessment reported to SACS.

## Attachment II

### General Education Outcome Statements Revised September 22, 2006

**Purpose:** Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
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## **Attachment III**

### **College Admissions and Registration Procedures Committee Responsibilities:**

- Recommend and evaluate goals for admission and registration services
- Review College admission and registration policies and recommend revisions on an annual basis.
- Review, evaluate, and recommend revisions, as appropriate, to College admissions, registration, course scheduling, and records procedures to ensure effective and college-wide consistency.
- Monitor SACS criteria to ensure compliance in the areas of Admissions and Registration.
- Recommend new opportunities, services, procedures, and guidelines.

### **Student Services Committee Responsibilities:**

- Review the College-wide Recruitment and Retention Plans and recommend changes as appropriate. This includes recruitment activities with magnet schools and activities outside of the traditional high school recruitment strategies.
- Review annual plans and identify areas for implementation, and areas needing further review.
- Review college-wide enrollment data, including data by campuses, disciplines and schools and State accountability measures.
- Review and make recommendations to revise the College's Academic Advisement manual and information on the Academic Advisement web site. These activities should occur on an annual basis.
- Recommend activities to ensure that students have access to courses and services.