Service Area Highlights

ACCESS SERVICES

Abilities Unlimited Student Organization: Engaging students with disabilities in a student club to bring awareness of personal, civic, and social responsibilities while helping others and working within a group process. Students participate in College and community activities designed to engage in social activities, to impact the improvement of the environment, or to give back to others in need. Students attend workshops and information sessions conducted by community service provider representatives or College personnel. Students experience service in many new venues while meeting new people, collaborating with other groups, and serving others. Their involvements contribute to their college experience and relate to the MDC learning outcomes. This initiative supports Learning Outcome 6 (Personal, Civic and Social responsibility).

Advising: Students meet one-on-one with a resource advisor periodically throughout the academic term to assess student needs. Needs continually emerge and are addressed promptly with the resource advisor before situations grow into greater challenges. Students are referred to appropriate services or personnel to resolve issues and promote course and program completion while applying the new process information they have learned. This project supports Learning Outcome 4 (Information Literacy).

ADVISEMENT AND CAREER SERVICES

Individual Education Plans: The development of Individual Education Plans (IEPs) fosters active participation by the student in critical thinking activities as they complete pre-meeting assignments. Students must conduct targeted information analysis and data collection to effectively develop an IEP. This activity enhances critical thinking skills and works to develop strong relationships with academic and career advisors. This activity supports Learning Outcome 3 and 4 (Critical Thinking, Information Literacy).

Career Exploration: This student development activity includes resume writing, interviewing, and other employability skills by using computer software, web based programs, and electronic media. These activities support Learning Outcome 1 and 8 (Communication, Technology Usage).

RECRUITMENT

Recruitment Initiatives Serving Veterans: Student Learning Outcomes were integrated into information sessions for MDC identified veterans. Recruitment Services participated in three information sessions about MDC programs which are covered by the Veteran’s Affairs benefits. Recruitment Services partnered with the current PAVE (Pathway to Assimilation and Veterans Education) grant which focuses on Veteran’s post military educational needs. This activity supports Learning Outcome 4 (Information Literacy).
STUDENT LIFE

Student Leadership Development Series: As part of the Student Leadership Development Series, evaluations were collected from college-wide participants at the conclusion of each seminar to gather feedback about the quality of the seminar, the applicability of the information presented to students’ leadership roles, and students’ self-perceptions about how connected they felt to the College community as a result of the seminars. On average, 80 students representing each of the campuses attended each of the seminars. Narrative questions were developed to reflect the assimilation of Learning Outcomes 1, 3, and 5 (Communication, Critical Thinking, Global Perspectives) via the students’ experiences with extracurricular activities.

Cross Collaborations: The Student Life Department college-wide collaborated with Academic Affairs in at least 5 co-curricular learning activities to enhance student learning and development. These activities were created with the intentionality of not only exposing our students to co-curricular learning experiences, but to also assess their learning and development in a particular outcome. The focus of these activities was to foster lifelong learning amongst our students. A point of service survey was completed by students at the end of each activity or program. In addition, faculty and student affairs colleagues completed an evaluation of their experience/self-reported satisfaction with each collaborative program with a direct relation to the Student Learning Outcomes.

Advocacy Core Training: Learning is no longer limited to standardized exams and information overload, but on teaching and assessing the skills which are needed for students to become lifelong learners through the implementation of co-curricular learning and assessment. The Student Advocacy Core Training Series is an intentional (authentic assessment) training program created in order to expose students to a series of 6 diverse workshops and to provide them with the tools and skills necessary to become skilled advocates around local and national issues. Learning Outcomes 1, 3, 4, 5 and 7 (Communication, Critical Thinking, Information Literacy, Global Perspectives, Ethical Thinking) are reinforced throughout this series. Students completed a pre and post assessment as it relates to the learning outcomes and were aware of the intentionality regarding the series and the outcomes which were being met.

TESTING

ACCUPLACER Test Preparation Resources: Testing and Institutional Research have developed vast testing-related resources. These aids enhance students’ skills in the areas of Reading, English, and Mathematics. In order to increase the use of the Testing Preparation Resources, the MDC Testing Directors will ensure that all departments promote the use of preparation tools by providing resources such as ACCUPLACER (CPT) study packages and test site information. The Testing Departments will implement awareness strategies. Recruitment staff will be a prime contributor to the success of this project as they are the first point of contact for First Time in College Students. As part of the Service Area Goals for the 2010-2011 academic year, the Testing Directors will develop a Point of Service survey that will include “test preparation” items to capture student feedback relative to resources being used for all of our placement exams. This will allow us to gather test preparation information on all of our exams, not solely focusing on the ACCUPLACER CPT. The data gathered will allow us to continuously make enhancements to our Test Preparation site and
give us the opportunity to learn about different resources being used by our students.

TRIO SUPPORT SERVICES

Peer Mentoring: The TRIO Student Support Services Program, a United States Department of Education funded program now in its sixth year at Miami Dade College, has fully embraced Student Learning Outcome 6 (Personal, Civic and Social Responsibility) as an integral part of the TRIO student learning experience. TRIO students have engaged in close to one thousand hours of service to the Miami Dade College and the larger Miami Dade County community. Each school year, TRIO student peer mentors engage in a mentoring relationship with students from Miami Dade County Public Schools’ (MDCPS) Community in Schools program for at-risk high school students, providing them with information and peer-perspectives on the college experience. Mentors and mentees engage in focus groups and reflection activities throughout the school year, as a means of authentic assessment.

STUDENT NEWSPAPER

Student Newspaper: The Student Newspaper program at Miami Dade College has integrated the student learning outcomes into its core programming. The main focus of Student Newspaper program is to support students in honing a wide variety of communication skills that are relevant to the field of journalism and the communication arts. Oral and written communication as well as multi-media skills building is emphasized, as students engage in news, features, entertainment reporting; the authentic assessment is manifested in the student newspaper, which is published every two weeks by the student staff. Post-publication meetings serve the purpose of reflection and the sharing of perspectives on how to improve future issues. Reinforcement of the student learning outcomes is present not only as it pertains to Learning Outcome #1 (Communication); however, many of the student learning outcomes are also emphasized given the wide array of content the newspaper covers on cultural, environmental, aesthetic and social issues.

The Journalism Speaker Series: The series reinforces Learning Outcomes 1, 3 and 7 (Communication, Critical Thinking and Ethical Thinking). The series allows our students to communicate their thoughts and apply active listening and critical thinking skills during the sessions led by professional journalists. The sessions also probe students to think about ethical decision making and force our students to think critically about a wide variety of domestic and global issues. A total of 29 working journalists have shared their experiences with our students since the program was started three years ago, and the following Pulitzer Prize-winning journalists, Leonard Pitts Jr. of the Miami Herald, Lane DeGregory of the St. Pete Times and Patrick Farrell of the Miami Herald.