Best Practices

Student Learning Outcome #1: Communicate effectively using listening, speaking, reading, and writing skills.

Best Practice: Increase student communication and participation in Student Life events through social networking technology.

The shape of a social network helps determine its usefulness to its individuals. Interactions among campus specific Student Life Department Facebook pages will be more likely to introduce new ideas and opportunities for students to engage in. Each campus has created a Student Life Department “Fan Page” as an avenue for communication between the student body and the services provided at each location.

Assessment: A survey was administered to all users during the spring mid-term.

Student Learning Outcome #3: Creative/Critical Thinking and Scientific Reasoning

Best Practice: Redirecting Students

The primary focus in a Redirect session is to provide the student with a career path that will lead to viable employment. Redirect sessions facilitate a process by which students can explore alternative options for career paths that have similarities in skills required for their primary program of choice. Redirect sessions provide an opportunity for students to identify when an alternative career path is necessary in order to facilitate progression towards workforce rather than continual degree changes. The program aims to increase the retention and graduation rate of students. The primary focus of the program at Medical Center Campus is to provide alternative options for Nursing applicants not admitted to the program in order to retain them at the College and successfully graduate them from an alternative program. This program can be implemented with any student population applying to programs with competitive applicant pools. Additionally, this process facilitates enrollment into programs that are experiencing low enrollment but have good job outlooks.

Assessments: Students participating in Redirect sessions are surveyed to determine whether their majors have either been identified or changed, following the Redirect sessions.

Best Practice: The F.A.C.E. Program (First Year Academic & College Life Experience Program)

The F.A.C.E. Program provides programs and services which cater to the specific needs of First-Time-In-College (FTIC) students. The program provides academic and college life skills for academic success, retention and achievement of educational and career goals in five key areas: Special Events, Learning Communities, Counseling and Advisement, Leadership Development, Workshops, Seminars and Classes. Each semester, the F.A.C.E. Program hosts the F.A.C.E. First
Year Success Student Conference followed by the month long F.A.C.E. Success Workshop Series. The semester wraps up with the F.A.C.E.-ix Finale & Financial Literacy Fair, featuring keynote speakers on money and finances for college students.

Assessment: Student attendees complete a survey at the end of each F.A.C.E. Program activity; one of the questions is to solicit responses from students as to how they believe they will be able to use the information from the activity in their personal lives.

Student Learning Outcome #4: Information Literacy

Best Practice: College EXPOs and Open Houses

In an effort to ensure that prospective students learn about Miami Dade College’s admissions process, academic programs and other pertinent information, Recruitment staff must engage prospects at various large group events. Through participation in MDC EXPO’s and Open Houses, prospective students interact with MDC personnel both in one-on-one sessions and in group presentations. They are provided with handouts as well as online resources on MDC-related information.

Assessments: Exit surveys with traditional and authentic assessment items are administered to randomly selected groups of participants at EXPOs and Open Houses. Evaluations are administered to determine an increased ability by this population to locate, evaluate, and apply MDC-related information.

Best Practice: ACCUPLACER (CPT) Intake Background Questions

As part of the College's commitment to the implementation and assessment of the Learning Outcomes Program, testing personnel added questions to the ACCUPLACER (CPT) Intake Background Question group in an attempt to attain data relative to the number of examinees who use preparation resources made available by the college with the goal of understanding the affect these resources have on student success. In addition, Institutional Research is able to capture the number of “hits” on the site.

Assessment: Data gathered from the Background Question Group on the ACCUPLACER (CPT) shows that 28% of examinees used ACCUPLACER CPT Preparation sources from September 1, 2009 to March 29, 2010. This percentage reflects a 1% increase in comparison to the 2008-2009 academic year. Further analysis is needed to compare the results of those who used the resources with those who did not.

Best Practice: International Student Orientation

In International Student Orientations, prospective international students obtain accurate information to complete the admission application, as well as information on how to obtain the I20 and DS2019. The I-20 and DS2019 are issued by the U.S. educational institutions, to certify that foreign students (non-resident and non-citizens of the U.S.) have been fully admitted to the issuing school. Both documents are titled “Certificate of Eligibility”, but are slightly different as to the “eligibility” given to
The I-20 allows students to apply for an F-1 student visa and with the DS-2019, students can apply for a J-1 study or working visa at a U.S. embassy or consulate abroad. (Learning Outcomes 4, 8)

International students are also informed on how to maintain compliance with the Department of Homeland Security's regulations as well as with Miami Dade College’s academic standards and policies, through orientations, workshops and correspondence. (Learning Outcomes 4, 8)

Assessments:

The International Student Services departments continue to monitor enrollment, progress and special activities such as employment for international students via Odyssey and SEVIS systems.

Statistical reports are generated through the Department of Homeland Security’s SEVIS system. The updating and location of accurate data and information is vital for both students and staff to access and apply, both of which also support Learning Outcome 4.

The use of Flashlights surveys is provided in various languages to meet the needs of our students with limited English language proficiency. The results of these surveys indicate that the students did master the material presented at these workshops which supports Outcomes 4 and 8.

The use of technology was very important when the International Student Services offices provided information on TPS (Temporary Protected Status) for Haitian students sent after the earthquake in Haiti. These students were able to find neighborhood centers to assist them and download the forms at the government's website. (Learning Outcome 8)

The Transfer Workshops to such institutions such as Florida International University, University of South Florida and Florida Atlantic University are sent through e-mail blast system. Attendance at each workshop averages over 17 students per session. (Learning Outcome 8)

Student Learning Outcome #6: Personal, civic and social responsibility

Best Practice: ACCESS Student Volunteer Program

Qualified MDC student volunteers participate in assisting students with specifically assigned services for an academic term. Volunteers are recruited, screened and trained. The volunteers assist our students with disabilities with note taking, tutoring, and reading on campus.

Assessment: Surveys are given to participants when they conclude their assignment for the term. ACCESS Directors compile and analyze the survey results to assess participation and feedback for program improvement.

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**Assessment:** A point of service survey was completed by students at the end of each activity or program reflective of both qualitative and quantitative data with a direct relation to the Student Learning Outcomes.

**Best Practice:** College-wide legislative advocacy awareness campaigns to bring awareness of local, state, and national issues.

Students engaged in various legislative advocacy awareness initiatives, which exposed them to a wide array of local, state and national issues. Students attended workshops and information sessions led by the Director of Governmental Relations at Miami Dade College. Students were educated about issues that are pertinent to not only state, but the nation at large. Additionally, students were involved in legislative advocacy efforts in Florida’s state capitol, Tallahassee, as it relates to issues regarding budget, education and immigration reform. Informal group discussions and reflections were held at different campuses in which students expressed ways in which this experience enhanced their learning and skills as it relates to the learning outcomes.

**Assessment:** A point of service survey was completed by students at the end of each activity or program reflective of both qualitative and quantitative data with a direct relation to the Student Learning Outcomes.