

MDC Strategic Plan 2004-2010
Theme 2: Student Achievement and Success

WORK GROUP SUMMARY REPORT 2004-2005
April 2005

The Strategic Plan Theme 2 Work Group was appointed by Dr. Eduardo J. Padron on October 7, 2004. This Work Group includes the following members, charged with the responsibility of identifying strategies and influencing thinking and decision-making relative to student achievement and success:

Ms. Vanya Albury, Kendall Campus
Mr. Jose Blanco, Kendall Campus
Ms. Rosemary Garcia-Pendleton, Homestead Campus
Dr. Dorma Gottlieb, Kendall Campus
Dr. Nora Hernandez Hendrix, Chairperson of Work Group, InterAmerican Campus
Ms. Dixie Lemons, Medical Center Campus
Prof. Bernard Mathon, Wolfson Campus
Prof. Joann McNair, North Campus
Dr. Joe Okungbowa, North Campus
Ms. Consuelo Perez, Wolfson Campus
Prof. Myra Redman, InterAmerican Campus
Prof. Mario Sanchez, InterAmerican Campus

Meetings were held on December 15, 2004 and February 3, 2005. Attendance and participation have been excellent, and Dr. Joanne Bashford also attended both meetings.

Work Group members have received copies of the College's Strategic Plan 2004-2010 Goals and Objectives, Strategic Plan Implementation Guidelines 2004-2005, K-20 Education Performance Accountability Measures, Strategic Plan Coordinating Committee External Environmental Scan Report 2003, and Comments from Respondents to Theme 2 of the Strategic Plan. In addition, and as a result of discussion at the work group's first meeting, Institutional Research prepared and disseminated the following report: "What Happens to Students with All-but-FCAT Certificates of Completion at MDC?"

The following represent highlights of the discussion at both meetings:

- Work Group wants to define success in terms of student learning
- How is the State defining success/student learning? Work Group will review K-20 accountability measures to ensure that the College parallels the state's measures.
- How are students who did not pass FCAT doing at MDC? Institutional Research will prepare report.
- College must continue to track student progress through college prep completions and through various college credit ranges.
- College should also track students' ability to apply what they have learned to the world outside of the College, such as confidence level, ability to analyze and make sound decisions, public speaking skills, ability to relate to others, etc.

- Work Group members identified some variables and factors adversely impacting student learning and progress:
 - Students' length of time in the U.S.
 - Level of education when arrived in U.S.
 - Students' freedom to self-select majors and degree-seeking status (adversely affects # of credits, time to degree, completions, funding)
 - On-line registration with no advisement
 - Lack of a required proficiency level in order to register for courses beyond college prep, ESL, and communications
 - Requirement to repeat an entire course when student fails portion of course
 - Lack of curricular alignment between TABE levels and transition from VESOL to PSAV
 - Lack of arithmetic in MAT 0020, which is needed by many students
 - Student difficulty in making transition from the mechanics of grammar to essay writing
- Work Group members identified numerous strategies currently being utilized by departments and individuals to support student learning and success, including but not limited to:
 - Service learning
 - Cooperative learning
 - Learning communities
 - Library instruction
 - Instructional technology
 - E-mail interaction between faculty members and students
 - Coordination and collaboration with ACCESS services
 - Orientation, open house sessions, and advisement
 - Tutoring and tutor training
 - Computer courtyard and laboratory exercises
 - Field trips and community projects
 - Guest speakers
 - Frequent assessment and prescriptive remediation
 - Collaboration with community groups and resources
- New or enhanced strategies were discussed:
 - Mentoring of students
 - More prescriptive course selection and selection of major
 - Development of two types of VESOL: language only, and language as applied to an occupational area
 - Increase in learning communities, pairing college prep and college level courses
 - Development of courses into competency-based modules
 - Allowing students to test out of portions of course instead of repeating entire course
 - Establishment of on-line test banks that are not multiple choice, but instead are production tests
 - Sequencing mini-term courses strategically to move students through curriculum more efficiently
 - Facilities for diagnosis and specific prescriptions for students with learning disabilities

The Work Group also discussed the need for active involvement with the various discipline committees and service areas so that curriculum review and development, as well as service area activities and strategies, coincide with the Strategic Plan's student success and achievement goals and objectives.

Future activities of the Student Achievement and Success Work Group will include:

1. Selection and research of two or three specific variables that negatively impact student success.
2. Collaboration with designated Discipline Committees to develop and implement strategies that address the variables identified in item #1 above.
 - a. Identification of Work Group members to serve as liaisons with designated Discipline Committees.
 - b. Interaction with the designated Discipline Committees to implement strategies.
 - c. Engagement of Institutional Research in evaluating success strategies.
3. Review of literature on "value-added" assessment.