

The Carnegie Elective Classification for Community Engagement  
Miami Dade College

**2008 DOCUMENTATION REPORTING FORM**

**A. INSTITUTIONAL IDENTITY AND CULTURE**

1. Does the institution indicate that community engagement is a priority in its mission statement/vision? Quote the mission/vision (100 words/705 characters):

(624) The mission of Miami Dade College (MDC) is “to provide accessible, affordable, high quality education by keeping the learner’s needs at the center of decision-making and working in partnership with its dynamic, multicultural community.” MDC’s vision is “to be a college of excellence, renowned for its: satisfied, well-prepared students; empowered employees; highly supportive community that recognizes the significant impact of MDC’s educational and training programs; and effective use of adequate resources to enable programs to flourish and the talents of people to emerge.” The strategic plan further amplifies this aspect of the mission.

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations? Describe with examples (300 words/2100 characters):

(2096) Yes, at the end of each academic year MDC holds formal events at six of our campuses to recognize students, faculty, and community partners involved in service-learning and civic engagement. At each event, service-learning awards are given in the following categories: student of the year, community partner of the year, faculty of the year. These ceremonies are hosted by each campus’ president and dean of academic affairs and are organized in a formal luncheon format. Each campus’ Honors Convocation (formal academic awards ceremony) also includes a “service-learning student of the year” award based on faculty recommendations with a selection committee reviewing and choosing the top student. MDC also administers one of the largest annual President’s Volunteer Service Award (PVSA) programs in the nation – the most recent ceremony was June 6, 2008 where 120 MDC students who excelled in service were recognized. PVSA is an award of the President’s Council on Service and Civic Participation. The event is hosted by the campus president and more than 300 people attend each year. The awards ceremony consists of a reception, followed by speakers on civic engagement, and then each student is brought on stage to receive his or her award. Student clubs and organizations that excel in community engagement are also honored. To receive this award, students must complete a minimum of 100 hours of service in the previous 12-month period. MDC’s web-based tracking system generates an automated email to service-learning students when their total hours reach 80, reminding them that they are only 20 hours short of earning the PVSA, thereby encouraging students to continue their service beyond what has been required in their classes. Finally, each year outstanding faculty are recognized with “endowed teaching chairs” – and community engagement is included in the selection process. Last year, seven of the 10 recipients were service-learning practitioners.

3. a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community? Describe the mechanisms (400 words/2960 characters):

(2511 characters) MDC has a variety of ways we assess community perceptions of our engagement with the community. MDC’s service-learning program has formal partnerships with more than 200 community non-profits. The college contacts each of these partners at least twice yearly to update their information in our database and seek feedback on their needs and the status of the partnership. MDC also periodically has community partners complete a web-based feedback/assessment questionnaire to gauge their satisfaction with MDC’s service-learning program. The college holds bi-annual “community partner workshops” to

educate non-profit staff about service-learning, their role as a service-learning partner, and best practices in volunteer management. Attendees also complete a feedback survey as part of each session.

MDC also regularly conducts a “Community Awareness/Satisfaction Assessment.” This community assessment measures 1) county residents’ awareness of and satisfaction with MDC, and 2) community and business leaders’ perceptions about MDC effectiveness. The assessment includes numerous questions related to community engagement and is administered by 1) a phone survey of randomly selected residents of Miami-Dade County conducted over a two-month period (the script is translated into Spanish and Creole), and 2) focus groups on six campuses with local community and business leaders. The most recent phone survey gathered detailed data from 1170 county residents. Rich data about perceptions of MDC’s community engagement are gathered. For example, for the question “how important do you think MDC is to the community?” 84% responded “very important.” 92% rated programs like America Reads tutoring, service-learning, and migrant assistance programs as important to the community. 95% of respondents are satisfied with how MDC delivers community service programs, and 95% rated MDC programs like the Florida Center for Literary Arts, Miami Book Fair International and Miami International Film Festival as important. 97% were satisfied with how MDC delivers community cultural programs and events, and 90% agreed that “MDC is meeting its goal of serving the community to a high or moderate degree.” Another question asked if MDC “effectively markets its community service programs” which resulted in a level of agreement of 3.89 on a scale of 5. In addition, MDC surveys alumni every year and includes specific questions about service-learning and attainment of learning outcomes, including “personal, civic, and social responsibility.”

**b. Does the institution aggregate and use the assessment data? Describe how the data is used (300 words/2100 characters):**

The assessment data described above is organized into formal reports that are shared with campus administration and faculty. These reports are included on the college’s website for easy access, and the most important results are presented at administrative and faculty meetings. In addition, each department uses these reports as part of its annual report and in its goals and action plans. The most recent alumni survey found that students who participated in service-learning, internships, co-op, and work-study rated the personal, professional, and financial rewards of their MDC education higher than those who did not. They also rated the importance of the 10 MDC learning outcomes higher than those who did not participate. These results were partly responsible for the college’s decision to increase funding for America Reads the last two years. The assessment data also influenced the college’s decision to contract with AAC&U to create a video about the success of service-learning in helping students meet the college’s 10 learning outcomes, and encouraging faculty to use service-learning as a “best practice” teaching strategy that helps achieve student learning outcomes.

**4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution? Describe the materials (300 words/2100 characters):**

(2097) MDC features our engagement activities in practically every sector of the college’s marketing efforts. We estimate that more than 90% of our primary marketing materials – *News & Notes*, *NewsBytes*, *the College Forum*, and *MDC Magazine* – highlight examples of institution, faculty, and student engagement. *News & Notes* is distributed twice monthly to all faculty and staff (9,000 readers). A separate newsletter, *NewsBytes*, is published twice monthly and distributed to currently enrolled students (54,200 readers). The *College Forum* is produced 10 times a year with a circulation of 37,000 per issue, and the *MDC Magazine*, produced quarterly, has a circulation of 49,500. These publications are sent to prominent

leaders throughout Florida and the nation, including politicians, community leaders, government officials, educational organizations, etc., (e.g., AACCC, AAC&U, ACE, Greater Miami Chamber of Commerce, Miami Dade Commissioners, State Legislators, School Board members, etc.). To cite just a few examples of how these materials emphasize MDC's civic mission, the most recent issue of the College Forum includes myriad community engagement feature stories such as "*Student Volunteers Honored for Service*" (describing the June awards ceremony that recognized 120 MDC students who earned the PVSA); "*A Helping Hand to At-Risk Youth*" (describing MDC's central role in getting legislation passed to create a Magic City Children's Zone that will involve the entire community in reinforcing the role of education in the low-income neighborhoods surrounding the college), to "*Fair Empowers Small Business Owners*" (describing a free summit offered by MDC designed to educate minority small business owners about available support and funding, and empower them to take advantage of these resources). Community engagement is also highlighted weekly in MDC Media Relations press releases, and is featured throughout MDC's website. In 2008 MDC partnered with AAC&U to make a "thought leadership video" called "Maximizing Learning Outcomes Through Service-Learning."

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority? Describe examples such as annual address, published editorial, campus publications, etc (300 words/2100 characters):

(2100) The most telling way to assess how much of a priority community engagement is to a college is to examine the budget – are community engagement activities and infrastructure funded. As is summarized in the next section, MDC dedicates more than \$1.6 million of internal funding to community engagement activities and infrastructure. In addition to funding, there are myriad examples of how the college's leadership team not only talks the talk of civic engagement, but walks the walk by speaking about, publishing, and promoting engagement. President Padrón was a long-serving board member of Campus Compact, and he currently serves on the advisory boards of Florida Campus Compact and City Year Miami. He is a signatory of the Presidents' Declaration on the Civic Responsibility of Higher Education and the Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education, and has committed MDC to achieve their goals. Dr. Padrón is one of the most influential champions of America Reads. He served on President Clinton's "Presidents Advisory Committee" and was one of the first to commit FWS funds to support this program (\$400,000 in 1997 and more than \$3.8 million dollars over the last 11 years to pay MDC FWS students to serve as tutors in Miami's lowest performing schools). Dr. Padrón has written many articles on service-learning/community engagement. A few examples include: "Fulfilling our Mission: Service-Learning at Miami-Dade Community College" in the book Learning to Serve: Promoting Civil Society Through Service-Learning"; "Learning to Serve" an article that appeared in *Hispanic Magazine* about the power of service-learning to transform education, and "The Hunger Within," an article in the El Nuevo Herald newspaper that described the world hunger crisis and the need for action. Dr. Padrón regularly sends college-wide emails about engagement activities such as the Presidents Volunteer Service Awards, and MLK Day of Service, and the importance of service-learning. The college's provost and campus presidents regularly advocate for engagement activities as well.

## B. INSTITUTIONAL COMMITMENT

1. Does the institution have a campus-wide coordinating infrastructure (center/office) to support and advance community engagement? Describe with purposes/staffing (400 words/2960 characters):

(2744) Yes, MDC has one of the largest, if not the largest, coordinating infrastructures among all community colleges in the nation. The primary campus-wide coordinating entity is the “Center for Community Involvement” (CCI). CCI has coordinating offices on seven of MDC’s eight campuses (the only campus without its own office is our new “West” campus). CCI has an internally funded permanent annual budget of more than \$350,000 and 39 full and part-time staff (five full-time directors/coordinators, six part-time coordinators, 10 faculty “service-learning coordinators,” 15 FWS student ambassadors, and three AmeriCorpsVISTA service-learning/community involvement coordinators). CCI oversees service-learning, America Reads, civic engagement, and community-campus partnerships college-wide—and is the highly visible point of entry for community groups that wish to partner with the college and civic partnership activities. CCI is part of academic affairs and the college-wide director reports to the dean of academic affairs. The Center provides comprehensive support to the more than 200 MDC faculty involved with service-learning annually, as well as to the 4,900 students and 220 community partners that are engaged in the program each year. It also oversees all faculty professional development related to service-learning, strategic planning, assessment, and recognition of community engagement activities.

CCI holds bi-annual community partner workshops to train agency liaisons and prepare them for their roles in the service-learning partnership. CCI also oversees a service-learning student ambassador program that employs and trains students to help lead each campus’ program. Ambassadors facilitate class presentations, place students in the community, and are assigned as liaisons to faculty. CCI tracks, provides support, and creates comprehensive reports on all aspects of the college’s service-learning program. CCI plays a key role in securing external funding for community engagement – bringing in more than \$430,000 in 2007-2008 alone. CCI is responsible for myriad community engagement activities like voter registration, poll worker recruitment, volunteer opportunities, and on-campus community involvement expos. The expos draw ~25 community partners to five MDC campuses providing students with an opportunity to personally meet the representatives and determine their service and/or service-learning needs. CCI also spearheads such community-wide events as MLK Day, Hands on Miami Day (where students participate in a particular service activity), Gandhi Day, Constitution Day, etc. It also created “Civic Engagement Month” during the last Presidential election to heighten awareness of relevant issues.

2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with the community? Describe (percentage or dollar amount), source, whether it is permanent, and how it is used (50 words/360 characters):

(302 characters) A total of more than \$1.6 million permanent internal dollars are dedicated to supporting institutional engagement at MDC (Center for Community Involvement – \$350,000; Earth Ethics Institute – \$100,000; Miami Book Fair International – \$600,000, Miami International Film Festival -- \$150,000, and Cultura del Lobo – \$470,000).

- b. Is there external funding dedicated to supporting institutional engagement with community? Describe specific funding (200 words/1410 characters):

(1409 characters) In 2007-08 more than \$11.7 million in external funding was secured to support institutional engagement with the community. Examples include: \$68,344 from the State Farm Youth Advisory Board; \$20,000 from AACCC to engage students with disabilities in service-learning; \$200,000 from Microsoft for a community technology project; \$35,000 for service-learning smoking prevention project; \$8.6 million from the FL Department of Children and Families for refugee vocational education project; \$1.1 million from various sources to support Miami International Film Festival; \$485,000 from various sources for the Miami Book Fair International; \$346,520 from Take Stock in Children for academic support for needy middle and high school students; \$75,000 from Children’s Trust Prevention Programs; \$250,000 from U.S. Department of Education for Upward Bound program for at-risk high

school students; \$139,995 from U.S. Department of Transportation for resource center for small transportation businesses; \$22,725 from Motorola Foundation for summer science camp for high school students; \$30,000 from Miami-Dade County for youth summer arts camp; \$20,000 from National Endowment for the Arts for Big Read program; \$75,000 from Knight Foundation for Miami Leadership Roundtable lecture series; \$160,000 for College Reach-Out Program that supports first generation, economically and educationally disadvantaged students, etc.

c. **Is there fundraising directed to community engagement? Describe fundraising activities (200 words/1410 characters):**

d.

(1399) There are numerous fundraising efforts at MDC directed to community engagement. For example, the *1960 Society*, part of the MDC Foundation, is a premier annual giving society that directs its fundraising efforts to support college-wide initiatives that enhance the learning environment for MDC students and provide invaluable cultural programs to the South Florida community. Through private contributions from MDC alumni, private donors, and fundraising events such as the MDC Annual Alumni Gala, held each spring, the 1960 Society is able to raise funds for educational and cultural programming that connects and benefits our community. During 2007-2008, the Society awarded \$489,996 to community initiatives. These *1960 Society* funded initiatives are: the Miami International Film Festival, which received \$150,000; the Miami International Book Fair, which received \$100,000; and the Cultural del Lobo Performance Series, the Prometeo Theater Master Class Series, and the Big Read-Egyptian Culture Project, which received \$239,996 in total for all three initiatives. In addition, the MDC 2008 Annual Alumni Gala raised \$300,000 for scholarships to low-income students. Another example is the Earth Ethics Institute (EEI) which has raised a \$1.5 million endowment. EEI is an MDC program that educates about environmental sustainability and service at the college and in the larger community.

3. a. **Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Describe (400 words/2960 characters):**

Yes, the single largest engagement activity at MDC is the college's service-learning program and we have one of the top tracking internally-developed systems in the nation. MDC's office of information systems created a web-based tracking system that is connected to the MDC student registration system. The system, called SLAW (Service-Learning Administrative Website), allows the college to efficiently manage and track all aspects of the college-wide service-learning program. It provides an historic registry of students, faculty, and community partners; extensive capacity to store information; efficiency and time-saving; convenience; customized reporting; and a centralized database. SLAW is an invaluable and essential tool for students, faculty, community partners, and program administrators. Students log into the system on MDC's webpage, using their MDC student ID and password. SLAW allows them to search for an agency to complete their service-learning, register for service-learning, print the required forms (confirmation form, hour report, agency evaluation form, etc.), and complete an end-of-term student satisfaction questionnaire. Faculty can log in and see which students have registered and the status of their paperwork, and access end-of-term summary reports, including satisfaction questionnaires, for each of their classes. Community partners can log in and update their opportunities and description at any time through their own personal ID and password. SLAW generates dozens of reports – including student satisfaction results, number of students and hours per community partner, students/hours/placements for each class, campus, and college-wide. SLAW keeps track of which community partners have attended the mandatory community partner workshop, and generates searchable lists of all 200 community partners. SLAW allows staff to send email blasts to community partners about grant-writing workshops, grants, or anything else the college wants to inform them about.

Invitations to the bi-annual community partner workshops are sent via SLAW as well as the bi-annual reminder to update their site description. SLAW keeps track of each student's cumulative service-learning hours, generates a service transcript, and automatically sends students whose cumulative total reaches 80 hours an email letting them know they are just 20 hours away from earning the President's Volunteer Service Award. SLAW keeps historic records of each community partner, including number of students who have served with them, student comments/ratings of each partner, and hours contributed. SLAW also generates thank you letters and certificates.

- b. **If yes, does the institution use the data from those mechanisms? Describe (300 words/2100 characters):**

The data from SLAW is used in multiple ways. It allows the college to assess program outcomes, size, and quality. It is used to identify and address problem areas – e.g., students complaining that a community partner is not providing meaningful service opportunities. That information results in calls and/or site visits to address the problem and possible removal of the community partner from the list of approved placements. The SLAW reports generate student satisfaction questionnaire results and student and community partner comments. That data allows faculty to receive concrete feedback on the success of their service-learning efforts and continually refine and improve their strategies.

- c. **Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement? Yes or No**

Yes

- d. **If yes, indicate the focus of those mechanisms.**

**Impact on STUDENTS: Describe one key finding (200 words/1410 characters):**

(1397) MDC conducts an annual survey of alumni which includes assessment of engagement activities. In the 2007 survey results, almost a third of alumni participated in service-learning, internships, co-ops, or work-study programs while attending MDC. A separate analysis of alumni who participated in these programs showed that they rated the personal, professional, and financial rewards of their MDC education higher than those who did not participate. They also rated the importance of the ten MDC learning outcomes higher than those who did not participate. If we sort the outcome ratings from high to low based on the responses of alumni who participated in service-learning, internships, co-ops, or work-study, the four highest rated are knowing how to apply information, communicating effectively, problem solving, and ethical thinking. No outcome received a rating below 4.00 from alumni who participated in these programs. As was mentioned earlier, the SLAW web-based management system has an on-line 15 question student satisfaction survey which all service-learning students are encouraged to complete. SLAW compiles their responses and written comments into report format. Findings from this survey indicate “more than 90% of student respondents report that they are either very satisfied or satisfied with their service experience and that the service was beneficial to the community.”

**Impact on FACULTY: Describe one key finding (200 words/1410 characters):**

Using our SLAW database, we are able to track the number of faculty involved in service-learning each year. Using this data we found that the number of MDC faculty involved in service-learning has increased from 227 in 2005-2006 to 269 this year – an 18.5% jump in the last two years.

**Impact on COMMUNITY: Describe one key finding (200 words/1410 characters):**

(1290) As was mentioned earlier, MDC regularly conducts a “Community Awareness/Satisfaction Assessment.” This assessment measures 1) county residents’ awareness of and satisfaction with MDC, and 2) community and business leaders’ perceptions about MDC effectiveness. The assessment includes numerous questions related to community engagement and is administered by 1) a phone survey of randomly selected residents of Miami-Dade County conducted over a two month period (the script is translated into Spanish and Creole), and 2) focus groups on six campuses with local community and business leaders. The most recent phone survey gathered detailed data from 1170 county residents. Eighty-four percent responded that MDC is “very important” to the community, 92% rated programs like America Reads tutoring, service-learning, and migrant assistance programs as important to the community. 95% of respondents are satisfied with how MDC delivers community service programs, and 95% rated MDC programs like the Florida Center for Literary Arts, Miami Book Fair and Miami International Film Festival as important. 97% were satisfied with how MDC delivers community cultural programs and events, and 90% agreed that “MDC is meeting its goal of serving the community to a high or moderate degree.”

**Impact on INSTITUTION: Describe one key finding (200 words/1410 characters):**

(1409) MDC uses Andy Furco’s *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* as one mechanism to assess the impact and success of service-learning at our institution. This rubric is designed to gauge the progress of service-learning institutionalization efforts. It includes five dimensions, which are considered by service-learning experts to be key factors for service-learning institutionalization. The rubric includes a three-stage continuum of development. Progression from Stage 1: Critical Mass Building to Stage 3: Sustained Institutionalization suggests that a campus is moving closer to the full institutionalization. Using this rubric helped guide MDC’s efforts to build and reach the “sustained institutionalization” level in several areas. For example, it helped us realize that we needed to create and fund positions on each campus for faculty “service-learning coordinators,” and the rubric helped us make “expanding service-learning” part of MDC’s official strategic plan. The Employee Institutional Effectiveness Survey is administered to employees as an indicator of how well MDC fulfills its mission and vision. In 2006 we added a question regarding our efforts to serve the community including our efforts to provide community cultural events (93% felt MDC was succeeding) and offer experiential education strategies like service-learning (84% positive).

**e. Does the institution use the data from the assessment mechanisms? Describe (300 words/2100 characters):**

(1450) Data from the assessment mechanisms mentioned are used extensively by MDC. For example, the alumni survey described above that found extremely positive outcomes for alumni who participated in service-learning and other experiential programs – especially in how they rated the value of their MDC education and the importance of the ten MDC learning outcomes – led MDC to work with AAC&U to create a professional quality video called “Academic Outcomes Through Service-Learning” that highlights how MDC faculty are using service-learning as a teaching-learning strategy to help students meet MDC’s 10 learning outcomes. In a time of scarce resources, assessment data was critical in convincing the college administration to allocate resources to make this video. The video is now shown to all new faculty, and used as a key resource for faculty professional development. Student satisfaction questionnaire results are reviewed to identify if a particular faculty member’s use of service-learning is less than satisfactory, or if students are dissatisfied with a particular community partner. In both cases staff from the Center for Community Involvement and service-learning faculty coordinators intervene to address the situation. Using Furco’s self-assessment rubric has helped MDC launch a plan to enhance

our current faculty professional development efforts in regards to service-learning and community involvement.

4. **Is community engagement defined and planned for in the strategic plans of the institution? Describe and quote (200 words/1410 characters):**

(1026) MDC has structured our strategic plan around five principal themes. Twenty percent of MDC's strategic plan is dedicated to engaging with the community (theme two – "Serving the Community"). Within this theme several strategic goals describe the College's plan for furthering community engagement. "Strategic Goal 1: Provide cultural and educational programming, and partner with the community to respond to needs. Focus on social and economic concerns related to education and community representation on college advisory boards. Strategic Goal 2: Provide multiple opportunities for students to gain practical experience, and for communities to reap benefits of student contributions. Focus on internships, alumni mentoring and expansion of service-learning. Strategic Goal 3: Provide a professional and helpful environment for all who interact with the College." The Serving the Community theme has a college-wide committee that meets quarterly to assess progress, and make and implement recommendations to meet these goals.

5. **Does the institution provide professional development support for faculty and/or staff who engage with the community? (300 words/2100 characters):**

(2091) MDC provides extensive professional development support for faculty and staff who engage with the community. Three of MDC's five full-time staff have attended a *Campus Compact Professional Development Institute for Service and Service-Learning Staff* – the acclaimed four-day professional development opportunity for community service and service-learning professionals in their first five years on the job. Each year MDC faculty and staff attend service-learning/civic engagement conferences, including the Gulf South Summit on Service-Learning and Civic Engagement, the International Service-Learning Research Conference, and the Florida Institute on Service-Learning. Two MDC staff are national trainers for AACC's Integrating Civic Responsibility into the Curriculum project. MDC has 10 faculty who are designated as "faculty service-learning coordinators" at their respective campuses. Faculty coordinators meet with faculty interested in service-learning, lead professional development workshops and brown bag lunches, and help maintain academic rigor. MDC has seven professional development workshops approved by College Training and Development for maintenance of rank for faculty that are offered at the college. These include *Introduction to Service-Learning*, *Integrating Service-Learning into the Curriculum*, *Assessment and Service-Learning*, *Reflection and Service-Learning*, *Incorporating Civic Responsibility into the Curriculum*, *Advanced Issues in Service-Learning*, and *Engaging Students with Disabilities in Service-Learning*. Each year MDC brings in at least one national expert on service-learning/community engagement. Examples of national leaders who have presented at MDC include Edward Zlotkowski, Andy Furco, Rick Battistoni, Donna Duffy, Cathryn Berger Kaye, John Saltmarsh, Bob Franco, and many others. In 2008 Patti Clayton from North Carolina State presented to more than 200 faculty and administrators over two days on "Maximizing Learning Outcomes and Assessment Through Service-Learning." In 2009 we are bringing in George Mehaffy of the American Democracy Project to speak to faculty.

6. **Does the community have a voice or role for input into institutional or department planning for community engagement? Describe (300 words/2100 characters):**

The college's Center for Community Involvement (CCI) has an advisory committee that includes representatives of the community, as well as faculty, students, and staff. It meets quarterly to review and advise the college's service-learning and civic engagement efforts. Most of the primary community engagement programs at the college have community advisory boards. For example, the

Earth Ethics Institute is governed by a national advisory board comprised of specialists in earth literacy from all over the country and by a council, comprised of college faculty and staff and members from the community. Miami Book Fair International is led by a Board of Directors composed of community members and college employees who provide year-round guidance to the Fair. In addition, MDC has more than 40 more community advisory committees with an average of eight community representatives each. These committees exist for most of the college's programs and departments (e.g., Midwifery, Human Services/Addiction Studies, School of Education, Institute for Ethics in Health Care, Early Childhood Education, etc.) and provide guidance on department planning and in many cases, community engagement.

### SUPPLEMENTAL DOCUMENTATION

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement? Describe (300 words/2100 characters):

Given MDC's strong commitment to community engagement and service-learning, the screening committee and the hiring administrator consider the candidate's commitment to community engagement as a positive attribute. Once faculty join the institution, they are actively encouraged to become involved in service-learning and other community engagement activities.

2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement? Describe (300 words/2100 characters):

From the entry of new faculty throughout the faculty advancement and recognition opportunities, community engagement and service-learning are highly valued. All new faculty participate in an intense, four-day orientation and are introduced to service-learning as part of MDC's teaching and learning philosophy during that orientation. No later than the conclusion of their third full-time year at MDC, they are required to complete a specified graduate course (*EDG 5325: Analysis of Teaching*) that includes a substantial component on service-learning. Use of service-learning and evidence of commitment to community involvement are both considered when deciding whether or not to grant a faculty member continuing contract (tenure). The Academic Leadership Council is composed of all senior academic administrators. The Council has approved seven standing courses in service-learning and civic engagement (described earlier) for faculty professional development credit which count toward the college's maintenance of rank requirements and promotion/advancement opportunities. In addition, each year the Academic Leadership Council and College Training and Development bring in national consultants on service-learning and civic engagement to lead workshops for faculty that provide professional development credit. The Endowed Teaching Chair, the highest honor an MDC faculty member can receive, recognizes the importance of service learning and community outreach. Of the 10 chairs awarded to faculty in 2006-07, seven were actively engaged in service-learning projects, and received the award, in part, for this involvement.

- b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other). Explain (100 words/705 characters):

Because MDC is a community college, faculty efforts are focused on teaching rather than research. Therefore, our model of community-engaged scholarship is service-learning that integrates the scholarship of teaching, application, and engagement.

- (b. continued): If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement? Describe (200 words/1410 characters):

3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)? Examples (300 words/2100 characters):

Students play a leadership role in MDC's community engagement efforts in a number of ways. For the last 10 years ago, MDC's student ambassador program has been a hallmark of our civic engagement and service-learning efforts. Student ambassadors are community service FWS students whose job assignment is to assist with service-learning and community engagement. The college currently has a corps of 15 ambassadors. Student ambassadors are responsible for helping oversee the college's \$192,000 America Reads program. They help recruit, train, place and support student FWS tutors. They serve as liaisons with our 26 America Reads community partners and help monitor attendance and progress. Student ambassadors also assist with service-learning. Each ambassador is assigned a number of service-learning faculty and provides on-going support to those faculty – from assisting with class presentations, to helping students find placements, to ensuring that status reports are sent to faculty and certificates and thank you letters prepared. Ambassadors also play a critical role in faculty and community partner workshops, helping with the organization and speaking on the student role. Another example of student leadership is the GenerationEngage program. GenerationEngage (GE) is a nonpartisan 501(c)(3) youth-civic-engagement initiative hosted by MDC and housed on campus. It connects young Americans to political leaders, to other civic organizations, and to meaningful debate about the future they will inherit. GE has dozens of students serving as ambassadors. These students identify and learn about community issues, and organize and lead monthly civic engagement events related to the issues they identify. Examples include judicial forums, candidates meetings, iChats with prominent leaders such as Colin Powell, and community service projects. Students also play an essential role on the CCI advisory committee, being the voice from the student perspective as to ways in which our community engagement role can be assessed and enriched.

4. Is community engagement noted on student transcripts? Describe (100 words/705 characters):

MDC's web-based administrative tracking system (SLAW) generates a service-learning transcript for each student. The transcript is cumulative and can be accessed at any point in a student's course of study. It lists the service-learning courses they have taken, the number of hours contributed, and the community partners served. The college's Center for Community Involvement prints and authorizes this transcript.

5. Is there a faculty governance committee with responsibilities for community engagement? Describe (200 words/1410 characters):

MDC has designated 10 faculty members as "service-learning faculty coordinators." Each faculty coordinator receives a stipend to take a leadership role on his/her campus in the advancement of service-learning and community engagement. The faculty coordinators help lead professional development workshops, organize brown bag lunches around service-learning and community engagement, orient and support faculty interested in service-learning, and serve as advocates for the program. The coordinators work closely with the college's Center for Community Involvement (CCI) staff and serve on the college-wide CCI management team. The faculty coordinators, along with campus CCI staff, are responsible for providing governance and leadership of both their individual campus program and the college-wide program as part of the management team. Faculty members also serve on each of the service-learning advisory committees to help assess the program and advise on areas of improvement.

## II. CATEGORIES OF COMMUNITY ENGAGEMENT

### A. CURRICULAR ENGAGEMENT

1. a. Does the institution have a definition and a process for identifying service-learning courses? Describe requirements (200 words/1410 characters):

(1284) Yes, MDC has adopted an academic service-learning model based on the widely used definition created by Bringle and Hatcher that identifies service-learning as “a credit bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility.” In addition to this definition, MDC uses the Michigan Journal of Community Service Learning’s Venn diagram model (combination of civic learning, academic learning, and addressing community needs), and Cathryn Berger Kaye’s four step process (preparation, action, reflection, demonstration) to help faculty understand service-learning. Faculty interested in service-learning work with their respective faculty coordinators and CCI staff members to carefully and purposefully plan their service-learning experience, following these three models closely. CCI staff then work closely with the faculty and his/her students to provide all the required logistical support (identification of community partners, class presentations, registration, paperwork, problem solving, reporting, etc.).

- b. How many formal for-credit service-learning courses were offered in the most recent academic year? 814 (class sections)

What percentage of total courses? 4.5% (814 out of 18,141 total class sections)

- c. How many departments are represented by these courses? 19 (19 of 21: Yes—Allied Health, Architecture, Aviation, Business, Computer and Engineering Technologies, Criminal Justice, Education, Entertainment and Design Technologies, Nursing, Virtual College, Arts and Humanities, College Prep, English, ESL, Foreign Languages, Math, Natural Sciences, Social Sciences, Speech/No—Fire and Environmental Science, Funeral Sciences)

What percentage of total departments? 90.5%

- d. How many faculty taught service-learning courses in the most recent academic year? 269

What percentage of faculty? 13% -- Includes FT and PT faculty (709 FT faculty, 1384 PT = 2091 faculty total)

- e. How many students participated service-learning courses in the most recent academic year? 4,900

What percentage of students? 5.8% (4,900 out of 83,923 credit students)

2. a. Are there institutional (campus-wide) learning outcomes for students’ curricular engagement with community? Provide specific learning outcome examples (200 words/1410 characters):

(1275) In fall 2007, MDC adopted 10 college-wide student learning outcomes during a covenant-signing ceremony attended by the undersecretary of the Department of Education. The outcomes were the culmination of a faculty-led project. Currently, the entire faculty and all disciplines are engaged in a mapping initiative to identify the level and intensity of outcomes throughout the curriculum. Concurrently, an innovative, scenario-based college-wide student learning outcome assessment project has been

implemented as has a companion student services initiative to intentionally focus co-curricular learning on designated outcomes. The published purpose of the outcomes includes “the development of attitudes that foster effective citizenship and lifelong learning.” Five of the outcomes address values and desired behaviors that lead to community involvement and human betterment. For example, outcome #6 is central to service learning and community engagement: “create strategies that can be used to fulfill personal, civic, and social responsibilities.” Outcome #10 states “describe how natural systems function and recognize the impact of humans on the environment,” and outcome #7 is “demonstrate knowledge of ethical thinking and its application to issues in society.” Once the learning outcomes curriculum project is completed, the civic engagement-related outcomes, as well as the rest of the 10 outcomes – must be present in sufficient depth and intensity throughout the MDC curriculum to enable graduates to meet these outcomes. This means that civic engagement is now a required outcome for every department and discipline.

- b. **Are there department or disciplinary learning outcomes for students’ curricular engagement with community? Provide specific learning outcome examples: (200 words/1410 characters):**

(1378) The adoption of the new learning outcomes means that civic engagement is now a required outcome for every department and discipline. Department examples include the community health nursing (CHN) course which uses a service-learning model and is required of the more than 600 nurses MDC graduates each year. CHN includes a 23-hour service-learning experience and participation in a forum on civic responsibility. A learning outcome is to “identify families who would benefit from health education and plan and implement teaching, based on an assessed need.” In order to ensure that MDC’s teacher education students receive training in service-learning, the college created a “certificate of competency in service-learning” and has made it part of one of the required courses in our teacher education program (EDG 4376). MDC’s 500 Honors College students take an honors leadership seminar each semester that requires service-learning (competency 3: “the student will describe the connections between service to the community and academic experience”). MDC’s Dental Hygiene Program includes two required community dental health courses. Students select an underserved, uninsured target population for their service-learning project. A specific learning outcome is “students will demonstrate how to implement a preventive dental health project, and evaluate the project.”

- c. **Are those outcomes systematically assessed? (200 words/1410 characters):**

(1014) Yes, assessment is done in a variety of ways. Faculty-developed and faculty-graded course embedded assessment of the learning outcomes is done in each course. An annual assessment is completed with 10-15% of the graduating class is to assess the degree to which MDC’s 10 learning outcomes were achieved. Also, MDC is in the midst of a comprehensive learning outcomes mapping process to identify the level and intensity of outcomes throughout the curriculum, and determine where improvement is needed. This process will be completed this academic year. Each of the 10 outcomes is being mapped, including, of course, the ones mentioned earlier that are directly correlated with civic and community engagement. Specific examples include, Community Health Nursing students complete a course evaluation, Honors Leadership students complete an evaluation that includes measures of community engagement, and dental hygiene students demonstrate their learning via an end of semester structured class presentation.

- d. **If yes, how is the assessment data used? (200 words/1410 characters):**

Once the learning outcomes curriculum project is completed, the civic engagement-related outcomes, as well as the rest of the 10 outcomes – must be present in sufficient depth and intensity throughout the MDC curriculum to enable graduates to meet these outcomes. This means that civic engagement is now a required outcome for every department and discipline. The mapping project will indicate which outcomes are not being sufficiently addressed and will lead to changes in the curriculum to ensure that students are achieving

all 10 to the greatest extent possible. MDC has made expanding service-learning part of our strategic plan as one mechanism to help students achieve these outcomes. The course-embedded assessment is used by individual faculty to improve their courses, and the annual alumni assessment report is shared with faculty, discipline conveners, and staff/administrators from academic and student affairs, as well as with each of the five committees responsible for the college's strategic plan. These parties then review the results and make necessary changes in their courses and programs. Much of this information is also used by the Center for Community Involvement staff and by those running each of the programs to make changes in the curriculum and in the logistics of the process.

3. a. **Is community engagement integrated into the following curricular activities? Student Research/ Student Leadership/ Internships/ Co-ops/ Study Abroad: Describe with examples (300 words/2100 characters):**

MDC has the largest community college honors program in the nation with more than 500 students enrolled each year. Students receive a full scholarship and stipend, and upon completing their AA degree, transfer to some of the best upper division schools in the country. Service and civic engagement are hallmarks of MDC's Honors College. All students are required to take an Honors Leadership Seminar each semester during their two years at MDC (IDH 1001, 1002, 2003, and 2004). Each of these seminars requires a service-learning experience. These 500 students contribute more than 5,000 hours of service each year just from the seminar, and several thousand more hours through other service-learning courses. MDC's Office of International Education sponsors IFSA Foundation study abroad service-learning scholarships. The Office of International Education will award ten \$5000 scholarships this academic year. Students have to submit a service-learning proposal as part of the study abroad application, and then complete a service-learning experience during their study abroad. Students' commitment to service and civic engagement are part of the selection process.

- b. **Has community engagement been integrated with curriculum on an institution-wide level? If yes, indicate where the integration exists: Core Courses/ First Year Sequence/ In the Majors /Graduate Studies/ Capstone/ General Education. Describe with examples (300 words/2100 characters):**

(1696) As mentioned earlier, MDC's has 10 newly revised general education learning outcomes. Several of them are directly related to community engagement including outcome #6 "create strategies that can be used to fulfill personal, civic, and social responsibilities," outcome #10 "describe how natural systems function and recognize the impact of humans on the environment," and outcome #7 "demonstrate knowledge of ethical thinking and its application to issues in society." In addition to these general education requirements, many of the college's programs and majors have incorporated community engagement on a department-wide basis. The Honors College's 500 students take four Honors Leadership Seminars which require service-learning. The School of Nursing (600+ graduates annually) created a new required course called Community Health Nursing that requires a 23-hour service-learning experience coupled with course work, reflection sessions, and attendance at forums on civic responsibility and ethics. The School of Education has incorporated the "Certificate of Competency in Service-Learning" into EDG 4376 which is a required course for 80% of upper division teacher education students. This course prepares them to utilize service-learning once they graduate and have their own classrooms. The college's Dental Hygiene Program has three mandatory courses which require service learning (DEH 2701, DEH 2702L, and DEH 1800). By the end of their program every one of program's 45-50 students has completed several service-learning projects with uninsured, underserved populations. Their community dental health projects involve assessment, planning, implementation, and evaluation.

4. Are there examples of faculty scholarship associated with their **curricular engagement** achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)? Provide a minimum of five examples from different disciplines (300 words/2100 characters):

- 1) Sloan, Diane (Speech), Introduction to Service-Learning - Workshops presented at Broward Community College, Florida and at a regional workshop at Iowa Western Community College)
- 2) Salinas, Alex (English), “Like Putting Lipstick on a Pig”: One Service-Learning Practitioner’s Journey - On-line Journal Publication: the Journal for Community Based Learning
- 3) Etienne, Marie and Gibson, Annette (Nursing), “Community Health Nursing: A Partnership Between Miami Dade College and the Community.” - Conference Presentation: Florida Summit on Nursing Education, Orlando, Florida.
- 4) Lenaghan, Michael (Social Science), MANGOES TO METAPHORS—AND BEYOND...-World & I Innovative Approaches to Peace Journal
- 5) Exley, R.J. and Johnson, D., editors. (Behavioral Sciences), *Teachers of Life – Learners for Life: Faculty Stories in Service Learning from Miami-Dade Community College*. Monograph published by AACC that includes 10 MDC faculty essays. Diane Sloan, Speech; Paula Sanchez, ESL; Alberto Meza, Art; Dorothy Sole, ESL; Sharon Johnson, Social Science; Lynda Pinto-Torres, ESL; Marta Bret, ESL; Nancy Davies, College Prep; Robert Exley, Psychology; David Johnson, Human Relations.
- 6) Exley, Robert, Johnson, David and Johnson Sharon (Behavioral Sciences), *Service-Learning Program Assessment: Quality Assurance and Survival*. - Monograph published by Campus Compact National Center for Community Colleges, Mesa, Arizona.
- 7) Exley, Robert (Psychology), Johnson, David (Human Relations) and Johnson, Sharon (Social Science) Assessing the Effectiveness of Service-Learning. *Expanding Boundaries: Serving to Learn* - Magazine article published by The Learn and Serve America: Higher Education Magazine, Washington, D.C.
- 8) De Angelis, Valerie (Student Life Skills) Service-Learning and Student Success: Service-Learning's Impact on Developmental Reading/Writing and Student Life Skills Courses - Conference presentation at AACC Conference, Philadelphia, PA

## B. **OUTREACH AND PARTNERSHIPS**

1. Indicate which outreach programs are developed for community: Learning Centers/ Tutoring/ Extension Programs/ Non-credit Courses/ Evaluation Support/ Training Programs/ Professional Development Centers/ Other (specify). Describe with examples (300 words/2100 characters):

(2079) MDC has dozens of outreach programs for the community. The college’s State Farm Youth Advisory Board project engages 70 high school students from three of Miami’s lowest performing schools in “service-learning Saturday” projects. In an effort to help the public schools institutionalize service-learning, MDC developed a new course, *Service-Learning in K-12 Education* that will be offered as a recertification option for the district’s 25,000 teachers. MDC sponsors *Working Solutions*, a free, state-funded program that provides training in workforce and personal finance skills for displaced homemakers. Take Stock in Children (TSIC) is headquartered at and supported by MDC. TSIC is a non-profit program which provides

deserving low-income children a guaranteed opportunity to pursue higher education. The program serves more than 450 children annually. Each TSIC scholar receives a Florida Pre-paid College scholarship, an adult mentor, and case management. MDC has a Community Education Department whose mission is to make the College more accessible to the public and meet community needs not served by traditional college programs. Community Education offers 2,000 non-credit classes each semester for individuals who want to enrich their cultural experiences or improve their professional skills. MDC has an Upward Bound program that is offered to first generation and/or economically disadvantaged high school students. Upward Bound provides instruction in reading, writing, study skills and other subjects necessary for success in education beyond high school. Students receive academic, financial and personal counseling, exposure to academic programs and cultural events, and tutorial services. MDC's College Reach-Out Program (CROP) offers first generation, economically and educationally disadvantaged students the opportunity to attend college. Each summer MDC sponsors the JumpStart Program for approximately 350 at-risk low-income youth to provide a head start on their education and a smoother transition from high school into college.

2. Which institutional resources are provided as outreach to the community?

Co-curricular student service/ work-study student placements/ cultural offerings/ athletic offerings/ library services/ technology/ faculty consultation. Describe with examples (300 words/2100 characters):

(2086) MDC's *Miami Book Fair International* is an internationally recognized model of excellence – and is one of the largest book fairs in the world. The *Miami International Film Festival* is the only major film festival hosted by an institution of higher learning in the United States. MDC's *Cultura del Lobo Performance Series* brings exceptional performing artists to the region in partnership with the public schools and community groups. MDC regularly hosts major *Public Forums*, including the following recent speakers: President George W. Bush, Dominican Republic President Leonel Fernandez, House Speaker Nancy Pelosi, U.S. Secretary of Education Margaret Spellings, author Tom Wolfe, and Georgetown President Dr. John J. DeGioia. Through extensive collaboration with community organizations, MDC's *Earth Ethics Institute* educates individuals in the college and the community about environmentally sustainable living and business practices. MDC serves as the Florida host of *GenerationEngage*, a nonpartisan initiative that connects young Americans with political leaders and civic organizations. MDC's Medical Center Campus has hosted a free *Community Health Fair* for the past three years, offering health information and services to thousands of area residents with limited access to medical care. Each year faculty and over 100 service-learning students from the MDC School of Business provide free tax preparation to low-income community members through the county-wide *Volunteer Income Tax Assistance Program (VITA)*. College-wide, in 2007-08 alone, more than 4,900 students participated in service-learning, contributing more than 107,000 hours of service to hundreds of non-profits. MDC initiated and has led South Florida's response to America Reads for 11 years. During that time, MDC has contributed more than 3.8 million dollars of FWS funds to hire and place students as reading tutors at inner-city schools. Through the Florida Work Experience program, MDC dedicates an additional approximately \$130,000 per year to hire and place students with the public schools and non-profits.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.

(See attached Excel spreadsheet – template provided by Carnegie.)

4. a. **Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships? Describe the strategies (300 words/2100 characters):**

The institution, the Center for Community Involvement (CCI) and most departments tend to be process oriented. This intentionality works to maximize mutuality of partnerships. It is usual to collaborate with as many stakeholders as viable from conception of an idea to implementation to debriefing. The relationships that develop help with successful projects and create the ease for future sharing including visibility in brochures, cross promotion of activities, etc. This can be witnessed in multiple instances from community-wide Miami Book Fair International type programming to initial work with a faculty member. Similarly, the Center for Community Involvement staff and community agency representatives work together with student groups to enhance the program for the benefit of all stakeholders.

Some specific partnerships have evolved to ensure reciprocity through use of the actual community site as classroom. For example, some professors have started teaching a course at an elementary school, involving two stable cohorts over a two semester period (college students and school children), explicitly moving reflection and academic work from the campus into the community. The relationships that grow create possibilities for learning informed by the participant defined needs in ways a drop-in tutoring program cannot achieve.

All the professional development work conducted under the auspices of the Center for Community Involvement stresses the fundamental and indispensable quality of reciprocity in successful engagement and service. Not only is this element included in our work with faculty and students, it is stressed as we engage in the bi-annual training of our potential partners. From these efforts, we are able to achieve a higher quality service-learning experience to the benefit of everyone involved.

b. **Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution? Describe the mechanisms (300 words/2100 characters):**

Systematic mechanisms are in place and routinely utilized to provide feedback and assessment to community partners and to the institution. The actual evaluation instruments vary by activity. At a minimum, all service-learning students are requested to complete an evaluation of their experience. That information is shared within the institution, both with faculty and the Center for Community Involvement. In addition, the information is shared with the community partner with whom the student served. Similarly, the partner is asked to evaluate its experience with each student. That information is shared with the professor, the student and with the Center for Community Involvement. The SLAW database mentioned above has the capability to report and compare side by side the student's experience with the agency supervisor's evaluation of the student. In many instances, the nature of the reflective learning processes provides more immediate and more in-depth evaluation of the service experience to a faculty member. It is not unusual for some of that to be shared with a partner at a semester-end gathering or by more immediate communication.

Evaluations are routinely administered when co-curricular service-learning opportunities are held. This is true whether it is a college-wide function such as MLK Day of Service or a grant-funded Saturday service program such as the State Farm Youth Advisory Board grant.

Evaluations are made available to participants at all workshops conducted by the Center for Community Involvement whether the audience is comprised of students, faculty or agency representatives.

The Center for Community Involvement shares all assessment information as appropriate. Perhaps most importantly, it is used by the CCI management team to inform strategic planning for the further development of campus engagement.

5. **Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)? Provide a minimum of five examples from varied disciplines (300 words/2100 characters):**

- 1) Salinas, Alex; Grounding Math, Language, and Art in Social Justice: One Center's Commitment to Liberation through Education - National Urban Alliance for Effective Education "Teaching for Intelligence, Believe to Achieve" conference 2006
- 2) Garmen, Sarah (College Prep Reading), Peterson-Tennant, Ginny (Student Life Skills); The Impact of Service-Learning in the Context of Developmental Reading/Writing and Student Life Skills Courses - 7<sup>th</sup> International Research Conference on Service-Learning and Community Engagement, Tampa, FL
- 3) Gonzalez, Carlos (English) and Salinas, Alex (English) and Carlos Gonzalez (English); The Phillis Wheatley Elementary Project: A Higher Ed – K-12 Partnership (focused on the role of service-learning on our curricular work and in particular our effort at Phillis Wheatley Elementary)- National PTA Emerging Leaders Conference, Dallas, TX October 2007
- 4) Exley, Robert (Psychology); Commitment to Community: Service-Learning at Miami- Dade Community College - published in *New Directions, Community Colleges: A Catalyst for Civic Change*, (No. 93) Jossey Bass.
- 5) Groomes, Marlene (Human Growth and Development); "Assessment of the Service-Learning Educational Methodology, Its Impact on Academic Achievement, and Factors Maximizing Learning at the Service Site." - Dissertation

### **III. WRAP-UP**

1. **(OPTIONAL) Use this space to elaborate on any short answer items for which you need more space. Please specify the corresponding section and item numbers (400 words/2960 characters):**

*(Question 4): Is community engagement emphasized in the marketing materials (website, brochures, etc.,) of the institution? Describe the materials (300 words/2100 characters):*

Another example of how MDC features community engagement in marketing materials is the MDC "World Class Organizations of South Florida" Miami Herald Series – a month-long series of full page stories featuring different aspects of MDC and the college's role in the community, with a focus on how MDC serves the community. This series was part of the Herald's daily circulation of more than 270,000. Topics featured include how MDC is an integral part of S. Florida's multicultural community, how MDC prepares graduates for leadership and examples of MDC alumni who hold prominent civic and governmental positions, MDC's contributions to the local economy, how MDC develops program to address pressing community needs such as the shortage of nurses and teachers, the myriad ways MDC serves the community through student and faculty and staff civic engagement, and the cultural programming MDC provides to South Florida.

2. (OPTIONAL) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space (400 words/2960 characters):

Miami Dade College (MDC) District President Dr. Eduardo Padrón refers to MDC as “democracy’s college” because of the diverse populations we serve, our open door policy, the role we play in the civic life of the community, and the education and guidance we provide to more than 160,000 students each year. In fact, we have enrolled more than 1.5 million students in a community that now registers a population of 2.4 million. MDC is widely recognized as a model for serving the needs of the community and demonstrating an exemplary commitment to the public purposes of higher education.

We face many challenges, including being significantly underfunded, especially in comparison to the State’s four-year institutions and K-12 system (MDC receives 25% less per FTE than the K-12 system and less than half the allocation to the State University System for freshman and sophomore students). The majority of our students are low-income (58%), minority (90%), the first in their families to attend college (54%), and academically underprepared (more than 80% of freshmen must take at least one remedial course).

Despite these challenges, we find every avenue possible to engage all sectors of our institution in building a better South Florida that works for all, and we work tirelessly under difficult circumstances to be an engaged campus. As the largest college in the United States and the 7th largest public employer in Miami-Dade County, MDC is arguably the single most important public institution in providing a foundation for the civic, cultural, and economic health of South Florida. We are proud of that and intend to never lose this commitment.

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**Submitted on 9/1/08 Electronically**

SUPPLEMENTAL INFO NOT SUBMITTED/NOTES (See next pages)

Below are specific examples within each of the indicators of engagement that demonstrate MDC's commitment to engagement.

- Three of five M-D County public high school graduates who attend colleges and universities in Florida choose MDC.
- 2/3rds of our students attend PT.
- Over half of MDC students report a native language other than English. MDC students represent 182 countries and speak 93 different languages.
- More than half of MDC students will be the first in their families to attend college.
- 81% of students work at least PT.
- 35% of MDC students are below the poverty level, and 57% are low-income.
- MDC awards more Pell Grants than any other educational institution in the country (1 in 6 in FL, 1 in 100 of all Pell Grants nationally in public colleges/universities).
- More associate degrees than any college, and is #1 in degrees awarded to Hispanics and African Americans.
- MDC employs 6200 faculty and staff.
- MDC receives ~64% of its annual budget from state funding, 33% from student fees.
- M-D County has among the lowest median incomes of any county in the nation. MDC is the great equalizer, providing a continuum of support that leads to entry into the economic mainstream.
- MDC receives no local funding, unlike the most other community colleges outside of FL. MDC average funding per FTE ranks 24<sup>th</sup> of the 28 community colleges in FL.
- 81% of MDC students require college preparatory coursework in reading, writing, mathematics, or English-as-a-Second language, well above the national average, requiring faculty specialists and unique learning resources.

3. (OPTIONAL) Please provide any suggestions or comments you may have on the documentation process and on-line data collection (400 words/2960 characters):

COMMUNITY ED / LUIS BETANCOURT...

MDC's overall economic impact on the community was estimated to be approximately \$1.6 billion in a 2003 study. Contributing to the impact were \$173 million in direct purchases from local businesses, the significantly lower unemployment rate among community college graduates compared to high school graduates, and higher earnings for graduates. Approximately 9 out of 10 MDC students stay in the region and contribute to the local economy after they leave the college.

- ⊙ Student Life established opportunities for student participation in voter registration/education and measured student performance through surveys and reflection papers (Civic and Social Responsibility).
    1. **Upward Bound (UB \$250,000)** – is a newly awarded Miami Dade College, Wolfson program, which is federally funded. The program is offered to first generation and/or economically disadvantaged high school students (9<sup>th</sup> through 12<sup>th</sup> grade) and is one of a cluster of programs referred to as TRIO. This program will provide instruction in reading, writing, study skills and other subjects necessary for success in education beyond high school. Students will also be provided with academic, financial and personal counseling, exposure to academic programs and cultural events, tutorial services, SAT/ACT workshops, financial aid workshops and mentoring. Students will have the opportunity to learn information about different postsecondary education institutions through college tour experiences. Students will also have access to college application and SAT fee waivers, as needed.
    2. **College Reach-Out Program (CROP \$160,000)** – is a state funded program that offers first generation, economically and educationally disadvantaged students the opportunity to be exposed to the idea of entering college after their completion of high school. The CROP program prepares students for postsecondary education by providing a wide variety of educational services, entirely free, to program participants. These services include: tutoring (with homework and FCAT preparation), SAT/ACT workshops, Educational Workshops (ie. Financial Aid, Self Esteem, Career Exploration-College Field Day), a College Tour (including colleges and universities throughout the State of Florida), Summer Career Institute (a middle school summer program) and cultural field trips and activities.
    3. **Motorola Innovation STEM Grant (\$50,000)** - supports breakthrough programs that use innovative approaches to develop interest in technology-related fields while strengthening leadership and problem-solving skills. The grants target programs that encourage girls and ethnic groups currently underrepresented in technology fields.
-

Most of our activities are open to the public... our reading campaigns engage the South Florida community... the book fair also engages the community by attracting some 100,000 individuals who come from Miami Dade and Broward county but many as far as Collier County and Monroe County... and from throughout the US and other countries. We also engage the community by attracting some 1500 volunteers to work at the Book Fair.

### **MDC Alumni Survey 2007: Detailed Responses**

#### **Service Learning, Internships, Co-op, Work-Study**

Yes No

2001 32% 68%

2004 31% 69%

All 32% 68%

Yes No

A.A. 29% 71%

A.S. 34% 66%

0% 20% 40% 60% 80% 100%

2004

2001

Service Learning: Yes

FLCC Engaged Campus Award...

*MDC is widely recognized for serving the needs of the community and demonstrating an exemplary commitment to the public purposes of higher education. MDC partners with the community to respond to needs, providing multiple opportunities for students to gain practical experience and communities to reap benefits of student contributions.*

*Imagine Miami, an initiative to build a more just, inclusive and sustainable Miami-Dade County, is hosted by the Human Services Coalition and builds collaboration, understanding and conversation within and across groups, neighborhoods, and areas of concern.*

*MDC has college-wide Center for Community Involvement with offices on every campus, an internally funded permanent budget, full-time staff, part-time staff, service-learning faculty coordinators, and student ambassadors. The Center oversees service-learning and community-campus partnerships college-wide. The Center provides comprehensive support to the more than 200 MDC faculty involved with service-learning annually.*

*GenerationEngage is a non-partisan civic engagement initiative that connects young Americans with political leaders and civic organizations. The initiative aims to give young people access to decision makers, to promote dialogue rather than monologue, and to invest in young leaders at the local level. MDC serves as host for GenerationEngage and has involved hundreds of students in this ground-breaking initiative.*

*MDC regularly hosts public forums on immigration, citizenship, and related issues. In addition to year-round civic engagement events, MDC organizes a month of intensive activities in order to promote voting and civic engagement. Activities include elected officials speaking on campus, forums on the role of the*

media, presentations about ethics in government, and projects to encourage community involvement. (Jayne W.)

1. **Motorola Innovation STEM Grant (\$50,000)** - supports breakthrough programs that use innovative approaches to develop interest in technology-related fields while strengthening leadership and problem-solving skills. The grants target programs that encourage girls and ethnic groups currently underrepresented in technology fields.
- 

CROP,

MDC is the headquarters for Miami-Dade County's *Take Stock in Children* program, which guarantees deserving low-income children the opportunity to pursue higher education.

Upward Bound, Take Stock, Jumpstart, Saturday review workshops

Community education

Imagine Miami

Elevate Miami

Review FLCC index for many examples

New SOE course

MEED

SFYAB

Earth Ethics Institute (EEI) at Miami Dade College (MDC) has on-going financial support from the College for staff (Director, Program Specialist, 1 part-time position, 1 student assistant, roughly \$102,000), and office expenses such as printing, office supplies, and office space and equipment (supplies total roughly \$4000).

The Hall of Fame Gala is the only fundraising event sponsored by the Foundation where all of its net proceeds go directly for scholarships. This year, they were able to raise \$300,000. Last year they collected \$350,000.

□ During this year's Mini Grant Cycle, the following awards were made to programs involving and impacting the community:

1. TAACT (Terrorism Awareness through Academic and Community Teamwork) \$20,000
2. Bridge to College Success: Early Outreach to High School Students for College Readiness \$20,000
3. The "Going Green" Artist-in-Residence and Stairwell Revitalization Project \$13,675
4. Growing Healthy Communities: Individual, Community and Environmental Health \$15,000
5. Earth Ethics Institute College-wide Off-campus \$19,990

Earth Ethics Institute programming is funded by an MDC Foundation account totaling roughly \$1.5 million. Each year the Institute receives roughly 5% of the endowment. In addition, EEI actively seeks additional funds in the form of grants and partnerships. \$20,000 was received for a grant incorporating a community service learning project.

\$75,000 from Miami Dade College Foundation sources plus \$20,000 in grant funding for Earth Ethics Institute projects incorporating a community service-learning projects

The MDC Employee Institutional Effectiveness survey asks employees to evaluate how well the college is meeting its mission and vision and includes several items that relate to community engagement. Some of these items are included as indicators in our Strategic Plan Indicators Report to assess progress toward goals. <https://www.mdc.edu/ir/iremployees/RR2007-01R.pdf> Employees believe that MDC does an excellent job of serving the community with all items receiving positive ratings of 84% or more.

The Graduate Survey includes a breakdown of student ratings by whether they participated in internships, service learning, etc. <https://www.mdc.edu/ir/iremployees/RR2006-04R.pdf> The survey conducted in 2007-08 included the ten learning outcomes instead of the old gen ed goals, but we are not finished with the report yet. A preliminary survey was done before the outcomes were finalized (attached) and we have asked the honors college students to rate themselves at the beginning and end of their time at MDC (also attached).

The Alumni survey asks previous graduates to rate the importance of the college's learning outcomes. <https://www.mdc.edu/ir/iremployees/RR2008-01R.pdf>

The CCSSE includes a couple of items related to community engagement and compares MDC student responses with national and state benchmark groups. <https://www.mdc.edu/ir/iremployees/IC2007-07C.pdf>

The Community Health Fair represents another way MDC is reaching out to meet the needs of our community. Health fair attendees will have access to glaucoma, blood pressure, glucose and cholesterol tests, along with chair massages, spinal and vision screenings, dental exams, information on nutrition, heart disease and cancer prevention. This year, free mammograms will also be provided.

In addition to these services, nurse practitioners will be onsite to follow up with individuals whenever necessary. Kid Care will join the health fair in the Children's Corner and a free coalition mobile unit will teach children and parents about home and car safety.

Thank you to Dr. Kathie Sigler, interim president of the Medical Center Campus; Madeline Pumariega, Medical Center Campus' dean of students and administrative services; the members of the Health Fair Committee, and our sponsors: Aetna, Florida Blood Centers, Health Foundation of South Florida, Miami-Dade Transit, American Medical Depot, the Miami-Dade County Commission and Univision for their support and hard work in bringing these much-needed services to South Florida residents.