Miami Dade College

Compliance Certification Report
Submitted for Reaffirmation to the
Southern Association of Colleges and Schools Commission on Colleges

February 29, 2024

Section 2: Mission

2.1	**The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.** *(Institutional mission)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) has a clearly defined, comprehensive, and published mission specific to the College and appropriate for higher education. The mission, as shown below, addresses teaching and learning, as well as public service. Research is not part of Miami Dade College's mission.

> *As democracy's college, Miami Dade College changes lives through accessible, high-quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural and civic leader for the advancement of our diverse global community.*

The mission statement clearly expresses the College's commitment to quality teaching and learning, service, access, and inclusivity. MDC's mission is in accordance with § 1004.65(4)(6), Florida Statutes, which states that the primary mission and responsibility of Florida College System institutions is to respond to local community needs for postsecondary academic and career degree education and to provide high-quality, affordable education and training opportunities.

The mission is published and widely disseminated through electronic and print publications, including the "About Miami Dade College" page on the College website, the College Catalog, the Students' Rights and Responsibilities webpage, and the Strategic Plan 2021-2026.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

College Catalog 2022-2024 - Mission

Florida Statutes § 1004.65 - Florida College System institutions; governance, mission, and responsibilities

MDC.edu Mission

MDC.edu Students' Rights & Responsibilities

Strategic Plan 2021-2026

Section 4: Governing Board

> **4.1** **The institution has a governing board of at least five members that:**
> (a) **is the legal body with specific authority over the institution.**
> (b) **exercises fiduciary oversight of the institution.**
> (c) **ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
> (d) **is not controlled by a minority of board members or by organizations or institutions separate from it.**
> (e) **is not presided over by the chief executive officer of the institution.**
> *(Governing board characteristics)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) has a governing board of seven members that is the legal body with specific authority over the College. The governing board exercises fiduciary oversight of the College and ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the College. The governing board is not controlled by a minority of board members or by organizations or institutions separate from it and is not presided over by the College President, who serves as the College's chief executive officer.

Miami Dade College District Board of Trustees

Miami Dade College is governed by a seven-member District Board of Trustees, pursuant to § 1001.61(1), Florida Statutes (FS). Trustees are appointed by the Governor to staggered four-year terms, subject to confirmation by the Florida Senate in regular session.

Legal Authorization and Authority of the Board

Section 1001.60(3), FS, establishes that "each institution within the Florida College System shall be governed by a local board of trustees." Pursuant to § 1001.63, FS, the board constitutes a body corporate by the name of the District Board of Trustees of Miami Dade College, Florida, endowed with all of the powers and duties of a corporation. Specific powers and duties of the board are set forth in § 1001.64, FS, which vests the board "with the responsibility to govern its…Florida College System institution and with such necessary authority as is needed for the proper operation and improvement thereof in accordance with rules of the State Board of Education." Specifically, the board is authorized to

> *…adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education, related to its mission and responsibilities as set forth in § 1004.65, its governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property.*

Fiduciary Oversight of the College

The Board of Trustees has responsibility to provide fiduciary oversight for the College as established in § 1001.64, FS, which includes the following:

- Submission of a budget request and annual budget, to include fixed capital outlay needs, to the State Board of Education – §(11)

- Establishment and discontinuance of programs and courses; establishment of tuition and fees – §§(6)(10)

- Entering into agreements to accept credit card, charge card, and debit card payments as compensation for goods, services, tuition, and fees – §(28)

- Accounting for all expenditures of funds; proper expenditure of state, local, federal, workforce performance, academic improvement trust, and other funds – §§(12)(13)(16)

- Entering into contracts for the purchase, sale, lease, license, or acquisition of goods, materials, equipment, and services required by the College – §(26)

- Ensuring appropriate use, maintenance, protection, and control of buildings, grounds, property and equipment, name, trademarks and other proprietary marks, and financial and other College resources; providing for risk management operations – §§(5)(23)(27)

- Entering into purchase and lease-purchase arrangements for acquisition or construction of buildings for College use, except for dormitories; acquiring, receiving, holding, selling, disposing of, and conveying title to real property, in the best interests of the College – §§(36)(37)

- Entering into short-term loans and installment, lease-purchase, and other financing contracts for a term of not more than five years; borrowing funds and incurring long-term debt in accordance with statutory provisions – §(38).

The MDC Board of Trustees exercises these oversight responsibilities in a fiduciary manner to advance the College mission, promote student success, provide service to the community, and protect the overall interests of the College. For example, the extensive discussion between members of the board and the College administration regarding initiatives being implemented to improve student retention, as well as provide increased mental health services, as recorded in the minutes of the January 18, 2022, board meeting, illustrate the board members' understanding of College operations and their overriding focus on facilitating student achievement. The minutes of the March 15, 2022, board meeting record the College President's Report and acknowledgement of the active role board members played in securing appropriations from the state legislature. Minutes from the board meeting of October 18, 2022, document questions asked by board members following a presentation of the annual financial report by the Senior Vice Provost and Chief Financial Officer. The consent agenda from the November 15, 2022, board meeting includes recommendations to the board for approval of purchase contracts. The included board items illustrate the information provided to the board, such as stakeholder-focused rationale, funding source, and additional considerations to assist the board in making an informed decision regarding each item. The action agenda and minutes from the board meeting of June 20, 2023, provide evidence of the board accepting the College operating budget and capital improvement plan following detailed presentations by administrative staff.

Freedom from Contractual, Employment, Personal, or Familial Financial Interest

In accordance with § 112.3143, FS, the MDC Board of Trustees has adopted Policy I-7 District Board of Trustees: Conflict of Interest, which prohibits board members from voting in an official capacity on any measure that would inure to a special private gain or loss to themselves, any principal by whom they are retained, any parent or subsidiary of a corporate principal by which they are retained, or a relative or business associate of the trustee. Section 112.313, FS, further clarifies the standards of conduct expected by trustees to avoid conflicts of interest such as conflicting employment or contractual relationships, doing business with the College, and solicitation or acceptance of gifts.

In addition, § 112.3145, FS, requires each trustee to file with the Florida Commission on Ethics an annual disclosure of any employment or affiliation that could potentially result in a conflict of interest, as well as a financial disclosure form. These materials are reviewed by the Governor and the Florida Senate prior to confirmation of trustees to ensure that members of the board are free of any contractual, employment, personal, or familial financial interest in the institution. More information on conflict of interest can be found in the response to Standard 4.2.d Conflict of Interest.

Control of the Board by a Minority of Members

Procedure 1015 requires a quorum of four trustees "for a vote to be taken on any agenda item, or on any other matter which may require a vote based on deliberations of the District Board of Trustees when convened." This requirement that a majority of board members be present for a vote ensures that a minority interest cannot control the board's decision-making process.

Florida's Sunshine Law, as described in § 286.011, FS, provides an additional safeguard on minority control. The law prohibits two or more trustees from meeting to discuss items that may come before the full board and requires that any discussion of College business by two or more trustees be advertised and open for public attendance. All matters pertaining to College governance must come before the Board of Trustees for collective action. More information on and evidence of the Board of Trustees operating in sunshine can be found in the response to Standard 4.2.f External Influence.

Board Presiding Officer

Section 1001.61(4), FS, requires that the board, at its first regular meeting after July 1 of each year, elect a chair, "whose duty as such is to preside at all meetings of the board, to call special meetings thereof, and to attest to actions of the board." The board must also elect a vice chair to act as chair in the absence of the elected chair. Accordingly, at its meeting of July 18, 2023, the board elected Chair Michael Bileca and Vice Chair Nicole Washington to continue in their roles for the 2023-2024 fiscal year. The College President, pursuant to § 1001.61(5), FS, serves as the executive officer and corporate secretary of the Board of Trustees and is responsible to the board for setting the agenda for board meetings in consultation with the board chair.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Board Meeting 2022.01.18 Minutes - Student Success Discussion

Board Meeting 2022.03.15 Minutes - Appropriations Discussion

Board Meeting 2022.10.18 Minutes - AFR Discussion

Board Meeting 2022.11.15 Agenda - Purchase Contract Approval

Board Meeting 2023.06.20 Agenda & Minutes - Budget & CIP Approval

Board Meeting 2023.07.18 Minutes - Board Reorganization

Board of Trustees Roster

Ethics.state.fl.us - Board Financial Disclosures Filers 2023

Florida Statutes § 112.313 - Standards of conduct for public officers, employees of agencies, and local government attorneys

Florida Statutes § 112.3143 - Voting conflicts

Florida Statutes § 112.3145 - Disclosure of financial interests and clients represented before agencies

Florida Statutes § 286.011 - Public meetings and records; public inspection; criminal and civil penalties

Florida Statutes § 1001.60 - Florida College System

Florida Statutes § 1001.61 - Florida College System institution boards of trustees; membership

Florida Statutes § 1001.63 - Florida College System institution board of trustees; board of trustees to constitute a corporation

Florida Statutes § 1001.64 - Florida College System institution boards of trustees; powers and duties

MDC.edu Board of Trustees

Policy I-7 - District Board of Trustees: Conflict of Interest

Procedure 1015 - District Board of Trustees Voting Procedures

4.2.d	The governing board defines and addresses potential conflict of interest for its members. *(Conflict of interest)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

The District Board of Trustees of Miami Dade College defines and addresses potential conflict of interest for its members.

Chapter 112, Part III of the Florida Statutes (FS) provides a code of ethics for public officers, to include members of the Board of Trustees. The legislative intent is specified in § 112.311(5), FS, that no public officer "shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest." Section 112.313, FS, further clarifies the standards of conduct expected by trustees to avoid conflicts of interest such as conflicting employment or contractual relationships, doing business with the College, and solicitation or acceptance of of gifts. As used in this section of the statutes, the term *public officer* "includes any person elected or appointed to hold office in any agency, including any person serving on an advisory board."

In accordance with Florida statute, the MDC Board of Trustees has adopted Policy I-7 District Board of Trustees: Conflict of Interest, which prohibits board members from voting in an official capacity on any measure that would inure to a special private gain or loss to themselves, any principal by whom they are retained, any parent or subsidiary of a corporate principal by which they are retained, or a relative or business associate of the trustee. The process for abstaining from a vote due to conflict of interest is incorporated into Procedure 1015: District Board of Trustees Voting Procedures. In accordance with § 112.3143(4)(a)(b), FS, the trustee must publicly state to the assembly, prior to the vote being taken, the nature of their interest in the matter from which they are abstaining from voting. The trustee must also disclose the nature of the conflict in a written memorandum to be filed with the College President, who will incorporate the memorandum into the meeting minutes. If written notice of the conflict has not been made prior to the meeting, the conflict must be disclosed orally at the meeting and a memorandum filed within 15 days after the oral disclosure.

Since the last SACSCOC comprehensive review in 2014, a conflict of interest was indicated by a trustee on four occasions. On each of these occasions, the written memorandum was filed and the conflict was recorded in the minutes according to College policy:

- Meeting of September 21, 2017 (two trustees indicated a conflict of interest)
- Meeting of June 19, 2018
- Meeting of November 12, 2019.

The State of Florida recognizes that highly qualified persons, such as the individuals who may serve on the College's Board of Trustees, may be involved in business activities that intersect with the educational community, and that such activities do not disqualify them from public service. Given the possibility that public officials may have economic interests that could create the perception of a conflict of interest, § 112.3145, FS, requires officials to make a public disclosure of their financial interests and clients represented before agencies. To comply with this requirement, trustees must complete an annual statement of financial interests and file it with the Florida Commission on Ethics or local county supervisor of elections. Policies and procedures for submitting disclosure of financial interests, including

timelines, sources of income and liabilities to be included, and penalties for noncompliance, are stated in the statute. The filing history for all Florida public officers is available on the Florida Commission on Ethics website.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Board Meeting 2017.09.21 Minutes - Trustee Conflict of Interest

Board Meeting 2018.06.19 Minutes - Trustee Conflict of Interest

Board Meeting 2019.11.12 Minutes - Trustee Conflict of Interest

Ethics.state.fl.us - Board Financial Disclosures Filers 2023

Florida Statutes, Chapter 112, Part III - Code of Ethics for Public Officers and Employees

Florida Statutes § 112.311 - Legislative intent and declaration of policy (Code of Ethics)

Florida Statutes § 112.313 - Standards of conduct for public officers, employees of agencies, and local government attorneys

Florida Statutes § 112.3143 - Voting conflicts

Florida Statutes § 112.3145 - Disclosure of financial interests and clients represented before agencies

Policy I-7 - District Board of Trustees: Conflict of Interest

Procedure 1015 - District Board of Trustees Voting Procedures

4.2.f	The governing board protects the institution from undue influence by external persons or bodies. *(External influence)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

The District Board of Trustees of Miami Dade College protects the College from undue influence by external persons or bodies.

Members of the governing board are explicitly appointed as individuals with a duty to perform in the public interest, eschewing personal or external vested interests, and thus functionally dictated to protect the institution from undue external influence. In accordance with § 1001.61(2), Florida Statutes (FS), Florida College System trustees are appointed by the Governor and confirmed by the Florida Senate in regular session, and are considered "public officers." The expectation for conduct of public officers is provided in the Code of Ethics for Public Officers and Employees:

> *It is hereby declared to be the policy of the state that no officer… [of a] political subdivision of the state… shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest. To implement this policy and strengthen the faith and confidence of the people of the state in their government, there is enacted a code of ethics setting forth standards of conduct required of… [officers of] political subdivisions of the state, in the performance of their official duties (§ 112.311(5), FS).*

To further safeguard the institution, the board has adopted Policy II-23 to provide a code of ethics and conflict of interest policy applicable to all College employees. The policy requires all employees to adhere to the applicable provisions of the Code of Ethics for Public Employees as set forth in Chapter 112, Part III, FS, and addresses several specific topics pertaining to external influence, including solicitation or acceptance of gifts, unauthorized compensation, conflicting employment or contractual relationship, and disclosure or use of certain information.

Board members receive an orientation from the College President relative to their roles and responsibilities. Information is provided on the College history and organizational structure, academic affairs, budget, human resources, facilities operations, information technology, and legal affairs, including board member obligations. Board members are also provided with the *College Trustees Manual*, published by the Association of Florida Colleges (2020), which includes information on trustee roles and responsibilities, ethical governance, the Florida "Sunshine Law," important contacts, and more.

Section 286.011, FS, also known as Florida's "Sunshine Law," requires the operation of boards, including college boards of trustees, to be fully transparent, exposing all discussion and decision-making to public scrutiny, which brings a transparency to operations that deters undue influence by external parties. All discussions among board members related to College business and all decision making (votes and actions) must take place in "public meetings open to the public at all times." In accordance with this statute, MDC's Office of Legal Affairs advertises and disseminates to the public notices of board meetings, including special and union bargaining meetings, generally at least seven days in advance. In addition, meetings involving policy changes and property acquisition are noticed 28 days and 30 days in advance, respectively. Public notice of meetings is disseminated through the *Miami-Dade County Daily*

Business Review and the College website. The "Sunshine Law" also includes a very broad "public records" application in § 119.01, FS, requiring any e-mail to and from College employees, documents, notes, and other work product be available for public review.

The board requires a member majority quorum for voting, in accordance with Procedure 1015, to ensure that College matters receive broad consideration and avoid siloed interests. As required by § 286.012, FS, each member casts a single equal vote in meetings. All members who are present physically or virtually are required to vote on all items, except when "there is, or appears to be, a possible conflict of interest," as described more fully in Standard 4.2.d Conflict of Interest. This voting requirement holds all board members equally accountable for the actions of the board, minimizing the possibility of external undue influence.

Only items on the agenda may be considered by the board. Public comment is permitted on agenda items, allowing for open and transparent discussion during public hearings. Members of the public may also appear before the board upon request, in accordance with the guidelines established in Policy I-17.

Minutes of the board meetings must clearly communicate all actions and proceedings of the board, including a record of each vote. Board meeting minutes are public record and are available to the public upon request. Implementation of board voting procedures is reflected in board minutes.

In adherence with Rule 6A-14.0734, Florida Administrative Code, the Board of Trustees has adopted vendor selection policies that promote transparency and further protect the College from undue external influence. Policy VI-2 and Procedure 6309 clarify rules on the competitive bidding process for commodities and services, including the imposition of a "Cone of Silence" provision, which prohibits contact between vendors and any College personnel, other than Purchasing.

No instances of undue influence have come before the MDC Board of Trustees in the time period since the College's last SACSCOC comprehensive review.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Board Meeting 2022.07.19 Minutes - Voting Procedure Example

Board Orientation - Roles and Responsibilities

College Trustees Manual, Association of Florida Colleges (2020)

Florida Administrative Code Rule 6A-14.0734 - Procurement Requirements

Florida Statutes Chapter 112, Part III - Code of Ethics for Public Officers and Employees

Florida Statutes § 112.311 - Legislative intent and declaration of policy (Code of Ethics)

Florida Statutes § 119.01 - General state policy on public records

Florida Statutes § 286.011 – Public meetings and records; public inspection; criminal and civil penalties

Florida Statutes § 286.012 - Voting requirement at meetings of governmental bodies

Florida Statutes § 1001.61 - Florida College System institution boards of trustees; membership

Law.com - Daily Business Review - Public Notices

MDC.edu Public Notice - Collective Bargaining with UFMDC

[MDC.edu Public Notice - Meeting with Legislators](#)

[MDC.edu Public Notice - Notice of Board Meeting and Rulemaking](#)

[Policy I-17 - Appearances Before the District Board of Trustees](#)

[Policy II-23 - All Personnel: Conflict of Interest and Code of Ethics](#)

[Policy VI-2 - Bidding for Commodities and Services](#)

[Procedure 1015 - District Board of Trustees Voting Procedures](#)

[Procedure 6309 - Correspondence with Vendors](#)

4.2.g	The governing board defines and regularly evaluates its responsibilities and expectations. *(Board self-evaluation)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

The responsibilities of the District Board of Trustees of Miami Dade College are delineated in § 1001.64, Florida Statutes (FS). The Board of Trustees defines its responsibilities and expectations as the exercise of its powers and the performance of its duties in adherence with state statute and in compliance with SACSCOC expectations for governing boards. The Board annually evaluates such performance.

The Board of Trustees adopted Policy I-3 to establish the practice of regular board self-evaluation to ensure alignment of board actions and priorities with the College mission. The College President, as secretary to the Board of Trustees, facilitates the self-evaluation.

The powers and duties of the Board of Trustees are defined in § 1001.64, Florida Statutes (FS). The scope of responsibilities of the Board of Trustees, as statutorily defined, are consistent with the expectations of the governing board as described in Section 4 of the SACSCOC *Principles of Accreditation*. The self-evaluation instrument, as approved by the Board of Trustees at its regular meeting of October 15, 2019, includes fourteen elements aligned with SACSCOC Section 4. In completing the instrument, each trustee is asked to indicate if each criterion, representing defined responsibilities and expectations, has been met or not with regard to the operations of the Board of Trustees of Miami Dade College.

Once the completed self-evaluation instruments are received, the results are tabulated and presented to the board by the College President at a subsequent regular meeting. The board members are invited to engage in discussion of results before voting to accept them as an agenda action item. Regular engagement by the board in self-evaluation is documented in the board agendas and minutes in Table 4.2.g-1.

Table 4.2.g-1. Board Self-Evaluation Documentation

Academic Year	Board Minutes: Self-Evaluation Administration	Board Agenda: Acceptance of Results
2021-2022	Meeting of September 21, 2021	Meeting of November 16, 2021
2022-2023	Meeting of September 20, 2022	Meeting of November 15, 2022
2023-2024	Meeting of October 24, 2023	Meeting of November 14, 2023

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Board Meeting 2019.10.15 Agenda Item - Board Self-Evaluation Policy

Board Meeting 2021.09.21 Minutes - Board Self-Evaluation 2021

Board Meeting 2021.09.21 Presentation - Board Self-Evaluation

Board Meeting 2021.11.16 Agenda Item - Board Self-Evaluation 2021

Board Meeting 2022.09.20 Minutes - Board Self-Evaluation 2022

[Board Meeting 2022.11.15 Agenda Item - Board Self-Evaluation 2022](#)

[Board Meeting 2023.10.24 Minutes - Board Self-Evaluation 2023](#)

[Board Meeting 2023.11.14 Agenda Item - Board Self-Evaluation 2023](#)

[Florida Statutes § 1001.64 - Florida College System institution boards of trustees; powers and duties](#)

[Policy I-3 - District Board of Trustees: Self-Evaluation](#)

[Sample - Completed Board Self-Evaluations](#)

| 4.3 | If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy. *(Multi-level governance)* |

JUDGMENT OF COMPLIANCE: Not Applicable

NARRATIVE:

Miami Dade College (MDC) is governed by the District Board of Trustees of Miami Dade College pursuant to § 1001.60(3), Florida Statutes, which does not constitute a multi-level governance system. The governance of MDC is described in detail in Core Requirement 4.1.

Section 5: Administration and Organization

5.1	The institution has a chief executive officer whose primary responsibility is to the institution. *(Chief executive officer)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College's chief executive officer is College President Madeline Pumariega, whose primary responsibility is to the College.

[Madeline Pumariega](#) began her tenure as Miami Dade College's fourth College President in January 2021. An alumna of MDC, President Pumariega began her career in academia at Miami Dade College, holding positions of increasing authority over 20 years, including Campus President of the Wolfson Campus. Prior to returning to MDC, President Pumariega was appointed the first female and Hispanic Chancellor of the Florida College System, overseeing Florida's 28 public colleges, which enroll more than 800,000 students. She also served as Executive Vice President and Provost of Tallahassee Community College and as the President and CEO of Take Stock in Children, a statewide nonprofit focused on breaking the cycle of poverty by helping students complete their high school education and advance into postsecondary education and careers.

President Pumariega dedicates herself full time to carrying out the obligations of the office of College President. Pursuant to [§ 1001.65, Florida Statutes (FS)](#), the College President is the chief executive officer of Miami Dade College, serves as the corporate secretary to the District Board of Trustees, and is responsible for the operation and administration of the College. The College President's duties and responsibilities, as set forth in § 1001.65, FS, include the day-to-day operation and administration of the College and the recommendation of proposed policies and procedures to the Board of Trustees for adoption. The responsibilities of the College President are detailed in the [job description](#) and in [Schedule B of the employment contract](#). President Pumariega's qualifications for the position of MDC College President are presented in her [resumé](#).

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

[Florida Statutes § 1001.65 - Florida College System institution presidents; powers and duties](#)

[Job Description - 100001 College President](#)

[MDC.edu College President](#)

[Resumé - Pumariega, Madeline](#)

[Schedule B to Contract of Employment for the President of MDC](#)

5.2.a	The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. *(CEO control)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

The chief executive officer of Miami Dade College (MDC), the College President, has ultimate responsibility for and exercises appropriate control over the College's educational, administrative, and fiscal programs and services.

The powers and duties of presidents of Florida College System institutions are enumerated in § 1001.65 of the Florida Statutes (FS). These duties and powers make clear the educational, administrative, and fiscal responsibility and control to be exercised by the College President in accordance with law, State Board of Education rule, and Board of Trustees policy, including the following:

Educational
- Governing admissions
- Recommending new programs and program terminations to the Board of Trustees
- Awarding degrees

Administrative
- Establishing and implementing personnel policies and procedures
- Organizing the College to efficiently and effectively achieve its goals
- Maintaining all data and information pertaining to College operations

Fiscal
- Preparing a budget request and operating budget for approval by the Board of Trustees
- Approving, executing, and administering contracts for and on behalf of the Board of Trustees
- Acting as custodian of all College property and resources on behalf of the Board of Trustees
- Recommending a schedule of tuition and fees to the Board of Trustees.

Minutes from the November 15, 2022 meeting of the District Board of Trustees include the President's Report covering various aspects of College operations and includes the presentation of the quarterly financial report. Table 5.2.a-1 highlights portions of the report that illustrate President Pumariega exercising her control of and responsibility for the College's educational, administrative, and fiscal programs and services.

Table 5.2.a-1. Examples of CEO Control as Illustrated in Board Meeting Minutes

EDUCATIONAL
The College executed a memorandum of understanding with Florida International University (FIU) that would create transfer pathways for students enrolled in programs offered through Miami Animation & Gaming International Complex (MAGIC) to pursue a Bachelor of Science in Digital Communications and Media at FIU.

MDC was a presenting partner of the World Strategic Forum, at which the College President delivered opening remarks and moderated a plenary session. The President hosted several MDC Presidential Scholars and Rising Scholars at the event, which focused on the global economy, finance, education, entrepreneurship, innovation, energy, infrastructure, and trade.
The Executive Vice President and Provost was working with Deans of Faculty and department chairs to increase course-level student success rates, the results of which were being reported to the College President.
ADMINISTRATIVE
The College President and Campus Presidents were analyzing data regarding high school seniors' enrollment in postsecondary education in order to establish updated baseline conversion rates for the feeder high schools for each campus.
The College President hosted the Florida Lieutenant Governor and former heads of state and thought leaders from Latin America and Spain to participate in the Seventh Presidential Dialogue in furtherance of MDC's mission to serve as "democracy's college."
The College implemented a new benefit for full-time employees that allows employees to take up to three hours of paid leave for cancer and other health screenings, in lieu of using sick or vacation leave. This benefit supports Goal 3 – "Culture of Care" – of MDC's Strategic Plan 2021-2026.
FISCAL
The Senior Vice Provost and Chief Financial Officer presented the 2023-2024 First Quarter Financial Report to the Board of Trustees during the President's Report.

Miami Dade College employs a matrix organizational structure, with vertical reporting lines flowing from the College President through the central district and each of the eight campuses. Like divisions, departments, and positions across campuses and the district convene regularly and work cooperatively to promote consistency in operations throughout the College, regardless of location.

The organizational chart, which is published on the College website as part of the online MDC Fact Book, clearly identifies that the College President, who reports to the District Board of Trustees, has ultimate authority over the College, which includes district and campus operations.

The Executive Vice President and Provost, who reports to the College President, oversees district operations. District divisions include Academic Affairs, Workforce Programs and Professional Learning, Student Affairs, Strategy and Institutional Effectiveness, Academic Learning Technologies, Faculty Initiatives, Information Technology, Human Resources, Facilities Management, and Business Affairs. District personnel, regardless of campus location, report to the Executive Vice President and Provost through the Vice Provost over their division.

Campus Presidents, who report to the College President, oversee the academics, student services, and administrative support services on their respective campuses. Campus personnel, which may include faculty, support staff, and administrators, report directly or indirectly to their Campus President. Academic disciplines, student services, and administrative support services represented on each campus work collaboratively across the institution to ensure that College policies and procedures are consistently implemented throughout, with support provided by the District. Academic disciplines and student services units are assigned to a lead campus with a lead administrator to facilitate cross-campus coordination while maintaining the vertical campus reporting structure. Administrative support services,

such as Human Resources, Business Affairs, and Information Technology, are centralized at the District level.

These reporting relationships are reinforced by the individual job descriptions, which provide, for each position, the department to which it belongs and the position to which it reports. The following vertically aligned job descriptions are provided as an example:

- Executive Vice President and Provost

- Vice Provost of Student Affairs & Chief Enrollment Officer

- Executive Director, Student Success.

The College President convenes the President's Cabinet, which is composed of Campus Presidents, the Executive Vice President and Provost, and the Vice President for External Affairs, Strategy Implementation, & Chief of Staff. The College President also convenes the Executive Leadership Committee (ELC), which is composed of the College President's direct reports, including Campus Presidents, and the Vice Provosts over district operations. These two councils serve as vehicles for discussion of the College's educational, administrative, and fiscal programs and services and for collaborative decision making. Further evidence of the College President exercising control of College operations is found in Cabinet Meeting minutes and email communication on such items as enrollment, student GPA, data analysis, and use of social media.

The College President delegates authority under certain circumstances. Policy I-4B authorizes the College President to designate individuals authorized to execute documentation on behalf of the College's educational and functional areas. Such signature authority is designated by memorandum. Policy I-5 describes the procedure the Board of Trustees will follow in designating an Acting Secretary for a meeting in the absence of the College President.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Board Meeting 2022.11.15 Minutes - Presidents Report

Board Meeting 2023.11.15 Minutes - Quarterly Financial Report

Discipline Deans and Lead Campuses 2022-2023

Email - Enrollment 2021.09.09

Email - Enrollment Data Analysis 2022.12.07

Email - FTIC Student GPA 2023.04.17

Email - Social Media Survey 2023.05.07

Florida Statutes § 1001.65 - Florida College System institution presidents; powers and duties

Job Description - 112110 Executive Director Student Success

Job Description - 100602 Executive Vice President & Provost

Job Description - 100312 Vice Provost Student Affairs & Chief Enrollment Officer

MDConnect - Request Absence - Health Screening

MDC.edu Fact Book

MDC.edu Strategic Plan 2021-26 - Goal 3

MDC.edu MDCNews - Seventh Presidential Dialogue 2022.10.27

MDC.edu MDCNews - World Strategic Forum 2022.11.01

MDC.edu MAGIC - News FIU MOU 2022.11.26

Memorandum of Signature Authority 2023.04.10

Organizational Charts

Policy I-4B - Signature Authority

Policy I-5 - Appointment of Acting Secretary to the Board in Absence of Secretary

President's Cabinet Meeting Minutes 2022.01.06

Student Support Services Lead Administrators & Conveners 2023-2024

5.2.b	The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's intercollegiate athletics program. *(Control of intercollegiate athletics)*

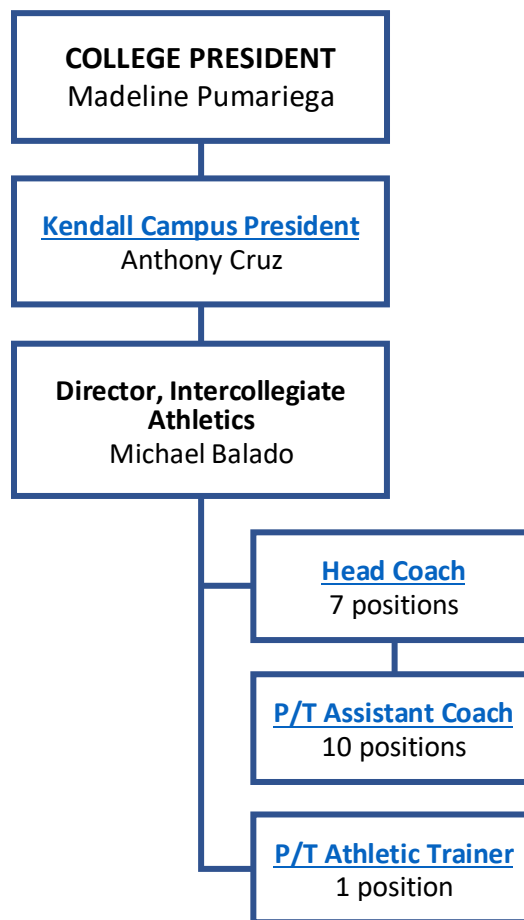**JUDGMENT OF COMPLIANCE:**   Compliance

NARRATIVE:

The Miami Dade College chief executive officer, the College President, has ultimate responsibility for, and exercises appropriate control over, the College's intercollegiate athletics program.

MDC's intercollegiate athletics program is established by Policy VIII-40 as an integral part of the College's overall educational program and is an authorized student activity consistent with the College mission. The College President is required by § 1001.65(8), Florida Statutes, to administer the College's intercollegiate athletics program. This statute also assigns to the College President the responsibility for the College's annual operating budget and request, which includes the athletics budget. A portion of the College's intercollegiate athletics budget is funded from student activity and service fees. State Board of Education Rule 6A-14.057, Florida Administrative Code, and Procedure 4089 require that expenditures from student activity and service fees be made according to a budget prepared jointly by students and College staff and approved by the College President. The remainder of the budget for intercollegiate athletics is included in the general operating fund (fund 1). The College operating budget, which includes intercollegiate athletics, is approved by the College President and recommended to the District Board of Trustees for approval.

At MDC, the intercollegiate athletics program is delegated to the Kendall Campus, where the athletic program resides. Coaches and other personnel in the Athletics department report to the Director of Intercollegiate Athletics (Athletics Director), who reports to the Kendall Campus President, who reports directly to the College President. The Athletic Director, who is hired by the College President, advises the College President, directly and through the Campus President, of all activities related to athletics, including, but not limited to, monitoring student athletes' eligibility, educational success, and progress toward degree completion; administering scholarships, book allowances, and housing; and establishing competition schedules. Examples of the College President's active engagement with and control over intercollegiate athletics is demonstrated through communications on the following topics:

- Addition of men's and women's soccer
- Renewal of athletics division commitment
- Name/image/likeness management
- Team performance
- Student health
- 2022-23 Athletics Accomplishments.

COLLEGE PRESIDENT
Madeline Pumariega

Kendall Campus President
Anthony Cruz

Director, Intercollegiate Athletics
Michael Balado

Head Coach
7 positions

P/T Assistant Coach
10 positions

P/T Athletic Trainer
1 position

The Athletic Director's job description specifies responsibility for the overall administration, coordination, and management of the College's intercollegiate athletics programs, which includes program oversight, supervision of student athletes, scheduling, regulatory compliance, budget preparation, fundraising, assistance, recruitment activities, and coordination of reports. Job descriptions for the College's head coaches, assistant coaches, and trainers Illustrate their direct or indirect reporting relationship to the Athletic Director. The College President's ultimate responsibility for the intercollegiate athletics program is illustrated in the reporting lines in the condensed organizational chart shown above, which is supported by the College organizational charts.

The College President oversees the academic performance and standards of conduct of the institution's student athletes. As a member of the National Junior College Athletic Association (NJCAA) and the Florida College System Activities Association (FCSAA), the College adheres to established academic standards as provided in the NJCAA by-laws. Student athletes must be enrolled in a minimum of 12 semester credit hours as a term-by-term requirement for participation. Prior to the second term, a student athlete must pass a minimum of 12 semester credit hours with a 2.00 grade point average (GPA) or higher. In all subsequent terms, a student athlete must pass a minimum of 12 semester credit hours with at least a 2.00 GPA and maintain a cumulative 2.00 GPA or higher. The Athletic Director, directly and through the Campus President, keeps the College President apprised of the academic performance of student athletes and of any conduct incidents involving student athletes in violation of Policy IV-61: Student Athlete Code of Conduct.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Athletics Accomplishments Report 2022-2023

Board Meeting 2023.06.20 Agenda and Minutes - Financial Plan and Budget

Email - Athletic Director candidates 2023.06.23

Email - Name/image/likeness (NIL) compliance 2023.02.17

Email - NJCAA renewal 2021.09.22

Email - Soccer programs 2023.04.11

Email - Student conduct issue 2022.11.07

Email - Student health issue 2023.03.30

Email - Team performance 2022.11.17

Email - Vote on Florida athletic conferences 2023.01.19

TheFCSAA.com About Us

Florida Administrative Code Rule 6A-14.057 - Student Activities

Florida Statute § 1001.65 - Florida College System institution presidents; powers and duties

Job Description - 801000 Assistant Coach, P/T

Job Description - 811207 Athletic Trainer, P/T

Job Description - 100700 Campus President

Job Description - 191205 Director, Intercollegiate Athletics

Job Description - 169000 Head Coach

Kendall Campus Monthly Report 2022.11

Kendall Campus Monthly Report 2023.03

NJCAA By-Laws

NJCAA.org Member Directory

Organizational Charts

Policy IV-61 - Student Athlete Code of Conduct

Policy VIII-40 - Intercollegiate Athletics

Procedure 4089 - Allocation of Student Activity and Service Fees

5.2.c	The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's fund-raising activities. *(Control of fundraising activities)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

The Miami Dade College chief executive officer, the College President, has ultimate responsibility for, and exercises appropriate control over, the College's fundraising activities.

Outside of fundraising facilitated by the Miami Dade College Foundation, MDC's direct support organization, College fundraising is carried out by student organizations under the direction of Student Life. Student-led clubs and organizations must meet the criteria defined in Procedure 4072 in order to be established. Procedure 4072 also establishes the process for collecting and accounting for funds collected through student club and organization fundraising activities:

> *Student clubs and organizations are encouraged to do fundraising. Agency Funds (Fund 6) accounts are to be established to account for money generated from fundraising by student clubs and organizations. To maintain an adequate record for internal control purposes, any money collected outside the Bursar's Office should follow Procedure number 3109 – Cash Receipts.*

In accordance with Policy IV-3, the College President has designated the campus Student Life Offices to authorize all student activities, including fundraising. The Student Life Office on each campus is responsible for monitoring all fundraising activities by student clubs and organizations, and ensuring that cash from such activities are handled in accordance with Procedure 3109 and Procedure 3110. Each campus Student Life Office is led by the campus Director of Student Life, who reports to the campus Dean of Student Services, who reports to the Campus President, who reports to the College President. This organizational structure is also demonstrated in the College organizational charts.

To receive authorization to engage in fundraising activities, student clubs and organizations must submit fundraising requests to Student Life through their SharkNet page. The event request must include a description of the fundraising activity, and must identify the Collegewide Student Learning Outcomes to be addressed through the activity to ensure that it is in line with the College mission.

Student Life reviews all event and fundraising requests for approval. While most requests are approved, requests are occasionally denied or require modification, typically due to conflicts with other activities or campus space limitations. For approved requests, the campus Student Life Office will provide the organization with any needed supplies. All promotional materials, such as flyers, are reviewed and approved by Student Life.

On the day of the event, representatives of the club or organization must sign in with Student Life and check out the cash box at least 30 minutes before the event start time. Student Life staff will communicate with the organization during the event to ensure the fundraiser is running smoothly. Immediately after the event, the organization must return the cash box to Student Life and pick up a cash remittance form. An executive board member for the organization is required to submit all earnings and the completed cash remittance form to the bursar's office for deposit into the organization's account. The organization must return a copy of the cash remittance receipt to the Student Life Office after depositing the funds.

Examples of approved fundraising event requests and follow-up documentation are provided for the Student Government Association chapter for Medical Campus, the Forensic Science Crime Scene Investigations organization located at North Campus, and the Phi Theta Kappa chapter at Padron Campus.

The fundraising policies and procedures are the same regardless of instructional location or mode of delivery. Students at the Meek Entrepreneurial Education Center and Gibson Education Center are served by the Student Life Offices at North Campus and Wolfson Campus, respectively. The aviation students at the Miami International and Miami Executive airports are served by Student Life at the Homestead Campus. MDC does not have any student clubs or organizations specifically for distance education students. All students, including distance education, may participate in clubs and organizations of their choosing from across all campuses. Distance education students are represented by the Student Government Association chapter for Wolfson Campus.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Cash Deposit Remittance Report

Job Description - 100700 Campus President

Job Description - 160200 Dean of Student Services

Job Description - 112405 Director of Student Life

MDC.edu MDC Foundation

MDC.edu SharkNet

MDC.edu Student Life

MDC.edu Student Life - Kendall Campus

Organizational Charts

Policy IV-3 - Student Organizations

Procedure 3109 - Cash Receipts

Procedure 3110 - Cash Collections Other than at Bursar's Office

Procedure 4072 - Formation of Student Organizations

SharkNet: How to Create a Fundraising Event

Student Fundraising sample - Medical Campus

Student Fundraising sample - North Campus

Student Fundraising sample - Padron Campus

5.4	The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. *(Qualified administrative/ academic officers)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

The list below represents the College's administrative and academic officers. MDC considers professional exempt contractual (PEC) positions grade 20 or higher to be administrative/academic officers, as well as several additional positions below grade 20 that play a central role within the College or their respective campus. Many, but not all, appear on the College organizational chart. In accordance with SACSCOC guidance, the College President is not included in this list or addressed by this standard. The College's 79 administrative and academic officers include:

- Executive Vice President & Provost (1)
- Campus Presidents (8)
- Senior Vice Provost & Chief Financial Officer (1)
- Vice Presidents (3)
- Vice Provosts (6)
- Associate Provosts (2)
- Associate Vice Provosts (6)
- General Counsel (1)
- Provost, New World School of the Arts (1)
- Deans (24)
- Associate Deans of Faculty (3)
- College Registrar (1)
- Director of Communications (1)
- Executive Director, Carrie P. Meek Entrepreneurial Education Center (1)
- Executive Director, Cultural Affairs (1)
- Executive Director, MDC Foundation (1)
- MDC Foundation Chief Financial and Chief Operating Officers (2)
- Senior Directors of Campus Administration (3)
- Collegewide Director of Learning Resources (1)
- Director, School of Justice (1)
- Director of Intercollegiate Athletics (1)
- Directors of Campus Administration/Administrative Services (5)
- Director of the Simulation Hospital (1)
- Campus Chief Digital Officers (4).

Credentials required for each position are based on an analysis of the knowledge, skills, and abilities required to carry out the essential duties and responsibilities of the position, as stipulated in each validated job description. To ensure that the administrative and academic officers of MDC are highly qualified and possess the experience, competence, and capacity to support the College's mission and strategic plan, MDC employs formal search and screening procedures, as described in Procedure 2100.

All approved position vacancies are posted on the College's official employment website and in national publications in order to yield highly qualified candidates. Screening committees are composed of diverse members and headed by a College administrator or faculty member. The first interview may be conducted in person, by telephone, or via Zoom or Teams to accommodate a large pool of candidates and to reduce travel costs for out-of-area candidates. Subsequent interviews are conducted in person and, in some instances, in an open forum where College employees may ask questions of the candidates.

The names of recommended candidates are forwarded to the hiring supervisor for final consideration. Once the names of selected finalists are submitted to Human Resources, the Recruiting Services Department reviews the applicant pool to ensure equity, fairness, diversity, and work eligibility, and to guarantee that the selected candidate meets the position's requirements before an offer of employment is extended. Educational credentials are verified via the National Student Clearinghouse to ensure that all degrees are relevant and from regionally accredited institutions. When candidates hold foreign degrees, they must have their academic records translated into English, if necessary, and evaluated by an agency member of the National Association of Credential Evaluation Services (NACES).
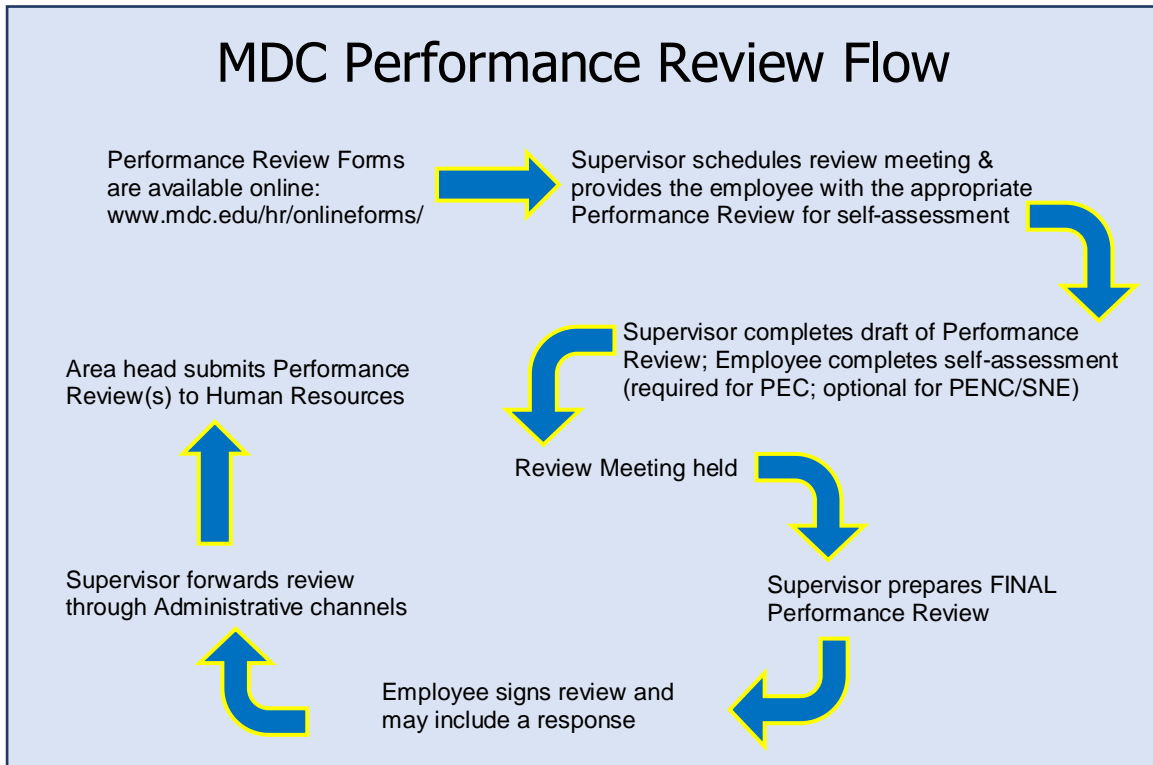
A review of the resumés of the College's administrative and academic officers demonstrates the breadth and depth of their background and experience. For example:

- The Vice Provost of Student Affairs & Chief Enrollment Officer holds a PhD in Conflict Resolution & Analysis from Nova Southeastern University and Master's degrees in both clinical social work and general psychology with an emphasis in gender studies from Florida International University and NorthCentral University, respectively. He has more than 25 years of progressive higher education experience ranging from academic advisor, mental health therapist, adjunct faculty, Director of Student Life, Dean of Student Services, and his present role as Vice Provost of Student Affairs & Chief Enrollment Officer.

- The Dean of the Benjamin León School of Nursing holds a Doctor of Nursing Science (DNS) from Indiana University, MS in Nursing from the University of Cincinnati, and Bachelor of Nursing from Vanderbilt University. She has more than 40 years of experience in the nursing field and has held a wide range of professional and management positions in the field, from staff nurse at Vanderbilt University Medical Center and Associate Dean at Xavier University, to Associate Director of the Institute for Nursing Research, Executive Director for Graduate Programs, and professor at the University of Cincinnati.

- The interim Senior Vice Provost & Chief Financial Officer is a certified public accountant (CPA) licensed in the state of Florida. He holds a Master of Accounting from Florida International University and BS in Accounting from the University of Florida. He has more than 30 years of accounting experience as staff accountant at a private firm, senior auditor with the Office of the Auditor General of the State of Florida, and Assistant Controller for Accounting Services and Vice Provost for Business Affairs at MDC before assuming his current role as interim Senior Vice Provost & Chief Financial Officer.

The Roster of Administrative/Academic Officers includes the name, position, responsibilities, minimum requirements, educational and professional qualifications, professional experience, and links to the job description and current resumé for each of the 79 individuals among the College's leadership. As reflected in the roster, all College administrative and academic officers meet or exceed the minimum job requirements, resulting in a well-prepared senior management staff with the capacity to effectively recommend and implement College policies and procedures.

Administrative Staff Evaluations

Policy II-70 directs the College President to establish procedures for assessing the performance, duties, and responsibilities of all full-time non-instructional personnel. Procedure 2352 provides guidelines for the annual evaluation of professional exempt contractual (PEC) personnel by their immediate supervisors, which would include the College's administrative and academic officers. The specific benefits of the annual performance review process include clarification and verification of the employee's job description and establishment of a performance baseline for measuring future performance. The MDC Performance Review Flow Chart illustrates the process for evaluation of full-time non-instructional personnel.

MDC Performance Review Flow

- Performance Review Forms are available online: www.mdc.edu/hr/onlineforms/
- Supervisor schedules review meeting & provides the employee with the appropriate Performance Review for self-assessment
- Supervisor completes draft of Performance Review; Employee completes self-assessment (required for PEC; optional for PENC/SNE)
- Review Meeting held
- Supervisor prepares FINAL Performance Review
- Employee signs review and may include a response
- Supervisor forwards review through Administrative channels
- Area head submits Performance Review(s) to Human Resources

To begin the annual performance review process, all PEC personnel are required to complete a self-assessment, which typically includes a report of accomplishment of goals and objectives, professional development activities, and new goals for the coming year. These employees also complete the performance review form, giving themselves a rating within the categories of leadership and supervision, professional performance, interpersonal skills, motivation, and knowledge base, as well as an overall evaluation of performance. Human Resources provides a categorical rating scale rubric and criteria for overall performance evaluation to assist participants in their assessments.

An important aspect of the annual evaluation for PEC personnel who have supervisory responsibilities is the Supervisor Feedback Program, which is open for about a month each spring. The College President sends an email to all full-time employees with a link to complete an online review of their immediate supervisor. Once the collection period has closed, the responses are processed and provided through an online portal to all individuals for whom feedback was received.

The self-assessment and any supervisor feedback are included in the evaluation completed by the employee's immediate supervisor, using the same rating scale and criteria. The supervisor provides the evaluation and feedback to the employee in a face-to-face meeting. Employees and supervisors use the performance review to discuss, recognize, and record the achievement of goals and special accomplishments, to determine specific goals and objectives for advancement, and to foster an environment that encourages discourse.

The employee may respond to the evaluation before signed copies are forwarded through administrative channels and submitted to Human Resources. All completed performance reviews are digitized and retained by Human Resources in the individual's official personnel file. Table 5.4-1 provides performance evaluations for eight of the College's administrative/academic officers as demonstration of the ongoing College process.

Table 5.1-1. Sample Administrative/Academic Officer Performance Evaluations

Position(s) of Employee Being Evaluated	Position of Evaluator	2021-2022 Review	2022-2023 Review
Vice Provost, Academic Affairs	Executive VP & Provost	2021-2022	2022-2023
Vice Provost, Student Affairs & Chief Enrollment Officer	Executive VP & Provost	2021-2022	2022-2023
Vice Provost, Business Affairs*	Senior Vice Provost, CFO	2021-2022	
Senior Vice Provost/CFO (interim)*	Executive VP & Provost		2022-2023
Associate Provost, Faculty Initiatives	Executive VP & Provost	2021-2022	2022-2023
Dean, School of Nursing	Campus President, Medical	2021-2022	2022-2023
Dean of Faculty	Campus President, Wolfson	2021-2022	2022-2023
Dean of Student Services	Campus President, Kendall	2021-2022	2022-2023
Senior Director of Campus Administration	Campus President, Kendall	2021-2022	2022-2023

NOTE: The same employee being reviewed in positions of progressive authority

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Administrative/Academic Officers Roster

MDC.edu HR - Criteria for Performance Evaluation for PEC Employees

MDC.edu HR - PEC Performance Review Categorical Rating Scale

MDC.edu HR - Performance Review Guidelines for PEC-PENC-SNE

NACES.org Directory of Members

Organizational Chart

Performance Evaluation - Associate Provost, Faculty Initiatives - 2021-2022

Performance Evaluation - Associate Provost, Faculty Initiatives - 2022-2023

Performance Evaluation - Dean, Faculty - 2021-2022

Performance Evaluation - Dean, Faculty - 2022-2023

Performance Evaluation - Dean, School of Nursing - 2021-2022

Performance Evaluation - Dean, School of Nursing - 2022-2023

Performance Evaluation - Dean, Student Services - 2021-2022

Performance Evaluation - Dean, Student Services - 2022-2023

Performance Evaluation - Senior Director, Campus Administration - 2021-2022

Performance Evaluation - Senior Director, Campus Administration - 2022-2023

Performance Evaluation - Senior Vice Provost/Chief Financial Officer (interim) - 2022-2023

Performance Evaluation - Vice Provost, Academic Affairs - 2021-2022

Performance Evaluation - Vice Provost, Academic Affairs - 2022-2023

Performance Evaluation - Vice Provost, Business Affairs - 2021-2022

Performance Evaluation - Vice Provost, Student Affairs/Chief Enrollment Officer - 2021-2022

Performance Evaluation - Vice Provost, Student Affairs/Chief Enrollment Officer - 2022-2023

Policy II-70 - All Full-Time Non-Instructional Personnel: Performance Review

Procedure 2100 - Recruitment, Internal/External Recruitment, Selection and Hiring Process

Procedure 2352 - Performance Review of Full-Time Non-Instructional Employees

Sample Memo for Self-Assessment

Supervisor Feedback Program Timeline

Supervisor Feedback Program Begins - Email 2023.01.25

Supervisor Feedback Program Report Available - Email 2023.03.10

Job Descriptions:

116001 Associate Dean, Faculty

100400 Associate Provost, Academic Affairs

100401 Associate Provost, Faculty Initiatives

110500 Associate Vice Provost

T60001 Associate Vice Provost, Chief Information Security Officer

110508 Associate Vice Provost, Construction Management

T60003 Associate Vice Provost, Enterprise Business Solutions

T60002 Associate Vice Provost, Systems and Infrastructure

116600 Campus Chief Digital Officer

100700 Campus President

180800 Chief Financial Officer, MDC Foundation

180801 Chief Operating Officer, MDC Foundation

168300 College Registrar

167500 Collegewide Director, Learning Resources

180709 Dean, Career and Technical Education (CTE)

180705 Dean, Faculty

180300 Dean, School of Health Sciences

180703 Dean, School of Continuing Education and Professional Development

180702 Dean, School of Education

180706 Dean, School of Engineering, Technology and Design

180707 Dean, School of Global Business, Trade and Transportation

180200 Dean, School of Nursing

180400 Dean, School of Science

160200 Dean, Student Services

180600 Dean, The Honors College

112900 Director, Administrative Services

167900 Director, Campus Administration

190900 Director, Communications

191205 Director, Intercollegiate Athletics

191206 Director, School of Justice

112244 Director, Simulation Hospital

101000 Executive Director, Cultural Affairs

190402 Executive Director, Meek Entrepreneurial Education Center

101400 Executive Director, MDC Foundation

100602 Executive Vice President and Provost

111400 General Counsel

100800 Provost, New World School of the Arts

167700 Senior Director, Campus Administration

100500 Senior Vice Provost/Chief Financial Officer (CFO)

101200 Vice President, Information Technology/Chief Information Officer

101201 Vice President, External Affairs, Strategic Plan Implementation and Chief of Staff

101300 Vice President, Innovation and Technology Partnership

100300 Vice Provost, Academic Affairs

100313 Vice Provost, Academic Learning Technologies

100302 Vice Provost, Facilities Management

100303 Vice Provost, Human Resources & Organizational Development

100311 Vice Provost, Strategy & Institutional Effectiveness

100312 Vice Provost, Student Affairs & Chief Enrollment Officer

Resumés:

Associate Dean, Faculty, Kendall - Diaz, Clairem

Associate Dean, Faculty, North - Bonilla, Claudia

Associate Provost, Academic Affairs - Giovinazzo, Alicia

Associate Provost, Faculty Initiatives - Leon, Gloria

Associate Vice Provost, Accounting Services - Almeda, Delilah

Associate Vice Provost, Chief Information Security Officer - Castillo, Domingo

Associate Vice Provost, Construction Management - Calcines, Fernando

Associate Vice Provost, Enterprise Business Solutions - Camprubi, Jennifer

Associate Vice Provost, Student Financial Services - Amaya, Mercedes

Associate Vice Provost, Systems and Infrastructure - Moreno, David

Campus Chief Digital Officer, Medical - Villoro, Gonzalo

Campus Chief Digital Officer, North - Gondar, Jose

Campus Chief Digital Officer, Padrón - Sanchez, Adrian

Campus Chief Digital Officer, Wolfson - Martinez, Michael

Campus President, Hialeah - Perez, Georgette

Campus President, Homestead - Loynaz, Oscar

Campus President, Kendall - Cruz, Anthony

Campus President, Medical - Stewart, G. Bryan

Campus President, North - Vazquez, Fermin

Campus President, Padrón - Brown, Alanka

Campus President, West - Moore-Garcia, Beverly

Campus President, Wolfson - González, Beatriz

Chief Financial Officer, MDC Foundation - Mitzenmacher, Marta

Chief Operating Officer, MDC Foundation - Vives, Julie

College Registrar - Vizoso, Elisabet

Collegewide Director, Learning Resources - Dominicis, Erick

Dean, Career and Technical Education (CTE) - Rolle, Alexia

Dean, Faculty, Hialeah - Castro, Caridad

Dean, Faculty, Homestead - Richardson, Simeon

Dean, Faculty, Kendall - Cuellar, Jorge

Dean, Faculty, North - Venezuela, Efrain

Dean, Faculty, Padrón - Goenaga, Niurka

Dean, Faculty, West - Bice, Cynthia

Dean, Faculty, Wolfson - Tuskey, Sarah

Dean, School of Continuing Education and Professional Development - Infanzon, Enrique

Dean, School of Education - Concepción, Carmen

Dean, School of Engineering, Technology and Design - Perez, Manuel

Dean, School of Global Business, Trade and Transportation - Fuertes, Pamela

Dean, School of Health Sciences - Leiba, Alwyn

Dean, School of Nursing - Norris, Tommie

Dean, School of Science - Sacasa, Pablo

Dean, Student Services, Hialeah - Magaña, Nelson

Dean, Student Services, Homestead - Acosta, Tania

Dean, Student Services, Kendall - Vazquez, Kesia

Dean, Student Services, Medical - Bernardin, Marie

Dean, Student Services, North - Lewis, Crystel

Dean, Student Services, Padrón - Troy, Robert

Dean, Student Services, West - Carbon, Andrew

Dean, Student Services, Wolfson - Soto, William

Dean, The Honors College - Castineyra, Magda

Director, Administrative Services, Medical - Edwards, Ramona

Director, Administrative Services, West - Valdivia, Dianne

Director, Campus Administration, Hialeah - Forero, Andrea

Director, Campus Administration, Homestead - Rodriguez, Laura

Director, Campus Administration, Padrón - Baez, Gloria

Director, Communications - Muñoz, Irene

Director, Intercollegiate Athletics - Balado, Michael

Director, School of Justice, Public Safety & Law Studies - Clements, Richard

Director, Simulation Hospital - Papa, Deborah

Executive Director, Cultural Affairs - Chicuén, María Carla

Executive Director, MDC Foundation - Hincapie, Nelson

Executive Director, Meek Entrepreneurial Education Center - Garrison, Chimene

Executive Vice President and Provost - Harrison, Malou

General Counsel - Ley-Soto, Javier

Provost, New World School of the Arts - Hodgson, Jeffrey

Senior Director, Campus Administration, Kendall - Mateo, María

Senior Director, Campus Administration, North - Rodriguez, Evelyn

Senior Director, Campus Administration, Wolfson - DeMahy, Ana

Senior Vice Provost/Chief Financial Officer (CFO) - Starling, Christopher

Vice President, External Affairs, Strategic Plan Implementation and Chief of Staff - Laguna Borrego, Maryam

Vice President, Information Technology/Chief Information Officer - Parrondo, Robert

Vice President, Innovation and Technology Partnership - Delgado, Antonio

Vice Provost, Academic Affairs - Tomova, Michaela

Vice Provost, Academic Learning Technologies - Pereira, Nestor

Vice Provost, Facilities Management - Bobadilla, Leobardo

Vice Provost, Human Resources & Organizational Development - de Laosa, Mary

Vice Provost, Strategy & Institutional Effectiveness - Smith, Wanda

Vice Provost, Student Affairs & Chief Enrollment Officer - Anzalotta, Jaime

Section 6: Faculty

6.1	The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) employs an adequate number of full-time faculty members to support the College mission and goals. The College defines full-time faculty as full-time Instructional/Contractual employees who primarily engage in teaching students in a classroom or virtual setting. Part-time faculty, also referred to as adjunct faculty, are defined as instructional personnel who are employed to teach in a classroom or online setting carrying less than a full-time teaching load. These descriptions are based upon the following definitions provided in Procedure 2010:

- *FULL-TIME EMPLOYEE – Professional Exempt Contractual, Instructional/Contractual, Professional Exempt Non-Contractual or Support Non-Exempt employee working full-time in an authorized budgeted position.*

  - *FACULTY (INSTRUCTIONAL/CONTRACTUAL PERSONNEL) – The term "faculty" includes both classroom faculty and librarian faculty, whose designated duties involve teaching, library, and learning resources support service.*

    - *CLASSROOM FACULTY – Instructional personnel primarily engaged in teaching students in a classroom or online setting.*

- *ADJUNCT FACULTY – An individual who is employed to teach less than full-time. The position is designated at the time of appointment by the District Board of Trustees as a part-time temporary position, assigned on a term-by-term basis.*

MDC employed 703 full-time faculty members and 1,807 part-time faculty members – or 602 full-time equivalent (FTE) part-time faculty – in fall 2022, for an overall student-to-faculty ratio of 22:1 as reported to IPEDS.

As a Florida College System institution, Miami Dade College is a teaching institution charged by § 1004.65(5), Florida Statutes (FS), to "[respond] to community needs for postsecondary academic education and career degree education," which is reflected in the College Mission. Accordingly, MDC prepares students for transfer to upper-division colleges and universities through the associate in arts (AA) degree and provides essential workforce education that prepares students for employment through its associate in science, baccalaureate, and certificate programs.

MDC examines faculty distribution in a number of ways, including course sections taught, total credit hours taught, duplicated headcount taught, and credit hours generated, which is the sum of the product of course credit hours multiplied by section enrollment. These data are also used to calculate student-to-faculty ratio for full- and part-time faculty by dividing total credit hours generated by total duplicated headcount. The courses and credits that make up the College's degree and certificate program types are categorized as either general education/liberal arts or professional/technical/vocational, which adds another layer for data analysis.

As shown in Table 6.1-1, full-time faculty teach more than half of course sections collegewide, as well as within the categories of general education/liberal arts and professional/technical/vocational. As a result,

full-time faculty teach 54% of all credit hours and duplicated student headcount, and account for about 55% of total credit hours generated.

The average student-to-faculty ratio is calculated at the course section level, by dividing duplicated student headcount taught by sections taught. While the student-to-faculty ratio is slightly higher for full-time faculty within general education/liberal arts courses, the ratio is the same as that for part-time faculty in the professional/technical/vocational courses and collegewide.

Table 6.1-1. Distribution of Full- and Part-time Faculty and Student-to-Faculty Ratio, Fall 2022/Spring 2023

Faculty	General Education/ Liberal Arts		Professional/Technical/ Vocational		Collegewide	
	#	%	#	%	#	%
Sections Taught						
Full-time	5,105	52%	3,711	54%	8,816	53%
Part-time	4,619	48%	3,157	46%	7,776	47%
Total	9,724		6,868		16,592	
Credit Hours Taught						
Full-time	15,369	55%	10,900	54%	26,269	54%
Part-time	12,735	45%	9,462	46%	22,197	46%
Total	28,104		20,362		48,466	
Credit Hours Generated						
Full-time	354,818	56%	188,965	54%	543,783	55%
Part-time	276,866	44%	164,196	46%	441,062	45%
Total	631,684		353,161		984,845	
Duplicated Headcount Taught						
Full-time	117,677	54%	62,722	54%	180,399	54%
Part-time	98,976	46%	53,824	46%	152,800	46%
Total	216,653		116,546		333,199	
Student-to-Faculty Ratio						
Full-time	23:1		17:1		20:1	
Part-time	21:1		17:1		20:1	
Total	22:1		17:1		20:1	

When examining faculty distribution across program types, as shown in Table 6.1-2, full-time faculty consistently teach more than 53% of total credit hours, with the exception of career technical certificates, where full-time faculty teach 31% of total credit hours. Career technical certificates are job-training programs focused on the development of workforce skills and competencies. The College actively seeks to employ current industry professionals and field experts as part-time instructors in workforce programs to bring currency to the classroom and enrich the curriculum and student experience.

Table 6.1-2. Credit Hours Taught by Full- and Part-time Faculty by Program Type, Fall 22/Spring 23

Faculty	Bacca-laureate	Associate in Arts	Associate in Science	Advanced Technical Certificate	College Credit Certificate	Career Technical Certificate	Certificate of Professional Preparation
Full-time	32,718	509,968	437,856	12,388	304,217	4,244	8,166
Part-time	25,680	411,811	343,290	9,161	264,711	9,326	7,342
Distribution of Credit Hours Taught by Full- and Part-Time Faculty by Program Type, Fall 22/Spring 23							
Full-time	56%	55%	56%	57%	53%	31%	53%
Part-time	44%	45%	44%	43%	47%	69%	47%

NOTE: *Credit hours are duplicated, as courses are mapped to multiple program types.*

Faculty Workload

The full-time faculty teaching load is based on a points system, as detailed in Article 3, Section 4(C) of the faculty contract. Points are assigned for each credit of lecture, laboratory, and clinical instruction. A full load for full-time classroom faculty is 144 points per academic year, with a designated proportion to be earned across fall, spring, and summer terms. Other points may apply, as stipulated in the faculty contract.

For full-time faculty, the points structure typically translates to teaching five 3-credit courses in each of the major terms, and two 3-credit courses in either the first or second summer term. Full-time faculty work a minimum of 35 hours per week, including class time, office hours, and campus hours. The work expectations for full-time faculty are clearly defined in Article 21 of the faculty contract, and include teaching lecture and laboratory sections; designing, developing, and evaluating curricula; advising students; preparing and submitting student information to department chairs; participating in departmental and College affairs, including committee service; and performing other duties as assigned.

A full-time faculty member may be granted up to 72 overload points during the contractual year, which typically equates to 18 credit hours. To ensure that full-time faculty have sufficient time to support the overall mission and goals of the College, as well as their discipline, a faculty member cannot exceed 10.5 credit hours of overload for the fall or spring major term and cannot exceed 15 credit hours for the fall and spring terms combined. Total combined overload points for the summer A and B terms cannot exceed 12 credit hours. Faculty may select overload teaching assignments in order of seniority, as outlined in Article 17, Section 5 of the faculty contract.

Although full-time faculty are allowed to increase their full teaching load by up to 50% in an academic year, Table 6.1-3 demonstrates that total faculty teaching load was increased by 35% for overload collegewide in academic year 2022-2023. As shown in Table 6.1-4, more than 74% of credit hours taught by full-time faculty college wide are in-load hours.

Table 6.1-3. Full-time Faculty Credit Hours Taught Overload as a Percentage of In-load, F2022/Sp2023

	Total Credit Hours Taught by FT Faculty	# In-load	# Overload	Overload as a % of In-load
General Education/Liberal Arts	15,369	11,295	4.074	**36%**
Professional/Technical/Vocational	10,900	8,167	2,733	**33%**
Collegewide	26,269	19,462	6,807	**35%**

Table 6.1-4. Full-time Faculty Credit Hours Taught In-load and Overload, Fall 2022/Spring 2023

	Total Credit Hours Taught by FT Faculty	# In-load	% In-load	# Overload	% Overload
General Education/Liberal Arts	15,369	11,295	73%	4.074	**27%**
Professional/Technical/Vocational	10,900	8,167	75%	2,733	**25%**
Collegewide	26,269	19,462	74%	6,807	**26%**

Part-time faculty are assigned courses using the same points system described above, but they are limited to a maximum of 108 total instructional points for the academic year, which includes credit, non-credit, and instructional tasks, combined. As described in the adjunct faculty annual point limitations document published on the College website by Human Resources, part-time faculty may be assigned 12 credit hours in each of the major fall and spring semesters, and a total of 9 credit hours across one or both of the summer terms. Responsibilities and work expectations of part-time faculty, as defined in Article 9 of the Service Employees International Union (SEIU) adjunct faculty contract, are generally limited to the classroom – including class preparation, maintenance of student records, and completion of required paperwork – and required meetings. Per Article 9, part-time faculty "shall instruct students in conformance with the material listed in the discipline approved course profiles and as defined by the College." Part-time faculty are not expected to serve on committees or otherwise participate in College affairs. Per Article 8 of the SEIU contract, adjunct faculty assignments are made at the sole discretion of the College and may be based on "experience, expertise, skill set in different teaching modalities ([e.g.,] face-to-face, online, blended, lecture/lab), and the scheduling of full-time faculty."

Table 6.1-5 further examines faculty distribution across the types of faculty assignments: full-time in-load, full-time overload, and part-time load. Forty percent of collegewide credit hour enrollment in the fall 2022 and spring 2023 terms is attributable to full-time in-load faculty assignments.

Table 6.1-5. Credit Hours Taught by FT In-load, FT Overload, PT Load, Fall 2022 and Spring 2023

	Total Credit Hours Taught	Full-time In-load		Full-time Overload		Part-time	
		#	%	#	%	#	%
General Education/Liberal Arts	28,104	11,295	40%	4.074	15%	12,735	45%
Professional/Technical/Vocational	20,362	8,167	40%	2,733	13%	9462	47%
Collegewide	48,466	19,462	40%	6,807	14%	22,197	46%

Faculty Participation in Department, Discipline, and College Affairs

Full-time faculty play an important role in supporting the College mission and goals, in addition to their primary instructional role. Faculty support the College, their disciplines, and students through undergraduate research, service, grant writing, advising student organizations, chaperoning student travel, facilitating service-learning activities, and engaging in projects to create learning supports and promote student completion and success. Annual recipients of MDC endowed teaching chairs, who are chosen by their peers for demonstrated excellence in teaching and commitment to the College mission, exemplify faculty commitment to student success and the improvement of teaching and learning.

Faculty are highly involved with students inside and outside of the classroom, serving as advisors and mentors for students participating in more than 200 student organizations, honor societies, research projects, and award-winning student literary magazines throughout the eight College campuses. In order

to be registered as an MDC student organization, the proposed group must secure a full-time faculty or staff member to serve as an advisor. Advisors commit to abide by MDC policies and procedures and to provide guidance for the organization's day-to-day functions, assist with purchasing and budgeting, participate in events, liaise with the campus leadership, and participate in Student Life advisor training workshops.

In addition to advising organizations, faculty support honor society officers and student club leaders, and assist Student Government Association (SGA) presidents with their annual commencement presentations. Faculty provide students with letters of recommendation to accompany applications for post-MDC continuing education, scholarships, internships, employment, and awards, among other professional and competitive pursuits.

Faculty chaperones accompany students on College-supported state and national field trips to meetings, honor society and collegiate conferences, scholastic competitions, and travel-abroad programs. During the 2023 summer term, faculty led students on Study Abroad Program trips to seven nations, including Japan, Scotland, Italy, Czech Republic, England, Belize, and Austria.

Faculty also support the College mission and goals by engaging in myriad projects and initiatives led by the Office of Changemaking Education and Social Innovation (CESI) and its affiliate programs. In the 2021-2022 academic year, 77 faculty incorporated global sustainability and earth literacy studies into 398 class sections, reaching almost 12,000 (duplicated headcount) students. Service learning activities were included by 114 faculty members in 304 class sections, engaging almost 1,800 students in more than 43,000 service hours. As a result of these and other engagements in CESI endeavors, five faculty were awarded the Changemaking Education Award by the Returned Peace Corps Volunteers of South Florida.

Faculty members, supported by the Office of Resource Development, submitted a total of 45 competitive grant proposals over the last three years, and received funding for 17, as summarized in Table 6.1-8. These grants generated nearly $6 million for MDC from local, state, federal, and private foundation sources. Projects focused on innovative models of curriculum/program development, including STEM-related faculty and student research.

Table 6.1-6. Faculty Grant Applications & Awards, 2020-2022

Year	# of Faculty Submitting Grant Proposals	# of Funded Faculty	# of Funded Grants	Award Amount
2020	9	4	3	$3,451,567
2021	19	12	8	$902,270
2022	17	6	6	$1,552,953
TOTAL	**45**	**22**	**17**	**$5,906,790**

Planning for Full-time Faculty

Full-time faculty members largely teach at the College campus to which they are assigned. During the major terms, each Campus President, together with their Dean of Faculty, examines full- and part-time teaching ratios and assignments for their campus. Each Campus President identifies their need for new full-time faculty positions as a result of analyzing faculty assignments in light of campus enrollment trends, annual campus and academic school goals, and College strategic initiatives.

Table 6.1-7 shows the distribution sections taught by full-time and part-time faculty by campus, off-campus instructional location, and MDC Online for fall 2022 and spring 2023 combined. Off-campus instructional locations are assigned to campuses for the purposes of faculty planning and instructional assignments. The Carrie P. Meek Entrepreneurial Education Center operates under the umbrella of North Campus; the Gibson Educational Center operates under Wolfson Campus; the two airport instructional locations serve the Aviation programs, which are based at Homestead Campus; courses taught within area hospitals support Medical Campus programs; and other outreach locations may operate under a campus based upon geographic proximity or the academic school making the assignment. MDC Online is the operating unit that facilitates and supports distance education courses offered through fully online, asynchronous instruction. Faculty assigned to any campus may teach MDC Online courses once they have been certified to do so. Sections delivered through MDC Live (fully online, synchronous) or blended (partially online, partially face-to-face) are attributed to the campus to which the instructor is assigned. Full-time faculty range between 50% and 77% of sections for most locations, with Hialeah, West, and Wolfson campuses falling below the average. Although these particular campuses carry fewer full-time faculty than the others, faculty convene across campuses in support of their disciplines. Consequently, academic quality is ensured for all instructional locations and modalities.

Table 6.1-7. Number and Percent Sections Taught by Full- and Part-time Faculty by Location, F22/Sp23

Location	Total Sections	Full-time Faculty		Part-time Faculty	
		# Taught	% Taught	# Taught	% Taught
Hialeah Campus	1,015	358	35%	657	65%
Homestead Campus/Airports	797	473	59%	324	41%
Kendall Campus	3,088	1,596	52%	1,492	48%
Medical Campus/Hospitals	1,644	1,272	77%	372	23%
North Campus/Meek Center	2,771	1,424	51%	1,347	49%
Padrón Campus	1,168	585	50%	583	50%
West Campus	812	298	36%	514	64%
Wolfson Campus/Gibson Center	2,089	883	42%	1,206	58%
MDC Online	2,226	1,516	68%	710	32%
Other Outreach Locations	976	411	42%	565	58%
TOTAL	16,586	8,816	53%	7,770	47%

After analyzing faculty distribution and enrollment trend data, each campus completes a worksheet with a prioritized list of new faculty lines requested by academic school, department, and academic discipline. For each new faculty line, the requestor must provide a detailed rationale for the position, supported by campus-specific data about the program or discipline within which the faculty member will teach. The data provided for each position includes current full- and part-time faculty ratios, overload assignments, and sections taught, as well as sections planned for the fall term in the upcoming academic year, and the anticipated class size, enrollment, and credit hours to be generated.

The College President reviews the collection of requested positions from across all campuses and prioritizes them with the assistance of the Executive Vice President and Provost and the Senior Vice Provost and Chief Financial Officer. Special consideration is given to new programs and requests to fill existing faculty positions now vacant due to retirement or separation. Decisions about new faculty lines are made in the spring semester for funding in the new fiscal year, which begins July 1.

The faculty sufficiency review conducted in fall 2022 resulted in the approval of 25 new full-time faculty positions as detailed in Table 6.1-8. These new faculty lines were allocated to both address overall

student enrollment trends, and to continue MDC's goal to balance faculty distribution across all campuses.

Table 6.1-8. New Full-time Faculty Positions as a Percentage of Fall 2022/Spring 2023 Sections Taught

Location	Total Sections	% Full-time	% Part-time	New Faculty Positions	New Positions as a % of Sections*
Hialeah Campus	1,016	35%	65%	0	0.0%
Homestead Campus/Airports	797	59%	41%	4	2.5%
Kendall Campus	3,088	52%	48%	2	0.4%
Medical Campus/Hospitals	1,644	77%	23%	14	5.0%
North Campus/Meek Center	2,773	51%	49%	2	0.4%
Padrón Campus	1,170	50%	50%	0	0.0%
West Campus	806	37%	63%	0	0.0%
Wolfson Campus/Gibson Center	2,090	42%	58%	3	0.6%
TOTAL	13,384	51%	49%	25	1.0%
MDC Online	2,226	68%	32%		
Other Outreach Locations	976	42%	58%		
TOTAL	16,586	53%	47%		

**NOTE**: Assumes that one full-time instructor would teach 10 sections the two major terms.

Twenty-five full-time faculty positions were filled for the fall 2023 term, which included both new approved positions and other openings resulting from faculty retirements and resignations.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Adjunct Faculty Annual Point Limitations

Changemaking Education & Social Innovation (CESI) Report Dashboard

Faculty Academic Leadership Chart

Faculty Line Request Worksheet, Wolfson Campus, Fall 2023 - sample

Florida Statutes § 1004.65 - Florida College System institutions; governance, mission, and responsibilities

Full-Time Faculty Hires - Fall 2023

IPEDS Fall Enrollment 2022-23, Part F - Student-to-Faculty Ratio

MDC Forum 2022.12 - Endowed Teaching Chairs

MDC.edu Human Resources - Instructor Workload Resources

MDC.edu MDCNews - Miami Dade College Welcomes Back Students and Faculty Returning from Summer Study Abroad Programs 2023.09.01

MDC.edu Mission

Procedure 2010 - A Glossary of Terms and Definitions

Returned Peace Corps Volunteers of South Florida (RPCVSF)

RPCVSF Changemaking Education Award Honorees 2022

Service Employees International Union (SEIU) Agreement 2022 – Faculty Assignment

Service Employees International Union (SEIU) Agreement 2022 - Work Expectations

Student Organization Advisor Workshop

Student Organizations

United Faculty of Miami Dade College (UFMDC) Agreement 2021-2024 - Overload

United Faculty of Miami Dade College (UFMDC) Agreement 2021-2024 - Teaching Load

United Faculty of Miami Dade College (UFMDC) Agreement 2021-2024 - Work Expectations

6.2.a	For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. *(Faculty qualifications)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) justifies and documents the qualifications of its faculty members for each of its education programs. MDC employs qualified faculty members in furtherance of its institutional mission to provide "high-quality teaching and learning experiences" and its statutory mission as a teaching institution. To this end, the College follows a selection, hiring, and credentialing process to ensure that faculty hired possess the qualifications necessary to teach the competencies required of the courses or discipline to which they will be assigned. The process and requirements for credentialing faculty are the same for faculty teaching in all modalities and at all instructional locations.

As reflected in Policy II-19; the United Faculty of Miami Dade College (UFMDC) Agreement, Article 3, Section 4(A); and the Service Employees International Union Agreement, Article 8, Section 1(A), the College adheres to internally developed credentials charts aligned with the SACSCOC Faculty Credentials Guidelines and applicable program accreditation requirements. The faculty credential charts include credential statements for disciplines and discrete collections of courses at both the associate degree and baccalaureate degree levels. The process for developing faculty credential statements is detailed in the Guidelines for Development: MDC Faculty Credential Statements.

When determining acceptable qualifications of its faculty, MDC gives primary consideration to the highest earned degree in the discipline. The College also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees and coursework, related work experiences in the field, professional licensures and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Discipline credentialing statements are created and amended, as necessary, during the curriculum development process. The Associate Dean, Faculty Credentials is included in the approval path within the MDC Meta curriculum development platform for all new courses. The Associate Dean communicates with the originator of the proposal to review the minimum faculty qualifications for new courses to ensure that the qualifications are covered in the existing discipline credential statement. In cases where the minimum qualifications differ, the credential statement is revised or a new credential statement is created. A curriculum proposal that includes new courses must be signed off by the Associate Dean, Faculty Credentials before it can advance to the Academic Leadership Council (ALC) for review and approval. Once approved by ALC, the faculty credential statement is posted to the appropriate faculty credential chart – associate/lower division or baccalaureate/upper division – where it can then be found in the alphabetical list.

The College employs the MDC Faculty Credentials system to document the qualifications of faculty and justification for credentialing decisions. For each full- and part-time faculty member, the department chair or hiring manager reviews the instructor's transcripts; enters the relevant credentialing information in the system; identifies the course(s) for which the instructor is to be credentialed; adds notes, as needed; and then submits the entry to the academic dean for approval. The Division of Human Resources validates the receipt of the official transcripts and any other required documentation. Faculty holding degrees from foreign institutions must submit an official translation to English, if necessary, and an official evaluation of their degree and coursework from a member agency of the National Association of Credential Evaluation Services (NACES) to ensure degree equivalency.

Occasionally, a faculty member's academic preparation will vary from the established credentialing criteria, but the individual possesses qualifications relevant to the teaching assignment that may contribute to effective teaching and student learning outcomes based on specified criteria. In such cases, the department chair or hiring supervisor may submit a request for an exception to the faculty credential statements.

The MDC Faculty Credentials system includes an alerts function to ensure that required certifications and licensures are kept up to date. Six months prior to the recorded expiration date of a required credential, the system sends an alert email to the faculty member with a request to provide updated documentation and instructions for how to submit. Follow-up alert emails are sent three months and one month prior to the expiration date, if necessary. The department chairperson or other supervisor, faculty dean, and the Associate Provost, Faculty Initiatives are copied on all alerts.

All personnel files are maintained in electronic format in the Human Resources digital document repository (Perceptive Content), as stipulated in Procedure 2101. Digital content may include official transcripts; official evaluation of foreign degree or credits, if applicable; faculty credential form; full-time faculty performance reviews; adjunct instructor review packets; certificates and licenses; portfolio; and any other qualifying documentation.

Credentials are detailed in the Faculty Roster for all faculty hired and credentialed since the College's 2014 comprehensive review with teaching assignments for credit and developmental courses in the spring and fall 2023 terms. Faculty included in the 2014 review who are teaching in the same discipline as included in that review are reported in the Faculty from Prior Review Roster. Course descriptions are provided in the 2022-2024 College Catalog. Transcripts and other credentials documentation for all faculty will be available for on-site review.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

College Catalog 2022-2024 - Course Descriptions

Faculty Credentials Alert Email - Sample

Faculty Credentials Verification and Transcript Review Guidelines

Faculty from Prior Review Roster

Faculty Roster for Spring/Fall 2023

Guidelines for Development of MDC Faculty Credential Statements

Guidelines for Requesting Exception to the MDC Faculty Credential Statements

Job Description - 116002 Associate Dean Faculty Credentials

MDC Meta Developing Curriculum - Courses

MDC.edu Faculty Credentials

MDC.edu Faculty Credentials Chart - Associate

MDC.edu Faculty Credentials Chart - Baccalaureate

National Association of Credential Evaluation Services (NACES) - NACES.org Directory of Members

Perceptive Content User Instructions

Policy II-19 - Full-Time and Part-Time Instructional Personnel: Credentials

Procedure 2101 - Personnel Records

SACSCOC Faculty Credentials Guidelines

Service Employees International Union (SEIU) Agreement 2022 - Faculty Qualifications

United Faculty of Miami Dade College (UFMDC) Agreement 2021-2024 - Faculty Qualifications

6.2.b	For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

For each of its educational programs, Miami Dade College (MDC) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

As authorized in Rule 6A-14.030, Florida Administrative Code (FAC) and described in Core Requirement 9.1, MDC offers educational programs leading to the degree and certificate types detailed in Table 6.2.b-1. The individual programs are identified in the Institutional Summary Form Prepared for SACSCOC Reviews.

Table 6.2.b-1. Degrees and Certificates Offered at Miami Dade College

Degree Types	Number Offered
Baccalaureate (BAS, BS)	15
Associate in Arts (AA)	1
Associate in Science (AS)	77
College Credit Certificate (CCC)	95
Advanced Technical Certificate (ATC)	12
Certificate of Professional Preparation (CPP)	7
Career Technical Certificate (CTC)	18
Total Programs Offered	225

For the purposes of analyzing faculty sufficiency at the program level, MDC uses "academic group" rather than individual programs. Accordingly, the College's 225 programs are organized into 78 academic groups, which better represent the teaching assignments of faculty, making faculty sufficiency data more meaningful and actionable for both the associate in arts and workforce programs.

The associate in arts (AA) degree is a single program representing 54% of total credit student enrollment. Because the AA is a lower division program designed to transfer to the baccalaureate degree, it is comprised of liberal arts disciplines that support general education requirements and focused pathways to facilitate transfer. Data analysis for the purpose of determining the sufficiency of full-time faculty is more meaningful when viewed by academic groups that represent discipline groupings, as opposed to viewing the AA program as a whole.

The College's professional schools offer a wide range of workforce-related programs that lead to baccalaureate and associate in science (AS) degrees, as well as certificates. College credit certificates are designed to be stackable toward an AS degree to allow students to complete a certificate, and then progress on toward the degree without duplicated courses or credits. The shorter length of certificate programs and the significant overlap with other certificates and AS degrees makes analysis at the more comprehensive academic group more meaningful than analysis at the program level.

In fall 2022, the College employed 703 full-time faculty members and 1,807 part-time faculty members, or 602 full-time equivalent (FTE) part-time faculty, as reported to IPEDS. These faculty taught credit

courses across the 78 academic groups within general education/liberal arts and professional/technical/vocational areas, which are comprised of 27 and 51 academic groups, respectively. The academic groups or disciplines for both the AA and workforce programs are convened by academically qualified individuals who provide leadership in curriculum development, as discussed more fully in Standard 6.2.c.

The College defines full-time faculty as full-time Instructional/Contractual employees who primarily engage in teaching students in a classroom or virtual setting. Part-time faculty, also referred to as adjunct faculty, are defined as instructional personnel who are employed to teach less than a full-time teaching load. These descriptions are based upon definitions provided in Procedure 2010 and described more fully in Core Requirement 6.1.

Table 6.2.b-2, below, shows the distribution of sections taught by full-time and part-time faculty across academic groups for fall 2022 and spring 2023 combined. Table 6.2.b-3 provides the break-down by term, and includes the total numbers of full-time faculty and FTE part-time faculty. Within general education/liberal arts, full-time faculty taught between 46% and 100% of sections within most academic groups for the fall 2022 semester; the exceptions are highlighted for further discussion.

Table 6.2.b-2. Sections Taught by Full- and Part-time Faculty by Academic Group, Fall 22/Spring 23

Classification/Academic Group	# of Sections	Sections Taught by Full-time Faculty		Sections Taught by Part-time Faculty	
		#	%	#	%
GENERAL EDUCATION/LIBERAL ARTS					
Biological Sciences	1,055	**508**	**48%**	547	52%
Chemistry	517	**339**	**66%**	178	34%
Dance	63	**37**	**59%**	26	41%
Developmental Education	101	**55**	**54%**	46	46%
Earth Science	120	**70**	**58%**	50	42%
Economics	184	**105**	**57%**	79	43%
English as a Second Language	516	**245**	**47%**	271	53%
English Language & Communications	1,248	**736**	**59%**	512	41%
Environmental Sciences	68	**25**	**37%**	43	63%
Fine and Applied Music	391	**168**	**43%**	223	57%
Foreign Language	114	**53**	**46%**	61	54%
History	231	**57**	**25%**	174	75%
Humanities	521	**269**	**52%**	252	48%
Interdisciplinary Honors	57	**57**	**100%**	-	0%
Interdisciplinary Studies	2	**2**	**100%**	-	0%
Mass Communication	21	**19**	**90%**	2	10%
Mathematics	1,479	**916**	**62%**	563	38%
Philosophy & Logic	372	**198**	**53%**	174	47%
Physics	254	**138**	**54%**	116	46%
Political Science	262	**75**	**29%**	187	71%
Psychology	650	**377**	**58%**	273	42%
Sociology	192	**120**	**63%**	72	38%
Speech Communications	442	**251**	**57%**	191	43%

Classification/Academic Group	# of Sections	Sections Taught by Full-time Faculty		Sections Taught by Part-time Faculty	
		#	%	#	%
Student Life Skills	490	**74**	**15%**	416	85%
Studio Art	326	**205**	**63%**	121	37%
Sub Total	9,676	**5,099**	**53%**	4,577	47%
PROFESSIONAL/TECHNICAL/VOCATIONAL					
Accounting	396	**180**	**45%**	216	55%
Agriculture and Animal Science	54	**30**	**56%**	24	44%
American Sign Language	24	**-**	**0%**	24	100%
Architecture	273	**143**	**52%**	130	48%
Aviation	65	**44**	**68%**	21	32%
Banking and Finance	47	**7**	**15%**	40	85%
Building Construction	16	**1**	**6%**	15	94%
Business Administration	795	**244**	**31%**	551	69%
Computer Science	1,054	**496**	**47%**	558	53%
Criminal Justice	445	**153**	**34%**	292	66%
Culinary Arts	68	**34**	**50%**	34	50%
Dental Hygiene	76	**64**	**84%**	12	16%
Education	296	**158**	**53%**	138	47%
Educator Preparation Institute	15	**4**	**27%**	11	73%
Emergency Medical Services	264	**191**	**72%**	73	28%
Engineering	171	**88**	**51%**	83	49%
Fashion	97	**6**	**6%**	91	94%
Film, Radio & Television Technology	213	**121**	**57%**	92	43%
Fire Science	37	**-**	**0%**	37	100%
Foreign Language Translation	10	**9**	**90%**	1	10%
Funeral Services Education	30	**30**	**100%**	-	0%
Graphic Arts Design	147	**84**	**57%**	63	43%
Health Information Management	75	**59**	**79%**	16	21%
Health Science	128	**75**	**59%**	53	41%
Hospitality Management	54	**26**	**48%**	28	52%
Human Services	16	**4**	**25%**	12	75%
Interior Design	50	**8**	**16%**	42	84%
Legal Studies	68	**37**	**54%**	31	46%
Library Science	19	**11**	**58%**	8	42%
Massage Therapy	28	**24**	**86%**	4	14%
Medical Assisting	11	**10**	**91%**	1	9%
Medical Laboratory Technology	70	**68**	**97%**	2	3%
Military Science	8	**-**	**0%**	8	100%
Nuclear Medicine Technology	20	**18**	**90%**	2	10%
Nursing	1,148	**888**	**77%**	260	23%
Nutrition & Physical Education	108	**55**	**51%**	53	49%

Classification/Academic Group	# of Sections	Sections Taught by Full-time Faculty		Sections Taught by Part-time Faculty	
		#	%	#	%
Office Systems Technology	7	-	0%	7	100%
Opticianry	31	24	77%	7	23%
Pharmacy Technician	18	2	11%	16	89%
Phlebotomy	26	26	100%	-	0%
Photographic Technology	41	35	85%	6	15%
Physical Therapy Assistant	26	24	92%	2	8%
Physician Assistant	113	104	92%	9	8%
Radiography	47	34	72%	13	28%
Real Estate	5	5	100%	-	0%
Respiratory Care Technology	39	25	64%	14	36%
Sonography	62	26	42%	36	58%
Surveying	8	-	0%	8	100%
Theatre & Drama	69	22	32%	47	68%
Transportation	28	20	71%	8	29%
Sub Total	6,916	**3,717**	54%	3,199	46%
Grand Total	16,592	**8,816**	53%	7,776	47%

Fine and applied music benefits from the perspectives that working musicians from a variety of musical backgrounds bring to the classroom. Miami, as a large cultural center, is home to many qualified musicians, which allows the College to support a broad range of musical instruments and genres within its fine and applied music academic offerings.

The **student life skills** academic group includes SLS1106, a required course for new first-time-in-college (FTIC) students to prepare them for collegiate-level study; SLS1510, which is for high school and middle school students to facilitate progression into dual enrollment, as well as FTIC students who need two or more developmental courses; SLS1505, for new students in need of one developmental course; and SLS1125, a required course for students who have failed to meet the standards of academic progress. These one-credit courses are largely taught by credentialed MDC administrative staff employed full-time in non-academic positions, as well as credentialed middle and high school teachers, all of whom are classified as part-time faculty.

The prevalence of part-time instruction in **history** and **political science** is driven by a recent increase in enrollment in AMH2020 History of the United States since 1877 and POS2014 American Federal Government, respectively. Pursuant to § 1007.25, FS, first-time-in-college students entering MDC in 2018-2019 or later must demonstrate competency in civic literacy before being awarded an associate in arts or baccalaureate degree. For these student cohorts, competency can be demonstrated by either receiving a passing grade in a designated course or by receiving a passing score on an equivalency assessment, such as an AP or CLEP exam. An amendment to the law now requires FTIC students entering in 2021-2022 or thereafter to complete one of the designated courses and pass the Florida Civic Literacy Exam. In its subsequent rulemaking in Rule 6A-10.02413, FAC, the State Board of Education extended the requirement to students seeking an associate in science or associate in applied science degree. As a result, enrollment in MDC's designated courses – AMH2020 and POS2041 – increased markedly in the

2022-2023 academic year, as illustrated in Exhibit 6.2.b-1. This surge in enrollment was met largely by the assignment of part-time faculty to teach these specific courses.

Exhibit 6.2.b-1. Headcount Enrollment for Full- and Part-time Faculty in Civic Literacy Courses

AMH2020 History of the United States since 1877

Year	Full-time Faculty	Part-time Faculty
2018-2019	1,471	650
2019-2020	2,027	1,380
2020-2021	2,204	1,636
2021-2022	1,628	2,393
2022-2023	1,685	4,987

POS2041 American Federal Government

Year	Full-time Faculty	Part-time Faculty
2018-2019	1,568	1,635
2019-2020	1,579	2,069
2020-2021	1,857	2,626
2021-2022	1,811	2,288
2022-2023	2,297	4,899
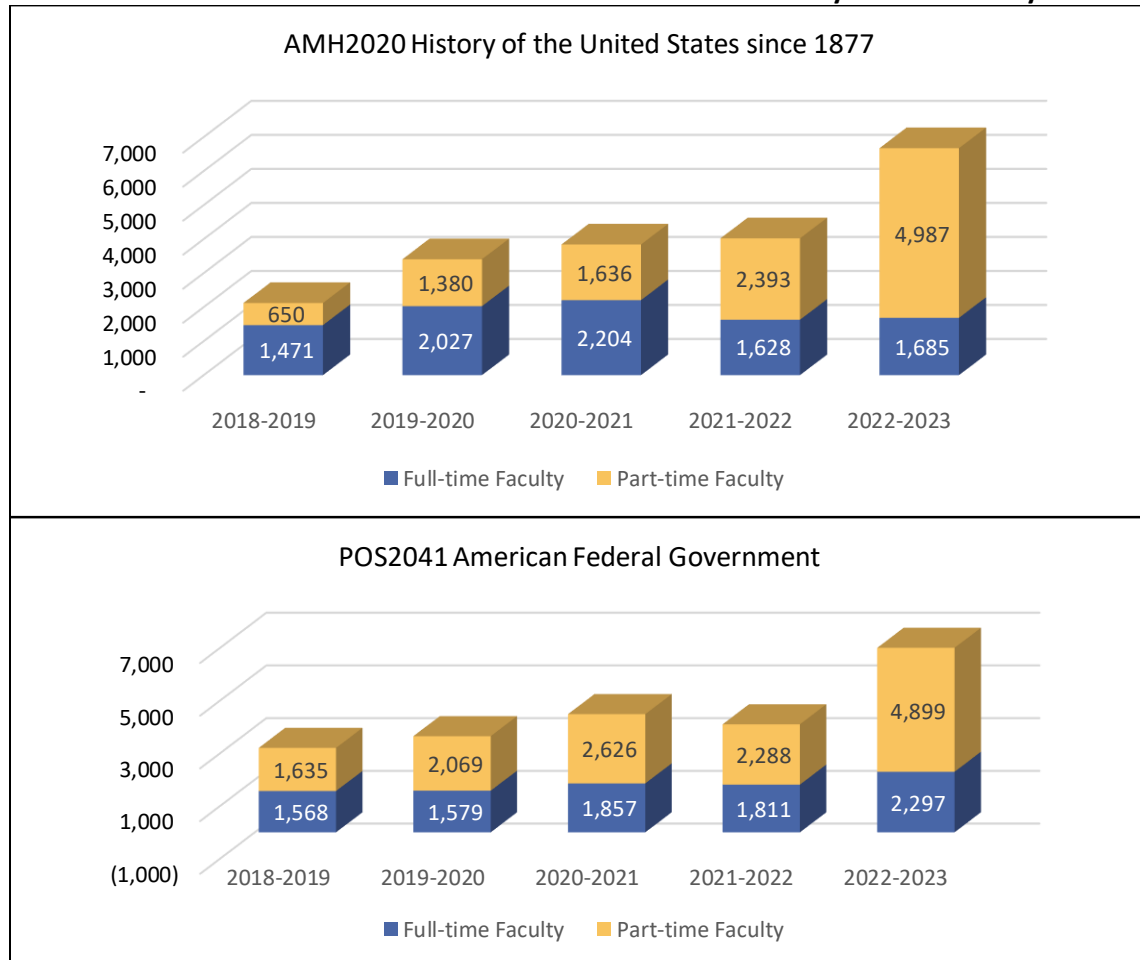
The **environmental sciences** academic group consists of one course and lab – EVR1001 Introduction to Environmental Science – which is a natural sciences general education course. Full-time faculty teaching EVR1001 are also credentialed in other natural sciences disciplines, such as biological sciences or chemistry, and their teaching assignments typically fall more heavily within those disciplines. While this specific course and lab may be taught largely by part-time faculty, the overall number of full-time faculty teaching within this academic area is sufficient to ensure academic quality.

The ratio of full- to part-time faculty is more broadly dispersed across academic groups within the professional/technical/vocational programs, reflecting the varied nature of the professions represented. Given the Florida College System mission articulated in § 1004.65(5), Florida Statutes (FS), to provide workforce education and training, as well as to prepare students for transfer to four-year programs, MDC recognizes the value of hiring working professionals as part-time faculty for its career and professional programs. Because many of these individuals are also currently employed in the field in which they teach, they bring to the classroom up-to-date knowledge of workforce trends, industry standards, technological environments, and job requirements. Not only do such professional experts

bring relevance and immediacy to the courses they teach, but they also connect students to real-world work environments for work site visits, internships, apprenticeships, and employment opportunities.

American sign language is a niche discipline that relies on working sign language interpreters to teach part-time. Because sign language evolves with usage, just like other languages, working professionals bring currency to the curriculum and the classroom.

Two full-time faculty teaching within the **banking and finance** academic group are also credentialed to teach in business administration and one is credentialed to teach in mathematics, which represents the majority of their teaching loads. As a major financial center, Miami is home to many working and retired professionals in the finance and banking sectors who serve as part-time faculty for MDC. The 42 sections in this academic group taught by part-time faculty in fall 2022/spring 2023, were assigned to 14 instructors with diverse backgrounds in the field, including financial analyst, chief investment officer, vice president of finance, financial planner, controller, investment consultant, and private banking manager. This breadth of perspective and deep knowledge of the subject matter enriches the classroom experience for student and helps to maintain currency in the curriculum.

Business administration is comprised of several inter-related disciplines, each with their own area of specialization, including entrepreneurship, business administration, supervision and management, marketing, small business management, digital marketing, and customer relations. The program enlists business owners, marketing experts, entrepreneurs, and other professionals in the field to bring their diverse backgrounds and real-world experiences to the classroom as part-time faculty. The 31 full-time faculty teaching in fall 2022/spring 2023 held teaching assignments across all campuses, except Medical, as well as MDC Online. The distribution of full-time faculty, balanced with the enrichment of part-time faculty, is sufficient to assure academic quality in the discipline.

Full-time faculty teaching courses in the **building construction** and **interior design** academic groups are also credentialed to teach in the architecture discipline, and their teaching assignments typically fall more heavily within this discipline. The 15 sections in building construction taught by part-time faculty were assigned to eight working professionals, each of whom had an area of expertise, such as building code, cost estimation, plans interpretation, law, and finance. The 42 sections in interior design taught by part-time faculty were assigned to ten individuals who work in the field as architects or interior designers. While courses in these academic groups may be taught largely by part-time faculty, the overall number of full-time faculty teaching within this discipline is sufficient to ensure academic quality.

Criminal justice encompasses a diverse array of highly specialized programs, including criminal justice, forensic sciences, crime scene investigations, emergency management, and intelligence studies. Each field requires specific credentials, expertise, and extensive hands-on experience. The eight full-time faculty within the discipline, who largely teach at the baccalaureate level, provide assurance of academic quality.

The **Educator Preparation Institute (EPI)** is a seven-course accelerated, competency-based program that prepares students holding a baccalaureate degree in a non-education major to satisfy the requirements to receive a professional teaching certificate from the state of Florida. While most EPI courses are taught by part-time faculty, these instructors hold teaching certificates, have teaching experience, and also typically teach within other School of Education programs where the distribution of course assignments to full-time faculty is 53%.

The two full-time faculty in the **fashion** academic group left MDC in academic year 2022-2023 to pursue other professional opportunities. Miami is one of the top fashion centers in the US, and the Miami Fashion Institute at MDC has built relationships with local fashion designers to bring practical knowledge and experience to the programs. The discipline hired additional part-time faculty from among the local working professionals to fill course assignments with no impact to the programs. One of the full-time faculty positions has been filled for the 2023-2024 academic year.

Fire science is a highly specialized discipline that depends on experiences and well-trained firefighters to serve as instructors. The MDC Fire Academy currently has no full-time faculty positions, but instead employs retired firefighters, fire chiefs, and other seasoned subject matter experts. This approach incorporates diverse perspectives and insights from active firefighters engaged in real-world firefighting and rescue operations drawn from Miami-Dade County. This approach allows the College to attract and retain highly skilled experts with unique talents and a wide range of professional experiences to teach and train the next generation of firefighters and rescue professionals.

The number of sections taught within the **human services** academic group has historically been distributed evenly among full- and part-time faculty, as illustrated in Exhibit 6.2.b-2. During the 2022-2023 academic year, the lead full-time faculty member took a six-month leave. Additional qualified part-time faculty were employed to cover the instructional load required of the program.

Exhibit 6.2.b-2. Distribution of Human Services (HUS) Sections Taught
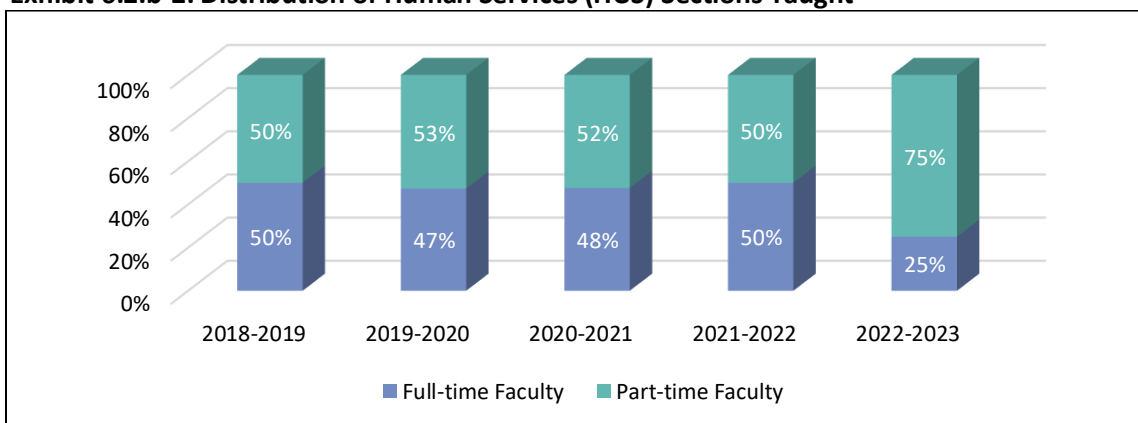
The **military science** academic group is comprised of limited course offerings for Reserve Officer Training Corps (ROTC) programs offered in partnership with the University of Miami and Florida International University. These courses are taught by part-time faculty, each of whom has more than ten years of military experience with officer rank.

The **office systems technology** academic group has one course, OST2335 Business Writing, with limited course sections offered throughout an academic year. Full-time faculty credentialed to teach the course are primarily assigned to other courses within the business administration group, including GEB 3213 Advanced Communication in Business. While OST2335 is primarily taught by part-time faculty, the overall number of full-time faculty teaching related courses is sufficient to ensure academic quality.

The CTC in **Pharmacy Technician** is a clock hour program comprised of six courses. Of the 1,050 hours in the program, 600 are earned through two field experience courses, which are taught by the program's full-time faculty member and two working pharmacy technicians. The full-time faculty member also

teaches each of the four didactic courses, with the remainder of the sections distributed among five part time faculty, all of whom are working registered pharmacy technicians.

The 77-credit AS in Diagnostic Medical **Sonography** program includes approximately 1,920 hours in supervised clinical rotation. In addition to didactic courses, the program includes six sonography courses, one per semester, each section of which is limited to four students. Full-time faculty teach clinicals, as well as didactic courses. In order to balance teaching assignments and support the program cohort, the program employs licensed medical sonographers and medical doctors as part-time faculty. These professionals bring a wealth of experience to the classroom for the benefit of program students.

The **surveying** group consists of three courses with lecture and lab components, with each course scheduled as two separate sections for lecture and lab. Full-time faculty teaching surveying courses are also credentialed to teach within the engineering discipline, and their teaching assignments typically fall more heavily within this discipline. While surveying courses may be taught largely by part-time faculty, the overall number of full-time faculty teaching within the engineering discipline is sufficient to ensure academic quality.

Courses in the **theatre and drama** academic group are those offered through the New World School of the Arts (NWSA) Theatre program, which is a partnership between Miami-Dade County Public Schools, Miami Dade College, and the University of Florida offering programs in visual and performing arts at the high school and college level. The full-time acting and music theatre faculty, as well as two technical theatre faculty, carry assignments that include directing, music directing, costume, set and lighting design, and production work, all of which are direct teaching and learning assignments working with students, but are not recorded as classes. Full-time faculty course assignments also typically include NWSA high school courses, in addition to college courses, which are also not captured in the reporting for this standard. To complete the faculty assignments, the NWSA draws upon Miami's rich theater and performance industry to engage working professionals as part-time faculty.

Table 6.2.b-4 provides a view of credit hour enrollment generated by full- and part-time faculty across the academic groups, while Table 6.2.b-5 examines head count enrollment. Full-time faculty largely teach at the College campus to which they are assigned. Off-campus instructional locations are assigned to campuses for the purposes of faculty planning and instructional assignments. The Carrie P. Meek Entrepreneurial Education Center operates under the umbrella of North Campus; the Gibson Educational Center operates under Wolfson Campus; the two airport instructional locations serve the Aviation programs, which are based at Homestead Campus; courses taught within area hospitals support Medical Campus programs; and other outreach locations may operate under a campus based upon geographic proximity or the academic school making the assignment. MDC Online is the operating unit that facilitates and supports distance education courses offered through fully online, asynchronous instruction. Faculty assigned to any campus may teach MDC Online courses once they have been certified to do so. Sections delivered through MDC Live (fully online, synchronous) or blended (partially online, partially face-to-face) are attributed to the campus to which the instructor is assigned. Distribution of full- and part-time faculty by number and percent of sections taught within the general education/liberal arts and professional/technical/vocational academic groups is provided for each campus and MDC online in Tables 6.2.b-6 through 6.2.b-15:

- Hialeah Campus
- Homestead Campus, with airports
- Kendall Campus
- Medical Campus, with hospitals

- North Campus, with Meek Entrepreneurial Education Center
- Padrón Campus
- West Campus
- Wolfson Campus, with Gibson Education Center
- MDC Online
- Other outreach locations.

During the fall and spring major terms, each Campus President, together with their Dean of Faculty, examines full- and part-time teaching ratios and teaching assignments for their campus. Each Campus President identifies their need for new full-time faculty positions as a result of analyzing faculty assignments in light of campus enrollment trends, annual campus and academic school goals, and College strategic initiatives. Campus Presidents and Deans of Faculty determine the number of sections to be offered in each discipline and the full-time faculty available to be assigned. The balance of unassigned sections may be filled with part-time faculty, or could point to the need for a new full-time faculty line within the discipline. Each campus submits a prioritized list of new faculty lines requested by academic school, department, and academic group or discipline. The College President reviews the collection of requested positions from across all campuses and prioritizes them with the assistance of the Executive Vice President and Provost and the Senior Vice Provost and Chief Financial Officer.

Decisions about new faculty lines are made in the spring semester for funding in the new fiscal year, which begins July 1. Once the discipline-specific faculty positions are approved, the deans of faculty work with Human Resources to begin the recruitment process. The recruitment timeline anticipates that screening committees will interview qualified applicants before faculty break for the summer. Campus leadership completes the hiring process during the remainder of the summer so that new faculty can report at the start of the fall term.

The faculty sufficiency review conducted in fall 2022 resulted in the approval of 25 new full-time faculty positions. Twenty-five full-time faculty positions were filled for the fall 2023 term, which included both new approved positions and other openings resulting from faculty retirements and resignations.

Faculty Workload

The full-time faculty teaching load is based on a points system, which is described in detail in Core Requirement 6.1. For full-time faculty, the points structure typically translates to teaching five 3-credit courses in each of the major terms, and two courses in either the first or second summer term. Full-time faculty work a minimum of 35 hours per week, including class time, office hours, and campus hours. The work expectations for full-time faculty are clearly defined in Article 21 of the faculty contract, and include teaching lecture and laboratory sections; designing, developing, and evaluating curricula; advising students; preparing and submitting student information to department chairs; participating in departmental and College affairs, including committee service; and performing other duties as assigned.

A full-time faculty member may be granted up to 72 overload points during the contractual year, which typically equates to 18 credit hours. A faculty member cannot exceed 10.5 credit hours of overload for the fall or spring major term and cannot exceed 15 credit hours for the fall and spring terms combined. Total combined overload points for the summer A and B terms cannot exceed 12 credit hours.

Although full-time faculty are allowed to increase their full teaching load by up to 50% in an academic year, Table 6.2.b-16 demonstrates that total faculty teaching load was increased by 35% for overload

collegewide in academic year 2022-2023. Table 6.2.b.17 details the in-load and overload rates by academic group.

Table 6.2.b-16. Full-time Faculty Credit Hours Taught Overload as a Percentage of In-load, F2022/Sp2023

	Total Credit Hours Taught by FT Faculty	# In-load	# Overload	Overload as a % of In-load
General Education/Liberal Arts	15,369	11,295	4.074	**36%**
Professional/Technical/Vocational	10,900	8,167	2,733	**33%**
Collegewide	26,269	19,462	6,807	**35%**

Part-time faculty are assigned courses using the same points system described above, but they are limited to a maximum of 108 total instructional points for the academic year, which may consist of 12 credit hours in each of the major fall and spring semesters, and a total of 9 credit hours across one or both of the summer terms. At maximum, the point limitations would typically translate to teaching four 3-credit courses in each major term and three 3-credit courses across the summer terms. Responsibilities and work expectations of part-time faculty, as defined in Article 9 of the Service Employees International Union (SEIU) adjunct faculty contract, are generally limited to the classroom – including class preparation, maintenance of student records, and completion of required paperwork – and required meetings. More information about faculty workload, including statistics on overload, can be found in Core Requirement 6.1.

Faculty Role in Ensuring the Quality and Integrity of Academic Programs

In order to fulfill their role in ensuring the quality and integrity of the College's academic programs, all faculty members are expected to observe the highest standards of job performance and professional excellence. The Statement of Faculty Excellence describes the qualities and characteristics of excellent faculty using four categories: faculty members' motivation and their ability to motivate others, their interpersonal skills, their knowledge base, and their skill at applying that knowledge. MDC reinforces these standards by requiring ongoing faculty professional development, offering a robust professional development schedule for full-time and part-time faculty, and establishing pathways for faculty advancement that support the retention of the most highly qualified faculty members.

To ensure that a sufficient number of faculty are at the center of curriculum decision-making for their courses and programs, MDC's full-time faculty participate, according to their specialty, in collegewide academic schools and discipline committees. The full-time faculty discipline committees primarily oversee the coursework for the AA program disciplines; the full-time faculty in academic schools oversee the career and professional programs and courses. This faculty-centered design results in substantial cross-discipline and cross-campus interaction, promoting the integration of knowledge and skills and leading to enriched curriculum design and development.

As described and demonstrated in Standard 8.2.a, faculty are responsible for the assessment of student attainment of learning outcomes for their disciplines and programs. In academic year 2022-2023, faculty within the professional schools and programs undertook a comprehensive project to redesign the program student learning outcomes (PSLO) assessment framework for programs leading to baccalaureate and associate in science (AS) degrees, as well as certificates. Through that project, faculty collaborated to formulate PSLOs, map them to the curriculum, identify the course where each PSLO would be assessed and the course-embedded assignment that would serve as the means of assessment, and develop a three-level rubric to apply to the student work. Faculty then collected data

regarding student attainment of the PSLOs, recorded their reflection on the data, and implemented strategies to improve student attainment of outcomes.

As described in Core Requirement 7.1, academic disciplines and professional schools and programs complete Annual Effectiveness Reports (AER), which are submitted each fall to the Division of Strategy and Institutional Effectiveness (SIE). While SIE provides a template to guide the completion of the AER, each academic unit can define their own means of collaborating across instructional locations and modalities to complete a comprehensive report for the discipline, program, or school. The AER template asks academic units to discuss the plans, accomplishments, and changes experienced in the prior academic year, supported by data and with a focus on continuous quality improvement. The student learning outcomes assessment reports and evidence of improvement actions are submitted annually with the AERs.

MDC places primary responsibility for the content, quality, and effectiveness of the curriculum on the faculty in each subject area. The College encourages faculty to seek improvement of educational programs through all appropriate means, including carefully designed innovative programs in accordance with Policy VIII-3. School and discipline faculty committees review and update existing courses and develop new courses in response to student and industry needs. Many workforce programs use their advisory committees to provide input on curriculum to ensure that it remains current with industry practices and employer expectations. Accredited programs review their curriculum in light of the standards, criteria, competencies, and expected learning outcomes established by their professional accrediting organizations.

Central to the curriculum review and approval process is the College Academic and Student Support Council (CASSC), which convenes at both the campus and College level. The membership of CASSC is intended to maximize representation from constituents of the College community, including academic and student affairs, academic disciplines, and every campus. Faculty represent a majority of the membership to ensure that primary responsibility for the quality of educational programs resides with the faculty. CASSC is charged with reviewing and recommending for approval all proposed curriculum changes, functioning as a communication vehicle for discussion and dissemination of topics related to academic and student affairs, and providing a forum for open dialogue for student success initiatives and innovations.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Annual Effectiveness Reports (AER) - example

Articulation of Programs to Academic Groups

CASSC Meeting Minutes - March 2023

CASSC Membership 2023-2024

Discipline Convener Roster

Florida Administrative Code Rule 6A-10.02413 - Civic Literacy Competency

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Florida Statutes § 1004.65 - General education courses; common prerequisites; other degree requirements

6.2.c	For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

For each of its educational programs, Miami Dade College (MDC) assigns appropriate responsibility for program coordination.

As authorized in Rule 6A-14.030, Florida Administrative Code, and described in Core Requirement 9.1, MDC offers educational programs leading to the degree and certificate types detailed in Table 6.2.c-1. The individual programs are identified in the Institutional Summary Form Prepared for SACSCOC Reviews.

Table 6.2.c-1. Certificates and Degrees Offered at Miami Dade College

Degree Types	Number Offered
Baccalaureate (BAS, BS)	15
Associate in Arts (AA)	1
Associate in Science (AS)	77
College Credit Certificate (CCC)	95
Advanced Technical Certificate (ATC)	12
Certificate of Professional Preparation (CPP)	7
Career Technical Certificate (CTC)	18
Total Programs Offered	225

For the purposes of program coordination, MDC uses "academic group" rather than individual programs, which aligns with Standard 6.2.b. Accordingly, the College's 225 programs are organized into 78 academic groups, which better represent the teaching assignments of faculty.

The associate in arts (AA) degree is a single degree or program representing 54% of total credit student enrollment. Because the AA is a lower division program designed to transfer to the baccalaureate degree, it is comprised of liberal arts disciplines that support general education requirements and focused pathways to support transfer. Curriculum leadership is more meaningful and effective when exercised through academic groups that represent discipline groupings, as opposed to viewing program coordination for the AA program as a whole.

The College's professional schools offer a wide range of workforce-related programs that lead to baccalaureate and associate in science (AS) degrees, as well as certificates. College credit certificates are designed to be stackable toward an AS degree to allow students to complete a certificate, and then progress on toward the AS without duplicated courses or credits. The shorter length of certificate programs and the significant overlap with other certificates and AS degrees makes program coordination at the more comprehensive academic group more meaningful.

Miami Dade College's academic structure distributes responsibility for leadership and coordination of each academic school and discipline among eight campuses. This structure promotes an effective model of coordination, accountability, communication, and stewardship for the faculty in each discipline. MDC assigns curriculum review and development responsibility to full-time faculty members in all programs.

Faculty are responsible for all curricular recommendations, regardless of instructional location or mode of delivery.

The curriculum development or modification process begins with faculty supported by discipline conveners and lead discipline deans. Academically qualified individuals lead the discipline in curriculum development. While each campus has academic departments that are primarily governed at the campus level, the discipline is coordinated collegewide. MDC's Office of Academic Programs serves as a collegewide resource for faculty requiring guidance for course development and curriculum process timelines. When a new program/course or program/course modification is proposed, a vote of all faculty representing the discipline collegewide determines whether it moves forward in the process. This process applies to all credit programs, including general education subject areas, such as English and mathematics, and career and technical education programs in areas like business and health sciences, regardless of instructional location or mode of delivery.

Once faculty in a discipline vote in favor of a new program/course or program/course modification, a collegewide process is engaged that includes the Academic Leadership Council (ALC), Campus Academic and Student Support Council (CASSC), and College CASSC. Faculty constitute a majority of membership in Campus and College Academic and Student Support Councils. This campus and collegewide process ensures that the entire College community is informed about proposed curriculum changes and understands the rationale for the change. The curriculum structure enables each stakeholder to ask questions and provide feedback. The College's curriculum development process is described in greater detail in Core Requirement 9.1 and Standard 10.7.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Articulation of Programs to Academic Groups

Campus Academic and Student Support Council Membership Roster, 2023-2024

Campus Organizational Structures and Coordination Responsibilities

College Academic and Student Support Council Membership Roster, 2023-2024

Curriculum Development - Before You Get Started

Discipline Convener Roster

Faculty Academic Leadership Chart

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Institutional Summary Form Prepared for SACSCOC Reviews

MDC Scorecard 2022-2023

MDC.edu Office of Academic Programs - Program Development

Section 7: Institutional Planning and Effectiveness

[7.1 Institutional Planning](#)

[7.2 Quality Enhancement Plan](#)

7.1	**The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.** *(Institutional planning)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with the College mission.

Miami Dade College Strategic Plan 2021-2026

At the heart of the College's planning and evaluation processes is the Miami Dade College Strategic Plan 2021-2026. In March-June 2020, as the Strategic Plan 2015-2020 was being retired, College leadership directed a data-informed assessment of the overall College, including an institutional environmental scan and peer analysis. The peer analysis, which compared the College to its selected IPEDS peers, as well as past winners of the Aspen Prize for Community College Excellence, revealed that MDC's Strategic Plan 2015-2020 ranked highest among the peers in terms of sophistication by providing accountability through key performance indicators (KPIs). Based upon the data collected, including a survey of the Board of Trustees, the Board identified five key takeaways to guide the development of the next strategic plan to support the College mission:

1. Create data-informed strategies
2. Provide flexible learning methods
3. Support under-served populations
4. Enhance the brand
5. Align budget and strategic plan.

In July-August 2020, the Division of Strategy and Institutional Effectiveness (SIE) engaged 225 individuals from across all campuses and the district through ten town hall meetings or "roadshows." The roadshows, which included Campus Presidents and their cabinets, district personnel, directors of information technology and campus administration, and deans and staff from the professional schools, uncovered areas of excellence and opportunities for improvement at the College. The result of the roadshows was the creation of a strategic plan framework that articulated 21 initial action areas across five functional categories identified for the College: academic, student success, special interest, operations, and campus.

The Strategic Planning Coordinating Committee (SPCC) – a group comprised of more than 50 district and campus leaders, staff, faculty, and students – engaged in three sets of visioning workshops in August-October 2020 to further the development of the strategic plan. Sub-committees focused on the broad categories identified through the roadshows. The SPCC workshops resulted in identification of initial goals, objectives, tactics, and success measures, as well as initial thoughts on collegewide sequencing, resourcing, and funding of initiatives.

In response to requests from campus leaders, SIE engaged economists from Emsi (now known as Lightcast) to create environmental scans focused on the demographics, workforce characteristics, educational pipeline, and job opportunities specific to each campus' geographic region and the overall

MDC service district. New neighborhood regions were identified by SIE based on zip codes in the immediate vicinity of each campus. These new regions have been incorporated into Lightcast standard reporting for the College.

In November-December 2020, two sets of campus planning workshops were held with each of the eight campus presidents and their cabinets, for a total of 16 workshops. During these workshops, participants defined their campus priorities in support of the collegewide plan to create individual campus plans with objectives and tactics.

During this time period, SIE administered surveys to College employees and students to gather feedback on the draft strategic plan. Respondents were asked to rate their level of agreement with the guiding principles and goals, as well as provide specific comments to improve the plan and its components. More than 1,300 responses were received for each of the surveys. The feedback directly led to the addition of several tactics to the draft plan.

Upon assuming leadership in January 2021, the College President conducted a series of listening sessions across all eight campuses to gain ideas, insights, and perspectives to further inform the College's path moving forward. These listening sessions were included in the College President's First 100 Days report, which was shared with the College community and served to bring further clarity to the draft strategic plan.

The College President presented the Miami Dade College Strategic Plan 2021-2026 to the District Board of Trustees at their regular meeting on June 15, 2021. The plan articulates five goals:

- Goal 1: Reimagining for Student Success
- Goal 2: Accelerating Academic Excellence and Innovation
- Goal 3: Building a Culture of Care to Advance Student Outcomes
- Goal 4: Fueling the Talent Needs of a Global Economy
- Goal 5: Securing Our Future.

Each of the goals is supported by four high-impact strategies to provide a high-level vision for how each goal is to be actualized. The strategic plan arose from a multi-phase development process spanning more than a year, with successive iterations building upon and further refining the initial action areas captured in the strategic plan framework. What began as a functional framing of targeted action areas evolved into a set of integrated goals and cross-functional high-impact strategies to achieve those goals.

The strategic plan is predicated upon the use of data to inform decision making. Progress and outcomes are tracked using KPIs and metrics that were identified through the process with the aim to promote continuous improvement and monitor College progress in advancing its agreed upon goals. Metrics are associated with each of the goals to identify multiple ways in which achievement will be measured. In addition to the goal-level metrics, the plan's global Key Performance Indicators articulate overall institutional health indicators to be positively impacted by collegewide efforts to implement the plan:

- ***ENROLLMENT***
  Credit Hours: Increase credit hour production to more fully serve our community.

- ***RETENTION***
  Fall to Fall: Persisting from one semester to the next following degree map pathways leads to certificates and degree attainment.

- ***DEMOGRAPHICS***
  Student Headcount: The extent to which MDC's student body is inclusive of the wider community we serve.

- ***COURSE SUCCESS***
  Successful Course Completion: Students gain skills and traction and demonstrate progression toward achieving their goals by successfully completing courses.

- ***INTENSITY***
  Full- & Part-Time Headcount: Increase enrollment intensity to shorten time to degree/award.

- ***GRADUATION***
  Graduation Rate: Along with number of graduates, the graduation rate tracks student success, inclusive of students with stackable credentials.

The strategic plan also includes the baseline trend data upon which assumptions were grounded and strategies developed.

Strategic Plan Goal Champion Workgroups

At the launch of the Strategic Plan, the College President appointed each of the eight Campus Presidents to serve as a champion or co-champion of one of the plan's five goals. Vice provosts were also appointed to specific goals to support the goal champions and serve as district advisors. The College President invited all College employees to join one of the Goal Champion Workgroups (GCW) to identify potential projects and initiatives to carry the strategic plan forward.

The work process and schedule for each GCW adapts to facilitate the specific membership and undertakings of each. The GCWs follow a Plan-Do-Study-Act model for continuous improvement, and report their activities and accomplishments to SIE by goal and high-impact strategy. The 2021-2026 Strategic Plan Midterm Update provides a highlights accomplishments realized as a result of projects and initiatives undertaken across the College in furtherance of the 2021-2026 Strategic Plan goals and high impact strategies. Notable accomplishments of the College, faculty, and students are also summarized in the President's annual reports – Annual Report 2021-22: A Year of Momentum and Annual Report 2022-23: A Catalyst for Impact – which are presented to the Board of Trustees and published on the College website. Among these accomplishments are the following:

- ***Goal 1: Reimaging Student Success*** focuses on redesigning the student experience to elevate engagement and success. Accomplishments include identifying and reducing points of friction in collegewide processes and procedures through which students must advance, including application, registration, advisement, graduation, and job placement and continuing education.

- ***Goal 2 Accelerating Academic Excellence and Innovation*** aims to foster a culture of excellence and innovation in teaching, learning, and service. In 2022-2023 the President's Innovation Fund was created to empower full-time faculty to experiment, innovate and develop learning models.

- ***Goal 3: Building a Culture of Care to Advance Student Outcomes*** is about College employees caring for students, each other, and the community. In 2021-2022, the President's Leadership Academy was launched to recognize employee excellence, promote professional development, and help grow future College leaders from within.

- ***Goal 4: Fueling the Talent Needs of a Global Community*** focuses on preparing all students for the future of work. To address a statewide teacher shortage and help students forge an early career path, the College has partnered with Miami-Dade County Public Schools to launch the

Dual Enrollment Teaching Academy in academic year 2023-2024 through the School of Education. Students will begin the academy as early as ninth grade and work toward achieving an associate's degree by high school graduation, at which time they can transition into a baccalaureate program at MDC or another institution.

- **Goal 5: Securing Our Future** aims to leverage institutional capacity and agility to ensure ongoing success. In 2022-2023, the College launched the Salesforce Customer Relationship Management (CRM) system to enhance process efficiency and effectiveness; provide additional tools to engage prospective, current, and stopped out students; pinpoint "leaks" in the enrollment pipeline; and prepare additional students for success.

The strategic plan provides the operational context for two ongoing institutional effectiveness processes that serve as a reflection on the strategic plan at the campus and unit levels – the Annual Campus Reports (ACRs) and the Annual Effectiveness Reports (AERs) – each of which is completed on an annual cycle. In the ACRs, campuses identify activities and strategies they intend to undertake in support of the College strategic plan, and report annually on progress and accomplishments. In contrast to the ACRs, which are location-centered plans and reports, the AERs are completed by functional units from across the College, representing academics, students support, and administrative support services. Because the AERs are centered on functional areas, they represent efforts coordinated across the campuses and the district. As further explained below, both the ACRs and the AERs embody a Plan-Do-Study-Act model of continuous improvement, as illustrated in Figure 7.1.1. AER authors are encouraged to include data to support their progress reports, reflect on the impacts of actions taken, and discuss how this analysis and reflection will inform their next steps.

Figure 7.1-1. MDC Institutional Effectiveness Model

Annual Campus Reports

Campuses identify top priorities each year that are aligned with the College's mission and strategic plan goals and high impact strategies, and chart the progress of each within their Annual Campus Reports (ACRs). Each campus has a central organizational and leadership structure that oversees campus operations. Often, specific professional schools, academic programs, and student services fall within the oversight area of a designated campus based on location of facilities. For instance, the Benjamín León School of Nursing and the School of Health Sciences are both primarily based at the Medical Campus, and fall under the direction of the Medical Campus President. Likewise, intercollegiate athletics, which operates under the control of the College President, is based at the Kendall Campus, home to the College gymnasium, aquatics complex, and other sports facilities, with on-site administration provided by the Kendall Campus President. Professional schools, academic disciplines, and student services that have a presence across multiple campuses are assigned to a specific campus for collegewide coordination. The Meek Entrepreneurial Education Center is included in planning for the North Campus, due to its geographic proximity. Similarly, the Gibson Education Center is included in Wolfson Campus planning. The two airport instructional locations are included in the Homestead Campus planning, as the campus is home to the Aviation program. All Annual Campus Reports and Annual Effectiveness Reports pass through a Campus President or Vice Provost as the second level or review before culminating with the Executive Vice President and Provost or the College President. Findings from these reports are consequently accumulated at the highest level of the College in the Executive Leadership Committee, which consists of the Campus Presidents, Vice Provosts, and executive leadership.

The Annual Campus Reports for the 2022-2023 and 2021-2022 fiscal year provided below demonstrate alignment with the College Strategic Plan, as well as the work of individual units:

- Hialeah Campus   2021-2022 | 2022-2023
- Homestead Campus   2021-2022 | 2022-2023
- Kendall Campus   2021-2022 | 2022-2023
- Medical Campus   2021-2022 | 2022-2023
- North Campus   2021-2022 | 2022-2023
- Padrón Campus   2021-2022 | 2022-2023
- West Campus   2021-2022 | 2022-2023
- Wolfson Campus   2021-2022 | 2022-2023.

Annual Effectiveness Reports

The Annual Effectiveness Reports (AERs) are completed each summer by College units from across all campuses and the district. AER units are organized into the following service areas:

- **Academic Disciplines** provide the curriculum and instruction for general education/liberal arts courses that contribute to the general education core and the associate in arts degree. Academic Disciplines units may consist of multiple disciplines. While discipline courses are typically offered across all campuses, with the exception of Medical Campus, where general education courses are not offered, each Academic Discipline unit is assigned to a campus for reporting purposes.

- **Professional Schools and Programs** provide curriculum and instruction for workforce programs leading to the associate in science degree, baccalaureate degrees, and related certificates. Professional Schools and Programs units are also assigned to a campus for reporting purposes, and several limit their operations primarily or exclusively to that campus due to the need for specialized facilities or equipment to support instruction.

- **Student Support Services** provide assistance to students to advance their academic achievement, personal growth, and career planning. Student Support Services units provide services to all students across all instructional locations and distance learning. Each Student Support Services unit is convened collegewide by a Dean of Student Services or other appropriate administrator based at a campus in order to ensure consistency in service delivery.

- **Administrative Support Services** facilitate the operations of the College in furtherance of the academic enterprise. Most Administrative Support Services units are categorized as district units that provide support to all campuses and the College overall.

The AER consists of five parts, as illustrated in Table 7.1-1, all of which are intended to provide units with an opportunity for data analysis, evaluation, reflection, and planning for continuous improvement. Through the AER, units in the four service areas described above engage in annual planning and assessment at the unit level, identifying multi-year commitments to the College strategic plan and articulating annual goals the unit will pursue to operationalize its commitments or improve the service quality and operational effectiveness of the unit. The annual goals are also aligned with the strategic plan. Units are encouraged to identify lead and lag measures to support ongoing formative and summative assessment of the effectiveness of the goal. Annual goals and commitments articulated by units in the AER may be incorporated into Annual Campus Reports. Likewise, activities identified in ACRs may be rolled into the Annual Effectiveness Reports for responsible or impacted units.

Table 7.1-1. Parts of the Annual Effectiveness Reports

AER Section	Sub-Section
Section 1: About Your Unit	1.1. Unit Purpose Statement
	1.2. Internal and External Changes
	1.3. Efforts to Secure Additional Resources
	1.4. Awards, Rankings, and Recognitions
Section 2: Your Strategic Plan Commitments	
Section 3: Your Annual Goals	3.1. Status Report on Goals for Reporting Year
	3.2. Annual Goals for Upcoming Year
Section 4: Your Expected Outcomes	**Academic Disciplines:** Discipline Student Learning Outcomes
	Professional Schools/Programs: Program Student Learning Outcomes
	Student Support Services: Key Performance Indicators
	Administrative Support Services: Key Performance Indicators
Section 5: Your Most Impactful Activities or Practices	

Units also use the AER to document the results of their assessment of expected outcomes, which represent key performance metrics central to the purpose of the unit. Academic disciplines and professional schools and programs engage in assessment of student learning at the program or discipline level, as their purpose is the academic success of students. Administrative and student support services identify key performance indicators for specific unit operations, the tracking of which helps the unit to know if it is performing on target and to identify performance gaps in need of improvement.

Annual goals and expected outcomes have a symbiotic relationship, which should be reflected in the AER. Since annual goals are intended to improve the effectiveness of the unit, expected outcomes might improve as a direct or indirect result of planning efforts. In turn, when analysis of expected outcomes evidence gaps in performance, the unit might develop an annual goal aimed at improvement. The

planning and evaluation aspect of the unit-level institutional effectiveness process, as embodied in the AERs, is demonstrated in the sample AER excerpts linked in Table 7.1-2.

Table 7.1-2. Sample Annual Effectiveness Reports for Planning Cycles 2021-2022 and 2022-2023

Unit Type	Unit Name	AERs	
Academic Disciplines	English & Communication	2021-2022	2022-2023
	Mathematics (College Level)	2021-2022	2022-2023
	World Languages	2021-2022	2022-2023
Professional Schools and Programs	Human Services	2021-2022	2022-2023
	School of Global Business, Trade, & Transportation	2021-2022	2022-2023
	Sign Language Interpretation	2021-2022	2022-2023
Student Support Services	Advisement & Career Services	2021-2022	2022-2023
	MDC Online	2021-2022	2022-2023
	Recruitment	2021-2022	2022-2023
Administrative Support Services	Academic Affairs	2021-2022	2022-2023
	MDC Museum of Art + Design and Galleries	2021-2022	2022-2023
	Strategy & Institutional Effectiveness	2021-2022	2022-2023

The AER templates are distributed each summer by the Division of Strategy and Institutional Effectiveness, along with evaluation rubrics, technical instructions, and other supports, such as AER exemplars. Annual AER training is provided to units by SIE, both scheduled and on-demand. SIE also offers one-on-one consultation sessions with units to review their AERs, offer suggestions on how to strengthen the unit's institutional effectiveness process, and to answer any questions the unit might have.

Once all AERs have been submitted in the fall, they are reviewed by members of the collegewide Institutional Effectiveness Committee (IEC), which is made up of faculty and administration from the district and campuses. The AERs are distributed among the members of the IEC so that each AER is independently reviewed by two individuals. The reviewers are provided with a rubric that lists criteria to apply to each element of the AER, and are asked to select the appropriate judgment for each element from a pre-determined list. Once all reviews are submitted, SIE staff consolidate the judgments so that the finding for each criterion on the feedback report represent a coordinated response from the two reviewers. In instances where the two reviews are inconsistent with one another, a member of SIE reviews the AER to establish a consensus response. Reviewers have an opportunity to provide comments for each section and for the AER overall. The Feedback Reports include all comments provided by both reviewers, with some adjustments made by SIE to mediate any inconsistencies. The AER Feedback Reports are distributed to the individuals responsible for submission so that the feedback may be used to strengthen the units' engagement in integrated planning and evaluation in the upcoming AER reporting cycle.

While completing the AER reviews, the IEC provides feedback on the overall AER process, including the degree to which the process provides the unit and the College with insightful information and aligns with the expectations of SACSCOC standards. The IEC also provides feedback on the AER review process. As a result of the completion of the 2020-21 AER reviews, improvements were made to the AER templates, instructions, training/consultation opportunities, and the review rubric. The Division of

Strategy and Institutional Effectiveness also performs a meta-analysis of the review findings to identify additional opportunities for improvement in College institutional effectiveness processes.

Evaluating Effectiveness

To support its culture of evidence, the College has developed an executive dashboard supported by a wide variety of student data sets that can be searched, sorted, and filtered by many variables, such as term, campus, modality, credit type, enrollment status, academic goals, and student demographics. Specific dashboards were identified or added to facilitate monitoring of the Strategic Plan KPIs, including the following:

- First-Time-in-College Enrollment
- Course Pass Rate
- Course Performance
- End-of-Term Retention
- End-of-Term Enrollment
- Demographics Overview
- Financial Aid Overview.

Most dashboards and reports are updated daily to provide critical data on different areas of enrollment. Making data accessible in the user-friendly dashboard format supports the institutional priority to enhance data literacy and transparency, and support evidence-based decision making.

The Division of Strategy and Institutional Effectiveness produces Planning Points reports that take a deep dive into frequently asked questions about student performance. The Planning Points reporting series succinctly examines timely topics, such as fall-to-fall retention and economic mobility for low income populations. The reports turn raw data into actionable information by examining trends, such as credit enrollment long-term trends, and adding context, like the preferences of Gen Z students. A question-and-answer format is used to engage the reader in the analysis. The reports feature a graphic visualizing key results, an embedded overview table with local trend data, and contextual trend data at the state or national level, if available. The reports identify actionable items, next steps, and key takeaways to assist the audience for which the report was prepared in putting the information to use.

Collegewide and focused survey administration provides additional insights into the impact of College, campus, and unit operations. Survey results, executive summaries, single-sheet survey briefs are published on the SIE webpage suite for easy access to current and archived survey data. The executive summary highlights the most significant and relevant data in a digestible and accessible format and to allow for easy comparison across years. Survey data – including the Enrolled Student Survey, Graduating Student Survey, Community College Survey of Student Engagement (CCSSE), Leavers Survey, and Annual Alumni Survey – are widely used by AER units to evaluate effectiveness through the lens of student engagement and satisfaction.

SIE provides informational presentations, data coaching, and data use training through a variety of forums, including executive and campus leadership presentations, departmental meetings, College retreats, and one-on-one and small group trainings. Intensive data use training is provided through the Data Liaison program.

The [Data Liaisons](#) training series, was launched by SIE in July 2021 to build institutional data capacity at the campuses and the district. Data Liaisons are College employees selected by Campus Presidents and district Vice Provosts to engage in ongoing monthly training sessions on a variety of data sources, reports, and analysis methods. The training, provided largely by SIE directors and staff, is intended to teach Data Liaisons to serve as consultants and a data resource to their unit leadership for applied problem-solving and internal reporting purposes. The capacity-building program teaches participants to produce applied data and conduct content-specific analysis in targeted areas.

Taken together, the dashboards, Data Liaisons, Planning Points, and other SIE training serves to enhance data access, literacy, quality, and uniformity, ensuring that provided metrics are standardized throughout the College and understandable to and used reliably by diverse groups of stakeholders. This availability of a wide variety of data sources is instrumental in supporting the evaluation elements in MDC's institutional effectiveness processes.

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Strategic Plan Framework

Strategic Plan Kick-Off Presentation 2020.08.11

Strategic Plan Roadshows 2020

Strategic Planning Coordinating Committee (SPCC) Roster

Strategic Planning Visioning

7.2	The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate. Implement, and complete the QEP; and (e) includes a plan to assess achievement. *(Quality Enhancement Plan)*

JUDGMENT OF COMPLIANCE: N/A – Executive Summary Submitted for Review

NARRATIVE:
Miami Dade College is in the process of developing a Quality Enhancement Plan, and is submitting an overview to the Off-Site Reaffirmation Committee for non-binding review.

Topic
Artificial Intelligence (AI) Readiness Skills for the Workforce at Miami Dade College

(a) Identification of topic through MDC's ongoing, comprehensive planning and evaluation process
In early 2023, Miami Dade College (MDC) launched the selection process and development of a Quality Enhancement Plan (QEP), where the topic of enhancing students' artificial intelligence (AI) readiness skills emerged. In keeping pace with the advancements in technology and the demands of digital transformation in both higher education and the workforce, students' AI readiness skills were identified as a priority area for the Quality Enhancement Plan at the College. MDC defines AI readiness as a student's ability to effectively engage with and adapt to artificial intelligence (AI) technologies.

The QEP goal, to enhance students' AI readiness skills to better prepare them for the workforce, resulted from Miami Dade College's ongoing, comprehensive planning and evaluation processes and aligns with the College's *2021-2026 strategic plan: Engage! Empower! Elevate!.* As part of the strategic planning process, the College hosted 11 roadshows with 245 individuals and 31 workshops with 100+ individuals and administered surveys that produced over 2500 responses from students, faculty, and staff combined. Based on the data compiled from the strategic planning process and the plan's finalized goals and high-impact strategies, the college's Center for Institutional and Organizational Learning (CIOL) facilitated a QEP-focused design thinking session with the Institutional Effectiveness Committee that resulted in the identification of the initial QEP themes for consideration.

After identifying the QEP themes, the Office of the Executive Vice President and Provost and the Division of Strategy and Institutional Effectiveness administered the QEP Theme Selection Survey to the college community – students, faculty, staff, administrators, and workforce programs advisory board members. College stakeholders were asked to select up to five themes that they believed would have the greatest impact on enhancing student learning and/or student success. Based on the 827 individual responses, the top five emerging themes were (1) Work-based Learning, (2) Affordable Learning Materials, (3) Accelerated Learning Opportunities, (4) Teaching Students to be Better Students, and (5) Digital Literacy and the Future of Learning and Work.

The next phase of the QEP selection process was the facilitation of ten town hall meetings, one at each of the college's eight campuses, one virtual town hall for faculty, staff, and administrators, and one virtual town hall for students. A total of 438 stakeholders participated. In small groups, college stakeholders were asked to collectively identify one-to-two themes that best addressed MDC's institutional and student needs and to discuss why the selected theme(s) was the best option for MDC's QEP topic. The ranking of themes selected by the groups were (1) Work-based learning, (2) Teaching

Students to be Better Students, (3) Digital Literacy and the Future of Learning and Work, (4) Accelerated Learning Opportunities, and (5) Affordable Learning Materials. After identifying the theme(s), students, faculty, staff, and administrators were asked exploratory questions to collect qualitative data and help narrow the QEP themes to a QEP topic. It was during these discussions that the concept of "AI readiness" emerged as a focal point, primarily within two of the three top-ranked QEP themes, Work-based Learning and Digital Literacy and the Future of Learning and Work. Along with the enthusiastic and thought-provoking town hall conversations about the growing importance of artificial intelligence, the coding and analysis of the qualitative data confirmed that artificial intelligence emerged as a critical area, combining elements of digital literacy and the world of work. Further conversations with faculty, administration, and staff, as well as the QEP Steering Committee, Institutional Effectiveness Committee, and the Academic Resource Team, confirmed the importance and value of artificial intelligence and students' readiness as the college's QEP topic.

(c) Focus on improving specific student learning outcomes and/or student success

Prior to determining the specific QEP goal, objectives, and outcomes, the QEP Steering Committee reviewed progress updates on the college's 2021-2026 strategic plan: Engage! Empower! Elevate!; conducted an inventory of the college's existing AI programs and initiatives; and reviewed the literature and promising practices. As a result, Miami Dade College's Quality Enhancement Plan (QEP) goal is to enhance students' artificial intelligence (AI) readiness skills to better prepare them for the workforce. To achieve the QEP's goal, the college has identified four primary objectives:

1. The incorporation of innovative teaching and learning practices in MDC's Computer Technology and Applications course (CGS1060C).

2. The content examination of MDC's General Education Learning Outcome #8: Use computer and emerging technologies effectively and redesign of assessment tasks.

3. The creation of an AI readiness model module as a framework to support AI readiness outcomes in MDC general education gateway courses, in disciplines, and in programs.

4. The design of co-curricular activities and applied learning experiences to enhance students' AI readiness skills.

Success in achieving the QEP goal and objectives will be supported by the following student-centered AI readiness outcomes:

a. Students will be able to identify and explain fundamental concepts of AI.

b. Students will develop an awareness of how AI is applied in the learning environment and various industries.

c. Students will critically analyze and discuss the ethical challenges and responsible use of AI.

d. Students will apply AI technologies in the learning environment and in the workplace.

For each of the four overarching objectives, the college has established interdisciplinary and interdepartmental working groups comprised of faculty, staff, and administrators representing the eight MDC campuses. Following is a brief description of each working group's purpose:

- The incorporation of innovative teaching and learning practices in MDC's Computer Technology and Applications course (CGS1060C) working group will collaborate with discipline and program faculty to adopt innovative teaching practices and learning experiences, as well as developing

and aligning assessment methods specifically tailored to assess AI readiness outcomes effectively. The working group will also collaborate with the college's Center for Institutional and Organizational Learning (CIOL) to ensure continuous and current professional development is offered to support the QEP goal.

- The content examination of MDC's General Education Learning Outcome #8: Use computer and emerging technologies effectively, and redesign of assessment tasks working group will examine the college's general education outcome that focuses on the effective use of computers and emerging technologies. Drawing on relevant literature, effective practices, and labor market data, they will review the general education learning outcome to incorporate AI readiness skills, along with other emerging technologies and then develop assessments to ensure students are proficient prior to graduation.

- The creation of an AI readiness model module as a framework to support AI readiness outcomes in MDC general education gateway courses, in disciplines, and in programs working group will develop a framework for the model module that will encompass key topics, such as the fundamental principles of AI, its applications across various industries, ethical considerations, and practical applications in the learning environment and the workplace. The model module will act as a core framework, allowing faculty from various disciplines or programs to supplement the model module with learning resources tailored to their student-specific needs and AI readiness outcomes. Designed for seamless integration across the college's disciplines and programs, the model module will facilitate a cohesive and interdisciplinary approach to enhance students' AI readiness skills. Furthermore, the working group will engage the college's Center for Institutional and Organizational Learning (CIOL) to ensure that faculty have access to relevant professional development opportunities.

- The design of co-curricular activities and applied learning experiences to enhance students' AI readiness skills working group will perform a comprehensive inventory across the college. This inventory aims to identify existing activities and co-curricular learning experiences that currently support or have the potential to support the QEP's goal and AI readiness outcomes. Drawing on the group's findings, relevant literature, and effective practices, they will work with college stakeholders to create and refine co-curricular activities and learning experiences that promote AI readiness outcomes. This will also involve selecting appropriate assessment methods to measure effectiveness. Additionally, the working group will collaborate with the college's Center for Institutional and Organizational Learning (CIOL) to pinpoint and provide necessary professional development opportunities for staff, faculty, and administrators focused on supporting the QEP goal.

With guidance from the College QEP Steering Committee, the working groups will guide the college-wide actions taken to achieve the QEP goal and support the AI readiness outcomes, which will be continuously assessed by direct and indirect measures, such as student surveys; student, faculty, and staff participation; exam questions; and authentic assessments.

Section 8: Student Achievement

[8.1 Student Achievement](#)

[8.2.a Student Outcomes: Educational Programs](#)

8.1	The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the College's mission, the nature of the students it serves, and the kinds of programs offered. MDC uses multiple measures to document student success.

The selection of MDC student achievement measures is in alignment with the measures identified in Rule 6A-14.07621, Florida Administrative Code, which implements the performance-based incentive program for the 28 Florida College System (FCS) institutions. The stipulated categories of performance include retention rate, completion rate, postgraduation employment and continuing education rate, and completer entry-level wages.

These measures, applied to all FCS institutions, are appropriate to MDC's statutory mission and "open-door" admissions policy. Miami Dade College, a Hispanic serving institution with a high proportion of students at or below the poverty line, seeks to apply these measures to ensure attainment of an educational credential and success for minority and for all students. This overall student achievement aim directly supports the Miami Dade College mission:

> *As democracy's college, Miami Dade College changes lives through accessible, high-quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural and civic leader for the advancement of our diverse global community.*

Taken together, the five student achievement indicators selected represent a comprehensive measure of student success that Miami Dade College uses for monitoring its effectiveness:

- **Graduation Rate:** IPEDS traditional 150% graduation rate for full-time first-time-in-college (FTIC) students *(SACSCOC Key Indicator)*

- **Success Rate:** proportion of FTIC student cohort who have graduated, are still enrolled in good standing, or have left the College in good standing after four years

- **Retention Rate:** fall-to-fall retention of FTIC students seeking an associate in arts (AA) degree, associate in science (AS) degree, or college credit certificate

- **Continuing Education Rate:** AA degree completers found enrolled in a Florida institution in the subsequent fall term after graduation

- **Job Placement Rate and Earnings:** AS and baccalaureate degree completers found employed in jobs related to their training divided by the total number found employed, continuing their education, or in the military.

The College makes student achievement goal targets and data available to the public on its website.

Historically, MDC outperforms state and national averages for its achievement indicators. For those indicators captured by IPEDS, the College's performance rates are also consistently higher than the median or average performance reported by the ten institutions in its custom comparison group: Austin

Community College District, Broward College, College of Southern Nevada, East Los Angeles College, Houston Community College, Lone Star College System, Northern Virginia Community College, Pima Community College, Tarrant County College District, and Valencia College. Consequently, MDC uses its own trend data to set the threshold of acceptability and goal targets.

To benchmark itself against its historical performance, MDC uses a three-year rolling average, plus and minus five percentage points to establish the goal target and threshold of acceptability, respectively. All achievement indicators discussed below include four years of data. Achievement is indicated by the most recently available datum for each indicator. The three-year average that serves as the basis for the goal target and the threshold of acceptability is based upon the three years prior. Unless otherwise noted, the indicators discussed below are pulled from publicly available sources.

Graduation Rate (SACSCOC Key Completion Indicator)

The College monitors undergraduate graduation rates as a measure of student achievement. In fall 2018, MDC selected IPEDS traditional overall graduation rate (150% standard time) for entering full-time, first-time degree/certificate-seeking students as its Key Student Completion Indicator.

The graduation rate the College reports to the U.S. Department of Education through IPEDS is calculated as the proportion of an incoming cohort of first-time degree/certificate-seeking students who start full-time at MDC in the fall term and who graduate MDC within 150% of normal time to completion. For the three years prior to the current reporting year, the average 150% graduation rate for MDC was 34%, as shown in Table 8.1-1. The threshold of acceptability for the current reporting year is 29% and the goal target is 39%. MDC's current IPEDS 150% graduation rate is 45%, which outperforms the established goal.

Threshold of acceptability: 29%
Goal target: 39%
Achievement: **45%**

Table 8.1-1. MDC Federal 150% Graduation Rate, Total Cohort and by Gender, for 2022-2023 Cycle

Year	Cohort Size	Overall	Female	Male
2019 (Fall 2013 Cohort)	8,738	33%	36%	29%
2020 (Fall 2014 Cohort)	8,821	33%	38%	27%
2021 (Fall 2015 Cohort)	8,408	35%	38%	31%
Three-year Average		34%		
2022 (Fall 2016 Cohort)	7,604	45%	49%	39%

Note: Students not reporting their gender are not included in the table above.

The graduation rate data are disaggregated by criteria used for IPEDS reporting, including gender, ethnicity, and Pell Grant eligibility. Table 8.1-1 shows disaggregation by gender, but does not include students categorized as "none" due to non-disclosure. Table 8.1-2 disaggregates the data by ethnicity using the ethnic categories used by IPEDS. Students reporting two or more races or of unknown ethnicity are excluded, as are nonresident alien. Disaggregation by socioeconomic status is reported in Table 8.1-3, using Pell grant eligibility as a proxy for low income students. The 150% graduation rate is above the threshold of acceptability of 29% across all categories. Two of the categories – male students and Black, non-Hispanic students – meet the goal of 39%. All other categories exceed the goal.

Table 8.1-2. MDC Federal 150% Graduation Rate by Race/Ethnicity for 2022-2023 Cycle

Year	American Indian /Alaska Native	Asian	Black, Non-Hispanic	Hispanic	Native Hawaiian /Pacific Islander	White
2019 (Fall 2013 Cohort)	100%	61%	25%	33%	**.*%	40%
2020 (Fall 2014 Cohort)	43%	51%	27%	34%	n/a	35%
2021 (Fall 2015 Cohort)	**.*%	51%	30%	37%	**.*%	36%
2022 (Fall 2016 Cohort)	**.*%	62%	39%	46%	**.*%	43%

Notes: Students with two or more races, nonresident alien, and unknown ethnicity are not displayed in the table above.
**.*Small sample size (n < 5).

Table 8.1-3. MDC Federal 150% Graduation Rate for Total Cohort and Pell Recipients for 2022-23 Cycle

Year	Cohort Size	Overall	Pell Grant Cohort	Pell Grant Recipients
2019 (Fall 2013 Cohort)	8,738	33%	6,399	29%
2020 (Fall 2014 Cohort)	8,821	33%	6,260	32%
2021 (Fall 2015 Cohort)	8,408	35%	5,831	34%
2022 (Fall 2016 Cohort)	7,604	45%	5,277	43%

About Tables 8.1-1, 8.1-2, and 8.1-3:
Source: IPEDS Graduation Rate Component.

Success Rate

MDC tracks success rates of undergraduate students as a measure of student achievement. The Florida Department of Education has developed a success rate metric that measures the proportion of an incoming cohort of first-time students who graduated, are still enrolled in good standing, or left an institution in good standing within four years, which it applies to all FCS institutions. The success rate more accurately describes successful outcomes of students who enroll at community colleges, since many students attend on a part-time basis and are not captured in the IPEDS graduation rate.

Since Miami Dade College's success rate is consistently higher than the five-year average (85.1%) and three-year average (84.8%) success rate of the collective Florida College System institutions, the College uses its own trend data to set the threshold of acceptability and goal targets. For the three years prior to the current reporting year, the average success rate for MDC was 90%, as shown in Table 8.1-4. The threshold of acceptability for the current reporting year is 85% and the goal target is 95%. MDC's current success rate is 86%, which is above the threshold of acceptability, but below the goal.
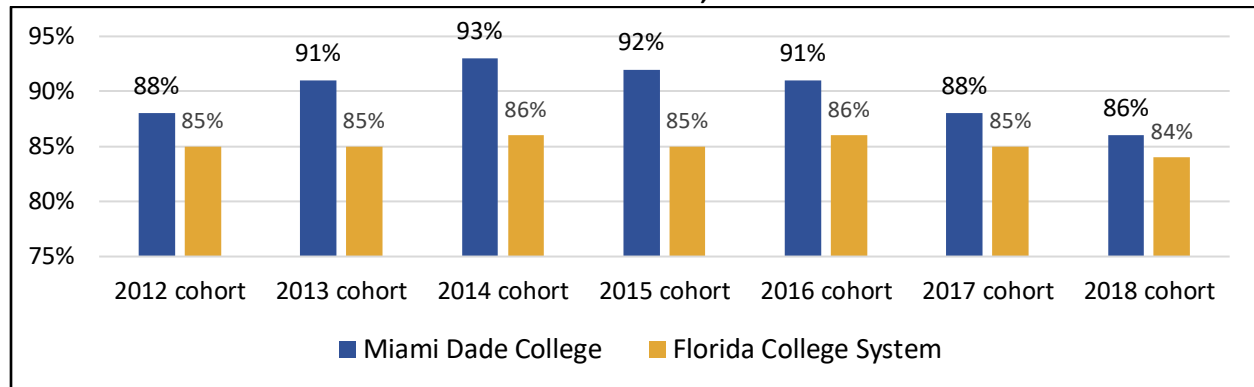
Threshold of acceptability: 85%
Goal target: 95%
Achievement: **86%**

Table 8.1-4. MDC Success Rate for 2022-2023 Cycle

Year	Success Rate
2019 (Fall 2015 Cohort)	92%
2020 (Fall 2016 Cohort)	91%
2021 (Fall 2017 Cohort)	88%
Three-year Average	90%
2022 (Fall 2018 Cohort)	86%

Exhibit 8.1-1. Success Rates for MDC and FCS Institutions, Fall 2012-2018 Cohorts

About Table 8.1-4 and Figure 8.1-1:
Notes: Includes associate in arts (AA), associate in science (AS), associate in applied science (AAS), postsecondary vocational certificate (PSVC), and applied technology diploma (ATD) students entering in a given fall term. Success rate is defined as the proportion of an incoming FTIC cohort who graduated, who are still enrolled in good standing, or who left in good standing after four years for AA, AS, and AAS programs and after two years for PSVC and ATD programs.
Source: FLDOE PERA-M1P2.

Retention Rate

Miami Dade College tracks fall-to-fall retention rates as a measure of student achievement. Fall-to-fall retention rates are recognized as an industry standard and depict the students who continue enrollment in the subsequent academic year. The College monitors retention rates of first-time-in-college associate in arts (AA) degree, associate in science (AS) degree, and college credit certificate (CCC) seeking students as a measure of the success of its undergraduate programs. For the three years prior to the current reporting year, the average fall-to-fall retention rate for MDC was 63%, as shown in Table 8.1-5. The threshold of acceptability for the current reporting year is 58% and the goal target is 68%. MDC's current retention rate is 67%, which is above the threshold and only one percentage point below the goal target.

Threshold of acceptability: 58%
Goal target: 68%
Achievement: **67%**

Table 8.1-5. MDC Fall-to-Fall Retention Rate for 2023-2024 Cycle

Year	Cohort Size	Total
Fall 2019 to Fall 2020	10,957	61%
Fall 2020 to Fall 2021	8,079	67%
Fall 2021 to Fall 2022	8,776	60%
	Three-year Average	63%
Fall 2022 to Fall 2023	8,495	67%

About Table 8.1-5:
Notes: Includes first-time-in-college AA, AS, or CCC seeking students who started in the fall term and enrolled in at least one credit course in the subsequent fall term or who graduated by the subsequent fall term. Excludes postsecondary adult vocational (PSAV) and educator preparation institute (EPI) students.
Source: MDC Institutional Research analysis.

Continuing Education Rate

Miami Dade College is listed as a public four-year institution in IPEDS, but the College student success metrics are accurately categorized as community college, based on the College history, mission, and degree mix. The [completions profile](#) for academic year 2022-2023 shows that MDC awarded 8,170 associate degrees (88% of total awards), compared to 1,076 baccalaureate degrees (12% of total awards). MDC monitors the continuing education rate of associate in arts (AA) degree completers as a measure of student achievement.

Florida College System institutions use data provided by the [Florida Education and Training Placement Information Program (FETPIP)](#) to determine AA graduates' continuing education status. FETPIP is a state-level data collection and reporting system established by Florida statute to provide follow-up data on former students and program participants who have graduated, exited, or completed a public education or training program within the state of Florida. FETPIP makes data publicly available on its website.

The Florida Department of Education (FLDOE) tracks the subsequent enrollment of all students who complete associate in arts (AA) degrees. For the three years prior to the current reporting year, the average continuing education rate for MDC was 70%, as shown in Table 8.1-6. The threshold of acceptability for the current reporting year is 65% and the goal target is 75%. Of the 2020-2021 completers, 68% of the College's AA degree completers continue their education at another Florida postsecondary institution (state university, private university, state college, or district postsecondary education program) in the subsequent fall semester after graduation, which is above the threshold of acceptability. MDC's continuing education rate for 2020-2021 AA completers is consistent with the average of 67% and median of 68% for all Florida College System (FCS) institutions.

Threshold of acceptability: 65%
Goal target: 75%
Achievement: **68%**

Table 8.1-6. MDC Continuing Education Rate for AA Degree Completers for 2022-2023 Cycle

	Completers Reported	# Continuing Education	Continuing Education Rate
2017-2018 Completers	7,925	5,626	71%
2018-2019 Completers	8,730	6,194	71%
2019-2020 Completers	8,703	5,979	69%
		Three-year Average	70%
2020-2021 Completers	9,282	6,296	68%

Notes: *Continuing education includes AA degree completers who were found enrolled in a Florida institution (state university, private university, state college, district postsecondary education program) in the subsequent fall term after graduation.*
Source: *Florida Department of Education FETPIP, [Florida College System Associate in Arts Completers](#)*

Job Placement Rate and Earnings

Miami Dade College monitors job placement rates within a year of graduation for associate in science (AS) and baccalaureate degree completers as measures of student achievement. FETPIP conducts annual follow-up studies on former students by matching records of graduates and leavers with files from other agencies to provide data to Florida College System institutions on graduates' placement in jobs related to their training. Students found to be employed during the fourth calendar quarter following graduation are divided by the total pool of individuals employed, continuing their education, or in the military.

As shown in Table 8.1-7 and 8.1-8, the average job placement rate for AS degree and baccalaureate degree completers for the three years prior to the current reporting years was 86% and 80%, respectively. The threshold of acceptability for the current reporting year for AS degree completers is 81% and the goal target is 91%. For baccalaureate degree completers, the threshold of acceptability for the current reporting year is 75% and the goal target is 85%. Among MDC's 2020-2021 AS degree completers, 85% were found to have been placed in employment related to training. Among 2020-2021 baccalaureate completers, 78% were found to be employed. Achievement for each indicator is above the respective threshold of acceptability. The placement rates of AS and baccalaureate completers are comparable to the job placement outcomes from FCS institutions, the average of which are 88% and 79%, respectively.

AS Degree Job Placement Rate:		Baccalaureate Job Placement Rate:	
Threshold of acceptability:	81%	Threshold of acceptability:	75%
Goal target:	91%	Goal target:	85%
Achievement:	**85%**	Achievement:	**78%**

Table 8.1-7. MDC Job Placement Rate/Average Earnings for AS Degree Completers for 2022-23 Cycle

	Job Placement Rate (FLDOE-calculated)	Full Quarter Average Earnings	Annualized Earnings
2017-2018 Completers	86%	$12,240	$48,960
2018-2019 Completers	86%	$12,624	$50,496
2019-2020 Completers	87%	$14,154	$56,616
Three-year Average	86%		
2020-2021 Completers	85%	$15,759	$63,037

Note: Placement rate is defined as the total number of graduates found employed in jobs related to their training divided by the total number of individuals found employed, continuing their education, or in the military.

Table 8.1-8. MDC Job Placement Rate/Earnings for Baccalaureate Degree Completers for 2022-23 Cycle

	Job Placement Rate (FLDOE-calculated)	Full-time/Full Quarter Average Earnings	Annualized Earnings
2017-2018 Completers	83%	$14,078	$56,312
2018-2019 Completers	77%	$14,458	$57,832
2019-2020 Completers	76%	$16,060	$64,240
Three-year Average	80%		
2020-2021 Completers	78%	$16,566	$66,264

Note: Placement rate is defined as the total number of graduates found employed divided by the total number of graduates reported.

About Tables 8.1-7 and 8.1-8:
Source: Florida Department of Education FETPIP Florida College System Reports. Associate in Science Degree Completers and Bachelor's Degree Completers for all FCS institutions.

As shown in Table 8.1-9 and Exhibit 8.1-2, below, Miami Dade College has surpassed the threshold of acceptability for all student achievement measures discussed, based upon the most recently reported data.

Table 8.1-9. MDC Student Achievement Indicators Thresholds, Goals, and Performance

Student Achievement Measure	Threshold of Acceptability	Actual Achievement	Goal	Reporting Basis
IPEDS 150% Graduation Rate	29%	45%	39%	2022 (Fall 2016 Cohort)
Success Rate	85%	86%	95%	2022 (Fall 2018 Cohort)
Retention Rate	58%	67%	68%	Fall 2022 to Fall 2023
Continuing Education Rate - AA Degree	65%	68%	75%	2020-2021 Completers
Job Placement Rate - AS Degree	81%	95%	91%	2020-2021 Completers
Job Placement Rate – Baccalaureate Degree	75%	78%	85%	2020-2021 Completers

Exhibit 8.1-2. MDC Student Achievement Indicators Goals, Thresholds, and Performance
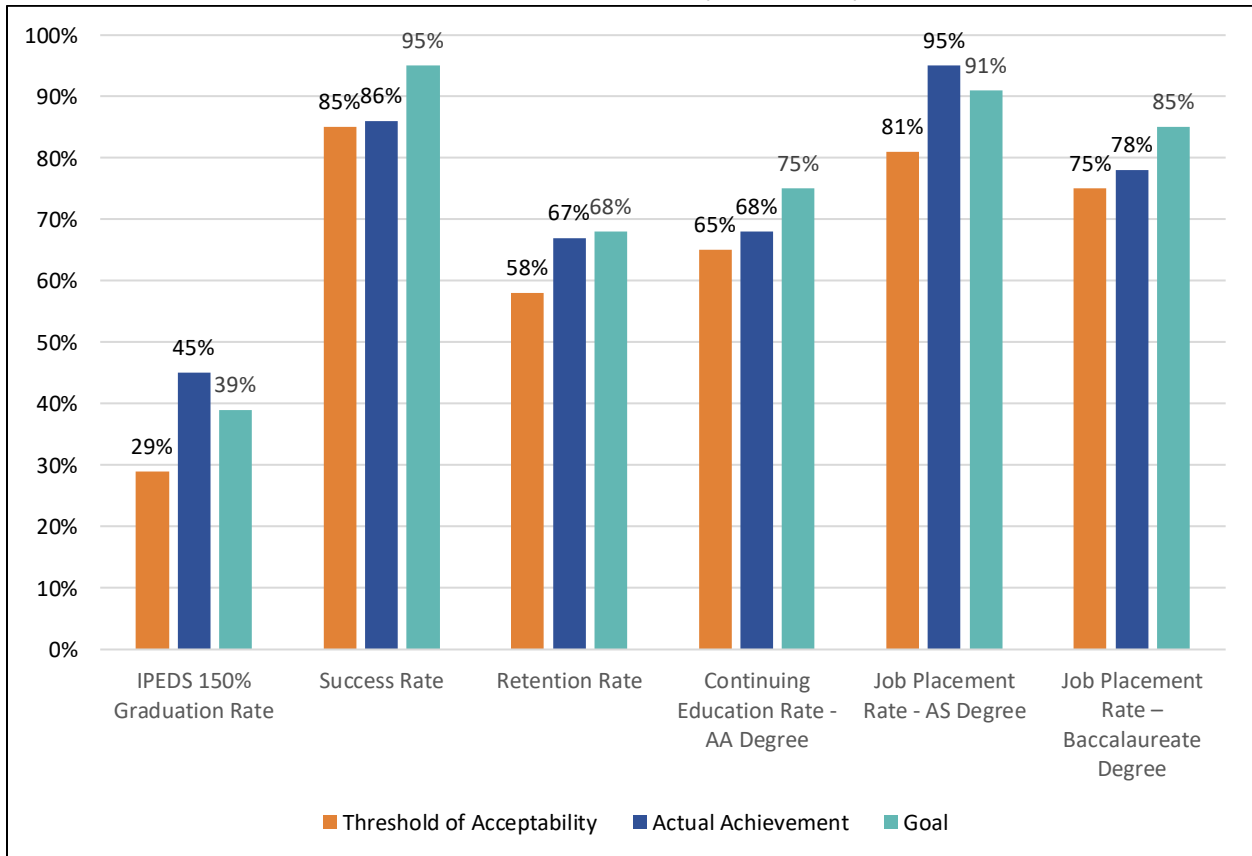
The reporting period for the student achievement indicators discussed fell within the COVID-19 pandemic timeframe. The continuing education and job placement rates report on completers in academic year 2020-2021, which was the first full academic year of the pandemic. The graduation rate and success rate report on students' graduation or academic standing as of academic year 2021-2022, which is the second full academic year of the pandemic. The retention rate compares fall 2023 to fall 2022, which would begin to capture pandemic recovery.

Beginning with Spring 2020 term, the College began deploying additional student supports in order to maintain enrollment, retention, and completion during the pandemic. In preparation for the transition to remote learning, the College's Academic Leadership Council, under the leadership of the Vice Provost for Academic Affairs, prepared an [academic continuity plan](#) that evolved over time with the changing landscape of the pandemic. An early initiative was the launch of specialized, [on-demand training](#) offered through the Center for Institutional and Organizational Learning (CIOL) for faculty new to online instruction through Blackboard, the College's learning management system at the time. Following campus closures beginning March 17, 2020, classes were paused for two weeks to allow time to effectively plan and deploy the conversion of more than 4,000 in-person courses to various remote learning platforms, while provided training to faculty on teaching in a remote environment. The College added technical, content, and personnel resources to support students and faculty in online learning, including additional instructional designers and a 24/7 Blackboard support line. The College implemented technology checklists, surveyed faculty and students to determine technology needs and identify gaps in resources, and distributed more than 3,000 laptops to students in need of at-home technology. [LibGuides](#) were developed to support students with remote learning resources. Academic support services, including library and tutoring services, were centralized and online service delivery, including the [Tutor+ model](#) of Blackboard embedded tutors, was further expanded. Learning Resources launched virtual [Skillshops](#) to provide students additional academic and professional development, from remote learning study skills to virtual interviewing for internships and jobs. In addition, student support services were completely transitioned to a remote environment. All forms were moved to electronic format, and Academic and Student Affairs personnel supported students by way of telephone, email, text message, and virtual appointments.

In May 2020, the College launched the Shark Path onboarding programming in virtual format for students entering MDC in fall 2020. College personnel made use of virtual platforms such as Blackboard Collaborate Ultra, Skype, Teams, and Zoom to assist students in completing critical onboarding tasks, such as the completion of the FAFSA financial aid application, establishing Florida residency, completion of a My Academic Plan (MAP) in EAB Navigate, Online Shark Prep, and orientation. Pre-college advisors adapted their practices to offer students virtual sessions, both individually and in groups, to ensure a seamless transition to MDC. In fall 2020, almost 9,000 (87%) enrolled FTIC student participated in the virtual onboarding program, which accounted for approximately 23% of the enrolled associate degree-level student population that term.

In addition to supporting new and continuing students' transition to online or remote learning at the onset of the pandemic, the College developed a three-phase recovery plan to support academic continuity as the pandemic's impacts persisted. The phased recovery plan prioritized the safe return to campus for students enrolled in [programs needing in-person instruction](#). The College [surveyed students](#) to gain an understanding of the challenges they encountered and to provide feedback to instructional designers and faculty on the student experience. As a result, the College created a new instructional modality – MDC Live (Learning Interactively in a Virtual Environment) – formally launched in January 2021 to deliver virtual, synchronous instruction. MDC Live [provided further flexibility to students](#), offering an alternative modality closer to experience of in-class instruction for vulnerable students and those still hesitant to return to campus.

In support of those students whose jobs may have been lost as a result of the pandemic and to assist those looking for professional development opportunities, the College, with the assistance of the MDC Foundation, began offering a catalog of online courses at no cost in the areas of technology, business, marketing, education, and entrepreneurship. Subsequently, the College launched [MDC Cares](#), a

comprehensive, wrap-around program with various opportunities to help students and the community affected by the pandemic reach their academic and career goals. Part of MDC Cares, the Kick-Start Your Career program was also created to aid those impacted by the pandemic start a new career. The program provided a stipend and scholarships on a first-come, first-served basis to cover tuition, materials, and fees. Program offerings included College Credit Certificates (CCCs) in Graphic Design Support, Help Desk Support Technician, Business Intelligence Professional, Network Security, Homeland Security, Emergency Medical Technician, Digital Marketing, Accounting Clerk, Start-Up Venture, Human Resources, Audio Technology, Enterprise Cloud Computing, and Pre-School Studies.

The College also supported its student population with Higher Education Emergency Relief Fund (HEERF) funds, which were authorized by the American Rescue Plan (ARP), Public Law 117-2 signed into law on March 11, 2021. These funds provided MDC the opportunity to serve students and ensure learning continued during the pandemic. HEERF fund allocations were awarded to students in the form of emergency financial aid grants. With funding from the MDC Foundation, the College offered additional financial supports to assist students in paying tuition and fees, including the expansion of existing scholarships and grants.

These efforts have proven successful in improving student achievement, as evidenced by the following indicators:

- **Graduation Rate** – data reported to IPEDS for 2022 shows that the 150% graduation rate for the 2016 cohort improved by ten percentage points (from 35% to 45%) over the prior year

- **Retention Rate** – data tracking fall-to-fall retention shows an improvement of seven percentage points (60% to 67%) for the Fall 2022 to Fall 2023 retention rate over the prior year.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Catalog 2022-2024 - Open-Door Policy

CEMP Annex - Pandemic Recover Plan 2020.05.19

Completions Profile, AY 2022-2023 - MDC Fact Book

COVID-19 Academic Continuity Report 2020.07

Email - Coronavirus Update 6 - 2020.03.17

Email - Fall 2020 Reopening - 2020.07.20

FETPIP Associate in Arts Degree Completers

FETPIP Associate in Science Degree Completers

FETPIP Bachelor's Degree Completers

FLDOE.org - Florida Education & Training Placement Information Program (FETPIP)

FLDOE Florida College System Retention and Success Report

Florida Administrative Code Rule 6A-14.07621 - Performance-Based Incentive Program

Florida Statute § 1004.65 - Florida College System institutions; governance, mission, and responsibilities

IPEDS 12-Month Enrollment - MDC & FCS Peers - 2022

IPEDS Data Feedback Report 2022

IPEDS 150% Graduation Rate - MDC & Comparison Group

LibGuide - Faculty Hub for Teaching & Learning Across Multiple Modalities

LibGuide - Skillshops

MDC.edu MDC Cares

MDC.edu Mission

MDC.edu Student Achievement

MDC ScoreCard 2022-23

QEP Impact Report 2020

Retention Rates - Closing Fall 2227 to Closing Fall 2237

Student Survey of COVID-19 Remote Learning 2020.06.04 - Executive Summary

8.2.a	The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each if its educational programs. *(Student outcomes: educational programs)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) identifies expected student learning outcomes, assesses the extent to which students achieve these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes attainment for each of its educational programs.

Consistent with the College mission to "[change] lives through accessible, high-quality teaching and learning experiences," MDC's approach to assessment of student attainment of learning outcomes is faculty-driven and aligned throughout the learning experience. Assessment practices are rooted in authentic performance-based assessment measures, giving students opportunities to demonstrate application, evaluation, and synthesis of knowledge and skills. Assessment of program student learning outcomes occurs across all instructional locations and modes of delivery, including distance education.

Student learning assessment activities are documented in the Annual Effectiveness Reports (AERs). As described in Core Requirement 7.1, the AER process establishes an institutional expectation regarding engagement in continuous improvement activities throughout the academic year, and provides a structure for documentation of these activities, their outcomes, and changes made in response to the data. The AER includes a section for reporting annual assessment results and strategies employed seeking improvement.

As authorized in Rule 6A-14.030, Florida Administrative Code, MDC offers the number and types of certificates and degrees listed in Table 8.2.a-1, which aligns with the Institutional Summary Form (ISF) Prepared for SACSCOC Reviews.

Table 8.2.a-1. Degrees and Certificates Offered at Miami Dade College

Degree Types	Number Offered
Baccalaureate (BAS, BS)	15
Associate in Arts (AA)	1
Associate in Science (AS)	77
College Credit Certificate (CCC)	95
Advanced Technical Certificate (ATC)	12
Certificate of Professional Preparation (CPP)	7
Career Technical Certificate (CTC)	18
Total Programs Offered	225

Assessment of program student learning outcomes varies slightly for each credential type, as described in the sections that follow.

Workforce Program Student Learning Outcome (PSLO) Assessment

The College organizes workforce programs into Academic Schools, also called Professional Schools and Programs. The College's professional schools offer a wide range of workforce-related programs that lead to baccalaureate and associate in science (AS) degrees, as well as certificates. College credit certificates (CCCs) are designed to be stackable toward an AS degree to allow students to complete a certificate, and then progress on toward the AS without duplicated courses or credits. Most CCC programs are fully embedded in the parent AS degree program, so the assessment of PSLOs for the CCC programs is accomplished through the assessment of the parent degree programs. Many advanced technical certificates (ATCs) and certificates of professional preparation (CPPs) are likewise embedded in baccalaureate degrees so are not assessed separately. The association of certificates to parent degrees is identified in the ISF program list.

In academic year 2022-2023, MDC undertook a comprehensive project to redesign the PSLO assessment framework for workforce programs. Through that project, the College adopted three institutional forms that are used to document the PSLO assessment process. Form A is a curriculum map that lists the PSLOs to be assessed and identifies the program courses in which PSLO content is presented. Form B lists the outcomes, provides an assessment rubric with three levels of outcome attainment – Proficient, Developing, and Inadequate – for each outcome, identifies the course in which student attainment of the PSLO will be assessed, and identifies the student work that is used to assess attainment of the outcome. Form C presents the assessment data, includes a faculty reflection on the data, identifies an appropriate change informed by the data, and provides documentary evidence of implementation of the change. Examples are presented below to illustrate the PSLO assessment process across the College.

School of Education

MDC's School of Education offers a hands-on learning experience that goes beyond the classroom and immerses students in the day-to-day experience of educators in Miami-Dade County. Through community partnerships, students at the School of Education learn both the theory and practice of teaching.

AS in Early Childhood Education

The AS in Early Childhood Education (ECE) offers programs and courses for students planning to work with young children. Three specializations are offered in addition to the AS in Early Childhood Education core program: Infant/Toddler, Preschool, and Administrator. The curricula for the four programs are comprised of many of the same courses, so the programs share five PSLOs addressing skills and knowledge essential for success in the field. The following two PSLOs are assessed in EEC1000 Introduction to Early Childhood Education through the course-embedded play observation and documentation project:

- PSLO 1: Apply the major theories of child growth and development to support the diverse needs of children, birth through age 8.

- PSLO 4: Apply skills of observation, documentation, and assessment to inform instruction and planning for children, birth through age 8.

The assessment showed that 68% of students were proficient with PSLO 1 and 70% were proficient with PSLO 4. Faculty reflection on PSLO 1 indicates that those students found inadequate or developing struggled with understanding and identifying the developmental domains and the impact of progress delays or advancement on a child's development. To improve student attainment of the PSLO, faculty

have included instructional modules on developmental domains from the Florida Division of Early Learning and the Centers for Disease Control and Prevention.

School of Engineering, Technology & Design

The School of Engineering, Technology & Design (EnTec) offers industry-driven programs to meet the critical demand of the local high-technology marketplace, providing students with a wide variety of options for placement and success in engineering and technology related jobs. EnTec includes the subsidiary departments of the School of Architecture & Interior Design, the School of Entertainment & Design Technology (SEDT), the Miami Animation & Gaming International Complex (MAGIC), and the Miami Fashion Institute.

BS in Information Systems Technology - Software Engineering Concentration

The BS in Information Systems Technology curriculum provides students with the critical skills and knowledge required to direct and control the design, planning, and management of information infrastructures in professional settings. In the Software Engineering concentration, students learn how to analyze software requirements from clients and how to optimize, implement, and validate software solutions. Student attainment of five PSLOs is assessed for the program concentration, all of which require students to demonstrate their understanding of and ability to apply key concepts, including:

- PSLO 3: Demonstrate an understanding of and apply appropriate theories, models, and techniques that provide a basis for problem identification and analysis.

Following various course-embedded assignments focused on analyzing an algorithm's computing time, faculty found that 36% of the students demonstrated proficiency. Faculty reported that students struggled with generating recurrence relations. Upon further reflection, faculty concluded that, while students understood the concept, they were not proficient in creating the recursive function. To improve student attainment of the PSLO, faculty began developing detailed handouts to be included in the next course offering to provide step-by-step instruction for problem analysis and resolution. The faculty have also created a video to demonstrate the concepts covered in the handout.

AS in Game Development and Design

The AS in Game Development and Design program prepares students with the creative and technical skills needed for employment in the growing industry of animation and game design. MAGIC is intended to function like a working production house that allows students to work on projects following the typical production pipeline of most professional studios. The program has articulated five PSLOs focused on game design, game development software, and game production, including:

- PSLO 1: Demonstrate technical proficiency using programming language and standard computer software for the game development industry.

Student attainment of the outcome was assessed with a course-embedded assignment to create and design a game in a game engine, and 60% of the students were found to be proficient. Faculty report that students struggled with following the directions for the assignment for timely completion. To improve student attainment of the outcome, faculty have developed a new PowerPoint to clarify the directions for the project.

Animation and Game Art AS program uses direct measures to evaluate student learning, as well as a student survey. In every spring semester, faculty use a rubric to assess technical proficiency, artistic direction, and an understanding of production. During the 2018-19 academic year, students scored at a 70% proficiency or higher on the three PLOs.

AS in Fashion Design

The AS in Fashion Design program emphasizes design, technology, and retail and merchandising practice to prepare students to work as creative professionals in the world of fashion. Program faculty have identified four PSLOs focused on the technical skills necessary to create a garment and complete a collection, including:

- PSLO 1: Demonstrate proficiency in foundational pattern block development and the ability to manipulate those patterns.

Students were asked to complete a final garment in CTE2749C Patternmaking Level 3, which served as the basis for assessment of student attainment of this outcome. While faculty determined 84% of students were proficient, those students found to be inadequate or developing in this advanced level course were observed to be uncomfortable with the industrial sewing machines, requiring additional time and support. To improve student attainment of this outcome, faculty are encouraging all students enrolled in CTE2310C Clothing Construction Methods Level 1 to attend a one-day sewing workshop in advance of the fall term to become familiar with the industrial sewing machines.

AS in Interior Design Technology

The AS in Interior Design Technology program provides students with practical, hands-on training and the skills necessary for successful employment in the field. The program articulates five PSLOs focused on creating and interpreting architectural drawings, applying regulations and codes, selecting materials, and presenting designs. Faculty assessed student attainment of the following PSLOs through a retail space design project in IND2210 Interior Design 3:

- PSLO 3: Interpret and apply codes, regulations, and technical literature against relevant design criteria and standards.

- PSLO 4: Identify appropriate design materials and designate appropriate applications and materials to meet industry standards.

Faculty found 65% of students to be proficient, and identified compliance with Americans with Disabilities Act (ADA) standards for accessibility and fire ratings for materials to be the areas most problematic for students. To improve student attainment of the outcome, faculty have designated a space to build an interior design library and resource room with materials such as fabrics, flooring samples, lighting catalogs, etc., to provide students with a greater opportunity to study materials specifications for ratings and code compliance. They have also selected a new textbook for the course.

BAS in Film, Television and Digital Production

The BAS in Film, Television and Digital Production provides students with the hands-on, practical skills needed to excel in the creative field of media production. Student attainment of program learning outcomes are assessed through projects leading up to the students' capstone thesis production projects. The capstone project requires students to follow standard industry practices, including the "pitch session" where students present their ideas and the required paperwork of script, production notes, storyboards, and budget to their faculty. Students learn about all pre-production areas in order to help the crew anticipate challenges that may be encountered during production. The program has articulated five PSLOs, two of which are assessed in two different courses, including:

- PSLO 1: Demonstrate expertise in audio-visual writing across various mediums.

In FIL4585C Production Workshop 1, faculty found that [14% of students](#) assessed through the script project used for pitches demonstrated proficiency. Student proficiency increased to 39% when the outcome was assessed in FIL4586C Production Workshop 2 through the final film project.

Students in the BAS program typically enter having earned the AS in Film Production Technology or the AS in Radio & Television Broadcast Programming. Faculty found that students entering from the television program are lacking skills in character and theme development. To improve student attainment of the outcome, faculty are adding [textbooks on screenwriting](#) to both courses to build these essential skills.

Miguel B. Fernandez Family School of Global Business, Trade and Transportation

Grounded in a practical approach to business, MDC's [Miguel B. Fernandez Family School of Global Business, Trade and Transportation](#) offers several programs in partnership with industry leaders in South Florida and beyond. The school offers baccalaureate and associate degrees, as well as certificate programs that prepare students for entry into Miami's business community. The School of Business includes the subsidiary departments of the [Eig-Watson School of Aviation](#) and the [Miami Culinary](#) and [Hospitality Institutes](#).

BAS in Supervision and Management - Accounting Concentration

The BAS in Supervision and Management program prepares students for leadership roles and positions within the business world. Students will gain critical thinking and problem-solving skills through the study of management principles, case studies, capstone course project, and practical internship experiences. In addition to a common core of foundational courses, the BAS in Supervision and Management offers four concentrations: Accounting, Human Resources Management, Hospitality Management, and Digital Marketing, which was added in 2023. All concentrations share [three core PSLOs](#) focused on critical thinking, problem solving, and communication. The Accounting concentration has identified [five additional PSLOS](#) to assess the application of essential accounting concepts, including:

- PSLO 4: Prepare accounting information for use in the management decision making process.

Faculty administer formative assessments throughout ACG3343 Cost Accounting and Controls through the use of graded exercises, and use questions on the final exam as the [summative assessment](#). In Spring 2023, 75% of students assessed were found to be proficient. Faculty observed that students that did not reach the highest level of attainment struggled to determine the relevancy of data for differential analysis and the impact of cost behavior on determining the best course of action. To improve student attainment of the outcome, faculty will be adding [more exercises](#) during the semester to reinforce the concepts of differential analysis and cost behaviors.

AS in Professional Pilot Technology

Located at the Miami International and Miami Executive airports, the AS in Professional Pilot Technology is an FAA-regulated Certified Training Program under Part 141. Program students must possess a private pilot's license for entry into the program, which will then prepare them to pursue their Airline Transport Pilot certificate. Through ground school, flight simulators, and flight hours, students will gain essential knowledge and skills, such as aerodynamics, aviation meteorology, aviation laws and procedures, multi-engine pilot flight, and air traffic control radar procedures. The program has articulated [five PSLOs](#), all of which are assessed by means of a short-answer test in ATT2110 Commercial Pilot Theory, including:

- PSLO 3: Explain pertinent U.S. Code of Federal Regulations Title 14, the National Transportation Safety Board (NTSB), and Transportation Security Administration (TSA).

All students fell into the developing category for all PSLOs, with the exception of PSLO 3. Faculty reflection indicates that the questions on the test were inadequately worded to assess student knowledge. To improve student attainment of the outcomes, faculty have revised test questions to provide greater specificity.

AS in Culinary Arts Management

The AS in Culinary Management program provides real-world knowledge and technique from some of the best practicing chefs in the industry. Hands-on classes take place in a state-of-the-art kitchen at the Miami Culinary Institute on Wolfson Campus. Program faculty have identified six PSLOs to assess menu planning and food preparation, service, and safety, including:

- PSLO 2: Identify the primary components of a recipe, standardized recipe, and recipe conversions.

When assessed through an assignment that required students to write a menu, write recipes, and cost the recipes and menu, 76% of students were determined to be proficient. Faculty found that students struggled with calculating the cost of the menu, ingredients, and portions. To improve student attainment of the outcome, faculty have expanded on cost principles in their classroom lecture and provided additional exercises to allow students to practice the concepts.

School of Health Sciences

The School of Health Sciences is located at MDC's Medical Campus within the heart of Miami-Dade County's Health District. Offering baccalaureate and associate degrees, as well as certificate programs, the School of Health Sciences trains allied health professionals to become an integral part of a healthcare team.

AS in Radiography

The AS in Radiography is a six-term program, in addition to general education, that prepares students to sit for the American Registry of Radiologic Technologists (ARRT) Board Exam to become registered radiographers. To prepare students for immediate entry into the field, the program focuses on radiology physics, radiation biology, radiographic technology and positioning, and clinical experience. The Radiology program faculty have identified six PSLOs, including:

- PSLO 4: Utilize the appropriate exposure factors.

Assessment of this clinical competency in RTE2834 Radiographic Clinic 4 found that 93% of students were proficient. Faculty reflection acknowledged that the underlying concept of density and contrast covered in RTE1613 Radiologic Physics has historically proven challenging for students, impacting their performance in later clinicals. In the health sciences programs that prepare students for professional licensure, assessment findings are used not only to improve instruction for future cohorts, but to identify necessary remediation for current students. To improve attainment of this outcome, faculty will refer underperforming students to in-service remediation, with an emphasis on the density and contrast concepts and contributing factors that affect them.

School of Justice, Public Safety and Law Studies

The School of Justice, Public Safety and Law Studies offers degree programs in criminal justice, paralegal studies, and fire science technology, and provides training toward certification and licensing in various areas of public safety, including fire, police, corrections, and private security to produce highly qualified professionals for both the public and private sectors.

CTC in Florida CMS Law Enforcement BRT

The CTC in Florida CMS Law Enforcement BRT is a basic recruit training (BRT) program that adheres to the Florida Department of Law Enforcement (FDLE) academy curriculum provided through the FDLE Curriculum Maintenance System (CMS) Project. The program, which emphasizes practical applications and competency-based performance, prepares students for certification as police officers in the state of Florida. The program faculty have identified four PSLOs, including:

- PSLO 4: Describe the use of technology to enhance productivity and increase effectiveness as it pertains to the Report Writing Module.

Of the 69 students assessed through an end-of-module exam for CJK0019 Interviewing & Report Writing, 71% demonstrated proficiency. To improve student attainment of all program outcomes, the Law Enforcement Academy began piloting a new schedule in spring 2024, reducing class meeting days from five to four, and providing tutoring and review on the fifth day. As a result, the average performance on the end-of-module exam for CJK0019 increased from 86.4% under the five-day schedule to 87.71% under the four-day schedule. In addition, the program plans to incorporate ENC1113 Writing Skills Review into the writing and communications modules to further enhance student writing skills.

Benjamín León School of Nursing

The Benjamín León School of Nursing (BLSON) is located at the Medical Campus, along with the School of Health Sciences. The Nursing curriculum focuses on real-world professional practices and community health activities, along with the mastery of content knowledge in preparation for the high-stakes testing associated with the field. In addition to classroom instruction and clinicals, the programs make use of the Medical Campus's Center for Learning, Innovation and Simulation for instruction, reinforcement of learning, and assessment.

AS in Nursing RN

The AS in Nursing program prepares graduates to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The cohort program is offered in a variety of formats to suit the preparation and life circumstances of students, including full-time, part-time, accelerated, and transitional. With a focus on personal and professional skills needed to provide outstanding patient care, the program prepares students to enter real-world professional nursing practice in a variety of healthcare nursing environments. Accredited by the Accreditation Commission for Education in Nursing (ACEN), the AS in Nursing program has identified five PSLOs that are aligned with National League of Nursing (NLN) competencies, including:

- PSLO 4: Demonstrative nursing clinical judgment while delivering compassionate care to diverse populations with respect to individuality and clients' needs (NLN Competency 1, 2).

Student attainment of the outcome was assessed in NUR2212L Advanced Med-Surg Nursing Clinic through the course-embedded assignment to create a clinical patient care plan. Of the 78 students assessed, 62% were determined to be proficient. Through a follow-up survey, faculty reported that students struggled with connecting the nursing diagnosis to the medical diagnosis, corresponding interventions, and patient goals and outcomes.

To improve student attainment of the outcome, students will be required to complete weekly care plans for their clients. The program is implementing the Docucare platform, through which students will access tutorials, complete their care plans, and receive rubric-based feedback. Faculty development in the form of training and video support is also planned to ensure faculty comfort with use of the Docucare platform.

School of Science

The purpose statement for the School of Science is to provide MDC's diverse student population with high quality and innovative learning experiences that prepare them to question, investigate, and formulate conclusions about the natural world. The School of Science emphasizes hands-on experiences, including undergraduate research, so that students gain practical skills as well as classroom knowledge.

BS in Biological Science – Biotechnology Concentration

The BS in Biological Science includes three concentrations: Biotechnology, Biopharmaceutical, and Science Education. The Biotechnology concentration helps students build the knowledge and skills necessary for success in the life sciences. The program includes the study of biology, chemistry and organic chemistry, genetics, evolution, ecology, bioethics, virology, and more. Program faculty identified five PSLOs, including:

- PSLO 1: Demonstrate knowledge of the evolution, structure, maintenance, and dynamics of biological systems.

- PSLO 2: Apply critical thinking to analyze and interpret biological data.

The ETS™ Major Field Test in Biology is used to assess the two outcomes in BSC4940 Senior Specialty Internship. Of the 49 students assessed, 39% demonstrated proficiency with the outcomes. Faculty used sub-scores to identify curriculum subject areas in need of improvement. To improve student attainment of the outcomes, faculty designed diagnostic assessments to be administered to students at the beginning of PCB3060 Principles of Genetics, PCB4023 Molecular & Cell Biology, and PCB4097 Human Physiology to identify any knowledge gaps for incoming students. Faculty will then use this information to improve course design and adjust subject coverage to address areas of weakness before students progress to the senior level. Student progress will be monitored throughout these courses through formative and summative assessments.

Other Workforce Programs Not Assigned to an Academic School

MDC offers several workforce degree and certificate programs that are assigned to general education academic disciplines rather than an academic school. These include programs within Human Services, which is part of the Social Sciences discipline, and programs within Translation/Interpretation and American Sign Language, which are part of the World Languages discipline. Because these programs embody a coherent course of study leading to a degree, faculty identify and assess program student learning outcomes.

AS in Translation/Interpretation

The AS in Translation/Interpretation program is designed to prepare Spanish/English bilinguals for a career in language translation and/or interpretation. In this program, translators learn to translate written documents, software, websites, and localization projects with Computer Assisted Translation (CAT) tools and to transcribe and translate audio files. The program has articulated five PLOs, including:

- PLO1: Apply top-down analytic reading/listening skills.

Students were assessed through a course-embedded sight translation exercise, and 70% demonstrated proficiency. Faculty observed that the students who did not perform at the proficient level struggled with English grammatical structures and the ability to identify syntactical differences between English and Spanish. To improve student attainment of this outcome, faculty will develop individual learning plans for struggling students to include additional exercises and assessments, as described in the course syllabus.

Sampling Methodology

Of MDC's 224 workforce programs, 92 are fully embedded in an AS degree or baccalaureate program. Assessment of the student attainment of learning outcomes occurs in the 132 unique programs that remain. As detailed in Table 8.2.a-2, these programs include baccalaureate degrees and concentrations, associate in science (AS) degrees, advanced technical certificates (ATC) and certificates of professional preparation (CPP) that are not fully embedded in the parent baccalaureate degree, and career technical certificates (CTC). For reporting on Standard 8.2.a, a representative sample of 32 programs was pulled from across academic areas, which represents 25% of the 132 programs. The sample programs are presented in Table 8.2.a-3.

To provide an inclusive analysis of program level assessment practices, the sample includes programs from each academic school and program type. This sampling is a comprehensive representation of all MDC programs across all locations and modes of delivery. For each program listed, the table provides a PSLO form completed in academic years 2020-2021 and 2021-2022 under the former assessment reporting methodology and Forms A, B, and C completed for academic year 2022-2023 under the new methodology.

Table 8.2.a-3. Program Student Learning Outcomes Documentation for AY 2020-21, 2021-22, 2022-23

	Academic Year				
	2020-2021	2021-2022	2022-2023		
Program	AER Form	AER Form	Curriculum Map	Rubric	Results
SCHOOL OF EDUCATION					
BS in Secondary Science Education - Biology	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Early Childhood Education	20-21 PSLO	21-22 PSLO			
AS in Early Childhood Education - Administrator	20-21 PSLO	21-22 PSLO			
AS in Early Childhood Education - Infant Toddler	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Early Childhood Education - Preschool	20-21 PSLO	21-22 PSLO			
SCHOOL OF ENGINEERING & TECHNOLOGY (EnTec)					
BS in Information Systems Technology - Software Engineering	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Business Intelligence Specialist	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Computer Programming - Business Applications Programming	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Cybersecurity	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
Miami Animation & Gaming International Complex (MAGIC)					
AS in Game Development & Design	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C

Program	2020-2021 AER Form	2021-2022 AER Form	2022-2023 Curriculum Map	Rubric	Results
			Academic Year		
Miami Fashion Institute					
AS in Fashion Design	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
School of Architecture & Interior Design					
AS in Interior Design Technology	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
School of Entertainment & Design Technology (SEDT)					
BAS in Film, Television & Digital Production	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Radio & Television Broadcast Programming	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
SCHOOL OF GLOBAL BUSINESS, TRADE & TRANSPORTATION					
BAS in Supervision & Management (core)	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
BAS in Supervision & Management - Accounting	*New concentration*		Form A	Form B	Form C
AS in Business Administration	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
Eig-Watson School of Aviation					
AS in Professional Pilot Technology	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
CTC in Aviation Maintenance Technician	*New program*		Form A	Form B	Form C
Miami Culinary & Hospitality Institutes					
AS in Culinary Arts Management	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
SCHOOL OF HEALTH SCIENCES					
BAS in Health Science - Medical Laboratory Sciences	*New concentration*	21-22 PSLO	Form A	Form B	Form C
AS in Diagnostic Medical Sonography Specialist	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Emergency Medical Services	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Radiography	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
CTC in Medical Assisting	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
SCHOOL OF JUSTICE, PUBLIC SAFETY & LAW STUDIES					
BAS in Public Safety Management - Criminal Justice	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS Paralegal Studies - ABA Approved	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
CTC in Florida CMS Law Enforcement BRT	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C

Program	Academic Year				
	2020-2021	2021-2022	2022-2023		
	AER Form	AER Form	Curriculum Map	Rubric	Results
SCHOOL OF NURSING					
BS in Nursing (RN to BSN)	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Nursing - RN	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
SCHOOL OF SCIENCE					
BS in Biological Science - Biotechnology	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
AS in Funeral Services	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C
Other Workforce Programs					
AS Translation/Interpretation	20-21 PSLO	21-22 PSLO	Form A	Form B	Form C

Associate in Arts Degree Discipline Student Learning Outcome (DSLO) Assessment

The associate in arts (AA) degree, which is the largest program offered at MDC with 54% of the enrollment, is a liberal arts/general education program designed to prepare students to transfer into a baccalaureate degree program. The College Catalog and website list 79 pathways to the AA degree to serve a wide variety of student career and educational goals. The pathways serve only as an advisement tool to help students select the courses most suited to their planned major at the baccalaureate level. Students are not required to follow the suggested course sequence once they've selected a pathway. Consequently, MDC focuses assessment on the general education disciplines that offer courses within the AA degree rather than program student learning outcomes for pathways. Each discipline identifies one or more discipline student learning outcomes (DSLO), the course in which each DSLO will be assessed, and a course-embedded activity used for assessment. Faculty collect and analyze assessment data to inform improvement actions, as described in the examples below.

Biotechnology Discipline Student Learning Outcomes

The Biotechnology general education discipline has identified four DSLOs, all of which are assessed in BSC2427L Biotechnology Methods & Applications 2/Laboratory. Students complete a multi-part research project, which culminates in a research paper and oral presentation. The faculty assessed the various sections of the project to determine student proficiency, as detailed in Table 8.2.a-4.

Table 8.2.a-4. Biotechnology Discipline Assessment Data, AY 2022-2023

Outcome	Report Section	Proficient	Developing	Inadequate
DSLO 1: Describe examples of current biotechnological applications.	Introduction	21 (75%)	6 (21%)	1 (4%)
DSLO 2: Utilize current databases to analyze molecular data.	Data Analysis	15 (53%)	12 (43%)	1 (4%)
DSLO 3: Use current molecular biology techniques to detect the presence of nucleic acids and proteins.	Methodology	21 (75%)	7 (25%)	0 (0%)
DSLO 4: Analyze scientific data and effectively communicate results in written and oral formats.	Discussion	20 (71%)	8 (29%)	0 (0%)

To improve student attainment of outcomes, faculty are deploying in-class strategies focused on each outcome. Students will now complete a literature review assignment before beginning the research project. Faculty will also incorporate smaller data analysis assignments throughout the semester to prepare students for completing the data analysis for their research project.

Library Sciences Discipline Student Learning Outcomes

The Library Sciences discipline supports students across all programs in learning critical information literacy concepts and skills that they will use throughout their academic journey. To this end, Library Sciences assesses the following DSLO within LIS2004 Strategies for Online Research and in other classes where librarians are invited to participate as guest lecturers:

- DSLO 1: Formulate strategies to locate, evaluate, and apply information.

Assessment of 236 students indicated that less than 10% of students failed to demonstrate proficiency. To improve attainment of the outcome, faculty have revised instructional content to place greater emphasis on commonly missed concepts and have revised test questions to remove ambiguity.

Table 8.2.a-5 lists all general education disciplines engaged in course-embedded DSLO assessment for the AA degree program. The assessment forms completed annually and submitted with the discipline AERs are presented for academic years 202-2021, 2021-2022, and 2022-2023.

Table 8.2.a-5. Discipline Student Learning Outcomes (DSLO Documentation for AY 20-21, 21-22, 22-23

General Education Discipline	Academic Year		
	2020-2021	2021-2022	2022-2023
Humanities			
Dance	20-21 DSLO	21-22 DSLO	22-23 DSLO
Humanities	20-21 DSLO	21-22 DSLO	22-23 DSLO
Music	20-21 DSLO	21-22 DSLO	22-23 DSLO
Philosophy	20-21 DSLO	21-22 DSLO	22-23 DSLO
Theatre	20-21 DSLO	21-22 DSLO	22-23 DSLO
Visual Arts	20-21 DSLO	21-22 DSLO	22-23 DSLO
English & Communication			
Composition	20-21 DSLO	21-22 DSLO	22-23 DSLO
Developmental Reading & Writing	20-21 DSLO	21-22 DSLO	22-23 DSLO
Literature	20-21 DSLO	21-22 DSLO	22-23 DSLO
Speech	20-21 DSLO	21-22 DSLO	22-23 DSLO
English for Academic Purposes (EAP)			
English for Academic Purposes (EAP)	20-21 DSLO	21-22 DSLO	22-23 DSLO
Library Sciences			
Library Sciences	20-21 DSLO	21-22 DSLO	22-23 DSLO
Mathematics			
Developmental Math	20-21 DSLO	21-22 DSLO	22-23 DSLO
Mathematics (College-level)	20-21 DSLO	21-22 DSLO	22-23 DSLO

	Academic Year		
General Education Discipline	2020-2021	2021-2022	2022-2023
Sciences (Gen Ed)			
Biology	20-21 DSLO	21-22 DSLO	22-23 DSLO
Biotechnology	20-21 DSLO	21-22 DSLO	22-23 DSLO
Chemistry	20-21 DSLO	21-22 DSLO	22-23 DSLO
Dietetics (Nutrition)	20-21 DSLO	21-22 DSLO	22-23 DSLO
Earth Sciences (Atmospheric, Geology, Forestry, Environmental Studies)	20-21 DSLO	21-22 DSLO	22-23 DSLO
Exercise Science (Health & Wellness)	20-21 DSLO	21-22 DSLO	22-23 DSLO
Physics	20-21 DSLO	21-22 DSLO	22-23 DSLO
Social Sciences (Gen Ed)			
Anthropology	20-21 DSLO	21-22 DSLO	22-23 DSLO
History	20-21 DSLO	21-22 DSLO	22-23 DSLO
Political Science	20-21 DSLO	21-22 DSLO	22-23 DSLO
Psychology	20-21 DSLO	21-22 DSLO	22-23 DSLO
Sociology	20-21 DSLO	21-22 DSLO	22-23 DSLO
World Languages (Gen Ed)			
World Languages	20-21 DSLO	21-22 DSLO	22-23 DSLO

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Annual Effectiveness Report (AER) 2022-2023, School of Science/Science (General Education) - sample

Assessment Portfolios:

AA Discipline - Anthropology

AA Discipline - Biology

AA Discipline - Biotechnology

AA Discipline - Chemistry

AA Discipline - Composition

AA Discipline - Dance

AA Discipline - Developmental Mathematics

AA Discipline - Developmental Reading & Writing

AA Discipline - Dietetics

AA Discipline - Earth Sciences

AA Discipline - English for Academic Purposes (EAP)

AA Discipline - Exercise Science

AA Discipline - History

AA Discipline - Humanities

AA Discipline - Library Science

AA Discipline - Literature

AA Discipline - Mathematics

AA Discipline - Music

AA Discipline - Philosophy

AA Discipline - Physics

AA Discipline - Political Science

AA Discipline - Psychology

AA Discipline - Sociology

AA Discipline - Speech

AA Discipline - Theatre

AA Discipline - Visual Arts

AA Discipline - World Languages

AS in Business Administration

AS in Business Intelligence Specialist

AS in Computer Programming - Business Applications Programming

AS in Culinary Arts Management

AS in Cybersecurity

AS in Diagnostic Medical Sonography Specialist

AS in Early Childhood Education - with concentrations

AS in Emergency Medical Services

AS in Fashion Design

AS in Funeral Service Education

As in Game Development & Design

AS in Interior Design Technology

AS in Nursing - RN

AS in Professional Pilot Technology

AS in Radio & Television Broadcast Programming

AS in Radiography

AS in Translation/Interpretation

BAS in Film, Television & Digital Production

Section 9: Educational Program Structure and Content

9.1	Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. *(Program content)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College's educational programs embody a coherent course of study, are compatible with the stated mission and goals of the College, and are based upon fields of study appropriate to higher education.

The Florida State Board of Education (SBE) is the statewide governing body for the Florida College System, which includes Miami Dade College (MDC). As directed in Florida Statute (FS), the SBE approves rules maintained in the Florida Administrative Code (FAC) that guide the implementation of statute. These rules identify the types of programs Florida postsecondary institutions are authorized to offer and provide guidance on program and articulation requirements. MDC adheres to Rule 6A-14.030, FAC, which provides the authority and requirements for the degrees and certificates the College offers, as detailed in the Institutional Summary Form:

- *Bachelor's Degree:* Programs of instruction consisting of upper-division college credit courses to prepare for entry into employment, pursuant to § 1007.33, FS. The bachelor's degree shall be awarded upon satisfactory completion of a planned program of one hundred and twenty (120) semester credit hours, unless otherwise approved by the SBE, after demonstration of the attainment of predetermined and specified performance requirements. The bachelor's degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Arts Degree:* Program of instruction consisting of lower-division college credit courses. The associate in arts degree is a transfer degree and a basis for admission to a bachelor's degree. The associate in arts degree shall be awarded upon satisfactory completion of a planned program of sixty (60) semester credit hours after demonstration of the attainment of predetermined and specified performance requirements. The associate in arts degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Science Degree:* Programs of career and technical instruction consisting of lower-division college credit courses to prepare for entry into employment. The associate in science degree is a transfer degree and a basis for admission to a related bachelor's degree. The associate in science degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in science degree programs is defined in curriculum frameworks as established in Rule 6A-6.0571, FAC. The associate in science degree must include a minimum of fifteen (15) college credits of general education coursework.

- *College Credit Certificate:* Programs of career and technical instruction consisting of less than sixty (60) college credits that are part of an associate in science degree or an associate in applied science degree and prepare students for entry into employment.

- *Advanced Technical Certificate:* Programs of career and technical instruction consisting of nine (9) hours or more but less than forty-five (45) college credits of lower-division and/or upper-division courses.

- *Certificate of Professional Preparation:* College-level professional instruction consisting of not less than nine (9) and not more than thirty (30) college or institutional credits of courses and course equivalent modules to prepare baccalaureate degree holders for licensure, certification, credentialing, examinations, or other demonstrations of competency necessary for entry into professional occupations.

- *Career Technical Certificate:* Programs of career and technical instruction consisting of clock hour courses to prepare for entry into employment. Upon satisfactory completion of a planned program of instruction, after the demonstration of the attainment of predetermined and specified performance requirements, the career and technical certificate shall be awarded.

To facilitate efficient and effective progression and transfer of students between and among public postsecondary institutions, Florida developed a statewide articulation system governed by § 1007.23, FS. State Board of Education guidelines for articulation agreements, as detailed in Rule 6A-10.024, FAC, include requirements for general education, the associate in arts (AA) and associate in science (AS) degrees, credit by exam, common course numbering, and transferability of credit.

The SBE annually adopts postsecondary curriculum frameworks for all career and technical education (CTE) programs. These frameworks, which group programs into career clusters, identify the program type, purpose, and structure; standard program length; CIP and SOC codes, applicable state regulatory requirements; and student performance standards, as seen in the sample curriculum framework for the Associate in Science in Applied Artificial Intelligence (AS - 1511010200). Additions and changes to the CTE curriculum frameworks are communicated annually in the Florida Department of Education (FLDOE) Change Document.

All programs offered by MDC are directly aligned with the College mission, and embed learning and programmatic outcomes. In order to guide students through the continuous process of learning, programs are designed to meet the needs of the students and the community being served by allowing students to integrate knowledge and enabling them to grow in critical skills. The institutional criteria, policies, and procedures for program content apply to all College programs, regardless of instructional location or mode of delivery.
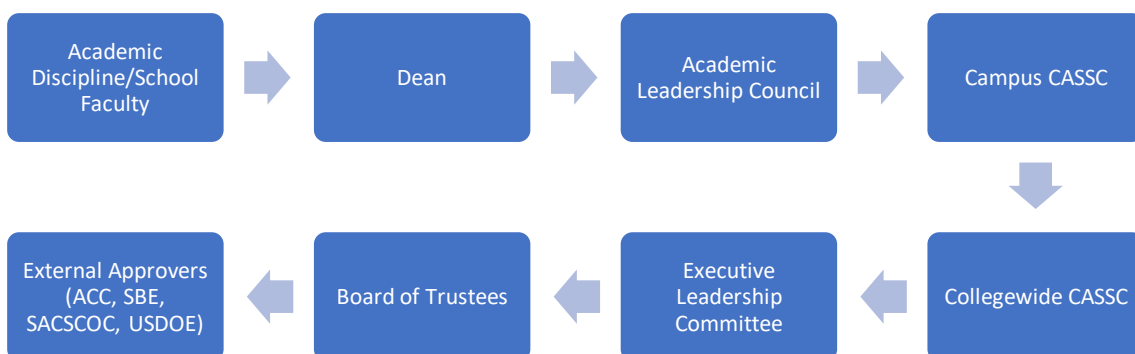
Curriculum Development Process

Pursuant to § 1004.68, FS, MDC has established and follows policies and procedures to ensure program appropriateness and program coherence through discipline and collegewide program coordination, as described in Standard 6.2.c. Policy VIII-3 establishes that the College will offer programs of study consistent with state law and Procedure 8150 provides direction for initiating proposals for new courses or programs or requesting changes to or deletions of existing courses or programs. The District Office of Academic Programs (OAP), which facilitates the curriculum development process, maintains a comprehensive website to provide resources, guidance, and templates for curriculum development for courses and programs, including baccalaureate degree programs, associate degree and certificate programs, and courses. Included on these webpages are templates, samples, and guiding principles and considerations for developing and communicating the program course sequence.

New program proposals must include program description, justification, and workforce needs analysis; specific admission requirements, if any; program student learning outcomes, program curriculum, and course sequence guide; and identification of the FLDOE curriculum framework with which the program aligns, if applicable. New courses, which include identification of pre-requisite courses, are submitted for approval with the program proposal.

For workforce-related certificates and degrees, confirmation of the workforce demand and unmet need is necessary prior to engaging in the curriculum development process and is accomplished with guidance from advisory committees. As established in Procedure 8004, advisory committees are formed to "assist the College in planning, designing, revising, and sunsetting programs to meet the emerging needs of employers in various sectors." Advisory committees, such as the one assembled for the newly developed programs in Artificial Intelligence, consist of business and industry representatives reflecting the diversity of the College community who collectively help identify emerging trends and guide curriculum development.

The curriculum development process is intended to confirm scope and course sequencing, ensuring the coherence and scaffolding of student learning outcomes. An example of this coherence and scaffolding is found in stackable certificates that lead to an associate in science degree, such as the multiple certificates that stack into the AS in Business Administration, allowing the student to complete a certificate and progress on toward the AS degree without duplicating courses or credits.

To ensure that program curricula align with the College mission and adhere to state and College guidelines, including any applicable curriculum framework, all curriculum proposals must progress through a formal approval process, as illustrated below, according to an established timeline. The College employs MDC Meta, which is powered by CurriQunet, to provide curriculum development workflows, collect required information, and document the multiple approvals.

Academic Discipline/School Faculty	→	Dean	→	Academic Leadership Council	→	Campus CASSC

↓

External Approvers (ACC, SBE, SACSCOC, USDOE)	←	Board of Trustees	←	Executive Leadership Committee	←	Collegewide CASSC

Central to the curriculum review and approval process is the College Academic and Student Support Council (CASSC), which convenes at both the campus and College level. The CASSC membership structure maximizes representation from constituents of the College community, including academic and student affairs, academic disciplines, and all campuses. The council is comprised of the Vice Provosts for Academic Affairs, Workforce Programs and Professional Learning, and Student Affairs; Associate Provost of Academic Affairs; Campus Deans of Faculty and Deans of Student Services; Deans of Schools; faculty; academic and student services support staff; and students. Faculty represent a majority of the membership to ensure that primary responsibility for the quality of educational programs resides with the faculty. CASSC's charge includes reviewing and recommending for approval all proposed curriculum changes.

The cross-functional councils involved in the curriculum approval process, as noted in the flowchart above, include the Academic Leadership Council, College CASSC, and Campus CASSC for each of MDC's eight campuses. The 2023-2024 membership rosters for these councils are linked below:

- Academic Leadership Council (ALC)

- [College Academic and Student Support Council (CASSC)](#)

- [Campus CASSCs](#).

Table 9.1-1 provides examples of new and modified programs and courses that were advanced through the College's established curriculum review and approval process. In addition to the MDC META documentation, OAP maintains a [curriculum development log](#) for documenting approved and tracking pending curriculum items.

Table 9.1-1. Sample Curriculum Item Approvals

Discipline/ School Faculty	Dean	Academic Leadership Council	Campus CASSC	College CASSC	Executive Leadership Committee	Board of Trustees	External Approvers
NEW PROGRAM: College Credit Certificate (CCC) in Artificial Intelligence (AI) Practitioner							
10/21/22 10/24/22 META		11/14/22	11/18/22	11/18/22	11/22/22	12/13/22	FLDOE 4/19/23 SACSCOC 6/23/23
NEW PROGRAM: Advanced Technical Certificate (ATC) in Magnetic Resonance Imaging (MRI)							
3/31/21 4/1/21 META		10/20/22	11/21/22	12/6/22	1/6/23	1/17/23	SACSCOC 6/9/23
NEW PROGRAM: Certificate of Professional Preparation (CPP) in Networking							
5/12/21 5/13/21 META		7/1/21	7/19/21	10/12/21	3/3/22	3/15/22	N/A
PROGRAM MODIFICATION: Associate in Science (AS) in Business Intelligence Specialist							
5/8/22 5/11/22 META		10/6/22	10/17/22	11/8/22	N/A	N/A	N/A
NEW COURSE WITH FEE: MGF1130 Mathematical Thinking/MGF1131 Mathematics in Context							
5/5/23 5/24/23 META		6/1/23	6/9/23	6/9/23	6/19/23	7/18/23	N/A
NEW COURSE WITHOUT FEE: NUR40XX Pharmacology for Nursing							
4/21/22 4/21/22 META		10/6/22	10/17/22	11/8/22	N/A	N/A	N/A
COURSE MODIFICATION: PHI2010 Introduction to Philosophy							
3/9/22 3/16/22 META		4/21/22	5/16/22	6/14/22	N/A	N/A	N/A

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

[Board Meeting 2022.12.13 Agenda Item - CCC in Artificial Intelligence Practitioner](#)

[CASSC Curriculum Report 2022.11.18 - Approval of CCC in Artificial Intelligence Practitioner and Courses](#)

[CASSC Membership 2023-2024](#)

[CCC in Artificial Intelligence Practitioner - Course Descriptions](#)

CCC in Artificial Intelligence Practitioner - Executive Summary

Course Sequence Guiding Principles and Considerations

Course Sequence Sample

Course Sequence Template

Curriculum Approval Matrix

Curriculum Approval Process Examples:

> AS in Business Intelligence Specialist - Program Modification
>
> ATC in Magnetic Resonance Imaging (MRI) - New Program
>
> CCC in Artificial Intelligence (AI) Practitioner - New Program
>
> CPP in Networking - New Program
>
> MGF1130 Mathematical Thinking - New Course with Fee
>
> NUR40XX Pharmacology for Nursing - New Course without Fee
>
> PHI2010 Introduction to Philosophy - Course Modification

Curriculum Framework - AS in Applied Artificial Intelligence - 1511010200

Curriculum Process Timeline 2023-2024

FLDOE 2023-24 Change Document

FLDOE.org - 2023-24 CTE Curriculum Frameworks

Florida Administrative Code Rule 6A-10.024 - Articulation Between and Among Universities, Florida Colleges, and School Districts

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Florida Administrative Code Rule 6A-6.0571 - Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

Florida Statutes § 1004.68 - Florida College System institution; degrees and certificates

Florida Statutes § 1007.23 - Statewide articulation agreement

Florida Statutes § 1007.33 - Site-determined baccalaureate degree access

Institutional Summary Form Prepared for SACSCOC Reviews

MDC.edu Artificial Intelligence Advisory Committee

MDC.edu Mission

MDC.edu Office of Academic Programs - College Academic and Student Support Council (CASSC)

MDC.edu Office of Academic Programs - Course Development

MDC.edu Office of Academic Programs - Program Development - Associate

MDC.edu Office of Academic Programs - Program Development - Baccalaureate

Policy VIII-3 - Objectives: Curriculum and Instruction

Procedure 8004 - Advisory Committees for Workforce Education Programs

Procedure 8150 - Curriculum Processes

9.2	The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program length)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) offers 78 associate degree programs comprised of at least 60 semester credit hours and 15 baccalaureate degree programs comprised of at least 120 semester credit hours. MDC does not offer programs at the post-baccalaureate, graduate, or professional level. In adherence with state law, the College uses only semester credit hours as the basis for these degree programs. No associate or baccalaureate degree programs are comprised of fewer than the prescribed 60 and 120 semester credit hours, respectively.

As authorized in Rule 6A-14.030 of the Florida Administrative Code (FAC), MDC offers the types of certificates and degrees listed in Table 9.2-1, and as detailed in the Institutional Summary Form.

Table 9.2-1. Degrees Offered at Miami Dade College

Degree and Certificate Types	Number Offered
Baccalaureate (BAS, BS, BSN)	15
Associate in Arts (AA)	1
Associate in Science (AS)	77

MDC adheres to Rule 6A-14.030, FAC, as summarized below for degree types offered by MDC, which specifies that all degree programs, as well as diplomas and certificates that are part of a degree, are to be comprised of college credit courses and must be offered at the established standard credit hour length.

- *Bachelor's Degree:* The bachelor's degree shall be awarded upon satisfactory completion of a planned program of one hundred and twenty (120) college credits, unless otherwise approved by the State Board of Education (SBE), after demonstration of the attainment of predetermined and specified performance requirements. The bachelor's degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Arts Degree:* The associate in arts degree shall be awarded upon satisfactory completion of a planned program of sixty (60) college credits after demonstration of the attainment of predetermined and specified performance requirements. The associate in arts degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Science Degree:* The associate in science degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in science degree programs is defined in curriculum frameworks as established in Rule 6A-6.0571, FAC. The

associate in science degree must include a minimum of fifteen (15) college credits of general education coursework.

The SBE annually adopts postsecondary curriculum frameworks for all career and technical education (CTE) programs. These frameworks, which group programs into career clusters, identify the standard program length, as seen in the sample curriculum framework for the Associate in Science in Applied Artificial Intelligence (AS - 1511010200). Additions and changes to the CTE curriculum frameworks are communicated annually in the Florida Department of Education (FLDOE) Change Document.

Policy VIII-3 establishes that the College will offer programs of study consistent with state law, and Procedure 8150 provides direction for initiating proposals for new courses or programs, or requesting changes to or deletions of existing courses or programs. The Curriculum Development webpage suite, maintained by the District Office of Academic Programs (OAP), provides instructions and templates aligned with state requirements to provide guidance for new program proposals and program modifications. The downloadable program sheet templates/curricular guides clearly state the minimum credit hours required for associate and baccalaureate degrees:

- Associate in Arts pathway
- Associate in Science
- Bachelor of Science or Bachelor of Applied Science.

Table 9.2-2 shows the range of credits awarded for the degrees offered by MDC. The College's compliance with state-mandated program length requirements guarantees the transfer of successful graduates of associate degree programs to articulated baccalaureate programs in the State University and Florida College systems.

Table 9.2-2. Credit Hour Ranges of MDC Degree Programs

Degree Types	Total Number of Credits
Associate in Arts	60
Associate in Science	60-88
Bachelor of Science	120-134
Bachelor of Applied Science	120-130

The College's multi-step curriculum development and approval process, described in Core Requirement 9.1, ensures that curriculum requirements are followed, including establishment of the appropriate program length.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Curriculum Framework - AS in Applied Artificial Intelligence - 1511010200

FLDOE 2023-24 Change Document

FLDOE.org - 2023-24 CTE Curriculum Frameworks

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Florida Administrative Code Rule 6A-6.0571 - Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

[Institutional Summary Form Prepared for SACSCOC Reviews](#)

[MDC.edu Office of Academic Programs - Curriculum Development Resources](#)

[Policy VIII-3 - Objectives: Curriculum and Instruction](#)

[Procedure 8150 - Curriculum Processes](#)

[Program Sheet Template - Associate in Arts Pathway](#)

[Program Sheet Template - Associate in Science](#)

[Program Sheet Template - Bachelor of Science or Bachelor of Applied Science](#)

9.3 **The institution requires the successful completion of a general education component at the undergraduate level that:**
(a) is based on a coherent rationale.
(b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
(c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.
(General education requirements) **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale. General education is a substantial component of each undergraduate degree program, constituting 15 semester hours for degree completion in associate in science programs and 36 semester hours for the associate in arts and baccalaureate programs. The general education component ensures breadth of knowledge, requiring at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, natural sciences, and mathematics. In adherence to State Board of Education (SBE) rule, MDC also requires at least one course in the area of communication. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

The College adheres to Rule 6A-14.030 of the Florida Administrative Code (FAC), which stipulates the credit hour requirement of the general education component for undergraduate degrees:

- *Bachelor's Degree*. The bachelor's degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Arts Degree*. The associate in arts degree must include thirty-six (36) college credits of general education coursework.

- *Associate in Science Degree*. The associate in science degree must include a minimum of fifteen (15) college credits of general education coursework.

In accordance with § 1007.25, Florida Statutes, and Rule 6A-14.0303, FAC, which provides specific guidance for the general education component of undergraduate degrees, the MDC general education component consists of courses within five subject areas:

- communication
- humanities
- mathematics
- natural sciences
- social sciences.

MDC's credit hour requirement across the five subject areas for each degree type is summarized in Table 9.3-1.

Table 9.3-1. General Education Credit Hour Requirement

Degree	General Education	Communication	Humanities and Fine Arts	Mathematics	Natural Sciences	Social and Behavioral Sciences
AA	36*	9	6	6	6	6
AS	15	3	3	3	3	3
BAS	36*	9	6	6	6	6
BS	36*	9	6	6	6	6

*Includes 3 semester credit hours of general education electives.

Adopted in 2014, Rule 6A-14.0303 initially applied to baccalaureate and associate in arts degrees; it was amended in 2021 to include associate in science and associate in applied science degrees. As amended, the general education component for all undergraduate degrees must include at least one course selected from a list of college-level courses provided in the rule from each of the five subject areas of communication, humanities, mathematics, natural sciences, and social sciences. Known as the statewide general education core, the courses across the required five subject areas constitute 15 credit hours.

Miami Dade College identified the lower-division college-level courses shown in Table 9.3-2 to fulfill the general education core course options requirement for all associate and baccalaureate degrees. This distribution of course requirements across diverse subject areas promotes breadth of knowledge and fosters intellectual inquiry among students. None of the courses included in 6A-14.0303 and selected by MDC narrowly focus on skills, techniques, and procedures specific to a particular occupation or profession. Although ENC 1101 English Composition I is included in the required general education core, it cannot be used to fulfill the humanities requirement.

Table 9.3-2. General Education Core Course Requirements

Florida General Education Core Course Options	MDC Course Equivalents
Communication	
ENC X101 English Composition I	ENC 1101 - English Composition 1
Humanities	
ARH X000 Art Appreciation;	ARH 1000 - Art Appreciation
HUM X020 Introduction to Humanities	HUM 1020 - Humanities
LIT X000 Introduction to Literature	LIT 2000 - Introduction to Literature
MUL X010 Music Literature/Music Appreciation	MUL 1010 - Music Appreciation
PHI X010 Introduction to Philosophy	PHI 2010 - Introduction to Philosophy
THE X000 Theatre Appreciation	THE 2000 - Theater Appreciation
Mathematics	
MAC X105 College Algebra	MAC 1105 - College Algebra
MAC X311 Calculus I	MAC 2311 - Calculus and Analytical Geometry 1
MGF X106 Liberal Arts Mathematics I	MGF 1106 - Mathematics for Liberal Arts 1
MGF X107 Liberal Arts Mathematics II	MGF 1107 - Mathematics for Liberal Arts 2
STA X023 Statistical Methods	STA 2023 - Statistical Methods

Florida General Education Core Course Options	MDC Course Equivalents
Natural Sciences	
AST X002 Descriptive Astronomy	AST 1002 - Descriptive Astronomy
BSC X005 General Biology	BSC 1005 - General Education Biology
BSC X010 General Biology I	BSC 2010 - Principles of Biology
BSC X085 Anatomy and Physiology I	BSC 2085 - Human Anatomy and Physiology 1
CHM X020 Chemistry for Liberal Studies	CHM 1020 - General Education Chemistry
CHM X045 General Chemistry I	CHM 1045 - General Chemistry & Qualitative Analysis
ESC X000 Introduction to Earth Science	ESC 1000 - General Education Earth Science
EVR X001 Introduction to Environmental Science	EVR 1001 - Introduction to Environmental Science
PHY X020 Fundamentals of Physics	PHY 1020 - General Education Physics
PHY X048 General Physics with Calculus	PHY 2048 - Physics with Calculus 1
PHY X053 General Physics I	PHY 2053 - Physics without Calculus 1
Social Sciences	
AMH X020 Introductory Survey Since 1877	AMH 2020 - History of the US Since 1877
ANT X000 Introduction to Anthropology	ANT 2000 - Introduction to Anthropology
ECO X013 Principles of Macroeconomics	ECO 2013 - Principles of Economics (Macro)
POS X041 American Government	POS 2041 - American Federal Government
PSY X012 Introduction to Psychology	PSY 2012 - Introduction to Psychology
SYG X000 Principles of Sociology	SYG 2000 - Introduction to Sociology

In response to state changes to the undergraduate general education requirements, MDC workforce program faculty met within their disciplines throughout academic year 2021-2022 to identify the general education courses from among the core course options most appropriate to each of the AS degree programs. In compliance with the College curriculum development process described in Core Requirement 9.1, resulting curriculum changes were presented to the College Academic and Student Services Council (CASSC) for approval.

Rule 6A-14.0303 allows each institution to determine the remaining courses and credits, in addition to the core course options, to fulfill the total 36-hour general education requirement for the associate in arts and baccalaureate degree programs. The College selected additional courses beyond the core course options to further expand the breadth of knowledge covered in the general education component as informed by the general education purpose as stated in the College Catalog,

> *The General Education program provides multiple, varied, and intentional learning experiences that provide [the student] with a solid foundation for [their] personal, academic, and professional development. The program is meant to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and the desire for lifelong learning. What begins in specified general education coursework is reinforced and expanded by purposeful Student Learning Outcomes present throughout [their] degree program and co-curricular activities.*

General education requirements are published in the College Catalog. Course lists, which can be accessed and are available for download from every program and pathway webpage, detail the specific

general education requirements and the courses from which students may select to fulfill these requirements. Examples of course lists for each degree type are provided below:

- Associate in Arts
- Associate in Science in Animation & Game Art
- Bachelor of Science in Early Childhood Education
- Bachelor of Applied Science in Supervision and Management - Accounting Concentration.

General education courses are offered at all MDC campuses, except Medical Campus, and are delivered in face-to-face, blended, and online modalities. General education courses have the same course competencies and student learning outcomes across all locations and modalities. The general education requirements for each program apply consistently for all instructional locations and modes of delivery.

Students are required to meet with an advisor upon admission to MDC. During the initial advisement session, the student identifies a degree option with a specific academic pathway of interest. The advisor reviews with the student the graduation requirements for the chosen pathway, including the general education requirements. The advisor and student develop the student's academic plan, which maps all requirements, including general education courses, for degree completion. During enrollment, students are encouraged to follow their individualized academic plan and the course sequence guide made available from the program webpage. Student adherence to their academic plan is monitored through follow-up advisement sessions and the assignment of the student to a faculty mentor. Students are encouraged to meet with their advisor or faculty mentor before making changes to their academic pathway. Student completion of general education requirements is tracked through the academic advisement system and verified before graduation.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Academic Advisement Report (Degree Audit) - example

CASSC Curriculum Report 2022.02.08 - Approval of General Education Requirements for AS Programs

Catalog 2022-2024 - General Education Requirements

Course List - Associate in Arts (AA) Degree

Course List - Associate in Science (AS) Degree - Animation & Game Art example

Course List - Bachelor of Applied Science (BAS) - Supervision & Management, Accounting Concentration example

Course List - Bachelor of Science (BS) - Early Childhood Education example

Course Sequence Guide - AS in Animation & Game Art

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Florida Administrative Code Rule 6A-14.0303 - General Education Core Course Options

Florida Statutes § 1007.25 - General education courses; common prerequisites; other degree requirements

General Education Core Course Options for Sample AS Degree Programs

MDC.edu Academics - AS in Animation & Game Art

Section 10: Educational Policies, Procedures, and Practices

10.2	The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. *(Public information)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) makes available to students and the public current academic calendars, grading polices, cost of attendance, and refund policies. This public information is provided through the MDC website, making it readily available to all students at all campus and instructional locations, as well as distance learning students.

Academic Calendars

MDC generates the annual student Academic Calendar, which is made available to students and the public on the College website, based on the approved five-year calendar in Procedure 1075. The academic calendar provides dates pertaining to registration, class beginning and ending, last days to drop with a refund or audit a class, withdrawal, final examinations, commencement schedules, holidays, and recess periods. The student fee invoice also provides students with class start and end dates, last day to drop with a refund, and last day for withdrawal, specific to the student's individual schedule. Links to the student academic calendar are included in the College Catalog and the Students' Rights and Responsibilities webpage, both of which are available on the College website.

Grading Policies

MDC explains its grading system in the College Catalog, which is available on the College website and linked from the Student Portal. The catalog description includes the points assigned to letter grades and the computation of grade point average (GPA). In addition, instructors publish their grading criteria in their course syllabi, which are either distributed to students by the first day of class or available on the Canvas learning management system.

Cost of Attendance

Information regarding cost of attendance is provided to students in several locations on the MDC website. The Tuition & Fees webpage provides a detailed breakdown of fees for both Florida resident and non-resident students using tuition and fee rates established for the current academic year. Other fees that may be assessed, such as special course fees and credit card processing fee, are explained on the Common Fees & Transactions webpage. The Admissions & Financial Aid section of the College Catalog provides information about tuition and fees, including establishing residency for tuition purposes and the fee policy for excess courses. Each program and pathway webpage provides a total tuition cost, based on required program credits and current fees for resident students. Any additional course fees are identified separately on the student fee invoice.

Refund Policies

Refunds of student fees are addressed in Policy I-35 and Procedure 3251, both of which are available on the College website. The College refund policy is published in the College Catalog and on the Disbursements & Refunds webpage, which includes additional details regarding refund procedures. The 100% refund drop date is provided for each course on the student fee invoice.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

College Catalog 2022-2024 - Academic Calendar

College Catalog 2022-2024 - Admissions & Financial Aid

College Catalog 2022-2024 - Grading System

College Catalog 2022-2024 - Refund Policy

Course Syllabus - EAP0485 - Grading Criteria - example

MDC.edu Academic Calendar

MDC.edu Academics - Biomedical Engineering Technology - example

MDC.edu Disbursements & Refunds

MDC.edu Student Portal

MDC.edu Students' Rights & Responsibilities

MDC.edu Tuition & Fees

MDC.edu Tuition & Fees - Other Fees

Policy I-35 - Refund of Student Fees

Procedure 1075 - Academic Calendar for 2023-2024, 2024-2025, 2025-2026, 2026-2027, 2027-2028

Procedure 3251 - Refunds of Student Fees

Student Fee Invoice - Course Dates - example

Student Fee Invoice - Course Fees - example

Student Fee Invoice - Refund Dates - example

10.5	The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. *(Admissions policies and practices)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) publishes admissions policies consistent with its open-access mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the College. Miami Dade College does not use independent contractors or agents for recruiting purposes or for admission activities.

In support of its mission to "[change] lives through accessible, high-quality teaching and learning experiences," MDC maximizes access to its associate in arts degree program through an open-door admissions policy. Section 1004.65(4), Florida Statutes (FS), states that,

> *As comprehensive institutions, Florida College System institutions shall provide high-quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy for lower-division programs.*

Selective program admissions policies for baccalaureate programs and various associate in science degree and certificate programs are appropriately aligned with the requirements of accrediting and certifying bodies, which serve to ensure the integrity of programs leading to credentials for particular occupations and professions.

The College complies with § 1007.263, FS, which establishes the authority for granting the admission of students to Florida College System institutions. Policy I-22 mandates that the College establish student admissions procedures and publish them in the College Catalog and Manual of Procedures. Accordingly, Procedure 4000 is the authoritative document for current MDC admissions requirements. The basic admission requirements, as detailed in Procedure 4000 and summarized below, apply to all credit-seeking students.

The following persons are eligible for admission to the college credit programs of Miami Dade College:

- Students with a standard high school diploma from any public high school in the United States or territories, per § 1007.263, FS.

- Students who are at least 16 years of age and are demonstrating qualification to obtain a higher education per Federal Student Aid eligibility requirements by:
  - Passing an approved ability to benefit test, or
  - Completing six credit hours toward a degree or certificate.

- Students with a Florida public high school withdrawal (completion) code eligible for college credit admission, as defined by the Florida Department of Education.

- Students from non-public high schools in the U.S. and its territories that do not require validation.

- Students awarded a Department of Education high school equivalent (GED) diploma in the U.S. and its territories, the High School Equivalency Test (HiSET), Test Assessing Secondary Completion (TASC), or California High School Proficiency Exam.

- Home-schooled students with a signed affidavit from their parent or legal guardian attesting that they completed a Florida home education program, per § 1002.41, FS.

- Students with the foreign equivalency of a U.S. high school diploma that meets the admission requirements to a recognized institution of higher education in their home country with original documentation that shows all the requisite seals and apostilles. The College reserves the right to require a certified official English translation if the language used in the documents is not English. Students who do not have the requisite seals and apostilles on the original foreign high school documentation may opt to obtain an official evaluation of their credentials from a member organization of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Students must present this official evaluation to their campus Admissions and Registration Office. MDC reserves the right to require NACES evaluations for any transcripts for which it is unable to verify the authenticity or legitimacy of the documents provided.

- Additional validation is mandatory for applicants whose diploma does not meet the criteria above, and in cases where MDC has reason to believe that the diploma is not valid or was not earned from an entity that provides secondary school education.

- International students who meet admission requirements described above must provide all of the following supplementary admission documents to the International Students Office in order to receive an I-20 Certificate of Eligibility, which is needed to apply for the F1 student visa prior to the beginning of the term for which the students seek admission:
  - Copy of valid passport
  - Statement of financial resources available to support their educational expenses
  - Certificate of health and accident insurance prior to enrollment.

Admissions requirements are disseminated and made publicly available through Procedure 4000 which is included in the Manual of Procedures on the College website; the Admissions suite of webpages, which provides a link to Procedure 4000; the College Catalog; and in other publications intended for current and prospective students. Program-specific admission requirements for baccalaureate and selective admission associate in science and certificate programs are provided on the individual program webpages. Admission requirements for the Honors College and the New World School of the Arts are also published on the MDC website.

The MDC Office of Admissions is responsible for consistently implementing the College's admission policies. In accordance with Procedure 4005, technical procedures governing admissions, registration, financial aid, and records are provided in the Technical Manual of Procedures (TMOP). This supplement to the MDC Manual of Procedures addresses operations and functions that are consistent throughout the College, describing uniform collegewide policies and operational systems followed by all offices and personnel involved with admissions, registration, enrollment, and services to students. The procedures that appear in the TMOP are cleared and approved through the College's standing committees or administrative authority. Those addressing admissions, registration, financial aid, student records, and other functions directly associated with the enrollment of students are attested to by the College Registrar. MDC admission policies are the same for all instructional locations and delivery methods, including programs delivered fully online.

The selective admissions programs located at Medical Campus use either GPA on program pre-requisites or a points system to rate each applicant's readiness for the major coursework. With the points system, applicants are assigned points for the grades earned in general education and pre-requisite courses, and then ranked by the total points assigned. The Office of Information Technology developed a database to automate this process, reducing the possibility for human error or bias. Applicant grades are pulled directly from the MDConnect student information system using the student ID. The applicants assigned the most points above the minimum standard for admissions, who meet all other requirements, are sent offer letters, with the number of offer letters limited by the size of the program cohort.

Recruitment Practices

As described in the [College Catalog](#), Procedure 4000: Admissions Criteria and Recruitment Guidelines establishes standards for recruitment at MDC:

1. *Student recruitment promotes enrollment by presenting the learning options available at MDC. The recruitment team develops and implements activities consistent with the mission of the College. Activities include providing prospective students, parents, and other members of the community current and accurate information regarding admission and registration, testing requirements, and program offerings, as well as other resources and related opportunities available at the College.*

2. *MDC refrains from unfair, deceptive and abusive marketing tactics in the recruitment of all students. In addition, MDC will refrain from using third-party lead generators or marketing firms aimed at service members (veterans/military students). MDC will:*

   a. *Refrain from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid, including tuition assistance (TA) for members, to any persons or entities engaged in any student recruiting admission activities, or making decisions regarding the award of student financial assistance.*

   b. *Ban inducements such as gratuity, favor, discount, entertainment, hospitality, transportation, lodging, meals, or other item of monetary value to any individual or entity, or its agents, including third-party lead generators or marketing firms. Only salaries paid to employees or fees paid to contractors in conformity with the applicable laws are allowable for the purpose of securing enrollments of service members (veterans/military students) or obtaining access to TA funds.*

Recruitment personnel, which includes the executive directors and staff within the Division of Enrollment Management, campus recruitment directors, pre-college advisors, campus Deans of Student Services, and other student services and advisement directors and staff, regularly engage in [training](#), [workshops](#), and [retreats](#) to ensure that recruitment is carried out with consistent messaging and in accordance to College procedure. Training is also provided to prepare staff for events, such as [student orientation](#), and on new tools and processes adopted to improve the student experience, such as the 2023 implementation of a new [customer relationship management (CRM) platform](#).

Recruitment Materials and Presentations

MDC recruitment materials and presentations accurately represent the College's practices and policies. To ensure accuracy and consistency, [Procedure 1701](#) establishes the official procedures for developing and producing College publications intended for distribution to the public. Such materials are produced by, or under the direct oversight of, the [District Marketing Communications](#) department, which reports to the College President. The administrators within the Division of Enrollment Management – the

Executive Director, Enrollment Management; Executive Director, First Year Development & Student Success; and Executive Director of Customer Relationship Management (CRM) System – work collaboratively to direct the development of College recruitment materials and presentations. The enrollment management team collaborates with the Director of Communications to implement a system of checks and balances to ensure accuracy and consistency in recruitment materials, as evidenced by email communications regarding the MDC Dual Enrollment Viewbook and the student onboarding website. The production and quality assurance processes occur in coordination with the campus Directors of Recruitment Services, under the supervision of the Campus Deans of Student Services, and in accordance with the Marketing Communications department client procedures. The production workflow of recruitment collateral is documented within an online platform used by Marketing Communications.

Training is provided regularly to College recruiting staff on

Examples of Recruitment Publications
The following MDC publications are produced for the purpose of encouraging prospective students to pursue higher education and providing them with clear and accurate information about the opportunities available at Miami Dade College. Information about admissions, financial aid, scholarship opportunities, MDC degree and certificate programs, and other relevant topics accurately reflect the College's practices and policies. These major marketing pieces include the SACSCOC accreditation statement.

- LEAP is an institutional publication targeting high school students with the goal of helping students transition to college. LEAP is jointly developed by Student Services and Marketing Communications. This annual publication is sent to approximately 100,000 students in Miami-Dade County.

- Miami Dade College Viewbook provides an overview of the College, describing degree and certificate programs, information about the eight campuses and outreach center, the student life experience, and basic admissions and financial aid information.

Smaller recruitment pieces more limited in size and scope, such as flyers, postcards, and social media posts, direct students to the MDC website where more detailed information can be found, including the SACSCOC accreditation statement. Recruitment presentations use common shared slides to provide consistent information about the College across venues and presenters. Presentation slides also include web addresses and QR codes to direct students to the College website for more information.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

AICE-eval.org Endorsed Members

College Catalog 2022-2024 - Admissions & Financial Aid

College Catalog 2022-2024 - Open-Door Policy

College Catalog 2022-2024 - Recruitment of Students

Customer Relationship Management (CRM) Platform Implementation Presentation 2021.10.03

Email - Onboarding Website Checklist 2020.05.11

Email - Dual Enrollment Viewbook 2021.04.26

Recruitment Flyers - samples

Recruitment Presentation Slide Deck - sample

Recruitment Collateral Marketing Project - sample

Florida Statutes § 1004.65 - Florida College System institutions; governance, mission, and responsibilities

Florida Statutes § 1007.263 - Florida College System institutions; admissions of students

LEAP: A Student's Guide to Life - Fall 2022

MDC.edu Accreditation

MDC.edu Admissions Information - Resources

MDC.edu Academics - AS in Physical Therapist Assistant - Program Requirements

MDC.edu Academics - BS in Early Childhood Education - Admissions Requirements

MDC.edu Academics - CCC in Emergency Medical Technician - Program Requirements

MDC.edu International Students - Admission Requirements

MDC.edu Marketing Communications

MDC.edu Mission

MDC.edu New World School of the Arts - Apply to NWSA

MDC.edu Testing - Ability-To-Benefit

MDC.edu The Honors College - Admissions

Miami Dade College Viewbook

NACES.org Directory of Members

Policy I-22 - Admissions Policy of Miami Dade College

Pre-College Advisor (PCA) Career Advising Training

Pre-College Advisor (PCA) Workshop Agenda 2021.11.15

Procedure 1701 - Communications

Procedure 4000 - Admissions Criteria and Recruitment Guidelines

Procedure 4005 - Technical Manual of Procedures (Admissions and Records, Registration and Graduation)

Recruitment Retreat

Shark Start Orientation Training 2023.03.23

StudentAid.gov Basic Eligibility Criteria

> 10.6   An institution that offers distance or correspondence education:
> (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
> (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
> (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.
> *(Distance and correspondence education)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) offers distance education, and it ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit. The College has a written procedure for protecting the privacy of students enrolled in distance education courses or programs. MDC does not impose additional student charges associated with verification of student identity.

MDC Online serves as the organizing, procedural, and student support unit for students and faculty engaged in online instruction and is also responsible for maintaining and supporting usage of the Canvas learning management system (LMS). In addition, MDC Online is the name of the modality for credit classes offered fully online asynchronously. At the onset of the pandemic in spring 2020, the College moved face-to-face instruction to an online synchronous platform, which has since become a popular modality called MDC Live. The College also offers courses in the blended modality, which employs online asynchronous instruction, with some face-to-face class meetings. All three modalities, as summarized in Table 10.6-1, meet the SACSCOC definition of distance education.

Table 10.6-1. Attributes of MDC Distance Education Modalities

Modality	Asynchronous	Synchronous	Fully Online	Partially Online*
MDC Online	X		X	
MDC Live		X	X	
Blended	X			X

50% or more of instruction occurs online

Distance education at MDC is delivered through the Canvas LMS, which uses secure login and password credentials. Access and instructions to Canvas are provided through the MDC Online suite of webpages. Students can also access Canvas through the Student Portal or the Canvas student app, available for Android or iOS.

Authentication of the login and password for Canvas and the Canvas app is provided by MDC's authentication system, housed in and managed by District Information Technology. The College uses single sign-on technology, which ties login information to student IDs across platforms, so students use the same login credentials for Canvas as they do to register for classes. Password standards for students, employees, and other authorized users of the College network are governed by Procedure 7932. The College's Associate Vice Provost, Chief Information Security Officer oversees the security of the College's authentication system.

Verifying Student Identity

[Procedure 7900: Guidelines for Use of College Computing Resources](#) instructs students to not share their login information or use login credentials belonging to anyone else and advises of possible penalties. [Procedure 4035: Academic Dishonesty](#) also prohibits related actions:

Academic dishonesty includes the following actions and those that are similar in nature, with respect to a student's academic performance.

A. *Cheating on an examination including unauthorized sharing of information*
B. *Collaborating with others in work to be submitted, if contrary to the stated rules of the course*
C. *Plagiarizing, taking, and claiming as one's own the ideas, writings, or work of another, without citing the sources*
D. *Submitting work from another course unless permitted by the instructor.*

MDC Online addresses these issues on its [Academic Integrity](#) webpage, which provides links to procedures 7900 and 4035. Links to these procedures can also be found on the [Students' Rights and Responsibilities](#) webpage and in [Procedure 4025: Student Code of Conduct](#), which also is available from the Students' Rights and Responsibilities webpage.

All MDC Online courses require at least one [proctored assessment](#), which the student can take online through the ProctorU third-party platform or in person at a campus testing center. Students are required to verify their identity with a photo ID for proctored assessments, regardless of testing location or methodology, as described on the [Testing Requirements and Acceptable IDs](#) page on the College's website. Proctored assessments administered online through ProctorU require the student to use a webcam and screen-sharing technology to verify the identity of the student throughout the examination. When taking an assessment in person at a College testing center, students are advised that computer screens are monitored, and testing sessions are video recorded via surveillance cameras. MDC's [Testing Dishonesty and Behavioral Guidelines](#) make clear that presenting another person's work as one's own, attempting to take a test for another person, and presenting false identification are violations of the Student Code of Conduct, and subject to appropriate action. Information on required identification for proctored exams and appropriate testing behavior is also made available to students through the MDC Online webpage.

Protecting Student Privacy

MDC complies with the Family Educational Rights and Privacy Act (FERPA) for all modalities, including distance education, and publishes [Notification of Students' Rights Under FERPA](#) on the College website. [Procedure 4085: Release of Student Information](#) provides guidelines for the inspection and correction of student records and protects the privacy rights of students and parents from release of information without written consent. Links to these resources regarding student privacy are accessible from the MDC Online and Students' Rights and Responsibilities webpages.

To ensure adherence to FERPA and protect student information, the College has established policies and procedures regarding student records, confidentiality, privacy, and data security that apply to all College operations, including MDC Online and distance education. [Policy VII-1](#) expressly prohibits the use of another person's identity, password, or identification cards or numbers, and makes clear that access to computing resources, including data and digital records, is specific to users and not to be shared. As detailed in [Procedure 7961](#), data collected by the College is classified according to the level of

confidentiality required, and users of such data must adhere to College guidelines regarding data security, confidentiality, privacy, and access, pursuant to Procedure 7960.

The Office of Information Security and Policy (OISP), led by the Chief Information Security Officer, is responsible for safeguarding the College's data and technology resources, pursuant to Policy VII-5. OISP ensures compliance with local and national regulations on security and privacy and suggests updates to the College's policies and procedures accordingly. OISP conducts regular security awareness training and monitors security threats on a 24/7 basis, in accordance with Procedures 7922 and 7905, respectively. In the rare case of a security breach, OISP leads the incident response, investigation, and remediation in collaboration with the College community, technology vendors, and law enforcement agencies.

Additional Student Charges Associated with Verification of Student Identity

The College does not impose additional student charges associated with verification of student identity.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Job Description - T60001 Associate Vice Provost Chief Information Security Officer

MDC.edu Family Educational Rights and Privacy Act (FERPA)

MDC.edu MDC Online - About Us

MDC.edu MDC Online - Academic Integrity

MDC.edu MDC Online - Canvas

MDC.edu MDC Online - Proctored Assessments

MDC.edu Office of Information Technology - Security

MDC.edu Student Portal - Support

MDC.edu Students' Rights & Responsibilities

MDC.edu Testing & Assessment - Testing Dishonesty & Behavioral Guidelines

MDC.edu Testing & Assessment - Testing Requirements & Acceptable IDs

Policy VII-1 - Use of Computing Resources at Miami Dade College

Policy VII-5 - Miami Dade College Information Security Plan

Procedure 4025 - Student Code of Conduct

Procedure 4035 - Addressing Academic Dishonesty

Procedure 4085 - Release of Student Information

Procedure 7900 - Guidelines for Use of Miami Dade College Computing Resources

Procedure 7905 - Miami Dade College Information Security Plan

Procedure 7922 - Security Awareness Training

Procedure 7932 - Password Standards for MDC Network Account

Procedure 7960 - Institution Data Management and Proper Use

Procedure 7961 - Data Classification and Handling Standards

10.7	The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. Oversight for these policies is provided by persons academically qualified to make the necessary judgments. Miami Dade College does not offer any direct assessment programs.

MDC defines college credit hours in accordance with the definition established by the State Board of Education for all Florida College System institutions. The definition is codified in Rule 6A-14.030, Florida Administrative Code (FAC):

(a) ***Credit.*** *Credit is a unit of measure assigned to courses or course equivalent learning. Credit is awarded if the learning activity it represents is part of, or preparatory for, an organized and specified program leading to a postsecondary certificate or degree. Credit is a device which indicates to the learner, to educational institutions, to employers, and to others how much of the program the learner has completed. The credit awarded may be independent of where the learning occurs. If a learning activity does not meet these requirements, credit shall not be awarded. The only types of postsecondary credit authorized are:*

1. ***College credit.*** *College credit is the type of credit assigned by Florida College System institutions to courses or course equivalent learning that is part of an organized and specified program leading to a baccalaureate [degree], associate degree, certificate, or Applied Technology Diploma pursuant to the stipulations in subsections (2) through (9). One (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction; with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours.*

   a. *Lower division college credit. Lower division college credit is assigned to college credit courses offered to freshmen and sophomores (1,000 and 2,000 level courses).*

   b. *Upper division college credit. Upper division college credit is assigned to college credit courses offered to juniors and seniors (3,000 and 4,000 level courses).*

2. ***Clock Hour.*** *A clock hour is the unit assigned to courses or course equivalent learning that is part of an organized and specified program leading to an Applied Technology Diploma or a Career and Technical Certificate pursuant to subsections (7) and (10). It applies to postsecondary adult career courses as defined in Section 1004.02(25), [Florida Statutes] (FS). One (1) clock hour is based on the learning expected from the equivalent of thirty (30) hours of instruction.*

3. ***Developmental credit.*** *Developmental credit is the type of credit assigned by Florida College System institutions to courses that provide degree seeking students who wish to*

enroll in college credit courses with additional academic preparation determined to be needed pursuant to Rule 6A-10.0315, FAC. One (1) developmental credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction.

MDC has identified ratios of semester credit hour to contact hours in compliance with the stipulation above that "one (1) college credit is based on the learning expected from the equivalent of fifteen (15) fifty-minute periods of classroom instruction, with credits for such activities as laboratory instruction, internships, and clinical experience determined by the institution based on the proportion of direct instruction to the laboratory exercise, internship hours, or clinical practice hours." These ratios of semester credit hours to contact hours are defined as:

- Lecture: 1 credit hour = 16 contact hours

- Laboratory: 1 credit hour = 32 contact hours

- Clinic: 1 credit hour = 48 contact hours.

As described above, contact hours are based on a fifty-minute hour. All college credit courses, regardless of location, format, or mode of delivery, adhere to the established ratios.

The MDC and Florida College System definition of credit hour as fifteen (15) fifty-minute periods of instruction is consistent with commonly accepted practices in higher education and with the credit hour definition provided by the U.S. Department of Education Code of Federal Regulations (CFR), Title 34 CFR § 600.2, and adopted by SACSCOC in its *Credit Hours Policy Statement*.

Proposals for new courses or changes to existing courses follow a prescribed series of steps outlined in Procedure 8150. The District Office of Academic Programs provides support for this process, including a webpage with course development resources within its curriculum development webpage suite. MDC places primary responsibility for the content, quality, and effectiveness of the curriculum on the faculty in each subject area. School and discipline faculty committees review and update existing courses and develop new courses in response to student and industry needs. Many workforce programs use their advisory committees to provide input on curriculum to ensure that it remains current with industry practices and employer expectations. Accredited programs review their curriculum in light of the standards, criteria, and competencies established by their professional accrediting organizations.

During the curriculum development process, the academic school and discipline faculty committees use MDC's Course Competency Guidelines to determine and clearly state what students are expected to learn in the course. Using these competencies, faculty further define the intended students, level of complexity (introductory, intermediate, or advanced), prerequisites, content, depth and detail with which content is treated, and outcomes (level of operation or specific skills) to determine the amount and level of credit awarded to the course.

Procedure 8100 requires that the prefix and number for any new course be established in accordance with the Statewide Course Numbering System (SCNS), authorized by § 1007.24, FS, which provides a searchable database of postsecondary courses offered at public vocational-technical centers, colleges, universities, and participating private institutions. All college credit, clock hour, and developmental credit courses offered at MDC are added to the SCNS. Courses that are deemed equivalent to other course offerings are guaranteed to transfer to other institutions offering the same course number.

The details of a proposed new course or changes to an existing course must be entered by faculty into MDC Meta, the College's online curriculum management system, to include:

- type of course being proposed
- identification of course prefix and number in the SCNS
- course title
- number of contact hours and credit hours
- course catalog description stated in terms of level of complexity and what the student will learn
- justification for the new course or change to an existing course
- prerequisites and/or corequisites
- course competencies and performance objectives
- desired effective term
- instructional support materials
- course user fees to be assessed, if any
- program(s) of which the course is/will be a part.

As illustrated below, proposals for new courses and changes to existing courses must flow for review and approval through the faculty committees for the discipline and/or academic school, department chair, discipline academic dean, Academic Leadership Council, Campus Academic and Student Support Council (CASSC), Collegewide CASSC, Vice Provost for Academic Affairs, the Executive Vice President and Provost, and the Statewide Course Numbering System. If the course is part of a new program, the program is also reviewed and approved by the Executive Leadership Committee (ELC) and the District Board of Trustees. Courses with user fees are also reviewed and approved by ELC and the Board of Trustees. At each stage in the curriculum development process, reviewers from the faculty and administration analyze the amount and level of credit to be awarded to ensure alignment with relevant institutional and state policies.
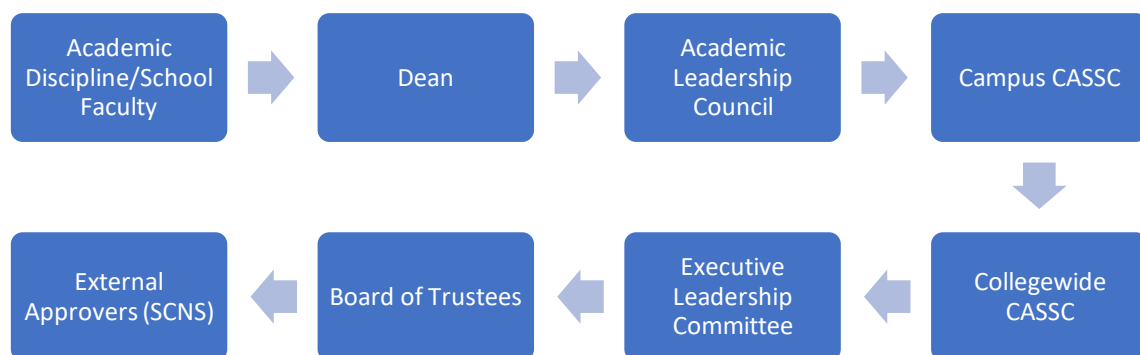
Central to the curriculum review and approval process is the College Academic and Student Support Council (CASSC), which convenes at both the campus and College level. The membership of CASSC maximizes representation from constituents of the College community, including academic and student affairs, academic disciplines, and all campuses. The council is comprised of the Vice Provosts for Academic Affairs, Workforce Programs and Professional Learning, and Student Affairs; Associate Provost of Academic Affairs; Campus Deans of Faculty and Deans of Student Services; faculty; academic and student services support staff; and students. Faculty represent a majority of the membership to ensure that primary responsibility for the quality of educational programs resides with the faculty. CASSC's charge includes reviewing and recommending for approval all proposed curriculum changes. The curriculum proposal and approval process applies to courses offered through all modalities, including

distance education, and at all MDC instructional locations. The curriculum development and approval process is described more fully in Core Requirement 9.1.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

CASSC Curriculum Report 2022.11.18 - example

CASSC Membership 2023-2024

Course Competencies CAP3330 - example

Course Competency Guidelines

Curriculum Approval Matrix

FLDOE.org Statewide Course Numbering System (SCNS) - Course Search

FLDOE.org Statewide Course Numbering System (SCNS) - Institution Course Detail

FLDOE.org Statewide Course Numbering System (SCNS) - State Course Detail

Florida Administrative Code Rule 6A-14.030 - Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions

Florida Statutes § 1007.24 - Statewide course numbering system

MDC Meta

MDC.edu Office of Academic Programs - College Academic and Student Support Council (CASSC)

MDC.edu Office of Academic Programs - Course Development

MDC.edu Office of Academic Programs - Program Development

Procedure 8100 - Assignment of Course Prefixes and Numbers

Procedure 8150 - Curriculum Processes

SACSCOC Policy Statement - Credit Hours

US Department of Education Code of Federal Regulations § 600.2 - Definitions

Section 11: Library and Learning/Information Resources

11.1	The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and Learning/Information Resources)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) provides adequate and appropriate library and learning/information resources, services, and support for the College mission:

> *As democracy's college, Miami Dade College changes lives through accessible, high-quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural and civic leader for the advancement of our diverse global community.*

MDC learning and information resources are provided through District Learning Resources, with the delivery of learning and information resources supported by the Division of Academic and Learning Technology, which provides services under the name of MDC Online, and the Division of Information Technology. While each of these divisions provides distinct services to the College community, they work collaboratively to provide students and faculty with web-based access to information and learning resources, along with helpdesk support and training for effective use.

Learning Resources supports the needs of MDC students, faculty, and staff through both physical and digital library resources and services. Students, faculty, and the public may access library resources and services at nine physical learning resource centers located at the College's eight campuses and the Carrie P. Meek Entrepreneurial Education Center. A tenth library facility is located at Exploration Station, the Preschool at Miami Dade College, on North Campus to provide enrolled children the opportunity to read and check out books. Learning Resources also maintains a comprehensive website, which can be easily accessed from the College website and is available 24 hours a day, seven days a week. Learning Resources fulfills its purpose to "transform student lives by championing teaching and learning as an extension of the classroom" and its vision to "optimize the academic achievements of the MDC community" through its facilities, resources, and professional staff.

While all students are welcome to visit any of the College's library facilities, each hosts a portion of the physical collection in support of the specific needs of its students and faculty based upon the programs offered at each location. For instance, the Wolfson Campus has a law collection to support the Paralegal Studies program and a Culinary Arts collection to support the Miami Culinary & Hospitality Institute. The Medical Campus library contains a broad collection specific to the healthcare professions, and is staffed with certified medical librarians to support the campus' academic programs. In addition to the discipline collections, campuses provide special collections to support the local interests of the communities they serve throughout Miami-Dade County. All College learning resource centers are also open to the public, in support of the College mission to serve as a "cultural and civic leader for the advancement of our diverse global community."

Limited learning resources and services are also made available to students at the Miami International and Miami Executive airports to support the Eig-Watson School of Aviation, and at the Everglades Correctional Institution (ECI). Although these locations do not house permanent physical collections, physical books are provided to students upon request and subject to security restrictions at the ECI. Learning Resources at the Medical Campus provides outreach services and information literacy instruction opportunities to students taking classes at Baptist Hospital, Palmetto General Hospital, Mercy Hospital, and Jackson Memorial Hospital. Learning Resources also offers library services and

tutoring to dual enrollment students off site, upon request. Librarians offer remote and in-person library instruction, access to collections, reference consultations, and more. These efforts ensure that students enrolled in classes at off-campus locations have the same access to services and resources as students taking classes on campus. MDC Learning Resources makes broad use of digital resources and provides virtual options for all services provided in person for the benefit of all students, including those enrolled in distance education.

Library Collections and Collection Development

The MDC collection development process begins at the discipline level. Discipline liaison librarians have been appointed to work with faculty to identify, review, and procure materials to be added to the library collection. Faculty members are encouraged to recommend materials – including print and e-books, periodicals, audiovisual resources, and databases – and may do so by completing an online request form. Discipline collections are typically supported by a dedicated LibGuide, which is developed and maintained by the assigned discipline liaison librarian.

The discipline liaison librarians meet regularly with the collegewide discipline committees and communicate frequently with the discipline conveners to discuss their learning resource needs, including any requests received. Materials are first vetted by discipline faculty for both lower- and upper-division programs before being added to the collection. These librarians also consult with discipline and program faculty to maintain and update resources by weeding or deselecting materials that are in poor condition, outdated, or irrelevant, in accordance with the Collection Development Guidelines. Discipline liaison librarians are responsible for managing their assigned budgets and for balancing the collection collegewide, which includes reporting on the age, quantity, and overall breadth and content of the collection in all formats.

Special collections within MDC's holdings include reserves, reference, general collection, popular videos, children's books, and popular fiction. The reserve collection, which consists of study materials, required textbooks, handouts, lecture notes, workbooks, and other course-specific informational items, is set aside by request of discipline faculty to provide resources for students enrolled in their courses. Presently, the Learning Resources division maintains a reserve collection consisting of nearly 6,000 titles collegewide that directly support the needs of the students.

General collections are maintained for each campus, in addition to the discipline-specific holdings, to support the curriculum and to provide reference and popular collections for students, faculty, and other library patrons. Most recently, all campuses developed rich graphic novels collections started with the American Library Association Will Eisner grant. Recommendations are also taken from faculty who may be involved in special interest projects, such as an education series for Hispanic Heritage or Women's History programs.

The overall collection development process is coordinated collegewide through the Acquisitions Workgroup, which consists of a librarian and Learning Resources staff members from each campus, and operates under the guidance of a Learning Resources Director and the collegewide Library Collection Coordinator. Table 11.1-1 illustrates the overall size of the physical collection at each of MDC's ten library locations.

Table 11.1-1. Summary Inventory of Physical Collection by Location, 2022-2023

Location	New Holdings	Titles Held	Items Count
Hialeah Campus	768	9,100	10,675
Homestead Campus	816	3,250	3,968
Kendall Campus	1,044	35,334	40,056
Medical Campus	393	6,631	9,006
North Campus	854	33,522	38,685
Padron Campus	581	11,863	13,289
West Campus	678	7,272	8,519
Wolfson Campus	538	25,872	34,092
Meek Entrepreneurial Education Center	61	1,232	1,353
Exploration Station, the Preschool at MDC	58	2,476	2,908
Total	**5,791**	**136,552**	**162,551**

The College invests annually in building and maintaining adequate physical and digital library collections appropriate to the needs of students, faculty, and staff. Table 11.1-2 shows the College's total expenditures for library collections for academic year 2019-2020 through 2021-2022.

Table 11.1-2. Collection Expenditures by Type

Expenditure Tupe	2019-20	2020-21	2021-22
Books, serial back files, and other materials	$396,340	$ 550,287	$311,816
Commitments to subscriptions	8,716	8,779	8,248
Other materials/service cost	337,972	529,621	529,394
Total	**$743,028**	**$1,088,687**	**$849,458**

Source: IPEDS Academic Libraries Reports

In recent years, Learning Resources has added fewer print resources in favor of electronic resources, as evidenced by IPEDS Academic Libraries reporting and illustrated in Exhibit 11.1-1. During academic year 2019-2020 to 2022-2023, Learning Resources purchased fewer print resources in favor of more funds expended building digital collections of books and databases to support academic programs.

Exhibit 11.1-1. Annual Collection Item Count, as Reported in IPEDS Survey
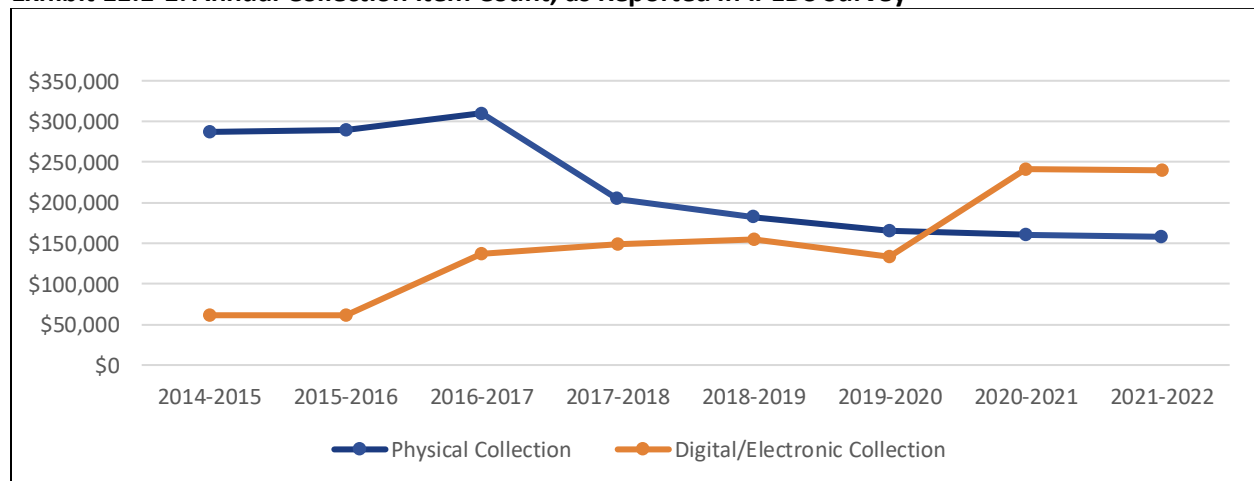
Miami Dade College exceeds the state and national average, as well as peer institutions, in library expenditures reported to IPEDS by public two- and four-year institutions, as shown in Table 11.1-3. Library expenditures include salaries and wages, materials/services expenditures, and operation and maintenance expenses, as reported in the IPEDS Academic Libraries survey. Personnel benefits costs are excluded, as these costs are not included in the library budget for all institutions. The comparison institution group includes large public associate/baccalaureate colleges in Florida, as identified by Carnegie Classification.

Table 11.1-3. Total Library Expenditures, 2021-2022

Comparative Group/Institution	# Institutions	Location	Library Expenditures
Comparison group average	5	Florida	$2,729,548
State average	28	Florida	$1,319,835
National average	975		$669,403
Large urban institutions, average	106		$1,463,591
Institutions with 20,000+ FTE, average	35		$2,971,552
Miami Dade College		**Miami, FL**	**$5,979,862**
Comparison Group			
Broward College		Fort Lauderdale, FL	$1,797,949
Florida State College at Jacksonville		Jacksonville, FL	$2,133,852
Palm Beach State College		West Palm Beach, FL	$2,093,813
St. Petersburg College		St. Petersburg, FL	$2,239,802
Valencia College		Orlando, FL	$5,382,326

Source: *IPEDS Statistical Tables located at https://nces.ed.gov/ipeds/datacenter/Statistics.aspx (query results from 6/2/2023)*

Consortia and Interlibrary Loan

MDC makes use of the services and resources provided through the Florida Virtual Campus (FLVC), a state-funded organization providing, among other services, a centralized, automated library system to institutions within the Florida College System, State University System, and K-12 school districts. FLVC Library Services enables the College to provide users with online access to the library holdings of 40 public colleges and universities in Florida, encompassing more than 150 campus libraries statewide. FLVC coordinates the collections through a common library management system (ALMA) and discovery tool (PRIMO), providing MDC students with access to a wide range of learning resources that includes, "more than 16 million books and other physical materials, 35 million e-resources, and 1.5 million digital archive items." Students can search the Statewide Catalog from the Learning Resources intercampus and interlibrary loan webpage to access digital content or request a physical loan. Membership in the FLVC saved the College nearly $1.1 million in fiscal year 2022-2023.

The College also participates in interlibrary loan services through the organizations described below:

- OCLC is a global non-profit, member-driven library community that provides access to cataloging tools, virtual reference, digital libraries, and interlibrary resource sharing. Learning Resources uses OCLC WorldCat to search for and request unique resources on behalf of MDC users.

- The Florida Library Information Network (FLIN) is a consortium of public and private libraries managed by the State Library of Florida, Bureau of Library and Network Services. FLIN enables interlibrary loan of more than 37 million items searchable through a shared statewide database.

- The South Florida Health Sciences Library Consortium (SFHSLC), a non-profit consortium of health sciences libraries located in Miami-Dade, Broward, and Palm Beach counties, facilitates resource sharing among member libraries in the healthcare and higher education fields.

- The Medical Library Association (MLA), a nationwide consortium of medical libraries and network of health information professionals, provides interlibrary loan services, as well as professional development for library staff.

MDC does not have individual cooperative loan arrangements with organizations listed above or individual libraries. As a part of membership in these organizations, MDC Learning Resources abides by the *Interlibrary Loan Code for the United States* of the Reference and User Services Association, a division of the American Library Association; *The FLIN Manual* policies and guidelines; SFHSLC bylaws; MLA bylaws; § 1006.73, Florida Statutes, addressing the Florida Postsecondary Academic Library Network; and by the regulations of individual lending libraries.

Digital Learning Resources

MDC Learning Resources provides access to a broad array of digital resources, all of which are accessed through the Learning Resources website to support students and faculty on campus, at off-campus locations, and engaged in distance learning. The FLVC is the provider of many of the College's digital learning resources, including full-text journals, databases, and e-books. Digital resources are also available through the other consortia described in the previous section, as well as through membership services detailed below. MDC faculty, staff, and students also create digital content that is published to the web through Learning Resources for the benefit of the College community. Most recent website traffic data indicates that the Learning Resources website is heavily used, with 338,000 page views for the 2022 calendar year. Beyond the home page, the Research Tools & Services page was the second most highly accessed page, with 37,000 views.

Databases

MDC offers users access to 117 online databases with thousands of electronic, full-text articles and an e-book collection with almost 98,000 titles owned by the institution and over 102,000 provided by FLVC. These resources are particularly favorable to students, faculty, and staff who are located at off-campus locations or registered for distance education courses.

E-Books

The College uses a patron-driven acquisitions model for purchasing e-books on demand. Users currently have access to more than 200,000 e-book titles specifically selected to support academic programs at the College by the discipline liaison librarians and users. Each academic area has an allotment of funds earmarked for the discipline, pending the selection of an item. Users are able to borrow any title for up to 14 days, and when one title is selected for the fourth time, the e-book is added to the College's permanent collection, providing access for up to three simultaneous users in most instances. Nearly all titles are available for download onto desktop computers and mobile devices, making these resources accessible with or without an internet connection.

LibGuides

LibGuides are developed to assist students, faculty, and staff in locating specific topics of interest and are conveniently accessible through the Learning Resources website. Developed in collaboration with discipline faculty, the College publishes 410 LibGuides containing more than 8,000 pages and covering 40 subject areas. For example, LibGuides are available specific to courses, disciplines, resources, information literacy, College initiatives, events, and general topics of interest. The LibGuide workgroup is

responsible for facilitating LibGuide publication to ensure that each is accurate, current, and relevant to the College's academic programs. The workgroup is also responsible for training and supporting new and current librarians and library staff in LibGuide development, sharing best practices, and developing guidelines for publishing LibGuides. Utilization statistics demonstrate that the LibGuides are popular resources among students with nearly 730,000 views during the 2022-2023 academic year.

Video Resources

The College provides students, faculty, and staff access to video resources through a variety of service providers. Specialized databases, such as Medici.tv and JoVE, provide access to video resources focused on science, medicine, and the performing arts. The Wolfson Moving Images Archives is a curated collection of kinescopes and television news programs from past decades that focus on South Florida. The Learning Resources YouTube channel currently provides 54 videos, which have been viewed more than 12,000 times, including tutorials on library services, information literacy, successful study habits, APA formatting, instructional design, technology tips, and other special topics. Learning resources tutorial videos are developed and maintained by a group of librarians and tutors through the Video Development Group (VDG). The VDG's 135 videos have received more than 92,000 views since the group's inception in 2015.

Skillshops

Skillshops provide a compilation of essential content available to all members of the College community to support academic, professional, and personal growth. Skillshops are live workshops complemented and supported by on-demand digital resources, such as videos of recorded workshops, video tutorials, LibGuides, and downloadable documents. Skillshops cover a wide range of topics organized into the categories of information literacy, writing, math & science, technology, health, study skills, and career guidance.

Digital Commons

The Digital Commons serves as an online repository and showcase for original research and other scholarly work produced by students and faculty. Prospective contributors complete an online submission form and must agree to adhere to the Digital Commons policies and guidelines. Contributors are given a static web address for each published submission, which can be added to their CV or resumé, portfolio, or social media profile. With the static web address, the work can also be found through Google and other web searches.

Ask a Librarian

Through Ask a Librarian, students can connect virtually to a live librarian using chat, email, or text. When an MDC librarian is unavailable to answer a student, the query will be routed to another librarian through the Florida Electronic Library, a part of the Florida Department of State, Division of Library and Information Services. Table 11.1-4 illustrates that Ask a Librarian provided valuable support to students during the pandemic, and more current data show stable use of Ask a Librarian sessions for MDC.

Table 11.1-4. MDC Ask a Librarian Sessions

Type	2020-2021	2021-2022	2022-2023
Live Chat	3,184	1,130	1,122
Text and E-mail	345	386	398
Total	**3,529**	**1,516**	**1,520**

Computer Courtyards and Academic Laboratories

The Learning Resources division provides access to more than 1,000 computer workstations and nearly 5,800 laptops and tablets for students, faculty, and staff, as detailed in Table 11.1-5. Learning Resources also provides access to multimedia equipment, printers, copiers, Internet, and Wi-Fi hot spots, as well as technical and instructional support. Other equipment, such as digital video cameras, headsets, portable projectors, VR/AR headsets, microphones, and adaptive equipment/ software for students with disabilities, is also available.

Table 11.1-5. Total Number of Student Computers, Laptops, and Tablets by Location

Campus or Center	Number of Student Computer Stations	Number of Laptops and Tablets
Hialeah Campus	105	450
Homestead Campus	45	350
Kendall Campus	205	1,500
Medical Campus	45	350
Meek Entrepreneurial Education Center	45	125
North Campus	255	1,500
Padron Campus	95	450
West Campus	55	385
Wolfson Campus	246	675
Collegewide Total	**1,096**	**5,785**

All MDC Learning Resources facilities house academic laboratories, where students can access tutoring, writing labs, and other academic support, as well as open computer laboratories. Known as "computer courtyards," these multidisciplinary computer labs provide an array of supplemental resources, software, equipment, and assistance to students, faculty, and staff. The academic labs are staffed by trained tutors and technical staff who provide technical assistance and face-to-face and remote instruction to support a variety of courses. The computer courtyards also offer an array of instructional services, such as individual or small group tutoring by qualified personnel, study rooms, and content creation spaces.

Like the library, the computer courtyards and academic labs support the unique needs of each campus. For example, some campuses provide discipline-specific or special purpose labs that are physically separate from the campus learning resources center, which results in slight differences in the management of the discipline laboratories and tutoring services from campus to campus. The College uses the EAB Navigate platform to track tutoring and lab support services by discipline and course, which provides reports on service utilization. As shown in Table 11.1-6, Learning Resource Centers recorded more than 364,000 student visits linked to specific services from library, computer courtyards, and tutoring labs throughout the system in academic year 2022-2023.

Table 11.1-6. Learning Resources Service Utilization, 2022-2023

Location	Get help from a tutor	Get help from a librarian	General assistance from staff	Class, workshop, orientation	Use study spaces, technology	# of Students Signed In
Meek	217	179	418	18	993	1,825
Hialeah	6,740	263	149	1,898	10,198	19,248
Homestead	1,836	176	518	1,300	24,364	28,194
Kendall	3,140	1,720	1,821	6,005	91,245	103,931
Medical	5,344	657	3,029	616	13,789	23,435
North	13,833	632	935	1,946	46,706	64,048
Padron	3,621	210	320	3,223	12,189	19,563
West	1,198	214	297	2,240	12,958	16,906
Wolfson	1,621	693	38,491	10,890	35,515	87,210
Collegewide Totals	**37,550**	**4,744**	**45,978**	**28,136**	**247,956**	**364,361**

Source: EAB Navigate data based upon student input (MDC Learning Resources Utilization and Services 2022-23.pdf)

Academic Technology

Miami Dade College provides additional technology and support to students, faculty, and staff through the divisions of Information Technology and Academic and Learning Technology, which provides services to students and faculty under the name of MDC Online.

Canvas Learning Management System

The College uses the Canvas learning management system (LMS) to support course offerings. While the use of Canvas is integral to courses offered through the distance education modalities of MDC Online, MDC Live, and blended, the attributes of which are described in Table 11.1-7, faculty also use Canvas to support course sections offered fully in person. MDC Online provides user support for Canvas to both students and faculty, including links on its webpages to guides and videos produced by Canvas in English and Spanish to support MDC's majority Hispanic student population.

Table 11.1-7. Attributes of MDC Distance Education Modalities

Modality	Asynchronous	Synchronous	Fully Online	Partially Online*
MDC Online	X		X	
MDC Live		X	X	
Blended	X			X

50% or more of instruction occurs online

Students are able to access online Learning Resources and tutoring services directly through Canvas. Free tutoring resources are provided online through Brainfuse and Knack, a peer-tutoring platform first piloted in 2021.

Software Applications

MDC provides enrolled students a subscription license to Microsoft Office 365 Pro Plus at no charge through the Microsoft Student Advantage Program. The Office 365 subscription includes Word, Excel, PowerPoint, Access, Outlook, Publisher, OneNote, Lync, and InfoPath, and includes 1TB of cloud storage through OneDrive. Supported by the Office of Information Technology, students are able to run Office

365 on up to five devices through the web application or local installation. Faculty are also provided with the full Microsoft Office suite as employees of the College.

College faculty and staff are provided access at no charge to Adobe Creative Cloud, which can be installed on up to two devices. Adobe Creative Cloud provides users with access to the full suite of Adobe products, including Acrobat DC, Photoshop, Illustrator, InDesign, and more.

Helpdesk Support

MDC Academic & Learning Technology Support provides helpdesk assistance to students and faculty for the Canvas LMS and Zoom, which is used for online synchronous class meetings. Students call the Student Support Center line to speak to MDC support personnel. When phone lines are full or unavailable, student calls are routed to Canvas 24/7 Support. If Canvas support is unable to resolve an issue, it is escalated to the Student Support Center by email, which generates a support ticket for follow-up. Students may also contact Canvas 24/7 Support directly through live chat.

Students can meet with the Student Support Center team in person as a walk-in or by appointment, or they can opt for a virtual office appointment facilitated through Microsoft Teams or Zoom. The Student Support Center also fields calls from students regarding advisement, registration, book purchases, and academic support, particularly with regard to distance education courses offered through MDC Online. When they are unable to answer a question, the Student Support Center routes student calls, emails, or web form inquiries to the appropriate MDC department for resolution.

Information Technology provides support to students in accessing their MyMDC student email account and their academic records through MDConnect. Easy access to these systems and technical support is available through the Student Portal. Information Technology also provides support to students for installation of Microsoft Office 365.

Ensuring Learning/Information Resources are Adequate and Appropriate

Learning Resources ensures the adequacy and appropriateness of learning and information resources in a number of ways, including use statistics, direct feedback, and surveys administered by Learning Resources, the College, and at point of service/use.

Learning Resources annually administers satisfaction surveys to both students and faculty who have previously used learning resources either remotely, in-person, or both. The 2022-2023 Student Satisfaction Survey was emailed to all students who had accessed learning resources in fall 2022 and spring 2023 as reflected in EAB Navigate; 1,364 students responded. The survey addressed essential areas of learning resources to gather feedback on student awareness of their existence and their usefulness to students. Table 11.1-8 illustrates the degree to which students who accessed specific learning resources and support services found them very or extremely useful. The resource found to be the least useful, based upon these data, is video streaming resources, such as Swank and Kanopy (68%). The resource determined by the data to be the most useful is individual and group study rooms (86%).

Table 11.1-8. Usefulness of Learning Support Resources and Services (Student Respondents)

Learning Support Resource/Service	# Indicating Use of Resource	# Extremely/ Very Useful	% Extremely/ Very Useful
Learning Resources website	976	745	76%
Tutoring appointment feature available through EAB Navigate	903	659	73%
Laptop available for checkout	788	583	74%
Library online databases (eBooks, articles, magazines)	911	713	78%
Video streaming (Swank, Kanopy, Films-On-Demand)	776	528	68%
Learning Resources YouTube tutorials	826	621	75%
Study rooms (individual or group study)	897	768	86%
Tutoring services (in-person and/or online)	902	748	83%
Librarian services (e.g., research help)	849	664	78%
Learning Resources student workshops	751	552	74%

As shown in Table 11.1-9, the percentage of respondents who agree or strongly agree that they know how to access specific services ranges from 78% to 88%. The area with the least degree of awareness is how to schedule a tutoring appointment through EAB Navigate, which is one of several scheduling options available to students.

Table 11.1-9. Student Knowledge of Existing Services

Question	# Responses	# Strongly Agree or Agree	% Strongly Agree or Agree
I know where to go to get help from a tutor	1,223	1,025	84%
I know where to go to get help from a librarian	1,223	1,076	88%
I know where to access online resources to support my learning	1,223	1,040	85%
I know how to schedule a tutoring appointment using EAB Navigate	1,223	952	78%

The 2022-2023 Faculty Satisfaction Survey, which focused on faculty perceptions of online and on-campus resources, was emailed to all faculty who used learning resources and services throughout the 2022-2023 academic year; 189 faculty responded. Faculty were asked to indicate the degree to which they agreed or disagreed with statements about their use of specific services to support their teaching or the importance of learning resources services to their students. As shown in Table 11.1-10, the positive responses of "agree" and "strongly agree" ranged from 63% to 86% for the items listed.

Table 11.1-10. Faculty Utilization and Perceptions of Learning Resources Tools and Services

Question	% Strongly Agree or Agree
I utilized Learning Resources tools to support my teaching (LibGuides, website, tutorials, databases, video streaming)	83%
I utilized Learning Resources services to support my teaching (Tutoring, Librarians, Workshops, ILL)	82%
Learning Resources plays a vital role in assisting my students to succeed	86%
I have partnered with Learning Resources to implement diverse high-impact practices	63%

Table 11.1-11 illustrates the degree to which faculty who accessed specific learning resources and support services found them "very useful" or "extremely useful." The resource found to be the least useful to supporting faculty teaching, based upon these data, is video streaming (64%). The resources indicated by the data to be the most useful are tutoring services and on-campus Learning Resources spaces (89%).

Table 11.1-11. Usefulness of Learning Support Resources and Services (Faculty Respondents)

Learning Support Resource/Service	% Extremely or Very Useful
Tutoring services	89%
Librarian services	87%
Learning Resources workshops	84%
On-campus Learning Resources spaces	89%
Library Guides	84%
Learning Resources website	83%
Learning Resources YouTube videos	68%
Video streaming (Swank, Kanopy, Films-On-Demand, etc.)	64%
Library online databases (eBooks, articles, magazines, etc.)	86%
On-campus collections (books, DVDs, anatomical models, laptops, etc.)	76%

The College also regularly administers student surveys that include questions about learning resources. The full survey reports and summaries of questions specific to learning resources are provided in Table 11.1-12.

Table 11.1-12. College Surveys that Include Questions on Learning Resources

Survey	Admin	Full Survey Report	Learning Resources Summary
Enrolled Student Survey (ESS)	2022	ESS Full	ESS LR
Graduating Student Survey (GSS)	2021-22	GSS Full	GSS LR
Community College Survey of Student Engagement (CCSSE)	2022	CCSSE Full	CCSSE LR

According to the Enrolled Student Survey, 84% of respondents (2,529 students) reported being somewhat or very satisfied with learning resources at their primary campus. More than half of respondents (55%) reported using tutoring often, while frequent use of library resources and study spaces was reported by 34% and 41%, respectively. Of those respondents who reported using these resources and services, 98% indicated that they were somewhat or very satisfied with library resources and study spaces, while satisfaction with tutoring was 93%.

Among respondents of the Graduating Student Survey, 78% found College academic support services, such as tutoring and mentoring, to be helpful or very helpful to their success at MDC. Technology resources and computer labs were similarly rated by 83% and 77% of respondents, respectively.

Results of the Community College Survey of Student Engagement (CCSSE) show that, among students who reported using specific learning and information resources, 98% indicated that they were somewhat or very satisfied with library resources and services and computer labs. Ninety-six percent

(96%) of respondents who indicated using peer or other tutoring and skill labs, such as writing and math labs, reported being somewhat or very satisfied with the services.

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Section 12: Academic and Student Support Services

12.1	The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(Student support services)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) provides appropriate academic and student support programs, services, and activities consistent with the College mission:

> *As democracy's college, Miami Dade College changes lives through accessible, high quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural and civic leader for the advancement of our diverse global community.*

MDC is a Hispanic-serving institution with a large and diverse student body, enrolling almost 75,000 credit-seeking students in the 2021-2022 academic year. A high proportion of MDC students are at or below the poverty line and face substantial barriers to obtaining a college credential, such as housing and food insecurity. Many have full-time job obligations, poor academic preparation, and limited English proficiency, as shown in Table 12.1-1.

Table 12.1-1. Miami Dade College Student Body Profile

Ethnicity	**Age**	**Employment Status**
74% Hispanic	46% 20 or younger	70% Working while attending college
17% Black Non-Hispanic	27% 21 to 25	33% Working full-time
5% White Non-Hispanic	27% 26 or older	
	Mean Age = 24.0	**Native Language**
Gender		65% English native language
59% Female	**Income Level**	35% Native language not English
41% Male	67% Low income	30% Spanish native language
	47% Below poverty level	
Enrollment Status		**Citizenship Status**
63% Part-time enrolled	**Family Educational Attainment**	77% U.S. citizen
32% Full-time enrolled	57% First-generation college students	13% Resident alien

Source: MDC Institutional Research, MDC Fact Book, Credit Student Enrollment Profile, AY 2021-22, MDC Credit Student Profile Quick Facts, MDC Score Card 2022-23.

In accord with the statutory mission of the Florida College System (FCS) as stipulated in § 1004.65(4), Florida Statutes (FS), MDC has an open-door admissions policy. As stated in the College Catalog:

> *Miami Dade College's open-door admissions policy provides educational opportunities to community residents and to national and international applicants. Anyone seeking to benefit from the degree or short-term certificate programs, or from the College's student and community services is encouraged to enroll. The College welcomes all students regardless of gender, race, color, marital status, age, religion, national origin, disability, veteran's status, sexual orientation or genetic information.*

MDC's academic and student support programs, services, and activities address the needs of its student body. The College has instituted policies, procedures, and practices to provide students with the best opportunity for success, including campus and virtual academic support and resource centers, library, specialized laboratories, placement testing consistent with state statute and State Board of Education rule, orientation for first-time-in-college (FTIC) students, a strong and holistic advisement program, and

an equally strong financial aid and scholarship program. Additionally, under the direction of district and campus leadership, MDC implements a variety of student achievement programs, recruitment and outreach activities, student orientation and onboarding support, wrap-around support services, and student engagement activities.

Student support services, programs, and activities are offered at the College's [eight campuses](#), the Carrie P. Meek Entrepreneurial Education Center, and online. Online services can be accessed through the MDC Online [Student Resources](#) webpage, the [Student Portal](#), or by direct navigation or [key word search](#) on the College website. All MDC students, regardless of instructional location or mode of delivery, have access to the same student and academic support services.

The organizational structure at MDC supports strong collaboration across campuses and with the district offices to provide a comprehensive support system for students. Under the direction of the Campus Presidents and the Vice Provosts for Student Affairs, Academic Affairs, and Academic Learning Technologies, MDC student support professionals implement a variety of student success, retention, and completion programs; recruitment and outreach activities; student orientation; advising and support; career services; financial aid; and student leadership and student life activities. The Deans of Student Services and the Deans of Faculty on each of the eight campuses and the Executive Director of the Meek Center provide leadership for the site-based student services and academic support areas. Campus and center services are supported by district administrators, which include the Collegewide Director of Learning Resources, the Associate Vice Provost of College Financial Aid, College Registrar, Executive Director of Enrollment Management, Executive Director of Student Success, and Executive Director of First Year Development and Student Success.

Student Support Services

Student support services employees reach out to potential students before they have completed enrollment and the start of the semester or the academic year. They extend services to students throughout their educational journey and as they move into careers. Student support services are available to all students, targeted to their specific needs. The student and academic support services detailed in the following pages are presented in the order in which they might typically be accessed by a student on their academic journey at MDC.

Recruitment and New Student Centers

Recruitment and [New Student Centers](#) play a critical role in providing initial access to the College. The purpose of these services is to present new students with academic opportunities available at MDC and to ease their transition into the College community. Pre-college advisors (PCAs) develop and implement activities to provide prospective students, their families, and other members of the community with information regarding the educational opportunities available, and provide guidance with the onboarding process, including admissions, placement criteria, financial aid/scholarship applications, and orientation. These services are critical, as so many MDC students are the first in their family to attend college and may not have someone upon whom they can rely to assist them in navigating their initial interactions with an institution of higher education.

Pre-college advisors take an active approach to caseload management by consistently communicating with students. In addition, PCAs provide career development opportunities and offer workshops on financial aid, establishing residency, making the transition from high school to MDC, scholarship opportunities, and other relevant topics. The PCA is the primary point of contact until a student attends new student orientation and is then transitioned to a first-year advisor.

Admissions and Registration Services

Admissions and Registration Services implements the College's open-admission policy and ensures compliance with state and federal laws and regulations. It complements student learning by providing guidance for all aspects of admissions, course information, registration, Florida residency information, records maintenance, certification, support to academic scheduling, enrollment verification, tuition waivers, and other services related to academic progress and course/program completion. Admissions and Registration Services maintains a secure, centralized student information system designed to serve both comprehensive and individualized needs.

Admissions and Registration Services is overseen collegewide by the Office of the College Registrar. A Director of Admissions and Registration is located at each campus to oversee direct campus operations. In order to improve services to students, all transcript services are consolidated collegewide under the Office of the College Registrar, which includes transcript processing services and transcript evaluation.

Orientation

The Shark Start Orientation program offers first-time-in-college (FTIC) students a structured onboarding process to help them transition to MDC. Many FTIC students don't have family members helping them navigate the initial onboarding experience, which is consistently challenging for students throughout the nation. Key points, such as completion of the Free Application for Federal Student Aid (FAFSA), selection of program of study, importance of the academic planner, campus resources, payment options, and much more are reinforced throughout the orientation program. Ultimately, the program supplements the work of pre-college advisors, who establish strong connections with students from the point of inquiry through enrollment.

As part of the onboarding process, students are required to complete the following steps prior to enrolling in courses:

1. Complete the Shark Intake Form: This inventory allows the College to learn more about incoming students and connect them to the appropriate campus resources. The intake form includes questions about study preferences (day/time), high school course work, academic goals, and life circumstances.

2. Complete Holistic Support Intake in MDC Navigate: MDC Navigate facilitates continuous guided pathways for students throughout their first year and beyond. During a student's initial login to Navigate, they will find intake questions designed to help the student's assigned advisor identify any needs the student may have. Based on their responses, the student will receive customized to-do events and additional information on helpful resources on campus to address their particular needs. Students are encouraged to explore the Navigate platform so they can opt in to receive messages from their advisors, track critical to-do items, complete a career assessment in Major Explorer, learn about campus resources, and become accustomed to the system where they will access their My Academic Plan (MAP).

3. Complete the Online Shark Prep: The Online Shark Prep offers students comprehensive information on a multitude of topics, such as MDC's academic programs, paying for college, learning resources, support services, and more.

4. Attend Orientation: At Shark Start Orientation, students are assigned an academic advisor, introduced to their Sharks Support Team, and connected with peers, faculty, and staff.

The Shark Start Orientation program infrastructure is managed through the Office of District Student Affairs. The Executive Director of First Year Success leads a collegewide committee made up of campus staff from areas such as recruitment, advisement and career services, financial aid, admissions and registration, and student life. The collegewide committee conducts ongoing analyses of the program, and then uses data to help improve the student experience. The collegewide committee is also responsible for developing training content and facilitating sessions for College staff and faculty.

Financial Aid Services

The Financial Aid Office provides students with reliable consumer information and access to available funding sources, in addition to processing financial aid requests. In collaboration with other offices at the College, the Financial Aid Office provides timely and accurate information to students, parents, high school counselors, and the community through presentations on and off campus, FAFSA workshops, and individual counseling with students and parents regarding financial aid policies. The office serves MDC's predominantly low-income students by ensuring that they are not denied the opportunity to attend college for lack of financial resources.

The Financial Aid Directors at all campuses report to the Associate Vice Provost of Student Financial Services, who reports to the Senior Vice Provost/Chief Financial Officer. All financial aid can be processed online, in addition to face-to-face, for the benefit of all students, including those attending at off-campus sites or through distance education. The scholarship webpage provides a list of MDC scholarship opportunities and provides links to online scholarship search engines to allow students to find and apply for available scholarships. Students can also search and apply online for student work-study programs through the College's website.

Academic Advisement and Career Services

MDC Advisement and Career Services facilitates the student decision-making process regarding educational, transfer, and career goals; promotes appropriate course selection; and assists students with referrals to internal and external resources and support services. Advisors, representing diverse educational and professional backgrounds, provide advising, interventions, and support to promote the success of MDC students, including FTIC, continuing, transient, transfers, distance learning, and those who fall below the standards of academic progress.

In 2020, MDC launched MDC WORKS Career Studio, a professional development resource giving students the skills, information, and contacts they need to successfully launch their careers and create meaningful futures. MDC WORKS Career Studio provides services to students and alumni up to one year after their last class at MDC, including career coaching, résumé assistance, interview preparation and practice, job and internship posting, networking events, workshops and information sessions, and career fairs and hiring events. MDC WORKS also provides a free online career portal to help students effectively manage their job search.

International Student Services

International Student Services delivers direct services to prospective and currently enrolled international students, providing up-to-date College and governmental compliance information, holistic advisement, and monitoring of immigration status and academic progress. The mission of International Student Services is to support international students and exchange visitors from first inquiry through the admissions process, their cultural and educational transition to the College, and throughout their entire stay at Miami Dade College and post-graduation practical training. International Student Services

collaborates with other departments to create a supportive learning environment and provide training and enrichment opportunities for international students.

Veteran and Military Services

The College's Veteran and Military Services assists all eligible US military and veteran students and dependents who are using their VA educational benefits to further their education. MDC provides the following services to military and veteran students:

- Priority registration

- Special workshops and events, such as Veteran and Military Orientation & Resource Fair, Veterans Job Fair, Veterans Breakfast, and Veterans Community Fair

- MDC Veteran & Military Student Life Club

- College credit awarded to recognize military training

- Out-of-state fee waivers for veteran and military students who are classified as out-of-state for tuition purposes

- Recognition of veterans at commencement ceremonies with special graduation cords

- Dedicated website

- Partnership with the Miami Vet Center and the Miami Dade Veterans Coalition to offer support and assistance.

Approximately 1,100 veterans enroll each term at MDC. Dedicated staff on each campus assist veteran students and their dependents who are eligible for Veterans' educational benefits. MDC's Veteran and Military Services staff provides information about entitlements, filing claims with the Department of Veterans Affairs, and certifying MDC enrollment, and they make referrals to appropriate MDC and community services, including MDC ACCESS disability services. To ensure appropriate provision of these services, Procedure 1203 enacts priority enrollment, Procedure 4052 addresses application of deferments, and Procedure 8800 outlines the process for determining and communicating the eligibility of new courses and programs for Veteran and War Orphans enrollment.

ACCESS Disability Services

A Comprehensive Center for Exceptional Student Services (ACCESS) at each of the MDC campuses provides auxiliary aids, services, and program modifications for students with documented disabilities, including students who are blind or low-vision; are deaf or hard of hearing; have physical or learning disabilities; have behavioral, emotional, or speech impairments; have traumatic brain injuries; have autism spectrum disorders; or have intellectual disabilities. Students who self-identify and provide the proper documentation are eligible for assistance. ACCESS implements Policy I-21: Equal Access/Equal Opportunity and Procedure 4055: Services Provided for Students with Disabilities to ensure equal access to facilities, services, and the breadth of the College experience.

ACCESS staff members interview eligible students, review their documentation to determine individual needs, and develop an Auxiliary Aids and Services Plan. The plan may include adaptive or assistive equipment and software, sign language interpreters, note takers, or extended time for examinations, including a reader/scribe. ACCESS also works to facilitate connections among students, faculty, and student services staff. ACCESS currently provides services for approximately 3,000 students collegewide.

The [Model for Enhanced Employment Development (MEED)](#) program, housed at the Wolfson Campus ACCESS office, provides collegewide career services for self-identified students with disabilities. MEED provides individual career development sessions, career services workshops for students, disability and sensitivity awareness trainings to employers and organizations in the community, and facilitates increased job and internship placements.

Learning Resource Centers

[Learning Resources](#) provides informational, instructional, reference, research, and educational services to meet the academic needs of students, faculty, and staff. The purpose of Learning Resources is to provide quality academic support, resources, and learning environments to complement students' College and classroom experiences. Learning Resources, as a whole, provides a multifaceted, multidisciplinary, and comprehensive array of academic support options for students. While Learning Resources is a collegewide division, each campus employs variations of learning resources services tailored to each campus' needs, programs, and curricula.

Learning Resources facilities and services are located at the eight College campuses and Meek Entrepreneurial Education Center. [Award winning library facilities](#) provide access to physical collections of books, DVDs, academic and popular periodicals, mobile technology, and other library materials collected by librarians who serve as liaisons to disciplines in lower- and upper-division courses collegewide. Learning Resources also offer services to complement the instructional mission and focus of the various disciplines, including information literacy instruction, reference and circulation desks, LibGuide development, discipline-driven collection development, mobile library and community outreach, inter-library and inter-campus loan, and curriculum development.

Electronic library resources are available to all students 24 hours a day, seven days a week. The library has curated a collection of academic materials within [117 online databases](#) that support all courses and programs at the College. The library also provides access to services such as reference consultations, reserve collections, and information literacy instruction in and out of the classroom. Through participation in [Ask a Librarian](#), Learning Resources ensures that all patrons get access to library services online via text, chat, and email, including after hours.

Computer Courtyards and academic laboratories provide students and faculty with access to a variety of tutoring services and instructional support, research tools, innovative learning technologies, flexible learning spaces, and information. Tutoring services are provided to all students in all programs through a variety of [discipline laboratories](#). Tutoring labs, staffed with instructional assistants, are located at all eight campuses and the Meek outreach center, and focus on the programs and disciplines present at the location. Tutoring is provided individually and in groups, by appointment and walk-in. Instructors refer students to tutoring services to review course concepts, prepare for exams, and remediate academic deficiencies.

MDC also offers embedded and peer-led tutors and instructional assistants for many gateway courses. These tutoring modalities have proven to be effective in and outside of the classroom by further providing students with the academic assistance needed to succeed in their course work. This type of intrusive learning support for writing intensive courses and programs was the focus of the College's last Quality Enhancement Plan (QEP), leading to student gains in writing skills. As described in the [2020 QEP Impact Report](#), the institutional focus on Writing Centers within the campus Learning Resource Centers led to an organic restructuring and integration of tutoring services at each campus to the benefit of

students. Refer to Standard 11.1 for more information about the academic and student support provided by Learning Resources.

Changemaking Education & Social Innovation

Central to its mission "as Democracy's College," MDC promotes changemaking education in classes, co-curricular activities, internships, and special events. Changemaking is threaded throughout the educational experience at Miami Dade College in a variety of ways. The purpose of changemaking education is to develop the whole student, create lifelong learners, and instill values in students that encourage them to be active participants in creating positive change in their lives, their communities, and the world. The Office of Changemaking Education and Social Innovation provides opportunities for students to participate in service learning, civic engagement, and meaningful dialogue, including through the following initiatives:

- Institute for Civic Engagement & Democracy
- Earth Ethics Institute
- Jaffer Institute for Interfaith Dialogue and Education.

The MDC Changemaker Hub aggregates resources and events, and facilitates collaboration among students, faculty, and organizations.

Testing and Assessment Services

MDC Testing and Assessment provides test preparation resources, placement testing, assessments to meet graduation requirements, accelerated testing options, proctoring, and industry certification testing for all students, including those with special needs. A wide variety of tests are administered at the nine testing centers located at the campuses and Meek outreach center. Computer-based and pencil/paper tests are offered in a professional environment conducive to testing while meeting established security and proctoring standards. Testing and Assessment Services adheres to the National College Testing Association's (NCTA) *Professional Standards and Guidelines for Postsecondary Test Centers* and the *Professional Standards and Guidelines* of the Florida Association of College Test Administrators (FACTA). MDC Testing and Assessment is a charter member of both organizations and is NCTA Test Center certified.

The Assessment, Evaluation, and Testing (AET) office provides technical support to the College community in the collection and use of assessment, evaluation, and testing evidence for the development, implementation, and improvement of academic programs, student services, administrative services, special initiatives, and other activities. AET facilitates the development and administration of campus and collegewide surveys and provides a variety of assessment services to faculty and staff to support data collection, analysis, and reporting of student feedback and academic assessment processes at the College.

MDC Online Student Support Center

Students taking online classes may access support services and facilities, including study skills laboratories, library, and wellness centers, at all MDC campuses. MDC Online students receive a full roster of support services through the MDC Online Student Support Center, including email, telephone, virtual, and in-person support; troubleshooting features and tools; onboarding and orientation; and other online academic and student support resources. In addition, students have access to information on MDC Student Services through the Canvas learning management system.

The Student Support Center answers or routes all student questions dealing directly with advisement, registration, book purchases, academic support, and login or other technical support for Canvas. Distance learning students may reach out to MDC Online by phone, e-mail, and web forms. Students can also meet with the Student Support Team in person as a walk-in or with an appointment, or they can opt for a virtual office appointment facilitated through Microsoft Teams.

All MDC students in distance education or web-enhanced in-person courses benefit from Canvas 24/7 Support for technical assistance. If a student experiences a technical issue, they call the main MDC Online Student Support line to speak to MDC support personnel. Student calls are routed to Canvas 24/7 Support when the MDC Online Student Support Center phone lines are full or unavailable. In any instance where Canvas support is unable to resolve the issue, it is escalated back to the Student Support Team by way of an email, which in turn generates a support ticket with the Student Support Team. Additional information about student support for information resources is provided in Standard 11.1.

MDC Information Center
The College Information Center provides academic advisement, financial aid advisement, and registration assistance online and by telephone. The Information Center manages the Ask MDC online knowledge base and responds to students' questions by phone, e-mail, live chat, and one-on-one virtual appointment. The Information Center's advisers focus on degree completion, promote appropriate course selection, and provide referrals to internal and external resources and support services. The Information Center provides assistance to new, continuing, and returning students, including those with undeclared pathways or not in clear academic standing. Students are provided assistance in using their MyMDC account, their My Academic Plan, and other available resources to locate, evaluate, and apply information related to their educational and career goals.

The center staff also assist students in using the Career Exploration webpage resources like Focus2 to explore career opportunities, evaluate career options, and select an academic pathway. The College Information Center is the main point of contact for various programs and scholarships, including the American Dream Scholarship, the Last Mile Completion Scholarship, and the Welcome Back Sharks Scholarship. In addition, the center has been a principal contributor to all virtual events and supports special MDC projects and promotional campaigns to support students displaced due to natural disasters.

Single Stop
Single Stop offers students a wide array of services, including public benefits screening, financial coaching, individual counseling, tax preparation, access to a food pantry, and various other services. All services are free to Miami Dade College students and their immediate family members. More than 76,700 students and families have benefited from the program's services since MDC established its partnership with Single Stop in October 2020.

Single Stop helps students persist in higher education through the provision of a comprehensive package of wraparound services that they would otherwise not receive, including an on-site Florida Department of Children and Families Case Manager who works with Single Stop Coordinators in expediting public benefits on campus. Services such as financial counseling, legal referral counseling, on-site mental health counseling, bus passes, and emergency funds are also provided by way of Single Stop at no cost to students.

Student Life and Engagement

[Student Life](#) develops, promotes, and implements services and activities that advance student learning and help students achieve academic success, while enhancing their personal and educational development. Student Life offers students opportunities for leadership development, cultural enrichment, and co-curricular and community involvement. The Student Life department oversees the Student Government Association on each campus, which is the voice of the student body, promoting students' interests and leadership. Student Life activities support the following Core Learning Themes:

- **Engagement** programs are designed to connect students with faculty and staff, one another, and College resources through knowledge of how to navigate departments and services and other intentional activities.

- **Leadership** programs are designed to connect students with issues of personal, civic, and social responsibility. Through participation in these events, students will develop problem-solving and creative-thinking skills and ethical decision-making.

- **Wellness** programs are physical and mental wellbeing programs designed to assist students in maintaining a holistic healthy life through the development of life skills and understanding the impact of balanced lifestyles.

- **Inclusion** programs are designed to expose students to diverse cultures, including global and historical perspectives, as well as give students knowledge and exposure to a wide spectrum of diversity and multicultural issues.

- **Service** programs assist students in participating in campus and community events that will encourage servant leadership and a culture of change.

In addition to a robust calendar of events, cultural programs, and national observances, Student Life also plans and coordinates the annual Student Leadership Series, a three-tier model (Student Leadership Academy, Emerging Leaders' Summit, and Student Leadership Symposium) to develop and highlight leadership among the student body. Student Life also enables students to initiate programs and activities tailored to each campus population, serves as a hub for numerous other [student organizations](#), and oversees student organizations, student travel, student publications, and other related activities by coordinating and developing student organization guidelines, forms, and responsibilities.

The Student Life department provides training to ensure club and organization advisors have adequate tools to engage students on campus, as well as facilitate appropriate community service projects. Co-curricular opportunities available to students as a result of participating in Student Life and student organization activities allow students to gain knowledge, hone skills, and develop attributes that prepare them to be responsible global citizens and successful lifelong learners.

All students, including dual enrollment, non-credit, and distance learners, can remain connected to campus activities and programming by logging into [SharkNet](#), Miami Dade College's student involvement portal that provides a virtual connection to Student Life. Students can search this platform for campus happenings, attend online webinars, participate in social media engagement opportunities, access student support programs such as mental health services, browse existing organizations, and join new student organizations. SharkNet also allows students to record activities to showcase their campus involvement in programs aligned with the Collegewide Learning Outcomes and Student Life's Core Learning Themes.

In 2015, Miami Dade College became an Ashoka U Changemaking Institution and, since that time, Student Life has been paralleling the key concepts of changemaking through its collegewide Finn Cares initiative. Finn Cares is a community engagement program consisting of both campus-based and collegewide service projects designed to promote the ideals of social innovation, social entrepreneurship, and changemaking in the community.

Finn Cares reflects a collaboration with faculty to further develop the co-curricular and academic content of changemaking opportunities. Student Life leveraged its appointment to the campus changemaking committees to engage service-learning faculty in collaborative efforts aimed at designing and implementing changemaking opportunities to enhance the learning atmosphere and develop student leaders. The activities allow students to further develop their leadership skills; assume personal, social, and civic responsibility; and enhance their global leadership abilities, in alignment with the Collegewide Learning Outcomes. By collaborating with faculty, Student Life is able to apply what students learn in the classroom to their co-curricular experiences and, likewise, faculty can bring the leadership skills students develop back into the classroom. Through Finn Cares, students have been challenged to show empathy, own their actions, accept differences, and realize their potential.

Student Wellness/Mental Health Counseling Services
Student Wellness provides resources and services, such as wellness education and mental health counseling, to help students overcome non-cognitive barriers to academic success. The staff provides quality programs that enhance knowledge of wellness and mental health through health fairs, table events, workshops, and presentations. Awareness and prevention presentations are designed to educate students and encourage help-seeking behavior. Among the wellness training programs are Mental Health First Aid (MHFA) and Question, Persuade, Refer (QPR), which focus on various mental health disorders and suicide prevention, respectively. Students taking the trainings learn about signs and symptoms to watch for, as well as how to develop an action plan. Student participants are provided with information and community resources, and completers earn a certificate.

Mental Health Counseling Services provides students with needed support when life happens. Positive mental health and prevention measures can decrease stress and minimize the risk of illness, thereby increasing the overall effect of wellbeing that affects a student's actions and emotions. Good mental fitness can foster meaningful social interactions that can increase the connectedness that makes academic work more satisfying and successful. MDC values an exceptional learning environment that challenges and empowers students to attain both academic and personal goals. Through Mental Health Counseling Services, students may receive up to ten free hour-long sessions to speak confidentially with a licensed counselor. Counselors are available on campus during College operating hours and remotely during evenings and Saturdays.

Adequacy and Appropriateness of Student Support Services
In addition to feedback received at the point of service, the primary means used by the College to evaluate the adequacy and appropriateness of student support services is the Enrolled Student Survey (ESS), which is administered every other year to students within randomly chosen college credit classes. The Enrolled Student Survey was administered most recently in 2022, and it found that students surveyed who used any given support service reported being satisfied with the quality of that service.

Table 12.1-2 shows that satisfaction with the student services addressed by the ESS increased in almost all categories between 2020 and 2022. Student awareness of services and programs is illustrated in Table 12.1-3.

Table 12.1-2. Percentage of Respondents Using MDC Services Who Reported Being Satisfied

SERVICE AREA	Collegewide	
	2020	2022
ACCESS	74.8%	75.4%
Admission and Registration	74.5%	78.9%
Advisement and Career Services	73.0%	76.5%
Bookstore	78.5%	79.8%
Bursar	74.9%	75.8%
Campus Security	77.1%	80.6%
Earth Ethics Institute	68.7%	65.7%
International Student Services	71.0%	71.3%
Institute for Civic Engagement & Democracy	74.3%	71.2%
Learning Resources	84.9%	84.1%
MDC Works	NA	73.4%
Military & Veteran Services	62.2%	71.6%
New Student Center (Pre-College Advisors, Recruitment)	73.5%	75.5%
Single Stop	NA	78.3%
Student Financial Services (Financial Aid)	74.3%	80.4%
Student Life	79.4%	79.9%
Testing & Assessment	77.3%	77.8%

Table 12.1-3. Percentage of Respondents Who Reported Awareness of MDC Services

SERVICE AREA	Collegewide	
	2020	2022
ACCESS	73.2%	72.2%
Admission and Registration	95.9%	95.8%
Advisement and Career Services	91.7%	91.5%
Bookstore	96.3%	95.9%
Bursar	67.3%	61.7%
Campus Security	79.9%	79.4%
Earth Ethics Institute	28.9%	31.0%
International Student Services	55.3%	62.8%
Institute for Civic Engagement & Democracy	45.3%	44.9%
Learning Resources	87.7%	91.9%
MDC Works	NA	79.1%
Military & Veteran Services	61.8%	64.2%
New Student Center (Pre-College Advisors, Recruitment)	72.3%	71.4%
Single Stop	NA	59.1%
Student Financial Services (Financial Aid)	95.9%	97.2%
Student Life	87.3%	83.2%
Testing & Assessment	89.8%	87.0%

MDC participates in the Community College Survey of Student Engagement (CCSSE), which was administered in spring 2022 to students enrolled in courses collegewide selected at random by the Center for Community College Student Engagement at the University of Texas at Austin. In general, the College outperformed the 2018 CCSSE cohort, extra-large institutions, and other participating Florida College System (FCS) institutions on the five CCSSE benchmarks. Notable findings relevant to student support services included the Support for Learners benchmark, which showed that the highest student engagement for MDC students compared with other groups was in Career Counseling (49%). The Student Effort benchmark showed the highest student engagement for MDC students compared with other groups was in Skill Lab (writing, math, etc.) (55%) and Computer Lab (75%).

The College also reviews use statistics of student support services to evaluate their adequacy and appropriateness. The College uses Q-Flow to manage student intake in a coordinated way for various student services, and to gather statistics on students served, length of interaction, and wait time. Service use data is also collected by the EAB Navigate platform, also called MDC Navigate, which the College uses to facilitate student progress through their chosen academic pathway. Students are introduced to Navigate as part of the orientation process and are encouraged to use Navigate to schedule appointments for tutoring and academic advisement. MDC Online uses the Kaseya ticketing system to manage student inquiries and helpdesk support. Other student services may use alternate data collection methods that best suit their needs. Each management and data collection methodology provides use reports of individual instances of provision of services across duplicated students.

Students avail themselves of support services, both in-person and virtually, across all MDC campuses, as illustrated in Table 12.1-4. In academic year 2022-2023, Advisement and Career Services met with students 137,691 times, according to Q-Flow reports. Of the nearly 102,000 academic advisement sessions captured in Navigate, 52% were held virtually. Admissions and Registration Services recorded 69,409 instances of student support, including transcript services and work completed by office staff. Financial Aid provided support services to students 77,153 times. More than 13,000 students attended 712 orientation events. ACCESS Disability Services provided support to students 13,411 times. MDC Online received more than 25,000 support tickets, which resulted in 969 bookings to provide virtual support to students. Table 12.1-5 provides use data for academic year 2021-2022.

Table 12.1-4. Student Support Services Use Statistics, AY 2022-2023

Service Description	Campus								TOTAL
	Hialeah	Homestead	Kendall	Medical	North	Padrón	West	Wolfson	
Academic Advisement & Career Services (Q-Flow)									
Session with Appt	1,168	1,056	25,522	183	1,973	407	2,376	1,435	34,120
Session with No Appt	14,071	9,562	28,750	6,785	15,638	5,675	13,907	8,188	102,576
re: Veterans	192	99	415	38	137	14	67	33	995
TOTAL	15,431	10,717	54,687	7,006	17,748	6,096	16,350	9,656	137,691
Academic Advisement (Navigate)									
In-Person Sessions	4,943	4,579	15,639	2,931	9,226	1,394	7,530	2,461	48,703
Virtual Sessions	4,307	2,595	8,542	9,601	9,686	5,685	6,548	6,014	52,978
TOTAL	9,250	7,174	24,181	12,532	18,912	7,079	14,078	8,475	101,681
ACCESS Disability Services (Q-Flow)									
Student Sessions	1,104	270	5,035	81	2,270	385	244	4,022	13,411

Service Description	Campus								TOTAL
	Hialeah	Homestead	Kendall	Medical	North	Padrón	West	Wolfson	
Admission & Registration Services (Q-Flow)									
Student Sessions	8,952	4,877	15,629	3,684	15,977	5,589	7,518	3,900	66,126
Back Office Staff	26	4	407	7	4	6	3	47	504
re: Transcripts	444	204	-	229	924	-	301	123	2,225
re: Veterans	69	50	139	48	190	-	24	34	554
TOTAL	9,491	5,135	16,175	3,968	17,095	5,595	7,846	4,104	69,409
Financial Aid (Q-Flow)									
Student Sessions	10,638	6,077	21,737	4,302	14,199	5,948	6,901	6,527	76,329
re: Veterans	128	63	226	52	212	11	51	81	824
TOTAL	10,766	6,140	21,963	4,354	14,411	5,959	6,952	6,608	77,153
International Student Services (Q-Flow)									
Student Sessions	84	36	187	36	1,094	-	237	68	1,742
MDC Online (Kaseya)									
Kaseya Tickets	-	-	-	-	-	-	-	-	25,103
Support Bookings	-	-	-	-	-	-	-	-	969
New Student Centers (Q-Flow)									
Student Sessions	3,332	37	435	25	1,739	58	155	42	5,823
re: Dual Enrollment	284	30	83	2	213	-	40	2	654
re: Veterans	16	2	8	3	12	-	12	-	53
TOTAL	3,632	69	526	30	1,964	58	207	44	6,530
Orientation									
Events	170	68	129	-	166	59	57	63	712
Attended	1,890	1,648	4,233	-	2,760	708	978	1,180	13,397
Testing & Assessment (Q-Flow)									
Student Sessions	78	-	12,485	-	9,151	-	9,417	87	31,218

Academic Support for Faculty

Learning Resources provides products and services in the library facilities and tutoring areas that are directly linked to academic programs and curricula. Librarians and tutors work collaboratively with faculty in the following ways to ensure student success:

- Research support through Reference Desk (in-person) and Ask a Librarian (online)

- Educational technologies and equipment, including information technology services and discipline-specific tutorial support, and mobile computing equipment

- Embedded learning support services that include collaborations between tutors/librarians in embedded courses, face-to-face, and in Canvas

- Collaboration in the development of library collections, selection and curation of open educational resources (OER) for courses, placing course materials on reserve, and building LibGuides for specific teaching practices, disciplines, and courses

- Workshops that showcase successful practices in academic support service areas

- YouTube instructional videos on technologies and topics such as Sway, Zoom, Live Binder, Blogging, APA, Microsoft 365, and assistance in creating video tutorials for specific courses.

The Office of Changemaking Education and Social Innovation provides resources to faculty to help them integrate changemaking education and service learning into their curriculum. Through the offices of Changemaking Education, Institute for Civic Engagement & Democracy, and Earth Ethics Institute and websites, faculty can access workshops, teaching aids, community resources, and collaborators to enrich their classroom activities.

MDC Online provides support to faculty teaching distance education and web-enhanced courses, including troubleshooting the Canvas LMS, organizing the grade book, using proctored assessments, and completing online class set-up. MDC Online provides a dedicated Faculty Help Desk, which faculty can contact by phone, email, and web forms. LMS specialists meet with faculty using a virtual office facilitated through Microsoft Teams or Zoom and in person.

The Center for Institutional and Organizational Learning (CIOL) provides workshops, videos, and online academic support resources for faculty designed to enhance the teaching and learning process. CIOL has partnered with MDC Online to provide training workshops to faculty on instructional technologies, including the Canvas LMS. CIOL also works with Learning Resources to develop LibGuides to support continuing faculty development and emerging faculty needs, such as MDC's Center for Innovative Teaching & Learning and the Faculty Hub for Teaching and Learning Across Multiple Modalities LibGuide, which was launched to assist faculty with the transition to remote instruction during the COVID-19 pandemic.

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Enrolled Student Survey 2022 - Full Report

FACTAtesting.org Florida Association of College Test Administrators - About

Florida Statutes § 1004.65 - Florida College System institutions; governance, mission, and responsibilities

Focus2 Career Exploration

LibGuide - Architecture & Interior Design

LibGuide - A-Z Databases

LibGuide - Center for Innovative Teaching & Learning

LibGuide - Changemaking & Whole Systems Sustainability

LibGuide - ENC1101 Composition

LibGuide - Faculty Hub for Teaching & Learning Across Multiple Modalities

LibGuide - Open Educational Resources at MDC

LibGuide - Project-Based Learning (PBL) Toolkit

MDC Credit Student Profile Quick Facts 2021-2022

MDC Scorecard 2022-2023

MDC.edu ACCESS Disability Services

MDC.edu Admissions Information

MDC.edu Advisement

MDC.edu Assessment Evaluation & Testing

MDC.edu Canvas Faculty Resource Center

MDC.edu Career Exploration

MDC.edu Center for Institutional & Organizational Learning (CIOL) - Technology Training & Support

MDC.edu Center for Institutional & Organizational Learning (CIOL) - Workshop Resources

MDC.edu Changemaker Hub

MDC.edu Changemaking

MDC.edu Changemaking - Faculty & Staff

MDC.edu Changemaking - Students

MDC.edu College Information Center

MDC.edu Earth Ethics Institute - Faculty & Staff

MDC.edu Earth Ethics Institute - Students

MDC.edu FAQ Knowledge Base

MDC.edu Financial Aid

MDC.edu Financial Aid - Scholarships

MDC.edu Financial Aid - Scholarships - American Dream

MDC.edu Financial Aid - Scholarships - Last Mile Completion

MDC.edu Financial Aid - Scholarships - Welcome Back Sharks

MDC.edu Financial Aid - Student Work Programs

MDC.edu Financial Aid - Types of Aid

MDC.edu Finn Cares

MDC.edu Industry Certifications

MDC.edu Institute for Civic Engagement & Democracy (iCED) - Students

MDC.edu International Students

MDC.edu Jaffer Institute

MDC.edu Learning Resources

MDC.edu Learning Resources - Discipline Collection Development

MDC.edu Learning Resources - Faculty Resources

MDC.edu Learning Resources - Tutoring Labs & Technology

MDC.edu MDC Online - Faculty Getting Started

MDC.edu MDC Online - Programs & Courses

MDC.edu MDC Online - Student Resources

MDC.edu MDCNews - Learning Resources Wins National Award

MDC.edu MDCWorks

MDC.edu Mission

MDC.edu Model for Enhanced Employment Development (MEED)

MDC.edu Navigate

MDC.edu New Student Centers

MDC.edu Registration

MDC.edu Search - student services

MDC.edu Shark Events - Upcoming Orientations

MDC.edu Shark Intake Form

MDC.edu Shark Prep

MDC.edu Shark Start Orientation

MDC.edu SharkNet

MDC.edu Single Stop

MDC.edu Single Stop - Food Pantry

MDC.edu Single Stop - Local Resources

MDC.edu Single Stop - Mental Health Counseling

MDC.edu Student Life

MDC.edu Student Portal - Resources for Students

MDC.edu Student Wellness

MDC.edu Student Wellness - Mental Health Counseling

MDC.edu Student Wellness - Resources

MDC.edu Testing & Assessment

MDC.edu Testing & Assessment - NCTA Recertification

MDC.edu Testing & Assessment - Tests

12.4	The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures when resolving them, and maintains a record of student complaints that can be accessed upon request by SACSCOC.

Procedure 4032: Student Complaints details the process by which MDC addresses student complaints in an expeditious, fair, and timely manner. The procedure describes the steps a student should take to voice a complaint, beginning with the individual involved, front-line staff, or that person's supervisor. If resolution cannot be reached, the supervisor will elevate the complaint to the next leadership level and will notify the student. The procedure identifies the roles assigned to address the first-, next-, and final-level of response for various areas of concern, as shown in Table 12.4-1.

Table 12.4-1 Responsibility for Resolving Student Complaints by Area

Area of Concern	First-Level Response	Next-Level Response	Final-Level Response
Admissions	Admissions & Registration Specialist	Campus Director of Admissions and Registration	College Registrar
Advisement and Career Services	Director of Advisement and Career Services	Campus Director of Student Services	Campus Dean of Student Services
Bookstore	Bookstore Manager	Bookstore Director	Regional Bookstore Director
Discrimination/ Harassment	Campus Dean of Student Services	Director, Office of Equal Opportunity Programs/ADA/Title IX Coordinator	Campus Dean of Student Services or Academic Dean (depending on the nature of the complaint)
Faculty/Instructors	Department Chairperson	Faculty Dean	Campus President
Financial Aid	Financial Aid Advisor	Campus Director of Financial Aid	Associate Vice Provost of College Financial Aid
Florida Residency for Tuition Purposes	Admissions & Registration Specialist	Campus Director of Admissions & Registration	Florida Residency for Tuition Purposes Appeal Committee
Grades	Faculty/Instructor	Department Chairperson	Faculty Dean
Graduation	Director of Advisement and Career Services	Campus Director of Student Services	Campus Dean of Student Services
Library	Library Supervisor	Campus Director of Learning Resources	Collegewide Director of Learning Resources

Area of Concern	First-Level Response	Next-Level Response	Final-Level Response
MDC Online	Director of Student Services, MDC Online	Director of Academic Services, MDC Online	Vice Provost, Academic Learning Technology
Parking	Public Safety Officer	Campus Chief of Public Safety	Campus Director of Administration
Petitions	Campus Assistant Dean of Student Services	Campus Dean of Student Services	Campus President
Public Safety	Public Safety Officer	Campus Chief of Public Safety	Campus Director of Administration
Refunds	Campus Assistant Dean of Student Services	Campus Dean of Student Services	Campus President
Registration	Admissions & Registration Specialist	Campus Director of Admissions and Registration	College Registrar
Student Financial Accounts	Student Financial Services Staff	Supervisor of Student Financial Services	Director of Student Financial Services
Student Activities	Director of Student Life	Campus Dean of Student Services	Campus President
Students with Disabilities	Campus Director of ACCESS Services	Campus Director of Student Services	Campus Dean of Student Services
Transcripts	Manager, Transcript Services or Transcript Evaluations	Associate College Registrar	College Registrar

If the complaint is against a first or second level individual in the chain of command, the student should present the concern to the next level.

In September 2023 MDC implemented the Maxient online solution to centralize the documentation of student complaints, efficiently manage all complaints across instructional locations and online, and consolidate the complaint submission process into a single, easily accessible platform. All complaints submitted by students through Maxient or by College personnel on behalf of a student are automatically logged as a formal complaint. As illustrated in the Complaint Process Map, students may begin the complaint process by completing and submitting the online student complaint form. Once received, designated College staff will create a case in Maxient. Student complaints emailed to campus personnel are forwarded to the campus Dean of Faculty or Assistant Dean of Students, depending on the nature of the complaint, who will then forward the information to a designee to create a case in Maxient on behalf of the student. Any emailed student complaint received by district personnel will be forwarded to the Campus President of the relevant campus, who will then forward the complaint to a designee for creation of a case in Maxient. All cases entered into Maxient are documented in the College complaint log, investigated as appropriate, and followed up on in accordance with Procedure 4032 in order to reach resolution.

The College has established specific procedures governing student complaints concerning discrimination or harassment grievance, appeal of grades, and petition for withdrawal and refund of tuition and fees for cause, each of which is discussed in further detail below. Procedure 4032 provides links to these procedures and others relevant to the complaint process. Students are encouraged to follow the

internal complaint and appeals processes at the College as the first step in filing a complaint, and are provided with information to elevate any unresolved issues to the Division of Florida Colleges or, in the case of out-of-state MDC Online students, the Florida SARA Council.

Procedure 4009: Student Rights and Responsibilities enumerates the essential provisions regarding responsible student participation in the College community, including instruction on and weblinks to the policies that apply to various issues the student might encounter. Procedure 4009 directs students to the Student Ombudsmen as the initial point of contact for concerns, complaints, or issues related to College processes, policies, and procedures. The Assistant Deans of Student Services at each campus, or their designee, are identified in the procedure as the Student Ombudsmen, and are charged with listening to student concerns, informing students of College policies and procedures, and, if requested, assisting students in completing forms required to obtain resolution. Student Ombudsmen are vested with the authority to investigate issues and arrange meetings among the involved parties in order to reach a resolution.

Student complaint procedures are published through the Student Portal, in the College Catalog, and on the Students' Rights and Responsibilities webpage, and are searchable from any page on the College website. The Students' Rights and Responsibilities webpage serves as a virtual student handbook, available to all students, faculty, staff, and the public. The webpage provides links to important policies and procedures, an explanation of student expectations, important academic advisories, Equal Access/Equal Opportunity information, and contact information for all Student Ombudsmen. Links to the Students' Rights and Responsibilities webpage appear on various student-targeted pages of the College website, including the Student Portal, Academics, and MDC Online webpages. Detailed information about the Student Ombudsmen, student rights and responsibilities, and processes for complaints, grievances, appeals, and petitions is also provided in the College Catalog:

- Academic Regulations
- Information and Policies
- Equal Access/Equal Opportunity.

The student complaint procedures are disseminated during the online and in-person student orientation. Students must review, read, and answer questions related to the content of the Students' Rights and Responsibilities in order to advance through the orientation. Students' rights and responsibilities are discussed in detail with new faculty and staff at their orientation sessions. Faculty are encouraged to place the link to the Students' Rights and Responsibilities webpage in their syllabi.

MDC's distance education students follow the same processes for resolving complaints as do all MDC students. The MDC Online Student Services Coordinator assists distance education students wishing to file petitions, complete grade appeals, or resolve other complaints, following the processes detailed in the applicable procedures. Additional complaint procedures are provided to out-of-state distance education students through MDC Online to pursue unresolved complaints with the appropriate body within their state of residency.

To proactively mitigate student complaints, Procedure 4075 establishes a process to maintain communication between the student body, faculty, and campus administration through the establishment of a student representative body. The Student Government Association (SGA) on each campus is recognized as the official student organization representing the MDC student body, and serves as formal liaison between the student body and the College administration. Distance education students who are wholly online are represented by the Wolfson Campus SGA. A member of the Student

Government Association sits at District Board of Trustees meetings, allowing for a direct line of communication about student issues and complaints, and ensuring that the student body remains aware of all College policies and procedures.

Application of Published Student Complaint Procedures

Examples of written student complaints are provided on the following pages to demonstrate the College's compliance with procedure in assisting students in reaching resolution. Documentation is provided for each case.

Student Appeal of Grades

Procedure 8301: Student Appeal of Grades establishes an orderly process for a student to appeal an assigned course grade in cases where a student challenges the equity of the grade. This College procedure for the student appeal of grades ensures that both students and faculty will be aware of the processes that are to be followed when a course grade is challenged. The responsibility for academic evaluation and the assignment of grades is that of the faculty member who has been assigned responsibility for a course. When any student believes that they have not been evaluated as prescribed in the course syllabus, an avenue of appeal must be provided.

The following examples of student complaints and resolution in accordance with Procedure 8301 were addressed through the formal complaint process, and heard by a Grade Appeals Committee appointed by the Campus President and Dean of Student Services.

Case 1 – A student contacted the office of the Dean of Faculty to complain that their professor did not grade the student fairly, and requested that their grade of C be changed to A. The student's concerns were forwarded to the relevant chairperson, who attempted to schedule meetings with the student in their office to facilitate communication between the student and the professor; the student did not appear for a meeting. The student communicated that they wanted to resubmit essays in order to earn a higher grade, which was not an option provided for in the syllabus. The student was not satisfied with the response, so filed a written appeal. The Grade Appeals Committee, after reviewing documentation and meeting with the student and the instructor, denied the appeal.

Case 2 – After the close of the term, a student emailed a complaint to the chair that the instructor provided no feedback during the semester, did not provide the course syllabus until after the 100% refund date, and did not return graded assignments until the end of the course. The student filed a written appeal, which was heard by the Grade Appeals Committee. The student's grade of D was overturned and replaced with a grade of C.

Student Petitions

Procedure 4018: Student Petitions establishes a process for a student to request a refund for non-punitive withdrawal from a course. This procedure applies to a student who may have suffered an extenuating circumstance during the semester. The following examples of student petitions and resolution in accordance with MDC Procedure 4018 were addressed by a Student Services Petition Committee, overseen by the campus Dean of Student Services.

Case 1 – The student filed a written petition and provided supporting documentation to claim a work schedule change that conflicted with his class time. The student was issued a 100% refund due to extenuating circumstances for the courses in which he was enrolled that semester.

Case 2 – A student was hospitalized, which caused her to miss several class sessions. The student filed a petition with supporting documentation and was issued a 100% refund due to extenuating circumstances for the courses in which she was enrolled that semester.

Discrimination and Harassment Grievances

Procedure 1665: Discrimination and Harassment Grievance Process establishes a grievance procedure for students alleging discrimination or harassment. Discrimination and harassment complaints are investigated by the Office of Equal Opportunity Programs/ADA Coordinator/Title IX Coordinator (EOP/ADA/Title IX), overseen by the Vice Provost for Human Resources and Organizational Development. Documentation is provided regarding such complaints and their resolution in accordance with MDC Procedure 1665, briefly described below.

Case 1 – Race/Gender Discrimination

The College received a complaint filed by a student (Complainant) against a faculty member (Respondent) of alleged discrimination based on race and gender, which, if found to be supported by a preponderance of evidence, would be a violation of Policy I-21: Equal Access/Equal Opportunity. The Complainant alleged that the Respondent passed students in the course based on the students' racial/ethnic background. The Respondent was alleged to have favorably changed grades for select students, while allowing other students to fail. After following the general grievance procedure as outlined in Procedure 1665, the College found that the Respondent followed the grading policy as stated in the course syllabus. The preponderance of evidence did not support allegations of discrimination based on race and gender. EOP/ADA/Title IX recommended no action to be taken with regard to employee. Concluded August 9, 2023.

Case 2 – Sexual Harassment Discrimination

The College received a complaint filed by a student (Complainant) regarding alleged inappropriate behavior on the part of a part-time employee (Respondent). Allegations include the following: Respondent allegedly asked inappropriate questions about the student's swimwear; Respondent allegedly asked to see photos of the student; Respondent allegedly expressed having feelings for the student; and Respondent allegedly made physical contact with the student without the student's consent by hugging her, touching her hands, and lifting the leg of her pants. Title IX federal guidelines have been followed through MDC's Title IX grievance process as outlined in Procedure 1665. The Written Determination of Responsibility indicated that the preponderance of evidence supported allegations of sexual harassment, finding Respondent in violation of MDC Policy I-21: Equal Access/Equal Opportunity. The case was referred to Human Resources for further action with regard to employee. Concluded November 16, 2023.

Student Complaint Records

MDC has established lines of responsibility for resolving formal written complaints from students, as shown in Table 12.4-1. The Deans of Student Services and the Deans of Faculty at each campus are responsible for maintaining student complaint records. For the purposes of record-keeping and follow-up, MDC Online, which facilitates programs and courses offered through asynchronous online instruction, operates as a separate campus unit. MDC Live (synchronous online) and Blended (partially online/partially in-person) classes belong to the campus to which the instructor is assigned. The Meek Entrepreneurial Education Center and Everglades Correctional Institution are assigned to the North Campus, and the Gibson Education Center and the two airport instructional locations are assigned to the Wolfson, and Homestead campuses, respectively. All other off-campus instructional locations are assigned to one of the College's eight campuses based, typically, upon geographic proximity.

Supporting documents for each complaint, when provided, are uploaded to the Maxient platform and added to the case file. The Office of EOP/ADA/Title IX maintains the log and supporting documents of harassment and discrimination grievances filed. Logs include the name and student ID of the complainant and any other concerned party; notes about the complaint, follow-up, and resolution; and classification of the complaint based upon the area(s) of concern selected on the student complaint form. The 2022-2023 logs for student complaints related to Academic Affairs/Student Services and EOP/ADA/Title IX are provided for SACSCOC review.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

College Catalog 2022-2024 - Academic Regulations

College Catalog 2022-2024 - Equal Access Equal Opportunity

College Catalog 2022-2024 - Information & Policies

Collegewide Student Complaint Log

EOP/ADA/Title IX Student Case Log - 2022-2023

FLDOE.org Concerns & Complaint Process

FLDOE.org Concerns Regarding a FL-SARA Approved Institution

MDC.edu Academics

MDC.edu MDC Online - Distance Learning Complaint Process

MDC.edu MDC Online - Student Resources

MDC.edu Search - student complaints

MDC.edu Student Government Association

MDC.edu Student Portal

MDC.edu Students' Rights & Responsibilities

Policy I-21 - Equal Access/Equal Opportunity

Procedure 1665 - Discrimination and Harassment Grievance Process

Procedure 4009 - Student Rights and Responsibilities

Procedure 4018 - Student Petitions Process

Procedure 4032 - Student Complaints

Procedure 4075 - Communication Between Students, Faculty and Administration

Procedure 8301 - Student Appeal of Grades

Student Grievance - Case 1

Student Grievance - Case 2

Student Grade Appeal - Case 1

Student Grade Appeal - Case 2

Student Petition - Case 1

Student Petition - Case 2

Syllabus EAP0485 - sample

12.6	The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. *(Student debt and financial literacy)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

As a member of the public Florida College System, MDC is a low-cost institution, and the College strives to keep student debt to a minimum. For the 92% of first-time-in-college students attending full-time who receive financial aid, grants and scholarship aid typically exceeds tuition. Only 5% of credit students took out federal student loans in 2019-2020. The Loans webpage within the Financial Aid website provides information about student loans and directs students to the Federal Student Aid (FSA) website to access additional information regarding loan types and repayment.

The Federal Direct Loan cohort default rate is the percentage of a school's borrowers that enter repayment and then fail to meet payment requirements. MDC's default rate for 2020, the most recent year reported by the FSA, is 0.0% due to the pause on student loan repayment put in place during the pandemic. The College's default rate in 2019 was 3.1%, which compares favorably to the average 2019 default rate of 3.6% for Florida College System institutions. Over the three years reported, MDC was consistently below the state average in student loan default.

To maintain its low default rate, financial aid advisors provide students with one-on-one counseling sessions and the College emphasizes and provides resources for financial literacy in a variety of ways. These resources are available to all students, in addition to student borrowers. These web-based resources are available to students at all instructional locations and to distance education students.

- Entrance Counseling for Student Borrowers: Entrance counseling is a mandatory information session that takes place before a student receives a federal student loan. The counseling explains the student's responsibilities as a student borrower. The Financial Aid Office is required to confirm that entrance counseling is completed before the first disbursement of a loan.

- Exit Counseling for Student Borrowers: Exit counseling provides important information to prepare students to repay their federal student loan(s). If they have received a subsidized, unsubsidized, or Parent PLUS loan, exit counseling must be completed each time the student drops below half-time enrollment (less than 6 credits), officially or unofficially withdraws from school, or graduates. The Financial Aid Office monitors this requirement and notifies students of the exit counseling requirements.

- Financial Literacy Videos: Financial Aid TV provides multiple videos on financial literacy covering such topics as budgeting, interest rates, debt to income ratio, understanding a credit report, managing credit cards and expenses, and identity theft. These modules are available to all students and to the public.

- Financial Literacy Webpage: MDC's School of Global Business, Trade and Transportation has compiled a comprehensive informational webpage on financial literacy for the use of all students and the public. The page provides information on budgeting, credit, saving and investing, identity theft and fraud, and income tax in both narrative and video format, as well as links to resources and assistance available on government and other informational websites.

Financial literacy as a critical life skill is threaded through MDC programs and activities as part of its holistic support of students. Examples include:

- [Financial Literacy Club](#)
- [Rising Scholars](#)
- [Curated reading lists](#)
- [Single Stop programs](#)
- [Academic service learning](#)
- [Financial topics workshops](#).

The College also hosts table events to promote financial literacy, providing students with the opportunity to speak in person with subject matter experts.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

[Federal Student Aid (FSA) - Cohort Default Rate](#)

[Financial Literacy Academic Service Learning](#)

[FinancialAidTV.com](#)

[LibGuide - Curated Lists 2022](#)

[MDC Credit Student Profile Quick Facts - Aug 2022](#)

[MDC ScoreCard 2022-2023](#)

[MDC.edu Financial Aid - Types of Aid - Loans](#)

[MDC.edu Financial Literacy](#)

[MDC.edu Global Business - Financial Literacy Club](#)

[MDC.edu Rising Scholars](#)

[MDC.edu Single Stop - Financial Coaching](#)

[NSLDS Official Cohort Default Rate 2018-2020](#)

[Sample Flyers - Financial Literacy Workshops](#)

[StudentAid.gov - Entrance Counseling](#)

[StudentAid.gov - Exit Counseling](#)

[StudentAid.gov - Types of Financial Aid](#)

Section 13: Financial and Physical Resources

13.1	The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. *(Financial resources)* **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) has sound financial resources and a demonstrated, stable financial base to support the College mission and the scope of its programs and services. MDC considers a number of factors when assessing the strength of its financial base, including:

- reserves
- net position
- changes in net position
- unrestricted net assets exclusive of plant and plant-related debt (UNAEP)
- endowments
- financial ratios.

The trending of these financial indicators over time exhibits consistent patterns in revenue, expenditures, and net position, demonstrating the stability of the College's financial base.

Figures used in tables and exhibits for this standard are pulled from audited financial statements for fiscal year ended June 30, 2019; June 30, 2020; June 30, 2021; and June 30, 2022, and the annual financial report for fiscal year ended June 30, 2023, submitted to the State of Florida Auditor General (SFAG) for audit. The SFAG audit report for fiscal year 2022-2023 will not be released until after March 1, the submission deadline for this report. The College will provide the financial audit and management letter to SACSOC as soon as they become available.

Reserves

As of July 1, 2019, Florida College System institutions with a final full-time equivalent (FTE) enrollment of 15,000 or greater for the prior year are required to maintain an unencumbered fund balance in the general unrestricted current fund (Fund 1) in an amount equal to or greater than 7% of total operating funds available for the fiscal year, pursuant to § 1013.841(3)(a), Florida Statutes (FS). Miami Dade College's FTE enrollment is greater than 15,000, as illustrated in Table 13.1-1. Consequently, MDC has consistently maintained an unencumbered fund balance in the general current fund of 7% or greater of total available operating funds, as shown in Table 13.1-2.

Table 13.1-1. Credit Enrollment, Five-Year Trend

Fiscal Year	Unduplicated Headcount	Enrolled Credit Hours	Full-Time Equivalent (FTE)	% Change in Headcount	% Change in FTE
2018-2019	84,992	1,398,776	46,626		
2019-2020	80,437	1,353,795	45,127	-5.36%	-3.21%
2020-2021	75,357	1,253,496	41,783	-6.32%	-7.41%
2021-2022	74,937	1,191,015	39,701	-0.56%	-4.98%
2022-2023	75,691	1,196,202	39,873	1.01%	0.43%

Source: *MDC Dashboards: Enrollment Profile, 5-Year Trends, End of Term.*

Table 13.1-2. Unencumbered Fund Balance (in thousands)

Fiscal Year:	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Available Operating Funds	$439,937	$416,734	$424,670	$434,844	$445,754
Fund Balance, Net of Compensated Absences	$84,923	$74,879	$88,486	$87,433	$87,300
Less: Reserve for Encumbrances	$10,353	$21,103	$22,506	$25,235	$16,478
Unencumbered Fund Balance	$74,570	$53,776	$65,981	$62,198	$70,822
Unencumbered Fund Balance as a Percent of Available Operating Funds	17%	13%	16%	14%	16%

Source: *MDC Annual Financial Reports, Summary of Accounts by General Ledger Code (Fund 1) for fiscal years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.*

College reserves are reflected in net position in the financial statements. Net position for the past five years is presented in Table 13.1-3 Condensed Statement of Net Position and Table 13.1-5 Statement of Revenues, Expenses, and Changes in Net Position (SRECNP).

As of 2019, § 1013.841(3)(b), FS, restricts the state operating fund carry-forward balance to the 7% minimum, and requires that any institution retaining more than 7% submit a spending plan for its excess carry-forward balance. Accordingly, the College submitted spending plans for fiscal years 2021-2022, 2022-2023, and 2023-2024 to spend down $36,253,801, $31,780,793, and $39,619,506, respectively, to bring fund balance into compliance with statute. Therefore, the net position balances are reflective of the planned expenditures to comply with statutory requirements, while ensuring that the College maintains an adequate fund balance to support its mission and the scope of its programs.

Statement of Net Position

The statement of net position reflects the assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the College, using the accrual basis of accounting, and presents the financial position of the College at a specified time. Assets, plus deferred outflows of resources, less liabilities, less deferred inflows of resources, equals net position, which is one indicator of the College's current financial condition. The changes in net position that occur over time indicate improvement or possible deterioration in the College's financial condition. As explained above, the downward trend in net position shown in Table 13.1-3 is reflective of planned spending to reduce fund balance in compliance with statutory requirements.

Table 13.1-3 presents the condensed statement of net position for the five-year period of fiscal year ending June 30, 2019 through 2023. Full detail is provided in Table 13.1-4.

Table 13.1-3. Condensed Statement of Net Position (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Assets					
Current Assets	$ 213,629	$ 242,584	$ 278,315	$ 247,112	$ 342,051
Capital Assets, Net	730,416	752,416	777,698	869,296	952,187
Other Noncurrent Assets	793,965	721,533	700,480	570,921	506,776
Total Assets	1,738,010	1,716,533	1,756,493	1,687,329	1,801,014
Deferred Outflows of Resources	72,095	71,904	86,864	69,177	74,097

Liabilities

Current Liabilities	127,085	114,077	169,794	150,715	173,273
Noncurrent Liabilities	200,587	229,010	275,257	129,203	237,750
Total Liabilities	327,672	343,087	445,051	279,918	411,023
Deferred Inflows of Resources	26,856	23,140	16,814	129,588	29,032

Net Position

Net Investment in Capital Assets	730,401	752,416	777,698	869,296	952,187
Restricted	756,310	730,888	706,939	563,744	570,698
Unrestricted (Deficit)	(31,134)	(61,094)	(103,145)	(86,040)	(87,830)
Total Net Position	$1,455,577	$1,422,210	$1,381,492	$1,347,000	$1,435,055

Source: Condensed Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Statement of Revenues, Expenses, and Changes in Net Position

The statement of revenues, expenses, and changes in net position (SRECNP) presents the College's revenue and expense activity, categorized as operating and nonoperating. Revenues and expenses are recognized when earned or incurred, regardless of when cash is received or paid. As shown in the financial audits, primary revenue sources at MDC have been predictable and manageable. However, the impact of the COVID-19 pandemic, which resulted in an unanticipated drop in enrollment, is evident in the reduction of student tuition and fees revenue.

A complete summary of the analysis of SRECNP is included in each year's financial audit. Table 13.1-5 summarizes the audited SRECNP for the past five fiscal years.

Table 13.1-5. Statement of Revenues, Expenses, and Changes in Net Position (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023	% Change from 2019
REVENUES						
Operating Revenues:						
Student Tuition and Fees, Net of Scholarship Allowance	$ 82,092	$ 73,004	$ 71,255	$ 68,177	$ 69,169	-15.7%
Federal Grants and Contracts	28,029	25,576	28,035	23,475	41,901	49.5%
State and Local Grants and Contracts	5,824	3,662	4,482	3,781	3,710	-36.3%
Nongovernmental Grants and Contracts	8,457	9,813	13,563	17,984	16,612	96.4%
Sales and Services of Educational Departments	5,901	5,163	3,481	4,504	4,304	-27.1%
Auxiliary Enterprises	3,990	3,768	1,274	1,551	2,073	-48.0%
Other Operating Revenues	8,970	2,853	919	6,176	3,122	-65.2%
Total Operating Revenues	143,264	123,840	123,010	125,648	140,891	-1.7%

EXPENSES

Operating Expenses:

Personnel Services	298,614	321,028	326,890	286,692	313,997	5.2%
Scholarships and Waivers	92,258	88,188	156,915	179,467	131,215	42.2%
Utilities and Communications	12,225	11,680	11,557	13,336	14,877	21.7%
Contractual Services	27,334	25,973	29,191	33,941	32,370	18.4%
Other Services and Expenses	24,315	23,270	59,945	34,432	25,501	4.9%
Materials and Supplies	27,592	28,017	33,194	38,038	57,982	110.1%
Depreciation	32,513	33,791	35,939	35,657	33,898	4.3%
Total Operating Expenses	514,852	531,947	653,630	621,565	609,840	18.4%
Operating Loss	(371,588)	(408,107)	(530,620)	(495,917)	(468,950)	-26.2%
NONOPERATING REVENUES (EXPENSES)						
State Noncapital Appropriations	174,877	179,273	180,421	183,999	195,276	11.7%
Federal and State Student Financial Aid	164,617	169,529	183,472	282,863	217,920	32.4%
Gifts and Grants	-	-	56,459	-	-	0.0%
Investment Income	21,315	15,160	20,075	7,409	13,904	-34.8%
Net Realized and Unrealized Gain (Loss) on Investments	10,031	1,638	27,071	(38,596)	20,968	109.0%
Other Nonoperating Revenues	-	1,146	645	115	866	100.0%
Interest on Capital Asset-Related Debt	(2)	-	-	2	-	-100.0%
Net Nonoperating Revenues	370,839	366,746	468,144	435,791	448,934	21.1%
Income (Loss) Before Other Revenues	(749)	(41,361)	(62,476)	(60,126)	(20,016)	-2,572.4%
State Capital Appropriations	9,692	1,680	1,526	1,272	1,499	-84.5%
Capital Grants, Contracts, Gifts, and Fees	21,018	20,707	20,232	24,362	106,571	407.0%
Total Other Revenues	30,710	22,386	21,759	25,634	108,070	251.9%
Increase (Decrease) in Net Position	29,962	(18,975)	(40,718)	(34,492)	88,054	193.9%
Net Position, Beginning of Year	1,425,615	1,455,577	1,422,210	1,381,492	1,347,000	-5.5%
Adjustments to Beginning Net Position	-	(14,392)	-	-	-	0.0%
Net Position, Beginning of Year, as Restated	1,425,615	1,441,185	1,422,210	1,381,492	1,347,000	-5.5%
Net Position, End of Year	$1,455,577	$1,422,210	$1,381,492	$1,347,000	$1,435,054	1.4%

Source: Statements of Revenues, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Note: For the 2019-20 fiscal year, the College beginning net position was decreased to reclassify operating expenses incorrectly capitalized as construction in progress in prior fiscal years.

Unrestricted Net Assets Exclusive of Plant and Plant-Related Debt (UNAEP)

The statement of financial position of unrestricted net assets exclusive of plant and plant-related debt (UNAEP) shown in Table 13.1-6 further illustrates the College's operational stability. UNAEP figures are based on audited financial statements for fiscal years 2018-2019 through 2021-2022 and the unaudited annual financial report for 2022-2023. The statement indicates that the College does not have debt related to its plant assets, no donor or other external restrictions have been placed on the unrestricted net position, and the College has spent more than its revenues in each of the five years due to high ending fund balances in each prior year. The College has maintained adequate fund balance to support its mission and programs in accordance with § 1011.84, FS. The College also has consistently maintained a positive unrestricted net position, as adjusted, and the available unrestricted net position is adequate to manage unanticipated budget fluctuations.

Table 13.1-6. Statement of Unrestricted Net Position, Exclusive of Plant Assets and Plant Related Debt (UNAEP), and without GASB 68 & 75 Entries (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Unrestricted Net Position, End of Year	$ (31,134)	$ (61,094)	$(103,145)	$ (86,040)	$ (87,830)
Adjustment for GASB 68 and 75:					
Compensated Absences Payable - Current	18,147	17,700	18,769	20,259	20,138
Compensated Absences Payable - Noncurrent	9,199	11,958	13,480	10,006	10,925
OPEB Liability - Current	1,103	1,038	876	798	804
OPEB Liability - Noncurrent	23,206	28,849	25,560	21,397	20,162
Net Pension Liability - Current	1,402	1,039	722	337	-
Net Pension Liability - Noncurrent	168,177	188,197	236,212	97,238	206,101
Deferred Inflows of Resources - OPEB	1,527	2,667	6,671	11,672	12,223
Deferred Inflows of Resources - Pensions	25,328	20,474	10,143	115,786	14,960
Less:					
Deferred Outflows of Resources - OPEB	1,426	5,678	5,175	5,396	4,657
Deferred Outflows of Resources - Pensions	70,669	66,228	81,690	63,781	69,440
Total Adjustment for GASB 68 and 75	175,994	200,018	225,569	208,316	211,216
Unrestricted Net Position, Adjusted for CA, OPEB, & Pensions	$144,860	$138,925	$122,423	$122,276	$123,386

Source: Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

> **Table 13.1-6 Note 1**: In Fiscal Year 2015, the State of Florida implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions.* Although not a liability paid from College funds, as part of the GASB 68 implementation, component units (state colleges) are required to make year-end entries to record their proportionate share of the Florida Retirement System (FRS) net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources. Thus, GASB 68 entries have been added back to expendable net assets, where applicable, for a truer picture of the College's expendable net assets.

> **Table 13.1-6 Note 2:** In Fiscal Year 2018, the State of Florida implemented GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.* Although not a liability paid from College funds, as part of the GASB 75 implementation,

component units (state colleges) are required to make year-end entries to record their proportionate share of the net other postemployment benefits (OPEB) liability, OPEB expense, and associated deferred inflows of resources and deferred outflows of resources for the cost-sharing, multiple-employer OPEB plans in which they participate. Thus GASB 75 entries have been added back to expendable net assets, where applicable, for a truer picture of the College's expendable net assets.

Endowments

Pursuant to a referendum held in September 1992, Miami-Dade County was authorized to exceed the constitutional millage limitation and levy an ad valorem tax of ¾ of a mill for a two-year period for the purpose of maintenance, improvement, and expansion of occupational, vocational, and educational programs at Miami Dade College. The funds generated by this referendum were approximately $94 million and were invested and deposited in the College's quasi-endowment fund, of which the Board of Trustees established a maximum annual withdrawal of $9.5 million for use by the College.

Endowment funds are also held by the College's direct support organization, the Miami Dade College Foundation, Inc. Total endowment investments held by the College and the MDC Foundation and the nonexpendable portion of the endowments are shown in Table 13.1-7. Proceeds from the MDC Foundation are primarily spent on student scholarships pursuant to the Foundation's spending policy and are not included in the College's operating budget.

Table 13.1-7. Endowment Funds Held by MDC and the MDC Foundation, Inc. (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Endowment Investments:					
College	$137,513	$133,954	$171,424	$156,837	$173,342
Foundation	95,160	77,599	101,419	101,417	89,618
Total Endowment Investments	$232,673	$211,553	$272,843	$258,254	$262,960
Nonexpendable Endowment:					
College	$ -	$ -	$ 2,707	$ 2,591	$ 2,695
Foundation	51,616	52,672	53,896	53,423	54,687
Total Endowment Investments	$51,616	$52,672	$56,603	$56,014	$57,382

Source: Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Financial Ratios

Financial ratios are instructive in assessing the adequacy of the College's financial resources to support its mission and programs and manage unforeseen adverse financial events. The financial ratios presented below use figures from the audited financial statements for FYE 2019-2022 and the unaudited financial statements for FYE 2023; the ratios have not been prepared or reviewed as part of the College's audit process.

Current Ratio

The current ratio is a measurement of financial liquidity that compares current assets to current liabilities. Calculated by dividing current assets by current liabilities, it is used to determine the College's ability to meet its short-term debt obligations. As shown in Table 13.1-8, the College's current ratio over the past five years indicates that the College's liquidity is adequate to meet its financial obligations. The College has maintained a current ratio of 1.64 or higher, meaning that the College has more than one-

and-a-half times the current assets needed to cover its current liabilities and other short-term obligations.

Table 13.1-8. Current Ratio Calculations (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Current Assets	$213,629	$242,584	$278,315	$247,112	$342,051
Current Liabilities	127,085	114,077	169,794	150,715	173,273
Current Ratio	1.68	2.13	1.64	1.64	1.97

Source: Condensed Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Primary Reserve Ratio

The primary reserve ratio is designed to assess if resources are sufficient and adequately flexible for the operating size of the institution. The primary reserve ratio is calculated by dividing the total expendable net assets by total expenses, and includes in the calculation both the College and the MDC Foundation, the College's direct support organization. As illustrated in Table 13.1-9, MDC's primary reserve ratio is currently 0.684, which means that that the College has the ability to cover just over eight months of expenses (12 months X 0.684) from reserves. This strong primary reserve ratio shows that the College can rely on internal cash flow to meet short-term cash needs, is able to carry on a reasonable level of facilities maintenance, and is capable of managing modest unforeseen adverse financial events. The slight downward trend in the primary reserve ratio is largely due to planned expenditures to achieve the required reduction in fund balance.

Table 13.1-9. Primary Reserve Ratio (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Expendable Net Assets:					
Unrestricted Net Position	$ (31,134)	$ (61,094)	$ (103,145)	$ (86,040)	$ (87,830)
Restricted Expendable Net Position	756,541	730,888	704,232	561,153	568,003
Less: Restricted Expendable for Capital Acquisition	567,967	542,115	482,203	360,111	365,865
Expendable Assets of Component Unit	92,174	96,583	121,314	114,752	112,239
Adjustment for Impact of GASB 68 & 75	175,994	200,018	225,569	208,316	211,206
Total Expendable Net Assets	425,608	424,280	465,767	438,071	437,753
Total Expenses:					
Total Operating Expenses	$514,852	$531,947	$653,630	$621,565	$609,841
Interest Expense	2	-	-	-	-
Total Expenses of Component Unit	19,173	18,875	17,376	36,605	30,250
Total Expenses	534,027	550,822	671,006	658,170	640,091
Primary Reserve Ratio	0.797	0.770	0.694	0.666	0.684

Source: Statements of Net Position and Statement of Revenues, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; Statements of Net Position and Statement of Revenues, Expenses, and Changes in Net Position from Annual Financial Report for FYE June 30, 2023.

Return on Net Assets

The return on net assets (RONA) ratio measures how well the College's fixed assets and net operational capital perform in terms of generating net income. As demonstrated in Table 13.1-10, the SRECNP

reflects an unadjusted RONA for the College ranging from -2.86% to 6.54% during the five-year period from 2018-2019 to 2022-2023. However, a more representative picture of the RONA can be derived by eliminating the nonoperational impacts of GASB 68 and 75, as explained in the notes to Table 13.1-6 above. These nonoperational liabilities are increasing annually, resulting in a reduction in net position. Removing compensated absences, OPEB, and pension figures provides a more meaningful adjusted RONA ranging from 12.56% to 22.22%. The State of Florida does not fund depreciation, so a final adjusted RONA, ranging from 14.91% to 24.73%, is calculated with depreciation removed.

Table 13.1-10. Return on Net Assets (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Increase (Decrease) in Net Assets	$ 29,962	$ (18,975)	$ (40,718)	$ (34,492)	$ 88,054
Beginning Year Total Net Assets College	1,425,615	1,441,185	1,422,210	1,381,492	1,347,000
Return on Net Assets	2.10%	-1.32%	-2.86%	-2.50%	6.54%
Impact of Nonoperational Activities – GASB 68 & 75	175,994	200,018	225,569	208,316	211,216
Increase (Decrease) in Net Assets Excluding Nonoperational Activities	205,956	181,043	184,851	173,824	299,270
Beginning Year Total Net Assets College	1,425,615	1,441,185	1,422,210	1,381,492	1,347,000
Adjusted Return on Net Assets	14.45%	12.56%	13.00%	12.58%	22.22%
Impact of Depreciation	32,513	33,791	35,939	35,657	33,898
Increase (Decrease) in Net Assets Excluding Nonoperational Activities & Depreciation	238,469	214,834	220,790	209,481	333,168
Beginning Year Total Net Assets College	1,425,615	1,441,185	1,422,210	1,381,492	1,347,000
Adjusted Return on Net Assets	16.73%	14.91%	15.52%	15.16%	24.73%

Source: *Statements of Net Position and Statement of Revenues, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; Statements of Net Position and Statement of Revenues, Expenses, and Changes in Net Position from Annual Financial Report for FYE June 30, 2023.*

Total Debt to Total Assets Ratio

The total debt to total assets (TDTA) ratio is a leverage ratio that defines how much debt the College owns compared to its assets. The TDTA ratio is calculated by dividing total liabilities by total assets. As shown in Table 13.1-11, the College has maintained a TDTA ratio of 0.25 or lower over the past five years, meaning that the College has used debt to finance no more than 25% of its assets.

Table 13.1-11. Total-Debt-to-Total-Assets Ratio Calculations (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Total Assets	$1,738,010	$1,716,534	$1,756,493	$1,687,329	$1,801,013
Total Liabilities	327,672	343,087	445,051	279,918	411,023
TOTAL DEBT TO TOTAL ASSETS	0.19	0.20	0.25	0.17	0.23

Source: *Condensed Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.*

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

13.2	The member institution provides the following financial statements:
	(a) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
	(b) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
	(c) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.
	(Financial documents) **[CR]**

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) provides the required financial statements, as detailed below:

(a) Institutional audits prepared by the State of Florida Auditor General (SFAG), conducted in accordance with generally accepted auditing standards and applicable standards contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The institutional audit for the most recent fiscal year ended June 30, 2023, was not available at the time of submission of this report. The College will provide copies of the financial audit and management letter to SACSCOC as soon as they become available.

(b) Statements of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations.

(c) Annual budgets that are preceded by sound planning, are subject to sound fiscal procedures, and are approved by the District Board of Trustees of Miami Dade College.

The College is presenting financial documents for the most current five years as evidence for Core Requirements 13.1 Financial Resources and 13.2 Financial Documents, and Standard 13.3 Financial Responsibility, as described and linked in Table 13.2-1 below.

Table 13.2-1. Financial Documents Supporting SACSCOC Section 13: Financial and Physical Resources

FINANCIAL DOCUMENT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Financial Audit	FYE June 30, 2019	FYE June 30, 2020	FYE June 30, 2021	FYE June 30, 2022	*Not yet available*
Annual Financial Report Pending SFAG Audit Report	N/A	N/A	N/A	N/A	FYE June 30, 2023
Statement of Financial Position	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023
Financial Plan and Annual Budget	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024
Amended Budget	N/A	FY 2020-2021	N/A	N/A	N/A

Institutional Audits

The College prepares an Annual Financial Report (AFR) in accordance with generally accepted accounting principles and standards set by the Government Accounting Standards Board (GASB), and consistent with the rules established in the Florida College System Accounting Manual. The College's AFR is audited annually by the State of Florida Auditor General pursuant to § 11.45(2)(c), Florida Statutes (FS). The Office of the Auditor General conducts its financial audits in accordance with generally accepted auditing standards and applicable standards contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

An audit report with management letter is issued to the District Board of Trustees of Miami Dade College at the completion of each annual audit, not later than March 31 of the following year. A review of the Financial Audit Reports for the last four fiscal years, as listed in Table 13.2-1, show a consistent record of unqualified opinions of no findings for MDC. The Financial Audit Report for fiscal year ended June 30, 2022, which is the most recent financial audit available at the time of this writing, begins with the **Independent Auditor's Report** (pp. 1-4), signed by the State of Florida Auditor General, stating:

> *In our opinion, based on our audit and the report of other auditors, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of Miami Dade College and of its discretely presented component unit as of June 30, 2022, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.*

The report ends with the **Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards** (pp. 55-56), signed by the State of Florida Auditor General, stating:

> *The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.*

The SFAG considers these two reports, taken together, to be the equivalent of a management letter. All audit reports are posted to the SFAG website, and a copy is sent directly to each member of the Board of Trustees.

In addition to the financial statement audit, the SFAG periodically conducts operational audits focused on selected College processes and administrative activities, as authorized by § 11.45(2)(f), FS. The most recent recommendations and the College's responses are provided in SFAG Operational Audit Report for Miami Dade College, January 2022, Report No. 2022-083.

The College is a component unit of the State of Florida and, as such, is included in the state reporting entity for the purposes of the Federal Office of Management and Budget Circular A-133 Audit, as reported in the State of Florida - Compliance and Internal Control Over Financial Reporting and Federal Awards. No findings were reported for MDC in the audit report for fiscal year ended June 30, 2022, the most recent report available at the time of this writing. More information on federal awards audits is provided in Standard 13.6. The College is also included in the statewide consolidated audit of the Florida Bright Futures Scholarship Program.

The results of the audits of the College over the past five years are summarized in Table 13.2-2.

Table 13.2-2. Summary of Audit Results, Miami Dade College

Period	Report No./Date	Opinion/ Findings	Material Weaknesses	Significant Deficiencies	Notes
Financial Audits					
FYE June 30, 2023	Not Yet Released	TBD	TBD	TBD	
FYE June 30, 2022	2023-170/Mar 2023	Unmodified	None	None	Auditor's Report (pp. 1-4) Report on Internal Control (p. 55-56)
FYE June 30, 2021	2022-172/Mar 2022	Unmodified	None	None	Auditor's Report (pp. 1-3) Report on Internal Control (pp. 57-58)
FYE June 30, 2020	2021-180/Mar 2021	Unmodified	None	None	Auditor's Report (pp. 1-3) Report on Internal Control (pp. 57-58)
FYE June 30, 2019	2020-165/Mar 2020	Unmodified	None	None	Auditor's Report (pp. 1-3) Report on Internal Control (pp. 57-58)
State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards					
FYE June 30, 2022	2023-174 - Mar 2023	No Findings	None	None	See Index by State Entity (p. 321)
FYE June 30, 2021	2022-189 – Mar 2022	No Findings	None	None	See Index by State Agency (pp. 345-346)
FYE June 30, 2020	2021-182 – Mar 2021	3 Findings	None	None	See Index by College (p. 289)
FYE June 30, 2019	2020-170 – Mar 2020	No Findings	None	None	See Index by University/College (p. 217)
FYE June 30, 2018	2019-186 – Mar 2019	No Findings	None	None	See Index by University/College (p. 163)
Other Statewide Audits					
FYE June 30, 2020 and June 30, 2021	2023-026 – Sep 2022	1 Finding	None	None	Finding 2 (pp. 6-8)
FYE June 30, 2018 and June 30, 2019	2021-044 – Oct 2020	No Findings	None	None	
Operational Audits					
Mar 2020 – Jun 2021	2022-083 - Jan 2022	9 Findings	None	None	College Response (pp. 21-23)

Statements of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt (UNAEP)

Table 13.2-3 presents the statement of financial position of unrestricted net assets exclusive of plant and plant-related debt (UNAEP), representing the change in unrestricted net assets attributable to operations. The UNAEP financial schedule prepared for the past five years is based on the Statements of Net Position included in the FSAG Financial Audit Reports for fiscal years 2018-2019 through 2021-22 and the unaudited annual financial report for 2022-2023.

As discussed in Core Requirement 13.1, the College has been spending down its fund balance since 2019 in adherence with § 1013.841(3)(b), FS, which restricts the state operating fund carryforward balance to 7% of total operating funds available for the fiscal year. The result has been a planned decrease in unrestricted net assets, as the College has spent more than its revenues in each of the five years. The College has maintained adequate fund balance to support its mission and programs in accordance with § 1011.84, FS. The College also has consistently maintained a positive unrestricted net position, as adjusted, providing adequate unrestricted net assets to manage unanticipated budget fluctuations.

Table 13.2-3. Statement of Unrestricted Net Position, Exclusive of Plant Assets and Plant Related Debt (UNAEP), Adjusted for GASB 68 & 75 Entries (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Unrestricted Net Position, End of Year	$ (31,134)	$ (61,094)	$(103,145)	$ (86,040)	$ (87,830)
Adjustment for GASB 68 and 75:					
Compensated Absences Payable - Current	18,147	17,700	18,769	20,260	20,138
Compensated Absences Payable - Noncurrent	9,199	11,958	13,480	10,006	10,925
OPEB Liability - Current	1,103	1,038	876	798	804
OPEB Liability - Noncurrent	23,206	28,849	25,560	21,397	20,162
Net Pension Liability - Current	1,402	1,039	722	337	-
Net Pension Liability - Noncurrent	168,177	188,197	236,212	97,238	206,101
Deferred Inflows of Resources - OPEB	1,527	2,667	6,671	11,672	12,223
Deferred Inflows of Resources - Pensions	25,328	20,474	10,143	115,786	14,960
Less:					
Deferred Outflows of Resources - OPEB	1,426	5,678	5,175	5,396	4,657
Deferred Outflows of Resources - Pensions	70,669	66,228	81,690	63,781	69,440
Total Adjustment for GASB 68 and 75	175,994	200,018	225,569	208,316	211,216
Unrestricted Net Position, Adjusted for CA, OPEB, & Pensions	$144,860	$138,925	$122,423	$122,276	$123,386

Source: Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Table 13.2-3 Note 1: In Fiscal Year 2015, the State of Florida implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions.* Although not a liability paid from College funds, as part of the GASB 68 implementation, component units (state colleges) are required to make year-end entries to record their proportionate share of the Florida Retirement System (FRS) net pension liability, pension expense, deferred outflows of resources, and deferred inflows of resources. Thus, GASB 68 entries have been added back to expendable net assets, where applicable, for a truer picture of the College's expendable net assets.

Table 13.2-3 Note 2: In Fiscal Year 2018, the State of Florida implemented [GASB Statement No. 75](#), *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.* Although not a liability paid from College funds, as part of the GASB 75 implementation, component units (state colleges) are required to make year-end entries to record their proportionate share of the net other postemployment benefits (OPEB) liability, OPEB expense, and associated deferred inflows of resources and deferred outflows of resources for the cost-sharing, multiple-employer OPEB plans in which they participate. Thus GASB 75 entries have been added back to expendable net assets, where applicable, for a truer picture of the College's expendable net assets.

Annual Budgets

MDC has established and follows an integrated, comprehensive planning and budgeting process. The College develops its annual budget as part of an institution-wide planning process in accordance with [Rule 6A-14.0716, Florida Administrative Code (FAC)](#). The annual budgeting process is driven by funding and enrollment projections, coupled with the priorities developed within the College strategic plan. As a public Florida college, the budget development process proceeds in conjunction with the Florida Legislature's yearly appropriation process, which provides statewide educational resources pursuant to [§ 1000.03(2)(a), FS](#) and sets tuition rates for the upcoming fiscal year in accordance with [§§ 1009.22](#), [1009.23](#), [1009.25](#), and [1009.26, FS](#).

Annual Financial Planning Process

The College's financial planning process begins each January with the establishment of a budget calendar, as described in [Procedure 3600](#). Under the direction of the Senior Vice Provost for Business Affairs and Chief Financial Officer, the Budget Department initiates and monitors the financial planning process of the College. The process involves collaboration with budget managers across the College, who seek input from their respective operating units in analyzing the program and department needs for the upcoming budget period. Budget managers for each operating unit are assigned by Campus Presidents, school deans, administrative directors, and the Vice Provosts of institutional support areas such as Human Resources, Information Technology, Facilities Management, and Business Affairs.

The College uses the Oracle EPM online strategic planning and budgeting tool, which is integrated with MDC's PeopleSoft ERP system. This interactive system provides historical and analytical data for use by budget managers in the development of budget requests. Data provided includes detailed base budgets from the previous [year, year-to-year expenditure/actuals comparisons](#), personnel/position data, and payroll modeling. The initial phase of the process involves an evaluation of current-year efforts, including a comprehensive review of how funds were expended and outcomes that resulted from those expenditures. The process culminates in an alignment of operating budgets with expected activity for the upcoming year. In addition to budget development for campuses and support areas, the financial planning process also includes enrollment and fee revenue projections, collegewide expenditures, budgets for strategic initiatives, contingencies, and unencumbered funds as required by Florida Statute 1011.84(3)(e)10. The College's financial planning process includes the following components:

1. The College has historically used an incremental budgeting process for most areas of the institution that calculates the base budget plus or minus a permanent allocation rollover. The financial planning data reports provided through Oracle EPM contain information concerning prior year base budgets, permanent budget transfers, salaries, and expenses, along with instructions regarding acceptable optional and required changes for the next year's budget. Budget managers from each campus and district unit are responsible for inputting [proposed](#)

budget changes in Oracle EPM for all operating budgets recorded in general unrestricted current fund (Fund 1), as well as budgets supported by enrollment performance measures, such as in continuing education. The same process applies to other revenue-generating or self-supporting units of the institution that are recorded in Fund 3, Auxiliary Funds.

2. Collegewide expenditure projections for items such as utilities, insurance, and fringe benefits are reviewed and compared to prior year actual expenditures. Budget calculations consider any known or anticipated changes in cost.

3. Strategic initiatives budgets are prepared to support the goals and high-impact strategies articulated in the MDC Strategic Plan 2021-2026. Strategic initiatives for the upcoming year are discussed and prioritized by the collegewide Executive Leadership Committee and approved by the College President relative to available resources.

4. Contingency budgets, calculated as a percentage of total budgeted revenue, are established to address possible shortfalls in revenue and unanticipated expenditures.

5. Enrollment projections are formulated, beginning with enrollment reports provided through the College's Executive Dashboard, which are maintained by the Office of Institutional Research. The Group Director of Financial Planning and Analysis collaborates with the departments of Enrollment Management and Institutional Research to review current and historical enrollment data, trends, and related statistical analysis impacting the enrollment indicators in order to make any necessary adjustments. An enrollment projection is agreed upon by the group and presented to the Senior Vice Provost for Business Affairs & Chief Financial Officer. The projection recommendation and summary report is then sent to the College President for review. Upon approval by the College President, the projections are used to develop the student fees enrollment revenue projection.

Tuition and other fee rates, as well as guidelines for fee waivers and exemptions, are established annually by the state legislature for the upcoming fiscal year in §§ 1009.22, 1009.23, 1009.25, and 1009.26, FS. The College's Board of Trustees has the authority to establish the local tuition at no more than 10% below or 15% above the statutorily set rate. The board also has the option to add several other fees to the tuition that will then comprise the total credit hour fee. These additional fees include a student activity and service fee, capital improvement fee, and financial aid fee, all of which are capped at a percentage of the tuition rate. When modifications are proposed to the student fee schedule, they are presented to the Board of Trustees in April or May for discussion and approval, in anticipation of the final establishment of fees by the state. Due to the state's intent to maintain affordable tuition and fee rates, there have been no modifications to the College's fee schedule since the 2015-16 budget cycle.

Once the state education appropriation is signed into law by the governor and all the components of the College's Financial Plan are completed, the appropriate documents are prepared and submitted to the College President for review. In accordance with Policy III-20, the Financial Plan and Annual Budget is presented to the Board of Trustees each June at their regular meeting. The 2023-2024 Financial Plan and Annual Budget was presented to and approved by the board at its meeting of June 20, 2023, as evidenced by the board agenda and board meeting minutes.

The approved Financial Plan is submitted to the Chancellor of the Florida College System by June 30. The plan is submitted in the format prescribed by the State Board of Education and includes documentation of approval by the District Board of Trustees, in compliance with § 1011.30, FS. Per Rule 6A-14.0716(1),

The Chancellor, as designee of the Commissioner of Education, shall review the operating budget for each Florida College System Institution after an examination for completeness, correctness, conformity with law and State Board of Education rules, and preparation according to accepted accounting standards. Anticipated budgeted revenues shall be reasonable and transfers from general current funds shall not handicap current operations. A contingency reserve is authorized in the general current fund.

After review, the College receives confirmation of acceptance and approval by the Division of Florida Colleges. Table 13.2-4 summarizes the College annual budget for the current and past four years.

Table 13.2-4. Annual Operating Budget, Unrestricted Current Funds (in thousands)

	2019-20	2020-21	2020-21 Amended	2021-22	2022-23	2023-24
REVENUES						
State & Local Government	$179,874	$181,507	$166,381	$186,385	$201,289	$212,744
Student Tuition and Fees	144,185	145,069	119,462	126,081	130,495	135,953
Dual Enrollment Revenue	1,989	2,795	2,459	2,749	2,804	2,876
Investment Income	2,500	3,500	3,500	3,500	1,821	2,387
Transfer In – Community Endowment	10,000	-	14,000	-	-	-
Indirect Cost from Grants	750	1,200	1,200	1,200	1,200	1,350
Other Revenue	1,151	3,074	3,074	27,101	22,028	15,931
Total Revenues	340,449	337,144	310,076	347,017	359,637	371,241
EXPENDITURES						
Payroll and Benefits	281,006	292,814	277,612	279,228	279,105	292,509
Current Expense	65,060	66,527	65,618	67,108	66,862	75,433
Capital Outlay	2,867	2,117	2,077	866	1,171	1,014
Collegewide Contingency	5,107	3,371	1,371	1,735	1,798	1,856
Total Expenditures	$354,040	$364,830	$346,678	$348,937	$348,937	$370,812
Budgeted Unencumbered Fund Balance	$26,648	$48,704	$30,276	$44,670	$76,510	$70,508
Budgeted Fund Balance Percentage	7.0%	11.5%	7.9%	10.9%	16.7%	15.0%

Source: MDC Financial Plan and Annual Budget for FY 2019-2020 through 2023-2024, Exhibit A: Current Funds, Unrestricted; Amended Budget for FY 2020-2021.

Budget Monitoring

To ensure financial stability and budgetary control, the College presents quarterly year-to-date financial statements to the Board of Trustees for the periods of July-September, October-December, January-March, and April-June, which includes the fiscal year end. These quarterly financial statements compare current budget to original approved budget and year-to-date actuals to current budget. In accordance with Rule 6A-14.0716(3), FAC, the Board of Trustees is authorized to amend the budget. The College presents budget amendments to the board for review and approval. Budget amendments that include transfers out of general unrestricted current fund (Fund 1), or those that result in a fund balance of less than the required 7% also require review by the Chancellor.

Upon completion of the annual financial statements, a report of budget to actual of revenues and expenditures for the entire fiscal year is presented to the board, along with the unaudited financial statements submitted to the Department of Education. The June 2023 report indicated that revenues to date were 99.63% of the budget and expenditures were 103.59% of the budget. The report demonstrates that the College's budget estimates are accurate and that internal controls are functioning as intended to monitor revenues and control expenditures. The over budget condition noted for expenditures is directly related to approved spending plan initiatives to comply with statutory requirements of § 1013.841(3)(b), FS.

As discussed in Core Requirement 13.1, the College is required to submit a spending plan for its carryforward balance in excess of 7%, pursuant to § 1013.841(3)(b), FS. The spending plan is approved by the District Board of Trustees for submission to the Florida Department of Education (FLDOE) by September 30. The spending plans are then published on the FLDOE website by November 15.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Amended Operating Budget 2020-2021

Annual Financial Report Excerpt - Statement of Net Position 2023-2024

Annual Financial Report FYE 2023.06.30

Audit Excerpts - Audit Opinions 2019-2022

Audit Excerpts - Statement of Net Position 2019-2022

Board Agenda Item 2023.09.26 - Spending Plan Authorization

Board Agenda Item 2023.06.20. - Budget Approval

Board Minutes 2023.11.14 - Quarterly Financial Report

Board Minutes 2023.06.20 - Budget Approval

Budget Excerpts - Unrestricted Current Fund 2020-2024

Budget Presentation to Board of Trustees 2023-2024

Enrollment Projections Summary Report 2023-2024

Financial and Federal Single Audit FYE 2018.06.30

Financial and Federal Single Audit FYE 2019.06.30

Financial and Federal Single Audit FYE 2020.06.30

Financial and Federal Single Audit FYE 2021.06.30

Financial and Federal Single Audit FYE 2022.06.30

Financial Audit FYE 2019.06.30

Financial Audit FYE 2020.06.30

Financial Audit FYE 2021.06.30

Financial Audit FYE 2022.06.30

Financial Plan and Annual Budget 2019-2020

Financial Plan and Annual Budget 2020-2021

Financial Plan and Annual Budget 2021-2022

Financial Plan and Annual Budget 2022-2023

Financial Plan and Annual Budget 2023-2024

FLAuditor.gov Reports Issued by the Auditor General

FLDOE.org Carryforward Spending Plans

Florida Administrative Code Rule 6A-14.0716 - Florida College System Institution Budgets

Florida Bright Futures Audit 2020

Florida Bright Futures Audit 2022

Florida College System Accounting Manual

Florida Statutes § 1000.03, - Function, mission, and goals of the Florida Early Learning-20 education system

Florida Statutes § 1009.22 - Workforce education postsecondary student fees

Florida Statutes § 1009.23 - Florida College System institution student fees

Florida Statutes § 1009.25 - Fee exemptions

Florida Statutes § 1009.26 - Fee waivers

Florida Statutes § 1011.30 - Budgets for Florida College System institutions

Florida Statutes § 1011.84 - Procedure for determining state financial support and annual apportionment of state funds to each Florida College System institution district

Florida Statutes § 1013.841 - End of year balance of Florida College System institution funds

Florida Statutes § 11.45 - Definitions; duties; authorities; reports; rules

GASB.org Pronouncements

GASB.org Statement No. 68 - Accounting and Financial Reporting for Pensions - An Amendment of GASB Statement No. 27

GASB.org Statement No. 75 - Accounting and Financial Reporting for Postemployment Benefits Other than Pensions

Government Auditing Standards 2018

MDC Spending Plan 2023-2024

MDC.edu Tuition & Fees

Operating Budget - SBE Submission - 2023-24

Operating Budget - SBE Submission - Certification of Board Approval

Operational Audit 2022

Oracle EPM Report - 5 Year Actuals and Base Budget

Oracle EPM Report - Data Entry Reconciliation

Policy III-20 - Budget Preparation

Procedure 3600 - Budget Preparation and Enrollment Projections

Statement of Financial Position 2019.06.30

Statement of Financial Position 2020.06.30

Statement of Financial Position 2021.06.30

Statement of Financial Position 2022.06.30

Statement of Financial Position 2023.06.30

Strategic Plan 2021-2026

| 13.3 | The institution manages its financial resources in a responsible manner. *(Financial responsibility)* |

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) manages its financial resources in a responsible manner. MDC has demonstrated financial stability in support of its mission and scope of programs and services, as discussed in Core Requirement 13.1. The College's record of financial audits with unmodified opinions and no material weaknesses issued by the State of Florida Auditor General (SFAG), as discussed in Core Requirement 13.2, provides strong evidence of the quality of the College's financial management. The College manages financial affairs in compliance with the standards prescribed by law and State Board of Education Rules as described in the Florida College System Accounting Manual, as well as College policies and procedures.

Figures used in tables and exhibits for this standard are generally pulled from audited financial statements for fiscal year ended June 30, 2019; June 30, 2020; June 30, 2021; and June 30, 2022, and the Annual Financial Report for fiscal year ended June 30, 2023. The SFAG audit report for fiscal year 2022-2023 will not be released until after March 1, the submission deadline for this report. The College will provide copies of the financial audit and management letter to SACSCOC as soon as they become available.

Financial Trends

As discussed in Core Requirement 13.1, § 1011.84(3)(e), Florida Statutes (FS), establishes that state colleges with a final full-time equivalent (FTE) enrollment of 15,000 or greater for the prior year must maintain an unencumbered fund balance in the general unrestricted current fund (Fund 1) in an amount equal to or greater than 7% of total operating funds available for the fiscal year. Section 1013.841(3)(a), FS, enacted in 2019, further provides that such institutions whose fund balance exceeds 7% shall prepare and submit a spending plan to the Florida Department of Education (FLDOE) for the excess carryforward balance. As a result of this legislation, the College has carefully reduced its unrestricted net assets over the last four years, resulting in a negative trend line for unrestricted net position, which is discernible in several financial indicators. Although spending has exceeded revenues over the period of analysis, the spending has been intentional, based upon the spending plan approved by the Board of Trustees and accepted by the FLDOE. The College has consistently maintained a healthy fund balance, as shown in Table 13.3-1.

Table 13.3-1. Unencumbered Fund Balance (in thousands)

Fiscal Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Available Operating Funds	$439,937	$416,734	$424,670	$434,844	$445,754
Fund Balance, Net of Compensated Absences	$ 84,923	$ 74,879	$ 88,486	$ 87,433	$ 87,300
Less: Reserve for Encumbrances	10,353	21,103	22,506	25,235	16,478
Unencumbered Fund Balance	$ 74,570	$ 53,776	$ 65,981	$ 62,198	$ 70,822
Unencumbered Fund Balance as a Percent of Operating Funds	17%	13%	16%	14%	16%

Source: *MDC Annual Financial Reports, Summary of Accounts by General Ledger (Fund 1) for fiscal years 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.*

Enrollment Trends

When examining enrollment trends, the College considers both unduplicated headcount of credit seeking students and full-time equivalent (FTE) enrollment, which is calculated by dividing total enrolled credit hours by 30, as presented in Table 13.3-2. The five-year period of analysis begins with 2018-2019, which was pre-pandemic. The College moved to remote instruction in March 2020, which impacted summer term enrollment. Instruction continued to be remote throughout academic year 2020-2021, with a few exceptions, such as police academy training. On-campus instruction and operations resumed in fall 2021. The trend lines in Table 13.3-2 are descriptive of student enrollment patterns throughout the pandemic, which had a detrimental effect on enrollment across the nation.
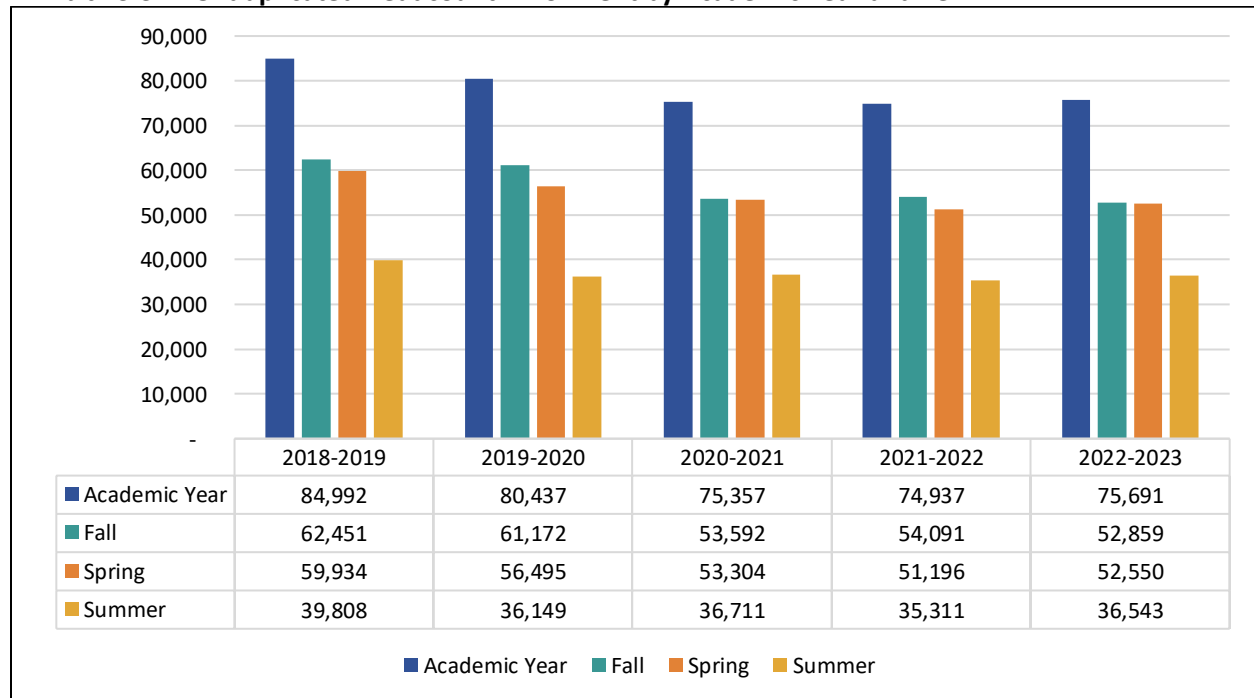
Table 13.3-2. Credit Enrollment, Five-Year Trend

Academic Year	Unduplicated Headcount	Enrolled Credit Hours	Full-Time Equivalent (FTE)	% Change in Headcount	%Change in FTE
2018-2019	84,992	1,398,776	46,626		
2019-2020	80,437	1,353,795	45,127	-5.36%	-3.21%
2020-2021	75,357	1,253,496	41,783	-6.32%	-7.41%
2021-2022	74,937	1,191,015	39,701	-0.56%	-4.98%
2022-2023	75,691	1,196,202	39,873	1.01%	0.43%

Source: MDC Dashboards: Enrollment Profile, 5-Year Trends, End of Term.

As illustrated in Exhibit 13.3-1, the impact of COVID-19 on enrollment was first felt in spring and summer 2020, with a drop in unduplicated headcount of more than 3,400 and 3,600, respectively, when compared to the prior year. Enrollment declines continued for fall and spring terms in academic year 2020-2021. Enrollment recovery was evidenced in for academic year 2022-2023 in both unduplicated headcount and FTE.

Exhibit 13.3-1. Unduplicated Headcount Enrollment by Academic Year and Term

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Academic Year	84,992	80,437	75,357	74,937	75,691
Fall	62,451	61,172	53,592	54,091	52,859
Spring	59,934	56,495	53,304	51,196	52,550
Summer	39,808	36,149	36,711	35,311	36,543

Source: MDC Dashboards: Enrollment Profile, 5-Term Trends, End of Term and Enrollment, 5-Year Trends, End of Term.

Cash Flow Trends

The College manages its funds to ensure that sufficient resources are on hand to meet current operating needs, and invests any excess funds. Table 13.3-3 summarizes cash flow for fiscal years ended June 30, 2019 through 2023.

Table 13.3-3. Change in Cash and Cash Equivalents (in thousands)

Fiscal Year Ended June 30	2019	2020	2021	2022	2023
Net Increase (Decrease) in Cash and Equivalents	$ 44,652	$(134,516)	$(90,302)	$(59,205)	$(93,855)
Cash and Cash Equivalents, Beginning of Year	446,094	490,746	356,230	265,928	206,723
Cash and Cash Equivalents, End of Year	$ 490,746	$ 356,230	$ 265,928	$ 206,723	$ 112,868

Source: *Statements of Cash Flows from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.*

Revenue Trends

Stability and management of the College's revenue streams is essential to the sustainability of College operations. The College's revenues are primarily derived from state appropriations and tuition and fees revenue. Accordingly, financial resources for the College are tied significantly to the economic outlook for the state of Florida and the demographic and economic condition of Miami-Dade County, the College's service district. The College's state appropriation has been stable over the past five years, while enrollment and associated tuition and fee revenues have seen declines due to the pandemic.

Operating Revenues

The College's operating revenues consist primarily of student tuition and fees; federal, state, local, and nongovernmental grants and contracts; sales and services of educational departments; and auxiliary enterprises. While student tuition and fees decreased with pandemic-induced declines in enrollment, this revenue stream will strengthen as enrollment continues to recover. The College has actively pursued grant opportunities to provide additional resources for College operations. As demonstrated in Table 13.3-4, College operating revenues have remained stable over the past four years.

Table 13.3-4. Operating Revenues (in thousands)

Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23
Student Tuition and Fees, Net	$ 82,092	$ 73,004	$ 71,255	$ 68,177	$ 69,169
Federal Grants and Contracts	28,029	25,576	28,035	23,475	41,901
State and Local Grants and Contracts	5,824	3,662	4,482	3,781	3,710
Nongovernmental Grants and Contracts	8,457	9,813	13,563	17,984	16,612
Sales and Services of Educational Departments	5,901	5,163	3,481	4,504	4,304
Auxiliary Enterprises	3,990	3,768	1,274	1,551	2,073
Other Revenue	8,970	2,853	919	6,176	3,122
Total Operating Revenues	$143,264	$123,840	$123,010	$125,648	$140,891

Source: *Statements of Revenue, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.*

The College earns revenues through the operation of auxiliary enterprises, which are established primarily to provide non-instructional services for sale to students, employees, and visitors, and are intended to be self-supporting. Fees charged by auxiliary enterprises are related to, but not necessarily equal to, the cost of goods or services provided. MDC provides auxiliary services that include bookstore, dining services, vending, student printing, testing, events, and other services. MDC uses profits from auxiliary services to enhance College operations and student support. Auxiliary funds are used for student scholarships, marketing and promotional items, and special projects throughout the College. The reduction in revenue from auxiliary services for FY 2019-2020 was the result of the College's discontinuation of on-campus operations due to COVID-19, although online bookstore sales continued during remote operations. The College began full on-campus operations in fall 2021, and services have since resumed to full capacity.

Nonoperating Revenues

The College's nonoperating revenues are generated primarily from state noncapital appropriations, federal and state student financial aid, and gifts and grants, as detailed in Table 13.3-5. State noncapital appropriations include funds from the Florida College System Program Fund (FCSPF), Educational Enhancement Trust Fund (lottery funds), and performance-based incentive funding. In fiscal year 2019-2020, the state began using a tier-based formula for allocation of the FCSPF and lottery funds among the Florida College System institutions. The formula is based upon multiple factors, including FTE, program mix, and enrollment growth, and is adjusted annually.

Table 13.3-5. Net Nonoperating Revenues (in thousands)

Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23
State Noncapital Appropriations	$174,877	$179,273	$180,421	$183,999	$195,276
Federal and State Student Financial Aid	164,617	169,529	183,472	282,863	217,920
Gifts and Grants	-	-	56,459	-	-
Investment Income	21,315	15,160	20,075	7,409	13,904
Net Realized and Unrealized Gain (Loss) on Investments	10,031	1,638	27,071	(38,596)	20,968
Other Nonoperating Revenues	-	1,146	645	114	866
Interest on Capital Asset-Related Debt	(2)	-	-	-	-
Gain on Disposal of Capital Assets	-	-	-	2	-
Total Net Nonoperating Revenues	$370,839	$366,746	$468,143	$435,791	$448,934

Source: Statements of Revenue, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

The College is also eligible to receive funding through the Performance-Based Incentive Program, established in § 1001.66, FS. As described in Rule 6A-14.07621, Florida Administrative Code, the College is awarded points for meeting excellence and improvement benchmarks for student success indicators, including retention, completion, post-graduation employment or continuing education, and entry level wages. The 28 state colleges are ranked by comparing the total points earned to the mean score for all schools. Funding is awarded to institutions ranked in the top two tiers. Because funding is based upon performance relative to the 27 other FCS institutions, the College cannot predict the funding level to be awarded.

Expenditure Trends

The majority of College expenditures are operating expenses, as shown on the Statement of Revenues, Expenses, and Changes in Net Position in the annual audit reports, and summarized in Table 13.3-6.

Table 13.3-6. Operating Expenses (in thousands)

Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Services	$298,614	$321,028	$326,890	$286,692	$313,997
Scholarships and Waivers	92,258	88,188	156,915	179,467	131,215
Utilities and Communications	12,225	11,680	11,557	13,336	14,877
Contractual Services	27,334	25,973	29,191	33,941	32,370
Other Services and Expenses	24,315	23,270	59,945	34,432	25,501
Materials and Supplies	27,592	28,017	33,194	38,039	57,982
Depreciation	32,513	33,791	35,939	35,657	33,898
Total Operating Expenses	**$514,852**	**$531,947**	**$653,630**	**$621,565**	**$609,840**

Source: Statements of Revenue, Expenses, and Changes in Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

The College also views operating expenses by the functional classification assigned to a department based on the predominate nature of the activity attributable to the department, such as instruction, academic support, and student services. Table 13.3-7 and Exhibit 13.3-2 illustrate how funds have been used to support key aspects of College operations, with instruction typically outweighing all other categories. Scholarships and waivers nearly doubled over the prior year in 2020-2021 as the College provided additional financial assistance to students during the pandemic.

Table 13.3-7. Functional Distribution of Operating Expenses by Fiscal Year (in thousands)

Functional Classification	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Instruction	$155,174	$152,899	$157,993	$156,432	$155,718
Public Service	7,018	6,677	5,755	5,205	6,132
Academic Support	58,420	53,717	50,995	49,546	68,193
Student Services	39,491	48,279	78,647	58,948	60,000
Institutional Support	70,817	98,550	48,575	64,666	86,280
Operation and Maintenance of Plant	51,719	42,546	74,877	63,310	61,434
Scholarships and Waivers	92,317	88,453	156,915	179,467	131,215
Depreciation	32,513	33,791	35,939	35,657	34,019
Auxiliary Enterprises	7,383	7,036	43,934	8,333	6,849
Total	$514,852	$531,947	$653,630	$621,565	$609,841

Source: Functional Distribution of Operating Expenses in Notes from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Exhibit 13.3-2. Functional Distribution of Operating Expenses by Fiscal Year (in thousands)
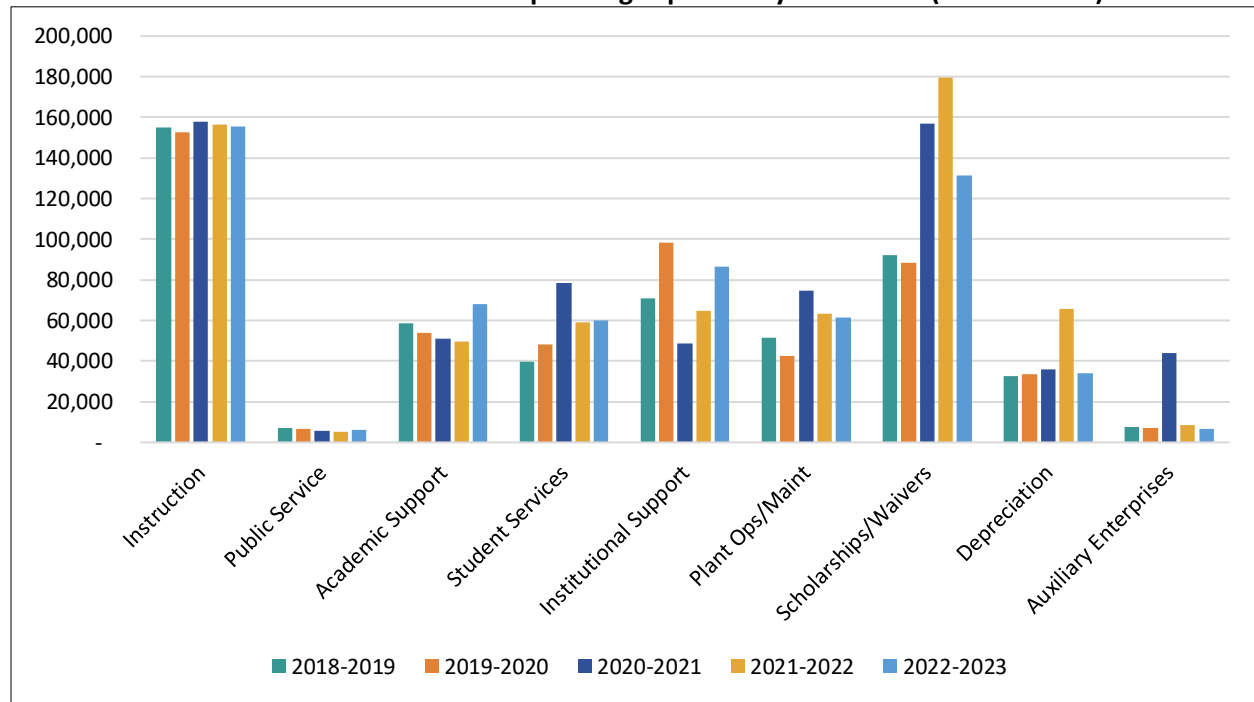
Endowment Trends

Pursuant to a referendum held in September 1992, Miami-Dade County was authorized to exceed the constitutional millage limitation and levy an ad valorem tax of ¾ of a mill for a two-year period for the purpose of maintenance, improvement, and expansion of occupational, vocational, and educational programs at the College. The funds generated by this referendum were approximately $94 million and were invested and deposited in the College's quasi-endowment fund, of which the Board of Trustees established a maximum annual withdrawal of $9.5 million for use by the College.

Endowment funds are also held by the College's direct support organization, the Miami Dade College Foundation, Inc. Total endowment investments held by the College and the MDC Foundation and the nonexpendable portion of the endowments are shown in Table 13.3-8. Proceeds from the MDC Foundation are primarily spent on student scholarships pursuant to the Foundation's spending policy and are not included in the College's operating budget.

Table 13.3-8. Endowment Funds Held by MDC and the MDC Foundation, Inc. (in thousands)

Fiscal Year Ending June 30	2019	2020	2021	2022	2023
Endowment Investments:					
College	$137,513	$133,954	$171,424	$156,837	$173,342
Foundation	95,160	77,599	101,419	101,417	89,618
Total Endowment Investments	$232,673	$211,553	$272,843	$258,254	$262,960
Nonexpendable Endowment:					
College	$ -	$ -	$ 2,707	$ 2,591	$ 2,695
Foundation	51,616	52,672	53,896	53,423	54,687
Total Endowment Investments	$51,616	$52,672	$56,603	$56,014	$57,382

Source: Statements of Net Position from MDC SFAG Financial Audit Reports for FYE June 30, 2019; FYE June 30, 2020; FYE June 30, 2021; and FYE June 30, 2022; and Annual Financial Report for FYE June 30, 2023.

Debt Trends

MDC does not currently carry any long-term debt other than estimates for compensated absences, pensions payable, and other post-employment benefits payable. Current liabilities consist of only payables, deposits held for others, and unearned revenues that represent the recognition of operational timing differences.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Annual Financial Report 2022-2023 Excerpt - Distribution of Expenses by Functional Classification

Annual Financial Report 2022-2023 Excerpt - Statement of Cash Flows

Annual Financial Report 2022-2023 Excerpt - Statement of Net Position

Annual Financial Report 2022-2023 Excerpt - Statement of Revenues, Expenses, and Changes in Net Position

Annual Financial Report FYE 2023.06.30

Annual Financial Reports 2019-2023 - Schedule 1: Accounts by GL Code

Audit Excerpts - Condensed Statement of Net Position 2019-2022

Audit Excerpts - Distribution of Expenses by Functional Classification 2019-2022

Audit Excerpts - Statement of Net Position 2019-2022

Audit Excerpts - Statement of Revenues, Expenses, and Changes in Net Position 2019-2022

Audit Excerpts - Statements of Cash Flows 2019-2022

Enrollment Profile - Five-Term Trends

Enrollment Profile - Five-Year Trends 2019-2023

Financial Audit FYE 2019.06.30

Financial Audit FYE 2020.06.30

Financial Audit FYE 2021.06.30

Financial Audit FYE 2022.06.30

FLDOE.org Carryforward Spending Plans

Florida Administrative Code Rule 6A-14.07621 - Performance-Based Incentive Program

Florida College System Accounting Manual

Florida Statutes § 1001.66 - Florida College System Performance-Based Incentive

Florida Statutes § 1011.84 - Procedure for determining state financial support and annual apportionment of state funds to each Florida College System institution district

Florida Statutes § 1013.841 - End of year balance of Florida College System institution funds

MDC Spending Plan 2023-2024

Policies - Chapters III and VI

Procedures - Chapters 3 and 6

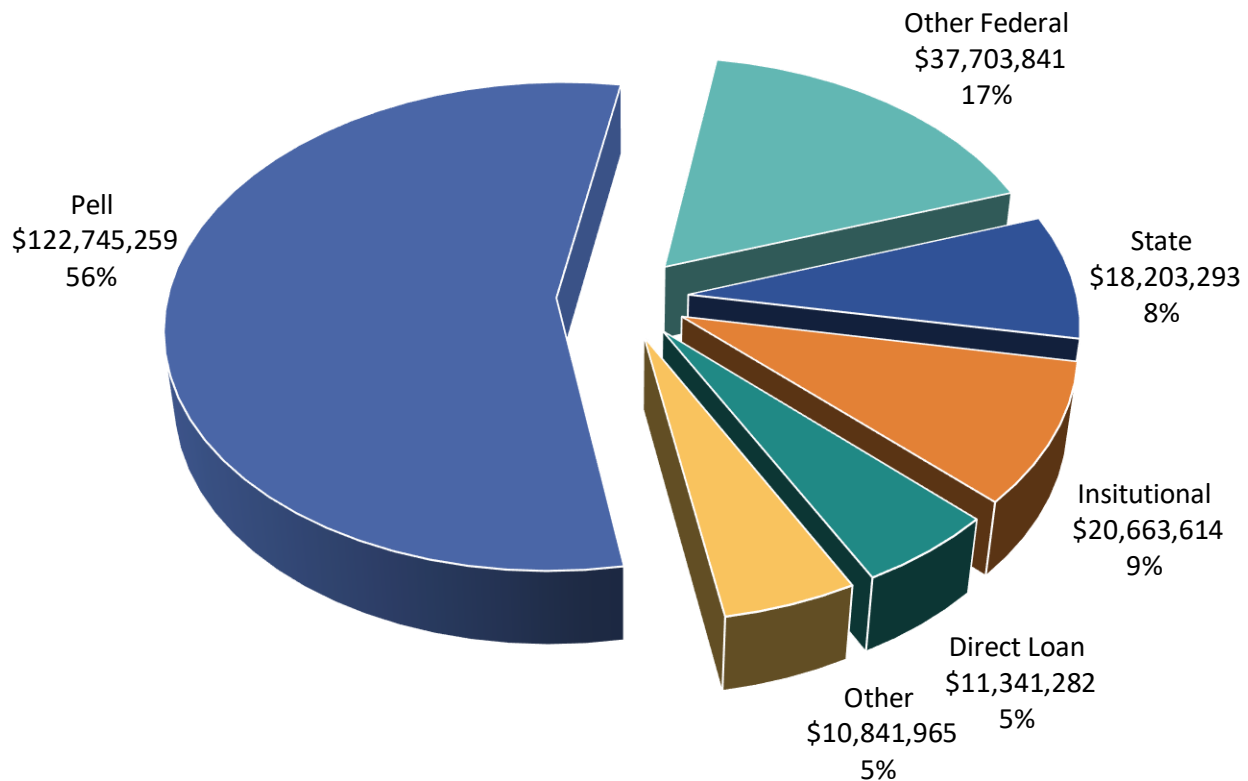| 13.6	The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education. *(Federal and state responsibilities)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations.

MDC provides financial assistance through a number of federal, state, and institutional programs, as shown in the chart below. Student financial assistance is administered through the offices of the Associate Vice Provost, Student Financial Services - District and eight campus and center directors, who meet regularly to review programs, regulations, and institutional procedures to ensure regulatory compliance. The College has developed processes and procedures, which are published on the College Financial Aid webpage, in order to mitigate compliance issues, lower default rates, minimize student issues and errors, and better connect students to financial assistance.

Total Awards: $221,499,254

Pell
$122,745,259
56%

Other Federal
$37,703,841
17%

State
$18,203,293
8%

Insitutional
$20,663,614
9%

Direct Loan
$11,341,282
5%

Other
$10,841,965
5%

Source: ProSAM Reports, Total Awards by Type for 2022-2022.

Title IV Program Responsibilities and Compliance

Miami Dade College has a strong record of participation in and compliance with Title IV. For the past five years, MDC has disbursed, on average, nearly $230 million per academic year from various federal programs, including the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, and William D. Ford Direct Loans programs. MDC's approved Program Participation Agreement and Eligibility and Certification Approval Report with the U.S. Department of Education confirm the institution's eligibility to participate in these Title IV programs. Table 13.6-1 provides summary data on financial aid applications and awards at MDC for the past five years.

Table 13.6-1. Financial Aid Applications and Awards at MDC, 2018-2019 through 2022-2023

ISIR Year	FA Form Received (ISIR)	Enrolled with FA Forms	Pell Awards Disbursed	Direct Loan Disbursed	FA System Awards Disbursed
2018-2019	88,181	51,159	$144,379,764	$19,199,124	$203,304,890
2019-2020	81,270	49,114	$144,959,755	$16,222,534	$216,263,924
2020-2021	74,766	46,052	$115,094,618	$10,371,074	$239,476,940
2021-2022	72,795	45,703	$113,721,212	$9,010,972	$267,594,577
2022-2023	70,691	45,019	$122,745,259	$11,341,282	$221,499,254

Source: *ProSAM Reports, Total Awards by Type for 1819-2223.*
Note: *ISIR stands for Institutional Student Information Record*

Student Loans

MDC is in compliance with the processing and disbursement of Title IV loans. Students are directed through the College's Financial Aid, Important Forms webpage or by one of the campus financial aid offices to the request forms for the Federal Direct Stafford Loan and the Federal Direct PLUS Loan, both of which support online completion and submission. Both the Financial Aid, Loans Self Help webpage and the loan request forms provide links to guidance on loan entrance counseling, repayment options, and exit counseling available on the Federal Student Aid website.

Students accepting loans receive frequent notifications from MDC regarding their certified loan amount, the expected disbursement dates, changes to the borrowed amounts, and their responsibilities as a loan recipient. MDC's financial aid counseling and outreach efforts have had the combined effect of minimizing default rates, as evidenced in Table 13.6-2.

Table 13.6-2. Cohort Default Rate History, 2018-2020

Cohort Fiscal Year	Number of Borrowers in Default	Number of Borrowers in Repayment	Official Default Rate
2020	0	2,281	0%
2019	80	2,501	3.1%
2018	257	3,198	8.0%
Three-Year Average	337	7,980	4.2%

Source: *US Department of Education Official Cohort Default Rate Search for Postsecondary Schools*

Return of Title IV Program Funds

The College is in compliance with provisions related to the return of Title IV funds, adhering to appropriate guidelines for identifying, calculating, notifying students of, and returning unearned Title IV funds to the appropriate federal programs. Title IV funds include Pell Grants, Supplemental Educational Opportunity Grants, and subsidized and unsubsidized direct loans.

The return of Title IV funds is calculated for students who have an official or unofficial withdrawal, as described below.

- Official Withdrawals: Students who receive federal financial aid and withdraw from 100% of their classes on or before the 60% point of the term must have their financial aid recalculated to determine any unearned financial aid amounts due the program.

- Unofficial Withdrawals: Students who receive federal financial aid and fail to receive a passing grade in at least one course must have their records reviewed to determine any unearned financial aid or unearned fees due the program. Failing grades are not evidence of an unofficial withdrawal and must be supported by attendance documentation.

For the past three years, the College has identified an average of 93 students for overpayments and 2,672 students for program refunds, as shown in Table 13.6-3. The result has been an average of $1.68 million per year refunded to the Title IV program for the last three years.

Table 13.6-3. Refunds to the Title IV Program, 2020-2022

Academic Year	Number of Students Calculated for Overpayments	Overpayments Paid to Students	Number of Students Calculated for Program Refunds	Refund to Title IV Programs
2020-2021	68	$2,326,022	2,371	$1,404,654
2021-2022	91	$2,958,196	2,826	$1,844,612
2022-2023	121	$3,188,731	2,820	$1,793,647
Average	93	$2,824,316	2,672	$1,680,971

Other Program Reporting
The College annually completes the Fiscal Operations Report and Application to Participate (FISAP) and the IPEDS survey, as required for all institutions participating in any Title IV federal financial assistance program.

State and Institutional Programs
In addition to federal programs, MDC students participate in a number of state and institutional financial aid programs, including state grants, programs, and scholarships, which are awarded primarily based on eligibility requirements and the timely completion of applications. These programs are both need- and merit-based, and include the Florida Student Assistance Grant, Bright Futures Scholarships, the Florida Prepaid College program, and scholarships awarded through the College's support organization, among others. Regulations governing the state programs share a number of requirements with federal programs, including standards of academic progress, returns based on attendance records, and timely preparation of periodic award reconciliations.

College compliance with all federal and state financial aid requirements is verified through a number of mechanisms, including annual audits conducted through the Office of the Florida Auditor General, periodic Department of Education reviews, and internal random testing and reviews. Audits of MDC's financial aid programs show that the institution remains materially in compliance with all federal and state financial aid requirements.

Federal and State Audits and Reviews
The Office of the Florida Auditor General conducts an annual audit in accordance with the Single Audit Act of 1984, amended 1996, and OMB Circular A-133: Audits of States, Local Governments, and Non-

Profit Organizations, which provide audit requirements for verifying proper expenditure of funds. Audits are compiled at the state level and include all the state entities and participating programs. Audit reports are publicly available from the Reports section of the Florida Auditor General website.

Audit reports for MDC are included in the annual State of Florida - Compliance and Internal Controls Over Financial Reporting and Federal Awards report issued by the State of Florida Auditor General. Attached to the summary report is the full audit report, as linked in the table below, which would describe findings for MDC, should any be identified. The absence of Miami Dade College in the Index of Findings by State Entity indicates that the College received no findings. Also attached to the summary report is the Summary Schedule of Prior Audit Findings, which would include the status of any finding for MDC from prior audits, should any exist. Table 13.6-4 provides a condensed view of financial aid audit findings for MDC for the past three years. The College addresses any issues pursuant to audits of federal and state programs in a timely manner, and has processes in place to ensure ongoing compliance.

Table 13.6-4: Financial Aid Audit Findings

Audit Report Findings	Status
Report 2023-174: For the Fiscal Year Ended June 30, 2022	
No findings reported	
Report 2022-189: For the Fiscal Year Ended June 30, 2021	
No findings reported	
Report 2021-182: For the Fiscal Year Ended June 30, 2020	
2020-053, Student Financial Assistance Cluster 2020-054, Student Financial Assistance Cluster	Fully Corrected as of FYE June 30, 2022
2020-056, Student Financial Assistance Cluster	Fully Corrected as of FYE June 30, 2021

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Federal Student Aid (FSA) Eligibility and Certification Approval Report

Federal Student Aid (FSA) Program Participation Agreement

Federal Direct PLUS Loan Request Form 2023-2024

Federal Direct Stafford Loan Request Form 2023-2024

Financial and Federal Single Audit FYE 2020.06.30

Financial and Federal Single Audit FYE 2021.06.30

Financial and Federal Single Audit FYE 2022.06.30

Financial and Federal Single Audit FYE 2022.06.30 - Summary

Fiscal Operations Report and Application to Participate (FISAP) 2022-2023

FLAuditor.gov - Reports Issued by the Auditor General

IPEDS Financial Aid Report 2021-2022

MDC.edu Financial Aid

MDC.edu Financial Aid - Important Forms

MDC.edu Financial Aid - Types of Aid - Loans

NSLDS Official Cohort Default Rate 2018-2020

Student Loan Notification Letter - samples

StudentAid.gov

Summary Schedule of Audit Findings FYE 2021.06.30

Summary Schedule of Audit Findings FYE 2022.06.30

13.7	The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the College's educational programs, support services, and other mission-related activities.

As a member of the Florida College System (FCS), Miami Dade College prepares students for transfer to upper-division colleges and universities through the associate in arts degree and provides essential workforce education through its associate in science, baccalaureate, and certificate programs. To support its mission, MDC owns or operates 123 major buildings on approximately 500 acres across 12 sites, including eight campuses, one permanent outreach center, one leased outreach center, and two leased special-purpose off-campus instructional locations, as shown in Table 13.7-1. Combined, these facilities total more than 7.8 million gross square feet (GSF) of building space. Site plan documents show the location of buildings and facilities at each College campus and the Carrie P. Meek Entrepreneurial Education Center (MEEC), which are geographically dispersed throughout Miami-Dade County.

**Table 13.7-1. Miami Dade College Campus and Instructional Centers**

Site Name	Address	Acres	Total Buildings*	Total Building Area
Hialeah Campus	1780 W 49th St, Hialeah, FL 33012	8.55	4	554,561
Homestead Campus	500 College Ter, Homestead, FL 33030	18.49	7	238,097
Kendall Campus	11011 SW 104th St, Miami, FL 33176	183.57	37	1,575,131
Medical Campus	950 NW 20th St, Miami, FL 33127	8.49	4	857,148
North Campus	11380 NW 27th Ave, Miami, FL 33167	241.78	42	1,180,011
Padrón Campus	627 SW 27th Ave, Miami, FL 33135	8.71	10	790,811
West Campus	3800 NW 115th Ave, Doral, FL 33178	9.89	3	1,004,873
Wolfson Campus	300 NE 2nd Ave, Miami, FL 33132	17.83	12	2,335,070
Meek Entrepreneurial Education Center	6300 NW 7th Ave, Miami, FL 33150	1.33	1	46,203
Gibson Education Center	3629 Grand Ave, Miami, FL 33133	0.05	1	2,277
MDC Aviation Center	2460 NW 66th Ave, Miami, FL 33122	0.24	1	9,411
Miami Executive Airport	12800 SW 145th Ave, Miami, FL 33186	1.76	1	9,694

Total Buildings include facility types 1-building, 7-building with parking, and 8-parking garage.

MDC has additional off-campus instructional sites (OCISs) at local banks and area high schools where more than 25% of a credential can be earned, as detailed in the Institutional Summary Form. The banks are commercial enterprises located in Miami's Brickell Avenue financial district, where students can earn college credit certificates in banking-related programs of study. Program faculty ensure that a proper learning environment is maintained by the partner banks. Instruction is held in training/board rooms that are fully equipped by the banks with projection systems, instructor workstations, internet access, whiteboards, and student computer stations, if needed. Parking is provided by the banks at no cost to the students. Additional OCISs are public and private high schools within Miami-Dade County where instruction occurs within the traditional classroom setting. These OCIS facilities are fully under the operational umbrellas of the banks and high schools, and are therefore maintained by the individual entities. MDC also offers two degree programs at the Everglades Correctional Institution. Miami Dade College does not include these locations in its facilities planning or maintenance operations.

The Facilities Inventory contains a comprehensive list of all facilities at the instructional locations listed above. The Facilities Room Inventory provides a breakdown of listed structures by room and space type:

North Campus

- Hialeah Campus
- Homestead Campus
- Kendall Campus
- Medical Campus
- North Campus
- Padrón Campus
- West Campus
- Wolfson Campus, which includes the Gibson Education Center
- Meek Entrepreneurial Education Center.
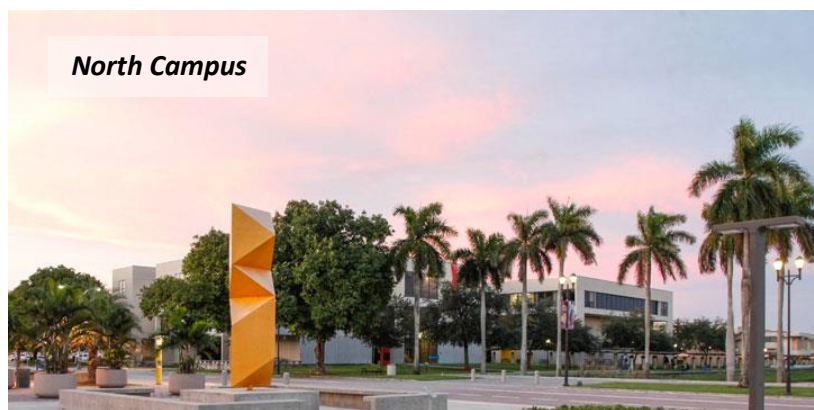
The current facilities inventory represents an increase of approximately 224 thousand gross square feet since 2020, as a result of additions described in Table 13.7-2.

Table 13.7-2. Summary of New Construction and Acquired Facilities since 2020

Site	Facility Name	GSF	Major Amenities	Programs/Areas Served
Homestead Campus	Student Success Center	63,355	Classrooms and related support spaces for student support and resources.	Various areas of service
Kendall Campus	Reno Property	160,736	Donated historical property	
Total: 224,091 gross square feet				

MDC's assignable square feet per full-time equivalent was 51.51 for the 2021-2022 fiscal year, as demonstrated in the Space Allocation per MDC Existing Facilities document. MDC's room utilization rate for demonstrates weekly use of classroom and laboratory space across the College. The state of Florida uses a formula to compare the hours per week for classes scheduled for each room to a standard of 40 hours per week for classrooms and 30 hours per week for laboratories to represent 100% utilization. Historically, MDC offers face-to-face courses for more hours per week than assumed by the utilization rate framework, to include early morning, late evening, and weekend classes. The result is a relatively high utilization rate for classroom space that is not indicative of nearing the maximum capacity for

existing facilities. Table 13.7.3 shows the impact of the COVID-19 pandemic on room utilization beginning in fall 2020, as only limited instruction was occurring on campus. The College continued to experience a residual effect of the pandemic on face-to-face instruction, as demonstrated by the fall 2022 room utilization rates of 34% and 30% for classrooms and laboratories, respectively.

Table 13.7-3. Room Utilization Rates, Fall Terms 2018-2022

Room Type	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Classrooms	83.4%	76.4%	31.1%	29.2%	34.1%
Laboratories	55.9%	55.3%	32.9%	22.0%	30.1%

Source: Florida College System CCTCMIS: IDPRURPT, RCOLMATC 2018-19 rough 2022-23 Student, Personnel, Facilities Database

MDC facilities, both on and off campus, meet the standards of the State Requirements for Educational Facilities (SREF) relating to size of space and occupant design criteria. The facilities have been planned and designed to apportion the total space appropriately among the educational and various support activities of the College when compared to the state-defined standard for such space allocation, as illustrated in Table 13.7-4.

Kendall Campus

Table 13.7-4. Summary of Space Allocation (%): Comparison of MDC Facilities to State Standards

Site	Classroom and Laboratory Facilities	Office Facilities	Library and Study Facilities	Special and General Use Facilities	Support Facilities
Hialeah Campus	45%	24%	14%	12%	4%
Homestead Campus	52%	29%	10%	6%	3%
Kendall Campus	42%	28%	6%	19%	5%
Medical Campus	58%	22%	7%	2%	11%
North Campus	46%	24%	8%	11%	12%
Padron Campus	42%	23%	8%	13%	14%
West Campus	30%	22%	11%	13%	24%
Wolfson Campus	40%	33%	7%	11%	8%
Meek Entrepreneurial Education Center	62%	34%	4%	0%	0%
State of Florida Standard	**42%**	**19%**	**13%**	**22%**	**4%**

Source: Space Allocation per MDC Existing Facilities; State Requirements for Educational Facilities, Section 6.2, Space Utilization and Space Needs Generation Factors, Formulas, and Standards (pp. 145-154).

The College also analyzes the space needed over the next five years to support projected enrollment. SREF formulas are applied to enrollment to determine the square footage of classroom, vocational lab, non-vocational lab, library, and office space needed to support the current or projected capital outlay

FTE (COFTE). Classroom and lab space are broken down by formula into student stations. The square footage of existing space is likewise converted to student stations, and then space and station deficits and surpluses are determined by comparing projected to actual, as detailed in Table 13.7-5 and summarized in Table 13.7-6.

Table 13.7-6. Projected Space Allocation Surplus/Deficit for 2025 Capital Outlay FTE Projections

	Classrooms	Non-Voc Labs	Vocational Labs	Library	Offices	TOTAL
Hialeah Campus	-14,174	-33,573	-884	-27,444	-22,693	-98,768
Homestead Campus	-1,099	-22,211	1,064	-16,452	4,422	-34,276
Kendall Campus	-23,426	-54,550	25,425	-85,986	37,917	-100,620
Medical Campus	12,872	29,464	-74,555	-11,319	13,887	-29,651
North Campus	-10,542	-41,996	-6,598	-52,684	26,680	-85,140
Padron Campus	-2,481	-17,750	-3,161	-28,518	-9,327	-61,237
West Campus	2,259	-25,907	-3,481	-12,454	1,431	-38,152
Wolfson Campus	-89,186	-113,530	-53,139	-11,945	-16,145	-283,945
Meek Center	2,475	-2,457	39	-5,234	457	-4,720
TOTAL	**-123,302**	**-282,510**	**-115,290**	**-252,036**	**36,629**	**-736,509**

Facilities Master Plan

To ensure that MDC's physical facilities are adequate and appropriate to serve the needs of the institution's educational programs, support services, and other mission-related activities, the College engages in an ongoing process to develop and revise its Educational Plant Survey (EPS), which supports the Master Plan efforts. Conducted every five years, pursuant to § 1013.31, Florida Statutes (FS), the EPS is a systematic study of present educational and ancillary plants, with a determination of future facilities and related site needs based on projections of future enrollment growth and funding.

Wolfson Campus

MDC's capital outlay FTE (COFTE) projections, which forecast anticipated FTE enrollment growth, are developed annually by MDC Institutional Research and Business Affairs for reporting to the Florida Department of Education. Table 13.7-7 shows that the most recent projections predict a continued gradual increase in capital outlay FTE over the next five years.

Table 13.7-7. Collegewide Capital Outlay FTE (COFTE) Projections 2020-25

	2020-21	2021-22	2022-23	2023-24	2024-25
Capital outlay FTE	44,146	45,035	45,861	47,273	47,411
% change from previous year		+1.9%	+1.8%	+2.9%	+0.29%

Source: *PJC30C2020 NOTE: NON-VOC INCLUDES A&P, DEVED, VPREP, AB, ASG, EPI. VOC INCLUDES PSV, PSAV, APPR.*

The Educational Plant Survey contains recommendations for site acquisition, development, and improvement, as well as remodeling, renovation, and new construction at each of the College's sites. Recommendations are based on a review of the number, type, and current condition of existing College facilities; current enrollment and projections of future enrollment trends; and other factors related to population, economic, and program growth. Specific recommendations are developed by the leadership at each campus in cooperation with the Office of Facilities Planning to ensure that campus needs are balanced with collegewide infrastructure needs. The resulting campus plans are then included in the collegewide EPS. MDC's current Educational Plant Survey was approved by the District Board of Trustees on June 16, 2020, and indicates the potential need for over 5.4 million additional square feet of facilities to satisfy potential program and enrollment growth through 2024-25.

Projects identified in the EPS are submitted for state funding consideration as part of the annual Capital Improvement Program (CIP), pursuant to Procedure 5080. The 2023-2024 CIP was approved by the District Board of Trustees at its June 20, 2023, meeting, and reflects an $85 million request for deferred maintenance, remodeling, and new construction projects at four of the College's campuses for fiscal year 2024-25. MDC annually updates and submits its CIP funding request as required by § 1013.60 and § 1013.64(4)(a), FS.

Medical Campus

Funding for Florida college facilities predominantly comes from state funds, local revenue sources, investments, and private donation funds. State funding is provided primarily from Public Education Capital Outlay (PECO) funds, which flow from state gross receipt taxes, a stable but slow-growing tax source derived from the sale of electricity, gas, fuels, and communications services. MDC has received more than $50.5 million in PECO funds in the five years from 2019-2020 to 2023-2024, as well as State Fiscal Recovery Funds of $54.5 million in 2022-2023 allocated for deferred maintenance. The College is also projected to have received more than $170.7 million for the same period from local revenue sources, investments, and private donation funds. Table 13.7-8 details revenue allocated over the five-year period to the capital program. MDC has had no audit findings regarding fixed assets.

Table 13.7-8. MDC Capital Program Funding, 2019-20 through 2023-24

FUNDING SOURCE	2019-20	2020-21	2021-22	2022-23	2023-24
PECO	$ -	$ -	$ 1,697,180	$ 30,088,054	$20,404,451
Capital Improvement Fees	20,490,422	20,494,565	19,680,599	18,141,568	17,818,557
Local	-	-	-	-	-
Access/Parking Fees	3,784,965	1,794,000	1,800,000	1,800,000	825,000
Capital Outlay & Debt Service	-	1,702,753	1,654,990	1,500,000	1,300,000
Private Contribution	-	17,741,572	17,241,572	-	3,675,000
Investment Income	713,147	8,000,000	4,000,000	-	3,750,000
Other Revenue (Uninsured Loss)	-	-	-	2,841,122	-
State Fiscal Recovery Funds	-	-	-	54,523,633	-
Total Capital Allocation	$24,988,534	$49,732,890	$46,074,341	$108,894,377	$47,773,008

Source: *MDC Financial Plan & Annual Budget 'Exhibit G – Unexpended Plant Funds – Revenues Section' for FY 2019-2020 through 2023-2024.*

Facilities Condition Assessments and Related Maintenance of Existing Facilities

MDC'S Facilities Management Division conducts regular inspections to assess building condition and associated site systems. The College uses both outside consultants and in-house trade staff to restore facilities to acceptable condition. The facilities and site system condition assessments are prioritized according to the following criteria:

- **Priority 1 - Mission Critical Concerns:** Deficiencies or conditions that may directly affect the facility's ability to remain open. These deficiencies typically relate to building safety, code compliance, severely damaged or failing building components, and other items that require near-term correction. An example of a Priority 1 deficiency is a failing fire alarm system.

- **Priority 2 - Indirect Impact to Mission:** Items that may progress to a Priority 1 item if not addressed in the near term. An example of a Priority 2 deficiency is an inadequate roof that could cause deterioration of integral building systems if not addressed in the near term.

- **Priority 3 - Short Term Conditions:** Deficiencies that are necessary but may not require immediate attention. These items should be considered necessary improvements required to maximize facility efficiency and usefulness. Examples of Priority 3 items include site improvements and plumbing deficiencies.

- **Priority 4 - Long term Requirements:** Items or systems that may be considered improvements to the instructional environment. The improvements may be aesthetic or provide greater functionality. Examples include cabinets, finishes, paving, or removal of abandoned equipment.

- **Priority 5 - Enhancements:** Deficiencies aesthetic in nature or considered enhancements. Examples of typical deficiencies in this priority include repainting, improved signage, or other improvements to the facility environment.

The comprehensive facilities condition assessment performed in 2020 identified $123.9 million in current deficiencies. The projected life cycle renewal needs for MDC's facilities over the next 10 years is estimated to be $712.1 million. Combining current needs with the next ten years of anticipated life cycle renewals forecast, MDC may experience $836 million in facility-related needs. Details of these deficiencies are cataloged in a database, which is used to inform the capital planning process. The database is updated on a semi-annual basis to keep data current and accurate.

The facilities and site systems condition assessment and project prioritization take place once a year beginning each January. The identified deficiencies are incorporated into MDC's Capital Renewal Program with projects that include heating, ventilation, and air-conditioning systems and associated air distribution and controls; fire alarm upgrades;

Homestead Campus

electrical components; domestic water piping and plumbing; site and roadways; and other projects. These projects are funded through Capital Improvement Program (CIP) dollars at the levels identified in

Table 13.7-9. Table 13.7-10 provides examples of MDC capital projects completed in 2019-2023. Table 13.7-11 provides examples of projects in MDC's current Capital Renewal Program.

Table 13.7-9. Funds Expended/*Budgeted for Capital Improvements, 2019-20 through 2023-24

2019-20	2020-21	2021-22	2022-23	2023-24*
$50,400,656	$159,521,809	$65,000,000	$139,846,346	$61,407,057

Source: *MDC Financial Plan & Annual Budget 'Exhibit G – Unexpended Plant Funds – Revenues Section' for FY 2019-2020 through 2023-2024.*

Table 13.7-10. Examples of Completed Capital Projects, 2019-20 through 2022-23

Site	Project Description	Project Cost
Hialeah Campus	Restroom renovations, electrical and mechanical improvements, building envelope maintenance	$3,735,000
Homestead Campus	Nursing Labs remodel, Bldg G labs HVAC upgrades, parking lots	$12,181,670
Kendall Campus	Covered walkway renovations, elevator modernizations, Bldg L renovation, tennis court improvements, athletic field lighting, Bldg N remodel/renovation	$18,449,813
Medical Campus	Elevator modernizations, Bldgs 1 and 2 roof renovations	$6,177,910
North Campus	Elevator modernizations, Bldg 5 roof renovation, Bldg 1 HVAC upgrades, Bldg 1 Artificial Intelligence Center	$12,233,850
Padron Campus	Bldg 1 labs and Student Services remodel, Bldg 5 roof renovation, Bldg 4 structural repairs, Bldg 6 Floors 11-15 build-out	$28,520,904
West Campus	Bldg 2 build-out	$14,456,500
Wolfson Campus	Various deferred maintenance, exterior lighting, Bldg 7 parking garage renovation, Bldg 6 Hospitality Center and Culinary kitchen, Bldg 2 Artificial Intelligence Center, cooling towers replacement	$33,092,935

Table 13.7-11. Examples of Current Capital Projects, 2023-2024

Site	Project Description	Project Cost
Hialeah Campus	Bldg 1 infrastructure improvements	$1,053,480
Homestead Campus	Bldg D mechanical, Bldg G generator, science lab improvements	$5,690,553
Kendall Campus	Various deferred maintenance, roofing, building envelope, waterproofing, mechanical, electrical, conveyances; Bldg L cooling towers; Bldg 3 mechanical renovations, restrooms renovations; Bldg 6 remodel	$54,361,879
Medical Campus	Bldg 1 remodel and renovations, and mechanical renovations	$42,522,802
North Campus	Various deferred maintenance roofing, waterproofing building envelope, electrical, mechanical, and conveyances; Meek Center structural, lightning protection	$28,937,237
Padron Campus	Chiller and cooling tower replacement; Koubek Center emergency generator; Bldg 3 envelope repairs, roofing renovations; Bldg 6 structural repairs	$8,010,961
West Campus	Bldg 1 flooring and stair renovations, 3rd floor build-out	$4,881,000
Wolfson Campus	Bldg 3 mechanical, electrical, fire safety renovations; Bldg 2 mechanical renovations; Bldg 5 infrastructure upgrades; Freedom Tower renovation	$70,560,494

The annual Capital Improvement Program includes a funding allocation to each campus for minor capital projects. Once the CIP has been approved, each campus administration identifies and prioritizes minor

Padrón Campus

capital projects for their site. Depending on the nature of the proposed project, campus administration may work with various stakeholder groups and departments, including Facilities Management, to develop the details for each project. Campus administration then submits a project request that is reviewed by campus leadership and Facilities Management for approval.

To carry out these projects, the Office of Facilities Management creates a monthly work plan that outlines departmental goals and objectives for the year, and is then used to monitor and track progress. Progress reports are provided periodically to the Executive Vice President and Provost.

Continuing Routine and Preventative Maintenance

The College's Facilities Maintenance department uses its operational budget for ongoing maintenance

and repairs of the College's sites, facilities, and grounds. Projects are categorized as either routine, preventative, or equipment maintenance. Routine and preventative maintenance issues are collected and managed through the College's online facilities management system (FMS), which facilitates scheduling and assigning service requests for completion. Equipment and vehicle maintenance

Hialeah Campus

are managed by the campus Maintenance Zone Supervisors, who engage external providers, either through service agreements or blanket purchase orders, to complete equipment repairs.

MDC addresses maintenance issues with in-house staff, service contracts, and trades contractors. All service request calls made to the maintenance department phone numbers are entered into the FMS. In addition, an electronic service request process is available to all MDC employees to request service or report problems online. Service requests received are managed by

West Campus

the Maintenance Zone Supervisor within the online system.

Work orders are distributed to MDC's trades personnel to process and address the repairs. Supervisors can track projects online by site, trades, assigned employee, and more, and make real-time adjustments to work priorities and materials to maintain an effective and efficient routine and preventative maintenance workflow. Service requests are fulfilled through service contracts for issues requiring specialized expertise or to improve cost effectiveness. Upon job completion, the Maintenance Zones Supervisors review and close the work orders. The service request management system provides activity and benchmarking reports, which are used for management-level oversight.

Satisfaction with Facilities

Every two years the Office of Strategy and Institutional Effectiveness administers the Enrolled Student Survey (ESS) to students within randomly chosen classes to evaluate the adequacy and appropriateness of services and operations across the College. Questions on the ESS provide feedback on student satisfaction with the maintenance of College facilities. Survey results identifying student agreement with facilities-related statements from 2018, 2020, and 2022, as shown in Table 13.7-12, demonstrate student satisfaction with the state of College facilities.

Table 13.7-12. Student Agreement with Facilities-Related Statements, 2014, 2016, and 2018

Facilities-Related Statement	% Student Agreement		
	2018	2020	2022
MDC has campus facilities that are maintained in excellent condition.	74%	68%	76%
MDC has employees that are courteous and friendly.	76%	72%	78%

Source: *Enrolled Student Survey, 2018, 2020, and 2022.*

Control of Physical Resources

The College has enacted Policy III-60 and Procedure 3900 to ensure that proper control is maintained of its physical resources, as referenced in § 1001.64(27), FS. The purpose of Procedure 3900 is to provide a system for the care, custody, and control of College property. "Property" refers to all property and equipment received, including computers, that costs $1,000 or more per item and has a life expectancy of one year or more.

MDC Property Management receives and maintains property control of items and affixes the appropriate property control decal to each item where it can be readily seen and subjected to the least wear. The property control decal allows each item to be tracked throughout its lifetime from the time of purchase. All items received by Property Management include a purchase order that contains the assigned department information. Property Management conducts a complete perpetual physical inventory of all property and equipment, scanning all decaled items on an annual basis.

To remove an asset from service, an Asset Disposal Form must be completed and forwarded to Property Management. Each asset disposal request is reviewed by the Asset Disposal Board, and recommended to the Vice Provost for Business Affairs, who then submits a list of disposed assets to the District Board of Trustees for final approval.

Risk Management

Risk management services are provided by the College's Risk Management Department, supplemented by the Florida College System Risk Management Consortium (FCSRSM). The consortium is a risk-sharing pool formed by the Florida College District Boards of Trustees under a mutual agreement. Section 1004.725, FS, allows the creation of a consortium by the Florida College System (FCS) to develop a cooperative system of risk management under one comprehensive, statewide plan. In addition, the

Florida legislature has provided authority for the Florida College System to participate in self-insurance, excess insurance, and specific insurance programs through the consortium. These programs include workers' compensation, liability, property, employee benefit plans, and others. The consortium manages the insurance programs in accordance with Florida statute and as approved by the member colleges' Risk Management Council, a committee of the FCS Council of Presidents.

Collegewide property and casualty safety inspections are provided both by the College's Safety and Loss Control Manager and in a comprehensive collegewide annual inspection required by the state and performed by an inspection team provided by the Consortium. Any life/safety issues are addressed as high priority, and any other deficiencies are repaired as soon as possible. The Consortium's Enterprise Risk Management plans apply to Miami Dade College, as well as all other participating FCS institutions.

Technology Infrastructure

Miami Dade College's technology infrastructure is sufficient for the needs of the College, including distance education programming.

Network and Datacenter

The College's core network interconnects all campuses at a minimum of 1Gbps, with most campuses connected at 10Gbps. All core equipment provides an upgrade path for 40Gbps and 100Gbps, should it become a requirement. The core network topology provides redundant links to each campus using redundant providers. Outreach centers are connected to the College network over metro-ethernet services.

The College has a primary Internet service provider with redundant connections and a combined bandwidth of 20Gbps. Firewalls have been updated to support 10Gbps of firewall, IPS, and application control traffic. Shapers are deployed at the edge of the network to enhance the efficiency of Internet throughput, prioritize applications, and control certain high-traffic classes. Desktops are connected at 1Gbps. All access layer switches uplink to the distribution layer at 10Gbps.

Wireless access has been deployed throughout all campus and outreach facilities. Areas where students congregate, such as libraries, cafeterias, and outdoor sitting areas provide additional wireless bandwidth to support the higher density of devices. The College uses 802.11ac wireless technology but is deploying a new infrastructure based on the newer, more capable 802.11ax (Wi-Fi 6) standard.

The College ERP system is entirely hosted on the Oracle cloud infrastructure with two instances of the full environment residing at geographically diverse facilities. The primary facility hosts all production systems, and a secondary facility hosts the disaster recovery infrastructure and backups for the system. The primary data center facility for workloads remaining on premises is at the Kendall Campus. The Kendall Campus Data Center is comprised of 1,100 square feet of equipment space supported by three dual mode, air handling units which operate primarily on chilled water. These units can also operate with regular refrigerant as a backup in case the chilled water system is not available. The facility has two UPS units capable of supporting the entire load should one of the two units fail. All equipment racks in the space have dual power feeds from the different UPS units for redundancy and fault tolerance. The entire facility, including lighting, UPS, and AHUs are backed by an emergency power generator that can run on standard fuel and natural gas. A secondary data center is operated at a remote commercial facility for redundancy and disaster recovery.

Business Applications

The College ERP system is powered by PeopleSoft, which supports the core business of the College in human resources, finance, payroll, and student systems. The PeopleSoft ERP system provides an online Student Center, which supports self-registration, fee payments, and transcript requests, among other features. PeopleSoft also provides an online Faculty Center with a single webpage access from which faculty can retrieve their class rosters, send notifications to students, and input final grades.

Additionally, the College employs the Salesforce customer relationship management (CRM) platform, which identifies and communicates with prospective students for recruitment and admissions. EAB Navigate allows students to develop a personalized academic plan, tracks students' academic progress, and generates alerts to facilitate early intervention. The MyMDC mobile app allows students to search and register for classes, update their contact information, and view their grades, class schedule, holds, advisors, financial aid awards, and payment history on their mobile devices.

Learning Management System

The Canvas learning management system (LMS) contains tools that facilitate the creation and delivery of online instruction. Canvas is used collegewide for credit and non-credit courses delivered face-to-face, online, blended, or web-enhanced. Faculty training for Canvas is provided through the Center for Institutional and Organizational Learning. The MDC Online Support Center provides technical support to both faculty and students. Additional information on Canvas support is included in Core Requirement 11.1 and Core Requirement 12.1.

Learning Spaces

All classrooms are equipped with a permanently mounted projection system and teacher workstation, as well as internet connectivity and WiFi. Classrooms are also available with additional equipment, such as Smartboard, document camera, and other instructional technology. Each campus and the Meek Entrepreneurial Education Center house a general-purpose computer courtyard at their learning resource centers, where computing and other instructional devices are available for loan to students, as described in Core Requirement 11.1.

Security & Policies

The College has implemented an array of security measures to protect data and systems, including mandatory annual security awareness training, email advanced threat protection, laptop drive encryption, multifactor authentication, data loss prevention, and quarterly vulnerability scan. The College has also updated its contract and service agreement templates to include security protection clauses. All software procurements must pass security assessment prior to approval.

MDC's District Board of Trustees has approved a number of facilities- and technology-related policies and the College President has approved procedures related to facilities and technology to guide the College in obtaining, operating, and maintaining educational facilities, networks, systems, and equipment to meet the current and projected needs of the College's educational programs.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

Asset Disposal Form - sample

Board Meeting 2020.06.16 Agenda Item - Educational Plant Survey (EPS)

Board Meeting 2023.03.21 Agenda Item - Property Disposal

Policy III-60 - College Property: Receipt, Custody, Insurance and Control

Procedure 3900 - Property Management

Procedure 5080 - Requesting Construction Services

Procedures Chapter 5

Procedures Chapter 7

Room Inventory - Hialeah Campus

Room Inventory - Homestead Campus

Room Inventory - Kendall Campus

Room Inventory - Medical Campus

Room Inventory - Meek Entrepreneurial Education Center

Room Inventory - North Campus

Room Inventory - Padrón Campus

Room Inventory - West Campus

Room Inventory - Wolfson Campus with Gibson Education Center

Room Utilization Reports 2018-2019 through 2022-2023

Space Allocation per MDC Existing Facilities

SREF Safety Inspection Report 2022-2023

State of Facilities Report 2020

State Requirements for Educational Facilities (SREF)

Table 13.7-5 Summary of Space Allocation

Section 14: Transparency and Institutional Representation

14.1	The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus. *(Publication of accreditation status)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and ensures all MDC branch campuses include the name of the College and make it clear that their accreditation depends on the continued accreditation of the parent campus.

MDC includes the required accreditation statement in official MDC publications, both print and digital, to ensure that current and prospective students, other educational institutions, employers, and the general public understand the College's accredited status. These publications include the College Catalog the MDC website, the Miami Dade College Viewbook, and the LEAP publication, among others. The wording of the statement, as shown below, adheres to the SACSCOC Policy Statement: *Institutional Obligations for Public Disclosure*, revised March 2023. As allowed in policy, MDC also uses the SACSCOC trademarked Stamp of Accreditation in conjunction with the full statement below on the College website:

> *Miami Dade College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Miami Dade College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Miami Dade College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).*

The required wording is communicated to College faculty and staff by the Marketing Communications department in the *MDC Editorial Guide*.

Miami Dade College presents itself in all informational, marketing, and recruitment materials as one college with eight campuses geographically disbursed throughout the diverse communities of Miami-Dade County. The College website makes clear, at the bottom of the Campuses webpage, that SACSCOC accreditation is vested within the College as a whole, as does all public messaging about institutional accreditation. All academic, administrative, marketing, and fundraising print and web media are required to contain the Miami Dade College logotype as its prime brand to enhance recognizability of the College. A version of the College logo has been created for each campus, containing the Miami Dade College name and stylized MD symbol. Design and editorial guidelines require that all external communications from any entity of the College carry Miami Dade College as the primary identification.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

College Catalog 2022-2024 - Accreditations

LEAP: A Student's Guide to Life - Fall 2022

MDC Design Guide

MDC Editorial Guide

MDC.edu Accreditation

MDC.edu Campuses

MDC.edu Marketing Communications - MDC Logo

Miami Dade College Viewbook

SACSCOC Policy Statement - Institutional Obligations for Public Disclosure

| 14.3 | The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. *(Comprehensive institutional reviews)* |

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:
Miami Dade College (MDC) applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Miami Dade College's Compliance Certification Report for Reaffirmation incorporates an assessment of compliance with standards that apply to its distance education courses and programs, in accordance with the Commission Policy Statement: *Distance Education and Correspondence Courses*. All standards that review curriculum, programs, and courses address both traditional classroom and blended modes of delivery, as well as distance learning programs and courses delivered synchronously and asynchronously. All standards that review mission, governing board, CEO and administration, faculty, institutional effectiveness, programs, library and learning/information resources, student services, financial resources, and physical resources address all campus locations, off-campus instructional sites, and the online environment. Required public information and documents about College programs, policies, procedures, processes, services, safety, and accreditation status are available on the College website for the benefit of all students, employees, and other stakeholders, regardless of location or instructional modality.

Evidence of Comprehensive Institutional Review within the Compliance Certification Report
Each of the standards within the Compliance Certification Report has been applied to the whole of Miami Dade College, as described below.

2.1   Institutional Mission
The College mission applies to all teaching, learning, and service activities, regardless of location or mode of instructional delivery. The College mission, vision, and values are published on the College website and in print publications for the benefit of all College stakeholders and the general public.

4.1   Governing Board Characteristics
The District Board of Trustees of Miami Dade College governs the institution as whole, including all physical and virtual locations, products, and services.

4.2.d   Conflict of Interest
Florida statutes and College policies and procedures are in place to protect the Board of Trustees from potential conflict of interest for all matters coming before the board, regardless of location or mode of service delivery at issue.

4.2.f   External Influence
The Board of Trustees, operating within Florida statutes and College policies and procedures, protects the College from external influence for all operations at all locations and through all modes of delivery.

4.2.g   Board Self-evaluation
The Board of Trustees engages in an annual process of self-evaluation. The self-evaluation applies to the comprehensive role of the board to govern the institution at all locations and for all modalities of service delivery.

5.1   Chief Executive Officer
The College President serves as chief executive officer of the institution as whole, including all physical and virtual locations, products, and services.

5.2.a   CEO Control
The College President is vested with the powers and duties to exercise control over all aspects of College operations, which includes operations at all instructional locations and through distance education.

5.2.b   CEO Control of Intercollegiate Athletics
The College President exercises control over intercollegiate athletics, regardless of location.

5.2.c   CEO Control of Fund-raising Activities
The College President exercises control over fundraising activities through established policies and procedures that are applied consistently, regardless of location or mode of delivery of the fundraising event.

5.4   Qualified Administrative/Academic Officers
The College organizational structure provides for qualified leadership across all campuses and distance education, as reflected in the job descriptions and resumés for such administrative officers as Campus Presidents, Deans of Faculty, and Deans of Student Services; District administration; and Vice Provost for Academic Learning Technologies, who oversees MDC Online. The policy and procedures for administrator evaluation are applied consistently, regardless of location.

6.1   Full-time Faculty
The College examines the distribution of full- to part-time faculty and consistently follows a process for planning for full-time faculty across all campuses, off-campus instructional locations, and MDC Online.

6.2.a   Faculty Qualifications
The College has established procedures to review and document the qualifications of faculty to teach credit undergraduate and developmental courses. The credentialing process and requirements are the same for faculty teaching online and at all MDC campuses and off-campus instructional locations.

6.2.b   Program Faculty
The College examines program-level sufficiency and leadership of full-time faculty collegewide. Data are disaggregated by instructional location, including MDC Online as a virtual campus, for further analysis.

6.2.c **Program Coordination**
The College's academic leadership structure is distributed across the eight campuses, with programs convening collegewide within discipline groups regardless of mode of instructional delivery.

7.1 **Institutional Planning**
The strategic plan addresses College operations comprehensively, including all locations and delivery modalities. Units convene across all instructional locations and service delivery modalities for the purpose of planning for and evaluation of unit operations in alignment with and furtherance of the strategic plan.

8.1 **Student Achievement**
Student achievement metrics report data in the aggregate across all College instructional locations and modes of delivery. SACSCOC key completion data are disaggregated by student census information, such as gender, race, and ethnicity.

8.2.a **Student Outcomes: Educational Programs**
The College has established assessment practices, which apply to all credit programs regardless of instructional location or mode of delivery. Faculty convene within collegewide disciplines, across all instructional locations and delivery modalities, for the purpose of reporting and analyzing assessment data, and implementing changes intended to improve student attainment of learning outcomes.

9.1 **Program Content**
Policies, procedures, and criteria guiding program content are applied consistently across all instructional locations and modes of delivery. The curriculum development process applies to all programs, without regard to location or modality, and involves faculty and academic leadership from across all campuses and online instruction.

9.2 **Program Length**
The College process for curriculum review and development ensures adherence to program length requirements, which are applied to programs without regard to instructional location or mode of delivery.

9.3 **General Education Requirements**
The general education component of each associate and baccalaureate degree program adheres to statutory and SACSCOC discipline requirements and are uniform across all instructional locations and modalities.

10.2 **Public Information**
Public information regarding current academic calendars, grading policies, cost of attendance, and refund policies is provided through the College website, making it readily available to all students at all campus and instructional locations, as well as distance education students.

10.5 **Admissions Policies and Practices**
Admissions policies and practices are applied consistently across all campuses and instructional locations, as well as distance learning.

10.6 Distance and Correspondence Education

The College consistently employs identify verification methods and applies distance education student data privacy procedures for all students enrolled in online courses. Distance education students are informed of any additional expense related to identity verification.

10.7 Policies for Awarding Credit

The curriculum development process, by which appropriate credit is assigned to courses, is followed consistently for all new courses and course revisions, regardless of location or mode of delivery. The approval bodies for new and revised curriculum includes representation from across all College campuses and online instruction.

11.1 Library and Learning/Information Resources

Physical library collections and other learning and information resources are located at each campus and outreach center library, and limited learning resources are provided to other off-campus instructional locations, including the Miami International and Miami Executive airports and area hospitals. Virtual learning and information resources are accessible to all students, including distance learning students, through the Learning Resources webpage suite.

12.1 Student Support Services

The College provides student and academic support services in physical locations across all campuses and instructional sites. Student and academic support services are also available online for the benefit of all students at all locations, including distance education students.

12.4 Student Complaints

Student complaint procedures are published in the College Catalog and in multiple locations on the College website, including the MDC Online webpage, for the benefit of all students at all campuses and instructional locations, as well as distance education students. Case studies and complaint logs reflect consistent application of procedures across all instructional locations and modalities.

12.6 Student Debt

Financial literacy information and instruction is available online to all students, regardless of preferred instructional location or mode of delivery.

13.1 Financial Resources

The College's financial resources and stable financial base supports College operations at all locations and through all instructional modalities.

13.2 Financial Documents

The College's audit, financial statements, and budget are inclusive of all campus, outreach center, and virtual operations, and any costs accruing to College operations at other off-campus instructional sites not managed by the College.

13.3 Financial Responsibility

The College's responsible management of financial resources benefits College operations at all locations and through all instructional modalities.

13.6   **Federal and State Responsibilities**

The College is compliant with Title IV of the Higher Education Act. Financial aid audits represent financial aid funds provided to all eligible MDC students, regardless of instructional location or mode of delivery.

13.7   **Physical Resources**

The College plans for and maintains physical resources at all campuses and ensures the appropriateness of physical facilities at off-campus instructional sites, including technology infrastructure, which supports, in part, distance education.

14.1   **Publication of Accreditation Status**

The College makes clear to the public that the accreditation status of each campus is dependent upon accreditation of the institution. The College's accreditation statement with SACSCOC contact information is provided on the College website for the benefit of all students, regardless of instructional location or mode of delivery.

14.4   **Representation to Other Agencies**

Accredited programs describe the College in identical terms to accrediting agencies regardless of program mode of delivery or the campus or off-campus instructional site on which the program is based or program instruction occurs.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

SACSCOC Policy Statement - Distance Education and Correspondence Courses

14.4	The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change in accreditation status, including the imposition of public sanctions. *(Representation to other agencies)*

JUDGMENT OF COMPLIANCE: Compliance

NARRATIVE:

Miami Dade College (MDC) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status. No public sanctions have been imposed upon the College since its last comprehensive review.

MDC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. The Commission is the only agency that accredits MDC as an institution. The College was initially accredited in 1965 and has maintained accreditation continuously since that time. MDC's institutional accreditation was last reviewed and [reaffirmed in 2015](#).

The College holds program accreditation with seven accrediting agencies recognized by the U.S. Department of Education (USDOE). Self-studies and other documents prepared for reporting to these agencies adhere to agency requirements. The requirement for description of the sponsoring institution varies across agencies.

To the extent possible, given the varied reporting requirements of the accrediting agencies, MDC describes itself in substantially identical terms to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, institutional accreditation, and constituents. Table 14.4-1 lists the College programs currently accredited by other USDOE recognized agencies, provides the dates of the last and next reviews, and links to the statements included in the most recent accreditation reports used to describe the College to the agency as the sponsoring institution. Links are also provided to the member profile on each accrediting agency website.

Table 14.4-1. Program Accreditation by USDOE Recognized Agencies

MDC Program (Link to Self-Study Excerpt)	Accrediting Agency (Link to Member Profile)	Last/Next Review
[Dental Hygiene](#)	[American Dental Association, Commission on Dental Accreditation (ADA-CODA)](#)	2018/2026
[Funeral Services Education](#)	[American Board of Funeral Service Education, Committee on Accreditation (ABFSE)](#)	2020/2027
[Nursing, Associate in Science](#)	[Accreditation Commission for Education in Nursing, Inc. (ACEN)](#)	2020/2028
[Nursing, Bachelor of Science](#)	[Commission on Collegiate Nursing Education (CCNE)](#)	2021/2031
[Physical Therapist Assistant](#)	[American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)](#)	2014/2024

| Radiography | Joint Review Committee on Education in Radiologic Technology (JRCERT) | 2022/2027 |
| Veterinary Technology | American Veterinary Medication Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) | 2018/2024 |

MDC has received no adverse findings or been subject to any negative action from any of its program accrediting agencies since its last institutional review. In February 2023, the College voluntarily withdrew the Bachelor of Science in Nursing (RN to BSN) program from accreditation by the Accreditation Commission for Education in Nursing, Inc. (ACEN), with which it was in good standing. This change was made to conserve College and program resources, as the BS in Nursing program was, up to that time, accredited by two different accreditors. The BS in Nursing program remains accredited by the Commission on Collegiate Nursing Education (CCNE), as shown in Table 14.4-1, so the voluntary withdrawal from ACEN will have no impact on program students. The College reported this action to SACSCOC as required by policy.

The Director of Accreditation is responsible for ensuring that any changes in accreditation status with regard to USDOE recognized accrediting agencies are properly reported. The Director of Accreditation works cooperatively with the District Office of Academic Programs, academic school deans, department chairs, and program coordinators to ensure adherence to program accreditation requirements, as well as all SACSCOC standards and policies. The Director keeps College leadership, including the SACSCOC liaison, informed of accreditation requirements, timelines, and activities, and prepares any necessary communication with SACSCOC that may result.

INDEX OF EVIDENCE REFERENCED IN NARRATIVE

ACEN - Letter of Acceptance of Voluntary Withdrawal 2023.02.24

ACEN - MDC Letter of Voluntary Withdrawal 2023.02.13

ACEN - MDC Notification to SACSCOC of Voluntary Withdrawal 2023.02.24

Job Description - 112231 Director Accreditation

Member Profile - Accreditation Commission for Education in Nursing, Inc. (ACEN)

Member Profile - American Board of Funeral Service Education, Committee on Accreditation (ABFSE)

Member Profile - American Dental Association, Commission on Dental Accreditation (CODA)

Member Profile - American Physical Therapy Association, Commission on Accreditation in Physical Therapy (CAPTE)

Member Profile - American Veterinary Medication Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA)

Member Profile - Commission on Collegiate Nursing Education (CCNE)

Member Profile - Joint Review Committee on Education in Radiologic Technology (JRCERT)

Program Accreditation - Accreditation Commission for Education in Nursing, Inc. (ACEN) - 2020 excerpt

Program Accreditation - American Board of Funeral Service Education, Committee on Accreditation (ABFSE) - 2020 excerpt

Program Accreditation - American Dental Association, Commission on Dental Accreditation (CODA) - 2018 excerpt

Program Accreditation - American Physical Therapy Association, Commission on Accreditation in Physical Therapy (CAPTE) - 2014 excerpt

Program Accreditation - American Veterinary Medication Association Committee on Veterinary Technician Education and Activities (AVMA-CVTEA) - 2018 excerpt

Program Accreditation - Commission on Collegiate Nursing Education (CCNE) - 2021 excerpt

Program Accreditation - Joint Review Committee on Education in Radiologic Technology (JRCERT) - 2021 excerpt

SACSCOC Letter of Reaffirmation 2015

SACSCOC Policy Statement - Accrediting Decisions of Other Agencies

14.5	The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. *(Policy compliance)*
	14.5.a **"Reaffirmation of Accreditation and Subsequent Reports" Applicable Policy Statement.** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.
	14.5.b **"Separate Accreditation for Units of a Member Institution" Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country.

JUDGMENT OF COMPLIANCE: Not Applicable

NARRATIVE:

Miami Dade College (MDC) is not part of a system or a corporate structure. Although MDC is a Florida College System institution, it operates as an autonomous institution governed by the District Board of Trustees of Miami Dade College, as described in Core Requirement 4.1. All units of MDC operate under the control of the College and its Board of Trustees. No units of MDC have been determined by the Commission on Colleges to be autonomous to the extent that such control over the unit is significantly impaired. Consequently, neither policy referenced by this standard applies to Miami Dade College.