

# FOSTERING FACULTY SUPPORT & PERSPECTIVES TCC'S EAGLE CONNECTIONS PROGRAM



Florida Postsecondary Comprehension Transition Program

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# HOW FACULTY MAKE THIS PROGRAM SUCCESSFUL

Who teaches in the program?

Courses ALL students take:

ENC 1101

SPC 1017

SLS 1510

SLS 2261

HSC 1100

CGS 1030

Internship

Life skills sessions

**\*Then the student will choose a Pathway.\***

Faculty:

- Collaboration ( SA and AA and professors)
- Workshops
- Engagement Hours



# SLS1510 LEARNING OUTCOMES

## GENERAL EDUCATION LEARNING OUTCOMES:

- Students will apply critical and creative thinking skills to analyze, evaluate, and synthesize ideas.
- Students will demonstrate an understanding of diverse perspectives and their influence on individual, social, historical, and political events or on cultural expression.

## SOCIAL SCIENCE LEARNING OUTCOMES:

- Students will analyze various social science concepts to demonstrate an understanding of social, cultural and political structures.
- Students will compare and contrast the findings from various social science specializations to explain diverse perspectives and their influence on social, cultural, political and economic global events.

## COURSE LEARNING OUTCOMES:

- The goal of this course is to assist students in learning academic, personal, and career skills, which will help them to be successful in college and in the world of work.
- The following learning outcomes will be addressed by this course through lectures, classroom activities, assignments, projects, and assessments:
- Apply critical thinking skills to analyze personal, academic and career goals and to create a plan to achieve them.
- Apply critical thinking skills to evaluate strategies for maintaining healthy relationships in college, at home and in the workplace. Students will also assess the consequences of their behavior choices.

## ■ QEP: DIGITAL FOCUS LEARNING OUTCOMES

- Students will find, operate. And/or utilize digital tools for academic and professional purposes.
- Students will use digital tool(s) to create, modify, and/or organize content.
- Students will use digital tool(s) and/or communicate content effectively

# SLS2261 LEARNING OUTCOMES

## GENERAL EDUCATION LEARNING OUTCOMES:

- Students will demonstrate an understanding of diverse perspectives and their influence on individual, social, historical, and political events or on cultural expression.

## SOCIAL SCIENCE LEARNING OUTCOMES:

- Students will analyze various social science concepts to demonstrate an understanding of social, cultural and political structures.
- Students will compare and contrast the findings from various social science specializations to explain diverse perspectives and their influence on social, cultural, political and economic global events.
- Students will apply social science theories and research findings to individual and group experiences.

## COURSE

- The students will identify the elements of ethical decision making then select and apply those decision making elements appropriately.
- The students will locate, evaluate and use information to evaluate their strengths and then analyze how those strengths support their career choice. (Meta major).
- The students will analyze how diversity affects group dynamics and learning.
- Students will evaluate how application of leadership skills impacts development of effective civic engagement practices.

## QEP: DIGITAL FOCUS LEARNING OUTCOMES:

- Students will find, operate. And/or utilize digital tools for academic and professional purposes.
- Students will use digital tool(s) to create, modify, and/or organize content.
- Students will use digital tool(s) and/or communicate content effectively

# COURSE AND SLO'S- TOOLS

## PROCESS

- Meet with student and mentor
- Have student review course syllabus
- Have student figure out what they want from the course based on SLO's and course description
- Professor reviews student's notes
- Professor aligns SLO's and course activities and assignments
- Fill out Academic Agreement
- Meet with student and mentor on a regular basis to monitor progress
- Develop/ revise assignments as needed

## TOOLS FOR FACULTY:

- Course Syllabus
- Pacing/ Canvas
- Mentor
- Course assignments/ rubrics
- Academic Agreement
- Midterm and Final evaluation

# EAGLE CONNECTION ACADEMIC AGREEMENT

## Eagle Connections Academic Agreement

Semester:	Course:
Student Name:	Faculty Name:
ID Number:	Faculty Email:
Student Email:	Faculty Phone #:

List 3-5 objectives (from the syllabus) below to be the learning goals for the student.

Course Objectives to be met by the student:	List resources available to help the student complete the objective.	List how the student will demonstrate understanding and successful completion of the objective.

A mid-term meeting should be scheduled to assess how the student is progressing and offer guidance as needed. Students are auditing the course and do not receive credit or a GPA. However, they are expected to participate and complete the course objectives listed above to show Satisfactory Academic Progress. Please make copies for the instructor, student, and mentor.

Instructor Signature:	Date:
Student Signature:	Date:
Mentor Signature:	Date:
Mentor Name:	
Mentor Contact Info:	

# ALTERING ASSIGNMENTS



# FACULTY COLLABORATION

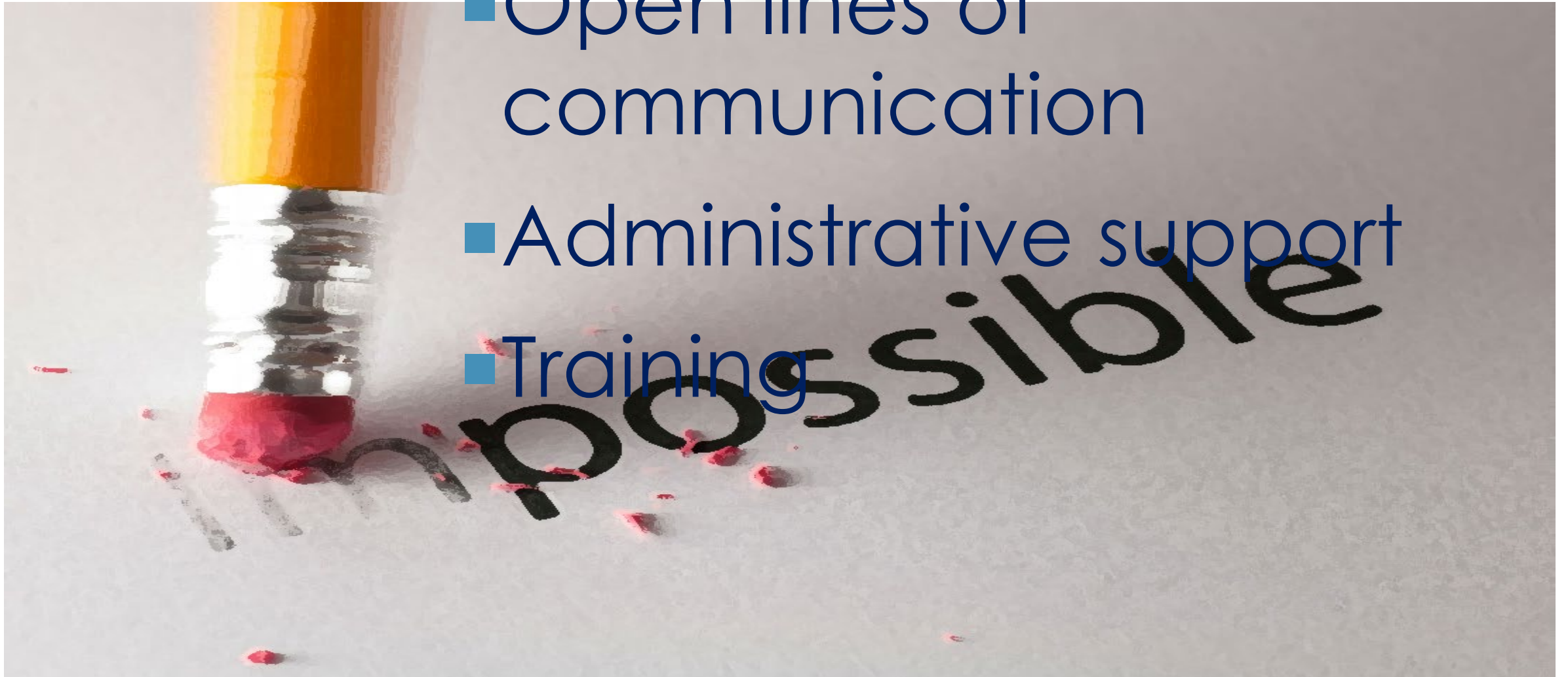
- Link classes to meet multiple outcomes
- Overlap assignments to meet outcomes in both courses
- Create calendar for student to follow that shows the work

Assignment	Due in Canvas by 11:59PM in both SLS1510 and SLS2261
<b>Outline for Chapters 1, 2, and 3 in SLS2261</b> This will also count as Test 1 in SLS1510	Thursday, February 16
<b>What Is Your Mantra?</b> The What Is Your Mantra? assignment given in SLS1510 will also fulfill the Leadership Philosophy given in SLS2261	Friday, February 24
<b>Productivity and Goals</b> The Productivity and Goals assignment given in SLS1510 will also count for the Service Learning Reflection #1 in SLS2261	Sunday, March 5
<b>Midterm Exam</b> The Midterm exam will consist of a goals outline and leadership reflection questions. There will also be a 20 questions multiple choice section.	Tuesday, March 6
<b>Movie Analysis</b> This assignment will count for Test 2 in SLS1510 and Quizzes 1 and 2 in SLS2261	Thursday, March 23
<b>Service Learning Reflection #2</b> This will count for Quizzes 2 and 3 in SLS1510	Sunday, April 2
<b>Holland Code, Myers-Briggs, and StrengthsQuest Collage</b> This assignment will combine the Myers-Briggs and Holland Code Collage in SLS1510 with the Strengthsquest assignment in SLS261	Tuesday, April 4
<b>Résumé</b> This assignment will fulfill the career portfolio assignment in SLS1510 and the LinkedIn assignment in SLS2261	Tuesday, April 18
<b>Service Learning Reflection #3</b> This assignment will count for quiz 4 and 5 in SLS1510	Sunday, April 23
<b>Final Presentation</b> The SLS2261 final presentation will also count for the SLS1510 Final Exam	Final Week of Class



## NEEDS

- Open lines of communication
- Administrative support
- Training



# OVERCOME CHALLENGES

- Meet mentor and student before class begins
- Have mentor to attend class with student
- Choose faculty to understand and support the mission of program – faculty should be open to learning
- Every student has unique needs
- Need support out of class
- Student needs to be motivated
- Articulating program exceptions to faculty and student
- Behavior issues – how to deescalate



## REWARDS

- Students want to continue with another class and professor sees growth
- Support student in Eagle Connections completion
- Develop skills to contribute to the community
- Diversity in the classroom

