

Course Outline of Record for a Single Course

Report pulled September 10, 2024.

COR

COLLC052

Course Information

Course Subject and Number (CB01)

COLL C052

Course Title (CB02)

Becoming a Successful Online Student

Catalog Description

This course provides preparation for online course work by focusing on the fundamentals of the online educational environment. Topics include email use, online class interactions such as discussion groups, the differences between online and onsite courses, equipment needs, and other introductory information.

Repeatability

Not repeatable

Transfer Status (CB05)

C - Not transferable

Course Units (CB06 & CB07)

1.00 Unit

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	18	1.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	36.00	-
Total	54.00	1.00

Outcomes and Objectives

SLO 1

Outcome

Demonstrate the ability to use web pages, email, group discussions, uploading a written assignment, and navigate Cerro Coso's online course environment.

Expected Performance

70%

SLO 2

Outcome

Describe the basic difference between traditional face-to-face courses and online courses.

Expected Performance

70%

SLO 3

Outcome

Examine personal readiness for successful completion of online courses.

Expected Performance

70%

Instructional Specifications

Topical Outline

A. Basic differences between online courses and traditional face-to-face courses

- a. Benefits of online courses
- b. Drawbacks and challenges of online courses
- c. Self-motivation needs for online courses
- d. Evaluating whether online is a good option for you
- e. Assess readiness for online environment

B. The process of taking an online course

- a. How to connect to the Internet
- b. How to access the online class site

C. Using web pages, email, and discussion groups in online classes

- a. Using hyperlinks
- b. Sending email
- c. Sending attachments in email
- d. Reading, posting, and replying to discussion postings
- e. Access technical assistance (example: IT Helpdesk)
- f. Proctoring process

g. Online library search

D. Understand the concepts of netiquette and

communication in an online environment

- a. Basics of netiquette
- b. Using emoticons
- c. The do's and don'ts of online communication
- E. Equipment needs of online courses

- a. Hardware needs for taking online courses
- b. Software needs for taking online courses
- F. Time Management

- a. Procrastination video
- b. Creation of a three-day time tracking form
- G. Experience the Cerro Coso Online model of delivering online courses

- a. The Cerro Coso Canvas Learning Management System
- b. Common Cerro Coso Online course components
- c. Resources available to Cerro Coso online students
- d. Submit an assignment through turnitin.com

There are directed hands-on assignments and students are expected to complete 27 hours of lab work with instructor's guidance. The activities may include the following:

- A. Two Ninety minute scavenger hunts
 - 1. Scavenger hunt1 &ndash: Moodle online course components
 - 2. Scavenger hunt 2 - Cerro Coso website resources.

B. Evaluate online as an option

- 1. "Student Skills Quiz and the Technical Skills Quiz":
- 2. Assess readiness for online environment.
- C. Time management activity

1. Procrastination video;
 2. Creation of a three-day time tracking form
- D. Documents on Moodle

1. Saving
 2. Upload
- E. Directed Cerro Coso online library search

1. Reference
 2. Library catalog
 3. Databases
- F. Website search for a specific document called
"Netiquette and Communicating in an Online
Environment"
- G. Proctoring practices
1. How to access
 2. Proctoring process
- H. How to access technical assistance

1. School IT help desk
 2. Moodle IT help desk
- I. Turnitin.com

1. Open account
2. Submit assignment

Methods of Instruction

Audiovisual

Demonstration

Discussion

Group Work

Instruction through examination or quizzing

Lecture

Library

Written work

Methods of Evaluation

Homework

Short papers and reading assignments

Example: Students will write a short paper comparing the basic differences between taking an online class and a traditional face-to-face class.

Tests

Quizzes and Examinations

Example: Students will take both of the Student Preparedness Quizzes (Student Skills and Technical Skills) at the beginning of the class and again at the end of the class to evaluate preparedness for taking online classes before and after the exposure to the course.

Participation

Discussions and group assignments

Other

Skill Performance

Example: Students will be required to upload a writing assignment to course, send an email with an attachment, and turn in an assignment through turnitin.com.

The assignments and evaluations will be the same no matter what delivery method is used. The SLO's are

assessed through rubric and objective assignments such as discussion boards, quizzes, and papers.

Assignments

Sample assignments include -

A. Reading assignments - For example, students will read article on "Plagiarism and Cheating" and be ready to discuss it in class.

B. Scavenger Hunt assignment - For example, students will utilize the college website, their insideCC account, and Canvas to answer the Scavenger Hunt questions. This assignment will give students exposure on how to find the different resources available to them online.

C. Short Papers - For example, evaluate the three-day time management document you created in lab and write a 500 word essay on how the document was implemented in your daily life and whether revisions are needed for success in the online environment.

Textbooks and Instructional Material

COLL C052 does not have a required textbook. The readings provided in the class are lectures created by current and previous COLL C052 instructors. The topics covered in the readings are the purpose of discussions/forums, help with determining if online education is right for the student, the importance of online group collaboration, netiquette and communicating in an online classroom, considering the source when conducting research on the web, plagiarism and cheating, and then a summary of important information from the class.. .

CIC Approval

Effective Term

Fall 2019

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Course Outline of Record for a Single Course

Report pulled September 10, 2024.

COR

COLLC100

Course Information

Course Subject and Number (CB01)

COLL C100

Course Title (CB02)

Student Success Career Pathway

Catalog Description

This classroom-based guidance experience teaches students a quantifiable decision-making process that helps them identify and plan for their education and career goals. Students explore academic interests, skills, values, and personality types, and research employers and industries. Students improve public speaking and interview skills through practice, familiarize themselves with college and job search tools, and learn goal setting. The culmination of this process is the development of an internet-based education and career ten-year plan that can be used for advisory and academic coaching purposes and updated as needed.

Repeatability

Not repeatable

Transfer Status (CB05)

B - Transferable to CSU only

Course Units (CB06 & CB07)

3.00 Units

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	54	3.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	108.00	-
Total	162.00	3.00

Requisites

Advisories

Requisite Course

ENGL C070

Rationale for Requisite

ENGL C070 requires that students be able to write compositions with clear organization, thesis, topic sentences, keywords, transitions, and sufficient, logical

supporting details. It also requires that students be able to construct text-based essays based on the reading of college-level sources in a wide variety of rhetorical modes, such as summary, analysis, compare/contrast, categorization, description, narration, exposition, and argument. ENGL C070 also requires that students write clear and grammatically-correct prose, free of both major and minor errors and be able to revise substantively, making significant changes in structure, focus, and style as appropriate for purpose and audience.

Students who have completed the advisory ENGL C070 and take COLL C100 will be better able to read and comprehend a college-level textbook explaining various theories of personality and interest, motivation, lifestyle choices, and skill sets related to career choice and preparation for career.

Students who have completed the advisory ENGL C070 will be better able to critically analyze their own preferences, motivation, lifestyle choices, and current and expected skill sets through text and online assignments. Additionally, they will be better able to write in a clear and organized manner free from errors.

Outcomes and Objectives

SLO 1

Outcome

Describe the long-term goal setting process defined in the text and how it can be used to develop career goals.

Expected Performance

70%

SLO 2

Outcome

Develop personal and career goals by creating a ten-year plan that focuses on goal setting and evaluation.

Expected Performance

70%

SLO 3

Outcome

Evaluate possible career choices based on various factors such as personal lifestyle, satisfaction, and level of happiness.

Expected Performance

70%

SLO 4

Outcome

Identify strengths, abilities, and talents and connect to careers through various assessments.

Expected Performance

70%

Course Objectives

Analyze and describe budget impact on future decision making., Create a 10-year personal plan that includes appropriate training and skills required to attain stated goals., Describe in writing how to use the visioning techniques to develop career goals., Create a personal profile of goals., Assess current skills and identify the gaps to reaching goals., Identify areas for development based

on a current job description in a desired field., Deliver an oral presentation describing the planning and goal-setting process and the decision-making structure used to create the personal planning profile and 10-year plan., Complete a decision-making matrix based on research related to a chosen field., Identify tools to research future career fields., Identify personal principles and values., Create a personal budget profile based on specific industry sector information., Describe the problem-solving model to develop a plan to meet goals.

Instructional Specifications

Topical Outline

Career and life skills

Short- and long-term goal development

Integration of values, needs, inventories, and goals

Educational options for career goals

Job vs career

Quantitative action plans

Decision-making strategies

Identifying choices

Gathering information

Evaluating choices

Decision-making model and rubric

Making a decision
Keeping your options open

Career research skills

Terminology related to career and educational planning

Historical view of careers

Theoretical foundations for career exploration

Career theories

Personal and occupational inventories

Career clusters

Financial literacy development

Budget management

Lifestyle budget

Hard times budget

Expenses

Salary

Savings

Employability strategies and techniques

Skills inventory and the job search process

Resume

Cover letters

Networking

Social media

Mock interviews

Making connections

Educational planning

Skills, aptitudes, and attitudes needed to transition through post-secondary education into the workforce

Skills identification

Skills inventory chart

O*NET skills definition

Embracing technology

Flexibility

Transferable skills

Have a back-up plan

Affirmations

Traits to get ahead

Six e's of excellence

Study skills of the life-long learner

Information recall

Note taking

Test-taking skills

Studying from textbooks

Utilizing references

Reading for comprehension

Learning plans and goals

Adaptations for learning

Reflect

Recall

Demonstrating your expertise

Making time to learn

Learning plan rubric

Checkpoints

Quantitative skills inventory

Campus resources

Library

Major selection

Long-range education plan for both formal and informal educational opportunities

Personal and social development

Self-reflection and analysis

Defining success

Making career choices

Strengths and personality

Intra and interpersonal relationships

Working conditions

Relationships at work

Psychological rewards of working

Mixing career and family

Communication

Active listening

Assertiveness

Developing relationships

Working effectively in small groups

Conversing and corresponding effectively

Learning style

Visual (spatial)

Aural (auditory)

Verbal (linguistic)

Physical (kinesthetic)

Personal values and goal setting

Motivation

Vision + energy = success

Work value

Identifying your passions

Strategies for making changes in life and work direction

Mentors

Setting priorities

Attitude and experience

Recognizing the need to change

Self-mastery skills and resiliency

Techniques

Delaying gratifications

Facing fears and anxieties

Overcoming roadblocks

Solving problems

Methods of Instruction

Short videos are used to reinforce theory and other course related concepts. Motivational videos featuring Dain Blanton provided through the Career Choices and Changes Curriculum as well as other relevant videos from TED talks and YouTube.

Discussion

Students participate in small group and class discussions of material covered to work through the issues that students might face as they develop/complete the following:

- A work ethic
- College or trade school options research
- Career path selection
- Manage a budget
- Predict and manage what their future might become

Group Work

Students participate in groups to work through scenarios on various subjects cover in the textbook and present their

findings to the rest of the groups.

The instructor includes a variety of in class writing assignments relating to the topics being covered.

During Chapter 6, students will be writing a letter to a business person to be able to 'shadow" them for a day and learn how to formulate an appropriate business letter using Microsoft Word Templates. Students also create a resume.

Exams are given to check knowledge of material covered, like vocabulary tests.

Lecture

The instructor includes a variety of lecture materials, such as overhead, whiteboard, outside readings and videos.

Students participate in a class presentation to become familiar with preparing and delivering a presentation to an audience. They also participate in class presentations on the group work that they have completed throughout the course.

Students research cost of living/lifestyle, then create budgets accordingly. They also research careers and set goals as they relate to their prepared budgets. Students work through the simulated problems of fictitious characters in the Career Choices textbook and go through the decision making steps to help solve their problems, especially noted in Chapter 7. Students are also instructed on creating their own future budget, finding a career that would meet that budget and/or modifying their budget

and lifestyle choices. Students must also design a “hard times” budget in case of disaster or injury.

Students complete a research project on three possible Career Choices during Chapter 6 of the Textbook. Students complete the online ten-year plan summary and/or portfolio report.

Students work in the Career Choices Workbook and must provide all answers in complete sentences, including the work done on the 20 Chapter Vocabulary words. Students also do written work online on my 10-year plan document.

Methods of Evaluation

Homework

Completion of required assignments. Completion of written assignments that provide data for the development of the online education and career ten-year plan. Determination of a career choice/program of study, an informed, declared major, and an education plan. Rubric is used.

Participation

Participation in classroom and online discussions.

Project

Final Project/Exam: The online ten-year Plan Summary and /or Portfolio report. Rubric is used.

Assignments

- Read text and complete exercises such as the Work Values Summary, Who Am I, and Lifestyle Budget Profile. Write 250-500 word essays and responses to prompts

describing educational, career, and lifestyle scenarios. Complete a personal profile detailing values, educational interests, lifestyle and work preferences, and reverse lifeline. Complete a comprehensive budget. Complete 10-year educational and career plan. Deliver an oral presentation describing the process and outcomes of the 10-year educational and career plan.

Textbooks and Instructional Material

. Bingham, M. & Stryker, S.. (2012) Career Choices and Changes, 5th edition, Academic Innovations. . . ., The Myers & Briggs Foundation.

Myers Briggs Type Indicator
, 2016 ed. --

Myers Briggs Used as a personality indicator and matches personality
with career interest. The Myers & Briggs Foundation | 2815
NW 13th St.,

Suite 401 | Gainesville, FL 32609 | All rights reserved 2016
Truity

Psychometrics.

Holland Code Career Test
, 2012-2016 ed. -- Matches
student interests with careers.. .

CIC Approval

Effective Term

Fall 2020

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Course Outline of Record for a Single Course

Report pulled September 10, 2024.

COR

COLLC101

Course Information

Course Subject and Number (CB01)

COLL C101

Course Title (CB02)

Foundations for Success in College and Life

Catalog Description

This course emphasizes effective strategies that can be applied in college and life. It focuses on lifelong understanding and development of the self in physical, social, and psychological aspects. Course content includes time management, note-taking, memory skills, reading comprehension, and exam preparation. Topics such as goal setting, decision making, career choice, transfer preparation, and healthy lifestyles are also explored. The course introduces a variety of campus and internet resources.

Repeatability

Not repeatable

Transfer Status (CB05)

A - Transferable to both UC and CSU

Course Units (CB06 & CB07)

3.00 Units

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	54	3.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	108.00	-
Total	162.00	3.00

Requisites

Advisories

Requisite Course

ENGL C101

Rationale for Requisite

Students must be able to write clearly structured academic essays on complex ideas presented in university-level sources, such as academic articles about goal setting, decision making, career choice, transfer preparation, and healthy lifestyles. They also must be able to explain,

analyze, and synthesize ideas in university-level reading materials.

Additionally, students must learn to distinguish among facts, premises, inferences, judgments, implications, and fallacious reasoning in academic articles and challenging texts, as well as use sound reasoning and relevant supporting details in their own written arguments.

Outcomes and Objectives

SLO 1

Outcome

1. Apply strategies for lifelong learning and development.

Expected Performance

70%

SLO 2

Outcome

2. Implement strategies to use time effectively.

Expected Performance

70%

SLO 3

Outcome

3. Implement appropriate lifestyle changes to improve physiological and psychological well-being.

Expected Performance

70%

Course Objectives

Evaluate how learning styles and attitudes impact learning.,
Examine how choices have an impact on health, self-

management, and relationships.

General Education

CSU

Area E1 - Lifelong Learning and Self-Development:
Integrated Organism

Instructional Specifications

Topical Outline

College and life success techniques

Attitude and values

Self-awareness (e.g. personality type, learning style, Myers-Briggs Type Indicator)

Self-esteem and assertiveness

Values

Career exploration (e.g. interest inventories, Strong-Campbell)

Exploration resources (e.g. O*net, Navigate, ECOS)

Time management

Time monitor

Using the monitor to create an effective planner

(daily/weekly/monthly)

Goal-setting: long-term and short-term

Abbreviated and comprehensive/long-term student education plan (ASEP/CSEP/LTEP)

Certificates, degrees, and transfer prep

How to use the CSEP/LTEP

Resources as success techniques

Campus resources

Library

Tutoring

Other (e.g. Access Programs, counseling, financial aid,

Writing and Math Labs, college catalog, textbook reserve, computers/printers)

Community resources

Resources based on campus site (e.g. community, regional resource handouts)

Technology as a resource

College website
College catalog
Other sites as they apply

Information recall

Memory

Short-term

Long-term

Techniques for improved recall

- i. Mnemonic
- ii. Rehearsal
- iii. Connection
- iv. Visualization

Note-taking

- a. Use
- b. Styles

Success strategies for test-taking

Multiple choice

Essay

Timed

Reading

Techniques to focus attention

Studying from textbooks

Utilizing references

Reading for comprehension

Effective communication

Active listening

Body language

Working in small groups

Conversing and corresponding with classmates

Meeting and communicating with instructors/professors

Creativity and critical thinking

Thinking outside the box

Logic and logical fallacies

Public Speaking

Importance in college and career

Prepare and rehearse

Effective presentation

Health, stress, and money

Effects on college and life success

Lifelong understanding and development as integrated
physiological, social, and psychological beings

Management techniques

Stress

Physiological, psychological, emotional, and behavioral
effects of stress

Avoidance

Reduction (e.g. guided imagery, rhythmic breathing)

Health and wellness through the lifespan

Awareness

Lifestyle choices (e.g. nutrition, exercise, sleep, hygiene)

Self-care (e.g. mental, spiritual, emotional, and social)

Money

Increased income

Reduced expenses

Credit and debt

Savings, investment, and retirement

Lifelong understanding and development as integrated
physiological, social, and psychological beings

Psychological Development- Erik Erickson

Psychological health- Abraham Maslow

Self-development- Carl Rogers

Next steps

Transfer

Employment

Methods of Instruction

Audiovisual

Discussion

Group Work

Guest Lecturers

In-class writing

Instruction through examination or quizzing

Lecture

Other

Web Based Instruction

Presentations (by students)

Written work

Methods of Evaluation

Tests

Quizzes and Exams

Example: Students will take a quiz on the components of the course catalog, education planning, and the transfer process.

Project

Projects and Oral Presentations

Example: Students will create a collage timeline of their past present and future that includes all events they consider significant and will orally present the timeline to the class.

Other

Exercises

Example: Students will practice note-taking during a lecture in another course, based on strategies covered in the course text and lecture.

Example: Students will practice using mnemonics to improve memory.

Other

Papers

Example: Student will write a short paper on an exemplary student of interest, such as Aung San Suu Kyi (4 sources in Primary Search, 2,677 in Opposing Viewpoints, CCCC Library), using one or two sources other than the text.

Other

Journal Writing

Example: After watching a short video on public speaking, students will write a journal entry reflecting on their perception of and experiences with the issues addressed in the video.

Other

Assessments

Example: Student will complete a Learning Styles inventory.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

Assignments

- A. Reading of assigned texts and course materials
- B. Short Papers
- C. Library Research
- D. Career Assessments

Textbooks and Instructional Material

. Ellis, D. (2018) *Becoming a Master Student*, 16th, Cengage Learning. . . ., Dillon, D.. *Blueprint for Success in College and Career*. Rebus Community. 2018. 13: 9781989014042.

CIC Approval

Effective Term

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Course Outline of Record for a Single Course

Report pulled September 10, 2024.

COR

COLLC102

Course Information

Course Subject and Number (CB01)

COLL C102

Course Title (CB02)

Tools for College Success

Catalog Description

This course introduces students to the process of academic and career planning by means of personal and group exercises. Skills such as thinking critically, using college resources, developing personal awareness, and identifying motivational factors are explored, and topics of diversity are addressed.

Repeatability

Not repeatable

Transfer Status (CB05)

A - Transferable to both UC and CSU

Course Units (CB06 & CB07)

2.00 Units

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	36	2.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	72.00	-
Total	108.00	2.00

Requisites

Advisories

Requisite Course

ENGL C070

Rationale for Requisite

ENGL C070 requires that students be able to write compositions with clear organization, thesis, topic sentences, keywords, transitions, and sufficient, logical supporting details. It also requires that students be able to construct text-based essays based on the reading of college-level sources in a wide variety of rhetorical modes, such as summary, analysis, compare/contrast, categorization, description, narration, exposition, and argument. ENGL C070 also requires that students write

clear and grammatically-correct prose, free of both major and minor errors and be able to revise substantively, making significant changes in structure, focus, and style as appropriate for purpose and audience.

Students who have completed the advisory ENGL C070 and take COLL C102 will be better able to read and comprehend a college-level textbook explaining various theories of personality and interest, motivation, lifestyle choices, and skill sets related to career choice and preparation for career.

Students who have completed the advisory ENGL C070 will be better able to critically analyze their own preferences, motivation, lifestyle choices, and current and expected skill sets through text and online assignments. Additionally, they will be better able to write in a clear and organized manner free from errors.

Outcomes and Objectives

SLO 1

Outcome

Analyze the personal value or impact of diversity in one's life.

Expected Performance

70%

SLO 2

Outcome

Develop an educational goal and a pathway to meet this goal.

Expected Performance

70%

SLO 3

Outcome

Utilize skills or strategies necessary for success in college.

Expected Performance

70%

Instructional Specifications

Topical Outline

A. Academic Planning

1. Determine general and major educational requirements
2. Explore available campus, online, and community resources
3. Research educational institutions matching personal objectives
4. Develop a long-term education plan

B. Career Exploration

1. Explore careers using models such as the Holland Code and the World of Work
2. Complete career assessment and apply personal interpretation
3. Develop a career action plan

C. Self Assessment

1. Assess personal strengths
2. Complete learning styles inventory
3. Complete personality assessment such as the Myers Briggs
4. Complete study skills assessment

5. Integrate assessments and apply as they relate to educational and career plans

D. Understanding Diversity

1. Explore diversity topics such as culture, race, gender, and sexual orientation
2. Examine individual, personal, and environmental influences
3. Identify own biases
4. Examine role of advocacy and tolerance related to diversity and equity

E. Applying Study/Life Skills

1. Examine process of critical thinking
2. Examine and apply conflict resolution skills
3. Apply time management principles
4. Create a personal budget
6. Review of skills including note taking, reading, test taking, writing, and study techniques
7. Apply goal-setting process to increase motivation
8. Identify characteristics of successful behaviors
9. Apply study skills strategies
10. Apply effective decision-making

Methods of Instruction

Short videos are used to reinforce theory and other course related concepts. Videos are used in class to simplify or augment topics covered in assigned readings: defining success; surface/deep culture; growth and fixed mindset; prioritizing and self/time management.

Discussion

Students participate in small group and class discussions of material covered. There are in-class small group or large group discussions to enable students to hear and share different perspectives or ideas and dig for deeper meanings related to the college experience.

Group Work

Students participate in a group study skills project to which they are assigned. Group exercises allow students to work with diverse peers.

Campus staff or faculty are invited to present relevant area specific content, opportunities, resources; Career Center, Financial Aid, Librarian/Library Services etc.

Exams are given to check knowledge of material covered.

Lecture

The instructor includes a variety of lecture materials, such as overhead, whiteboard and videos.

Students utilize the computer lab to complete career and personal assessments such as the Myers-Briggs Type Inventory and to research educational institutions matching personal objectives.

Other

A. Classroom lecture and discussions of course concepts B.

Textbook

readings addressing goal setting, study skills, issues of diversity, and personal

assessment. Use of online college catalog for

interpretations of educational requirements. C. Classroom exercises to explore new ideas, concepts, and practice application of new skills. D. Class meetings held in other locations on campus to familiarize students with campus resources.

Students utilize open education resources that offer additional guides, tips, and tools related to study skills- The Learning Center, University of North Carolina at Chapel Hill

Students choose a university to research its admission requirements, resources and support, extracurricular activities, and other general information, and then deliver an in-class presentation on the university/college.

Students analyze a "student's story" or case study, students practice critical thinking and problem-solving skills as they come up with solutions for situations that arise during most students' college experience; issues with time management, expectations, communicating with professors, failing, etc

The instructor includes weekly journals and a variety of in class writing assignments relating to topics being covered. Students complete a "quick-write" upon discussing new course concepts and respond to a short answer question prompting initial thoughts such as defining success, educational pathways, motivation, diversity, etc. before diving deeper.

Methods of Evaluation

Homework

Writing assignment using long-term education plan.

Example: Students are required to meet with a counselor to discuss educational goals and to develop a long-term education plan for meeting this goal. Complete writing assignment articulating their goal using their long-term education plan and list several steps to meeting their education goal. Rubric is used.

Homework

Study skills.

Example: Students will learn a variety of note taking, test taking, and time management skills and will be required to complete a self-assessment on the impact of a new skill on their current course grades. Rubric is used.

Tests

Quizzes and essay examinations testing the student's comprehension of the concepts and techniques presented in the lectures and textbook readings.

Participation

Career and personality assessments including group interpretations and a career plan.

Example: Students are required to complete specific career evaluation tools including, but not limited to, Career Cafe or Myers Briggs Type Indicator and work with a counselor to develop career goals. Participation in class exercises to practice application of concepts and skills presented in class lecture and readings.

Project

Projects, papers, and presentations demonstrating the application of class concepts and material.

Example: Students will create a diversity collage to demonstrate recognition of diversity. Students will prepare a presentation of the diversity collage. Rubric is used.

All assignments in distance education courses (online) of COLL C102 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online courses is presented virtually. Instead of onsite lectures, online courses will use videos and written lecture notes. Rubrics are used.

Assignments

- A. Reading assignments Example: Students will be assigned readings from the textbook and required to complete the self-assessment questions following each chapter. B. Short papers on assigned topics Example: Students will be assigned a short paper on active listening. C. Group papers and projects on assigned topics Example: Students will work as a group to find the admission requirements for transfer students to the CSU system schools. D. Field trips Example: Students might visit the California State University, Northridge campus. F. Journals Example: Students may be assigned a bi-weekly self-evaluation of their current academic success to include their use of any of the techniques learned in class.

Textbooks and Instructional Material

SKIP DOWNING. ON COURSE: Downing, S. (2017) On Course Strategies for Creating Success in College and in Life, 8th & 9th Cengage Learning. CENGAGE L. 2017. 9781305397477.

CIC Approval

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Course Outline of Record for a Single Course

Report pulled September 10, 2024.

COR

COLLC131

Course Information

Course Subject and Number (CB01)

COLL C131

Course Title (CB02)

Making Transfer Easy

Catalog Description

This course provides an introduction to majors and careers, goal setting and major selection, the transfer research and application process, and long-term educational planning. Transfer agreements, application completion, housing, and supportive services for public and private colleges and universities, particularly in California, are evaluated.

Repeatability

Not repeatable

Transfer Status (CB05)

B - Transferable to CSU only

Course Units (CB06 & CB07)

1.00 Unit

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	18	1.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	36.00	-
Total	54.00	1.00

Requisites

Advisories

Requisite Course

ENGL C070

Rationale for Requisite

ENGL C070 requires that students be able to write compositions with clear organization, thesis, topic sentences, keywords, transitions, and sufficient, logical supporting details. It also requires that students be able to construct text-based essays based on the reading of college-level sources in a wide variety of rhetorical modes, such as summary, analysis, compare/contrast, categorization, description, narration, exposition, and argument. ENGL C070 also requires that students write

clear and grammatically-correct prose, free of both major and minor errors and be able to revise substantively, making significant changes in structure, focus, and style as appropriate for purpose and audience.

Students who have completed the advisory ENGL C070 and take COLL C131 will be better able to read and comprehend a college-level textbook explaining various theories of personality and interest, motivation, lifestyle choices, and skill sets related to career choice and preparation for career.

Students who have completed the advisory ENGL C070 will be better able to critically analyze their own preferences, motivation, lifestyle choices, and current and expected skill sets through text and online assignments. Additionally, they will be better able to write in a clear and organized manner free from errors.

Outcomes and Objectives

SLO 1

Outcome

Analyze the benefits and challenges of attending and completing degrees within each system (UC, CSU, and private) of higher education.

Expected Performance

80%

SLO 2

Outcome

Demonstrate successful account creation, login ability, and completion of both the CSU and UC applications online.

Expected Performance

80%

SLO 3

Outcome

Identify major and general education requirements for transfer to UC/CSU and private universities through the use of available articulation websites.

Expected Performance

80%

Instructional Specifications

Topical Outline

- A. Variables to consider when choosing a college
 - 1. Availability of your preferred major
 - 2. Degree of selectivity
 - 3. Financial considerations such as cost of the education and living costs
 - 4. Geographical factors
 - 5. Personal factors
- B. Overview of the different university systems
 - 1. UC
 - 2. CSU
 - 3. Private universities, out-of-state, and online programs
- C. Researching college information
 - 1. Catalogs
 - 2. Computerized search engines such as Eureka, ECOS, and Cal State Apply
 - 3. University websites
- D. Community college preparation
 - 1. Levels of articulation using ASSIST
 - 2. Transfer general education required
 - 3. Major preparation

E. Application process

1. Electronic applications
2. Timelines especially regarding impacted programs
3. Application essays

F. Financial aid and scholarships

1. Need-based resources state and federal financial aid
2. Merit based scholarships

G. Developing a personalized transfer plan

1. Developing an educational plan for community college work
2. Factors that will improve your chances of admission to the university

Methods of Instruction

CSU and UC application websites, CA careercafe, and related video clips.

Discussion

Students participate in weekly discussions related to transferring, websites and videos presented in class.

Students complete virtual campus tours.

Reading materials on CSU, UC, private universities, CA careercafe, assist.org and pertaining to the class.

Students choose a university to research its admission requirements, resources and support, extracurriculars, and other general information.

They check for understanding of the articulation website and how to find lower division preparation classes for the university the students plan to attend.

Students have a discussion forum so they can share ideas about benefits and challenges of attending and

completing degrees within each system assigned. A required essay about the transferring process.

Methods of Evaluation

Homework

Comprehensive Transfer Plan (CTP). Detailed plan of major selection, GE pattern selection, college/university selection, and preparation for application to colleges and universities (must include one UC, one CSU, and one independent or out-of-state college/university).

Students are required to answer specific questions.

Answers include the major and general education (GE) pattern to be used, the UC and CSU chosen, and the third college/university chosen (independent or out-of-state).

Answers to subsequent questions include important dates (priority registration, FAFSA priority application filing period, and priority application for admission filing periods), knowledge of articulation information (ASSIST GE agreements, Major agreements, agreements listed with AICCU, out-of-state articulation if available).

The CTP also includes a question regarding the students' planned use of the CTP to improve their ability to use the tools (including Financial Aid, textbooks, Comprehensive or Long-Term Student Educational Plan [CSEP/LTEP], UC student leadership emphasis) included in their CTP to improve their chances of admission, meeting priority, primary, and secondary application deadlines, and ensure that moving, housing, and financial changes do not impair their ability to meet their goals.

Rubric used to assess the CTP uses three levels, "did not

meet, almost met, and met” to evaluate student answers to questions. Answers are evaluated based on the students’ ability to demonstrate synthesis of information provided during 8 weeks of assignments, discussion, and reflection (weekly questions used require students to demonstrate ability to identify what was required, and why those requirements were used, as well to demonstrate an ability to apply the requirements to personal and educational growth).

Final Exam

Essay. Students submit a paper detailing their experience with completing each application. What was asked of them? How was the application formatted? What was the explanation of requirements (ie what High School information was required and why were they required to include High School information)? Questions are written so the answers provide a detailed picture of the students’ level of engagement, observation of details, and understanding of the underlying reasons why the questions are required.

A rubric, based on the application construction, specific questions from the application, and typical application performance (ie specific pop ups or secondary questions that result from proper student input to the form) is used to evaluate the students recollection, identification, understanding, and analysis of the application processes.

Participation

Discussions. Students answer and respond to questions regarding application deadlines, use of CSEP/LTEP and

other tools discussed in class to ensure meeting deadlines demonstrate students' understanding of the importance of those deadlines. Students answer questions and respond to other students about the competitive application processes, student leadership opportunities, scholarship opportunities, and housing.

The class is only offered online and designed to allow students to learn about the transfer process, and gather information related to transfer from the community college level to Bachelor's Degree awarding institutions. The primary focus is on the most common transfer choices for students attending Cerro Coso and taking the course, namely the CSU system schools and the UC system schools. However, information is also provided related to private schools within the state of California, and public and private schools outside the state of California. Resources like links to the various school systems, the Association of Independent California Colleges & Universities, ASSIST, the Common Application, Transferology and Western University Exchange (WUE) provide a broad spectrum of transfer information for students transferring within the state and out-of state.

Evaluation of student learning is based on the students' demonstrations of engagement with the various resources provided, starting with identification of those resources and ending with demonstration of application completion (without submission and paying application fees), and critical analysis of the selection and application process. Rubric is used.

Assignments

Not limited to, possibly:

1. Complete a Student Education Plan
- 2 Complete an outline for UC Personal Insight Questions
3. Complete a CSU and UC application without submission
4. Complete a comprehensive transfer plan
5. Comparison essay of UC and CSU campuses
7. Complete Transfer Information worksheet
8. Complete Financial Aid and Scholarship assignment

Textbooks and Instructional Material

Manuals: Hamilton, Karee. (2011-01-28 00:00:00.0) Making Transfer Easy Manual, Cerro Coso Print Shop . . Making Transfer Easy, Other: <https://www2.calstate.edu/apply>. . Making Transfer Easy, Other: Website resources that students will use to obtain information for comparison and requirements for transfer. . . Making Transfer Easy, Other: www.assist.org . . Making Transfer Easy, Other: www.ucop.edu . . Making Transfer Easy

CIC Approval

Effective Term

Fall 2020

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