Cerro Coso College
Course Outline of Record Report
10/13/2021

COLLC102 : Tools for College Success

General Information

Author:	• Rene Mora • Gross, Melissa • Hamilton, Karee
Course Code (CB01) :	COLLC102
Course Title (CB02) :	Tools for College Success
Department:	Counseling
Proposal Start:	Fall 2020
TOP Code (CB03) :	(4930.10) Career Guidance and Orientation
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000292453
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course 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.
Submission Type:	Change to Content
	We changed course code/name/descriptor from COUN C101 to COLL C102 so that all courses in the Counseling Department would have the same course code/name/descriptor, COLL. COLL C102 was selected and not COLL C101 to avoid duplication with PDEV C101, which will be changed to COLL C101. Two contributors were added to the course. ENGL C070 was removed as an advisory for this course. An online/hybrid and iTV rigor statement was added. This course was last assessed fall 2018 and all SLOs were met. This assessment had no impacts on this revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Counseling
Alternate Master Discipline Preferred:	• Counseling • Psychology • Social Work
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As
COUN C101

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☐ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)   2

Maximum Credit Units (CB06)   2

Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	2	4
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	0
Activity	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC070 - Introductory Composition

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.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other

Rationale	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.
Methods of Instruction	Written work
Rationale	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 Instruction	Problem Solving
Rationale	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
Methods of Instruction	Library
Rationale	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.
Methods of Instruction	Outside reading
Rationale	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
Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, such as overhead, whiteboard and videos.
Methods of Instruction	Instruction through examination or quizzing
Rationale	Exams are given to check knowledge of material covered.
Methods of Instruction	Guest Lecturers
Rationale	Campus staff or faculty are invited to present relevant area specific content, opportunities, resources; Career Center, Financial Aid, Librarian/Library Services etc.
Methods of Instruction	Discussion
Rationale	

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.

Methods of Instruction   Group Work

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

Methods of Instruction   Audiovisual

Rationale   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.

Methods of Instruction   Presentations (by students)

Rationale   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.

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.

Methods of Evaluation	Rationale
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.
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.
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.

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.
Distance Education Description: how outcomes are evaluated	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.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Develop an educational goal and a pathway to meet this goal.   Expected SLO Performance: 70.0

Utilize skills or strategies necessary for success in college.   Expected SLO Performance: 70.0

Analyze the personal value or impact of diversity in one's life.   Expected SLO Performance: 70.0

Outline

Course 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
      5. 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

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

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.

Online: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Navigate), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

Hybrid: All student-instructor and student-student contact in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

iTV: Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of assignemnts, as well as some assessment of iTV class participation.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Not Applicable.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Not Applicable.