

PG R100A: STUDENT SUCCESS: EOPS

Originator

jmunyantwali

College

Oxnard College

Discipline (CB01A)

PG - Personal Growth

Course Number (CB01B)

R100A

Course Title (CB02)

Student Success: EOPS

Banner/Short Title

Student Success: EOPS

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is designed to provide students with college survival strategies: Learn what the Extended Opportunity Programs and Services (EOPS) are, use the college catalog, website and portal, as well as explore university websites, identify the requirements for graduation and transferring to a four year university, navigate the financial aid process and requirements, review academic policy, utilize career search services, identify additional support services, review study skills and develop an EOPS educational plan.

Taxonomy of Programs (TOP) Code (CB03)

4930.13 - Academic Guidance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

17.5

Total Maximum Contact/In-Class Hours

17.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

35

Maximum Outside-of-Class Hours

35

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

52.5

Total Maximum Student Learning Hours

52.5

Minimum Units (CB07)

1

Maximum Units (CB06)

1

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | List eligibility criteria for the Extended Opportunity Program and Services (EOPS) |
| 2 | Develop a comprehensive educational plan |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | Discuss EOPS history, services and students' responsibilities |
| 2 | Develop an individualized comprehensive EOPS Student Educational Plan |
| 3 | Identify major courses along with general education and graduation requirements using the Oxnard College catalog and website along with ASSIST.ORG and other university websites |
| 4 | Identify ADT degree requirements for select majors using college websites, checksheets and catalog |
| 5 | Analyze and discuss information on academic policy, student rights, and course descriptions in the college catalog |
| 6 | Navigate the financial aid process and identify forms as well as apply financial aid rules and regulations that are identified in the Satisfactory Academic Progress |
| 7 | Identify and access other Oxnard College Support Services including those that assist in developing study skills |
| 8 | Identify all important college dates from college website as well as student handbook |
| 9 | Conduct a career search and individual assessment to determine career and life goals by using online career exploration resources |
| 10 | Demonstrate competency in accessing the internet & portal sites, using DegreeWorks, ASSIST.org and other relevant computer work sites |

Course Content

Lecture/Course Content

1. History and Mission of Extended Opportunity Program and Services
 - a. EOPS Student Contract and Responsibilities
 - b. EOPS Educational Plan
 - c. Special EOPS services
2. College catalog review

- a. Degree requirements for AA, AS, ADT's, Certificate programs, transfer requirements to CSU, UC, Private, and some out-of-state colleges
 - b. Major requirements
 - c. Course descriptions, pre-requisites and transferability
 - d. Academic Policy, student rights
3. Review the financial aid process
 - a. Satisfactory Academic Progress information;
 - b. Accessing and using the student portal
 4. AA, AS and ADT's checksheets as they relate to Educational Planning
 - a. Checksheets and Degree Works
 - b. Graduation requirements such as Math and Writing competency, Ethnic/Women's Studies, GPA
 - c. Placement exams and the application of scores to course selection; advanced placement scores for Foreign Language and other subject requirements
 5. General Education and Major Preparation Requirements for universities
 - a. Transfer guides and major requirements on ASSIST.ORG and or college catalog, university websites
 - b. CSU-GE and IGETC worksheets
 - c. General education and major requirements for a private university
 - d. Transfer center
 6. Developing an EOPS Student Educational Plan: Courses and Timeline
 - a. Placement in English and Math coursework
 - b. Reading transcripts
 - c. Using CSU, UC and private university transfer worksheets
 - d. Using AA/AS and ADT's checksheets along with applicable major coursework
 7. Assessing Life and Career Goals
 - a. Conduct career exploration
 - b. Assess interest inventories
 - c. Decision making techniques
 8. Identify special student-assistance programs and resources such as tutoring, educational assistance center, veterans, scholarships, learning and study skills workshops/classes, ASGS, clubs, library assistance, Transfer and Career Center

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Objective exams
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers

Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor provides lectures and presentations supported with visual aids of the major topics in the catalog. Such Instructor led lectures and presentations on topics that enhance a student's ability to discuss and define educational options, their EOPS educational plan as well as plans for the future
2. The instructor facilitates class discussions with students on the major topics of the catalog. The discussions throughout the semester provide a forum for the students to verbally demonstrate their knowledge of such topics as choosing a major and a marketable career.
3. Workshop formatted lectures as well as campus website will be utilized to orientate students to academic and student service programs offered at Oxnard College.
4. Computer lab assisted presentations to expose students to career choice options and UC/CSU transfer institution requirements.
5. Guest speakers from support services and universities will address issues relating to financial aid, transfer, and admissions requirements
6. Instructor will utilize multi-media, computer software and internet links to supplement instruction in the area of designing an individualized educational plan and choosing a career

Representative Course Assignments

Writing Assignments

1. Students are required to write an essay based on research conducted from a variety of resources. Research will be based on numerous websites which include but are not limited to: assist.org, california career zone, career cafe, and other university based websites and resources. The objective of this assignment is to enable students to complete an education plan that reflects their stated educational and career goals while demonstrating competency in accessing internet and portal sites.

Critical Thinking Assignments

1. Discuss systemic racism and its impact on the educationally and economically disadvantaged
2. Evaluate the historical aspects of the implementation of the EOPS program

Reading Assignments

1. Explore Oxnard College website, Oxnard College Catalog, EOPS website and Facebook, Four year institution websites to include: ASSIST, UC Pathways, and CSU mentor, Career and interest websites to include: california career zone, career cafe, Meyers Briggs, and Oxnard College Student Handbook

Other assignments (if applicable)

1. Students will complete online career and learning style assessments and analyze their results and how they might inform the development of their educational plan.
2. Students will be assigned to interview one to two people in careers that they are considering and summarize their interview and what they learned that may influence their career choices.
3. Students will use DegreeWorks to map out an educational plan and an alternative plan using another major they might consider.

Outside Assignments

Representative Outside Assignments

1. Summary of what the Oxnard College Catalog covers
2. A paper on resources provided by the college to help with college success based on the college website
3. A summary of College Websites that assist with college transfer
4. A summary of websites and college resources that assist with career exploration
5. Prepare written and/or oral presentation on student support services, career options, transfer options or educational pathways
6. Visit a student service department/s and provide summary of the personnel and kinds of support provided
7. Research reports on academic strategies, learning styles, university research, student services, personal goals and student planners.
8. Online assessment/surveys on career interests and study skills
9. Reports on interviews conducted to learn about college resources and career options

10. Sample education plans created in DegreeWorks
11. Weekly short assignments related to lecture or presentations

Articulation

Comparable Courses within the VCCCD

GW V02X - Orientation Workshop: EOPS

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Oxnard College (2020). *Oxnard College General Catalog* (Latest edition). Oxnard College.

Resource Type

Textbook

Description

Staley, S Staley, C (2016). *Focus on College and Career Success* (3rd). Cengage Learning.

Resource Type

Other Resource Type

Description

Websites: my.vcccd.edu, oxnard college.edu, Assist.org, cal state apply, california career zone, Cal State Apply, UC pathway, occupational handbook.com, Meyers Briggs.com, Degree Works.

Resource Type

Other Resource Type

Description

Powerpoint presentations to include but not limited to: EOPS/ CARE orientation, Financial aid rules and regulations.

Resource Type

Other Resource Type

Description

Instructor Handouts to include but not limited to: EOPS History and Mission, Comparison costs for attendance at: community college, CSU, UC and private universities.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Video Conferencing	Student will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.

Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Students will listen to pre-recorded lectures or videos pertaining to a specific topic. They may also have assigned readings, activities and/or assignments to be completed on a specified online platform.
Asynchronous Dialog (e.g., discussion board)	Students will respond to different discussion topics and will comment on other students responses
Video Conferencing	Student will participate in Zoom lectures in which they may have small group or in class discussions related to the lecture.
Synchronous Dialog (e.g., online chat)	Students will share their thoughts of the online lecture in an online chat with their classmates

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COUNSELING

Review and Approval Dates**Department Chair**

09/14/2020

Dean

09/18/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000547094

DOE/accreditation approval date

MM/DD/YYYY