

PG R102: COLLEGE SUCCESS

Originator

jmunyantwali

College

Oxnard College

Discipline (CB01A)

PG - Personal Growth

Course Number (CB01B)

R102

Course Title (CB02)

College Success

Banner/Short Title

College Success

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides the opportunity for students to learn and adopt principles, techniques, methods and strategies to be successful in college and in life. This will be accomplished by emphasizing three areas: (1) academic skills; (2) behavioral principles; and (3) relational skills.

Taxonomy of Programs (TOP) Code (CB03)

4930.10 - Career Guidance and Orientation

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)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
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

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Students will develop a comprehensive educational plan |
| 2 | Students will identify academic, personal and career goals |
| 3 | List student services available to help them achieve their goals |

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

- | | |
|----|--|
| 1 | Demonstrate critical thinking skills as they relate to the ability to succeed in college level coursework |
| 2 | Analyze the psychology of student attitudes, motivation and behaviors and their impact on college success |
| 3 | Apply time-management techniques to formulate a study plan |
| 4 | Utilize effective note-taking techniques |
| 5 | Demonstrate methods for reading and extracting information from textbooks |
| 6 | Apply effective memory techniques |
| 7 | Demonstrate test-taking methods that improve preparation for and performance on tests |
| 8 | Understand and develop a learning style conducive to academic success |
| 9 | Utilize library resources to prepare for and complete college level assignments |
| 10 | Discuss concepts reading diversity issues; function appropriately in a diverse cultural environment |
| 11 | Manage relationship dynamics and their impact on academic goals |
| 12 | Construct and analyze personal management charts of time and energy |
| 13 | Demonstrate effective student-instructor relations |
| 14 | Examine theoretical approaches to choice and change, and develop a personal awareness of opportunities to make choices |
| 15 | Formulate effective short-, intermediate- and long-term personal and educational goals into a realistic plan |

Course Content

Lecture/Course Content

1. Campus Resources
 - a. Student services and programs
 - b. Student-faculty relationships
2. Academic Issues
 - a. The value of your college
 - b. The educated individual in society
3. Personal and Social Issues
 - a. Interpersonal relationships
 - b. Personal values and goal setting
4. Career Information and Planning
 - a. Self-assessment: interests abilities values
 - b. Goal setting and decision making
5. Skills Building
 - a. Study and note taking techniques
 - b. Time management techniques
 - c. Critical thinking skills

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
Oral presentations
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. Lecture and group discussion on topics relating to college success
2. Reading relevant articles, paragraphs or sections relating to various topics on personal growth
3. Videos followed by group discussions on topics related to college success and personal growth

4. Lecture and discussion of various methods of research on careers
5. Individual and group exercises on goal setting, study skills and time management

Representative Course Assignments

Writing Assignments

1. Written exercises from class lecture and activities
2. Written exercises from assigned text
3. Written essays on videos and presentations

Critical Thinking Assignments

1. Participate in classroom and small group discussions about barriers to student success
2. Participate in classroom and small group discussions about overcoming different kinds of life challenges in order to academic success
3. Comparing and contrasting different career paths in relation to desired academic and lifestyles goals

Reading Assignments

1. Students are assigned to read various topics from instructor handouts, textbook and other sources to develop critical thinking skills to succeed in college level coursework
2. Read journal assignments and complete the entries to develop time-management, memory, note-taking techniques among others.

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

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

E Lifelong Learning and Self-Development

Approved

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

Downing, Skip. *On Course Strategies for Creating Success in College and in Life*. Cengage Learning, 2017.

Resource Type

Textbook

Classic Textbook

No

Description

Oxnard College Catalog

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	Students 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

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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

CCC000283441

DOE/accreditation approval date

MM/DD/YYYY