

SPRING 2008

**NEW STUDENTS:**

Prescriptive approaches/programs, e. g., mandatory placement and orientation, required intervention programs for students undergoing academic difficulties, a case management approach to counseling (which includes multiple contacts), targeted counseling and clarifying expectations for basic skills students, multiple formats for orientation (e. g., in person and on line orientation), holistic and developmental approaches to programs and services (e. g., team taught, multidisciplinary courses), formalized institutional retention strategies, increase support/awareness of financial needs of basic skills students.

Action Plans to Implement (not ranked)	Participants	Meeting Dates Scheduled	Activities of action plan submitted and posted	End of Spring 08 report submitted and posted
<p><b><u>BSI REC's:</u> 1, 2, 23, 24, 33</b></p> <p><b><u>FYE REC's:</u> II.E</b></p>	<p><u>Leads:</u> Virginia Padron, Jacquie Escobar</p> <p><u>Team:</u> Nate Nevado, Melissa Komadina, Kathleen Feinblum, Imelda Hermosillo, Rachel Bell, Stephen Hearne</p> <p><u>Possible Consultants:</u> Rick Wallace, Lori Adrian, Leslie Shelton, Leigh Anne Sippel, Pablo Gonzlaez, Maria Escobar, Kenny Gonzalez, Don Biederman, Eric Larson</p>	<p>Mon, Feb 25th, 1-3pm in room 2220</p> <p>Mon, March 31st 1-3pm in 2220</p> <p>Thurs, April 17th 1-3pm in 2220</p> <p>Mon, April 28th 1-3pm in 2220</p> <p>Mon, May 12th 1-3pm in 2220</p>	<p>See below, under <u>Activities.</u></p>	

## Activities

\* Piloting the college orientation course, [Career 410: College and Career Awareness](#) (0.5 units, 8 hours, CR/NC), starting July 2008.

\* Working on making Career 410 mandatory for all students and getting the exemption language approved. Will propose using the Foothill Community College model using the following language:

### Orientation (CRER 410) Exemption:

If you have completed an orientation course at another college; or have completed 12 or more college units, *including an orientation course prior to enrolling at Skyline College*; or have completed an Associate or higher degree.

\* Creating CRER 410 training for counselors. Decided to offer two 3-hour training courses on Thurs, May 29th and Sat, May 31st. Training will include: how to be consistent in the course content, course outline, course syllabus, class schedule, calendar.

\* Selecting a text for CRER 410. Different options are to select a generic orientation handbook as seen with *Community College Orientation* by Anthony Raptis or to create our own handbook as Foothill did and sell it in the bookstore.

\* Adding to brainstorm of all the activities to be sure to include in the campus-wide orientation. Melissa created a brainstorm and has asked the group to add their feedback: [CRER 410 Content Brainstorm](#).

\* Ensuring that counseling does not go to a drop-in only appointment system that does not allow follow-up or relationship building with students. Scheduling the following appointments between each student and his/her CRER 410 instructor:

CRER 410 enrolled students receive priority registration and...

- (1) In class they will complete a one semester educational plan (SEP)
- (2) 30-minute counseling appointment to go over SEP and educational goals
- (3) 30-minute comprehensive counseling evaluation with recommendations (advice on which academic, financial and supplemental instruction programs the student should enroll in/apply for)

Students taking the orientation online will have to wait for their counseling appointments and registration

\* Shared with BSI New Students group that BSI Curriculum is proposing to make Counseling 100 mandatory and the core course for the First Year Experience to possibly link with other courses. Also, shared that BSI Curriculum asked that the counselors look at the possibility of designing a follow-up course to Counseling 100.

\* Designing "[Let's Get it Started: Welcome Day 2008](#)" at Skyline College. Decided to propose that it take place on Saturday, August 16th from 9am to 3pm so as to include parents and to not conflict with opening day flex activities. Proposed rough structure for the day and the group signed up to develop different aspects of the day:

# Skyline College

## Official Course Outline

**Date:** January/2008

**1. TITLE:** CRER 410 COLLEGE AND CAREER ORIENTATION

.5, 1 OR 2 units; a total of 8, 16 or 32 lecture hours

Prerequisite: None.

**2. COURSE CLASSIFICATION:** Credit course applicable to the Associate Degree

**3. COURSE DESCRIPTIONS:**

### Catalog Description

This course will provide students with a comprehensive overview of Skyline College educational programs, services, policies, procedures, effective learning strategies, academic survival skills, awareness of personal development and additional essential tools and information for successful navigation through their first year at Skyline College. In particular, students will be assisted with the development of a sound student educational plan that is consistent with their academic and career goals. Study skills assessment, time management, personal and social adjustment, interest and aptitude assessment are some of the topics addressed to provide students with the necessary tools to begin their educational experience.

### Schedule of Classes Description

This course will provide students with a comprehensive overview of Skyline College educational programs, services, policies, procedures, effective learning strategies, academic survival skills, awareness of personal development and additional essential tools and information for successful navigation through their first year at Skyline College.

**4. COURSE JUSTIFICATION:**

This course is designed to prepare new students with understanding college resources, policies and procedures that will assist them to be better prepared to assume their roles as a college student. This course transfers as elective units

to the CSU and can be applied to the Personal Development (Area 5/GE) requirement for the Associate Degree.

## **5. STUDENT LEARNING OUTCOMES (SLO's):**

### **A. Communication**

Identify the structure, operations, policies and procedures of Skyline College.

Identify resources that are essential for student success.

Demonstrate the ability to express their educational goals with clarity and purpose when developing a student educational plan.

### **B. Critical Thinking**

Demonstrate the ability to understand Certificate, Associate degree, and transfer requirements into the Student Educational Plan (SEP).

Identify potential academic and career goals that are aligned with students' interests for further investigation and research.

### **C. Self Awareness and Interpersonal Skills**

Assist students in defining and clarifying their academic goals.

Describe student programs, services and courses supportive towards major identification and career planning.

Gain knowledge of effective tools and services that are supportive to work/life balance.

## **6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

- A. Understanding the California Systems of Higher Education
- B. Identify and Understand the Differences between Certificates, Associate Degrees, and Transfer Program Requirements
- C. Making Sense of Placement Test Scores
- D. Introduction to Career Decision Making and Exploration
- E. Understanding Learning Styles
- F. Understanding and Appreciating Diversity
- G. The "Nuts and Bolts" of how to Choose and Register for Classes

- H. Academic Policies and Procedures
- I. Identify Retention Strategies Needed for Academic Success
- J. Making the Most of Your First Year Experience

## **7. COURSE CONTENT:**

### **CRER 410 College and Career Orientation**

#### **1. Identify the California systems of Higher Education**

Identify differences between Certificate, Associate, Bachelors, Masters & Doctorate Degrees

Review certificates and degrees offered at Skyline College

Explain what the word “community” means in Community College

Examine programs that have special application procedures

Differentiate between alternative program offerings at CSM and Cañada

#### **2. Identify and Understand Certificates, Associate Degrees, and Transfer Programs and Requirements**

Analyze differences between Certificates and Degrees

Provide an Introduction of the graduation pie

Knowledge of CSU, IGETC, and private universities

Become familiar with Certificate, Associate and Transfer Requirements

Review ASSIST website and its function

Review of online resources including Assist, UC Pathways, and CSU Mentor.

#### **3. Making Sense of Your Placement Test Scores**

Review of English, Math, and ESOL Sequence

Test Repeat Policy

Pre-requisites and Co-requisites

Challenge Process

#### **4. Introduction to Career Decision Making and Career Exploration**

Career Assessment Inventory

Factors that influence career decisions

Tips on how to select a major

On Campus Career Resources

Introduce students to other COUN and CRER courses & Opportunities

#### **5. Learning Styles**

Learning Style Assessment

Differences in learning styles

Awareness of Learning Style Preference in relation to college success

#### **6. Diversity**

Understanding and appreciating Diversity

Cross Cultural Communication

#### **7. “Nuts and Bolts” of How to Choose and Register for Classes**

Review of class schedule

How to select courses

How to register for classes utilizing WebSMART

Drop dates and attendance policy

Calculating your GPA

Tips for success in your first semester and beyond

Important College Reminders

#### **8. Academic Policies and Procedures**

Your rights and responsibilities as a student

Sexual Harassment Policies

Anti-Discrimination Policy

Student Code of Conduct

Alcohol, Drug, and Smoking Policy

**9. Identify Retention Strategies Needed for Academic Success**

Time management and its relationship to college units

Study skills

Goal setting

Transition issues

Examine student's roles and responsibility outside of college

Developing support system on and off campus

Counseling at Skyline College

Building a Community – both on and off campus

**10. Making the Most of Your First Year Experience**

Overview of college-wide academic and support services

Participation in student clubs and volunteer activities

Campus tour

Completion of Student Educational Plan (SEP)

**8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Lecture, small group discussion, dyads, basic computer usage, demonstrations, field trips, media usage, reading and writing assignments using required texts or supplemental materials.

Textbook reading and writing assignments will be given for each class meeting. A standard *Orientation to College Handbook* will be required as well as a *College Catalog* and *Schedule of Classes*. Assignments will be required using all texts as well as self-reflective essay assignments that will assess the students ability to integrate counseling information and services from all texts. Instructor worksheets or handouts that provide supplemental and additional exercises will also be included. The classroom activities will include lectures by the instructor as well as group discussions. Exercises will include basic usage of computers and proficiency in navigating through online resources

that will assist students in preparing their educational plan as well as acquainting them with the process of academic and career exploration. Inclusion of different media modalities will be incorporated as well as standardized instruments for assessing career interests and learning styles. Students will be expected to apply critical thinking skills to specific classroom exercises that assess their ability to comprehend and utilize the information presented to them by developing individual academic and career plans that maximize their potential for college success.

**9. ASSIGNMENTS:**

Students will effectively develop a Student Educational Plan (SEP) consistent with their academic and career goals.

Daily reading assignments from *Orientation to College Handbook* as well as reflective essays and response papers based on in-class exercises.

**10. EVALUATION OF STUDENT PERFORMANCE:**

Credit /No Credit grading based on attendance, classroom participation, assignments and tests. Quizzes on textbook and lecture material including a final exam. CSU Transferable.

**11. RECOMMENDED or REQUIRED TEXT(S):**

*Orientation to College Handbook, Academic Planner, College Catalog, Schedule of Classes.*

Questions:

- What are our expectations of first-year students (as defined above)?
- What should they be able to accomplish (knowledge and skills)?
- And how soon should they master the task(s)?

	<b>Counselor &amp; Faculty Instruction EXPECTATIONS</b>	<b>TASK(S)</b>	<b>TIMELINE</b>
1. Time Management & Planning			
2. Computer Literacy			
3. Student Educational Plan			
4. How To Register for Classes			
5. Being in the Classroom			
6. Getting around Skyline College			

7. Getting Help with Classes			
8. Transferring to a University or College			
9. Certificate Programs			
10. Associate Degree Programs			
11. Choosing a Major			
12. Academic Policies & Procedures			

	Counselor & Faculty Instruction Expectations "A student is able to..."	Task(s)	When should be completed (1) Right Away; sem.; (2) by the
Time			
	Make due dates		
	Plan for study time		

Computer	"Balance" work vs. classes		
	Know when feeling overwhelmed		
	Keep commitments		
	Implement positive coping strategies to handle stress		
	Can successfully complete online application		
	Can successfully make online appointment for assessment		
	Have a working email account		
	Regularly check emails from Skyline College		
	Have basic knowledge of WORD		
	Have minimum keyboarding capabilities		
SEP			
	Understand the purpose of a SEP		
	Know when to see a counselor to complete a SEP		
	Have educational goals in mind	Talks to faculty & counselors at least once a semester for input	2
Registration	Utilize resources if educational goals are undefined	Accesses TOCC resources appropriately	1
	Successfully access WebSMART	Student knows "G" number and PIN	

		Student can navigate the tabs successfully	2
	Have access to a computer	Access computers on campus; Tour	
	Know what classes to register for prior to the beginning of a semester	Student has current SEP on file	1
	Successfully read the course schedule	Can comprehend the entire schedule without help	
	Know important dates and deadlines; fees deadlines	Can make \$ payment; drop/add classes appropriately	
	Become knowledgeable of Financial Aid options and BOGFW	Can obtain Financial Aid either through FA Office, from a counselor, from FA Workshop	2
		Comprehends FA information pretty well	2
		Can complete BOGFW application & FAFSA	
		Knows FA deadlines	2
	Counselor & Faculty Instruction Expectations "A student is able to..."	Task(s)	When should be completed (1) Right Away; sem.; (2) by the
Registration (cont'd)	Comprehend the class information in the printed schedule (can differentiate between Prerequisite, Transfer, Recommended classes and Units)		
Classroom	Understand what college behaviors and expectations are of them from faculty (May come in w/ high school behaviors and		

Management	attitudes)		
	Learn how to be college-ready (Not necessarily college-prepped; classroom expectations unfamiliar)		
	Exercise new-found independence (may result in high absenteeism) and develop identity		
	Manage the expectations of first semester (Student may not enter committed to first-semester; may feel overwhelmed by mid semester)		
	Balance work & class schedules (Struggles with time management & planning)		
	Plan a first- and second- semester with success in mind [May feel overconfident in college skills and abilities (“I can do it, it will be easy”) at very beginning of registration]		
	Know how to seek help when difficulties arise [Realities of challenges/difficulties of college settle in by mid- end- of semester]		
Skyline College Acclimation	Learn about the campus, meet other students, start to identify a community to be a part of [May feel overwhelmed by new environment; becoming acquainted with new buildings, unfamiliar faces & procedures]	Participate in On-Campus Tour	
	Make friends [May initially rely on familiar folks (peers from high school, parents, friends) to help them adjust to college]	Meet Student Ambassadors and other peers who are involved w/ Learning Communities, etc.	
	Identify a community to be a part of [Most likely isolated in their	Meet Student Ambassadors and other peers who	

	adjustment; make few on-campus connections]	are involved w/ Learning Communities, etc.	
	Know where to go on the “first” day of classes [Most likely to become familiar with classroom location on the first day of classes]	Participate in On-Campus Tour	
Getting Help	Counselor & Faculty Instruction Expectations “A student is able to...”	Task(s)	When should be com (1) Right Away; sem.; (2) by the
	Access TLC during their first semester [IF they are enrolled in English or Math?]		
	Contact their instructor for assistance; to make office hours unprompted		
	Form a study group [Students are reluctant or don’t know how to form a study group]		
	Seek classmates assistance [Students do not ask peers for help]		
	Develop confidence to seek assistance rather than wait until it’s too late or to just not pass a class [Students during their first semester may not have established campus connection to feel confident to ask for help]		
	Refer to One Stop for their questions about Skyline College		
Join a Learning Community			

Transfer			
	Differentiate between UC, CSU, and private requirements for transfer		
	Determine a major by the beginning of their second year at Skyline		
	Realize and understand that transfer timeline varies (not just "2 yrs")		
	Decide on an ed. goal even if not planning to transfer		
	Understand requirements for transfer		
	Will access TOCC and counseling resources to help in ed. plans		
	Stop by and use the TOCC		
	Differentiate between GE, major prep, units required, transferable units		
Certificate			
	Differentiate between requirements for AA/AS and certificate		
	Understand a minimum of 18.0 units is required		
	Identify a certificate major		
	Counselor & Faculty Instruction Expectations	Task(s)	When should be completed

AA/AS	"A student is able to..."		(1) Right Away; sem.; (2) by the
	Identify a major		
Major	Understand the requirements for AA/AS		
	Take career assessments to clarify educational goals		
	Talk with a counselor about major clarification		
	Utilize TOCC resources to make independent decisions		
Academic Policies & Procedures	Enroll in CRER classes		
	Access web and in-print resources to help clarify goals		
	Understand how to calculate gpa		
	Understand how to Withdraw from classes; articulate what a "W" means on the transcript		
	Know important dates and deadlines		
	Successfully add and drop classes		
	Successfully uses the Skyline catalog to understand academic expectations		

Entry Characteristics			
	Feel good about courses and course choices for their first year and have reasonable expectations		
	Handle anxiety about new environment and new expectations		
	Develop a positive self-efficacy through in-class and out-of-class expectations		
	Develop a sense of locus-of-control as it relates to college		
	Ability to develop skills for empathy		
	Ability to develop and maintain appropriate support for college		

# Let's Get it Started!

## Welcome Day 2008

### Skyline College

Approximate times:	Activity:
9-9:30:	Check in & Registration Refreshments provided in Lobby (continental breakfast)
9:30-10:	Opening Remarks College President, Vice President welcome
Session 1: 10-10:45 Session 2: 11-11:45 Session 3: 12-12:30	Possible Workshop sessions to offer: * College Success and next steps for freshman * How to finance your college education (given in 2 sessions) (Financial aid, work study, scholarships) * Choosing a career path/deciding a major * Fun and interactive workshops from each division: -Business -Science, Math, Technology -Language Arts -Physical Education -Social Sciences * 3 Parent workshops (ideas: President's roundtable discussion; Financing your College Student's Education; Life at Skyline: Candid Conversations with Skyline Students; Surviving your Student's First Year; FERPA: The Family Educational Rights and Privacy Act; Student Services: Counseling, Health, Safety; Your Student's First Year; Helping Your Student Study; Parent Transitions; Mini Orientation for Parents: program policy, procedures, services; "Top 10 Questions to Ask Your Student": Dialogue between Parent/Student) * Other possible sessions: -General Session: The Freshman Year Experience -Breaking Away: Transitions for Parents during Student's Growing

	<p>Independence</p> <ul style="list-style-type: none"> <li>-Staying Healthy: Stress management and staying physically and emotionally healthy</li> <li>-Community Resources and Information</li> <li>-Academic Life and Student Services</li> </ul>
12:30-1:30:	<p>Barbeque/luncheon</p> <p>Games, prizes, music</p>
1:30-3:00:	<p>Program and Club Tables</p> <p>Scavenger hunt to gather information from various tables to win a prize</p>

## WELCOME DAY TASK TEAMS:

Childcare - Jacquie	Corporate Sponsors - Stephen
Food - Jacquie	Workshops & Planning - Kathleen, Rachel and Nate
<p>Entertainment (music, performances) - Virginia, Stephen</p> <p>Virginia spoke to KMEL rep and they will do a battle of the bands for free and put event on the radio</p>	Tables/packets/set-up/registration/registration website: Melissa
<p>Outreach (on and off campus) - Nate</p>	<p>Prizes/Games: Stephen</p> <p>Stephen spoke to Kevin Chak at the bookstore who will provide some prizes</p> <p>Stephen composed a <a href="#">letter to distribute to local businesses</a> asking for gift certificates for the raffle.</p>
Organizing volunteers/staff - Jacquie, Angelica, Virginia	Security - Virginia
Logo, Flyers, event program, signage - Imelda, Virginia	Clean-up - all of us

	<p>Booking Rooms/Get event on calendar - Rachel</p> <p>Shelly put it on the school calendar: <a href="http://www.smccd.edu/accounts/skypio/calendar.html">http://www.smccd.edu/accounts/skypio/calendar.html</a></p> <p>Shelly sent us a link to a place where we can get assistance from the P.R. office on our event: <a href="http://www.smccd.edu/accounts/skypio/resources.html">http://www.smccd.edu/accounts/skypio/resources.html</a></p> <p>Confirmed with Julene that we have rooms 6202, 6204, 6206, and 6207 for Sat, August 16th. Must fill out the facilities contract and provide a map of the desired set up and submit the contract to Julene by May 15th. We need to also contact Kamla in media if we need media support for the event. The other rooms in bldg 6 are reserved for Counseling Orientations: 6203 from 10-11:30am and 6205 from 12-4pm. Sent email to Amory, Julene and Mary Anne Leary on 4/18 to book main theatre and cafeteria. Amory said to fill out this Facilities Use Agreement and have a dean sign it and then submit it to her office. Mary Anne Leary said EOPS (led by Jeff A.) booked the main theatre for Sat Aug 16th 8-2pm.</p>

Date \_\_\_\_\_

Dear name of business owner,

I am a professor at Skyline College and am helping to organize Skyline's first "Welcome Day" orientation for new students and parents on Saturday, August 16<sup>th</sup>. As a part of the festivities, we are having a raffle. I am writing to ask if you would please make a small donation to this event in the form of a gift certificate. In turn, your business will be listed as a sponsor and your support will be greatly appreciated.

Thank you very much,

Stephen Hearne, Ph.D.  
Skyline College