

SAN BERNARDINO VALLEY COLLEGE
STUDENT LEARNING OUTCOMES

Course ID: SDEV 015

Course Title: Puente: Strategies for College Success

STUDENT LEARNING OUTCOME	ACTIVITY/ACTION PLAN	ASSESSMENT METHOD	ASSESSMENT SPECIFICS
1. Student will differentiate between CSU & UC higher educational systems	A lecture will be conducted on the differences advantages and disadvantages of the UC & CSU educational systems. This will be followed by a case study assignment.	The student will choose an appropriate school based on the case study taking into consideration personal situations, major, and ultimate career goals.	<p>The student will be scored on a scale of 1-4. The criteria of the score will be as follows:</p> <p>4-Excellent: The student can relay the necessary entrance requirements for the chosen school system. The student chooses a specific university and is able to clearly explain why that system is appropriate for the case study, to include cost, programs offered within majors and indicating whether the ultimate goal is applied or research based. It includes admission requirement in terms of GPA, lower division General Education courses.</p> <p>3-Satisfactory: The student chooses an educational system without giving specific university and provides at least two reasons why the system is appropriate.</p>

			<p>2-Fair: Student shows minimal knowledge of the difference between CSU & UC systems. Names an educational system but does not choose one and includes at least one reason why this school system is appropriate.</p> <p>1-Poor: The student has no knowledge of the requirements and cannot identify appropriate school systems for the case study.</p>
2. Students will assess their current level of college success strategies.	Throughout the semester the course will consist of lectures, projects, group work and activities on college success strategies to include time management, study skills, note-taking, learning styles, and test anxiety.	Students will take a pre and post self assessment on current knowledge of success strategies.	<p>Student will self rate their knowledge of various strategies and their use of them based on the following scale:</p> <p>4-Excellent: Student can name at least three success techniques and gives examples of techniques in various areas such as study skills, test taking, time management, etc.</p> <p>3-Satisfactory: Student gives at least two success techniques and gives examples of the techniques used.</p> <p>2-Fair: Student has minimal knowledge of college success techniques. Gives examples with no specific details of the strategies or examples of when used.</p>

			<p>1- Poor: The student exhibits no knowledge of success strategies and is unable to give examples.</p>
<p>3. Students will apply knowledge of self responsibility in their life with a focus on their education.</p>	<p>Students will read case studies of students who lack self responsibility followed by a discussion of the effects this has on goal attainment and outlook of attaining success based on student responsibility levels.</p>	<p>Students will complete a self responsibility worksheet.</p>	<p>Student will be scored based on their level of understanding of self responsibility and the level of application in their own life.</p> <p>3- Excellent: Student shows a clear understanding of how to take responsibility and is able to demonstrate this in their actions.</p> <p>2- Fair: Student shows minimal understanding of responsibility and the benefits of it, however cannot apply it to their own thoughts and actions.</p> <p>1-Poor: Student repeats the same basic concept throughout the worksheet and cannot demonstrate an understanding of the responsibility thought process.</p>
<p>4. Students will be able to explain the role and benefits of mentors and networking.</p>	<p>Through power point presentations, case studies, discussion and mentor class visitations and mentor in class presentations, students will get to know their roles and benefits of mentors and networking.</p>	<p>Students will be asked to choose a mentor in history and conduct a presentation to the class explaining the roles these mentors took and the benefits of having a mentor, applying the knowledge learned in class.</p>	<p>The instructor will score the presentation based on the following scale:</p> <p>3-Excellent: The student explains who the mentor was and at least 2 roles their mentor took. They discuss in detail at least 2 benefits they received from the mentor</p>

			<p>relationship and networking.</p> <p>2-Fair: Explains who the mentor was, at least one role and one benefit.</p> <p>1- Poor: Student is not able to explain the mentor role or benefits they gained from them. Will only tell a story of the mentor relationship.</p>
--	--	--	---