

CNSL 1: COLLEGE SUCCESS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Maximum UC credit awarded for completion of CNSL 1 and CNSL 5 is 4.5 quarter units.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area 7: Lifelong Learning
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Apply a goal setting strategy, such as the SMART (Specific, Manageable, Attainment, Realistic, Time Specific) Method, to create short term and long term goals.
- Identify current and potential academic, social/cultural, psycho-emotional barriers and how they impact the student's college success.

Description

Examination of factors that contribute to college success, including responsibility/control, competition, task precision, expectations, wellness, time management, college involvement, family/support systems involvement. Activities include testing and individualized evaluations, group processing, and practicum.

Course Objectives

The student will be able to:

1. Discuss concepts and significance of factors that contribute to college success:
2. Control/responsibility
3. Competition
4. Task precision
5. Expectations
6. Wellness
7. Time management
8. College involvement
9. Family/support system involvement
10. Assess level of performance and areas needing improvement
11. Recognize how culture, age, and gender affect attitudes and practices that lead to college success
12. Select and apply interventions to improve college success
13. Identify and use resources to improve college success

Course Content

1. Administer assessment instruments:
 - a. College success factors
 - b. Learning styles inventory
 - c. Decision-making style inventory
 - d. Stress and wellness inventory
2. Concepts of control/responsibility
 - a. Evaluate test results that apply to control/responsibility
 - b. Obstacles
 - c. Interventions
 - i. Assertive communications
 - ii. Self-esteem building
 - iii. Belief systems
 - iv. Building responsibilities
 - v. Establishing control
 - d. Action plans
3. Concepts of competition
 - a. Evaluate test results that apply to competition
 - b. Attitudes
 - i. Winning, losing, and compromising
 - ii. Expectations
 - iii. Type-A personality
 - iv. Values clarification
 - c. Barriers
 - i. Fear of failure
 - ii. Fear of success
 - iii. Sex-role stereotypes
 - iv. Irrational beliefs
 - v. Polarized thinking
 - d. Cultural perceptions
 - e. Interventions
 - i. Compromise
 - ii. Effective communication
 - f. Develop personal competition style
4. Concepts of task and precision management
 - a. Evaluate test results that apply to task precision
 - b. Classroom task and precision management
 - i. Clarification of assignments
 - ii. Identify and use resources
 - iii. Develop a course study plan
 - iv. Plan calendar for class assignments
 - v. Task contract
 - vi. Evaluation
5. Concepts of expectations for goal-attainment
 - a. Evaluate test results that apply to expectations
 - b. Concepts of optimism and pessimism; learned helplessness
 - c. Cultural values
 - d. Short- and long-term educational goals
6. Concepts of wellness
 - a. Evaluate test results that apply to wellness
 - b. Types of stress
 - c. Coping with stress
 - d. Identify personal stressors

- e. Develop plan for wellness improvement
- f. Cultural differences
- g. Personal wellness log
- 7. Concepts of time-management
 - a. Internal and external barriers
 - b. Prioritizing and budgeting time
 - c. Time-management schedule and daily checklist
 - d. Cultural perceptions and practices
- 8. Concepts of college involvement
 - a. Opportunities and resources
 - b. Cultural values and attitudes
 - c. Interview and report of activities/services
- 9. Concepts of family/support systems' involvement
 - a. Types of support systems
 - b. Conflict areas
 - c. Cultural values and attitudes
 - d. Interventions and strategies
 - i. Decision-making
 - ii. Conflict resolution
 - iii. Assertive communication
 - iv. Self-esteem building
 - v. Problem-solving
 - vi. Financial planning
 - vii. Multiple roles
 - viii. Community resources
 - e. Framework for establishing effective support systems
 - f. Action plan

Group presentations of major projects followed by in-class discussion and evaluation

Representative Text(s) and Other Materials

Downing, S.. On Course: Strategies for Success in College, Career, and Life, 9th ed.. 2020.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly reading assignments from text and outside sources ranging from 20-30 pages per week
2. Weekly lecture covering subject matter from text assignment with extended topic information. Class discussion is encouraged
3. In-class activities may include individual or group participation and covers assigned reading and lecture topics
4. Guest speakers covering selected topics

Discipline(s)

Counseling

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Classroom with projector and computer.
2. When taught as an online or hybrid distance learning section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Contract for Academic Council or Probation
 Class assignments
 Journal
 Summary report of improvement plan
 Group discussion of personal progress
 Field work
 Quizzes

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussion using the language of college success
 In-class discussion of readings by the instructor and students followed by instructor-guided interpretation and analysis