



**Coastal Bend**  
COLLEGE

## **My Cougar Course**

(Updated 2/23/2015)

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# I. My Cougar Course Overview

*My Cougar Course* is an interdisciplinary course based on theoretical models of strategic learning, cognition and motivation. The focus of EDUC 1300 is directed toward:

- research and theory in learning, social cognitive behavior and motivation
- factors that impact learning
- application of learning strategies

*Learning objectives for this course are that students:*

- reflect on their thinking in order to improve academic performance
- assess their learning styles in order to identify their strengths and weaknesses as strategic learners
- use behavior management techniques to achieve personal, academic and career success
- establish relationships with other students and with faculty members
- identify and integrate resources available to enhance their learning environment
- demonstrate creative and critical thinking skills
- develop effective communication skills – both written and verbal

## *Performance Measures*

75% of students will increase knowledge in the areas of learning, skills acquisition, communication, academic resources and motivation on post-test.

75% of students will have completed a strategic learner plan for the next 2 years

80% of students will complete the service learning opportunity

80% of students will complete 2 presentations during the semester with a score of 80 or better.

## *Course Overview – Online*

The following chart gives a snapshot of how the online course would be structured. Each topic will be introduced within a theoretical concept/model (lecture Power Points and text book readings will serve as the initiating point of the lesson with applicable assignments and evaluations).

WEEK 1	EDUC 1300 COURSE SCHEDULE				
	Topic	Readings	Assignments	Points	Core Objective
Day 1	1-Starting Your Journey (CBC PP/BB training)	Ch 1 - Change	-Changes and Goal Setting (SLO 1 & 2)	15	PR
Day 2	1 cont. (Cornerstone PP) BB training		-Pre-Test (SLO 2)	0	CT
WEEK 2	<b>15/15</b>				
	Topic	Readings	Assignments	Points	Core Objective
Day 1	2-Pathway to Success (CBC PP)	Ch 2 – Engage	-Values (SLO 3) -Pledge (SLO1) (IE)	25 10	PR
Day 2	2 cont. (Cornerstone PP) BB training		-Enrichment Activities (SLO 1, 6, 7)	100	CR
Week 3	<b>135/150</b>				
	Topic	Readings	Assignments	Points	Core Objective
F2F	3-What Time Is It (Cornerstone PP)	Ch 6 - Prioritize	-Case Study (SLO 1,2) -Priority Management Assessment (SLO 2,4)	30 30 30	C T
Week 4	<b>90/240</b>				
	Topic	Readings	Assignments	Points	Core Objective
F2F	4-Brain Overload (CBC PP) Note-taking (Cornerstone PP)	Ch 7 – Learn Ch 9 - Record	-Online Discussion – Learning Theory (SLO 1,2,5) -Quiz (SLO 2)	25 30	SR CT
Week 5	<b>55/295</b> <b>1<sup>st</sup> Quarter Grades Due: (6 assignments/140 points/6 classes)</b>				
F2F	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core Obj</b>
	5-What's My Style	Ch 7 - Learn	-Learning Style Reflection (SLO 5)	50	CT
Week 6	<b>50/345</b>				
F2F	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	6-Who Am I (Cornerstone PP)	Ch 7 – Learn	-Personality Profile (SLO 7)	50	PR
Week 7	<b>50/395</b>				
F2F	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	7-Dream Big (Cornerstone PP)	Ch 13 – Plan	-Career Project (Part 1 & 2) (SLO 2,3,8) Part 3 is Professional Present	100	CT SR

<b>Week 8</b>	<b>100/495</b>				
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	8-Inside or Outside the Box (Cornerstone PP)	Ch 5 – Think	-Ethical Decision Making (SLO 4)	50	CT
<b>Week 9</b>	<b>50/545</b>				
<b>Mid-Term Grades DUE (10 assignments/295 points/10 classes)</b>					
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	9-Who, What, Where (Cornerstone PP)	Ch 4 – Connect	-Primary, Secondary.....sources and Annotated Bibliography (SLO 3) -What Type of source (SLO 3)	50 40	CT
<b>Week 10</b>	<b>90/635</b>				
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	10-Dancing with the Stars (Cornerstone PP)	Ch 3 - Persist	-Goal Setting (SLO 2) -Degree Plan (SLO 8)	25 50	CT PR
<b>Week 11</b>	<b>75/710</b>				
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	11-Show Me the Money (Cornerstone PP)	Ch 11 – Prosper	-The Latte Factor (p 277) (SLO 6) -Budget Sheet (SLO 6)	10 50	EQS
<b>Week 12</b>	<b>60/770</b>				
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	12-Let's Talk (Cornerstone PP) (CBC PP)	Ch 12 – Communicate	-Communication & Diversity (SLO 2,6)	40	COM
<b>Week 13</b>	<b>40/810</b>				
<b>3<sup>rd</sup> Quarter Grades DUE (17 assignments/ 555 points/ 14 classes)</b>					
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	13-Get Ready...Set...Go (Cornerstone PP) (CBC PP)	Ch 8 – Read Ch 10 – Study	-Online Discussion-Reading Style (SLO 2) -Test Taking Strategies (SLO 2)	15 10	SR CT
<b>Week 14</b>	<b>25/835</b>				
<b>F2F</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	<b>Core</b>
	14-Vision 2020 (CBC PP)		What's In It for Me (SLO – 1-8)	35	PR
<b>Week 15</b>	<b>35/870</b>				
	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Points</b>	
Day 1	15-Now Showing		Professional Presentation (SLO 1-8)	100	CT
Day 2			Continue Presentation (IE)		
			Semester Attendance (SLO 7)	30	PR
			Post-Test (SLO 2)	0	CT



Week 16	<p style="text-align: right;"><b>130/1000</b></p> <p style="text-align: center;"><b>FINALS</b>      <b>Final Grades due no later than noon on the Friday after the last class day</b> <b>18 classes/ 24</b></p>
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**IE - FOR INSTRUCTOR PURPOSES**

**STUDENT LEARNING OUTCOMES (SLO) TIED TO SYLLABUS AND CORE OBJECTIVES**

**Core Objectives**

CT – Critical Thinking Skills

COM – Communication Skills

EQS – Empirical and Quantitative

TW – Team Work

SR – Social Responsibility

PR – Personal Responsibility

*Note: The face-to-face course will follow a similar structure, however, there will be in-class opportunities for engagement.*

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## II. My Cougar Course Requirements, Waivers, & Exemptions

- A.** Mandatory for students who are First Time In College (FTIC) students
  - i.** Unless they have 24+ college hours successfully completed (overall GPA of “C” or higher). Students who meet this exception may waive EDUC 1300 and enroll in a different 3 hour course from the Component Area Option of the Core Curriculum.
  - ii.** A Waiver may be granted by the student’s Dedicated Advisor or through CBC’s Appeals Process which is available through the Dean of Academics Office or at [www.coastalbend.edu/MyCougarCourse](http://www.coastalbend.edu/MyCougarCourse).
  - iii.** As with any course, a student may transfer in EDUC 1300 from another institution of higher education.
- B.** Mandatory for most students seeking a Level I or II Certificate or Associate’s degree. Only the following programs are exempt from taking EDUC 1300: RN, RAD, DH, and Level I LVN and Level I COSMO.
- C.** Students may meet the graduation requirement of the catalog under which the student entered CBC (if the catalog is dated no more than five years before graduation). The 2014-15 Academic Year is the first year CBC added My Cougar Course to the core for most all Level I & II Certificates and Associate’s degrees; therefore, if a student is eligible to graduate under a degree plan before 2014-15, they may not be required to take EDUC 1300/My Cougar Course
- D.** Students who have attended CBC in the past, but have not attended CBC in one year or more will be placed on the current degree plan (2014-15) which requires that they take My Cougar Course if seeking most all Level I or II Certificate or an Associate’s degree.
- E.** Dual Enrollment students may be exempt depending on the agreement with Coastal Bend College and their Independent School District.
- F.** Students pursuing a Marketable Skills Certificate are exempt.
- G.**

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### III. Procedures (Activity, Leadership, Resources, Assessment Schedule, and Documented Evidence)

	Activity	Leadership	Budget/Resources	Assessment Schedule	Documented Evidence
<b>I.</b>	<b>MY COUGAR COURSE INSTRUCTION</b>				
<b>I.a.</b>	-Instructors for My Cougar Course must: 1) have a Master's Degree and 2) attend a 16 hour training by CBC Certified Trainers for My Cougar Course.	Dean of Academics	General Job Duty	Annual	-List of Instructors for My Cougar Course -Copy of sign-in sheets for My Cougar Course Training
<b>I.b.</b>	-Instructors follow My Cougar Course curriculum and syllabi as provided for Face-to-Face, Hybrid and Online My Cougar Courses.	Instructors	General Job Duty	Daily	-My Cougar Course in semester schedules
<b>I.c.</b>	-Instructors complete one peer evaluation on another My Cougar Course Instructor each semester using the CBC Classroom Observation Form found on the CBC Human Resources web page at <a href="http://www.coastalbend.edu/Evaluations/">http://www.coastalbend.edu/Evaluations/</a> .	Instructors	General Job Duty	Fall Semester- September/October Spring Semester- March/April	-Copies of Classroom Observation Forms completed by EDUC 1300 peers.
<b>I.d.</b>	-Instructors assess the Student Learning Outcome (SLOs) as listed in My Cougar Course Curriculum.	Instructors	General Job Duty	Follow Curriculum	-Data shared with IE staff to tabulate and add to her IE Data Reports on My Cougar Course
<b>II.</b>	<b>ASSESSMENT OF MY COUGAR COURSE</b>				
<b>II.a.</b>	- <a href="#">Institutional Effectiveness and Accreditation</a> (IE) runs the following reports: 1) Final Course Grades, 2) Course success and completion, fall-to-spring persistence and fall-to-fall retention 3) Percentage of Student Learning Outcomes (SLOs) achieved.  -IE emails the Report to the Dean of Academics & QEP Director.	Institutional Effectiveness and Accreditation	General Job Duty	1 month after the end of each semester that My Cougar Course is offered	-Copies of IE Data Reports
<b>II.b.</b>	-QEP Director shares results via email with the Vice President of Student and Administrative Services and the <a href="#">Quality Enhancement Plan Leadership Team</a> (QLT). - <a href="#">The QLT My Cougar Course Subcommittee</a> Co-Chairs share the results with the subcommittee in an official meeting.	QEP Director	General Job Duty	1 month after the end of each semester that My Cougar Course is offered	-Copies of agenda, minutes, & sign-in sheets





II.c.	<p>-The QLT Subcommittee "<a href="#">My Cougar Course Subcommittee</a>" meet and review the data reports.          -They discuss the data and make suggestions for improvement if needed.          -Co-chairs share the committee's suggestions with the QLT.</p>	QLT Subcommittee for My Cougar Course	General Job Duty	The Subcommittee meets at least quarterly. This report will be discussed at the next quarterly meeting.	-Copies of agenda, minutes, & sign-in sheets
<b>III. STUDENT EVALUATION OF MY COUGAR COURSE</b>					
III.a.	<p>-All students are asked to complete an anonymous evaluation of all of the courses they are enrolled (IOTA Solutions surveys)</p>	QEP Director	General Job Duty	3 wks before end of each semester	-Copy of Data Survey Report
IV.b.	<p>-Survey results are downloaded by the QEP Director and Dean of Academics          -Data from surveys is used to assess and improve My Cougar Course.</p>	QEP Director, Dean of Academics	General Job Duty	1 month after the end of each semester that My Cougar Course is offered	-Copy of Data Survey Report
<b>IV. INSTRUCTOR EVALUATION OF MY COUGAR COURSE</b>					
IV.a.	<p>-Instructors of My Cougar Course will meet to discuss Best Practices, concerns, etc. about EDUC 1300.</p>	My Cougar Course Lead Contact, QEP Director	General Job Duty	September, October, December, February, March & May annually	-Copy of Agenda of each meeting and Minutes if available
IV.b.	<p>-Instructors of My Cougar Course are asked to complete an anonymous evaluation of My Cougar Course and make suggestions for improvement.</p>	My Cougar Course Lead Contact	General Job Duty	2 wks before end of each semester	-Copy of Evaluation Report
IV.c.	<p>-My Cougar Course Lead Contact tabulates the results          -Data from surveys is used to assess improve My Cougar Course</p>	My Cougar Course Lead Contact	General Job Duty	1 month after the end of each semester that My Cougar Course is offered	-Copy of Evaluation Report



V. Quality Enhancement Plan Leadership Team (QLT)					
V.a.	- <a href="#">The Quality Enhancement Plan Leadership Team</a> (QLT) meets monthly during FY 2013-14 then quarterly thereafter to discuss data reports on Faculty Advising. (See <a href="#">QLT Minutes</a> )	QLT	General Job Duty	Monthly in FY 2013-14, Quarterly thereafter	-Copies of agenda, minutes, & sign-in sheets
V.b.	-The <a href="#">QLT Subcommittee "My Cougar Course"</a> will meet quarterly once established during FY 2013-14 to review & discuss data reports on My Cougar Course. -The Subcommittee makes data driven suggestions on improvements to My Cougar Course	QLT My Cougar Course Subcommittee	General Job Duty	Quarterly	-Copies of agenda, minutes, & sign-in sheets
V.c.	-The Co-chairs of the QLT Subcommittee "My Cougar Course" report the subcommittee's suggestions on the My Cougar Course Change Form and post for the QLT on Blackboard's QEP Committee page and at the next QLT meeting.	Co-chairs to the QLT Subcommittee "My Cougar Course"	General Job Duty	Quarterly	-Copies of agenda, minutes, & sign-in sheets
V.d.	-QLT reviews the My Cougar Course Change form from the My Cougar Course Subcommittee when received. -QLT reviews the data report from IE. -QLT takes action as needed keeping in mind what is in the best interest of our students. -QLT completes a <a href="#">My Cougar Course Change form</a> .	QLT	General Job Duty	Quarterly	-Copies of agenda, minutes, & sign-in sheets -Copy of My Cougar Course change form
V.e.	-QEP Director sends the My Cougar Course Change form to the Vice President of Student Services and Administration for review. VP shares the recommendation with the President and President's Leadership Team (PLT).	QEP Director	General Job Duty	Quarterly	-Copy of email to President
V.f.	Recommendations for change are presented to Board of Trustees for approval, if needed	President, QEP Director	General Job Duty	Annually	-Copy of Board Agenda and Minutes
V.g.	-If My Cougar Course changes approved, QEP Director uses My Cougar Course change form to make changes then emails updates to all CBC employees and posts on QEP web site.	QEP Director	General Job duty	Annually	-Copies of updated My Cougar Course Procedures and Manual



	The QLT Chair/QEP Director reports to the Vice President of Student Services and Administration and keeps the VP up-to-date.	QEP Director	General Job Duty	Continuous	-Meetings scheduled in President's & QEP Director's calendar
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## IV. Measures of Success of Goals (SLOs)

**Goal = Excellence (Vision 2020: CBC will offer a quality educational experience for all students; CBC will provide comprehensive student services to increase overall student success.).**

Key Measures = Licensure Rate; Quality Enhancement Plan (QEP)

- Quality Enhancement Plan

Key Measures = Mandatory Orientation; Dedicated Faculty Advising; My Cougar Course

Contextualized Measure = My Cougar Course (All FTIC and 1<sup>st</sup> Time at CBC students are required to take My Cougar Course starting FY 2014. Exemptions include: students with twenty-four college hours successfully completed<sup>1</sup>. Students who make a “D” in a course and re-take the course and make a “C” or higher are exempt. Students who do not re-take a course with a grade of a “D” are not exempt. Students who are enrolled in the New Mathways Project Learning Frameworks course will be exempt. Dual Enrollment are highly encouraged to take the course, but an agreement has been made with each individual independent school district. Dual Enrollment students who enroll in CBC after they graduate from high school are required to take My Cougar Course if they have not already taken it. Students may follow our appeals process if they believe they should be exempt but do not meet the criteria listed.) There are three Student Learning Outcomes that are measured with a rubrics: #1 – Research and theory in psychology of learning, cognition, and motivation; #2 – Factors that impact learning; and #3 – Application of learning strategies. CBC’s Student Retention Management System, ZogoTech, will be used to determine the targets below for persistence, successful completion, and if the students took the next level of courses for their degree plan.

	Annual	Persisted to End of Course Target	Successfully Completed Course Target	Took Next Level of Courses for their Degree Plan Target
○	FY 2014	80%	75%	70%
○	FY 2015	83%	79%	75%
○	FY 2016	86%	83%	80%
○	FY 2017	89%	87%	85%
○	FY 2018	92%	91%	90%
○	FY 2019	95%	95%	95%
○	FY 2020	98%	99%	100%

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<sup>1</sup> Successful Completion is defined as having made a grade of “C” or better in a course.



## V. Institutional Effectiveness and Accreditation Procedures for QEP Assessment Results

### *Vision 2020 Key Performance Indicators – Annual Report*

- Goal: Success (first-time at CBC, full-time, credential-seeking students)
  - 3/4/6 year graduation rates
  - Fall-to-Spring persistence
  - Fall-to-Fall persistence
  - Number of Degrees and Certificates
  - Percentage of students referred to college preparatory courses (developmental education)
    - % successfully complete
    - % college preparatory students enrolling in and successfully completing 1300 level math and English
- Goal: Excellence
  - Licensure pass rates for Professional Nurse, Registered Nurse, Cosmetology, Radiologic Technology, and Dental Hygiene
  - QEP evaluation measures of Mandatory Orientation, Dedicated Faculty Advising, and My Cougar Course (for more detail, see QEP Reports section below)

### *QEP Reports*

- CBC Smart Start Accountability Report – annual report updating progress on goals
- CBC Smart Start semester reports include:
  - Quarterly grade tracking reports (three times on four-week intervals for regular semesters and at QEP request for flex and weekend college schedules). Quarterly grade tracking is duplicated over the course of a week as requested by the Deans for advisor compliance.
  - Advising contact reports (three times on a four-week intervals for regular semesters and at QEP request for flex and weekend college schedules.)
  - My Cougar Course assessment reports (one month after end of each semester)
    - Final course grades
    - Course success and completion rates
    - Fall-to-Spring and Fall-to-Fall persistence
    - Percentage of Student Learning Outcomes (SLOs) achieved
  - Orientation evaluation reports (one month after end of each semester)
    - Assessment of learning in orientation sessions through pre- and post-testing
    - % Compliance with mandatory orientation attendance
  - Advising model survey reports (one month after end of each semester) )
    - Faculty Advising Model survey of faculty and student development specialists
    - Faculty Advising model survey of students

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# VII. My Cougar Course Appeal Form

Date: \_\_\_\_\_

Student Requesting the Appeal: \_\_\_\_\_

Student CBC ID#: \_\_\_\_\_

CBC ID#: \_\_\_\_\_ Major: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### Reason for waiver consideration from taking My Cougar Course:

(If granted waiver, student must take another course in the Component Area Option in place of My Cougar Course/EDUC 1300.)

(Attach additional documentation if needed; i.e., transcripts.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Use additional pages if needed.

\_\_\_\_\_  
Student Signature Date

\*Please return to the Dean of Student Services located in R.W. Dirks Jr. Student Services Building, Room 146 or email to [lupegg@coastalbend.edu](mailto:lupegg@coastalbend.edu) and write "APPEAL" on Subject Line.

Office Use Only:

Reviewed By: \_\_\_\_\_  
Name & Title Name & Title Date

\_\_\_\_\_  
Signature Signature

\_\_\_Approved \_\_\_Denied

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