

# CollegeScope<sup>®</sup>



## Using CollegeScope with Guided Pathways

Improve rates of Pathways college completion, transfer, and attainment of jobs with value in the labor market



## What Are Guided Pathways?

Guided pathways reform is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating initiatives such as student success and support program (SSSP), equity, basic skills transformation, and more. Guided pathways provide students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes.

## What is CollegeScope?

CollegeScope<sup>®</sup> is an online curriculum designed to work with your institution's first year college student success initiatives. Community colleges using the National Pathways Model have found particular success when using CollegeScope with freshmen as an 8-week course that is worth 3 credit units. Students learn about themselves and your institution to best plan their education and future career over 9 chapters of engaging content. CollegeScope also offers full integration with Canvas, Brightspace by D2L or Blackboard learning management systems (LMS).

Within CollegeScope you will find:

- 9 chapters to mix and match to your needs
- Clear learning outcomes measured several ways
- 30+ areas in-chapter to direct students to your school's services for student support
- Related and verified video and webpage links
- Interactive activities for engagement
- Auto-graded quizzes for instant feedback
- Journal entries to encourage personal reflection
- Pre- and post-chapter knowledge surveys

Learn more about CollegeScope at [www.humanesources.com/ps/cs](http://www.humanesources.com/ps/cs)

## How do I use this document?

This document is designed to show you how CollegeScope curriculum can be used as part of your first-year student success and/or orientation initiatives to help work towards meeting Guided Pathways. For more information about the National Guided Pathways Model visit the AACC Pathways Project at <https://www.aacc.nche.edu/programs/aacc-pathways-project>.

# Clarify paths to student end goals

## Implementation

Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones

Math and other core coursework aligned to each program of study

## Week 1

**Topic/Chapter** Personal Awareness

**Outcomes**

- A. Develop a sense of purpose and the motivation to succeed
- B. Prioritize personal and work values
- C. Identify personality type and the strengths and challenges associated with it
- D. Assess multiple intelligences and learn personalized strategies for academic success
- E. Identify work and academic related interests
- F. Measure and understand the importance of academic self-efficacy for success in school

Assessments in the chapter include:

- Personality type
- multiple intelligences and emotional intelligence

**Highlights**

The results of both assessments have top career matches based on the student's profile. Those results are linked to an O\*NET database of over 900 career profiles, including their related college major.

Surveys in the chapter to help students narrow their career research are:

- Work Values
- Work Interests
- Academic Self-Efficacy

## Week 2

**Topic/Chapter** College Readiness

- Outcomes**
- A. Understand what a typical day, semester, and year in college look like
  - B. Know expectations on campus, in course load, and from instructors
  - C. Become familiar with the structure and purpose of different programs and majors
  - D. Increase awareness of extracurricular activities and the advantages of being involved
  - E. Become aware of campus resources, such as health, financial aid, and other student services

**Highlights** Direct students to school programs, such as:

- Academic advising
- Athletic
- Campus safety
- Orientation

Give students' access to on-campus support and services:

- Campus safety office
- Career services pages
- Counseling
- Disability services
- Health office or clinic
- Help desk for technology difficulties
- Registrar's office
- Residence
- Substance abuse programs
- Tutoring
- Veteran services

Increase student involvement with links to:

- Extracurricular clubs
- Honor societies
- Student government

Showcase your school's educational offerings:

- Academic calendar
- Associate degree programs
- Degree and transfer requirements
- Graduate programs
- Study abroad programs
- Undergraduate programs
- Work study programs

## Week 3

**Topic/Chapter** Career Exploration

- Outcomes**
- A. Know how to find and use various sources of career information
  - B. Understand how careers are classified and how that helps in finding a career match
  - C. Know how to interpret a career profile and what different pieces of career information mean
  - D. Expect and prepare for multiple careers over the course of a lifetime

- Highlights**
- Students experience narrowing down a large list of viable career options to a more reasonable number.
  - Show students real calculations of how education level affects employment and wages.
  - Students perform an activity that reveals how different industries are affected by trends in technology and global economics.

# Help students choose and enter a pathway

## Implementation

Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

## Week 4

**Topic/Chapter** Goal Setting and Planning

- Outcomes**
- A. Understand the processes and importance of decision making
  - B. Understand the goal-setting process and establish meaningful short-term and long-term goals
  - C. Create action plans to achieve short and long-term goals
  - D. Develop strategies to follow and/or modify plans using sound decision making and adaptive strategies

**Highlights** By this point, students have the tools they need better understand themselves, explore careers and related majors for accurate planning.

In chapter 1 students do initial career exploration based on their interests, values, skills, and abilities.

In chapter 2 students examine important career attributes, such as outlook, income and lifestyle.

Within the chapter students learn about decision making, setting goals, creating action plans and developing strategies.

Students use their portfolios to refer back to assessments and saved careers.

- Students create a comprehensive educational plan, including:
  - Graduation requirements
  - Extracurricular activities that support career goals
  - Exams and certifications

# Help students stay on path

## Implementation

Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

## Week 5

**Topic/Chapter** Learning and Productivity

- Outcomes**
- A. Understand the effect of mindset, grit, self-control and motivation on achievement
  - B. Understand what critical and creative thinking are and how to apply them
  - C. Use learning styles and metacognition to maximize learning potential
  - D. Optimize key academic skills:
    - I. Using Technology
    - II. Listening & Taking Notes
    - III. Reading
    - IV. Research & Information Analysis
    - V. Memory
    - VI. Writing
    - VII. Studying & Test taking

**Highlights** See exactly where students are in CollegeScope at any time as an early alert system. Easily communicate in Canvas with students lagging behind to find out their challenges and provide encouragement to boost persistence.

CollegeScope teaches students to utilize their college resources and support sources. They learn how to develop motivation, grit, mindset and other non-cognitive skills. Students also learn critical thinking, core academic skills, and take a learning productivity assessment. In addition, students set goals and plan for their education. They learn about leadership, health, and time management to stay on path. They even learn about their rights and responsibilities in the bonus chapter.

Staff and administrators can run reports based on students' plans to predict course and section demand.

## Week 6

**Topic/Chapter** Communication, Collaboration and Leadership

- Outcomes**
- A. Learn effective communication skills
  - B. Learn effective collaboration and conflict resolution skills
  - C. Learn effective leadership skills

Assessment in the chapter includes:

- Skills

- Highlights**
- Exercise on how to choose the right media for a situation.
  - Practice listening skills.
  - Understand the importance of non-verbal communication.
  - Complete a conflict resolution exercise.
  - Review emotional intelligences score and practice strategies to improve it.

## Week 7

**Topic/Chapter** Career Readiness

- Outcomes**
- A. Use mentoring, apprenticeships, internship and volunteering to prepare for careers
  - B. Understand a variety of workplace expectations
  - C. Understand how to use technology to promote career potential
  - D. Become proficient with resumes, job interviews and other aspects of the job application process

- Highlights**
- Watch a TED video on learning and improving from failure.
  - Find real internships on Internships.com.
  - Find volunteer activities on Volunteer.gov.
  - Find jobs with Indeed.com.
  - Complete an activity about employee rights and responsibilities.
  - Practice creating a positive and career-promoting online presence.



# Ensure that students are learning

## Implementation

Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices

Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment.

## Week 8

**Topic/Chapter** Money, Health, and Time Management

- Outcomes**
- A. Understand access to, and consequences of, different forms of financial aid
  - B. Learn money management skills for college and beyond
  - C. Understand how to maintain health through knowledge of nutrition, exercise, stress, sleep and drugs
  - D. Learn manage time, prioritize and avoid procrastination

**Highlights** Students are held accountable in CollegeScope and learning is ensured through journals, quizzes and self-assessments. Students are explicitly shown the learning outcomes beforehand and are surveyed on how the material helped them meet learning outcomes in each section. Meta-cognition—learning how to learn—is covered in Chapter 5 as well.

Learning outcomes are measured in 3 ways:

- Pre/post chapter surveys
- End of chapter quizzes
- Student grading of how the chapter matches outcomes

## Extra Credit

**Topic/Chapter** Rights, Respect and Responsibility

**Outcomes**

- A. Understand the connection between rights, respect and responsibility
- B. Understand Title IX and student's rights on campus
- C. Understand your own and other's responsibilities for safety and well-being
- D. Learn to define sex discrimination and know what constitutes sexual violence
- E. Know how to protect oneself, respond to and report incidents, and use available campus resources

**Highlights** Support Title IX and The Campus SaVE Act with this bonus chapter. Within the chapter you can help prepare students with the school's:

- Crime statistics
- Emergency information (lockdown procedures, natural disaster, etc.)
- Financial aid information
- Self-defense courses
- Student safety presentation
- Title IX coordinator

Offered as extra credit for completion to students in the course.

## Early Outcomes

Institutions would benefit from measuring key performance indicators to determine improvements, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

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