

**Using College & Career Success Concise with Guided Pathways**

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

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 College & Career Success Concise?

College & Career Success is a concise online curriculum designed to work with your institution’s first year college student success initiatives. Community colleges using the National Pathways Model have found enhanced success when using College & Career Success Concise with freshmen as an 8 or 16-week course that is worth 1-3 credit units. Students learn about themselves and your institution to best plan their education and future career over 9 chapters of engaging content. College & Career Success also offers full integration with Canvas, Brightspace by D2L or Blackboard learning management systems (LMS).

Within College & Career Success you will find:

* 9 chapters to mix and match to your needs
* The latest findings in neuroscience, positive psychology, and future trends related to college, career and lifelong success
* Specific content for math success
* Ways to point students to your school’s services
* Interactive activities for practice
* Auto-graded quizzes for instant feedback
* Journal entries to encourage personal reflection
* Pre- and post-surveys

Learn more about College & Career Success at [www.humanesources.com/ps/ccs](http://www.humanesources.com/ps/ccs) (is there a site for Concise?)

How do I use this document?

This document is designed to show you how College & Career Success Concise 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](https://www.aacc.nche.edu/programs/aacc-pathways-project/).

Clarify paths to student end goals

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| 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 |

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| Chapter 1: Understanding Motivation |
| Learning OutcomeObjectives  | Students will examine various motivational strategies and apply them to their success in college, in their career, and in their lives. Students will become aware of student services to support career and transfer outcomes. Students will:1. Make a connection between educational attainment and income.
2. Summarize the steps to choose a major and career.
3. Develop the motivation to succeed using mindset, grit, positive thinking about the future, intrinsic motivation, and internal locus of control.
4. Explore student services related to career and transfer outcomes.
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Help students choose and enter a pathway

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| 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
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| Chapter 2: Choosing Your Major |
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| Learning OutcomeObjectivesAssessments | Students will assess their personality types, multiple intelligences, vocational interests, and values and match assessment results to majors and careers. Students will complete an educational plan to match their major and career goals. Students will:1. Assess their personality types, multiple intelligences, vocational interests, and values.
2. Describe their assessment results and list majors that match their personal preferences.
3. Research a career that matches their personality type, multiple intelligences, interests, and values.
4. Explain the concept of emotional intelligence and how it is related to career and personal success.
5. Describe their ideal work environment based on their personal preferences, interests, and talents.
6. List their five most important values and explain how values are used in making important decisions, including career decisions.
7. Practice the steps in making good decisions.
8. Describe how personality type affects career decision making.
9. Describe other factors to consider in choosing a major, such as earnings and job outlook.
10. Increase awareness of career trends of the future and how they affect career choice.
11. Create an educational plan to achieve their career goal.
12. Reflect on how finding your passion is an important part of career planning.

The AchieveWORKS Personality assessment is included in this chapter. The results are linked to 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.The AchieveWORKS Intelligences assessment helps students identify their highest intelligences and match them to potential careers. These results are linked to an O\*NET database of over 900 career profiles, including their related college major.The Interest Profiler from the Bureau of Labor Statistics is used to help students discover their vocational interests based on the Holland code. Results are linked to the Bureau of Labor Statistics database.The values checklist helps students to identify their highest values and factor in this information in making a career decision.By this point, students have the tools they need better understand themselves, explore careers and related majors for accurate planning. |

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| Chapter 3: Managing Time and Money |
| Learning OutcomeObjectives | Students will utilize time and money management strategies to accomplish their short and long-term goals. Students will:1. Make a list of their lifetime goals.
2. Select time management strategies to accomplish lifetime goals.
3. Select effective strategies for dealing with procrastination.
4. Create an effective study schedule.
5. Identify money management techniques that lead to financial security.
6. Reflect on how they can use priorities to manage their time.
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Help students stay on path

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| 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
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| Chapter 4: Using Brain Science to Improve Memory |
| Learning OutcomeObjectivesProgress TrackingAssessment | Students will practice science-based learning strategies to improve memory and learning. Students will: 1. Explain how the memory works and why we forget.
2. Practice memory techniques that can be used to remember college material.
3. List at least three memory techniques and explain how they can be used to remember what they study.
4. Make a plan for keeping their brain healthy throughout life.
5. Reflect on how positive thinking can be used to improve memory as well as success throughout life.

With the early alert feature, faculty can easily track student success by viewing student work online. They can follow up with any students who are not being successful and offer support and encouragement. With course management integration, grading is more automated and faculty can quickly see students who need follow up to boost success and persistence.Staff and administrators can run reports based on students’ plans to predict course and section demand. They can also track student success. The AchieveWORKS Learning and Productivity assessment helps students to become aware of strategies to improve learning and efficiency. |

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| Chapter 5: Using Brain Science to Improve Study Skills |
| Learning OutcomeObjectives | Students will practice science-based learning strategies to enhance study skills, improve reading, and increase math success. Students will:1. Explore the concept of multi-sensory integration which involves using all the senses to learn including visual, audio, tactile, kinesthetic, olfactory, and gustatory strategies.
2. Practice the SQ4R system for reading college material.
3. Practice techniques for improving reading speed and comprehension.
4. Explore e-learning strategies.
5. Explore strategies for success in math.
6. Reflect on how students create their own success.
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| Chapter 6: Taking Notes, Writing, and Speaking |
| Learning OutcomeObjectives | Students will practice strategies for effective note taking, writing, and speaking in college.Students will:1. Assess their note taking skills and make a plan for improvement.
2. List and describe tips for taking good lecture notes.
3. Practice several note-taking systems.
4. Review the use of preparation, organization, writing, editing, and revising (POWER writing) for college writing projects.
5. Review strategies for effective public speaking
6. Reflect on how focusing on what is most important can contribute to success in college, work, and life.
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| Chapter 7: Test Taking |
| Learning OutcomeObjectives | Students will practice strategies for test preparation, taking tests, and coping with test anxiety.Students will:1. Assess their test taking skills and make a plan for improvement.
2. Describe useful test preparation strategies.
3. Explore techniques for dealing with test anxiety.
4. List and explain five strategies for success on math exams.
5. Practice test-taking strategies for true-false, multiple-choice, matching, sentence completion, and essay exams.
6. Reflect on the importance of preparation for success in college, careers, and life.
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| Chapter 8: Thinking Positively about the Future |
| Learning OutcomeObjectives | Students will apply positive thinking strategies to their future college, career, and lifelong success.Students will:1. Discuss strategies for positive thinking to increase career and personal success.
2. Read theories from the psychology of happiness and identify ideas they can apply to their personal and professional lives.
3. Reflect on “You are What You Think.”
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Ensure that students are learning

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| 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. |

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| College & Career Success |
| Outcomes | Students are held accountable in College & Career Success and learning is assured through online journals, quizzes and self-assessments. Faculty can view all student work and results and provide feedback and encouragement. Students are explicitly shown the learning outcomes beforehand. Learning outcomes are measured in 3 ways:1. pre/post surveys,
2. chapter quizzes, and
3. completion of the journal entries designed to help students think about what they have learned and apply it to their personal lives.

The Instructor’s Manual contains hundreds of supplemental exercises, handouts, PowerPoints, test banks and resources for engaging students in learning. Professional development and customer support are available to improve teaching practices.  |

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| Early Outcomes |
| Measure key performance indicators, 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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