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CollegeScope[®]
Instructor Manual

Table of Contents

| | |
|---|----|
| What is <i>CollegeScope</i> ? | 5 |
| <i>CollegeScope</i> Chapters..... | 6 |
| Surveys..... | 8 |
| Assessments..... | 8 |
| Career Database..... | 9 |
| Preparing to Use <i>CollegeScope</i> | 10 |
| Implementation Checklists..... | 10 |
| Administrators | 10 |
| Staff & Instructors..... | 11 |
| Curriculum Alignment with National Initiatives | 12 |
| Sample Course Syllabus for <i>CollegeScope</i> | 13 |
| Sample Course Calendar..... | 15 |
| Introducing Students to <i>CollegeScope</i> | 16 |
| Overview..... | 16 |
| PowerPoint Slides & Test Banks..... | 17 |
| Assessments..... | 18 |
| Personality Type Assessment..... | 18 |
| Overview..... | 18 |
| Using with Students..... | 19 |
| Supporting Activities..... | 20 |
| Multiple Intelligences Assessment..... | 21 |
| Overview..... | 21 |
| Using with Students..... | 22 |
| Supporting Activities..... | 23 |
| Learning and Productivity Preferences Assessment..... | 24 |
| Overview..... | 24 |
| Using with Students..... | 26 |
| Supporting Activities..... | 26 |
| Skills Assessment..... | 28 |

| | |
|--|----|
| Overview..... | 28 |
| Using with Students..... | 29 |
| Supporting Activities..... | 30 |
| Career Database Information..... | 31 |
| Overview..... | 31 |
| Career Results..... | 31 |
| Summary of Information in Career Profiles..... | 32 |
| Using with Students..... | 32 |
| Supporting Activities..... | 33 |
| Appendix A: Supplemental Activities..... | 34 |
| Chapter 1: Purpose and Motivation..... | 34 |
| Chapter Sections..... | 34 |
| Comments for Instructors..... | 34 |
| Key Messages and Themes for Students..... | 35 |
| Time Needed..... | 35 |
| Supplemental Activities..... | 35 |
| Chapter 2: Personal Awareness..... | 36 |
| Chapter Sections..... | 36 |
| Comments for Instructors..... | 36 |
| Key Messages and Themes for Students..... | 36 |
| Time Needed..... | 36 |
| Supplemental Activities..... | 37 |
| Chapter 3: College Readiness..... | 38 |
| Chapter Sections..... | 38 |
| Comments for Instructors..... | 38 |
| Key Messages and Themes for Students..... | 38 |
| Time Needed..... | 38 |
| Supplemental Activities..... | 39 |
| Chapter 4: Effective Learning Strategies..... | 40 |
| Chapter Sections..... | 40 |
| Comments for Instructors..... | 40 |

| | |
|---|----|
| Key Messages and Themes for Students..... | 40 |
| Time Needed..... | 40 |
| Supplemental Activities..... | 41 |
| Chapter 5: Information and Study Skills..... | 43 |
| Chapter Sections..... | 43 |
| Comments for Instructors..... | 43 |
| Key Messages and Themes for Students..... | 43 |
| Time Needed..... | 44 |
| Supplemental Activities..... | 44 |
| Chapter 6: Career Exploration..... | 45 |
| Chapter Sections..... | 45 |
| Comments for Instructors..... | 45 |
| Key Messages and Themes for Students..... | 45 |
| Time Needed..... | 45 |
| Supplemental Activities..... | 46 |
| Chapter 7: Goal Setting and Planning..... | 47 |
| Chapter Sections..... | 47 |
| Comments for Instructors..... | 47 |
| Key Messages and Themes for Students..... | 47 |
| Time Needed..... | 47 |
| Supplemental Activities..... | 48 |
| Chapter 8: Communication, Collaboration and Leadership..... | 49 |
| Chapter Sections..... | 49 |
| Comments for Instructors..... | 49 |
| Key Messages and Themes for Students..... | 49 |
| Time Needed..... | 49 |
| Supplemental Activities..... | 50 |
| Chapter 9: Career Readiness..... | 51 |
| Chapter Sections..... | 51 |
| Comments for Instructors..... | 51 |
| Key Messages and Themes for Students..... | 51 |

| | |
|---|----|
| Time Needed..... | 51 |
| Supplemental Activities..... | 52 |
| Chapter 10: Money, Health and Life Balance..... | 53 |
| Chapter Sections..... | 53 |
| Comments for Instructors..... | 53 |
| Key Messages and Themes for Students..... | 53 |
| Time Needed..... | 53 |
| Supplemental Activities..... | 54 |
| Chapter 11: Rights, Respect and Responsibility..... | 56 |
| Chapter Sections..... | 56 |
| Comments for Instructors..... | 56 |
| Key Messages and Themes for Students..... | 56 |
| Time Needed..... | 56 |
| Supplemental Activities..... | 57 |

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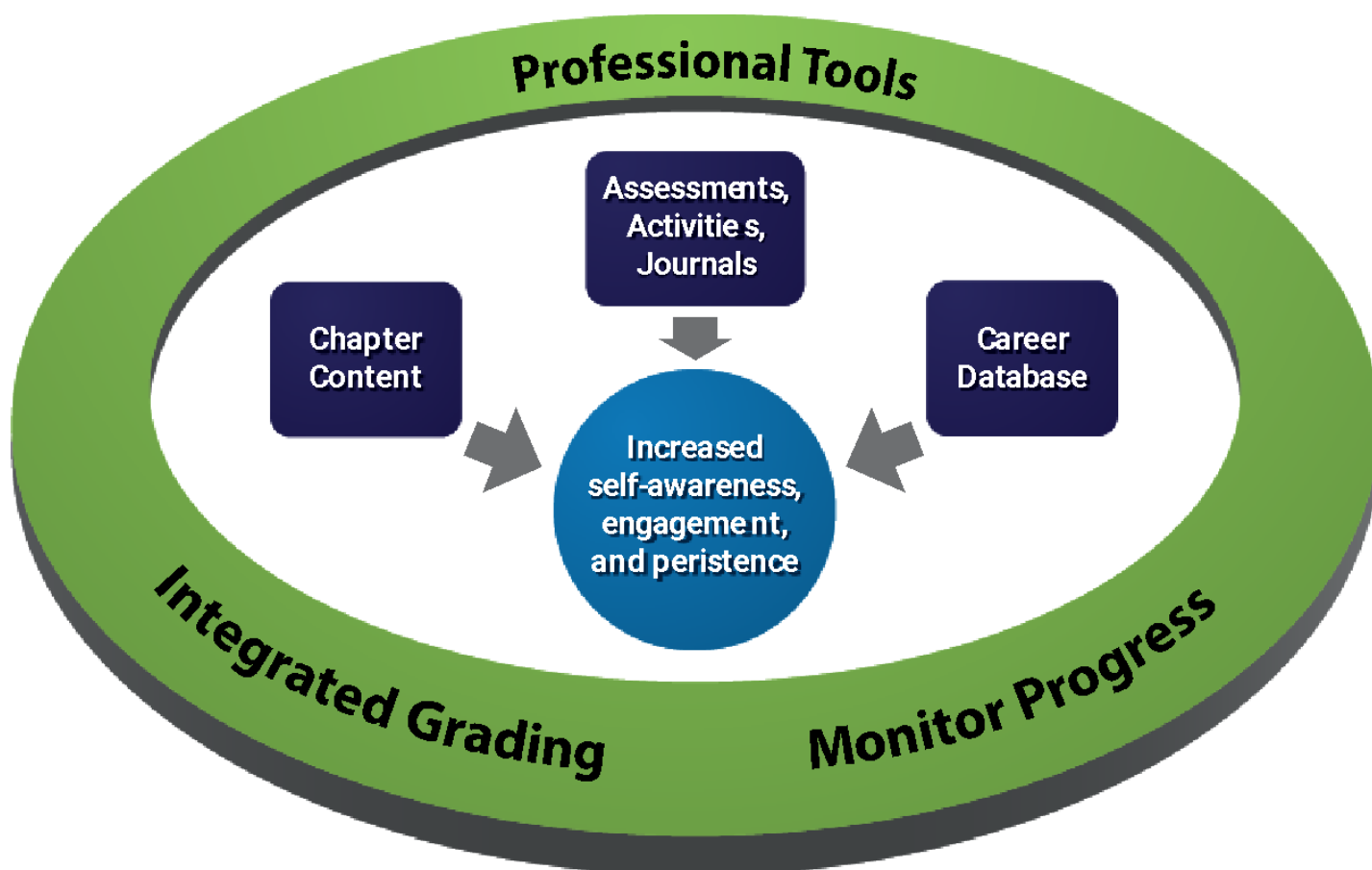
What is *CollegeScope*?

CollegeScope[®] is an interactive online student success program. It is similar to, but much more than, a textbook. The *CollegeScope* program is typically used as a primary resource in a first-year college course but is effective for any student or group of students to increase their success in college and beyond.

Students and faculty members use *CollegeScope* over the internet via individual accounts. Students work through chapters which include videos, activities, journals, quizzes, links to external resources and custom links to resources chosen by your campus. The content includes assessments for personality, skills, learning preferences and multiple intelligences, and surveys for work interests and self-efficacy. The assessments also include comprehensive reports independent of the chapters. Students establish awareness of their traits early in the program so they can think about and complete activities based on individual strengths and challenges – the program becomes *personalized*.

CollegeScope also includes a complete career information database. This allows students to make career planning decisions based on their assessment results and, in turn, major and program selections based on informed career plans.

Professional (faculty) accounts can be used to track class progress, view individual results and access a complete resource package for implementing *CollegeScope* as a standalone resource or in traditional, online or hybrid courses.



CollegeScope Chapters

1. Purpose and Motivation

Motivation Check: How does mindset affect my ability to succeed?

- a. Define and develop a personal sense of academic and career purpose
- b. Understand the roles of mindset, grit, self-control and motivation on achievement
- c. Measure and understand the importance of academic self-efficacy for success in school

2. Personal Awareness

Motivation Check: Do I really know myself?

- a. Prioritize personal and work interests
- b. Identify personality type and the strengths and challenges associated with it
- c. Identify work and academic related skills

3. College Readiness

Motivation Check: How do I work hard, perform well and enjoy myself while doing so?

Know how to find and use various sources of career information

- a. Visualize a typical day, semester and year in college
- b. Know expectations on campus, in courses, 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

4. Effective Learning Strategies

Motivation Check: How do I actually learn?

- a. Use learning preferences and metacognition to maximize learning potential
- b. Assess multiple intelligences and learn personalized strategies for academic success
- c. Describe how memory works and practice memory enhancement techniques

5. Information and Study Skills

Motivation Check: How do I use AI to assist, not replace, my learning?

- a. Define critical thinking and describe its importance for school, work and personal life
- b. Use AI and other technologies to enhance learning
- c. Optimize strategies for reading, listening and taking notes
- d. Become proficient in research and information analysis
- e. Practice effective writing, studying and test-taking

6. Career Exploration

Motivation Check: How do I expand my future possibilities?

- a. Find and use various sources of career information
- b. Interpret a career profile and understand how emerging technologies such as AI affect careers and the job market
- c. Expect and prepare for multiple careers over the course of a lifetime

7. Goal Setting and Planning

Motivation Check: How do I choose my goals?

- a. Identify the processes and importance of decision making
- b. Perform goal setting to 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 consider how to modify plans using sound decision making and adaptive strategies

8. Communication, Collaboration and Leadership

Motivation Check: What is emotional intelligence and why is it important?

- a. Develop effective communication skills
- b. Develop effective collaboration and conflict resolution skills
- c. Develop effective leadership skills

9. Career Readiness

Motivation Check: How do I embrace the near wins on my career path?

- a. Use mentoring, apprenticeships, internship and volunteering to prepare for careers
- b. Recognize a variety of workplace expectations
- c. Define how to use technology to promote career potential
- d. Become proficient with resumes, job interviews and other aspects of the job application process

10. Money, Health and Life Balance

Motivation Check: Do I follow the path to happiness or the path of happiness?

- a. Determine how to access different forms of financial aid and identify the consequences of each
- b. Attain money management skills for college and beyond
- c. Examine healthy approaches to nutrition, exercise, stress and sleep
- d. Practice time management, prioritization, and avoiding procrastination

11. Rights, Respect and Responsibility

- a. Recognize the connection between rights, respect and responsibility
- b. Understand student rights on campus
- c. Understand the college's legal responsibilities regarding student safety and well-being
- d. Define sex discrimination and what constitutes sexual violence
- e. Identify how to protect oneself, respond to and report incidents, and use available campus resources

Common to each chapter are:

- A pre- and post-survey of the student's abilities and confidence in the learning objectives. The change in score between the pre- and post-survey reflects a measure of the student's learning in the chapter.
- A “Motivation Check” activity at the start of the chapter to get students in the proper mindset and develop motivation for the chapter topics.
- A chapter quiz tied to the learning objectives. The quiz provides another measure of the student's learning.
- A chapter results page, generated upon completion of the chapter, that summarizes scores and student responses to the activities, journals and quizzes in the chapter.

Institutions can choose to make the chapters accessible only in sequence — the student must complete the chapters in the order chosen by the institution. Or, the chapters can be opened up so that students can complete the chapters in any order.

Surveys

Work Interests

Twenty-four questions on six interest categories: Realistic, Investigative, Artistic, Social, Enterprising, Conventional. These six correspond to the Holland Code work-interest areas.

Academic Self-efficacy

Ten questions on general academic self-efficacy. Survey design is based on the research of Albert Bandura (Bandura, 2006).

Assessments

Personality Type Assessment

Contains scenario-based questions on the four dimensions of personality type, a complete report on personal strengths and challenges, and a matching list of careers and majors.

The assessment is launched after completing page 8 in the Personal Awareness chapter. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Multiple Intelligences Assessment

Measures nine intelligences, explains each intelligence and lists famous people who typify a particular intelligence. Includes personalized strategies for using intelligences in a learning environment and developing each intelligence.

The assessment is launched after completing page 9 of the Effective Learning Strategies chapter. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Learning & Productivity Assessment

Measures 16 different learning/productivity preferences and includes personalized strategies for improved learning and productivity.

The assessment is launched after completing page 4 in the Effective Learning Strategies chapter. Various aspects of the report are referenced throughout the chapters and the full report is accessed from the student portfolio.

Skills Assessment

Measures five complex skills and underlying skill facets important for college and career readiness. Helps students understand their strengths and challenges and identify opportunities for skill development.

The assessment is launched after completing page 10 of the Personal Awareness chapter. The full report is accessed from the student portfolio.

Career Database

Over 800 complete career profiles based on the O*NET database. Each profile includes work tasks, skills, knowledge, interests, related occupations and wage information by region.

Preparing to Use CollegeScope

Implementation Checklists

Administrators

Advance Preparations

- Decide on delivery method for *CollegeScope*:
 - 1, 2 or 3 credit course (3 credits is highly recommended for full version)
 - Traditional, online, or hybrid delivery
 - Standalone resource

- Determine method of distribution to students:
 - Purchase online (recommended)
 - Purchase in bookstore
 - Purchase in class via tuition fees, etc.

- Contact Human eSources to schedule a *CollegeScope* training for faculty.

- Ensure all applicable faculty have access to this manual.

- If using Learning Management System integration, connect your institution's Help Desk/IT with Human eSources for setup.

- If student distribution model requires, get access keys from Human eSources and distribute to appropriate staff members. Ensure the bookstore has adoption information.

During *CollegeScope* Delivery

- Use administrator account to update staff accounts.

- Manage staff accounts and other account settings as needed (non-LMS).

- Manage LMS delivery as needed (if using LMS)

- Gather feedback from faculty and forward to Human eSources.

Staff & Instructors

Advance Preparations

- Familiarize yourself with *CollegeScope* via this manual by viewing:
 - sample syllabus
 - class activities
 - sample calendar
 - other educator resources
- Tour *CollegeScope* by logging in to your staff account (LMS users can use Student View) and:
 - completing assessments
 - viewing your reports
 - browsing completed Sample Chapters
- Browse the supporting activities for *CollegeScope* to select or get ideas for activities to use in your course.
- Set up your classes and student groups (non-LMS users) in *CollegeScope*. LMS users should configure *CollegeScope* in your course.
- Visit the [Human eSources support portal](#) for additional resources and support options.
- Familiarize yourself with *CollegeScope* scholarships.
- LMS users should post instructions to help students get started with *CollegeScope*.

During CollegeScope Delivery

Within First Week

- Assist students with registering for *CollegeScope*.
- Provide brief tour and set expectations for working in *CollegeScope*.
- Prepare students for taking the assessments in *CollegeScope*.

Within First Two Weeks

- Assign additional assignments as desired.
- Use staff account to check on student portfolio progress, review student work, check scores on quizzes and provide feedback to students.
- Discuss meaning of assessment results with students.

Curriculum Alignment with National Initiatives

CollegeScope aligns with major national initiatives, including CASEL and CAS. These links provide documentation and crosswalks on using *CollegeScope* to support your institution's curriculum goals.

- [CASEL \(Core Social Emotional Learning\) Competencies](#)
- [CAS \(Council for the Advancement of Standards in Higher Education\)](#)

Sample Course Syllabus for *CollegeScope*

PDC 123: Student Success

Dr. Inis Tructor

Required Course Materials

An interactive online program called *CollegeScope* will be used in the class. The program contains chapters that are personalized for each student based on assessments completed at the beginning of the program. There is an access fee of \$_____ which takes the place of paying for a textbook.

Purchase your online text:

Please provide instructions based on the access method used at your institution—these are provided by Human eSources' CustomerCare team.

Course Credit:

1, 2 or 3 credits

How to Contact the Instructor:

See me before or after class. You may phone or leave a voicemail message at 555-555-5555. You can contact me by email at inis.tractor@myschool.edu.

Assignments:

Read the chapters and complete the assigned pages in *CollegeScope* before you come to class. You will be required to read approximately one chapter per week during the regular semester. A list of assignments in this course is attached with this syllabus.

Grading:

Your grade is the result of the following:

- 10% Assessments in CollegeScope
- 20% Journal Entries in CollegeScope
- 20% Quizzes in CollegeScope
- 10% Participation in class
- 10% Assignment - Campus Involvement
- 10% Assignment - Leadership
- 10% Career & Education Plan
- 10% Final Exam

The grading scale is as follows:

A = 90-100%

C = 70-79%

F = Below 60%

B = 80-89%

D = 60-69%

How to Make the Instructor Happy:

1. Arrive at class on time. Better late than never, though.
2. Be prepared for class. However, come to class even if you are not prepared.
3. Show respect by listening to other students' opinions and ideas.
4. Feel free to express your own opinions and ideas while maintaining respect for others.
5. Appreciate differences such as culture, language, economic background, academic ability, physical disability or lifestyle.

Attendance:

Attendance is essential. You may be dropped if you miss three days in the regular semester or one day in summer school. One day in summer school is worth one week in the regular semester.

Academic Accommodations:

Academic accommodations are available for students with disabilities. Please identify yourself to your instructor or to Disabled Students Programs and Services staff so that the appropriate accommodations can be made.

Student Learning Outcomes

Students will:

- Examine various motivational strategies and apply them to their success in college, in their career and in their life.
- Explore their personality types and related careers to decide on an appropriate major and career.
- Analyze their learning and productivity preferences and multiple intelligences and list learning strategies that will help them to be productive in school, on the job and in their personal life.
- Explore their employability skills and work interests, and identify careers that match.
- Complete an educational plan to match their major and career goals and begin to develop job-seeking skills.
- Utilize time and money management strategies to accomplish their short- and long-term goals.
- Apply memory and learning techniques to improve academic effectiveness.
- Practice strategies for effective research, note taking, writing and speaking in college.
- Apply AI and other technologies to support effective learning.
- Practice strategies for test preparation, taking tests and coping with test anxiety.
- Analyze their communication style based on their personality type and practice effective communication and collaboration techniques which can be used to improve personal and professional relationships.
- Practice critical thinking skills, moral reasoning, and creative thinking techniques in practical situations.
- Increase awareness of health habits that affect quality of life and longevity.
- Increase awareness of their life stage and apply positive thinking strategies to their future college, career and lifelong success.
- Increase awareness of Title IX policies and Campus SaVE Act requirements.

Sample Course Calendar

Complete the assigned pages in *CollegeScope* the day before each class.

Orientation

- Read course syllabus
- Register for CollegeScope online

Week 1

- Chapter 1: Purpose and Motivation
- Develop personal purpose statement
- Complete self-efficacy survey

Weeks 2-3

- Chapter 2: Personal Awareness
- Complete work interests survey and personality and skills assessments
- Review assessment and survey results and create action plans based on suggested strategies

Week 4

- Chapter 3: College Readiness
- Start campus involvement assignment

Weeks 5-6

- Chapter 4: Effective Learning Strategies
- Complete multiple intelligences and learning and productivity assessments
- Review assessment results and create action plans based on suggested strategies

Week 7

- Chapter 5: Information and Study Skills
- Hand in campus involvement assignment

Week 8

- Chapter 6: Career Exploration
- Start AI information evaluation assignment

Weeks 9-10

- Chapter 7: Goal Setting and Planning
- Start career and education plan

Week 11

- Chapter 8: Communication, Collaboration and Leadership
- Hand in AI information evaluation assignment
- Start leadership assignment

Week 12

- Chapter 9: Career Readiness
- Complete career and education plan

Week 13

- Chapter 10: Money, Health and Life Balance
- Hand in leadership assignment

Week 14

- Chapter 11: Rights, Respect and Responsibility
- Final exam
- Course evaluation

Introducing Students to *CollegeScope*

Overview

The bulk of students' time and effort in *CollegeScope* will be spent in the chapters. The book contains 11 chapters. Each chapter has between 15 and 21 screens, or pages, of content. Within a chapter, pages must be completed in sequence, but students can log out and return to where they left off at any time.

Each chapter starts with a survey to measure the student's ability and confidence in the learning objectives. Chapters also begin with key questions and a "motivation check" activity to help students develop the right mindset to learn and be successful in the chapter. The remaining pages contain readings, videos, activities, journals and a quiz on the chapter topics. Each chapter concludes with a post-survey to again measure the student's ability and confidence in the learning objectives.

Once completed, a student's chapter becomes locked and they cannot change any of their responses or enter any new ones for that chapter. Therefore, it is a good idea to remind students to make sure they are satisfied with all their responses before they click "Continue" on the last page of a chapter. Once they do, the chapter will be completed and *CollegeScope* will generate a Chapter Results page which summarizes their work from the chapter. An instructor, counselor or other facilitator can use the results page to check the work a student has completed and review his or her scores.

If an instructor would like a journal, page, or quiz reset for a student after the student's chapter has been locked, contact customer support at customercare@humanesources.com. Make sure you provide the student's name as well as the specific journal, page, or quiz that you would like reset.

Sample View of a Chapter Page

PURPOSE AND MOTIVATION

MOTIVATION - 1

Learning Objectives

- Explore the importance of effort in achieving personal goals or aims
- Describe the factors that affect how much effort you put in
- Determine how motivation works and how to improve it
- Recognize motivation "busters" and develop strategies to avoid or overcome them

Now that you understand how purpose and goals drive success, it's time to focus on the daily effort and motivation needed to achieve them. The elements of success can be broken down into two simple factors:

- Effort
- Ability

Effort

Effort is a combination of many things. We have already covered some of those topics, including the concept that happiness is a significant factor in the degree of effort one puts in. View the graphic with the words associated with "effort". Think about what the words mean to you and what other words you might add.

You are encouraged to have students complete specific pages prior to class so the topics on those pages can be explored further in class, with activities like the ones suggested in this manual. Appendix A provides more detail on the topics and suggested activities for each chapter.

PowerPoint slides introducing students to *CollegeScope* are available for download [here](#).

PowerPoint Slides & Answer Keys

PowerPoint slides for each chapter can be downloaded using the links below. The password to open the answer keys is available by contacting customer support at customercare@humanesources.com.

| | | |
|--|-----------------------------------|---------------------------|
| Chapter 1: Purpose and Motivation | PowerPoint Slides | Test Bank |
| Chapter 2: Personal Awareness | PowerPoint Slides | Test Bank |
| Chapter 3: College Readiness | PowerPoint Slides | Test Bank |
| Chapter 4: Effective Learning Strategies | PowerPoint Slides | Test Bank |
| Chapter 5: Information and Study Skills | PowerPoint Slides | Test Bank |
| Chapter 6: Career Exploration | PowerPoint Slides | Test Bank |
| Chapter 7: Goal Setting and Planning | PowerPoint Slides | Test Bank |
| Chapter 8: Communication, Collaboration and Leadership | PowerPoint Slides | Test Bank |
| Chapter 9: Career Readiness | PowerPoint Slides | Test Bank |
| Chapter 10: Money, Health and Life Balance | PowerPoint Slides | Test Bank |
| Chapter 11: Rights, Respect and Responsibility | | Test Bank |

Assessments

Personality Type Assessment

Overview

CollegeScope contains a 15-minute personality assessment. The assessment prompts students to analyze relevant scenarios and choose preferred responses. The student's responses are used to form a personality report with a profile, recommendations, and careers. When students receive their personality reports, they also get a personalized list of careers that match their personality type. The personality report also contains lists of strengths, challenges, and recommendations for the student on learning, work, and communication. Students are asked to identify those recommendations most appropriate to their lives. Some of the material presented in the chapters is personalized based on the student's personality type. Also, the student is consistently prompted to reflect on the material in the chapters as it pertains to his or her personality type.

Note: The assessment includes a career interest survey to further sort matching career areas. The resulting career list shows careers with the best match to personality and career cluster sorted to the top.

Sample Personality Report

☰ Your Personality
🛡️ ^

Your personality type is INFP:

Open each section below to learn more about it.

| | |
|--------------|--------------|
| Introversion | Extraversion |
| Sensing | iNtuition |
| Thinking | Feeling |
| Judging | Perceiving |

Your Personality Profile

Sensitive and idealistic, you strive for inner harmony. You are a loyal and empathetic friend, devoted to the people and issues you care about. While you may appear cool or detached at times, you have very strong and passionate feelings. You trust your personal reactions and perceptions and use your values to guide your life.

Curious about possibilities, you enjoy many creative endeavors. You can be an original thinker and like using your imagination. Personally invested in everything you do, you can be very persuasive about your dreams and ideas -- but only share them with people you trust. Thoughtful and complex, you are not especially interested in imposing your views on others. You are very protective of your privacy and highly selective about your friends.

When working on a cause you believe in, you can lose yourself in the project and neglect other pressing issues. You are very sensitive to tension and prefer to avoid conflict at all costs. You have trouble letting go of past hurts and may hold grudges. You tend to see only the good in those you care about, and risk being easily disappointed.

You need creative ways of expressing yourself. You are not especially realistic or logical, and sometimes go off course with your projects. A perfectionist, you have very high standards and may be unwilling to share your ideas until they are flawless. You can be hypersensitive to criticism and tend to take all feedback personally. Without feedback, you may fail to make necessary adjustments and end up with unworkable or unfinished projects. You need to ask for constructive advice and listen to it with objectivity.

You described your profile as:

★ ★ ★ ☆

| | |
|-------------------------|----------|
| 📖 Learning | 🛡️ 🏆 📚 📖 |
| 🔧 Work and Productivity | 🛡️ 🏆 📚 📖 |
| 💬 Communication | 🛡️ 🏆 📚 📖 |
| 👥 Working with Others | 🛡️ 🏆 📚 📖 |
| 🚀 Career and Pathways | 🛡️ |

Sample Recommendations

💬 **Communication**

Strengths
Select the strengths that most apply to you.

- Good listener
- Empathetic, sensitive
- Eloquent, gifted writer
- Accepting, nonjudgmental
- Warm, supportive and caring
- Good at one-on-one interaction

Challenges
Select the challenges that most apply to you.

- Reserved, may be shy
- Need time to reflect and react
- Uncomfortable with large groups
- Hard to get to know
- Difficulty dealing with criticism

Recommendations
The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

For Sending and Receiving Communication

- A good listener and deeply insightful, you have a remarkable ability to understand other people's motivations. You can use this perceptiveness, together with your other strengths, to support others, help them feel good about themselves and guide them in finding solutions to their problems.
- While you don't seek out the spotlight and aren't quick to share your feelings with others, you express yourself well. You likely excel at writing and can be a very capable public speaker when the topic is something you feel strongly about. You can use these strengths to promote your cause and help others understand and support it.
- You tend to be quite guarded around people you don't know well. This can make it difficult for others to get to know you and may cause them to see you as somewhat cold or distant. You, in return, may feel unappreciated or misunderstood. Look for shared interests that will help you relate to the other person, and be willing to open up a little about yourself. This can lead to a meaningful discussion and greater understanding.
- Supportive and encouraging, you likely provide plenty of praise and thoughtful feedback to others. You appreciate positive feedback yourself, but may find constructive criticism very difficult to take. When receiving corrective feedback, understand that it's intended to help. It's not an attack on you as a person. Try to focus on the problematic issue or behavior and make a plan to address it.
- While you enjoy being with people, you are most comfortable with one-on-one conversations and may find it tiring dealing with large groups of people. If you're exhausted after lengthy periods of interaction, spend some time on your own to recharge.
- If you're working from home, take care not to be thrown off course by the needs of those around you. Ask that others respect your workspace and offer to be available later, when you can give them your full attention.

Using with Students

It is strongly recommended that the personality type assessment be administered to students once the instructor or counselor has become familiar with the assessment's background and intent and has properly prepared the students.

- Read the [Personality Handbook](#). This covers "What if..." scenarios and advice for working with different types of students.
- Take the assessment yourself by logging in to your administrator or staff account.
- Use supporting personality type activities (like the ones below) with students.
- Relate the following tips to students to increase accuracy of their results:
 - Take the assessment when you are not tired or in a rush to complete it
 - There are no right or wrong or good or bad answers, only *your* unique personality
 - The assessment does not measure psychological or emotional health or intelligence
 - Answer what comes to mind first; avoid taking too long or overanalyzing the choices

- Do **NOT** answer the questions with:
 - How you *want* to be or how *others* want you to be
 - How you think you should be
 - How you act with people or in places where you modify your behavior, such as at school or work

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *CollegeScope*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topic | Activity Summary | Time Needed |
|--|-----------------|----------------------------------|--|-------------|
| Job Jar Activity | Pre-assessment | Career Planning | Students draw random job titles from a jar and consider the value of career planning. | 15 min |
| Understanding Personality Type: Part I | Post-Assessment | Personality Type | Students explore Myers-Briggs personality traits and consider the value of assessment for career and education planning. | 25 min |
| Stand Up for Your Personality Type at Work | Post-Assessment | Personality and Work Environment | Students discuss the benefits of working with each of the four sets of personality dimensions. | 30 min |

More Information

Additional guided activities (for use in the classroom or online) can be found [here](#). A great resource for information about personality types is the [Personality Handbook](#). You can also find information about the assessment's psychometrics in the [statistical analysis](#).

Multiple Intelligences Assessment

Overview

CollegeScope contains a 10-15 minute survey of the student's multiple intelligences.

The assessment consists of 54 questions in which students rate their strengths for nine different intelligences. The student's responses are used to form a report for the intelligences and make recommendations to optimize their intelligences based on the results (see below). The report can be used both by students to strengthen all intelligences and by educators to recognize all intelligences.

Sample Multiple Intelligences Report Summary



Sample Report Detail for One Intelligence

Intelligences and You

Logical

Logical Intelligence

This intelligence includes the ability to reason *inductively* (make conclusions based on observations) and *deductively* (make conclusions based on hypotheses). This intelligence also involves finding relationships between abstract ideas (numbers, for example), recognizing logical sequences and patterns, recognizing problems and solving them. Logical intelligence and being "number smart" can have a great deal of influence on your career success.

Strengths

Select the strengths that most apply to you.

- Easily recognize number patterns and can make quick, accurate calculations
- Understand the relationship between cause and effect — to predict how one thing can affect another
- Can identify all the parts in a system and how they interact
- Analyze information to determine what is important versus what is not
- Able to work with abstract concepts and use symbols to represent concrete ideas

Challenges

Select the challenges that most apply to you.

- Struggle with abstract mathematical and logical concepts
- Poor problem-solving ability — don't know how to use or develop approaches for reaching the best solution
- Dislike activities involving puzzles, strategy, calculations or formulas
- Find it hard to categorize and organize things in a logical manner
- Not inclined to experiment or form theories to explain things

Famous People with Strong Logical Intelligence

Learn more about why these people demonstrate this intelligence. Then, select one that you find interesting.

- Temple Grandin (inventor, scientist, animal behaviorist) [↗](#)
- Albert Einstein (physicist, humanitarian) [↗](#)
- Katalin Karikó (pioneer of mRNA technology) [↗](#)
- Neil deGrasse Tyson (astrophysicist, planetary scientist, author) [↗](#)
- Katherine Johnson (mathematician, NASA scientist) [↗](#)

Top Careers for Logical Intelligence

1. Statisticians
2. Actuaries
3. Operations Research Analysts
4. Mathematical Science Teachers, Postsecondary
5. Bioengineers and Biomedical Engineers
6. Environmental Engineers
7. Transportation Engineers
8. Mathematicians
9. Biostatisticians
10. Physicists

Using with Students

Explain to students that the purpose of the assessment is to help find strengths they didn't know they had and use those strengths to be successful. This information will be helpful when they use their strengths to build on subjects that challenge them. There is nothing good or bad about any of the scores on the profile; they just describe the kind of intelligence a student is most comfortable using.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

The results of the multiple intelligences assessment are available immediately and are included in the student chapter results. The results of this assessment are also used to personalize content in the chapter on intelligence. The multiple intelligences profile (sample in previous section) shows intelligences with high scores shaded in green, mid-range scores shaded in blue, and low scores shaded in orange. Each intelligence is explained in detail, including examples of famous people who typify the intelligence, what the score means, and suggestions for developing that intelligence in the learning environment. It is suggested that students summarize the results of the assessment by writing a description of their intelligence profile, including their matching career options.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *CollegeScope*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|--|----------------|------------------------|---|-------------|
| Multiple Intelligences Scenarios | Pre-Assessment | Multiple Intelligences | Students read two scenarios – using linguistic and mathematical intelligences – then discuss in a small group. | 20 min |
| Multiple Intelligences Quizzes | Pre-Assessment | Multiple Intelligences | Students understand what multiple intelligences are and which of their own multiple intelligences are the most developed. | 30 min |

More Information

Additional guided activities (for use in the classroom or online) can be found [here](#). Multiple intelligences theory was developed in 1983 by Howard Gardner and has been used successfully to increase academic achievement for all students, boost student confidence and engagement, customize instruction and provide career guidance. More information is available in the [Intelligences Handbook](#) and [statistical analysis](#).

Learning and Productivity Preferences Assessment







Overview



CollegeScope contains a 20-minute survey of the student's learning and productivity preferences. The Learning & Productivity preferences assessment consists of 54 questions in which students rate their preferences in 16 different learning and productivity areas. The student's responses are used to form a preference report for the 16 areas and make recommendations to optimize learning and productivity based on the results (see below). The report can be used both by students to adapt study and work habits, and by educators to adapt instructional methods.

Sample Learning & Productivity Report Summary

This report displays your results for 16 learning and productivity preferences.

The 16 preferences are grouped into three categories: Sensory, Environmental and Mindset. Each category requires a slightly different approach to improve your learning and productivity. Read the introductions carefully so that you understand these different approaches before you choose and apply the recommendations in the report.

| | |
|---|---|
|  Sensory Preferences |  |
|  Environmental Preferences |  |
|  Mindset Preferences |  |









 **Sensory Preferences**


You learn with four senses. You may like to learn with only one or two, but research has shown that you benefit most and will be more productive when learning through multiple sensory modes. So it will help to use more than just your preferred senses.


To get started, try learning new and difficult topics by using the modes for which you have a higher preference. As you become more comfortable with a topic, begin to use your less-preferred preferences as well. Over time, you will adjust to using **all** of the sensory modes and your learning will become easier and more effective.

For example, if you prefer visual learning, you can start learning a topic through reading, pictures and diagrams. As you become more familiar with the topic, discuss it (auditory) and get involved in activities related to it (tactile and kinesthetic).

Click each preference to figure out how you learn best.

| | | | |
|-----------------|---|------------------|---|
| Low Auditory |  | High Auditory |  |
| Low Kinesthetic |  | High Kinesthetic |  |
| Low Tactile |  | High Tactile |  |
| Low Visual |  | High Visual |  |

Rate your profile:
How well does it match you?



Environmental Preferences

These are simple preferences that don't need to be developed like the sensory preferences. For these, simply change your work environment, when reasonable, to suit your strongest preferences. If changing your environment isn't possible, learn how to adapt to it.

Click each preference to figure out how you work best.

| | | | |
|---------------------|--|---------------------|--|
| No Intake | | Likes Intake | |
| Low Light | | Bright Light | |
| Casual Setting | | Traditional Setting | |
| Late in the Day | | Early in the Day | |
| Quiet in Background | | Sound in Background | |
| Cool Environment | | Warm Environment | |
| Stillness | | Mobility | |

Rate your profile:
How well does it match you?

☆☆☆☆

Mindset Preferences

These preferences indicate your attitude toward working, and *how* you function best. Mindset includes motivation, focus, how you complete tasks and how you work with others. For some of these preferences, developing your mindset toward one side of the scale is beneficial. For others, developing both sides of the scale is more helpful.

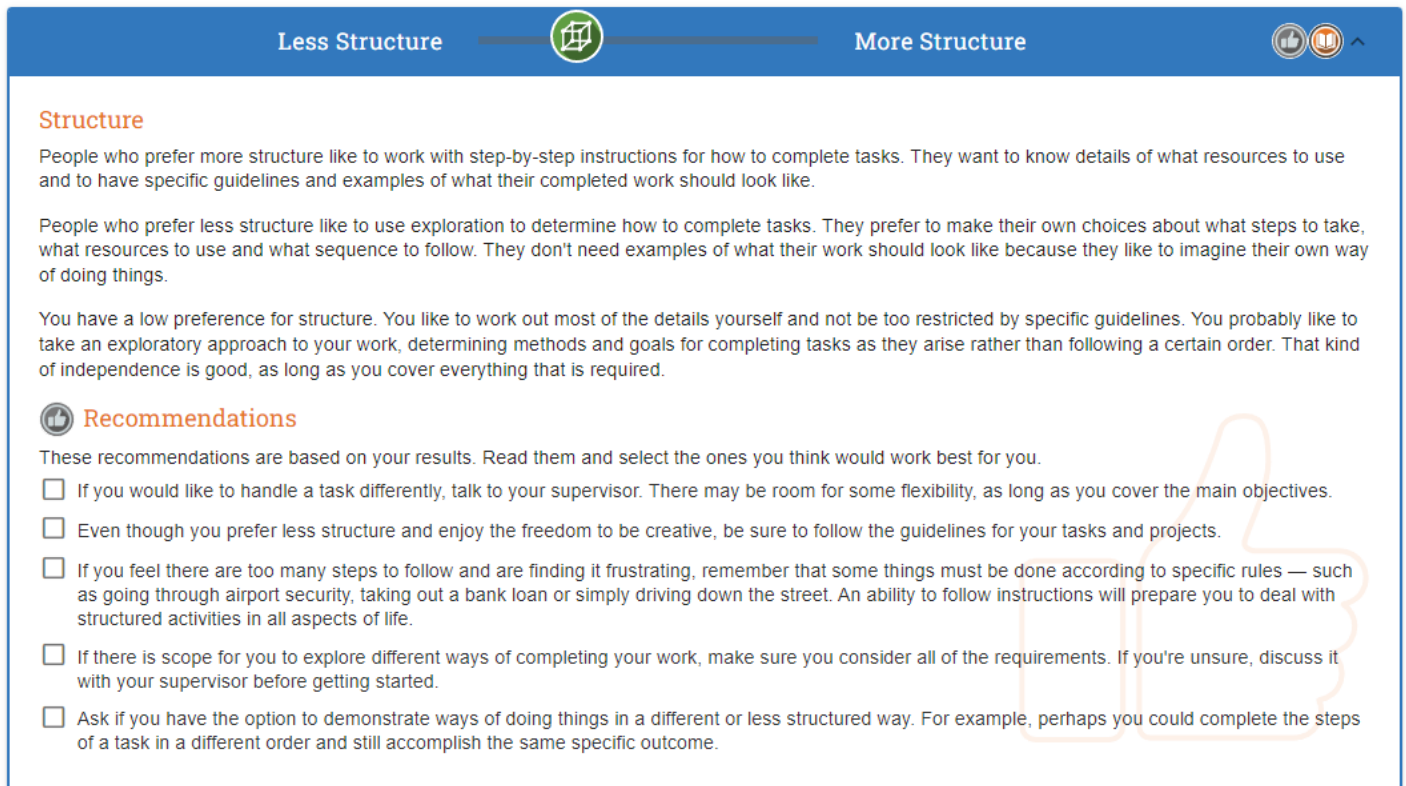
Click each preference to figure out how you work best.

| | | | |
|--------------------------|--|---------------------------|--|
| Low Authority Motivation | | High Authority Motivation | |
| Low Self-Motivation | | High Self-Motivation | |
| Low Focus | | High Focus | |
| Less Structure | | More Structure | |
| Independent | | Collaborative | |

Rate your profile:
How well does it match you?

☆☆☆☆

Sample Report Detail for an Area of Preference



The screenshot shows a report interface with a blue header bar. On the left, it says "Less Structure" and on the right, "More Structure". A green icon with a grid is centered in the header. Below the header, the "Structure" section is highlighted in orange. It contains three paragraphs of text explaining preferences for structure. Below that is a "Recommendations" section with a thumbs-up icon and a list of five checkboxes. A large orange thumbs-up icon is overlaid on the right side of the recommendations list.

Structure

People who prefer more structure like to work with step-by-step instructions for how to complete tasks. They want to know details of what resources to use and to have specific guidelines and examples of what their completed work should look like.

People who prefer less structure like to use exploration to determine how to complete tasks. They prefer to make their own choices about what steps to take, what resources to use and what sequence to follow. They don't need examples of what their work should look like because they like to imagine their own way of doing things.

You have a low preference for structure. You like to work out most of the details yourself and not be too restricted by specific guidelines. You probably like to take an exploratory approach to your work, determining methods and goals for completing tasks as they arise rather than following a certain order. That kind of independence is good, as long as you cover everything that is required.

Recommendations

These recommendations are based on your results. Read them and select the ones you think would work best for you.

- If you would like to handle a task differently, talk to your supervisor. There may be room for some flexibility, as long as you cover the main objectives.
- Even though you prefer less structure and enjoy the freedom to be creative, be sure to follow the guidelines for your tasks and projects.
- If you feel there are too many steps to follow and are finding it frustrating, remember that some things must be done according to specific rules — such as going through airport security, taking out a bank loan or simply driving down the street. An ability to follow instructions will prepare you to deal with structured activities in all aspects of life.
- If there is scope for you to explore different ways of completing your work, make sure you consider all of the requirements. If you're unsure, discuss it with your supervisor before getting started.
- Ask if you have the option to demonstrate ways of doing things in a different or less structured way. For example, perhaps you could complete the steps of a task in a different order and still accomplish the same specific outcome.

Using with Students

Explain to students that the purpose of the inventory is to discover how they learn and work best. This information will be helpful when working on challenging tasks or new or difficult material in college, as well as in continued learning in adult life. There is nothing good or bad about any of the scores on the profile; they just describe the kind of environment in which a student prefers to work or learn. Like a fingerprint, everyone has a unique style, and it is important to know what that style is.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

The results of the learning and productivity assessment are available immediately and are included in the student portfolio. The results of this inventory are also used to personalize content in the chapter on learning preferences and intelligences. In the learning and productivity preferences summary chart (sample in previous section), preferences are presented on a continuum with one extreme on each side. The closer to the one end, the stronger the preference. Icons in the middle indicate no preference reported for that area. Each preference is explained in detail, along with suggestions for improving learning and productivity based on the preference.

It is suggested that students summarize the results of the inventory by writing a description of their learning and productivity preferences, including their ideal learning environment.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *CollegeScope*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|--|-----------------|---|--|-------------|
| Paper Airplane Learning Activity | Pre-Assessment | Learning Preferences and Multiple Intelligences | Students build paper airplanes from three different methods of instruction – auditory, visual, and kinesthetic – then discuss. | 20 min |
| Understanding Learning and Productivity Preferences Assessment – handout | Post-Assessment | Learning Preferences and Strategies to Address Them | Students review the results of the learning and productivity preferences assessment and consider the suggested strategies. | 15 min |
| Applying Learning Preferences | Post-Assessment | Learning Preferences and Strategies to Address Them | Students attempt to formulate learning strategies that match their learning preferences for specific school-based scenarios. | 60 min |

More Information

Additional guided activities (for use in the classroom or online) can be found [here](#). This assessment, first created at St. John’s University in the mid-1970s, is supported with extensive research on effectiveness and has implications for educational practice. More information is available in the [Learning and Productivity Handbook](#) and [statistical analysis](#). To see a summary of the research and applications, visit <https://www.humanesources.com/research>.

Skills Assessment

Overview

CollegeScope contains a 10 to 20-minute survey of the student's critical skills and aptitudes. The Skills assessment consists of 54 questions in which students answer two types of questions—rating-style questions and forced choice questions selecting a word or phrase that best describes them. The student's responses are used to form a report of five major skills areas and their underlying skill facets (see below). The report can be used both by students to understand their strengths and challenges and create actionable plans to further develop skills.

Sample Skills Report Summary

Introduction















Welcome to your skills report. It is divided into sections that can open and close. There is a section for each of the skills plus a section for exploring careers and pathways. Bear in mind that the skill graphs are simply a guide to help you determine which ones you want to work on and which are important for your career goals. They should not be used to compare yourself to other people.

Skills and Skill Facets
A skill is a complex ability that is made up of several skill facets. You will see the skill facets when you open any skill section. Note that some skill facets are part of more than one skill.

Developing Skills
You are likely to find that you have some stronger skills and some less strong. The report can help you develop *all* of your skills. Within the *Developing Your Skills* section you can open a skill facet to see basic and advanced recommendations for developing it. You will also see an example of the recommendation in action.

Careers and Pathways
The Careers and Pathways section contains a list of careers that best fit your current skills. However, a career that matches your skills may not always be a career that you *want*. Use the additional filters (such as career clusters) to make the list more specific to your career ambitions.

It is a good idea to retake the assessment after you have spent significant time developing your skills. Remember that as your skills change, your career list will change as well.

| | | |
|---|---|---|
|  Critical Thinking | <div style="width: 100%; height: 15px; background-color: #70ad47; position: relative;"><div style="width: 50%;"></div><div style="width: 50%; position: absolute; right: 0; top: 50%; transform: translateY(-50%);">▲</div></div> |  ▼ |
|  Conscientiousness | <div style="width: 100%; height: 15px; background-color: #70ad47; position: relative;"><div style="width: 50%;"></div><div style="width: 50%; position: absolute; right: 0; top: 50%; transform: translateY(-50%);">▲</div></div> |  ▼ |
|  Creativity | <div style="width: 100%; height: 15px; background-color: #70ad47; position: relative;"><div style="width: 50%;"></div><div style="width: 50%; position: absolute; right: 0; top: 50%; transform: translateY(-50%);">▲</div></div> |  ▼ |
|  Leadership | <div style="width: 100%; height: 15px; background-color: #4a7ebb; position: relative;"><div style="width: 50%;"></div><div style="width: 50%; position: absolute; right: 0; top: 50%; transform: translateY(-50%);">▲</div></div> |  ▼ |
|  Social-Emotional | <div style="width: 100%; height: 15px; background-color: #4a7ebb; position: relative;"><div style="width: 50%;"></div><div style="width: 50%; position: absolute; right: 0; top: 50%; transform: translateY(-50%);">▲</div></div> |  ▼ |
|  Career and Pathways | |  ▼ |
|  Develop Your Skills | |  ▼ |

Sample Skill with Underlying Facets

Leadership

Inspiring others, managing people and projects, and building and maintaining a network of contacts are all aspects of this skill. It also includes decisiveness — and accepting any consequences that may result — along with a capacity to tolerate stress.

Achievement

Competitive in nature, those who are achievement-oriented set high standards, enjoy tough challenges, and strive for constant improvement.

Confidence

Assertive and self-assured, those with confidence tend to have a positive attitude and express their thoughts well through public speaking.

Resilience

Optimistic, tough and determined, those with resilience adapt to difficulties and bounce back from stressful situations.

Influence

Charismatic and decisive, those with influence persuade, guide and motivate others to adopt certain ideas and behaviors.

Sociability

Friendly, outgoing and easy to get along with, those with sociability enjoy meeting others and seek out opportunities to interact with lots of different people.

Please rate the overall accuracy of your results. Don't worry too much about each individual rating. Instead, focus on how your skill facets are grouped into high, moderate and lower.

Rate your profile:
How well does it match you?

☆☆☆☆

Using with Students

Preparing Students

Explain to students that the purpose of the assessment is to discover their strengths and challenges. The skill definitions are broad and cannot be measured directly. Instead they are derived from self-reported measures of 15 skill facets, selections of which are combined to comprise each skill. Skill facets are more narrowly defined constructs that are based on a specific behavior. The skill facets are, in part, informed by the natural disposition of the individual, but can be further developed through practice and coaching.

It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

The results of the skills assessment are available immediately and are included in the student portfolio. A graph for each skill and skill facet is displayed to represent the individual's current level. The level is a percentile comparison to a large sample of other individuals who have taken the same assessment. It is not a perfect measure of an individual's abilities. Certain factors can affect the score, such as the individual's confidence, honesty or even mood while taking the assessment. The graphs *are* a good indicator of the relative skill levels of the individual — in other words, the skills that are strengths versus challenges. The graphical levels are also a good indicator of how the individual might compare in each of the skills and skill facets relative to their peers. Finally, recommendations for skill development are included.

It is suggested that students summarize the results of the inventory by writing a description of their learning and productivity preferences, including their ideal learning environment.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *CollegeScope*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topics | Activity Summary | Time Needed |
|---|------------------------|---|--|-------------|
| The Importance of Empathy | Post-Assessment | Social-emotional learning and college readiness | Students identify empathy and reflect on historical and contemporary examples. Students should also have completed the Personality assessment prior to the activity. | 60 min |
| Effective Listening Skills | Pre or Post-Assessment | Social-emotional learning | Students understand the importance of effective listening and techniques for improving communication. | 30 min |
| Social-Emotional Skill in the Workplace | Post-Assessment | Social-emotional learning | Students identify how social-emotional skills affect's success in the workplace. | 60 min |
| Creative vs. Critical Thinking | Post-Assessment | Critical and creative thinking | Students differentiate between creativity and critical thinking skills as they relate to problem-solving. | 60 min |

More Information

Additional guided activities (for use in the classroom or online) can be found [here](#). This assessment was drawn from a selection of capabilities identified by employers and educators as crucial for academic and employment success. The skills in *Skills* are informally aligned with the HEXACO model, a trait-based taxonomy that assesses six personality factors (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness). More information is available in the [Skills Handbook](#). To see a summary of the research and applications, visit <https://www.humanesources.com/research>.

Career Database Information

Overview

CollegeScope contains a database of over 900 career profiles that students can browse openly or view lists matched to their personality intelligences or skills profile, or a combination of all. Students can access career information any time after they complete the assessments.

In addition to viewing all careers, career information can be accessed in the following ways:

Career Results

In the Career and Pathways sections of the personality, multiple intelligences, or skills report, careers matched to the results of that assessment and grouped by career area, in order of most to least interested, are presented. Students can view results based on that individual assessment or select Combined Results to view a list based on the results of all completed assessments.

The screenshot shows the 'Career and Pathways' interface. At the top, there is a navigation bar with the title 'Career and Pathways' and a shield icon. Below the navigation bar, a message states: 'The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.' Below this message are several filter buttons: 'CAREER CLUSTERS', 'EDUCATION', 'OUTLOOK', '\$ MINIMUM SALARY', and 'RATING'. A search bar with a magnifying glass icon is also present. Below the filters, there are three tabs: 'SKILLS RESULTS' (selected), 'COMBINED CAREERS', and 'ALL CAREERS'. The main content is a table with the following columns: 'CAREER TITLE', 'CAREER CLUSTER', 'EDUCATION', 'OUTLOOK', 'SALARY', 'RATING', and 'JOBS'. The table lists six careers with their respective details.

| CAREER TITLE | CAREER CLUSTER | EDUCATION | OUTLOOK | SALARY | RATING | JOBS |
|---|--|-----------|---------|-----------|--------|------|
| Anthropology and Archeology Teachers, Postsecondary | Education and Training | | | \$102,110 | ☆☆☆ | |
| Lawyers | Law, Public Safety, Corrections and Security | | | \$148,030 | ☆☆☆ | |
| Biological Science Teachers, Postsecondary | Education and Training | | | \$98,710 | ☆☆☆ | |
| Forestry and Conservation Science Teachers, Postsecondary | Education and Training | | | \$93,510 | ☆☆☆ | |
| Administrative Law Judges, Adjudicators, and Hearing Officers | Law, Public Safety, Corrections and Security | | | \$104,160 | ☆☆☆ | |
| Chemistry Teachers, Postsecondary | Education and Training | | | \$94,060 | ☆☆☆ | |

Students can also select All Careers to browse all careers in the database.

Students can rate the careers from one to three stars based on interest. To further filter results, students can select from career cluster, education, outlook, salary and rating filters.

Summary of Information in Career Profiles

| Overview | Knowledge & Skills | Tasks and Activities | Wages |
|--|--|--|---|
| <ul style="list-style-type: none"> • General description • Holland Code interests • Related occupations • Related college majors | <ul style="list-style-type: none"> • Five most important knowledge areas • Five most important abilities • Five most important skills | <ul style="list-style-type: none"> • Typical tasks • Most common work activities | <ul style="list-style-type: none"> • National and state info • Annual salary and hourly rate • Average & 10th percentile – 90th percentile |

Using with Students

Once students complete the initial assessments, they should be encouraged to browse the career information often. Students should start with their saved career list and then update their list as they learn more about themselves, careers, and the related chapter content.

Career-Related Chapters:

- Chapter 1 – Purpose and Motivation
- Chapter 2 – Personal Awareness
- Chapter 6 – Career Exploration
- Chapter 7 – Goal Setting and Planning
- Chapter 9 – Career Readiness

Before students make any final decisions on career choice, discuss proper approaches to career development:

- 1) Learn about yourself – e.g. personality, interests, work preferences, strengths, needs and values.
- 2) Learn about the world of education and work – e.g. present and future trends.
- 3) Make decisions about the best education and career path for you.
- 4) Build, follow, and continually revise your education and career plan.

Remind students that it is very rare these days for someone to stay in one job forever. On average, people change jobs every four years over their working lives ([Employee Tenure in 2024 - Bureau of Labor Statistics](#)). So, it is important to build some flexibility into their career plans and to always attempt to keep their education and training up to date.

Supporting Activities

The following classroom activities can be used to prepare for, complement, and supplement this section of *CollegeScope*. Some activities have variations that allow for use as an online activity.

| Activity Name | Timing | Topic | Activity Summary | Time Needed |
|---|---|---|--|-------------|
| Job Jar Activity | Early in career planning | Career Planning | Students draw random job titles from a jar and consider the value of career planning. | 15 min |
| Checklist for a Satisfying Career | During career exploration | Career Decision Making | Students complete a checklist to evaluate whether their current career choice would be satisfying to them. | 20 min |
| Career Research Project | When students can choose a realistic career | Career Research | Students choose a career to research and write a paper on this career. | 1-4 weeks |
| My Future | Any | Envisioning the Future, Public Speaking | Students develop public speaking skills by sharing a vision of their own “ideal” future. | 2-3 weeks |

Appendix A: Supplemental Activities

The following pages of this manual provide direction and supplemental activities for the chapters within *CollegeScope*.

Note: The sequence below reflects the standard version of *CollegeScope*. The version you see may be customized for your institution.

Chapter 1: Purpose and Motivation

Chapter Sections

| Section | Description |
|---------------------------|--|
| 1-1 Finding Purpose | Develop a sense of purpose and the motivation to succeed |
| 1-2 Effort and Motivation | Examine how mindset, grit, self-control and motivation affect achievement |
| 1-3 Self-Efficacy | Evaluate academic self-efficacy and its impact on college success. Includes a self-efficacy survey |

Comments for Instructors

This chapter is designed to help students understand how purpose, mindset and motivation influence academic success and long-term satisfaction. Students explore how beliefs about ability, persistence and effort affect their willingness to engage with challenges and sustain motivation over time.

Instructors can reinforce that motivation is not fixed, but shaped by habits such as goal setting, gratitude, focus and reflection. Emphasizing the connection between effort and growth may help students view setbacks as opportunities for learning rather than as failures.

Key Messages and Themes for Students

- Having a clear sense of purpose increases motivation, persistence and satisfaction.
- A growth mindset and grit help you improve through effort and overcome setbacks.
- Motivation can come from both external rewards and internal satisfaction, but intrinsic motivation leads to greater long-term success.
- Self-efficacy and creative confidence grow through practice, feedback and persistence.

Time Needed

Estimated time to complete this chapter is two to three hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|---------|--|---|-------------|
| 1-1 | What is Your Purpose Growth Mindset Bookmark | Students record/summarize responses from the Motivation Check and journal entry on a bookmark or electronic device. | 0 min |
| 1-3 | Self-Efficacy Create Your Success | Students complete a worksheet that allows them to reflect on how they can take responsibility for their own actions and create their own success. | 30 min |
| | Multiple Intelligences Multiple Intelligences Scenarios | Students read two scenarios – using linguistic and mathematical intelligences – then discuss in a small group. | 20 min |
| | Multiple Intelligences Multiple Intelligences Quizzes | Students learn about the concept of multiple intelligences and then complete a quiz to learn their own multiple intelligences. | 30 min |
| | Personality and Work Environment Stand Up for Your Personality Type at Work | Students discuss the benefits of working with each of the four sets of personality dimensions. | 30 min |

Chapter 2: Personal Awareness

Chapter Sections

| Section | Description |
|--------------------------|--|
| 2-1 Work Interests | Identify top interest areas and relate them to academic, work and life choices. Includes a work interests survey |
| 2-2 Personality Type | Identify personality type and the strengths and challenges associated with it. Includes a personality assessment |
| 2-3 Employability Skills | Identify academic and work-related skills. Includes a skills assessment |

Comments for Instructors

This chapter is designed to help students build awareness of how their interests, personality and skills contribute to a clearer understanding of who they are and what matters to them. Students explore how purpose develops over time and how self-knowledge supports motivation, decision making and direction in school, work and life.

Instructors can emphasize that personal awareness is an ongoing process rather than a fixed outcome. There are no “right” or “wrong” profiles; the goal is for students to recognize patterns, understand differences in themselves and others, and use this insight to make more intentional choices.

Key Messages and Themes for Students

- Purpose provides direction and develops over time as you learn what is meaningful to you.
- Interests influence motivation and engagement, and choosing activities or environments that match your interests can lead to greater satisfaction.
- Personality reflects natural preferences and helps you understand your strengths, challenges and interactions with others.
- Skills show what you can contribute and develop, and when combined with interests and personality, help guide academic and career choices.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | | Activity Name | Description | Time Needed |
|---------|-------------------------|---|---|-------------|
| 2-1 | Following a Career Path | Party with Holland | Students circulate through a simulated party, discussing topics related to their favorite Holland Interest Areas. | 25 min |
| 2-2 | Personality Type | Understanding Personality Type: Part I | Students complete a short survey of their four personality dimensions and compare results to their personality type assessment. | 30 min |
| 2-2 | Personality Type | Understanding Personality Type: Part II | Students respond to discussion questions based on a comparison of a short survey and their personality report. | 30 min |

Chapter 3: College Readiness

Chapter Sections

| Section | Description |
|--------------------------------|--|
| 3-1 College Schedules | Visualize a typical day, semester and year in college |
| 3-2 Classes | Understand expectations in class, in a course, and from instructors |
| 3-3 Programs and Majors | Explore purpose and structure of majors, minors and programs |
| 3-4 Extracurricular Activities | Analyze benefits of extracurricular involvement |
| 3-5 College Services | Build awareness of campus resources, such as health, financial aid, and student support services |

Comments for Instructors

This chapter focuses on helping students understand what it means to be prepared for college-level expectations. Students examine the shift from guided learning to personal responsibility and explore how planning, self-management, and initiative contribute to success.

Instructors can reinforce that college readiness involves more than academic ability. Emphasizing habits such as persistence, help-seeking, and engagement can help students recognize that success comes from intentional actions and effective use of available resources.

Key Messages and Themes for Students

- College success requires taking responsibility for your learning, time management and decisions.
- Planning courses thoughtfully and understanding academic expectations helps reduce stress and improve outcomes.
- Successful students develop consistent habits, build relationships and use campus resources when needed.
- A growth mindset supports persistence, resilience and long-term success in college and beyond.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|---------|---|--|-------------|
| 3-1 | College Schedules What Do I Want From College? | Students discuss with peers their reasons for attending college. | 15 min |
| 3-1 | College Schedules Weekly To Do List | Students develop a weekly “To Do” list for the Academic, Personal, and Social domains of their lives. | 20 min |
| 3-2 | College Instructors and Class Time Differences Between High School and College | Group discussions on high school and post-secondary school differences, and strategies to be successful in college. | 20 min |
| 3-2 | College Instructors and Class Time Ideal Teacher | Students divide into groups based on personality type and evaluate what traits a teacher could have to match their own personality. Students will then develop coping strategies for working with a teacher who is a mismatch. | 25 min |
| 3-3 | Programs and Majors First Day of Class - Case Studies | Discuss two case studies from handout. Instructor assists discussion with suggestions for academic success. | 20 min |
| 3-4 | Extracurricular Activities Developing a Weekly College Schedule | Students develop a weekly schedule of work, classes, and other planned activities. Students then add in study time. After analyzing, students revise the schedule, as needed. | 40 min |
| 3-5 | College Services and Help Roadblocks to College Success | Discuss roadblocks and how to overcome them. | 15 min |

Chapter 4: Effective Learning Strategies

Chapter Sections

| Section | Description |
|--|--|
| 4-1 Learning Preferences and Metacognition | Explore the best ways to learn and work. Includes a learning and productivity assessment |
| 4-2 Intelligences | Identify multiple intelligences and develop personalized learning strategies. Includes an intelligences assessment |
| 4-3 Memory Skills | Examine how memory works and practice techniques to improve learning |

Comments for Instructors

This chapter helps students become more effective learners by increasing awareness of how they learn, how memory works, and which strategies support understanding and retention. Students are introduced to the idea that learning can be improved through reflection, flexibility, and intentional use of strategies rather than increased effort alone.

Instructors can emphasize that effective learning involves metacognition — planning, monitoring and adjusting one’s approach. Encouraging students to reflect on their learning habits and experiment with new strategies can help them build confidence and take greater ownership of their academic success.

Key Messages and Themes for Students

- Understanding how you learn helps you choose strategies that improve comprehension and memory.
- Studying smarter involves using flexible strategies that match the task, not just increasing effort.
- Learning preferences and intelligence strengths can be used to support areas of challenge.
- Metacognition allows you to monitor your learning and adjust strategies for better results.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|---------|---|--|-------------|
| 4-1 | Learning Preferences and Metacognition Learning Preferences Quiz and Techniques | Students complete a quiz to evaluate their learning preferences and then brainstorm techniques that support their preferences. | 40 min |
| 4-1 | Learning Preferences and Metacognition Motivation Discussion | Part 1: Class discussion on general motivation factors using examples. Part 2: Group discussion on motivation in class and strategies to improve it. | 45 min |
| 4-2 | Multiple Intelligences Multiple Intelligences Quizzes | Students learn about the concept of multiple intelligences and then complete a quiz to learn their own multiple intelligences. | 30 min |
| 4-2 | Multiple Intelligences Crystallizers and Paralyzers | Students learn about the concept of crystallizers and paralyzers and how they relate to multiple intelligences. | 30 min |
| 4-3 | Learning and Memory Memory Scenarios | Students work as groups to brainstorm memory and learning techniques that apply to real-life scenarios. | 25 min |
| 4-3 | Learning and Memory Mnemonics Exercises | Students work as a group to create a variety of mnemonics. | 25 min |
| | Learning Preferences and Multiple Intelligences Paper Airplane Learning Activity | Students build paper airplanes from three different methods of instruction – auditory, visual, and kinesthetic – then discuss. | 20 min |

| Section | Activity Name | Description | Time Needed |
|---|--|--|-------------|
| Learning Preferences and Strategies to Address Them | Understanding Learning and Productivity Preferences Assessment – handout | Students review the results of the learning and productivity preferences assessment and consider the suggested strategies. | 15 min |
| Learning Preferences and Strategies to Address Them | Applying Learning Preferences | Students attempt to formulate learning strategies that match their learning preferences for specific school-based scenarios. | 60 min |

Chapter 5: Information and Study Skills

Chapter Sections

| Section | Description |
|--|--|
| 5-1 Critical Thinking | Examine the relevance of critical thinking in the context of academics, work and personal life |
| 5-2 Technology Skills | Apply AI and other technologies to support effective learning |
| 5-3 Reading, Listening and Note-Taking | Develop effective strategies for greater success |
| 5-4 Research | Evaluate and practice using and citing various information sources |
| 5-5 Writing, Studying and Test-Taking | Explore and apply skills to maximize performance |

Comments for Instructors

This chapter focuses on helping students develop critical thinking and academic skills needed to manage information effectively in a technology-rich environment. Students learn how to evaluate information, use artificial intelligence and other technologies responsibly, and strengthen essential skills such as reading, note-taking, research, writing and test preparation.

Instructors can emphasize that technology should support learning rather than replace it. Reinforcing active learning strategies, thoughtful use of AI, and evidence-based thinking can help students build skills that are essential for academic success and future careers.

Key Messages and Themes for Students

- Critical thinking involves evaluating information carefully, using evidence, and remaining open to new ideas.
- Technology and AI can support learning when used responsibly and with attention to sources and bias.
- Strong reading, note-taking, research and writing skills improve understanding and communication.
- Active study strategies lead to better learning and test performance than passive review.

Time Needed

Estimated time to complete this chapter is four to five hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed | |
|---------|----------------------------|--|--|--------|
| 5-3 | Listening and Taking Notes | The Cornell Format | Students practice taking notes using the Cornell format while listening to a lecture or watching an educational video. | 35 min |
| 5-3 | Reading | Check Your Textbook Reading Skills | Students complete an assessment to evaluate reading skills. Then, students reflect on areas for improvement. | 25 min |

Chapter 6: Career Exploration

Chapter Sections

| Section | Description |
|---------------------|--|
| 6-1 Info Sources | Locate and interpret key sources of career information |
| 6-2 Key Career Info | Analyze and explain how it relates to career choice |
| 6-3 Career Path | Prepare for a lifetime of career change |

Comments for Instructors

This chapter introduces students to career exploration as an ongoing process rather than a single decision. Students learn how careers are shaped by skills, education, lifestyle choices and changes in the workforce, and how adaptability and self-awareness support long-term success.

Instructors can emphasize that career paths are rarely linear and that exploration, experience and flexibility are essential. Encouraging students to connect their interests, values and skills to real-world opportunities can help them make informed and realistic career choices.

Key Messages and Themes for Students

- A career is more than a single job and often changes over time.
- Informed career choices are based on reliable information, values and long-term goals.
- Education, experience and transferable skills support career growth and adaptability.
- Technology and changing workforce trends make lifelong learning essential.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|-----------------------------------|---|---|---------------------------------|
| 6-1 Career Information Sources | Career Research Project | Students choose a career to research and then write a paper on this career. | 1-4 weeks |
| 6-1 Career Information Sources | Informational Interview | Students learn how to make a contact for an informational interview and learn etiquette for the interview. Students conduct an informational interview and write a paper on the experience. | 30 mins in class plus 1-2 weeks |
| 6-2 Key Career Information | Ideal Career | Students complete a worksheet that helps them to establish what their ideal career would include. | 20 min |
| 6-2 Key Career Information | Checklist for a Satisfying Career | Students complete a checklist to evaluate whether their current career choice would be satisfying to them. | 20 min |

Chapter 7: Goal Setting and Planning

Chapter Sections

| Section | Description |
|---------------------|---|
| 7-1 Decision Making | Understand effective decision making |
| 7-2 Goal Setting | Form meaningful short- and long-term goals |
| 7-3 Planning | Develop action plans to achieve goals |
| 7-4 Adapting | Use adaptive strategies to monitor and adjust plans |

Comments for Instructors

This chapter helps students understand how everyday decisions, goal setting, and planning work together to shape long-term outcomes. Students explore decision-making models, goal-setting strategies, and planning approaches that support purposeful and adaptable progress.

Instructors can emphasize that effective planning is flexible rather than rigid. Reinforcing the idea that goals and plans can change over time may help students view adjustment as part of growth rather than as failure.

Key Messages and Themes for Students

- Everyday decisions influence long-term success and personal fulfillment.
- Clear goals provide direction and focus for planning and action.
- Planning includes both short-term steps and long-term vision, with flexibility to adapt
- Setbacks and changes are normal and can strengthen decision-making and resilience.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed | |
|---------|-----------------|--|--|-------------------|
| 7-1 | Decision Making | What Can I Do Without? A, B and C Priorities | Students learn about A, B and C priorities and then evaluate what they can do without in order to make the best use of their time. | 25 min |
| 7-1 | Decision Making | What is Important? Write Your Eulogy | Students write their own eulogy to focus on their own goals, dreams, and priorities. | 45 min |
| 7-2 | Goal Setting | Lifetime Earnings | Use slideshow presentation slides to demonstrate improved earnings as a result of education and discuss. | 15 min |
| 7-3 | Building Plans | My Future | Students develop public speaking skills by sharing a vision of their own “ideal” future. | 2-3 weeks |
| 7-3 | Building Plans | Educational Plan | Students discuss their ideal college schedule and develop an educational plan for college that is a minimum of one semester in length. | 20 min + Homework |
| 7-3 | Building Plans | Brainstorm Lifetime Goals | Students brainstorm to identify short-term, intermediate, and long-term goals. Students then identify and evaluate their most important goals. | 30-60 min |

Chapter 8: Communication, Collaboration and Leadership

Chapter Sections

| Section | | Description |
|---------|---------------|---|
| 8-1 | Communication | Demonstrate effective communication skills |
| 8-2 | Collaboration | Apply collaboration and conflict resolution strategies |
| 8-3 | Leadership | Exhibit leadership skills in academic or group settings |

Comments for Instructors

This chapter focuses on the role of communication, collaboration and leadership in academic, professional and personal success. Students explore how self-awareness, emotional intelligence and effective communication support positive interactions and productive teamwork.

Instructors can emphasize that leadership is not limited to formal roles. Encouraging students to practice communication, cooperation and responsibility in group settings can help them develop confidence and influence in a variety of situations.

Key Messages and Themes for Students

- Effective communication is rooted in self-awareness, emotional intelligence and active listening.
- Collaboration allows individuals to combine strengths and achieve shared goals.
- Conflict is a normal part of teamwork and can be managed constructively through respectful communication.
- Leadership is based on influence, clarity and the ability to guide and support others.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | | Activity Name | Description | Time Needed |
|---------|----------------------|---|---|-------------|
| 8-1 | Communication Skills | Effective Communication: I and You Messages | Students learn how to communicate using “I” rather than “you” statements. | 30 min |
| 8-2 | Collaboration Skills | Practice with Communication | Students role play scenarios, focusing on the communication style of different personality types. | 30 min |
| 8-2 | Collaboration Skills | Script Writing | Students write and act out scripts using I statements and a win-win approach to communication challenges. | 25 min |
| 8-3 | Leadership Skills | Letters of Advice: How to be Successful in This Class | Students write letters to future students about how to be successful in the course. Group discussion follows. | 35 min |
| 8-3 | Leadership Skills | Decision Making Group Activity | Students work as groups to use the Planful Decision Making Process to generate solutions to a sample problem. | 30 min |

Chapter 9: Career Readiness

Chapter Sections

| Section | Description |
|-------------------------|---|
| 9-1 Work Experience | Engage in opportunities to support career development |
| 9-2 Workplace Awareness | Demonstrate understanding of workplace expectations |
| 9-3 Networking | Use technology to enhance career potential |
| 9-4 Applying | Design effective resumes and demonstrate interview and application skills |

Comments for Instructors

This chapter prepares students to transition from academic settings to professional environments by focusing on employability skills, work experience and career self-management. Students explore how learning experiences, technology and personal branding contribute to confidence and readiness for the workplace.

Instructors can emphasize that career readiness is an ongoing process rather than a single milestone. Encouraging reflection on experiences, responsible use of technology, and professional behavior can help students see career preparation as a lifelong practice.

Key Messages and Themes for Students

- Career readiness is built through experience, reflection and persistence rather than instant success.
- Work experience programs help develop skills, networks and professional confidence.
- Professional behavior includes understanding rights, responsibilities and ethical use of technology.
- A clear personal brand and communication skills support long-term career success

Time Needed

Estimated time to complete this chapter is six to seven hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|--------------------------------------|--|--|-------------------|
| 9-1 Work Experience Opportunities | Interview | Students conduct an interview with someone over the age of 40 about their life choices. Students share the information from this interview with the class. | 10 min + Homework |
| 9-2 Workplace Expectations | The Successful College Student | Group discussions about traits of a successful employee, which leads into being a successful student. | 25 min |
| 9-3 Promoting Yourself | The Resume | Students review sample resumes and create their own resumes. | 20 min + Homework |
| 9-4 Applying Yourself | Interview Simulation | Students simulate interviews in response to a sample job posting. Students are assigned “bad” interview skills to demonstrate and correct. | 25 min |
| 9-4 Applying Yourself | Interview Exercise | Students practice answering interview questions on their own and with a partner. | 45 min |

Chapter 10: Money, Health and Life Balance

Chapter Sections

| Section | Description |
|-----------------------|---|
| 10-1 Financial Aid | Explain types and consequences of financial aid options |
| 10-2 Money Management | Examine spending habits and apply money management strategies |
| 10-3 Health | Evaluate nutrition, exercise, stress and sleep habits |
| 10-4 Time Management | Describe and practice effective techniques |

Comments for Instructors

This chapter helps students understand how financial responsibility, physical health and time management work together to support academic success and overall well-being. Students explore practical strategies for managing money, maintaining healthy habits, and balancing responsibilities to reduce stress and improve focus.

Instructors can emphasize that small, consistent choices in these areas have a significant impact over time. Encouraging students to reflect on their habits and make intentional adjustments can help them build sustainable routines that support long-term success.

Key Messages and Themes for Students

- Managing money wisely reduces stress and supports long-term stability.
- Physical health, including nutrition, exercise and sleep, directly affects learning and performance.
- Effective time management helps balance academic, personal and work responsibilities.
- Building healthy habits early creates a foundation for lifelong balance and well-being.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activities below.

Supplemental Activities

Feel free to incorporate some or all of these supplemental activities for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|---------|---|--|-------------|
| 10-1 | Financial Aid Scholarship Search | Students research, complete an application, write an essay, and provide a letter of recommendation for a scholarship. Students are encouraged to apply for the scholarship after completing the activity. | 30 min |
| 10-1 | Financial Aid The College Student Tightwad Gazette | Students work in groups to generate money saving techniques. | 30 min |
| 10-2 | Money Management Money Monitoring and Budgeting: Part I | Students are assigned a money monitoring activity to determine their expenses over the course of a month. | 10 min |
| 10-2 | Money Management Managing Time and Money Introduction | Students reflect on how successful people manage their time, set goals, and work to achieve those goals in order to achieve success. | 20 min |
| 10-2 | Money Management How to Become a Millionaire | Students complete a quiz to learn how much money they need to save each month to become a millionaire by the age of 68. | 15 min |
| 10-2 | Money Management Money Monitoring and Budgeting: Part II | Students evaluate their expenses and develop a monthly budget. | 30 min |
| 10-3 | Maintaining Health Most Magnificent Possession | Students complete a visualization exercise about taking care of a prized possession and discuss how this relates to health. | 10 min |
| 10-3 | Maintaining Health Live to be 100 | Students learn about ways to live to be 100. Then they complete a quiz that measures their likely longevity based on their current lifestyle. Students complete a worksheet reviewing their own health habits and create intention statements. | 25 min |

| Section | | Activity Name | Description | Time Needed |
|---------|--------------------|---|--|-------------|
| 10-3 | Maintaining Health | How Many Teaspoons of Sugar | Students learn about the health benefits of water and the lack of nutrition in soda. | 15 min |
| 10-3 | Maintaining Health | Nutrition Test | Students share reasons why it is important to eat breakfast. | 10 min |
| 10-3 | Maintaining Health | Stress-Reducing Thoughts | Students read a story about people in a stressful situation, then generate a list of stress-reducing thoughts that the people could have used. After, students create personal stress-reducing thoughts. | 40 min |
| 10-4 | Time Management | The Pie of Life | Students identify how they spend their day using a pie chart, then write intention statements indicating how they will improve their time management and prioritization. | 20 min |

Chapter 11: Rights, Respect and Responsibility

Chapter Sections

| Section | | Description |
|---------|-----------------------------------|--|
| 11-1 | Rights | Explain student rights on campus |
| 11-2 | Safety and Well-Being | Identify the institution's responsibilities, campus crime statistics and security policies |
| 11-3 | Bystander Strategies | Describe intervention strategies for taking action in safe and positive ways |
| 11-4 | Personal Safety | Define sex discrimination, recognize behaviors that constitute sexual violence, and understand how to report incidents and use available resources |
| 11-5 | Consent and Healthy Relationships | Define consent, setting and respecting boundaries, and signs of healthy and harmful relationships |

Comments for Instructors

This chapter focuses on helping students understand how rights, respect and personal responsibility contribute to a safe and inclusive college environment. Students learn about legal protections, campus safety expectations, and the importance of making responsible choices that support both individual well-being and community standards.

Instructors can emphasize that awareness and action are shared responsibilities. Reinforcing the role of bystander intervention, clear communication, and respect for boundaries can help students recognize their ability to contribute positively to campus culture.

Key Messages and Themes for Students

- Understanding your rights helps protect yourself and others in academic and social settings.
- Respectful behavior and clear consent are essential to healthy interactions and relationships.
- Bystander intervention plays a critical role in preventing harm and promoting accountability.
- Responsibility includes making informed choices and supporting a safe, inclusive community.

Time Needed

Estimated time to complete this chapter is three to four hours, including all assessments, reading, journals, surveys and quizzes. Supplemental activities are not included in this estimate.

Please refer to the digital version of this chapter within CollegeScope for all components of each chapter, including the chapter survey, key questions, motivation check, section content and activities, quizzes, and more. For those instructors who may wish to supplement online content with classroom activities and discussions, please refer to the activity below.

Supplemental Activities

Feel free to incorporate this supplemental activity for classroom instruction.

| Section | Activity Name | Description | Time Needed |
|-------------|--|--|-------------|
| 11-1 Rights | Examining Our Own Prejudices | Students anonymously share their own personal prejudices and discuss the origin and damaging effects of having those prejudices. | 25 min |

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