



Cuyamaca College

# User's Manual

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Faculty access: [www.collegescope.com/cuyamaca](http://www.collegescope.com/cuyamaca)  
Student Access: [www.collegescope.com/ccs/cuyamaca](http://www.collegescope.com/ccs/cuyamaca)  
Instructor Manual: [www.cuyamaca.edu/collegesuccess](http://www.cuyamaca.edu/collegesuccess)

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# **Overview**

## **What is the CollegeScope Student Success Program?**

CollegeScope is a highly successful first-year seminar. The course combines an interactive, online textbook with classroom instruction, as well as statistically accurate assessments in personality type and learning styles. CollegeScope empowers its students by giving them critical knowledge about themselves so they can take charge of their own success, while at the same time, providing college staff with the information they need to offer meaningful guidance and support.

## **Features of the CollegeScope Student Success Program**

### **Do What You Are Personality Assessment (DWYA)**

The program begins with the Do What You Are<sup>®</sup> Personality Type and Career Interest Assessment which is a statistically accurate representation of a student's personality type. Personality type is a central theme throughout CollegeScope and each e-text is personalized based on the students' personality types.

### **The PEPS Learning Style Inventory**

The Productivity Environmental Preference Survey (PEPS) measures twenty different learning preferences. Knowledge of learning style preferences helps students to identify how they learn best. The e-text is also personalized for each student based on their learning style.

### **Measure Your Success**

The Measure Your Success is a pre and post test that measures all the course objectives.

### **Interactive Features**

The e-text contains a short portion of text and then has interactive features that keep students involved in learning.

### **Quizzes**

Short quizzes are spaced periodically through the chapters. These quizzes help students with reading comprehension or can be used as an evaluation tool. Students are provided with immediate results on the quizzes. After completing the quiz, students can also click on the question and get the correct answer along with an explanation.

## **Electronic Journals**

After each short portion of the text, students are asked to make a short paragraph journal entry about how they can apply the information learned to their future success.

## **Interactive Activities**

The e-text includes checklists, rating scales and self-assessments that engage students in learning. Immediate feedback is provided for each activity.

## **Online Portfolio**

The online portfolio contains the Do What You Are and Peps profiles. It also contains quiz results, summaries of interactive activities, and all entries for the electronic journals.

## **Tools for Faculty**

Faculty are provided with the tools to assess student progress at any time to provide early intervention to maximize student success. Here are the faculty tools available on CollegeScope:

- Add students to your class.
- Access student portfolios including their assessment profiles, quizzes, activities and online journal. The portfolio includes dates that these activities were completed.
- Create groups within your class.
- Search for students by student ID or last name.
- View all CollegeScope students in your college database.
- Choose to receive alerts based on assessment answers that may put students at risk for college success.
- Choose to receive notification of assignment completion.
- Take the Do What You Are assessment.
- Take the PEPS assessment.
- Contact other faculty using CollegeScope Student Success Program
- Find contact information for CollegeScope
- Find answers to frequently asked questions (FAQ)

# Getting Started

## Setting up your account for the first time

Your Human eSources representative will request information from you that will allow us to customize the CollegeScope Student Success Program for your institution. We will also help you configure your account options to match your requirements. These options can include re-ordering the chapters, deleting chapters, and more.

### How to log in

As program administrator, you will receive our “Welcome Email” that provides you with access to the program for the first time. By following the directions in the email you will be able to login to the CollegeScope Student Success Program, provide your security information, and establish your personal administrative account

### How to get help

The best way to get technical and program support is by emailing us at [support@humanesources.com](mailto:support@humanesources.com). You can also call your sales representative, or, you can call 860-295-1500.

## Helping Your Students to Log In

*To access the program for the first time your students go to*

1. [www.CollegeScope.com/ccs/cuyamaca](http://www.CollegeScope.com/ccs/cuyamaca)
2. Click the “Register Here” button on the left side of the screen
3. Register and use a credit card to pay for the program.
4. For students who do not have a credit card, they have the option of buying an access code card from the Bookstore

*After registering for the program for continued access your students will go to*

- [www.CollegeScope.com/ccs/cuyamaca](http://www.CollegeScope.com/ccs/cuyamaca)
- Enter their email address and password

## What if students forget their passwords?

If students forget their password they can click the “Forgot Password” link from the login page, OR

You can set their passwords for them by

1. Clicking “All Students” from your homepage
2. Find their name and click on it

3. On their portfolio page there is a link on the right to “Set Password”

## **Begin With Self Assessment**

The Student Success Program begins with a pretest consisting of 100 items that cover the main objectives of the course. Results are presented in the form of a bar graph in Chapter 1, Understanding Motivation. This assessment will also be placed at the end of the program and serve as a post test. A comparison with the pretest will be provided. The post test will be available fall 2007.

## **Do What You Are (DWYA)**

### **Administering the Personality Assessment: Do What You Are**

The results of the DWYA are used throughout the Student Success Program to help students understand major and career choice, learning style, communication style and enhance personal development. The results of this assessment are used to personalize the material in Chapter 6, Exploring Personality and Major. To get the best results from this inventory, it is helpful to explain what the test is about and how it will be used. Most students will finish this inventory in 20 to 30 minutes. These results are used throughout the Student Success Program, so getting the most accurate results is important.

It is helpful to give some history of how the inventory was developed and the idea of preference. The DWYA is based on the theories of Carl Jung, a Swiss psychologist (1875-1961), who theorized that we are born with natural preferences which we develop over a lifetime. To introduce the idea of preferences, ask students to sign their name on a sheet of paper. Ask them how it felt. Most will say that it is easy and natural. Then ask them to sign their name with their left hand and ask them to describe how it felt. They can do it, but it is more awkward and requires more thinking to do it. This is an example of inborn preference.

The DWYA is a practical application of Carl Jung’s theory and assesses personality types of students based on typical college situations or scenarios. These scenarios are easy to read and students can readily identify with them. Statistical validation of this assessment is available in the appendix to this document.

Here are some tips for administering the assessment and helping students to get the best results:

- Personality type is a theme used throughout the Student Success Program. It is important that the assessment results are accurate. Choose a time for the assessment when you are not tired or rushed to

- complete it. The knowledge you will gain from this assessment will be valuable for the rest of your life.
- This assessment is not a test! There are no right or wrong or good or bad answers to the questions on DWYA. Each person has a unique personality with their own gifts and talents. Knowing your gifts and talents will be helpful in understanding yourself and selecting your college major.
  - This assessment does not measure psychological or emotional health or intelligence.
  - Be honest with your answers and answer them according to how you usually are when you are not stressed. Do not answer the questions:
    - How you want to be
    - How you have to be at work or at home
    - How others want you to be
  - Do not take too long on each question or overanalyze them. Answer what comes to mind first.

## **The Career Interest Survey**

The Career Interest Survey is included in DWYA and is completed at the end of the personality section of the assessment. Careers that match the students' interests and personality types are provided with links to a data base of career information. The career data base provides the following information:

- Career descriptions
- Tasks
- Knowledge, skills and abilities
- Work activities
- Wage information
- National employment trends
- Related occupations

For most occupations, students can view a video showing people working in the career they choose to research.

## **Do What You Are Handbook**

The DWYA Handbook is located in the Appendices to this document and includes important information for faculty to read and understand in order to interpret the DWYA results. It includes the following:

- Overview of the assessment
- The four dimensions of personality type
- Working with different students
- "What if" situations working with students
- Resource Materials

- Profiles of the 16 personality types

## Interpreting the Results of DWYA

It is suggested that you begin the interpretation of DWYA by explaining the four dimensions of personality type and asking students to do a self-assessment. Be careful not to bias your explanation based on your personality type. As you provide a description of the four dimensions, have your student place an X on the line to show their preferences:

### How we interact with the world and where we place our energy

(E) Extraversion \_\_\_\_\_ | \_\_\_\_\_ Introversion (I)

### The kind of information we naturally notice and remember

(S) Sensing \_\_\_\_\_ | \_\_\_\_\_ Intuition (N)

### How we make decisions

(T) Thinking \_\_\_\_\_ | \_\_\_\_\_ Feeling (F)

### Whether we prefer to live in a more structured or in a more spontaneous way

(J) Judging \_\_\_\_\_ | \_\_\_\_\_ Perceiving (P)

A student worksheet with the above information is available in the Instructor Manual in Chapter 6, Exploring Your Personality and Major.

Follow the self-assessment with an examination of the DWYA results. Some of your students will find that their self-assessed results differ from the DWYA profile. Results on the DWYA are based on how students answered the questions on the assessment. Here are some questions for discussion:

- Did you answer the questions about how you usually are or how you want to be? Remember that each type has his or her own unique gifts and talents.
- Did you answer the questions based on how you act at home, work or at school? Different environments may require that we act in a different way than what we prefer.

- Are you in a stressful period in your life and going through many changes? This may cause us to question our preferences.
- Are there some preferences commonly viewed by society as more desirable? For example, there are more extraverts than introverts in society. As a result, it is often seen as less desirable to be an introvert. What are the strengths of each type? Can you think of examples of careers where being an extravert or an introvert would be an advantage?

The DWYA provides the opportunity to for students to do some self-assessment. When students do not indicate a clear preference for one type or another, they are given two personality descriptions and asked to choose which one is most like them. For this reason, the type on the profile and the bar graph may not match. The bar graph on the profile indicates the results of the students' choices on the assessment. The personality type is what the student has chosen after the assessment is completed.

Reassure students that they can decide on their type. Any assessment, even though it is valid and reliable, is just a tool to help students think about their type. Classroom exercises may help students to clarify their thinking about their type.

## **Resources**

See the Instructor Manual for Chapter 6, Exploring your Personality and Major, for classroom exercises and activities to help students clarify their thinking about personality type.

See the Appendix for the Psychometric Report on DWYA. It contains statistical analysis of the assessment and information on validity and reliability.

## **The Productivity Environmental Preference Survey (PEPS)**

The PEPS learning style inventory measure how students learn best. This comprehensive inventory measures preferences in 20 different areas including:

- Perceptual preferences
  - Auditory
  - Visual
  - Tactile
  - Kinesthetic
- Immediate Environment
  - Sound
  - Heat
  - Light
  - Design (formal or informal)

- Emotionality
  - Motivation
  - Responsibility
  - Persistence
  - Structure
- Sociological
  - Self oriented
  - Peer oriented
  - Adult oriented
- Physical
  - Time of day
  - Food intake
  - Mobility

Each preference is explained in detail in the PEPS profile which is generated for each student.

This assessment, first created at St. John's University in the mid-1970's has extensive research on effectiveness and implications for educational practice. To see a summary of this research and applications, visit: <http://www.pricesys.com/>

## **Administration of the PEPS**

The PEPS Learning Style Inventory is completed at the beginning of CollegeScope. Explain to students that the purpose of the inventory is to discover how they learn best. This information will be helpful in working on challenging tasks or new or difficult material in college and 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 students prefer to work or learn. Like a fingerprint, everyone has a unique style, and it is important to know what that style is.

The inventory consists of 100 rating items. Most students will complete the PEPS in 20-30 minutes. It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

## **Interpretation of the PEPS**

The results of the PEPS Learning Style Inventory are available immediately and are included in the Student Portfolio. The results of this inventory are also used to personalize the material in the chapter on learning style and intelligence. The learning style profile includes the PEPS Learning Style Inventory Preference Summary Chart that is easy to read. Strong preferences have scores that are 60 or higher or 40 or lower and are shaded in green. Scores between 40 and 60 indicate no preference and are shaded in gray. Each preference is explained in detail along with suggestions for improving learning based on the preference.

It is suggested that students summarize the results of the inventory by writing a description of their learning style including their ideal learning environment. Classroom exercises that help students to clarify their learning style and related learning strategies are included in the Instructor Manual in Chapter 7, Learning Style and Intelligence.

## The Online Portfolio

The online student portfolio consists of the following:

- **My Chapters**  
The student accesses the chapters in the Student Success Program by clicking on My Chapters. As students read the online material, they participate in exercises, take quizzes and write their electronic journals. Both the student and the faculty member have access to this portfolio.
- **My DWYA Report**  
Students can view and print their DWYA profile and report.
- **Careers Matched to Me**  
Students can view the careers that match their interests and personality types.
- **All Careers**  
All careers in the data base are listed here. Students can add them to "Careers Matched to Me."
- **Change My Password**  
Students can change their passwords at any time.
- **Contact Information**  
Information is available to contact HumanResources for assistance.

## Suggestions for Using the Online Portfolio

At the beginning of the Student Success Program, show the students the Online Portfolio and the features provided. Let them know that faculty have access to the Portfolio and can view all the features. Let students know about your expectations for completing the online portfolio, especially the quizzes and electronic journals.

The online quizzes can be used as an aid in reading comprehension or the grades can be counted in the course evaluation. Let students know that you will be checking the quiz grades and how they will be used. When students take the quiz, their first answer is recorded and they receive immediate feedback about whether their answer is correct or incorrect and information about why the answer is correct or incorrect. They cannot change their answers after they are recorded. However students can click on the other answers and read why they are correct or incorrect. Quiz results are provided in the online portfolio and can be viewed by both students and faculty.

The electronic journals provide an opportunity for students to read the material and to think about how they can apply it to be successful in college, careers and life. Most questions should be answered with a well-developed paragraph. Students cannot advance to the next page until they have completed the journal. Some students learn that they can do minimal work by just placing one character in the journal box and advancing to the next page. It is suggested that faculty provide a model of what they expect on the journals. Answer the questions yourself and show them to students or use a student sample. Always ask students if they will give your permission to use a sample of their work as a model. Most students feel good about doing this. It is important to provide feedback to students on the first chapter of the program so that they know how to do quality work on the remaining chapters.

## The Instructor Home Page

The Instructor Home Page provides the tools for monitoring your students' success. Here are the tools provided:

- **My DWYA Report**  
You may take the DWYA assessment and view your profile.
- **My PEPS Report**  
You may take the PEPS assessment and view your profile.
- **My Chapters**  
View all the chapters in the Student Success Program.
- **All Staff**  
All staff is listed with contact information. Add new staff by using this function.
- **All Departments**  
Departments using the Student Success Program are listed and can be added.
- **My Groups**  
Set up groups of students in your class.
- **My Students**  
Students in your class are listed here. This is the function that you will use the most. You may add students to your class by clicking on "Add Student" and selecting a student from All Students. This may be necessary if your students purchased the College Success Program without knowing the instructor name.
- **Search Results**  
Find out how many students have completed the assessments. For example, if you want to find out how many students have completed the DWYA, select My Students and DWYA to see the students who have completed these assessments.

- **All Students**  
This is a list of all students in your college who have purchased the Student Success Program. If you are missing students in the My Students list, check this list and add them to your class.
- **Account Settings**  
Use this function to designate the account as a student or staff account.
- **My Preferences**  
With this function, you can choose to receive alerts which can help you to guide students in your class. When students are completing assessments or exercises and make responses that put the student at risk, you can receive a message about the student and the response made. You can also choose to receive notice of completed assignments, repeats needed on assessments, and view a list of recommended careers for each student on their DWYA report.
- **DWYA Counselor Handbook**  
View the handbook containing information about DWYA.
- **Contact Information**  
Information is provided on how to contact customer support and the address for HumanEsources.
- **Frequently Asked Questions**  
Answers to Frequently Asked Questions are provided.

## **Traditional, Blended and Online Options**

The Student Success Program may be successfully used in traditional, blended and online courses.

### **Traditional Classrooms**

The Student Success Program can be used in any traditional classroom. The program is used in place of the traditional textbook. By using the online program, students benefit from the many interactive features that are possible online and limited in traditional textbooks. Material in the online program is personalized for each student based on their personality type and learning style. An extensive database of careers is provided. Students learn material in short segments separated by interactive exercises, activities, quizzes and electronic journals.

### **Blended Classrooms**

Blended classrooms combine traditional classroom instruction with online instruction. Students complete the course content materials online and meet in the classroom for discussion, questions and interactive exercises. Since the

course content is delivered online, the actual time in class is reduced. This option reduces the need for the traditional college lecture. Faculties focus their time on interacting with students.

## **Online Instruction**

This program is easily used in online instruction in conjunction with an online course management system such as Blackboard, WebCt, or any similar system. The Student Success Program provides the course content and the course management system is used for posting course information, grading, uploading assignments, providing additional quizzes, online discussion and posting the course syllabus and calendar. The Instructor Manual provides information in each chapter for teaching online.

## **The Instructor Manual**

The Instructor Manual is located at: [www.cuyamaca.edu/collegesuccess](http://www.cuyamaca.edu/collegesuccess)  
Click on Faculty Resources.

Here are the items available in the Instructor Manual:

- Tips for New Instructors
- Tips for Engaging Students in Learning
- Interactive Classroom Exercises for each chapter in the Student Success Program
- Classroom handouts
- Journal Entries
- Discovery Wheel

The Instructor Resources site also contains information for ordering a test bank, PowerPoint presentations for all topics in the program, research documents, sample syllabi, references for online videos and conference presentations related to student success.

## **The Course Syllabus**

The first step in teaching a college success course is the preparation of the syllabus. Here are some steps to guide your preparation of the syllabus.

1. Include the course title, number of credits, room number, dates the course meets and your contact information.
2. Give students information on how to obtain the online CollegeScope Student Success Program. List any other required course materials such as the college catalog and schedule, if required.

3. List the dates the class will meet and the topics to be covered at each class meeting. Expect students to read the material being discussed before the class meets. If students have read the material to be discussed, the classroom interaction is more meaningful. This is also a good habit to teach college students in preparation for other classes. You can check the date of completion of the reading assignments on the online student portfolio.
4. Describe your grading system. Students need clear information about how they will be graded to avoid future problems or complaints.
5. List the course objectives in the form of student learning outcomes. The student will be able to . . . . .
6. List the major assignments and how they will be evaluated
7. Describe your attendance policy. Expect students to attend every class.
8. Provide models of expected work if appropriate. For example, include model answers for the journal entries.
9. Include a statement on academic accommodations for disabled students. Here is a suggested statement:

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

Sample syllabi are included with Faculty Resources at [www.cuyamaca.edu/collegesuccess](http://www.cuyamaca.edu/collegesuccess)

## Frequently Asked Questions

1. What if a student started the program but cannot login again?  
When students access the program for the first time, they click the "Register Here" button on the login screen. Once registered, a student returning to the program should login with their email address and the password they selected during the registration process. If they try to access the program by clicking the "Register Here" button again, they will get an error message.
2. What web address do I give a student that needs to take the Student Success Program?  
<http://www.CollegeScope.com/ccs/cuyamaca>

3. How can I try Do What You Are and PEPS Learning Style Inventory for myself?  
Click "My DWYA Assessment" and "My PEPS Assessment" in your main menu. This will enable you to take Do What You Are and PEPS Learning Style Inventory for yourself (free of charge).

How do I get in touch with your customer support department?

You can email us at [support@humanesources.com](mailto:support@humanesources.com) or by calling 860.295.1500.