Reactions to the Latest Job-Search Tool: Online Career Portfolios

Jill Lumsden & Myrna Hoover

June 4, 2004
Workshop Objectives

• Do employers use online portfolios?
• Do employers find online portfolios effective?
• When do employers use portfolios?
• What do employers look for in portfolios?
• How can we guide students in creating more effective portfolios?
Program Outline

• Goals of the FSU Career Portfolio
• History of FSU Career Portfolio
• Demonstration
• Employer Reactions/Survey Results
• Implications of Feedback
• Future Objectives
• Questions & Discussion
Goals of the FSU Career Portfolio

- Educate students about workforce skills
- Connect students with opportunities to develop skills
- Provide a mechanism for students to document their skills and market themselves to employers or graduate schools
Key Events In Project History

- President's Initiative
- Internal & External Proposals
- OPS Funding for Staff Position
- Career Center Portfolio Task Force Established
- Prototype Developed
- Expanded University Support, AIS Web Designer Joined Task Force
- Live Testing with Selected Groups & Continued Development
- Start of Research & Development
- Dedicated Staff Position
- Prototype Testing Begins
- AIS Project Team Established & Technical Infrastructure Development Begins
- Career Portfolio Launch

NACE 2004 National Meeting & Exposition
Demonstration

http://portfolio.fsu.edu
Employer Reactions - Survey Results

• Survey Objectives
• Timeline
• Methodology
• Results
• Implications
Survey Objectives

- Usefulness
- Usability & Effectiveness
- Familiarity, Access & Effectiveness
- Stage of Recruitment Process
- Importance of Components
Timeline of Surveys

- President’s Initiative
- Electronic Survey “Usability & Effectiveness”
- Employer Survey @ Career Expo “Familiarity, Access & Effectiveness”
- Employer Survey - Focus Group “Stage of Recruitment Process, Importance of Components”

Employer Survey @ Career Expo
“Familiarity, Access & Effectiveness”

Employer Survey OCR
“Familiarity, Access & Effectiveness”

Data Collection & Analysis

Employer Survey
“Usefulness”

Career Portfolio “Launch”

NACE 2004 National Meeting & Exposition
Employer Survey
“Usefulness”

• Date: September 15, 2000

• Participants: Employers participating in Expo, Fall 2000

• Method: Survey distributed at Expo
  – Number of Employers Surveyed: 264
  – Respondents: 87
  – Percentage: 33%
“Would you be interested in an online portfolio system?”
“Would you use an on-line portfolio to screen candidates?”

“Would you use an on-line portfolio to supplement a candidate’s interview?”
“Would you prefer a paper portfolio rather than an on-line portfolio?”

“Would access to candidates’ self-reported employability skills be useful in screening potential applicants?”
Employers endorsed an on-line portfolio system - a tool providing evidence of a candidate’s skills would be useful in screening and evaluating candidates.
Employer Survey “Usability & Effectiveness”

- Date: December 2001
- Participants: Actively Recruiting Employers
- Method: Electronic Survey
- Number of Employers Surveyed: 93
  - Respondents: 21
  - Percentage: 23%
100% of employers agreed or strongly agreed the portfolio was easy to use.
Survey Results

95% strongly agreed or agreed the design was user friendly

- I found the Career Portfolio easy to use: 95% strongly agreed or agreed
- I like the design and look of the Career Portfolio: 95% strongly agreed or agreed
- The Career Portfolio is well organized: 62% agreed or strongly agreed
- I feel the Career Portfolio is useful in providing evidence of a candidate’s skills: 71% agreed or strongly agreed
- I feel the Career Portfolio will be beneficial in assessing candidates: 71% agreed or strongly agreed

NACE 2004 National Meeting & Exposition
Survey Results

100% strongly agreed or agreed that the Career Portfolio was well organized.

- I found the Career Portfolio easy to use: 52% strongly agree, 48% agree.
- I like the design and look of the Career Portfolio: 52% strongly agree, 43% agree.
- The Career Portfolio is well organized: 48% strongly agree, 52% agree.
- I feel the Career Portfolio is useful in providing evidence of a candidate’s skills: 38% strongly agree, 62% agree.
- I feel the Career Portfolio will be beneficial in assessing candidates: 24% strongly agree, 71% agree.

NACE 2004 National Meeting & Exposition
98% strongly agreed or agreed the portfolio validated candidates’ skills
95% strongly agreed or agreed that the Career Portfolio was beneficial in assessing candidates.
Employers endorsed the Career Portfolio as easy to use and effective in assessing and validating candidates’ skills.
Employer Survey: “Familiarity, Access, & Effectiveness”

• Date: Fall 2002 - Spring 2004

• Participants:
  – On-Campus Recruiters
  – Participants at Career Expos

• Method: Employer Evaluations

• Respondents
# Survey Return Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Surveyed</strong></td>
<td>395</td>
<td>317</td>
<td>122</td>
<td>104</td>
<td>58</td>
</tr>
<tr>
<td><strong>Number Responded</strong></td>
<td>149</td>
<td>107</td>
<td>46</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td><strong>Response Rate</strong></td>
<td>37%</td>
<td>34%</td>
<td>38%</td>
<td>30%</td>
<td>31%</td>
</tr>
</tbody>
</table>

*Overall: 34%*
Respondents by Industry Types

- Retail: 32%
- Financial: 27%
- Engineering: 18%
- Technology: 16%
- Government: 7%
Survey Results “Familiarity”

Are you familiar with the FSU Online Career Portfolio?

42% were familiar
Survey Results “Access”

Have you been given access to a student's Online Career Portfolio?

- Yes (%)
- No (%)
- No Response (%)

27% were given access
If yes, how beneficial did you find it in identifying the student's skills as they relate to your organization's opportunities?
(1= not beneficial, 5= very beneficial)

<table>
<thead>
<tr>
<th>Year</th>
<th>OCR</th>
<th>Fall 03</th>
<th>Sp 04</th>
<th>Fall 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>3.80</td>
<td>4.30</td>
<td>2.80</td>
<td>4.08</td>
</tr>
<tr>
<td>2003-04</td>
<td>OCR</td>
<td>SF</td>
<td>SF</td>
<td>ED</td>
</tr>
</tbody>
</table>

Those 27% rated the Portfolio as Beneficial
Implications

• **Familiarity** of the online portfolio is increasing among employers, yet only 1 out of 11 have been provided access by a student.

• Employers with access rated the **effectiveness** of the online portfolio as above average.
Employer Survey

“Stage of Recruitment Process - Importance of Components”

- Date: January 2004
- Participants: Judges of Career Portfolio Contest
- Method: Employer Survey & Focus Group
- Respondents: 7 Judges/5 Participants
At what step in the recruitment process would you find this tool most useful?

- Application Process: 29%
- Initial Interview Process: 14%
- Secondary Interview Process: 43%
- Final Selection: 0%
- Placement after Selection: 14%
- None of the above / not useful: 0%
- All of the above/ equally useful at all steps: 0%
Please rank the following items in terms of their usefulness in evaluating candidates. (1=Most Useful, 6=Least Useful)

- Resume: 1.00
- Skills: 2.71
- Artifacts: 2.86
- Profile: 3.14
- Transcript: 4.43
- References: 5.57
Implications

- Employers identified the second interview as the most likely stage they would use the online portfolio; the application process was second.
- The resume was considered the most important component; followed by skills and artifacts.
Sara Boyd

Welcome
Thank you for viewing my portfolio!

Academics
• Junior at Florida State University
• Expected Bachelors in Environmental Engineering with Spanish Minor, April 2005
• Current GPA: 3.98, Major GPA: 4.0

Objectives
To secure an internship position in an environmental engineering capacity which will allow me to utilize my technical and interpersonal skills while gaining experience in an area of environmental engineering.

My Qualifications
• Internship with Barkley Consulting Engineers, Inc., Tallahassee, FL
• Internship with Waste Reduction Partners, Asheville, NC
• Experience in AutoCAD, ICPR Stormwater Modeling Software, Microsoft FrontPage, Microsoft Excel, Adobe Pagemaker, MathCAD, and Maple
Sara Boyd's Resume

Sara Boyd
2185 Timberwood Circle North
Tallahassee, FL 32304
850 - 580 - 2185
E-mail: boyd@eng.fsu.edu

OBJECTIVE
Obtain an internship in an Environmental Engineering capacity, interested in a broad range of topics including solid waste management, air quality, water quality, energy efficiency, Superfund site remediation, Brownfields redevelopment, transportation planning, and green building.

EDUCATION
Bachelor of Science: Environmental Engineering - April 2005
- Spanish Minor
Florida State University, College of Engineering - Tallahassee, FL
- Overall GPA 3.98, Major GPA 4.0, A = 4.0

Sara Boyd's Skills

Communication Experiences

The following experiences led to development of Communication skills:

Jobs / Internships

Clean Air Campaign, Asheville, North Carolina; Internship; 4/03-8/03
Organization of educational booth at Bile Chere festival (involving the coordination of over 20 volunteers), editing Clean Air Campaign webpage, soliciting interest in Clean Air Campaign causes. This experience improved my communication skills through interactions with volunteers, supervisors, and contact with the general public.

Waste Reduction Partners, Asheville, North Carolina; Internship; 4/03-8/03
Development of company webpage, development of company publications, development of Water Audit Report, research. This experience improved my organizational and interpersonal communication skills through interaction with multiple supervisors.

Service / Volunteer Work

America Reads, Tallahassee, FL; Mentoring; Fall 2002
Mentoring of First Grade Student in Reading Skills
Communication and trust development with child.
### Demo Test's Unofficial Transcripts

<table>
<thead>
<tr>
<th>Term</th>
<th>Class</th>
<th>Division</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 1997</td>
<td>Freshman</td>
<td>BASIC DIVISION</td>
<td>UNDECIDED</td>
</tr>
<tr>
<td>Term</td>
<td>Class</td>
<td>Division</td>
<td>Major</td>
</tr>
<tr>
<td>Spring 1997</td>
<td>Freshman</td>
<td>BASIC DIVISION</td>
<td>UNDECIDED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Course</th>
<th>Grade</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>GPA Hours</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN CIVILIZATION</td>
<td>AMH1000</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>INT PHY ANTHRO/PREHS</td>
<td>ANT2511</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>ECS OF NATNL ECONOMY</td>
<td>ECO2013</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>PRECAL/FINITE MAT BU</td>
<td>MAC1141</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>ETH ISSUES/LIFE CHOI</td>
<td>PHI2630</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
</tbody>
</table>

**Term Totals:**
- Hours Attempted: 15.00
- Hours Earned: 15.00
- GPA Hours: 15.00
- GPA Points: 60.00

---

<table>
<thead>
<tr>
<th>Term</th>
<th>Class</th>
<th>Division</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>Sophomore</td>
<td>BASIC DIVISION</td>
<td>UNDECIDED</td>
</tr>
<tr>
<td>Term</td>
<td>Class</td>
<td>Division</td>
<td>Major</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>Sophomore</td>
<td>BASIC DIVISION</td>
<td>UNDECIDED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Course</th>
<th>Grade</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>GPA Hours</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST &amp; CRITCSM ART I</td>
<td>ARH3050</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>CALCULUS FOR BUSINES</td>
<td>MAC2233</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>INTRO MARXIST PHIL</td>
<td>PHM3350</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
<tr>
<td>MODRN WRLD SINC 1815</td>
<td>WOH1030</td>
<td>A</td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>12.00</td>
</tr>
</tbody>
</table>

**Term Totals:**
- Hours Attempted: 12.00
- Hours Earned: 12.00
- GPA Hours: 12.00
- GPA Points: 48.00
Demo Test's References

Name: Mr. Juan Mendoza
Title: Division Manager
Relationship: Supervisor
Organization: Sprint
Address: 7204 E. Monroe Street
Tallahassee, FL 32300
United States
Office: (350) 555-3344
Email: mendoza@j@sprintpost.com

Name: Mrs. Lois Morgan
Title: Department Supervisor
Relationship: Supervisor
Organization: Kidd & Driscoll Public Relations
Address: 123 Main St.
Jacksonville, FL 3333
United States
Home: (904) 555-1212
Email: morgan@fcrc.org

Name: Dr. Murray Smith
Title: Professor of Communications
Relationship: Professor
Organization: Florida State University
Tallahassee, FL 32306
United States
Office: (350) 555-5678
Email: msmith@admin.fsu.edu
Sara Boyd's Artifacts

Waste Reduction Partners Website

As part of my internship with Waste Reduction Partners, I was responsible for updating the website for the organization. My tasks included WRP efficiency tools which are integrated into the online website. I used extensive software tools and links search engines to optimize the technical abilities and communication of the website. I also met the needs of the organization by creating a business plan.

Water Efficiency Report, Asheville

As an intern for Waste Reduction Partners, I worked with building engineers when auditing building for energy conservation measures. I was involved in the audit of the Reedy Creek Apartment complex. I presented to the facility manager a report that was an example of my technical and communication abilities.

**Requirements:** Requires Microsoft Office, technical communication skills.

Waste Reduction Partners, a team of highly experienced volunteer engineers, architects, and scientists, provides WNC businesses and industries with no-cost waste and energy reduction assessments and technical assistance.

**The WRP Mission:**

To work for a sustainable economy, healthy environment, and a better quality of life by helping WNC businesses...
Future Objectives

• Provide students with results of employer feedback.

• Encourage students to provide access to employers in the second interview process.

• Survey employers about the effectiveness of interviews with students who have completed an online portfolio vs. those who have not.
Questions & Discussion

For more information, please visit:
http://www.career.fsu.edu/portfolio/info.html
Thank You!