On-Line Career Portfolios

PRESENTED BY:

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PRESENTATION SEQUENCE

- Introductions
- Portfolio Overview
- Creating a Portfolio Program
  Campus Stories- FSU, UO
- Web Page Demonstrations
- Recommendations
WHY PORTFOLIO’S
for college students?

- To assist students demonstrate and articulate college learning and competencies.
PORTFOLIO TYPES

- EMPLOYMENT PORTFOLIO:
  A RECORD OF EVIDENCE OF ACCOMPLISHMENTS

Examples:
- Artist portfolio- visual renderings
- Musicians, DJ’s, Broadcasters- Tape recordings
- Teachers- Letter of Reference Files
LEARNING PORTFOLIO
A LEARNING DEVISE TO PREPARE FOR ARTICULATION OF EVIDENCE OF ACCOMPLISHMENTS.
Example: Student Activity/Involvement transcript
WHY IS IT NECESSARY TO DEMONSTRATE COMPETENCIES?

- Not all employer valued competencies are assured by the degree.
  - Technical abilities - Yes, perhaps
  - Functional Skills - No
  - Dependable Strengths - No
Students are unaware of valued competencies.
Employers increased expectation level and specificity of needed abilities.
Taxpayer (state legislatures) and Parental expectations for investment payoff
- Increase student’s self knowledge.
SHOULD STUDENT AFFAIRS BE INVOLVED IN STUDENT PORTFOLIOS?

- License to contribute to undergraduate education provided in your institutions mission statement.
- Portfolios are a prime concept for developing campus wide partnerships.
- Support NASPA’s “Learning Imperative”
Creating a Portfolio Program
Campus Stories

- FSU
History of the FSU Career Portfolio

- Fall 1997: Seminole Futures Career Exposition and President D’Alemberte Proposals
- Research on other portfolio systems
  - University of Oregon
  - University of Southern California
  - Portfolio Clearinghouse - AAHE
    http://www.aahe.org/teaching/portfolio_db.htm
Prototype Development

- Career Center Task Force
- Partnership with Administrative Information Systems (AIS)
- Florida Academic Counseling and Tracking for Students (FACTS)
Portfolio Development

- **Supporters**
  - President of University
  - Division of Student Affairs administrators
  - Division of Undergraduate Studies - Academic Advisors
  - AIS

- **Obstacles**
  - Funding
Goals of the 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
Student Feedback

- Focused on user interface design issues
  - is it user-friendly?
  - does it make sense?
  - would you use it?
- Many changes were made to the design as a result of the testing
- Results were overwhelmingly positive
Employer Questionnaire
“Skills”

- Fall 1999 Seminole Futures
- 246 Questionnaire Returns
- 2 Questions
  - Importance of Skills
  - Frequency of Use
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<th>Frequency of Skill Use In Your Organization</th>
<th>Used Very Frequently</th>
<th>Used Frequently</th>
<th>Used Somewhat Frequently</th>
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- Communication
- Creativity
- Critical Thinking
- Leadership
- Personal Management
- Social Responsibility
- Teamwork
- Technical/Scientific

![Bar graph showing importance levels for different skills](image-url)
Employer Questionnaire
“Need”

- Fall 2000 Seminole Futures
- 87 Questionnaire Returns
- 5 Questions
  - Interest in an online portfolio
  - Use in screening
  - Use as supplement to the interview
  - Type (paper vs online)
  - Importance of self-reported skills
Analysis of Employer Questionnaire

1. “Would you be interested in an on-line portfolio system?”

- YES 77
- NO 5
- UNSURE 5

Example of Comments:

- “Yes but only if open to all majors, not just school of business”
2. “Would you use an on-line portfolio to screen candidates?”

- YES 76
- NO 7
- UNSURE 4

Examples of Comments:
- “If free I would undoubtedly use it”
- “This would make interviewing more painless”
- “This should not take the place of interviewing”
- “It would be very convenient”
3. “Would you use an on-line portfolio to supplement a candidate’s interview?”

- YES 62
- NO 14
- UNSURE 11
4. “Would you prefer a paper portfolio rather than an on-line portfolio?”

- YES  15
- NO    56
- UNSURE 14

Examples of Comments:
- “Yes, online is difficult to access when you travel 5 days a week!”
- “Paper-well, we would end up doing print outs anyway.”
- “There are others that must review the qualifications, so paper would work best.”
5. “Would access to candidates’ self-reported employability skills be useful in screening potential applicants?”

- YES 73
- NO 3
- UNSURE 8

Examples of Comments:
- “Most students would answer in the affirmative so I would need to see how they report them.”
- “This information could be obtained during the interview process.”
Technology Issues

- Coordinated Approach
  - Career Center Staff, AIS, Vendor

- Development Cycle
Future Developments

- Pilot testing
- Advisor training
- Proposal for 1 credit hour course
- Marketing
- Implementation
UO’s Portfolio Story

- Career Survey
- Outcomes a written version
- “College Outcomes” Web Site
- Use of Outcomes by OUS and some classes
- Distinctions
BREAK
Web Page Demonstrations

- FSU

Web Page Demonstration

- UO
  - http://uocareer.uoregon.edu/outcomes
  - http://career.uoregon.edu/portfolio
CONCLUSIONS

- FSU
- USC
- UO