Frequently Asked Questions about Professional Portfolios

What is a Professional Portfolio?
A Professional Portfolio is a Web-based presentation of your knowledge and skills that you can use for personal and professional advancement. The Professional Portfolio consists of a Resume, a Self-Interview, and most importantly, a Showcase Portfolio of academic and co-curricular achievements.

Why should I want a Professional Portfolio?
You should want a Professional Portfolio for the same reasons you want a good GPA: it opens the doors to professional opportunities, continued education, and personal advancement. The difference between your GPA and your Portfolio is that your GPA will be used for the “first cut” to reduce a field of hundreds of applicants to a few finalists. Your Portfolio will serve to distinguish you among the finalists. Your GPA may get you the interview; but your Professional Portfolio will get you the job.

Are Professional Portfolios common?
Web-based portfolios are growing in popularity but are not universal. In an interview situation some will have a Professional Portfolio and some will not. If you have one you are at a distinct advantage because you can show proof of your knowledge and skills while others can not. Many employers, especially multinational corporations, use telephone interviews at the initial stage of the process to avoid the time and expense of travel. Your Portfolio is especially powerful in telephone interviews because no matter where they are in the world, you can show them authentic copies of your work in a professional Web format. Note: you control access by creating a Guest Password for visitors, and you can see who has viewed your Portfolio.

How much time do I have to spend?
Creating and maintaining your Portfolio is not a lot of work; all of the page design, hyperlinks, data entry forms, etc. have been done for you. Your only task is to submit copies of your academic assignments and co-curricular work, and fill out the resume and self-interview. You should expect to spend fifteen minutes per week during the school year submitting material to your Portfolio.

Do the faculty look at my Portfolio?
Your academic advisor can view your portfolio to help you plan your studies. Faculty and administrators can view groups of portfolios to evaluate the curriculum, improve courses, and meet the requirements of regulatory agencies.
Your GPA will get you an interview. Your Portfolio will get you the job!

Electronic Portfolio

http:// ____________________.
ID: ________________________.
PW: ________________________.

Copyright © Outcomes Assessment Solutions, 2003
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td></td>
</tr>
<tr>
<td>Logging in</td>
<td></td>
</tr>
<tr>
<td>The Main Menu</td>
<td>7</td>
</tr>
<tr>
<td>Action Boxes</td>
<td>8</td>
</tr>
<tr>
<td>Navigation</td>
<td>8</td>
</tr>
<tr>
<td>Cautions</td>
<td>8</td>
</tr>
<tr>
<td>Building Your Showcase Portfolio</td>
<td></td>
</tr>
<tr>
<td>Educational Outcomes</td>
<td>11</td>
</tr>
<tr>
<td>Self-selected Educational Experiences</td>
<td>11</td>
</tr>
<tr>
<td>Writing a Good Narrative</td>
<td>12</td>
</tr>
<tr>
<td>Selecting Attachments</td>
<td>13</td>
</tr>
<tr>
<td>Selecting Educational Outcomes</td>
<td>13</td>
</tr>
<tr>
<td>Required Submissions</td>
<td>13</td>
</tr>
<tr>
<td>Entering an Educational Experience</td>
<td>14</td>
</tr>
<tr>
<td>Showing Your Showcase Portfolio</td>
<td></td>
</tr>
<tr>
<td>Exploring Your Showcase Portfolio</td>
<td>15</td>
</tr>
<tr>
<td>Guest Access to Your Showcase Portfolio</td>
<td>17</td>
</tr>
<tr>
<td>Viewing the Guest Log</td>
<td>17</td>
</tr>
<tr>
<td>Maintaining Your Showcase Portfolio</td>
<td></td>
</tr>
<tr>
<td>Editing and Deleting Experiences</td>
<td>18</td>
</tr>
<tr>
<td>The Comprehensive Portfolio</td>
<td>18</td>
</tr>
<tr>
<td>Exploring Your Comprehensive Portfolio</td>
<td>18</td>
</tr>
<tr>
<td>Your Portfolio Matrix</td>
<td>19</td>
</tr>
<tr>
<td>Viewing Your Showcase or Comprehensive Portfolio Matrix</td>
<td>19</td>
</tr>
<tr>
<td>Faculty Use of Your Portfolio</td>
<td>19</td>
</tr>
<tr>
<td>The Resume and Self-Interview</td>
<td></td>
</tr>
<tr>
<td>Preparing Your Resume</td>
<td>21</td>
</tr>
<tr>
<td>Preparing Your Self-Interview</td>
<td>21</td>
</tr>
<tr>
<td>Submitting Required Work</td>
<td></td>
</tr>
<tr>
<td>Submitting Required Work for Courses</td>
<td>22</td>
</tr>
<tr>
<td>Answering Course Surveys</td>
<td>22</td>
</tr>
<tr>
<td>Submitting Work and Surveys for Graduation</td>
<td>23</td>
</tr>
<tr>
<td>Peer Review</td>
<td>23</td>
</tr>
<tr>
<td>Submitting Peer Reviews</td>
<td>23</td>
</tr>
<tr>
<td>The Curriculum</td>
<td></td>
</tr>
<tr>
<td>The Curriculum Plan Matrix</td>
<td>24</td>
</tr>
<tr>
<td>The Curriculum Plan Graph</td>
<td>24</td>
</tr>
<tr>
<td>Your Transcript Plan Graph</td>
<td>24</td>
</tr>
<tr>
<td>Your Transcript Plan Matrix</td>
<td>24</td>
</tr>
</tbody>
</table>
Getting Started

LOGGING IN

You should have received a Web address, a User ID, and a Password. Use Internet Explorer, Netscape Navigator, or another browser to go to the specified Web address. You should see the login page. If you see a list of colleges and universities, select your school to get to the login page.

Both ID and Password are case sensitive, so be sure to type them in exactly. If you forgot your password and your system supports Email, type in your ID and click the link to get an Email reminder.

THE MAIN MENU

The main menu provides the following choices:

♦ Submissions to submit work to your Professional Portfolio, answer surveys, submit assignments to instructors, and conduct peer reviews.

♦ Report Gallery to view your portfolio as well as graphs and charts of your academic program.

♦ Resume to create, edit and view your resume.

♦ Interview to create, edit and view your self-interview.

♦ Admin to change your password, Email, academic advisor, or major, create a Guest password, view Guest traffic, edit your portfolio, and customize system appearance.

♦ Logoff to exit the system.

♦ Help to learn about the software in general, get instructions for a specific page, learn about known browser compatibility, or send feedback.

Clicking a main menu selection takes you to a sub-menu with links for relevant functions. Drop-down menus may not appear or may be improperly located on old Web browsers.

Most main menu choices have a drop-down of frequently used links.
ACTION BOXES

Some pages contain lists of items such as courses or educational experiences, and next to each item is an Action Box. Click the down-arrow to open the Action Menu, then click on your selection. If there is only one possible Action for a given item it will appear as a link instead of in an action box.

Click the down-arrow on the right side of the Action Box to open it. Then click your desired action.

NAVIGATION

In this Guide and in the on-line Help screens, navigation instructions such as “Submissions ➤ Action: Submit” mean to select Submissions from the main menu, then open the Action Menu next to an appropriate item and select Submit. Instructions such as “Resume ➤ Edit Resume” mean to select Resume from the main menu, and then select Edit Resume from the drop-down menu or the sub-menu.

CAUTIONS

Don’t forget to click Submit after you have filled out a form. If you leave the page without clicking Submit you will lose your work.

The software has a “timeout” security feature that disconnects users if nothing is submitted to the server for a specific time, usually 45 minutes. If you think you may take more than 45 minutes to fill out a form it is best to use a word processor and then cut-and-paste it into the form. If you get kicked out you will see a login screen that will take you back to the screen you were just on.

Word processors use formatting codes that are not supported on Web browsers. If you use a word processor and cut-and-paste into TrueOutcomes you may see “illegal character” errors. To correct the errors you must retype quotation marks, apostrophes, dashes, and similar characters in the TrueOutcomes text box. You can avoid illegal characters by using a plain text processor such as Notepad instead of a word processor.

The appearance of Web pages depends on which browser you are using, the browser’s configuration, window size, screen resolution, and the presence or absence of plug-ins. Information on browser compatibility issues can be found in Help ➤ Browser Support.

There are several places where forms such as surveys and rubrics appear in separate pop-up windows. After the form is submitted the underlying page will not reflect that the form was received until it is refreshed or reloaded.
Building Your Portfolio

Co-curricular Activities

Courses

Degree Requirements

Self-Selected Work

Required Submissions

Comprehensive Portfolio

Select Your Best Work

Showcase Portfolio
Building Your Showcase Portfolio

Your Showcase Portfolio is a collection of your best and most recent work and demonstrates your abilities in areas that are important for your major. Standing behind the Showcase Portfolio is your Comprehensive Portfolio, which contains every piece of work you have ever submitted, regardless of age or quality. When Guests login to your account they will see the Showcase Portfolio, but not the Comprehensive Portfolio. When you login you can view and edit both portfolios.

EDUCATIONAL OUTCOMES

Educational Outcomes are short statements, such as “An ability to communicate effectively” that describe the knowledge, skills and behaviors that are important for students in your academic discipline. Every academic discipline has its own set of outcomes, and the outcomes for your discipline are the organizing framework for your Showcase and Comprehensive Portfolios. Everything you submit to your portfolios must be associated with one or more outcomes, and when you display your portfolio it will appear as a bar graph or matrix where the bars or columns correspond to your educational outcomes. The benefit of this organizational structure is that it matches a typical interview format, focusing on your abilities and the educational experiences that developed and demonstrated them.

SELF-SELECTED EDUCATIONAL EXPERIENCES

Educational experiences tell your audience who you are and what you can do. They focus on your accomplishments, e.g., reports, exams, and presentations, as evidence of your abilities. Educational experiences are not about other people. They are not about whether you liked a class or your instructor or your lab partner. They are not about whether the grading was fair or the work load was too heavy. They are not about whether you got a good grade. Regardless of whether the class was good or bad, interesting or boring, fair or unfair, you had to do work, and the work shows your abilities, and that is what your audience wants to see.

Self-selected experiences come from your courses and co-curricular activities. They have three components: a narrative explaining the experience, documents that resulted from the experience, and a list of educational outcomes that are demonstrated by the experience. Experiences come from all types of classes. Most of your classes are probably lectures, and your assignments probably include reading the textbook, answering homework questions, conducting library research, writing papers, giving oral presentations, and taking exams. An educational experience in this type of class usually involves two to four weeks of lectures and readings culminating in a report, presentation or exam. If you are taking a laboratory science class, each experiment can serve as an educational experience. Upper-division courses often include substantial projects, sometimes done in teams, that should be added to your portfolio. In general, an educational experience involves work done over one or more weeks with a tangible product, such as a report or exam. When you look at the syllabus for any course you will probably recognize that it is divided into units, and each unit should be considered an educational experience. Co-curricular activities include college sports, the student newspa-
per, work-study or off-campus jobs, volunteer work, service projects, student clubs and professional societies. You should include significant co-curricular achievements in your portfolio because they add an important dimension to your image. Co-curricular experiences usually don’t result in written work the way academic experiences do, so it is especially important to write a good narrative.

WRITING A GOOD NARRATIVE

The narrative explains your work and the educational outcomes it supports. Detailed statements are better than vague statements, so if your experience included reading the textbook, identify how many chapters and the topics. If it included library research give the number of references you obtained. If it included an exam give your grade. If it included writing a report say how long it was. Your narrative should also identify the educational outcomes that your experience demonstrates to remind your audience why this experience is in your portfolio. Here are examples of good narratives:

From a lecture-based introductory sociology class:
During the first part of the semester in Introduction to Sociology I read chapters 3&4 of the textbook, which covered micro- and macro-sociology, significant theories such as rational choice theory, exchange theory, conflict theory, and the theory of symbolic interaction, and the contributions of important sociologists including Charles Cooley, George Mead and John Lofland. I scored 85% on the exam for these topics. This work demonstrates my “understanding of the nature and methods of the social sciences”.

From a lecture-based second-year math class:
In Calculus II I read chapters 11&12 of the text and correctly solved approximately 40 homework problems involving integration by parts, integration by partial fractions, and integration using trigonometric substitution. This work demonstrates my “ability to reason quantitatively”.

From a project-based upper-division psychology class:
In Psychological Testing and Assessment I completed a term project in experimental psychology and produced an 8-page APA style report on my findings. My thesis was that female students would perceive the adequacy of outdoor, nighttime lighting on campus differently from male students; specifically, that female students are more likely to feel there is inadequate lighting at night. My background research included investigating standard outdoor lighting levels published by the Occupational Safety and Health Administration, and five previous studies on the male and female sense of personal safety on college campuses (these studies involved factors other than outdoor lighting). I developed a survey to measure perceptions of outdoor lighting adequacy, and the survey was peer reviewed by my classmates to identify and remove sources of bias. I administered the survey to 47 female students and 42 male students, and evaluated the results using a Students T-test. The raw data showed that female students were 6% more likely than male students to feel that lighting is inadequate. The statistical test indicates that the difference is not statistically significant; however, if the sample size were increased from 87 to 250 and the 6% difference remained, the difference would be significant, thus suggesting future work. This project shows
my ability to “design and conduct experiments and analyze data” and “engage in lifelong learning” and “communicate effectively”.

SELECTING ATTACHMENTS

The previous section gave three examples of educational experiences, and in each experience there was a reference to documents. The first referred to an exam, the second to homework problems, and the third to a term paper. The documents are your actual work, the most convincing evidence of your abilities and an important part of your portfolio. Some documents, such as term papers, spreadsheet calculations, and slide presentations, are created electronically using Word, Excel and PowerPoint, and can be stored directly in your portfolio. Other documents, such as exams and homework problems, are generally hand written, and have to be scanned to create an electronic image that can be transmitted and displayed over the Web. Scanning can be time consuming, so it is useful to limit the number of scanned pages. For an exam, be sure to scan the front page in order to show your grade, and then limit your scans to pages that have substantial essay questions or good comments from the instructor. For homework problems, scan only one or two out of every ten assignments. The goal is to provide enough documentation to prove your abilities, and to do this you only need a small representation from your exams and homework. You should write a short title or set of key words to identify each attachment. If your filename is cryptic, such as “chmlb5.doc” it is a good idea to supply a title such as “Chemistry Lab #5: Titration (MS Word)” so Guests will have some idea of what the attachment is before opening it.

SELECTING EDUCATIONAL OUTCOMES

For every educational experience you submit, you must identify the educational outcomes that the experience demonstrates. Although educational experiences usually involve many abilities, such as communication skills, teamwork, research skills, technology skills, etc., it is a mistake to identify every outcome with every experience. You should only identify educational outcomes that are of primary importance to the experience. For example, many assignments will require you to use the library or Internet to find information, but you should not associate these with outcomes similar to “an ability to conduct independent research for lifelong learning”. The “lifelong learning” outcome should be reserved for research papers or other work that requires sustained independent research. Likewise, every time you put pencil to paper or use a keyboard you are “communicating”, but you should not associate your work with “an ability to communicate effectively” unless it is written in a publication style, or is presented to an audience, or has some other attribute that makes it a valuable example of your communication skills.

REQUIRED SUBMISSIONS

Some instructors may require you to submit assignments through TrueOutcomes. Everything you submit to your instructors will also go into your comprehensive portfolio, where you can edit it, add a narrative, and include it in your showcase portfolio.
ENTERING AN EDUCATIONAL EXPERIENCE

1. Choose Submissions.
2. Change the academic term using the drop-box at the top of the page if necessary.

3. Choose Add Experience next to the course or co-curricular activity that produced the experience.

4. Complete the form and don’t forget to Submit at the bottom of the page. Detailed explanations of each field are available by selecting Help→This Page.

6. Check off all educational outcomes that this experience demonstrates. This experience has significantly contributed to my attainment of...

- G001-An ability to communicate through reading, writing, listening and speaking.
- G002-An ability to reason quantitatively.
- G003-An ability to think critically and creatively.
- G004-An ability to conduct research and utilize information technology as a foundation for learning.
- G005-A knowledge of the nature of science and its methodology.
- G006-A knowledge of human behavior and the social environment.
- G007-A knowledge of our nation’s historical and cultural heritage.

Don’t forget to click the Submit button at the bottom of the page or else you will lose your work.
Showing Your Showcase Portfolio

The main reason for building a showcase portfolio is so you can use it to get a job, volunteer position, scholarship, etc. Imagine an interview scenario: The interviewer explains that this job/position/award requires a person with strong analytical skill (or communication skill, or teamwork skill). You explain that you have an electronic portfolio and in a minute or less you can display your graph, point to the bar representing analytical abilities, and state that you have twelve (or whatever the correct number is) experiences demonstrating your analytical skill. You click on the bar and the next graph shows all the classes you took that contributed to your analytical skill; you click one of the classes and display your narratives and download your documents right in front of your interviewer’s eyes. This is very impressive to interviewers who are accustomed to students making vague verbal claims to have whatever abilities the interviewer wants. If you put yourself in the interviewer’s shoes, it makes your job much easier because you have something tangible to talk about and evaluate. Even after the interview your Showcase Portfolio keeps working for you because the interviewer can access it days or weeks later in order to show others at his or her organization. Many companies, especially multinationals, are using telephone interviews at the first stage of the hiring process to reduce costs. Your Showcase Portfolio is especially valuable in this situation because wherever they are in the world, your interviewer can look at it in real time while you talk and it provides a warm, visual, information-rich connection that telephone interviews usually lack. You don’t have to wait for an interview to use your Showcase Portfolio. Show it to your family, friends, academic advisor, and significant other. Your Showcase Portfolio is meant to be shown, and the more you show it the better you will be able to present it in an interview.

EXPLORING YOUR SHOWCASE PORTFOLIO

1. Select Report Gallery⇒Showcase Portfolio. You will see a bar graph representing your portfolio. One bar stands for each educational outcome, and its height shows how many experiences demonstrate the outcome. Color bands show how many experiences came from first-, second-, third-year classes, etc. If your graph is blank you don’t have any showcase experiences. Check your Comprehensive Portfolio to see all your experiences and use Edit Experience to move experiences into your Showcase.

2. Float the mouse over any bar to see a text description of the bar.

3. Click any bar to “drill” into your portfolio. The experiences “contained” in the bar will appear in a new graph showing the courses and co-curricular activities that produced them. This “second-level” graph is devoted to the educational outcome represented by the bar you clicked.

4. Click any bar on the second-level graph to drill to the bottom of your portfolio. The experiences demonstrating the selected outcome in the selected course or co-curricular activity will appear in a list where the viewer can see the narrative, review the educational outcomes, and open the attachments.

5. Use the links at the bottom of the page to go “up” one level or to the top-level graph or back to the report gallery. Links are available at the bottom of every drillable graph.
In this portfolio graph the bars show a total of 13 Teamwork experience, 12 Communication experiences, 24 Lifelong Learning experiences, and 15 Information Literacy experiences. The darkest segments represent experiences from first-year courses; medium and light segments represent experiences from second- and third-year courses respectively. Clicking on any bar will “drill into” the data to produce a new graph showing which courses produced the experiences.

This course-level graph was produced by clicking the Communication bar in the portfolio graph above. The bars show a total of 12 Communication experiences in four courses. The darkest bars represent first-year courses; medium and light segments represent second- and third-year courses respectively. Clicking on any bar will “drill into” the course and show the experiences from that course including the narratives, documents, and outcomes.

This experience narrative was produced by clicking the MAT 120 bar in the course graph above. Only one experience is illustrated, but all narratives will be visible on the computer. The narrative appears first, followed by the outcomes that the experience demonstrates, the attached documents, which can be clicked to open and view, and the date of submission.
GUEST ACCESS TO YOUR SHOWCASE PORTFOLIO

1. Select Admin ➤ Guest Access.
2. Select Yes to allow guest access.
3. Enter a password for your Guests to use. The password should be something easy, like “guest”, and it can not be the same as your regular password. Remember, the password is case sensitive.
4. Select Submit. Guests can now login using your ID and the guest password. Guests can only view your resume, self-interview, and showcase portfolio, and they cannot change or delete anything.
5. To view your portfolio as a Guest, select Logoff ➤ Logon and enter your normal ID and the new guest password. You are now a Guest. Menu choices are portfolio, resume and interview. Select any one to view. TrueOutcomes keeps track of visitors to your portfolio in the Guest Log.

VIEWING THE GUEST LOG

1. Select Admin ➤ Guest Log.
2. The dates and URL’s of guests are listed.
Maintaining Your Showcase Portfolio

Your showcase portfolio should contain the work that best promotes your image as a highly skilled person with valuable knowledge and professional behavior. Each term as you build your portfolio with new submissions, you may also want to remove older or less effective examples of your work. You may also want to correct spelling errors, add or remove attachments, change outcomes, or otherwise modify your experiences to maximize their effectiveness.

EDITING AND DELETING EXPERIENCES

1. Select Admin ➔ Edit Experiences.
2. Your experiences are listed starting with the most recent submissions. For each experience you can see the term and course that produced it along with the first line of text, the number of attachments, and whether it is included in your showcase portfolio.

3. Select Action ➔ Delete to remove an experience. This action cannot be undone! It is usually best to remove an experience from your showcase portfolio by editing it and moving it into your comprehensive portfolio rather than deleting it.

4. Select Action ➔ Edit to update an experience. The editing form is similar to the form used to create the experience. Select Help ➔ This Page for detailed explanations of each field, including the field for including or excluding it from your showcase portfolio. Don’t forget to Submit when you are done.

THE COMPREHENSIVE PORTFOLIO

Your comprehensive portfolio contains all the experiences you have ever submitted regardless of age or quality. It stores experiences that you don’t want in your showcase, and as your academic career progresses it is an interesting record of your intellectual journey. You can explore your comprehensive portfolio exactly the same way that you explore your showcase portfolio, which is useful if you want to find experiences from a particular course or supporting a particular outcome.

EXPLORING YOUR COMPREHENSIVE PORTFOLIO

1. Select Report Gallery ➔ Comprehensive Portfolio. You will see a bar graph analogous to your showcase portfolio, except that this one presents all of your experiences, not just your best and most recent ones.
2. Navigate the graph using the same procedures as for the showcase portfolio.
YOUR PORTFOLIO MATRIX

You can view your showcase or comprehensive portfolio as a matrix if you want a listing of every course you have taken charted against the educational outcomes you have developed. At the intersection of a course and outcome is a number showing how many educational experiences from the course demonstrate the outcome. Clicking on a row or column label drills into the matrix to find the experiences for a course or outcome respectively. This is a good tool for finding experiences that you want to put into your showcase portfolio.

<table>
<thead>
<tr>
<th>Course</th>
<th>Communication</th>
<th>Teamwork</th>
<th>Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COM105</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MAT111</td>
<td>--</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>GEO151</td>
<td>2</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>IFL101</td>
<td>3</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>MAT121</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ENG102</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIS201</td>
<td>4</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td>PSY110</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PED211</td>
<td>--</td>
<td>1</td>
<td>--</td>
</tr>
</tbody>
</table>

In this portfolio matrix the first column represents communication skill. There are three experiences demonstrating communication skill from ENG101, one from COM105, none from MAT111, etc. If you click on a course you will see experiences from that course. If you click on an outcome you will see experiences listed under that outcome.

VIEWING YOUR SHOWCASE OR COMPREHENSIVE PORTFOLIO MATRIX

1. Select Report Gallery→Showcase Experience Matrix or Comprehensive Experience Matrix.
2. Click on a course or outcome to drill into the matrix.

FACULTY USE OF YOUR PORTFOLIO

Faculty and administrators are interested in your Showcase and Comprehensive Portfolios in order to evaluate the effectiveness of the curriculum. They can not look at an individual’s portfolio, but they can view all of the educational experiences from a specific course or degree program. The software hides the identities of the students that submitted them. Faculty and administrators use what they learn to evaluate and improve courses and curricula.
Building a Winning Resume
The Resume and Self-Interview

The Resume is a short document showing your contact information, career objective, and notable strengths and skills, supported by your employment history, educational background, and a list of special skills, activities, and clubs and organizations you have joined. Guests can view your resume either before or after your showcase portfolio, and because it is short it is convenient to print and distribute throughout their organization.

Interviewers often ask questions such as “Describe your life five years from now.” And “What was your most significant experience in college?” And “What do you perceive to be your strengths/weaknesses?” The Self-Interview lets you compose your own questions and provide your own answers, which is excellent preparation for a live interview. The self-interview is especially useful to guests who have heard about you and perhaps received your resume from someone who interviewed you, but haven’t had the opportunity to talk to you personally. The self-interview tells them about you in more personal terms than a resume.

PREPARING YOUR RESUME

Select Resume Edit Resume and complete the form.
Select Help This Page for line-by-line instructions.
Select Resume Preview Resume to view your resume as it will appear to guests.

PREPARING YOUR SELF-INTERVIEW

Select Interview Edit Interview and enter your questions and answers.
Select Help This Page for line-by-line instructions.
Select Interview Preview Interview to view your self-interview as it will appear to guests.
Submitting Required Work

You may be required to submit assignments or answer surveys as a course or graduation requirement. You may also have to review the work of your peers. Your instructors, academic advisor, or department should inform you of these requirements. The Submissions page displays your required submissions.

SUBMITTING REQUIRED WORK FOR COURSES

1. Choose Submissions and look under “Courses for (the current term)” for exhibits that are due.
2. Change the academic term using the drop-box at the top of the page if necessary.
3. Choose Action►View Requirements to see the rubric that will be used to evaluate your work.
4. Choose Action►View Model to see an example of good work your instructor has provided. This choice is not visible if the instructor has not provided a model.
5. Choose Action►Submit when you are ready to submit your work. Note: some works cannot be submitted electronically, for example, debates, speeches, musical recitals, and art exhibitions. You will not see Submit in the Action menu, but you will still be able to View Requirements and View Model.
6. Click Browse to select the file containing your work. Click Yes to include it in your showcase portfolio. (It will be saved in your comprehensive portfolio regardless of your choice). Don’t forget to Submit.

ANSWERING COURSE SURVEYS

1. Choose Submissions to display a list of courses and surveys.
2 Change the academic term using the drop-box at the top of the page if necessary.
3 Click Answer to open the survey.
4 Read the instructions, respond to the questions, and don’t forget to Submit when you are done. You can revise a survey as many times as you want but only the most recent submission will be saved.

SUBMITTING WORK AND SURVEYS FOR GRADUATION
1 Choose Submissions and look under “Submissions for (your) Major” for exhibits and surveys.
2 For surveys follow the same procedure used for course surveys.
3 For assignments follow the same procedure used for course work.

PEER REVIEW
Instructors may require you to evaluate an assignment submitted by one or more of your classmates as part of the learning process. Usually your evaluation is graded and is used (along with the instructor’s evaluation) to grade the assignment. The results of peer reviews are used to assess the effectiveness of the assignment.

SUBMITTING PEER REVIEWS
1 Choose Submissions and look under “Exhibits for Peer Review”. Note: If your instructor wants multiple peer reviews you will see multiple copies of the assignment. Each copy is from a different student and you must evaluate each copy individually.

2 Choose evaluate to open two new windows, one containing the assignment and another containing the evaluation rubric. Note: you must have the appropriate application on your computer to view the assignment. If the assignment is a PowerPoint file, you must have PowerPoint, if it is an AutoCAD file you must have AutoCAD, etc. If you do not have the application you cannot conduct the evaluation.
3 Read the assignment and fill out the rubric. Don’t forget to Submit the rubric when you are done.
4 You can reevaluate the assignment, but the software only records your most recent evaluation.
The Curriculum

Your curriculum has been carefully designed to develop educational outcomes established by the faculty in consultation with alumni, employers, etc. Every course has goals tied to these outcomes, and the courses work together to build a meaningful program. You can explore the curriculum plan from the Report Gallery.

THE CURRICULUM PLAN MATRIX

Select Report Gallery Pursuit Outcome Matrix. The rows of the matrix show all of the courses required for your degree; the columns show all of the educational outcomes. At the intersection of a row and a column is a number showing the percentage of students in the course who are supposed to develop the outcome. Clicking on an outcome reveals the course goals for the outcome. Clicking on a course reveals the course goals for the course. Examining the matrix and drilling into rows and columns will help you understand how and why the curriculum is designed as it is.

<table>
<thead>
<tr>
<th>Western Civilization</th>
<th>Teamwork</th>
<th>Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS205</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>COM105</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>MAT111</td>
<td>--</td>
<td>100</td>
</tr>
<tr>
<td>GEO151</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Suppose there are four sections of Western Civ (HIS205), each with 25 students, and each with a different instructor. All the instructors have identified “an understanding of Western civilization” as a goal, but only three have listed “an ability to work in teams” (because the fourth prefers a research paper over a team project). The matrix shows 100% of the students in HIS 205 are expected to learn the first outcome, but only 75% are supposed to learn the second.

THE CURRICULUM PLAN GRAPH

Select Report Gallery Pursuit Outcome Graph. Each bar in the graph represents one educational outcome, and the height of the bar shows how many courses in the curriculum develop the outcome. Clicking on a bar will “drill into” the data to show the specific courses that develop the outcome, and clicking on a course will reveal the course goals relevant to the outcome.

YOUR TRANSCRIPT PLAN GRAPH

Select Report Gallery Transcript Outcome Graph. This graph is identical to the Pursuit Outcome Graph, except instead of showing all the courses required for a degree, it only shows the courses you have taken.

YOUR TRANSCRIPT PLAN MATRIX

Select Report Gallery Transcript Outcome Matrix. This matrix is identical to the Pursuit Outcome Matrix, except instead of showing all of the courses required for a degree, it only shows courses you have taken. Your Transcript Outcome Matrix shows the outcomes you should have developed and the courses you should have developed them in.
System Administration

System administration functions allow you to manage your account. Select Admin to see all of your options.

CHANGE MAJOR
Select Admin→Change Major to change your major. Changing your major has a profound effect on your Showcase and Comprehensive Portfolios, because every major has different educational outcomes, and your portfolios are organized by those outcomes. Students who have two majors, or who are considering changing majors may wish to view their portfolios using the outcomes for the other major. You can also view the Curriculum Plan of other majors by changing your major and then using the reports in the Report Gallery.

CHANGE ACADEMIC ADVISOR
Select Admin→Change Advisor to pick or change your academic advisor. Most schools provide academic advisors with access to their advisees’ portfolios so they can see your progress and help you plan for future course work that will support the educational outcomes that are important for your major.

CHANGE PASSWORD
Select Admin→Change Password and complete the form to change your password. Remember that passwords are case sensitive, so you must use them exactly as you type them in.

CHANGE EMAIL
Select Admin→Change Email to make changes. Your Email address is important because it appears on your Resume, and if you forget your password it will be sent to your Email address.

CONFIGURE APPEARANCE
Select Admin→Configure Appearance. Select Help→This Page for explanations of the choices.

TEST GRAPHING SETUP
TrueOutcomes uses Scalable Vector Graphics (SVG) to display graphs. Select Admin→Test Graphing Setup to see if you have a current SVG viewer. If not, your graphs may not appear properly or at all, or they may not “drill”. Use the hyperlink on this page to download the latest viewer. Note: most campus networks prohibit downloading executable files like the SVG viewer. Talk to your instructor if you need assistance.

EDIT EXPERIENCES, GUEST ACCESS, AND GUEST LOG
These utilities are explained in the chapters on Maintaining and Showing your Showcase Portfolio.
Index

A
academic advisor 15, 22
  access to advisees’ portfolios 25
  Change 25
academic term 14, 23
Action Boxes 8
Admin 7, 25
  Configure Appearance 25
Attachments 13
  filename 13
  key words 13
  number of 18
  open 15
  remove 18
  title 13

B
browser compatibility 9

C
c-co-curricular
  achievements 12
  activities 11, 14, 15
  experiences 12
Comprehensive Portfolio 11, 13, 15, 18, 25
course 14
  goals 24
  required for your degree 24
  surveys 22
Curriculum 24
  design of 24
  effectiveness 19
  graph 24
  matrix 24
  plan 25

E
Educational Experiences 11, 13, 14, 15, 19
  Add 14
  Delete 18
  Edit 15, 18, 25
  finding 19
  for a course or outcome 19
  list of 18
  modify 18
  Narrative 11, 12
  Self-selected 11
  update 18
Educational Outcomes
  11, 12, 13, 15, 19, 24, 25
  change 18
electronic portfolio. See Showcase Portfolio
Email 25
  Change 25

F
Faculty Use of Your Portfolio 19

G
g-graphs 15, 25
  display 25
  drill 15, 24
  may not appear properly 25
  Test Graphing Setup 25
Guests 11, 21
  Access 17, 25
  Log 17, 25
  password 17

H
Help 7
I
Interview. See Self-Interview

L
Logging on and off 7

M
Main Menu 7
Major 11
  Change 25
  two majors 25

N
Narrative. See Educational Experiences

P
Password 7
  case sensitive 17, 25
  Change 25
  for Guests 17
  forget your password 25
Peer Review 22, 23
  evaluate 23
  Exhibits 23
  reevaluate 23
  rubric 22, 23
  Submitting 23
Portfolio 25
  Matrix 19
Program. See Curriculum Pursuit. See Major
Pursuit Outcome Graph 24
Pursuit Outcome Matrix 24

R
Report Gallery 7, 15, 24, 25
Required Work example of good work 22
  for Courses 22
  Submitting 13, 22
  Work and Surveys for Graduation 22, 23
Resume 7, 17, 21, 25
  Edit 21
  Preparing 21
  Preview 21

S
Scalable Vector Graphics (SVG) 25
  viewer 25
Self-Interview 7, 15, 17, 21
  Edit 21
  Preparing 21
  Preview 21
Showcase Portfolio
  11, 13, 15, 17, 18, 19, 22, 25
  Showing 15
spelling 18
Submissions 7, 14, 22
  surveys 22
  Answer 23
  revise 23
System Administration 25

T
timeout 8
Transcript Outcome Graph 24
Transcript Outcome Matrix 24
Transcript Plan Graph 24
Transcript Plan Matrix 24

U
User ID 7

V
View Model 22
View Requirements 22