Students considering the academic portfolio process:

First, read through the following instructions.
Then, put together pertinent information.
Last, call 207-780-4663 for an appointment, or contact:

Ashley Collins, Ph.D. (207-780-5909), ashley.c.collins@maine.edu
Kate Mitchell (207-780-4663), katem@maine.edu

Two options for creating the academic portfolio:

1. Students may work independently, first meeting with Ashley Collins, then using this guide to write the portfolio, meeting with the portfolio evaluator before submitting it for final evaluation, or
2. Students may take the Portfolio Development Seminar, a three-credit course. Please contact PLA for details.

The following pages describe the required content areas of an academic learning portfolio. Students may present academic portfolios either for course-equivalency credits, general elective credit (GEL), or elective credit within a specific department.
AN ACADEMIC PORTFOLIO submitted to the Office for Prior Learning Assessment at the University of Southern Maine is a collection of evidence: “a formal communication presented by the student to the university as a part of a petition requesting credit or recognition for learning outside the college classroom. The [academic] portfolio makes its case by identifying [college-level] learning clearly and succinctly, so that faculty can use it, alone or in combination with other evidence, as the basis for their evaluation”¹ allowing either course-equivalency or general university credits toward a degree.

The composition of an academic portfolio is not simply an account of your prior learning. It is in and of itself, a learning process. As John Dewey long argued, meaningful learning involves both active and reflective processes. The process of building an academic portfolio offers the student an opportunity to recapitulate key experiences, analyze and interpret them, and articulate and critique how these experiences contributed to what they have learned. The portfolio process has the potential to significantly deepen understanding of our experiences and how they have influenced who we are and how we live our lives.

The challenge of an academic portfolio is to bring experiences together with applicable theories and concepts from the academic disciplines. In doing so, students can become ever keener observers of their own experiences while also growing in their capacity to understand conceptually abstract material. Well-written academic portfolios provide ample evidence of the knowledge students have learned, for which they intend to receive college credit. Students must document their specific learning competencies which they have acquired through prior experience. Learning competencies are: knowledge, abilities, and/or skills that students have acquired through their prior learning and that relate to college-level content. In the portfolio process, students must provide convincing documentation, which is the evidence, written or performed, substantiating that knowledge, skills, and abilities have indeed been learned from their prior experience(s).² Moreover, the written content of the portfolio must meet the high college-level standards articulated on the following pages, including the following components, and addressing the following issues:

1) **TITLE SHEET.** Include your name, address, date of submission, phone number, and e-mail address.

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¹ See USM Academic Guidelines for Prior Learning Assessment.

² For more information on documenting learning competencies, see the USM Academic Guidelines for Prior Learning Assessment.
2) **TABLE OF CONTENTS.** Include a one-page reference to all subsequent sections of your portfolio by page number.

3) **LETTER OF INTENT.** Write a letter to the Office for Prior Learning Assessment (PLA) which explicitly states the reasons for submitting your portfolio and the outcomes which you expect to emerge. The letter of intent will include the following:
   - Learning outcomes you intend to prove
   - Area(s) of expertise you intend to demonstrate
   - Number of credits you are hoping to earn
   - Your starting date
   - Name of your academic portfolio evaluator
   - Type of credit you are pursuing

4) **CURRENT RÉSUMÉ.** Update your résumé of one or two pages, to include a synopsis of your educational background and work history. Include relevant professional membership, awards, commendations, publications, and supplemental experience or achievements (for example, Speak fluent French, or Certificate in Court Mediation).

5) **UNOFFICIAL TRANSCRIPT.** Submit an unofficial USM transcript along with transcripts from other institutions you have attended.

6) **SYLLABUS FOR COURSE(S).** If your portfolio is course-specific (as opposed to general elective), include a syllabus for each course pertaining to your portfolio content. A syllabus will serve as the basis for your academic portfolio goals and learning outcomes.

7) **COMPETENCIES AND LEARNING OUTCOMES.** The learning outcomes and competencies are the heart of your academic portfolio. For course-specific portfolios, the learning outcomes will reflect the syllabus of the targeted course. This section will most directly influence the credits your academic portfolio will earn. The competencies and learning outcomes also constitute the most challenging part of your portfolio to write. Your competencies will reflect the natural, logical, and expected outcomes of your experiences.

   In this section, you will give a description (with documentation) of the context in which your knowledge was gained. You will analyze, trace, and document your previous experiences, relating them to the knowledge and skills required by the target discipline or course of your portfolio. This section will include specific details and insights from your past experiences and make systematic, logical connections to the theories and concepts of the discipline/course in which you seek credit.
To repeat in different words: this section of the portfolio requires critical reflection. It asks you to use your ability to synthesize the meaning and impact of your previous experience. At the same time you are being asked to connect that meaning and impact to the requirements and criteria of the college course for which you seek credit. You will need an awareness and understanding that it is you who is responsible for presenting your learning outcomes and competencies to the university in a narrative with documentation so strong and compelling that there is no doubt about the credit you will earn in the academic portfolio.

Length

The length of this section may vary from five to fifteen pages, depending on the type and number of credits you are seeking. Factors which may affect length include: subject area, quantity and type of documentation, and the theoretical complexity of your knowledge on the subject. Specific detail and personal insight in this section is likely to develop a stronger case and earn you a maximum number of credits.

To Process Knowledge

You must know how to:

- Analyze the components,
- Distinguish crucial information from the trivial,
- Associate new information with stored facts,
- Integrate information from many sources to solve problems,
- Gain new awareness,
- Reflect on the applicability of your learned outcomes and competencies, not only to self, but also to the world.

To Relate Your College-Level Learning

College-level learning is described as a synergistic interplay of your experiences with your narrative of the learning and problem-solving which has occurred. These synergies act as springboards for:

- A conceptualization process to intuitively happen. This conceptualization leads to...
- ...a reflection process, internalized and churned into...
- ...conscious college-level knowledge, which through analysis and critical thinking, can be ...
- ...generalized to new learning situations...and...
- ...the process starts again.³

In what context did you acquire your college-level knowledge? How will you relate it to the discipline in which you seek credit? Tell us how you learned rather than what. Which skills, abilities, behaviors, values, and attitudes (intentional or not) did you use to discover core competencies embedded in your experiences?
To Express Learning Competencies

Cognitive skills which will aid in expressing your learning competencies are:

- The ability to see patterns and connections in diverse information.
- The ability to organize and communicate these relationships.
- The ability to conceptualize many sides of a controversial issue, to understand the underlying issues and differing perspectives, and to effectively resolve informational conflict.
- The ability to learn from your experiences – you should be able to generate behavioral alternatives, to analyze a particular behavior in the context of another’s behavior, to determine the complexity and multi-dimensionality of intellect, and to change or open your mind.

Please see “Competence-Based Academic Portfolios”.

To Write a Successful Narrative

Your narrative, to be successful and to earn the maximum credit, may describe your learning competencies as those which:

- Describe your knowledge of the subject;
- Specify when, where, and how your acquired the knowledge;
- Reflect your own strengths and weaknesses in context of these experiences;
- Relate your experiences to specific course expectations and theories which have specific learning outcomes (which may offer equivalency credits);
- Have specific documentation;
- Elaborate upon the relationships between your documentation and the learning competencies you introduce and identify;
- Connect to present experience and future goals.

PLEASE NOTE: The Office for Prior Learning Assessment encourages students to submit a rough draft of Section 7, Competencies and Learning Outcomes, so that the academic portfolio evaluator can provide feedback and useful comments prior to the final portfolio submission.

8) DOCUMENTATION. The material which you submit to prove your claims of college-level learning outcomes and competencies is called documentation. Documentation is the skeleton, the supporting foundation of your academic portfolio and must specifically be identified with each learning outcome and competency.

Effective Documentation

- Provides direct evidence and a coherent account of your competencies and college-level learning outcomes;
- Supports your narrative, specifically including learning outcomes and their contexts;
- Accounts for the significance of your learning in terms of life goals and disciplinary knowledge.

Evidence may include audio or video cassettes, CDs, DVDs, MP3s, candidate-created websites, photographs, and written evidence, such as licenses, certificates, and other examples. Your
documentation should be specifically noted in your text as you discuss each learning competency and outcome. Organize and edit your documentation carefully to that request.

**Examples of Documentation Include (but are not limited to):**

- Job descriptions
- Awards, certificates, letters, references, or job verifications
- Diplomas for previous degrees
- Licenses granted by state or national agencies
- Scores on licensing exams
- Personnel evaluations
- Evidence of promotion
- Memberships in professional trade organizations (showing also their requirements for membership)
- Newspaper or magazine clippings demonstrating evidence of your experiences, or relating directly to you or your company
- Examples of written or artistic work
- Demonstration of dance, artistic or oral performance, or instruction on audio or video cassette, CD, DVD, MP3, candidate-created website, or photographs
- Evidence of adopted suggestions or outcomes
- Verification of completed course, workshops, seminars, and other educational events

9) **ANNOTATED BIBLIOGRAPHY.** At the conclusion of your academic portfolio, include a list and brief description of all the books, articles, pamphlets, and other sources, electronic or in print, to which you referred. Use standard MLA, Chicago Style, or APA format and conventions. This list will strengthen the theoretical foundation of your learning and make your presentation more compelling.

*PLEASE NOTE: Course-specific academic portfolios will usually require this section. Check with your academic portfolio evaluator before writing this section to be sure it is needed.*

10) **EVALUATION.**

**Criteria By Which You May Be Evaluated**

Your academic portfolio evaluator may consider the following criteria:

- Your ability to state and explain learning competencies, as you also include specific details and insights;
- Your ability to trace and document meaning in performance and behavior;
- Your ability to describe and analyze the context in which your learning competencies and outcomes were developed;
- Your ability to interpret, analyze, and transfer knowledge, learning competencies, outcomes, and personal attributes into leadership roles;
- Your ability to synthesize data and experiential situations for use in problem-solving and decision-making areas;
• Your ability to relate professional knowledge and/or core competencies embedded in your experiences to concepts, theories, and research pertaining to the relevant discipline of your academic portfolio;
• Your ability to document each competency and learning outcome;
• Your ability to demonstrate college-level competency in writing.

**Personal Qualities Which May Indicate Measurable Abilities**

Several personal qualities, generally more subtly present among the competencies, may also indicate measurable abilities:

• Personal and professional maturity
• Interpersonal communication
• Problem-solving abilities
• Motivation
• Organizational skills
• Leadership abilities
• Role-modeling for new learning
• Teaching or facilitation skills
• Empathy
• Judgment about and/or discrimination of options

**Remember, Quantity Does Not Equal Quality**

The above phrase should be your mantra when writing the academic portfolio. Whereas superficial, introductory-level learning is not credit-worthy, and complex learning over a sustained and substantial period of time may be, it is essential that the portfolio candidate distinguish between the two levels.

Take for example a student who has worked for a company for ten years. Does that student have one year of learning experience repeated ten times, or ten years of learning experience that demonstrate growth, advancement, and progress in expertise and level of difficulty? The academic portfolio should be an illustration of vertical growth rather than horizontal development.

The question that the student needs to ask is, “Is my learning truly college-level?” Often times a student may learn components that provide personal value and benefit, but is that learning sufficient in scope, range, detail, complexity, or general content to be valid for academic credit consideration at the college or university level?

Quality of learning can be exemplified in many ways.

• What evidence of learning outcomes can be presented?
• What competencies and factual knowledge are necessary to process relevant information?
• How are these competencies and knowledge transferrable in order to deal with the practical problems in one’s job?
For course equivalency evaluations and elective credit within a department, the standard for quality is the same as that required by the university: that a student pass the course with a C or better. Appropriate departmental faculty will evaluate the academic portfolio and grant credit as justified. For general elective credit evaluations, the demonstration of college-level competency is equated with the same grading standard.

11) PROCEDURAL STEPS WHICH MAY HELP YOU.

a) Discover.
   • Make an appointment with the PLA Director prior to starting any academic portfolio to sort the details and procedures for the process, and to establish an evaluator for the portfolio.
   • List the competencies and college-level outcomes that the student can support with documentation.
   • List (if possible) the course(s) which best match the student’s college-level learning competencies and knowledge.
   • Gather supporting documentation which the student will specifically key to each outcome.

b) Prewrite.
   • Write a narrative (unless directed not to do so) to remind the student and the evaluator of the sources of the competencies and learning outcomes.
   • Key each learning outcome and competency directly to the outcomes of the syllabus (syllabi) the student submits.

c) Organize and Submit.
   • Organize the narrative and accompanying documentation.
   • Write and edit.
   • Complete and submit this preliminary draft to the portfolio evaluator for suggestions, comments, and edits.
   • Complete and submit a finalized portfolio (if necessary).

12) PRESENTATION DETAILS. Major sections of the academic portfolio should be separated by tabbed inserts. In order to enable the evaluator to provide you with feedback, please do not put the résumé, personal statement, or learning competency sections in plastic. You may use plastic for the documentation section, especially if you are using original certificates, letters, or similar information that you want to protect.

13) PORTFOLIO FEES. Portfolio candidates pay an evaluation fee of $75 at the time of registration. Students who do not complete their portfolios within the calendar year from the date of registration will begin the process anew, with new Registration and Evaluation Fee Forms, and another evaluation fee of $75.
Once portfolio evaluators have completed their process and have notified The Office for Prior Learning Assessment, but before any credits are posted to a USM transcript, students pay a credit fee of $50 per credit hour.

Fees for the academic portfolio must be accompanied by the appropriate form (see the PLA website at: www.usm.maine.edu/pla), and may be mailed or brought to: Portfolio Assessment, Office for Prior Learning Assessment, 85 Bedford Street, 247 Luther Bonney Hall, P.O. Box 9300, Portland, Maine 04104-9300.

14) SUGGESTED TIMELINES FOR PORTFOLIO COMPLETION.

You have the option of choosing either a one-semester or a one calendar-year timeline in which to complete your academic portfolio. Please carefully read the introductory paragraphs for each section to understand the exact guidelines for each option.

One Calendar-Year Timeline.

Academic portfolio submission dates listed below for the one calendar-year timeline start with:

1. A meeting with your evaluator, or the director of PLA
2. The submission of your Registration Form (see Appendix), and
3. The payment of the $75 evaluation fee and its accompanying form (see Appendix).

All three must occur before the timeline begins. The student will have one year from the date on the Registration Form in which to prepare and submit the academic portfolio. If the student is unable to do so, the student pays a second evaluation fee, meets with the evaluator or director of PLA, submits a new Registration Form, and once again begins the portfolio development process.

Week 1: First Meeting. Meet with either the Director of PLA, or your assigned evaluator.
Discuss your plan for completing the academic portfolio process.

Week 2: Registration Form. The Registration Form is issued to the student, with copies to his/her advisor, the director of Prior Learning Assessment, and the chair of the department in which the academic portfolio credit is sought. (No action is required of the chair, though they must be informed.) With this form, and the payment of the $75 Evaluation Fee (with form) at the time the Registration Form is submitted, the student is officially asked to begin the academic portfolio. The one-calendar-year submission date is one year from the date on this Registration Form.
Week 4: **Letter of Intent.** Include a letter of intent to be placed in the beginning of your academic portfolio, which informs the evaluator of your intention to earn college credit through your portfolio and explains your plan to demonstrate your prior knowledge.

Week 7: **Résumé, Transcript, and Syllabus.** Submit your current résumé to the evaluator. Include your educational and military background along with the usual employment history. Also submit an unofficial transcript for each educational institution attended. Submit a syllabus (required for course-specific portfolio) for each course covered in your portfolio.

Week 9: **Title Page.** Submit a draft of your title page, which includes personal data, subject area, working title, area of degree plan for which this academic portfolio is being submitted, type of presentation (performance, art examples, document, *et cetera*), date, and signature of the student.

Week 27: **Competencies and Outcomes.** If you are submitting a course-specific portfolio, base your discussion on the syllabus (i) you are submitting, discussing the competencies and outcomes of your learning achievements, which occurred outside the traditional classroom.

If you are completing a general elective portfolio, discuss the competencies and outcomes on which you are basing your request for earning the university credits. Mention where these competencies and outcomes were learned or acquired, show your personal and professional growth as a result of these outcomes, and delineate their influence on your goals.

*Remember that credit is given for the learning and not the experience.*

Week 30: **Documentation.** Collect and label your documentation for your competencies and outcomes.

Week 32: **Annotated Bibliography.** Add an Annotated Bibliography to your draft. Although it is not required, a bibliography is highly recommended. Please check with your evaluator if you are in doubt.

Week 34: **Completed Copy.** The completed copy is submitted for evaluation. Please expect at least four weeks before the evaluation is complete. Your evaluator will complete evaluation and transcription forms and submit them to PLA. Upon successful completion of the portfolio evaluation, you will be assessed per credit hour so that your credits can be posted to your USM academic transcript.
One-Semester Timeline.

Academic portfolio submission dates listed below for the one-semester timeline start with:

1. A meeting with your evaluator, or the director of PLA
2. The submission of your Registration Form (see Appendix), and
3. The payment of the $75 evaluation fee and its accompanying form

All three must occur before the timeline begins. The student will have one semester from the date on the Registration Form in which to prepare and submit the academic portfolio. If the student is unable to do so, the student meets with the evaluator or director of PLA once again to reconsider the time and portfolio constraints. The student then will be given until the end of the year (one year from the original start date of the portfolio) to complete the portfolio.

If the student does not complete the portfolio within that extended time frame (one year from the original start date), the student pays a second evaluation fee, meets again with the evaluator or director of PLA, submits a new Registration Form, and once again begins the portfolio development process anew.

Week 1: First Meeting. Meet with either the Director of PLA, or your assigned evaluator. Discuss your plan for completing the academic portfolio process. When you are approved to begin work on the portfolio, submit to PLA the official Registration Form, accompanied by the evaluation fee ($75) and the Evaluation Form at the same time, prior to the start of the portfolio process.

The Registration Form is issued to the student, with copies sent to his/her advisor, the director of Prior Learning Assessment, and the chair of the department in which the academic portfolio credit is sought. (No action is required of the chair, though he/she must be informed.)

With this form, and the evaluation fee accompanying it, the student is officially asked to begin the academic portfolio. The one-semester timeline for submission starts with the date on this registration.

Week 2: Letter of Intent. Include a letter of intent to be placed in the beginning of your academic portfolio, which informs the evaluator of your intention to earn college credit through your portfolio and explains your plan to demonstrate your prior knowledge.

Week 4: Résumé, Transcript, and Syllabus. Submit your current résumé to the evaluator. Include your educational and military background along with the usual employment history. Also submit an unofficial transcript for each educational institution attended.
Submit a syllabus (required for course-specific portfolio) for each course covered in your portfolio.

**Week 5:** Title Page. Submit a draft of your title page, which includes personal data, subject area, working title, area of degree plan for which this academic portfolio is being submitted, type of presentation (performance, art examples, document, et cetera), date, and signature of the student.

**Week 12:** Competencies and Outcomes. If you are submitting a course-specific portfolio, base your discussion on the syllabus (i) you are submitting, discussing the competencies and outcomes of your learning achievements, which occurred outside the traditional classroom. If you are completing a general elective portfolio, discuss the competencies and outcomes on which you are basing your request for earning the university credits. Mention where these competencies and outcomes were learned or acquired, show your personal and professional growth as a result of these outcomes, and delineate their influence on your goals.

*Remember that credit is given for the learning and not the experience.*

**Week 14:** Documentation. Collect and label your documentation for your competencies and outcomes.

**Week 15:** Annotated Bibliography. Add an Annotated Bibliography to your draft. Although it is not required, a bibliography is highly recommended. Please check with your evaluator if you are in doubt.

**Week 16:** Completed Copy. The completed copy is submitted for evaluation. Please expect at least four weeks before the evaluation is complete. Your evaluator will complete evaluation and transcription forms and submit them to PLA. Upon successful completion of the portfolio evaluation, you will be assessed per credit hour so that your credits can be posted to your USM academic transcript.
### LEARNING COMPETENCIES AND LEARNING OUTCOMES

#### ASSESSMENT WORK SHEET

<table>
<thead>
<tr>
<th>Experience (In what learning situations have I been involved?)</th>
<th>Tasks/Duties Involved in Each Experience (What responsibilities did I have in each of the experiences listed in Column 1?)</th>
<th>Learning Outcomes or Competencies (What knowledge was required to perform the experiences listed in Column 2?)</th>
<th>Documentation (What evidence do I provide to support knowledge shown in Column 3?)</th>
</tr>
</thead>
</table>
| **Employment**                                                 | 1.  
  a.  
  b.  
  2.  
  a.  
  b.  
  c.  
  (continued on attached page) | Task 1a.  
  1b.  
  1c  
  (continued on attached page) |                                                                                  |
| **Non-credit Education**                                       |                                                                                                               |                                                                                                             |                                                                                  |
| **Licenses, Awards, Certifications**                          |                                                                                                               |                                                                                                             |                                                                                  |
| **Volunteer Experience**                                      |                                                                                                               |                                                                                                             |                                                                                  |
| **Recreation & Hobbies**                                      |                                                                                                               |                                                                                                             |                                                                                  |
Competence-Based Academic Portfolios

PLA evaluators use a competence-based method to assess academic portfolio credits. According to Judith Wertheim, Vice President of Higher Education Services, The Council for Adult and Experiential Learning (CAEL), competence-based learning differs from course-based learning as follows:

*Course-based assessment* measures what a student knows or is able to do within a classroom and under the guideline of a professor, in alignment with an existing course.⁴

*Competence-based assessment* measures what a student is able to do based on specific knowledge within a certain context.⁴

“Competencies” are personal characteristics or knowledge that an individual may develop through life experiences. Students are expected to demonstrate and verify these competencies and learning outcomes in academic disciplines in order to earn academic credit. *It is the context in which the competency is used rather than the competency itself which creates college credit.* The following list may help you identify various categories of competencies.

**Communication:** Effectively listen, send, and respond to messages from a variety of audiences.
- **SPEAK** – Effectively articulate your thoughts orally
- **WRITE** – Form clear and concise written thoughts
- **LISTEN** – Hear with thoughtful and objective attention, listen actively, and paraphrase

**Critical Thinking:** Effectively analyze problems, ideas, and situations.
- **MAKE DECISIONS** – Arrive at solutions that end uncertainty and dispute
- **PROBLEM SOLVE** – Develop solutions
- **THINK CRITICALLY** - Think outside the box, use your mind to theorize, analyze, intend, reflect, reconsider, and remember
- **THINK FORWARD** – Anticipate, assess needs
- **REASON** – Form conclusions, inferences, and judgments
- **IDENTIFY ISSUES** – Apply criteria, analyze, and interpret

**Flexibility and Creativity:** Effectively produce innovative ideas, design, and methods for new and/or existing situations, events, and procedures as well as artistic expression.
- **CREATE** – Be original and expressive
- **INNOVATE** – Solve problems in unique ways
- **ADAPT** – Accommodate multiple demands and see alternative courses of action
- **CONCEPTUALIZE** – Derive ideas from inferences

**Information Management:** Effectively command the barrage of information and data that presents itself daily.
- **SYNTHESIZE** – Organize facts, concepts, and principles
- **CATALOG** - Compile, rank, and itemize information
- **MANIPULATE INFORMATION** – Evaluate against appropriate standards
o E-KNOWLEDGE – Understand and implement electronic and computerized concepts
o SORT – Classify and categorize data and objectives

**Interpersonal and Human Relations:** Effectively interact with others.

- NETWORK – Develop interactions with peers, supervisors, and subordinates
- BE A TEAM PLAYER – Encourage and appreciate contributions of others
- USE DIPLOMACY – Negotiate without arousing hostility as you deal with others

**Management and Administration:** Effectively manage, handle, and direct places, units, events, and/or situations.

- LEAD – Effectively oversee and direct people
- MOTIVATE – inspire others
- DELEGATE – Identify and select people for tasks
- BUDGET – Allocate assets
- CONDUCT MEETINGS – Lead, negotiate, and mediate
- PRESENT – Consider learning styles; use various media

**Personal Development:** Effectively invent and mature self with the following characteristics:

- MOTIVATED – Go beyond the expected
- COMMITTED - Decide for the common good
- INDEPENDENT - Work without guidance
- CONFIDENT – Have a positive personal attitude
- ENERGETIC – Display enthusiasm
- KNOWLEDGEABLE – Proficient in a field of study

**Planning and Organization:** Effectively manage time, energy, and resources.

- VISUALIZE – Predict future trends and patterns
- INITIATE – Implement projects and ideas
- SCHEDULE – Set and reach goals
- PRIORITIZE - Arrange according to importance
- ACCOUNT FOR AND ASSESS - Evaluate plans or decisions, and follow through
- DIMENSIONAL INSIGHT – Illustrate, display, and create

**Research and investigation:** Effectively seek and utilize information.

- IDENTIFY – Pinpoint problems, needs, and solutions
- DESIGN EXPERIMENTS – Test and validate data
- USE TECHNOLOGY – Know and use a variety of appropriate resources
- EVALUATE – Develop questionnaires and models

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2 Wood, Diane R. Former Associate Professor of Leadership, Lewiston-Auburn College, USM.
3 Based on “Career Services and Professional Life Development Transferrable Skills,” USM and the work of Alverno College, Wisconsin.