



PLA 1020 Portfolio Development

PORTFOLIO HANDBOOK



Portfolio Students:

This Handbook is designed to assist you in the development of your portfolio. Enclosed are examples of portfolio contents and the forms needed.

Sample Portfolios are available for review by contacting the Director of Adult Learning. NOTE: *There are not samples for every NHCC Course.*

If you need additional assistance, please contact the Adult Learning Department:

Dean of Adult Education & Training

Jaime Simonsen

Jaime.simonsen@nhcc.edu

763-424-0887

Director of Adult Learning

Char Baines

cbaines@nhcc.edu

763-424-0730

Faculty

Kim Doebbert

Kim.doebbert@nhcc.edu

763-493-0553 (voicemail only)

Offices are located in the Center for Business & Technology Building in the Adult Education & Training area. (CBT 126).

www.nhcc.edu/adult

adultlearning@nhcc.edu

763-424-0889 – fax

We wish you much success in your education!



PORTFOLIO PROCESS

APPLICATION & COURSE

1. Obtain information from the Adult Learning Department regarding the Credit for Prior Learning Program. Receive permission to register for PLA 1020 – Portfolio Development.
2. As a part of the PLA 1020 course, review other alternatives for receiving non-traditional credit (CLEP examinations, departmental exams, etc.).
3. Upon completion of the PLA 1020 course, the decision to formally apply for credit for prior learning should be made.

PORTFOLIO ASSESSMENT & EVALUATION

1. Complete the Portfolio Registration Form by the semester deadline and submit to the Director of Adult Learning.
2. Obtain the Portfolio Criteria Outline for specific course(s).
3. Following the information in the Portfolio Handbook, the student will begin work on the development of materials for their portfolio by deadline determined by faculty evaluator and the Director of Adult Learning.
4. At any time feel free to contact the faculty evaluator or the Director of Adult Learning for assistance or advice.
5. Use Checklist for Portfolio Content to determine if all pertinent information is included.
6. Complete portfolio preparation and notify the Director of Adult Learning that your portfolio is ready so that the faculty review(s) date can be set and turn in **two** copies of your portfolio for submission to the Director of Adult Learning. (one for the Portfolio Library and one for the evaluation)
7. Meet with the faculty evaluator on scheduled date(s) for assessment. The faculty evaluation will consist of a review of your portfolio and discussion regarding learning outcomes of course.
 - a. appropriateness of credit
 - b. completeness of portfolio
 - c. presentation of information

** Students may be asked to resubmit portion(s) of their portfolio for additional consideration*
8. The Faculty evaluator will turn in the Evaluation Form to the Director of Adult Learning upon completion of the assessment.

ALL PORTFOLIOS MUST BE COMPLETED IN THE SEMESTER THAT THEY ARE REGISTERED FOR UNLESS PERMISSION IS RECEIVED FROM THE ADULT LEARNING DEPARTMENT.

CREDIT AWARD

1. Upon successful completion of the portfolio and submittal of the Evaluation Form, students will be registered (unless registered at an earlier date for financial aid purposes) and a grade of Pass will be posted.
2. Students will be responsible for the balance of any tuition due. Balance must be paid for by the Friday of the week that the grade is posted as to not interfere with registration for additional semesters.

Please Note: *These credits apply to certificate and degree programs at North Hennepin Community College. The transfer to other colleges or baccalaureate granting institutions will require review by the accepting institution.*



CHOOSE A VALID LEARNING EXPERIENCE FOR CREDIT

In determining which experience might be suitable for college credit, the following guidelines should be considered:

- Experiences that resulted in considerable technical skill or knowledge.
- Experiences in which considerable time, money, or effort was spent.
- Experiences where you are particularly proud of your accomplishments.
- Experiences where you received special recognition.
- Classroom experiences that did not result in college credit.

In considering experiences (time spent in activities, descriptions of duties, tasks, and activities), you may want to use the following guidelines:

- **Employment:** Any paid activity.
- **Education:** Non-credit courses and seminars resulting in some worthwhile training. Among these would be workshops, clinics, conferences, discussion groups, evening courses, lecture series, television or radio courses, correspondence courses, or newspaper courses.
- **Volunteer Experiences:** Organizations including community service projects of any type, church activities, and political activities.
- **Recreational activities and hobbies:** Any leisure time activity for the purpose of personal satisfaction and enjoyment. Examples include creative writing, theater, sports, artistic activities, gardening, camping, outdoor activities, concert or theater-going. Such activities would require extensive documentation and substantiation.
- **Military Experience:** Branch or service, rank, length of service, service school attended, and credit for military specialty. Check with Admissions & Records to verify the CPL process is appropriate since military experience is reviewed for credit in a different manner.
- **Licenses, awards, and publications:** Any professional licenses held, awards received, or publications authored.
- **Travel:** Study tours, vacations, business trips, living for extended time in various parts of the country.

The key to linking the amount of credit requested to the amount of experience you have had is to focus on the knowledge or skills learned rather than the length of time spent in the activity.

In order to receive college credit, you must be able to express your learning outcomes to meet specific criteria. Before proceeding with the process of building your portfolio, determine whether or not your experience passes the following tests:

- Is your knowledge and/or skill current? If you worked as an electronic repairman 20 years ago but have not kept pace with technological advancement in electronics, the credit for prior learning committee would be unlikely to award you college credit.
- Is your knowledge applicable in other cases outside this specific job of context in which it was learned? Do you understand the principles of early childhood development or is your knowledge related primarily to the stages of your own child's development?
- Is your experience in learning at the college level? Can you demonstrate that your learning was more than just practical experience in that it included the application of certain theoretical principles of knowledge from others who have some recognition in the field?



- Do you know what recognized experts in the field have done, thought, read, and said concerning your area of knowledge? For example, if your experience is in Personnel Management, can you describe different theories of motivation, techniques in hiring, methods of job assessment, or methods of job performance evaluation?
- Can your knowledge be measured and evaluated? Will you be able to demonstrate how much you know and what you have learned in your subject area?

There is no right way or wrong way to prepare a portfolio. What is important is that the portfolio demonstrates to an outside expert what you have learned from the experience not merely that you have had the experience.



Contents of the Portfolio

- Goal Statements
- Chronological Table
- Autobiography
- Learning Statement
- Narrative
- Documentation

GOAL STATEMENTS

- Goal statements are divided into 3 categories: educational, career/professional, and personal.
- Each category should include a short-term and long-term focus.
- Some things to think about as you develop your goal statements:
 - Your career and/or personal goals.
 - Your educational goals (what you want to learn in order to take you from where you are toward fulfillment of your career/personal goals).
 - The degree you are seeking.
 - Your reasons for requesting credit through prior learning rather than additional course work.
 - Defining career and personal goals is an important first step for planning your total educational program. Earning a degree or certificate is more meaningful when you are clear on what you expect or hope to gain from your education.

CHRONOLOGICAL TABLE

- Chronological table is divided into 4 categories: educational, career/professional, personal, activities
- Table should begin no earlier than graduation from high school. However, students can determine at what point events occurred that are significant to the student you are today.
- Table can proceed in any year increment.

AUTOBIOGRAPHY

- Details the events mentioned in the chronological table.
- Focus on your experiences, providing the context for the learning that you will discuss later in the portfolio.
- Students are not expected to write about everything that ever happened but include events that provide the background for the areas that are relevant to your portfolio.
- What do you want the evaluator to know about your background that is relevant to the development of the areas of learning?
- Autobiography may change as develop different portfolios for different classes

These three sections—the statement of goals, chronological table and autobiography—are your chance to introduce yourself to your evaluator. All learning arises from a context, and that context shapes how we understand something. By explaining your background, experiences, and priorities, you give the evaluators important information to use as they read the rest of the portfolio where you articulate your knowledge of a topic or topics.



LEARNING STATEMENT

- The Learning Statement provides the foundation and context for the evaluator as to the type of learner that you are.
- It is important not only to understand what you have learned but also how you have learned and what environments are most productive for you.

Remember, you will not earn credit for what you've done. Credit is awarded for what you prove you have learned. Don't stop with what you do; take one more step and figure out what you must know that makes you able to perform your job, hobby, or some activity.

NARRATIVE

- Follows the Narrative Criteria
 1. Competency – what you learned
 2. How you did it
 3. Why you did it the way you did
 4. What worked and didn't and why
 5. Does the learning generalize to other situations

DOCUMENTATION (DIRECT & INDIRECT)

- Provides support for your narrative
- *Examples of work - Performance evaluations - Letters from supervisors - Licenses Certificates/Awards - Video- or audiotapes - Conference/Seminar brochures - Bibliographies*
 1. Demonstration (live or video-taped)
 2. Essay, report, annotated bibliography, oral presentation
 3. Essay, evaluation report, case study, research report, concept map
 4. Examples of problems and solutions, strategies for approaching problems
 5. Rating scales, simulation exercises, role plays, critical incident case studies
 6. Discussion
 7. Video or audio tape, business report, oral presentation, letters, articles
 8. Models, diagrams, concept maps, case studies w/ commentaries
 9. Examples of product, artwork, blueprints, models
 10. Personal journals or journal overviews, records of debriefing sessions, transcripts of peer discussion, book reviews, analysis or issues
 11. Business plan, project management plan, management reports, budgets, records
 12. Testimony



MECHANICAL GUIDELINES

1. All pages of your portfolio should be typed, double-spaced, on 8.5" x 11" paper.
2. All pages of your portfolio are to be numbered consecutively.
3. All sections of the portfolio are to be clearly separated and labeled by dividers.
4. The contents of your portfolio must be contained in a binder, preferably a three-ring binder, for easy insertion and removal of all materials.
5. All documents and certificates should be copies rather than originals. However, originals should be available upon request by the FACULTY REVIEWER(S).
6. The Faculty Evaluator are typically North Hennepin Community College Faculty. An outside evaluator may be brought in from another institution if a NHCC evaluator is not available.
7. The Faculty Reviewer(s) charge is to review student portfolios requesting credit for prior learning in the context of meeting the requirements for the course learning objectives being sought. The responsibility of the Faculty Reviewer(s) is to insure consistency, quality, and adherence to policy and procedure.

On the following pages are examples of:

Goal Statements
Chronological Table
Learning Statement
Autobiography

Other examples are available in the Adult Learning Department



Educational Goals

Short-Term

A short-term educational goal of mine is to obtain a Bachelor of Science degree in Computer Studies. I began my college education in Theater, and dropped out of college after completing my first year. Several years later, I began a career in computers. I went through a computer programming training course at USF&G Insurance Company. Unlike today's world, in 1983, it was not necessary to have a college degree in order to work in the computer field. Throughout the years, I've taken courses sponsored by the companies for whom I have worked. On my own initiative, I have taken courses to enhance my knowledge in computer graphics at neighboring colleges. Two years ago, I realized the importance of obtaining a college degree. There is more competition in today's world, and a need to stand out in the crowd in order to get a promotion. In December 1995, I received an A.A. degree from Catonsville Community College. Now I seek to get credit through the Excel course for my life experiences obtain a B.S. degree, and to make up for all of the years that I neglected my formal education.

I hope to receive credit through Excel in the areas of Computer Applications, Computer and Information Science, Computer Science, and Information Systems Management. My primary and secondary areas of study will be in Computer Studies. I am excited to be able to get credit for my fifteen years of work and knowledge in the computer field. This self-reflecting writing experience makes me realize that what I have learned all along is applicable to what is taught in colleges today, and that I can be recognized for this achievement. A B.S. degree, coupled with my extensive experience in the computer field, will enhance my computer skills, and make me more valuable in the work force.

Long-Term

My long-term educational goal is to go onto graduate school at Johns Hopkins University. A graduate degree in computers from this university will enable me to become more marketable, and allow me to enhance my earning potential.

Career Goals

Short-Term

One short-term career goal of mine is to solely complete the project upon which I am working. Recently, I transferred projects, and was promoted to Senior Software Engineer on the Advanced Traffic Management System (ATMS) for Loral AeroSys. My role is to design and program the Graphical User Interface (GUI) system for highway traffic controllers using X Windows, Motif, C++, Builder Xcessory, and Database Xcessory. Part of the responsibility of this task includes hooking into other programs that connect with the GUI through an API, and to communicate traffic information on screens with SYBASE. This task is large for one person, and will prove to be quite challenging in the areas where the hooks are needed.

In addition, I would like to further expand the ATMS group in the realm of graphics. I once programmed entertainment games, and have worked with three-dimensional and virtual reality products. I envision the need for an expansion group in the future that will provide a world-wide access to realistic looking traffic conditions in real-time, at any time. This could be done with such products as World Tool Kit or Inventor to create the realistic three-dimensional vehicles, highways, and scenery that could be viewed in Hot Java or Netscape, and could provide worldwide access at any time. Unfortunately funds are limited at this time for such a project. However, I would like to lead this group when it does come into fruition. This would allow me to keep up on the latest technology, and get more experience managing people.



Long-Term

My long-term career goals remain a bit clouded at this time. Life is full of its twists, turns, and surprises. I began life wanting to be an actress, however, when that faded, I turned to computers for my livelihood. I thought I had found my niche when I was programming games for an entertainment company. However, I had to make another dramatic change after being laid off. Fate can unexpectedly change the direction of one's career(s).

I know that I thrive on constantly gaining technical knowledge, especially in the area of computer animation. However, I know that to work again in computer entertainment would most likely mean a move out west, but I find it difficult to leave my family and friends who live in Maryland. If I decide not to pursue computer graphics and animation, I'd like to continue learning new technology in the GUI field, managing people, and teaching so that I can remain well rounded.

Personal Goals

Short-Term

In the short-term, I'd like to obtain my Bachelor of Science degree, as well as set my sights on a Master's degree. I'd like to move closer to my job, because my commute is close to three hours a day, which takes up a lot of my time. I had my house on the market for a year, but I have taken it off until I finish this intensive Excel course. I can't find a place to move that seems comfortable or safe, so it may not be prudent to buy another house for a while. I hope to get on a strict exercise regiment, and attend more live theater productions. I plan on enhancing my spring wardrobe, and taking a much needed vacation after the Excel course.

Long-Term

My long-term personal goals include enhancing my relationship with my partner, and perhaps having a child. I don't have many years left in which to bear a child; that's another reason why the Excel course is attractive in that I may speed up the process of obtaining a B.S. degree.

I enjoy aerobics, swimming, and the outdoors, and would like to keep active and get my body into better shape. In my teens, and late twenties, I enjoyed playing the guitar, and would like to get back into playing again.

Retirement is another goal for which I'd like to strive. In this day and age, it seems to be getting harder to retire, but I am trying to save enough money to afford myself the luxury of relaxing in a home that I have paid off, and allow myself to travel more.

Even though life throws unexpected challenges at each of us, I hope that by setting my short-term educational, career, and personal goals, and making the necessary adjustments, that I can accomplish my long-term goals.



Learning Statement

In my childhood home, not a lot of emphasis was placed on learning. It was a busy household; there were six children and my dad worked two jobs to support us until he died in 1965. We were expected to do our schoolwork, of course, but our parents did not have time to monitor how it was done or talk with us about what we were learning. School was just something to be done; I don't think it ever occurred to me that it also could, and should, be enjoyed.

I loved to read as a child. I learned to read early on my own, for my own enjoyment, and quickly went through all of the children's books at my disposal. By the time I was in second grade I was regularly rooting through my mom's hidden stash of reading material. ("hidden" because Mom knew I was always looking for something to read and didn't consider all of her books to be appropriate reading for an 8 year old.) But, when it came to reading assignments for school, I dragged my feet and put them off until the last minute. In fact, nothing was so sure to ruin a book for me as knowing I had to write a book report on it. I sometimes even made up reports on books that did not exist, just to avoid having to write a report on a book I'd actually read.

I was a lackluster student all through grade school and high school but, with very little effort, managed to keep a "B" average throughout school. Looking back, I believe I could have developed more interest in learning if I had been able to see ways to apply what I was learning to my life right then and there. Through spending time in my son's elementary school classrooms and helping him with his school work over the years I've discovered that schools and teachers are doing a much better job now is helping students realize applications for their learning. In second grade math, for instance, students learned how to "estimate" – that is, to get an answer that would be close to the correct one. This knowledge was helpful to them in every day life because they learned to judge whether or not the number their calculator produced



for them was likely to be correct. In high school Consumer Math students learn to balance their checkbook, calculate interest, figure a gratuity, etc.

As an adult, I've always found it exciting and interesting to learn anything I could see an application for in the short term. I love to learn new software, new cooking techniques and new ways to pray. When I was given the opportunity to take supervision courses through the Employers Association, I left class excited each week by what I'd learned and how I could use it in my job. When I was asked to help write curriculum for Lenten study groups at church, I immersed myself in the Lenten scripture readings in a way I'd never done before and have spent countless hours over the years reading everything I can get my hands on relating to those scriptures. I pore over instruction manuals for new office equipment, lawn mowers and cell phones – eager to learn all the “bells and whistles.” All of this learning was interesting and exciting to me because it was immediately applicable and I could see its relevance. When someone says to me, “That’s just too hard, I could never learn to do that!” I get impatient and want to say, “If you really want to do it, you can do it. Just read the book!”

I continue to love to read and learn a lot from books. I've found, however, if I really want the learning to stick with me, I have to do more than read about it, I have to do it. Sometimes, as is the case with the Accounting Cycle class I'm currently taking, I have to do it over and over and over again before it'll stick. So, I go to the book (or the World Wide Web) to see what the possibilities are, but I really learn through trial and error and practice.

So far, though, all of the learning I've mentioned has been reactive. That is, I needed to learn something, so I did. Since starting back to school this past January, I've also discovered I can enjoy learning new things that, at least at first glance, aren't immediately applicable to my life and work. It's never a waste to try to learn something new. The Introduction to Marketing class I took last spring is a case in point. I enjoyed that class immensely but I did not take it because of a specific need to learn marketing.



Instead, as I acquired information about marketing in today's business environment, I looked for ways to apply my new knowledge. That was breaking new ground for me. I found it a lot more challenging to absorb the learning without having specific "how to" questions that needed answering, and found I needed to take copious notes on both the lectures and the reading in order to make the information stick. I guess that's another way of "doing" in order to learn.



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Chronological Table

Date	Personal	Professional	Educational	Hobbies/Activities
1973	<ul style="list-style-type: none"> Became engaged to be married Broke off engagement 	<ul style="list-style-type: none"> Began working at Graco in steno pool/mailroom Enlisted in Minnesota Army National Guard, 47th Infantry Division, 147th Signal Battalion 	<ul style="list-style-type: none"> Graduated Archbishop Thomas L. Grace High School 	<ul style="list-style-type: none"> League bowling Dancing Cooking Singing in church choir
1974	<ul style="list-style-type: none"> Received driver's license Purchased first car (1974 Ford Maverick, 4-door) 	<ul style="list-style-type: none"> Resumed job at Graco following active duty Joined National Guard unit as switchboard operator 	<ul style="list-style-type: none"> Began and completed Army Basic Training and AIT (Advanced Individualized Training) 	<ul style="list-style-type: none"> Camping Hiking Vikings football
1975		<ul style="list-style-type: none"> Left steno pool (due to layoffs) and began working as Security Guard at Graco Left Graco Began working at Colonial Church of Edina as Office Secretary (one-person steno pool) 	<ul style="list-style-type: none"> Took a basic auto mechanics course through Minneapolis Community Education 	<ul style="list-style-type: none"> Gave up league bowling Took first solo camping trip along North Shore to Grand Marais
1978		<ul style="list-style-type: none"> Took new position at Colonial Church as Secretary to the Minister-at-Large Promoted to Sgt. (E5) and took position as Circuit Control Team Chief in the National Guard 	<ul style="list-style-type: none"> Began and completed Primary Leadership Training through the National Guard Began and completed correspondence course in electronics and circuit control through the National Guard 	<ul style="list-style-type: none"> Learned to climb and rappel
1981	<ul style="list-style-type: none"> Became engaged to be married 		<ul style="list-style-type: none"> Began and completed winter survival training in Norway through an exchange program between the Minnesota National Guard and 	<ul style="list-style-type: none"> Learned to cross country ski



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Chronological Table

Date	Personal	Professional	Educational	Hobbies/Activities
			Norwegian Home Guard	
1982	<ul style="list-style-type: none"> Married 		<ul style="list-style-type: none"> Began and completed Advanced Leadership Training through the National Guard 	<ul style="list-style-type: none"> Traveled to Grand Marias, MN and Lake of the Ozarks, MO
1983	<ul style="list-style-type: none"> Bought first home in Plymouth Mother-in-law passed away 	<ul style="list-style-type: none"> Took new position at Colonial Church as Assistant in Mission and Outreach Promoted to Staff Sgt. (E6), became squad leader and trainer 		<ul style="list-style-type: none"> Biking Aerobic dance Weight lifting Began running, completed first 10k race Traveled west to visit relatives in California Camped at Needles, Arizona and the South Rim of the Grand Canyon Husband began racing Go-Kart, I became "pit crew"
1985	<ul style="list-style-type: none"> Turned 30 	<ul style="list-style-type: none"> Resigned from the National Guard 		<ul style="list-style-type: none"> Returned to the Four-Corners area and camped at Mesa Verde, Canyon de Chelly, Navajo National Monument, and the South Rim of the Grand Canyon. Hiked to Betatakin Pueblo and the Canyon!



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Chronological Table

Date	Personal	Professional	Educational	Hobbies/Activities
1986	<ul style="list-style-type: none"> Our son was born 	<ul style="list-style-type: none"> Began maternity leave Dec. 1 		<ul style="list-style-type: none"> Caribbean cruise
1988	<ul style="list-style-type: none"> Assumed ownership of Watson family lake cottage in the Chippewa National Forest in Northern MN 	<ul style="list-style-type: none"> Returned to work from maternity leave Mar. 1 		<ul style="list-style-type: none"> Spent most spare time completing much needed repairs on lake cottage
1989	<ul style="list-style-type: none"> Grandmother passed away 	<ul style="list-style-type: none"> Began part-time office work with the Wallestad Foundation to supplement income 		<ul style="list-style-type: none"> Traveled to Lake of the Ozarks and St. Louis, MO
1990	<ul style="list-style-type: none"> Purchased home in New Hope 			
1991		<ul style="list-style-type: none"> Left job with Wallestad Foundation 		<ul style="list-style-type: none"> Became involved in Small Christian Community Ministry at church
1992	<ul style="list-style-type: none"> Our son began kindergarten 	<ul style="list-style-type: none"> Took new position at Colonial Church as Coordinator of Emergency Services (continued as Assistant in Mission and Outreach) 		<ul style="list-style-type: none"> Joined Lenten Renewal planning team at church Began volunteering as a Small Christian Community facilitator Traveled to the Black Hills of SD
1993		<ul style="list-style-type: none"> Began working part-time (20 hours per week) as Coordinator of Emergency Services at Colonial Church 		<ul style="list-style-type: none"> Began food ministry at church (catering breakfasts, dinners, etc.) Volunteered at elementary school
1994				<ul style="list-style-type: none"> Our son began racing



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Chronological Table

Date	Personal	Professional	Educational	Hobbies/Activities
				Go-Karts, I continued as "pit crew"
1996				<ul style="list-style-type: none"> Traveled to the Four-Corners area again. Hiked to Betatakin and hiked the Canyon with our son (it was a lot harder this time!)
1998	<ul style="list-style-type: none"> Father-in-law passed away Came to understand and accept God's extravagant grace and love for me as the result of a "grace experience" 			
1999		<ul style="list-style-type: none"> Took new position at Colonial Church as Office Manager Began working full-time 	<ul style="list-style-type: none"> Began and completed Supervision I: The Basics course through Employers Association, Inc. 	<ul style="list-style-type: none"> Traveled to the Badlands in SD and Yellowstone National Park
2001	<ul style="list-style-type: none"> Profoundly affected (as were most people) by the events of Sept. 11 Starting doing some hard thinking about what I wanted to do with my life 		<ul style="list-style-type: none"> Began and completed Supervision II: Problem Solving through Employers Association, Inc. Began and completed a program through the Archdiocese of Minneapolis & St. Paul that prepared me to facilitate support groups designed to help people process their grief and anger following Sept. 11 attacks 	<ul style="list-style-type: none"> Joined the Building Committee at Church Began a practice of daily centering prayer



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Chronological Table

Date	Personal	Professional	Educational	Hobbies/Activities
2003	<ul style="list-style-type: none"> Decided to pursue an A.A.S. degree in business management 		<ul style="list-style-type: none"> Enrolled at NHCC 	<ul style="list-style-type: none"> Joined the Capital Campaign and Communications committees at church
2004	<ul style="list-style-type: none"> Our son is in his senior year of high school 		<ul style="list-style-type: none"> Began attending NHCC Completed Intro to Marketing Completed CIS 1101 Received CLEP credits for Freshman English I/II Currently attending Accounting Cycle and PLA 1020 classes 	<ul style="list-style-type: none"> Building Committee responsibilities winding up – worship space is completed and will be dedicated Nov. 21 Traveled to Laramie, WY for senior campus visit at WyoTech



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Autobiography

In my younger years, I developed my work ethic. My brother and sister were very unmotivated so I began doing all of the household chores. I did a thorough job and enjoyed it. My mother would pay me of course, so that was a primary motivation. However, the sense of accomplishment was definitely a factor. Education and getting perfect grades was never a requirement of my parents. My siblings both dropped out of school when they were in high school. My brother was a grade behind myself, and my sister was two years ahead of me. I enjoyed doing well in school and working hard. I was a good student until 11th grade and then became an average student because of too many distractions. I began to dislike school, mainly because of the environment. During high school I worked after school and enjoyed it. Earning money was very satisfying and I needed to. My parents didn't have much money. Upon graduating high school I had no plans of continuing my education. I didn't know what I wanted to do and I had no one pressuring me to go on.

I decided to join the Navy in October of 1993, the summer after graduating high school. Nobody had influenced me into doing it. Prior to October of 1993 I had never thought of it as an option. I had been working a few different jobs since graduating and just had no direction, so I believed this would get me headed in the right direction. I didn't and still don't consider myself a traditional military person. My thought was since I didn't know exactly what I wanted to do with my life, I could earn money from the Navy program towards college. A guy I played basketball with was a recruiter, so I approached him to sign me up. It was a special reserve program that would give you a few hundred dollars for school each month. I would just need to go to boot camp and then equipment operator school, for four months. I would then become a reservist (one weekend a month) for six years and an inactive reserve for two years. After two years I



decided to go inactive for the remainder of the term. I wasn't going to school and during the one weekend a month we didn't do anything.

In 1994, my true work experience began. I started working at a Best Buy store selling appliances during the holiday season. I worked very hard and volunteered to do anything. Soon the holiday rush was over and they offered me an opportunity to work at their product returns warehouse. I sorted out defective product from the stores to send back to the manufacturer. Someone in the office of the warehouse noticed my work ethic and offered me a job in a newly formed department at Best Buy's corporate office. I coordinated the return of product from all stores in the country back to the manufacturer. Within a year I had gone from the store to the corporate office, even though that wasn't my goal. I have always had pride in my work and believed in working hard. At that point I realized that my work ethic enabled me to advance and people are rewarded for hard work and education. I eventually transferred to the accounting department. I handled inventory for about 100 stores. I worked overtime as much as I could and would work at the stores during the holidays for overtime after my shift at the corporate office. I was satisfied with the money I was making so I didn't think about going to school.

In 1997, I decided to start working at Prudential as a claims examiner and tax associate. It was a huge jump in pay and I continued to work part-time at the store at my corporate rate. Mainly because I had some credit card debt I needed to pay off. However, I really enjoyed the work. By dedicating myself to the job I was noticed. I received many promotions, raises, and bonuses. In 1998, I decided to purchase my first home. Then I made an even bigger decision. I decided to finally start my college education. I couldn't possibly go full-time or to a large college. Prudential offered to pay 90% of the tuition. I had been thinking for a while that the IT field would be a great fit for me. I like to work my butt off and love to be constantly busy. I believed I had a mind for it and began the computer science degree. I took a few classes a



semester for three years at North Hennepin Community College. I only took the general requirements the degree required.

In 2001, I was laid off from Prudential, along with hundred of other people. I also had sold and purchased a new home earlier in the year. I decided I needed to get into the IT field quickly and the best way I believe through research was to obtain certificates. I began to attend Premier Computer Education and obtained an A+ certificate. Then I decided to begin to obtain a new certificate Microsoft was offering called a Microsoft Certified Systems Administrator (MCSA) in Windows 2000. While study for the many test, I stated working as a help desk representative at DecisionOne. I dealt with hardware and software issues for Micronpcs. However, after about three months was laid off.

The economy was sluggish and the IT field was looking bad. I knew that eventually the economy and the IT field would recover, so I continued attending Premier and studying to get a MCSA. I passed the professional and server tests. Then I was offered a project job for the National Security Agency (NSA) doing desktop support for three months. I gained valuable experience with operating systems and setting up large networks. Upon completion I finished the needed test, including getting a Network+ certificate to receive a MCSA in early 2003.

The IT field and the economy were still recovering at the time so I started working at Wells Fargo Home Mortgage as a mortgage specialist. On a person note, I began dating my current girlfriend. I worked hard and the management noticed. I was very motivated to do a great job. Even though I wasn't in a job in IT, I felt the need to do well and good things would happen. Of the hundreds of temporary staff I began with, I was one of three they didn't lay off and finally hired in January 2004. I plan to continue working there until I graduate and then begin working somewhere in the IT field or transfer to their IT department.

My girlfriend and I exchanged commitment rings before she left for Honduras on a one-year mission as a nurse. We plan to get married when she returns in February of 2005. I decided that now



would be the best time for me to finish my two-year degree in Business Computer Systems and Management. My goal is to graduate fall semester of 2004. I'm currently taking three classes this semester. I've very much dedicated to school while my girlfriend is away. School, as well as work, is a great distraction for missing her. I'm very busy and working diligently to reach my goals as I have learned has its benefits.



PORTFOLIO REGISTRATION FORM

FALL _____ SPRING _____ SUMMER _____

Name _____
Last First Middle

Student ID # _____ Email _____

Address _____
Street City State Zip

Home Phone _____ Day Phone _____

Degree

- Associate of Arts (A.A.)
- Associate of Science (A.S.) _____
- Associate of Applied Science (A.A.S.) _____
- Certificate _____

Department	Course Number	Course Name	Number of Credits
	_____ -61		1 2 3 4
	_____ -61		1 2 3 4
	_____ -61		1 2 3 4

PAYMENT INFORMATION MUST ACCOMPANY REGISTRATION!

If approved and credit is applied to my transcript, I understand I will be responsible for the balance of any tuition. I will be using:

- Personal Pay (check, credit card, etc.)
- Financial Aid (I understand that I will be registered in advance)

Please register me for the portfolios I've chosen above:

Signature

Date

Send completed form to:

North Hennepin Community College – Adult Learning
7411 85th Avenue North, Brooklyn Park, MN 55445
763-424-0730
763-424-0889-fax



**Credit for Prior Learning
Cover Sheet**

NAME: _____

STUDENT ID: _____

TELEPHONE: (*day*) _____ (*evening*) _____

EMAIL ADDRESS: _____

MAJOR: _____

COURSE NUMBER: _____ **NUMBER OF CREDITS:** _____

TITLE OF COURSE: _____

NAME OF EVALUATOR: _____

DATE SUBMITTED: _____



SAMPLE ~ SAMPLE ~ SAMPLE ~ SAMPLE ~ SAMPLE ~ SAMPLE ~ SAMPLE ~

EVALUATION FORM

COURSE TITLE: Art 1160 Digital Photography	CREDITS: 3
EVALUATOR NAME: FACULTY EVALUATOR	
SEMESTER EVALUATED: Spring 2006	

<p><u>Context of Learning</u> What experience is the learner bringing in?</p>	The student has significant skills in both camera work and Photoshop image processing
<p><u>What has Evaluator examined?</u> What did information did the student present? <i>This is important as we may not have the actual portfolio to match up with the evaluation</i></p>	A well prepared portfolio of digital prints as well as an accompanying written statement
<p><u>Interaction</u> What was the interaction with the student? Talk about the process that occurred.</p>	We discussed a number of the images and the student's process in achieving the results. We also discussed the nature of her interest in photography and her background in working with Photoshop. I detailed some of the areas covered by the course in the form of slide shows.
<p><u>Comments</u> Evaluator's judgments and comments. Areas for improvement.</p>	The student has a well developed photographic sense of composition and it able to translate that vision through use of Photoshop, into quality photographic prints. She also demonstrated the ability to self-assign projects and follow up with good results.
<p><u>Final Recommendation</u></p>	The skills shown and the photographic accomplishment would satisfy the requirements for my digital photography course.

EVALUATOR SIGNATURE and DATE



RESOURCE GUIDE

Prior College Coursework

- Request an official transcript to be sent from previous institution directly to NHCC:
North Hennepin Community College
ATTN: Admissions
7411 85th Avenue North
Brooklyn Park, MN 55445
- School must be accredited by The Higher Learning Commission or other regionally accreditation associations recognized by NHCC.

Previous Training Courses/Examinations

- *ACE* – The American Council on Education
The College Credit Recommendation Service (CREDIT) helps adults obtain academic credit for formal courses and examinations taken outside college and university degree programs.
www.acenet.edu
- *PONSI* – Program on Noncollegiate Sponsored Instruction
National PONSI is a not-for-profit educational advisory service that links learning experiences that take place outside of college classrooms to college degrees.
www.nationalponsi.org

Military Experience

- For direct links to obtain your military transcripts, go to www.nhcc.edu/veterans for a complete listing.
- Transcripts should be mailed to:
North Hennepin Community College
ATTN: Admissions
7411 85th Avenue North
Brooklyn Park, MN 55445

Standardized Testing

- CLEP – College Level Examination Program
National testing program that offers 35 exams in a variety of subject areas. Timed multiple choice tests taken on a computer at a testing center.
www.collegeboard.com/clep
CLEP Tests may be scheduled through the NHCC Testing Center – for more information,
www.nhcc.edu/testing or 763-424-0928.
- DANTES - DSST ((DANTES Subject Standardized Test) Program
Similar to CLEP tests but provides tests in different subject areas.
www.getcollegecredit.com