

Transferable Skills Inventory

What are transferable skills?

Transferable skills are competencies and experience that you have acquired throughout education, jobs, volunteer activities, life experiences or hobbies that would be beneficial to your job or professional life. They are generally skills that emphasize process more than product. Capturing and writing about your transferable skills will be descriptive, reflective, and connect to your experience and application of these skills. Articulating transferable skills in a personal narrative will assist you in interviews and applications for positions and scholarships.

With practice in identifying authentic and accurate **keywords and concepts** that describe your individual skills you can leverage your academic and life experience to best represent your capabilities to professional audiences. If you have **demonstrated evidence** such as papers, essays, projects, presentations, videos, or photos, these artifacts should be linked or provided along with your experiential reflection. A well balanced and documented ePortfolio will include both demonstrated evidence and experiential reflections to contextualize your transferable skills.

When initially completing this inventory first address the areas where you write up an authentic **experiential reflection related to the skill**. Then go back through the inventory and address areas where you can additionally provide supportive artifacts or documentation that demonstrate your skill in action. The areas where you have **both evidence and reflection** will be your areas of notable strengths. Many students will find there are relatively few areas of this inventory where they can provide compelling **evidence** of the skill described. For a professional ePortfolio you are best served by carefully choosing few highly focused examples from several categories in the inventory. Plan to come back to this inventory and add your accumulating evidence, experience and reflections as they evolve. Over the span of your education you can expect to add significantly to these strengths.

This inventory is based on descriptions from the AAC&U Value rubrics, a set of commonly used assessments tools for evaluating student learning in Colleges and Universities.

Ethical Use of Information

Information Literacy

Information literacy is knowing when to use particular types of information, locating, evaluating, and responsibly sharing said information. You can strengthen this skill through writing research papers, giving presentations, and building web pages.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Determining the Information Needed</u> <i>Defining key concepts. Selecting sources that directly relate to your topic. Defining the scope of your research question or thesis.</i>		
<u>Assessing Needed Information</u> <i>Assessing the most important gathered from various reputable sources.</i>		
<u>Evaluating Sources and Information</u> <i>Selecting sources and information based on the accuracy, relevance, and impact on your subject.</i>		
<u>Using Information for a Specific Purpose</u> <i>Organizing information to support and clarify your specific purpose.</i>		
<u>Using Information Ethically and Legally</u> <i>Accurately representing information by summarizing, quoting, citing, and paraphrasing. Correctly attributing information used with its source. Demonstrating an understanding of how to use copyrighted and/or published material.</i>		

Research

Inquiry and Analysis

Inquiry and analysis includes asking questions, exploring issues, scrutinizing evidence, and making informed judgements or conclusions based the evidence. It also involves breaking down complex problems into smaller components in order to better understand the issues. This skill can be developed through debate, science projects, or research papers.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Choosing a Topic</u> <i>Writing a creative, interesting, and relevant topic. Exploring significant, yet less researched topics.</i>		
<u>Existing Knowledge, Research, and Views</u> <i>Synthesizing existing knowledge, research, and views into your writing.</i>		
<u>Design Process</u> <i>Developing methodology and theoretical framework of your discipline in your writing.</i>		
<u>Analysis</u> Incorporating patterns, similarities, and differences of evidence into writing to gain insight.		
<u>Conclusions</u> <i>Drawing conclusions based on logical analysis of evidence and findings.</i>		
<u>Limitations and Implications</u> <i>Acknowledging the limitations and implications of your evidence/findings.</i>		

Quantitative Literacy

Quantitative literacy is your competence with numerical data. It includes the ability to reason and solve quantitative problems and create arguments supported by quantitative evidence. Quantitative literacy can be developed through statistics courses, logic and reason courses, and debate.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<p><u>Interpretation</u> <i>Explaining quantitative data through charts, graphs, tables, etc. Presenting explanations of mathematical data and making appropriate inferences based on that data.</i></p>		
<p><u>Representation</u> <i>Converting mathematical data into various forms such as charts, graphs, tables etc., which results in insight and furthers understanding.</i></p>		
<p><u>Calculation</u> <i>Using correct calculations to solve problems. Calculations are elegant, concise, and clear.</i></p>		
<p><u>Application/Analysis</u> <i>Making judgements and drawing conclusions based on analysis of quantitative data while at the same time, recognizing limitations of the analysis.</i></p>		
<p><u>Assumptions</u> <i>Describing assumptions and providing rationale for these assumptions through modeling, estimation, and data analysis.</i></p>		
<p><u>Communication</u> <i>Expressing data in support of the argument or purpose of the work and presenting it in an effective format.</i></p>		

Integration

Integrative Learning

Integrative learning involves combining your learning from courses, and applying it to other courses or life experiences. It means making connections from one course and transferring that knowledge to new situations. These connections can be made when you think about your learning holistically. This skill could be strengthened by writing reflective papers about yourself.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Connection to Experiences</u> <i>Connecting your life and academic experiences. Using your life experiences to deepen your understanding of academic materials.</i>		
<u>Connection to Major</u> <i>Connection your academic knowledge and experiences to your specific major. Drawing conclusions from experiences and relating said experiences to your major.</i>		
<u>Ability to Transfer Skills & Knowledge</u> <i>Adapting skills, knowledge, methodologies, and theories gained in one experience to other situations or contexts.</i>		
<u>Integrated Communication</u> <i>Utilizing various language and visual elements to enhance the meaning of your writings/presentations.</i>		
<u>Reflection and Self-Assessment</u> <i>Developing a sense of self, building on past experiences, and using past experiences to respond to new tasks and challenges.</i>		

Attitudes Towards Learning

Life Long Learning

Lifelong learning is a skill that involves purposeful learning that results in improving your knowledge, skills, and competence. It is also involves the drive to learn, and a natural curiosity and appreciation for learning new things. This skill could be demonstrated through independent projects, showing initiative in teamwork, and working beyond rubric expectations.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Curiosity</u> <i>Willing to explore unknown or little known topics with depth. Demonstrating intense interest in your subject.</i>		
<u>Initiative</u> <i>Completing work with independence. Generating and pursuing opportunities to expand knowledge.</i>		
<u>Independence</u> <i>Educational pursuits expand and grow outside of the context of the classroom. Experiences are actively sought out independently.</i>		
<u>Transfer</u> <i>Referring to past experiences and applying knowledge gained from those experiences to varied and new situations.</i>		
<u>Reflection</u> <i>Reviews academic and experiential knowledge to recognize individual growth and reassess perspectives.</i>		

Problem Solving

Problem Solving

Problem solving is the process of designing and evaluating strategies to answer questions or achieve a goal. Problem solving can be strengthened through team leading, science projects, volunteering, and research papers.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Defining Problems</u> <i>Identifying problems with a clear and insightful statement of evidence related to all factors.</i>		
<u>Identifying Strategies</u> <i>Proposing multiple strategies to solve the identified problem.</i>		
<u>Proposing Solutions</u> <i>Identifying one or more solutions which demonstrate a deep understanding of problem. Demonstrating awareness of contextual factors such as ethical, logical, and cultural dimensions.</i>		
<u>Evaluating Potential Solutions</u>		
<u>Implementing Solutions</u> <i>Writing without errors and incorporating a high level of grace and fluidity into your writing.</i>		
<u>Evaluating Outcomes</u> <i>Writing without errors and incorporating a high level of grace and fluidity into your writing.</i>		

Collaboration

Teamwork

Teamwork is the amount of effort you put into group projects, your ability to communicate and interact with team members, and the quality of contributions you make to the team. Teamwork skills can be developed through group projects, extra-curricular activities, and group presentations.

Core Competency	Demonstrated Evidence: Type and Description	Experiential Reflection: Keywords and Concepts
<u>Contributing to a Team</u> <i>Assisting in moving the team forward by supporting and affirming the merits of different perspectives and ideas.</i>		
<u>Promoting Contributions from Team Members</u> <i>Engaging group members to facilitate contributions while noticing and encouraging group members who are not participating and inviting them to engage with the group.</i>		
<u>Contributing Outside of Team Meeting Times</u> <i>Meeting deadlines on projects and completing outside work to advance the group project. Proactively assisting others in meeting deadlines and encouraging all members to work with great integrity.</i>		
<u>Promoting Team Unity & a Constructive Atmosphere</u> <i>Being polite with all group members and using constructive feedback or criticisms. Upholding a positive attitude with regard to team members and group projects. Offering assistance and encouraging team members.</i>		
<u>Responding to Conflicts</u> <i>Resolving conflict respectfully in a manner that strengthens and unifies the group to promote further advancement of group projects.</i>		