MASSHIRE Career Information System

CIS 360 ADULT

SITE MANUAL

Table of Contents

CIS 360 Adult Summary 3

My Dashboard 4

Self-Surveys 5

Career Cluster Inventory 6

Entrepreneurial Assessment 7

Interest Profiler 9

Learning Styles Survey 10

Occupation Sort 11

Reality Check 13

Workplace Employability Skills 14

Workplace Importance Locator 15

Careers 16

Career Clusters 17

Compare Careers 18

Military Careers 19

Education 20

Schools 20

Compare Schools 21

Scholarships 22

Program of Study 23

Employment 24

Resume 24

Cover Letter 26

Job Interviews 27

Account Settings 28

Admin Tools 29

Creating Portfolios 29

Maintain Portfolios 31

Create and Maintain Groups 31

Create and Maintain Staff Accounts 31

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CIS 360 Adult Summary

Whether users are first time job seekers or experienced professionals looking to make a change, **CIS 360 Adult** provides a framework for all stages of the career journey. Career Plans focus on four key transition points: Discover, Explore, Plan, and Seek. Through self-surveys, reflections, planning, and research tools, **CIS 360 Adult** empowers users to make informed career and education decisions.

Key Features of CIS 360 Adult:

- All elements are written at a 9th grade reading level.
- Self-Survey Results, Favorites, and Career Plans transfer from CIS 360 Junior and CIS 360 High School.
- **My Dashboard** saves users' favorite clusters and careers, schools, programs of study, scholarships, self-survey results, personal notes, and allows them to pull quick reports. **My Best Career Matches** has up to 10 of a user's best matches based on self-survey results and favorites.
- **Career Plans** are a structured path through components, self-surveys, reflections, and activities. Adult plans are categorized by career transition points: Discover, Explore, Plan, and Seek.
- **Self-Surveys** are available in English and Spanish.
- **Careers** contains 650+ career and military career profiles and the 14 national modernized career clusters
- **Employment** has a robust **Resume** and **Cover Letter** creator to support users with content and format, and **Job Interview Videos** to help prepare, practice, and participate in an interview.

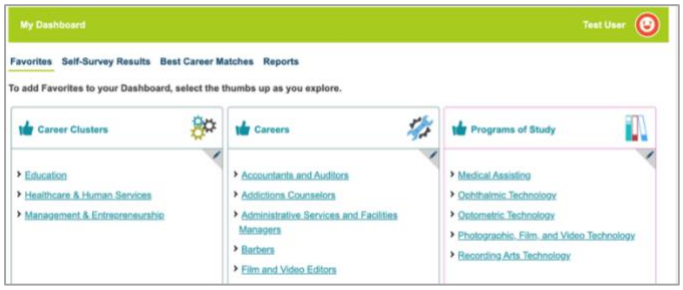
Resources for CIS 360 Adult:

- **Career Plan Editor Guide-** Create your own Career Plans
- **Career Plan Activity Library-** Copy of all activities within Career Plan
- **Quick Starts-** Quick guides for users and administrators about frequently used features

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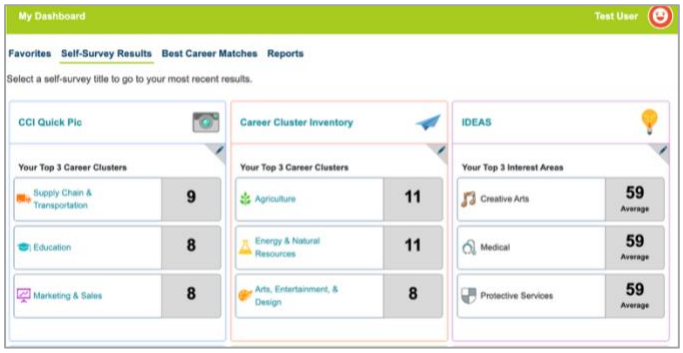
My Dashboard

Individual dashboard displays favorites, notes, self-survey results, and generates reports.

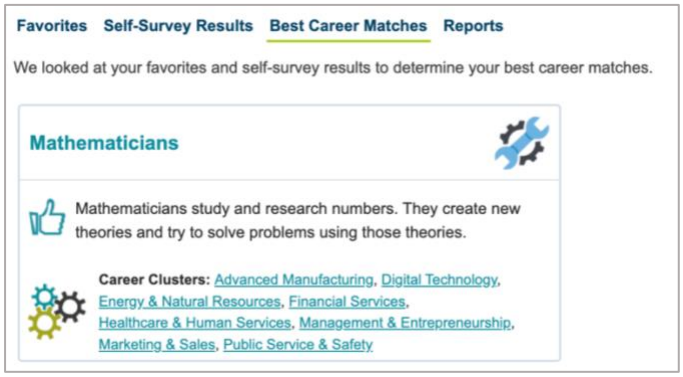


Select **thumbs up** on any careers, clusters, military careers, schools, scholarships, or programs of study to save to the Dashboard.

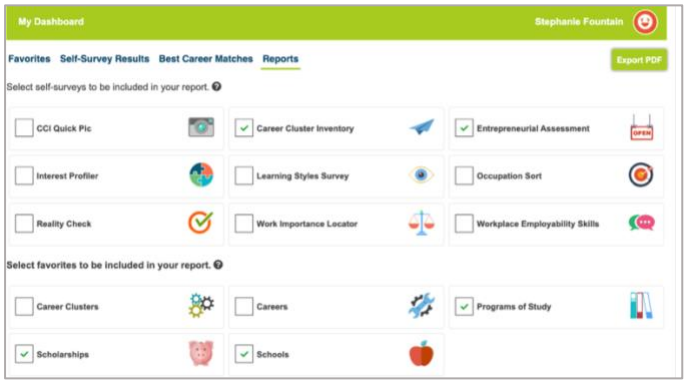
Select a **title** to quickly revisit favorited item.



Completed **Self-Survey** results save on the Dashboard. Select the **pencil icon** to leave a personal note and **restore** results from a past survey.



Best Career Matches takes results from self-surveys and favorited careers/clusters to recommend up to 10 careers that are a match. Select the **career** or **cluster** to learn more.



Reports export a single PDF with self-survey results, favorite careers and clusters, and career plan summaries.

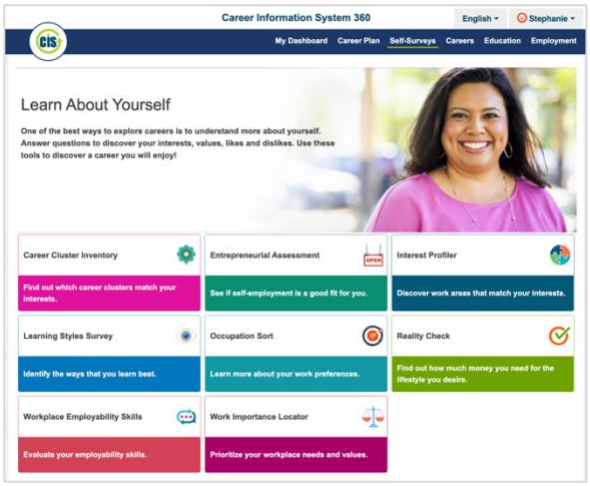
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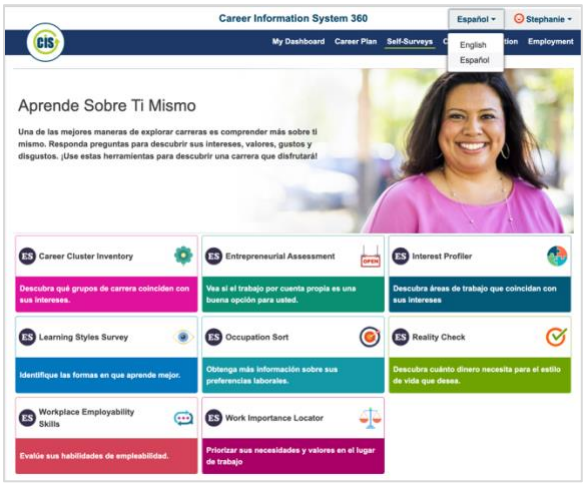
Self-Surveys

Self-surveys help users learn more about themselves and provide a way to look at the world of work through personal characteristics. They are not designed to tell a person what careers they should or should not pursue, but instead begin a dynamic process of career exploration.

CIS 360 Adult is released with eight self-surveys: Career Cluster Inventory, Entrepreneurial Assessment, Interest Profiler, Learning Styles Survey, Occupation Sort, Reality Check, Workplace Employability Skills, and Work Importance Locator. Each self-survey features a reflection activity in Career Plan. This helps users develop a strategy to apply results to their individual education and career plans.

Self-surveys are available in English and Spanish. Use the drop down to change the language setting. The self-survey landing page updates to show text in Spanish and the ES icon. Questions, audio, and results are translated.





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Career Cluster Inventory

Career Cluster Inventory (CCI) uses activity similarity to help users identify and explore career clusters that match their interests. The assumption behind activity similarity is that if an individual enjoys activities paralleling those of a career (within a given career cluster), they will find jobs in that cluster satisfying.

Users complete the interest inventory and receive immediate feedback about clusters that match their interests. They also receive information about careers associated with these clusters and related programs of study.

- Time to complete: 5 to 10 minutes
- Number of items: 42
- Available in Spanish or English
- Each statement describes a different activity, rate how much they would like or dislike each activity.

CAREER CLUSTER DESCRIPTIONS

Advanced Manufacturing	In the Advanced Manufacturing cluster, you design, build, use and repair the machines that manufacture products.
Agriculture	In the Agriculture cluster, you use science and technology to farm, study plants, produce food, or care for animals.
Arts, Entertainment, and Design	In the Arts, Entertainment & Design cluster, you create, perform, or help produce art and entertainment for others.
Construction	In the Construction cluster, you help design, plan, and build construction projects or work in a skilled trade.
Digital Technology	In the Digital Technology cluster, you work with hardware, software, or networks across different industries to solve problems and build products.
Education	In the Education cluster, you teach, train, and counsel children or adults.
Energy & National Resources	In the Energy & Natural Resources cluster, you promote sustainable practices and study renewable energy sources to help protect the planet.
Financial Services	In the Financial Services cluster, you help individuals and businesses manage and invest their money.
Healthcare & Human Services	In the Healthcare & Human Services cluster, you promote the health of individuals and communities through medical assistance, social services, or personal care.
Hospitality, Events, & Tourism	In the Hospitality, Events & Tourism cluster, you help plan and organize events and services for restaurants, hotels, businesses and travelers.
Management & Entrepreneurship	In the Management & Entrepreneurship cluster, you plan and manage projects to help businesses operate across a variety of industries.
Marketing & Sales	In the Marketing & Sales cluster, you help businesses in all industries promote, advertise, and sell their products and services.
Public Service & Safety	In the Public Service & Safety cluster, you protect the well-being of communities by working in government, emergency response, or law enforcement.
Supply Chain & Transport	In the Supply Chain & Transportation cluster, you organize the logistics to transport goods and passengers safely and on time.

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Entrepreneurial Assessment

Entrepreneurial Assessment looks at the fit of entrepreneurship based on common 16 shared traits with links to careers with high self-employment. This survey can help users determine if self-employment is a good match for them.

- Time to complete: 5 to 10 minutes
- Number of items: 20
- Available in Spanish or English
- Rate how much they agree with a statement that describes common traits of Entrepreneurs.

ENTREPRENEURIAL COMMON TRAITS

Works Hard	Self-employment requires a great deal of time and effort. The entrepreneur must perform a wide variety of time-consuming tasks. 77% of entrepreneurs report working 50+ hours per week, and 54% say that they work more than 60 hours per week.
Has Family Support	A successful entrepreneur needs family support. If you are married, your spouse must believe in your business because it requires that both of you sacrifice time and money. The stress may create disruptions in family relationships. If you have children, they need encouragement in understanding your need to spend so much time away from the family. The more positive support you receive from your family, the more you can concentrate on making the business a success.
Takes Risks	Entrepreneurs are risk takers. They risk their careers, time, and money to make a success of their businesses. A review of research on this finds that most entrepreneurs perceive risks differently than other people. An entrepreneur feels in control of a situation when others may feel at risk. Entrepreneurs try to organize a risky situation by identifying resources, ordering them for a purpose, and scheduling their use appropriately.
Sacrifices Employment Benefits	One of the realities of self-employment is that you won't receive a regular paycheck. You pay for your own fringe benefits. A nice office, secretarial assistance, equipment, and other features of employment you have grown to expect are no longer available unless you provide these for yourself.
Is Independent	Entrepreneurs like being independent and in control of situations. Many people who become self-employed consider the opportunity to be their own boss as one of the major benefits of self-employment. Although being independent may not be a major concern for you, it is certainly an aspect of self-employment that you need to feel comfortable with. If you cannot afford to hire other employees when you begin your business, you may at first be lonely as a self-employed person.
Wants Financial Success	A primary reason that entrepreneurs have for going into business is to achieve financial success. The desire for financial success provides motivational drive for the self-employed person. If you want to be an entrepreneur, you need to establish a reasonable financial goal that you want to achieve through self-employment. This goal helps you measure how well you are doing in fulfilling your personal needs through an entrepreneurial career.
Is Energetic	Self-employment requires long work hours. You are frequently unable to control the number of hours required to fulfill all the necessary tasks. The entrepreneur must have a high energy level to respond to the job's demands. In fact, an entrepreneur is often energized by the work and finds an energy loss when "relaxing." You need stamina that allows you to work 12- to 16-hour days, 6- to 7-day weeks, and 52-week years.
Has Internal "Locus of Control"	Successful entrepreneurs have an internal locus of control, or inner sense of responsibility for the outcome of a venture. Research evidence shows that an internal locus of control increases creativity and activity. To be an entrepreneur, you should have a strong sense of being a "victor" who is responsible for your actions. If, however, you frequently consider yourself a "victim" and blame other people, bad luck, or difficult circumstances for your failures, entrepreneurship might not be the right career move for you.

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Has a Need to Achieve	Entrepreneurs have a strong need for achievement. They strive to excel and accomplish objectives that are quite high. If you want to become an entrepreneur, you should be willing to set high goals for yourself and enjoy striving to achieve these goals.
Has Business Experience	An entrepreneur should have extensive business experience to be successful. General management experience is beneficial because an entrepreneur should know about all types of management. Formal training and education in management also are helpful.
Has a Self-Employed Parent as a Role Model	Research has shown that entrepreneurs are more likely to have a parent who is self-employed. A parent's inspiration and knowledge about operating a business can contribute to an entrepreneur's success. If you have a parent who is self-employed, consider this a plus for your own success as an entrepreneur.
Has Self-Confidence	An important characteristic of entrepreneurs is self-confidence. This factor is particularly important when you face major challenges and difficulties with your business. You need to believe in yourself. Your belief helps you overcome the problems that inevitably affect all self-employed persons at some point in their careers.
Has Integrity	People often cite honesty and integrity as characteristics of entrepreneurs. Customers do not want to deal with business owners who are dishonest and unethical. You should feel positive about your ethical treatment of people and be committed to conducting your business with the utmost integrity.
Has Determination	One of the most important characteristics of entrepreneurs is determination. This trait is closely related to self-confidence. The more you believe in yourself, the more likely you are to continue to struggle for success when faced with tremendous obstacles. You need determination to overcome the problems that beset every new venture.
Adapts to Change	A new business changes rapidly, an entrepreneur must be able to adapt to change. Two primary skills are required for adaptation to change: the capacity to solve problems, and the ability to make quick decisions. Another skill is the ability to learn from your experiences and to seek formal learning that will help solve your problems. To be a successful entrepreneur, you will need all these capabilities.
Has a Good Network of Professionals	An entrepreneur has a good network of professionals. This network provides access to those who can be consulted for advice, information, and referrals. You should have an extensive network of professionals to whom you can turn for assistance.

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Interest Profiler

The Interest Profiler (IP) explores how interests relate to careers. The O*NET based self-survey describes 60 work activities that represent a wide variety of careers, as well as a broad range of training levels. Users rate each activity according to their level of interest and be matched with Interest Areas. Interest Areas are compatible with Holland's R-I-A-S-E-C constructs: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

One way to find a career that individuals enjoy is connecting interests to careers.

- Time to complete: 5 to 10 minutes
- Number of items: 60
- Available in Spanish or English
- Each item describes activities related to careers. Rate how much they like or dislike the activity.

INTEREST PROFILER SIX INTEREST AREAS

REALISTIC	CONVENTIONAL
People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like careers that mainly involve doing paperwork or working closely with others.	People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you must judge things by yourself. These people like working where the lines of authority are clear.
INVESTIGATIVE	**SOCIAL**
People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.	People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.
ARTISTIC	**ENTERPRISING**
People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.	People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

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Learning Styles Survey

The Learning Styles Survey prompts users to think about themselves and to consider learning alternatives. Users may develop new strategies to enhance their learning by evaluating their learning style and information processing preferences. Users should only use the Learning Styles Survey as a general guide to their learning style.

1. Time to complete: about 5 to 10 minutes
2. Number of items: 24
3. Available in Spanish or English
4. For each item, users choose the frequency that best describes them (often, sometimes, not often).
5. Results rate primary, secondary, and third learning style. Each include study tips.

LEARNING STYLES

Auditory



Description	Study Tips
You learn best through your ears. You sit where you can hear what is going on in the classroom. You like to listen to the lesson and take notes on it later. It is helpful if you can talk about the facts and concepts you learn in class with a friend or a study partner. You may hum or talk to yourself when you are bored. You remember things through the sounds related to the experience.	• Record lessons or your notes and re-listen later. • Quietly say words out loud when you read. • Talk to yourself about important points in notes. • Ask teachers to give directions out loud or have someone read them to you. • Put key ideas or facts into a song or rhythm. • Join or organize a study group. • Do homework with friends. • Ask a visual or tactile study partner to create a verbal quiz for you.

Visual



Description	Study Tips
You learn best through your eyes. Learning is easier for you when information is presented visually. Charts, diagrams, images, or written materials make concepts clearer. You prefer to learn from a book rather than a teacher who lectures. Sitting in the front of the room lets you look at the teacher and helps you focus. It may be difficult for you to complete work while talking with someone. You may like to picture ideas in your head, watch TV or videos. You probably take detailed notes.	• Look at people when they are talking. • Recopy notes in color. • Use post-it notes to write down key ideas. • Make to-do lists. • Use diagrams, charts, and maps. • Arrange color coded flash cards on a wall or poster. • Visually organize notes using columns, categories, outline forms, and charts. • Study in a quiet place, sound may distract you. • Write out everything so you can look at it for review.

Tactile



Description	Study Tips
You learn best through physical experience. You are a hands-on person, probably an athlete. You like to share your opinions with others. The more you can manipulate and touch information the better. Physical activity while learning helps you remember; like working on a lab experiment or going on a field trip. You like to doodle, eat a snack, or move frequently to help with concentration.	• Take notes to give your hands something to do. • Rewrite your notes or type them on a computer. • Make charts, grids, outlines, diagrams. • Underline while reading, write notes in the book. • Exercise while you problem solve. • Take short breaks while studying. • Play music in the background. • Act out ideas or role play situations.

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Occupation Sort

Occupation Sort uses 28 highly important factors for career decision-making. It applies career decision making and choice theory. It is not strictly a Sort but a hybrid tool. Individuals prioritize factors, create an acceptable range for each factor, and compromise. Once results are generated, users may change their minds, and learn why a career is eliminated from the list.

1. Time to complete: about 10 to 15 minutes
2. Number of items: varies with factors selected
3. Available in Spanish or English
4. Rank how important each factor is
5. Choose the level that you want each factor in a career

OCCUPATION SORT CATEGORY DESCRIPTIONS

Advise	In some jobs, workers discuss topics with individuals or groups. Then they guide, suggest, or recommend options or solutions.
Artistic	In some jobs, workers express themselves through music, dance, words, or visual arts. In other jobs, workers design or create visually interesting, yet functional objects.
Assist and care for others	In some jobs, workers provide personal assistance, medical attention, emotional support, or other personal care to others. They work with patients, customers, or coworkers.
Attention to detail	Some jobs require workers to pay close attention to details and make sure they complete all tasks.
Communicate	Some jobs require workers to speak or write clearly to communicate with others.
Design equipment or systems	In some jobs, workers design equipment or products (e.g., factory machines, airplanes). In other jobs, workers design systems or processes to solve problems (e.g., computer networks).
Education and training	Some jobs require four or more years of school or training, others require a few hours of on-the-job training. Some require several years of experience or a combination of experience and training.
Enterprising	Some jobs give workers chances to start up and carry out new projects, activities, or ideas.
Flexible hours	Some jobs require working 9 a.m. – 5 p.m., Monday through Friday. Others do not have rigid schedules and work time may be flexible.
Independence	Some jobs allow workers to do their tasks in their own way with little direction. In other jobs, supervisors tell workers what to do.
Indoors or outdoors	In some jobs, workers spend most of the day outside. In other jobs, workers spend most of the day indoors. Some people work both indoors and outdoors.
Influence others	In some jobs, workers try to convince people to change their minds or their behavior. This may include getting people to buy something or interact differently with others.
Job prospects	Careers need new workers every year to fill new jobs or replace workers. Some careers need a lot of new workers; others don't need many at all. The number of job openings may affect how easy it is to find a job. Over time the job prospects for a career may change.
Math or science	Some jobs require workers to select the correct math formulas or methods to solve problems. Other jobs require workers to use scientific rules and methods to solve problems or create new knowledge. Often a career uses similar amounts of math and science.
Organize	In some jobs, workers schedule events, programs, and activities for groups of people. In other jobs, workers organize data or other types of information.
Physical activity	Some jobs require physical activity, like walking, climbing, or lifting. Other jobs require sitting or standing in one place most of the time.

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Plants or animals	In some jobs, workers care for or work with plants or animals.
Problem solving	In some jobs, workers identify problems and review related information. They develop solutions.
Responsibility for others	In some jobs, workers are responsible for products or services created by other workers. In other jobs, workers take care of others who are hurt, in danger, or otherwise in need of protection.
Shift work	Some jobs require working nights or evenings. This may be only some of the time or it could be your regular schedule. These jobs may also require working on holidays.
Supervise	In some jobs, workers supervise others. This includes guiding, directing, encouraging, and evaluating other people's work. This may include hiring and firing.
Teach	In some jobs, workers teach others new subjects or how to do things. Teaching may occur in classrooms or work settings.
Travel	Some jobs require frequent travel away from home for one or more nights per week. Yet other jobs rarely require travel or workers travel during the day but return home at night.
Urban or rural	Some jobs are found only in large cities, while others occur only in rural areas. Many jobs can be found everywhere.
Variety	In some jobs, workers do different tasks every day or perform many different tasks during the day.
Wages	Some jobs pay workers a lot of money. Other jobs pay modestly or pay little. How much must a career pay before you would consider it? Even though inexperienced workers will probably receive less pay to start, answer as a person who has experience working in the career.
Work with hands	Some jobs require workers to use their hands to manipulate physical objects. This may involve using one's hands to pick up, move, or put together objects; use tools; or operate vehicles or machines.
Work with the public	In some jobs, workers deal directly with the public, such as greeting or serving customers. In other jobs, working with the public includes performing for audiences.

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Reality Check

How much money will a user need to support their lifestyle? What careers match those financial needs? Use reality check to get a realistic view of how much it will cost to live after school, how much a user will need, and what they can make in various careers. Reality Check may be localized to a state, featuring specific cities and cost of living that is adjusted to the location.

Reality Check is available in English or Spanish and is used in two ways:

- The user selects various lifestyle options and sees which careers and wages fit their lifestyle choice.
- The user begins with a career and wage, then sees if their lifestyle goals fit that career choice.

REALITY CHECK CATEGORIES

Location	**Type of Housing**	**Utilities ***	**Food**
Rural or country Small city or town Medium-size city Large city Very large city	Live with parents 1-bedroom apartment 2-bedroom apartment 3-bedroom apartment House Enter your own $	Electricity Water and gas Internet Cell phone Cable Enter your own $	Home Home and fast food Restaurants Enter your own $
Transportation	**Clothing ***	**Health Care**	**Entertainment ***
Human power Public transportation Basic auto Average auto Luxury auto Enter your own $	Basics Extras Work clothes Shopping spree Enter your own $	No health insurance Buy work insurance Buy own insurance Enter your own $	Homebody Fun around town Explorer Live it up Enter your own $
Personal Care *	**Miscellaneous ***	**Student Loans**	**Children**
Basics Extras Health and fitness Salon services Luxuries Enter your own $	Small stuff Pet care Furniture Electronics Travel Enter your own $	No debt Certificate (public, private) Associate (public, private) Bachelor's (public, private) Graduate (master's, doctoral, professional) Enter your own $	None One Two Three + Enter your own $
Savings			
0% 2% 5% 7% 10% Enter your own $			

* Indicates multiple answers can be selected

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Workplace Employability Skills

The Workplace Employability Skills self-survey can help a user evaluate proficiency with nine skill areas. Employability skills are things like professionalism, collaboration, and innovation. These are skills that employers look for when hiring. Results reflect strengths as well as areas of improvement. Knowing more about skill level helps build strengths and focus on things that need improvement.

- Time to complete: 5 to 10 minutes
- Number of items: 27
- Each statement describes employability skills, rate level that best matches current ability (high, medium, or low).

WORKPLACE EMPLOYABILITY SKILLS

	**Diversity Competence Skills**	Adjust your communication to engage other cultures or other generations and working with diverse people.
	**Collaboration Skills**	Contribute to a team, respect contributions of others, and take responsibility for your role in a team.
	**Complex Communication Skills**	Listen, make presentations, and summarize information.
	**Workplace Environment Skills**	Adapt to change, be open to learning new ways of doing things, and explain the policies, procedures, and guidelines of your school.
	**Financial Practices and Skills**	Effectively organize personal finances, handle financial activities responsibly, and demonstrate knowledge of financial concepts.
	**Initiative and Self-Direction Skills**	Continuously improve your performance or behaviors, pursue your work with drive, investigate resources, and seek out new responsibilities.
	**Ethical Practices Skills**	Respectfully use the property of your school, take responsibility for your actions, know the difference between personal and school-related activities, and be reliable.
	**Professionalism Skills**	Dress appropriately for school, manage your time productively, and take ownership of your work.
	**Thinking and Innovation Skills**	Identify problems and propose solutions, transfer your knowledge and skills into other situations.

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Workplace Importance Locator

The Workplace Importance Locator is a work values self-survey that helps users identify their highest work values and careers associated with those values. The O*NET based self-survey looks at work values such as achievement, work environment, and work relationships. Working in a place that matches values can help make careers more satisfying.

- Time to complete: 5 to 10 minutes
- Number of items: 20
- Rate the importance of each value from most important, important, somewhat important, less important, and least important. Each rating is used four times and answers can change along the way.

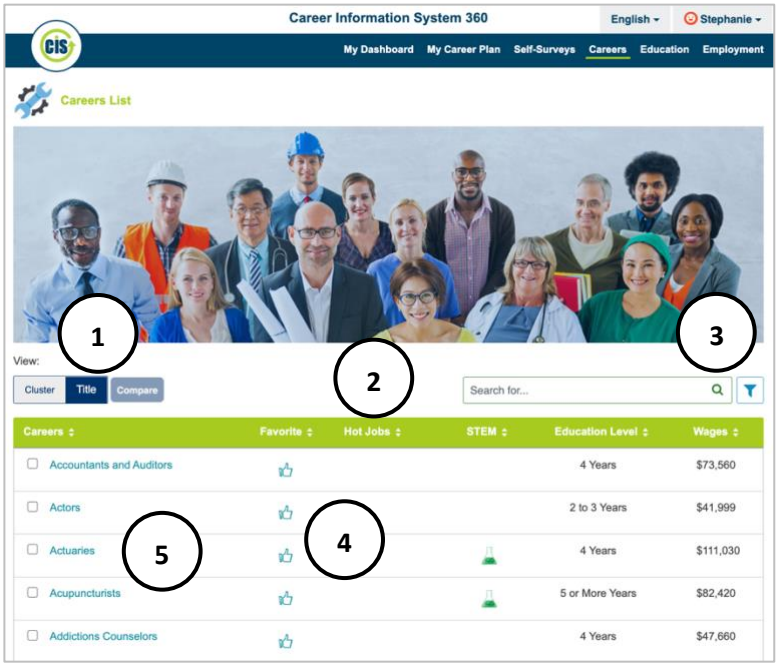
WORK VALUE DEFINITIONS

Independence	Working Conditions	Support
People for whom independence is important like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.	People for whom good working conditions are important like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.	People for whom support from their employer is important like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
Recognition	**Achievement**	**Relationships**
People for whom recognition is important like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others. They usually prefer jobs in which they are looked up to by others.	People for whom achievement is important like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.	People for whom relationships are important like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.

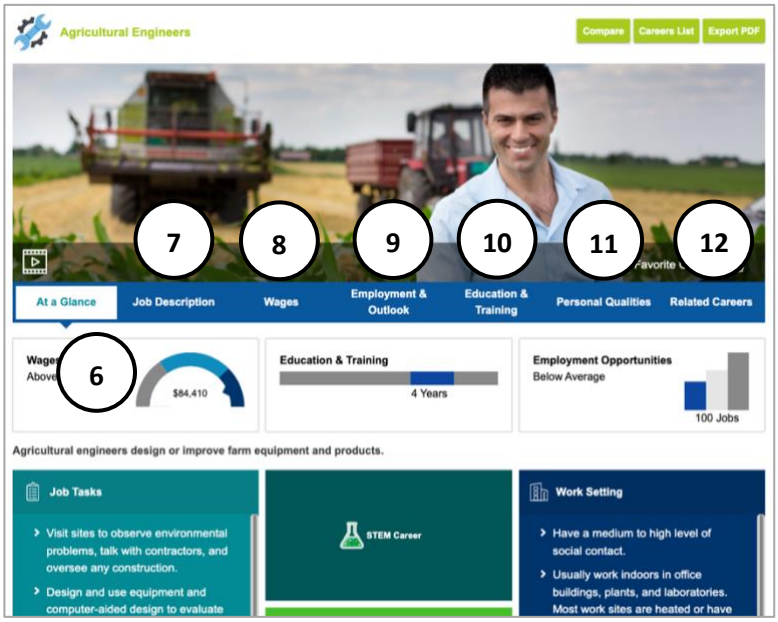
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Careers

Research careers by title or cluster with the **Career Index.** CIS 360 contains 650+ career and military career profiles. The industry profiles are largely based on the North American Industry Classification System (NAICS). The career profiles consist of curated and validated data compiled from multiple sources including, but not limited to, the U.S. Department of Labor Occupational Information Network (O*NET) digital database which is widely recognized as the nation's primary source of career data.



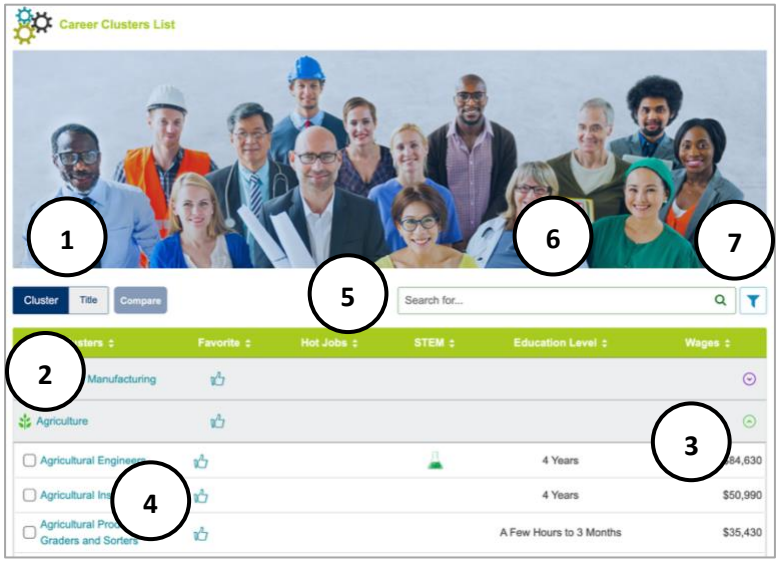
1. The **Careers Index** defaults to **title** view. Select **Cluster** to see the 14 career clusters.
2. Headings sort careers by **Favorites, Hot Jobs** (fast growing, many openings, generally pay well), **Education Level**, **STEM**, and **Wages.**
3. Filter to narrow down results based on **favorites**, **education level**, **wages**, **hot job** (fast growing, many openings, generally pay well), **STEM**, **career cluster groups, apprenticeships,** and **high self-employment**. Results can also be filtered on results from **completed self-surveys**.
4. Select the **thumbs up** to add to favorites.
5. Hover mouse over any **Career Title** to see a description and select the **Career Title** to see the **Career Profile.**



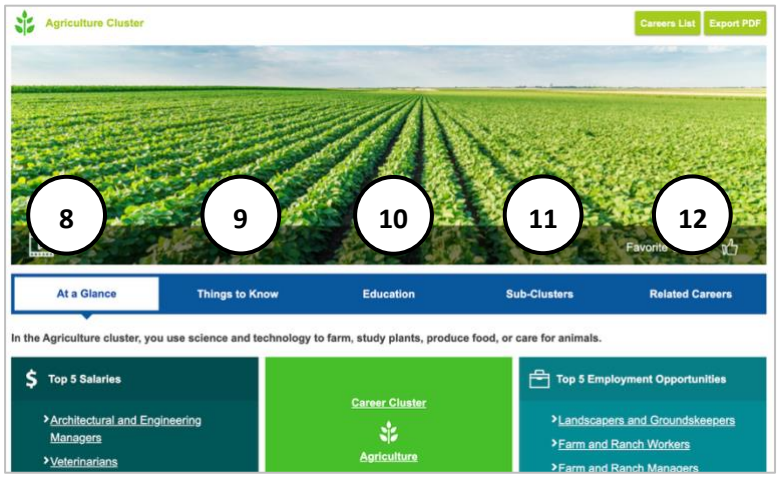
6. **Career at a Glance** is an overview of wages, education, and employment outlook.
7. **Job Description** has tasks, skills, abilities, work setting, and physical demands.
8. **Wages** provides national wage data by annual, monthly, or hourly as well as entry, median, and experienced. Compare national wages to states with **Select State**.
9. **Employment and Outlook** has national data by current employment, job growth, and opportunities. Compare national and state results with **Select State.**
10. **Education and Training** includes preparation, helpful high school courses, knowledge areas, related programs of study, and licensing/certificate information.
11. **Personal Qualities** use self-survey results for Interest Profiler and Work Importance Locator, if completed, to match **Interests** and **Values** to the selected career.
12. **Related Careers** links directly to career and cluster profiles.

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Career Clusters



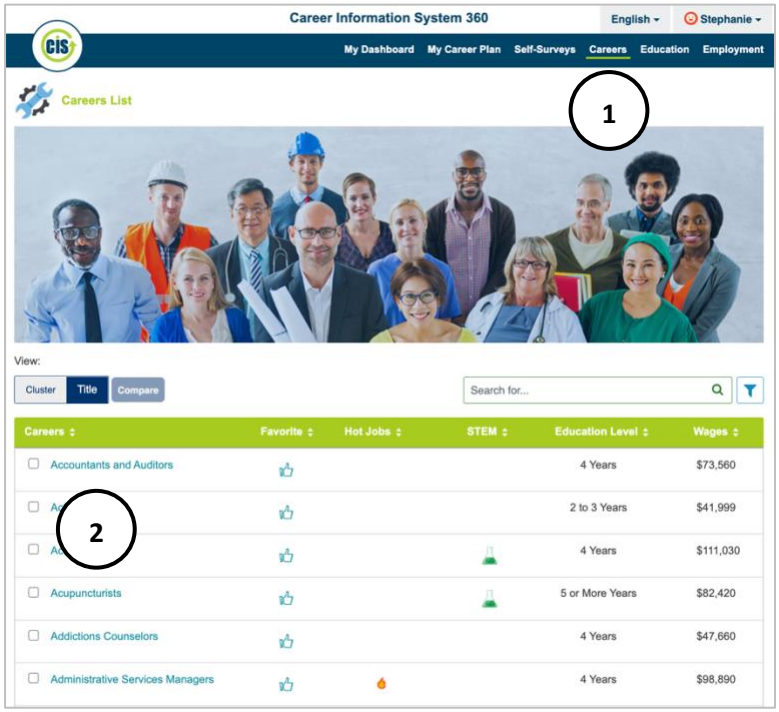
1. Select **Cluster** to categorize by cluster.
2. **Cluster Titles** link to **Cluster Profiles.**
3. The **down arrow** displays careers.
4. **Hover** on cluster or career for a description.
5. Headings sort careers in a cluster by **Title**, **Favorites, Hot Jobs** (fast growing, many openings, generally pay well), **STEM, Education Level**, and **Wages**.
6. **Search** for careers or clusters.
7. Filter results based on **favorites**, **education level**, **wages**, **hot job**, **STEM**, **apprenticeships**, **career cluster group,** and **high self-employment**. Results can be filtered on **completed self-surveys**.



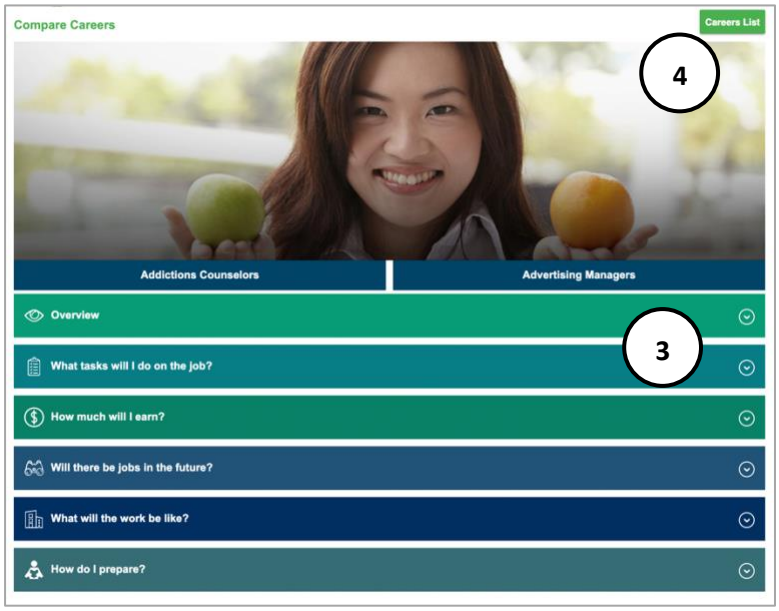
8. Within the Cluster Profile, **At a Glance** has a description, top 5 salaried careers, and top 5 employment opportunities. Clusters contain a descriptive video.
9. **Things to Know** has an overview, required skills, and information about employment and outlook.
10. **Education** has helpful high school courses and links to related programs of study.
11. **Sub-Cluster** represent an organization of related career areas within a cluster.
12. Select **Related Careers** within the cluster to learn more.

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Compare Careers



1. Compare two different careers on the index page.
2. Select check boxes next to two different careers and **compare**.

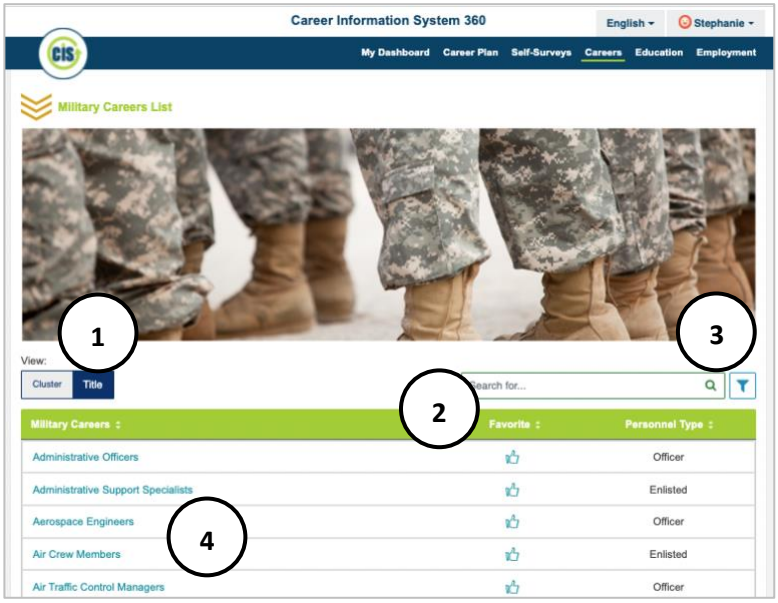


3. The two careers display. Use the **down arrow** to expand and compare the overview, job tasks, wages, employment outlook, work setting, and how to prepare.
4. Select **Career List** to return to the **Career index.**

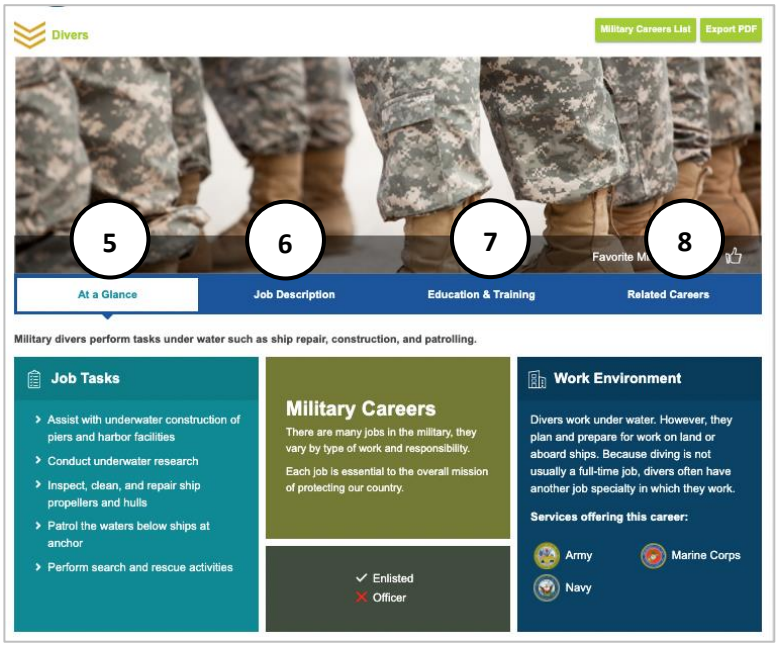
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Military Careers

View the **Military Career Index** by title or cluster. CIS 360 contains 140+ career and 15 cluster profiles. The information consists of curated and validated data compiled from multiple sources including, but not limited to, the U.S. Department of Labor Occupational Information Network (O*NET) digital database and the Department of Defense.



1. The **Military Index** defaults to **title** view. Select **Cluster** to see the 15 clusters.
2. Headings sort careers by **title, favorites,** or **personnel type**.
3. Filter down results based on **favorites**, **personnel type,** and **branch of service.**
4. Hover on a career to see a description and select the title to see the **Career Profile.**



5. **At a Glance** is an overview of job tasks, personnel type (Office or Enlisted), and work environment.
6. **Job Description** has job tasks, work environment, wages, helpful attributes, physical demands, hiring practices, and employment and outlook.
7. **Education & Training** contains education required, training provided, helpful fields of study, and special requirements (ex: a four-year college degree).
8. **Related Careers** has links to related careers and civilian counterpart details.

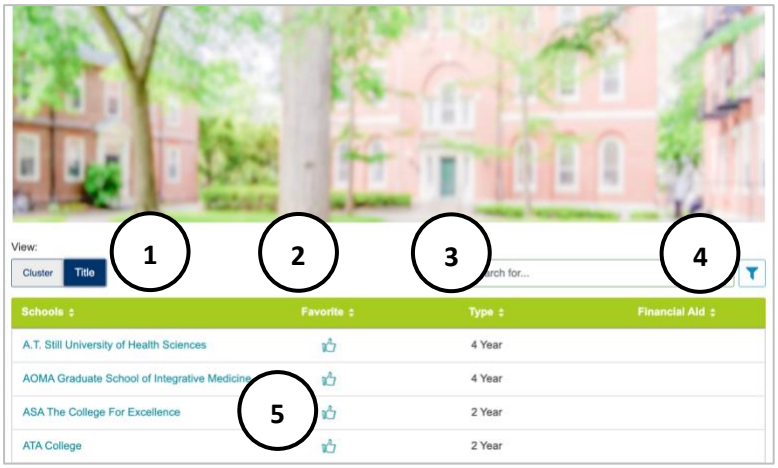
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Education

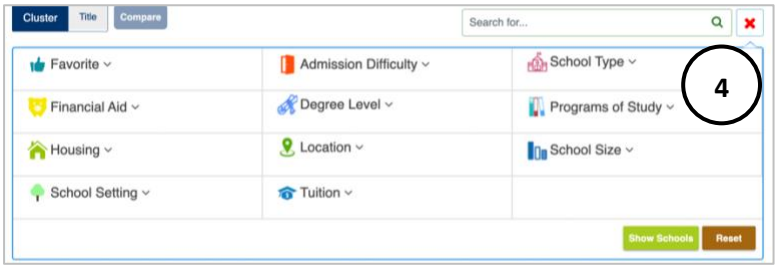
Education houses indexes for **Schools**, **Scholarships,** and **Program of Study**, as well as an external link to **FAFSA**. Indexes contain curated and validated data compiled from multiple sources, including Peterson's, the US Department of Education, and Professional Organizations.

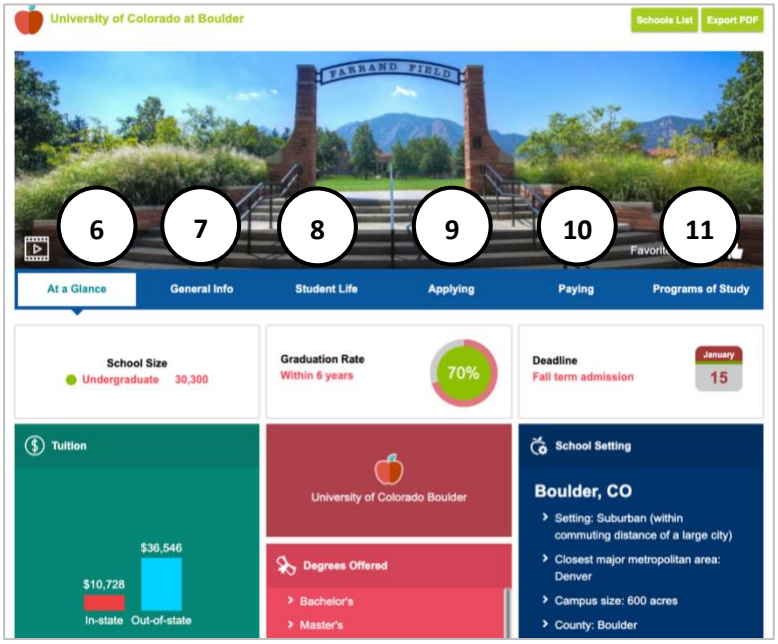
Schools

The **Schools Index** has 5,000+ Career and Technical, 2 Year, and 4 Year schools, including Undergraduate and Graduate Schools. The index defaults to **In-State** schools with the option to view **National**.



1. View schools by **cluster** (state) or **title**. Search i**n-state** or **national** with the radio buttons.
2. Headings sort results by **title**, **favorite**, **type** (2 or 4 year), or **financial aid eligibility** with the header.
3. **Search** for a specific school or city.
4. **Advance filter** school list by **favorite, admission difficulty, school type, financial aid, degree level, programs of study, housing, location, school size, school setting,** and **tuition.**
5. Select a title to see the **school profile.**

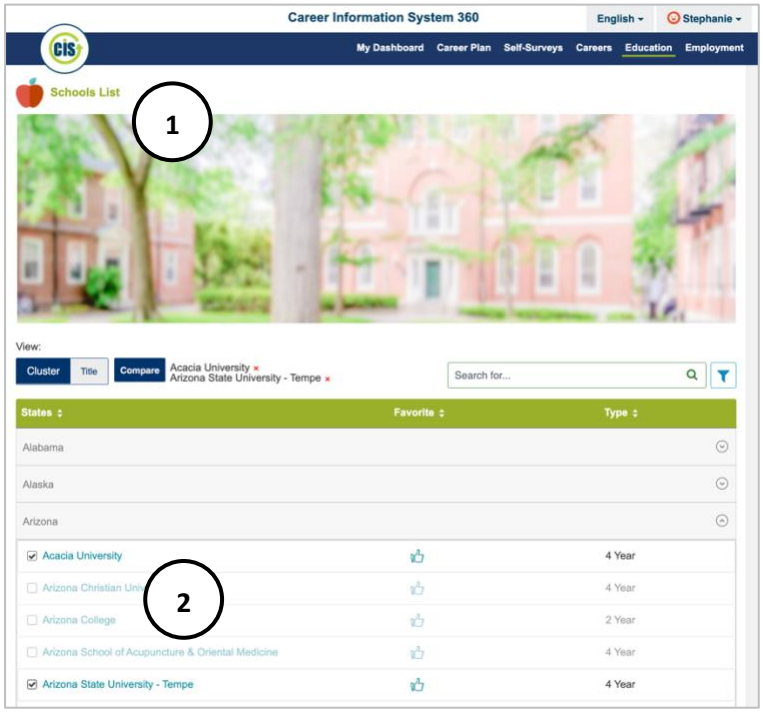




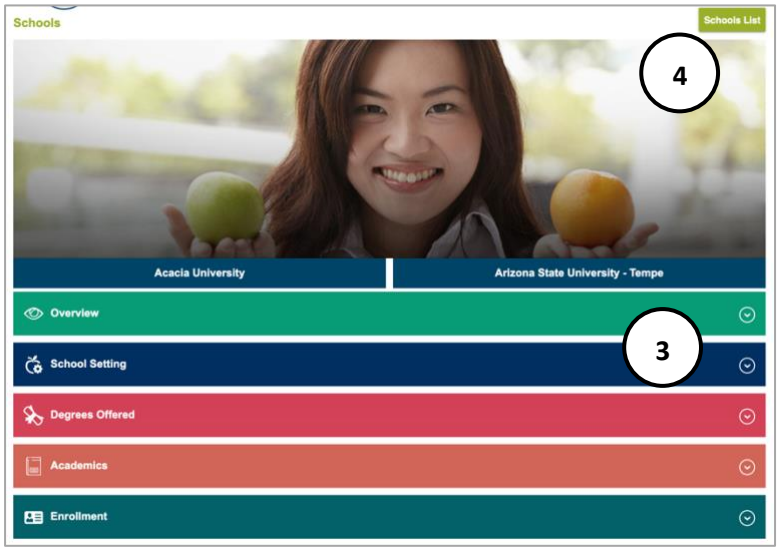
6. **At a Glance** has school size, graduation rate, admission deadlines, tuition, degrees offered, and school setting overview. Schools may have a campus image and video.
7. **General Info** may include date founded, type of school, returning freshman %, address, or academic statistics.
8. **Student Life** may include student body, housing, activities, sports, or services.
9. **Applying** may include entrance difficulty, last year's applicant profile, education required, application dates and requirements, transfer students, and more.
10. **Paying** may include annual costs, things to know, and financial aid details.
11. **Program of Study** may include degrees or certificates offered.

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Compare Schools



1. On the **Schools** list page, compare two different schools.
2. Select check boxes next to two schools and select **compare**.



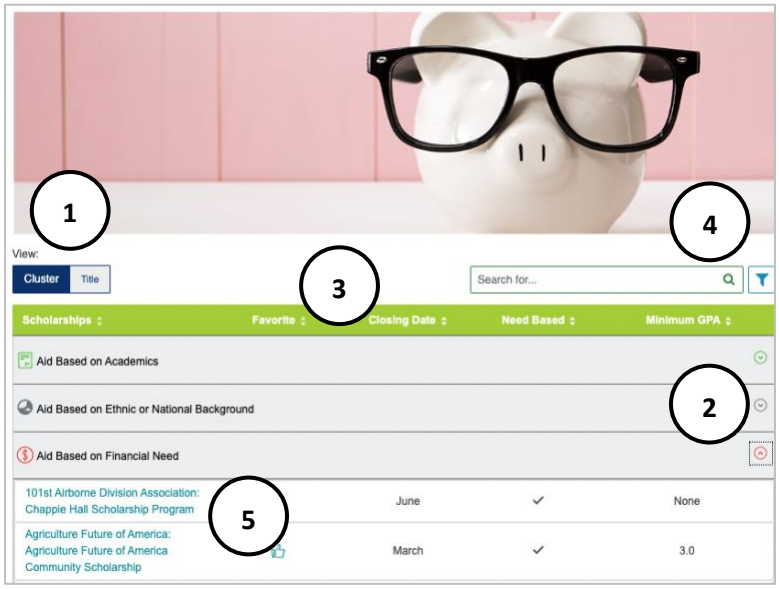
3. The two schools display. Use the **down arrow** to expand and compare categories including:
   - Overview
   - School setting
   - Degrees offered
   - Academics
   - Enrollment
   - Entrance difficulty
   - Application dates
   - Education required
   - Application requirements
   - Applying for financial aid
   - Annual cost for full-time students
   - Financial aid programs
   - List of programs of study

4. Select **School List** to return to the **School Index.**

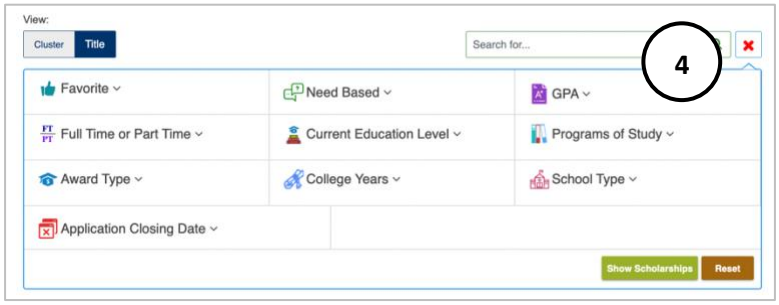
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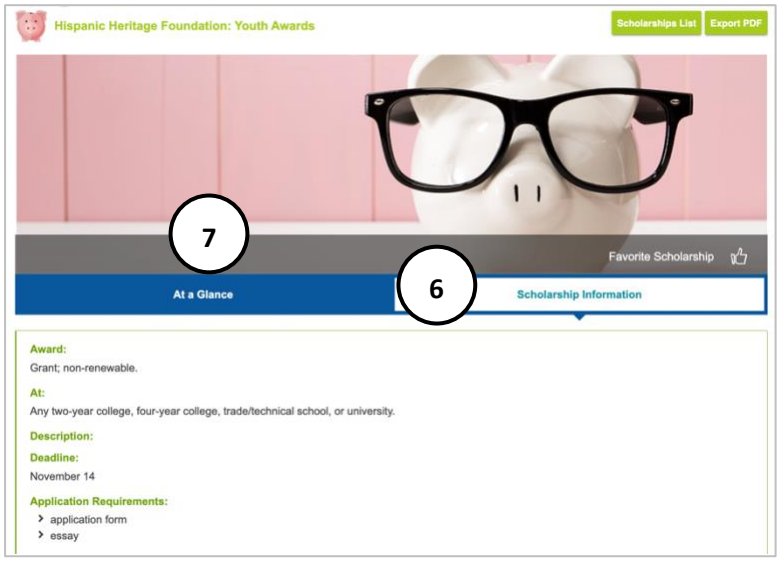
Scholarships

The **Scholarships Index** has 2,700+ scholarships sorted by cluster or title. The title view defaults to **In-State** scholarships with the option to view **National**.



1. View scholarships by **cluster** (category) or **title**. Use radio buttons to change search from **in-state** to **national**.
2. The **down arrow** expands a **cluster** to see scholarships.
3. Headings sort by **scholarship**, **favorite**, **closing date, need-based,** or **minimum GPA.**
4. **Search** or **advanced filter** by **favorite, need based, GPA, full time or part time, current education level, programs of study, award type, college years, school type,** or **application deadline.**
5. Select a title to see scholarship details.





6. **Scholarship Information** may include:
   - **Award type** (scholarship, grant, loan, renewable/nonrenewable)
   - **To Study** lists which programs of study can use the award
   - At which colleges, universities, trade/ technical schools can the award be used.
   - **Description**
   - **Deadline**
   - **Application Requirements** (application form, essay, etc.)
   - **Contact** (address, email, website)
7. **At a Glance** includes general financial aid information:
   - **Types of Financial Aid** definitions (scholarships, grants, loans)
   - **Financial Aid** definition
   - **Explore Scholarship** link
   - **FAFSA** definition and link

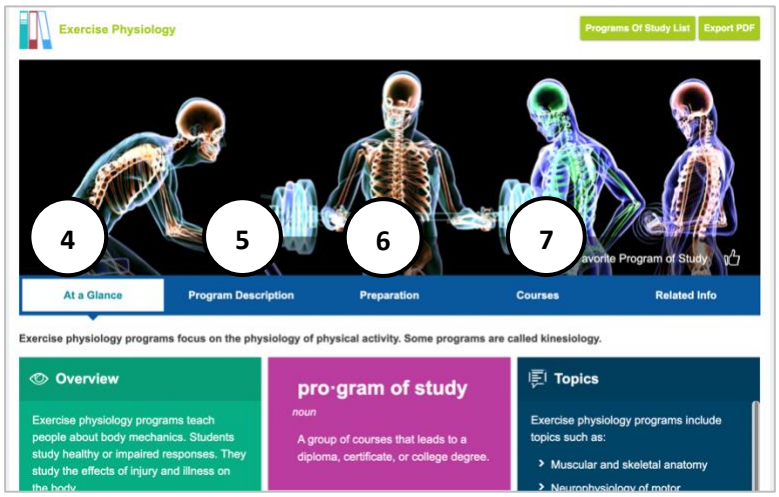
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Program of Study

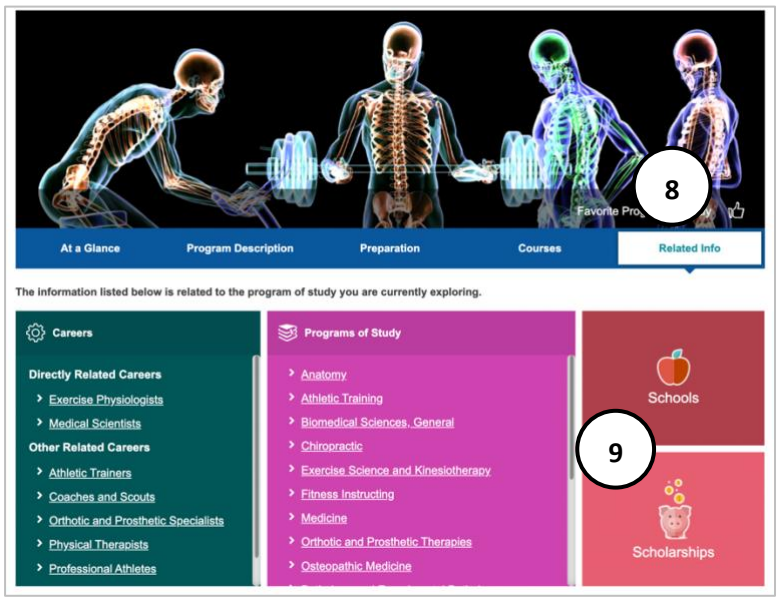
The **Program of Study Index** contains over 650 programs of study and 40 clusters. A program of study is a sequence of courses that leads to a degree or certificate. At colleges and universities, programs of study are called "majors." This index connects careers to schools that provide training and to scholarships related to that training.



1. View program of study by **cluster** or **category**.
2. In **cluster** view, the **down arrow** shows corresponding programs of study.
3. Select a **Program of Study** to see the profile, hover for a brief description.



4. **At a Glance** is a brief **description** of program of study, an **overview**, **topics** studied, and a link to **schools** that offer the program of study.
5. **Program Description** may include in-depth overview, concentration, schools, and things to know.
6. **Preparation** may include helpful high school courses, program preparation, and graduate program preparation.
7. **Courses** lists those that are common in the program.



8. **Related Info** connects users to related items to research within CIS 360, including **Careers** and **Programs of Study**.
9. **Schools** lists those that have the program of study. **Scholarships** lists those that are applicable to the program of study.

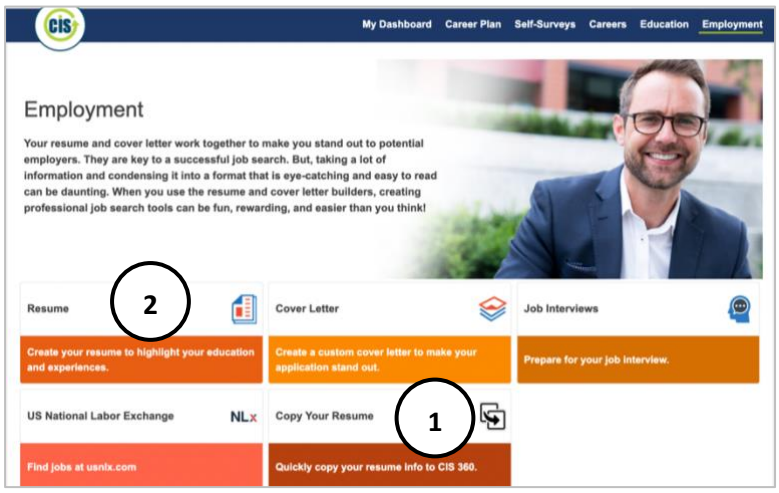
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Employment

Employment houses the **Resume Builder**, **Cover Letter Builder**, **Job Search Videos**, and an external link to the **US National Labor Exchange to** view active job postings by location.

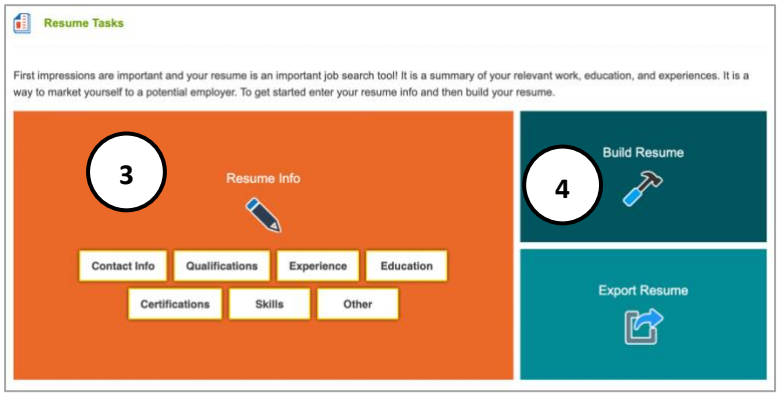
Resume

The **Resume** builder is a tool to help summarize relevant work, education, and experiences for potential employers.



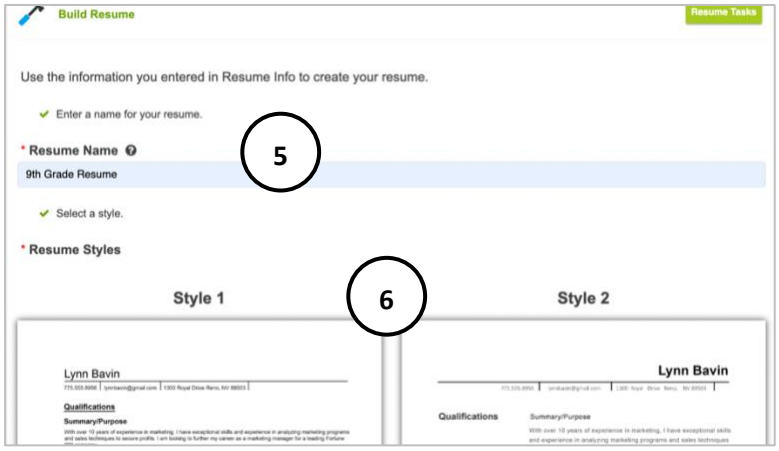
1. If a user has a resume in Enterprise, they can copy resume entries to CIS 360 using the **Copy Your Resume** guide.

2. Customize a resume and create an exportable PDF or Word document. Select **Resume**.



3. To create a resume, first enter **Resume Information**. Select a **category.** Some categories have more than one option (ex: professional, volunteer, or military experience). Enter the category fields. Select **save** when complete.

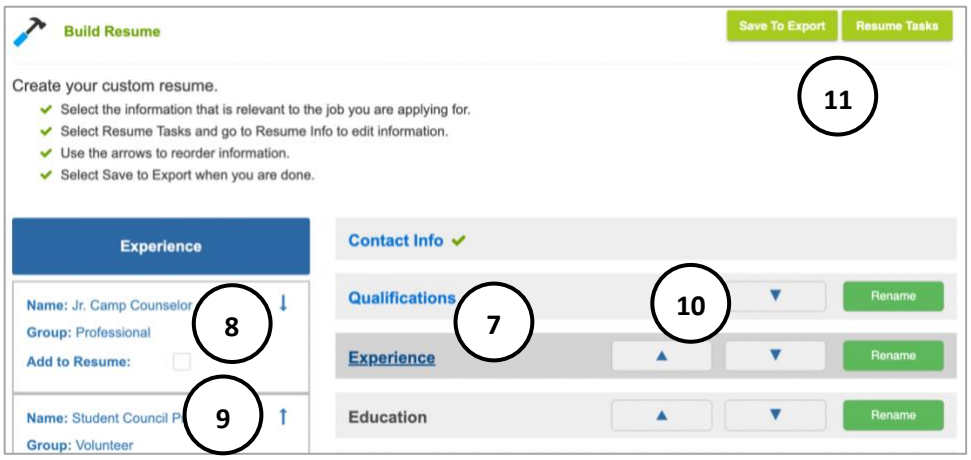
4. Complete all desired resume information and select **build resume** to add the information into a resume format.



5. Enter a **unique name** to manage multiple resumes in CIS 360. This is a required field and does not display on the resume. It is the default file name when exported.

6. Select which **template** to use.

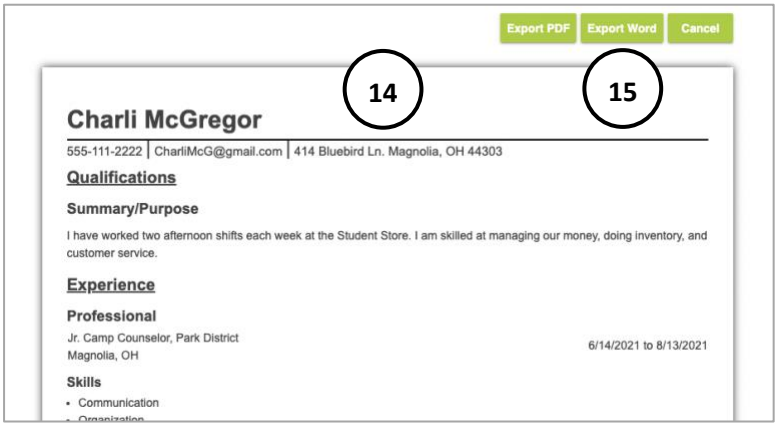
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1. **Build Resume** lists the categories from **Resume Task Info**. If category has entries from **Resume Tasks**, it displays as blue text with a link. If it does not have entries, it is black without a link. Note that **Contact Info** is automatically added to the resume and is required.
2. Select a category and see entries on the left, select the checkbox to **add to resume.**
3. **Up and down arrows** reorder entries within each category for resume.
4. **Up and down arrows** move a whole category up or down on resume. Select **rename** to change the name of a category (ex: change *other* to *leadership* based on the entry).
5. Select **Save to Export** to advance to the export stage. Select **Resume Tasks** to make edits to the information in a category.



6. In **Export Resume**, select **Resume Tasks** to change entries and info, **Build Resume** to make edits to format and order, or **Cover Letter Tasks** to advance to cover letter.
7. Select **resume title** to see a preview of the resume. Select **delete** to remove.

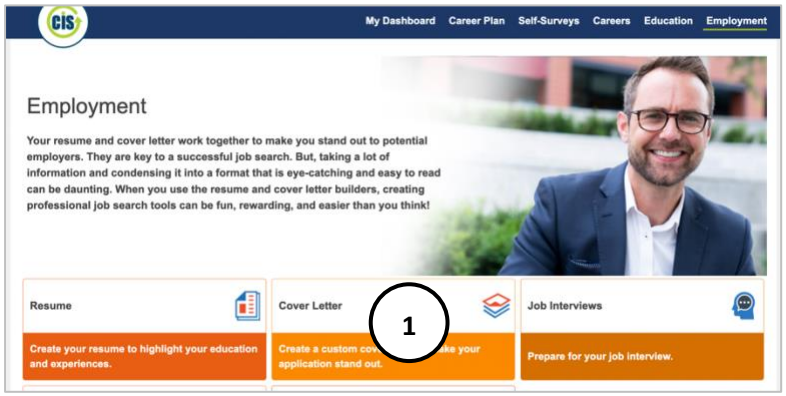


8. **Resume preview** shows the selected categories, entries, and format. Use this screen to proof resume.
9. **Export** resume to PDF or Word. Select **cancel** to return to the resume export landing page. This is helpful to make changes to the resume task information or the order.

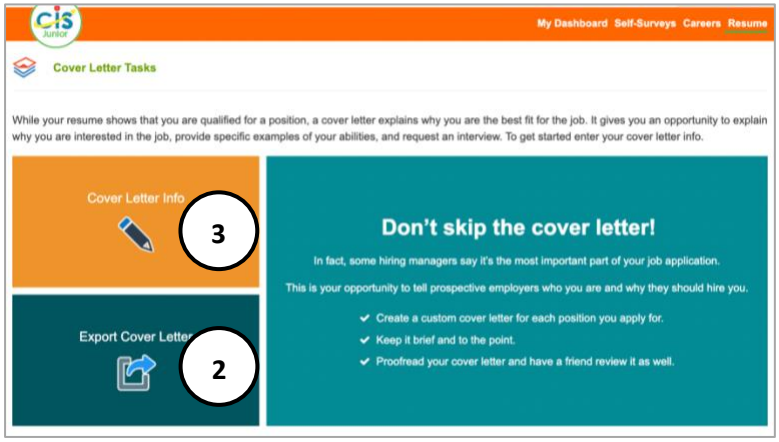
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Cover Letter

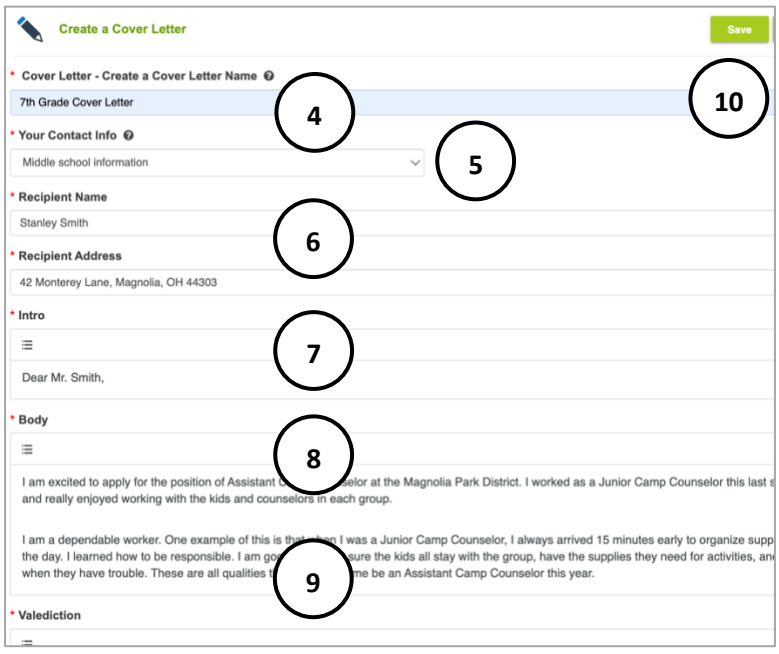
The **Cover Letter Builder** is a tool to help create a customized cover letter that explains interest in a position.



1. Use **Cover Letter Builder** to create a document with consistent format to **Resume Builder**. Select **Cover Letter** to go to **Cover Letter Tasks.**

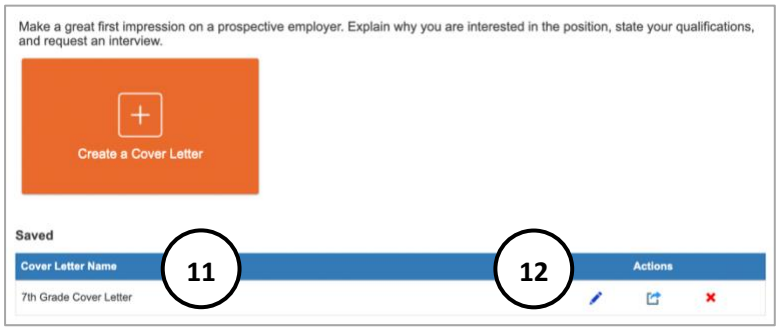


2. Select **Export Cover Letter** to export a previously created and saved cover letter.
3. Select **Cover Letter Info** on **the Cover Letter Task landing page**, then **Create a Cover Letter** to enter cover letter information in the builder.

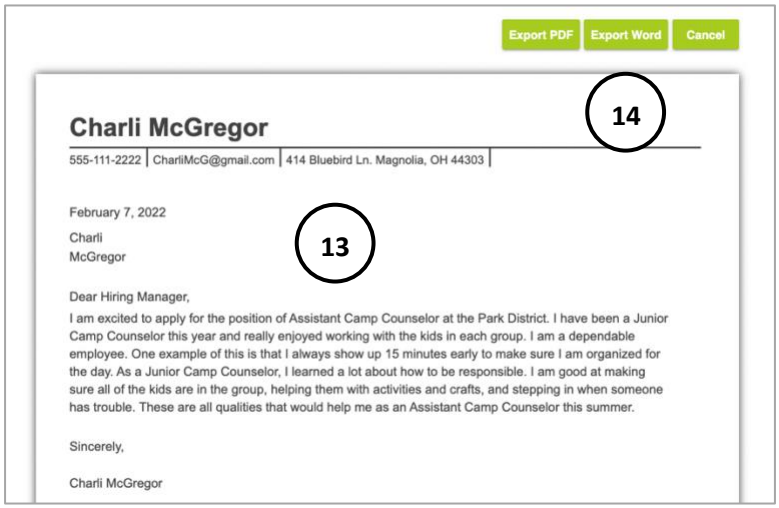


4. Enter a **unique name** to manage multiple cover letters in CIS 360. This is a required field and does not display on the cover letter. It is the default file name when exported.
5. Enter **your contact info** or select the contact information saved from a resume or previous entry (required).
6. Enter the **recipient's name and address** to display at the top of the cover letter (required).
7. Create an **intro** greeting, ex: Dear Hiring Manager (required).
8. Create **body** text, in paragraph or bullet format (required).
9. Enter **closing** (required).
10. Proofread and select **save.**

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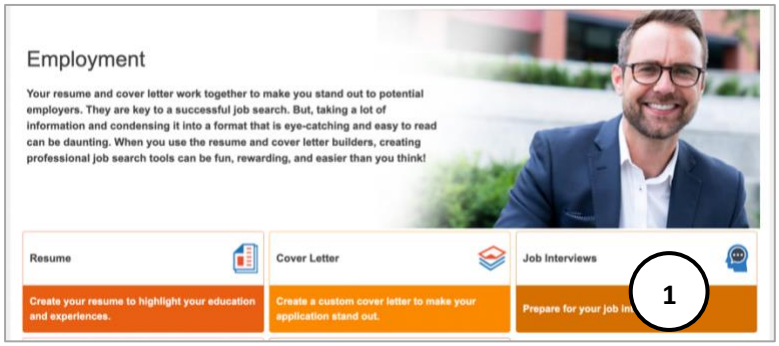
11. Find the document in the list of saved cover letters. This is where the unique name is displayed.
12. Options to **edit, export,** or **delete** cover letter.



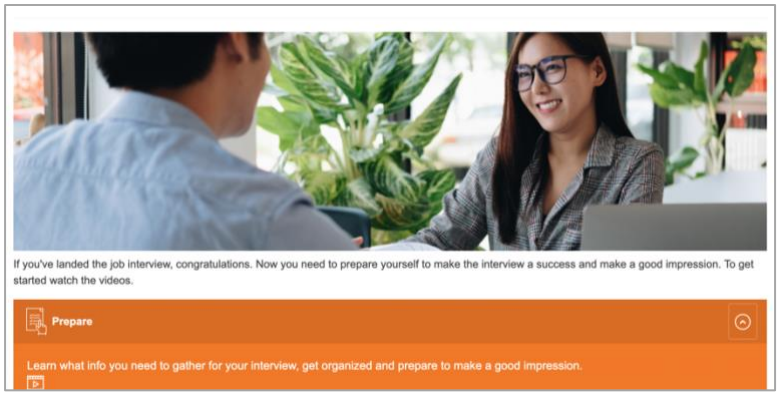
13. The **cover letter preview** displays format and field entries. Use this screen to proofread the cover letter.
14. **Export** cover letter to PDF or Word. Select **cancel** to return to the cover letter export landing page.

Job Interviews

Job Interview videos cover topics to prepare, practice, interview, and follow up for an interview.



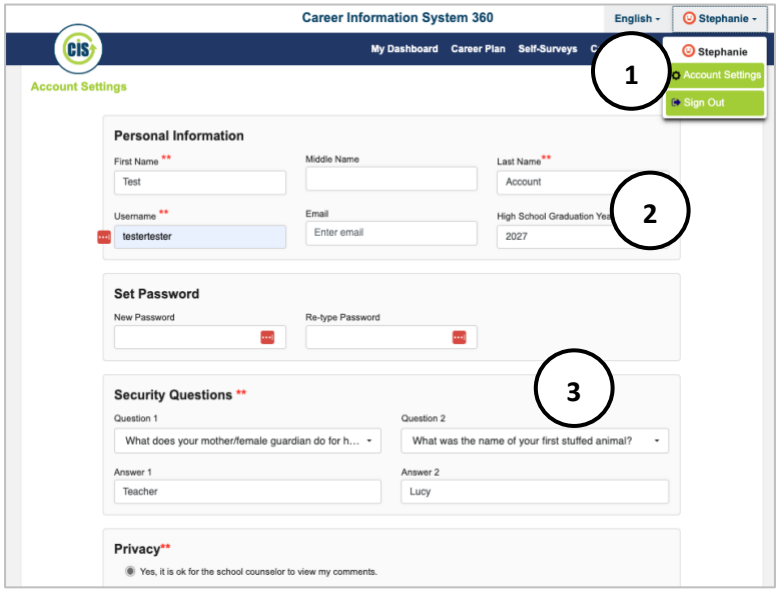
1. Select **Job Interviews.**



2. Select **category** for a brief description and pop-up video.

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Account Settings



After a user's portfolio is established, they can log in and make edits to their settings.

1. Select name in the top corner and **account settings**.
2. Update information including name, email, and high school graduation year. ** indicates a required field that state or site sets.
3. Use this option to change a log in password or update security questions.



4. If an account needs to be moved to another school/organization, users are prompted to ask the new site for its username and password and enter it here.
5. Users can customize their profile image and dashboard banner. They can insert a URL that ends in .jpg, .jpeg, .png, .gif, .svg, or .bmp., or pick an emoji from the list.

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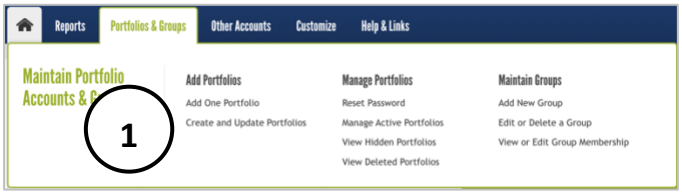
Admin Tools

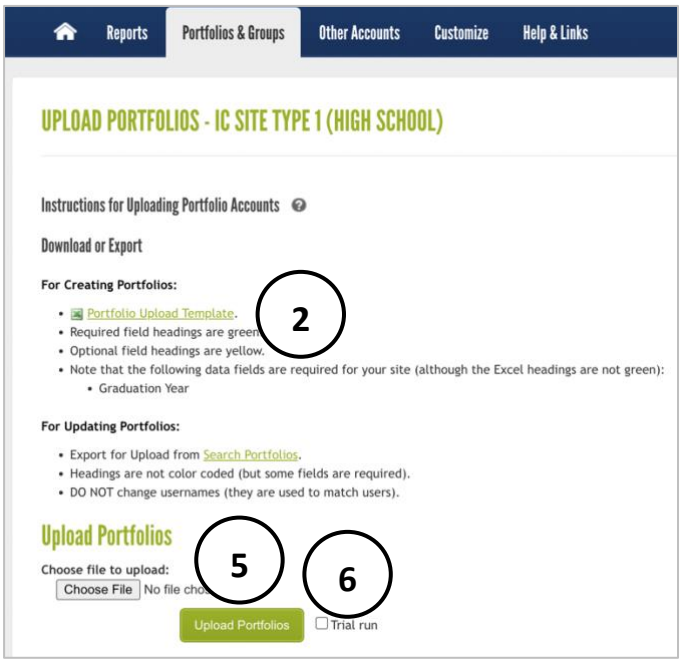
Creating Portfolios

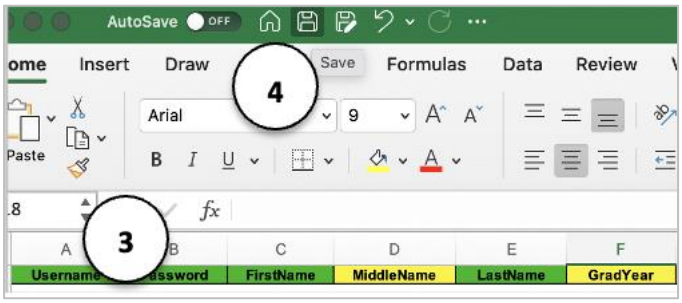
Sites have two options to set up new adult users in CIS 360:

1. Batch Upload
2. User Creates Profile

Batch Upload Profiles: The site sets up user profiles, usernames, and passwords and provides information to users.







1. Log in to Administrative Tools with your Site Administrator or staff username and password. Select **Create and Update Portfolios** under the **Portfolios & Groups** tab.

2. Download the **Portfolio Upload Template.**

3. Fill out the template with users listed on individual lines. It is important not to change the order or format of the template.

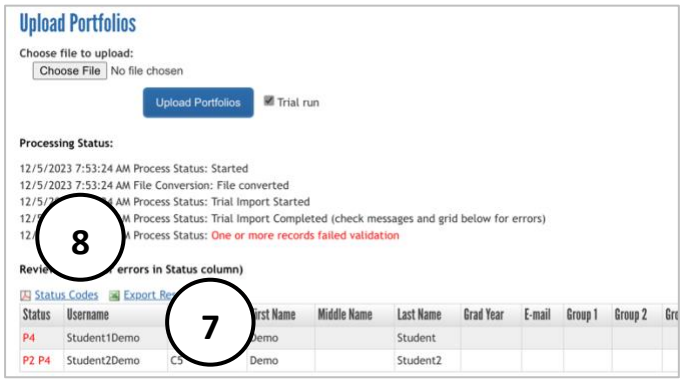
    - Green fields are required; yellow fields are optional. **Note**: some states require Graduation Year, but the Graduation Year field header does not display green. Check with your state contact to learn if your state requires portfolios to enter graduation year. Graduation year is required for some optional Career Plan settings.

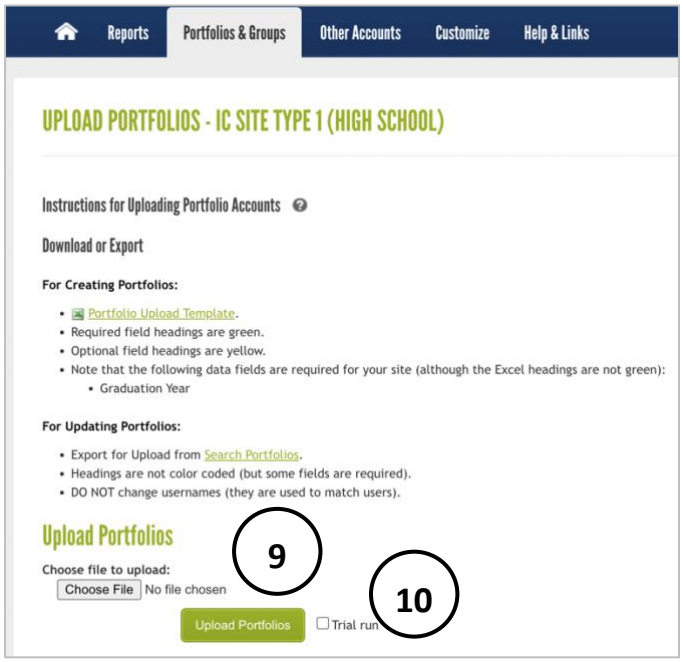
4. When finished with data entry, save this file to your computer with a new name.

5. Return to **Upload Portfolios** and **Browse** for your saved template.

6. Check the **Trial Run** box and select **Upload Portfolios** to find out if the file will upload successfully or if there are errors that need to be corrected.

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7. A list displays with the portfolios in your spreadsheet.

   - Portfolios that contain no errors show nothing in the **Status** column.
   - Portfolios that will not process properly include a status code error in the **Status Column**.

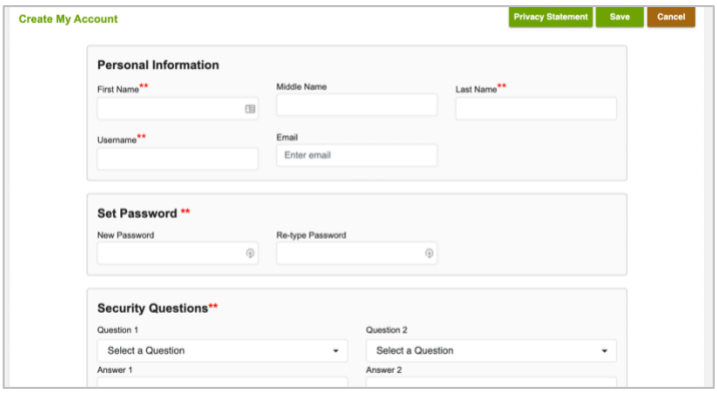
8. If you see an error code, select **the Status Codes** PDF, and locate the status code error. In this example, **P4** means the passwords were not formatted correctly. Fix the identified error in the spreadsheet and save changes to your computer.

9. Fix errors in the spreadsheet, **browse** for the document again, select **Trial Run**, and **Upload Portfolios**. If necessary, repeat steps 7 and 8 until no status code errors appear for any portfolios.

10. When no status code errors appear, uncheck **Trial Run** and select **Upload Portfolios**. A list of successfully uploaded portfolios displays.

Users Create Profiles: Alternatively, sites are provided a **Site Username and Password** when they are activated. Users use this to log in for the first time, and they are prompted to create an account and set their own username and password. This option does not require a site administrator to upload lists and create passwords.

If you need to locate your **Site Username** and **Password**, please contact cishelp@uoregon.edu**.**



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Maintain Portfolios

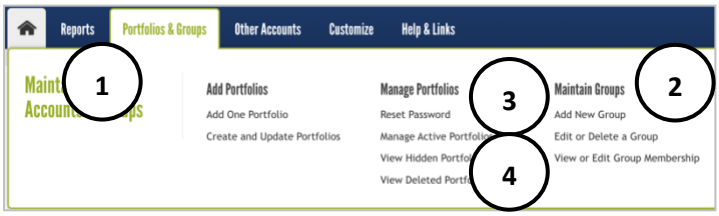
Find, manage, add user portfolios, and reset passwords.



1. Log in to Administrative Tools with your Site Administrator or staff account username and password. Use the **Portfolios and Group** tab.
2. **Reset passwords** for individual users, multiple users, or groups.
3. **Manage active portfolios** to view, edit, reset passwords, hide, transfer, or merge portfolios. Use this option to print a user's portfolio contents.

Create and Maintain Groups

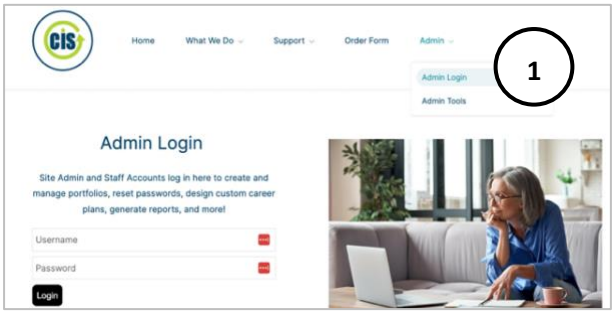
Groups help staff and site administrators run reports and manage portfolios on specific lists of students or clients. Site Administrators and Staff Accounts can create groups of portfolios.



1. Log in to Administrative Tools with your Site Administrator or staff account username and password. Use the **Portfolios and Group** tab.
2. **Add New Group** to create a new group of users, prompting you to name the group and select accounts to be members.
3. **Edit or Delete a Group** to change its name, members, or delete.
4. **View or Edit Group Membership** to view accounts associated with the group, add new accounts, or remove accounts.

Create and Maintain Staff Accounts

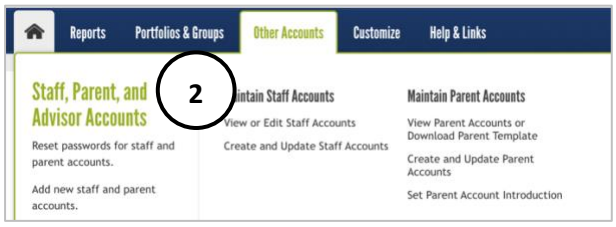
Staff accounts must be created by the site administrator. Create individual accounts, upload a group of staff, or maintain multiple accounts. Staff can access user portfolios, reports, create groups, customize career plans, and more.



Create/Update One Staff Account:

1. Select **Admin** in the menu and **Admin Login.** Log in as the site administrator. Staff accounts must be created by the site administrator.

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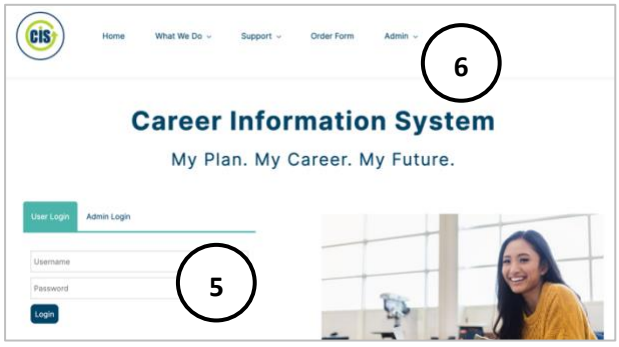
2. Select **Create and Update Staff Accounts** under **Other Accounts**.



3. Select **Add One Staff Account**, add user details, and use check box to email the username and password. Select **Add**.

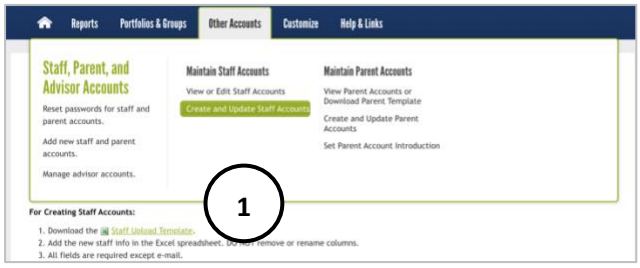


4. View staff accounts, search, reset passwords, edit information, and delete.



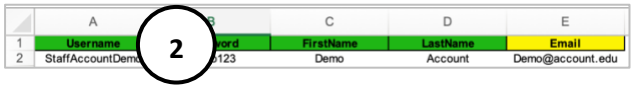
5. Staff accounts can log in through the homepage to access the user facing interface. This allows staff to see their user dashboard, complete self-surveys, favorite items, complete career plans, etc.

6. Staff accounts can log in through **Admin** to access tools like portfolio creation and maintenance, resetting passwords, running reports, creating career plans, etc.



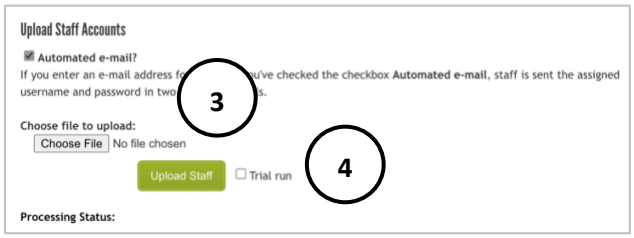
<u>Create Multiple Staff Accounts:</u>

1. Select **Create and Update Staff Accounts** under **Other Accounts**. Download **Staff Upload Template**.

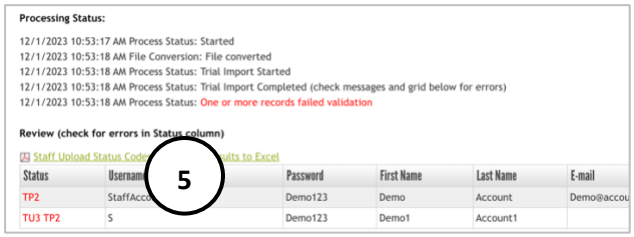


2. Complete template with staff in rows. <u>Do not</u> change the template format. All fields are required except email. When finished, save file to computer with a new name.

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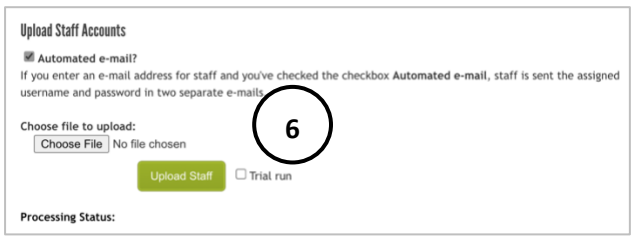


3. Return and **Choose File** to upload revised template.



4. Do a **trial run** to test if the accounts will upload successfully or if there are errors in the spreadsheet. Check **Trial Run** and select **Upload Staff**.

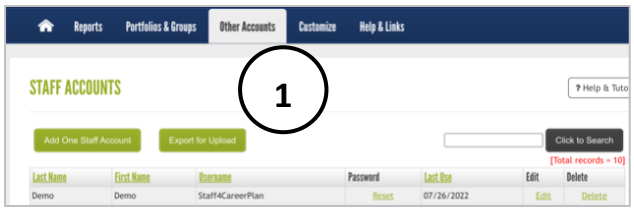
5. Status shows if upload has errors. Accounts that contain no errors show nothing in the **Status** column. Accounts that will not upload include a **red** error code in the **Status** Column. To review error codes, select **Staff Upload Status Codes**. In this example, **TP2** means the passwords are not formatted correctly. Fix the identified error in the spreadsheet and re-save changes to computer.



6. **Choose File** to find updated document, select **Trial Run**, and **Upload Staff**. If necessary, repeat steps 4 and 5 until no status code errors appear.

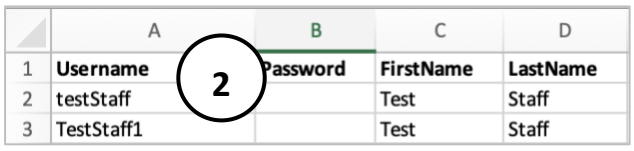


7. When no status error codes appear, uncheck **Trial Run** and select **Upload Staff**. A list of successfully uploaded staff accounts display.



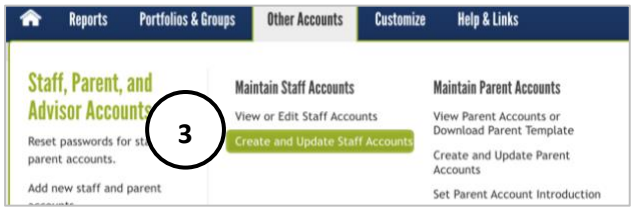
<u>Update Multiple Staff Accounts:</u>

1. Export existing staff accounts by selecting **View and Edit Staff Accounts** under **Other Accounts**. Select **Export for Upload**.

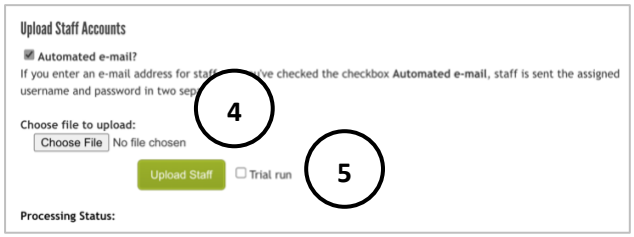


2. Modify staff account details in the spreadsheet. When finished, save file to computer with a new name.
   - <u>Do not</u> remove/rename columns.
   - Keep usernames the same. These are used to match users.
   - All fields required except email.
   - To keep staff passwords or emails the same, leave blank.

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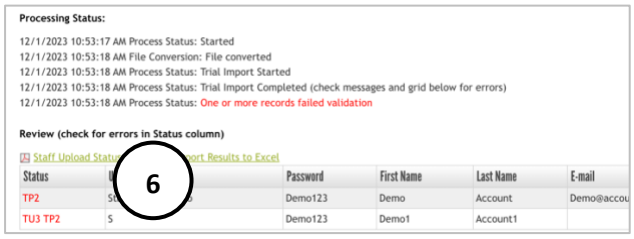


3. To upload updated account details, select **Create and Update Staff Accounts** under **Other Accounts**.

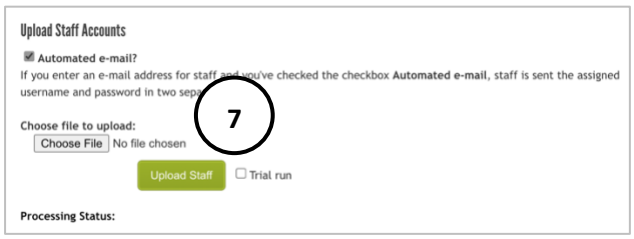


4. Return and **Choose File** to upload revised template.

5. Do a **trial run** to test if the accounts will upload successfully or if there are errors in the spreadsheet. Check **Trial Run** and select **Upload Staff**.



6. Status shows if upload has errors. Accounts that contain no errors show nothing in the **Status** column. Accounts that will not upload include a **red** error code in the **Status** Column. To review error codes, select **Staff Upload Status Codes**. In this example, **TP2** means the passwords are not formatted correctly. Fix the identified error in the spreadsheet and re-save changes to computer.



7. **Choose File** to find updated document, select **Trial Run**, and **Upload Staff**. If necessary, repeat steps 4 and 5 until no status code errors appear.



8. When no status error codes appear, uncheck **Trial Run** and select **Upload Staff**. A list of successfully modified staff accounts display.

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