

MY AGGIE JOURNEY:

CREATING INTENTIONAL JOURNEYS THROUGH THE
DEVELOPMENT OF AN ADVISING EPORTFOLIO

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OVERVIEW

Research & Inspiration

Creation Process

My Aggie Journey in the Arts

My Aggie Journey for LFA Scholars

WHY EPORTFOLIOS?

"Advising e-portfolios are teaching tools designed to assist students in improving their decision-making, goal-setting, and planning skills—capacities which are necessary in order for students to be actively engaged in managing their own learning."
(Ambrose, Martin, and Page, 2014)

"Recognizing that advising is teaching, NACADA members have promoted the advising syllabus as a means to identify learning outcomes students can attain through the advising process. The eportfolio contributes to the achievement of numerous learning goals."
(Ward, 2014)

"Learning through reflection provides students with a powerful, lifelong skill applicable to all facets of life." (Chatham-Carpenter, 2010)

SELF-AUTHORSHIP

3 Elements of Self-Authorship

- Trusting the internal voice
- Building an internal foundation
- Securing internal commitments

"[Educators] can help students process the building of their internal foundations through interactive reflection and discussion activities and assignments." (Baxter Magolda, 2008)



CREATING AN ADVISING EPORTFOLIO



VISIONING

- Collaborative reflective process
 - Research
 - Colleagues/Contributors
- Series of Brainstorms
 - What exists
 - What is needed
 - How My Aggie Journey can address the gap between what exists and what is needed to enhance learning



CONTENT DEVELOPMENT



- Consider what exists and what is needed
- Consider what stories, voices, and ideas you would like to expose students to
- Module Format
 - Inspiring Quote
 - 1-2 Videos
 - Resources for Additional Exploration

IMPLEMENTATION

- Combine with existing programming
 - Ex: Mandatory Advising for ART/CDM or Summer Residential Program for LFA Scholars
- Provide orientation to site, modules, and activities to facilitate process for students

ASSESSMENT

- Qualitative Data Analysis this Summer
- ~90 Responses from the My Aggie Journey Mandatory Advising activities
- ~25-29 Responses per LFA Scholars activity

ADAPTING MY AGGIE JOURNEY FOR USE IN DIFFERENT SETTINGS

Arts Group Advising Center

- Integrated into Mandatory Advising requirements for students with Mandatory Advising holds in Art Studio and Cinema and Digital Media.
- 2 Groups
 - First Year Transfers
 - Second Year Students

Center for African Diaspora Student Success

- Integrated into the Linda Frances Alexander (LFA) Scholars' Summer Residential Program for incoming first year students.

MY AGGIE JOURNEY IN THE ARTS

My Aggie Journey ePortfolio Project

Goals and Outcomes

High School Admits

	Learning Centered Integrative Advising	Canvas ePortfolio Project
First Year	Goal: Students are oriented to the structure of education and advising at UCD	Goal: Students understand their strengths, the role they play in shaping their own education→ making their education their own, and defining their success
	<p>Outcomes</p> <ul style="list-style-type: none"> ➤ Students understand advisor/advisee responsibilities. ➤ Students understand that responsibility for their education is their own. ➤ Students can explain the different purposes of GE and Major classes. ➤ Students know what campus resources are available. ➤ Students know who advises them on different requirements ➤ Students understand several ways that going to office hours and connecting with faculty can be useful. ➤ Students understand the importance of the course syllabus (can list 3 reasons). ➤ Students will develop an annual plan (academic or goal based). 	<p>Outcomes</p> <ul style="list-style-type: none"> ➤ Students explore and understand their individual strengths and interests (Activity: Sharing Stories) ➤ They begin exploring multiple goals---academic, personal, professional. ➤ They begin defining their own journeys and measures of success (Activity: Success vs Excellence) ➤ Students can identify how their major/UCD learning outcomes align or do not align with their goals (Activity: Reflection) ➤ They choose one piece of work that highlights their strengths ➤ Students learn about SMART goals, HARD goals, etc. and identify their own method for goal setting and accountability (Activity: Setting & Meeting Goals, Personal Development Plan)
	Goal: Students are connected to their major and think of themselves as the product, not the degree.	Goal: Students identify their passions, skill set, and areas for future growth. They identify resources for their individual growth and development that align with these passions and/or help them further develop their skill set

MY AGGIE JOURNEY IN THE ARTS

≡ [My Aggie Journey for the Arts](#) > Syllabus

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My Aggie Journey for the Arts

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Welcome to My Aggie Journey!

Your journey as an Aggie is an exciting chapter. The Arts Group Advising Center is here to support you on your journey by providing holistic academic advising services that empower you to define your academic, career, and life goals and to create meaningful educational experiences. My Aggie Journey was developed with this in mind, to provide an opportunity for you to engage with a variety of perspectives on topics relevant to your success at U.C. Davis and beyond. You are encouraged to review all modules and activities but are only required to complete Mandatory Advising modules assigned to you. If you have any questions or concerns please contact ppretell@ucdavis.edu.

My Aggie Journey Module Topics:

Year 1 - Making Education Your Own

- Fall Quarter - Recognizing Your Strengths
- Winter Quarter - Deconstructing Passion
- Spring Quarter - Defining Your Journey

Year 2 - Intentional You

- Fall Quarter - Expanding Your Toolkit
- Winter Quarter - Exploring Success
- Spring Quarter - Leadership in a Changing World

Year 3 - A Multidimensional Approach to Success

- Fall Quarter - The Power of Failure
- Winter Quarter - Assessing Your Lifelong Goals
- Spring Quarter - Theory vs. Practice

Year 4 - Looking Forward - Graduation and Next Steps

MY AGGIE JOURNEY MODULES



What is success? Who defines it? How do we achieve it?

Success is defined in many different ways. As a student and a human being, you will come to define and redefine your own success and ultimately your journey in life. The video below explores what people define as success. As you can see from the video definitions of success vary across generations, and life experiences. It may be that what you hold as important in the present to be successful will also change, develop, and transform over time.



Well-being As a Catalyst for Success

Your holistic well-being is essential to your lifelong success. Understanding the different dimensions of wellness and the importance of well-being is vital to your journey at UC Davis and beyond. Student Health and Counseling Services defines wellness as "an active process of becoming aware of and making choices toward a healthy and fulfilling life." Explore the Eight Dimensions of Wellness below and consider the role each plays in your success as student.

MY AGGIE JOURNEY MODULES



Mindset for Achievement - Excerpt from MindsetOnline.com

Mindset are beliefs—beliefs about yourself and your most basic qualities. Think about your intelligence, your talents, your personality. Are these qualities simply fixed traits, carved in stone and that's that? Or are they things you can cultivate throughout your life?

People with a fixed mindset believe that their traits are just given. They have a certain amount of brains and talent and nothing can change that. People with a growth mindset, on the other hand, see their qualities as things that can be developed through their dedication and effort. Sure they're happy if they're brainy or talented, but that's just the starting point. They understand that no one has ever accomplished great things—not Mozart, Darwin, or Michael Jordan—without years of passionate practice and learning.

Resources for Additional Exploration

The Power of belief -- mindset and success: <https://www.youtube.com/watch?v=pN34FNbOI0c>

Test Your Mindset: <https://mindsetonline.com/testyourmindset/step1.php>

Tips for Changing Your Mindset: <https://mindsetonline.com/changeyourmindset/firststeps/index.html> 

Office of Educational Opportunity & Enrichment Services: <https://opportunity.ucdavis.edu/>

Success Coaching and Learning Strategies: <https://opportunity.ucdavis.edu/services/scls>

Student Health and Counseling Services: <https://shcs.ucdavis.edu/>

MY AGGIE JOURNEY ACTIVITY

QUESTION # 1

What does success look like to you? What are the components or characteristics of success? What do you feel you need in order to succeed?

"Success, for me, isn't measured through superficial metrics such as money. Rather, I believe success is measured by the impact I leave in this world. I aim to create meaningful relationships and develop as an individual. Success to me is like happiness, accomplishing all the goals I set for myself, big or small, are successes in my eyes. In order to succeed feel like I need a strong support group, and the tools necessary to never stop learning. I strive to always be better, to be greater; I enjoy the challenge of life and when I overcome obstacles - then I feel successful."

MY AGGIE JOURNEY ACTIVITY

QUESTION # 2 (2ND YEARS)

What are opportunities and strengths related to your wellbeing and success as a student?

"I am a very hardworking and motivated individual. I love being challenged, which shows that I'm not afraid to try new things and step outside my comfort zone. I'm also very creative, I have a very high standard for the type of content I create. I'm also a dependable person, I will see something through no matter what even if it means reaching out for help. I'm constantly testing myself and bettering my skills. I'm also very flexible and easy-going I try to be there for everyone."

MY AGGIE JOURNEY ACTIVITY

QUESTION # 2 (FY TRANSFERS)

Describe a challenge or obstacle you had to navigate this quarter. What tools did you use to address or overcome the challenge/obstacle?

"One of my biggest obstacles this quarter is balancing 40-hour work weeks, school loads with full units, and living on my own and taking care of my own place. In order to overcome these obstacles, I will need to work on tightening my focus during study sessions, completing homework and readings on a timely manner, and creating working calendars and reminders that boost productivity while also balancing my home/work life. Study groups would help me academically while keeping a close-knit friend group will help me keep some of my smaller personal goals in line."

MY AGGIE JOURNEY FOR LFA SCHOLARS

CULTURE OF EXCELLENCE

EXPLORING SUCCESS

ADDRESSING CHALLENGES

CHARTING YOUR JOURNEY

LFA SCHOLARS MODULES



Members of our community have embodied a culture of excellence and scholarship at UC Davis for more than 50 years. As a Linda Frances Alexander Scholar you too will have the opportunity to add to the accomplishments and legacy of our community. As you begin your journey as a scholar on this campus we encourage you to reflect on what being a scholar means to you.

Being a scholar is so much more than being a student. Being a scholar is a choice. It goes beyond attaining your bachelor's degree. Your degree alone is solely a piece of paper outlining your studies. Your ability to demonstrate the knowledge and skills learned during your undergraduate career is what gives your diploma the most value. During your time at UC Davis, you will have the opportunity to explore new fields of study you had not prior to coming here. You may have the opportunity to engage in research or projects that hold academic and personal significance to you. You may have the opportunity to pursue new areas of inquiry that stimulate your intellectual curiosity or personal interests. As a student you will be presented with choices that will shape your undergraduate journey.

Being a scholar is a commitment to your academic, personal, and professional development. Scholars are often intellectually curious, creative thinkers, and reflective leaders. Scholars often explore complex and diverse perspectives in their journey to mean-making.

We encourage you to be intentional in your journey at UC Davis and in your development and exploration of self and the world of knowledge. Explore the perspectives presented in the videos below regarding scholarship, learning, and intellect and then reflect on what this means for you.



LFA SCHOLARS MODULES



Academic Excellence

Academic excellence is much more than a GPA. Academic excellence requires a commitment to the learning process. Academic excellence requires you to go beyond passive learning and engage holistically with the process through critical thinking and inquiry. Students who embody a culture of academic excellence often engage in research or projects related to their educational interests and/or passions.

Resources for Additional Exploration

Explore New Areas of Study via the Major Card Sort Tool: <http://academicadvising.ucdavis.edu/majorcardsort/>

Internship & Career Center: <https://icc.ucdavis.edu/index.htm>

Undergraduate Research Center: <http://urc.ucdavis.edu/>

Undergraduate Research Week (10/8-10/12): <http://urc.ucdavis.edu/events/UG%20Week.html>

Quote's Author - About Susan L. Taylor

Susan L. Taylor is an American editor, writer, and journalist. She is the Founder and CEO of the National CARES Mentoring Movement, a recognized national leader in the recruitment, training, and engagement of Black mentors. Taylor also served as the Editor-in-Chief of *Essence* magazine from 1981 to 2000. In 2002, she was inducted into the American Society of Magazine Editors' Hall of Fame for her work at *Essence*. You can follow Taylor's current work at <https://twitter.com/iamsusanitaylor?lang=en>.

LFA SCHOLARS ACTIVITIES

Culture of Excellence Activity Questions:

Question 1: What does being a scholar mean to you?

Question 2: How have you demonstrated, or how do you plan to demonstrate, academic excellence in your higher education journey?

Addressing Challenges Activity Questions:

Question 1: Describe a time you advocated for yourself successfully. What was the situation and what did you do in response to that situation?

Question 2: Reflecting on the FEAR acronym and the stories you heard in this module, in the LFA Program, and in your life, what does fear mean to you?

CLOSING THOUGHTS