Advising, Counseling, & Mentoring with ePortfolios

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Interim Coordinator, Notre Dame ePortfolio Engagement Program
<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Social Networking</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection</td>
<td>Connect (Friending)</td>
<td>Archiving</td>
</tr>
<tr>
<td>Selection</td>
<td>Listen (Reading)</td>
<td>Listening/Thinking</td>
</tr>
<tr>
<td>Reflection</td>
<td>Posting (Blogging)</td>
<td>Digital Storytelling</td>
</tr>
<tr>
<td>Direction/Goals</td>
<td>Posting (Publishing)</td>
<td>Collaborating</td>
</tr>
<tr>
<td>Presentation</td>
<td>Share (Linking/Tagging)</td>
<td>Publishing</td>
</tr>
<tr>
<td>Feedback</td>
<td>Respond (Commenting)</td>
<td></td>
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</tbody>
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University of Notre Dame Career Services Skill List

Integrated from the following sources:
* National Association of Colleges and Employers (NACTE) Top 10 list
* University Notre Dame Outcomes
* University Notre Dame Employer Surveyed list of Skills (2005)
* Literature Review by Annie Selak & Rose Kopec (2012)

Top 10 Skills:
1. Ethical Conduct/Integrity
2. Critical Thinking/Analytical Ability
3. Team Work
4. Verbal and Written Communication
5. Initiative/Motivation Towards Goals
6. Visionary/Innovative
7. Decision Making/Problem Solving
8. Globally and Diverse Minded
9. Research/Project
10. Technical/Scientific
Career Objectives

My goal is to find a role in which I can use my abilities in a collaborative environment that allows me to fulfill the ND mission, not only for the university but also to society.

Where do I want to be?

It's hard to have a specific area of interest but there are certain jobs I would like to be involved in. I would like to be involved in a role where I may find myself in, and help make the organization's success happen.

Why me?

• I'm motivated to work hard and make a difference.
• I'm a team-player who is excited and willing to take on new challenges.
• I possess a unique combination of skills that make me an adaptable employee.

Why did I choose to major in Business?

I love to read and write, and I believe that the content I have learned during my undergraduate career has provided me with an invaluable verbal and written communication skill set. I have been able to apply these skills to both academic and professional settings.

• The liberal arts are my key to motivation, providing me with the ability to process information, an understanding of the world and prioritize, and vital life skills.
• The most desired employment skills on campus are team building, interpersonal skills, oral communication, listening, personal/career development, critical thinking, problem-solving, and multicultural competency.

Academics/Skills

Below, I detail my experiences that have helped me develop the following skills:

<table>
<thead>
<tr>
<th>Critical Thinking/Analytical</th>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSB case studies</td>
<td>• Worked with other Interns to promote College Football Hall of Fame Enshrinement Festival</td>
</tr>
<tr>
<td>U.S. Foreign Policy, English, and History coursework</td>
<td>• Worked with other bag-room staff members at the Country Club of Rochester to consistently deliver quality service to members</td>
</tr>
<tr>
<td>See Goals page for academic examples from coursework</td>
<td>• Completed projects and delivered presentations within groups as part of MSB program</td>
</tr>
<tr>
<td></td>
<td>• Coordinated lose the shoes tournament with students</td>
</tr>
<tr>
<td></td>
<td>and ND Marketing Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal &amp; Written Communication</th>
<th>Decision Making/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Year of teaching - developed presentation and written skills</td>
<td>• Year of teaching - required to make on-the-spot decisions for students</td>
</tr>
<tr>
<td>• Written and verbal skills developed as an English and History major</td>
<td>• Resident Assistant - required to make decisions regarding student conduct and regarding the well-being of the dorm</td>
</tr>
<tr>
<td></td>
<td>• Soccer Coach - USSF &quot;E&quot; License</td>
</tr>
<tr>
<td></td>
<td>• Soccer Referee - USSF Grade 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global &amp; Diverse Minded</th>
<th>Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study Abroad Experience in Ireland</td>
<td>• Kyle J. Smith - University of Notre Dame</td>
</tr>
<tr>
<td>• Visited relatives in Slovenia for two weeks</td>
<td>• Master of Science in Business Candidate</td>
</tr>
<tr>
<td>• Year of Teaching at an under-resourced school in Texas</td>
<td>• University of Notre Dame</td>
</tr>
<tr>
<td>• Proficient in Latin</td>
<td>• MSB Values</td>
</tr>
</tbody>
</table>
What’s your evidence?

Right now think of 2-3 pieces of evidence that can prove to yourself, parents, potential employer, and/or graduate admissions that could showcase (or that you would want to see):

Who you are? What’s your story?
What you know? Why should I hire you?
What you can do? What skills do you have?
What you value? Why you do what you do?
<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-Categories/Types</th>
<th>Artifacts/Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>Identification Data</td>
<td>Name/Email/Work Phone</td>
</tr>
<tr>
<td></td>
<td>Documentation</td>
<td>Biographical Statement</td>
</tr>
<tr>
<td></td>
<td>Awards/Certifications</td>
<td>Honors/Program certificates</td>
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<tr>
<td></td>
<td>Service</td>
<td>Volunteer Projects</td>
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<tr>
<td>Education</td>
<td>Education History</td>
<td>Current Enrollment</td>
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<tr>
<td></td>
<td>Academic Record</td>
<td>Transcript/Degree Audit</td>
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<td></td>
<td>Assessment Results</td>
<td>SAT/ACT Scores</td>
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<tr>
<td></td>
<td>Documentation</td>
<td>Research Papers/Course Work</td>
</tr>
<tr>
<td>Career</td>
<td>Credentials</td>
<td>Resume/CV/Letters of Recommendation</td>
</tr>
<tr>
<td></td>
<td>Career Inventory</td>
<td>Personality/Interests Inventory</td>
</tr>
<tr>
<td></td>
<td>Career Plan</td>
<td>Current Plan and Goals</td>
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<td></td>
<td>Career Performance</td>
<td>Annual/Performance Reviews</td>
</tr>
<tr>
<td>Skills</td>
<td>Computer Skills</td>
<td>Digital Projects/Works Samples</td>
</tr>
<tr>
<td></td>
<td>Learning Skills</td>
<td>Personal/Professional Development</td>
</tr>
</tbody>
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Government Applications

Professional Applications

Educational Applications

Personal Applications
Public Usage of E-Portfolios to build a Productive and Employed Citizenry

“The role of e-Portfolios must likewise be situated within a larger critical discussion about the relationship between citizens and employers and the responsibility of the State. While also helping individuals develop their employability, e-portfolios out to contribute to creating agency, satisfaction, and meaning in their lives as wholes.”

(Cambridge, 2008, p.3)
**First Generation Attributes**

1. Significant lag between persistence and graduation rates (Carey, 2004; Kinzie et al., 2008; Pike & Kuh, 2005).

2. Twice as likely to depart after the first year (Choy, 2001).

3. Represent approximately 30% of attendees at U.S. postsecondary institutions and will be the new majority student by 2020 (Weaver, 2011).

4. Less likely to develop relationships with faculty (Pike & Kuh, 2005; Richardson & Skinner, 1992; Terenzini et al., 1996).

5. Quantity of advisor meetings was as a significant predictor of student retention: for each advisor meeting, the odds that a student would be retained increased by 13% (Swecker et al., 2013).
Skills Gap
Content Vs. Skills War
Hard Vs. Soft Skills Battle

- Problem solving
- Critical thinking
- Teamwork
- Oral communication
- Written communication
- Creative thinking

Ethics/Privacy
Database
C-S Database Languages
Security
Object-Oriented

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“In addition to a resume or college transcript, more than four in five employers say an electronic portfolio would be useful to them in ensuring that job applicants have the knowledge and skills they need to succeed in their company or organization.”

Focus Group Report: What do ND's top recruiters say about Career ePortfolios?

When: April 26, 2013 the Notre Dame ePortfolio Engagement Program (nDEEP) offered a presentation for the ND Career Center Employer Advisory Board.

Who: 11 top campus recruiters from companies such as AT&T, Accenture, Boeing, General Mills, General Electric, Johnson and Johnson, P&G, and Stryker.

*91% (10/11) of recruiters said if a student followed up with them via email with a link to a relevant part of their ePortfolio they would visit it.

*73% (8/11) of recruiters said if a student offered to show them a relevant part of their ePortfolio during a job fair via tablet (iPad) they would be interested.

*64% (7/11) of recruiters said if a student put a link to their ePortfolio on the top of their resume they would visit it.

*55% (6/11) of recruiters said if a student offered to show them a relevant part of their ePortfolio during a job interview via tablet (iPad) they would be interested.

*36% (4/11) of recruiters said if a student had a link to their ePortfolio on their email signature or referenced in their cover letter that they would visit it.

Students, first and foremost, need to be impressive and interesting. Before and after the interview seemed to be the best time to email a follow up with relevant parts to the ePortfolio. In addition, most agreed that they wouldn't mind the ePortfolio being shared in person via tablet during a job fair/interview only if it didn't replace the face-to-face interaction/pitch and didn't carry on too long or become a distraction.
3 Organizational Perspectives

Outside In  →  Within  ←  Inside Out

Adapted from (DeGeorge, 2010)
Government Applications
Professional Applications
Educational Applications
Personal Applications
**Transactional** + **Surface-Level** = **Old Paradigm**

- Asynchronous Online: Student emails advisor a question, and advisor answers.
- Synchronous Face-to-face: Student and advisor engage in mundane small talk and re-introductions.
- Pins & Paperwork

**Transformational** + **Deep** = **New Paradigm**

- Asynchronous Online: Student comes in prepared and pre-engaged with his/her eportfolio.
- Synchronous Face-to-face: Student and advisor engage through deeper and more meaningful interaction by discussing the eportfolio.
- Passions & Purpose

Pre-Engage

Asynchronous Online: Student “does his/her homework” and prepares for advising session by posting reflections on an ePortfolio based on prompts from the advising syllabus.

The Blended Advising Model: Flipping the Process with ePortfolios

Engage

Face-to-Face Advising Session: Student is engaged through deeper and more meaningful interaction by discussing reflections, clarifying goals, and reviewing artifacts and evidence of growth from the ePortfolio. “Help me, help you”

Re-Engage

Asynchronous Online: Student is able to capture, archive, reflect and review important documents, forms, and academic plans in the ePortfolio. “Show me you have done something and thought about it.”

Is the past six months when have I felt most alive?

1. MAJOR

1. What

As an Arts and Media student, other, more traditional majors I have always had also fascinated me to unite the artistic and the more utilitarian aspects of life. I began my studies in the Department of Design, where I learned to create visual communications in a variety of forms, including fashion design, graphic design, and digital media. However, I quickly realized that I lacked the technical skills and experience necessary to pursue a career in this area, so I decided to switch to the field of communication studies.

b. Have you ever been interested?

Within the field of communication studies, I have found interesting and valuable courses, such as "The Art of Communication," which explores the role of media in society and how it shapes our understanding of the world.

c. If you were to go in depth?

As a PLS major, I plan to focus on the study of Language and Culture, which will allow me to gain a deeper understanding of different languages and the cultural contexts in which they are used. I am also interested in pursuing a career in translation and interpretation, which will enable me to bridge the gap between different cultures and facilitate communication across linguistic and cultural barriers.

Design

He Walks Among Us

You are invited to join us for the Eighth Annual
Eucharistic Procession

Sunday, April 22, 2012
Following the 11:45 Basilica Mass
The Knights of Columbus will sponsor a free picnic immediately following the procession.

Fr. Steve LaCroix asked me to design the poster advertising the Eighth Annual
Sr. Peer Advising, Service, & University Outcomes
Government Applications
Professional Applications
Educational Applications
Personal Applications
21st Century Motivation Theory

• Major differences:
  – extrinsic vs.
  – intrinsic motivation

• Elements of True (Intrinsic) Motivation:
  – Autonomy
  – Mastery
  – Purpose

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Managing Oneself

- What are my strengths?
- How do I perform?
- What are my values?
- Where do I belong?
- What should I contribute?

“Success in the knowledge economy comes to those who know themselves...”

The Ultimate 21st C. Swiss Army Knife

- ePortfolios
- Educational
- Personal
- Professional