Charting a Course from Classroom to Career

Manhattanville College’s Atlas Compass Class
Presenters

- Gillian Greenhill Hannum, Professor of Art History, Director of the Atlas Program
- Michaela D. Muckell ‘17 MAT ‘18
<table>
<thead>
<tr>
<th>About Us</th>
<th>1,800</th>
<th>1,100</th>
<th>90+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL UNDERGRADUATE ENROLLMENT</td>
<td>TOTAL GRADUATE ENROLLMENT</td>
<td>AREAS OF STUDY (UNDERGRADUATE + GRADUATE)</td>
</tr>
<tr>
<td>40+</td>
<td>STATES STUDENTS COME FROM</td>
<td>45+</td>
<td>COUNTRIES STUDENTS COME FROM</td>
</tr>
<tr>
<td>109</td>
<td>FULL-TIME FACULTY</td>
<td>12:1</td>
<td>STUDENT-FACULTY RATIO</td>
</tr>
<tr>
<td>73</td>
<td>PERCENT OF STUDENTS ACCEPTED</td>
<td>19</td>
<td>AVERAGE CLASS SIZE</td>
</tr>
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</table>
# About Us

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<table>
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<tbody>
<tr>
<td><strong>45+</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>STUDENT-RUN CLUBS</td>
<td>NCAA DIII ATHLETIC TEAMS</td>
<td>STUDY ABROAD OPPORTUNITIES</td>
</tr>
<tr>
<td><strong>30,000+</strong></td>
<td><strong>60+</strong></td>
<td><strong>650+</strong></td>
</tr>
<tr>
<td>HOURS OF COMMUNITY SERVICE</td>
<td>OUTLETS FOR SERVICE</td>
<td>STUDENTS PARTICIPATE IN COMMUNITY SERVICE ACTIVITIES</td>
</tr>
<tr>
<td><strong>650+</strong></td>
<td><strong>93</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>INTERNSHIP OPPORTUNITIES</td>
<td>PERCENT OF 2016 GRADUATES ARE EMPLOYED OR IN GRAD SCHOOL</td>
<td>PERCENT OF CLASS OF 2015 WHO WENT ON TO GRADUATE SCHOOL</td>
</tr>
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The main goals of the Portfolio were:

- to encourage students to think reflectively across their education and make connections;
- to provide a space for students to showcase their best work;
- to encourage students to take ownership of their curricular decisions.
Whereas the college recognizes and confirms the need for a fuller and more precise qualitative evaluation of the academic achievements of its students, namely, that each student demonstrate a critical faculty, independence of mind, competence in at least one field of humanistic studies, be it resolved that the college require, as a condition of the awarding of the degree, that each of its students present a portfolio containing the following evidence of the student’s achievement…

The Manhattanville Plan, 1973, p.18
It’s amazing how much you can fit into one of these in four years.

The PORTFOLIO System—the heart of Manhattanville’s distinctive approach to a liberal arts education—personalizes your college degree, helps you choose your major and plan for a career.

MANHATTANVILLE COLLEGE
Portfolio became a “catch all” primarily for assessment
Little support for reflection
Resource heavy
Students were unclear about the purpose
Administration began to see it as an impediment to graduation

Spring 2014: the faculty voted to suspend the Portfolio System, but to come up with an alternative that would be optional and credit-bearing.
The principles of Design Thinking guided our approach to developing a new program.
Key questions the committee considered included:

- How might we provide credit for a portfolio?
- How can we support the *practice* of reflection?
- How can we make reflection and the use of a portfolio useful, meaningful and relevant to students’ experiences?
- How can we support the process of students taking ownership of their academic and career choices?
The empathy phase revealed a few additional insights:

In addition to the clear support for the original goals of the Manhattanville Portfolio, specifically reflection, student ownership and a focus on best work, we learned:

- Students, alums and staff/administration were concerned about preparedness and support for entering the workforce (faculty not so much!)
- Both faculty and students needed help and support with reflective practice
- Faculty needed both professional development support, technology support, and compensation support for the big lift and...
- Students “Won’t get out of bed for a 1 or 2-credit course!”
Grants Database /

Manhattanville College

Strengthening the Manhattanville Portfolio Tradition

Other grants awarded to Manhattanville
The model we came up with was a four-course program:

- **Passport** - a revamped existing transitions course for freshmen, intended to acclimate students to college life and begin reflective learning
- **Pathfinder** - for sophomores, largely to explore possible majors
- **Compass** - for juniors, geared towards linking co-curricular activities with academic and professional goals
- **Pursuit** - for seniors, geared towards creating an external-facing ePortfolio and professional networking
Compass

Learning Outcomes for Compass

• Begin to understand a professional and/or organizational culture
• Recognize ethical issues within a professional and/or organizational setting
• Clarify one’s “citizen identity” through reflection on the experience
• Reflect on experiences and goals and build an online space
• Build community and a support network within the class.

Course Learning Activities

• Informational interview with an alumni in field of interest
• Exploration of “soft skills” including civic engagement, leadership, teamwork, creativity, ethical reasoning and decision making, and intercultural communication with experts in each field
• In-depth analysis of a co-curricular or extra-curricular activity with a view towards understanding the organizational culture
• Development of a public ePortfolio showcasing competencies developed in and out of the classroom
Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. Yet, up until now, “career readiness” has been undefined, making it difficult for educators in higher education, work force development, and public policy to work together effectively to assure the career readiness of today’s graduates.

In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE), through a task force comprised of representatives from both the higher education and corporate sides, has developed a definition and identified competencies associated with career readiness for the new college graduate.

**COMPETENCIES:**

**Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in the process, and may demonstrate originality and inventiveness.

**Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills, is able to express ideas to others, and can write/edit memos, letters, and complex technical reports clearly and effectively.

**Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

**Digital Technology:** Leverages existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates adaptability to new and emerging technologies.

**Leadership:** Leverages the strengths of others to achieve common goals, and uses interpersonal skills to coach and develop others. The individual is able to assess and manage their and others’ emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

**Professionalism/Work Ethics:** Demonstrates personal accountability and effective work habits, e.g., punctuality, working productively with others, and time/workload management, and understands the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with respect to the interests of the larger community in mind, and is able to learn from his/her mistakes.

**Career Management:** Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

**Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.
“When I originally started this class, I could see the value of it, but I had no idea just how helpful this course would prove to be. Now, at the end of the semester, I have realized that this course has truly helped me to reflect on my college experience. In many ways, the process of creating and presenting a professional e-Portfolio has encouraged me to think cohesively about the last four years. As graduation day approaches, I am thankful for the closure and clarity this portfolio has allowed me as I begin the next chapter of my life.”

- Michaela Muckell ’17

https://mville.digication.com/michaela_muckells_professional_eportfolio/Welcome/published
A purpose driven program that...

- Encouraged me to **make connections** between my liberal arts experience and my career.
- Helped me to **think carefully** about and **identify** the skills I utilized for different experiences.
- **Connected me** with an experienced mentor in my field to answer my questions.
- Gave me **time to reflect** on my four-year experience cohesively and purposefully.
- Provided me with **an opportunity to share** my finished portfolio with others.
Making connections to the liberal arts:

- Manhattanville emphasizes communication

- Specific skills such as: **articulating** ideas, **speaking** in front of others, **writing** clearly and directly, **analyzing** information, and **collaborating** with others

- Teaching is communicating!

- There is a **clear connection** between the skills I learned at Manhattanville and the communication skills I need to be an effective educator
Identifying important life and career skills:

Two slides from an ATLAS: Compass Assignment:

What does a Residential Teaching Fellow do?

- Provide support, counsel and guidance to students in the dormitory
- Assist in course development and classroom experiences
- Lead in outdoor adventures including hikes, caving, canoeing and overnight camping
- Lead afternoon group activities as directed by the Activities Director
- Eat all communal meals with the students
- Monitor evening study hours in the dormitory and academic spaces
- Provide study skills support in Literature and Public Speaking
- Check residents into the dorm each evening
- Write Advisor Comments at the close of the program

Connection to teaching:

- Planning lessons & activities
- Supporting the students both in and out of the classroom
- Monitoring work in the dorms
- Observing students and growth in the program
- Learning as you go
- Forming relationships with students
- Being responsible for the safety & well being of the students
Connecting with an experienced mentor:

- Connecting with Manhattanville's Center for Career Development
- An opportunity to interview someone in my field to gain information
- Insider perspective of someone with a similar experience to mine
- A future resource and connection

Conclusions

- Our interview reaffirmed my desire to teach middle school
- Success in teaching is very much connected to a positive and realistic outlook
- The kids always come first
- A strong and helpful administration makes a huge difference
- Teaching is constantly changing
- Student feedback is valuable -- teachers have different styles
- My own pedagogy can change and develop over time
Time to reflect on my four years:

- **Thoughtful assignments** that targeted all areas of my college experience: academics, extracurriculars, jobs, leadership opportunities, distinctions, civic engagement...

- **Closure** and **gratitude** prior to graduation

- A vehicle for shifting from the college mindset to a **career mindset**
An opportunity to share my finished e-Portfolio:

- At the end of the semester, we had the chance to show other students, faculty, and staff our completed work
- A need to be careful and selective about what to present
- Similar to an interview experience—providing a quick snapshot to an audience
- An appropriate culminating experience, reinforcing communication skills and celebrating the hard work of an entire semester
The advantages of having an e-Portfolio:

- An additional resource for employers to see on LinkedIn
- Practice discussing my beliefs, strengths, areas for improvement, leadership skills, pedagogy—just like in an interview
- My e-Portfolio is filled with writing samples, self-reflection, extracurriculars—the portfolio itself has become proof of my work ethic & determination
The process of building an e-Portfolio

- Class structure helped to make a cohesive portfolio possible
- Each and every assignment proved relevant to my life and future career
- Peer and professor feedback was extremely helpful and to success
- Completion of the class – immediate pay off in the showcase and in real life

https://mville.digication.com/michaela_muckells_professional_eportfolio/Welcome/published
One more student example:

Here is one more student example, from the semester just ended, showing our ePortfolio platform’s new look. https://mville.digication.com/vanessa-guaman-professional-eportfolio/about-me

Vanessa Guaman
Major: Communication Studies, Minor: Marketing & Spanish
Bachelors of Arts, Expected Graduation May 2018

Welcome!

My name is Vanessa Guaman and I am currently a senior at Manhattanville College, majoring in Communication Studies and double minoring in Marketing and Spanish.

Upon graduation in May 2018, I plan on launching a career in Event Planning or Advertising, where I can exercise my creative, communication, and customer service skills on a daily basis. I genuinely love planning and executing memorable events, and I excel in forming and maintaining client relationships.
Assessment results to date:

16 SP = 1 Atlas Course/Section
16 FA = 7 Atlas Courses/Sections
17 SP = 5 Atlas Courses/Sections
17 FA = 11 Atlas Courses/Sections
18SP = 6 Atlas Courses/Sections

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25% (109) of our Fall 2017 Full time Freshman cohort of 416 have taken or are current taking an Atlas course.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of unique students in Atlas Classes</th>
<th>Number of unique students who have persisted to Spring 2018 or graduated</th>
<th>Percent of unique students who persisted to Spring 2018 or graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>17</td>
<td>16</td>
<td>94%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>170</td>
<td>129</td>
<td>76%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>56</td>
<td>49</td>
<td>88%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>156</td>
<td>148</td>
<td>95%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>45</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total (excluding Spring 2018)</td>
<td>399</td>
<td>342</td>
<td>86%</td>
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Appendix I:

Atlas report - 2/27/18

Spring 2016 through spring 2018

588 students have taken an Atlas course
444 unique students, 107 student took 2 Atlas courses, and 11 students took 3 Atlas courses

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360 of the 444 unique students are still enrolled at Manhattanville as of Spring 2018 (81%)
56 of the 444 unique students have left the school prior to graduating (13%)
28 of the 444 unique students have graduated from Manhattanville (6%)

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Program: Atlas Final ePortfolio Assessment - FA17

Starts at: Feb 23, 2016  |  Ends at: Feb 23, 2019  |  Created by: Julia Wolin

**Atlas FA17**
Sampled At: No date

**Atlas FA17 subset**
Sampled At: No date
<table>
<thead>
<tr>
<th>Selection of Artifacts</th>
<th>Unsatisfactory (0-1 pt.)*</th>
<th>Satisfactory (2 pts.)</th>
<th>Good (3 pts.)</th>
<th>Exceptional (4 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The artifacts and work samples do not relate to the purpose of the ePortfolio.</td>
<td>Some of the artifacts and work samples are related to the purpose of the ePortfolio.</td>
<td>Most of the artifacts and work samples are directly related to the purpose of the ePortfolio.</td>
<td>All artifacts and work samples are clearly and directly related to the purpose of the ePortfolio. A wide variety of purpose of the ePortfolio.</td>
<td></td>
</tr>
</tbody>
</table>

| Descriptive Text | Only some of the artifacts are accompanied by a caption that clearly explains the importance of the item including title, author, and date. | Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including title, author, and date. | All artifacts are accompanied by a caption that clearly and elegantly explains the importance of the item including title, author, and date. | All artifacts are accompanied by a caption that clearly and elegantly explains the importance of the item including title, author, and date. |

| Reflective Commentary | The reflections do not explain growth or include goals for continued learning. | Some of the reflections explain growth and include goals for continued learning. | Most of the reflections explain growth and include goals for continued learning. | All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives. |

| Citations | Images, media or text created by others are not cited with accurate, properly formatted citations. | Most images, media or text created by others are cited with accurate, properly formatted citations. | All images, media or text created by others are cited with accurate, properly formatted citations. | All images, media or text created by others are cited with accurate, properly formatted citations. |

| Navigation | The navigation links are confusing, and it is difficult to locate artifacts and move to related pages or a different section. Many of the external links do not connect to the appropriate website or file. | The navigation links function adequately, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file. | The navigation links generally function well. All of the pages connect to the navigation menu. Most of the external links connect to the appropriate website or file. | The navigation links are intuitive. The various parts of the portfolio are labeled, and clearly organized. All pages connect to the navigation menu, and all external links connect to the appropriate website or file. |

| Usability & Accessibility: Text Elements, Layout, and Color | The ePortfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). | The ePortfolio is sometimes difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs. | The ePortfolio is mostly easy to read. Fonts and type size are appropriate to their various applications. | The ePortfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. |

| Writing Conventions | There are more than 6 errors in grammar, capitalization, punctuation, and spelling requiring major editing and revision. | There are a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision. | There are one or two minor errors in grammar, capitalization, punctuation, and spelling. | There are no errors in grammar, capitalization, punctuation, and spelling. |
RECOMMEND CLASS First, Professor Hannum goes above and beyond for all of her students! I have never met someone more kindhearted! Additionally, the reflections from ATLAS and the course overall was so transferable to the real world; I was asked a question in a job interview that directly related to one of our assignments. Had I not taken this course, I would have had no idea how to answer "how has a liberal arts education shaped you," and I credit the job offer I received in part to this! I would recommend this be a REQUIREMENT for Comm students!

RECOMMEND CLASS This has been an incredibly helpful class in encouraging me to reflect on my four years at Manhattanville. The final product (a Professional E-Portfolio) is entirely relevant to life after college. SUGGESTED IMPROVEMENTS No suggestions -- I thought this was an AMAZING class.

RECOMMEND CLASS Simply getting in contact with an alumni who entered the career field that you're interested in is more than enough for a recommendation.

RECOMMEND CLASS This course is as practical as one can get when it comes to preparing for life after college. I highly recommend it to anyone, anywhere, of any major and walk of life. If you take advantage of the class's opportunities to learn more about yourself, practice presentations, and create a portfolio you can take with you for LIFE, then you automatically have an edge in your desired industry.
Contact us:

Gillian.Hannum@mville.edu
Michaela.Muckell@gmail.com