



**Annual Assessment of
Co-Curricular and Administrative Units
2020–2021**

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Overview

This 2021–2021 Annual Assessment Report describes outcomes as a result of engagement in a systematic process of improving the quality of student learning at Menlo College. Paralleling the College's Assessment and Program Review Manuals, this document demonstrates how the unity and alignment across departments is centered on student learning outcomes.

The intent of this document is two-fold:

- capture institution-wide assessment efforts to communicate to stakeholders and inform the current state of assessment.
- identify recommendations that have resulted from assessment to inform institutional resource allocation, planning, and decision-making processes to continue to support the mission of Menlo College, now and in the future.

The remainder of this report is divided into the following sections:

1. Institutional Learning Outcomes
2. Administrative and Co-Curricular Programs by VP Division
3. Summary Observations and Next Steps

Institutional Learning Outcomes

Menlo College has identified the following as the approved Institutional Learning Outcomes (ILOs), which are based on WSCUC's Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Information Literacy

Using assessment reports from academic and co-curricular programs, this section includes summarized recommendations by institutional learning outcome.

Written Communication

1. Increase collaboration with the Writing and Oral Communication Center and Bowman Library at the intermediate (ENG 102) and advanced (ENG 450) level courses.
2. Internship seminar instructors have been advised to allow students to get feedback on their LinkedIn profiles in 'draft' form, then be given time to revise their profiles based on that feedback in advance of final evaluation from the Academic Internship Program.
3. Formalize a Writing across the Curriculum program (there is evidence of some non-English faculty already supporting this) including its assessment across degree programs.
4. Increase the support of the Rising Scholars program and support of concurrent tutoring that will be required in ENG 100 (and eventually for a parallel proposed track for math) given the pattern of increased need for developmental education among incoming students.



5. Explore the potential for embedding additional assessments within the senior theses and ENG 450 research papers specific to Written Communication and Critical Thinking outcomes.
6. Students participating in the first-year retreat develop a letter reflective of what a successful four years at Menlo would look like, which could be used as a baseline assessment measure of written communication.

Oral Communication

1. Students should be required to take at least one course in Oral Communication, particularly because it is an ILO and is a core competency area prioritized by both WSCUC and AACSB.
2. Review of the syllabi revealed that several of the courses that had an oral communication learning outcome did not appear to have training or instruction in oral communication competency in the class plan or curriculum – but they did have oral presentations as a requirement.
3. The results of this assessment, and past studies and assessments on this topic, indicate that students would benefit from direct, institutionally supported formal instruction in oral communication.
4. It is recommended that Public Speaking or a similar oral communication course be required for all Menlo College students. In this way, all students will have direct access to focused instruction on the iterative development of oral communication knowledge and skills, and be better prepared for success in their classes, careers, interpersonal relationships, and their social networks. (Note: a required public speaking course is currently in the approval process through the Faculty Senate).

Quantitative Reasoning

1. The development of an internal exam for math proficiency is a commendable effort. Based on the timing of the assessment report and staff changes, institutional approval of this effort may not have been decided. Institutional approval, however, can demonstrate institution-level support of assessment efforts.
2. Program-specific recommendations of quantitative reasoning (and program-level integration of all other General Education Outcomes) should be reviewed by departments.
3. In addition, given the alignment of quantitative needs identified for the core courses and non-core courses, unified learning outcomes to measure learning across these identified courses may be helpful to streamline the assessment efforts of the department.
4. Furthermore, the Math Center and Math Department have potential opportunities to collaborate more closely on the assessment of quantitative reasoning.

Critical Thinking

1. Increase collaboration with the Writing and Oral Communication Center and Bowman Library at the intermediate (ENG 102) and advanced (ENG 450) level courses.
2. Explore the opportunity for the degree programs to define what critical thinking looks like for students in their program (to capture a more holistic assessment of critical thinking).
3. Explore the potential for embedding additional assessments within the senior theses and ENG 450 research papers specific to Written Communication and Critical Thinking.
4. Furthermore, there may be an opportunity for the WOCC, Academic Support Services, and the Academic Internship Program to further support critical thinking outcomes assessment.



Information Literacy

1. Partner with English Program to examine entry-level information literacy competencies.
2. Analyze data gathered from information literacy rubrics utilized in ENG 450 and PSY 401.
3. Explore the potential for assessment of information literacy within a General Education course required for all degree programs to inform baseline levels of student performance.
4. Explore the potential for collaboration with the Rising Scholars Program, WOCC, and Academic Support Services to further support outcomes assessment of information literacy.

Assessment in Co-Curricular Programs & Administrative Units

Every co-curricular program and administrative unit was engaged in assessment in 2020–21 (Exhibit 1). An assessment champion for each department coordinates and/or performs the assessments. Each assessment report was qualitatively reviewed, and the use of results were categorized into one of nine categories:

Use of Results Type	Color Code
1. Revised Service	pink
2. New Policy	orange
3. New Process/Program	yellow
4. Revised Process/Program	green
5. Assessment Method	mint
6. Assessment Criteria	blue
7. Development/Training	lavender
8. Other	grey
9. No Changes	white

Exhibit 1: Co-Curricular Programs & Administrative Units – Assessment Summary Matrix

Department	Assessment Champion	Fall 2020	Spring 2021	Senior Leader	Comments
Co-Curricular Programs					
ATHLETICS					
Athletics	Keith Spataro	See comments	<u>4, 4, 4, 4, 4, 4, 5, 5</u>	Keith	In fall 2020 athletics teams were prohibited by the State of California from meeting due to COVID.
CENTER FOR ACADEMIC & PROFESSIONAL SUCCESS (CAPS)					
Academic Advising	Patty Lev	<u>4, 4</u>	<u>3, 4, 4</u>	Angela	
Disability Services	Patty Lev	<u>1, 1, 1, 2, 3, 4, 4, 5</u>	<u>1, 3, 4, 5</u>	Angela	
Academic Support Services					
Math and Peer Tutoring	Lisa Villarreal	<u>3, 3, 4, 4, 4, 4, 5, 7, 7, 8</u>	<u>3, 3, 3, 4, 4, 4, 7, 7, 7, 7</u>	Angela	
Rising Scholars	Erik Bakke	<u>2, 5</u>	<u>1, 4</u>	Angela	
Writing Center and Intensive Writing Lab	Erik Bakke	<u>4, 4, 4, 4, 4, 4, 7, 7, 7, 7, 7, 7</u>	<u>1, 1, 1, 1, 1, 1, 2, 4, 4, 4, 5, 5, 7, 7, 7</u>	Angela	
Intensive English Program	Erik Bakke	<u>1, 2, 5, 6, 8</u>	<u>1, 1, 1, 6</u>	Angela	
Internships, Career Services, & Study Abroad	Dylan Houle	See comments		Angela	The department did a program review in 2020 21; assessment reports are not expected during a program review year.
LIBRARY SERVICES					
Library Services	Valeria Molteni	<u>1, 4</u>	<u>4</u>	Grande	The department did a program review in 2019 20; assessment reports are not expected during a program review year.
STUDENT AFFAIRS					
Student Affairs	LT Miles	<u>3</u>	<u>3, 4</u>	Angela	
Residence Life & Security	Taylor Henkel	See comments	<u>3, 3, 4, 4, 7</u>	Angela	Department began in fall 2020; therefore, the first assessment report was expected in spring 2021. Prior to Spring 2021, Residence Life was included in Student Affairs' assessment.
Administrative Units					
Admissions / International Student Services	Priscila de Souza	<u>1, 4, 4, 4, 4</u>	<u>1, 4, 4, 4, 4, 4</u>	Grande	
Alumni Engagement and Development	Laura Koo	<u>4, 8</u>	<u>4</u>	Grande	
Business Office/Student Accounts	Rita Yon	<u>3, 7</u>	<u>7</u>	Steven	
Facilities	Bob Talbott	<u>4, 4, 4, 4</u>	<u>4, 4, 4, 4</u>	Keith	
Financial Aid	Isabelle Huarte	<u>4</u>	<u>1</u>	Keith	Assessment plan and report began in Fall 2020 when a full-time director of financial aid was hired.
Human Resources and Post Office	Lina Woo	<u>1, 4, 5</u>	See comments	Steven	In March 2021, the Director of Human Resources passed away. Therefore, a spring 2021 report was not submitted. A new director has been hired in spring 2021 and will resume assessment activities in fall 2021. This unit began their assessment plan in spring 2020.
Information Technology	Minh Huynh	<u>3, 4, 7, 8, 8</u>	<u>3, 4, 7, 8, 8</u>	Grande	This unit began their assessment plan in spring 2020.
Institutional Effectiveness	Kristina Powers	<u>3</u>	<u>3, 4, 4</u>	Angela	
Registrar	Cristine Rabago	<u>4, 4, 4, 4, 4, 7, 7</u>	<u>3, 4, 4, 4, 5, 5, 7, 7, 7</u>	Grande	This unit began their assessment plan in spring 2020.



Co-curricular Student Support – Summary Observations/Highlights

Athletics

Athletics established five goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Enhance national standing by increasing NAIA Learfield IMG College Directors' Cup total points by 5% each year.

Measure of Achievement – Assistant AD will track score annually on Learfield website.

Results – Due to the COVID-19 pandemic Menlo College DID NOT participate in competitive play this year and therefore this was NOT measurable.

Unforeseen Circumstances – COVID-19.

Closing the Loop – Strategies for 2021–2022 include: Increase scholarship levels comparable to top institutions in conference. Enhance summer sports performance training

Goal #2 – Enhance conference standing by increasing GSAC All-Sports Standings total points by 5% each year.

Measure of Achievement – Assistant AD will track score annually from GSAC.

Results – Due to the COVID-19 pandemic Menlo College DID NOT participate in competitive play this year and therefore this was NOT measurable.

Unforeseen Circumstances – COVID-19.

Closing the Loop – Strategies for 2021–2022 include: Increase scholarship levels comparable to top institutions in conference. Enhance summer sports performance training.

Goal #3 – Achieve and maintain a minimum 3.0 GPA average for each team

Measure of Achievement – Total GPA will be averaged for each team following a given semester. Data provided by Registrar/analyzed by Mark Fowler.

Results – Most of the 19 athletic teams achieved an average GPA of over 3.0, with an average of 3.2 for all athletic teams both for fall 2020 GPA and cumulative GPA. JV Baseball, Rowing, and Men's and Women's Wrestling all had average team GPAs below 3.0. In addition to measuring average GPAs, another indicator of academic performance is the number of students who receive academic awards in 2020–21. Sixteen student-athletes were awarded Academic All-Conference for the Fall sports, 23 for the Winter sports and 32 for the Spring sports.

Unforeseen Circumstances – COVID-19.



Closing the Loop – Strategies to improve for next year included: Collaborate with the Writing, Math, and Peer Tutor Centers to create a strategy for additional academic support for underperforming teams, including presence of tutors at athletic team study halls. Improve communication flow between Academic Affairs and Athletics to better support students needing to travel for athletic games.

Goal #4 – Engage student-athletes in the local community, so that 100% are volunteering 30 hours per year.

Measure of Achievement – Coaches will track community service hours for each player and report to Mark Fowler.

Results – Due to the COVID-19 pandemic our community service efforts were significantly less than prior years. Annually we require 30 hrs. of community service per student-athlete. This year the following was accomplished: The athletic department raised over \$7,500 for Second Harvest Food Bank, Softball prepared and sent goodie bags to the homeless through the organization called PATH in the Fall term, Our Women's Basketball team did a community service project in which proceeds went to Black Lives Matter organized by Athletes Standing United Against Inequality & Injustice. They rode, ran, or walked 8.46 miles in honor of the 8.46 minutes that George Floyd was held down and then posted pictures of us doing it on social media with the link to the site to donate. All 16 of our players participated and the total raised by the campaign was almost \$80,000 from the project.

Unforeseen Circumstances – COVID-19.

Closing the Loop – Strategies to improve next year include: Revise community service learning outcomes. We recognize an opportunity to better assess student learning during community service and will work with the Director of Institutional Effectiveness to create a survey that will be administered each spring semester to assess the impact that the service had on student's understanding of social and community issues and their commitment to community service.

Goal #5 – Achieve Gold NAIA Champions of Character standing each year.

Measure of Achievement – Achieve gold level.

Results – Because we weren't able to complete all requirements due to COVID-19, we don't anticipate this goal will be met.

Unforeseen Circumstances – COVID-19.

Closing the Loop – Strategies to improve next year include: Athletics will work with the Director of Institutional Effectiveness to ensure that assessment includes gaining a deeper understanding of what individual students have learned from character training. A survey will be developed and administered at the end of each academic year to assess student-athlete's application of Champions of Character five core values: integrity, respect, responsibility, sportsmanship, and servant leadership.



Academic Advising

Fall 2020 Goal Assessment

Academic Advising established three goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Improve continuing student registration.

Measure of Achievement – To assess registration, the Director of Academic Advising reviewed our SIS (Jenzabar), registration reports and compared them to the previous year's registration reports using the registration timelines set by the school.

Results – Timely student registration rates have improved dramatically during this assessment cycle when compared to the previous year. In 2018–19, 62% of continuing students had registered for classes by the end of the registration period for continuing students. Due to COVID–19 and the sudden shift to an online delivery model, the registration period was delayed by three weeks. But, once students were able to register, 81% of them did so by the end of the 2019–2020 registration period.

Unforeseen Circumstances – The delay of the registration period due to COVID–19 gave advisors additional time for outreach prior to registration opening up. This seems to have had a positive effect on timely registrations. Another contributing factor may be Student Accounts and their shift due to COVID–19. Students usually get a billing hold for account balances over \$250 that require them to pay prior to registering for classes. This Fall, due to the pandemic, most student holds were lifted, and students were allowed to register.

Closing the Loop – The additional time for outreach clearly helped students get prepared for registration. Advisors usually begin meeting with students about four weeks prior to registration. Based on this experience, advising will begin outreach sooner when time permits.

Goal #2 – Increase percentage of juniors declaring a major.

Measure of Achievement – Jenzabar reports were utilized to review major selection and determine how many students were declaring a major by the beginning of their Junior year. A comparison to 2017–18 was conducted using the same methods for that time period.

Results – A review of students who had earned at least 70 credits and had Junior status, revealed that 100% of Juniors have declared a major by the first semester of their Junior year in the 2019–2020 evaluation period. This is an improvement over the 2017–18 time period, where 88% had declared a major by the beginning of their Junior year.

Closing the Loop – Advisors discuss major selection in each student meeting, either to confirm that the stated major is still the preferred one or to discuss options for selection. It seems to be working nicely and students are declaring majors in a timely manner.

Goal #3 – Increase the share of juniors and seniors who meet with an advisor, despite the lack of requirement to do so.

Measure of Achievement – Each academic advisor maintains a spreadsheet to track students they have met with during the course of the term. Student meetings are also largely documented through a check-in system using a tool from Ready Education.

Results – Academic advisors set a goal to meet with every student at least once per term. During the 2020 period, advisors met with 92% of active Juniors and 94% of Seniors. Advising that took place over email is not counted here, so that share may be even higher if we include email advising contacts.

Unforeseen Circumstances – All advising moved online due to Covid-19, and as a result the Ready Education tool that uses a QR code from the student's cell phone was not a reliable way to track student meetings. Advisors had to manually track student meetings. Advising was able to use the scheduling tool youcanbookme to track scheduled zoom meetings, but since some advising also occurred over email, we do not have complete data related to advising contacts.

Closing the Loop – We need a way to account for advising that takes place solely over email. Our goal is to create a logged event for email advising in the future so that we may track and account for it too, as some of the back-and-forth communications are substantial.

Spring 2021 Goal Assessment

Academic Advising established two goals for the semester. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Did students understand the difference between lower and upper-division requirements, and could they articulate it when asked?

Measure of Achievement – The number of students taking incorrect classes vs the previous number prior to interventions. Also, surveyed 65 random students to see if they could articulate the difference between lower and upper-division classes.

Results – All but 2 were able to correctly articulate the difference at the start of an advising session. In all of 2020-21, we only found one student who mistakenly took a lower-division class. This, compared to 19 students who mistakenly took the wrong class in the Fall semester of 2017, prior to the problem being identified and addressed.

Closing the Loop – In 2018, advisors created new SOPs to prevent common confusion between lower and upper-division class requirements. All Degree Worksheets were updated to include specific language and definitions for terms such as upper-division and lower-division. In addition, advisors started explaining the difference between upper and lower division during every advising session. These changes had an immediate and ongoing impact. So far, this Spring, we have found zero students who have taken the wrong course and are working to continue having zero cases in the 2021-22 academic year.



Goal #2 – Did advising help students locate co-curricular activities that support academic success?

Measure of Achievement – The Director of Academic Advising reviewed the tutoring center logs for the Spring of 2021.

Results – One-third (33%) of students utilizing tutoring services, identified their advisor as the person who informed them about, and recommended the service.

Unforeseen Circumstances – Since we are all remote, logging of participation in Ready Education is no longer as consistent as it previously was for all campus services.

Closing the Loop – In the future, advising would like to track other co-curricular and services utilizations, such as clubs and events on campus, to learn how frequently those referrals translate into service utilization.

Disability Services

Fall 2020 Goal Assessment

Disability Services established one goal for the year. The goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Conduct at least one formal presentation/workshop per semester for faculty, departmental offices/teams, student leaders, new students and families, and current students (and families if applicable) – not including informal, regular participation in Orientation, Open House events, etc.

Measure of Achievement – The number of completed formal presentations.

Results – Three formal presentations/workshops were completed and facilitated. Two for all faculty, related to distance learning and accommodations tips and guidance. One for Menlo's Mental Health Services team: an introduction to disability services, accommodations, and related topics.

Closing the Loop – A further key item to implement will be an actual assessment of the events themselves; for example: did faculty/mental health team find the presentations helpful? Informal feedback from managers was positive, but a more structured feedback form might be useful for tailoring future presentations.

Most assessment for this sub-unit of the ASC is not so much assessment as data tracking (how many students are registered for accommodations, how many accommodated tests were scheduled, etc.).

Spring 2021 Goal Assessment

Disability Services established one goal for the semester. The goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.



Goal #1 – Students will report high satisfaction with office services

Measure of Achievement – One question survey and rating post meeting.

Results – Menlo experienced a transition this year with the DSS leaving in February. It was important to maintain timely service to students with disabilities and continue to request feedback on their levels of satisfaction while the new DSS was onboarded. All students continued to report 5/5 ratings in satisfaction for the disability support they received.

Closing the Loop – A new DSS has been hired and onboarded and will set additional goals for next year.

Math and Peer Tutoring

Math and Peer Tutoring established four goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Improve data collection of tutoring program usage/satisfaction.

Measure of Achievement – Expand data collection to include tracking of use by subject area and course; qualitative and quantitative data gathering on quality of service from both tutors and students.

Results Spring 2021 – New protocols have been implemented. The appointment booking system now collects information about the purpose of each tutoring session, and tutors now log info about sessions using a Google form. A new appointment platform has been found and will be implemented for F21 to gather even more data. Surveys are distributed to tutors and students to gather qualitative data about session quality and track patterns of client acquisition. We have collected enough data to begin to see patterns in subject-specific demand for tutoring and effective marketing strategies.

Unforeseen Circumstances Spring 2021 – The Ready Education tracking system became inviable under remote conditions due to frequent technical errors. A Google form was created to collect data on sessions; as tutors adjusted to the new system, the form was not used consistently, so less data was collected than expected (though still more than in previous years). Problems with RE also allowed fewer opportunities for students to provide feedback on quality of service; though surveys were circulated to remediate this issue, the response rate was lower than garnered by the real-time prompts to rate sessions provided in RE.

Closing the Loop Spring 2021 – Procedures have been clarified to ensure tutors complete session reports consistently; the form has been redesigned to reduce data entry errors. Besides end-of-semester surveys, a new survey has been created for students to leave feedback on individual sessions (replacing the rating system in RE) which emails to students automatically after an appointment. Usage data confirms students seek tutoring primarily for Math, Accounting, and Finance, endorsing a continued emphasis on tutoring quantitative skills.



Goal #2 – Maintain service levels after transition to remote learning.

Measure of Achievement – Appointment data and session tracking.

Results Spring 2021 – From F19 – F20, demand for by-appointment tutoring was consistent (275 average appointments each semester); students also attended drop-in sessions on campus. Without drop-in sessions, usage of the Center decreased in F20, but in S21 more students booked appointments. The number of appointments booked for all subjects (excluding MTH 100/Intensive Math Lab) rose to 394. Students also arranged appointments directly with tutors, sometimes multiple sessions covering more than one topic. In all, the MPTC provided 399 30-minute sessions for MTH 100 and 779 30-minute sessions for all other subjects, for a total of 1178 30-minute tutoring sessions in S21.

Closing the Loop Spring 2021 – Decreased opportunities for spontaneous tutoring (drop-in hours sessions and on-campus tutoring events) may have negatively impacted usage. Students have reported being inundated with e-mails and may have missed communications from the MPTC about availability of tutoring. Students also reported 'Zoom-fatigue', which may have discouraged them from seeking remote tutoring. Given these challenges, the fact that usage and student satisfaction have remained fairly consistent represents strong performance. The MPTC is experimenting with types of virtual events and new channels to promote services.

Goal #3 – Provide improved support for students enrolled in developmental math.

Measure of Achievement – Data on Math 100 tutoring attendance and student satisfaction.

Results Spring 2021 – Intensive Math Lab provides specially trained tutors to work with developmental math students, with tutoring built into the course req's. Initially the program suffered from lack of participation; it was revised in response to student feedback, and achieved high participation in AY 20–21, with 65% of students completing or exceeding the prescribed number of lab hours. and only 10% completing fewer than half. A third of the students attended additional tutoring sessions beyond the requirement. In student surveys of IML students, 86% of respondents rated the IML sessions as consistently helpful.

Closing the Loop Spring 2021 – After several adjustments to the format of the program, the current structure of the Intensive Math Lab seems to work well for students. The MPTC will continue to solicit feedback from students and assess student performance to determine if additional adjustments should be made. In the meantime, we are putting more resources into continued training and development for tutors.

Goal #4 – Provide increased opportunities for community building.

Measure of Achievement – Expand offerings of virtual tutoring events; track registration and attendance.

Results Spring 2021 – Regular Study Slams were interrupted by the campus closure. The tutoring program offered Virtual Study Slam events via Zoom where students could meet to talk in a



community room or go into breakout rooms to work with a tutor or professor. Given lower attendance at virtual Study Slams in F20, the MPTC planned additional group study events in the form of interactive workshops, including 3 for ePortfolios and 5 in oral communication skills. Collectively, 76 participants took part in the workshops. The workshops also increase student awareness of the tutoring program.

Closing the Loop Spring 2021 – Attendance at scheduled workshops is promising, and higher registration numbers suggest that there is greater interest in workshops than reflected by attendance. Existing workshops will be offered again in the Fall, and new workshops will be developed. Scheduling will be adjusted based on patterns of attendance this semester. Renewed emphasis on Study Slam events will welcome students back to in-person tutoring and make new students aware of our campus culture of academic support.

Academic Support Services

Rising Scholars

Fall 2020 Goal Assessment

Rising Scholars established two goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Students are surveyed before and after the Rising Scholars summer bridge program to determine their perception of their own improvements and of their satisfaction with the program.

Measure of Achievement – The students are given a series of questions on a Google Form before the start of the program and at the end of the program. A Likert scale is used for most responses. The point values of the responses are compared.

Results – The goal is for students to more strongly agree with statements like the following. These statements are a sampling of those on the survey.

- I am ready for college.
- I know what to expect, and what will be expected of me, in my college classes.
- I am motivated to achieve in class.
- I am ready to succeed in my math course.
- I am ready to succeed in my English course.
- I can easily identify myself as a future part of the workforce in my chosen industry or field.

In all cases except for one, there was improvement. The target was achieved.

Unforeseen Circumstances – As a result of the pandemic the program went online. The Rising Scholars program had never before been online. There was concern that without an in-person program students would lose interest in the program and drop out. This did not take place. The program appears to have been as much of a success as in previous years.



Closing the Loop – The assessment process was effective. We did learn that the program can also be effective online. In the future, when it is possible to choose between offering online services and in-person services, we will be able to incorporate some of the most effective online aspects of the program.

Spring 2021 Goal Assessment

As the Rising Scholars program only takes place once a year, there has not been another program since 2020. However, in the course of completing the 2021 Department of Education Title III Grant Year Two Annual Performance Review (completed spring semester 2021) data were analyzed and conclusions were drawn.

Goal #1 – The Rising Scholars program only takes place once a year. Please see last semester's posting of goals for Rising Scholars 2020 goals assessed fall 2020. For this semester, the goal was to draw conclusions for the 2021 Rising Scholars Program from the APR completed for the Dept. of Ed. Title III grant.

Measure of Achievement – In completing the Department of Education Title III Grant Annual Performance Review, student demographics, retention, perceived experience, and in-class performance fall of 2020 were reviewed to determine the best course forward for Rising Scholars for summer 2021.

Results – The success of the Rising Scholars Program led to the conclusion that more students could benefit from the opportunity to engage in the program. For summer of 2021, the goal is to increase the size of the program and look to have 40 students participate. Our goal this semester was achieved by reviewing data collection on the 2020 Rising Scholars Program in the course of completing the APR and coming to a conclusion about the immediate future of the program.

Unforeseen Circumstances – In achieving this goal, there were no unforeseen circumstance, beyond the effect of the pandemic on the program itself. The impact of the pandemic of 2020 resulted in radical changes for the Rising Scholars Program of 2020. During the early summer, it was unclear whether the program would be in person, all online, or a hybrid. It turned out that the program was 100% online. In all previous years, the program had been 100% in person. In the end, students were quite positive about the 2020 Rising Scholars Program.

Closing the Loop – Not all information needed for the APR comes from within the offices of those immediately managing the Rising Scholars program. As a result, we are working closely with the Director of Institutional Effectiveness and the Registrar of Menlo College to make sure we request data for next year's report in an organized and timely fashion. (Change categorization is defined as a Revised Service and a Revised Process.)



Writing Center & Intensive Writing Lab

Fall 2020 Goal Assessment

Writing Center & Intensive Writing Lab established two goals for the Fall. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Given the impact of switching tutoring online it seemed important to get feedback from all students about the online tutoring services at Menlo College—including the Writing and Oral Communication Center.

Measure of Achievement – Kristina Powers, Director of Institutional Effectiveness, sent out a survey to all students with a range of questions designed to shed light on students' awareness of the tutoring services offered, their satisfaction with the services, and their suggestions for improvement.

Results – The Assessment was effective in making clear student concerns about tutoring. Also, the assessment revealed facts that were previously unknown; for example, more students said they learned about the tutoring services through in-class announcements than by any other means. This puts emphasis on the importance of having effective communication with faculty and on visiting classes. Other helpful suggestions for adjusting tutoring for another semester of online tutoring were made. For example, the students would like the asynchronous Online Document Review to be a permanent offering.

Unforeseen Circumstances – The pandemic itself is both the unforeseen circumstance and the reason for this particular assessment. The assessment was designed to best understand how to improve the online tutoring program that had been developed in response to the pandemic.

Closing the Loop – To keep expenses lower, professional tutor hours had been reduced for fall 2020. As the students' comments help explain, their concerns are sometimes about the ability of the peer tutors to provide effective help and similarly about the lack of availability of professional tutors. There are also some concerns about the conveyance of the tutoring through Zoom and also about the communication between tutor and tutee. For spring 2021 the WOCC will have more professional tutors available for all students and all tutors will receive additional training on how to effectively help students on Zoom.

Goal #2 – Given the impact of switching tutoring online it seemed important to get feedback from all peer and professional tutors about the online tutoring services at Menlo College—including the Writing and Oral Communication Center.

Measure of Achievement – The goal was to get meaningful feedback to assess ways to improve services. A survey was sent through a Google form. Also, the WOCC director interviewed each tutor, one-on-one, for 30–90 minutes.

Results – The peer and professional tutors have had more than a semester of tutoring exclusively online. They had no shortage of specific recommendations for improving the online tutoring for the future. The WOCC assessment is usually focused on specific outcomes, but the usual assessments were skipped this semester in order to make for a stronger program for spring 2021.



Unforeseen Circumstances – This assessment of the online tutoring was put into motion because it was the impact of the pandemic that led to the advent of online tutoring for the WOCC. Peer and professional tutors have been eager to provide helpful feedback. This made the process work well.

Closing the Loop – The peer and professional tutors had many suggestions for improvements—most can be implemented with little or no cost. For example, the tutors would like more group meetings. Biweekly meetings will be held during the spring 2021 semester. Most peer and professional tutors would like more automated forms. All these forms will be created and or adjusted before the start of tutoring. Most peer and professional tutors explained that the students in English 100 labs need more help understanding the purpose and benefit of the labs. More support will be given to help inform English 100 students.

Spring 2021 Goal Assessment

Writing Center & Intensive Writing Lab established five goals for the Spring. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Increase usage of the Writing and Oral Communication Center from fall 2020 semester to spring 2021 semester.

Measure of Achievement – Tutors input all completed appointments into a Google form. Type, duration, and number of tutoring sessions can then be evaluated.

Results – The goal was achieved. For fall 2020, even with including the 86 papers that were submitted to the online document review folder, the total of appointments for regular WOCC appointments, not counting Study Slam, was 527. The spring semester of 2021 had more usage with 575 one-on-one WOCC visits which also included the online document review but did not include Study Slam. This improvement was particularly significant because historically spring usage of the WOCC has been less than fall usage. Adding Intensive Writing Lab usage of the WOCC the total was 1160.

Unforeseen Circumstances – This goal in itself was a reaction to the unforeseen circumstance of tutoring being online since spring of 2020.

Closing the Loop – Having reached this goal points to the importance of the WOCC using all tools at its disposal to reach out to students. As will be noted in the discussion of another goal, many students don't see working with a writing professional or peer tutor as an option for any student at any level. To close the loops, students need to both be aware of the services and to feel comfortable taking advantage of a service that should help any writer better approach the writing process and improve any specific work in progress.

Goal #2 – Have students who use the Writing and Oral Communication Services more fully attain the Program Learning Outcomes of the WOCC (PLOs are the same as the English program's) than those students who do not use the services.



Measure of Achievement – Student writing samples were evaluated by writing professionals using a rubric based on PLOs. Also, grades of students in English 100 who used the WOCC through the required IWL were evaluated. As part of a Title III grant report the fall 2019 and spring 2020 semester's work was reviewed.

Results – The goal was achieved. For the control section of English 100 for fall 2019, the average score indicating PLO attainment was .88. For the treatment section of English 100 for fall of 2019, the average score was .97. The treatment had a 10% higher score than the control. For spring 2020 there was only a treatment section for English 100 and average score was .98. Also, in the treatment of fall 2019 all students who met the IWL tutoring requirement also passed the class (met outcomes) whereas all that failed and did not meet the outcomes also did not make use of the required tutoring services.

Unforeseen Circumstances – The English 100 courses were used for this assessment because their students' contributions to their eportfolios tend to be more robust. The eportfolios contain the coursework evaluated by the writing professionals conducting assessment; the eportfolio system is still being implemented across campus. As more students in more classes upload more written material more regularly than the effectiveness of using the WOCC in helping students achieve PLOs can be more widely evaluated.

Closing the Loop – Two tasks remain to close the loop. One is to find ways to encourage students to see the value in using the WOCC services, whether required or not. The other is to expand the scope of assessment to get a fuller picture of the impact of using the WOCC on attainment of PLOs.

Goal #3 – Increase students' familiarity with the Writing and Oral Communication services from the fall 2020 to the spring 2021 semester.

Measure of Achievement – Surveys were sent to students both fall 2020 and spring 2021 with identical questions using Google Forms.

Results – The goal was achieved. In fall 2020, 11% of the student respondents said they were unfamiliar with the "options for student support." In the spring 2021 survey only 2.6% said they were unfamiliar.

Unforeseen Circumstances – The services of the Writing and Oral Communication Center have been in the past offered in person through the physical location of the WOCC. With the services moving online in spring of 2020, students entering Menlo fall of 2020 had never had a chance to see the WOCC as a place. A surprise in the original survey was how students learn about the services. More students said they learned about the services through in-class announcements than by any other category.

Closing the Loop – As noted above, more students said they learned about the services through in-class announcements than by any other category. This puts emphasis on the importance of having effective communication with faculty and on visiting classes to make announcements about the tutoring services. For fall 2021, classes will likely be in person; this will also introduce the challenge of making students familiar with the physical WOCC as well as the online offerings of the WOCC.



Goal #4 – Determine if students and tutors wanted online tutoring services provided by the WOCC to continue once classes were held in person on campus.

Measure of Achievement – Surveys using Google Forms were sent out fall 2020 and spring 2021. Questions were identical.

Results – The goal was met, and the data clearly show that both students and tutors are interested in having online tutoring offered even when tutoring is also available in person in the WOCC. In spring 2021 87% of students indicated "remote tutoring options" should be offered. In spring 2021, 82% of tutors thought there should be remote tutoring options upon returning to face-to-face classes without qualification, but in fall 2020, this percentage was only 57%. Of particular note, is that the tutors became more interested in remote, online tutoring after having used the system for several semesters.

Unforeseen Circumstances – The question of whether remote WOCC services should be offered has come about because prior to spring of 2020 all WOCC services were offered in person. It is notable that not only are both tutees and tutors interested in continuing remote tutoring and asynchronous editing offerings but that also that tutors' interest in working online also increased over time. For spring 2021, 91% of the tutors expressed unequivocal interest in tutoring remotely, but in fall 2020 the percentage was only 43%.

Closing the Loop – It was unclear if online and asynchronous WOCC services would be offered once students were on campus and classes were in person. It is now clear that there is demand. For the future online and asynchronous WOCC services will be offered along with in-person services.

Goal #5 – Have student satisfaction with WOCC tutoring services to remain high (80% of students will have more than 70% satisfaction) even after the switch to online tutoring.

Measure of Achievement – Surveys were sent to students. One type of survey was sent to all students via email both fall 2020 and spring 2021. For spring 2021, questions about session satisfaction were sent to students immediately following a tutoring session.

Results – The goal was well achieved. The questions about satisfaction emailed directly to the student post session included one question asking for a 1 to 10 response on a rating scale and another provided the opportunity to write in comments. For spring 2021, 86.3% of students responded with the highest score and only two students (about 4%) responded with an unsatisfactory score. For the survey sent to all students for spring 2021, the total score was 94% of the best possible total in answer to the question about whether students had a positive experience.

Unforeseen Circumstances – The remote tutoring is remote for the tutor and the tutee and also for the director. In the past, the director could easily see if a session was being missed, for example, and could help or find a substitute. With remote tutoring, problems are often only brought to the director's attention via written feedback (or an email of the tutee is a proactive student). So, even though the satisfaction goal was met, satisfaction has even been higher in the past when tutoring sessions were in person.



Closing the Loop – More training for and interaction with tutors is needed to make sure WOCC tutoring guidelines are followed. When tutoring moves to being both in person and offered remotely, close attention will need to be paid to students' satisfaction with the tutoring. Missed Zoom appointments (usually due to missed communication about the correct Zoom URL or to use of an incorrect email) have been the largest source of dissatisfaction—even though these occurrences have been rare. With better safeguards in place, even these rare mishaps can be avoided.

Intensive English Program

Intensive English Program established three goals for the year – and added a fourth in the spring. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Students will be in attendance 93% of course hours for each IEP course. 90% of students will meet outcome. A relationship has been noted between higher attendance and higher performance in the IEP.

Measure of Achievement – Instructors took attendance and reported data to the director of the Intensive English Program.

Results – Fall 2020 There were just two students in the IEP. They were excellent students and were in class 99% to 100% of the time during the semester. The outcome of 93% was clearly met by both of them, but the extremely small program size didn't leave much room for meaningful comparison to other semesters. It should be noted that though both students were from France, they did come to campus and took their classes online with the exception of a few on campus sessions for English 099.

Results – Spring 2021 The average attendance was 93%, but only two of the three students were in class more than 93% of the time, so the outcome was not met. Unlike other semesters, all students were close to meeting the goal. The one student who did not meet the goal took time off to travel and attempted to attend class while traveling but at times had WiFi issues while traveling. This student also had a death in the family and traveled abroad. During this trip the student did not attend classes.

Unforeseen Circumstances – Fall 2020 As indicated above, the pandemic ended up, likely, having a positive impact on this outcome. Down from around 15 students pre-pandemic, there were only two students in the IEP for fall 2020. Both students lived on campus and there was very little for them to do other than attend class online. Also, both students were academically inclined. In previous semesters, it has been difficult to meet the 93% threshold. For example, for fall of 2019, 71% of students were in class 93% of the time or more.

Unforeseen Circumstances – Spring 2021 Hanging over all aspects of semester has been the pandemic and the reliance on online classes. Given performance of students in the past, even though one student was somewhat below the desired attendance percentage, it is positive that the goal was close to being met and all students graduated from the program.

Closing the Loop – Fall 2020 One conclusion drawn from looking at data from the last several years is that smaller class sizes increase average attendance. Another is that higher performing



students, students who previously performed well in school, are more likely to attend their IEP classes. As a program, we can make sure to create new sections when class sizes get too large. We have worked with Admissions with some success to avoid having students come who are not inclined to study. We are also working to create more opportunities for support for those students who find the program difficult and need extra help.

Closing the Loop – Spring 2021 Even with just three students the attendance numbers confirmed the importance of working to have all students meet the 93% attendance goal. Two of the students clearly met the goal. These two students also clearly met class requirements for submission of work and also met the Program Learning Outcomes. One of the students was 5 percentage points below the attendance goal; this student was in most jeopardy of not meeting requirements for submission of work and the PLOs. As has been determined in other assessment, in person curricular and social events increase interest and attendance.

Goal #2 – Students will feel part of the Menlo community – 60% of students will feel “mostly included” or “somewhat included.”

Measure of Achievement – Students take a survey through which they can respond that they feel *absolutely, mostly, somewhat, or not at all* included as part of the Menlo Community.

Results – Fall 2020 For the two students in the IEP, both of whom lived on campus in the midst of a pandemic, the answer was clearly they felt “not at all included.” The students were highly positive about their instructors but in the words of one student, “The other problem was the lack of social life on campus: I only know two people. I think it’s really because of the covid that we didn’t feel integrated.” To compare, if four is the top score then the average scoring from spring 2019 was 3.00 and from spring 2020 it was 2.92. The outcome has been easily met, but there is room for improvement.

Results – Spring 2021 The goal of the target was well met with all three students responding within the affirmative range.

Unforeseen Circumstances – Fall 2020 As explained above, the pandemic was the problem. Social events could not be planned. The students could not meet other students face to face; they could only participate in online events. For these students, though they were comfortable pursuing studies online, they did not consider online socializing real socializing.

Unforeseen Circumstances – Spring 2021 The pandemic and classes being held on Zoom most likely impacted the results. That said, the student who felt “absolutely included” was the only one not on campus and the one who was engaged with Menlo only via Zoom. The student who felt “mostly included” lived on campus and easily made friends but, as revealed in a follow up discussion held in person 5.7.2021, felt the IEP had too much work which prevented him from socializing as much as he would have liked. The third student, who also lived on campus, was a less social student, she said she felt “somewhat included.”

Closing the Loop – Fall 2020 The conclusion has been that social activities for the IEP students make them feel more included. We are looking to the future and working with the new dean of student affairs to create more support and activities for IEP programs post-pandemic. For spring 2021, we are looking to bring in more “guests” to the online classes. For those students on



campus, I started to hold some classes outside fall 2020. I will continue to do so for spring 2021 and will also work to bring guest students to the classes for the IEP students to meet.

Closing the Loop – Spring 2021 The conclusion, as in previous years, is that students appreciate events that bring them together and bring them into contact with other Menlo students. Discussions about how to best do this are already in progress with both the Dean of Student Affairs and the new International Office. In addition, this goal is too easily met. It will be changed so that only the top two affirmative responses to the question "How much do you feel included as part of the Menlo community?" are counted towards meeting the goal.

Goal #3 – Students will feel the IEP is meeting their English learning needs – 60% of students will feel the program is “very well” or “mostly” meeting their English learning needs.

Measure of Achievement – Students complete survey through which they answer that the IEP is *very well, mostly, in part, or not at all* meeting their English learning needs.

Results – Fall 2020 The goal was clearly met with the two students stating that the program "very well" met their English learning needs. As one student stated in response to the question of how the IEP could better meet his English learning needs, "I think it's hard to do better. In order to progress the most in English, it is up to us to speak outside, I think." Previously, the average scoring (if 4 is the top) was 3.42 for spring 2019 and 3.38 for spring 2020 (3.43 for the end of the spring 2020 semester).

Results – Spring 2021 The goal was met but one student's answer did raise questions. To the question, "How well do you feel the IEP is meeting your English learning needs?" the two students who were not as advanced as the third said "very well" — the most affirmative answer possible. On the other hand, the stronger student (and she was particularly adept at conversation) said the program was meeting her needs "in part."

Unforeseen Circumstances – Fall 2020 For fall of 2020, the IEP had five instructors for two students. Though the IEP has done well with this outcome in past semesters, it is hard to beat the fall 2020 instructor to student ratio. Of course, the small class size was pandemic related. It should be noted that the Trump administration was also making travel to the United States difficult for international students. We look forward to a day when international students are once again welcomed into the country.

Unforeseen Circumstances – Spring 2021 Teaching through Zoom as a result of the pandemic was a strong limitation here. In a classroom, students can more easily work at their own pace with direct instructor support when needed. In addition, the student who gave the least affirmative answer also had significant WiFi problems during the semester, particularly at the beginning. Assistance was given immediately but it took some time to find a working solution and the student was frustrated.

Closing the Loop – Fall 2020 The more one-on-one help students get the better they do and the better they feel about the program. As mentioned in previous answers, it is important that class sizes do not get too large. 10 is likely a good cap. The Writing and Oral Communication Center offers one-on-one tutoring for English language learners. Both the IEP and the WOCC will continue to encourage IEP students to get extra help with their studies. Also, as previous



semesters have shown, there is advantage to surveying students both at the midterm and at the end of the semester.

Closing the Loop – Spring 2021 The goal was met, but always more can be done to ensure that all students are receiving the best education we can provide for their specific level and learning needs. This semester the three students were at about the same level with respect to reading and writing, but they were at different levels of conversation ability. Adjustments were made but finding the most appropriate adjustment for each student must take place on an individual basis, and therefore, the solution will be different in each case.

Internships, Career Services, & Study Abroad

Assessment report is incorporated into the department's program review.

Library Services

Library Services established two goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Deliver & enhance library services during COVID-19 pandemic (Distance Services and In-Person Services.

Measure of Achievement – The assessment focused on the quantification of library services, programs, and Information Literacy sessions in the online environment, as well as in-person. Further, an initial qualitative analysis of the research appointments has been conducted.

Results Fall 2020 – Distance: Online interactions with students increased markedly in Fall 2020. A total of 3,339 eBooks were employed and 29,769 Electronic Resources with full text were used. In Person: The library allowed access to print course reserves for three days per checkout with the Library opening one day a week. The library was able to modify hours, Access Services and spaces (removal of 50% of its furniture) in order to serve the student population on campus. During Fall 2020, the Library opened a total 126 hours from September through December, circulating more than one hundred print books.

Results Spring 2021 – Distance – Online interactions with students increased markedly during the 2020–2021 academic year during which eBooks were consulted 8298 times, and full text Electronic Resources searched 79509 times representing a five-fold increase in eBook usage, and a 61% increase in full text searches over the previous academic year. In Person – The Library went from being open one day a week in the fall to being open five days a week during the Spring. Online services were maintained at 9 hours/day, five days/week; total open hours for the academic year equal 769.

Unforeseen Circumstances Fall 2020 – Distance services outstripped expectations. Familiarity with online Library Services from the previous semester set the expectation to connect from any distance, and through any format or device. Response to Library Programming, asynchronous (online guides & exhibitions) and synchronous (Library Colloquia) has been very



positive. In-Person Services transformed due to county/state regulations. The library developed an entire protocol and new practices in Access Services to ensure the safety of the Menlo community. Print books circulated after quarantine of 72 hours based on professional guidelines.

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Closing the Loop Fall 2020 – Distance services will continue in the coming semester. Librarians work to further enhance awareness/access to materials. Most services will be online for all students, no matter where they reside. The January term presents challenges and opportunities. Numbers of on-campus students are slated to rise in SP21, so the Library will need flexible programming in support of increased numbers. In-person services will remain limited, but with more students coming to the building, policies, and strategies to leverage in-person opportunities safely and effectively must be prepared.

Closing the Loop Spring 2021 – Distance services may continue in the coming semester. Librarians work to further enhance awareness/access to materials available to all. Most services will be online for all students, no matter where they reside. Library will need to flex programming in support of the return of the students. In person services will need the reengineered, as we navigate the opening of the campus.

Goal #2 – Enhance Library Assessment Program (Assess collection, print & electronic materials; Initiate assessment of Library Outreach & Programs; and Continue improvement of Information Literacy Program Assessment [IL Tutorial STS092 and IL Survey])

Measure of Achievement – The assessment focused on the quantification of Library services, programs, and Information Literacy sessions in the online environment, as well as in person. Further, an initial qualitative analysis of the research appointments has been conducted.

Results – Fall 2020 Librarians delivered 57 sessions between September 21 and December 3, 2020. New first-year students interact with librarians twice before midterms through Information Literacy (IL) sessions in required Business & English courses. These contacts establish relationships with the new Menlo students.

Results Spring 2021 – Librarians delivered 87 sessions over AY 2020–2021. New 1st year students interact with Librarians twice before midterms through Information Literacy (IL) sessions in required Business & English courses, establishing relationships with the new Menlo students. Collection Development practices shifted to increase acquisition of ebooks. Use of ebooks and full-text downloads jumped significantly from the previous year. The Library Team evaluated eight information resources, establishing trials in the Fall and Spring semesters. Quantitative analysis of library programs and events was implemented.



Unforeseen Circumstances – Fall 2020 Access to expanded online services enabled the library to quickly roll out distance library programs in March 2020. In Fall 2020, the library further enhanced these online services, transferring all library programming to the online environment.

Unforeseen Circumstances Spring 2021 – The Library hosted seven Library Colloquium sessions throughout the academic year. Textbook policy was crafted with the Academic Affairs to increase use of OER and Library ebooks as mandatory texts.

Closing the Loop Fall 2020 and – Spring 2021 Librarians have adapted to the changing landscape of academic library services in response to the unique problems of the pandemic. Due to county/state regulations, the team worked primarily remotely. Increased flexibility in our workdays has been pivotal to maintaining a successful Information Literacy program, redesigning our Collection Development practices, and transforming the Outreach and Programming events.

Student Affairs

Student Affairs established eight goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Students will demonstrate a commitment to inclusion in the community.

Measure of Achievement – Student participation/attendance at diversity-related events.

Results – SGA started a new initiative, Community Circles, this year. Every Friday, students could come together on Zoom to discuss challenges they were facing in and out of the classroom. While attendance varied greatly, the Circles maintained an average of 10 students at each weekly session.

Closing the Loop – "Inclusion" needs to be clearly defined—this will help us in terms of measurement.

Goal #2 – Students will experience activities that encourage their engagement on campus or on the Student Affairs official Instagram page.

Measure of Achievement – Student attendance at events (in-person and online); social media analytics.

Results – Student Affairs coordinated two in-person events in the fall—average of 17 students attended; the SGA hosted bi-monthly events in the fall with an average attendance of 6 students; Community Circles occurred every Friday where students could come together on Zoom to discuss challenges they were facing in and out of the classroom. While attendance varied greatly, they maintained an average of 10 students. Over the past year, we've also increased our follower count on IG by 10%.

Closing the Loop – No major changes beyond gathering more data analytics for our social media account.



Goal #3 – Student leaders and club presidents will display critical thinking skills and the ability to lead others towards a common goal.

Measure of Achievement – Student attendance and engagement in the first–ever Club Leadership Summit (spring).

Results – Twenty–five of those clubs were represented in our first ever Club Leadership Summit; which club leaders ranked 4.6 on a 5–point scale that they found the information helpful and 90% recommended the event be made a recurring annual event.

Closing the Loop – The staff will revisit this particular learning outcome. We question the utility of this particular outcome and will look at other ways to refine it.

Goal #4 – Student leaders will exhibit the ability to utilize a process of using good judgement.

Measure of Achievement – Student engagement in the Club Leadership Summit.

Results – Twenty–five of those clubs were represented in our first ever Club Leadership Summit; which club leaders ranked 4.6 on a 5–point scale that they found the information helpful and 90% recommended the event be made a recurring annual event.

Closing the Loop – This learning outcome is not clear. The staff will reassess its purpose going forward.

Goal #5 – Students will develop a sense of belonging in the Menlo Community.

Measure of Achievement – Number of students who lived on campus in fall and spring number of students who visited the Student Union (spring).

Results – With the increased capacity on campus this spring, we were able to reopen some of our facilities. The Student Union had over 100 unique visitors this spring, with over 600 visits total (majority being students who repeatedly used the space). – assessed via check–ins through the Menlo app Approximately 215 residential students consistently lived on campus for the majority of the Spring 2021 semester, representing 37% of our available campus bed space.

Closing the Loop – There are opportunities to measure using data collected from residential life programs and the Menlo 101 course, etc. OSA has developed a strategic plan to enhance the Student Union. Additionally, there could be more intentional information gathering from residents about the experience. Finally, we need to measure belongingness among commuter students.

Goal #6 – Students participating in the conduct review process will demonstrate the ability to make positive decisions.

Measure of Achievement – Student response to newly developed conduct policies.

Results – Hosted the first restorative justice circle in Fall 2020 to address a COVID–19 violation; three students participated and talked through with each other what happened, leading to an educational–focused sanction. One student assisted OSA by translating COVID policies into



French for our IEP students. At that moment, all three students indicated they were pleased with the format of the circle.

Closing the Loop – This outcome also needs to be revisited. There are many opportunities for revamping the student conduct process, including pre- and post-surveys; more staff training about restorative justice processes; and the formation of a new conduct board, including a rotating cadre of faculty, staff, and students.

Goal #7 – Students will develop an awareness of community social issues.

Measure of Achievement – Measurement typically taken from assessment during STS100.

Unforeseen Circumstances – Community service was not required of students this year. (Data typically is gleaned from a STS100 assignment).

Closing the Loop – A new DEI student leadership was created. Identify other ways of measuring this goal.

Goal #8 – Understanding of self and relationship to community.

Measure of Achievement – Typically, this is measured based on an assignment from the STS 100 course.

Results – This assignment was not offered this year.

Closing the Loop – This outcome could also use more refinement.

Residential Life and Security

Residential Life and Security established four goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Increase student understanding of the housing process.

Measure of Achievement – Count of students at webinars Count of applications by deadline. Count of students at webinars Count of applications by deadline. 60% of available beds have been applied for prior to the end of the Spring 2021 semester.

Results – Spring 2021: 49% on May 14, 2021.

Unforeseen Circumstances – The COVID-19 pandemic and most operations being virtual is leading to a slower rate of applications than what we would normally expect since not as many students are on campus to interact with student affairs in person.

Closing the Loop – I think hosting in-person information sessions, tabling outside the dining hall, and having RAs talk with residents about living on campus (next year when we are in person) will greatly help us improve our numbers.

Goal #2 – Increase number of applicants for RA position.



Measure of Achievement – Count of students at info sessions Count of targeted outreach Count of applications by deadline 20% increase each year in the number of applications submitted by underrepresented populations: Black students, Latinx students, AAPI students, international students, Indigenous students, and first-generation.

Results – Spring 2021:26 applications submitted; 19 interview offers; Applicant Demographics Black students – 12%; Latinx students – 35%; AAPI students – 19%; International students – 27%; Indigenous students – 4%; First-gen students – 31% Offer Demographics: Black students – 10%; Latinx students – 30%; AAPI students – 20%; International students – 30%; Indigenous students – 0%; First-gen students – 20%.

Unforeseen Circumstances – Again, I think the virtual nature of this year likely reduced the number of applications because fewer students were on campus to experience what it is like to live in a residence hall.

Closing the Loop – The applicant numbers vs. the offer numbers for various demographics do not match up as well as I would like. I want to increase the representation on our team, particularly amongst our Black and Indigenous student populations.

Goal #3 – Modify the duties and expectations of Residential Fellows in order to better reflect the mission and vision of Student Affairs.

Measure of Achievement – Residential Fellows attendance at events (required and optional) RF engagement with residential students throughout the semester 80% of RFs host one program every single full month of the semester.

Results – Spring 2021: 100% of on-campus Residential Fellows attended the Finals Late Night Breakfast event.

Unforeseen Circumstances – This virtual year has greatly impacted the number of residential programs provided. Once we move back to consistent in-person, I believe there will be more Residential Fellows programs and stronger resident turnout.

Closing the Loop – We are working to make more specific programming benchmarks for our Resident Fellows moving forward, including increased training and collaboration with the RAs. This will allow the Residential Fellows to roadmap and plan appropriately for the full year how they would like to engage with our on-campus students.

Goal #4 – Increase number of positive interactions campus community has with campus security.

Measure of Achievement – Number of campus community members at town hall Survey response results (beginning Fall 2021) Count of negative and total interactions At least 80%of situations Security encounters use de-escalation protocols rather than referral to the local police department.

Results – Spring 2021: approximately 15 campus community members participated in one of the two info sessions in February 2021.



Unforeseen Circumstances – Bringing on Security mid-semester in a virtual year has created fewer opportunities to connect with the community or do formal assessment. As we move to an in-person year, I anticipate there will be many more opportunities to interact with students, faculty, and staff about security.

Closing the Loop – Having a Security town hall at least once a semester will help us address issues quicker and also position Student Affairs as a responsive unit. Based on the feedback we receive, that will allow us to offer more intentional training for the campus community and our Security team alike.

Administrative Support – Summary Observations

Admissions/International Student Services

Admissions/International Student Services established five goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Provide reliable, accurate and practical information to domestic and international prospective students and families in order to guide them through their college search and admissions process.

Measure of Achievement – Admissions Counselors to encourage students to attend admissions events, financial aid workshops, instant admissions, etc. on and off campus. Target: Increase the overall number of campus visitors by 10% every year for the next 5 years. Assessment Method: Admissions events attendance reports.

Results – Fall 2020 Even though we exceeded our goal last year, due to the pandemic, we fell short for Fall 2020. Fall 2019: 355 (64% increase YOY), Fall 2020: 203 (42% Decrease YOY). Virtual admission tours and events became an essential part of our strategy, as we had to cancel all of our in-person events.

Results – Spring 2021 Even though we had experienced an increase from Spring 2019 to Spring 2020 YOY, mostly due to the pandemic, we experienced a decline in visits from Spring 2020 to Spring 2021 YOY. San Mateo county had very strict restrictions during the pandemic. Staff was not allowed to be physically on campus until the fall semester. The same was true for visitors. Even though we started offering virtual events, they were not as well attended as our in-person events. Most of our Spring incoming students are transfer and international students. The domestic transfer students tend to transfer from the local area and prefer visiting the campus in-person. This decline in admissions type of visits was consistent industry wide.

Closing the Loop – Fall 2020 Increasing overall campus visitors historically has helped with nurturing and conversion rates. Given the pandemic, we understand that high-touch engagement through virtual events is critical. Even though we won't be able to duplicate the physical event virtually, we can capture the feeling of it. Also, we have been offering smaller in-person events and individual campus tours barring state or federal restrictions.



Closing the Loop – Spring 2021 Increased virtual events – Increased goals for virtual events – Increased training for virtual events – Implemented COVID protocol in order to have in-person events and visitors. Having students and their families visit the campus or attend admissions events help with nurturing and conversion rates.

Goal #2 – Admit domestic and international applicants in accordance with the College's Admissions requirements.

Measure of Achievement – Admissions counselors to collect all necessary documents so that an admissions decision can be made in a timely manner. Target: Increase the yield rate from applicant to admit by 5% every year for the next five years. Assessment Method: Applicant to Admit Yield Rate Report.

Results – Fall 2020 Admissions counselors are collecting required documentation at a faster rate, which allows admissions decisions to be made earlier in the recruiting cycle. Fall 2018: 48%, Fall 2019: 63%, Fall 2020: 64%.

Results – Spring 2021 We experienced a 16% decrease YOY. Due to the online delivery of classes we had a smaller amount of students interested in a Spring 2021 start. Due to strict COVID regulations in our county, we were unable to offer classes in-person for two consecutive semesters (FA20 and SP21). This had a direct impact on the number of incoming domestic and international students. In addition, we were not able to offer in-person events and our admissions counselors were unable to physically visit colleges. Most college fairs were simply cancelled due to COVID restrictions. We were unable to attract as many new international students given some of the SEVIS regulations for online instruction and countries like Brazil and China not issuing visas.

Closing the Loop – Fall 2020 Even though we were able to increase our applicant to accept rate by 15% from Fall 2018 to Fall 2019, due to the pandemic, it was challenging to increase our applicant to accept yield rate by 5%. However, we were still able to increase it by 1%, whereas many private institutions schools experienced a decline.

Closing the Loop – Spring 2021 Admissions counselors are virtually collecting required documentation and information at a faster rate which allows admissions decisions to be made earlier in the recruiting cycle.

Goal #3 – Guide domestic and international accepted students to deposit.

Measure of Achievement – Admissions Counselors to connect with accepted students to goal over final questions so that a decision can be made. Target: Increase the number of commits by 15% year one, by 5% year two, 3% years three, four, and five. Assessment Method: Committed Students Report.

Results – Fall 2020 We experienced a 33% increase from Fall 2018 to Fall 2019. Due to the pandemic, we experienced a 31% decrease from Fall 2019 to Fall 2020. Unfortunately, like many other colleges and universities nationwide, we experienced a decline in enrollment deposits as a consequence of the pandemic.

Results – Spring 2021 We experienced a 63% decrease YOY. Due to the online delivery of classes, we had a smaller number of students interested in a Spring 2021 start.



Closing the Loop – Fall 2020 We have come up with innovative strategies when it comes to recruitment of new students and retention of our current students. We understand that enrollment remains an ongoing challenge for higher education institutions. In order to improve these numbers and preserve our financial integrity, recruiting and retention initiatives have become even more important. However, this fast-changing landscape has also offered opportunities to experiment with new educational and business models that offer short-term benefits while we are able to identify long-term strategies for success.

Closing the Loop – Spring 2021 We should no longer face the challenge of online only classes, given that restrictions have been lifted. This change should attract a larger number of students for Spring 2022.

Goal #4 – Enroll domestic and international students who deposited and assist in their transition to college.

Measure of Achievement – Enrollment Specialist Team to provide information about Orientation and next steps to becoming a Menlo College student. Target: Decrease the melt rate by 1% every year for the next five years. Assessment Method: Melt/Defer Rate Report.

Results – Fall 2020 Fall 2018: 34/285 (12% melt/defer rate), Fall 2019: 57/392 (14.5% melt/defer rate), Fall 2020: 53/284 (18.6% melt/defer rate). The summer before college is a critical time when many students lack networks of support that they had in high school and may need help with on-boarding along with the other stressors of transitioning into college. The uncertainty, financial hardship, and switch from in-person to online classes due to the pandemic, lead many students to delay or cancel their college plans.

Results – Spring 2021 We experienced an 8.5% increase in our melt rate YOY. Due to the online delivery of classes, we had a smaller number of students interested in a Spring 2021 start. Due to the strict COVID regulations in our county, we were unable to offer classes in-person for two consecutive semesters (FA20 and SP21). This had a direct impact on the number of incoming domestic and international students. In addition, we were not able to offer in-person events and our admissions counselors were unable to physically visit colleges. Most college fairs were simply cancelled due to the COVID restrictions. We were unable to attract as many new international students given some of the SEVIS regulations for online instruction and countries like Brazil and China not issuing visas.

Closing the Loop – Fall 2020 The enrollment specialist team has been trained and given the tools to better support incoming students in a more virtual environment.

Closing the Loop – Spring 2021 We should no longer face the challenge of online only classes, given that restrictions have been lifted. This change should attract a larger number of students for Spring 2022. Virtual and in-person events are also being offered for our incoming students throughout the summer.

Goal #5 – Maintain a strong domestic and international applicant pool to meet enrollment goals in accordance with the College's admission standards.

Measure of Achievement – Admissions Counselors to assess students' fit between Menlo College and the student. Target: Increase the number of medium and high likelihood to enroll



of accepts and commits by 5% every year for the next five years. Assessment Method: Likelihood to Enroll Report.

Results – Fall 2020 Even though YOY we initially experienced a larger percentage of accepted students assessed as a strong fit with Menlo College, the pandemic changed this dynamic.

Results – Spring 2021 We experienced a 5% decrease YOY. Due to the online delivery of classes, we had a smaller number of students interested in a Spring 2021 start.

Closing the Loop – Fall 2020 There is an understanding that enrolling new students is the responsibility of everyone at the institution: faculty, staff, and current students. Prospective students will continue to have a great and personalized experience throughout their college selection process, even if it is in a virtual environment. The enrollment management team has been taking tactical steps to drive up yield and reduce melt in this highly ambiguous and uncertain environment.

Closing the Loop – Spring 2021 We should no longer face the challenge of online only classes, given that restrictions have been lifted. This change should attract a larger number of qualified applicants.

Alumni Engagement and Development

Fall 2020 Goal Assessment

Alumni Engagement and Development established four goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Build trust with constituents with targeted, timely, and transparent communications.

Measure of Achievement – Level of activity – email open rates.

Results – Fall 2020 The office was able to double the number of alumni communications from 12 to 24 messages throughout the year and share news in an increasingly timely fashion. In addition, a parent communication program was added with 29 messages and newsletters tailored to this group. Success was measured based on the open rates of emails, which currently averages 34% against an industry average of 30% for private institutions. We continue to lack bandwidth, however, to meet the small four-year private institution average of 3.6 alumni communications per month.

Results – Spring 2021 Success of email communications was measured based on the open rates of emails. For alumni this averaged 30%, which is also the industry average for private institutions. Parent email communications average 39%, with pandemic-related communications reaching as much as a 55% open rate.

Closing the Loop – Fall 2020 The AED office aspires to conduct regular focus groups with constituents to gain greater insight into the effectiveness of these communications.

Closing the Loop – Spring 2021 We lack bandwidth to meet the small four-year private institution average of 3.6 alumni communications per month. However, the office has begun to mitigate this fact through the use of social media as additional touch points. In addition,



while national data supports that email open rates correlate with increased alumni and parent engagement leading to increasingly successful retention and fundraising efforts, there are significant challenges to collecting enough hard data to show a direct relationship between the two.

Goal #2 – Lay technological foundations to support a relationship-based strategy on lean staffing.

Measure of Achievement – Percent completion.

Results – Fall 2020 The work on this goal covers both the technical work of restructuring the back end of the database as well as the painstaking work of checking the accuracy of the data itself. Thus far, approximately 90% of the data has been transferred from the old database into the new. The restructuring is expected to take at least until the end of the fiscal year and the data cleanup will continue well into the next strategic planning cycle.

Results – Spring 2021 The office has begun to operate entirely in the new database, using the old database for reference only. The data restructuring is nearly complete and is on track to be completed on or near the end of the fiscal year. As reported earlier, the data cleanup is proceeding as planned but is tedious and time-consuming and expected to continue well into the next strategic planning cycle.

Unforeseen Circumstances – One staff member departed due to personal circumstances, which reduced the staff by 50%. For several reasons, not the least of which is the pandemic, this position remains unfilled. This has doubled the length of time that was originally estimated for the completion of this goal.

Closing the Loop – Spring 2021 Alumni data remains in Excel spreadsheets outside of the database and cannot be imported in an automated fashion continuing to create a backlog. In addition, since the data team was temporarily reduced to one instead of two people, it has struggled to move this initiative forward as gift processing, acknowledgement, and reporting take priority.

Goal #3 – Plan and implement strategic communications to support change management initiatives across the institution (Fall 2020).

Measure of Achievement – Informal focus groups.

Results – The primary focus of these efforts centered around the pandemic, the downstream effects of the pandemic, and social justice initiatives. The ability to offer stakeholders and constituents a timely and transparent view of rapidly shifting realities has been an Achilles heel of the College in previous administrations. The AED office worked very closely with senior leadership to coordinate communications efforts as we navigated the semester. Informal focus groups, however, indicate that constituents have perceived some progress in this area.

Unforeseen Circumstances – While the goal remained the same, the work within this goal changed significantly due to the timing of national events. The strategic communications that were developed became much more specific than was originally anticipated.



Goal #4 – Continue best practices in annual fund management

Measure of Achievement – Level of activity; fundraising totals.

Results – Fall 2020 The AED emphasizes personalized communication with donors whenever possible and focuses on the stewardship component of the donor cycle. The fall campaign centered around the theme of resilience among Menlo students and their ability to turn the challenges of the pandemic into learning opportunities. Campaign activity included phone and email correspondence, three direct mail pieces, social media, and mass email support.

Results – Spring 2021 At the time of this report, Q1–Q3 donations are down by ~\$44,000 or approximately 6%. This is in keeping with the industry prediction that FY21 giving will be lower than FY20 giving due to low conversion rates for donors who made their first gift during the pandemic which coincided with the end of FY20. This is true at Menlo College, where FY21 donations are principally from donors who predate the pandemic who are renewing and increasing their gifts.

Unforeseen Circumstances Fall 2020– The staff member previously dedicated to this goal was refocused on strategic communication priorities due to the extenuating circumstances referred to in the previous goal. We had originally planned a larger portion of time dedicated to personalized correspondence but instead relied on mass communication channels.

Unforeseen Circumstances – Spring 2021 The fundraising results may be more successful than the dollar amounts from the Q1–Q3 results would indicate. One 6–figure gift is usually secured by Q2 but is still in progress. A second 6–figure gifts currently in progress but not yet committed and the final spring solicitation campaign is just beginning.

Closing the Loop – Fall 2020 The effectiveness of the AED office is heavily dependent upon near continuous assessment. This formal process serves as a reminder to aggregate data in larger chunks in order to look for anything that may have been missed along the way.

Closing the Loop – Spring 2021 Looking forward, it will be impractical for the Senior Director of AED to be the sole fundraiser in the office. Even with strong planning and high efficiency, there is too much volume in the portfolio for a single person and there are a number of detail–oriented relationship building tasks that often require a second person to be working in tandem to follow up on.

Business Office/Student Accounts

Business Office/Student Accounts established three goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Reduce the number of student billing errors.

Measure of Achievement – It is the variance between enrolled students and billing statements.



Results – For Spring 2021 compared to Spring 2020, there were no changes in the number of billing errors. Our billing errors for the Spring semester are less than 2%.

Goal #2 – Reduce time-to-resolution for student billing errors.

Measure of Achievement – Response time from initial email and when charges/aids are on students' bills.

Results – For Spring 2021 compared to Spring 2020, there were no changes in the time to resolution.

Goal #3 – Improve communication to students and parents about when and what to expect regarding their upcoming financial obligations.

Measure of Achievement – We tracked initial emails by term/year and the time it took to respond.

Results – For Spring 2021 compared to Spring 2020, there was a slight improvement in our response time.

Facilities

Facilities established one goal for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Develop/refine schedule of routine maintenance.

Measure of Achievement – Using the maintenance records system, compare the planned schedule to the completed maintenance. Complete 100% of all planned maintenance

Results – Fall 2020: 183 completed out of 193 planned = 95%, Spring 2021: 171 completed out of 181 planned = 94%

Unforeseen Circumstances – The campus shutdown due to covid upended priorities, making some scheduled inspections/maintenance less necessary (like window washing for unoccupied buildings).

Closing the Loop – We plan to use summer months to inspect/maintain long-overdue assets.

Financial Aid

Fall 2020 Goal Assessment

Financial Aid established two goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.



Goal #1 – Improve funding cycle by increasing timely processing and delivery of aid, to support at least 90% of students being funded before the start of the term.

Measure of Achievement – Number of incomplete applications, applications requiring verification or additional documentation, and percentage of accepted aid ready for disbursement are used as measurements.

Results – Overall, we significantly increased the number of students ready to be funded prior to the start of the term by 32%. We recognize that a huge part of our success can be traced to an increased engagement and communication strategy that allowed students to text, upload, and virtually meet to resolve their financial aid requirements.

Unforeseen Circumstances – The pandemic and change of course modality required a few changes to our process of verifying attendance before funding federal and state aid. We overcame the attendance verification challenge in partnership with the Student Affairs Office. Student Affairs and the Registrar worked with faculty to confirm no shows, and the information was promptly fed back to financial aid. The Office of Institutional Effectiveness helped us to further confirm attendance by launching a student informed survey. Survey results were also used to connect with students who may be a retention risk.

Closing the Loop – As students and their families work to apply for and receive aid remotely, we have changed our document submission and digital signature requirements to make it easier for students to resolve outstanding requirements.

Goal #2 – Update process and procedure manual, in preparation of renewing federal student aid agreement in March 2021.

Measure of Achievement – The goal of completing seven sections each month (of the 46 total) allows time for us to assess areas of opportunity, address those opportunities, and comprehensively document office and aid procedures.

Results – We are on track to complete the policy and procedure manual by February 2021, which will allow time for revisions and peer reviews.

Closing the Loop – While unpacking the current policy and procedures manual, we realize how much the office has modernized in the past three years. We will need to continue to document compliance adherence with federal and state regulations as we work to automate more of the aid process at Menlo. Automation will provide students with more transparency into the aid process, and reduce the reliance on staff for processing.

Spring 2021 Goal Assessment

Goal #1 – Increase the number of financial aid applications received.

Measure of Achievement – FAFSA's completed based on Powerfaids system – Increase the overall number of financial aid applications by 10% over the previous year.

Results – In 2020–2021, we received 1,521 financial aid applications. Though the cycle is not over, we've had 957 applications in 2021–2022.



Closing the Loop – As students and their families work to apply for and receive aid remotely, we have changed our document submission and digital signature requirements to make it easier for students to resolve outstanding requirements. Students are still able to submit documents electronically, but also have the option to drop off in person as well.

Goal #2 – Increase the number of mailed financial aid award packets.

Measure of Achievement – Increase the award material being received by parents roughly 5% over the previous year.

Results – The number of financial aid packages sent out significantly increased YTD from last year to this year. As of 5/4/20 209 financial aid award packages were sent out to new students, and of 5/4/21 969 financial aid packages were sent out. Although the number of accepted students increased significantly this year, you can also see the increase in continuing student packages sent out. As of 5/4/20 279 financial aid packages were sent out to continuing students compared to 297 as of 5/4/21.

Closing the Loop – Improve awarding timeline: by increasing timely processing of financial aid packages, students are able to view awards and/or complete pending documents well ahead of term start.

Human Resources and Post Office

Fall 2020 Goal Assessment

Human Resources and Post Office established three goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Timely communication of benefits information to the community and processing of the enrollment forms accurately and timely.

Measure of Achievement – No negative feedbacks. No errors. No follow up questions on deadlines.

Results – Results were excellent. All objectives were met. There were situations where quick follow ups resulted in correct processing and generally very satisfied employees.

Unforeseen Circumstances – Due to cost containments we decided (as a institution) to reduce the modules in the payroll system. This required additional work in reconciliation and use of tracking systems outside of the Payroll.

Closing the Loop – The changes to the system should have been discussed with departments involved in setting up and maintaining records and modules. .

Goal #2 – Increased communication and instruction processing.

Measure of Achievement – This turned out to be challenging because of the stay-at-home orders. A lot of work had to be performed via emails and phone calls. This was something new and therefore required more extensions to established deadlines.



Results – End results were good. All parties were very accommodating.

Unforeseen Circumstances – Covid-19 impacted the goal in a positive way, the ability of organizations and people came through to accommodate and deliver under tough circumstances.

Closing the Loop – To be more flexible and to start using technology to work remotely and be available during off duty hours.

Goal #3 – Increase flexibility and availability given the covid environment.

Measure of Achievement – All matters, concerns and questions answered....no outstanding questions on furlough, unemployment, and compensation.

Results – Excellent in spite of reduction in base compensation and one specific benefit (retirement contribution).

Unforeseen Circumstances – Again we operated in the Covid environment and we were able to handle everything that came our way with no adverse effective or feedback.

Closing the Loop – As the campus has not operated under normal circumstances for nine months, my comments do not apply to the specific goal but generally to support management to steer through the crisis like we faced.

Information Technology

Information Technology established four goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Improve WiFi for all users and provide sufficient bandwidth given spike in need due to online classes and greater need given videoconferencing.

Measure of Achievement – Measurement was based on internet speeds and number of students living in the dorm where the physical structure reduces speed.

Results – Increased internet speed was achieved through a variety of means including access point devices (APs) provided to students who had internet speed issues, changing carrier that provided 10G versus the previous 1G. Complaints went down to 0% after being provided APs. Measured speed in dorm rooms went up from 3–4 Mbps to 40 Mbps range in Fall 2020 to 20–40 Mbps to 80Mbps range in Spring 2021.

Unforeseen Circumstances – Students in the dorms increases from under 40 in the fall to nearly 200 in the spring. Some delays occurred because switching to 10G network required additional equipment and installation time so we could not achieve full utilization of the 10G network throughout the campus.

Closing the Loop – OIT needs to do better upfront analysis of the challenges of switching internet providers specifically and the challenges when making a significant IT upgrade generally. OIT needs to take into account and map out additional costs and time to fully implement a new solution.



Goal #2 – Improve classroom technology. Given the possibility of hybrid and HyFlex learning, OIT needed to make sure Menlo was ready to deliver the technology needed.

Measure of Achievement – Metrics used were estimation of the need for technology in the classrooms and then implementation of this technology in time for the beginning of each semester.

Results – The initial plan was to provide HyFlex training in the classrooms. Based on a survey we estimated that we would have ten professors utilizing the HyFlex rooms we created based on that estimate. As the fall 2020 semester drew closer, it became clear that we would not be utilizing those rooms. We redirected resources to training for use of Zoom, learning management software and testing software, and online teaching, as well as technology for students and faculty. For the spring we focused on usage of these rooms for faculty to teach from remotely.

Unforeseen Circumstances – The pandemic's course and its severity prevented us from largely utilizing our new technology. It impacted our ability to assess the efficacy of HyFlex or hybrid teaching.

Closing the Loop – We still learned of the importance of surveying faculty in terms of the interest, skill, and desire to be in a classroom to better understand what we were facing if we did go into HyFlex or hybrid teaching models. Certainly, assessment played in role in understanding the challenges we faced and what policies would benefit the circumstances. The surveying did lead us to pivot earlier to focus on training for online teaching.

Goal #3 – Improve IT support response. OIT was understaffed and we have much greater technology needs given that faculty and staff were mostly working remotely and had greater needs working from home and utilizing new applications.

Measure of Achievement – To measure success towards achieving the goal we utilized response time (how soon OIT staff responded to a help request) and resolution time (how long it took before the request was resolved).

Results – OIT response time improved from fall 2020 to spring 2021. OIT was able to cut response time significantly. One concern is that the ticketing system itself was unreliable and to be more assured of reaching our goal OIT must adopt a new ticketing system.

Unforeseen Circumstances – The ticketing system was not operating well so the underlying data may be challenged. Also, measurement to the ticketing approach was varied especially as people were calling in to OIT constantly and getting helped in that way sometimes without proper documentation.

Closing the Loop – OIT certainly recognizes more the importance of assessment and to better set up processes going forward. OIT helpdesk staff are focused on helping out the individuals which is a net positive and the management recognizes the importance of measurement and continuous improvement.



Goal #4 – Improve technology. OIT does a great deal in terms of upgrading equipment and technology often prioritizing based on risk assessment. Here the focus will be on the replacement of laptops.

Measure of Achievement – To measure success we are using number of laptops over three years old as ones that either need to be fully replaced or need a hard drive replacement.

Results – OIT identified the number of computers in the spring to replace. Unfortunately, due to lack of budget, replacements were only made if the computer stopped working. The plan is to begin replacing or upgrading these computers during the summer and fall.

Unforeseen Circumstances – The pandemic created circumstances where much energy was spent elsewhere. The assessment plans also detail the immense amount of budget, time and resource on other high priority initiatives to keep the IT infrastructure running.

Closing the Loop – OIT has learned more of the importance of regular inventory and record keeping. Documenting information on all equipment is key to preventing unexpected technology and equipment failure.

Institutional Effectiveness

Institutional Effectiveness established three goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results and closing the loop are offered below.

Goal #1 – Expanded use of data and information by decision makers.

Measure of Achievement – PowerBI usage statistics related to dashboards and frequency will be assessed to determine whether additional users are needed and moving licenses for maximized value. It is anticipated that 80% of the licensees will use the dashboards five or more times per year.

Results – Dashboards still continue to get use and have increased in usage slightly with the addition of the new Deans.

Closing the Loop Fall 2020 – The Director is exploring other ways to disseminate data/information other than dashboards.

Closing the Loop Spring 2021 – IE worked with the President to prepare the tuition and fees proposal to the BOT. This is the second time participating. As such, the report has been improved and streamlined for ease of updating, with additional notations as well as suggested changes have been made in this year's report. IE in partnership with the Strategic Planning committee initiated a pilot to connect the Strategic Plan and semester assessment reports as well as connect the work to the budget. The concept has received a favorable review from the BOT and these efforts will continue

Goal #2 – Increase the efficiency of routine reports, including systematic documentation.



Measure of Achievement – Improving the efficiency of routine reports will allow for more time for special analyses as well as participation in voluntary surveys. Each routine report will be evaluated in year 2020–21 to determine if efficiencies can be made through improved processes and documentation.

Results – IE has continued to construct data analyses to easily refresh the report from Pivot tables. Additionally, we expanded upon an IR Calendar to help identify similarities in data requests so that common data sets can be multi-purposed.

Closing the Loop Fall 2020 – The IE developed and implemented a new online Assessment Report Submission Portal through which Administrative and Co-curricular units could submit their Fall Assessment Reports. The portal streamlined the process of fall report development, and will be refined for continued use in the spring.

Closing the Loop Spring 2021 – The spring assessment submission process was streamlined by the addition of change statement categorization items to the portal.

Goal #3 – Contribute to strategic planning through special research analyses – with at least two special research analyses focused on student success.

Measure of Achievement – Special research analyses allow for deeper investigation on an important topic, potentially advancing the effort in new or accelerated ways. The number of special research analyses focused on student success will be used as a measure of success.

Results – IE refined the fall Enrollment and Supplemental Student Success Measures reports, created and managed a number of online surveys, (pre- and post-course surveys for ENG 100/101, two Financial Aid Attestation Surveys, and a Tutoring Center Evaluation). IE developed, administered, and analyzed a Fall 2020 Preparedness Survey to support leadership as they planned for an online fall semester. The survey received 636 responses and helped administrators identify critical student needs. IE is analyzing graduation rates by gender, comparing to those of peers and identifying other impacting variables.

Closing the Loop Fall 2020 – IE will continue to look for ways to be more efficient and use data to inform College decision-makers.

Closing the Loop Spring 2021 – The office conducted a number of special analyses this year, several of which will likely be updated regularly.

- The office developed Menlo's Annual Integrated Monitoring (AIM) report and Financial Accountability Report (which included a peer analysis).
- Institutional Effectiveness conducted an analysis of NSSE, NL and RISC data by ILO in support of the College's upcoming accreditation report.
- The Office assisted with benchmarking a new set of peers for the College for comparison purposes.
- IE created and managed a number of online surveys for departments this spring, including Honors Convocation awards surveys, a post-course survey for ENG 102, and a Back-to-School Fall 2021 survey.
- The Office of Institutional Effectiveness assisted in the development of the 2021 Tuition Proposal.

- The office has conducted an analysis of student graduation rates by gender, comparing Menlo's rates to those of its peers, and diving deeper to identify other variables which may be impacting the larger than expected differences between male and female graduation rates.

Registrar

Registrar established five goals for the year. Each goal, measure of achievement, results, any unforeseen circumstances which may have impacted results, and closing the loop are offered below.

Goal #1 – Improve records retention policy adherence. This goal was related to the Office of the Registrar external reviewer's recommendations. Create a more centralized location for storing student records controlled by the Office of the Registrar, which includes managing the life cycle of record.

Measure of Achievement – These goals are best measured against industry's best practices in accordance with federal requirements of document lifecycles. Industry standards stem from AACRAO guidelines, and best practices can be explored by ever-changing peer institution recommendations.

Results – Fall 2020 100% of student records/documents received are now electronically saved. The Office of Admissions has initial contact with students and third-party vendors transmitting official documents. All documents are received by the Office of Admissions and saved in Salesforce. Documents generated by the Office of the Registrar are electronically saved and uploaded to Jenzabar. We have uploaded 1,829 documents. This transition to electronically managed documents has proved beneficial during the COVID-19 campus closure.

Results – Spring 2021 Registrar staff have been trained to upload and manage documents on Salesforce for enrolled students, enabling Registrar staff control over documents for enrolled students. In terms of physical files (files created before we transitioned to electronic records), due to space limitations in Brawner Hall, the Office of the Registrar still houses archive files in the Admissions Building. We have not identified a suitable location to permanently move the files.

Unforeseen Circumstances – Fall 2020 The COVID-19 pandemic prevented any movement on relocating physical files. The pandemic had the opposite effect for electronic documents. All requests to the Office of the Registrar are now electronic (either through an online form on the MyMenlo student portal or PDF).

Unforeseen Circumstances – Spring 2021 During the Spring 2021 term, Menlo staff continued to work at home, again the relocation of physical files will be revisited when the campus officially physically re-opens.

Closing the Loop – Fall 2020 While most students have access to, and are familiar with editing PDF forms, we would still like to investigate fillable forms and increase the electronic forms on the MyMenlo student portal (while also having a backup plan in the event there is a disruption in technology). During the technology breakdown, a backup plan was created by sharing a downloaded report to respective staff, however, there was no reminder or notice for staff to



check the report. Going forward, we will also re-share the report to proper staff when a new document is received.

Closing the Loop – Spring 2021 We still have a number of student forms that are not electronically created and must be converted to a PDF for electronic upload. Ideally, the FERPA release form is higher on the priority to convert to an electronic fillable form. FERPA compliance recommends two layers of authentication or a way to verify the signature. We have contacted WaiverSign (a company Menlo College currently utilizes for release and liability forms). While we are not specifically looking for a release/liability form, we can discuss possible options.

Goal #2 – Improve transfer course articulation and transfer credit evaluation. This goal was related to the Office of the Registrar external reviewer’s recommendations.

Measure of Achievement – 1. Increase the number of course equivalencies. 2. Convert or increase the number of active equivalencies. 3. Increase the number of articulation agreements with community college feeder schools.

Results – Fall 2020 During Spring 2020, there were 3,637 course equivalencies. In Fall 2020, there are 3,880 course equivalencies. We increased from 250 to 270 schools (including schools with multiple campuses).

Results Spring 2021– TES – During this Spring 2021 assessment period, there are currently 3,971 equivalencies. Articulation Agreements – The Registrar decided to table the increase of 9 new feeder schools because of curriculum changes (see Goal #3). TCEs – While the Office of the Registrar is not the primary responsible party for generating TCEs for, actively assessing the statistics on TCEs is useful for future planning. For Spring 2021, on average it took 41 minutes to complete a TCE. While recruiting for the Fall 2021 term is still taking place, 3,930 minutes were dedicated to process these TCEs.

Unforeseen Circumstances Fall 2020– Due to the COVID–19 school closure, there was a sharp increase in student requests via email (discussed in Goal #4). Registrar staff were required to dedicate additional time to addressing these requests, and table the articulation project. While some offices were able to work 100% remotely, other staff with customer–driven positions had extra time. We were able to acquire the assistance of a staff member who has proven to be a quick learner with flexible hours. With the increased assistance of this staff person, training will continue on updating TES.

Unforeseen Circumstances – Spring 2021 Advising lost one staff person and became short staffed but was requested to create TCEs for students with incompletes documents. Admissions explained that the TCE is not only used for academic informational purposes, but it is also used as a recruiting tool. Students who receive a partial TCE are incentivized to send the rest of their remaining transcripts or commit to an institution with an earlier evaluation. Given that Admissions’ rationale is also compelling, the Office of the Registrar suggested that all three offices participate. As a response, Admissions is willing to wait.

Closing the Loop – Fall 2020 Ideally, the extra staff person could concentrate on updating TES only. However, their contributions to student requests and posting units has also been beneficial. Now that we have an extra student worker, they can assist in responding to student



requests with staff oversight. We could dedicate the majority of this extra staff's time to this project when student workers are available.

Closing the Loop – Spring 2021 As previously discussed in the Fall 2020 assessment, ideally, a full-time new position of an articulation officer representing the shared goals of recruiting prospective students and approving transfer credit for continuing students would benefit the institution. In the interim, the Office of the Registrar will continue to meet the goals discussed in this section.

Goal #3 – Effective management of curriculum changes and communications of changes (ongoing). Continue enhancing the effectiveness of the shared document created for curriculum changes, including more timely updates, while also exploring affordable platforms for course catalog and curriculum management.

Measure of Achievement – Given that we do not have a catalog or curriculum management platform, the Office of the Registrar has continued to use a shared document to document and share to appropriate parties. In total, for the 2020–2021 approved curriculum changes, 35 have been documented, and a month to notify Advising.

Results – Fall 2020 Menlo College could greatly benefit from technology for smart catalogs, and should explore electronic curriculum management or schedule planning. Due to constraints, we cannot anticipate implementation of a new platform in the near future. Despite the lack of technology, we continue to work closely with other departments and have identified alternatives that work for an institution of our size. We identified communication may still be an issue, so a new item was created on the shared document identifying when and if new curriculum changes were shared to advising staff.

Results – Spring 2021 All the curriculum changes have been processed prior to the end of the Spring 2021 term. Initially, the goal was to make changes in the summer of 2021, however, working on the changes earlier will allow Registrar staff time to devote creating articulation agreements for the new nine feeder schools. There are still additional curriculum changes to majors in the pipeline, though the proposals must go through the appropriate channels for approval. For new changes effective in the Spring 2021 term, they were already changed prior to open registration.

Unforeseen Circumstances – Fall 2020 COVID-19 continues to impact what is feasible currently and in future planning, however, we will continue to adjust and create backup plans for meeting our current needs.

Closing the Loop Fall 2020 – There have been many major recent changes in academic programs. New programs were established, and current programs have been improved. We need to ensure that both Registrar and Advising staff understand the major curriculum changes so we can properly advise prospective and current students. Given that Admissions may be recruiting students a year prior to the student's targeted enrollment year, we will need to address transfer credit evaluations that were provided to them with outdated curricula.

Closing the Loop – Spring 2021 Though we met our goals in implementing curriculum changes before the close of the Spring 2021 term, we realize that an effective communication plan is still needed. The Office of the Registrar may not necessarily receive approved minutes in a



timely manner thus, Academic Advising may not be notified in a timely manner. In addition, the type of information shared may need some discussion before making the information public.

Goal #4 – Increase student services self-help to reduce the number of information requests from the Office of the Registrar (ongoing). Identify the number of requests to the Office of the Registrar and response time. Create a FAQ and create links to self-help/how-to resources with tutorial or images.

Measure of Achievement – There was up to a 42% increase in email request during the start of the COVID-19 school closure. Response time was reduced from 1– 5 business days to 10 or more. We would like to reduce the number of requests to pre-COVID with the self-help resources and reduce the response time back to 1 – 5 days.

Results – Fall 2020 We began compiling question types in August 2020. A full academic year is favorable to gauge the types of questions that may arise in a recurring pattern. This is an ongoing goal. We are in the stage of collecting sample questions but have already added the responses and links to resources in those responses. There are already some resources available on the student portal, on our automated response email, and voicemail greeting. We will continue to identify how often certain questions are asked and determine if this number is reduced as self-help or proactive messaging is being used.

Results – Spring 2021 Based on the most common requests directed the office, we created the Office of the Registrar's FAQ, which was approached with the needs from a student's perspective. The FAQ has been uploaded as an electronic link on the MyMenlo student portal under Quick Links. In addition, the link has been added to the auto response email for the general email registrar@menlo.edu. This FAQ also includes photos for a more visual approach to locate resources.

Unforeseen Circumstances Fall 2020 – Due to the school closure, there was a sharp increase in the number of student requests and communications via email. At the end of the Fall 2020 term, we anticipate that there will also be an increase in the questions received in relation to the Credit/No Credit temporary grading policy. In the Spring 2020 term, there were 274 requests (out of about 4,400 possible requests for 819 students), however, since the policy was new to students, Registrar staff double checked the requests and confirmed with students' questionable requests. This Fall there are 4,705 possible requests from 825 students.

Unforeseen Circumstances Spring 2021– As expected, student inquiries were higher during the start of the pandemic, and this increase remained throughout the Spring 2021 semester.

Closing the Loop – Fall 2020 We will finalize the most frequent questions/requests and begin adding self-help information to MyMenlo. We have already begun preparing screenshots for student resources. We would also like to work with the Enrollment Management Specialist or student Orientation staff to incorporate these resources to their student onboarding.

Closing the Loop – Spring 2021 We have completed the Office of the Registrar's FAQ, but with the intent that it is a living document to be updated as needed. We have shared the FAQ with the Enrollment Management Specialist, Academic Advising, and specific staff for student Orientation and Academic Affairs. We will review student inquiries during the Fall 2021



assessment to see if both going back to a physically open campus and the Office of The Registrar's FAQ assisted in alleviating the number of inquiries received.

Goal #5 – Begin identifying missing documents for new students earlier to offset the late documents that come in during the beginning of priority registration, and to also ensure units are posted prior to open registration.

Measure of Achievement – Identify the number of files that were posted at census (last day to drop without W was October 2, 2020). Identify the number of files that were posted during the beginning of open registration. Identify how many files were still not complete at the end of the term.

Results – Fall 2020 At census, 47 out of 99 transfers (excluding readmits) were posted, compared to six out of 89 the prior year. Before priority registration, 79 out of 99 of students were posted, as compared to 69 out of 70 the previous year. The actual number of students posted has increased prior to registration. As the Fall 2020 term is ending, there are 45 incomplete files. This Fall 2020 term, due to COVID-19 and challenges it may cause for students on obtaining documents or financial holds with previous institutions, we opted to waive all holds.

Results – Spring 2021 During census, we still had 10 Spring 2021 new students to turn in at least one missing transcript. During the beginning of next semester registration (for Fall 2021), there was one transfer student that we could not post any units. As for incomplete files, there remain 2 incomplete files for students that are on a registration hold (compared to the previous Spring 2020 term, where there were 12 students on hold for missing documents). There are also 9 students on hold from the previous Fall 2020 (due to a grace period).

Unforeseen Circumstances – Fall 2020 We assisted the Office of Financial Aid with requesting final official high school transcripts for transfer students requesting financial aid (high school transcripts are not required for admission). This required Registrar staff to identify if the student filed a FAFSA and request the final high school transcript if needed.

Unforeseen Circumstances – Spring 2021 For a few students, it was challenging to determine if a transcript was sufficient to be considered final official when it was not an English transcript. Most transcripts are accompanied by a certified translated copy, however, some transcripts that were provided late were not translated. Because it costs students extra fees to request a certified translation or official credential evaluation, as a courtesy, we translated these documents in house, which took extra time for Registrar staff.

Closing the Loop – Fall 2020 Compared to the prior year, we posted more student units this Fall 2020 term. We would like to further reduce the number of students without posted units. However, as enrollment increases, the population of transfer students may increase. We are already auditing and posting files the month prior to the start of the term. For the Fall terms, we may consider reviewing files two months prior, and update transfer credit evaluations at this time. We will determine if we should post units as well or wait until closer to the start of the term.

The Office of the Registrar manages several functions that are needed for the College's everyday business. Due to our processes, we also manage and have access to most data. In addition to addressing student needs, we also regularly address staff needs. Staff or faculty



often need data for their respective assessments. We will consider ways to improve the processing of these requests in the future as well.

Closing the Loop – Spring 2021 Clearing files and posting transcripts is an ongoing effort for the Office of the Registrar. By a proactive approach with Admissions, the Enrollment Management Specialist, and action by students, we can reach 100% of cleared files before registration. To assist with defining final official transcripts, we have shared a document with Admission staff which also clarifies more complicated documents such as homeschool transcripts and foreign transcripts.

Goal #6 – Create and implement a chosen name and gender marker policy. Since 2019, we have been exploring ways to implement a preferred/chosen name policy to honor a student's request to be identified by their chosen name. The creation of the policy was not completed but was revisited in the Spring 2021 term.

Measure of Achievement – Best practice is to determine which office(s) have the authority to decide on the policy, and Registrar/OIT can concentrate on workflow. We determined varying degrees of name change requests, which consisted of legal name, chosen name, nickname, and gender marker.

Results – Spring 2021 We were not able to develop a clear policy in 2019, but the Office of the Registrar worked directly with OIT to honor the student's name requests for MOLE and created a name flag alert within our SIS. In the Spring 2021 semester, various offices (including the Social Justice Task Force) joined to draft a policy, with the new Dean of Students and Dean of Arts & Sciences taking the lead. The policy has been developed however, it has not been publicly available until we confirm that the workflow is successful with integrating the various software used within the Menlo campus.

Closing the Loop – Spring 2021 Given that a clear policy has been drafted, the Office of the Registrar is relying on OIT to assist with the workflow of chosen names and gender markers. We have asked for a timeline for this project.

Goal #7 – Identify, report ADT students to AICCU, and track graduation success rate of students transferring with a confirmed ADT.

Measure of Achievement – In working with Admissions, we tracked students who were admitted with an ADT. In addition, the Office of the Registrar is tracking confirmed ADTs (AA-T or AS-T in Business Administration or Psychology) within the previous degree field in Jenzabar.

Results – Spring 2021 – Spring 2021 As of Spring 2021 semester, there were 17 students with a confirmed associates degree (non-ADT). 76 students were admitted with self-reported ADTs for the 2020-2021 academic year, and 14 confirmed ADTs in Business Administration or Psychology.

Closing the Loop – Spring 2021 Registrar staff will need to update the ADT template again. The California Community Colleges have updated some of the courses that meet the math requirements for the Business Administration degree and added a business course requirement.

