INSTITUTIONAL ANNUAL ASSESSMENT REPORT
2018-2019
Table of Contents

Overview 3
Institutional Learning Outcomes 3
Assessment in Academic Programs 5
Assessment in Administrative and Co-Curricular Programs by VP Division 6
Summary Observations and Next Steps 7
Appendix A: Detailed Assessment on Institutional Learning Outcomes 8
Overview

This document, the first 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.

This report is divided into the following sections:

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

Institutional Learning Outcomes

Menlo College has identified the following as the institutionally-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. Additional results and information from assessment reports are in Appendix A.

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 bothWSCUC 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 Academic Programs

Every academic area/concentration/program is assessing student learning (Exhibit 1). An assessment champion for each area/concentration/program coordinates and/or performs the assessments. The number of assessment champions was expanded in April 2019 for each concentration in management as well as for economics, political science and social sciences (formerly grouped).

Exhibit 1: Academic Programs – Assessment Status

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Assessment Champion</th>
<th>Assessment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PLOs/ CLOs</td>
</tr>
<tr>
<td>Academic Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Janis Zaima</td>
<td>Yes</td>
</tr>
<tr>
<td>Finance</td>
<td>Soumendra De</td>
<td>Yes</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>Kathi Lovelace</td>
<td>Yes</td>
</tr>
<tr>
<td>Sports Management</td>
<td>Sean Pradhan</td>
<td>Yes</td>
</tr>
<tr>
<td>Real Estate</td>
<td>Margaret McFarland</td>
<td>In Progress</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Annika Steiber</td>
<td>Yes</td>
</tr>
<tr>
<td>International Mgt</td>
<td>Bruce Paton</td>
<td>In Progress</td>
</tr>
<tr>
<td>Marketing</td>
<td>Stephanie Dellande</td>
<td>Yes</td>
</tr>
<tr>
<td>Psychology</td>
<td>Mark Hager</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Assessment in Administrative and Co-Curricular Programs by VP Division

Every co-curricular program is engaged in assessment (Exhibit 2). An assessment champion for each department coordinates and/or performs the assessments. During the 2019-20 academic year, administrative units will also be included in assessment efforts. As such, the assessment status for some units are in progress and expected to be completed by Fall 2020.

### Exhibit 2: Administrative and Co-Curricular Programs by VP Division – Assessment Status

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Assessment Champion</th>
<th>Assessment Status</th>
<th>Goals</th>
<th>Plan</th>
<th>2018-19 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Affairs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Engagement and Development</td>
<td>Laura Koo</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Library Services</td>
<td>Valeria Molteni</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Registrar</td>
<td>Grande Lum</td>
<td>In Progress</td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Athletics and Enrollment Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics Program</td>
<td>Keith Spataro</td>
<td>In Progress</td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Admissions / International Student Svs/ Financial Aid</td>
<td>Priscila de Souza</td>
<td>In Progress</td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td><strong>Finance and Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Office</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Camps &amp; Conferences</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Business Office</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Frank Wasilewski</td>
<td></td>
<td></td>
<td></td>
<td>In Progress</td>
</tr>
</tbody>
</table>
### Student Success - Summary Observations

**Academic Advising and Disability Services**
- Staffing changes in the office of Academic Advising has increased caseloads to approximately 250-300 students per advisor (previously 200-250 per full time advisor).
- Pre- and post-tests with the STS 100 Transition to College Course indicated increases in students’ ability to identify their advisor, academic resources and their ability to navigate Menlo.
- Assessment results showed improvement over the previous year in both increased advising check-ins (visits that were logged using Ready Education’s product, oohlala) and in service satisfaction ratings.
- Staff of the Disability/Accommodations Office came into a program with very few records or instructions regarding process, intended outcomes, or assessments of any kind. In their second year, they have improved record keeping and moved some documentation to an electronic format. Additionally, the Office developed a series of goals and outcomes to bolster effective approaches to the services and support provided.
- From fall to spring, 32 of 36 (88%) eligible students re-registered for accommodations. 100% of students who had extended test times and/or distraction-free testing locations utilized them at least once throughout the academic year. A very small percentage (fewer than 10%) of students who were approved for a note taker for classes chose to utilize this service.
Changes in staffing have prompted the Office to review current practices regarding data tracking, information collection, and how services (note-taking, test proctoring) are coordinated. There is still capacity to grow the program further; an increase in outreach and educational efforts are targeted, although caution will be required in order to ensure that the staff workload is proportionate to realistic time commitments.

Academic Support Services

- Staff changes and growing enrollments will necessitate hiring new tutors for fall 2018 to provide one-on-one assistance and cover other lab hours.
- To acknowledge the expanded roles of some tutors with strong interest and aptitude, a new Senior Peer Tutor position will be introduced for fall of 2019, with an associated higher pay rate.
- On the whole, students who attend tutoring sessions of their own volition (non-Intensive Writing Lab WOCC visits, for example) are more satisfied than those who are required to attend.
- A concern as more students use their laptops in the WOCC is the danger of tutors and consultants over-helping students.
- The Director of Oral Communication worked with the Office of Internships and Career Services to develop an updated, online mock interview form that all volunteer interviewers now use.
- Declines in the number of students served through Oral Communications programs is due to the Director of Oral Communication creating, designing, and teaching two new upper-division courses this year, (fulfilling prioritized goals from the last two years), and doing more assessment tasks (i.e., peer institution reviews, syllabi reviews, Oral Communication Outcomes assessments, and alumni focus group facilitation for the Meaning, Quality, and Integrity of Degrees (MQID) effort.
- Oral Communications is not a required class, nor are there mandatory tests to ensure that students are graduating with this skill in place. The director of the office recommends that students at Menlo College would benefit from required instruction in oral communication.

Institutional Effectiveness

- All 10 PowerBI Pro licenses were deployed to users and the goal for users to access the dashboards five or more times per year was surpassed. It is anticipated that the dashboards will be used more heavily with upcoming program reviews.
- Throughout 2018-19, data analyses were constructed and the report will be easily refreshable from Pivot tables. An IR Calendar has been developed to identify greater efficiencies through multi-purposing common data sets for similar report requests.
- A report comparing NSSE data for 2018 compared with the prior administration was completed, offering a unique analysis that is not provided in the standard NSSE reports.

Intensive English Program (IEP)

- Some students received failing grades because they did not complete their work; instructors saw a direct correlation to work completion and attendance, although the relationship between attendance and performance was not absolute. As a result, attendance has become part of the assessment, and the relationship will continue to be tracked.
- For most students, attendance was strong and met the outcome (because the group size is small, it does not take many students with below desired attendance to prevent the “90% of students will be in class 93% of the time” outcome from being met).
• The share of students who “absolutely” feel a part of the Menlo community as compared to those who felt “mostly included” dropped from fall to spring. Staff indicate that a welcome event held at the start of each semester can shape students’ sense of belonging, and that it should be held earlier in the semester (as it was in fall 2018) than later (as it was in spring 2019).

• Smaller class sizes in the spring semester led to an increase in the share of students who responded that the IEP program is meeting their English learning needs “very well.”

Office of Internships & Career Services

• Internships & Career Services successfully engaged 661 unique students through a combination of advising, programming (event and workshops), and resources (Handshake).

• This year, OICS recorded the highest ever Career Connect Day turnout and hosted a dozen other events, including a company tour of Google; a first-ever Part-Time Job Parade to introduce students to local employers; and the annual Psych Night! featuring both alumni and graduate school representatives.

• Academic Internship Program is mandatory for business majors, so data regarding participation is a reflection of enrollment counts at the college rather than the internship program’s efforts. One measure of effectiveness, however, can be seen in the earnings of internship students: they have increased from an average of just over $15 an hour in 2014-15 to nearly $19 an hour in 2017-18. While Menlo staff do not determine which internships are paid, and how much, they do make an effort to maximize paid internship opportunities, and the data suggest that these efforts may be paying off.

• As students seek and select their own internships, with considerable assistance from the Office of Internships & Career Services, the mix of internship sites is not necessarily indicative of the efforts of Menlo College staff members, but does indicate a ‘healthy mix’ of internship sites.

• Nearly three-quarters of students reporting back to the office received an offer from their internship site for a continued relationship, suggesting that Menlo students are professionally capable, prepared, and guided toward opportunities where they will thrive.

• Course evaluations of INT499 indicate that students are gaining an understanding of how external factors impact organizations of which they are a part; are satisfied with the ability to come together to discuss, process, and troubleshoot their internship experiences; are satisfied with their instructors; and appreciate the multi-disciplinary model of the course structure.

• Employer evaluations indicate students could improve in the areas of Initiative, Oral Communication, and Quantitative Skills.

• The Office plans to unite its three functions (career services, internships, and study abroad) under a single mission statement in the coming year.

Student Affairs and Residence Life

• Approximately 200 non-residence hall affiliated events were hosted on campus in the 2018-2019 year.

• 100% of students participating in mental health services develop strategies for improving their mental health.

• The overwhelming majority (87.5%) of students reported feeling included in the community.

• Approximately 80% of students gained awareness of healthy practices and area resources during the 2018-2019 academic year, and 85% reported that participating in wellness activities had a positive impact on their engagement at Menlo.
- The overwhelming majority (92%) of participants reported that they trust their resident assistant, and 72% look to their resident assistant as a role model.
- The majority of students who went through the conduct process demonstrated the ability to make positive decisions and didn’t repeat the conduct process (85%).
- More than three-quarters (78%) of first year students developed an awareness of community/social issues through student affairs efforts, and 79% developed an understanding of themselves in relationship to the community.

**Menlo College - Summary Observations and Next Steps**

As noted earlier, this is the first annual institutional assessment report. As such, this first year has been a learning curve for all as we collectively worked to develop infrastructure and processes that complement the existing and natural flow of work. The following are some observations and next steps:

- Overall, faculty and staff have been willing to lead and/or participate in assessment efforts. This has been a significant reason for implementation success to date.
- Since many programs utilize part-time faculty, it would be beneficial to develop strategies and expectations for part-time faculty’s involvement in assessment.
- The expansion of assessment champions in management and general education areas was effective in more evenly distributing the effort in those areas.
- A review of four assessment management software vendors was conducted in March and April 2019. The costs were in excess of $10K annually. This may be a future consideration.
- In 2019-20, the director of IE will work with the assessment champions in management concentration areas and administrative units to solidify their assessment plans.
- Now that the annual assessment infrastructure has been established, we will launch three academic and three co-curricular/administrative program reviews in the fall 2019 semester. A program review manual has been created to aid program review authors.
Appendix A: Detailed Assessment on Institutional Learning Outcomes

Written Communication Outcomes

Assessment

Direct measures of student learning assessments performed by the English department identified that proficiency in written communication was a challenge identified during fall 2018. The humanities area, and the Academic Internship Program have identified similar challenges with written communication within their assessment reports. Additional challenges noted by the English department included relative weaknesses in clarity and control and in genre and disciplinary conventions in writing (see Peer Tutoring); similar challenges were identified by the Humanities Department. Changes made by the faculty within the Humanities Department in 2019 (i.e., revision of the grading system to include assessment of writing competency and re-introduce lessons on writing techniques) were assessed and found that student performance slightly increased to 3.15 on a 4.0 scale.

The fall 2018 pilot self-assessment results indicate significant overall improvement in terms of student assessment of skills and confidence in both classes surveyed within the English program (See English). Regardless of whether this translates to actual performance, the English faculty feel that it’s a successful measure of increased student confidence when it comes to reading, writing, and oral communication, as well as meeting course expectations. Given that these numbers come from English 450: Research Writing, it’s also valuable to note that students feel this way about a course that’s often daunting from the outset. Faculty also pointed out the reflection of student satisfaction when it comes to overall retention concerns.

In fall 2018, the new English 100/101/102 assignment rubric was amended (See English). Specifically, the English faculty amended the prefatory language for the rubric, to clarify scoring scale and ILO sourcing. The faculty also clarified language within the rubric to differentiate skill sets and highlight revision. Based on our experience evaluating final exams this semester, the faculty also realized the need to address the lack of a prompt concern for our PLO rubrics and have amended those as well. The faculty determined that all instructors, for all classes, should post both the assignment rubric and the PLO rubric to MOLE, for student consistency. They also determined that portfolios are now worth 5% of the course grade in all classes in order to ensure a high rate of completion.

In spring 2019, the English faculty discussed the outside reader’s results for the English 450 theses from Fall 2019, which were scored for PLO 2 and PLO 3, and which came from all four sections of English 450. The department did not yet have the formal analytics, so worked from eyeball assessments. Faculty will revisit this data and plans in their first meeting in the fall, once the faculty have those statistics. The department observed that students are generally performing at a sufficient level, but are not as proficient as the program has targeted. Of the 18 students evaluated in Spring 2017, 7 achieved proficiency in written communication core competency and 7 achieved proficiency in critical thinking core competency. Of the 19 students evaluated in Fall 2018, 1 achieved proficiency in critical thinking communication core competency and 3 achieved proficiency in written communication core competency. However, 16 achieved sufficiency in critical thinking core competency and 11 achieved sufficiency in written communication core competency. The faculty talked about the ways in which these findings match our experience of the student body: some students are strong writers who struggle with critical thinking, but on the whole, the students are stronger thinkers than authors (See English). The assessment led faculty to affirm prior calls for increased collaboration with the Writing and Oral Communication Center and
Bowman Library at the intermediate (ENG 102) and advanced (ENG 450) level courses. The library will also review Bowman Library’s assessment plan, as it might include ways to address PLO 3.

The program also discussed the Spring 2019 assessments of PLO 1, both in terms of student self-assessment and in terms of final exams and essays. This assessment occurred in nearly every section at each course level (all 13 sections for exams and essays; 12 sections for student self-assessment). The department does not yet have the formal analytics, so worked from eyeball assessments. The department will revisit this data and determine a plan of action if necessary, in the first meeting in Fall 2019, once they have those statistics. The department noted that in terms of final exams and essays, students generally perform better on PLO 1 than on other PLOs (See English). Students at the 100 and 101 level perform at or above the expected level; students at the 102 level, however, are more uneven in their performance at the expected benchmark (See English). Importantly, though, in their self-assessments, 102 students report that they generally feel confident that Menlo classes are helping them to progress in this learning outcome (See English).

Menlo College’s Institutional Learning Outcomes (ILOs) align with the WSCUC Core Competencies. Below are written communication results from 2017-2019 of assessment of psychology theses and ENG 450 portfolios during the senior year. 66% of students were proficient in written communication. Strengths included organization and interpretation; and areas to improve are content development and clarity and control. English and psychology faculty will meet in fall 2019 to discuss ILO results.

<table>
<thead>
<tr>
<th>Written Communication ILO / Core Competency</th>
<th>Written Communication (% who scored 3 or 4 across all rubric categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 401 n=17</td>
<td>71%</td>
</tr>
<tr>
<td>ENG 450 n=18</td>
<td>64%</td>
</tr>
<tr>
<td>Total n=35</td>
<td>66%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Communication ILO / Core Competency Rubric Categories</th>
<th>Clarity + Control</th>
<th>Organization</th>
<th>Content Development</th>
<th>Interpretation</th>
<th>Genre + Disciplinary Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 401 n=17</td>
<td>71%</td>
<td>76%</td>
<td>53%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>ENG 450 n=18</td>
<td>56%</td>
<td>72%</td>
<td>61%</td>
<td>61%</td>
<td>56%</td>
</tr>
<tr>
<td>Total n=35</td>
<td>63%</td>
<td>74%</td>
<td>57%</td>
<td>69%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Changes

As a result of assessment efforts, the following changes have already been implemented:

1. The English program established the practice of maintaining English enrollment data for each semester, as a way of tracking enrollment trends, course sizes (particularly as they correlate to enrollment trends), and student progress through the program; prior to Fall 2018, enrollment data was not maintained at the programmatic level (See English). Faculty would be interested in institutional support for this practice, so that it does not fall to the Assessment Champion to maintain these records (Faculty estimates it took roughly 25 hours of work in 2018-19, though the first 20 hours were about establishing historical data in Fall 2018; in Spring 2019, it took roughly 3 hours, 1.5 hours at the beginning and end of the term, first to cull and then to correct the data from the publicly available course schedule online).

2. During Fall 2019, the program will evaluate PLO 2 in English 100 and 101 via self-assessment and final papers. The latter reflects a shift from final exams to final essays at the 100 and 101 level, both for consistency’s sake and because the essays are more robust indicators of each of the PLO metrics (as previously noted, PLO 4 cannot be evaluated using a final exam; See English). The program has also decided to administer the self-assessment as one survey. Students will still see their one survey question, but the survey will go out at one time (not at separate times). The faculty will leave the link live for 48 hours, so they can still use 3 minutes of class time to administer the surveys in their classes.

3. Faculty within the Humanities program in 2019 revised their grading system to include assessment of writing competency and re-introduce lessons on writing techniques (See Rising Scholars Program).

4. In the Economics program, the faculty have added the full English sequence as a prerequisite to Econ 200, to position students for success in this course that contains written communication assessments (See Economics).

5. The Writing and Oral Communication Center, Math Center, and Peer Tutor Center now have electronic sign-ins, allowing for the use of student ID cards and barcode scanners as reported in their respective assessment reports. This system will allow more consistent tracking of attendance/utilization and will allow reports to be downloaded electronically to continue to track student demands and needs to support department planning efforts (See First Year Experience).

6. The increase in proximity of the Writing and Oral Communication Center has also been reported in department Assessment Reports to have been a beneficial change (See Writing Program).

Recommendations

The reflection of the assessment efforts resulted in the following recommendations:
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 are 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; [It is important to note that the recently awarded Title III federal grant that funds the Intensive Math and Writing Labs will aid in these efforts.]

5. Explore the potential for embedding additional assessments within the senior theses and ENG 450 research papers specific to Written Communication and Critical Thinking;

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; and

7. There may be opportunities for the Rising Scholars and Academic Internship Program to further contribute to student learning outcomes assessment of written communication.

**Oral Communication Outcomes**

**Assessment**

Menlo College’s Institutional Learning Outcomes (ILOs) align with the WSCUC Core Competencies. Results from 2018-2019 assessment of oral communication during the senior year demonstrate that exposure to at least some oral communication training improved overall delivery skills for the Psychology Thesis Presentations at a final average score of 80% (See Oral Communications). The final average score of 50% for the MGT 400 capstone presentations indicates that these students could clearly benefit from formal instruction in proper oral communication knowledge and skills (See Oral Communications). The breakdown of the oral communication rubric and outcomes in each rubric category are included in the table below.

<table>
<thead>
<tr>
<th>Oral Communication Categories</th>
<th>Psych 401 Presentations (n=19; did receive formal class-time instruction in oral communication)</th>
<th>MGT 400 Presentations (N=25; did not receive formal class-time instruction in oral communication)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>3.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Content and Purpose</td>
<td>3.4</td>
<td>2.3</td>
</tr>
<tr>
<td>Nonverbal Delivery</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Verbal Delivery</td>
<td>2.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Total</td>
<td>3.2 = Average (out of 4) 80%</td>
<td>2 = Average (out of 4) 50%</td>
</tr>
</tbody>
</table>
Recommendations

The reflection of the assessment efforts resulted in the following recommendations:

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 bothWSCUC and AACSB.

2. Review of all 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. Based on the Spring 2018 Program Review, the external reviewer said it is not sustainable for the Director of Oral Communication to have to cajole and persuade faculty to “allow” her into their classrooms to provide at least minimal instruction in oral communication. Even then, one-time workshops are not adequate to teach this core competency – students would not likely become competent writers after a one-hour workshop, nor would they fully understand and be able to execute quantitative reasoning competency after a one-hour session on math. To this end, it is recommended that Public Speaking or an equivalent 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 skill, and be better prepared for success in their classes, careers, interpersonal relationships, and their social networks.

Quantitative Reasoning Outcomes

Assessment

Issues with the ACCUPLACER Math placement exam in determining math placement, proficiency, and alignment with the proficiency exam were identified in the Math Program’s assessment report (See Math). Given these challenges, the Math Program developed an exam (NOVA exam) to provide greater accuracy in understanding student’s math placement and proficiency. A decision tree was provided to demonstrate how placement logic has been designed within the exam. This exam was piloted for all students taking a math course in the spring 2018 and the department may still be collecting data for analysis of quantitative reasoning of students.

During the 2018 academic support services program review, every core course from the psychology department and each of the nine business majors were examined for quantitative reasoning content. Following this cataloguing process, the curriculum was retooled in order that each of the requisite needs for each of the courses were covered in one of the mathematics courses (See Math). If a subject was already covered in a course, it was left in. If a subject was missing it was inserted into an appropriate course containing material of a similar level of sophistication. The core courses examined included MCM 333, ACC 201, ACC 202, ECO 201, FIN 320, PSY 400, PSY 401, and PHI 160. Courses outside the core
were also examined for quantitative reasoning needs and were found to have no needs separate from those either required for the core courses or included in the program of requisite courses.

Student performance in FIN 320 has improved marginally on account of instituting a mandatory Microsoft Excel test for all students taking Fin 320 (See Finance). Student performance in FIN 462 was below the target of 70%. Students were surprised when the administration of the assessment instrument was announced. Assessment was mentioned only during the first session of the semester. Going forward the program will mention the assessment goals and objectives several times during the semester. Student learning outcomes (i.e. ACC201: Students will be able to analyze standard financial statements, including the balance sheet, the income statement, and the cash flow statement) of the Accounting program had an average score above 70% (See Accounting). However, the ACC 202 (Managerial) students taking the ACC201 (Financial) exam had an average score of 60.7%, which fell below expectations (See Accounting). With additional practice problems/exercises the department believes that students will be able to meet the expectations of the program. Furthermore, the department suggested that the coordinator should provide adjunct faculty with more guidelines regarding the topics they are teaching.

Changes

1. The new course Math 321 will be a new course designed specifically for the purpose of quantitative reasoning outcomes specific to the psychology program (See Math)

2. Additionally, the Math Center and Peer Tutoring Center have merged as one service and have continued to support faculty partnerships (75% of students responding to student feedback survey about the math center tutoring services stated they used the service since it was a part of a course requirement) as reported in their respective assessment reports. The Center plans to move more towards a by-appointment model and have fewer drop-in hours for effective use of the allocated budget. The drop-in hours for spring 2019 will be 16 hours per week, which is 14 hours per week less than that of Fall 2018.

3. Furthermore, the entire catalog of Menlo’s courses was examined for quantitative components (See Math). Once these were identified, the subjects covered in the math series were examined to determine if the relevant topics were covered or not, and in the case of absence, they were inserted. Following that, the subject matter of each course was mapped to ensure that each topic in each course either supported a need in a major course, or a need in a subsequent mathematics course.

4. Additionally, curricular subject matter was re-arranged or inserted to ensure that requisite quantitative reasoning skills for each topic were covered in preceding courses (See Math). Lastly, any subject matter which did not support a subsequent topic in the math curriculum, or in the major courses, was removed. In each course, five or six key course learning outcomes were identified. The instructors of all the core requirement classes were interviewed, inquiring as to where they found the students in their courses having their quantitative reasoning break down most often. This led to a reaffirmation of the decisions which had been made retooling the curricular structure, as well as the addition of an estimation unit to every course.

5. Instead of asking the student for an answer to a given problem, the quantitative problem and the answer are both given, and the student is asked to show the reasoning which would lead from the premises to the conclusion (See Math). In-class multiple choice tests were abandoned in favor of take-home essay tests geared toward testing the students’ understanding, rather than their mechanistic
proficiency. As this method was adopted, it was found to have quality of effect, generally in inverse proportion to the strength of the background of the student. Weaker students who suffered from “math PTSD” were generally more successful in adapting to a conceptual framework, while students who had learned how to memorize procedures and pattern-match generally were slower to adapt.

Recommendations

The reflection of the assessment efforts resulted in the following recommendations:

1. The development of an internal exam for math proficiency is a commendable effort. Based on the timing of the assessment report, 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 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, there may be an opportunity for the Math Center and Math Department to collaborate more closely on the assessment of quantitative reasoning; and potentially for the Rising Scholars Program to support quantitative reasoning outcomes assessment.

Critical Thinking Outcomes

Assessment

Direct measures of student learning assessments performed by the English faculty identified that proficiency in critical thinking was a challenge. The Humanities faculty reported similar challenges with critical thinking in fall 2018. The English department identified relative strengths including explanation of issue, context and purpose of writing, and position; and the relative weaknesses to include support and evidence, assumptions and alternatives, and logic within their assessment report. The Humanities faculty reported in the fall 2018, the overall level of critical thinking competency to be 3.02 on a 4.0 scale (See Humanities). In the 2019 class, the average Communication Score was 3.15 on a 4.0 scale (See Humanities).

Additionally, political science courses, among others, contained embedded critical thinking assessments (i.e. to evaluate whether and why they expected the Parkland shooting to lead to meaningful change on gun control laws; See Political Science). 2018 results indicate that 20% of students displayed mastery, including use of information from various sources, a comprehensive analysis, and a logical conclusion based on evaluation of evidence. Another 40% of students displayed good achievement, relying on incomplete information and not fully exploring the evidence. The remaining 40% of students performed poorly, relying almost extensively on their personal opinions and without conducting research to gather evidence.

Given these results, the political science area has adjusted lesson plans, encouraged an iterative essay development process (inclusive of instructor feedback and peer-review) and provided students with the
assessments rubric (See Political Science). As might be expected, the final essays submitted in Spring 2019 were a notable improvement. Overall, 61% of students displayed mastery of CLO2 in POLS150 (i.e. Explain how public opinion and political participation influence the federal government), including use of information from various sources, a comprehensive analysis, and a logical conclusion based on evaluation of evidence. Another 22% of students displayed good achievement of this CLO, relying on incomplete information and not fully exploring the evidence. The remaining 17% of students performed poorly on this CLO, relying almost extensively on their personal opinions and without conducting research to gather evidence.

Menlo College’s Institutional Learning Outcomes (ILOs) align with the WSCUC Core Competencies. Below are results from 2017-2019 of assessment of psychology theses and ENG 450 portfolios during the senior year.

Critical Thinking

<table>
<thead>
<tr>
<th></th>
<th>Critical Thinking (% who scored 3 or 4 across all rubric categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 401</td>
<td>81% (n=17)</td>
</tr>
<tr>
<td>ENG 450</td>
<td>83% (n=18)</td>
</tr>
<tr>
<td>Total</td>
<td>82% (n=35)</td>
</tr>
</tbody>
</table>

Critical Thinking Rubric Categories

<table>
<thead>
<tr>
<th></th>
<th>Explanation of Issue</th>
<th>Support + Evidence</th>
<th>Assumptions + Alternatives</th>
<th>Context of Purpose + Writing</th>
<th>Logic</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 401</td>
<td>88%</td>
<td>82%</td>
<td>41%</td>
<td>65%</td>
<td>76%</td>
<td>53%</td>
</tr>
<tr>
<td>ENG 450</td>
<td>83%</td>
<td>56%</td>
<td>61%</td>
<td>83%</td>
<td>61%</td>
<td>72%</td>
</tr>
<tr>
<td>Total</td>
<td>86%</td>
<td>69%</td>
<td>51%</td>
<td>74%</td>
<td>69%</td>
<td>63%</td>
</tr>
</tbody>
</table>

82% of seniors assessed were proficient in critical thinking skills. Strengths included explanation of an issue; and areas to focus on for improvement include assumptions and alternatives. English and psychology faculty will meet in fall 2019 to discuss results.

Changes

No institutional changes as a result of assessment efforts were reported.
Recommendations

The reflection of the assessment efforts resulted in the following recommendations:

1. Increase collaboration with the Writing and Oral Communication Center and Bowman Library at the intermediate (ENG 102) and advanced (ENG 450) level courses; and

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; and

4. Furthermore, there may be opportunities for the Rising Scholars Program, WOCC, Academic Support Services, and Academic Internship Program to further support critical thinking outcomes assessment.

Information Literacy Outcomes

Assessment

An information literacy quiz is administered in ENG 450 to assess competency. While the scores on the quiz indicate achievement by many of the information literacy competencies set out by the assessment group, they also indicate areas of relative weakness. These areas include searching strategies and understanding/identifying citations (See Library/Information Literacy Program). Furthermore, student performance indicates that terms such as primary sources, call number, ISBN number, and plagiarism are not readily understood (See Library).

At Bowman Library, librarians are directly involved in the teaching and development of information literacy and data literacy skills to college students. Bowman librarians have a responsibility to provide, reinforce and develop information literacy training to benefit all students. This training provides opportunities for students to locate, evaluate, and make use of available data to help them construct the best possible response to any given problem or question. Librarians collaborate with Menlo faculty to create more targeted avenues to lead students to intentionally seek and develop skills that will enable each to become lifelong learners.

Following the guidelines laid out in the Informational Literacy (IL) Program document, the initial launch of the survey will help to establish benchmark numbers on which to base levels of acquisition of IL skills over time. Librarians administered the survey in four of the seven MGT 101 sections in the Fall of 2018; a total of 84 students completed the survey. Initial impressions from survey results reveal a clear need for instruction in the development and implementation of effective search strategies, consistent with faculty observations currently noted in assessment reports. While students had a familiarity with the language of research and identification of authority, they were less able to recognize the appropriateness and effectiveness of particular keywords that could lead to more targeted or better results in a given research session (See Library). In addition, students were less familiar with the effect of using Boolean operators in constructing a strategy search to either broaden or narrow results (See Library).
During the pilot year of the Information Literacy survey implementation, 82 MGT 101: Discovering Business students were surveyed in the fall semester of the 2018-2019 academic year; of these, 69 were freshmen, 7 sophomores or juniors, and 6 identified only as transfers reported in the Spring Assessment Report. In the spring semester, 104 students were surveyed in HUM 307-Diversity in the Workplace, MGT 400-Senior Capstone, MGT 327-Business Ethics, and PSY 401-Psychology Thesis class. Of these 104, 61 were seniors, 24 sophomores or juniors, 16 transfers, and 3 freshmen. There is a general difference among survey results in the two semesters. Only 56.1% of respondents in the fall group had completed the Library Research Skills Tutorial by the time the survey was completed, whereas 71.43% of the spring semester respondents had completed it. In a question asking students to identify keywords that would get the most targeted search results, 67.07% of first semester respondents chose the most correct answer, whereas 86.9% of spring semester students chose the best answer. A similar trend shows up in a question requiring students to identify a scholarly article by its citation: 51.22% of fall semester respondents chose the correct citation and 76.19% of spring semester student survey takers correctly identified the scholarly article citation. Students demonstrate a lack of clarity as to the effect of using Boolean operators in creating a search to narrow results. Among first semester students, the largest group, 42.68%, chose America OR History, and 47.62% of second semester students chose the same answer. About the same number chose the same phrase with AND as the operator among Spring semester students, but many fewer of the fall semester students chose the narrowest Boolean phrase.

The results of the survey overall are mixed (See Library). The library department suggests that survey revisions may assist with the analysis and utility of the data (i.e. it may be more effective to place the question of whether a student is a transfer or not in a category apart from the students’ year in school).

Menlo College’s Institutional Learning Outcomes (ILOs) align with the WSCUC Core Competencies. Below are results from 2017-2019 of assessment of psychology theses and ENG 450 portfolios during the senior year.

### Information Literacy (% who scored 3 or 4 on the rubric)

<table>
<thead>
<tr>
<th></th>
<th>Information Ethics</th>
<th>Summary &amp; Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 401 n=21</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>ENG 450 n=47</td>
<td>62%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Total n=68</strong></td>
<td><strong>74%</strong></td>
<td><strong>68%</strong></td>
</tr>
</tbody>
</table>

*Note: Only two Information Literacy rubric categories were assessed*

Students’ written work was assessed on two facets of information literacy: summary and synthesis and information ethics. 74% of seniors assessed were proficient in information ethics and 68% were proficient in summary and synthesis. In addition, seniors in ENG 450 scored an average of 74.5% on an information literacy quiz created by the dean of library services. English and psychology faculty will meet in fall 2019 to discuss results.
Changes

The General Education Task Force recommended a more systematic integration of Information Literacy into General Education courses. As reported in the fall 2018 Assessment Report, the Committee stated that the teaching and assessment of Information Literacy Outcomes should include:

1. The first-year Library Research Skills Tutorial (already in place);
2. The systematic incorporation of library instruction sessions into every section of particular General Education and Business/Psychology Core courses (courses to be determined);
3. The development of check sheets that show which Information Literacy skills students ought to have mastered at each stage of their degree programs;
4. The assessment of students’ information technology skills through coursework embedded within each section of MGT 313 (Operations Management) and PSY 400 (Empirical Research Methods);
5. Library instruction session(s) and a formal assessment quiz (developed in-house by the librarians), to be embedded within each section PSY 400 (Empirical Research Methods), and ENG 450 (Research Writing);
6. The assessment of senior theses and ENG 450 research papers with regard to the College’s Information Literacy Outcomes; this assessment can be done alongside the assessment of Written Communication and Critical Thinking; and
7. A rubric for use in assessing information literacy was established by the librarians in 2016 based on the previous ACRL Information Literacy Standards.

Recommendations

The reflection of the assessment efforts resulted in the following recommendations:

1. Partner with English Department 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; and
4. Explore the potential for collaboration with the Rising Scholars Program, WOCC, and Academic Support Services to further support outcomes assessment of information literacy.

Student Success Strategies

While institutional retention is not a student learning outcome, it is a success strategy. Definition of key success strategies may be helpful for other departments to more effectively showcase their mission-centric
efforts and institutional contributions. The Rising Scholars program is listed below as an illustrative example of how student success is embedded as a goal of this program.

**Rising Scholars Program**

As reported in the Fall 2018 Assessment Report (See Rising Scholars) Menlo College received funding (2018-2023 U.S. Department of Education Title III grant awarded to Menlo College for the project “84.021F Bridging the Achievement and Retention Gap through Tutoring, Technology, and Advising”) to support several key activities designed to improve student achievement in math and English and to increase retention and graduation rates for low-income and underrepresented students. The four project activities and associated goals of this effort are listed below:

1. Menlo College Rising Scholars Program (MCRSP): a summer bridge program to foster success in incoming freshmen who need support in developmental math and English.

2. Intensive Math and Writing Labs (IMWL): a required co-requisite with English 100 and Math 100, implemented as part of a learning community, with one-on-one and small group support for students needing skill development in math and writing.

3. ePortfolios: a student-friendly assessment management system that engages both students and faculty in improving student learning through assessment of writing, math, and other learning activities

4. Advising and Retention Platform (ARP): a tool that improves communication and accountability between advisors and students and aids data-driven decision making and strategic planning for student success.