



Memo

To: Academic Senate Executive Committee
Chair, Curriculum Committee
Department Chairs
Provost and VPAA
Vice-President for Student Affairs
Academic Dean
Director, ABS School
Director, Faculty Affairs
Director, CETL

From: Institution-wide Assessment Council

Re: IWAC Summer Session and Revisions to Institution-Wide Student Learning Outcomes

Date: March 17th, 2014

Colleagues,

The IWAC council concluded its annual week-long summer session in August of 2013. The tardiness of this Executive Summary was due to delays in gathering, interpreting, and formatting data in two of our institution-wide learning outcomes.

Last summer was a very productive assembly. The bulk of the work was devoted to reading papers and scoring them against rubrics for the three Institution-Wide Student Learning Outcomes that were scheduled for data collection and analysis this year. All three reports are attached, and these will also be uploaded to the portal-protected assessment page on our website. In brief, for IW-SLO(I) - Ethical Awareness, benchmarks were not met. The IWAC believes that the low scores are not a true indication that our students are not performing at acceptable levels. Rather, IWAC believes that the rubric used (which was revised from the American Association of Colleges and Universities' VALUE rubrics in use across the country) did not lend itself well to the artifacts collected. There was some incompatibility between the standardized rubric and the material collected to be assessed. Also it was very difficult to assess the MSTEM program because of this very problem. This is not to say that important data was not collected – we did scale the artifacts against the rubrics, and the results are posted. For IW-SLO (G) –

Information Fluency, the aggregated data for both measures of Information Fluency indicates that Cal Maritime did not meet the benchmark of 70% of undergraduate student work scoring 4 or higher on the rubric (rubric scores range 1-6). Disaggregated by course, only students in GMA401 met the benchmark that 70% of student work score 4 or higher for one measure, Location/Evaluation of Sources. No course met the benchmark that 70% of student work score 4 or higher for Attribution, though GMA401 scored highest with 50% scoring 4 or higher. MSTEM capstone projects did not meet the benchmark of 70% of graduate student work scoring 5 or higher on the rubric. For IW-SLO(E) – Lifelong Learning, some benchmarks were met and others were not. Because this learning outcome is notoriously difficult to measure, we only used surveys, and the results varied by the constituency being surveyed. Again, for complete analysis and interpretation of the assessment practices – as well as recommendations for future assessment -- please consult the full reports.

Plans are underway for next summer's work: under review for data analysis will be Quantitative Reasoning and Leadership Development. The IWAC Committee will also continue to evaluate its assessment practices and refine them for maximum efficacy.

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