ANNUAL PROGRAM REPORT

Academic Program	Culture & Communication Department
Academic Year	2016-7
Department Chair	Julie Chisholm
Date Submitted	March 2017

I. Self-Study (Approx. 500 words)

Planning Goals from last five-year plan, current status and program changes/needs: This is our first five-year plan, but the following goals were established in our 2014 Program Review draft:

Curriculum

1. Remedial English be reclaimed from SPEL by the department, and students followed closely to help close the achievement gap and improve graduation rates. Status: Completed. In fall of 2016, 35 students were designated as needed remediation in English. 16 students were able to remediate by spring of 2017. The rest were followed closely and asked to enroll in a section of EGL 001 made available to them in the spring.

2. A course or courses in CSU GE Area C1 (arts) be developed, to bring the campus into better compliance with Title V. Status: Completed in 2015. HUM 195: Maritime Arts and EGL 325: Creative Writing have been put or put back into rotation, and we are hoping to offer them at least once per year.

3. A course in multicultural literature be added to the curriculum, to comply with campus strategic plan diversity objective. Status: Completed in 2016-7.

4. More breadth in literature courses be added to the curriculum. Status: Literature of the Environment, Literature of Technology and Great Books courses were added to the curriculum in 2016.

5. CR codes which determine the size of each courses be standardized for the department, as some sections of the same course had different caps. Status: Completed in 2015.

6. C.S.U. Title V General Education requirements are no longer listed in the Cal Maritime Course Catalog (as of the 2013-15 edition). This should be rectified. Status: Completed in 2016.

7. The Department of Culture & Communication proposes a minor in Maritime Culture, which not only includes a C1 course in Maritime Arts, but also attempts to provide a better organized and integrated framework for Area C2. Status: On hold since the only professor qualified to teach the history component resigned.

8. As Mechanical Engineering continues to use a two-unit course (ENG 120: Engineering Communications) to fulfill what should be a three-unit course in oral communication (to fulfill Area A1 general education requirements), this be rectified.   Status: In 2017, CCR submitted to the Curriculum Committee with a change in prefix request (from ENG→EGL), for better oversight in curriculum and compliance.

9. Summer courses in EGL 300, a bottleneck course, be initiated. Status: Completed 2016. Two sections of EGL 300 were offered in summer of 2016, and two more are scheduled for summer of 2017.

Faculty

10. English Faculty be hired to replace Graham Benton and Bunny Paine-Clemes. <u>Status</u>: Completed in 2016 with the hire of Aparna Sinha (a remedial English specialist) and Sarah Senk (generalist in literature and composition).

Other

11. A Maritime Film Festival be initiated. Status: The second year of this effort is underway in 2017.

<u>Future Goals</u>

Curriculum

1. An analysis of electives should be undertaken. Are electives at Cal Maritime truly elective? Example: HUM 325: Globalization of Culture, which is listed as an elective, is also a required course for GSMA.   Languages and ethics are also required humanities electives for certain majors. This limits the number of true electives C&C can offer.   We propose to open talks with the unlicensed departments, in order to determine whether these areas can become "truly" elective.

2. Courses in C1 (fine arts) should be given equal standing with C2 (languages and literature) on curriculum sheets, per CSU Executive Order 1100.

3. EGL 120 (Engineering Communications) be changed from a two-unit class to a three-unit class, in compliance with CSU GE requirements.

4. New courses in CSU GE Area E: Lifelong Learning, be developed. Some ideas currently are Media Literacy and Fiscal Literacy.

Faculty

5. We propose to conduct a nationwide search for an Assistant Professor of Philosophy, in the general area of ethics. In 2013, the aggregated IWAC data for both measures of ethics (Awareness and Reasoning) indicated that CMA did not meet the benchmark of 70% of student work scoring 4 or higher on the rubric. Currently, we have no one with a formal education background in this area, which is required of all students. We expect this person to teach HUM 400 and HUM 310, as well as develop and teach general courses in philosophy or religion.

6. With the growth of unlicensed majors, foreign language courses also are growing (in 2016-7 we taught 30 WTUs), such that an argument for either a program coordinator or a tenure-track faculty member seems warranted. Currently, both of our foreign language faculty are part-time, with no responsibilities beyond their courses.   We would like to explore both of these options, as we currently have no expertise in assessing teaching or learning in these courses.

Assessment

1. Program-level outcomes are too complex to be assessed meaningfully. These should be simplified.
2. Program-level outcomes need to be re-mapped to amended University-Wide Student Learning Outcomes.
3. Include EGL 100 student data in the next information fluency assessment project (IWAC or program review).

4. Writing Program Assessment
   a. Assessment of the progress of remedial students in English be attached to this report.
   b. Assessment of the pass rates, by major, of students taking the GWE be attached to this report.
   c. Development of a plan for improving GWE pass rates for more technical majors.
   d. Correlation of the Collegiate Learning Assessment data with current faculty perceptions of student achievement.
   e. Development and implementation of a cross-disciplinary faculty poll, clarifying/determining:
      i. Which, if any, documentation style is preferred in student research papers?
      ii. Which aspects of integrating and citing source material are especially problematic for students?
   f. More specific assessment of writing mechanics issues on the lower-division level, across the Culture & Communication program, and implementation of changes in relevant course(s).
5. Humanities Program Assessment
   a. PLO-2 ("Develop a 'humanized' awareness…") has never been assessed. This should be the first priority in program-level humanities assessment efforts.
   b. Review and revise course outcomes with new breadth course offerings in mind.

II. Summary of Assessment

A. Program Student Learning Outcomes

To be capable, enlightened citizens in today's world, students must learn to understand other cultures, whether through speaking a foreign language or studying another culture's literature, beliefs, arts, and institutions. The Student Learning Outcomes of the Culture & Communication Department are as follows:

PLO 1: Develop global awareness through learning about the cultures, ethnic groups, and languages of other peoples and civilizations, ideally, participating in these cultures directly;

PLO 2: Develop a humanized awareness, appreciating the arts and being able to discuss them intelligently; thinking critically about human institutions and their importance; learning about psychological, social, aesthetic, and cultural processes and how they are constructed; and

PLO 3: Write and speak effective, undergraduate-level prose in English, with emphasis on mechanics, organization, and the rhetorical situation

PLO 4: Use both print and online research tools necessary as appropriate support in written and oral communication

In addition to an interdisciplinary commitment to cultural awareness and communication literacies, this program also strives to instill the following habits, traits, and affective dimensions:

PLO 5: Learn independently, taking responsibility for one's educational experience; exhibit intellectual curiosity and independence, develop a commitment to lifelong learning and growth, and make judicious use of mentors, peers, and other resources where needed;

PLO 6: Develop a code of ethics that entails self-awareness, truthfulness, integrity, and service to the community, as suggested by the mission statement of this institution;

PLO 7: Cultivate successful attitudes, such as self-confidence, self-discipline, respect for self and others, and cooperation with a group or team.

PLO 8: Commit to critical and creative thinking and expression, and be able to apply these skills flexibly to new situations

B.   Program Student Learning Outcomes Assessed

As the Culture & Communication Department has only held departmental status for one year, assessment of its learning outcomes has not yet occurred. However, since 2010, the Institution-wide Assessment Council has been steadily assessing its Institution-wide Student Learning Outcomes which conveniently cover almost every aspect of the Culture & Communication curriculum:

Program-Level Student Learning Outcome	Corresponding Institution-Wide Assessment Efforts[1]	Relevant Data?
1. Develop global awareness through learning about the cultures, ethnic groups and languages of other peoples and civilizations.	Global Stewardship Report, 2011	Y
2. Develop a "humanized" awareness, appreciating the arts and being able to discuss them intelligently; thinking critically about human institutions and their importance; learning about psychological, social, aesthetic and cultural processes and how they are constructed.	*Not an institution-wide student learning outcome*	N
3. Write and speak effective undergraduate-level prose in English with emphasis on mechanics, organization and the rhetorical situation	Written Communication Report, 2010	Y
4. Use both print and online research tools necessary as appropriate support in written and oral communication.	Information Fluency Report, 2013	N
5. Learn independently, taking responsibility for one's educational experience; exhibit intellectual curiosity; develop a commitment to lifelong learning & growth, and make judicious use of mentors, peers and other resources where needed.	Lifelong Learning Report, 2013	N
6. Develop a code of ethics that entails self-awareness, truthfulness, integrity and service to the community, as suggested by the mission statement of this institution.	Ethical Awareness Report, 2013	Y
7. Cultivate successful attitudes, such as self-confidence, self-discipline, respect for self and others, and cooperation with a group or team.	Leadership and Teamwork (expected 2015)	N
8. Commit to critical and creative thinking and expression, and be able to apply these skills flexibly to new situations.	Critical and Creative Thinking Report, 2016	Y

---

[1] Please see the Assessment Portal on the Cal Maritime website for these reports.

C.   Summary of Assessment Results

Data from these reports was collected, assessed and presented in various, sometimes incompatible formats, making it difficult to perform a quantitative snapshot-style cross-section of results. Recommendations offered below pertain only to the Culture & Communication Department.

1. Develop global awareness through learning about the cultures, ethnic groups and languages of other peoples and civilizations.

In the Academic Year 2010-2011 IWAC conducted an assessment of the institution-wide student learning objective, Global Stewardship.

Results:

1. The aggregated data for both measures of Global Stewardship (knowledge and responsibilities) met the benchmark that 70% of student work score 4 or higher.
2. EGL and HUM data for both measures of Global Stewardship (knowledge and responsibilities) met the benchmark that 70% of student work score 4 or higher.

Recommendations: None

2. Develop a "humanized" awareness, appreciating the arts and being able to discuss them intelligently; thinking critically about human institutions and their importance; learning about psychological, social, aesthetic and cultural processes and how they are constructed.

Results: None (not an IW-SLO)
Recommendations: This needs to be assessed as soon as possible.

3. Write and speak effective undergraduate-level prose in English with emphasis on mechanics, organization and the rhetorical situation.

In 2010, Culture & Communication faculty, in conjunction with the Institution-Wide Assessment Council, set out to measure written communication through a variety of assessment instruments, including Graduate Writing Exam data, cross-disciplinary and campus wide surveys, and data collection for multiple types of student writing. The following results represent a multi-faceted, aggregated and disaggregated analysis of student performance in written communication.

Results: Were Standards Met?

1. Student Writing Samples: Yes: Writing standards were met by students of all majors and levels in the areas of "content" and "organization," with scores no lower than a "four" out of a possible "five." No: Standards were nearly, but not quite met in the area of "mechanics," with an averaged score of 3.79 out of a possible "five."
2. Faculty Attitudes Survey: Yes: 89% of seniors were ranked "adequately" or "well-prepared" for writing on the job. No: faculty were satisfied with seniors' abilities in eight of sixteen skill sets. The remaining eight (skill sets in mechanics/utilizing and documenting external sources) ranked between "somewhat satisfied" and "somewhat dissatisfied."
3. Comparison of Student Test Scores With Demographic Data: No: Technical fields are much less likely to pass the Graduate Writing Exam than non-technical fields.

Recommendations: See Future Goals→Writing Program, p. 1

4. Use both print and online research tools necessary as appropriate support in written and oral communication.

In the Academic Year 2012-2013, IWAC conducted an assessment of the institution-wide student learning outcome, Information Fluency. It was decided to assess using artifacts from four courses: GMA 401: Senior Seminar II Research Project; HUM 310: Engineering Ethics; NAU 400: Advanced Maritime Topics; and BUS 301: International Business II Country Research Analysis and Global Marketing. Though all of these courses have a significant research-based assignment, and all majors on campus are required to take one of these courses, it does not capture data from EGL 100, a course with an information fluency learning outcome. Thus, we have no results from our efforts in this area.

Recommendation: Include EGL 100 student data in the next information fluency assessment project.

6. Develop a code of ethics that entails self-awareness, truthfulness, integrity and service to the community, as suggested by the mission statement of this institution.

In the Academic Year 2012-2013 IWAC conducted an assessment of the institution-wide student learning objective , Ethical Awareness and Ethical Reasoning

Results:

1. The aggregated data for both measures of Ethics (Awareness and Reasoning) indicates that CMA did not meet the benchmark of 70% of student work scoring 4 or higher on the rubric.
2. Disaggregated by major, no department met the benchmark that 70% of student work score 4 or higher.

Recommendations: See Future Goals, p. 1

8. Commit to critical and creative thinking and expression, and be able to apply these skills flexibly to new situations.

In 2011 IWAC conducted an assessment of Critical and Creative Thinking, in which faculty chose a random sample of student work, such that at least 1/3 of the class or 10 samples (whichever is most) were provided. Faculty then used the rubric for "Creativity and Critical Thinking" and applied it to the samples. Finally, faculty filled out and submitted Excel charts of the data for each class, which were inputted into a database and analyzed.

Results:

The program achieved its standards for success: 70%+ of students scored a "four" out of "six" in creativity and 78%+ in critical thinking.   The benchmark was 70%.

Recommendations: None

III. Statistical Data

Statistical data is meant to enhance and support program development decisions. These statistics will be attached to the Annual Report of the Program Unit. This statistical document will contain the same data as required for the five-year review including student demographics of majors, faculty and academic allocation, and course data.

Culture & Communication Department	*15-16*
A. Students	
1. Undergraduate	N/A

2. Postbaccalaureate	0
B. Degrees Awarded	***N/A***
C. Faculty	
Tenured/Track Headcount	
1. Full-Time	4
2. Part-Time	0
3a. Total Tenure Track	4
3b. % Tenure Track	33.3
Lecturer Headcount	
4. Full-Time	1
5. Part-Time	7
6a. Total Non-Tenure Track	8
6b. % Non-Tenure Track	66.7
7. Grand Total All Faculty	
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	3.0
9. Lecturer FTEF	3.9
10. Total Instructional FTEF	6.9
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	63
11b. % of FTES Taught by Tenure/Track	41
12a. FTES Taught by Lecturer	92
12b. % of FTES Taught by Lecturer	59
13. Total FTES taught	155
14. Total SCU taught	2317
D. Student Faculty Ratios	
1. Tenured/Track	21
2. Lecturer	24
3. SFR By Level (All Faculty)	
4. Lower Division	22
5. Upper Division	23
E. Section Size	
1. Number of Sections Offered	34
2. Average Section Size	26
3. Average Section Size for LD	27
4. Average Section Size for UD	24
6. LD Section taught by Tenured/Track	8
7. UD Section taught by Tenured/Track	4
8. GD Section taught by Tenured/Track	0
9. LD Section taught by Lecturer	14
10. UD Section taught by Lecturer	8