



GSMA Annual Assessment Report AY 2015-2016

SELF-STUDY

A. Five-year Review Planning Goals

GSMA completed its first five year plan in AY 2010-2011 and submitted it to the Curriculum Committee. However, due to some scheduling confusion, the Curriculum Committee never completed its review, nor signed off on the plan. Because of this, it was decided to update the five-year plan in Fall 2016 to be completed by December 2016.

The goals of the updated plan to be completed in December are as follows:

1. To review and reformulate the program learning outcomes to be better aligned with the institution-wide student learning outcomes;
2. To streamline the number of PLOs for the GSMA major;
3. To eliminate “compound” SLOs and PLOs (ie, where two different outcomes are contained within the same SLO - we had this problem with SLO 2, as noted below);
4. To establish an assessment cycle, so that all PLOs are assessed within the five year review process;
5. To adjust, if necessary, the area emphases of the major to reflect emerging fields and issues in maritime policy, both to reflect the expertise of existing faculty, and to acknowledge areas where the faculty may not be sufficient.

B. Five-year Review Planning Goals Progress

We are in the first year of the updated five-year plan; annual data from 2015-2016 will be used to support the updated plan. At the same time, annual assessment will continue in both Fall 2016

and Spring 2017 to support the AY 2016-2017 annual plan and ongoing program review. The 2016-2017 SLOs for assessment still need to be determined.

C. Program Changes and Needs

These will be determined during the Fall 2016 program review/update.

SUMMARY OF ASSESSMENT

A. Program Student Learning Outcomes

As a GSMA student you:

SLO 1: Gain an understanding of the key theories, policies, events and issues in global maritime policy and core related fields

SLO 2: Understand the importance of environment and geography to maritime policy and related fields

SLO 3: Think critically about the maritime field and transportation industry

SLO 4: Have the ability to use and understand mathematical and statistical tools relevant to maritime policy and related fields

SLO 5: Can solve complex problems across the spectrum of the social sciences

SLO 6: Can locate and apply appropriate resources by searching electronic and traditional databases

SLO 7: Can articulate, both verbally and in writing, the issues facing the domestic and international maritime community

SLO 8: Acquire the requisite research skills to complete a Capstone research project

SLO 9: Can apply appropriate technology to research projects and presentations

SLO 10: Develop an ethical awareness and facility with maritime policy and management

SLO 11: Develop an understanding of the importance of cultural diversity and take part in a GSMA international cruise

SLO 12: Develop an understanding of their civic and social responsibilities as members of society and the maritime industry

SLO 13: Develop teamwork and leadership skills

B. Program Student Learning Outcome(s) Assessed

- SLO 1: Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields.
- SLO 2: Understand the importance of environment and geography to maritime policy and related fields.

C. Summary of Assessment Process

We assessed the following courses and artifacts:

| Course | Fall/Spring | Instructor | Required/Elective | Taught to: | Assessed Materials |
|------------------------------|-------------|------------------------|-------------------|------------|--|
| GMA 100: Ocean Politics | Fall | Nincic, Dudley Wade | Required | Freshmen | <input type="checkbox"/> Final Exam <input type="checkbox"/> Research Paper |
| GMA 350: Political Geography | Fall | Meredith | Required | Juniors | <ul style="list-style-type: none"> • Research Essays • Final Exams |
| GMA 400: Senior Seminar I | Fall | Dudley Wade, Meredith, | Required | Seniors | <input type="checkbox"/> 3 area exams |

With the exception of GMA 350, we assessed a minimum of 50% of the students in each class; students were ordered alphabetically and every other student was chosen to ensure a random sample. We assessed only 32% of GMA 350 due to the fact that Turnitin had purged all but 14 of the research papers turned in for the class.

We used a 10-point scale for assessment for GMA 105 and GMA 350:

| | | | | |
|------------------------|---------------|------------------|------------------|--------------|
| Research Papers | 10 / 9 | 8 / 7 / 6 | 5 / 4 / 3 | 2 / 1 |
|------------------------|---------------|------------------|------------------|--------------|

| | | | | |
|-----------------|---|---|---|--|
| Use of Evidence | Primary source information used with at least one example to support main points; demonstrates in-depth understanding | Examples used to support most points; Some evidence does not support main points or may be inappropriate; still demonstrates strong understanding of readings | Examples used to support some points; points often lack supporting evidence; quotes poorly integrated; only occasionally critically evaluates sources | Very few or weak examples; general failure to support statements; quotes not integrated into sentences; demonstrates little understanding of sources |
| Analysis | Work displays critical thinking and avoids simplistic description or summary of information | Evidence sometimes a bit unclear; some description but more critical thinking | Analysis generally lacking. Even balance between critical thinking and description | Very little; more description than critical thinking |

| Exams | 10 / 9 | 8 / 7 / 6 | 5 / 4 / 3 | 2 / 1 |
|---|---|--|--|--|
| Accuracy of discipline specific knowledge (short answers, T/F, multiple choice) | Virtually no factual errors; answer displays a depth of understanding beyond the "correct" answer | Answer is "correct" with possible minor errors of understanding | Answer has some correct elements but displays more than a few errors of understanding | Answer is fundamentally incorrect |
| Use of discipline specific knowledge (essays) | No significant factual errors; student can use relevant current/historical events/issues correctly and in depth | Minor factual errors; examples used are generally correct, but not presented in detail | Many factual errors, or insufficient use of course material; generally student opinion | Many factual errors; current/historical events and examples used incorrectly or not at all |

Our goals:

1. 80% of students will achieve a 6 or better in their assessed materials, and
2. The average score per assessed assignment will be 6 or better

Senior Seminar (GMA 400) Assessment

We assessed 50% of the students; three exams per student in each of the three fields (IMO, Political Geography, Maritime Security):

- Each exam was read and scored independently by Dudley Wade and Meredith
- We used a three-point scale: High Pass, Pass, Fail (3, 2, 1) for each exam (we used this scale instead of the 10 point scale above since this is how the students were actually assessed in the course). Where readers used “+” and “-“ in their scoring, 0.25 was added to, or subtracted from, the score for computational purposes (eg, 2+ became 2.25; 2- became 1.75);
- The average of the two individual scores was used
- IMO and Maritime Security were used to assess SLO 1 and Political Geography was used to assess SLO 2
- Goal is that 80% of students achieve a 2 or better in each field, and that the average of all scores is 2 or better.

D. Summary of Assessment Results

SLO 1 (GMA 105 and GMA 350): Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields.

| Course | Research Paper/Essay | | | | Final Exam | | | |
|---|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Evidence | | Analysis | | Accuracy | | Use of Knowledge | |
| | Average Score (Goal 6>) | % 6 or better (Goal 80%) | Average Score: (Goal 6>) | % 6 or better (Goal 80%) | Average Score: (Goal 6>) | % 6 or better (Goal 80%) | Average Score: (Goal 6>) | % 6 or better (Goal 80%) |
| GMA 105 (Papers N=18; Exams N=30) | 6.9 | 72% | 6.8 | 78% | 7.5 | 93% | 7 | 83% |
| GMA 350 (N=14) | 7.8 | 86% | 6.9 | 78% | 6.7 | 86% | 8.8 | 100% |

* Red denotes goal not met

SLO 1 (GMA 400): Gain an understanding of the key theories, events, and issues in global maritime policy and core related fields.

| International Maritime Organizations (N=10) | | Maritime Security (N=10) | |
|---|--------------------------|--------------------------|--------------------------|
| Average Score (Goal 2>) | % 2 or better (Goal 80%) | Average Score (Goal 2>) | % 2 or better (Goal 80%) |
| 2.59 | 90% | 2.53 | 90% |

SLO 2 (GMA 105 and GMA 350): Understand the importance of environment and geography to maritime policy and related fields.

Due to difficulty in differentiating between SLO 1 and SLO 2 in the final exams, SLO 2 was assessed in research papers only in GMA 105 and GMA 350.

| Course | Research Paper/Essay | | | |
|----------------|-------------------------|--------------------------|-------------------------|--------------------------|
| | Evidence | | Analysis | |
| | Average Score (Goal 6>) | % 6 or better (Goal 80%) | Average Score:(Goal 6>) | % 6 or better (Goal 80%) |
| GMA 105 (N=11) | 6.8 | 72% | 6.4 | 73% |
| GMA 350 (N=14) | 7.9 | 93% | 7.4 | 64% |

* Red denotes goal not met

SLO 2 (GMA 400): Understand the importance of environment and geography to maritime policy and related fields.

| Political Geography (N=10) | |
|----------------------------|--------------------------|
| Average Score (Goal 2>) | % 2 or better (Goal 80%) |
| 2.187 | 60% |

* Red denotes goal not met

Conclusions: Narrative

From the data assessed in AY 2015-2016, the GSMA students have met the assessment goals for the following:

- Accuracy and Use of Knowledge in their Ocean Politics and Political Geography exams, meaning that exam study habits and test taking skills seem adequately robust for lower-division and upper-division students;
- The use of Data and Evidence in their research papers, again for Ocean Politics and Political Geography;
- These conclusions hold for both SLO 1 and SLO 2;
- Their ability to write complex essay exams in their senior year (GMA 400) in both International Maritime Organizations and Maritime Security.

This said, there is room for improvement in the following areas:

Freshman writing: Students in GMA 105: Ocean Politics did not meet their writing goals in either the use of evidence or the ability to perform research analysis. While the overall average was above the assessment benchmark, insufficient numbers of students could perform at the expected level - only 72% could use data at a level of six or greater, and only 78% could perform analysis at the same level. Since the goal is 80% of students, there is room for improvement.

This said, it is not completely surprising that freshmen research and analytical skills should show room for improvement. What is a bit more of a concern is that the research papers for both SLO 1 and SLO 2 in GMA 350: Political Geography - an upper-division course - did not meet the assessment goals.

That students might struggle with SLO 2 in general is borne out by the Political Geography exam assessment data for GMA 400: Only 60% of the students met the goal of a 2 or better in this field exam.

No conclusions can be drawn as to why research and analytical skills have not substantially improved between the freshman and junior year, nor why students perform less well in Political Geography/SLO 2 in their senior year. This is an area that needs to be analyzed further in upcoming assessment cycles.

The difficulties that arose during the assessment process also highlight the need for more streamlined and more clearly explicit SLOs:

- Two of the assessors (as noted above) had difficulty differentiating between SLO 1 and SLO 2 in the exams; for this reason, SLO 2 was not assessed in the exams as had been planned;

- Where SLO 2 was assessed - in the GMA 105 and GMA 350 research papers, and in the GMA 400 Political Geography exam, it is not likely that both parts of the SLO were assessed equally. The “environmental” component of SLO 2 was assessed in GMA 105; a combination of environment and geography was assessed in GMA 350 and GMA 400. SLOs that reflect two different and distinct concepts should be avoided in the future.

STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

- A. Student demographics of majors**
- B. Degrees Conferred by the program**
- C. SFR’s by discipline**
- D. Course History data**

APPENDICES

Appendix 1: D Meredith Assessment Data, GMA 350

Appendix 2: R Dudley-Wade Assessment Data, GMA 105-1

Appendix 3: D Nincic Assessment Data, GMA 105-2

Appendix 4: GMA 400 Assessment Data (Meredith and Dudley-Wade combined)