

ANNUAL PROGRAM REPORT

Academic Program	Culture & Communication Department
Academic Year	2017-8
Department Chair	Julie Chisholm
Date Submitted	January 2018

I. Self-Study (Approx. 500 words)

AY 2016-7 was an interesting one for Culture & Communication. Remedial instruction in English was instituted (but would survive for only four semesters, as new remedial guidelines were handed down in the form of EO 1110—to be continued). Fluctuations in enrollment, added to an already heterogeneous department, made predicting the number of course sections difficult. Below is a table of projections vs. actual enrollments for 2016-7¹:

	Fall 2016 (proj.)	Actual	Spring 2017 (proj.)	Actual	Fall 2017 (proj.)	Actual Fall	Spring 2018
Assumptions: 30% transfer rate for EGL 100							
Assumptions: 20% transfer rate for EGL 220							
EGL 001 (cap 15)		2		1		2	
EGL 100 (cap 25)	5.76	6.00	3.75	5.00	6.17	5.00	3.92
EGL 110 (cap 25)	3.62	4.00	2.99	4.00	4.02	5.00	3.17
EGL 220 (cap 25)	4.12	5.00	4.76	5.00	4.26	5.00	5.23
EGL 300 (cap 25)	9.04	3.00	2.61	4.00	10.40	5.00	2.61
LAN 1 (cap 25)	5.95	5.00		0.00	6.54	6.00	
LAN 2 (cap 25)		0.00	5.95	5.00		0.00	6.54
HUM 400 (cap 40)	2.09	2.00	3.92	2.00	2.28	2.00	4.67
ELEC 21 LD (cap 30)	2.91	2.00	2.91	2.00	3.02	3.00	3.02
ELEC 22 UD (cap 40)	2.28	6.00	6.46	6.00	2.44	4.00	7.10
HUM 310 (cap 40)			4.27			0.00	4.25
ENG 120 (cap 25)	2.28	3.00		1.00	2.28	3.00	
Total # of Sections	38.05	38.00	37.62	35.00	41.40	40.00	40.51
FTEF	9.51	9.50	9.41	8.75	10.35	10.00	10.13

As can be seen, the balance of sections across the academic year is slightly uneven, which makes giving lecturers consistent courseloads throughout the year challenging. This we hope to address as the departments consider degree path revisions in the coming months. The coming changes in the CSU General Education guidelines spell further uncertainty for scheduling and hiring, but we are hopeful that we can make the transition without losing any contingent faculty.

As can be seen by comparing the FTEF numbers above to the aggregated FTEF numbers below, C&C faculty is holding up with current enrollments, even across the many fields it teaches.

Faculty:

Faculty	WTUs, Spring 2017	WTUs, Fall 2017
Carmichael PT	0	6

¹ Institutional Research lists our FTEF for fall 2016 at 8.53, which is not quite the same as my stats. This may be because Chris Frick is a FT lecturer, so he gets counted as 15 FTEF. I don't know. Math is not my strong suit.

Chisholm FT	12	12
Clarke PT	3	3
Dewey FT	12	12
Frick FT	15	15
Guo PT	6	9
Hartman PT	0	6
Higdon PT	6	0
Manheimer PT	9	9
Marocchino FT	12	12
Neumann PT	6	6
Parsons FT	12	12
Timpson PT	1	1
Senk FT	9	9
Sinha FT	9	6
Starr PT	3	9
TOTAL	115	127
WTUs:		
TOTAL FTEs:	9.6	10.6

Six faculty members of 16 are tenured or tenure-track. Counting Higdon and Starr as one lecturer, the ratio of TT:lecturer is 40:60%. Taking out the performing arts faculty, the ratio is 46:54%. This falls well below the CSU/CFA goal of 75:25%.² We will address the need for additional tenure-track faculty below.

Planning Goals from the 2016-7 plan, current status and program changes/needs:

Curriculum

1. In 2016, remedial English was reclaimed from SPEL by the department, and students were followed closely to help close the achievement gap and improve graduation rates.

Year	# Needing Remediation	% of Freshmen	# Completed Remediation	% Completion Rate
2016-7	35	9% (n=355)	16	46%
2017-8	31	9% (n=335)	16	52%

Executive Order 1110 changes how students are identified as needing remediation. The CSU will discontinue use of the EPT/ELM, and instead use scores like those of SAT and ACT. At CSUMA, the 2017 freshman class came in with the following scores:

MEAN SCORES, FRESHMAN CLASS, CSUMA, FALL 2017 (Office of Institutional Research)

MAJOR	COUNT	mean.sat.crit.reading	mean.act.engl
BA	41	585.0	20.5
ME	57	532.7	23.4
MET	45	493.3	24.1
FET	3	490.0	22.5

² Statistics provided by the Office of Institutional Research count our faculty at 11, which is strange. It lists us as having six lecturers, which is short four (or three, depending how you count Higdon/Starr). It may not count our faculty who have taught for ME or GSMA, or our Performing Arts people. Their stats distort the TT/Lec ratio.

GSMA	29	580.0	21.9
MT	48	604.3	24.5

Although the score cutoffs have yet to be set, if we used those on the CSU Monterey Bay campus (minimum 510 SAT and 22 ACT), we would see that a significant number of incoming freshmen at CSUMA would still qualify for remediation in English.

EO1110 also asks CSU campuses to reconfigure their remediation offerings. Section V, B of the order states, "Supportive Course models may include co-requisite approaches, supplemental instruction, or stretch formats." Dr. Aparna Sinha, our newly-hired remediation expert, recommends the implementation of a stretch course. 13 of 23 CSU campuses are already offering stretch courses. The details of how the units would be distributed are still under discussion.

Goals for 2017-8:

- a. Creating/approving EGL 100/101 stretch course with guidance from the GE Committee, and getting Curriculum Committee approval for Fall 2018.
- b. Crafting a memo/policy explaining implementation of EO 1110 at CSUMA.
- c. Crafting an exemption letter for Early Start.

2. GWAR Results

Spring 2017			
Overall Pass Rate	50%		
Major	# Took Exam	# Passed	#Failed
BA	6	3	3
FET	1	0	1
GSMA	2	1	1
ME	4	2	2
MET	4	1	3
MT	7	5	2
Total	24	12	12

Fall 2017			
Overall Pass Rate	56%		
Major	# Took Exam	# Passed	#Failed
BA	12	5	7
FET	2	1	1
GSMA	2	1	1
ME	22	13	9
MET	16	9	7
MT	10	7	3
Total	64	36	28

These scores are consistent with prior exams.

2017-7 Goal: Decide whether we are satisfied with this means of assessing writing readiness in the upper-division student.

3. In 2017, an attempt to locate and standardize CCRs was undertaken. Existing CCRs were compiled and a spreadsheet indicating which CCRs were missing and which needed revision was created. Many gaps in information exist, and much information is outdated.

Goals for 2017-8:

- a. Missing CCRs will be rewritten, until the department catalog is complete.
 - b. Outdated CCRs will be revised.
 - c. CR codes determining class sizes will be standardized.
 - d. Courses which haven't been taught in over a decade will be taken "off the books."
4. In 2017, course descriptions for all C&C courses were revised and truncated, to conform to a common standard. These were passed by the curriculum committee.
 5. In 2017, two courses were approved for teaching in alternative modalities: EGL 220: Critical Thinking (Hybrid) and EGL 300: Advanced Writing (Hybrid and Local Online).

Goal for 2017-8:

Moodle pages for EGL 220 (Carmichael) and EGL 300 (Frick/Starr/Chisholm) will be reviewed using the QOLT rubrics, either by a department committee, or by the QOLT committee. NOTE: This may be postponed pending LMS change.

6. In 2015, new courses in CSU GE Area C1 (arts) were developed, to bring the campus into better compliance with Title V. In 2017, two glass display cases were put in the upstairs hallway, for students to display their creative work.

Goals for 2017-8:

- a. Courses in C1 (fine arts) should be given equal standing with C2 (languages and literature) on curriculum sheets, per CSU Executive Order 1100.
 - b. A literary magazine, *Dead Reckoning*, will be released in February of each school year, going forward. This PDF e-zine will showcase the literary and visual talents of our students.
7. New courses proposed for 2018: EGL 309: British Literature of the Sea (Dewey) and HUM 125: Innovation and Creative Thinking (Hartman).
 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 successfully submitted to the Curriculum Committee with a change in prefix request (from ENG→EGL), for better oversight in curriculum and compliance.

Goal for 2017-8:

Course will be converted to three units.

9. Summer courses in EGL 300, a "bottleneck" course, were initiated in 2016. Two sections of EGL 300 were offered in both summers of 2016 and 2017.

Goal for 2017-8:

A section of EGL 220 will be offered in the summer, to allow students who remediated in the prior year to catch up with their cohort.

Ongoing Goals

Curriculum

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

Faculty

- c. 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.
- d. With the growth of unlicensed majors, foreign language courses also are growing (in 2015-6 we taught 30 WTUs, and in 2016-7 we taught 33), 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. In 2016, program-level outcomes were determined too complex to be assessed meaningfully. The department is currently considering the following two options as replacement:

(Option 1)

1. Demonstrate ability to express ideas clearly and creatively, both in writing and speech. [Written and Oral Communication]
2. Demonstrate ability to identify, access, and evaluate appropriate sources of information, and to cite sources consistently and correctly using conventional documentation styles [Information Literacy]
3. Demonstrate ability to comprehensively explore texts, issues, and ideas before formulating an opinion; systematically analyzes one’s own assumptions and relevant contexts when presenting a position; demonstrate ability to incorporate alternate, divergent, or contradictory perspectives. [Critical and Creative Thinking]
4. Demonstrate ability to systematically explore texts, ideas, or issues through the collection and analysis of evidence; and to draw informed conclusions. [Inquiry]
5. Demonstrate awareness of the relation between a text and its socio-political, historical, and cultural contexts. [Cultural Awareness]

(Option 2)

1. Demonstrate ability to express ideas clearly and creatively in writing. [Written Communication]
2. Demonstrate ability to express ideas clearly and creatively in speech. [Oral Communication]
3. Demonstrate ability to identify, access, and evaluate appropriate sources of information, and to cite sources consistently and correctly using conventional documentation styles [Information Literacy]
4. Demonstrate ability to comprehensively explore texts, issues, and ideas before formulating an opinion; systematically analyze one's own assumptions and relevant contexts when presenting a position; demonstrate ability to incorporate alternate, divergent, or contradictory perspectives. [Critical Thinking]
5. Demonstrate ability to systematically explore texts, ideas, or issues through the collection and analysis of evidence, and to draw informed conclusions. [Critical Thinking]
6. Demonstrate awareness of the relation between texts, ideas, and issues and their socio-political, historical, and cultural contexts. [Critical Thinking]

When finalized, these new program-level outcomes will be re-mapped to amended University-Wide Student Learning Outcomes.

2. Writing Program Assessment

- a. Assessment of the progress of remedial students in English is attached to this report.
- b. Assessment of the pass rates, by major, of students taking the GWE is attached to this report.

II. Summary of Assessment

A. Current 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 Efforts³	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, 2015	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

³ Please see the Assessment Portal on the Cal Maritime website for these reports.

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

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 2015, 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 average 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.

<i>Culture & Communication Department</i>	<i>16-17</i>
A. Students	
1. Undergraduate	
2. Postbaccalaureate	
B. Degrees Awarded	<i>N/A</i>
C. Faculty	
Tenured/Track Headcount	
1. Full-Time	6
2. Part-Time	0
3a. Total Tenure Track	6
3b. % Tenure Track	38%
Lecturer Headcount	
4. Full-Time	1
5. Part-Time	9
6a. Total Non-Tenure Track	10
6b. % Non-Tenure Track	62%
7. Grand Total All Faculty	16
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	5.40
9. Lecturer FTEF	3.1 ⁴
10. Total Instructional FTEF	8.5 ⁵
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	88.4
11b. % of FTES Taught by Tenure/Track	54.4
12a. FTES Taught by Lecturer	74.0
12b. % of FTES Taught by Lecturer	45.6
13. Total FTES taught	162.5
14. Total SCU taught	2437.0
D. Student Faculty Ratios	
1. Tenured/Track	16.4
2. Lecturer	23.7
3. SFR By Level (All Faculty)	19.1
4. Lower Division	19.1
5. Upper Division	18.9
E. Section Size	
1. Number of Sections Offered	40.0
2. Average Section Size	21.8
3. Average Section Size for LD	22.0
4. Average Section Size for UD	21.2

⁴ Inaccurate

⁵ Inaccurate, closer to 9.9

6. LD Section taught by Tenured/Track	13
7. UD Section taught by Tenured/Track	8
8. GD Section taught by Tenured/Track	0
9. LD Section taught by Lecturer	14
10. UD Section taught by Lecturer	5