

CSU Maritime Academy – Institution-Wide Assessment Council (IWAC)

AY 2016-17

Annual Learning Results Institution Wide SLO (J): Global Learning



Report on IWSLO J: Global Learning

“Students will demonstrate awareness of cultural differences and the responsibilities associated with global welfare”

OBJECTIVES

Measure the extent to which Cal Maritime “students demonstrate awareness of cultural differences and the responsibilities associated with global welfare.”

Give recommendations for improving assessment efforts.

Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

The Global Learning IWSLO was assessed using the same rubric as in the 2011 cycle. 41 artifacts were gathered from BUS 300, GMA 315, and HUM 325.

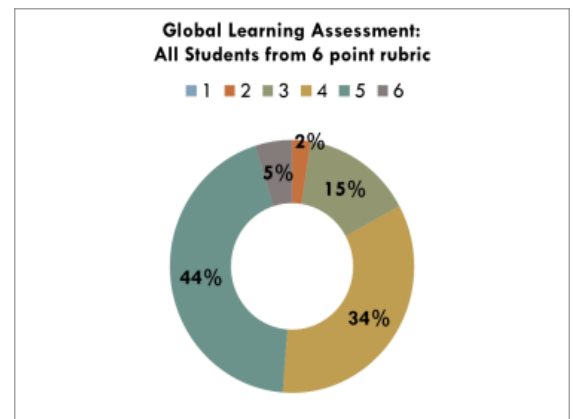
The outcome was assessed with a rubric on a six point scale from 1 (unacceptable) to 6 (Mastery). There was only one dimension.

RESULTS

The benchmark was set for 70% of students to score 4 or above on a 6 point scale.

The benchmark was attained.

In all cases -- broken down by major, class of, gender, and ethnicity -- benchmark was met as defined; however our findings may not be statistically significant due to low number of artifacts collected across majors. Furthermore, there was some dissonance between the rubric and the artifact under scrutiny.

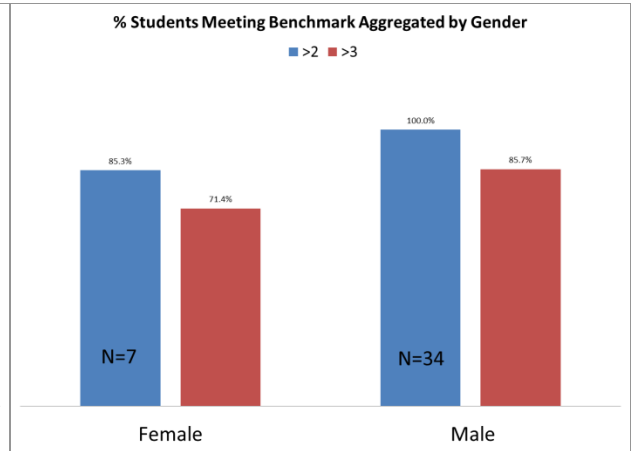
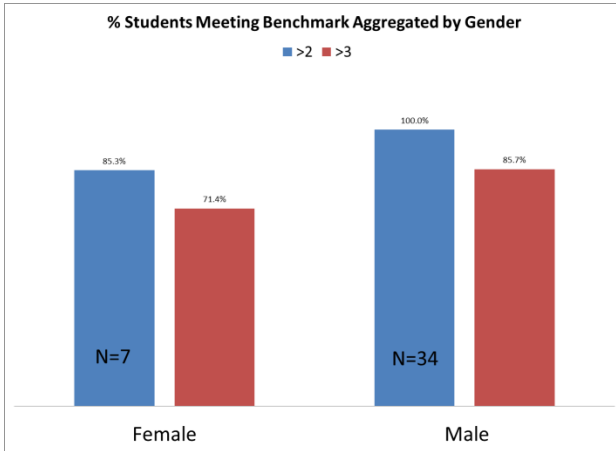
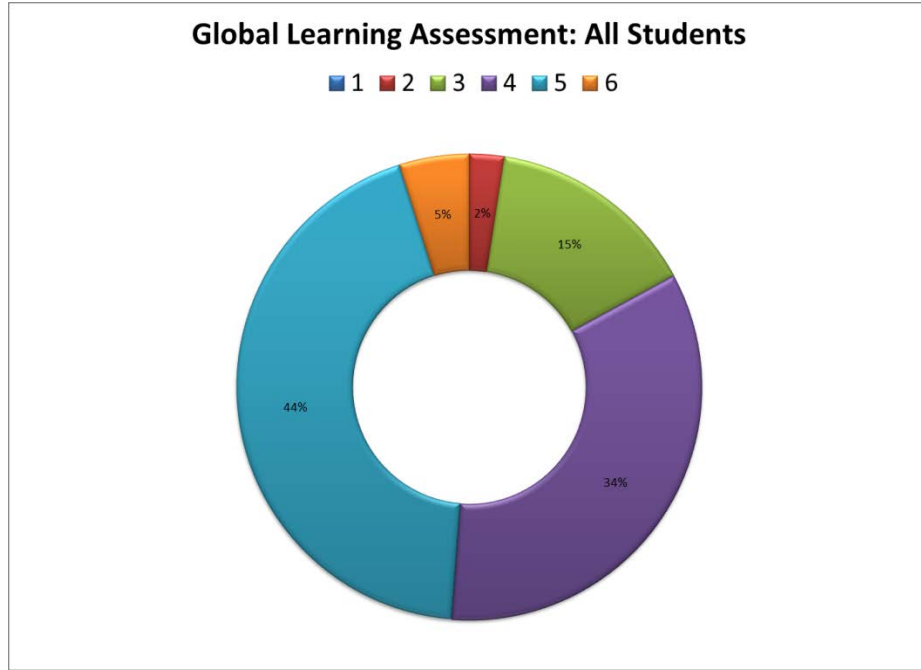


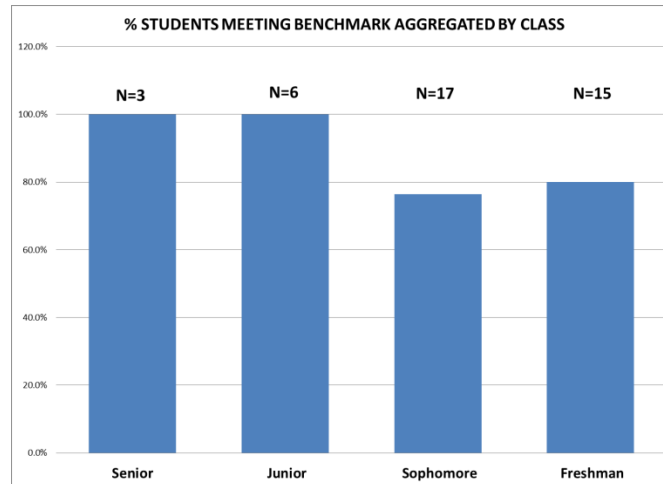
RECOMMENDATIONS

IWAC recommends:

- Greater participation across all majors; the number of artifacts from certain majors was too small to be statistically significant.
- The programs in MT, ET, FET and ME provide a better sense of where global learning can be assessed through their curriculum.
- For the next cycle, implement Campus Labs Outcomes module such that instructors of record can assess artifacts themselves; also develop different benchmarks from "Introduction" to "Mastery" levels of the outcome.
- Each program identifies a coordinator to liaise with IWAC for assessment purposes and develop appropriate rubrics for each major.
- A Faculty Learning Community be established to increase use of the Campus Labs modules for the collection and presentation of assessment data.

APPENDIX A: GRAPHIC REPRESENTATIONS OF DATA





Pass-Fail Percentages by:

Major	IBL	GSMA	MET	MT	ME				
	80%	80%	100%	100%	100%				
N	15	20	2	2	1				
Class	SENIOR	JUNIOR	SOPHOMORE	FRESHMAN					
	100%	100%	76.5%	80.0%					
N	3	6	17	15					
Gender	M	F							
	85.3%	71.4%							
N	34	7							
Ethnicity	Am Ind	Asian	Black	Hisp	Pac Isl	Two +	Unknown	White	
		80.0%	0%	73.3%		100%	100%	92.9%	
N	0	5	1	15	0	2	4	14	
Overall	82.9%								
N	41								

Rubric Score Distribution Aggregated Data

Major	1	2	3	4	5	6
All Majors	0	1	6	14	18	2
IBL	0	1	2	6	6	0
FET-BS	0	0	0	0	0	0
GSMA-BA	0	0	4	7	9	0
ME-BS	0	0	0	1	0	1
MT-BS	0	0	0	0	2	0
MET-BS	0	0	0	0	1	1

Class	1	2	3	4	5	6
FRESHMAN	0	0	3	7	5	0
SOPHOMORE	0	1	3	3	9	1
JUNIOR	0	0	0	3	1	1
SENIOR	0	0	0	1	2	0

Gender	1	2	3	4	5	6
M	0	0	5	13	14	2
F	0	1	1	1	4	0

APPENDIX B: GLOBAL LEARNING RUBRIC

Analytic Rubric for Global Stewardship			
	Initial (1-2)	Satisfactory (3-4)	Exemplary (5-6)
<p>Spectrum of Knowledge: How much knowledge does the student demonstrate in understanding one's self in relation to the complex identities of others, their histories, and their cultures?</p>	<p>Limited spectrum of knowledge:</p> <ul style="list-style-type: none"> • mentions some issue(s) involving global concerns and problems, but does not discuss these areas in a meaningful way • contains some evidence of self-reflection in the area of global issues • demonstrates superficial reflection and reveals little or no questioning of established views • has knowledge of cultural differences, but is unable to establish connections with other concepts 	<p>Fair to good amount of knowledge in field of study:</p> <ul style="list-style-type: none"> • thoughtfully analyzes situations in which global issues have played an important role • begins to investigate connections between areas of controversy and to extrapolate meaning from specific examples • applies learning in global issues to issues that arise in everyday life • contemplates the impact of personal choices and social action in the context of interpersonal and broader societal spheres • demonstrates some awareness of cultural, political, economic, and religious differences of the people of the world 	<p>In-depth knowledge with extensive variety of resources:</p> <ul style="list-style-type: none"> • creatively and comprehensively articulates approaches to global issues, citing specific evidence • demonstrates an ability view multiple sides of these issues • constructs independent meaning and interpretations • presents well-developed ideas on the role of global issues in both private and public life • demonstrates a sense of the diverse aspects of culture, politics, economics, and religion