

ANNUAL PROGRAM REPORT

Academic Program	Culture & Communication Department
Academic Year	2017-18
Department Chair	Julie Chisholm
Date Submitted	March 2019

Self-Study

AY 2017-8 saw the implementation of the EGL 101-102 stretch composition course for students identified as needing remedial assistance in writing. Per EO 1110, students would be identified and assessed prior to enrollment in college, through a number of instruments, and would be block enrolled in the appropriate course. Until fall of 2018, the number of students identified as needing remediation had held steady at roughly 24-28. However, in the fall of 2018, we learned that only 13 incoming freshmen had been marked for placement in EGL 101. As neither the CSU nor the Cal Maritime enrollment requirements had changed, this lower figure was puzzling, and somewhat troubling. Our hypothesis was that the placement standards had been lowered. To confirm this, we administered a mock self-placement rubric in the five sections of EGL 100 (attached), asking students to self-evaluate in the areas of reading, researching and writing on the college level. As student self-placement has been shown to be highly effective in determining college writing readiness, we expected to see a significant number of students who felt that they would benefit from an extra semester of writing help. 60% of students indicated that based on their placement in the rubric, they would benefit from supplemental instruction. However, when faculty suggested that these students enroll in the available sections of EGL 101, 31% balked, because they didn't want to add more units to their schedules, did not want to attend a late-afternoon class, or did not want the stigma of being a "remedial kid." Ultimately, only two students ended up switching over to the stretch class. This situation is unfortunate. Students who know they need help now have the option of turning it down, and crucial writing skills may never be learned. As EGL 100 is geared toward the more advanced student, less time is spent on fixing errors in mechanics, and the student's remedial needs may be overlooked. Finally, a failing grade in EGL 100 affects overall GPA, may lengthen time to graduation, and may affect graduate rates overall.

Writing faculty have expressed additional concern that they will have to shift the emphasis of their EGL 100 classes in order to accommodate students needing remediation, which will not benefit the majority of college-ready students enrolled in the class. It is well known that remedial students require significantly more individualized attention, which the larger EGL 100 sections do not allow.

In the fall of 2018, C&C reduced its EGL 101 offerings from two sections to one section. Given that we have a need for remedial education, and that we have hired a fully-qualified remedial English specialist, it is unfortunate that we are not utilizing our resources appropriately. We strongly recommend:

1. That the Cal Maritime Admissions webpage change its approach in presenting students with their writing options. Currently, a drop-down table of options for fulfilling their CSU GE Area A3: Written Communication requirement. If a requirement isn't met, the page says, "*However, you may still qualify through another measure!*" which motivates students to find the lowest possible bar to hurdle. We do not endorse this approach. Writing skills are fundamental to student success. We would prefer that the requirements be stated plainly, but that the self-placement rubric be added to the page. We feel that this would give students a more accurate sense of their readiness in college-level writing, and therefore their success in college.
2. Time at freshman orientation should be devoted to student self-placement in writing classes. After the semester has begun, students are much less motivated to alter their schedules. Students need time to consider their options, and we are not giving them enough guidance in this area.
3. That we continue to track EGL 100 students who indicate that they are not college-ready in writing, to see whether they are passing EGL 100 at lower rates. If this continues to happen, we need to change our approach to placement.
4. We need a report of the number of EGL 101 students as early as possible, for departmental planning.
5. We need to cap EGL 101 at 15, per CSU guidelines.

The most significant change in the near future is the Chancellor's Office revision of EO 1100, the systemwide general education guidelines, which will require C&C to effectively downgrade many of its upper-division offerings to the lower division. The total number of units does not seem to be changing, but the potential for developing a major based on existing upper-division offerings seems to be dimming. Much of 2017-8 was spent ensuring that C&C units remained C&C-"owned" units, and that all departments continued to honor the GE requirements in any revision of curriculum.

Fall of 2018 saw the inauguration of a new School of Letters and Sciences, and a new dean. First on the agenda was the development of a strategic plan for the school. C&C goals suggested were

1. Collaborate with other departments in the school, to create a new degree program or programs (e.g. Environmental Affairs and/or Maritime Culture)
2. Create a "laddered" set of learning outcomes for EGL 100, 220, and 300
3. Create parity between sections of the same courses, regarding amount of reading, researching and writing.
4. Develop a writing in the disciplines focus
5. Develop an ESL focus
6. Contribute to the proposed maker space
7. Play a bigger role in the international experience program

Enrollments

Below is a table of projections vs. actual enrollments from 2016 to 2018:

	Fall 2016 (proj.)	Actual	Spring 2017 (proj.)	Actual	Fall 2017 (proj.)	Actual	Spring 2018 (proj.)	Actual	Fall 2018 (proj.)	Actual
EGL 001 (cap 15)		2		1		2		0	2	1
EGL 100 (cap 25)	5.76	6.00	3.75	5.00	6.17	5.00	3.92	5.00	6.56	5.00
EGL 110 (cap 25)	3.62	4.00	2.99	4.00	4.02	5.00	3.17	4.00	4.39	5.00
EGL 220 (cap 25)	4.12	5.00	4.76	5.00	4.26	5.00	5.23	6.00	4.42	4.00
EGL 300 (cap 25)	9.04	3.00	2.61	4.00	10.40	5.00	2.61	4.00	11.73	5.00
LAN 1 (cap 25)	5.95	5.00		0.00	6.54	6.00		0.00	7.10	6.00
LAN 2 (cap 25)		0.00	5.95	5.00		0.00	6.54	5.00		0.00
HUM 400 (cap 40)	2.09	2.00	3.92	2.00	2.28	2.00	4.67	2.00	2.52	2.00
ELEC 21 LD (cap 30)	2.91	2.00	2.91	2.00	3.02	3.00	3.02	4.00	3.14	3.00
ELEC 22 UD (cap 40)	2.28	6.00	6.46	6.00	2.44	4.00	7.10	6.00	2.63	5.00
HUM 310 (cap 40)			4.27			0.00	4.25	0.00		0.00
ENG 120 (cap 25)	2.28	3.00		1.00	2.28	3.00		0.00	2.28	2.00
Total # of Sections	38.05	36.00	37.62	35.00	41.40	38.00	40.51	36.00	44.77	37.00
FTEF	9.51	9.00	9.41	8.75	10.35	9.50	10.13	9.00	11.19	9.25

As can be seen, our enrollments fell slightly, no doubt due to the drop in the number of IBL and GSMA students. An exception is the UD humanities requirement, which is often moved around in a student's schedule, and is difficult to predict.

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, across the many fields it teaches.

Faculty

Faculty	WTUs, Spring 2018	WTUs, Fall 2018
Carmichael PT	6	9
Chisholm FT	3	3
Clarke PT	3.9	3.9
Dewey FT	12	12
Frick FT	15	15
Guo PT	9	0 (FMLA)
Hartman PT	6	6
Manheimer PT	6	0 (FMLA)
Marocchino FT	12	12
Neumann PT	6	6
Parsons FT	12	12
Rodriguez PT	0	9
Senk FT	9	0 (FMLA)
Sinha FT	12	12
Starr PT	3	9
Wang PT	0	9
TOTAL WTUs:	114.9	117.9

Six faculty members of 16 are tenured or tenure-track. The ratio of 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%. We will address the need for additional tenure-track faculty below.

Achievements**Julie Chisholm**, Professor & Chair (arts and writing)

- Launched the first issue of *Dead Reckoning*, CMA's first literary 'zine
- Chaired the GE Committee, and helped all departments revise curriculum sheets, in line with EO 1100
- Faculty Rights Chair, CFA
- Added five new courses in C&C, including stretch composition course
- Taught Critical Thinking and Ethics at Vietnam Maritime University (6th time)

Kathryn Marocchino, Professor (speech and writing)

- Led the CMA Speech and Debate Club to the National Educational Debate Association (NEDA) championship, spring 2018. Won over 13k in IRA funds for this club.
- Served on the Senate RTP Committee

Amy Parsons, Associate Professor (literature, culture)

- Directed the Cal Maritime Film Series in February, 2018
- Chair, Curriculum Committee
- (Outstanding Teacher Award, 2014)
- Presented at the Melville Conference in London

Colin Dewey, Associate Professor (literature, culture)

- Outstanding Service Award (2018) (Outstanding Teacher Award, 2015)
- Curated the Blue Room Lecture Series, a collaboration between the California Park Service and CMA, at the San Francisco Maritime Museum
- Four publications and five conference presentations, including at the Melville Conference in London

- Secretary, Melville Society
- Department webmaster

Sarah Senk, Assistant Professor (literature, culture)

- Outstanding Teacher Award (2018)
- Institution-Wide Assessment Committee member. Helped revise IW learning outcomes
- Two major publications, (at least) one conference presentation

Aparna Sinha, Assistant Professor (writing)

- Took over Graduate Writing Exam coordinator duties.
- Developed EGL 101-102, "remedial" English stretch course, per EO 1100
- CSU English Council representative
- One pub, six conference presentations, including one in Colombia

Lauren Hartman, Lecturer (arts)

- Invited to collaborate with the Museum of Local Lore in Murmansk, Russia on an exhibition as well as give a public talk, and design and facilitate a diorama workshop. The exhibition opened in Saint Petersburg at the Russian State Museum of the Arctic and Antarctic June 2017, then traveled to the Darwin Museum in Moscow.
- Coordinated the third annual CMA Photo Contest (winners displayed in the library)

Planning

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%
2018-9	13	4% (n=314)	in progress	

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. Status: met
- b. Crafting a memo/policy explaining implementation of EO 1110 at CSUMA. Status: met
- c. Crafting an exemption letter for Early Start. Status: met

Goals for 2018-9:

- a. Urging admissions to follow the recommendations listed at the top of this document.

GWAR Results

Spring 2018			
Overall Pass Rate		27%	
Major	# Took Exam	# Passed	#Failed

BA	7	0	7
FET	3	2	1
GSMA	6	1	5
ME	15	6	9
MET	8	0	8
MT	16	7	9
Total	55	16	39

Fall 2018			
Overall Pass Rate	21%		
Major	# Took Exam	# Passed	#Failed
BA-IBL	10	1	9
MEL	4	0	4
GSMA	5	1	4
ME	6	4	2
MET	14	2	12
MT	22	5	17
Total	61	13	48

These scores are not consistent with prior exam pass rates, which have held steady at +- 50% for years.

2018-9 Goal: Recalibrate the grading for this exam, and verify that graders are on the same page.

- 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:

- Missing CCRs will be rewritten, until the department catalog is complete. Status: in progress
 - Outdated CCRs will be revised. Status: in progress
 - CR codes determining class sizes will be standardized. Status: attempted, and largely unsuccessful, due to disagreements with provost.
 - Courses which haven't been taught in over a decade will be taken "off the books." Status: met
- 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:

- Courses in C1 (fine arts) should be given equal standing with C2 (languages and literature) on curriculum sheets, per CSU Executive Order 1100. Status: met for IBL, GSMA and MT. Not met for ET & ME, as these departments are seeking exemptions.

- 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. Status: met

Goals for 2018-9:

- a. Rationalize lower division humanities offerings by changing some currently upper division classes to lower division ones. Status: Art of the Cinema is now Intro to Cinema; Creative Writing is now a lower division Humanities elective. STATUS: completed
 - a. A second issue of *Dead Reckoning* will be released.
 - b. A journalism class will be proposed.
4. New courses proposed for 2018: EGL 309: British Literature of the Sea (Dewey) and HUM 125: Innovation and Creative Thinking (Hartman). Status: EGL 309 was created. HUM 125 was rejected by the provost on class size grounds.

Goals for 2018-9:

New courses in area C1 (arts have been proposed including “Intro to Visual Art. APPROVED by CC

A new course in Ethics is being proposed that will replace HUM 400 and change focus from a survey of normative ethics to one that better suits the diverse expertise of our faculty. Proposed title “Ethical Inquiry”

- 5. 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. Status: met.

- 6. 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. Status: unmet. Dean did not want to add this class to the curriculum.

Goal for 2018-9:

Continue to explore opportunities to expand offerings during the summer semester.

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. Status: HUM 325 has been reabsorbed into the C&C curriculum, taught by Sarah Senk. Please see the introductory section for a discussion of electives in Culture & Communication.

Faculty

- b. 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. Status: due to the scarcity of TT positions possible in 2017-8, C&C decided not to apply.
- c. 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. Status: both majors who require a foreign language are considering making this requirement a general C2 elective instead. If this happens, the argument for a coordinator will be moot.

Assessment

In 2016, program-level outcomes were determined too complex to be assessed meaningfully. In 2018, the department replaced them with the following PLOs, which are mapped to the CSU GE and ILO learning outcomes.

The C&C program gives students the opportunity to:

1. Clearly express ideas in writing. (CSU GE A2; ILO A)
2. Clearly express ideas in speech. (CSU GE A1; ILO A)
3. Identify, access, and evaluate appropriate sources of information, and cite sources consistently and correctly using conventional documentation styles. (ILO F)
4. Comprehensively explore texts, issues, and ideas before formulating an opinion; systematically analyze one's own assumptions and relevant contexts when presenting a position; and demonstrate ability to incorporate alternate, divergent, or contradictory perspectives. (CSU GE A3; ILO B)
5. Systematically explore texts, ideas, or issues through the collection and analysis of evidence, and draw informed conclusions. (CSU GE A3; ILO B)
6. Explain the relation between texts, ideas, and issues and their socio-political, historical, and cultural contexts. (CSU GE C2; ILO_)
7. Recognize the interconnection between artistic ideas and expression. (CSU GE C2; ILO)

Furthermore, each C&C course is in the process of being mapped to Program, Gen Ed, and Institutional Learning Outcomes:

EGL 100 – English Composition (PLO 1, PLO 3, ILO A, ILO F, GELO 2, GELO 15)

INTRODUCING

PLO 1: Clearly express ideas in writing.

PLO 3: Identify, access, and evaluate appropriate sources of information, and cite sources consistently and correctly using conventional documentation styles.

ILO A – Communication

ILO F – Informational Fluency

General Education 2: Demonstrate proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.

EGL 110 – Speech Communication (PLO 2, PLO 3, ILO A, ILO F, GELO 1, GELO 15)

INTRODUCING

PLO 2: Clearly express ideas in speech.

PLO 3: Identify, access, and evaluate appropriate sources of information, and cite sources consistently and correctly using conventional documentation styles.

ILO A – Communication

ILO F – Informational Fluency

General Education 1: Demonstrate proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.

EGL 200 – Introduction to Literature (PLO 1, PLO 6, ILO A, ILO B, GELO 7, GELO 9)

INTRODUCING

PLO 1: Clearly express ideas in writing.

PLO 6: Explain the relation between texts, ideas, and issues and their socio-political, historical, and cultural contexts.

ILO A – Written Communication

ILO B – Critical and Creative Thinking

General Education 7: Evaluate aesthetic experiences subjectively as well as objectively.

General Education 9: Demonstrate awareness of the relation between literary and philosophical texts and their cultural contexts.

EGL 220 – Critical Thinking (PLO 4, PLO 5, ILO B, GELO 3)

INTRODUCING

PLO 4: Comprehensively explore texts, issues, and ideas before formulating an opinion; systematically analyze one's own assumptions and relevant contexts when presenting a position; and demonstrate ability to incorporate alternate, divergent, or contradictory perspectives.

PLO 5: Systematically explore texts, ideas, or issues through the collection and analysis of evidence, and draw informed conclusions.

ILO B – Critical Thinking

General Education 3: Demonstrate ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported conclusions.

EGL 300 - Advanced Writing (PLO 1, ILO A, GELO 2)

PROGRESSING

PLO 1: Clearly express ideas in writing.

ILO A – Communication

General Education 2: Demonstrate proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.

LITERATURE/CULTURE ELECTIVES – (PLO 4, PLO 5, PLO 6, ILO B, GELO 7, GELO 9)

PROGRESSING

EGL 305 - Twentieth-Century American Literature

EGL 310 - U.S. Literature of the Sea

EGL 315 - World Literature of the Sea

EGL 320 - Literature of the Fantastic

EGL 330 - Literature and Psychology

HUM 325 – Globalization of Culture

HUM 350 – Maritime Culture

PLO 5: Systematically explore texts, ideas, or issues through the collection and analysis of evidence, and draw informed conclusions.

PLO 6: Explain the relation between texts, ideas, and issues and their socio-political, historical, and cultural contexts.

ILO B – Critical and Creative Thinking

General Education 7: Evaluate aesthetic experiences subjectively as well as objectively.

General Education 9: Demonstrate awareness of the relation between literary and philosophical texts and their cultural contexts.

[CREATIVE ELECTIVES] (PLO 7, ILO A, ILO B, GELO C Outcome 1, GELO C Outcome 2)

EGL 325 - Creative Writing

HUM 130 – Creativity

PLO 7: Recognize the interconnection between artistic ideas and expression.

ILO A – Communication

ILO B – Critical and Creative Thinking

General Education 7: Evaluate aesthetic experiences subjectively as well as objectively.

General Education 8: Demonstrate awareness of the relation between the arts and their cultural contexts.

HUM 310 – Engineering Ethics (PLO, ILO H)

ILO H – Ethical Awareness

General Education AREA [XX]

HUM 400 – Ethics (PLO, ILO H)

ILO H – Ethical Awareness

A. Program Student Learning Outcomes Assessed

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 Efforts¹	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 (expected 2019)	Y
4. Use both print and online research tools necessary as appropriate support in written and oral communication.	Information Fluency Report, 2018	N

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

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

B. 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>17-8</i>
<i>A. Students</i>	
1. Undergraduate	N/A
2. Postbaccalaureate	N/A
<i>B. Degrees Awarded</i>	<i>N/A</i>
<i>C. Faculty</i>	
Tenured/Track Headcount	
1. Full-Time	6
2. Part-Time	0
3a. Total Tenure Track	6
3b. % Tenure Track	46%
Lecturer Headcount	
4. Full-Time	1
5. Part-Time	6
6a. Total Non-Tenure Track	7
6b. % Non-Tenure Track	54%
7. Grand Total All Faculty	13
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	4.50
9. Lecturer FTEF	4.06
10. Total Instructional FTEF	8.56
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	72.80
11b. % of FTES Taught by Tenure/Track	46.6
12a. FTES Taught by Lecturer	83.27
12b. % of FTES Taught by Lecturer	53.4
13. Total FTES taught	156.07
14. Total SCU taught	2341
<i>D. Student Faculty Ratios</i>	
1. Tenured/Track	16.2
2. Lecturer	20.5
3. SFR By Level (All Faculty)	
4. Lower Division	18.4
5. Upper Division	17.4

<i>E. Section Size</i>	
1. Number of Sections Offered	42
2. Average Section Size	19.9
3. Average Section Size for LD	20.4
4. Average Section Size for UD	18.7
6. LD Section taught by Tenured/Track	12
7. UD Section taught by Tenured/Track	6
8. GD Section taught by Tenured/Track	N/A
9. LD Section taught by Lecturer	17
10. UD Section taught by Lecturer	7