



ANNUAL PROGRAM REPORT

Academic Program	Global Studies and Maritime Affairs
Reporting for Academic Year	2016-2017
Department Chair	Assis Malaquias
Date Submitted	12/3/2018

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

1. Review and reformulate the program learning outcomes to be better aligned with the institution-wide student learning outcomes;
2. Streamline the number of PLOs for the GSMA major;
3. Eliminate “compound” SLOs and PLOs (i.e., where two different outcomes are contained within the same SLO - we had this problem with SLO 2, as noted below);
4. Establish an assessment cycle, so that all PLOs are assessed within the five year review process;
5. 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

The Department has successfully reviewed and adjusted the program learning outcomes and streamlined the number of PLOs for the major. The other goals pertaining to PLOs – eliminating compound SLOs and PLOs as well as establishing a five-year assessment cycle – have also been achieved. The fifth goal, involving the adjustment of the key areas of emphases in the major, has also been achieved.

C. Program Changes and Needs

The Department is carrying out a curriculum review as a response to internal demands to make it more relevant and to comply with Executive Order 1100. When approved, the following changes will be reflected in the new curriculum:

ECO 100: Macroeconomics is no longer a required course in the Freshman year. Instead, we are requiring GMA 3--: International Political Economy (IPE) in the junior year. IPE is a standard course in Political Science which introduces students to concepts of economics in the context of international relations and the global economy. We feel this is of greater relevance and value to our students than a general course in macroeconomics, and macroeconomics is not generally considered a pre-requisite course for IPE. Each is valuable, but IPE adds more value to GSMA.

Area C to be fulfilled by “choice” classes rather than specific classes.

Area C-Arts & Humanities requires 9 lower division units and 3 upper division units. As emphasized in EO 1100, “*Across the disciplines in Area C coursework students will cultivate intellect, imagination, sensibility and sensitivity*”. In the past, GSMA has dictated which specific courses fulfil the Area C requirements. However, we wish to change this strategy. We are cognizant of the vast talent present in the Culture & Communication department and we now prefer to give students the freedom to choose from a wide variety of exciting Area C offerings. Further, the Department believes it is more in the spirit of the GE Guidelines reiterated in EO 1100.

With that in mind, GSMA will no longer require 2 semesters of Foreign Language as a fulfillment of lower-division Area C. Students may still choose to take a foreign language or they may instead choose from the variety of courses available as Area C1-Arts or Area C2-Humanities. At the upper division level, students will no longer be required to specifically take HUM 325-Globalization of Culture, but instead may take any upper division Humanities course of their choice.

Rationales: (i) Foreign language acquisition, while commendable, requires more than 2 semesters of college work for a student to be proficient; (ii) if we require 2 semesters of foreign language, students will have less opportunity for interdisciplinary self-discovery through literature and the arts; (iii) according to a recent external review of GSMA, “a language requirement in a discipline that identifies itself as global can also be offset by courses focused on specific regions”, which we do have; and (iv) at the upper-division, a specific course on globalization of culture is not necessary to provide global awareness for GSMA students who are already focused on this in depth throughout their curriculum.

To comply with EO 1100 and the upper division Area B-4 requirement, GSMA has worked closely with the Department of Science & Mathematics to add MTH 307: Game Theory as required course at the upper division level. This course not only fulfills the B-4 upper division requirement (which was not met in our previous curriculum sheet) but also offers substantial intellectual content that is highly relevant to our major, especially within the Security & Strategy emphasis area. Students are already required to take MTH 107: Statistics, which will be a pre-requisite to MTH 307: Game Theory. With the combination of these 2 courses, our students will be well-prepared in the Quantitative Reasoning component of their education.

GSMA eliminated the requirement in the junior year for an IBL elective. Given the restriction of 120 units, we prefer that GSMA students become more highly skilled in one of the 4 emphasis areas within the major. Students may still take a minor in Business, per interest.

New and Old Core Courses (some new numbering TBD)

(1) GMA 240: World Geography, formerly an elective, is now a required course in the first Freshman semester. Rationale: it is an essential foundation for global awareness, and for the many Area Studies courses that we offer.

(2) GMA 1--: Environmental Change is a new required course in the second Freshman semester. Rationale: environmental awareness is essential for the 21st century and it also sets a foundation for later environmental offerings in the curriculum.

(3) GMA 1--: Maritime Security, formerly offered at the 300 level as a required course, will now be presented in the Freshman year as a foundational course for upper division advanced work on the topic.

(4) GMA 2--: UNCLOS-Law of the Sea is a new required core course at the sophomore level, replacing GMA 220: Comparative Maritime Policy with a more specific and strategically rich set of global understandings about ocean law and policy.

(5) GMA 250: Environmental Policy, formerly an elective, is now a required course in the sophomore year, following upon the freshman course on Environmental Change with a more strategic policy framework. This reflects a concerted plan to expand the environmental topics in the major, in general.

(6) GMA 3--: U.S. National Security Policy is a new core required course in the junior year, replacing GMA 300: U.S. Foreign Policy as a requirement.

The Department anticipates very strong demand in the area of Security (e.g., homeland, maritime, ports, cyber). As a result, two new faculty positions will be required over the next five years

2. SUMMARY OF ASSESSMENT (about 1 page)

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.

	Research Paper/Essay			
Course	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

3. 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>Program</i>	2016
<i>A. Students</i>	
1. Undergraduate	
2. Postbaccalaureate	
<i>B. Degrees Awarded</i>	
<i>C. Faculty</i>	
Tenured/Track Headcount	
1. Full-Time	
2. Part-Time	
3a. Total Tenure Track	
3b. % Tenure Track	
Lecturer Headcount	
4. Full-Time	
5. Part-Time	
6a. Total Non-Tenure Track	
6b. % Non-Tenure Track	
7. Grand Total All Faculty	
Instructional FTE Faculty (FTEF)	
8. Tenured/Track FTEF	
9. Lecturer FTEF	
10. Total Instructional FTEF	
Lecturer Teaching	
11a. FTES Taught by Tenure/Track	
11b. % of FTES Taught by Tenure/Track	
12a. FTES Taught by Lecturer	
12b. % of FTES Taught by Lecturer	
13. Total FTES taught	
14. Total SCU taught	
<i>D. Student Faculty Ratios</i>	
1. Tenured/Track	
2. Lecturer	
3. SFR By Level (All Faculty)	
4. Lower Division	
5. Upper Division	
<i>E. Section Size</i>	
1. Number of Sections Offered	
2. Average Section Size	
3. Average Section Size for LD	
4. Average Section Size for UD	
6. LD Section taught by Tenured/Track	
7. UD Section taught by Tenured/Track	
8. GD Section taught by Tenured/Track	
9. LD Section taught by Lecturer	
10. UD Section taught by Lecturer	

