

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

AY 2016-17

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



Report on IWSLO D: Lifelong Learning

Students will “Demonstrate a commitment to personal and professional development.”

OBJECTIVES

Measure the extent to which Cal Maritime “students will demonstrate a commitment to personal and professional development.”

Give recommendations for improving assessment efforts.

Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

The Lifelong Learning ILO was a challenge to assess, given the myriad interpretations of the outcome (both its intent and its measurability), its different meaning for different accreditors, and its definition as a CSU General Education subject area. After much deliberation, IWAC decided to use specific data from the 2016/17 NSSE instrument insofar as specific engagement indicators align with this outcome in terms of “personal and professional development. The two engagement indicators pulled from NSSE are termed “Higher Order Learning,” and “Reflective Learning.” The NSSE is administered to undergraduate freshman and seniors in the spring semester. The key is as follows:

- ▲ **Your students’ average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students’ average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students’ average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students’ average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

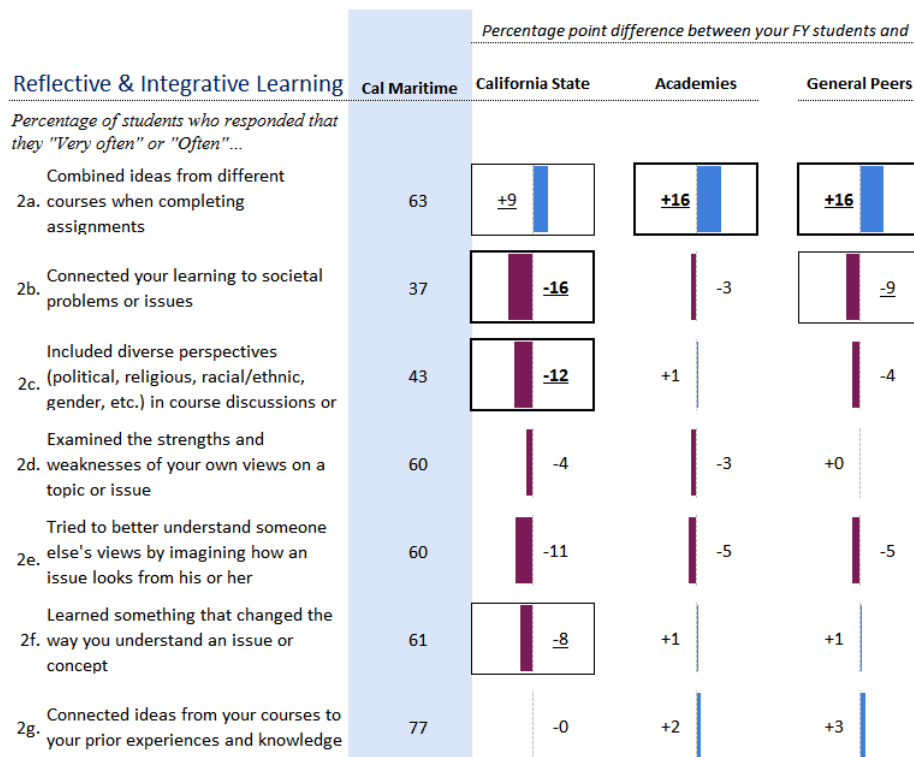
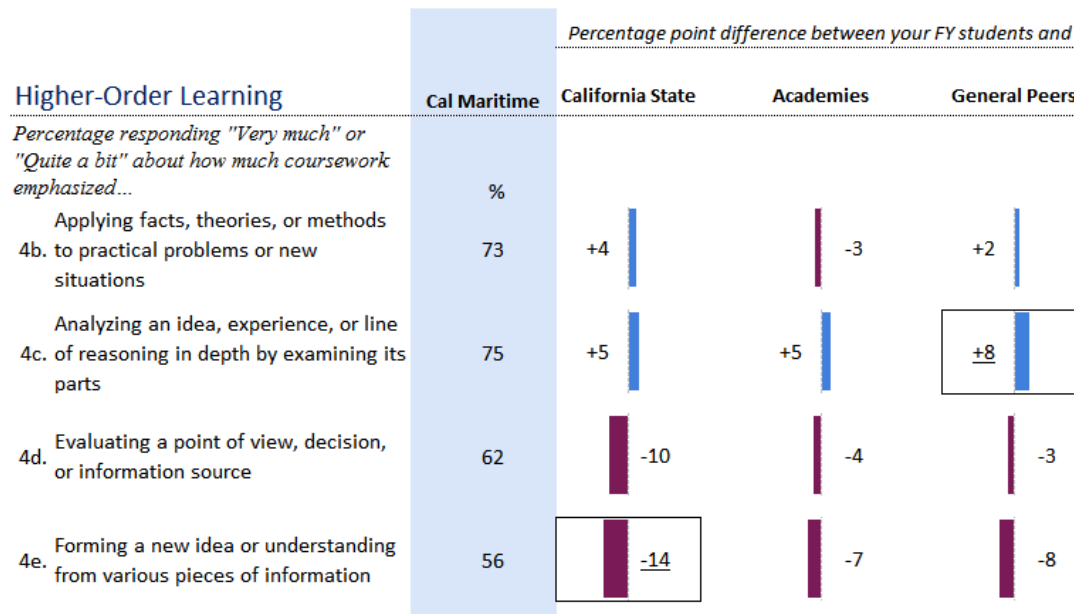
<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with California State	Your first-year students compared with Academies	Your first-year students compared with General Peers
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	▽	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	--	△
<i>Learning with Peers</i>	Collaborative Learning	△	--	△
	Discussions with Diverse Others	--	--	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	△
	Effective Teaching Practices	▽	--	▽
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	▽	▽	▽

RESULTS

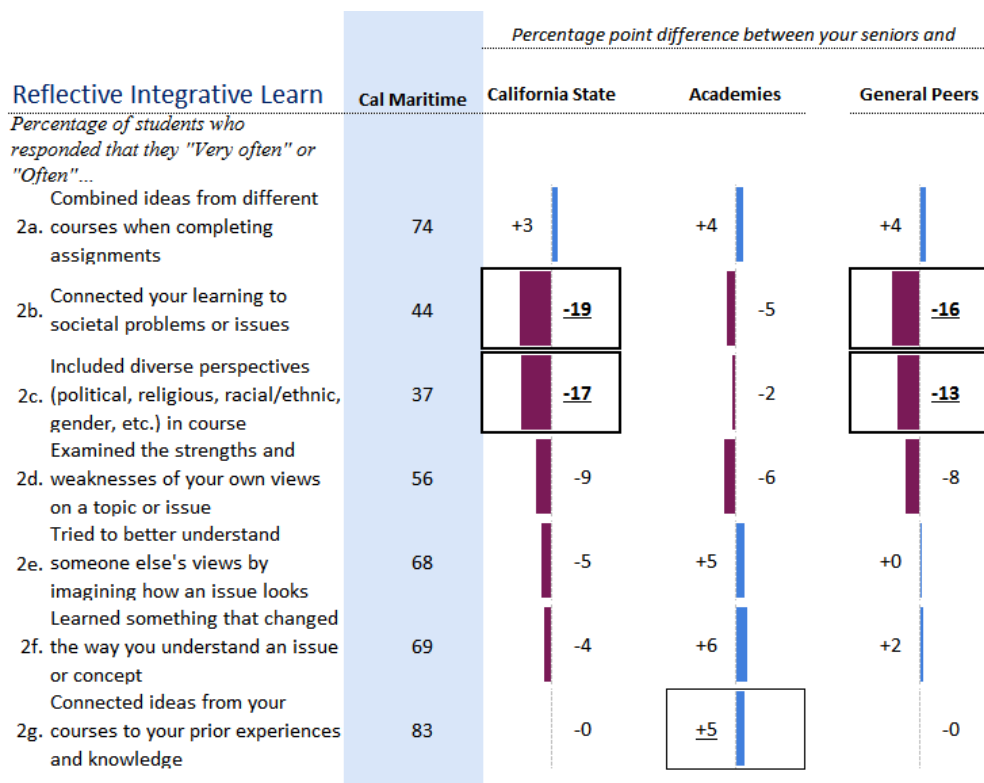
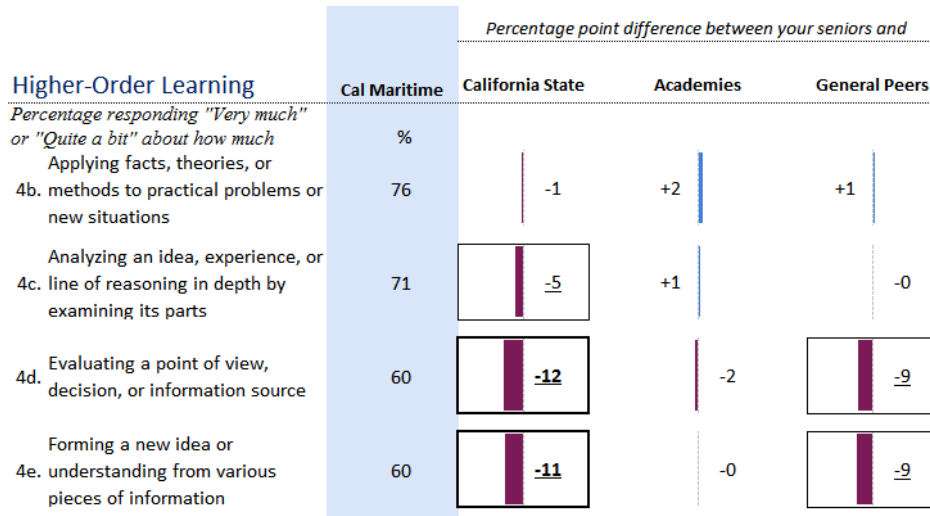
A complete analysis of the NSSE report can be found elsewhere in our assessment portfolio; below is an overview of all Engagement Indicators and Cal Maritime’s average against the three identified cohorts. Then, the two Engagement Indicators used to measure this particular outcome are attached and divided into graphs by down by freshmen and seniors. While no specific benchmarks were set, expectations were to have Cal Maritime students attain scores with at least “no statistical difference” between our the cohorts; scores with statistically higher significance of magnitude would be preferable.

Given the charts below, the benchmark was not set in many responses.

Freshmen



Seniors



RECOMMENDATIONS

Clearly, Cal Maritime students underperformed in several key categories. Specifically, in the Higher Learning indicator, students performed very poorly (often 10 percentage points or more from our CSU and General Peers) under the topic of “Evaluating a point of view, decision, or information source,” and “Forming a new idea or understanding from various pieces of information.” Furthermore in the Reflective and Integrative Engagement indicator, students performed very poorly (often 10 percentage points or more from our CSU and General Peers) under the topic of “Connected your learning to societal problems or issues,” “Included diverse perspectives in course discussions,” and “Examined the strengths and weaknesses of your own views on a topic or issue.”

IWAC recommends:

- Wide distribution of *all* NSSE data to different constituents on campus, including faculty departments and Student Affairs divisions.
- Ask for faculty input on suggestions to improve NSSE findings – for broader institutional change, but also with an attention to the Lifelong Learning outcome.
- Ask for Student Affairs input on suggestions to improve NSSE findings – for broader institutional change, but also with an attention to the Lifelong Learning outcome.
- Incorporate these suggestions (including any new or revised programming) into an action plan to be implemented in advance of the next NSSE survey, which is administered at Cal Maritime every three years.
- Revisit the definition and measureability of the Institution-Wide Lifelong Learning outcome. How can the outcome be reconciled with both ABET conception of the term and CSU Executive Order 1100 which has specific parameters of lifelong learning?
- For the next cycle of assessment in the “campus conversation and consensus phase, include a campus-wide discussion on what constitutes “Lifelong Learning” across different disciplines. Try to bridge the assessment efforts of this assessment period with that of the previous 2012 report and

to reconcile the desired outcomes of the CSU, ABET, LEAP, and even our own Edwards Leadership Development Program.

- Research the possibility of using multiple instruments to gather a broader perspective on the ways lifelong learning is embedded (or not) in the intellectual life of the Cal Maritime student.