

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

AY 2020-21

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



Year 3 Report on ILO I: Global Learning

“Demonstrate awareness of cultural differences and the responsibilities associated with global sustainability”

OBJECTIVES

- Measure the extent to which Cal Maritime Students “demonstrate awareness of cultural differences and the responsibilities associated with global sustainability.”
- Give recommendations for improving assessment efforts.
- Give recommendations (where applicable) for improving program effectiveness.

METHODOLOGY

In the Academic Year 2019-2020, the IWAC conducted an assessment of Institutional Learning Outcome I (ILO-I), Global Learning. Data were requested from all departments and gathered from assessments done by faculty in their courses using a 6-point rubric. See Appendix B for the rubric.

This assessment was conducted at the mastery level only for each degree major. Assessment scores were aggregated by major, graduation year, ethnicity and gender (Appendix A).

During fall 2019, rubrics were collected for ME 492 and GMA 460.

No data was gathered for Spring 2020 due to the disruption to classes during the COVID-19 pandemic.

The benchmark was set for 70% of students to score 3 (Satisfactory) or 4 (Exemplary) for each dimension.

RESULTS AND DISCUSSION

Data was very sparse for this cycle due to the pandemic (see Appendix A). International Business and Logistics, Facilities/Marine Engineering Technology, and Marine Transportation were all scheduled for data collection for the end of the Spring 2020 semester. Due to the COVID crisis, many of our operations were shut down in order to focus on emergency measures such as the rapid transition to online classes. Hence, we did not collect any data for these majors. It is difficult for us to draw many conclusions for this cycle due to the lack of data.

However, the limited amount of data we did collect suggests that we may need to carefully consider how we are measuring the Global Learning outcome. We only managed to collect data during Fall 2019 for two majors – Global Studies and Maritime Affairs (GSMA) and Mechanical Engineering. For this round of data collection, we give instructors the option to choose “N/A” if they felt that the assignment they assessed was not suitable for the rubric. We did collect data for Mechanical Engineering, but the instructor put “N/A” for two of the three dimensions of the rubric. On the remaining dimension (Personal and Social Responsibility”), he found some limited relevance to the assignment but still felt that none of the students met the objective.

The only major where we had useable data on all three dimensions was for GSMA. However, the instructor felt that the senior thesis used for assessment was largely not relevant for the rubric. According to him, many of the theses did not have topics directly related to Global Learning. He also said that many of the theses that had a global learning component were also not so relevant to the rubric. As shown in Figure 1 below, students failed to meet our goal of 70% scoring 3 (Satisfactory) or 4 (Exemplary) for all three dimensions.

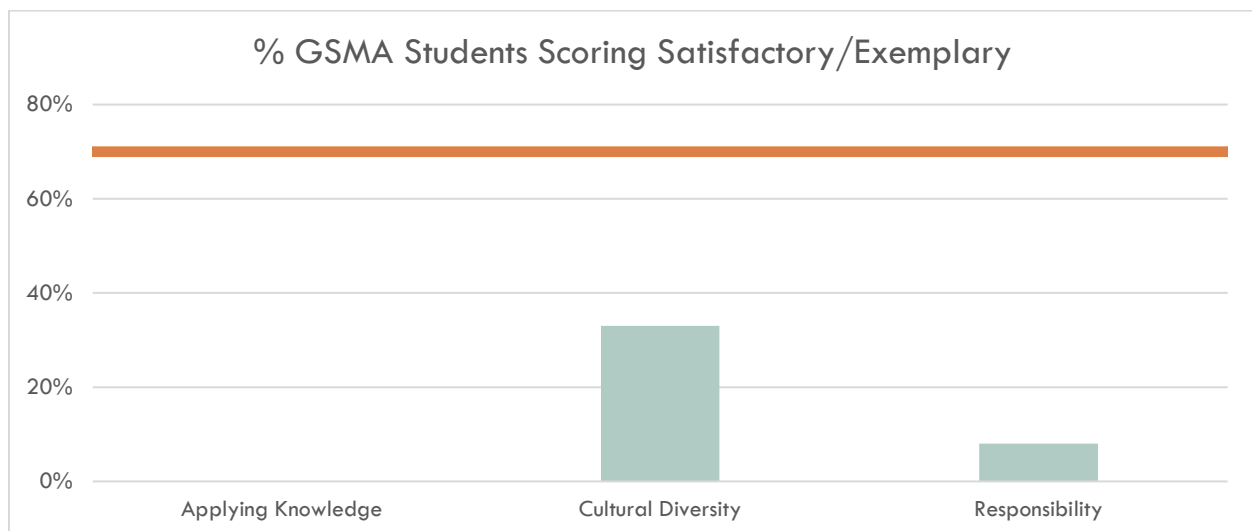


Figure 1. Dimension Results for GSMA students.

RECOMMENDATIONS

While data was very limited for this cycle, the limited data that was analyzed does suggest that a major overhaul of the assessment plan for this learning outcome should happen. There are two alternatives that should be explored.

First, in consideration of the current process of collecting assessment data from artifacts created in courses associated with the program curriculum, the recommended plan of action is as follows:

1. Extensive discussions with department chairs and faculty to identify appropriate classes and artifacts for assessment, as well as recommendations regarding the learning outcome.
2. Develop new rubrics and dimensions to better assess global learning from our new chosen classes and artifacts.

3. Have small sample pilot tests with the new rubrics in order to gain initial feedback from faculty on the appropriateness of the rubric for the given assignments.
4. Repeat the cycle above until the appropriate assignments and rubrics are identified.

Second, and concurrently, using some standardized tests, such as the widely used Cultural Intelligence Scale widely used in both in academia among international business professionals, should be explored as follows:

1. Examine the contents of multiple standardized measurement instruments and assess how closely they match our global learning objectives.
2. If any instruments appear to match the ILO, conduct pilot tests with smaller samples to further assess their usefulness for the next assessment cycle.

APPENDIX A: SUMMARY OF DATA

Global Learning 1: Applying Knowledge to Contemporary Global Contexts						
Major	IBL	GSMA	FET/MET	MT	ME	
% Met/Exceeded	N/A	0%	N/A	N/A	N/A	
Number Met/Exceeded	0	0	0	0	0	
Total Artifacts Collected	0	24	0	0	31	
Gender	M	F				
% Met/Exceeded	0%	0%				
Number Met/Exceeded	0	0				
Total Artifacts Collected	46	9				
Ethnicity	Asian	Black	Hisp	Two +	Unknown	White
% Met/Exceeded	0%	N/A	0%	0%	0%	0%
Number Met/Exceeded	0	0	0	0	0	0
Total Artifacts Collected	4	0	12	6	3	30
Institution Wide						
% Met/Exceeded	0%					
Number Met/Exceeded	0					
Total Artifacts Collected	55					

Global Learning 2: Cultural Diversity						
Major	IBL	GSMA	FET/MET	MT	ME	
% Met/Exceeded	N/A	33%	N/A	N/A	N/A	
Number Met/Exceeded	0	8	0	0	0	
Total Artifacts Collected	0	24	0	0	31	
Gender	M	F				
% Met/Exceeded	11%	33%				
Number Met/Exceeded	5	3				
Total Artifacts Collected	46	9				
Ethnicity	Asian	Black	Hisp	Two +	Unknown	White
% Met/Exceeded	0%	N/A	25%	0%	33%	13%
Number Met/Exceeded	0	0	3	0	1	4
Total Artifacts Collected	4	0	12	6	3	30
Institution Wide						
% Met/Exceeded	15%					
Number Met/Exceeded	8					
Total Artifacts Collected	55					

Global Learning 3: Personal and Social Responsibility						
Major	IBL	GSMA	FET/MET	MT	ME	
% Met/Exceeded	N/A	8%	N/A	N/A	0%	
Number Met/Exceeded	0	2	0	0	0	
Total Artifacts Collected	0	24	0	0	31	
Gender	M	F				
% Met/Exceeded	2%	11%				
Number Met/Exceeded	1	1				
Total Artifacts Collected	46	9				
Ethnicity	Asian	Black	Hisp	Two +	Unknown	White
% Met/Exceeded	0%	N/A	0%	17%	0%	3%
Number Met/Exceeded	0	0	0	1	0	1
Total Artifacts Collected	4	0	12	6	3	30
Institution Wide						
% Met/Exceeded	4%					
Number Met/Exceeded	2					
Total Artifacts Collected	55					

APPENDIX B: RUBRIC

GLOBAL LEARNING RUBRIC

Demonstrate awareness of cultural difference and the responsibilities associated with global sustainability.

Evaluators, if your class does not have an artifact that fulfills a particular dimension, please circle N/A.

	Developing		Emerging		Mastering	
	1	2	3	4	5	6
Cultural Diversity	Describes the experiences of others historically or in contemporary contexts primarily through their own cultural perspective.		Describes the experiences of two or more cultures historically or in contemporary contexts with some acknowledgement of power structures.		Explains connections between the worldviews, power structures, and experiences of different cultures in historical or contemporary contexts	
Personal and Social Responsibility	Identifies basic ethical dimensions of some local or national decisions that have global impact.		Explains the ethical, social, and environmental consequences of local and national decisions on global systems.		Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one’s sense of personal and civic responsibility.	
Applying Knowledge to Contemporary Global Contexts	Defines global challenges in basic ways, including a limited number of perspectives and solutions.		Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).		Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	
					Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	