

## 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 100 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 2017, students would be placed into EGL 100 based on a placement test. Our hypothesis was that the placement standards had been lowered. To check this, we created a mock self-placement rubric in the five sections of EGL 100 (attached), asking students to demonstrate proficiency in reading, researching and writing on the college level. As student placement has been effective in determining college writing readiness, we expected to see a significant number of students who would benefit from an extra semester of writing help. 60% of students indicated in the rubric they would benefit from 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 dropdown table of options for fulfilling their CSU GE Area A3: Written Communication requirement. If a requirement is 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 placement rubric be added to the page. We feel that this would give students a more accurate sense of their readiness in college writing, and therefore their success in college.
2. Time at freshman orientation should be devoted to student placement in this area.
3. That we continue to track EGL 100 students who indicate that they are not college-ready.



Faculty

- 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 101-02, "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	

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

- b. A literary magazine Dead Reckoning, will be released in February of each school year, going forward. This PDF ~~zine~~ zine will showcase the literary and visual talents of our students. Status: met

Goals for 2018:

- a. Rationalize lower division humanities offerings by

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

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 political, historical, and cultural contexts.

ILO A – Written Communication

ILO B – Critical and Creative Thinking

General Education 7: Evaluate aes(e)-11 CvSSC 0.3.5(v)8() (C 047 >>BDC5(k)5(i) >>BDC1(n)bd (Cj2.9(E)8(d)-4



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 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 Institutionwide Assessment Council has been steadily assessing 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 Efforts	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 institutionwide student learning outcome*	N
3. Write and speak effectively undergraduate-level prose in English with emphasis on mechanics, organization and the rhetorical situation	Written Communication Report (expected 2019)	Y



Exam data, cross-disciplinary and campus wide surveys, and data collection for multiple types of student writing. The following results represent a multifaceted, 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 "prepared" for writing on the job. No: faculty were satisfied with senior 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 Demographics: No: Technical fields are much less likely to pass the Graduate Writing Exam than non-technical fields.

Recommendations: See Future Goals

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

