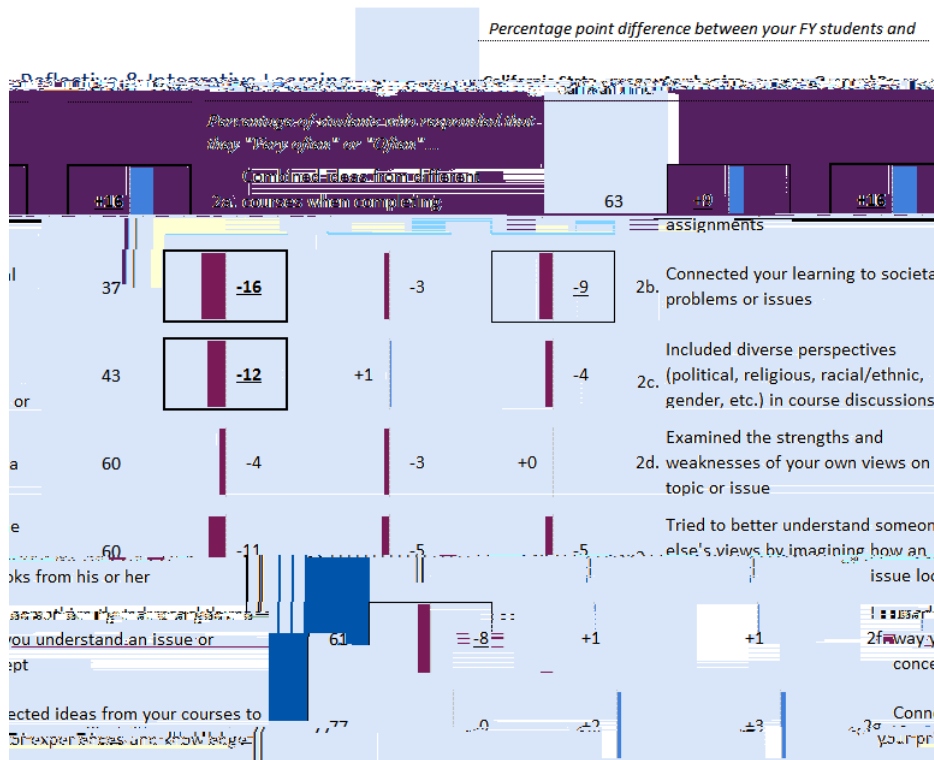
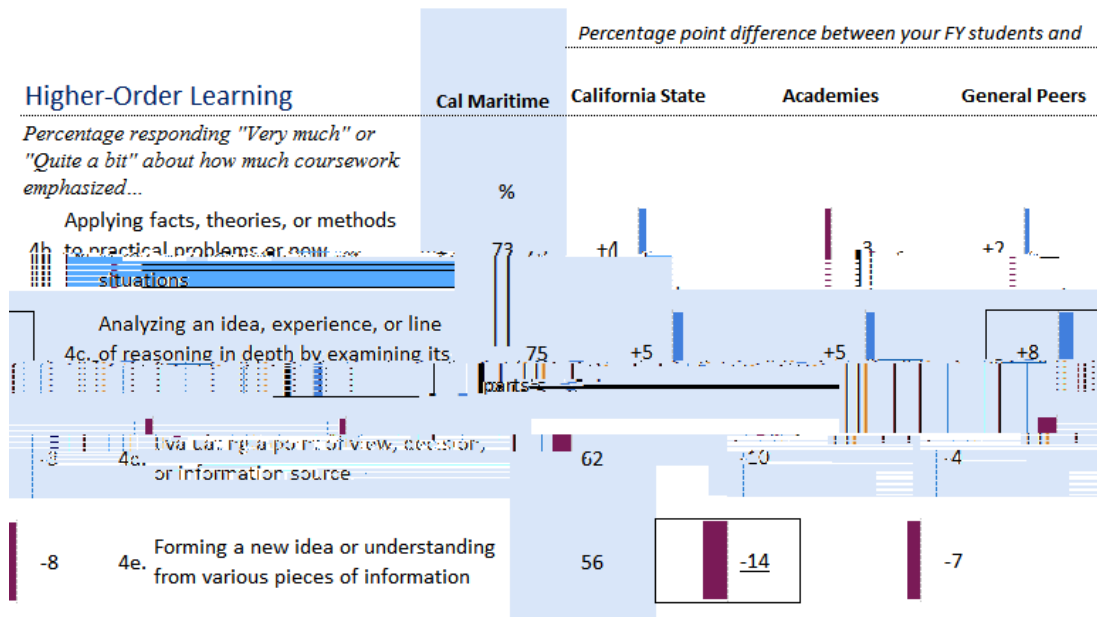




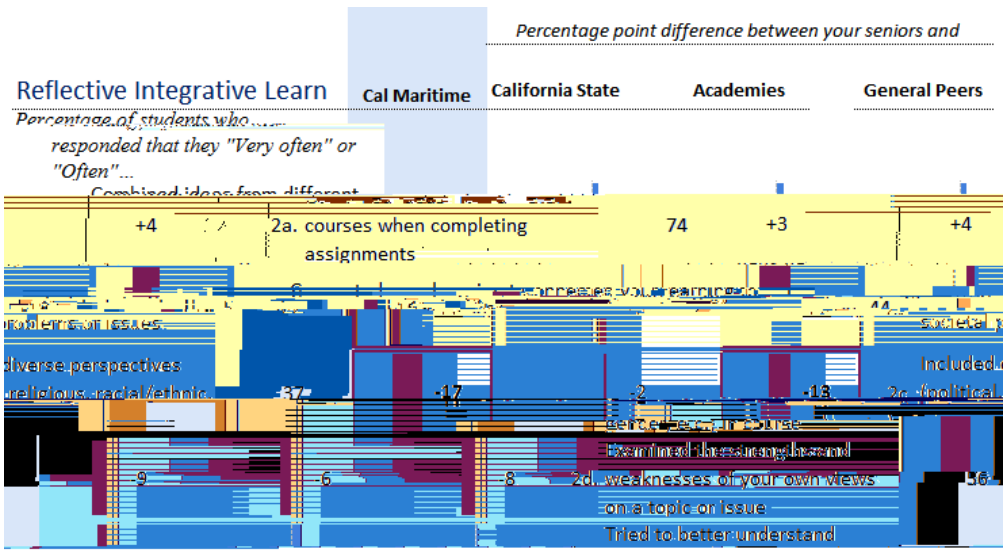
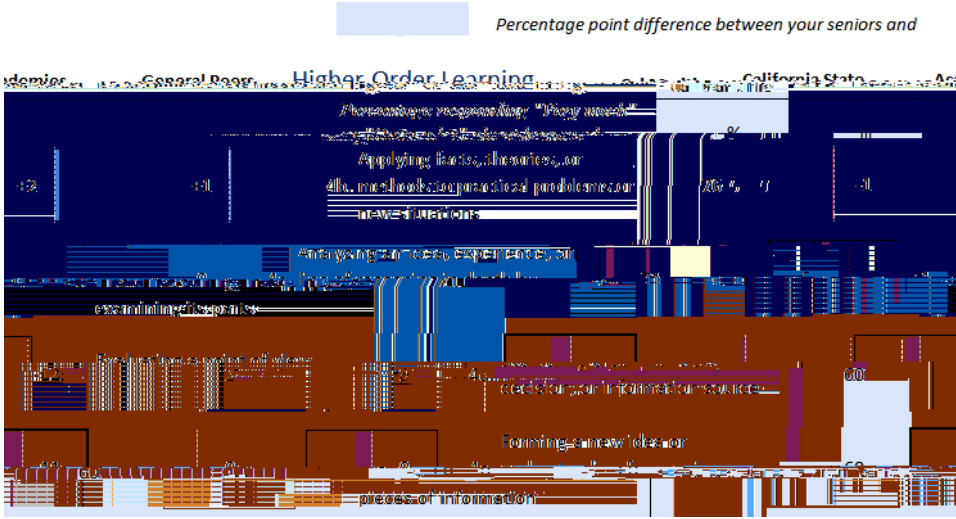
RESULTS

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

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

- x Wide distribution of NSSE data to different constituents on campus including faculty departments and Student Affairs divisions.
- x Ask for faculty input on suggestions to improve NSSE findings for broader institutional change, but also with an attention to the Lifelong Learning outcome.
- x 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.
- x Incorporate these suggestions (including any new or revised programmatic action plan) to be implemented in advance of the next NSSE survey, which is administered at Cal Maritime every three years.
- x Revisit the definition and measureability of the Institutional 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?
- x

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

- x 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.