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

AY 2019-20	Annual Learning Results Institution Wide SLO

- All 19 artifacts from MT majors met the benchmark in all five dimensions;
- Of the 15 artifacts from MET majors represented, all met the benchmark in 2 of 5 dimensions, but only 60% met the benchmark in "Context & Purpose," 60% met the benchmark in "Content Development," and just 40% met the benchmark in "Genre and Discipline." (This was the lowest performance for this dimension among any of the majors represented.)
- Of the 22 artifacts from IBL majors represented, all met the benchmark in 3 of 5 dimensions, but only 54.5% met the benchmark in "Genre & Discipline" and 59.1% met the benchmark in "Syntax & Mechanics."
- Of the 15 artifacts from GSMA majors represented, <u>none</u> met the benchmark in any of the five dimensions. 66.7% met the benchmark in "Context & Purpose," 66.7% met the benchmark in "Content Development," 53.5% met the benchmark in "Genre & Discipline," 64.3% met the benchmark in "Sources & Evidence," and 60% met the benchmark in "Syntax & Mechanics."
- Not enough artifacts from FET majors were represented to draw meaningful conclusions.

At the mastery level in WRITTEN COMMUNICATION, GSMA used a 5 point rubric and assessed three dimensions: "Content," "Sources," and "Mechanics," which map onto the AAC&U VALUE Leap rubric categories of "Content Development," "Sources & Evidence," and "Syntax & Mechanics." Because GMSA used a 5 point rubric, the benchmark was set at 4 out of 5. 84.6% of artifacts met the benchmark for "Content" and 76.9% met the benchmark for "Sources." However, only 57.1% met the benchmark for "Mechanics." With a total sample size of 13 there were not enough students to meaningfully breakdown the data by gender, race, etc.

ME used a 4 point rubric and assessed two dimensions: "content" and "syntax," which map onto the AAC&U VALUE Leap rubric—   x," which ma   a   sas   1   and "Synta   Monly 57.1% m

- To bolster faculty participation, we recommend integrating rubrics into Brightspace to make the assessment process more streamlined.

- We recommend creating a more detailed calendar for assessment at Cal Maritime, which will include specific directives for department chairs to issue to the instructors of record, and disseminating this calendar at the Fall 2019 faculty retreat

- We recommend that C&C investigate why certain groups and majors are failing to meet the benchmarks in EGL 100 and EGL 110, and propose strategies for improving student performance by the end of this assessment cycle (May 2020).

- We recommend that departments that did not meet the benchmarks in any of the dimensions of the rubric propose strategies for improving student performance by the end of this assessment cycle (May 2020).

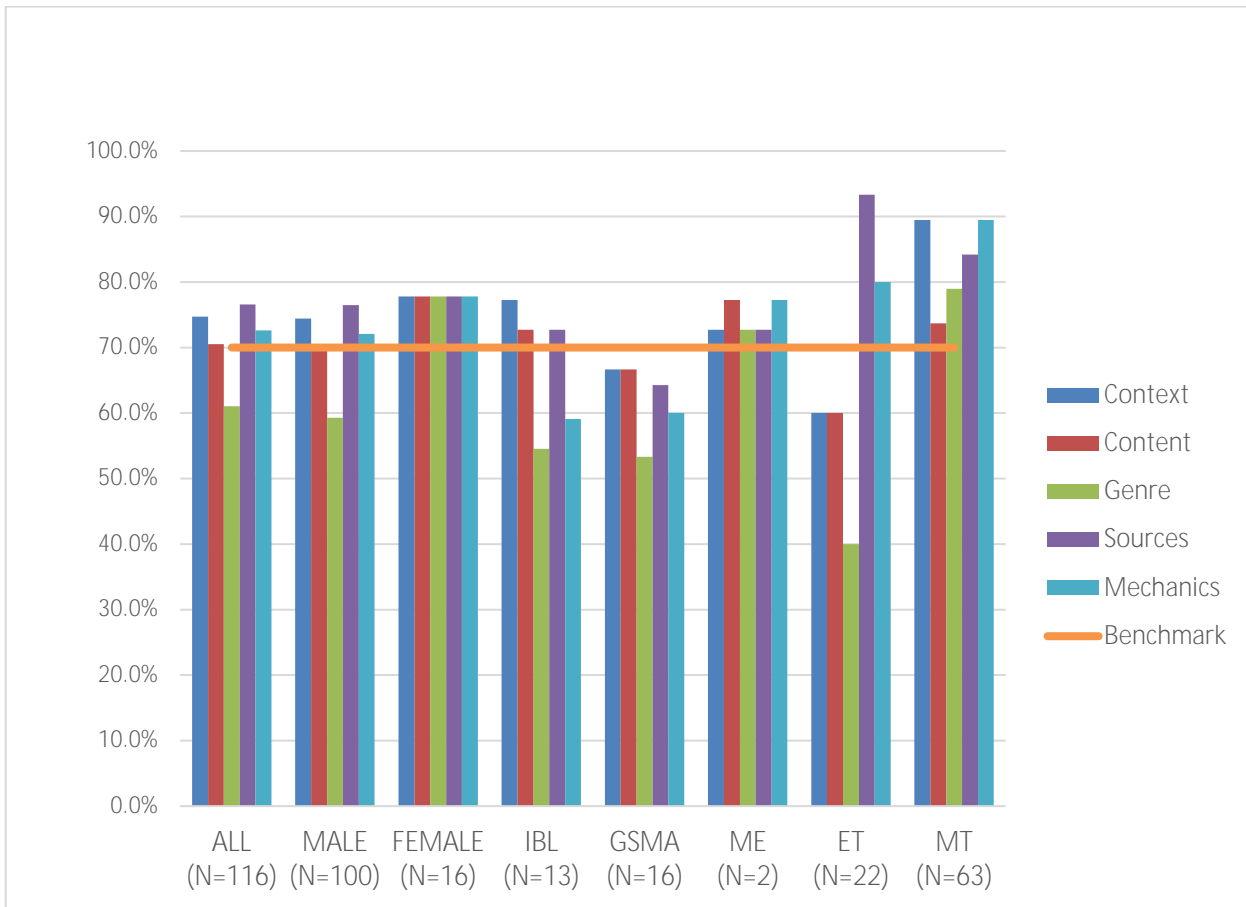Appendix A: Written Communication Figures

Figure A.1. Written Communication Introductory Level Assessment by Major and Gender

Appendix B: Oral Communication Figures

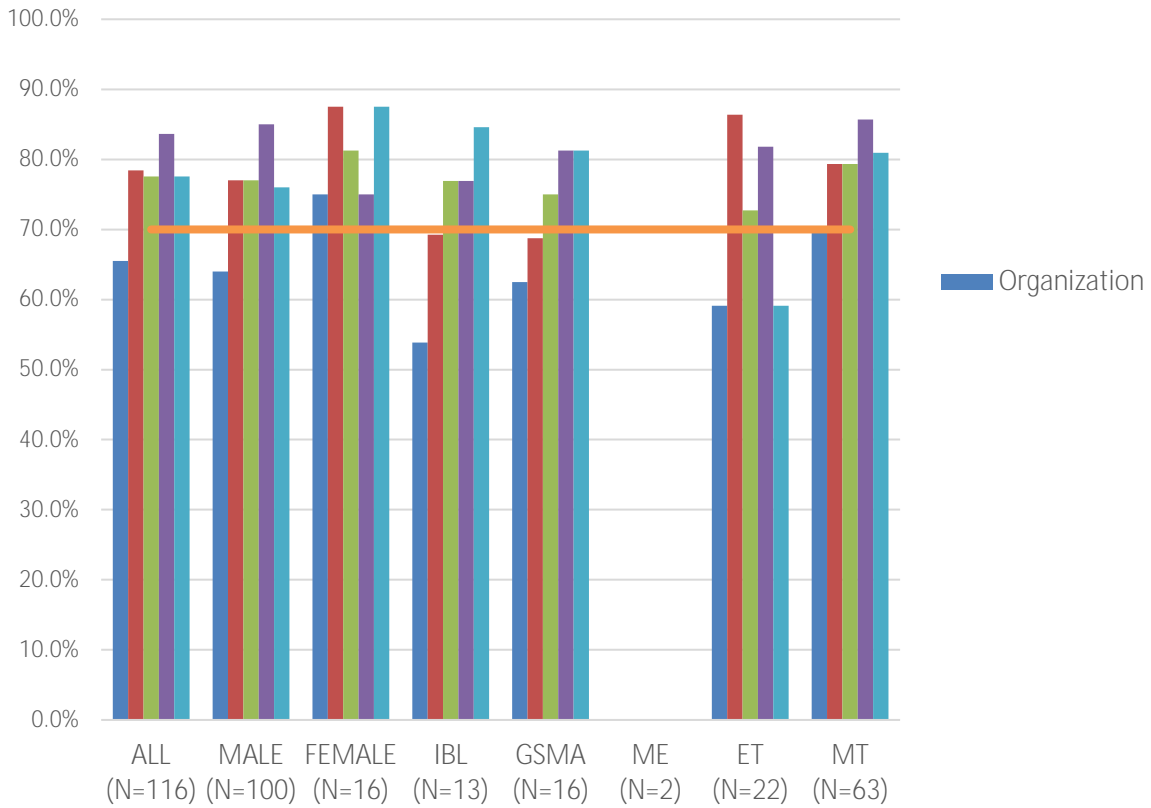## ORAL COMMUNICATION - INTRODUCTORY LEVEL ASSESSMENT

Figure B.1. Oral Communication Introductory Level Assessment by Major and Gender

Figure B.2. Oral Communication Introductory Level by percentage of students meeting benchmark

Figure B.3.

Appendix D: Oral Communication Rubric Used 2018