



**Annual Learning Results
Institution Wide SLO (K): Global Stewardship
2011**

**Prepared by The Institution-Wide Assessment Committee
Point Person: Lui Hebron**

Section 1: Annual Report
Section 2: Description of Rubric and Scoring Analysis
Section 3: Appendices: Disaggregated Data Charts

1. Executive Summary:

In the Academic Year 2010-2011 the IWAC conducted an assessment of the institution-wide student learning objective, Global Stewardship. A 2-question rubric was e-mailed to faculty with the request that they apply it to one of their assignment each semester in at least one course and record the results on an Excel Spreadsheet. The participation was low. Though 22 classes participated and 428 samples were collected, all the courses were from ABS. The data generated some interesting findings:

Results:

1. The aggregated data for both measures of Global Stewardship (knowledge and responsibilities) met the benchmark that 70% of student work score 4 or higher.
2. BUS, EGL, GOV, HUM, MGT data for both measures of Global Stewardship (knowledge and responsibilities) met the benchmark that 70% of student work score 4 or higher.
3. GMA data for Global Stewardship responsibilities met the benchmark that 70% of student work score 4 or higher.
4. GMA data for Global Stewardship knowledge did not meet the benchmark that 70% of student work score 4 or higher.
5. ECO data for Global Stewardship knowledge and responsibilities did not meet the benchmark that 70% of student work score 4 or higher.
6. On both measures, the majority of students work earned a 4 (satisfactory) or 5 (exemplary).
7. On both measures, upper-division students outperformed upper-division students.
- 8.

Recommendations:

1. The IWAC believes that disciplines not meeting the 70% benchmark have conversations about how to raise their scores and/or increase participation.
2. The IWAC recommends that instructors from more programs (as many as are relevant to this outcome) participate in the data gathering (2014-2015) and the analysis of recommendation (2011-2012) and the report on changes (2012-2013).

2. Closing the Loop: Status of Proposed Action Items

	Next Step #1
a) "Next Steps"	Examine results of Report on Global Stewardship and address deficiencies. Design/implement university-wide assessment of UW-SLO: Global Stewardship
b) Status of Next Steps	Completed 6/11

3. What do We Want Students to Learn?

	Evidence #1	Evidence #2
a) UW-SLO	Global Stewardship – Knowledge	Global Stewardship – Responsibilities
b) Learning Criteria: (specific qualities desired in student work)	How much knowledge the student demonstrates in understanding one's self in relation to the complex identities of others, their histories, and their cultures.	The student demonstrate an understanding of the responsibilities associated with promoting welfare of state, country, whole of humanity, and planet.
c) Standards for Success	Desired outcome: Score averages above 4.0 or above on a 6-point rubric for 70% of students. Required outcome: Consistent "acceptable" score averages, even when disaggregated by course level and type.	Desired outcome: Score averages above 4.0 or above on a 6-point rubric for 70% of students. Required outcome: Consistent "acceptable" score averages, even when disaggregated by course level and type.

4. What Evidence do We Use to Assess Their Learning?

	Evidence #1	Evidence #2
a) Evidence: Describe summative evidence you analyze & the size of the sample	22 courses, 428 samples	22 courses, 428 samples
b) Assessment Tool/Method	Essay examinations, Term paper projects, Consultation reports, Country reports, Multiple-choice examinations, oral presentations scored using rubric.	Essay examinations, Term paper projects, Consultation reports, Country reports, Multiple-choice examinations, oral presentations scored using rubric.
c) Assessment Process	1. Faculty chose an assignment 2. Faculty uses the "Analytical Rubric" to generate numerical score. 3. Faculty recorded each score on an Assessment Score Sheet. 4. Date inputted into a database and then and then analyzed.	1. Faculty chose an assignment 2. Faculty uses the "Analytical Rubric" to generate numerical score. 3. Faculty recorded each score on an Assessment Score Sheet. 4. Date inputted into a database and then and then analyzed.

5. How Well Are They Learning? (And SO WHAT?)

a) Results of Student Learning	1. Aggregated student samples by number and percentage. 2. Aggregated student samples by course designation. 3. Aggregated by GE and non-GE. 4. Aggregated by Knowledge and Responsibilities.	
b) Achieving Standards: Did your program achieve its standards for success?	Knowledge Yes: BUS, EGL, GOV, HUM, MGT No: ECO 41%, GMA 55%	Responsibilities Yes: BUS, EGL, GMA, GOV, HUM, MGT No: ECO 21%
c) Discussion of Results for Program Improvement	Knowledge 1. Lower division: knowledge higher 2. Upper division higher than Lower division for both knowledge and responsibilities.	Responsibilities 1. Upper division: responsibilities higher 2. Upper division higher than Lower division for both knowledge and responsibilities.
d) Participants in	Graham Benton, ALO/C&C core faculty; Julie Chisholm, C&C core faculty; Lui Hebron, GSMA core faculty; Michael Holden, ME	

Discussing/Reviewing Results	core faculty; Bunny Paine-Clemes, C&C core faculty; JoAnne Strickland, S&M lecturer.
e) Communication of Results	This report will be housed in the IWAC database and made available through Cal Maritime's website on IWAC-SLOs, 2010-2011, currently housed in the WASC Accreditation site.

5. Now What? (Plan to Improve Our Program)

	Proposed Change #1	Proposed Change #2	Proposed Change #3
a) Proposed Changes	Poll faculty asking why they did or did not participate	Add majors to data	Add a feedback loop for 2 more years, asking faculty to improve programs and report on the results.
b) Rationale for Proposed Changes	Only ABS faculty participated	Many course designations include many majors. Aggregating by majors may show us whether trends hold across courses.	Responding to WASC which noted that the process had no avenue for revisiting the data for 5 years and no immediate feedback loop for improvement.
c) Proposed Completion Date	Fall 2011	Fall 2014	Summer 2013
d) Stakeholders Involved	Core Faculty	Core Faculty	Core Faculty
e) Vetting to Stakeholders	Lui Hebron	Lui Hebron	Lui Hebron
f) Shepherding Changes	Lui Hebron	Lui Hebron	Lui Hebron
g) Budget Integration	n/a	n/a	To meet WASC requirements, more funding needed for Summer IWAC, and possibly chair release time to shepherd and integrate results.
h) Incorporating Changes	Improvement in knowledge	TBA	Provost and Academic Dean
i) Improvement Target Goals	Improvement in knowledge	TBA	Core Faculty
j) Evidence of effectiveness	70+% for knowledge and responsibilities for all classes	Core Faculty	Core Faculty

6. Reflection on Assessment Process

	Reflection #1	Reflection #2	Reflection #3
a) Strengths	Met 70% benchmark for 95% of courses.	Aggregated data with database.	Had ??? samples, 22 classes
b) Modifications	Have faculty submit or give access to electronic copies of students samples and have IWAC apply rubrics during summer, to enhance faculty buy-in and greater coverage of disciplines.	Add designation of students major in faculty samples.	Integrate WASC suggestions, such as a 4-year cycle with 1 year to get buy-in, with more budgetary support from Provost's Office and/or CETL for a much-expanded assessment cycle.

7. What do We Want Students to Learn?

a) UW-SLOs	Gain knowledge and responsibility regarding Global Stewardship
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Appendix: Graphs generated by raw data

Global Stewardship Rubric

Current IWAC Point Person: Lui Hebron

Email: lhebron@csum.edu

Each year the university-wide assessment council focuses on two institutional student learning outcomes (SLOs). The purpose is to determine how well these outcomes are being met and to collect information for WASC reaccreditation. This rubric provides an assessment tool for Global Stewardship Global Awareness and Social Responsibility Institution Wide Student Learning Outcome.

Question	Spectrum of Knowledge
Initial (1 - 2)	<p>Limited spectrum of knowledge:</p> <p>Mentions some issue(s) involving global concerns and problems, but does not discuss these areas in a meaningful way.</p> <p>Contains some evidence of self-reflection in the area of global issues</p> <p>Demonstrates superficial reflection and reveals little or no questioning of established views.</p> <p>Has knowledge of cultural differences, but is unable to establish connections with other concepts.</p>
Satisfactory (3 - 4)	<p>Fair to good amount of knowledge in field of study:</p> <p>Thoughtfully analyzes situations in which global issues have played an important role.</p> <p>Begins to investigate connections between areas of controversy and to extrapolate meaning from specific examples.</p> <p>Applies learning in global issues to issues that arise in everyday life.</p> <p>Contemplates the impact of personal choices and social action in the context of interpersonal and broader societal spheres.</p> <p>Demonstrates some awareness of cultural, political, economic, and religious differences of the people of the world.</p>
Exemplary (5 - 6)	<p>In-depth knowledge with extensive variety of resources:</p> <p>Creatively and comprehensively articulates approaches to global issues, citing specific evidence.</p> <p>Demonstrates an ability view multiple sides of these issues.</p> <p>Constructs independent meaning and interpretations.</p> <p>Presents well-developed ideas on the role of global issues in both private and public life.</p> <p>Demonstrates a sense of the diverse aspects of culture, politics, economics, and religion.</p>

Sample	Percent Scoring 4 or Above
TOTAL	72.75%
UPPER CLASS	73.02%
LOWER CLASS	72.49%
BUS	100.00%
ECO	42.50%
EGL	81.54%
GMA	56.14%
GOV	72.50%
HUM	76.67%
MGT	100.00%

Global Stewardship Rubric

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Each year the university-wide assessment council focuses on two institutional student learning outcomes (SLOs). The purpose is to determine how well these outcomes are being met and to collect information for WASC reaccreditation. This rubric provides an assessment tool for Global Stewardship Global Awareness and Social Responsibility Institution Wide Student Learning Outcome.

Question	Understanding of Responsibilities
Initial (1 - 2)	Lack of understanding of basic global issues, concerns and problems: Lacks awareness of individual's connection to global society and community Fails to understand how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act
Satisfactory (3 - 4)	Good grasp of global issues, concerns and problems: Shows some awareness of individual's connection to global society and community Begins to understand how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act
Exemplary (5 - 6)	Deep and comprehensive understanding of global issues, concerns and problems: Clearly understands individual's connection to global society and community Fully understands how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act

Sample	Percent Scoring 4 or Above
TOTAL	74.74%
UPPER CLASS	80.10%
LOWER CLASS	69.31%
BUS	100.00%
ECO	22.50%
EGL	75.38%
GMA	74.14%
GOV	72.50%
HUM	73.33%
MGT	100.00%

Analytic Rubric for Global Stewardship			
	Initial (1-2)	Satisfactory (3-4)	Exemplary (5-6)
<p>Spectrum of Knowledge: How much knowledge does the student demonstrate in understanding one's self in relation to the complex identities of others, their histories, and their cultures?</p>	<p>Limited spectrum of knowledge:</p> <ul style="list-style-type: none"> • mentions some issue(s) involving global concerns and problems, but does not discuss these areas in a meaningful way • contains some evidence of self-reflection in the area of global issues • demonstrates superficial reflection and reveals little or no questioning of established views • has knowledge of cultural differences, but is unable to establish connections with other concepts 	<p>Fair to good amount of knowledge in field of study:</p> <ul style="list-style-type: none"> • thoughtfully analyzes situations in which global issues have played an important role • begins to investigate connections between areas of controversy and to extrapolate meaning from specific examples • applies learning in global issues to issues that arise in everyday life • contemplates the impact of personal choices and social action in the context of interpersonal and broader societal spheres • demonstrates some awareness of cultural, political, economic, and religious differences of the people of the world 	<p>In-depth knowledge with extensive variety of resources:</p> <ul style="list-style-type: none"> • creatively and comprehensively articulates approaches to global issues, citing specific evidence • demonstrates an ability view multiple sides of these issues • constructs independent meaning and interpretations • presents well-developed ideas on the role of global issues in both private and public life • demonstrates a sense of the diverse aspects of culture, politics, economics, and religion
<p>Understanding of Responsibilities: Does the student demonstrate an understanding of the responsibilities associated with promoting welfare of state, country, whole of humanity, and planet?</p>	<p>Lack of understanding of basic global issues, concerns and problems:</p> <ul style="list-style-type: none"> • lacks awareness of individual's connection to global society and community • fails to understand how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act 	<p>Good grasp of global issues, concerns and problems:</p> <ul style="list-style-type: none"> • shows some awareness of individual's connection to global society and community • begins to understand how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act 	<p>Deep and comprehensive understanding of global issues, concerns and problems:</p> <ul style="list-style-type: none"> • clearly understands individual's connection to global society and community • fully understands how global issues and social responsibility manifest concretely in one's own personal choices, including decisions on when and how to act

Knowledge: The ability to demonstrate an awareness of diversity in global culture and environment.

Understanding: The ability to demonstrate an understanding of the responsibilities associated with promoting welfare of state, country, whole of humanity, and planet.

GLOBAL STEWARDSHIP

Figure 1: Totals by Rating From All Courses

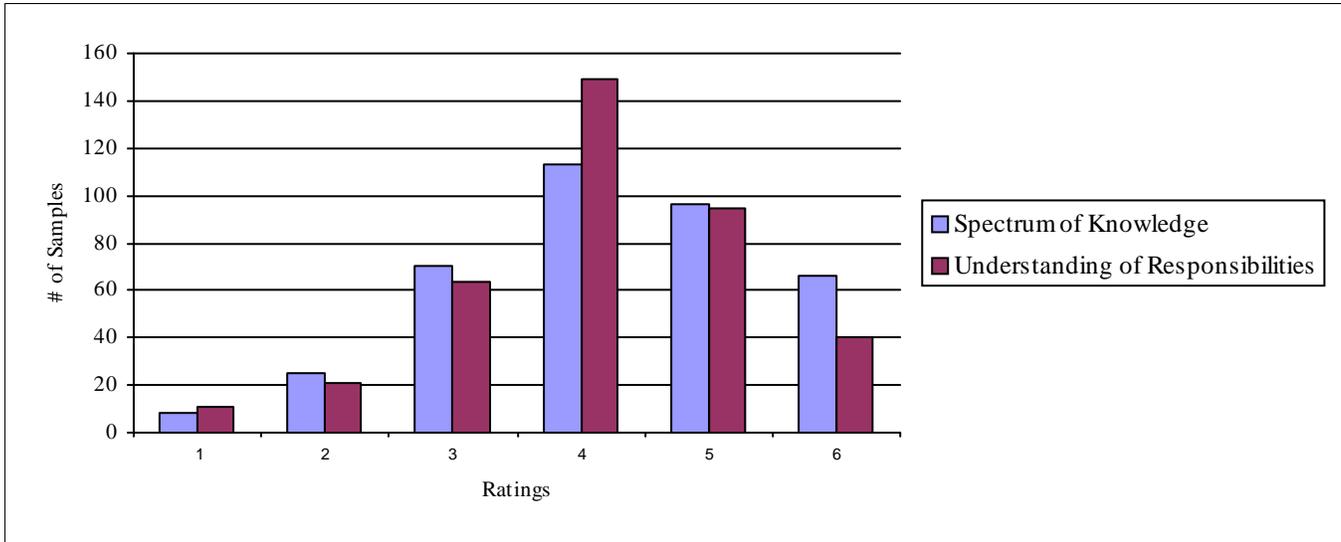


Figure 1.1: Question 1 - Totals by Rating From All Courses

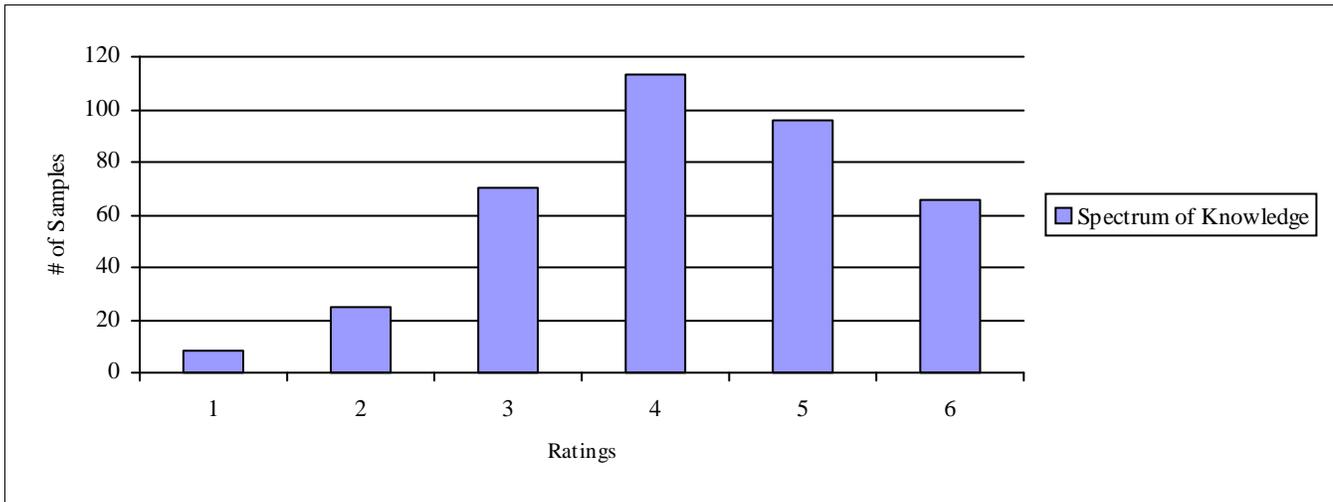
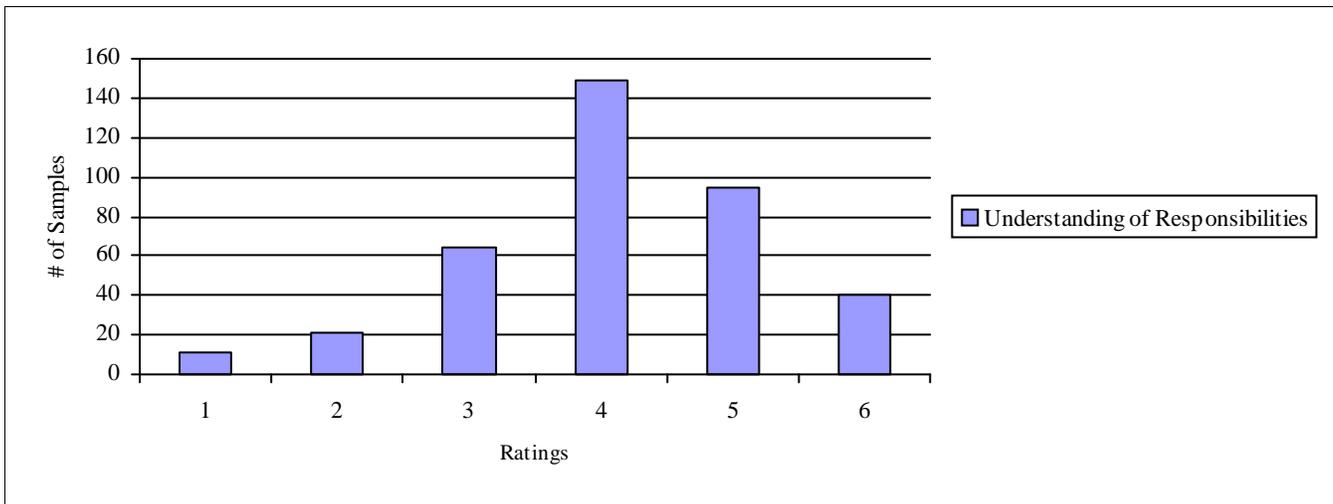


Figure 1.2: Question 2 - Totals by Rating From All Courses



GLOBAL STEWARDSHIP

Figure 2: Percentage Scoring 4 and Above by Course Designation

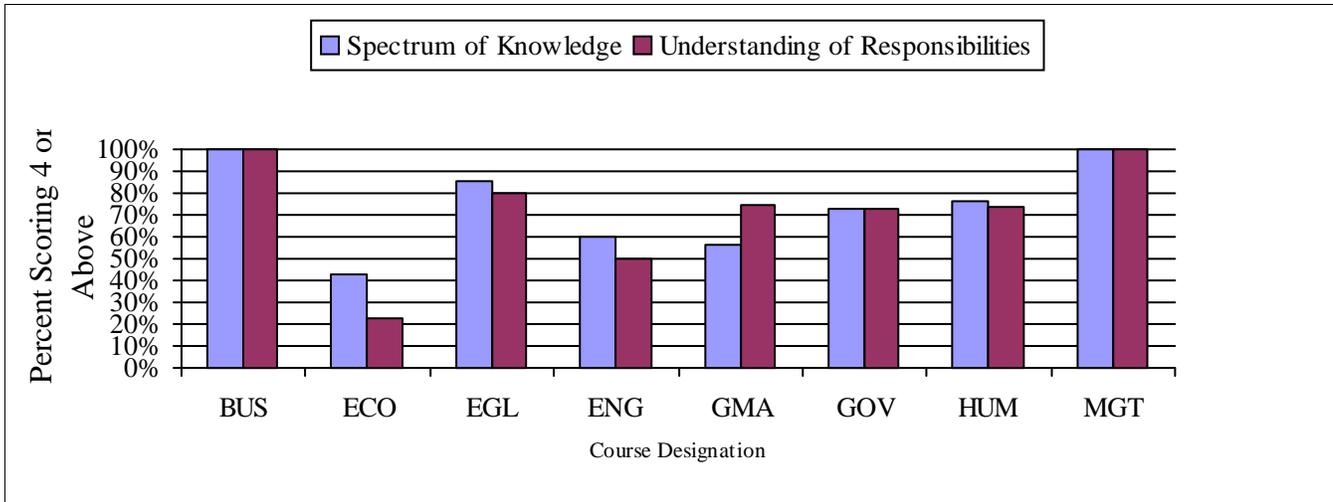


Figure 2.1: Question 1 - Percentage Scoring 4 and Above by Course Designation

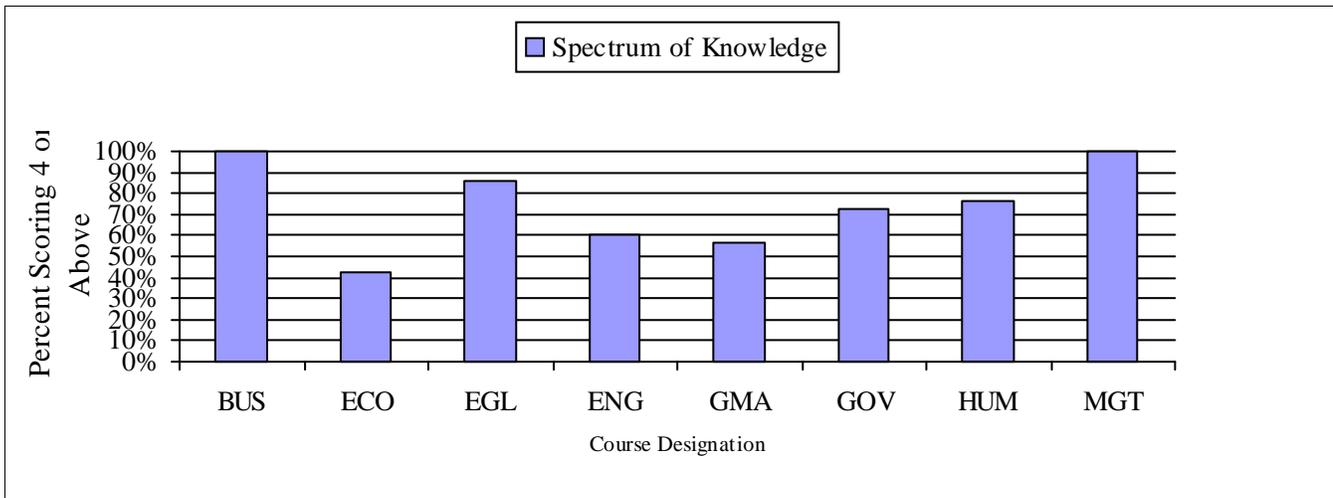
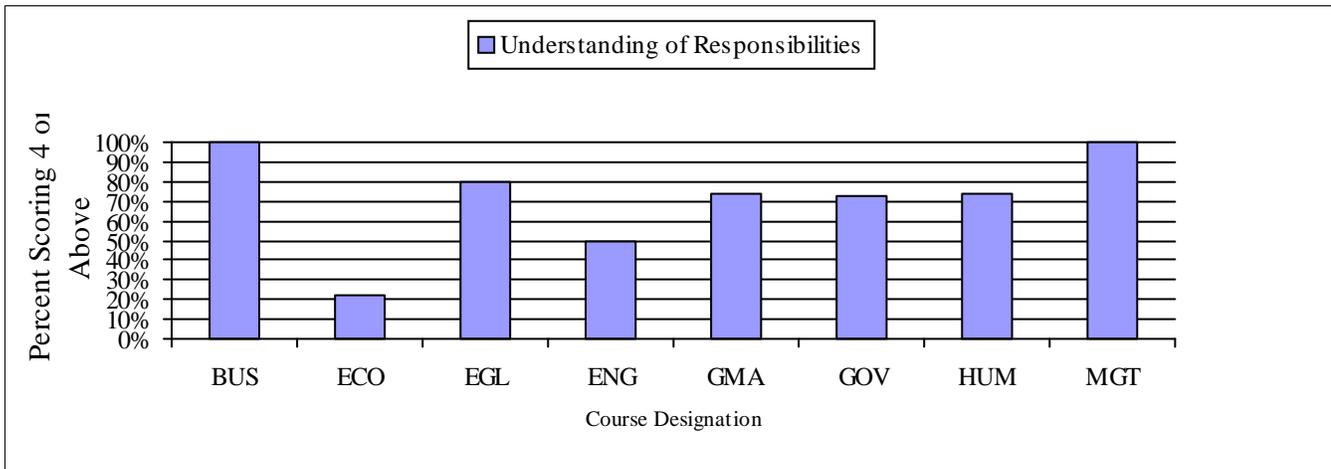


Figure 2.2: Question 2 - Percentage Scoring 4 and Above by Course Designation



GLOBAL STEWARDSHIP

Figure 3: Percentage Scoring 4 and Above by Course Level

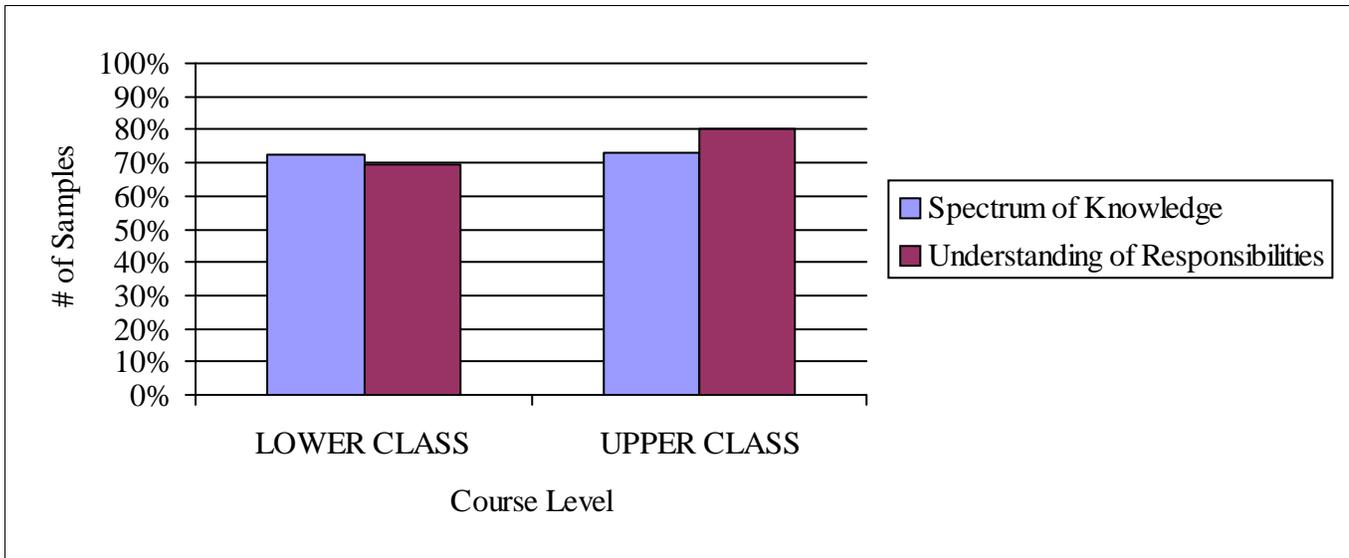


Figure 3.1: Question 1 - Percentage Scoring 4 and Above by Course Level

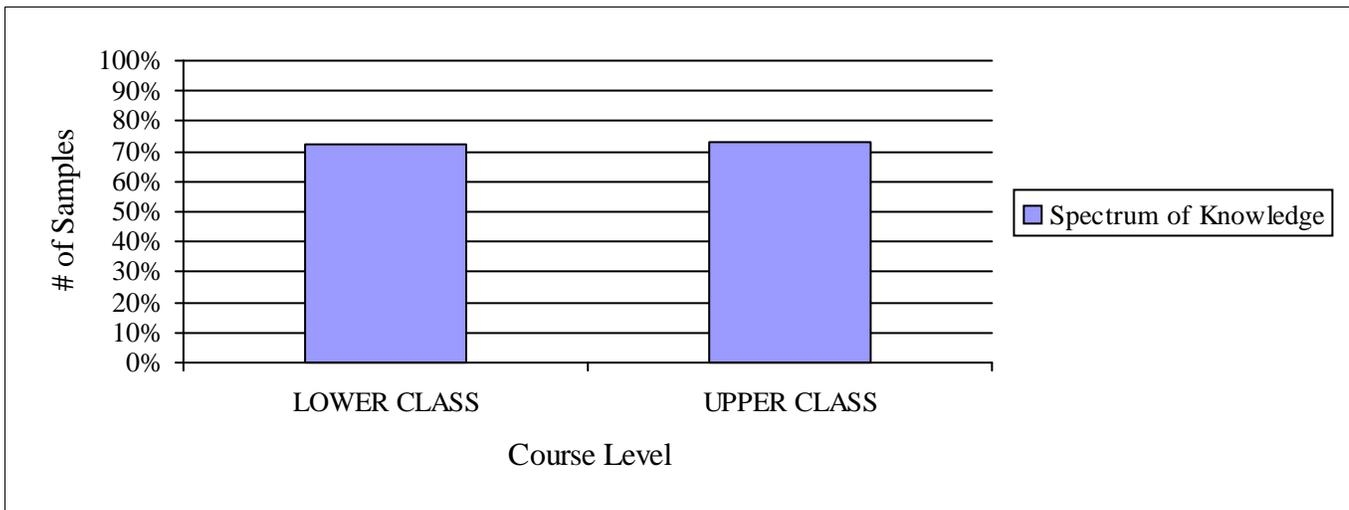
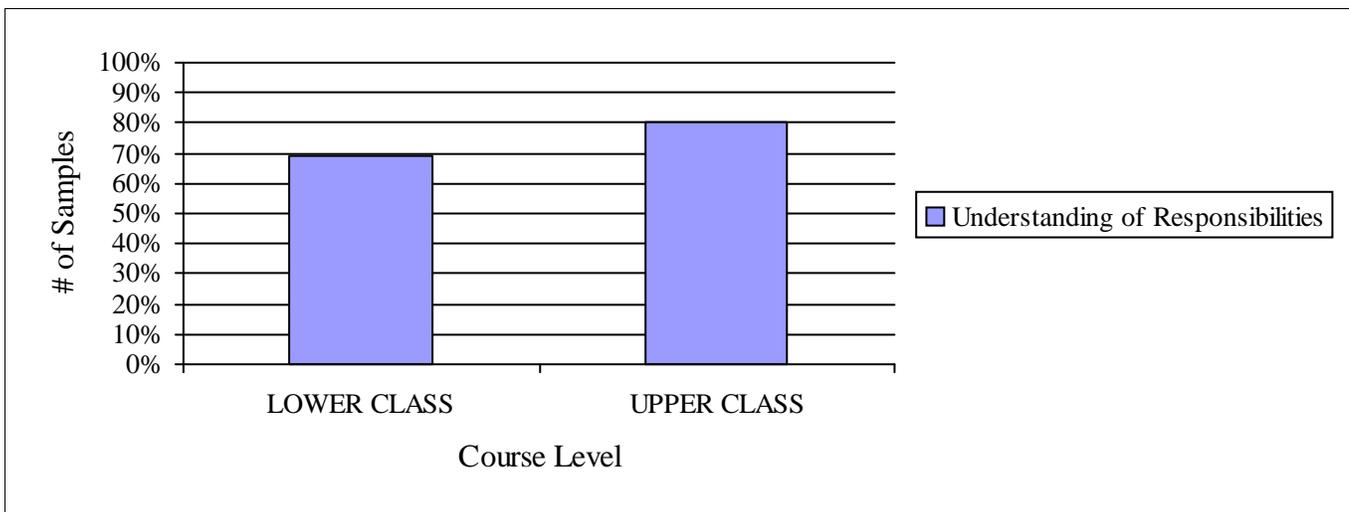


Figure 3.2: Question 2 - Percentage Scoring 4 and Above by Course Level



GLOBAL STEWARDSHIP

Figure 5: Percent of Total CSUM Courses Assessed

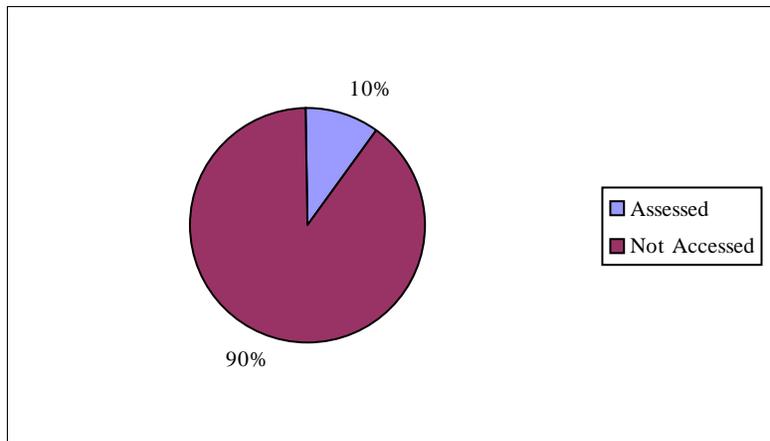


Figure 6: Question 1 - Percent Scoring 4 or Above By Course

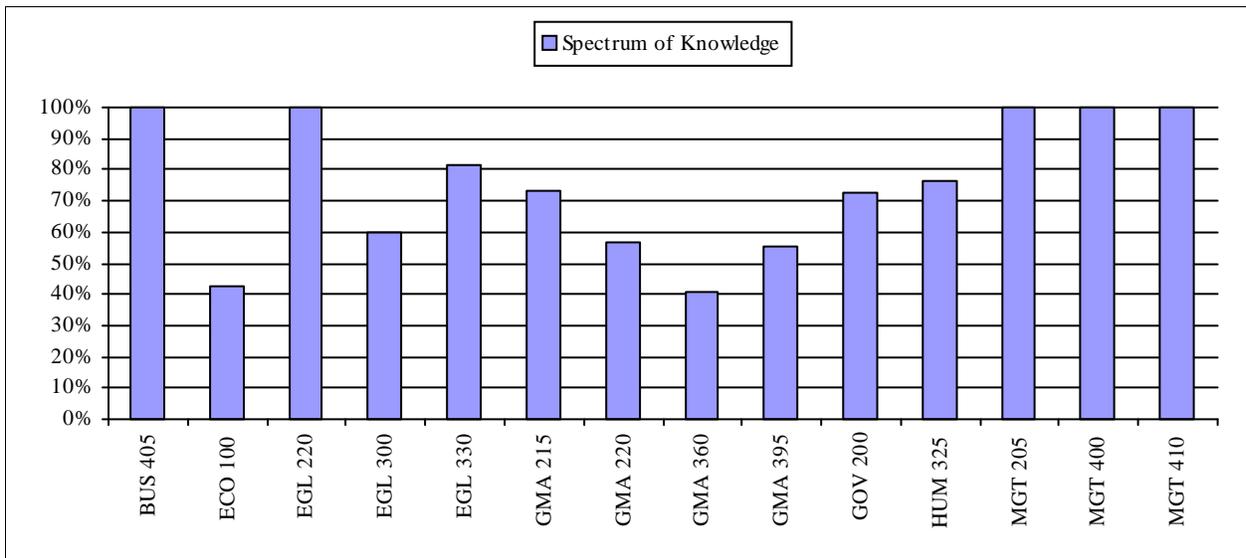


Figure 6: Question 2 - Percent Scoring 4 or Above By Course

