

WASC Interim Report



The California Maritime Academy,
A Campus of the California State University

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Vallejo, California 94590

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WASC Interim Report

Cover Sheet

1. Name of Institution
2. Physical address of main campus
3. Date of Submission of this report
4. Person submitting the report

I. List of Topics or Concerns Addressed in Report

In the Commission's letter of July 5th, 2011, there were four areas of concern identified:

- Assessment of Student Learning, Program Review, and Student Achievement
- Unity and Diversity
- Refinement of the Leadership Program
- Ongoing State Funding Challenges

II. Institutional Context

Very briefly, describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information.

Background and History

The California Maritime Academy (referred to throughout this report as Cal Maritime or CMA) is located in Vallejo, California, thirty miles north of San Francisco. It is one of only seven degree-granting maritime academies in the United States and the only one located on the West coast. It is a unique and specialized campus of the California State University that offers licensed and non-licensed degree programs to meet the diverse needs of the maritime industry. Cal Maritime's small size belies a complex structure: it is a campus of the California State University and is thus enjoined with that system's educational aims, objectives, and mandates, but it is also a federally-sponsored maritime academy under the auspices of the U.S. Maritime Administration and, therefore, bound by specific regulations and requirements which are overseen by the U.S. Coast Guard for the certification of merchant marine officers under U.S. law and the International Standards of Training, Certification, and Watchkeeping (STCW).

Cal Maritime traces its roots to 1929, when the California State Legislature founded the California Nautical School. The original purpose of the institution was to give practical and theoretical instruction in navigation, seamanship, steam engines, gas engines, and electricity in order to prepare young men for service as officers in the American merchant marine. The school received its first ship in 1931 along with a 50 acre site in Tiburon, Marin County.

In 1939, the California Nautical School changed its name to The California Maritime Academy and was relocated in 1943 to a permanent site at Morrow Cove, on the San Pablo Bay in Vallejo. In the early nineteen-seventies, Cal Maritime became a four-year college with majors in Nautical Industrial Technology and Marine Engineering Technology. Later, programs in Mechanical Engineering and Business Administration were added. In 1995, Cal Maritime became the 22nd campus of the California State University, and soon thereafter, Cal Maritime expanded its curriculum by introducing majors in Facilities Engineering Technology and Global Studies and Maritime Affairs. An online graduate program – a Masters of Science in Technology Engineering Management -- was approved and launched in 2011.

Enrollment at Cal Maritime has grown steadily from 500 students in 1995 to 1044 students this year. In the fall of 2008, the Academy opened a new state-of-the-art Marine Simulation Center – one of the world’s most advanced facilities for maritime teaching, training and research. A new 132-bed residence hall opened in the fall of 2009, and a new 25,000 foot Dining Center was completed in the fall of 2013. A \$26.5 million Physical Education and Aquatic Center is scheduled to open in 2014. The last decade has been witness to an exciting era in the history of Cal Maritime – one marked by expansion and new opportunities as the institution balances its proud traditions with the need to adapt to an increasingly complex and globalized 21st century.

The California Maritime Academy has been nationally recognized this year by *U.S. News and World Report*’s annual college rankings: Cal Maritime is the number one best public college in the western region and the number one best value in the west. In the overall rankings among western regional colleges, Cal Maritime placed second. These rankings followed the *Forbes* report on America’s top colleges which listed Cal Maritime as the number three best value among all California colleges and universities.

<http://colleges.usnews.rankingsandreviews.com/best-colleges/california-maritime-academy-1134>

Mission, Vision, and Values

The institution is committed to providing a superior education in business, engineering, operations and policy of transportation and related fields of the maritime world. Concomitant to this objective is the provision of knowledge, skills, experiences, and perspectives to enable students to make connections among disciplines and expand their intellectual capacities to take part in a wide range of human interests and activities. Our educational community subscribes to the following ideals:

- Provide each student with a college education combining intellectual learning, applied technology, leadership development, and global awareness.
- Provide the highest quality licensed officers and other personnel for the merchant marine and national maritime industries.
- Provide continuing education opportunities for those in the transportation and related industries.
- Be an information and technology resource center for the transportation and related industries.

Cal Maritime's vision provides a compelling conceptual image of the future we will create for this institution:

The California Maritime Academy will be a leading educational institution, recognized for excellence in the business, engineering, operations, and policy of the transportation and related industries of the Pacific Rim and beyond.

As noted above, Cal Maritime is a campus of the California State University and thus enjoined with that systems educational aims and objectives, but more autonomously, Cal Maritime values and maintains a system of beliefs and principles including the significance of experiential learning, the development of personal and professional ethics, and the importance of student-centered inquiry to confront the personal, moral, and social problems that are an inevitable part of human life.

<https://www.csum.edu/web/about/mission>

Accreditation

The Academy first gained accreditation by the Western Association of Schools and Colleges in 1978. The last Educational Effectiveness Review was conducted in 2009, and Cal Maritime's accreditation was reaffirmed until 2014.

A number of Cal Maritime degree-granting programs are accredited by other agencies in specialized fields. The Marine Engineering Technology and Facilities Engineering Technology programs are accredited by the Engineering Technology Accrediting Commission (ETAC) of ABET. The Mechanical Engineering program is accredited by the Engineering Accreditation Commission (EAC) of ABET. The Business Administration program is accredited by the International Assembly for Collegiate Business Education. More information about these programmatic accreditation processes can be found in the following sections of this report and on our accreditation website.

<https://www.csum.edu/web/accreditation/home>

III. Statement on Report Preparation

Describe process of report preparation, including names and titles of all involved

The planning and preparation of the WASC Interim Report began almost immediately after the WASC Commission Action Letter from the last comprehensive review was received in July of 2011. The WASC Educational Effectiveness Steering Committee (2009-2010) was dissolved and reformed as the WASC Oversight Committee. This committee is chaired by Dr. Graham Benton, WASC Coordinator and ALO. Additional members of this committee included Dr. Jerry Jakubowski, Provost and VPAA; Mr. Kurt Lohide, VP of Administration and Finance; Dr. Beverly Byl, VP of Advancement; Mr. Steve Mastro, AVP Budget Officer; Mr. Stephen Kreta, Associate Vice President of Academic Affairs; Ms. Vineeta Dhillon, Chair, Unity Council; Mr. Palin Berkana-Wycoff, Assistant Commandant; Ms. Evelyn Andrews, Registrar; Dr. Donna Nincic; Director of ABS School of Maritime Policy and Management. Under this Steering Committee, four sub-committees were created – each of which corresponded to the Areas of Concern identified by the WASC Commission. The subcommittee on Diversity and Unity included representatives from the Unity Council, Student Affairs, Admissions, and Human Resources; the subcommittee on Leadership Development included representatives from the faculty and the Office of Leadership Development; the subcommittee on Program Review and assessment of student learning included faculty members of the Institution-Wide assessment council; and the subcommittee on ongoing state funding challenges included representatives from the department of Administration and Finance and the Advancement Office.

For purposes of transparency and inclusion, announcements about the Areas of Concern were made public at the All Faculty Retreats in September 2011, January 2012, and January 2013. Periodic updates were delivered at meetings of the Dean and Chairs Council and the Provost's Council. When Admiral Cropper became President of the Academy in 2012 (see also Section V of the Report) he initiated a series entitled "Education of the President" and members of the WASC Steering Committee met to discuss all of the issues described in the WASC Action Letter.

A draft of the Interim Report was distributed to various constituencies for their feedback, including the Academic Senate, all faculty, President's Council, Provost's Council. Copy put on portal or Moodle LNS platform for input. [get documentation after submission of this rough draft]

Attachments:

Formation of WASC Oversight Committee
Planning and Preparation documents

Education of the President

Creation of Subcommittees for each Area of Concern

Presentations: Dean and Chairs

Provost Council

All Faculty Retreat

New Faculty Orientation

IV. Responses to Issues Identified by the Commission

Introduction

In its Action Letter of July 5th, 2011, the WASC Commission first noted Cal Maritime's "thorough and well-organized self-study" which was "representative of broad institutional input." The Commission then acknowledged the visiting team's reportage of a "productive rebalancing of technological knowledge with rigorous academic leaning." After endorsing the findings, commendations, and recommendations of the visiting team, the Commission sought to emphasize the importance of continued attention to 1) Assessment of Student Learning, Program Review, and Student Achievement; 2) Unity and Diversity; 3) Refinement of the Leadership Development Program; and 4) Ongoing State Funding Challenges.

While on the surface these four areas of concern may appear to be discrete issues, we believe they are inter-related. Just as the nautical compass provides our institution with a powerful metaphor from which to understand the interconnectedness of our four-point mission, so too do these concerns overlap and impinge on one another. Student Achievement and an attention to student retention and success is thoroughly imbricated with the issue of campus diversity; the development of a rigorous and vibrant leadership development program contributes to student success, and could not be made possible without exploring possibilities outside of baseline state funding; a sense of unity (of faculty, staff, and students) contributes to the well-being of the institution as a whole and in turn strengthens the individual academic programs and their commitments to success. Thus, while the four areas of concerns are broken out into subsections below, we recognize their affiliated connections when thinking holistically of the institution and the challenges it embraces.

Area of Concern #1:**Assessment of Student Learning, Program Review, and Student Achievement:**

In their Action Letter of July, 2011 the Commission noted that significant progress “has been made in incorporating program- and institution- level student learning outcomes throughout the curriculum” and the “assessment of these outcomes is linked to a more rigorous program review process that is being followed by each program and that incorporates external reviewers and externally normed comparative data.” Yet, the Commission also urged “a more robust system for identifying, obtaining, analyzing, and using key achievement data.” In response to this recommendation, the following subsections of this segment will address the creation of, or further refinement of, specific mechanisms for the assessment of student learning and measures of student achievement.

A. *The Institution-Wide Assessment Council (IWAC)*

The Institution-Wide Assessment Council was created in 2008 as a vehicle to assess the newly-approved Institution-Wide Student Learning Outcomes. (IW-SLOs). These outcomes were originally developed from a subcommittee of the Academic Senate’s Curriculum Committee and have been refined over the past five years. The duties and responsibilities of IWAC include the implementation of the IWAC Assessment Plan (including the collection and organization, and publishing of assessment data). The IWAC Council also proposes revisions to the Institution-Wide Student Learning Outcomes and Assessment Plan as needed, serves as a liaison to individual academic departments and Academic Program Review Coordinators, submits Annual Progress Report to the Provost and Academic Dean, and serves as liaison to the WASC Coordinator and other accrediting bodies as needed.

As written in the Report of the WASC Visiting Team in regards to IWAC, “an alternative is suggested to the once-every-five years cycle of assessment for each SLO which is a multi-year sequence repeated every five years” (p. 31). This suggestion is reiterated in the final recommendation under the section of Assessment Infrastructure which requests that “data collection begin immediately to support all elements and IWSLOs in the IWAC five-year analysis plan” (p. 41). The IWAC Council promptly responded to these suggestions. The Report was issued in March of 2011, and by July of that year, the assessment calendar had been considerably revised to incorporate many more data points within a multi-year sequence for each SLO. Since the Commission Letter has been issued, the IW-SLOs have also been revised for efficiency and to avoid redundancy. Eleven separate outcomes were found to be burdensome and excessive (most institutions have four to eight). Ultimately two of them were combined to have a set of ten in total; the outcomes were also simplified, clarified, and redundancy was eliminated wherever possible and language was revised to conform to standardized usage of learning outcomes across institutions of higher learning.

Much effort has been devoted to strengthening and improving the Institution-Wide Council. Since 2011, the committee has been expanded from six to ten members. These members are all faculty and represent most academic departments. The work of IWAC—both the analysis of the assessment and the recommendations for improvement -- is presented annually to the faculty at the beginning of each academic year and is published on the Academy's website and portal. For each Institution-Wide Student Learning Outcome under assessment for that year, a report is generated. The policy, by-laws, assessment calendar and assessment processes of IWAC are now clearly articulated on Cal Maritime's public-facing website. The annual assessment results and recommendations are published on the institution's password-protected portal, but this is easily accessed by every member of the CMA community.

B. Program Review

Cal Maritime currently has six undergraduate majors, two non-degree granting undergraduate departments, and one masters' program – all of which are required to undergo periodic program review. The program review template and conduit for review are clearly identified on institutional website at: https://www.csum.edu/c/document_library/get_file?uuid=99cba880-0f37-492c-972b-91d5f75020a6&groupId=4490469. The Program Review guideline is carefully modeled on the WASC Resource Guide for "good practices" in Academic Program Review" and this document too is linked to our website for access by all faculty. In some instances, individual departmental accrediting bodies requires difference content and format from that of the WASC guidelines, and those requirements are followed. As of January 1st, 2014 all degree-granting undergraduate programs have undergone program review in the past five years. The department of Mechanical Engineering, the Department of Engineering Technology, the program in Business Administration, and the program in Global Studies and Maritime Affairs have all completed Program Reviews in 2012-13. The department of Math and Science has submitted its Program Review to the Program Review Subcommittee of the Curriculum Committee in 2013, and the Department of Culture and Communication will submit its Program Review to this committee in May of 2014. (Both the departments of Math and Science and Culture and Communication are non-degree granting programs). The Master of Science program in Technology Engineering Management was initiated in 2011, and will undergo Program Review in 2016-2017. All completed program reviews are published on the institution's portal page.

The Mechanical Engineering (ME) Department is accredited by the Engineering Accreditation Commission of ABET, and the Engineering Technology (ET) and Facilities Engineering (FET) Department is accredited by the Engineering Technology Accreditation Commission of ABET. Both departments were visited by these respective accreditation agencies in October of 2103. Both departments were re-accredited, and the reports were very positive. The format of an

ABET report identifies only unfavorable aspects of a program (through varying categories), and we are pleased to report that there were no Deficiencies, Weaknesses, Concerns, or Observations identified in either department. Instead, the visiting team commented on the strength of these programs, citing in particular the supportive administration, the superior laboratories on the Training Ship and in the Engineering buildings, and the ability of Cal Maritime to consistently place its graduates in positions with above average salaries.

As one of the seven state and federal maritime academies in the United States, Cal Maritime's marine education and training programs are subject to the oversight and approval of the US Department of Transportation's Maritime Administration (MARAD) and the United States Coast Guard's National Maritime Center (NMC). In March 2010, the Department of Marine Transportation underwent its five-yearly STCW audit (Standards for Training, Certification, and Watchkeeping) conducted by a team of inspectors made up of representatives of MARAD, USCG NMC, two industry representatives, and two faculty members from sister maritime academies. The audits ensure compliance with US and International licensing regulations. The auditors' report praised the quality of CMA's licensed curricula, facilities and faculty, and not a single deficiency was found. The auditors were particularly impressed with Cal Maritime's dedication to continuous improvement and modernization of our programs to better serve our students, and the maritime industry as a whole [See attachments at end of this section].

In January of 2014, The Department of Business Administration submitted its Program Review as a requirement for re-accreditation from the International Assembly of Collegiate Business Education (IACBE). This was a comprehensive review, with a site visit schedule on March 6-7 2014. The results of this report and visit will be available in the summer of 2014.

C. Additional Assessment Mechanisms and Practices

In addition to periodic academic program review and the assessment of institution-wide student learning outcomes, Cal Maritime gathers information for a culture of evidence through several other internal and external assessment tools.

- Since 2009, Cal Maritime has administered the Collegiate Learning Assessment (CLA) to all first-year and fourth-year students. The CLA measures critical thinking, problem solving, scientific and quantitative reasoning, writing, and the ability to critique and make arguments. The data collected informs our decision-making processes to further refine our required critical thinking and writing courses. CLA data is found on the Assessment Portal Page <https://www.csum.edu/web/accreditation/2>
- Every student at Cal Maritime must pass the Graduate Writing Assessment Record (GWAR), mandated by the California State University. This GWAR can be satisfied via

a Graduate Writing Exam (GWE) and/or a required Advanced Writing Course. Pass/fail rates for the GWE, when tethered to the CLA data, allows for continuous improvement in our writing program.

- In the past, Cal Maritime has employed assessment surveys from Educational Benchmarking Inc. (EBI) for assessment purposes, and has recently renewed its contract with the National Survey of Student Success (NSSE). This assessment tool is being administered in the spring of 2014 and we look forward to the opportunity for comparative analyses to cohort and aspirant institutions.
- Additionally, through the Center for Engagement, Teaching, and Learning (CETL), several assessment workshops are held throughout the academic year. The CETL focuses its faculty professional development activities around the Scholarship of Teaching and Learning that promotes more informed teaching practices with embedded assessment. Each year the CETL sponsors a Faculty Learning Community which selects a teaching focus for faculty inquiry and implementation. Previous FLC topics include: Teaching with Technology, Student Engagement, Authentic Learning, and Maritime Education. Recent workshops focusing on assessment in the classroom include: Scholarship of Teaching and Learning Workshop, Using Cooperative Learning Structures to Promote Deep Learning, Giving Students Ownership of their own Learning, Evidence Based Curriculum Design, Pop!ing for Classroom Participation and Critical Thinking, Anticipatory Set – Getting to Learning Outcomes, A Private Universe and Moodle Forums: Cognitive Dissonance and Technologies to Assess Base Knowledge and to Support Conceptual Change, Metalearning: Enhancing Performance by Teaching Students How We Learn. In a recent survey, over 50% of faculty surveyed had participated in on-campus faculty development events and rated those opportunities as important or very important to their on-going professional development. Lastly, a function of the CETL professional development program is new faculty orientation. Among orientation activities, faculty responding to our survey ranked time with other new and recently hired faculty as critical to assisting with their transition to the California Maritime Academy's unique environment.
- Cal Maritime is committed to the Scholarship of Teaching and Learning. As noted in the WASC Visiting Team Report, "The review team recommends that faculty development and support should continue to enhance the understanding of and the ability to engage in the scholarship of teaching, discovery, application, and application." Toward this end, \$25,000 in grant money has been allocated to projects by faculty who engage with the improvements of teaching and learning. Such areas for research include educational technologies, classroom assessment techniques, educational effectiveness, retention techniques and student persistence, and advancing one or more of the Institution-Wide

Student Learning Outcomes. Past winning grants over the past four years include the following projects: “Renewable Energy Additions and Upgrades for the Power Laboratory;” “Photon and Electron Collisions with Greenhouse Gases and other Molecules Relevant to Energy Applications;” “Online Learning Tools and Assessment for COM 220L Programming Applications for Engineers;” “Embedded Leadership: Teaching and Learning for Techniques for Student-Centered Classroom Use;” “Curricular Revision, HUM 130. “ Thinking Globally Using Spatial Tools;” “Using Wikipedia’s Authentic Audience to Improve Student Research Persistence and Achievement of Information Fluency Learning Outcomes;” “Assessing Student Learning Outcomes and Student Engagement in an Authentic Learning Marine Chemistry Laboratory Program;” and “Re-imagining the Reflective Assignment: Metacognition and Graphical Research Narrative.” Additional information about these projects (descriptions, grant awards, recipients) can be found in an attachment at the end of this section.

D. Student Achievement

A particularly potent measure of student achievement is that of strong student retention and graduation completion rates. At Cal Maritime this is monitored by the Graduation and Retention Committee, currently chaired by the Registrar with administrative membership from Financial Aid; Admission; Student Affairs, the Center for Teaching, Learning, and Engagement; the WASC Steering Committee as well as additional faculty. Through the CSU, Cal Maritime participates in a series of surveys of retention and graduation rates of various cohorts of students, which are annually organized by the Consortium for Student Retention Data Exchange (<http://csrde.ou.edu>). Not only does Cal Maritime have the highest retention rates in the CSU, but it has consistently met or exceeded its graduation and retention targets. Bi-monthly reports are filed with the CSU, and the assessment of various practices is continuously conducted. It has been shown that many of our high impact practices – including small class sizes, midterm warnings issued from the Dean’s Office for all academically “at-risk” students, the on-campus residential requirement, capstone experiences and projects, early declaration of major, advancement through the curriculum as cohort, and mandatory participation in the corps of cadets – all contribute to high retention and graduation rates.

Finally, we are very pleased to announce a new position for a dedicated, full-time Institutional Researcher. Previously, IR duties were shared by the Registrar and other offices. The authorization of this hire occurred in December of 2013, and the application process will commence in late spring, 2014.

Attachments and Links:

<https://www.csum.edu/web/accreditation/home>

<https://www.csum.edu/web/accreditation/2>

Portal web access

STCW letter

ME ABET letter

ET ABET letter

Do we want attachments of ALL Program Reviews here? Or just the link to the portal?

Link to Graduation/Retention Records or Portal Site

Scholarship of Teaching and Learning Grant Awards

AREA OF CONCERN #2:

Unity and Diversity

The Commission noted in its Action Letter that Cal Maritime should address “an essential but often elusive goal of an education that is both representative of, and responsive to, the highly diverse world in which CMA graduates live and work.” Cal Maritime has taken great strides towards this goal – most visibly through the reconstruction of the Unity Council. Again, the Commission noted that the creation of this council represents a creative vehicle to achieve this objective, but recommends that “the Council move more fully into the operations and culture of the Academy.” An overview of Cal Maritime’s commitment to diversity is prominently found on our website here: <https://www.csum.edu/web/about/diversity-at-cal-maritime>

A. The Unity Council

The Unity Council was created as a group of staff, faculty, and students at Cal Maritime devoted to advancing the academy’s engagement with diversity. The initial charge of the Council was to create an environment in which differences are both welcomed and appreciated. Additionally, the Unity Council’s goals were to serve as an advisory group to the President and the Vice Presidents on issues of diversity at CMA, and to identify and implement policies, initiatives and programs that engage CMA’s continued efforts to foster a diverse and accepting campus community.

This year, the Unity Council’s charge has been significantly empowered and its scope enlarged. It includes four members from Academic Affairs, three members from Administration and Finance, two members from University Advancement, three members from Student Affairs,

four members from the Academic Senate, two at-large representatives from the staff and faculty, and two members from the local community.

Within the new structure live three separate subcommittees: The Events Subcommittee, the Assessment Subcommittee, and the Strategic Planning Committee. As it implies, the goal of the events subcommittee is to plan, organize, and execute campus events related to diversity and inclusion. The Assessment subcommittee is charged with achieving an assessment of the campus climate as it relates to issues surrounding diversity and inclusion. The purpose is to establish some benchmarks so we know if future actions of the Unity Council are having an impact.

The final subcommittee, Strategic Planning, is currently using a six-step decision making process and gathering information from other college campuses (CSUs, UCs, Maritime Academies, and small engineering schools) in order to create a strategic plan for the campus that covers the next three to five years. It will provide a blueprint and establish a foundation upon which the campus (through the Unity Council) can erect sustainable structure. We anticipate a Strategic Plan on Diversity to be completed by August of 2014, and the fruits of this labor should be apparent by the WASC Re-Accreditation Report in 2019.

A partial list of activities sponsored or supported by the Unity Council from the past twenty-four months:

- POP (Pearls of Power) Conference. This two-day event is designed to create opportunities for career exploration, professional development, and networking for our female cadets, alumnae, and women in the maritime and related industries.
- Multicultural Dinners and Speakers and Engagements. The annual Diversity Dinner provides an opportunity for students, staff, faculty, and community members to come together around current diversity issues in both the on- and off-campus communities. The program includes a panel of speakers representing local diversity-related constituencies. The outcomes of this event include a list of actionable items for the Unity Council to consider for the following year.
- The Unity Council also sponsors other events throughout the year with the aim of celebrating cultural differences and educating the campus population to respect and recognize diversity. This has included events such as Latino Heritage Day, a Spring Cultural Picnic, LGBT Awareness Week events, a Black History Month panel, movie nights surrounding issues of diversity awareness, and annual SafeZone trainings. Most recently, on Martin Luther King Day, 2014, students were invited to view/listen to Dr. King's 1963 "I Have a Dream" speech, followed by discussion with a faculty member.

Moreover, the Unity Council, in conjunction with the Associated Students of Cal Maritime (ASCMA) supports the following student clubs and activities: Society of Women Engineers, The

Gay Straight Alliance, and the Asia Pacific Islander Club. Charters and information about these clubs are available from the Associated Students of Cal Maritime (ASCMA):

B. Admissions, Human Resources, Alumni Affairs and Student Aid Engagements with Diversity

Concerted efforts from many different agencies on campus serve to attract diverse student and faculty bodies and to track women alumni in order to make informed decisions about increasing the number of women and underrepresented minority students and retaining them through graduation.

Outreach Efforts toward Women and Underrepresented Ethnic Groups

The Admission Office conducts its outreach efforts in the field, on the campus, and on the Internet. Outreach targeting underrepresented students occurs in each venue.

Outreach in the field

- Prioritizing recruitment at college fairs and high school visits where high proportions of underrepresented students exist within a college-going culture. Examples include all-girl schools, faith-based schools, and urban math/science academies.
- Recruiting at large events targeting college exposure for underrepresented groups. These events include “Super Sunday” – targeting two regional African American churches during Black History Month, “Super Saturday” - targeting the African American and Hispanic community in Southern California, and “Es El Momento” – targeting the Hispanic community in Southern California
- Participating in summer enrichment programs focusing on college preparation targeting underrepresented groups. These events are usually held at nearby college campuses
- Supporting and recruiting at maritime industry events focusing on women in the industry

Outreach on the Campus

- Incorporating admitted female students into the campus POP program to observe opportunities for women in the maritime industry
- Diversifying our group of tour guides and other student employees who interact with the public and incorporating underrepresented outreach into a revised position description for a recently hired enrollment counselor
- Conducting presentations and tours to many schools during the academic year and campus summer programs with primarily underrepresented populations.
- Addressing women’s issues for our admitted students by including a session about women’s issues at our Cal Maritime Day recruitment event.

Outreach on the Internet or by Other Types of Communication

- Targeting communications based on gender and ethnicity using a newly acquired database system that allows dedicated communication plans
- Highlighting stories and content relevant and attractive to women and underrepresented students via Cal Maritime’s social media presence
- Conducting a student phone calling campaign targeting female and underrepresented ethnic admitted students
- Sending a newsletter to admitted females highlighting female alumni

Human Resources. The Office of Human Resources is committed to a diverse campus via targeted journals and online job information listings to attract minority faculty and staff. A “Diversity Recruiting Resource” Guide is published via this office, and includes over a dozen specialized directories that different departments may use for their individual faculty and staff searches. [Diversity Recruitment Resources](#).

Louis Stokes Alliance. Beginning in the 2013-14 academic year, Cal Maritime joined the CSU Louis Stokes Alliance for Minority Participation. This program, funded through a grant from NSF, provides \$30,000 to Cal Maritime annually for five years to support underrepresented students (including women) and others facing distinct barriers to success through a variety of activities, including academic advising, Academic Excellence Workshops, textbook loan and reimbursement programs, and dedicated study space. The program is open to students in the four STEM majors at Cal Maritime (Marine Transportation, Facilities Engineering Technology, Marine Engineering Technology, and Mechanical Engineering). The CSU-LSAMP program, now in its fifth phase, includes all 23 CSU campuses and also provides a variety of additional supports, including undergraduate research opportunities, summer experiences, and conferences, beyond what is offered at Cal Maritime.

C. Global Awareness and Diversity

As noted earlier, one of the central tenets of Cal Maritime’s mission statement is to “provide each student with a college education [incorporating] global awareness. Toward this end, since the last WASC visit the tenth Institution-Wide Student Learning Outcome [IWSLO(J)] has been revised to be more clearly aligned with issues of diversity and global stewardship. The outcome now reads: students will “demonstrate an awareness of cultural differences and the responsibilities associated with global welfare.”

This assessment of this outcome was folded into the revised assessment calendar of the IW-SLOs mentioned in the previous section. A rubric on global awareness was modeled from the LEAP

assessment templates, and the entire report (with disaggregated data by course, major, and student class) is attached below. The executive summary is as follows:

Executive Summary of IW-SLO (J) Global Stewardship:

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 assignments 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.

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).

In addition to the assessment of global learning as an institutional learning outcome that serves to measure our students' awareness of cultural diversity, other steps have been put into place to advance global awareness on campus.

- A new position of The Director of International Studies has been established to bring Cal Maritime's expanding relations with international partners under a consolidated leadership. The Director's responsibilities include:

- The coordination of the mandatory summer international experiences for the students in the Global Studies and Maritime Affairs, and International Business and Logistics programs. This includes chairing the committee to select faculty, trip assistants and trip schedules; approving programs for academic integrity to ensure they meet all academic requirements; working with faculty to ensure compliance with all Cal Maritime and CSU policies and procedures; and preparing policies when needed.
- Being the lead point of contact between Cal Maritime and Vietnam Maritime University (VIMARU). This involves the coordination of efforts with VIMARU faculty in support of their Global Studies and Maritime Affairs, and International Business and Logistics programs, as per our 5-year MOUs. This also includes assisting the VIMARU faculty visiting Cal Maritime each semester with their academic schedules, and also working with Cal Maritime faculty teaching at VIMARU in the summer.
- Being the primary point of contact for faculty and student exchanges with international institutions.
- The development of MOUs with international partner universities.
- Through the Visiting Scholars and Faculty Program, several formal exchange agreements have been established which serve to deepen the internationalization of our institution. Most notably, two five-year programs have been developed with Vietnam Maritime University (VIMARU) – one to assist in the development of a Global Studies and Maritime Affairs major for VIMARU students (expires 2016), and one to assist in the development of an International Business and Logistics major (expires 2018). Each program is fully taught in English and allows faculty and staff from VIMARU to enroll in classes at Cal Maritime, and allows Cal Maritime faculty to teach at VIMARU in the summer.
- All students in the ABS School of Maritime Policy and Management now participate in an International Experience in lieu of participating on the summer sea voyage on the Training Ship Golden Bear. These are summer trips conducted by faculty in Asia, Europe, and South America which are aligned with the learning outcomes of the Business Administration and Global Studies and Maritime Affairs programs

D. Student Affairs Programming

Since the last WASC review, the division of Student Affairs has sponsored and/or enacted many programs, policies, and initiatives in order to foster a welcoming environment for all students. In addition to supporting the aforementioned student clubs through ASCMA, Student Affairs has developed the following:

- Women Cohort Housing and Cruise quarters. Freshmen women in the Engine or Deck companies at Cal Maritime are housed by their divisions on the Training Ship Golden Bear (TSGB) and in Upper Residence Hall due to switching residence halls mid-year. (All females in the MPM division are housed in Upper Residence Hall for the entire academic year). In the 2012/2013 academic year we housed freshmen females out of turn by placing all freshmen females on the TSGB for the fall 2012 semester to facilitate a larger group of females with more of an opportunity to create community with one another. We solicited information from the affected female cadets and received the feedback that this made the females feel more isolated from their divisions and not closer to other females; so, for the 2013/2014 academic year we returned to housing students by division regardless of gender.
- Resident Advisor Training. RAs not only undergo Safe Zone training but also diversity training from the Code Red Training Manual modeled from Fort Lewis College. This training is designed to reach three specific goals: Help students realize where they are coming from and how their experiences may lead to certain biases due to experience; encourage students to learn how their opinions and biases may affect interactions with other individuals; and challenge them to take steps to monitor their own bias and to confront others when they see discrimination in the world around them.
- The Safe Zone Program responds to the needs of the Cal Maritime community. The goal of this program is to provide a welcoming environment for lesbian, gay, bisexual, or transgender persons by establishing an identifiable network of supportive persons who can provide support, information, and a safe place for LGBT persons within our campus community. Those who have committed to being “Safe Zone Allies” indicate that bigotry and discrimination, specifically regarding LGBT persons, are not tolerated. Also, to:
 - Provide students and staff on campus an opportunity to respond to instances of discrimination and harassment based on perceived or self-reported sexual orientation
 - Assist heterosexual persons in understanding that homophobia and discrimination based on sexual orientation is hurtful to everyone on campus
 - Advance the academy’s progress towards a campus that discourages discrimination and openly celebrates diversity

The “Safe Zone” sticker below is posted in offices and residence hall rooms throughout campus. The sticker identifies a person devoted to providing a safe, supportive, and confidential environment who can offer help, advice or just a willingness to listen to talk about issues of sexual orientation and gender identity. LGBT students can immediately recognize to whom they can turn for support.

- Orientation Programs by Gender. In 2012 a Sexual Assault/Sexual Harassment Training with Dr. Gregory Thatcher, was conducted at orientation for students entering Cal

Maritime. Dr Thatcher's program, "She Said, He Said" breaks students into groups by gender, and then regrouped into their Corp Division for further study and analysis.

- NSSE Diversity Component. In 2013, Cal Maritime re-initiated a subscription with the National Survey of Student Engagement for increased data to make informed decisions on many aspects of student and academic affairs. Cal Maritime chose to include in this institutional survey a special topical module "Experiences with Diverse Perspectives." While the data from this survey will not be collected before the submission of this WASC Interim Report, we are keen to learn more about our institution from this valuable tool and act accordingly with the data gathered.

E. Assessment Efforts to Monitor Diversity Trends at Cal Maritime

Graduation Rate Initiative. The previously-mentioned Gradation Rate Initiative Committee (See Area of Concern 1, Section D above) disaggregates data for women and under-represented minorities. Such information helps to specifically target at-risk groups, and tailor specific policies and practices for these groups. Such efforts include the aforementioned Early Warning System, as well as the student-athlete program. Men's and women's basketball student-athletes are closely monitored every semester via weekly study halls and structured tutoring sessions. Student-athletes are also required to submit quarterly academic progress reports from their professors which document number of absences, grade-to-date, and additional information.

Additionally, a research analysis, "Predictors of Thriving Among Female and Ethnic-Minority Students at The California Maritime Academy" by James Dalske, Dean of Student Development and Career Services, used Cal Maritime data to study academically underprepared college students in order to determine the significant predictors of successful students. The findings of this report found that different students need different levels of service, attention, and instruction and a focus on smaller and more uniquely tailored impactful areas instead of focusing on high level, broadly implemented areas could be of more benefit for minority student retention.

Historically, the type of majors offered at Cal Maritime – engineering and marine transportation – do not attract a gender-diverse student body. Given that population growth will occur in newer, non-licensed programs, we anticipate a higher number of female students in the years to come.

Conclusion

The attention to the issue of diversity at Cal Maritime ultimately takes shape on two fronts: first, through the actions and policies enumerated above, we seek to create a welcoming environment

for all, which is accomplished in part by ensuring that specific learning about diversity is taking place as an aspect of every student's experience. Second, we are making concerted efforts – through Admissions and Human Resources– to diversify our student body as well as our faculty and staff. The Affirmative Action Report (AAP) for the California Maritime Academy, including its timeline for implementation, can be found here:

http://www.csum.edu/c/document_library/get_file?uuid=80ba2029-13a0-49b9-85bb-6cd73737a659&groupId=4202574

Did the President benchmark specific gender numbers for admissions in the future? Talk more about our continued efforts to improve ratios – especially if the supplemental data shows dips.

Attachments and Links:

[Unity Web presence](#)

[Diversity webpages](#)

[Attachment of Unity PowerPoints](#)

[Diversity pamphlet](#)

[By-Laws of Unity Council](#)

Attachment to Global Awareness IW-SLO report pdf or portal link

AREA OF CONCERN #3:

Refinement of Leadership Development Program

The WASC Visiting Team wrote in their Educational Effectiveness Report that “CMA is to be commended for the many curricular and co-curricular opportunities for leadership at CMA, and that both license and non-license students are taking advantage of them to great benefit.”

However, later in the report, the team recommends that “Leadership Development opportunities must be integrated across campus” and also recommends that CMA “gathers in-depth information about the many available leadership opportunities via an institutional audit; clearly describes a stable administrative, education, and training structure whereupon campus-wide leadership components can be better integrated; and creates a mechanism for using the assessment results to guide improvements.”

Because Leadership Development is a cornerstone of the mission of Cal Maritime, much energy and resources were devoted to, in the words of the WASC Action Letter, “not to relax efforts to bring this aspect of the curriculum to the highest possible level of effectiveness. The following

actions are presented in a timeline – from the months just prior to the issuing of the Action Letter to the current status of the program on campus.

A. *Steps and Actions Completed, Academic Year 2011 - 2012*

- Leadership Development Steering Committee. The Leadership Development Steering Committee was created in August, 2011 with membership from the Leadership Development Office, faculty across several disciplines, Athletics, Student Affairs, and Cadets. This committee met periodically throughout the year and studied several different options for re-designing the program. Academic Department Chairs were consulted in how to best integrate leadership development into the curriculum (see attachment). The contours of a new Leadership Development Program were then submitted to the President: this program included a description of current leadership development opportunities and nodes, recommendations for improving leadership development, strategies for creating a “Leadership Development Certificate” or “co-curricular transcript,” and possible organizational structures of the new program. The new program remained in draft form, however, because the steering committee was reluctant to make radical changes without thorough consideration of future implications, and because the hiring of a Coordinator of Leadership Development in the spring necessitated some time for this individual to become familiar with the institution and its practices. Conversely the Committee wished to rely on the expertise of the new Coordinator in developing the program.
- Coordinator of Leadership Development. In January, 2012, Mr. Palin Berkana-Wycoff was hired as Assistant Commandant and Coordinator of Leadership Development. This was a crucial step in re-structuring the program, and Palin brought a wealth of knowledge and experience to Cal Maritime. In addition to facilitating student leadership operations, Prof. Berkana-Wycoff teaches BUS 405: Business Leadership and Group Dynamics and LDR 210: Foundations of Leadership. This helps to support the goal of integrating the Office of Leadership Development with the academic departments.
- Re-structuring of the Corps of Cadets. After several surveys and discussion with students and faculty, the Corps of Cadets was restructured this term in order to create smaller, more manageable divisions, foster departmental pride, and most, notably for our purposes, allow for increased faculty involvement in our students’ academic and professional development. Additionally, each division now has a designated faculty liaison who serves as a mentor and advisor in order to continue building the bridge between academics and leadership development.

- Institution-Wide Student Learning Outcome (H): Leadership and Teamwork, was selected as the next outcome to be placed into rotation for the five-year assessment plan. This outcome began its first year in the cycle in 2012: “campus conversation and consensus” which is the time designated to set assessment strategies, data collection procedures and benchmarks, and it is slated for data collection in Fall of 2014.
- Leadership Development and the Summer Shared Literary Experience. Every year, a selection committee chooses a book to be read by all incoming students which will be discussed during orientation. These books are selected according to the four compass points of the mission statement, and for 2011, Ernest Shackleton’s “The Endurance: Shackleton’s Legendary Antarctic Experience” was chosen as a narrative which speaks to leadership development. Coupled to dozens of small-group seminars taught by interested faculty and staff was a Distinguished Lecture Series talk by Shackleton’s grandson, Scott .

B. Steps and Actions Completed, Academic Year 2012 - 2013

- Foundations of Leadership course (LDR 120) was re-integrated into the curriculum (as a General Education Area E “Life-Long Learning” requirement under the CSU Gen Ed program).
- Captain’s Hour/President’s Hour. Two hours each week – designated as The Captain’s Hour and the President’s Hour, respectively, are kept free from instructional time and are devoted when necessary to activities pertaining to Leadership Development. These hours have been used for divisional workshops for squad (team) development; academic discipline and career-specific presenters, including a panel of ship’s captains and pilots speaking with marine transportation cadets, Dr. Ron Bennett presenting to engineering cadets on his book *Leadership for Engineers*, and representatives from the Transportation Security Administration presenting to MPM cadets on maritime security leadership; U.S. Coast Guard briefings on the leadership responsibilities of licensed officers; and financial management workshops for graduating seniors.
- Leadership Development Day. On Thursday, October 11, 2012, after months of planning, an entire day was set aside for a campus event designed to bring attention to, and focus on, aspects of leadership as outlined by Greg McKeown, author of “Multipliers: How the Best Leaders Make Everyone Smarter.” This event was mandatory for all students and faculty. After a keynote address by the author, facilitators comprised of faculty and staff worked with groups of students to work through many

leadership exercises. The event was then assessed at its completion through facilitated evaluations in the breakout sessions, which were then reported by the breakout session leaders through a whole-group qualitative assessment of satisfaction, which was mixed but overall favorable, and through post-event solicitation of feedback from cadets.

C. Steps and Actions Completed and In-Progress, Academic Year 2013 - 2014

Cadet Leadership Development Task Force. (CLDTC) In July of 2013, via memorandum, President Thomas Cropper created The Cadet Leadership Development Task Force to be chaired by the VP of Student Affairs and comprised of, among others, the Dean of Student, the Academic Dean, the Director of International Studies, the Assistant Dean, Career Center, the Commandant of Cadets, the Assistant Commandant of Cadets, Corps Commander, three faculty members and several other Directors to made available on an as-needed basis. This memo presents to date the most succinct and detailed Action Plan for the Leadership Development Program at Cal Maritime, and the CLDTC assumed many of the responsibilities and duties previously assigned to the LDSC. The Presidential memorandum outlines the current situation, the purpose of the task force, the scope and powers of the task force, and the expectations of this entity. A one-year timeline was instilled, with bi-monthly briefings to the President, and with a rollout brief to campus in August of 2014.

The Leadership Development Task Force (LDTF) is expected to:

- Conduct a comprehensive review of current literature and best practices for student leadership development
- Identify necessary changes to policy, organization, training, materials, personnel, reporting lines and facilities that will be necessary for each of the possible options
- Conform to an approximate three-year phased approach to incorporation of all new initiatives in leadership development, with new/revised initiatives to be front-loaded so the majority of changes occur within the first 18 months.

The LDTC was formed as charged, and is on-track according to the expected time-line. All minutes and notes can be found on the institution's Moodle platform, <http://moodle.csum.edu/course/view.php?id=3759>. [supply login.] In brief, the accomplishments of the LDTC thus far:

- The Task Force has identified 4 distinct options to deliver consistent Leadership Development content across the campus.

- One option was selected as best meeting the Task Force objectives, limitations, and timeline.
- The committee is now further developing the content of the option and preparing to begin implementation in April 2014.
- Roll-out will begin in April 2014, and continue over a three-year class-focused implementation period, at the end of which, the Leadership Development scheme will be fully integrated into all levels of both curricular and extra-curricular programs.

In the effort to create a stable administrative, education, and training structure whereupon campus-wide leadership components can be better integrated, it was decided to dissolve the Leadership Development Office (LDO) as it was currently construction. It was determined that too many campus constituencies would simply assume the LDO took responsibility for all aspects of student leadership development, when this was never the charge or responsibility of any particular office. In an attempt to “de-silo” the LDO and make leadership development everyone’s responsibility, the office itself was dissolved, with the Cadet Leadership Development Task Force now creating the more fully integrated infrastructure that is necessary.

Leadership Graphing and Tracking. It is understood that the program being thoughtfully and conscientiously through the CLDTC as described above will be designed for optimal assessment. In the meantime, the Academy will continue to assess Leadership through a Leadership Graphing and Tracking project, devised and executed by a student in partial fulfillment of a culminating co-operative assignment. This project seeks to find empirical data for tracking leadership progress with CMA. By tracking the ‘progress of a sample set of cadets through “program review statements” about the leadership development program, this project should provide Cal Maritime with data from which to analyze various aspects of the leadership environment on campus.

All Attachments

Leadership Graphing and Tracking

Access to LDTF Moodle Page

Memo from President?

Leadership Dev. docs

AREA OF CONCERN #4:

Ongoing State Funding Challenges

To return once more to the July 2011 WASC Commission Action Letter, “Although not in any way a reflection on either the Educational Effectiveness Review or CMA’s leadership, the Commission noted the sharp decline in the financial resources provided by the State of California and the short- and long-term impact of the state budget on California State University campuses.” Furthermore, “the Commission requests that in its next interaction with WASC, CMA share its plans for the changed level of state support and explain how the changes have impacted its students, faculty and staff.”

Cal Maritime underwent its EER Visit in March of 2011, arguably the height of the national financial crisis which had serious implications for all educational institutions. We are pleased to say that we have weathered the storm well, and now that the national and state economies are in an upturn, Cal Maritime is in a strong financial position. The rise of national economy and the benefits to higher education from the passage of Proposition 30 notwithstanding, Cal Maritime has made several changes to insure that the ongoing state funding challenges are minimized. President Cropper began his tenure in 2013 [see Section V of this Report], and he, along with a new Vice President for University Advancement, have committed to fundraising from external sources. The following subsections will delineate his actions to staff and re-organize the Division of University Advancement and the California Maritime Academy Foundation (CMAF) and the subsequent efforts of these entities for sourcing additional revenue streams for the university. The final subsections of this section documents the rise of enrollment which increases state funding to more equitable levels.

Position of Vice-President for University Advancement and Re-organization of California Maritime Academy Foundation, Inc.

The Office of University Advancement has the responsibility of advancing the mission, vision and priorities of the California State University Maritime Academy. Charitable gifts from alumni, friends, corporations and foundations allow us to improve our academic programs, provide student scholarships to students, and acquire capital and equipment that allow Cal Maritime to offer the best education possible. The Office advances the University through the direction of the programs of public affairs and communications, alumni programming, fundraising, government relations, and the CMAF. University events and the yacht donation program are also directed by the office.

The CMAF is the fundraising arm of the California Maritime Academy. The mission of the Foundation is to encourage and facilitate the contribution of charitable gifts for the benefit of the faculty and cadets of Cal Maritime and for the institution’s long range plan.

Beverly Byl joined the California Maritime Academy in March 2012 as Vice President for University Advancement and Executive Director of the California Maritime Academy Foundation. As a member of the President's Cabinet, Byl has direct responsibility for the university's advancement programs, including alumni affairs, communications, community and governmental relations, and fundraising and development operations. Byl brings more than 25 years of experience in fund development, including three years as the vice president of university advancement for California State University, Bakersfield (CSUB) and executive director for the CSUB Foundation. Under her leadership, she set and surpassed annual goals, despite a challenging national philanthropic economy, for a \$4.3 million three-year average. In addition, she worked with staff to develop a comprehensive university advancement plan, marketing and communication plan for the campus, and developed a strategic internal plan for the work of the CSUB Alumni Association.

New Funding Programs and Opportunities initiated by the President and VP of Advancement

Several new programs and initiatives served to bolster moral and increase faculty development opportunities. Many of these programs did not utilize general fund monies. The California Maritime Academy continually seeks support to maintain the historical high quality of its programs and to further support its academic excellence. Several areas have already been funded, including:

- Distinguished Professor Awards The Maritime Transportation professorship was created through a gift from the families of Tom Jacobsen, Paul Stevens, and Jerry Aspland. Captain Jerry Aspland (Cal Maritime Class of 62) is the current chair of the Cal Maritime Foundation Board and Cal Maritime President Emeritus. Captain Thomas A. Jacobsen (Cal Maritime Class of 88), president and CEO of Jacobsen Pilot Service, has more than 30 years of experience in the maritime industry. Paul E. Stevens, chairman and CEO of Foss Maritime, is a member of the Cal Maritime Foundation Board. The Cropper Family Distinguished Professorship was created through a gift from Cal Maritime President Thomas A. Cropper and his wife, Anne Heather Cropper.
- The Maritime Fund is the University's annual giving program specifically created to build a bridge between a good education and a great education. The fund allows the University to go above and beyond – to fill the gap between state funds and the true cost of higher education. Contributions from alumni, parents, faculty, and other supporters are combined to provide the university with its greatest source of unrestricted funds and the flexibility required to respond to immediate academic needs. For students and faculty, this will mean extra funding for things such as: the ability to purchase specialized equipment and computer programs, project funding, attending academic and industry conferences and competitions, stipends to hire needed assistants and professional

development, and more. Grants of up to \$500 are disbursed to students, faculty, and staff for designated initiatives.

- Total Gift Commitments. According to the 2012/2013 Philanthropic Annual Report of the California State University, the Total Gift Commitments to Cal Maritime increased from \$1,596,985 in 2011/12 to \$2,588,723 in 2012/2013 for an increase of 62%.
<http://www.calstate.edu/universityadvancement/reports/1112philanthropicsupport/>

The Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs works collaboratively with other university offices, faculty and students providing support and strategic planning to strengthen the success of grant seeking at Cal Maritime. This office promotes interdisciplinary and collaborative research, strengthens the Academy's research infrastructure, identifies and develops institutional research and program strengths, and provides information to the campus community regarding funding opportunities. Recent projects and partnerships include a Ballast Water Testing Platform Grant with US Maritime Administration (MARAD) Initial Grant \$1.2 Million; Oil Spill Response Readiness - Congressionally-Directed Grant - \$476,000; Force Selection Matrix Study - Los Angeles/Long Beach Harbors - \$50,000; and Port Security Grant - FEMA Port Security Grant Program - \$914,860. In addition, Cal Maritime continues to work closely with Chevron in the development of a new Maritime Safety and Security Center at their Richmond, California facility. Cal Maritime grants associated with this training facility exceed \$900,000. Chevron is also donating a diesel engine simulator to the campus valued at \$750,000 to enhance several custom training programs delivered annually to Chevron employees at Cal Maritime.

Cal Maritime is also a leader in promoting environmental health and safety for the maritime industry, our students, and our campus community. Examples of our commitment include recent environmental projects with partners including the U.S. Dept. of Transportation (MARAD), the California Air Resources Board, U.S. Coast Guard, California Department of Fish and Wildlife, and the California State Lands Commission. These projects have focused on testing and validation of ballast water treatment systems, reducing fuel emissions, development of spill response exercises and assessments, maritime safety and security audits, and improving hull-fouling processes along with other environmental issues and concerns.

Campus Infrastructure and Funding Allocations

- Bond funding for PE building. A new \$26.5 million Physical Education and Aquatics Center is scheduled to open in fall 2014. The Center will include advanced resources to train cadets in maritime survival skills, and was funded completely by Bond Measure originally approved for funding in 2008. The 26,400 ASF building houses athletic, instructional and recreation facilities with an outdoor Olympic size pool. With the opening of this new facility in the fall of 2014 the campus will receive \$580K of new funding to cover maintenance and operation of the new facility.
- The new Dining Center opened in Fall of 2013 and this 26,000 square foot structure not only seats 400 for meals and 272 for banquets, but it was also designed to host conferences and events on campus. The facility's ability to host larger academic and industry conferences throughout the year was intentionally designed with this potential for additional external revenue sourcing in mind. The building was authorized under the state Revenue Bond program and the debt service of \$14M is paid from student dining fees collected from CMA students.

Changes in relation to CSU and external forces

- FTE target increased. In 2013, the Chancellor's office of the CSU agreed to fund Cal Maritime for a target of 1106 Full Time Equivalent (Resident) Students. This increase of 81 FTES resulted in increased marginal cost state funding per student resident FTES and increased tuition fee revenue which amounted to an additional \$625k of base funding.
- In November 2013 President Cropper received correspondence from the Chancellor's Office which committed to increasing the campus resident enrollment by an additional 68 FTES in 2013-14 plus 127 FTES in 2014-15 for a total of 1,301 FTES. This allocation brings the CMA FTES state funding equal with our current projected enrollment. The marginal cost funding of \$1.3M for these 195 FTES be added to the campus base in July 2014.
- Prop 30 Aftermath. The California State University avoided a \$250 million mid-year budget cut after voters' approval of Proposition 30, and rescinded the \$249 per semester tuition fee increase already in place.
- Chancellor's Office commitment to Faculty Range salary increases. Timothy White was named the seventh Chancellor of the California State University System and took office in December of 2012. In August of 2013, a Memorandum of Understanding was signed between the CSU and the CFA to increase the annual compensation pool of Unit 3

members by \$19,234,400 as a uniform increase to base salary for all eligible salaried faculty

Attachments:

[Link to Advancement Org Chart](#)

Other?

V. Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place

Changes in Key Personnel and University Organization

President. Admiral Thomas A. Cropper began his presidency on July 1, 2012 after a 31-year career in the United States Navy. He is a graduate of Iowa State University with a degree in engineering operations, received his commission from the Naval Reserve Officer Training Corps program in 1981 and was designated a naval aviator in 1982. He went on to serve as the commanding officer of a F/A-18 strikefighter squadron and as commander of the air wing aboard USS NIMITZ. Most recently, Cropper directed education and at-sea training for Navy ships and aviation squadrons deploying to the western Pacific and the Middle East. Admiral Cropper has also engaged in a number of challenging shore assignments including attendance at the U.S. Naval Test Pilot School, service as military assistant in the Office of Secretary of Defense William Cohen, and appointment as the Navy Federal Executive Fellow at the Brookings Institution. Cropper graduated with distinction from the U.S. Naval War College earning a master's degree in National Security and Strategic Studies. He holds additional master's degrees from the University of Tennessee (Aviation Systems) and the Catholic University of America (World Politics). His awards include the Defense Superior Service Medal, the Legion of Merit, the Meritorious Service Medal, and various service and campaign awards

Vice-President of Student Affairs. In the spring of 2013, Stephen Kreta was appointed Vice President for Student Affairs at The California Maritime Academy as part of a University-wide redesign of the campus leadership model of Student Life. As part of this redesign, the new Division of Student Affairs will to oversee offices of the Dean of Students, including the Student Health Center and Residential Life; the Office of the Commandant; the Athletic Director; Career

Center Director; Community Engagement Director; and Auxiliary Services Director. The new Division will provide a comprehensive vision to shape the cadet experience at Cal Maritime.

Vice-President of Advancement. Dr. Beverly Byl was hired as Vice-President of Advancement in the Spring of 2012. Her biography and job description is detailed in Section IV, Area of Concern #4, above.

Vice-President for Administration and Finance. Kurt Lohide joined the The California Maritime Academy in February 2012. His responsibilities include auxiliary services, budget planning and administration, controller's office and accounting, procurement and risk management, facilities management and planning, information technology, and public safety. Reporting to the president, Lohide serves as the institution's chief financial officer, responsible for the university's financial, physical and human resources. The six departments Lohide oversees within the division include fiscal services, facilities management, information technology, staff and faculty human resources and public safety. There are approximately 55 staff members within the administration and finance division. Lohide brings to Cal Maritime more than 30 years of senior level leadership and managerial skills, both in higher education and in the U.S. Air Force. Prior to joining Cal Maritime, he served as Vice President for Finance and Administrative Services for Winona State University in Winona, Minnesota. In that role, he managed an annual \$120 million budget and provided all administrative and financial services to ensure the success of more than 1,000 university faculty and staff along with more than 8,000 students across three campuses.

Academic Dean. A 28 year veteran of The California State University, Nael Aly became the Academic Dean in July of 2012. Previously a Professor at CSU Stanislaus, Aly has direct responsibility for working with department chairs and faculty on issues of curriculum and instruction. He will also work closely with faculty on professional development, classroom facilities, and with the Center for Engagement, Teaching and Learning. Dr. Aly is a senior member of the Institute of Industrial Engineers and American Society for Quality. He is also a member of American Production and Inventory Control Society, Production and Operations Management Society, Business Honor Society (Beta Gamma Sigma), and many other honor societies. Aly received his Bachelor- and Master of Science degrees in Production Engineering from Alexandria University in Egypt, and his M.S. and Ph.D. degrees in Industrial Engineering from the University of Oklahoma

There have been no new programs added since the Commission's Action Letter of 2011, and the financial stability of the institution has been discussed in Section IV, Area of Concern #4 above. Financial audits are conducted periodically by the CSU and these results are filed annually via the WASC Annual Report but are also available to the Interim Report committee is requested.

Attachments:

[Organization Charts for Administration](#)

VI. Concluding Statement

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Shortly after receiving the “Report of the WASC Visiting Team of the Educational Effectiveness Review,” Cal Maritime wrote back with a response that stated, in part: “if the hallmark of a satisfactory visit is the lack of dissonance between an institution’s expectation of the report and the report itself, then this was a successful Review.” The four areas of concern distilled by the Commission from the visiting team’s report were not unfamiliar to Cal Maritime, and indeed have been, and will be, scrutinized closely.

The progress that this institution has made in these areas is substantial, and all strategic planning documents, including the revised Academic Master Plan, will incorporate these issues into all future endeavors. The WASC Oversight Committee -- in conjunction with several standing committees of the institution -- continues to monitor developments. In particular, the Institution-Wide Assessment Council, the Graduation and Retention Committee, the Leadership Development Task Force, the Unity Council, and the office of University Advancement are all devoted to the strengthening the Academy.

Besides the four Areas of Concern identified in the Commission’s Action Letter, for the past three years many different constituencies have been working on the twenty-one recommendations that were given to us by the EER visiting team. With the understanding that the 2019 Report will follow a different format under the 2013 revised Handbook, tasks have been assigned to specific departments and individuals to work towards the successful completion and documentation of all recommendations. Cal Maritime regularly sends teams to the WASC ARC conference and other WASC-sponsored Educational Seminars, and we are watching our sister campuses in the CSU very closely as they undergo re-accreditation through the new system.

In the process of completing this Interim Report, the institution has become better and stronger. All of the concerns were taken seriously, from top-level administrators through all levels of faculty and staff engagement, and we look forward to showing the further results of our efforts in 2019.