

REPORT OF THE WASC VISITING TEAM  
CAPACITY AND PREPARATORY REVIEW

TO

CALIFORNIA MARITIME ACADEMY

March 4 - 6, 2009

In Partial Fulfillment of the Requirements for

The Reaffirmation of Accreditation

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The Evaluation Team in conducting its review was able to evaluate the Institution under the WASC Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

## TABLE OF CONTENTS

	<u>Page</u>
SECTION I - OVERVIEW AND CONTEXT	1
A.    Description of Institution and Visit	1
B.    The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report	2
C.    Response to Previous Commission Issues	3
SECTION II - EVALUATION OF INSTITUTIONAL CAPACITY	
WITHIN THE CAL MARITIME THEMES	6
A.    Theme 1: Intellectual Learning	6
B.    Theme 2: Global Awareness	9
C.    Theme 3: Applied Technology	13
D.    Theme 4: Leadership Development	16
SECTION III - FINDINGS AND RECOMMENDATIONS	20
SECTION IV - PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW	26

## SECTION I – OVERVIEW AND CONTEXT

### A. Description of Institution and Visit

The California Maritime Academy (Cal Maritime), a campus of the California State University System (CSU), is in the midst of a period of growth and change. Cal Maritime is moving from an academic institution focused completely on preparing graduates for careers on ships to a broader focus on all aspects of maritime affairs and transportation. To guide this growth, Cal Maritime has engaged in a strategic planning process which formed the basis for this WASC accreditation review. Cal Maritime's self study: "Charting the Course to Excellence, February 2009" is the first version of the strategic plan which will lead to an academic master plan to achieve the Cal Maritime Vision to: *"be a leading educational institution recognized for excellence in the business, engineering, operation, and policy of the transportation and related industries of the Pacific Rim and beyond."*

Cal Maritime is located on a 75 acre waterfront campus in Vallejo, California, approximately 30 miles northeast of San Francisco. A defining feature of the institution and the campus is the 500 foot training ship *GOLDEN BEAR* docked on the campus. The residential campus is home to 850 full-time students seeking undergraduate degrees in business, technology, global studies, engineering, and transportation. From 2001 through 2006, Cal Maritime's enrollment grew by 60%, but has been steady since.

The Cal Maritime WASC Visiting Team, with support from Richard Winn, WASC Liaison, visited the campus on March 4 – 6, 2009. The Team was well supported by Paul Jackson, the

Cal Maritime Accreditation Liaison Officer, and well received by all the faculty, staff, and students who went out of their way to assure that our visit was enjoyable as well as productive.

B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

In its February 2007 Institutional Proposal, Cal Maritime proposed the following four strategic planning objectives with related outcomes and the relevant CFRs for the CPR Review:

1. Intellectual Learning
  - a. Offer Master's degree programs – CFR 2.2
  - b. Expand expertise of faculty – CFR 1.5
  - c. Increase bachelor's degrees or options in existing programs – CFR 2.2
2. Global Awareness – CFR 2.5
  - a. Expand students studying abroad
  - b. Improve cruise experience
  - c. Expand student exchange programs
3. Applied Technology
  - a. Maintain close contact with industry – CFR 4.8
  - b. Continually upgrade labs and ship – CFR 3.5
  - c. Partner with industry – CFR 3.5
4. Leadership Development
  - a. Include faculty and staff in leadership training – CFR 2.4
  - b. Expand leadership development in all campus activities – CFR 2.11

As will be seen in Section II, the CPR Report expanded upon these strategic planning objectives and outcomes, but with only minimum attention to the WASC Standards and CFRs.

### C. Response to Previous Commission Issues

In July of 2002, the Commission urged careful consideration of the previous team's 22 recommendations in 9 categories and highlighted the following issues for institutional attention and response. Seven years later, progress has been made, and Cal Maritime should be commended for the thought and effort being put into these issues. But these same issues continue to loom large in the Team's assessment of Cal Maritime's current status, and so the Team recommends that these four issues should continue to be high priorities for the institution:

1. Further defining the "New Mission" of Cal Maritime.

There are ongoing discussions of defining what is the "new maritime," but the eventual implications for the mission and educational program of the "new Cal Maritime" are not yet evident.

2. Further developing and integrating the Intellectual Learning and Leadership

Development curriculum components.

The Team agrees with the prior review's statement that the area of Applied Technology is well developed and integrated in the curriculum and culture of the institution. Although there have been some changes in both Intellectual Learning and Leadership Development, there has not been sufficient progress – and the Team will comment on this later.

3. Creating and sustaining a campus climate to support Cal Maritime educational objectives.

Here the Commission made particular note of “an undercurrent of student dissatisfaction” and that “surveys generating this information are being discontinued.”

4. Using assessment for organizational learning.

The Team expects to see much more evidence of assessment in the Educational Effectiveness Review.

In its February 2007 Institutional Proposal, Cal Maritime responded in a section labeled:

“Responses to Issues Raised by 2002 Accreditation Action” to the above Commission highlights.

In particular, Cal Maritime pointed out that:

1. committees of faculty, students, and staff have been meeting since 2005 to improve the clarity and communication of the Cal Maritime Mission with its additional goal of Global Awareness;
2. comprehensive assessment processes have been put in place for the leadership development program, the cruise experience, and the intellectual learning experiences;
3. commitments were made to meet the CSU general education requirements by the fall of 2008, expand the library, introduce a comprehensive “Writing Across the Curriculum” Program, make more space available for group study, and divide the General Studies Department into departments of Science and Math and Global and Maritime Studies (subsequently, renamed Maritime Policy and Management); and
4. a more open and comprehensive budget process has been implemented involving a new Budget Director and Budget Advisory Committee.

And then, in its February 2009 CPR Report, Cal Maritime augmented this discussion in a section labeled: “Progress Since the 2007 Institutional Proposal.” Both these discussions, however, did not mention the “undercurrent of student dissatisfaction” noted in the 2002 Commission letter.

During the visit by the Team, students seem to be both pleased with the quality of their educational program, and proud of their accomplishments and future career opportunities. There were, however, various concerns about the quality of student life, especially given the increasing enrollment, which the Team will note later. When asked about the prior dissatisfaction, students replied that it was probably linked to the transition of the “old Cal Maritime” into the “new” CSU system, and student fears about possibly losing what was best and unique about Cal Maritime’s education.

The Team initially joined some of the faculty’s concern for the embedding of the general education humanities and social sciences faculty and courses in the Department of Maritime Policy and Management, believing that these traditional humanities should not be hidden under a vocational name. The Team is more comfortable now, however, that the new Academic Master Plan proposes that the Department of Maritime Policy and Management become a school with the humanities and social sciences housed in a new department of Communications and Culture.)

## SECTION II – EVALUATION OF INSTITUTIONAL CAPACITY WITHIN THE CAL MARITIME THEMES

The February 2009 Cal Maritime CPR Report presents the case for institutional capacity in the four objectives of the Cal Maritime Strategic Plan with each objective presented with two or three outcomes.

### A. Intellectual Learning

The Intellectual Learning objective of Cal Maritime's Strategic Plan calls for expanding the number and type of degree programs and the expertise and diversity of the faculty.

#### Outcome 1: Offer Master's degree programs – CFR 2.2

Cal Maritime has developed an MS in Global Supply Chain Management and Security in collaboration with Dalian Maritime University in Dalian, China for presentation in China. The objective of the program is to prepare international maritime/professionals for new challenges in the global maritime domain related to the intensification of economic globalization, shipping advances, and global security imperatives. This new program was approved by the Cal Maritime faculty and CSU and the WASC Commission approved it as a substantive change in August 2007. Unfortunately, introduction of the program is delayed pending approval by the Education Commission of Liaoning Province, China. Based on this experience and with the enthusiastic support of the Industry Advisory Board, Cal Maritime is in the process of developing a new MS in Engineering and Transportation Management targeted for WASC approval and startup in 2010.



These programs appear to have been properly planned with adequate resources and good alignment with the Cal Maritime mission. During the visit, the Team reviewed the assessment processes for effectiveness and educational achievement required in CFRs 2.3 – 2.7 and found good compliance.

Outcome 2: Expand expertise and diversity of faculty – CFR 1.5

From 2006 to 2008, Cal Maritime faculty development included financial support for scholarly writing, course development, workshop and seminar development as well as presentations and attendance at national and international conferences. Total expenditures for faculty development were \$141,314. In addition, Cal Maritime faculty served as PIs on nine externally sponsored grants for a total of \$1,185,075 during this three year period.

From 2003 to 2007, the number of full-time faculty remained essentially constant as did gender balance. Over this period, the number of non-white full-time faculty was increased from 7 to 10. The number of part-time faculty was increased from 24 to 31, with males going from 19 to 28 and females from 5 to 3. Also, non-white part-time faculty went from four to two. This record is not exactly congruent with CFR 1.5 or Cal Maritime's stated commitment to faculty diversity. Moreover, this relatively modest growth in faculty numbers does not appear consistent with the claimed 60% growth in students or the 17% growth in full-time staff during the same period.

However, separate discussions during the visit with the Faculty Senate Executive Committee, the Department and Program Chairs, and the President disclosed that:

1. this increase in student faculty ratio over this period had been planned to bring Cal Maritime more in line with CSU standards,
2. some of this apparent increase in student faculty ratio was explained by re-tasking faculty who had been serving in administrative roles and replacing them with full time administrators, and
3. class sizes and faculty workloads at Cal Maritime were appropriate for the institution's distinctive programs and still lower than those expected at more standard CSU campuses.

The Team remains concerned, however, that procedures are not in place to assure that faculty hiring decisions will be contingent on demonstrating that a suitably representative pool of qualified candidates has been recruited before the selection of the truly most qualified candidate.

Outcome 3: Increase Bachelor's degrees or options in existing programs – CFR 2.2

A new ME Option was introduced for the Class of 2008 for a BSME without professional certification as a marine or facility engineer. And a new academic department, Maritime Policy and Management, was formed in 2008 to include the general education humanities and social sciences faculty and courses.

The CPR Report did not describe the planning or evaluation processes involved in these decisions so it is difficult to cite the Standards and CFRs addressed. Discussion with the Chair of the ME Department, however, established that there had been a broad consultative process involving faculty, students, alumni, and the Industry Advisory Board by the Department before

seeking approval from the Academic Senate Curriculum Committee and everyone involved has been pleased with the new BSME option. While the Faculty Senate is comfortable that the formation of the new Maritime Policy and Management Department followed appropriate Cal Maritime and CSU procedures, not all of the humanities and social sciences faculty agree.

#### B. Global Awareness

The Global Awareness objective of Cal Maritime's Strategic Plan calls for expanding the global awareness opportunities for all students. As understood by Cal Maritime, the student's primary opportunity to experience globalism is on a two-month long summer cruise on the *GOLDEN BEAR* (licensure students go on up to three cruises, one per year; non-licensure students go on one cruise; the cruise is mandatory for all students).

A secondary opportunity for global awareness is to expand Cal Maritime students' study abroad opportunities and international student's ability to attend the institution.

Outcome 1: Expand student's study abroad opportunities – CFR 2.5 and CFR 2.11

Cal Maritime has only recently provided study abroad opportunities to its students, primarily by utilizing Cal State University's study abroad program and through Cal Maritime's relationship with maritime universities in the Pacific Rim. A third opportunity is that of matriculating international students at Cal Maritime.

However, there are factors that seem to work against these opportunities: the rigorous, primarily required coursework from semester to semester makes leaving the college difficult, and often

extends a student's tenure. This same coursework is often not transferable in credit, so study abroad courses may not contribute to a student's overall graduation requirements. Furthermore, licensure through Cal Maritime is only available for American students — foreign exchange students may gain experience, but cannot apply for Coast Guard licenses.

A master's program in *Global Supply Chain Management and Security* has been planned to be offered on the campus of Dalian Maritime University in Dalian, China. This program has gained Sub Change Plan Approval from WASC and is currently awaiting additional approval from Dalian Maritime University and Chinese authorities. This program will primarily serve Dalian students in China by providing Cal Maritime faculty as exchange scholars, and some study abroad opportunities, again primarily Dalian students traveling to Cal Maritime rather than the reverse.

Finally, because of the licensure regulations cited earlier (foreign nationals are not eligible for Coast Guard licenses), the additional CSU costs for non-residents, and lack of grants for international students, very few students come to Cal Maritime from abroad. These barriers contribute to an educational experience that is decidedly U.S.-centric, in which foreign students are fundamentally excluded from options open for U.S. students.

Outcome 2: Improve Cruise Experience – CFR 2.5 and CFR 2.11

Prior to 2002, all Cal Maritime programs lead to licensure in the US Coast Guard. Since then, through membership with CSU, non-licensure programs have been established utilizing the expertise of the earlier majors. It was decided during the development of these non-licensure

programs — Business Administration (BA); Facilities Engineering Technology (FET); Global Studies and Maritime Affairs (GSMA); and two Mechanical Engineering degrees — that to preserve the maritime nature of the entire Cal Maritime, and to contribute to a shared purpose and experience of the entire student body, all students would be required to participate in at least one summer cruise. (The *GOLDEN BEAR* is not a “cruise” ship and the experience is not really a “cruise.” Students provide most if not all of the on-board labor and watches for a working vessel; faculty and staff are primarily advisory.)

In 2007, President Eisenhardt established a task force to assess the cruise experience. The focus of the report was primarily concerned with cadet (student) behavior while on the cruise and on port leave. Although no students seem to have been directly involved in writing the report, the resulting recommendations focused upon improving student morale and providing additional supervision and support. A survey was conducted following the next year’s cruises, and upon a general reading of the respondents (as well as student interviews conducted by the WASC team), changes to the cruise based upon the task force’s recommendations were favorable, and ongoing assessment by both faculty and students has been established. It was the impression of the Team that, while rigorous for all and difficult for some students, the cruise is an essential and defining experience of a Cal Maritime graduate. It was also revealed during student interviews that these same difficulties contribute to the early attrition of the non-licensure students, primarily within the Business Administration major. Tangentially, there are other issues concerning the Business Major that were discussed with the visiting team, including a lack of vision for the department, divisions between Business faculty, the Corp, and the more technical departments, and faculty

competency as a whole. Given the high attrition rate of this major, the team recommends that this be addressed more carefully in the upcoming Educational Effectiveness Review.

Outcome 3: Expand student exchange programs – CFR 2.5 and CFR 2.11

Because of the difficulties with semester-long study abroad outlined in Outcome 1 above, Cal Maritime has focused on short exchange programs. Examples of these are a one-week language immersion experience with Tokyo University on the Marine Science and Technology training ship *UMITAKA MARU*, in which students from both institutions work together under the instruction of Cal Maritime faculty, the Kobe University Cultural Exchange Program, which brought Japanese students and faculty to the Cal Maritime campus for a two-week visit for maritime security training and language courses, and the times when students and faculty from other countries join the cruise. Although these collaborations are intrinsically valuable, all instruction is conducted in English, and the foreign students seem to gain the greatest immersion benefit. In all cases, the general International Maritime bias towards the English language is reinforced.

A second exchange opportunity cited was Cal Maritime's recent involvement in the 9<sup>th</sup> Annual General Assembly of the International Association of Maritime Universities. Cal Maritime students and faculty contributed presentations to both the main and student forums.

Finally, students receive instruction prior to the cruise itself on history and culture of the countries they will visit in the following summer. These take the form of classes and preparatory workshops. With the exception of the Global Studies major, and given the maritime industry's intrinsically international focus, it seems that Cal Maritime may be missing opportunities to

increase its students' global experience, and a definite U.S.-centric condition mention above prevails.

#### General Observations

1. Globalism, or internationalism, is not just defined by place; it is also defined by how one thinks one's place in the world. Greater care should be taken to embed cultural awareness into the curriculum.
2. Cal Maritime's deans and chairs described their frustration in recruiting and retaining a diverse faculty. Despite these recruiting efforts, however, there seems to be a lack of understanding within the faculty as to the additional benefits of diversity within the curriculum.
3. With the exception of the Global Studies major, in which some graduating students are pursuing careers in the Peace Corps, faculty and students alike cite gainful employment as the primary marker of a successful educational experience. Little thought seems to be given to the education of the whole person as a citizen of the world. In spite of the leadership qualities gained by the students through their cadet training, and their generational focus on collaboration and community, Cal Maritime's trade school mentality remains pervasive. Training vs. Education issues continue.

#### C. Applied Technology

The Applied Technology objective of Cal Maritime's Strategic Plan calls for the campus to continually improve and provide state-of-the-art upgrades of the technical infrastructure – specifically, the labs, the ship, instructional materials and equipment.

Outcome 1: Maintain close contact with industry – CFR 4.8

Cal Maritime has had a long history of stakeholder involvement in its engineering programs, given that ABET requires an industrial advisory board. Recently, the membership of this board has been expanded to include representatives from business and other maritime areas, in accord with the broader range of non-engineering programs being offered by Cal Maritime.

Presumably, this process will continue as Cal Maritime develops further its overall strategic and academic plan, as the benefits of an appropriate advisory group for evaluating educational effectiveness seem to be quite clear.

Another advisory board has been established for the Special Projects Extended Learning (SPEL) office, which has provided advice from the maritime community for the extended learning curriculum, but it is not clear how that board will continue to function or how it will relate (or not) to the industrial advisory board.

Outcome 2: Continually upgrade labs and the ship – CFR 3.5

Cal Maritime has been doing an excellent job in the last few years, in terms of achieving state-of-the-art upgrades of its core centers of applied technology, namely its training ship and its labs.

The upgrades of the ship, as well as maintenance support, have been funded largely by the U. S. Maritime Administration (MARAD). The ship now has new internet and communications systems, funded partly by the CSU.



The technology on the ship is matched by the technology in the new Simulation Center, which just opened a few months ago. It is considered to be the best such center in North America, and should provide superb training for Cal Maritime students, as well as opportunities for scholarly research. It will be important to get an assessment of the impact of this center in the Educational Effectiveness Report. The diesel lab was also upgraded last year, to match current industry standards, so this is another example of Cal Maritime's ability to provide the best lab facilities for its students. A new Power Laboratory has been established, along with a laboratory cogeneration plant. In addition, the fleet of small boats also represents a set of important teaching tools for Cal Maritime students, and this fleet has been recently improved as well. However, one area of technology that is still in need of upgrading is the computer refresh, as well as wi-fi capabilities across the campus.

#### Outcome 3: Partner with industry – CFR 3.5

Cal Maritime is now partnering with industry (as well as government and higher education colleagues) in establishing a ballast water treatment facility on the training ship. This new facility will be unique within maritime academies, and will enable Cal Maritime students to work with this cutting-edge technology. It will also enable the ship to provide quicker and cheaper tests and certification of ballast water treatment systems on other ships, which might produce a new revenue stream.

#### D. Leadership Development

The Leadership Development Department was developed to coordinate, facilitate and assess leadership learning opportunities across the curriculum and co-curriculum. The Department was

also charged with promoting leadership, community and civic engagement, social responsibility, and social justice competence on campus. During the visit, the Team was impressed with the leadership skills demonstrated by Cadets who were interviewed.

Outcome 1: Include faculty and staff in leadership training - CRF 2.4

The Captain of the Ship has overall responsibility for Leadership Development at Cal Maritime. The institution provides two leadership development options: a basic curriculum offered to the entire Corps of Cadets, and an advanced Gold Standard Leadership Development Program that is treated as an option or elective. Both the basic Leadership Development and Gold Standard Programs are designed to prepare Cadets to demonstrate essential job related skills as soon as they graduate and move into a work environment.

The basic level curriculum focuses on job related tasks such as formation, uniforms, and grooming, personal conduct, and attending meeting and seminars, and Watchstanding on campus and aboard the ship. Through this curriculum, Cadets explore team building, leadership lectures, and personal assessment, campus life issues, and social justice training.

The Gold Standard Leadership Program is based on Franklin Covey's The 7 Habits of a Successful Leader. This Program is taught by faculty, staff and external experts. While all Cadets participate in the basic Leadership Development curriculum, only 12% of the students elect to participate in the Gold Standard Program. Cal Maritime should conduct a study to determine why a larger percentage of Cadets do not elect to participate in the Gold Standard Program.

Outcome 2: Create a living learning community – CFR 2.11

In fall 2009, Cal Maritime will implement a living/learning community with freshman on the ship. Freshman will spend a minimum of one semester in this on-board community. The objectives for the program include the desire to foster the concept that learning takes place in all campus activities (CRF 2.11) and improve joint leadership training for Corp offices and Residence Assistants (CRF 2.4). The institution should be ready to discuss at least a preliminary appraisal of the effectiveness of this new strategy at the time of the EER visit.

While Cal Maritime identified plans to take an academic approach to leadership by infusing concepts across the curriculum, outcomes related to this task were not measured during the last four academic years. This may mean that the academic approach to leadership development did not materialize. Cal Maritime should consider reforming the leadership program by infusing it across the curriculum so that all students are introduced to several leadership theories and related strategies.

In addition to identifying action items to determine the success of Program goals, Cal Maritime developed 50 student learning outcomes with target percentages for their achievement. For example, attendance percentage at formation and inspection is the first outcome with a target of 80%. During the 2005-2006 academic year, 63.9 % of the Cadets demonstrated the outcome; 71.2 % demonstrated the outcome in 2006-2007; and 70% demonstrated the outcome in 2007-2008. This data indicates that Cal Maritime staff has been only moderately successful in teaching the importance of attending formation and inspections to Cadets. Analysis of the

Measurement Plan Data indicates that the Cal Maritime has also been fairly successful in preparing Cadets to demonstrate other desired behavior. This is especially true in cases where outcomes are measured by administering a test to determine the Cadet's level of comprehension of training materials on topics such as Deck Skills, Systems, Alcohol Awareness, and Campus Life.

Data reveal that there is a gap between the target and the actual percentage of Cadets who successfully demonstrate outcomes related to formation, uniforms, and personal conduct.

Attendance percentage at formation and inspections is the first outcome. Even though the Cal Maritime established a target of 4% for this outcome, 16.7% of Cadets received demerits for failing inspection in 2005-2006, and 27.8% received demerits for the same reason in 2007-2008.

The Team did learn during the visit, however, that the Captain is in the process of hiring a Commandant of Cadets and an Assistant Commandant to assume responsibility for implementing the Leadership Development Program and administering the Student Code of Conduct. The absence of a stable staff to implement the program has had an impact on the quality of the Leadership curriculum

While all Cadets receive a basic level of leadership training, students are not achieving the intended outcomes designed to measure behavior related to formation, uniforms, and personal conduct. Cal Maritime might consider a campus level study to identify the factors that that prevent Cadets from achieving these outcomes CFR 2.10. The basic level program is closely tied to job specific tasks while the Gold Standard Program exposes students to leadership theory and advanced level strategies that they can implement in broad based environments. Cal

Maritime should review the Leadership Development Program with a view towards incorporating elements of the Gold Standard Program into the basic leadership curriculum so that a larger percentage of Cadets can develop a broader understanding of the theoretical basis for leadership.

### SECTION III – COMMENDATIONS and RECOMMENDATIONS

#### A. Commendations

1. There is consensus among the team members that Cal Maritime is a much better and stronger institution now than it was in the 1970s – 1980s. Similarly, there was consensus on the improved quality of the academic program, and on its distinctive blend of classroom education and hands-on training.
2. The Team is impressed by how well Cal Maritime has accommodated to the incentives of the CSU System in growing student enrollment, enhancing academic quality, and improving its facilities, and by how well Cal Maritime has utilized Cal State's additional financial resources.
3. The Team is impressed with the maturity, strength of character, and leadership qualities exhibited by the students, and with the shared community experience and values of all constituents. The Team further commends Cal Maritime for the attention given to both the physical and mental health issues of Cal Maritime students.
4. Cal Maritime is to be commended on its initiative to introduce masters programs relevant to its maritime mission. Care must be exercised, however, to avoid reallocating desperately needed resources from current undergraduate activity to support these new ventures.
5. Cal Maritime is to be commended for providing additional opportunities for students such as the new ME Option for a BSME without professional certification as a marine or facility engineer.

6. Cal Maritime is to be commended for its thoughtful preparation for the upcoming WASC Educational Effectiveness Review with its proper emphases on program review and assessment as evidenced by the Draft Academic Master Plan.

## B. Recommendations

### Diversity

1. Cal Maritime should consider and effectuate the curricular and pedagogical advantages of a more diverse faculty and student body. In particular, the campus needs to become a more welcoming environment without regard to race, gender, sexual orientation, socioeconomic status, or other factors associated with underrepresented minorities..
2. In view of Cal Maritime's relatively modest progress with gender and underrepresented minority faculty diversity, the Team recommends that procedures be put in place to ensure that faculty hiring decisions will be contingent on demonstrating that a suitably representative pool of qualified candidates has been recruited before the selection of the most qualified candidate.
3. Cal Maritime should re-examine the Leadership Development Program with a view towards incorporating the diverse perspectives and strategies of its increasingly gender, culturally, and racially diverse student body and future work environment.

### Student Life

4. The small size of the campus, and of its classes, means that students are well known by everyone — there are good student-faculty relationships. However, the Team recommends that the quality of campus life for the students should be addressed before

growing a larger student body. This includes both facilities (such as for dining) and the relative shortage of support staff.

#### Shared Governance/Internal Communications

5. Cal Maritime should consider additional campus-wide communication strategies. Also valuable would be improved processes of mutual dialogue with students, faculty, and alumni about important campus issues.
6. The processes, criteria, and procedures for considering new integrations, or reformulations, of existing departments and programs, need to be clearly articulated and implemented. There are also challenges to be addressed regarding the different roles of academic faculty and licensed faculty from industry. Finally, the distinction between “shore” and “float” opportunities for students and their future careers needs to be explored further.
7. The Team is unclear on the relationship between the advisory boards of the whole institution and that of the Extended Learning division. Care should be taken to avoid duplication or conflicting interests.

#### Leadership

8. The Corps’ primary leadership outcomes should be integrated into Cal Maritime’s full academic assessment plan.
9. Cal Maritime should conduct a campus level study to identify the factors that prevent Cadets from achieving behavioral outcomes such as those related to formation, uniforms, and personal conduct.
10. Cal Maritime should review the Leadership Development Program with a view towards incorporating elements of the Gold Standard Program into the basic leadership



curriculum so that a larger percentage of Cadets can develop a broader understanding of leadership theory.

11. The leadership learning community, which will be offered to freshman who will live on the ship for one semester, should be viewed as a pilot. Cal Maritime should be prepared to use the data collected during the next academic year to review the program, and make changes for improvement as necessary.

#### Assessment

12. Cal Maritime must create a culture of evidence through the effective assessment of data and to facilitate institutional decision-making. Cal Maritime should address issues of attrition and graduation, by gathering better information about why students leave early or stay on successfully. Such evidence could guide future decisions about recruitment, orientation, advising, and program requirements.

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#### External Communications

13. Cal Maritime should implement marketing strategies to more accurately reflect the student experience, the strengths of the curriculum, and the mission of the institution. There is much more of a Cal Maritime story that needs to be told — to prospective students, potential faculty, government agencies, CSU, the general public, etc. This extends to the physical campus, including the entrance, as well as Cal Maritime's print and online resources.
14. Given the charge of community involvement and outreach within CSU in general (Cal State Monterey Bay is a prime example), Cal Maritime should investigate recruitment opportunities, community development and public service within Vallejo and the

extended Bay Area, with attention to scholarships and other financial aid for students of need.

#### Planning

15. The Team believes that the two “cultures” of a maritime academy and a state university are still not as clearly integrated as they need to be. More work needs to be done to establish the unique educational objectives of the “new Cal Maritime” and to clearly link all of the relevant curriculum and student experiences to these outcomes.

#### Global Studies

16. Globalism, or internationalism, is not just defined by place; it is also defined by how one thinks one’s place in the world. Greater care should be taken to embed cultural awareness into the curriculum.

#### Educational Effectiveness

17. With the exception of the Global Studies major, in which some graduating students are pursuing careers in the Peace Corps, faculty and students alike cite gainful employment as the primary marker of a successful educational experience. Little thought seems to be given to the education of the whole person as a citizen of the world. In spite of the leadership qualities gained by the students through their cadet training, and their generational focus on collaboration and community, the team recommends that greater attention be paid to education, as opposed to training, in the Cal Maritime curriculum and student experience..
18. The Cal Maritime Educational Effectiveness Self Study must include text describing in detail how the plans and actions comply with the WASC Standards and CFRs, as well as

a thorough review of Cal Maritime's overall institutional and academic assessment strategy.

## SECTION IV - PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW

The concluding section in the February 2009 Cal Maritime CPR Report entitled “Cal Maritime’s Preparedness for the Educational Effectiveness Review” describes the history and process of preparing for the upcoming EER. The Academic Senate Curriculum Committee has developed the process for internal review and is establishing a set of University Learning Outcomes consistent with CFR 2.7 with the help of broad input from the campus community.

Base-line program reviews have been conducted on a regular basis by the engineering and engineering technology degree programs for some time as part of their ABET accreditation reviews. Program reviews for other degree programs are now in various stages of development.

The CSU Satisfaction Surveys will constitute the evidence bases for program reviews in many of the non-academic departments. And, Student Affairs and Leadership Development are planning a “Living-Learning” Community starting in fall 2009 with all freshmen living on the ship for one semester. Student Learning outcomes and related assessment methods are currently being developed.

In its February 2007 Institutional Proposal, Cal Maritime proposed the following four themes with related outcomes and the relevant CFRs for the EER Review:

1. Intellectual Learning
  - a. Ensure all programs conduct program review – CFR 2.7
  - b. Establish CAL MARITIME-wide student learning outcomes – CFR 1.2
  - c. Expand student research opportunities – CFR 2.5

- d. Ensure CSU general education requirements in all programs – CFR 2.2
2. Global Awareness
    - a. Expand on campus events – CFR 2.11
    - b. Provide opportunities for conferences on campus – CFR 3.4
  3. Applied Technology
    - a. Expand faculty development so faculty stays current – CFR 2.9
    - b. Expand research opportunities – CFR 2.8
  4. Leadership Development
    - a. Foster concept that learning takes place in all campus activities – CFR 2.11
    - b. Conduct a program review of non-academic programs – CFR 2.7

The Team is comfortable with this plan, but believes additional work is necessary on the assessment strategies and data-gathering infrastructure to support findings and prepare properly for the EER Report and Review.