SUMMIT PROGRAM
ASSESSMENT REPORT
California State University, Stanislaus

Adapted from “Assessment Report: Summit Program Pilot, Fall 2001-Spring 2003”

MISSION:

PROGRAM GOALS:

STUDENT LEARNING GOALS/ OBJECTIVES:
1. Subject Knowledge: Displays an understanding of the basic principles, methodologies, and perspectives.
2. Communication: Displays student participation in communication skills.
3. Inquiry and Critical Thinking: Displays critical thinking
4. Information Retrieval and Evaluation: Displays a representation and understanding of a variety of sources through evaluation.
5. Interdisciplinary Relationships: Displays an understanding of all three relationships.
6. Global or Multicultural Perspectives: Displays an understanding of multiple perspectives and/or describes the discipline’s impact on or connection to global issues.
7. Social Responsibility: Displays an understanding of the complexity of ethical judgment and social responsibility and/or shows the discipline’s impact on or connection to social/ethical issues.

ASSESSMENT RUBRIC FOR STUDENT LEARNING OUTCOMES:
Outcomes Assessment
In May 2003, an assessment team attended final presentations and reviewed samples of student work to assess how each cluster met the seven goals of GE. Three researchers, one graduate student and two seniors trained in research methods, developed a rubric based on a 5-point scale for assessing the Summit work. They reviewed capstone projects, service learning projects, written portfolios, and oral presentations. (See attached Assessment Rubric)

WHAT DATA WERE COLLECTED AND HOW?
To assess the program, surveys were administered to students and faculty in nine traditional upper-division GE classes and to Summit students and faculty at the end of each semester. Summit students were also asked to provide comments about the program on each survey. Finally, student work, including capstone projects, service learning projects, written portfolios, and oral reports, were assessed using a rubric developed from the seven goals of GE.
WHAT RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING WERE MADE?

- Were any changes made to the Assessment Plan? If so, what were they?

- Students will take the survey at the end of each class rather than the end of each cluster.
- To build on these strengths but also to add flexibility to scheduling so that more students can take advantage of the Summit Program and to address the difficulty with maintaining enrollments in the courses, it is recommended that the Summit Program continue as an alternative to traditional upper-division GE but with some changes. To replace the linking of three courses over three terms, faculty should be encouraged to develop paired courses to be offered in Fall-Winter combinations. Students could enroll in a Fall course that meets their schedule and plan on a Winter course without having the difficulty of having a set time for the Summit class in their Spring schedule. This should allow student enrollment numbers to remain more consistent, helping department FTES. With the paired courses, students should experience most of the benefits of belonging to a learning community.

Because of these changes, it is recommended that the program be reassessed after three additional years. At that point, if the program is successfully meeting the goals of GE while providing a valuable learning and community-building experience, the program should be fully institutionalized with budgetary support for faculty who participate in the program and for departments that offer courses in the program (SEE FULL REPORT IN SUMMIT PROGRAM ASSESSMENT ARCHIVE)
General Education Learning Goals: Assessment Rubric

GOALS:
1. Subject knowledge: Displays an understanding of the basic principles, methodologies, and perspectives.
2. Communication: Displays student participation in communicative skills.
4. Information Retrieval and Evaluation: Displays a representation and understanding of a variety of sources through evaluation.
5. Interdisciplinary Relationships: Displays an understanding of all three relationships.
6. Global or Multicultural Perspectives: Displays an understanding of multiple perspectives and/or describes the discipline’s impact on or connection to global issues.
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1= Displays no understanding
2= Displays poor understanding
3= Displays fair understanding
4 = Displays good understanding
5= Displays exceptional understanding

Comments: __________________________________________________________
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