

# 2014-2015 Annual Assessment Report Template

*FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.*

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
  - a.
  - b.
  - c.

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.4.** Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to **Q1.5**)
- 3. Don't know (Go to **Q1.5**)

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is.
- 4. Don't know

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)?  
Yes (Appendix A)

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

The Gerontology Program decided to use the same Value Rubric to re-evaluate and compare the program outcomes as they address all the PLOs in the undergraduate program. Since the inception of Gerontology's interdisciplinary Major in 1990, the Program has sought many additional ways to provide students with contemporary applied curricula and to measure advancement. To this end, we aligned Program Learning Outcomes (PLOs) with University Learning Goals based on ACCU/LEAP Learning Outcomes, and matched them with AACU VALUE Rubric criteria for Integrated Learning and Communication (Appendix A). The Integrative Learning Rubric was chosen because it is inclusive of desired outcomes addressing ways students apply many of the other key components of AACU other rubrics (ie written & oral communication, critical thinking, inquiry & analysis, overall knowledge in the discipline, teamwork, civic knowledge, creativity). Additionally we incorporated the

**Q1.2.1.** Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify):

updated national Association for Gerontology in Higher Education (AGHE) Program Standards and Core Competencies (Appendix B) into all major core courses. These competencies are measured at various times in various courses and are included in course objectives in the Capstone course (Appendix C).

During 2014-2015 we measured *all* PLO# 1-6 using the Integrative Learning VALUE Rubric incorporated in the assignment grading rubric (Appendix D), in the Capstone course Senior Project Presentation assignment.

**IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015**

**Question 2: Standard of Performance for the selected PLO**

**Q2.1.** Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Synthesize and apply learned interdisciplinary theories and research in applied settings.

**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

**Q2.3. Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

Appendix D

**Q2.4.** Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other:

| Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO: | Q2.5    | Q2.6                         | Q2.7        |
|--|---------|------------------------------|-------------|
|  | (1) PLO | (2) Standards of Performance | (3) Rubrics |
| 1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO                                     | ---     | ---                          | ---         |
| 2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO                                      | X       | X                            | X           |
| 3. In the student handbook/advising handbook   | ---     | ---                          | ---         |
| 4. In the university catalogue   | ---     | ---                          | ---         |
| 5. On the academic unit website or in newsletters  | X       | X                            | X           |
| 6. In the assessment or program review reports, plans, resources or activities                                       | X       | X                            | X           |
| 7. In new course proposal forms in the department/college/university   | X       | ---                          | ---         |
| 8. In the department/college/university's strategic plans and other planning documents                               | X       | X                            | X           |
| 9. In the department/college/university's budget plans and other resource allocation documents                       | X       | X                            | ---         |
| 10. Other, specify:  |         |                              |             |

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

|   |   |
|---|---|
| <p><b>Q3.1.</b> Was assessment data/evidence <b>collected</b> for the selected PLO in 2014-2015?</p> <input checked="" type="checkbox"/> 1. Yes<br><input type="checkbox"/> 2. No (Skip to <b>Q6</b> )<br><input type="checkbox"/> 3. Don't know (Skip to <b>Q6</b> )<br><input type="checkbox"/> 4. N/A (Skip to <b>Q6</b> ) | <p><b>Q3.2.</b> If yes, was the data <b>scored/evaluated</b> for this PLO in 2014-2015?</p> <input checked="" type="checkbox"/> 1. Yes<br><input type="checkbox"/> 2. No (Skip to <b>Q6</b> )<br><input type="checkbox"/> 3. Don't know (Skip to <b>Q6</b> )<br><input type="checkbox"/> 4. N/A (Skip to <b>Q6</b> )  |
| <p><b>Q3.1A.</b> How many assessment tools/methods/measures <b>in total</b> did you use to assess this PLO?</p> <p>2</p>  | <p><b>Q3.2A</b> Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? <b>[Word limit: 300]</b></p> <p>Based on the student's project proposal from the first practicum, the Capstone Course Community Project assignment (Appendix E) calls for students to present how they researched, developed, implemented, evaluated, and provided for the sustainability of their culminating community projects. Presentation requirements (rubric) along with Integrative Value Rubric scores (Appendix D) were used to assess and measure overall learning and performance on all PLOs for the Gerontology program (Appendix D). Three faculty members concurrently scored the rubrics for all twenty-eight (28) students.</p> |

#### **Q3A: Direct Measures (key assignments, projects, portfolios)**

|  |  |
|--|--|
| <p><b>Q3.3.</b> Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <input checked="" type="checkbox"/> 1. Yes<br><input type="checkbox"/> 2. No (Go to <b>Q3.7</b> )<br><input type="checkbox"/> 3. Don't know (Go to <b>Q3.7</b> ) | <p><b>Q3.3.1.</b> Which of the following direct measures were used? <b>[Check all that apply]</b></p> <input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences<br><input type="checkbox"/> 2. Key assignments from required classes in the program<br><input type="checkbox"/> 3. Key assignments from elective classes |
|--|--|

|  |  |
|--|--|
| <p><b>Q3.3.2.</b> Please attach the direct measure you used to collect data.</p> <p>Appendix D</p> | <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques<br><input type="checkbox"/> 5. External performance assessments such as internships or other community based projects<br><input type="checkbox"/> 6. E-Portfolios<br><input type="checkbox"/> 7. Other portfolios<br><input type="checkbox"/> 8. Other measure. Specify: |
|--|--|

**Q3.4.** How was the data evaluated? [Select only one]

1. No rubric is used to interpret the evidence (Go to Q3.5)

2. Used rubric developed/modified by the faculty who teaches the class

3. Used rubric developed/modified by a group of faculty

4. Used rubric pilot-tested and refined by a group of faculty

5. The VALUE rubric(s) (*Appendix D1*)

6. Modified VALUE rubric(s)

7. Used other means. Specify:

|   |  |   |
|---|--|---|
| <p><b>Q3.4.1.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p> | <p><b>Q3.4.2.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p> | <p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p> |
|---|--|---|

|  |   |
|--|---|
| <p><b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>3</p> | <p><b>Q3.5.1.</b> If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> |
|--|---|

|   |   |
|---|---|
| <p><b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]?</p> <p>Work from all students enrolled in the course were used</p> | <p><b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review?</p> <p>Data were gathered on all students so faculty decided to report all collected.</p> |
|---|---|

|   |  |  |
|---|--|--|
| <p><b>Q3.6.2.</b> How many students were in the class or program?</p> <p>28</p> | <p><b>Q3.6.3.</b> How many samples of student work did you evaluate?</p> <p>28</p> | <p><b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> |
|---|--|--|

**Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)**

|   |  |
|---|--|
| <p><b>Q3.7.</b> Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Skip to Q3.8)</p> <p><input type="checkbox"/> 3. Don't know</p> | <p><b>Q3.7.1.</b> Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE)</p> <p><input type="checkbox"/> 2. University conducted student surveys (e.g. OIR)</p> |
|---|--|

|   |  |
|---|--|
| <b>Q3.7.2</b> If surveys were used, how was the sample size decided?<br>Ø               | <input type="checkbox"/> 3. College/Department/program student surveys<br><input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews<br><input type="checkbox"/> 5. Employer surveys, focus groups, or interviews<br><input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews<br><input type="checkbox"/> 7. Other, specify: Ø |
| <b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample.<br>Ø | <b>Q3.7.4.</b> If surveys were used, what was the response rate?<br>Ø  |

**Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)**

|   |   |
|---|---|
| <b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?<br><input type="checkbox"/> 1. Yes<br><input checked="" type="checkbox"/> 2. No (Go to <b>Q3.8.2</b> )<br><input type="checkbox"/> 3. Don't know | <b>Q3.8.1.</b> Which of the following measures were used?<br><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams<br><input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)<br><input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)<br><input type="checkbox"/> 4. Other, specify: Ø |
| <b>Q3.8.2.</b> Were other measures used to assess the PLO?<br><input type="checkbox"/> 1. Yes<br><input checked="" type="checkbox"/> 2. No (Go to <b>Q3.9</b> )<br><input type="checkbox"/> 3. Don't know (Go to <b>Q3.9</b> )                                      | <b>Q3.8.3.</b> If other measures were used, please specify: Ø   |

**Q3D: Alignment and Quality**

|   |   |
|---|---|
| <b>Q3.9.</b> Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?<br><input checked="" type="checkbox"/> 1. Yes<br><input type="checkbox"/> 2. No<br><input type="checkbox"/> 3. Don't know | <b>Q3.9.1.</b> Were ALL the assessment tools/measures/methods that were used good measures for the PLO?<br><input checked="" type="checkbox"/> 1. Yes<br><input type="checkbox"/> 2. No<br><input type="checkbox"/> 3. Don't know |
|---|---|

**Question 4: Data, Findings and Conclusions**

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III) [Word limit: 600 for selected PLO]  
 Capstone community project presentation scores incorporating the Integrative Learning VALUE Rubric were used to measure and assess Gerontology students' overall learning and performance scores on all PLOs for the gerontology program (Appendix A). Results are presented in Table 1.

**Table 1: Results for Integrative Learning Ability**

| Evaluation Criteria           | Students Performing in Each Category (N=28) |     |                                    |     |   |     |                                    |    |                  |                        |
|-------------------------------|---|-----|------------------------------------|-----|---|-----|------------------------------------|----|------------------|------------------------|
|                               | Capstone (Exceeds Expectation)<br>4         |     | Milestone (Meets Expectation)<br>3 |     | Milestone (Approaches Expectation)<br>2 |     | Benchmark (Below Expectation)<br>1 |    | No evidence<br>0 | Total Meeting Standard |
|                               | #   | %   | #                                  | %   | #                                       | %   | #                                  | %  |                  |                        |
| 1. Connections to Experience  | 6   | 21% | 18                                 | 64% | 3                                       | 11% | 1                                  | 4% | 0                | 24 (85%)               |
| 2. Connections to Disciplines | 3   | 11% | 5                                  | 17% | 20                                      | 71% | 0                                  | 0% | 0                | 8 (29%)                |
| 3. Transfer of Learning       | 7   | 25% | 16                                 | 57% | 1                                       | 4%  | 0                                  | 0% | 0                | 23 (82%)               |

|                                 |    |     |    |     |   |    |   |    |   |           |
|---------------------------------|----|-----|----|-----|---|----|---|----|---|-----------|
| 4. Integrated Communication     | 18 | 64% | 10 | 36% | 0 | 0% | 0 | 0% | 0 | 28 (100%) |
| 5. Reflection & Self-Assessment | 18 | 64% | 10 | 36% | 0 | 0% | 0 | 0% | 0 | 84 (100%) |

**Standard of Performance** = 80% of students will earn > 78% on assignment and reach **Milestone 3** or higher

So that comparisons could be drawn and interventions assessed from the past cycle, all six (6) gerontology program PLOs were assessed using the Integrated Learning VALUE Rubric standards and criteria from 1-5 as aligned and described in Appendix A. The culminating project presentation assignment was again used to measure this. Historically, the main components of this assignment have remained the same since F12, however small modifications were again made after last year's assessment. They included 1.) student use of a slightly modified common (printed) presentation template (Appendix E) and 2.) more directed discussion in Seminar about the presentation components.

All students passed the assignment at 80% or higher based on the grading rubric (Appendix D). The majority of students were able to "meet or exceed expectations" levels on four (4) of the five (5) Integrative Learning criteria (1, 3, 4, & 5) when presenting their culminating project. The "*connections to the discipline*" criterion was again low (29%). After discussing and analyzing this, faculty decided that this lower score may have been because more emphasis was placed on the interdisciplinary aspects across disciplines 2.3 than the other two descriptors for that criterion 2.1 & 2.1 (Appendix A) than in the past assessment. The presentation outline and grading rubric do reflect these two descriptors so they will be added to the next rubric.

S15 data showed that there were slight changes (decreases and some increases) from S13 and S14 in criterion percentages; none warranting any additional assignment changes.

**Table 2 - Comparison Data for S13, S14 and S15**

| Criterion                       | S2013 | S2014 | S2015 |
|---------------------------------|-------|-------|-------|
| 1. Connections to Experience    | 83    | 88    | 85    |
| 2. Connections to Disciplines   | 100   | 25    | 29    |
| 3. Transfer of Learning         | 66    | 87    | 82    |
| 4. Integrated Communication     | 80    | 82    | 100   |
| 5. Reflection & Self-Assessment | 90    | 100   | 100   |

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

After analysis of S15 data, faculty deemed the 6 PLOs to be adequately met as measured by the Integrative Learning measures. It is planned that next year the program will assess **team work** from both personal and interdisciplinary perspectives (Appendix F). This will also capture the needed emphasis on the Integrative Learning criteria that still needs emphasis.

**Q4.3.** For **selected** PLO, the student performance:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. <b>Exceeded</b> expectation/standard          |
| <input checked="" type="checkbox"/> | 2. <b>Met</b> expectation/standard               |
| <input type="checkbox"/>            | 3. <b>Partially</b> met expectation/standard     |
| <input type="checkbox"/>            | 4. <b>Did not meet</b> expectation/standard      |
| <input type="checkbox"/>            | 5. No expectation or standard has been specified |
| <input type="checkbox"/>            | 6. Don't know                                    |

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes  
 2. No (Go to **Q6**)  
 3. Don't know (Go to **Q6**)

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

1. Yes (next Program Review)  
 2. No  
 3. Don't know

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

1. Increase emphasis of interdisciplinary aspects of gerontology (all PLOs), in all courses.
2. Review assignments in all gerontology core courses for placement of interdisciplinary content.
3. Map new AGHE competencies to all gerontology core courses as done for the program (Appendix C)

**Q5.2.** How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

|  | (1)<br>Very<br>Much | (2)<br>Quite a Bit | (3)<br>Some | (4)<br>Not at all | (8)<br>N/A |
|--|---------------------|--------------------|-------------|-------------------|------------|
| 1. Improving specific courses                      | X                   |                    |             |                   |            |
| 2. Modifying curriculum                            |                     |                    | X           |                   |            |
| 3. Improving advising and mentoring                |                     | X                  |             |                   |            |
| 4. Revising learning outcomes/goals                |                     |                    |             |                   | X          |
| 5. Revising rubrics and/or expectations            |                     |                    | X           |                   |            |
| 6. Developing/updating assessment plan             |                     | X                  |             |                   |            |
| 7. Annual assessment reports                       | X                   |                    |             |                   |            |
| 8. Program review                                  |                     |                    | X           |                   |            |
| 9. Prospective student and family information      | X                   |                    |             |                   |            |
| 10. Alumni communication                           |                     |                    | X           |                   |            |
| 11. WASC accreditation (regional accreditation)    |                     |                    | X           |                   |            |
| 12. Program accreditation                          |                     |                    |             |                   | X          |
| 13. External accountability reporting requirement  |                     | X                  |             |                   |            |
| 14. Trustee/Governing Board deliberations          |                     |                    |             |                   | X          |
| 15. Strategic planning                             |                     | X                  |             |                   |            |
| 16. Institutional benchmarking                     |                     |                    |             |                   | X          |
| 17. Academic policy development or modification    |                     |                    |             |                   | X          |
| 18. Institutional Improvement                      |                     |                    |             |                   | X          |
| 19. Resource allocation and budgeting              |                     | X                  |             |                   |            |
| 20. New faculty hiring                             |                     | X                  |             |                   |            |
| 21. Professional development for faculty and staff |                     |                    | X           |                   |            |
| 22. Recruitment of new students                    |                     |                    | X           |                   |            |

23. Other Specify:

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

1. Modification of course content & rubrics
2. Added more diversified practicum sites.
3. Highlighted integrative applied aspects of the program
4. N/A
5. Added or deleted to course rubrics (all are included in syllabi)
6. Used for discussion and modification of Plan
7. Analyzed and completed report
8. Will use when time for program review
9. Emphasized interdisciplinary & integrative nature of program in advising and orientations sessions
10. Will address these data in communications with/ surveys to alumni.
11. Re-clarification of Program interdisciplinary emphasis; will discuss with surveyors



- 12. N/A
- 13. Used to align with national outcome competencies standards to assure program compliance
- 14. N/A
- 15. Used Values rubrics to guide discussion of where program has been and should be headed
- 16. N/A
- 17. N/A
- 18. N/A
- 19. Used in hiring and FTEs increase proposal plans
- 20. Used in program description to attract individual with necessary community-based, integrative skills
- 21. Encouraged faculty to attend appropriate conferences
- 22. Included in pre-Gero student information sessions and highlighted interdisciplinary and integrative nature of the discipline at all potential student presentations on and off campus.

### Additional Assessment Activities

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

none at this time

**Q7.** What PLO(s) do you plan to assess next year?

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | 1. Critical thinking  |
| <input type="checkbox"/>            | 2. Information literacy   |
| <input type="checkbox"/>            | 3. Written communication  |
| <input type="checkbox"/>            | 4. Oral communication   |
| <input type="checkbox"/>            | 5. Quantitative literacy  |
| <input type="checkbox"/>            | 6. Inquiry and analysis   |
| <input type="checkbox"/>            | 7. Creative thinking  |
| <input type="checkbox"/>            | 8. Reading  |
| <input checked="" type="checkbox"/> | 9. Team work  |
| <input type="checkbox"/>            | 10. Problem solving   |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement  |
| <input type="checkbox"/>            | 12. Intercultural knowledge and competency  |
| <input type="checkbox"/>            | 13. Ethical reasoning   |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning                                    |
| <input type="checkbox"/>            | 15. Global learning   |
| <input type="checkbox"/>            | 16. Integrative and applied learning  |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge   |
| <input type="checkbox"/>            | 18. Overall competencies in the major/discipline                                    |
| <input type="checkbox"/>            | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| <input type="checkbox"/>            | a.  |
| <input type="checkbox"/>            | b.  |
| <input type="checkbox"/>            | c.  |

**Q8.** Have you attached any appendices? If yes, please list them all here:

- Appendix A - PLO/BLO/AACU Integrative Learning
- Appendix B – New AGHE Competencies
- Appendix C – PLO with new Competency Mapping
- Appendix D – Presentation Grading Rubric & Integrative Learning Value Rubric
- Appendix D1 – AACU Integrative Learning Criteria
- Appendix E – Directions for Presentation
- Appendix F – Gerontology Program Assessment Plan

## Program Information

**P1.** Program/Concentration Name(s):

Gerontology

**P1.1.** Report Authors:

Cheryl Osborne

**P2.** Program Director:

Cheryl Osborne

**P2.1.** Department Chair:

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**P3.** Academic unit: Department, Program, or College:

Gerontology

**P4.** College:

SSIS

**P5.** Fall 2014 enrollment for Academic unit (*See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment*: NOTE: this link gives enrollment for Fall 2013 – 117; CMS data show Fall 2014 enrollment at 197

**P6.** Program Type: **[Select only one]**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> | 1. Undergraduate baccalaureate major |
| <input type="checkbox"/>            | 2. Credential                        |
| <input type="checkbox"/>            | 3. Master's degree                   |
| <input type="checkbox"/>            | 4. Doctorate (Ph.D./Ed.d)            |
| <input type="checkbox"/>            | 5. Other. Please specify:            |

**Undergraduate Degree Program(s):**

**P7.** Number of undergraduate degree programs the academic unit has: 1

**P7.1.** List all the name(s): BS in Gerontology

**P7.2.** How many concentrations appear on the diploma for this undergraduate program? Ø

**Master Degree Program(s):**

**P8.** Number of Master's degree programs the academic unit has: Ø

**P8.1.** List all the name(s): Ø

**P8.2.** How many concentrations appear on the diploma for this master program? Ø

**Credential Program(s):**

**P9.** Number of credential programs the academic unit has: Ø

**P9.1.** List all the names: Ø

**Doctorate Program(s)**

**P10.** Number of doctorate degree programs the academic unit has: Ø

**P10.1.** List all the name(s): Ø

| When was your assessment plan?  | 1. Before 2007-08 | 2. 2007-08 | 3. 2008-09 | 4. 2009-10 | 5. 2010-11 | 6. 2011-12 | 7. 2012-13 | 8. 2013-14 | 9. 2014-15 | 10. No formal plan |
|---|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------|
| P11. Developed (Original)   | X                 |            |            |            |            |            |            |            |            |                    |
| P12. Last updated (Updated every year)  |                   |            |            |            |            |            |            |            | X          |                    |
|   |                   |            |            |            |            |            |            | 1. Yes     | 2. No      | 3. Don't Know      |
| <b>P13.</b> Have you developed a curriculum map for this program?   |                   |            |            |            |            |            |            | X          |            |                    |
| <b>P14.</b> Has the program indicated explicitly where the assessment of student learning occurs in the curriculum? |                   |            |            |            |            |            |            | X          |            |                    |
| <b>P15.</b> Does the program have any capstone class?   |                   |            |            |            |            |            |            | X          |            |                    |
| <b>P16.</b> Does the program have ANY capstone project?   |                   |            |            |            |            |            |            | X          |            |                    |

