

## 2015-2016 Annual Assessment Report Template

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Report: BS Gerontology

### 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?** [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 assessed PLOs not included above:

- a.
- b.
- c.

#### Q1.2.

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

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, the Gerontology Program continued to use the same Integrative Learning Value Rubric to order to re-evaluate and compare the program outcomes (PLO's) as they represent each of the PLO's in the undergraduate program. The Integrative Learning Rubric was also 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, these outcomes were aligned with the Sac State BLG's to assure congruence with University Outcomes (Appendix A). Likewise, we incorporated the (national) Association for Gerontology in Higher Education (AGHE) Program Standards and Core Competencies, and mapped them to the other learning outcomes. They were then incorporated into all major core courses (Appendix B). These competencies are measured at various times in various courses, and are included in course objectives (including the Capstone Practicum). Measuring these competencies provide a discipline-specific vehicle for measuring if the PLO's provide students with the knowledge, skills, and attitudes that are nationally recognized by educators and employers. The Assessment Plan/Curriculum Map (Appendix F) is reviewed and updated if needed every year.

During 2015-2016 we measured *all* PLO# 1-6 in the Capstone course Senior Project Presentation assignment using the Integrative Learning VALUE Rubric (Appendix C, p.2).

**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
- ☐ 4. N/A
- ☐ 5. Other, specify:

**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 Senior College and University Commission (WSCUC))?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip 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?

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

(Remember: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

### Q2.1.

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

Integrative and Applied Learning

### Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The Integrative Learning Rubric was chosen because it is inclusive of desired Program outcomes and BLGs 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) and to allow the Program to compare data from earlier Program Assessment Evaluations (Appendix A & B).

### 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 standards of performance** that you have developed for this PLO here or in the appendix.

Appendix C & D



Appendix C Project & Integrative Learning Rubric 2016.docx  
15.64 KB



Appendix D Integrative Learning Rubric 2016.docx  
14.37 KB

Q2.4. PLO	Q2.5. Stdnd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q6)
- ☐ 3. Don't know (skip to Q6)
- ☐ 4. N/A (skip to Q6)

#### Q3.2.1.

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:

Data measuring the five (5) criteria from the *Integrative Learning Value Rubric* (Appendix C p.2) were collected during the Culminating Community Project Presentations (GERO 131). This grading rubric was used by all ten (10) participating faculty members during the presentations to measure each of the 42 students' performances on the PLOs. Faculty members read the AACU Value Criteria (Appendix D) for this measurement and questions were clarified before scoring began. The Rubric(s) are in the same format as other grading rubrics used in core courses in the major.

Students were also graded by their individual faculty supervisor for a portion of their final course grade using the first portion (Appendix C) of the Presentation Grading Rubric. This Rubric content reflects the Project Presentation assignment in the course syllabus/workbook.

(Remember: Save your progress)

## Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to Q3.7)
- ☐ 3. Don't know (skip to Q3.7)

### Q3.3.1.

Which of the following direct measures were used? [Check all that apply]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☐ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

### Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

Based on the student's project proposal from the first practicum (GERO 130), the GERO 131 Capstone course (individual) Community Project assignment (Appendix E), calls for the student to present how they identified, researched, developed, marketed, implemented, evaluated, and provided for the sustainability of their culminating community project. the Project Presentation course rubric was used to assess course completion along with the AACU Integrative Learning Valued Rubric scores (Appendix C, p.2) which assessed and measured overall course learning and performance on all Gerontology Program PLOs.



Appendix C Project & Integrative Learning Rubric 2016.docx  
15.64 KB



Appendix E Directions -Presentation Handout 2016.docx  
15.99 KB

### Q3.4.

What tool was used to evaluate the data?

- ☐ 1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- ☒ 5. The VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- ☐ 7. Used other means (Answer Q3.4.1.)

### Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

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

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

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

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

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

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

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

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

One (1) scoring sheet for each of the 42 students was randomly taken from those sheets completed by the ten (10) faculty members.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

There was one sample for each student.

**Q3.6.2.**

How many students were in the class or program?

Capstone class = 42

**Q3.6.3.**

How many samples of student work did you evaluated?

42

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)

### Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

**Q3.7.**

Were indirect measures used to assess the PLO?

- ☐ 1. Yes  
☒ 2. No (skip to **Q3.8**)  
☐ 3. Don't Know (skip to **Q3.8**)

**Q3.7.1.**


Which of the following indirect measures were used? [Check all that apply]


- ☐ 1. National student surveys (e.g. NSSE)  
☐ 2. University conducted student surveys (e.g. OIR)

- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

**Q3.7.1.1.**

Please explain and attach the indirect measure you used to collect data:

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 No file attached

**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

**Q3.7.3.**

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?



- ☐ 1. Yes
- ☒ 2. No (skip to Q3.8.2)
- ☐ 3. Don't Know (skip to Q3.8.2)

**Q3.8.1.**

Which of the following measures was used? [Check all that apply]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to Q4.1)
- ☐ 3. Don't know (skip to Q4.1)

**Q3.8.3.**

If other measures were used, please specify:

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 No file attached

(Remember: Save your progress)

## Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:

Capstone (GERO 131) 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 C, p.2). Total points possible for Integrative Learning Rubric = 20. Results, and conclusions are presented on the attached Table 1.



Table 1 S16.docx  
15.21 KB



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**Q4.2.**

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

Students did very well - exceeding PLO scores as compared to previous years. S16 data show there were some changes (decreases and increases) in criterion percentages from S13, S14, and S15 to S16. Faculty determined that none of the changes warrant major assignment changes. Results are presented on Table 2.

After analysis of S16 data, faculty deemed the 6 PLOs to be adequately met as measured by the Integrative Learning value measure. It is planned that data will continue to be collected on the inclusive measure however scores on the Teamwork Rubric (AACU) will be measured and compared in Major core courses; looking at both personal and interdisciplinary perspectives (Appendix F). This will also capture another view of #5 criteria from the Integrative Learning Value Rubric as well as the fourth BLG.



Table 2 S16.docx  
12.97 KB



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**Q4.3.**

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

## Question 4A: Alignment and Quality

**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

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

**Q5.1.**

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

**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.

1. Continue to include emphasis of interdisciplinary aspects of gerontology (all PLOs), in all courses.
2. Review current and new assignments in all gerontology core courses for placement of interdisciplinary content.
3. Assess and compare Team Work in selected Major core courses using the AACU *Team Work Value Rubric*.
4. Map new AGHE competencies to selected gerontology core courses as done for Gero 122, Gero 130, & Gero 131 and the program (Appendix B). Assess in individual courses.

**Q5.1.2.**

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

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

**Q5.2.**

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

1. Modified some course content and assignments/rubrics.
2. Continued to add additional diversified practicum sites
3. Highlighted integrative applied aspects of the program; included curriculum maps in some syllabi.
4. Discussed possible changes with faculty members.
5. Added or deleted to course rubrics (all are included in syllabi)
6. Used for yearly review and discussion and modified 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; briefly discussed evaluation of PLOs
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 Value rubrics to guide discussion of where program has been and should be headed
16. N/A
17. Used related to discussions of University Internship/SL policy development
18. Discussed with community agencies related to practicums
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

(Remember: Save your progress)

## Additional Assessment Activities

### Q6.

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



No file attached



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### Q7.

What PLO(s) do you plan to assess next year? [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 not included above:

a.

b.

c.

Q8. Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

### Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Appendix A - PLO/BLO/AACU Integrative Learning Map

Appendix B - PLO/BLO/AGHE Competencies

Appendix C - Project Presentation Grading Rubric & Integrative Learning Value Rubric

Appendix D - Gerontology/AACU Integrative Learning Criteria

Appendix E - Directions for Presentation

Appendix F - Gerontology Program Assessment Plan

Appendix G -Gerontology Curriculum Map

Table 1 - Interactive Learning Ability Value Rubric Results

Table 2 - Integrative Learning Value Rubric Data Comparisons S13-S16

## Program Information (Required)

### P1.

Program/Concentration Name(s): [by degree]

BS Gerontology

### P1.1.

Program/Concentration Name(s): [by department]

Select...

### P2.

Report Author(s):

Cheryl Osborne

### P2.1.

Department Chair/Program Director:

Cheryl Osborne

### P2.2.

Assessment Coordinator:

Cheryl Osborne

### P3.

Department/Division/Program of Academic Unit

Gerontology

### P4.

College:

College of Social Sciences & Interdisciplinary Studies

### P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

179 (CMS - F=236; S=236)

### P6.

Program Type:

- ☒ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree

☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

☐ 5. Other, specify:

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

1

**P7.1.** List all the names:

Gerontology Major

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

0

**P8.** Number of **master's degree programs** the academic unit has?

1

**P8.1.** List all the names:

Special Masters degree through the Graduate Office

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

0

**P9.** Number of **credential programs** the academic unit has?

0

**P9.1.** List all the names:

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

0

**P10.1.** List all the names:



When was your <b>assessment plan</b> ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
<b>P11.</b> developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>P11.1.</b> last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**P11.3.**Please attach your latest **assessment plan**:Appendix F Gerontology Assessment Plan Map 2016.docx  
20.17 KB**P12.**Has your program developed a **curriculum map**?

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

**P12.1.**Please attach your latest **curriculum map**:Appendix G Curriculum Map.docx  
13.26 KB**P13.**Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

**P14.**

Does your program have a capstone class?

- ☒ 1. Yes, indicate: GERO 131
- ☐ 2. No
- ☐ 3. Don't know

**P14.1.**Does your program have **any** capstone project?

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

(**Remember:** Save your progress)

Appendix C  
Project and Integrative Learning Rubrics

GERO 131/295 Culminating Project Presentation Grading Rubric 103 points possible; Need 73% to pass at 74%; grad 83%				
ALL sections must include EB citations	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
<b>Introduction</b>				
Title, Student, Agency, Supervisors		3	2	1
Briefly describes Agency (where it is, who it serves, how many are employed there, how elders pay for the service)	4	3	2	1
Briefly describes Practicum	4	3	2	1
<b>Project Background</b>				
Includes rational for choosing Project		3	2	1
Includes Project goal and how it addresses holistic parameters for elders/their families	4	3	2	1
Identifies how Project goal connects with the Agency's Mission	4	3	2	1
Identifies skills you brought to the project	4	3	2	1
Identifies skills you needed to learn	4	3	2	1
<b>Theory</b>				
Briefly discusses overview of Theory used to support Project	4	3	2	1
Describes key examples of how the Theory supported your Project	4	3	2	1
<b>Project Methodology</b>				
Describes how you used your Action Plan	4	3	2	1
Suggestions for Interdisciplinary Stakeholder Collaboration	4	3	2	1
Describes how you marketed your Project	4	3	2	1
<b>Project Outcome Evaluation</b>				
Steps (and who you involved) in your Project Evaluation process	4	3	2	1
Results from Your Project Evaluation	4	3	2	1
Highlights from when you presented your Project to your agency	4	3	2	1
<b>Conclusions &amp; Lessons Learned</b>				
Identifies Project Surprises		3	2	1
Describes what worked and what didn't; what <u>you</u> will do differently on future projects	4	3	2	1
What you'll do differently/recommendation to students	4	3	2	1
How you applied your education experiences to your practicum	4	3	2	1
How this experience changed your views of elders and aging	4	3	2	1
Identifies primary Take Home message(s)	4	3	2	1
<b>Professional Presentation</b>				
Correct Grammar & Spelling & APA		3	2	1
Presentation clear and logically developed; has cites		3	2	1
Presentation engaged the audience (adult learning theory principles: handouts, ppt.); professional attire.		3	2	1
Project directions followed (& includes rubric)		3	2	1
Citations throughout handout correctly written (APA)		3	2	1
Citations correctly Referenced (APA) (min. of 8)		3	2	1
Completes presentation within time frame		3	2	1
<b>Sub Totals</b>	/76	/84	/56	/28

Overall Total	/103				
Comments:					
Integrative Learning Components (Student Outcome Measure)	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation	
Connects relevant experience & academic knowledge	4	3	2	1	
Makes connections across disciplines	4	3	2	1	
Adapts & applies skills, abilities, theories, methodologies in multiple situations	4	3	2	1	
Uses appropriate format, language, presentation styles to enhance meaning	4	3	2	1	
Demonstrates developing sense of self as a learner	4	3	2	1	
Totals	/20	/15	/10	/5	

### Appendix D - Gerontology Program Integrative Learning Rubric

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Gerontology students should be able to effectively transfer learned theory and social phenomena from a social science perspective in a variety of practice settings.

	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 = Below Expectation
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve difficult problems or explore complex issues in original ways.</b>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve problems or explore issues.</b>	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute to understanding of problems or issues.</b>	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation <b>in a new situation.</b>
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to <b>explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form.</b>
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

**Appendix E**  
**Presentation Instructions ~ Spring 2016**

**Outline**

Use the following **two page** Outline to plan your Presentation and create your Handout. You may have more or less bullets based on what you need to address but the entire Outline must not exceed two (2) pages!

*CHECK the NEW **RUBRIC** (attached) & remember to include **CITATIONS** throughout the outline!*

Email this Outline to your faculty supervisor by Outline due date - see Week at a Glance.

Print the following outline handout on **two pages** – then copy your handout **back to back**.

**PowerPoint for Presentation** (12 min/3 min Q & A)

Use the attached PowerPoint Template (with 6 slides) to **plan your presentation**. Choose graphics and pictures that represent **YOUR** Practicum experiences and Project. Remember, these are the 6 slides you will use during your presentation.

Print these six (6) slides out on one page. To do this click Print → click Full Page Slides → click on the icon that shows 6 slides/page & print.

Print your Reference page.

Print the Slide & Reference pages **back to back**. Attach this to your Outline page as the second page of your Handout.

Make 40 copies and bring to the Presentation.

***The faculty will bring the Grading Rubric.***

(Outline)

**Project Title** (fill in)  
**Student Name** (fill in)  
**Agency** (fill in)

Brief Description of Agency (where it is, who it serves, how many are employed there, how elders pay for the service)

Give some examples of what you did in your Practicum; include interdisciplinary collaboration

Your reason (s) for choosing this Project

Your Project goal and how it addresses holistic parameters for elders/their families

How your Project goal connects with the Agency's Mission

Skills you brought to the Project

Skills you needed to learn

Brief Overview/Key Points of the Theory you used

Examples of how your Theory helped to support what you did in your Project

Ways you used your Action Plan

Hints that help collaborating with Interdisciplinary Stakeholders

Ways you marketed your Project

Steps (and who your involved) in your Project Evaluation process (interdisciplinary team)

Results from your Project Evaluation

Highlights from when you presented your Project to your agency

Project Surprises Encountered

What Didn't Worked

How this experience changed your views of elders and aging

Take Home Messages

***Put References and Slides .... back to back on next page***

**Table 1**  
**Integrative Learning Ability Value Rubric Results**

Capstone (Gero 131) 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 B). Total points possible for Integrative Learning Rubric = 20. Results are presented in Table 1.

Evaluation Criteria	Students Performing in Each Category (N=42)									
	Capstone (Exceeds Expectation) 4		Milestone (Meets Expectation) 3		Milestone (Approaches Expectation) 2		Benchmark (Below Expectation) 1		No evidence 0	Total Meeting Standard
	#	%	#	%	#	%	#	%		
1. Connections to Experience	19	45%	19	45%	2	5%	2	5%	0	38 (90%)
2. Connections to Disciplines	20	48%	17	40%	5	12%	0	0%	0	37 (87%)
3. Transfer of Learning	15	35%	25	60%	2	5%	0	0%	0	40 (95%)
4. Integrated Communication	20	48%	19	45%	3	7%	0	0%	0	39 (92%)
5. Reflection & Self-Assessment	35	83%	5	12%	2	5%	0	0%	0	40 (95%)

**Performance Standard:** 80% of students will *earn* >75% 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, faculty continued to elaborate on the assessment criteria in the course seminars. Faculty attribute the increase in higher percentages to previously instituted common (printed) presentation template and Handout (Appendix E).

All students in the sample except one (1) passed the overall assignment at 75% or higher and at Milestone 3 based on the grading rubric (Appendix C). 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 slightly lower (87%) than the other 4 criteria however definitely dramatically higher than last year's data (Table 2). After discussing and analyzing this, faculty decided that this was more than an acceptable improvement and likely fueled by Seminar discussions and continued use of the presentation outline and grading rubric.



**Table 2**  
**Integrative Learning Value Rubric**  
**Percentage Comparison Data for S13, S14, S15 and S16**

S16 data show there were some changes (decreases and increases) in criterion percentages from S13, S14, and S15 to S16. Faculty determined that none of the changes warrant major assignment changes. Results are presented on Table 2.

<b>Criterion</b>	<b>S2013</b>	<b>S2014</b>	<b>S2015</b>	<b>S2016</b>
1. Connections to Experience	83%	88%	85%	90%
2. Connections to Disciplines	100%	25%	29%	87%
3. Transfer of Learning	66%	87%	82%	95%
4. Integrated Communication	80%	82%	100%	92%
5. Reflection & Self-Assessment	90%	100%	100%	95%

After analysis of S16 data, faculty deemed the 6 PLOs to be adequately met as measured by the Integrative Learning value measure. It is planned that data will continue to be collected on the inclusive measure however scores on the Teamwork Rubric (AACU) will be measured and compared in Major core courses; looking at both personal and interdisciplinary perspectives (Appendix F). This will also capture the another view of #5 criteria from the Integrative Learning Value Rubric as well as the fourth BLG.

## Appendix F

### Gerontology Assessment Plan/Curriculum Map

Reviewed and Revised June 2016

Sac State Baccalaureate Learning Goals reflected in parenthesis at end of PLO

PLO	Measure	Course &/or Program	Completed Date	Next Review Date
<b>1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, theories, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 (Capstone) (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S17
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses)	-----	F17-S18
		GERO 100,101,103,121, 122,130,131 (courses)	-----	F18-S19
<b>2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 Capstone (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S17
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses)	-----	F17-S18
		GERO 100,101,103,121, 122,130,131 (courses)	-----	F18-S19
<b>3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 5)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S17
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses)	-----	F17-S18
		GERO 100,101,103,121, 122,130,131 (courses)	-----	F18-S19

<b>4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others along with exhibiting personal and social responsibility, and ethical and professional behavior in all settings. (2, 3, 4, 5)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S17
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- ----- -----	F17-S18 F18-S19
<b>5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S17
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F17-S18 F18-S19
<b>6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 &amp; 4)</b>	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	F16-S15
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course) GERO 101,102,103,121, 122,130,131 (course & Program)	F15-S16  -----	F16-S17
	<i>Critical Thinking Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F17-S18 F18-S19

## Appendix G

### Gerontology Curriculum Map –PLOs & BGLs – Spring 2016

<b>PLO</b> → <b>Course ↓</b>	<b>PLO 1</b> Knowledge, Skills values <b>(BLG = #1, 2, 5)</b>	<b>PLO 2</b> Critical Thinking <b>(BLG = #1, 2, 3, 5)</b>	<b>PLO 3</b> Theory & Research <b>(BLG = #1,2,3,5)</b>	<b>PLO 4</b> Social Cultural <b>(BLG = #2, 3, 4, 5)</b>	<b>PLO 5</b> Personal & Social Responsibility <b>(BLG = #4, 5)</b>	<b>PLO 6</b> Effective Communication Written, Oral, Interpersonal; Information technology <b>(BLG = #3, 4)</b>
<b>MAJOR CORE</b>						
<b>GERO 101</b>	I/D	D	D	D	D	D
<b>GERO 102</b>	I/D	D	D	D	D	D
<b>GERO 103</b>	I/D	D	D	D	D	D
<b>GERO 121</b>	I/D	D	D	D	D	D
<b>GERO 122</b>	I/D	D	D	D	D	D
<b>GERO 130</b>	D	D	D	D	D	D
<b>GERO 131</b>	M	M	M	M	M	M
<b>Research Course</b>	D	D	D			D
<b>MULTIDISCIPLINARY CORE</b>						
<b>ETHN 133</b>	I/D	D		D	D	D
<b>FACS 141</b>	I/D	D			D	
<b>PSCH 151</b>	I/D	D	D			
<b>RPTA 117</b>	I/D	D	D			
<b>SWRK 151</b>	I/D	D		D	D	D

Key:

Level I – Introduced

Level II – Developed & Practiced

Level III - Demonstrated at the Mastery Level appropriate for graduation