

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS Gerontology

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

Teamwork is integral to all professional career interactions and implicit or explicit in all the Gerontology Learning Outcomes.

Most of the Gerontology core courses have group (as well as individual) assignments designed to enhance learning of content while providing opportunities to practice group process skills. Sac State BLGs also address teamwork – specifically #3 & #4 (Appendix A).

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Team Work

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

Teamwork is integral to all professional career interactions and implicit or explicit in all the Gerontology Learning Outcomes and in Sac State BLGs #3 and #4. Most of the Gerontology Major core courses have group (as well as individual) assignments designed to enhance learning of content while providing opportunities to practice group process skills expected by employers.

For the past few semesters faculty members identified that some of students needed additional guidance, experience, and practice when completing group activities so that they would participate more equally and be more contributive group members.

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.

See Appendices C1-C6; Appendix D



C1-C6.zip
70.15 KB



Appendix D Summary Sheet for TEAMWORK Program Rubric FINAL.doc
48 KB

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

Don't know

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:

The faculty member collected the Team Learning Evaluation worksheets from GERO 122 students two separate times in the semester (Appendix C2 & C4). The faculty member summarized the data on the final *Group Summary Analysis of Group Teamwork* sheet after classes were completed (Appendix D). Qualitative data from the Team Learning Evaluation worksheets (C1, C3, C5, & C6) were used in a formative manner during the semester to assist students in enhancing their skills.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

See Appendix C2 & C4. Students completed the self and group Teamwork Learning Evaluation assessment worksheets. Students assessed themselves and their group members on these sheets that included the five (5) specific AACU Performance Criteria for TEAMWORK. The AACU TEAMWORK Rubric describes the alignment (Appendix A).



Appendix A Aligned GERO 122 Course OutcomesDONE.docx
34.17 KB



C2 & C4.zip
24.74 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?

2

Q3.5.1.

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

1

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.)?

Five (5) pre-established (course assignment based) student groups (of 3-4 students) were randomly selected from the total 16 groups. Group members were paired with themselves to compare % change in scores from Team Learning Evaluation assessment #1 to #2.

Q3.6.1.

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

Each established group had 3-4 students in it; 33% of the group and students were determined to be an adequate sample size.

Q3.6.2.

How many students were in the class or program?

48

Q3.6.3.

How many samples of student work did you evaluated?

32

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:

 No file attached

 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:

 No file attached

 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 in **Q2.1**:

See Appendix D; Tables 1 and 2

Students evaluated themselves at two different times in the semester. The data were paired by student (ie A1 & A2 = same student) and analyzed. Answers to the five (5) Teamwork Criteria contributions scores from the first and second individual evaluations showed that students improved their team skills by the end of the semester (Appendix D; Table 1).

Answers from the five (5) Teamwork Criteria were combined and then % change was determined to examine individual behavior changes from the first to second individual evaluation. Thirteen of the sixteen pairs showed 7%-50% percent change from their first to second Team Learning Evaluation contribution scores. Three (all in one group) showed no change. Answers on Table # 2 demonstrate those changes showing that students generally improved their team skills by the end of the semester.

The students' qualitative descriptions of individual group process behaviors/skills (Appendix C1-C6) were used *formatively*, during the semester by the faculty member, to assist students in gaining group process skills.



Appendix D Summary Sheet for TEAMWORK Program Rubric FINAL.doc
48 KB



Tables 1 & 2.zip
25.53 KB

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?

Overall, students improved their team skills and behaviors by the end of the semester. The Program standard was "75% of students will meet or exceed expectation on the combined assessment contribution scores" (Appendix D). This occurred with three of the five contribution scores with "Contributes to Team Meetings" registering the highest at 90%. "Facilitating Team Members' Contributions" and "Responding to Conflict" were lower at 77% and 75% respectively, however still above the performance standard. "Individual Outside Contributions" and "Fostering Constructive Team Climate" were below the 75% threshold at 68% and 69% respectively. These scores are within the "approaching expectation" and may be consistent with students' level in the curriculum but those data were not collected, so this is unknown at this time.

There are no plans to change the measurement tool at this time except to add a space for students to identify their curriculum level. "Spot checks" on all criteria areas will continue throughout the semester with special emphasis on #3 & #4 criteria in the future. Other Core courses will use this rubric when appropriate, beginning Fall 2017.



Appendix D Summary Sheet for TEAMWORK Program Rubric FINAL.doc
48 KB



No file attached

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 discuss and include teamwork content/emphasis in all core courses.
2. Use Teamwork rubric in other Core courses in order to measure outcomes, as appropriate.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	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 checked="" type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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:	<input type="text"/>				

Q5.2.1.

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

1. Modified some course content, assignments/rubrics
2. Continued to add more diversified group and individual experiences in SL and Practicum sites
3. Highlighted teamwork and integrative learning in the program; included curriculum, Smart Planner and course syllabi.
4. Discussed in faculty meetings.
5. Modified course rubrics as needed (all courses include them in Syllabi).
6. Used in yearly review, course discussions, and when modifying Assessment Plan.
7. Analyzed data and completed report.
8. Will use next year for Program Review.
9. Briefly discussed PLOs and emphasized focus on teamwork behaviors/skills and the applied and integrative nature of core courses when advising and in orientation sessions.
10. Will reflect PLO data on Alumni Survey for Program Review.
11. Was prepared to but did not talk with surveyors.
12. NA
13. Used to align with national outcome competency standards to assure program compliance.
14. NA
15. Used PLOs/Value Rubrics to guide discussion f where program has been and should be headed.
16. NA
17. Used in discussions of University SL/Practicum policy development.
18. Discussed with Gerontology Advisory Council and Practicum community agency partners.
19. Used in hiring and FTEs increase proposals.
20. Used in program hiring description to attract individuals looking for a curriculum that includes a teamwork and integrative skills focus.
21. Encouraged faculty to attend appropriate conferences.
22. Included in Prospective Information sessions for new students.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>					

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Areas addressed from last year's Assessment Report Recommendations:

1. We measured/analyzed a different PLO this year instead of Integrative Learning.
2. We continued to use the curriculum map for a.) pre-admission advising students to students develop their own curriculum maps and b.) as of Spring 2017 we required all students to review and update their Smart Planner and bring it to the *required* student advising session each semester.

(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:

None

 No file attached  No file attached

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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

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

Appendix A - Aligned Outcomes: GERO 122, CSUS Baccalaureate Learning Goals, AGHE Competencies, & Sample Course & AACU Outcome Measures

Appendix B - Gerontology Program TEAMWORK Rubric

Appendix C1 - Team Evaluation #1 Directions

Appendix C2 - Team Evaluation #1 Self Assessment

Appendix C3 - Team Evaluation #1 Group Summary Assessment

Appendix C4 - Team Evaluation #2 Self Assessment

Appendix C5 - Team Evaluation #2 Group Summary Assessment

Appendix C6 - Team Learning Self Evaluation - Individual

Appendix D - Summary Sheet for TEAMWORK Rubric Analysis

Appendix E - Gerontology Assessment Plan

Appendix F- Gerontology Curriculum Map - PLOs & BGLs - Spring 2017

Table 1 - Comparisons of Individual Group Members' Paired Answers

Table 2 - Individual Student Percent Change in Team Behavior

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BS Gerontology

Q10.

Report Author(s):

Cheryl Osborne

Q10.1.

Department Chair/Program Director:

Cheryl Osborne

Q10.2.

Assessment Coordinator:

Cheryl Osborne

Q11.

Department/Division/Program of Academic Unit

Gerontology

Q12.

College:

College of Social Sciences & Interdisciplinary Studies

Q13.

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

Fall 2016 = 192;
Spring 2017 = 265

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

BS Gerontology

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q16. Number of **master's degree programs** the academic unit has?

0

Q16.1. List all the names:

Q16.2. How many concentrations appear on the diploma for this master's program?

1

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your **assessment plan**...

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Appendix E Gerontology Assessment Plan Map 15-2016.docx
20.54 KB

Q20.

Has your program developed a **curriculum map**?

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



Appendix F Curriculum Map 16-2017.docx
13.43 KB

Q21.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

Q22.

Does your program have a capstone class?

- 1. Yes, indicate: GERO 130 & GERO 131
- 2. No
- 3. Don't know

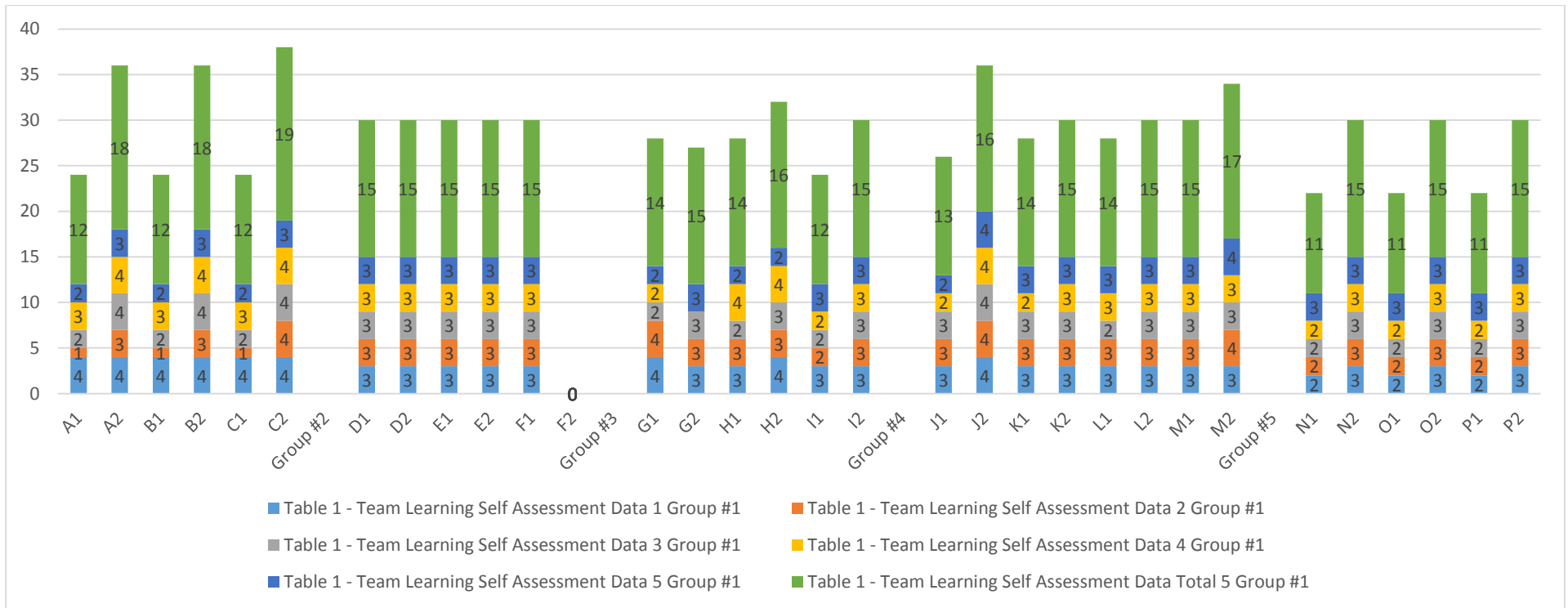
Q22.1.

Does your program have **any** capstone project?

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

(Remember: Save your progress)

Table 1
Comparisons of Individual Group Members' Self-Paired Answers



Students evaluated themselves at two different times in the semester. The data were paired by student (ie A1 & A2 = same student) and analyzed. The first and second individual evaluations answers to the five (5) Teamwork Criteria showed that students improved their team skills by the end of the semester.

Table 2
Individual Student Percent Change in Team Behavior

Answers to the five (5) Teamwork Criteria were combined and then % change was determined to examine individual behavior changes from the first to second individual evaluation. Thirteen of the sixteen pairs showed 7%-50% percent change from their first to second Team Learning Evaluation contribution scores. Three (all in one group) showed no change. Answers on Table # 2 demonstrate those changes showing that students generally improved their team skills by the end of the semester.

Student	Total Contribution Score	Change	% Change
Group #1			
A1	12		
A2	18	+8	50%
B1	12		
B2	18	+8	50%
C1	12		
C2	19	+7	58%
Group #2			
D1	15		
D2	15	0	No change
E1	15		
E2	15	0	No change
F1	15		
F2	0	0	No change
Group #3			
G1	14		
G2	15	+1	7%
H1	14		
H2	16	+2	14%
I1	12		
I2	15	+2	14%
Group #4			
J1	13		
J2	16	+3	23%
K1	14		
K2	15	+1	7%
L1	14		
L2	15	+1	7%
M1	15		
M2	17	+2	13%
Group #5			
N1	11		
N2	15	+4	36%
O1	11		
O2	15	+4	36%
P1	11		
P2	15	+4	36%

Appendix A

Aligned Outcomes: GERO 122, CSUS Baccalaureate Learning Goals, AGHE Competencies, & Sample Course & AACU Outcome Measures

GERO 122 Learning Outcomes	CSUS Baccalaureate Learning Goals	AGHE Competencies	Some Sample Learning Outcome Measures
<p>#1 Correlate basic interdisciplinary information related to principle chronic diseases experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.</p> <p>#2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring.</p> <p>#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging. 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging. 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging. 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 2.4: Engage collaboratively with others to promote integrated approaches to aging. 3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health.</p>	<p>Demonstrate current basic interdisciplinary knowledge when completing all assignments, & projects at 78% or higher : Rubrics for EBHP Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>
<p>#2 Discuss representative psychological disorders experienced by older adults including pathophysiology, risk factors, signs and symptoms, and usual treatment.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.</p> <p>#2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i></p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging. 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging. 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging. 1.4: Relate social theories and science of aging to understanding heterogeneity,</p>	<p>Demonstrate current basic interdisciplinary knowledge when completing all assignments, & projects at 78% or higher : Rubrics for EBHP Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation</p>

	<p>Focused by engagement with big questions, contemporary and enduring.</p> <p>#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p>	<p>inequality and context of aging.</p> <p>I.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.</p> <p>I.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.</p> <p>2.4: Engage collaboratively with others to promote integrated approaches to aging.</p> <p>3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health.</p>	<p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>
<p>#3 Apply interdisciplinary evidenced-based data when analyzing elders' and families' holistic responses to chronic diseases and psychological disorders.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.</p> <p>#2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring.</p> <p>#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p> <p>#4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored</i></p>	<p>1.1: Utilize gerontological frameworks to examine human development and aging</p> <p>1.2: relate biological theory and science to understanding senescence, longevity and variation in aging.</p> <p>1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging.</p> <p>1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.</p> <p>I.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.</p> <p>I.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.</p> <p>2.4: Engage collaboratively with others to promote integrated approaches to aging.</p> <p>3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health.</p>	<p>Use and Analyze responses using holistic framework when completing all assignments, & projects at 78% or higher : Rubrics for EBHP Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>

	through active involvement with diverse communities and real-world challenges. #5. Integrative Learning** Including: <i>synthesis and advanced accomplishment across general and specialized studies.</i>		
#4 Analyze interdisciplinary theories and strategies that have been used successfully to maintain maximum functioning, optimal wellness, and comfort in elders and families with chronic diseases and psychological disorders.	#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring. #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i> #4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</i> #5. Integrative Learning** Including: <i>synthesis and advanced accomplishment across general and specialized studies.</i>	1.1: Utilize gerontological frameworks to examine human development and aging 1.2: relate biological theory and science to understanding senescence, longevity and variation in aging. 1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging. 1.4: Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging. 1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. 1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 2.4: Engage collaboratively with others to promote integrated approaches to aging. 3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health. 3.2: Promote quality of life and positive social environment for older persons. 3.4: Encourage older persons to engage in life-long learning opportunities.	Analyze interdisciplinary theories & strategies that can support assignments & projects at 78% or higher: Rubrics for EBHP Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation Oral Communication Rubric Criteria #1-5 (2013-14) Integrative Learning Rubric Criteria #1-5 (2013-16) Teamwork Rubric Criteria #1-5 (2015-16)
#5 Explore interdisciplinary evidence-based theories and models to develop alternative solutions to situations arising from chronic diseases and psychological disorders	#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of	1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging. 1.4: Relate social theories and science of aging to understanding heterogeneity,	Use interdisciplinary theories & strategies to develop alternative solutions for elders & families in assignments & projects at 78% or higher: Rubrics for EBHP

<p>for older adults and families.</p>	<p>disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring. #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. #5 Integrative Learning** Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p>	<p>inequality and context of aging. I.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. I.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 2.4: Engage collaboratively with others to promote integrated approaches to aging. 3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health. 3.2: Promote quality of life and positive social environment for older persons. 3.4: Encourage older persons to engage in life-long learning opportunities.</p>	<p>Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>
<p>#6 Examine evidence-based health promotion programs that assist elders and families in maintaining and improving quality of life.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major. #2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring. #3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p>	<p>1.3: Relate psychological theories and science to understanding adaptation, stability and change in aging I.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts. I.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research. 2.4: Engage collaboratively with others to promote integrated approaches to aging. 3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health. 3.2: Promote quality of life and positive social environment for older persons. 3.3 Design and evaluate programs for older persons that promote intergenerational relationships.</p>	<p>Complete Part I & Part II of EBHP according to Rubric; include findings during in-class discussion</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>

	<p>#4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</i></p>	<p>3.4: Encourage older persons to engage in life- long learning opportunities.</p>	
<p>#7 Explore community resources providing services for chronically ill older adults and their families.</p>	<p>#1. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields drawing on the knowledge and skills of disciplines outside the major.</p> <p>#2. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts.</i> Focused by engagement with big questions, contemporary and enduring.</p> <p>#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i></p> <p>#4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i></p>	<p>1.5: Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.</p> <p>1.6: Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.</p> <p>2.4: Engage collaboratively with others to promote integrated approaches to aging.</p> <p>3.1: Promote older persons' strengths and adaptations to maximize well-being, health and mental health.</p> <p>3.2: Promote quality of life and positive social environment for older persons.</p> <p>3.4: Encourage older persons to engage in life- long learning opportunities.</p>	<p>Explore and refer to alternative resources for elders & families in assignments & projects at 78% or higher: Rubrics for EBHP Online; Global Aging Exploration; Assessment Faire; Self Care Booklet & Presentation</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p> <p>Integrative Learning Rubric Criteria #1-5 (2013-16)</p> <p>Teamwork Rubric Criteria #1-5 (2015-16)</p>
<p>#8 Exhibit personal and social responsibility by adhering to university, course and agency policies and standards.</p>	<p>#4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored</i></p>	<p>2.1: Develop a gerontological perspective through knowledge and self-reflection.</p> <p>2.2: Adhere to ethical principles to guide work with and on behalf of older persons.</p> <p>3.1: Promote older persons' strengths and</p>	<p>Adheres to course and agency policies.</p> <p>Oral Communication Rubric Criteria #1-5 (2013-14)</p>

	through active involvement with diverse communities and real-world challenges.	adaptations to maximize well-being, health and mental health. 3.2: Promote quality of life and positive social environment for older persons. 3.7: Employ and generate policy to equitably address the needs of older persons.	<i>Integrative Learning Rubric Criteria #1-5 (2013-16)</i> Teamwork Rubric Criteria #1-5 (2015-16)
#9 Completes course assignments according to syllabus using effective basic written and oral communication skills.	#3. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,</i> practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. #4. Personal and Social Responsibility, Including: <i>civic knowledge and engagement – local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges.	2.3: Engage, through effective communication older persons, their families and the community, in personal and public issues in aging. 2.4: Engage collaboratively with others to promote integrated approaches to aging.	Completes all assignments according to Rubric requirements <i>Oral Communication Rubric Criteria #1-5 (2013-14)</i> <i>Integrative Learning Rubric Criteria #1-5 (2013-16)</i> Teamwork Rubric Criteria #1-5 (2015-16)

* Understanding of and respect for those who are different from oneself and the agility to work collaboratively with those who come from diverse cultural backgrounds.

** Interdisciplinary learning, learning communities, capstone or senior studies in the General Education program including GE departmental majors, the co-curriculum and assessment.

Appendix C1

Team Learning Evaluation ~ #1~
Individual ~ Health Challenge Self-Care Booklet/Presentation

Fill out Individually then discuss with group

(Scores for completing #1, #2 & #3 evaluations are included in SCB Grading Rubric)

- This is a three (3) part evaluation exercise – Individual and Group – that you will do **twice** in the semester (see Week at a Glance for due dates). The third & final Team Evaluation will be done along with your Presentation.
- Review the Group Process Work Sheet you completed in the 3rd class to remind you of your roles/commitments to your group.
- Based on the Gerontology Program TEAMWORK Rubric (in Miscellaneous Section), use the scoring scale above the form, to **individually** rate the teamwork behaviors of each of your SBC/Presentation Team members, including yourself. **This is a learning experience for all so be honest and constructive in your comments so that everyone can become more effective working in groups!!** (It is expected that most of your scores will be 2's & 3's - especially the first time you do this). ☺ Of course, if there is an issue before you complete this form be sure you talk with your other team members so they can address the behavior(s).
- Read the score descriptors (p. 53) to help you decide on the scores you give.
- **First, each individual** completes *your* Contributor's Documentation Sheet (Use sample format below, p. 30).
- **Second, each individual** completes *your* Team Learning Evaluation #1 form (p 31). Be sure to give **examples** of behaviors (good and not so good) so your observations are clearly described. Attach your Contributor Documentation Sheet to your Evaluation #1. (Since you are learning ... **expected scores are 2s or 3s**).
- **Third**, during one of your group meetings (before each due date) discuss your observations/evaluations (p. 32).
- At this meeting, complete the **Group Evaluation Summary Sheet**.
- Staple in this order: each individual p. 30 and p.31 together, then put the group p.32 on the top of the individual ones. Turn in, on due date.
- Do the same for the Second evaluation (p. 33 & 34). (**Expected scores are 3s and possibly some 4s**)
- NOTE: Your third Evaluation will be turned in with your Presentation.

Contributor's Documentation Sheet

Section(s) you collaborated on and/or wrote:

SBC:

Presentation:

EB Research Articles and other references you used to support the Section(s) you collaborated on and wrote (minimum of 5/student)

Team Learning Evaluation ~ #1~

Individual ~ Health Challenge Self-Care Booklet/Presentation

Fill out Individually about yourself & team members then discuss with Team Members

Scores – check p.53 - (since you are learning – I expect to see mostly 2s & 3s):

4 = Exceeds Expectations 3 = Meets Expectations 2 = Approaches Expectations 1 = Below Expectation

Individual ~ Health Challenge Self-Care Booklet & Presentation Team Learning Evaluation ~ #1			
Names of Learning Team Members →	Your Name	Team Member Name	Team Member Name
	Contribution Score #	Contribution Score #	Contribution Score #
1. Contributes to Team Meetings			
<i>Examples</i>			
2. Facilitates Team Members' contributions			
<i>Examples</i>			
3. Contributes Individually Outside of Team Meetings (includes thorough preparation for Meetings like completing Research readings)			
<i>Examples</i>			
4. Fosters Constructive Team Climate includes being on-time & staying for all of meeting)			
<i>Examples</i>			
5. Responds to Conflict			
<i>Examples</i>			
Total Individual Score (out of 20)			
<p>Strengths You Have:</p> <p>Behavior Changes You plan to Make:</p> 			

Team Learning Evaluation ~ #1 ~
Group Summary ~ Health Challenge Self-Care Booklet & Presentation
 Complete as a group and Sign at bottom of form

Name of Learning Team Members →	Name	Name	Name
Overall Average Contribution Score (Add the scores for each of the student members and divide by 5 to determine Overall Average Contribution Score)			
List what each of you agree to do to add to the work of your Team to bring the project to completion? (list your strengths and the behaviors you are changing - include completion dates)			
Name			
Strengths: Behavior Changes:			
Name			
Strengths: Behavior Changes:			
Name			
Strengths: Behavior Changes:			

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Team Learning Evaluation ~ #2 ~

Health Challenge Self-Care Booklet & Presentation

Fill out Individually about yourself & team members then discuss with Team Members

Scores – check p. 53 - (since you are learning – I expect to see mostly 3s & a few 4s):

4 = Exceeds Expectations 3 = Meets Expectations 2 = Approaches Expectations 1 = Below Expectation

Individual ~ Health Challenge Self-Care Booklet & Presentation Team Learning Evaluation ~ #2			
Names of Learning Team Members →	Your Name	Team Member Name	Team Member Name
Contribution Score #			
1. Contributes to Team Meetings			
<i>Examples</i>			
2. Facilitates Team Members' contributions			
<i>Examples</i>			
3. Contributes Individually Outside of Team Meetings (includes thorough preparation for Meetings like completing Research readings)			
<i>Examples</i>			
4. Fosters Constructive Team Climate includes being on-time & staying for all of meeting)			
<i>Examples</i>			
5. Responds to Conflict			
<i>Examples</i>			
Total Individual Score (out of 20)			
<p>Strengths You Have:</p> <p>Behavior Changes You plan to Make:</p>			

Team Learning Evaluation ~ #2 ~
Group Summary ~ Health Challenge Self-Care Booklet & Presentation
 Complete as a group and Sign at bottom of form

Name of Learning Team Members →	Name	Name	Name
Overall Average Contribution Score (Add the scores for each of the student members and divide by 5 to determine Overall Average Contribution Score)			
List what each of you agree to do to add to the work of your Team to bring the project to completion? (list your strengths and the behaviors you are changing - include completion dates)			
Name			
Strengths: Behavior Changes:			
Name			
Strengths: Behavior Changes:			
Name			
Strengths: Behavior Changes:			

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Team Learning Self Evaluation ~ Complete Individually

(Score for completing this is included in SCB Presentation Rubric)

Student: _____

Individual Questions for Reflection:

What was your Overall Average Contribution Score?

Evaluation #1 _____ (p. 33)

Evaluation #2 _____ (p. 35)

List at least three things you did to enhance your Group Team Behaviors:

- 1.
- 2.
- 3.

Describe how you collaborated with your team members to complete this assignment.

What will you do differently the next time you collaborate in a group?

What are the most important concepts you have learned from this Learning Team experience?

How will you use this learning to improve both personally & professionally?

Appendix D
Gerontology Program
Summary Sheet for TEAMWORK Rubric Analysis (AACU)

Course #: GERO 122/222
 Faculty Evaluator: Cheryl Osborne
 Semester/Year: Spring 2016
 # of Students in course: 48
 Type of Assignments: **Individual & Team Evaluations**

Tally your students' performance on each of the 5 evaluation criteria. Determine the average for each criteria. Analyze and summarize the data. Identify any areas for change and describe the modifications you will make for this assignment when next offering the course. **Attach the assignment directions to this summary sheet & Gerontology Program TEAMWORK Value Rubric designations.** Remember to retain a copy of at least 10% of the papers.

Standard of Performance = 75% of students will meet or exceed expectation on combined self assessment scores for each criteria

Evaluation Criteria	Number of Students Performing in Each Category (N= 16 Assessments – random groups: 2 separate samples/student n=32)										Total % Meeting or Exceeding Expectation
	4 Exceeds Expectation		3 Meets Expectation		2 Approaches Expectation		1 Below Expectation		0 Not Exhibited		
	#	%	#	%	#	%	#	%	#	%	
1. Contributes to Team Meetings	9	29%	19	61%	3	10%	0	0	1	3%	90%
2. Facilitates Team Members' contributions	4	13%	20	64%	4	13%	3	10%	1	3%	77%
3. Individually Contributes Outside of Team Meetings	4	13%	17	55%	10	32%	0	0%	1	3%	68%
4. Fosters Constructive Team Climate	6	19%	16	50%	7	22%	0	0%	1	3%	69%
5. Responds to Conflict	2	6%	22	69%	7	22%	0	0%	1	3%	75%
Comments/Area for Change: A random sample of 5 of the 16 groups (with 3-4 members - total of 32 students), showed that three (3) of the Teamwork Contribution Criteria were at or above the standard of performance of 75%. Two (#3 & #4) showed students considered themselves to be "approaching expectation". This may be consistent with their level in the curriculum but those data were not collected so it is unknown at this time.					Assignment Modifications: There are no plans to change the measurement tool at this time except to add a space for students to identify their curriculum level. "Spot checks" on all criteria areas will continue throughout the semester with special emphasis on #3 & #4 criteria in the future. Other Core courses will use this rubric when appropriate.						

Appendix E

Gerontology Assessment Plan

Reviewed and Revised June 2017 ~~~~ Program Review Fall 2017 - Spring 2018
 Sac State Baccalaureate Learning Goals reflected in parenthesis at end of PLOs

PLO	Measure	Course &/or Program	Completed Date	Next Review Date
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)	<i>Written & Oral Communication</i>	All Core Courses	Prior to 2011	
	<i>Integrative Learning Value Rubric</i>	GERO 131 (Capstone) (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program) GERO 101,102,103,121,122,130,131 (courses)	F15-S16 -----	F17-S18
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)	<i>Civic Engagement Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121,122,130,131 (courses)	----- -----	F18-S19 S19-S20
	<i>Integrative Learning Value Rubric</i>	GERO 131 Capstone (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program) GERO 101,102,103,121,122,130,131 (courses)	F15-S16 -----	F17-S18
3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 5)	<i>Integrative Learning Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121,122,130,131 (courses)	----- -----	F18-S19 S19-S20
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>Civic Engagement Value Rubric</i>	GERO 122 (course & Program) GERO 101,102,103,121,122,130,131 (courses)	F15-S16 -----	F17-S18

		122,130,131 (courses)		
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)	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16 -----	F17-S18
	<i>Civic Engagement Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F18-S19 S19-S20
5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program) GERO 101,102,103,121, 122,130,131 (courses)	F15-S16 -----	F17-S18
	<i>Civic Engagement Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F18-S19 S19-S20
6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3 & 4)	<i>Integrative Learning Value Rubric</i>	GERO 131 (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program) GERO 101,102,103,121, 122,130,131 (course & Program)	F15-S16 -----	F17-S18
	<i>Civic Engagement Value Rubric</i>	GERO 101, 121, 122 (courses) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F18-S19 S19-S20

Appendix G

Gerontology Curriculum Map –PLOs & BGLs – Spring 2017

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

Key:

Level I – Introduced (I)

Level II – Developed & Practiced (D)

Level III – Demonstrated at the Mastery Level appropriate for graduation (M)