

2018 - 2019 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

Written Communication

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

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

To exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. Written communication is the development and expression of ideas in writing for a particular audience and purpose. Gerontology students should be able to communicate effectively in writing about social phenomena from a social science perspective. At least 73% of students should meet or exceed expectations on the following criteria: (1) write using correct grammar, style, spelling, etc.; (2) organize thoughts in a logical manner; and (3) use appropriate evidence-based and relevant information.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Undo


Q2.2.a.


Please provide the standards of performance/expectations for this PLO:

73% of students should demonstrate competency in the following: (1) write using correct grammar, style, spelli...

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment([See Appendix 15 Sample Answer to Q2.3](#)):

 GERO 130 Proposal Rubric.docx
22.55 KB

 Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL 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 type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input 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 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**)

Undo

Q3.1.1.

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

2

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**)

Undo

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:

Written communication skills were assessed based on the performance of students who completed one-year service learning practica in Fall 2018 (GERO 130) and Spring 2019 (GERO 131). This one-year practicum is the capstone course for Gerontology majors.

Two sources of data were used: (1) faculty assessments of students' Culminating Project Proposals which are completed at the end of the first semester; and (2) agency supervisors' assessments of students' performance and skills completed at the end of the first and second semesters.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):



GERO 130_Proposal_Instructions.pdf
226.67 KB



Click here to attach a file

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.**)

Undo

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

Undo

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

Undo

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

Undo

Q3.5.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

2

Q3.5.1.

Please enter the number (#) of faculty members who 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

Undo

Q3.6.

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

All available culminating project proposals with completed grading rubrics for students who completed GERO 130 in Fall 2018 and GERO 131 in Spring 2019 were included in the sample of student work.

Q3.6.1.

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

Because the Culminating Project Proposal is a substantial piece of written work, we determined it sufficiently represented students' written communication skills.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

44

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

The abilities listed on this form have been identified as requisite for professional practice. Each agency supervisor is asked to evaluate the professional preparation of the respective student. This evaluation is to be completed by the field supervisor at the end of each of the two semesters and subsequently discussed with and signed by the student.



GERO 130 Practium Supervisor Evaluation.pdf
113.42 KB



GERO 131 Practium Supervisor Evaluation.pdf
119.22 KB

Q3.7.2.

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

All 44 students who completed GERO 130 in Fall 2018 and GERO 131 in Spring 2019 were included in the sample.

Q3.7.3.

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

Students who completed GERO 130 in Fall 2018 and GERO 131 in Spring 2019 were included in the sample because these students had completed at least 24 units in the major, including the five core courses.

Q3.7.4.

If surveys were used, please enter the response rate:

93%

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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

 Click here to attach a file


 Click here to attach a file


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:


 GERO_datatables.pdf
79.33 KB


 Click here to attach a file

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

Students are doing well and meeting the program standard. Students are also demonstrating improvement in their written communication skills during their two-semester practicum experience.

 Click here to attach a file

 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

To improve the ability to assess written communication skills, it will be recommended that the agency supervisor evaluation form include a question specifically about written communication. Currently, the question combines written and verbal communication skills.

Q5.1.2.

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

- 1. Yes, describe your plan:

We will analyze data from the revised evaluation form to determine if the more specific question yields different results regarding students' communication skills.

- 2. No
- 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12 Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q5.2.1.

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

In 2017-2018, we identified written communication skills as an area for development. We have focused on developing and assessing written communication skills, particularly in the GERO 130 and GERO 131 practicum courses.

Q5.3.
To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

Undo 1-9

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

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Feedback on last year's assessment recommended that evaluation data should be based on a graded assignment. This year, in addition to drawing on data from agency supervisors, we also analyzed data on written communication as demonstrated in a graded assignment. We also received feedback that the PLO assessed in our program assessment should be explicitly listed and described in the Assessment Plan. Written communication is an integral part of the Gerontology Department's PLO #6.


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

n/a

 Click here to attach a file

 Click here to attach a file

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

n/a

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. **Research**
- 21. Other, specify any PLOs not included above:

a.

b.


c.


Q8.


Please explain how this year's assessment activities help you address recommendations from your department's last program review?


We focused more specifically on written communication skills and evaluated students based on an assignment graded using a rubric with several criteria directly aligned with this PLO.

Q9. Please attach any additional files here:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

GERO Assessment Plan

GERO Curriculum Map

GERO Data/Tables

GERO 130 Proposal Rubric

GERO 130 Practicum Supervisor Evaluation

GERO 131 Practicum Supervisor Evaluation

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

BS Gerontology

Q11.

Report Author(s):

Catheryn Koss

Q11.1.

Department Chair/Program Director:

Cheryl Osborne

Q11.2.

Assessment Coordinator:

Catheryn Koss

Q12.

Department/Division/Program of Academic Unit (select):

Gerontology

Q13.

College:

College of Social Sciences & Interdisciplinary Studies

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

data not available (last data reported 2016)

Q15.

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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

BS Gerontology

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

0

Q17.1. List all the names:

n/a

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

n/a

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

n/a

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
Undo	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. 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"/>
Q20.1. 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"/>

Q20.2. (Required)

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

 **1718 BS Geron Assessment Plan.pdf**
49.75 KB

Q21.


Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Undo

Q21.1.

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

 appendix_gerontology assessment plan curric map 2016.pdf
101.98 KB

Q22.

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

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

Undo

Q23.

Does your program have a capstone class?

1. Yes, specify:

GERO 130 and GERO 131

2. No
 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

1. Yes
 2. No

3. Don't know

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

- 1. PLO Assessed (**Q1.1, Q2.1**)
- 2. Definition of the PLO(s) (**Q2.1.1**)
- 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
- 4. Direct Measures (**Q3.3.2**)
- 5. Data Table(s) (**Q4.1**)
- 6. Curriculum Map (**Q21.1**)
- 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

GERO 130 ~ Culminating Project Proposal Grading Rubric				
116 points possible; Need 85 to pass at 73%				
ALL sections must include EB citations	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Abstract	4	3	2	1
Background Need & Relevance & Theory Overview NARRATIVE – (all sections must be supported/cited)				
Introduces overall goal/focus of Project (adult ed. class, training manual, resident activities program etc)		3	2	1
Describes Theory used to support all Project Processes.	4	3	2	1
Describes general & specific Background & Need for Project (historical & current need for this Project – local & global)	4	3	2	1
Describes intended Population & Setting	4	3	2	1
Describes how/why Project will Benefit elders/families & how you will include them in your process	4	3	2	1
Describes why this project is important to & congruent with <i>this</i> organization at <i>this</i> time (how it fits with their mission & purposes; who the interdisciplinary agency stakeholders are & how they will benefit from the Project)	4	3	2	1
Summarizes Marketing Plan	4	3	2	1
Summarizes Evaluation Plan (including steps, tools, timeline, related to Project Expected Outcome)	4	3	2	1
Includes replication/ Sustainability Plan of project at this agency; any dissemination possibilities	4	3	2	1
Explains how student & partner/other Collaborated to decide on this project	4	3	2	1
Describes Approval Process for moving the Project to completion including how & to whom you will market it.	4	3	2	1
States next steps to ensure Project implementation & Completion	4	3	2	1
Methodology ~ thoroughly completes all parts of PROJECT ACTION PLAN				
Identifies Need/Issue resulting in Project	4	3	2	1
Describes Challenges & Barriers for all Stakeholders	4	3	2	1
Clearly articulates Project Goal	4	3	2	1
Clearly articulates Project Expected Outcomes & how they will be measured & analyzed	4	3	2	1
Describes “fit” with organization	4	3	2	1
Identifies strengths & benefits of all Stakeholders	4	3	2	1
Includes all Objectives for Project completion	4	3	2	1
Includes sound Budget Projections	4	3	2	1
Identifies Implications for Professional Development	4	3	2	1
Conclusions ~ Summary NARRATIVE				
Discusses surprises experienced during Proposal Process	4	3	2	1
Demonstrates sensitivity to holistic diversity throughout Proposal		3	2	1

Demonstrates mastery of subject/topic (includes citations throughout {narrative} Proposal)	4	3	2	1
Professional Presentation				
Correct Grammar & Spelling		3	2	1
Proposal was clear and logically developed		3	2	1
Project directions followed (materials in order, rubric etc.)		3	2	1
Citations correctly written throughout proposal (min 10 APA)		3	2	1
Citations correctly Referenced on reference page (min 10 APA)		3	2	1
Completes Proposal by due date		3	2	1
Sub Totals	/92	/93	/62	/31
Overall Total /116				
Comments:				

Culminating Senior Community Project

Purposes:

1. To enhance collaboration skills between students and agencies while identifying and addressing a common need or interest for an agency project.
2. To use students' evidence-based knowledge and gerontological skills to optimize the development of the agency's overall functioning.
3. To afford students the opportunity to research particular areas of interest in connection with their chosen agency's purpose.
4. To give students the opportunity to learn and develop grant/program proposal skills.
5. To encourage student's use of creative thinking when developing a visual or written professional presentation for classmates and faculty.
6. To provide the student with a professional product that can be used for a state or national presentation.
7. To provide the agency with a professional product that can be used after the intern graduates.

You will be collaborating with your supervisor to determine an agency project that they need and you are interested in completing. You will be preparing a proposal during GERO 130 that documents your program/project plans. You will use this proposal to guide the planning, implementation, evaluation, and presentation of your project in GERO 131.

Students are expected to work progressively on the Senior Community Project throughout the semester while completing their Practicum goals and objectives. Students must keep faculty advisor and practicum supervisor up to date (email, journal or in person) on progress (challenges and joys) *throughout* the semester. Failure to do this will result in NC in the course.

Awesome Benefit:

When you are done with this project you will have made a great contribution to the elder population, given your agency a usable product, and have prepared yourself to present your great work to your classmates and possibly to other gerontologists at a professional conference! Check with faculty and on the announcement board for possible conferences!!

Project Proposal Guidelines

A "project/grant proposal" makes a case for the Project and describes the steps needed to complete the project – it is research and history-based and action/behavior oriented. Your Proposal will be written in commonly used "grant format" so you will have experience putting together information in a way that most grantors require and so that you will have the necessary plan for a successful Community Project!!

Process to Complete your Project:

1. Collaborate with practicum supervisor and professor to determine Culminating Community Project Topic ~ be prepared to present and discuss at Seminar #3.
2. Meet and collaborate with *all* interdisciplinary agency persons who may be involved with your Project. Remember this is ongoing collaboration!
3. Decide on Project no later than the 3rd seminar following the directions/Rubric in the Syllabus. ***Note: you won't begin your Project until GERO 131 and you cannot start your Project until the Proposal is formally agreed on and the Contract form is signed by all!***
4. Develop your Project Proposal.
 - Complete *initial* Project research no later than one week after determining topic (see due dates for research article analysis assignments to use in your DRAFT Proposal). Be sure to talk with and get feedback from your practicum supervisor about what you are thinking/writing about as you read more articles.
 - Complete & email **Project Proposal Draft** to professor *no later* than the 4th Seminar. **Use Content Directions and Action Plan Template in Syllabus/Canvas.** Contact professor EARLY if you have questions.
 - After you get the Proposal Draft back, make any corrections/additions to the Proposal and resubmit it to your professor no later than the 4th Seminar.
 - Get all approval signatures on the Contract form, complete and attach it to the approved final Proposal).
 - Give the original to your professor and a copy to your supervisor (you keep a copy also).

- If the project proposal is not fully approved by your supervisor and professor by the 2nd Friday of December or May (depending on the semester) you will receive an incomplete for the course **EVEN** if all of your other assignments and practicum hours are complete.
5. Attend all 131 Presentations in December/May.

Proposal Directions:

The format for this Proposal is a *combination of Narrative writing and completion of the Action Plan.*

Professional Presentation:

1. Use APA (title, abstract, reference, appendix, and pages).
 - a. The **Narrative Introductory Section** of the Proposal DRAFT should be approximately 4-6 pages (with EB-research citations that support your case for the Project).
 - b. The **Culminating Community Action Plan** Section will vary in pages, depending on the number of Objectives and Action Steps you have to complete your Project. You can download the Action Plan from the GERO 130 Canvas website. **I would start with completing the Action Plan and then work on writing the narrative portion ☺**
 - c. Your **Evaluation/Conclusion Section** is **Narrative** and includes *Expected Outcomes of the Project and how you will Evaluate the Project (survey the participants, use a post-test etc.)*, and the *Conclusions about this portion of the Project Process (130). Project Conclusions and Recommendations for future projects is included in your Project Presentation in GERO 131.*
 - d. Include the Grading Rubric and Contract Sheet in the Appendix. When your Proposal is no longer a DRAFT, we will all sign the Contract Sheet ☺.

Content Sections:

This is an **Evidence-Based (EB)** research paper and thus you must always support your opinions and ideas by citing evidenced-based research studies. Use a minimum of 10 sources (EB articles/texts/books).

1. The Proposal includes the following sections/parts (*reflected in Grading Rubric*):
 - a. **Title Page** (Include possible Project title)
 - b. **Project Abstract**
 - c. (*Narrative*) **Background Need & Relevance of the Project** and discussion of **Theory** supporting the Project. Remember, all areas must be backed by EB research. Use the articles you are reading for Seminar if you can ☺ Some of this will repeat in formal format what you say in your Action Plan.

Use these headings in your Project Draft Proposal:

- **Introduction**
Introduce the overall **goal/focus** of your Project (adult ed class, training manual, brochure, visual presentation, resource manual etc.). Give it a title.
- **Theory**
Explain the Theory you chose to use and how it supports the all portions of the Project.
- **Project Background and Need**
Describe the general and specific (**background** – historical and current) **need** for this project (at this agency and globally).
- **Population & Setting**
Describe the intended **population** (all the stakeholders) **and agency setting** where the Project will be used.
- **Benefits**
Describe how and who will **benefit from this Project**. Specifically describe why this project is important to and **congruent with this organization** at *this* time (how it fits with their mission & purpose).
- **Collaboration**
Describe the agency (interdisciplinary) stakeholders and how will they benefit from it from this project. Explain how you and all your interdisciplinary partners **collaborated** to decide on this project. Describe how you included/will include the elder recipients in your Project.
- **Marketing Plans**
- Discuss who you will market this Project to and how and when you plan to do this.
- **Evaluation Plan**
- Discuss how you plan to evaluate your project (steps, tools used, timing) to measure success as it relates to your Project's Expected Outcome
- **Plan to Assure Sustainability**

Identify ways you will work with your agency supervisor to ensure that your project will be used after you leave; how will this happen? Are there other opportunities to disseminate your Project - to tell the world about it or can other “sister” agencies use it? Conclude with your thoughts on this portion of the Project process.

- **Project Approval Process**

Describe your joint agreement for moving your project to approval (student, faculty and agency supervisor, and any other agency stakeholders you needed to work with to get approvals to this point). Identifies the next steps to implement the Project.

2. **Methodology**

(Action Plan Template)

Complete the **Culminating Community Project Action Plan** (Sample includes the above components). Use the Template available on Canvas – fill it in and place it behind the first Narrative in your Proposal document.

3. **Conclusions**

(Narrative)

4. **Appendix**

- 1.) **Cover Contract Sheet** (Complete following form)
- 2.) Any pertinent documents to support Project.
- 3.) Grading Rubric.

TurnItIn

Once your proposal is completed, submit it to the TurnItIn Plagiarism Tool (upload link is in the GERO 130/131 Canvas course) and obtain your originality report.

When approved, one copy of your Project Proposal and one copy of your Finished Project is given to the agency and one to the Department of Gerontology. Of course, keep a copy yourself to show employers!!

Draft Proposal Organizing Order:

- Title page
- Project Abstract (on separate page)
- (Narrative) Background Need & Relevance & Overview of the Project & Theory Section
- (Template) Project Action Plan with Objectives & Tasks/Action Steps
- (Narrative) Conclusion
- Completed Contract Page (minus signatures)
- Grading Rubric

California State University Sacramento
Department of Gerontology
Gero 130
Culminating Senior Community Project Contract

Proposal Title: _____

Implementation Date: _____

Student: _____

Email _____ **Phone # (____)** _____

Community Agency: _____

Address: _____

Practicum Supervisor: _____

Phone: (____) _____ **Fax:** (____) _____ **email:** _____

Faculty Advisor: _____

Phone: (916) _____ **Fax:** (916) _____ **email:** _____

	Signatures:	Date:
Student	_____	_____
Practicum Supervisor	_____	_____
Faculty Advisor	_____	_____

Attach Final approved Project Proposal to this page

Give Original to Faculty Advisor; make copies for student and Practicum Supervisor.

Culminating Community Project Action Plan Template (Sample)

Student: _____
Date: _____

Practicum Supervisor Initials: _____
Date: _____

<p>Identified Agency Need/Management Issue: Agency management wants to develop and provide a staff in-service that explores the financial aspects affecting older adults and their families. During their work with elders and their families, staff members are expected to answer a variety of questions; most of which they have previous education and know the resources to guide their answers. Currently, however, staff members are often faced with elders and their families asking questions about their financial issues and strategies to address their concerns. Staff identified that they have trouble answering financial questions.</p>	<p>Challenges/Barriers: Developing and teaching this workshop may be difficult because 1.) no one at this agency has the necessary educational background or experience, 2.) some staff may not see the need for the class, 3.) more time is needed to cover the needed content than the customary 20 minutes allotted for in-service, and 4.) getting staff to come after work hours may be hard because the management doesn't want to pay over time for the in-service time.</p>
<p>Project Title: Knowing What to Say When Elders Ask about Financial Concerns & Strategies: A Workshop</p>	
<p>Goal of Project: Develop and teach four (4) 1/2 hour in-service workshops for agency staff members.</p>	<p>Project Expected Outcome: Staff members will show increased financial knowledge as measured by pre-post test in each class.</p>
<p>How goal “fits” with Organization’s Mission, its Purpose: The goal of this project is supported by this agency’s Mission and Purpose includes “providing a variety of services and resources for elders in all living communities.” Additionally, management believes that staff members should have the current, baseline knowledge to address consumers’ questions. The agency also values ongoing education and is willing to provide in-service time during working hours.</p>	
<p>Key Stakeholders’ Strengths: <i>Student Intern:</i> interdisciplinary approach to learning & teaching; knowledge base about older adults/their family’s need and strategies that assist them to thrive in today’s world; has at least one university course in financial aspects affecting elders and their families. <i>Agency Staff:</i> have genuine concern about elders and their families; one person voiced desire to learn more. <i>Management Team:</i> see need, have some knowledge of financial aspects – can assist student in applying theory and practice in their setting, and are supportive of potential opportunity. <i>Elders/Families:</i> Can identify common concerns regarding financial issues for elders and their families. <i>Gerontology Profession:</i> Current evidence-based research.</p>	<p>Key Stakeholders’ Challenges/Barriers <i>Student Intern:</i> Decide on relevant evidence-based information to include; break it up into 4 sessions; convince staff to attend include all stakeholders. <i>Agency Staff:</i> Time: meeting with student in the beginning and attendance at in-services while still getting work done. <i>Management Team:</i> Providing incentives and motivation that encourages staff to attend; facilitating student’s project from start to end (i.e. space, \$\$, meeting time with staff in the beginning, elders who might participate etc.). <i>Elders/Families:</i> Time and transportation so can be involved in process <i>Gerontology Profession:</i> Recognition from society.</p>
<p>Project Benefits to Stakeholders: <i>Student Intern:</i> Increased intellectual curiosity about topic; learn more about important elder topic; meet other staff; participate in the creative process. <i>Agency Staff:</i> Gain needed current evidence-based information on financial aspects affecting elders & families. <i>Management Team:</i> Current education for staff; meet mission and goals of agency; have materials from in-service to use in future. <i>Elders/Families:</i> Participate in assuring needed information is addressed; gain current needed information on financial issues. <i>Gerontology Profession:</i> Adds to dissemination of professional evidenced based information.</p>	
<p>Project Objectives (Chronological Order): 1.) Research current articles and books on finance and aging; could talk with experts in the field; review curriculum development resources.</p>	

- 2.) Have meetings with *all* stakeholders to discuss ideas for content inclusion; jointly develop course objectives discuss ways to market classes.
- 3.) Develop and implement marketing strategies.
- 4.) Organize and develop each of the four (4) classes – (could Co-teach with interested supervisor/staff).
- 5.) Develop Project evaluation process/tools.
- 6.) Evaluate in-services and make any necessary changes.
- 7.) Present Project and Evaluation to Agency.
- 8.) Present Project to peers and faculty.

Implications for Professional Development (a resume builder!): Learn more about financial aspects; network with other professionals; plan, develop, implement and evaluate an identified solution (provide agency personnel needed in-service and materials for subsequent ones) that will enhance elders and their family's lives and contribute to furthering the mission of an identified aging community organization.

Project Proposal Objectives & Tasks (Sample)

Objectives & Tasks/Action Steps: (What Will Be Done to reduce barriers and complete Project)	Responsibilities (Who Will Do It?)	Resources (Funding, Time, People, Materials)	Timeline By When? (Day/Month)	Success Evidence (Progress Benchmarks)	Outcome Evaluation (Know goal was met)
1.) Research current articles & books on finance & aging; could talk with experts in the field; review curriculum development resources					
a. Conduct journal and book literature review.	Student	2 afternoons on library web site and allow for 1 afternoon 1 library	Begin by 9/5/08 End by 9/28/08	Have articles	Background and Need written for Proposal Draft
b. Call and talk with financial class professor.	Student	Two hours including time for return calls	Begin 9/5/08 End by 9/28/08	Interviews completed	Interview summarized & tied to articles; discussed in Journal & in Proposal
c. Discuss curriculum development process with Intern Faculty Advisor	Student and Faculty	1-2 hour meeting	Get appt on calendar by 9/5/08 Meet by 9/10/08	Understanding of process components	Discussed in Journal and final product reflects process components
d. Based on lit review & interviews, discuss ideas for each of the 4 classes with Supervisor & Advisor (in Journal).	Supervisor & student do 2 objectives each for each class	2 days to read, organize thoughts, & draft objectives	Get appt on calendar by 9/10/08 Meet by 9/20/08	Readings analyzed before meeting; objectives drafted by end of meeting	Give articles copies to Supervisor if she'd like; Each individual has draft objectives
2.) Have meetings with all stakeholders to discuss ideas for content inclusion; jointly develop course objectives; discuss ways to market classes.					
a. Identify key stakeholders and a representative from each group to work with	Supervisor Student	Numbers to contact Place to meet Contact stakeholders & set date for 1 st meeting	Get appt on calendar by 9/10/08; Meet by 10/5/08 Meet by 10/10/08	Meeting scheduled Meeting scheduled	Meetings completed & discussed with Supervisor
b. Organize stakeholder meeting	ETC>>>>				
c. Develop some method to assess stakeholder's needs, abilities & expectations	ETC>>>				
3.) Develop and implement marketing strategies.					
a. Assess usual methods at agency for marketing in-services.	ETC>>>>>				
4.) Organize & develop each of the four (4) classes – (could Co-teach with					

interested supervisor/staff).					
a. Write draft outline of each class & discuss with Supervisor and Advisor	Student, Supervisor, Faculty Advisor	Minimum of 1 day/class	Begin 9/20/08 End 10/20/08		Outline drafts completed and meeting held with Supervisor
b. Finalize class outlines	ETC>>>>				
c. Evaluate class	Student, Supervisor	Evaluation form	End of class	Participants answer evaluation	Participants give constructive and positive feedback.
*	*	*	*	*	*

***Complete with all identified Objectives from action plan.**

Complete *projected* budget – negotiate with your Supervisor – it will be modified as the Project evolves. Be sure to check ahead about agency processes/timelines for getting reimbursed – Assume Nothing!! ☺ If agency is paying for/covering costs, you still need to determine the cost to the agency.

Budget (Sample)

Item Description	Budgeted		Spent	Comments
	Student	Agency		
Copying handouts	15.00			
Spiral binding	10.00			
Projector rental		100.00		Receipts to be turned in 11/20
Video rental	50.00	50.00		Receipts to be turned in 11/20
Meeting space		NA		
Refreshments		15.00		Receipts to be turned in 11/20
TOTALS	75.00	165.00		

GERO 130 ~ Culminating Project Proposal Grading Rubric				
116 points possible; Need 85 to pass at 73%				
ALL sections must include EB citations	4 Exceeds Expectation	3 Meets Expectation	2 Approaches Expectation	1 Below Expectation
Abstract	4	3	2	1
Background Need & Relevance & Theory Overview				
NARRATIVE – (all sections must be supported/cited)				
Introduces overall goal/focus of Project (adult ed. class, training manual, resident activities program etc)		3	2	1
Describes Theory used to support all Project Processes.	4	3	2	1
Describes general & specific Background & Need for Project (historical & current need for this Project – local & global)	4	3	2	1
Describes intended Population & Setting	4	3	2	1
Describes how/why Project will Benefit elders/families & how you will include them in your process	4	3	2	1
Describes why this project is important to & congruent with <i>this</i> organization at <i>this</i> time (how it fits with their mission & purposes; who the interdisciplinary agency stake holders are & how they will benefit from the Project)	4	3	2	1
Summarizes Marketing Plan	4	3	2	1
Summarizes Evaluation Plan (including steps, tools, timeline, related to Project Expected Outcome	4	3	2	1
Includes replication/ Sustainability Plan of project at this agency; any dissemination possibilities	4	3	2	1
Explains how student & partner/others Collaborated to decide on this project	4	3	2	1
Describes Approval Process for moving the Project to completion including how & to whom you will market it.	4	3	2	1
States next steps to ensure Project implementation & Completion	4	3	2	1
Methodology ~ thoroughly completes all parts of PROJECT ACTION PLAN				
Identifies Need/Issue resulting in Project	4	3	2	1
Describes Challenges & Barriers for all Stakeholders	4	3	2	1
Clearly articulates Project Goal	4	3	2	1
Clearly articulates Project Expected Outcomes & how they will be measured & analyzed	4	3	2	1
Describes “fit” with organization	4	3	2	1
Identifies strengths & benefits of all Stakeholders	4	3	2	1
Includes all Objectives for Project completion	4	3	2	1
Includes sound Budget Projections	4	3	2	1
Identifies Implications for Professional Development	4	3	2	1
Conclusions ~ Summary				
NARRATIVE				
Discusses surprises experienced during Proposal Process	4	3	2	1
Demonstrates sensitivity to holistic diversity throughout Proposal		3	2	1
Demonstrates mastery of subject/topic (includes citations throughout {narrative} Proposal)	4	3	2	1
Professional Presentation				
Correct Grammar & Spelling		3	2	1
Proposal was clear and logically developed		3	2	1
Project directions followed (materials in order, rubric etc.)		3	2	1
Citations correctly written throughout proposal (min 10 APA)		3	2	1
Citations correctly Referenced on reference page (min 10 APA)		3	2	1
Completes Proposal by due date		3	2	1
Sub Totals	/92	/93	/62	/31
Overall Total	/116			
Comments:				

Practicum Supervisor Evaluation of Student

GERO 130

Practicum Supervisor Name _____ Course _____

Agency _____ Semester/Date of Review _____

The abilities listed on this form have been identified as requisite for professional practice. Each field supervisor is asked to evaluate the professional preparation of the respective student. This evaluation is to be completed by the field supervisor and subsequently discussed with and signed by the student. It is to be given to the student and turned into the Gerontology Field Coordinator with the Course Portfolio at the end of the semester. This evaluation serves as one of the final evaluation tools. Ongoing evaluation and communication with student and faculty coordinator is expected, especially when the student is performing at less than beginning competency.

INSTRUCTIONS: Please complete the following evaluation for (each) student.

Code: (1) Poor (2) Fair (3) Good (4) Excellent (5) Exemplary

Skill and Knowledge Competency Rating Scale:

1. Student has difficulty grasping concepts.
2. Student grasps idea, but does not demonstrate competency.
3. Student demonstrates beginning competency.
4. Student demonstrates competency but not consistency.
5. Student demonstrates competency coherently and consistently as an integrated part of the student's performance.

****The expectation is that Gero 130 students will not consistently rate at the score of 5.**

Behavior	Scoring					Examples
Ability to present self clearly	1	2	3	4	5	
Ability to make appropriate and focused responses	1	2	3	4	5	
Ability to differentiate personal and professional relationships	1	2	3	4	5	
Ability to form and sustain collaborative relationships	1	2	3	4	5	
Ability to assess one's own impact on others	1	2	3	4	5	
Ability to take responsibility for one's own decisions	1	2	3	4	5	
Ability to hear and consider viewpoints different from one's own	1	2	3	4	5	
Ability to evaluate, modify, and explain practice decisions	1	2	3	4	5	
Ability to conceptualize and to discern significance of interrelationships and to draw generalizations	1	2	3	4	5	
Ability to apply information from general to specific and from specific to general	1	2	3	4	5	
Ability to present ideas verbally and in writing	1	2	3	4	5	
Ability for self direction and responsibility for own learning	1	2	3	4	5	
Ability and willingness to evaluate one's own professional goals	1	2	3	4	5	
Ability and willingness to evaluate one's own strengths and limitations	1	2	3	4	5	
Ability to demonstrate respect for different cultures & languages	1	2	3	4	5	

Behavior	Scoring					Examples
<i>Ability to maintain ethical practice:</i>						
Confidentiality	1	2	3	4	5	
Respect	1	2	3	4	5	
Honest communication	1	2	3	4	5	
Attendance	1	2	3	4	5	
Timely completion of projects	1	2	3	4	5	
Following through on obligations and contracts	1	2	3	4	5	
Giving and receiving critical feedback	1	2	3	4	5	
Following organizational protocol and lines of communication	1	2	3	4	5	
Additional Remarks:						
Areas of Strength:						
Areas for Growth:						

Comments on Student’s overall preparation or work in the field of Gerontology:

Practicum Supervisor Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Practicum Agency: _____

Please copy when complete:

Original Copy: Gerontology Department Director

1 Copy: Student

1 Copy: Supervisor

Practicum Supervisor Evaluation of Student

GERO 131

Practicum Supervisor Name _____ Course _____

Agency _____ Semester/Date of Review _____

The abilities listed on this form have been identified as requisite for professional practice. Each field supervisor is asked to evaluate the professional preparation of the respective student. This evaluation is to be completed by the field supervisor and subsequently discussed with and signed by the student. It is to be given to the student and turned into the Gerontology Field Coordinator with the Course Portfolio at the end of the semester. This evaluation serves as one of the final evaluation tools. Ongoing evaluation and communication with student and faculty coordinator is expected, especially when the student is performing at less than beginning competency.

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Code: (1) Poor (2) Fair (3) Good (4) Excellent (5) Exemplary

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Behavior	Scoring					Examples
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Ability to make appropriate and focused responses	1	2	3	4	5	
Ability to differentiate personal and professional relationships	1	2	3	4	5	
Ability to form and sustain collaborative relationships	1	2	3	4	5	
Ability to assess one's own impact on others	1	2	3	4	5	
Ability to take responsibility for one's own decisions	1	2	3	4	5	
Ability to hear and consider viewpoints different from one's own	1	2	3	4	5	
Ability to evaluate, modify, and explain practice decisions	1	2	3	4	5	
Ability to conceptualize and to discern significance of interrelationships and to draw generalizations	1	2	3	4	5	
Ability to apply information from general to specific and from specific to general	1	2	3	4	5	
Ability to present ideas verbally and in writing	1	2	3	4	5	
Ability for self direction and responsibility for own learning	1	2	3	4	5	
Ability and willingness to evaluate one's own professional goals	1	2	3	4	5	
Ability and willingness to evaluate one's own strengths and limitations	1	2	3	4	5	
Ability to demonstrate respect for different cultures & languages	1	2	3	4	5	
<i>Ability to maintain ethical practice:</i>						

Behavior	Scoring					Examples
Confidentiality	1	2	3	4	5	
Respect	1	2	3	4	5	
Honest communication	1	2	3	4	5	
Attendance	1	2	3	4	5	
Timely completion of projects	1	2	3	4	5	
Following through on obligations and contracts	1	2	3	4	5	
Giving and receiving critical feedback	1	2	3	4	5	
Following organizational protocol and lines of communication	1	2	3	4	5	
Additional Remarks:						
Areas of Strength:						
Areas for Growth:						

Comments on Student’s overall preparation or work in the field of Gerontology:

Practicum Supervisor Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Faculty Advisor Signature: _____ Date: _____

Practicum Agency: _____

Please copy when complete:

Original Copy: Gerontology Department Director

1 Copy: Student

1 Copy: Supervisor

2018-2019 Gerontology Annual Program Assessment
Q4.1 Data, Findings, and Conclusions

For the 2018-2019 annual program assessment, the Gerontology Department evaluated the Program Learning Outcome of Written Communication. This PLO is defined as being able to effectively use basic communication skills and information technology needed in a global information society. Written communication is the development and expression of ideas in writing for a particular audience and purpose. Gerontology students should be able to communicate effectively in writing about social phenomena from a social science perspective. Specifically, students should be able to: (1) write using correct grammar, style, spelling, etc.; (2) organize thoughts in a logical manner; and (3) use appropriate evidence-based and relevant information.

Written communication skills were assessed based on the performance of students who completed one-year service learning practicum in Fall 2018 (GERO 130) and Spring 2019 (GERO 131). This one-year practicum is the capstone course for Gerontology majors. All students included in the sample had completed at least 24 units in the major, including the five core courses.

Two sources of assessment data were used: (1) faculty assessments of students' Culminating Project Proposals which are completed at the end of the first semester; and (2) agency supervisors' assessments of students performance and skills completed at the end of the first and second semesters.

Faculty Evaluation of Project Proposal

Faculty supervisors assessed the quality of students' culminating project proposals using a standardized grading rubric. The three criteria analyzed for this assessment were:

- Correct grammar and spelling (1)
- Proposal was clear and logically developed (2)
- Demonstrates mastery of subject/topic (includes citations throughout [narrative] proposal) (3)

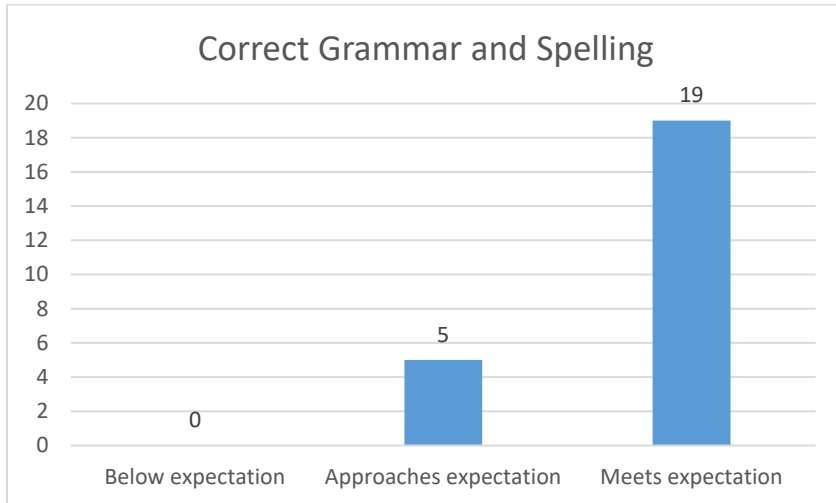
The first two criteria were assessed on a 3-point scale (1 = below expectation, 2 = approaches expectation, 3 = meets expectation). The third criterion was assessed on a 4-point scale that included 4 = exceeds expectation.

Data were available for 24 of the 44 students in the sample. Missing data were the result of some grading rubrics not being included in students' final portfolios and delay in submitting students' final portfolios. Average scores are presented in the table below.

Criteria	Average
Correct grammar and spelling (1)	2.81
Proposal was clear and logically developed (2)	3
Demonstrates mastery of subject/topic (includes citations throughout [narrative] proposal) (3)	3.42

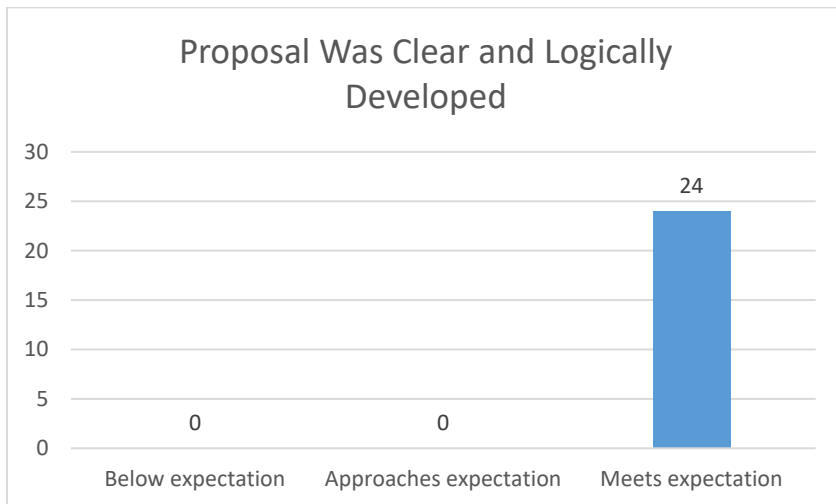
Write Using Correct Grammar, Style, Spelling, etc. (1)

The goal was for at least 73% of students to meet expectations on this criterion. As illustrated in the following bar charts, five students (21%) approached expectation and 19 students (79%) met expectations. **Therefore, the goal was exceeded.**



Organize Thoughts in a Logical Manner (2)

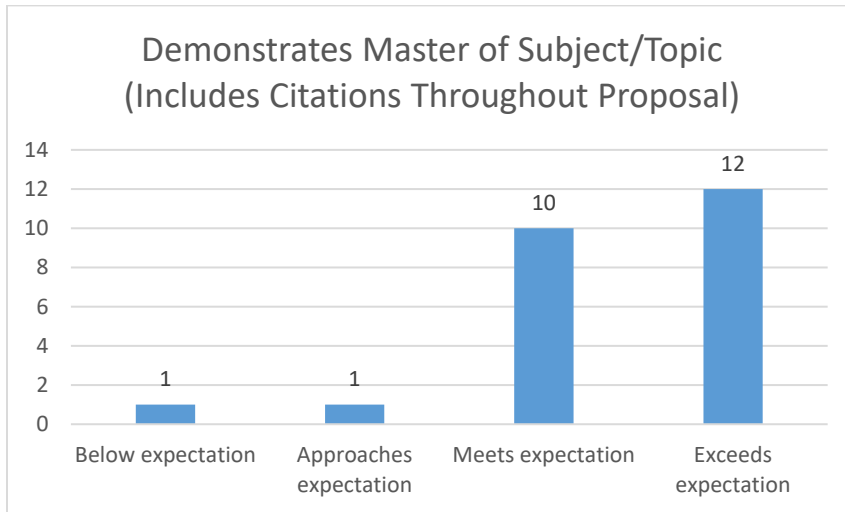
The goal was for at least 73% of students to meet expectations on this criterion. All students met expectations. **Therefore, the goal was exceeded.**



Use Appropriate Evidence-Based and Relevant Information (3)

The goal is for at least 73% of students to meet or exceed expectations on this criterion. One student (4%) fell below expectation, one student (4%) approached expectation, 10 students

(42%) met expectations, and 12 students (50%) exceeded expectation. **Therefore, the goal was exceeded.**



Agency Supervisor Evaluations

Agency supervisors completed student evaluations at the end of each of two semesters (GERO 130 and GERO 131). The three criteria analyzed for this assessment were:

- Ability to present self clearly
- Ability to make appropriate and focused responses
- Ability to present ideas verbally and in writing

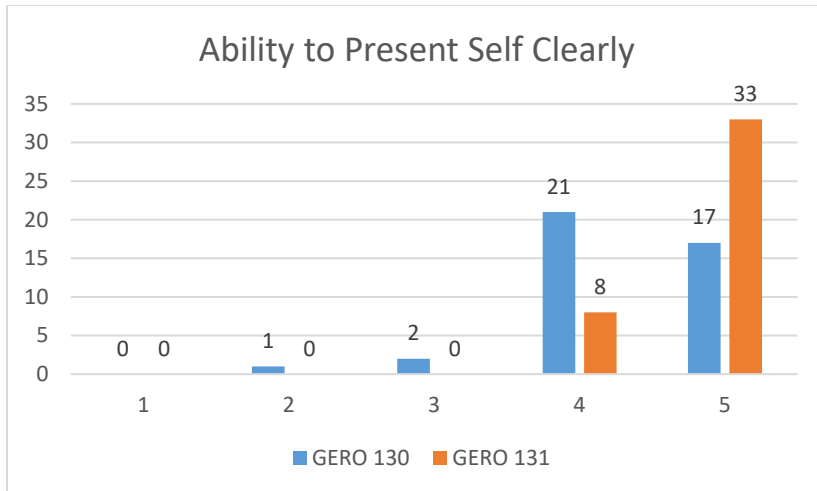
For each, students were rated on a 5-point scale:

1. Student has difficulty grasping concepts
2. Student grasps idea, but does not demonstrate competency
3. Student demonstrates beginning competency
4. Student demonstrates competency but not consistency
5. Student demonstrates competency coherently and consistently as an integrated part of the student's performance

Complete data were available for 41 of the 44 students. Missing data were the result of delay in submitting students' final portfolios. The average scores for GERO 130 and GERO 131 and significance values of paired sample t-tests are presented in the table below.

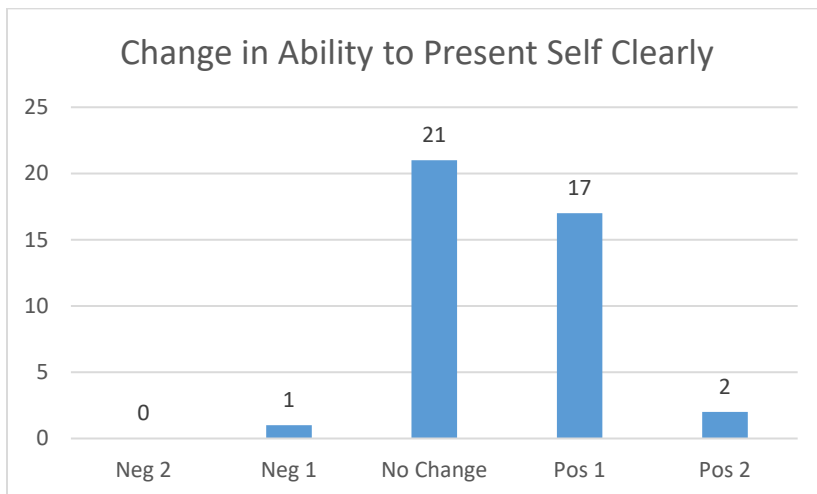
Criteria	GERO 130	GERO 131	<i>p</i> -value
Ability to present self clearly	4.31	4.79	< .001
Ability to make appropriate and focused responses	4.28	4.79	< .001
Ability to present ideas verbally and in writing	4.38	4.77	< .01

Ability to Present Self Clearly



The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, one student (2%) received a 2, two students (5%) received a 3, 21 students (51%) received a 4, and 17 students (41%) received a 5. Scores improved by the end of GERO 131, with no students receiving less than a 4, eight students (20%) receiving a 4, and 33 students (80%) receiving a 5. **Therefore, the goal was exceeded by the end of GERO 131.**

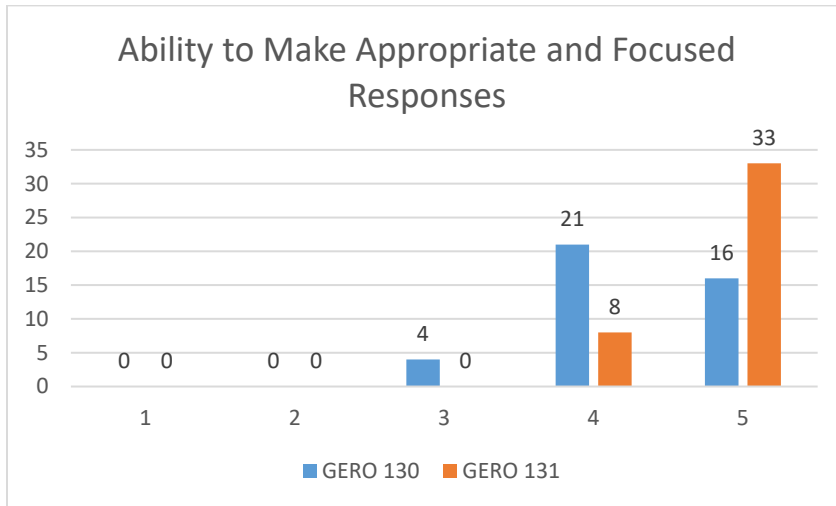
We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, only one student was rated worse in the second semester compared to the first. Twenty-one students did not change and 19 students demonstrated improvements between the first and second semesters.



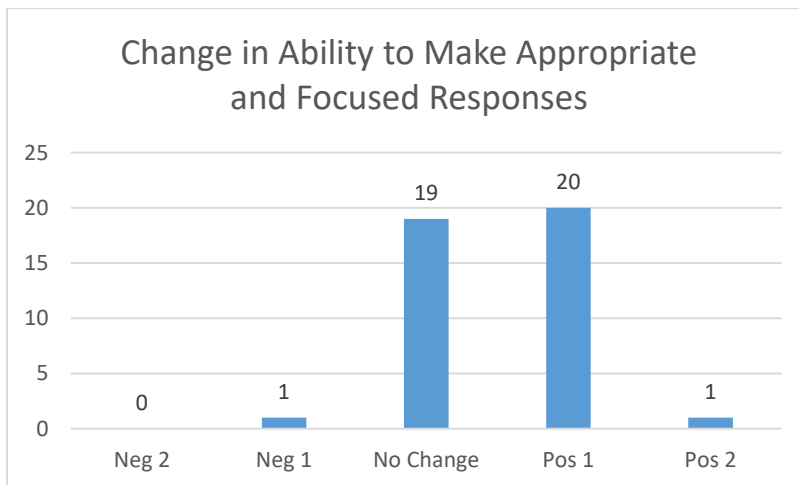
Ability to Make Appropriate and Focused Responses

The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, four students (10%) received a 3, 21 students (51%) received a 4, and 16 students (39%) received a 5. Scores improved by the end of GERO 131,

with no students receiving less than a 4, eight students (20%) receiving a 4, and 33 students (80%) receiving a 5. **Therefore, the goal was exceeded by the end of GERO 131.**

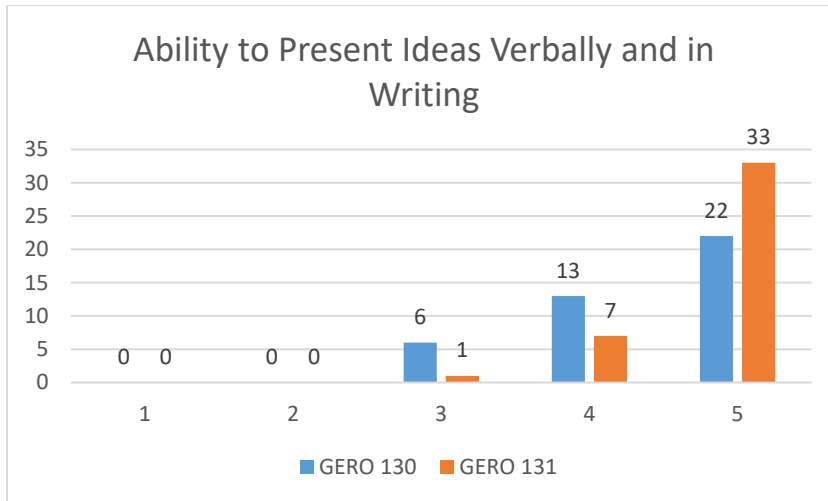


We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, one student was rated worse in the second semester compared to the first. Nineteen students did not change and 21 students demonstrated improvements between the first and second semesters.

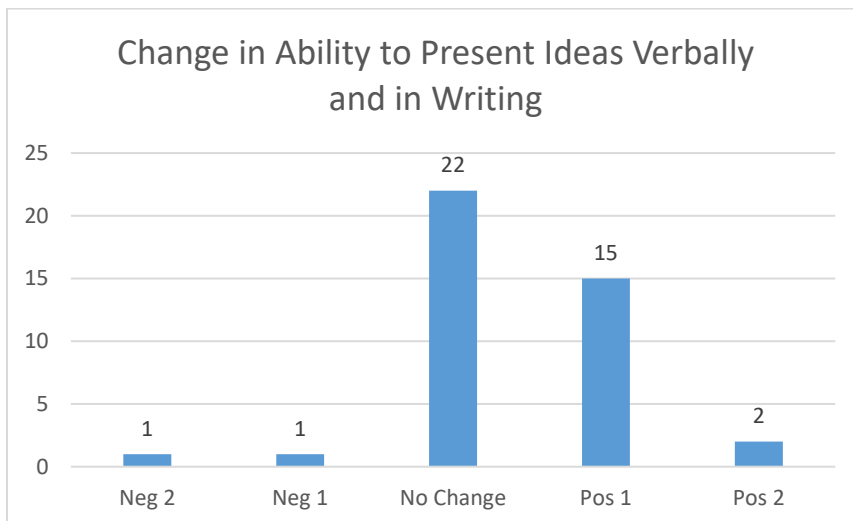


Ability to Present Ideas Verbally and in Writing

The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, six students (15%) received a 3, 13 students (32%) received a 4, and 22 students (54%) received a 5. Scores improved by the end of GERO 131, with one student (2%) receiving a 3, seven students (17%) receiving a 4, and 33 students (80%) receiving a 5. **Therefore, the goal was exceeded by the end of GERO 131.**



We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, two students were rated worse in the second semester compared to the first. Twenty-two students did not change and 17 students demonstrated improvements between the first and second semesters.



Appendix __

Gerontology Assessment PlanReviewed and Revised June 2018 ~~~~ Program Review **Fall 2018 - Spring 2019**

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 131 (Capstone) (course) GERO 101, 103 (courses)	F15-S16 F16-S17 F16-17	F18-S19 F19-S20
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>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)	F15-S16 F16-S17	
	<i>Civic Engagement Value Rubric</i>	GERO 131 (Capstone) (course) GERO 130 & 131 (courses)	F17-S18 -----	F18-S19 S19-S20
3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 5)	<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)	F15-S16 F16-S17	
	<i>Civic Engagement Value Rubric</i>	GERO 131 (Capstone) (course) GERO 130 & 131 (courses)	F17-S18 -----	F18-S19 S19-S20

4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others and addressing elder needs. (2, 3, 4, 5)	<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)	F15-S16 F16-S17	
	<i>Civic Engagement Value Rubric</i>	GERO 131 (Capstone) (course) GERO 130 & 131 (courses)	F17-S18 -----	F18-S19 S19-S20
5. Exhibit personal and social responsibility, (including life-long learning) and ethical and professional behavior in all settings. (4, 5)	<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)	F15-S16 F16-S17	
	<i>Civic Engagement Value Rubric</i>	GERO 131 (Capstone) (course) GERO 130 & 131 (courses)	F17-S18 -----	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 Capstone (Program)	F12-S13 F13-S14 F14-S15 F15-S16	
	<i>TeamWork Value Rubric (Interdisciplinary)</i>	GERO 122 (course & Program)	F15-S16 F16-S17	
	<i>Civic Engagement Value Rubric</i>	GERO 131 (Capstone) (course) GERO 130 & 131 (courses)	F17-S18 -----	F18-S19 S19-S20

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
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>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) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F17-S18 F18-S19
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>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) GERO 100,101,103,121, 122,130,131 (courses)	----- -----	F17-S18 F18-S19
3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 5)	<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

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	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
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	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
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	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