

San Francisco State University  
Inventory of Program Assessment Activities, AY 2011-2012

Program/Degree: Gerontology/Master of Arts

College: Health & Social Sciences

Date: May 31, 2012

**Program Mission:** Dedicated to academic excellence in the higher education of students in Gerontology using an interdisciplinary approach to serve the present and future needs of society; the conduct of applied research to increase the body of knowledge about issues and processes of aging; and the application of the discipline of gerontology in society to advocate for change to enhance the quality of care and quality of life for older adults.

Measurable Student learning outcome (SLO)	Place in curriculum where each outcome is addressed	Academic year outcome was/will be assessed	Assessment/procedures Methods/strategies	Summary of findings	Use of findings for program improvement
<b>SLO 1</b> Graduate students will demonstrate mastery of content knowledge and professional skills in the <b>psycho-social</b> aspects of aging.	GRN 705 (I) GRN 725 (D) GRN 735 (D) GRN 765 (D) (see notes below)	AY 2011-2012	Measured by: Course examination, oral presentation, written paper, and M.A. in Gerontology Program Exit Survey (Appendix A).	Course grade statistics reports for GRN 705, GRN 725, GRN 735 and GRN 765 indicate that students are acquiring a solid foundation in the psycho-social aspects of aging. SETE and student survey results ( <b>Appendix B</b> ) confirm this finding.	The M.A. in GRN was reinstated during the Fall 2009 semester; all of the graduate courses were revised. This assessment represents a new introduction into the GRN 705, GRN 725, GRN 735 and GRN 765 course requirements. The high performance standards evidenced on course measures suggest that the revised course content was appropriate and successful; we will continue with this revised content.
<b>SLO 2</b> Graduate students will demonstrate mastery of content knowledge and professional skills in the <b>bio-medical</b> aspects of aging.	GRN 710 (I) GRN 725 (D) GRN 735 (D) GRN 765 (D) (see notes below)	AY 2011-2012	Measured by: Course examination, oral presentation, written paper, and M.A. in Gerontology Program Exit Survey (Appendix A).	Course grade statistics reports for GRN 710, GRN 725, GRN 735 and GRN 765 indicate that students are acquiring a solid foundation in the bio-medical aspects of aging. SETE and student	The M.A. in GRN was reinstated during the Fall 2009 semester; all of the graduate courses were revised. This assessment represents a new introduction into the GRN 710, GRN 725,

<p><b>SLO 3</b> Graduate students will demonstrate mastery of content knowledge and professional skills in the <b>socio-economic</b> aspects of aging.</p>	<p>GRN 715 (I) GRN 725 (D) GRN 735 (D) GRN 765 (D) (see notes below)</p>	<p>AY 2011-2012</p>	<p>Measured by: Course examination, oral presentation, written paper, and M.A. in Gerontology Program Exit Survey (Appendix A).</p>	<p>survey results (Appendix B) confirm this finding.</p>	<p>GRN 735 and GRN 765 course requirements. The high performance standards evidenced on course measures suggest that the revised course content was appropriate and successful; we will continue with this revised content.</p>
<p><b>SLO 4</b> Graduate students will demonstrate mastery of content knowledge and professional skills in <b>applied research</b> in aging.</p>	<p>GRN 760 (D) GRN 890 (M) (see notes below)</p>	<p>AY 2011-2012</p>	<p>Measured by: Course assignments, oral presentation, written paper using assessment rubric and scoring sheet (Appendices C and D), and M.A. in Gerontology Program Exit Survey (Appendix A).</p>	<p>Course grade statistics reports for GRN 760 and GRN 890 indicate that students are acquiring a solid foundation in applied research in aging. SETE and student survey results (Appendix B) confirm this finding. Two graduate students received scholarships in recognition of mastery of</p>	<p>The M.A. in GRN was reinstated during the Fall 2009 semester; all of the graduate courses were revised. This assessment represents a new introduction into the GRN 715, GRN 725, GRN 735 and GRN 765 course requirements. The high performance standards evidenced on course measures suggest that the revised course content was appropriate and successful; we will continue with this revised content.</p>
<p>The M.A. in GRN was reinstated during the Fall 2009 semester; all of the graduate courses were revised. This assessment represents a new introduction into the GRN 760 and GRN 890 course requirements. The high performance standards evidenced on course measures suggest</p>	<p>Course grade statistics reports for GRN 760 and GRN 890 indicate that students are acquiring a solid foundation in applied research in aging. SETE and student survey results (Appendix B) confirm this finding. Two graduate students received scholarships in recognition of mastery of</p>	<p>Course grade statistics reports for GRN 760 and GRN 890 indicate that students are acquiring a solid foundation in applied research in aging. SETE and student survey results (Appendix B) confirm this finding. Two graduate students received scholarships in recognition of mastery of</p>	<p>Course grade statistics reports for GRN 760 and GRN 890 indicate that students are acquiring a solid foundation in applied research in aging. SETE and student survey results (Appendix B) confirm this finding. Two graduate students received scholarships in recognition of mastery of</p>	<p>course measures suggest</p>	

<p><b>SLO 5</b> Graduate students will demonstrate mastery of content knowledge and professional skills in <b>community-based internship</b> in aging.</p>	<p>GRN 838 (M) GRN 839 (M) (see notes below)</p>	<p>AY 2011-2012</p>	<p>Measured by: Learning Contract, Progress Reports, Internship Final Evaluation Form (<b>Appendix E</b>), Pass Rate on RCFE State Certification Exam, and M.A. in Gerontology Program Exit Survey (<b>Appendix A</b>).</p>	<p>content knowledge and professional skills in applied research in gerontology. (see notes below)</p> <p>Course grade statistics reports for GRN 838 and GRN 839 indicate that students are acquiring a solid foundation in community internship in aging. SETE and student survey results (<b>Appendix B</b>) confirm this finding. 100% Pass Rate on RCFE State Certification Exam. Seven graduate students received scholarships in recognition of mastery of content knowledge and professional skills in service learning in aging. (see notes below)</p>	<p>that the revised course content was appropriate and successful; we will continue with this revised content.</p> <p>The M.A. in GRN was reinstated during the Fall 2009 semester; all of the graduate courses were revised. This assessment represents a new introduction into the GRN 838 and GRN 839 course requirements. The high performance standards evidenced on course measures suggest that the revised course content was appropriate and successful; we will continue with this revised content.</p>
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**Notes:**

**Course Number and Title**

- GRN 705, Aging in a Multidimensional Context
- GRN 710, Aging Processes: Health and Human Services
- GRN 715, Aging and Social Policy Analysis
- GRN 725, Aging and Diversity
- GRN 735, Ethical and Legal Issues in Aging and Social Services
- GRN 760, Research Methods in Gerontology
- GRN 765, Aging and the Continuum of Care
- GRN 838, Gerontology Seminar
- GRN 839, Gerontology Internship
- GRN 890, Integrative Seminar

**Level of Instruction**

I = Introduce

D = Developed

M = Mastery

**Scholarships for Excellence in Applied Research in Aging**

- Long-Term Care Administration Scholarship:  
Christopher Cherney
- Patrick Nobis RCFE Scholarship Fund:  
Nancy Dudley

**Scholarships for Excellence in Service Learning in Aging**

- Michelle Benjamin Scholarship Fund:  
Serene Park
- Monarch Village Scholarships:  
Clifford Bartolome  
Leticia Conde  
Marlena del Hierro
- Sixty Plus Scholarships:  
Bruce Campbell  
Robert Connors  
Laura Guluzzy