**Assessment Activity Report Due April 22, 2019**
Submit a pdf version at [https://sfsu.knack.com/ap#annual-assessment/](https://sfsu.knack.com/ap#annual-assessment/)

**Assessment of Program Learning Goal(s) Annual Assessment Report**

Department __Public Affairs & Civic Engagement (PACE)__  College __Health & Social Sciences (HSS)__

Degree Program__Master of Arts (M.A.) in Gerontology__

**Assessment Findings and Analysis Rubric** – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.

   1.) Provide students with a broad, interdisciplinary understanding of issues which relate to aging and influence older adults
   2.) Provide students with the content information, experiential qualifications, and research capabilities needed to pursue advanced studies in aging-related fields
   3.) Prepare students for professional practice and leadership positions in the public and private sectors where gerontological knowledge is required
   4.) Empower students with a vision of social justice, diversity, and consumer-driven services to promote intergenerational understanding in a global context
   5.) Provide students with academic knowledge, skills, and experiences to conduct applied research to solve the problems in aging-related communities

2. Which program learning goal did you choose to assess this semester?

   1.) Provide students with a broad, interdisciplinary understanding of issues which relate to aging and influence older adults
3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

We evaluated student performance on the following two assignments in GRN 715 (Age and Social Policy Analysis) during Fall 2018 (the total number of students enrolled = 7).
- Assignment #1: “Aging Policy News Sharing” - oral presentation and a written report.
- Assignment #2: “Policy Topic Statement” – short (2-3 page) written paper on a social policy topic related to aging and/or older adults.

Student performance on each assignment was evaluated with accompanying grading rubrics that have three outcome categories: Excellent, Satisfactory, and Poor. Faculty analyzed students’ grading distribution in each assignment’s rubric and assessed their levels of achievement for the targeted learning outcome as follows.
- Developed: Average scores of each grading rubric item was 90% or higher
- Developing: Average scores of each grading rubric items was higher than 80% but less than 90%
- Needs Development: Average scores of each grading rubric item was less than 80%

4. What did you find? Is the program learning goal being met?

Assignment #1 – 7 out of 7 students had average score of 90% or higher
Assignment #2 – 6 out of 7 students had average score of 90% or higher
1 out of 7 students had average score of 80% of higher

Based on these assessment data, we determined that our learning goal was successfully met.

5. What assessment activities do you plan to undertake next academic year?
- Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
  We do not feel compelled to “close the loop” for these findings and work on steps to improve the student learning outcomes based on these findings since all students scored 90% or higher on Assignment 1, and 6 out of 7 students scored 90% or higher on Assignment 2.
- Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
  We will likely assess this program learning goal in relation to another of our core courses required for the M.A. in Gerontology degree program and report on it in the future. This may be GRN 705, Aging in a Multi-dimensional Context or GRN 710, Aging Processes: Health and Human Services.
- In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
Given our current assessment work, we do not feel the need to revise our program learning goals next year.

- Will you move on to assess a different program learning goal (assessment findings report)? In addition to assessing this program learning goal in relation to another of our core courses (GRN 705 or GRN 710), we may move to assess a different program learning goal. This may focus on “Provide students with the content information, experiential qualifications, and research capabilities needed to pursue advanced studies in aging-related fields”.