

Annual Instructional Program Review Template for 2011-2012

Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

Basic Program Information

Department Name: **Gerontology**

Program Mission(s): **To educate and enlighten students and the community about research, theories, programs and services for older adults. To enhance the quality of life of elders and their families and create age-friendly communities.**

Program review team:

Name	Department	Position
Margriet DeLange	BSS (Gerontology)	Part-time Instructor
Dr. Anabel Pelham	BSS (Gerontology)	Part-time Instructor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Gerontology Certificate Program	Certificate	30-31

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

State Approval is in process and the application can be expected during 2012-2013 academic year.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See Attached				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

SEE ATTACHED PROGRAM REVIEW DATA

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

In spite of intermittent Program closures (due to budget cuts), enrollment has steadily increased.

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2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, transcriptable certificates
 - b. Local, non-State approved certificates
 - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

The completion rates have held steady. Increasing numbers of students are matriculating to the CSU system. Graduates are obtaining career paths in Community based Health and Human Services and Long Term Care.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions) Despite Work Force demand and emerging career paths, Program suspension (twice) discouraged new students to enroll.
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

No courses are regularly cancelled due to low enrollment.

5. Curriculum and SLOs
 - a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
 - b. Comment on program mapping and how it ties to the college Mission(s).
 - c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
 - d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
 - e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

At this time the Certificate Program meets the AGHE standards and guidelines for Certificate Programs in Higher Education. This applies to the courses with a GERN prefix only. (SPED or other courses do not meet AGHE standards and guidelines.

All courses have SLOs identified.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable): The Certificate Program courses provide skills in critical thinking, micro/macro analysis, application of theory to practice, and sensitivity to diversity
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable) The Certificate Program prepares students to matriculate specifically

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to the CSU BA and MA levels, depending on student's prior academic achievement (example : eight students have matriculated to San Francisco State University).

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) : The Certificate Program prepares students to work at a variety of levels in Health and Human Services, Long Term Care, AOA funded Community based funded services, and as Geriatric Care Managers in the private sector.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
(Needs to be created)

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat
•

SEE ATTACHED

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

See attached for details. In addition: these students are midlife, midcareer and highly motivated. They tend to score exceptionally well in the SLOs. Most have BA/BS degrees and about one fourth have MA/MS degrees. We aim the instructional program to a high standard. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

If this program is going to be successful for the long term, then the curriculum ought to consist of Gerontology courses and not a collection of other prefixes. In order for this program to meet national standards in the field, the curriculum has to be a Gerontology curriculum with support classes that are GERN prefix. (Other courses are possible upon approval of the Gerontology faculty).

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

In our experience, the SLOs are an appropriate, strong measure of student performance.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

This remains a fledgling, new program.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

The faculty and curriculum are on target

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Does not apply, yet.

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2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1Course assignments; faculty collaboration and consultation	Writing, critical thinking	Basic Skills	Yes
2close collaboration with colleagues in GERN programs, SFSU/SJSU	Quantify numbers of transfers to CSU	Transfer	Yes
3Fostering and promoting student organizations, social networking and alumni functions. A successful application for State Approval will legitimize students' ability to obtain successful employment in the field	Track employment outcomes of graduates	Work Force	Yes

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

This program teaches basic skills in the field of Gerontology; it prepares students to transfer to the CSU, and prepares students for career paths in an emerging field

3.2 Previous Program Goals from last academic year **SEE ATTACHED**

Goal	Original Timeline	Actions Taken	Status/Modifications
1			
2			
3			

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 What we want is a Gerontology Program with a Gerontology Curriculum. This means GERN prefix courses	2012-2013	Delete non GERN courses as the Program moves to BSS	The Certificate will then meet the AGHE standards and guidelines

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Two part-time Faculty			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Reassign Clerical Support to BSS			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Reasonable Marketing Budget	\$5,000,00		Perkins

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

Draft Annual Program Review Template for 2011-2012

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>This is the only program of its kind in the region.</p> <p>Gerontology and Aging is one of the fastest growing fields in Health and Human Services</p> <p>Los Altos (Hills) has significant professional and academic capacity</p>	<p>Faculty enjoy excellent reputations and the program has a history of matriculation.</p> <p>Program is strategically located between San Francisco and San Jose.</p>
Weaknesses	<p>Program has been canceled twice.</p> <p>Program has been housed in an area with less than a good fit.</p> <p>Program has suffered from opportunity costs.</p>	<p>Students and public are disappointed and confused about the status of the program</p>
Opportunities	<p>Gerontology is one of the fastest growing field in the Health and Human Services.</p> <p>Los Altos (Hills) has been just designated as the first Age Friendly Cities in California.</p>	<p>Major funding opportunities are currently being explored by the Los Altos (Hills) Senior Commission.</p> <p>Gerontology leadership is in the process of inserting language in the re-authorization of the Older Americans Act to require all federally funded aging services programs to hire educated/trained Gerontologists.</p>
Threats	<p>State wide budget concerns, frequent administrative turnovers, retiring Dean and general confusion.</p>	<p>Community and students are bewildered by the sudden, unannounced changes to the Program</p>

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? **Will Foothill College rise to the occasion and opportunities offered by a Gerontology Program?** Nationally and globally, Gerontology Programs are modest in size and Administrators have to simply accept this. These programs are unique in their ability to garner external funding, graduate employment and positive press.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? **If this Program is offered a steady hand at leadership, modest support and a commitment to the future, it will thrive.**

5.4 Address the concerns or recommendations that were made in prior program review cycles. **This is the first report of its kind**

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

The program absolutely meets the mission of the College. The program is poised to be an academic leader in this region. The program is fortunate in that there are an abundance of Gerontologists in the Los Altos area.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: This is an excellent start to success in this program.

6.2 Areas of concern, if any: The curriculum work is critical to the success of this program. We must focus on this and finish by June 12. Then we can make revisions of the program over the summer to submit for the following year.

6.3 Recommendations for improvement: New program-quite a bit of work will need to be done to make this program a success. We know there is a need and will have further discussion as we move forward. We will discuss deadlines for certificates and AA degree for this program.

6.4 Recommended Next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review
- review/Out of cycle in-depth review

Unit Course Assessment Report - Four Column

Foothill College Department - Gerontology (GERN)

Mission Statement: The Gerontology Certificate Program has as its mission: 1) to educate in the physical, psycho-social, and policy domains of aging 2) to better understand the processes of aging so as to promote health and effective functioning throughout the adult years. Material learned can be applied on personal, professional and academic level.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Gerontology (GERN) - GERN 50 - SOCIOLOGY OF AGING - Knowledge - Student uses the ability to contact the appropriate component of the aging network to assist an aging family member. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Quiz on the agency types and mission of the various components of the aging network</p> <p>2.) Paper exercise on computing what financial resources student will need in order to retire by age 70</p> <p>3.) Quiz essay question on unique challenges faced by developed and developing countries, aging at different rates.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - Students could engage in critical thinking regarding the social structural issues of aging. Students could make the connections between micro individual issues and larger/macro social processes and structures including social policies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/25/2011 - Students may benefit by recent films on health reform and market economy decision making in health and human services. Will add two films to existing lesson plan.</p>
<p>Department - Gerontology (GERN) - GERN 50 - SOCIOLOGY OF AGING - Skills - Student can access Internet resources to quantify financial resources needed for retirement. (Created By Department - Gerontology (GERN))</p>	<p>Assessment Method:</p> <p>1.) Quiz on the agency types and mission of the various components of the aging network</p> <p>2.) Paper exercise on computing what financial resources student will need in order to retire by age 70</p>	<p>10/10/2011 - Students could engage in critical thinking regarding the social structural issues of aging. Students could make the connections between micro individual issues and larger/macro social processes and structures including social policies.</p> <p>Result:</p>	<p>10/25/2011 - Students may benefit by recent films on health reform and market economy decision making in health and human services. Will add two films to existing lesson plan.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	<p>3.) Quiz essay question on unique challenges faced by developed and developing countries, aging at different rates.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	
Department - Gerontology (GERN) - GERN 50 - SOCIOLOGY OF AGING - Attitudes - Student demonstrates insight about the coming stresses of change related to aging by comparing and contrasting developing and developed countries. (Created By Department - Gerontology (GERN)) Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	<p>Assessment Method:</p> <p>1.) Quiz on the agency types and mission of the various components of the aging network</p> <p>2.) Paper exercise on computing what financial resources student will need in order to retire by age 70</p> <p>3.) Quiz essay question on unique challenges faced by developed and developing countries, aging at different rates.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current</p>	<p>10/10/2011 - Students could engage in critical thinking regarding the social structural issues of aging. Students could make the connections between micro individual issues and larger/macro social processes and structures including social policies.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/25/2011 - Students may benefit by recent films on health reform and market economy decision making in health and human services. Will add two films to existing lesson plan.</p>

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	<p>position within 12 months</p> <hr/>		
<p>Department - Gerontology (GERN) - GERN 51 - PSYCHOLOGY OF AGING - Knowledge - Student can debunk a minimum of three myths about aging. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm includes two questions about debunking myths of aging</p> <p>2.) Final Life Review paper identifies three elders? current developmental stages</p> <p>3.) Small group exercises about how student has evolved own prejudices/biases of aging</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p> <hr/>	<p>10/10/2011 - 95% of students enjoyed the process of debunking myths and new facts of aging. Students showed evidence of applied knowledge in tests and final paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Work on final paper throughout course to implement new knowledge gradually.</p> <hr/>
<p>Department - Gerontology (GERN) - GERN 51 - PSYCHOLOGY OF AGING - Skills - Student can identify three areas of assessment required to understand an elders? current developmental stage. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm includes two questions about debunking myths of aging</p> <p>2.) Final Life Review paper identifies three elders? current developmental stages</p> <p>3.) Small group exercises about how student has evolved own prejudices/biases of aging</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <hr/>	<p>10/10/2011 - 95% of students enjoyed the process of debunking myths and new facts of aging. Students showed evidence of applied knowledge in tests and final paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Work on final paper throughout course to implement new knowledge gradually.</p> <hr/>

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	<p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>		
<p>Department - Gerontology (GERN) - GERN 51 - PSYCHOLOGY OF AGING - Attitudes - Student internalized insights of self-reflection to understand personal prejudices/biases relating to elders and aging. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm includes two questions about debunking myths of aging</p> <p>2.) Final Life Review paper identifies three elders? current developmental stages</p> <p>3.) Small group exercises about how student has evolved own prejudices/biases of aging</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - 95% of students enjoyed the process of debunking myths and new facts of aging. Students showed evidence of applied knowledge in tests and final paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Work on final paper throughout course to implement new knowledge gradually.</p>
<p>Department - Gerontology (GERN) - GERN 52 - HEALTH & AGING - Knowledge - Students will demonstrate three health promotion exercises for aging family members. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Student class presentations on three health promotion plans</p> <p>2.) Midterm includes a glossary quiz</p> <p>3.) Final paper includes reflection on the resources and contributions of elder persons</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p>	<p>10/10/2011 - 95% of students were able to develop health promotion plans by working in pairs or small groups.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Student group presentations enhance learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>		
<p>Department - Gerontology (GERN) - GERN 52 - HEALTH & AGING - Skills - Students uses the vocabulary of chronic illness when assisting aging family members at the doctor or hospital (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Student class presentations on three health promotion plans</p> <p>2.) Midterm includes a glossary quiz</p> <p>3.) Final paper includes reflection on the resources and contributions of elder persons</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - 95% of students were able to develop health promotion plans by working in pairs or small groups.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Student group presentations enhance learning.</p>
<p>Department - Gerontology (GERN) - GERN 52 - HEALTH & AGING - Attitudes - Students will shift their attitudinal focus towards strengths and benefits instead of deficits when relating to elder persons. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Student class presentations on three health promotion plans</p> <p>2.) Midterm includes a glossary quiz</p> <p>3.) Final paper includes reflection on the resources and contributions of elder persons</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or</p>	<p>10/10/2011 - 95% of students were able to develop health promotion plans by working in pairs or small groups.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Student group presentations enhance learning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Gerontology (GERN) - GERN 53 - PRACTICUM IN SENIOR SERVICES - Knowledge - Student delivers appropriate links to a community based service for a needy elder. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>experience upper mobility within their current position within 12 months</p>	<p>Assessment Method: 1.) Quiz on naming five community based agencies in Santa Clara County 2.) Final includes questions on glossary and vocabulary 3.) Short paper on a case study including a care plan for a frail elder</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - Students were placed in meaningful/individualized settings where they successfully applied classroom knowledge. Students were able to demonstrate a working knowledge of the health and human services available in the Aging Network.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>
<p>Department - Gerontology (GERN) - GERN 53 - PRACTICUM IN SENIOR SERVICES - Skills - Student uses appropriate gerontological vocabulary. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1.) Quiz on naming five community based agencies in Santa Clara County 2.) Final includes questions on glossary and vocabulary 3.) Short paper on a case study including a care plan for a frail elder</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the</p>	<p>10/10/2011 - Students were placed in meaningful/individualized settings where they successfully applied classroom knowledge. Students were able to demonstrate a working knowledge of the health and human services available in the Aging Network.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the</p>	<p>10/25/2011 - Planning ahead for placements is a very good idea. Will continue to start a month on advance with field placement search and matching. A quarter is a very short time in the field and students need more preparation. Will bring some field placement search activities (a one session module on Resume development) into the Continuum of Care Options course.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>greater Bay Area.</p>	
<p>Department - Gerontology (GERN) - GERN 53 - PRACTICUM IN SENIOR SERVICES - Attitudes - Student applies theoretical knowledge to problem solving around care giving of families and elders in the community. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Quiz on naming five community based agencies in Santa Clara County</p> <p>2.) Final includes questions on glossary and vocabulary</p> <p>3.) Short paper on a case study including a care plan for a frail elder</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - Students were placed in meaningful/individualized settings where they successfully applied classroom knowledge. Students were able to demonstrate a working knowledge of the health and human services available in the Aging Network.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/25/2011 - Planning ahead for placements is a very good idea. Will continue to start a month on advance with field placement search and matching. A quarter is a very short time in the field and students need more preparation. Will bring some field placement search activities (a one session module on Resume development) into the Continuum of Care Options course.</p>
<p>Department - Gerontology (GERN) - GERN 54 - CONTINUUM OF CARE OPTIONS - Knowledge - Student delivers examples of the continuum of care from independent to skilled nursing. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Essay question on midterm requires students to list the continuum of care agencies</p> <p>2.) Midterm quiz includes question on list of supportive services provided in an assisted living community</p> <p>3.) In-class discussion of Eden Alternative, Green House and Villages concept</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>10/10/2011 - Students were able to assist friends and family members with knowledge and ?know how? (care management) in locating needed services.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest</p>	<p>10/25/2011 - Will add a module that more clearly illustrates the Aging Network. It is changing with recent political activities and the re-authorization of the Older Americans Act (OAA).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	
<p>Department - Gerontology (GERN) - GERN 54 - CONTINUUM OF CARE OPTIONS - Skills - Student matches the services available in assisted living to a friend or family member suffering from caregiver stress. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Essay question on midterm requires students to list the continuum of care agencies 2.) Midterm quiz includes question on list of supportive services provided in an assisted living community 3.) In-class discussion of Eden Alternative, Green House and Villages concept</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - Students were able to assist friends and family members with knowledge and ?know how? (care management) in locating needed services.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/25/2011 - Will add a module that more clearly illustrates the Aging Network. It is changing with recent political activities and the re-authorization of the Older Americans Act (OAA).</p>
<p>Department - Gerontology (GERN) - GERN 54 - CONTINUUM OF CARE OPTIONS - Attitudes - Student demonstrates the elements of culture change in nursing homes to leaders of interfaith communities. (Created By Department - Gerontology (GERN))</p>	<p>Assessment Method:</p> <p>1.) Essay question on midterm requires students to list the continuum of care agencies 2.) Midterm quiz includes question on list of supportive services provided in an assisted</p>	<p>10/10/2011 - Students were able to assist friends and family members with knowledge and ?know how? (care management) in locating needed services.</p> <p>Result: Target Met</p>	<p>10/25/2011 - Will add a module that more clearly illustrates the Aging Network. It is changing with recent political activities and the re-authorization of the Older Americans Act (OAA).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	Assessment Method Type: Exam - Course Test/Quiz Target for Success: 1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3.) 25% will either find new positions or experience upper mobility within their current position within 12 months	Year This Assessment Occurred: 2010-2011 Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.	
Department - Gerontology (GERN) - GERN 55 - ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES - Knowledge - Students will be able to describe the dying process in a culture that is not their own. (Created By Department - Gerontology (GERN)) Assessment Cycles: 2010-2011 2011-2012 Course-Level SLO Status: Active	Assessment Method: 1.) Student oral report on dying process of another culture 2.) Student written report on visit to local hospice organization and interview volunteer about working with a dying person from another culture 3.) Student reflection paper on development of own beliefs and attitudes regarding death	Result: Target Met Year This Assessment Occurred: 10/10/2011 - 95% of students showed a deeper understanding of the subject matter. Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.	10/14/2011 - Students need ample time for reflection and small group discussions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Gerontology (GERN) - GERN 55 - ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES - Skills - Students will demonstrate cultural competency around the dying process. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1.) Student oral report on dying process of another culture 2.) Student written report on visit to local hospice organization and interview volunteer about working with a dying person from another culture 3.) Student reflection paper on development of own beliefs and attitudes regarding death"</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system 3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - 95% of students showed a deeper understanding of the subject matter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Students need ample time for reflection and small group discussions.</p> <hr/>
<p>Department - Gerontology (GERN) - GERN 55 - ISSUES IN DEATH, DYING & BEREAVEMENT ACROSS CULTURES - Attitudes - Student has started the work of self-reflection to understand personal attitudes and beliefs about the dying process and their own death. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 1.) Student oral report on dying process of another culture 2.) Student written report on visit to local hospice organization and interview volunteer about working with a dying person from another culture 3.) Student reflection paper on development of own beliefs and attitudes regarding death"</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 1.) 90% of students will earn a B+ or better on final grades 2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p>	<p>10/10/2011 - 95% of students showed a deeper understanding of the subject matter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: In order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Students need ample time for reflection and small group discussions.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>		
<p>Department - Gerontology (GERN) - GERN 56 - AGING & DIVERSITY - Knowledge - Students will be able to deliver demographic data on five major demographic groups. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm and final include questions on five major demographic groups</p> <p>2.) Essay question on generational conflict inherent in assimilation</p> <p>3.) Life Review paper on three diverse elders</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - 95% of students were able to write Life Review paper that brings out a deeper level of understanding.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Strong focus needed on process and internalization of text material.</p>
<p>Department - Gerontology (GERN) - GERN 56 - AGING & DIVERSITY - Skills - Students can articulate the pain and potential of assimilation. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm and final include questions on five major demographic groups</p> <p>2.) Essay question on generational conflict inherent in assimilation</p> <p>3.) Life Review paper on three diverse elders</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better</p>	<p>10/10/2011 - 95% of students were able to write Life Review paper that brings out a deeper level of understanding.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the</p>	<p>10/14/2011 - Strong focus needed on process and internalization of text material.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>greater Bay Area.</p>	
<p>Department - Gerontology (GERN) - GERN 56 - AGING & DIVERSITY - Attitudes - Students demonstrate an ability to listen and hear the cultural nuances of persons outside their ethnicity. (Created By Department - Gerontology (GERN))</p> <p>Assessment Cycles: 2010-2011 2011-2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method:</p> <p>1.) Midterm and final include questions on five major demographic groups</p> <p>2.) Essay question on generational conflict inherent in assimilation</p> <p>3.) Life Review paper on three diverse elders</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> <p>1.) 90% of students will earn a B+ or better on final grades</p> <p>2.) 25% of graduates will matriculate to an undergraduate or graduate program in the CSU system</p> <p>3.) 25% will either find new positions or experience upper mobility within their current position within 12 months</p>	<p>10/10/2011 - 95% of students were able to write Life Review paper that brings out a deeper level of understanding.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: order to implement a marketing and publicity enterprise we need a modest stipend for a fractional time support person to aggressively promote the program in the greater Bay Area.</p>	<p>10/14/2011 - Strong focus needed on process and internalization of text material.</p>