Annual Assessment
for Gerontology 2010-2011

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1. **PROGRAM GOALS AND LEARNING OUTCOME ASSESSED IN THE ACADEMIC YEAR ENDING JUNE 30, 2011.**

For the academic year 2010-11, the Gerontology Program (GERO) addressed Assessment Activities identified in the 2010 Program Review (p.16 GERO Program 2010 Self Study). In addition to these activities, this year’s assessment used the newly revised LO (Appendix A) to evaluate LO# 6 – Exhibit effective use of basic communication (written, oral, and interpersonal) skills and information technology needed in a global information society; focusing on written and presentation skills. Collected and tabulated data for all measures are on file, in the Department office, for future Program comparison and planning.

2. **LEARNING OUTCOME ASSESSED AND FINDINGS**

   a. This year’s LO #6 assessment extended previous evaluation of presentation communication skills to include written communication skills. Data were collected and analyzed in relation to assignment goals and objectives in three didactic courses at varying times in the (Fall 2010) semester and two Internship/Capstone courses at the end of the semester (Fall 2010 & Spring 2011). Comparison of data from the 2010-2011 Graduating Senior Survey (Appendix B) allowed an indirect measure of Program assessment of this Learning Outcome.

   b. **Overall Program success in helping students achieve the Written component of LO #6** (Appendix C): Overall scores and informal discussions with students suggest LO #6 is being met at a moderately high level in these three groups of students (two beginning level courses and one mid-curriculum course (includes both undergrad and grad students). Student perceptions on the Graduating Senior Survey describe having increased writing skills by graduation including ability to use these skills in internships. **Presentation component of LO #6** (Appendix D): Scores, observation of the presentations, and informal discussions with students suggest the presentation portion of this LO is being met, and in many cases exceeding expectations especially in presentation methods! Student responses on the Graduating Senior Survey also note increased presentation skills. The projects are significant and well received in the community and students have the opportunity to present both for the class (faculty, supervisor, students, and others) as well as to agency personnel.

   c. Except for a couple of students, students are passing written and presentation assignments at meeting expectation, or higher, levels. **Most meet or exceed expectation** in the criteria of “overall purpose, organization, audience engagement, and graphic presentation” (when applicable) on both writing and presentation measures. 15-20% need to follow directions/rubric prompts more closely and are struggling with grammar and many are only approaching expectation on consistent/correct citation of evidence based sources.

   d. **Improvement Areas**: continue to review assignment and rubric in the first couple of classes emphasizing critical thinking and writing mechanics for Summaries and the need for citations most work; offer examples and additional help if needed. Discuss any additional professional writing skills needed, with internship supervisors. Reevaluate Fall 2011.

3. **ANTICIPATED PROGRAM CHANGES BASED ON THIS ASSESSMENT**

   1. Add Program approved writing rubric to all GERO core course syllabi (102, & 103) while continuing to use (published in syllabus & discussed in class) writing rubric in all other GERO core courses in order to assist students in meeting required writing standards & faculty in measuring them. Achievement will be measured by improved scores on LO #6 and scores/comments on Graduating Senior Survey.

   2. Discuss with interdisciplinary faculty, possibility of adding writing and presentation rubrics to interdisciplinary core courses.

   3. Continue to use writing assignments from the first few weeks in the semester to identify students in need of additional writing help, refer them to the University Writing Center, and follow up to see if they accessed help.

   4. Include discussion of professional writing skills, rubrics, requirements and available assistance in new GERO Transfer Student Orientation (Spring 2012). Present information to current students at a Gerontology Club meeting.
4. OTHER ASSESSMENT ACTIVITIES COMPLETED IN AY 2010-11

The following describes the five additional 2010 Gerontology Program Review Assessment Activities, Outcomes, and Analysis/Comments delineated:

1. Modify Student Internship Self Evaluation forms (GERO 195A & 195B Capstone) to reflect new Program Outcomes (all of which are measured in the Capstone course). **Completed** – Spring 2011 (Appendix E - 1 & E – 2). Forms will be implemented Fall 2011. **Analysis/comments** - Self Evaluation continues to assist students to measure their own progress towards course & Program outcomes in GERO 195A/B. This evaluation is reviewed, discussed, and signed by the student, faculty member and agency supervisor; individual data remains in student file.

2. Clarify and demonstrate alignment of AGHE competencies with revised Program Outcomes. **Completed** Spring 2011 (Appendix F - 1). **Analysis/comments** - This allows for alignment with course outcomes and added direction for students about national competencies (Appendix F – 2) needed for practice. Competencies will be included in all core course syllabi beginning in Fall 2011. How specific competencies relate to course content will be discussed in each core course (GERO 101, 102, 103, 195A & B).

3. Add questions from 2010 SSIS Written Communication Survey for Majors to Graduating Senior Survey. **Completed** Fall 2010 (Appendix B); questions # 17, 24-30. **Analysis/comments** - As anticipated, these data proved helpful in Program analysis when correlated with course LO#6 data. Future Assessment (ie. LO#2, next year) will also include this measurement. Collected data are on file for future Program planning.

4. Complete faculty discussions based on organizing framework Focused Inquiry questions 3a-3f (Appendix G). **In Progress. Comments** - Faculty discussed how they related to High Impact Learning Practices at some curriculum meetings however, to facilitate overall conclusions and course specific analysis and planning, it was agreed that a data collection/analysis tool would be devised Summer 2011 and completed by course faculty when the course is taught beginning F11-S12. Discussions will follow in curriculum/meetings.

5. Develop supervisor & student Midterm evaluation form for Service Learning courses. **Completed** Fall 2010. Students began using & including a modified SL Midterm Evaluation form in GERO 195A & B.-and included it in the Capstone Portfolio in Fall 2010 (Appendix H). **Analysis/comments** - All parties felt the addition of this evaluation was helpful and needed. The Midterm Evaluation form allowed for student, supervisor and faculty member to complete and formatively discuss student's overall strengths and areas for improvement (including writing and presentation skills) and devise plans for added learning experiences before the summative evaluation occurred. This will continue to be used in both GERO 195A & B. It will be added to the two other Service Learning courses: GERO 101 in Fall 2011 and GERO 103 in Spring 2012.

5. PLANNED ASSESSMENT ACTIVITIES FOR AY 2011-2012

* Implement Written Communication LO #6 data collection and analysis in additional core courses GERO 102, 103, and 195B - Spring 2012.
* Create tool to measure LO #2 – critical thinking – Fall 2011.
* Use a pre-post test design to pilot new LO#2 data collection tool in GERO 195A & B using Reflective Journals for data source - Spring 2012.
* Continue to use Graduating Senior Survey questions # 17, 24-30 as data sources for LO #6 (communication) and include questions # 8, 9, 13, 14, 25, 34 for LO #2 (critical thinking).