Gerontology Program Assessment  
Cheryl Osborne, Program Director

Program Mission

Gerontology is an applied interdisciplinary program that fosters study of the aging process along the life continuum; particularly the years after 65, focusing on individuals, families, and communities. It is designed to promote an understanding of gerontological issues within scientific biological, psychological, socio-cultural, life long learning, and political contexts. The Gerontology Program's mission is to prepare graduates to assume roles in diverse settings serving the older adult community throughout the region, state and nation, and to develop a clearly humanistic, ethical, responsible, and professional approach to the conduct of those roles. Students may expect the Program's interdisciplinary course work to provide the following:

- an interdisciplinary foundational knowledge base from the social, natural, and behavioral sciences that will prepare students for practice or graduate school
- opportunities for exploring gerontology theory and practice
- opportunities for functioning in various roles as advocates for aging individuals, caregivers and the older population
- opportunities for exploring issues related to social policy, ethics and aging adults
- opportunities for functioning in an interdisciplinary role with other discipline-based practitioners an appreciation of life-long learning and development for people of all ages
- An opportunity for developing competency in information literacy.

Program Learning Outcomes

1. Demonstrate knowledge of the discipline of gerontology and its role in society.
2. Apply current theory and research in gerontology.
3. Use knowledge of reciprocal relationships among older adults, their families and society.
4. Use knowledge of the diversity of older adults in the American society.
5. Demonstrate socially-conscious behavior regarding the older population.
6. Acquire knowledge necessary for competent interdisciplinary gerontological practice.
7. Demonstrate critical thinking as a foundation for decision making.
8. Exhibit effective written, oral and interpersonal communication skills with individuals, caregivers, families, and staff.
9. Exhibit effective use of various sources of information needed for functioning in a global, information society.

All program learning outcomes are directly assessed each year through portfolio analysis. Other measures (indirect and direct) are used to expand evaluation. Individual faculty evaluate their course whenever it is taught and complete (formal) written assessments at least every three years. Graduating senior and alumni surveys along with input from faculty during faculty meetings and Community Advisory Committee members complete assessment measures.
What goals or learning objectives/outcomes were assessed in AYs 2004-2005 & 2005-2006?

AY 2004-2005: All nine (9) learning objectives were assessed at the end of the Spring semester.

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How were these objectives/outcomes assessed?

AY 2004-2005 & 2005-2006: Faculty reviewed graduating students’ portfolios from the capstone course that included samples of coursework from all core courses as well as the entire final internship course work. Reviews of three (3) portfolios demonstrated that students were clearly meeting program learning outcomes. Writing, organizational, and critical thinking skills also showed improvement over time.

AY 2005-06: Two faculty members also completed the Course Assessment of Learning Outcomes (scheduled to be done every three years); to test the tool. This tool guides faculty in evaluating course alignment and test/assignment congruence with outcomes. It assists faculty members in assessing course content alignment, how tests and assignments measure course objectives, and how well students achieved course objectives. Additionally faculty turn in summary conclusions from standardized course evaluations and identify any changes they plan to make.

Anticipated Program Changes:

None

Other assessment activities:

AY 2004-2005: It was determined that a rubric for portfolio review should be developed. (Completed Summer 2004).


Assessment Activities planned for 2006-2007:

AY 2006-2007: Students: Include exemplars from other interdisciplinary courses in the portfolio. Faculty: Begin use of Course Assessment tool. Implement faculty presentation of evaluation findings at first faculty meeting in Fall semester. Advisory Council: Continue active involvement in program evaluation and planning via email and meeting attendance.