

**Gerontology Secondary Major
Assessment of Student Learning Plan
Kansas State University**

A. College, Department, and Date

College: College of Human Ecology
Department: Gerontology, Galichia Center on Aging
Date: December 1, 2004

B. Contact Person(s) for the Assessment Plans

Gayle Doll, Ph.D., Interim Director, Galichia Center on Aging
Sally Bailey, Assistant Professor, MFA, MSW, Academic Affairs Chair

C. Degree Program

Secondary Major in Gerontology
Secondary Major in Gerontology/Emphasis in Long-Term Care Administration

D. Assessment of Student Learning Three-Year Plan

Of the 8 student learning outcomes, our program will focus on the following 4 outcomes in our three-year assessment plan.

KNOWLEDGE: Objective 2: Secondary Majors in Gerontology will be expected to have knowledge of relationships among older adults, their families and society.

SKILLS: Objective 1: Secondary Majors in Gerontology will be expected to demonstrate effective written, oral, and interpersonal communication skills.

Objective 2: Secondary Majors in Gerontology will be expected to demonstrate critical thinking and problem solving through interdisciplinary collaborations with students and faculty from diverse perspectives.

ATTITUDE: Objective 2: Secondary Majors in Gerontology will be expected to understand and reflect on aspects of ageism in American society and socially conscious behavior regarding the older population.

1. Student Learning Outcome(s)

Special rationale for selecting these learning outcomes:

These SLOs are covered in all gerontology courses (required and elective) and are particularly emphasized with major projects in our required GERON 315 Introduction to Gerontology and GERON 600 Seminar in Gerontology as well as the optional course GERON 605 Practicum in Gerontology.

Relationship to K-State Student Learning Outcomes:

Program SLOs	University-wide SLOs (<u>Undergraduate Programs</u>)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. K2: Knowledge of relationships among older adults, their families and society.	X					
2. S1: Able to demonstrate effective written, oral, & interpersonal communication skills.			X			
3. S2: Able to demonstrate critical thinking and problem solving through interdisciplinary collaborations with students and faculty from diverse perspectives.		X	X	X	X	
4. A2: Able to understand and reflect on aspects of ageism in American society and socially conscious behavior regarding the older population.		X	X	X	X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Students will be asked to create a cumulative portfolio (direct assessment) with examples of work from each gerontology course plus two items (papers, journals, tests, etc. of their choice) from elective courses taken in support of the secondary major that demonstrate the four SLOs listed above.

Specific work required for the portfolio will be:

GERON 315: Introduction to Gerontology

1. Written paper from assignment “Interview with an Older Adult” (see appendix for written explanation taken from course syllabus) will demonstrate attainment of K2 (knowledge), S1 (critical thinking) and S2 (communication).
2. Critical analysis of a “print advertisement illustrating older persons” (see appendix for written explanation taken from course syllabus) will demonstrate K2 (knowledge), S1 (critical thinking), S2 (communication), and A2 (socially conscious behavior).

GERON 600: Seminar in Gerontology

1. Final project paper (see appendix for written explanation from course syllabus) will demonstrate attainment of SLO K2 (knowledge), S1 (critical thinking) and S2 (communication).

Electives:

GERON 605: Practicum in Gerontology

2. Three pages from student journal that reflect S1 (critical thinking), S2 (communication) and A2 (socially conscious behavior). This class is used as an elective for students who wish to have practical experience working with older adults, but is not required.

GERON 610: Seminar in Long-term Care Administration

3. Analysis of case study (see appendix for written explanation taken from course syllabus) will demonstrate attainment of K2 (knowledge), S1 (critical thinking), S2(communication), and A2 (socially conscious behavior). This course is required for students who wish to take the long-term care internship. It is also used as an elective for students completing the Secondary Major in Gerontology.

GERON 615: Long-term Care Administration Internship

4. Three pages from student journal that reflect K2 (knowledge), S1 (critical thinking), S2 (communication) and A2 (socially conscious behavior). This internship course is required for long-term care students and students in the Secondary Major in Gerontology may not enroll in this class. In order to ensure that only eligible students take the course, instructor permission is required for enrollment.

In addition students will complete an exit interview (indirect measure) their final semester before graduation during which they will be asked specific questions about how they felt the gerontology required courses and electives prepared them with knowledge and skills for a career in the field of gerontology and how their attitude toward the aging population was affected/changed through their academic experience.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Students who are in Gerontology 315 will be asked to begin saving documentation for their portfolios Fall 2004 semester. Syllabi in all required courses from Spring 2005 semester on will identify which documents must be saved for the portfolio and professors for these courses will remind students about the need to create their portfolio. Special emphasis will be taken to remind students who are enrolled in Gerontology 315 (usually the first Gerontology course taken) on exactly what will make up the student portfolio.

The first review of individual portfolios will occur **Spring 2006** as some students take at least four semesters to complete the Gerontology secondary major once they have declared it as a major. Individual portfolios will be assessed by members of the Gerontology Academic Affairs Committee and one community member in the field of aging. Portfolios will be assessed as:

Well Above Expectation – demonstrates exemplary mastery of material, ability to make numerous interdisciplinary connections, clear, strong writing abilities with sharp skills for critical analysis, and an in-depth appreciation for the diversity of lifestyles and issues of aging populations from different socio-economic and ethnic backgrounds.

Above Expectation – demonstrates an above average mastery of material, ability to make interdisciplinary connections, possesses above average writing abilities, and shows an appreciation of the diversity of lifestyle and issues of aging populations.

At Expectation – demonstrates average mastery of material, ability to make interdisciplinary connections, possesses adequate writing abilities, and appreciates many diversity issues of aging populations.

Below Expectation -- below average understanding of knowledge required of majors, has difficulty making interdisciplinary connections, possesses unclear, poorly structured writing skills, and lacks understanding of the diversity issues involved in aging populations

The first review of a set of portfolios will occur no sooner than **Fall 2006** as committee composed of the Gerontology Academic Affairs Committee will assess a set of portfolios of recent graduates. After this a review will be done each fall semester of the portfolios from the previous year.

Exit interviews with graduating students are conducted the semester of graduation from K-State by the Center on Aging staff.

The first overview given to a set of exit interviews will be done simultaneously with the review of portfolios Fall 2006. In this way the committee will be able to assess direct and indirect measures and compare the information generated by them.

4. What is the unit's process for using assessment results to improve student learning?

The Academic Affairs Committee will determine how many student portfolios fall into each category and compare this with feedback from the exit interviews to determine if the SLOs have been satisfactorily achieved in the past year. If either the direct or indirect measures indicate that students are not achieving at least a level of At Expectation, a review will be undertaken of how each of the SLOs are being specifically addressed within the major courses to see what adjustments need to be made to improve student achievement in the future.