

Graduate Degree Program Assessment Plan Cover Sheet (rev. 07):
UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Plan No. _____

Degree Program: _____ Graduate Gerontology Certificate _____

Department and College: _____ School of Social Work, College of Professional Studies _____

Degree Type(MA, MS, EdS, EdD, PhD, Certificate): _____ Certificate _____

Prepared by: _____ Carolyn Turturro _____

Submitted to College Assessment Committee on _____ April 2, 2010 _____

Approved on _____

Submitted to Provost Assessment Advisory Group on _____

Approved on _____

Respond to all four questions, following the Degree Program Assessment Plan Form Instructions. Attach additional pages as needed.

1. What are your student learning goals for this degree program?
2. What are your learning objectives or outcomes associated with each student learning goal?

Goal 1. Students will understand the psychosocial and physical effects of normal aging and will be able to identify and distinguish it from the common disease processes that occur among older adults.

Goal 1 Learning Objectives:

1. Students will correctly answer questions that discriminate between normal aging and disease process.
2. Students will correctly answer questions about the effects of normal aging on physical and mental health and on functional performance in late life.
3. Students will correctly identify definitions of the of the “3 D’s,” Dementia, Delirium, and Depression, and will correctly identify the threats to healthful and independent living imposed by these key mental health impairments in late life.
4. Students will correctly identify the personality changes that are common to late life.
5. Students will be able to identify preventive health behaviors and health promotion strategies that impact wellness among older adults.

Goal 2. Students will understand the network of agencies that serve the older adult, and key professional skills important to the administration of organizations in that network, particularly: comprehensive functional assessment of the elderly, community needs/resource assessment, and case management.

Goal 2 Learning Objectives:

1. Students will correctly identify key elements of the network, including the Agencies on Aging, and Medicaid. They will correctly answer questions about the functions and responsibilities of such elements.
1. Students will correctly use concepts common to those working in the network and those studying it to answer questions about network functioning: Such concepts include: Long-Term Care (LTC), Home and Community-Based Services (HCBS), the continuum of care, least restrictive alternative.
2. Students will correctly identify the reasons for the functional assessment of the elderly and the key domains of assessment. They will correctly answer questions calling for them to select the most effective techniques for assessment in each domain.
3. Students will correctly identify what community needs/resource assessment is and when it is appropriate. They will correctly identify the four kinds of data used in community needs assessment, what information each such type of data provides, and how to collect such data.
4. Students will correctly identify the reasons why case management of the community-resident elderly is important and demonstrate they can identify appropriate resources and services.

Goal 3. Students will understand the social and health care policies and programs that relate to the aging population of the U.S. They will understand the political and ideological environment these policies and programs are embedded in and will understand the efforts to reform these policies that are an ever-present feature of the American public policy agenda. The programs and policies to be studied include, but are not limited to: Social Security, the private retirement system, Medicare, Medicaid, and the Older Americans Act.

Goal 3 Learning Objectives:

1. Students will correctly identify key features of the policy-making process, and key concepts in policy, such as: The public policy agenda, policy actors and their roles, Bateson's dictum, rational policy making vs. disjoint incrementalism, federalism, and policy-making at the local and state levels vs. that at the federal level.
2. Students will correctly answer questions on the history of those policies and programs.
3. Students will correctly identify what these policies and programs provide, and the terms of entitlement and eligibility for benefits.
4. Students will correctly answer questions about the political and ideological criticism and opposition to these policies and programs, including the arguments pro and con in the policy debates that these programs have been embedded in for the entirety of their existence.
5. Students will correctly answer questions on the current campaigns for reform of programs such as Social Security and Medicare.
6. Students will correctly answer questions about the historical development of institutions and programs that are critical to the elderly: nursing homes, retirement, Social Security, Medicare.
7. Students will correctly answer questions on recent developments in regard to popular cultural images of the aging and public opinion on policies that affect them.

Goal 4. Students will know key demographic facts about the aging population and will use key elements of demographic analysis to analyze significant aspects of the life of elderly Americans, or a significant problem or policy affecting elderly Americans.

Goal 4 Learning Objectives:

1. Students will be correctly select answers to questions on key demographic facts on aging, including the percentage of the population that is age 65 or older, the gender ratio among elders, the life expectancies of men and women, the active life expectancies of men and women, projections of the future growth of the elderly population, the proportion of elderly men and women who are married and who are living alone.
2. Students will correctly answer questions that require interpretation of population pyramid diagrams.
3. Students will correctly explain how to calculate dependency (support) ratios and to answer questions about the implications of this ratio for future policy decisions.

Goal 5. Students will understand key features of the life of the elderly in American society particularly in connection with work and retirement, family relationships, and the experience of death and dying.

Goal 5 Learning Objectives:

1. Students will correctly answer questions on the decision to retire and on adaptation to retirement.
2. Students will correctly answer questions about the family as a two-way support system and the intergenerational (or multigenerational) character of the American family.
3. Students will correctly answer questions on the stages of death and dying and the experience of grief and bereavement.

3. *Where will the objectives be addressed in your program? In which courses and through which activities will they be assessed?*

Every objective needs to be measured at some point in the required program curriculum. Complete the attached Curriculum Assessment Map that identifies how each objective connects with one or more required courses or other activities in the degree program and at which points you plan to assess each objective.

Curriculum Assessment Map: Degree Program Assessment

Emphasis:	Extensive	Somewhat	Little	None	
Assessed:	Exam	Paper	Project	Other	Not Assessed

Curriculum Assessment Map: Degree Program Assessment

		Goal # 1 Students will discriminate between psychosocial and physical effects of normal aging and the disease process.				
Courses and Activities	How Outcomes are Addressed and Assessed	Outcome 1) aging vs. disease process	Outcome 2) effects of aging on health & function	Outcome 3) Dementia, Delirium, Depression	Outcome 4) personality changes in late life	Outcome 5) prevention & health promotion
Biology & Psychology of Aging	Emphasis: Assessed:	Extensive Exam; Paper	Extensive; Exam & Paper	Extensive; Exam	Somewhat; Exam	Extensive; Exam & Paper
Social Gerontology	Emphasis: Assessed:	Little; paper	Somewhat; Exam and paper	Somewhat; Exam	Extensive; Exam, paper	Somewhat; Exam
Aging & Social Policy I	Emphasis: Assessed:	Little; NA	Little; NA	None; NA	None; NA	Little; NA
Resources & Services for Older Adult	Emphasis: Assessed:	Extensive; Exam and Paper or Presentation	Somewhat; Case study	Somewhat: Exam and paper topic	Little: Exam	Somewhat: Exam and paper topic
Death & Dying	Emphasis: Assessed:	Extensive; Exam	Extensive; Exam	Little; Exam	Somewhat; Exam	None; NA
Aging & Social Policy II	Emphasis: Assessed:	Extensive Exams Term paper	Extensive Exams Term paper	Little; NA	Little; NA	Somewhat Exam Term paper

Social & Emotional Aspects of Illness & Disability	Emphasis: Assessed:	Somewhat Quizzes, Discussion, Paper(3rd credit), extra credit movie paper	Somewhat, Quizzes, Discussion, Paper (3rd Credit)	Little Quizzes, Discussion	Somewhat, Quizzes, Discussion	A Little, Quizzes, Discussion
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Goal #2. Understand service network, assessment & case management, community needs assess.

Courses and Activities	How Outcomes are Addressed and Assessed	Outcome 1) Identify key networks & functions	Outcome 2) correctly use network concepts	Outcome 3) select effective assessment techniques	Outcome 4) community needs/ resources assessment	Outcome 5) case management & referral
Biology & Psychology of Aging	Emphasis: Assessed:	Little; Not assessed	Little; Exam	Somewhat; Exam, Paper	None	None
Social Gerontology	Emphasis: Assessed:	Somewhat; Exam, paper	Somewhat; Exam, paper	Little; NA	Little; NA	Little; NA
Aging & Social Policy I	Emphasis: Assessed:	Extensive Exams Term paper	Extensive Exams Term paper	None; NA	None; NA	Little; NA
Resources & Services for Older Adult	Emphasis: Assessed:	Exam, case study, presentation or paper	Extensive; Exam and professional presenters	Somewhat; Exam, case study	Extensive; Exam, paper	Somewhat: Exam, case study
Death and Dying	Emphasis: Assessed:	Extensive; Exam	Extensive; Exam	Somewhat; Exam	Somewhat; Exam	Somewhat; Exam
Aging & Social Policy II	Emphasis: Assessed:	Extensive Exams Term paper	Extensive Exams Term paper	Little; NA	Little; NA	Little; NA
Social & Emotional Aspects of Illness & Disability	Emphasis: Assessed:	Somewhat, Not assessed	Somewhat, Quizzes	Extensive, Quizzes, Discussion, Paper (3rd credit)	Somewhat Discussion	Somewhat, Discussion, Quizzes

		Goal # 3. Understand social and health care policies and programs within political and ideological environment.							
Courses and Activities	How Outcomes are Address and Assessed	Outcome 1) Policy Making Process & concepts	Outcome 2) History of policies and programs	Outcome 3) Benefit entitlement and benefits	Outcome 4) Pro and con policies & programs	Outcome 5) current campaigns for reform of programs	Outcome 6) development of institutions and programs	Outcome 7) culture images & public opinion	
Biology & Psychology of Aging	Emphasis: Assessed:	None; NA	None; NA	Little; Exam	None; NA	None; NA	Little; Exam	Somewt; exam	
Social Gerontology	Emphasis: Assessed:	Extensive; Paper	Somewhat Paper	Somewt; Paper	Extensive; paper	Somewhat; Paper	Little; Exam	Extensive Paper	
Aging & Social Policy I	Emphasis: Assessed:	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Some what Exams Term paper	
Resources & Services for Older Adult	Emphasis: Assessed:	Somewhat Exam, paper	Somewhat Exam, paper	Some what Exams Term paper	Somewhat Exam, paper	Somewhat Exam, paper	Somewhat Exams Term paper	Somewht Paper, presentations	
Death & Dying	Emphasis: Assessed:	Little; NA	Somewhat Paper	Little; NA	Little; Exam	Little; Exam	Little; Exam	Somewt: Paper/presentation	
Aging & Social Policy II	Emphasis: Assessed:	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Extensive Exams Term paper	Some what Exams Term paper	
Social & Emotional Aspects of Illness & Disability	Emphasis: Assessed:	Somewhat Quizzes, Discussn	Somewhat Quizzes, Discussn	Little Quizzes	Somewhat Quizzes, Discussn	Little Not Assessed	Somewhat Quizzes, Discussion	Extensive Quizzes, Discussn, Paper (3rd credit) Alt paper (movies)	

Curriculum Assessment Map: Degree Program Assessment

Emphasis: Extensive Somewhat Little None
Assessed: Exam Paper Project Other Not Assessed

		Goal 4: Understand demographic information and use to analyze problem or policy affecting older Americans.			
Courses and Activities	How Outcomes are Address and Assessed	Outcome 1) Identify key demographic facts	Outcome 2) Interpret population pyramid diagrams	Outcome 3) Calculate dependency ratios and implications	
Biology & Psychology of Aging	Emphasis: Assessed:	Somewhat; exam	Little; Exam	None; NA	
Social Gerontology	Emphasis: Assessed:	Extensive; Paper	Extensive; Paper	Somewhat; Exam	
Aging & Social Policy I	Emphasis: Assessed:	Extensive; Exam	Somewhat; Exam	Extensive; Exam	
Resources & Services for Older Adult	Emphasis: Assessed:	Extensive; Exam	Somewhat; Exam	Little; Exam	
Death & Dying	Emphasis: Assessed:	Somewhat; Paper	None; NA	None; NA	
Aging & Social Policy II	Emphasis: Assessed:	Extensive; Exam	Extensive; Exams	Extensive; Exams	
Social & Emotional Aspects of Illness & Disability	Emphasis: Assessed:	Somewhat; Quizzes, Discussion	None; NA	None; NA	

Curriculum Assessment Map: Degree Program Assessment

Emphasis: Extensive Somewhat Little None
Assessed: Exam Paper Project Other Not Assessed

		Goal 5: Understand features of life in American society, particularly work and retirement, family relationships, and death and dying.			
Courses and Activities	How Outcomes are Address and Assessed	Outcome 1) decision to retire and adaptation to retirement	Outcome 2) Intergenerational American family	Outcome 3) Death & Dying and Grief & Bereavement	
Biology & Psychology of Aging	Emphasis: Assessed:	Somewhat; exam	Little; NA	Somewhat; Exam	
Social Gerontology	Emphasis: Assessed:	Extensive; Paper	Extensive; Paper	Somewhat; Exam	
Aging & Social Policy I	Emphasis: Assessed:	Extensive; Exam	Somewhat; Exam	Little; Exam	
Resources & Services for Older Adult	Emphasis: Assessed:	Somewhat; Exam	Somewhat; Exam	Little; Exam	
Death & Dying	Emphasis: Assessed:	Little; NA	Somewhat; Exam	Extensive; Exam, Paper/Presentation	
Aging & Social Policy II	Emphasis: Assessed:	Somewhat; Exam	Somewhat; Exam	Somewhat; Exam	
Social & Emotional Aspects of Illness & Disability	Emphasis: Assessed:	Somewhat; Quizzes, Discussion	Little; Exam	Somewhat; Exam	

How will you assess each objective?

The Gerontology Certificate Program that had begun in the 1970's had been de-activated in 2004 and was re-activated March, 2008. The Master of Arts degree in Gerontology was recently reactivated and we began accepting students this past Fall, 2010. At this point, all core courses and some electives for the program have been offered once or are currently being offered this semester.

In this year's assessment plan, two more goals with objectives have been added. An additional course—Death and Dying—has also been included as a regularly offered program course within our assessment plan. We continue to develop our plan on how and when data from our program will be drawn for the assessment each year.

This May will be the first semester to graduate both Gerontology Certificate and Master of Arts students. Since Goal # 1 has objectives that have been extensively emphasized in several of the core courses in the gerontology program, we have identified Goal 1 to be the first goal to be assessed in our program.

Prior to graduation in May, the five students who have applied for graduation with the MA degree and the several other Certificate students will take an exam designed to assess their understanding of the psychosocial and physical effects of normal aging and their ability to distinguish it from the common disease processes that occur among adults. The exam will include both multiple choice as well as essay questions which will apply to each of the five learning objectives pertaining to Goal #1. Two professors will score each of the essay exams and will come together for consensus concerning differences in scoring.

Additionally, MA students will submit a portfolio with papers and materials they have gathered throughout the program organized by the five goals for the gerontology degree program. Two faculty members will exam portfolios to identify student evidence of knowledge and mastery within the five goals.

It is expected that through the data gathered through this first round of the assessment exam and portfolios that the gerontology will begin to gain understanding of the student learning in the gerontology program particularly within the area of normal aging and the disease processes that occur among older adults.

d. Stakeholder involvement: How do you plan to involve important stakeholders in the assessment of this degree program in terms of student learning? How do you plan to disseminate your findings to this group? What role will they play in decision-making?

Stakeholders from around the state who work and/ or were involved in the aging resources and services throughout the state were involved in a preliminary needs/resources assessment for the Gerontology program several years ago. An advisory board also met several times to help plan and identify the competencies important to the new program. Focus groups were also held with stakeholders throughout the state and their information was used in identifying the four core courses for both the Gerontology certificate and Master of Arts degree.

We will again be bringing people active in the field of aging together to reconstitute the Advisory Board this coming Summer. At that time, we will review with them the goals we have identified for the gerontology program and our findings from the first assessment. We will be interested in their thoughts on the program's curriculum, and ideas that they might have to form a program that provides a strong grounding for future gerontologists.

Approval process: All plans will be reviewed by the college assessment committees. Only plans for new degree programs will then be submitted to the Provost Assessment Advisory Group (PAAG) for final review and approval. The purpose of the PAAG review is to ensure consistency across colleges in how these guidelines are being applied. Approved program plans are then posted by each college on its assessment website.

Degree Program Assessment Plan Cycle and Revision:

Upon the completion of an assessment cycle, the assessment plan should be revisited, revised, and submitted to the college assessment committee for approval. This will satisfy the annual progress report requirement for that year.