Major Highlights

Program Dashboard Report 2004-05

Degree and Credit Hour Trends 2004-05

Occupational Projections (2005 – 2015)

Program Assessment Plan (most current)

Summary of Program Assessment Results

Recommendations

Gerontology
Major Highlights
August 2006

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Gerontology program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- During 2004-05 a total of fifteen GRN sections were offered, three of which were canceled. Therefore, the percent of completed sections was 83.3%, slightly below the college-wide level. However, only 122 of the 414 (29.5%) available seats were filled for these courses, Also, this is far below the established benchmark for this Program Dashboard measure.

- The percent of minority students enrolled in GRN courses (34.7%) is higher than the college-wide average of 27.8%. In addition, this measure exceeded its established benchmark within the Program Dashboard.

- The percent of students who withdraw from GRN courses (15.8%) is slightly less than the college-wide average, while 75% of the Gerontology students received a grade of "C" or higher in the courses, which is above the college-wide 68.6%. On the other hand, the percent of students who received an incomplete (3.3%) is nearly double the college 1.8%.

- Comparing established benchmarks within the Program Dashboard measures, GRN courses exceeded benchmarks in terms of student course completion rate, but have fallen below the benchmarks in terms of the percentage of withdrawals and incompletes.

- Over the past ten years, a total of 33 Associate degrees and 11 Certificates have been awarded in this program. The majority of Associate degrees (20) were granted in the first three years of this ten-year period, after which the number of graduates dropped and has yet to reach the numbers seen in these peak years for the program. The number of certificates has also remained low over the entire ten-year period, showing anywhere from zero to three per year.

- Credit hour enrollment in GRN courses was on a steady decline until the 1998-99 academic year, but then began to show a steady increase from 2001-02 through 2004-05. The trend in student headcount and the number of credit hours has shown an increase over a three-year period.

- Both occupations associated with Gerontology are expected to experience growth over the next ten years, with both showing an increase in new jobs and an increased demand due to retirement, out-migration, death, etc. While Mental Health Counselors are seeing this trend on a smaller scale, the enormous growth that stands out is in the low-income occupation of Personal and Home Care Aides. In this particular occupation, a total of 4,270 new jobs and 2,000 replacement jobs are projected for the ten-year span, however this occupation has average earnings of only $14,019.

- Historically, the Gerontology program has shown consistency with its Assessment Plan, implementing all six of the benchmarks and providing results between December 2004 and January 2005.

- Of the six benchmarks implemented, four of them were met and two were not met. There were several changes to the plan as a result of the findings. One change involved the assessment method and perhaps not including non-participant students in the findings, due to these students lowering the assessment success. A mechanism may need to be built in to catch the non-participants at an earlier point in the semester so that they may be included. Also, due to students getting lower grades on written assignments, on average, the curriculum may be changed including more writing and re-writing of assignments and additional coaching by teachers in this area.

- In the Gerontology program's current Assessment Plan, it has identified three Learning Outcomes with two Benchmarks per Outcome.

Oakland Community College
Program Dashboard 2004-05

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken. In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually.

Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

Program Dashboard
Detail Report

Prefix GRN   **Dashboard Score** 8.97
Title Gerontology

	Program	College Wide
Sections Filled to Capacity	29.5%	81.3%
Percent of Completed Sections	83.3%	87.7%
Headcount Trend Ratio	1.29	1.02
Credit Hour Trend Ratio	1.28	1.01
Percent of Minority Students	34.7%	27.8%
Percent of Withdrawals	15.8%	17.5%
Percent of Incompletes	3.3%	1.8%
Student Course Completion Rate	75.0%	68.6%

Sections Filled to Capacity

Prefix   GRN

Prefix Title   Gerontology

Total Students   122

Total Capacity   414

Sections Filled To Capacity   29.5%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix   GRN

Prefix Title   Gerontology

Active Sections   15

Cancelled Sections   3

Total Sections   18

Percent of Completed Sections 83.3%

Definition:
Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:
Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Headcount Trend Ratio

Prefix   GRN

Prefix Title   Gerontology

Headcount Year 1   58

Headcount Year 2   94

Headcount Year 3   101

Headcount Year 4   132

Headcount Period 1   84

Headcount Period 2   109

Headcount Ratio   1.29

Definition:

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

a.☐Year 1 + Year 2 + Year 3 / 3 = Period 1
b.☐Year 2 + Year 3 + Year 4 / 3 = Period 2
c.☐Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Credit Hour Trend Ratio

Prefix   GRN

Prefix Title   Gerontology

Credit Hour Year 1   174

Credit Hour Year 2   271

Credit Hour Year 3   276

Credit Hour Year 4   374

Credit Hour Period 1   240

Credit Hour Period 2   307

Credit Hour Ratio   1.28

Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

a.□Year 1 + Year 2 + Year 3 / 3 = Period 1
b.□Year 2 + Year 3 + Year 4 / 3 = Period 2
c.□Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix   GRN

Prefix Title   Gerontology

Minority Students   33

Total Students   95

Percent of Minority Students   34.7%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix   GRN

Prefix Title   Gerontology

Total Withdrawals   19

Total Grades   120

Percent of Withdrawals   15.8%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix   GRN

Prefix Title Gerontology

Total Incompletes   4

Total Grades   120

Percent of Incompletes   3.3%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix   GRN

Prefix Title   Gerontology

Successful Grades   90

Total Student Grades   120

Student Course Completion Rate   75.0%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).
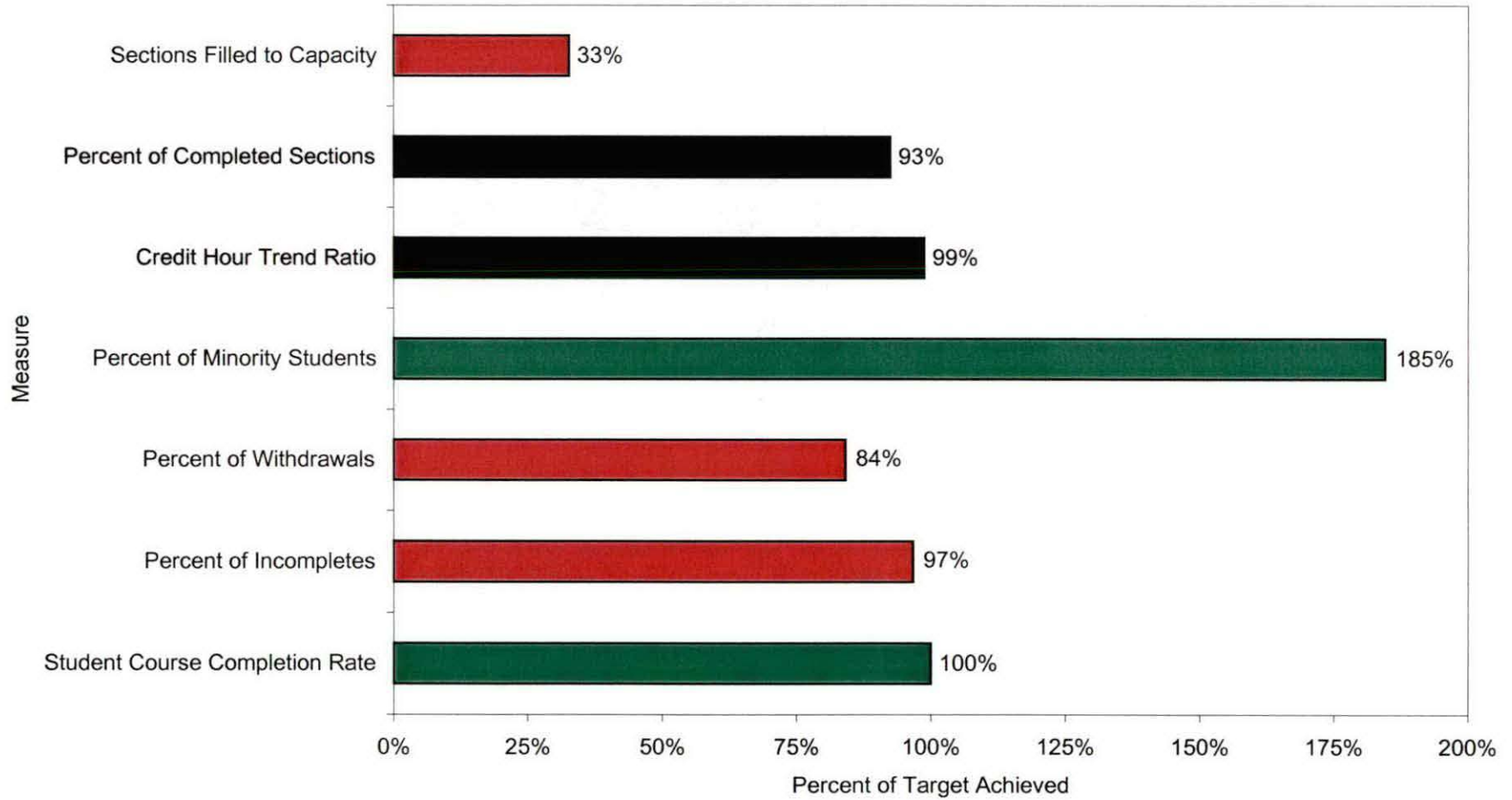
Oakland Community College
# Program Dashboard Report
2004-05

Gerontology GRN
Dashboard Score: 8.97

Measures	Current Score	Benchmarks Trouble Score	Target	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	29.5%	75.0%	90.0%	32.8%	18.0%	0.59
Percent of Completed Sections	83.3%	75.0%	90.0%	92.6%	14.2%	1.31
Credit Hour Trend Ratio	1.28	0.75	1.30	98.8%	15.3%	1.51
Percent of Minority Students	34.7%	16.9%	18.8%	184.6%	6.1%	1.13
Percent of Withdrawals	15.8%	15.0%	0.0%	84.2%	12.0%	1.01
Percent of Incompletes	3.3%	3.0%	0.0%	96.7%	7.9%	0.76
Student Course Completion Rate	75.0%	60.0%	75.0%	100.0%	26.5%	2.65

Oakland Community College
Percent of Target Achieved
2004-05

Gerontology GRN

Source: Office of Assessment and Effectiveness
Updated On: 8/8/2006

Institutional Research Report
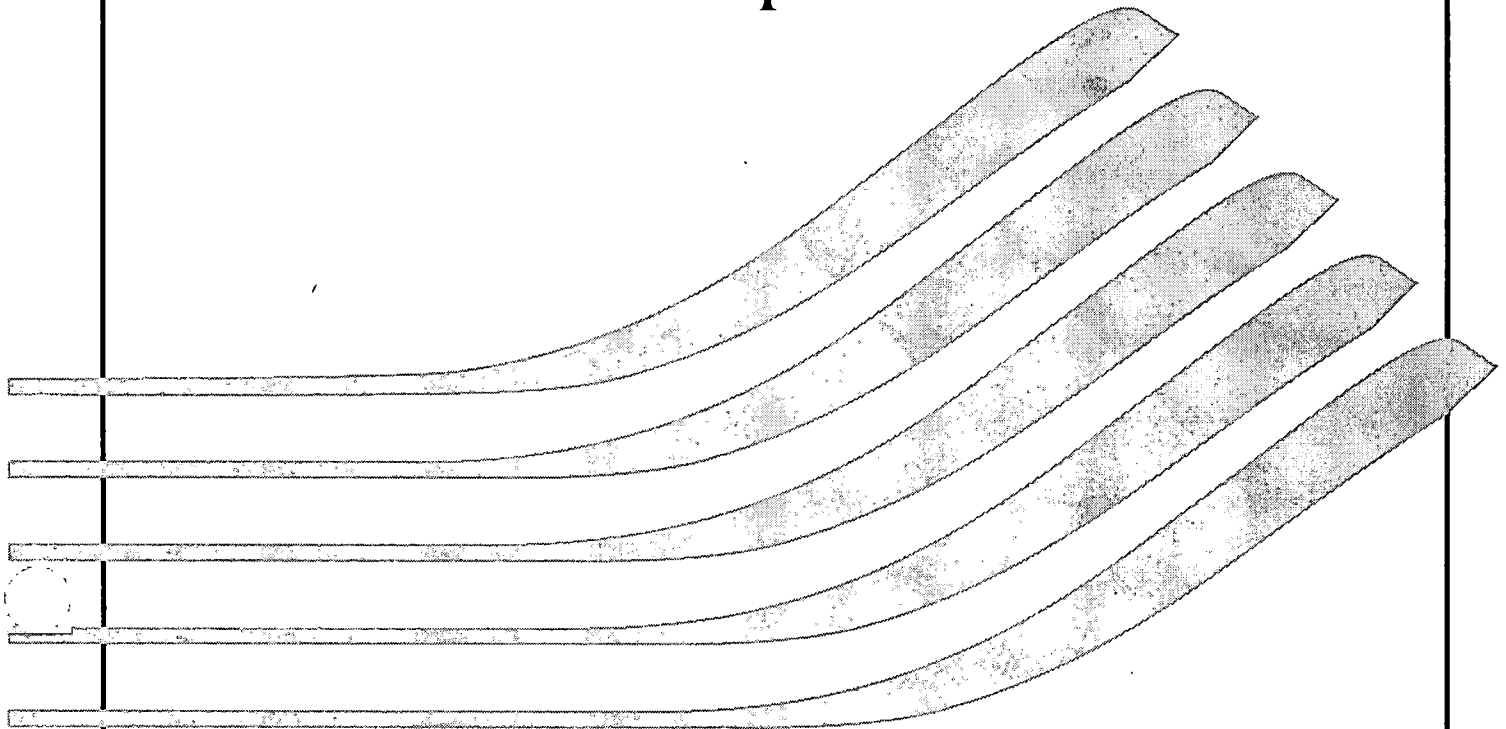
Gerontology
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

OAKLAND
COMMUNITY
COLLEGE

TABLE OF CONTENTS

**OAKLAND
COMMUNITY
COLLEGE**

Degree Trends Report

Gerontology

GRN

2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
January 25, 2006

Oakland Community College
Degree Trends Report
## Gerontology (GRN)
1995-96 through 2004-05

The Degree Trends Report is developed by the Office of Institutional Research based
on data compiled from official college records which are submitted to the State
of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees
Conferred Report. The Degree Trends Report examines trends of OCC degrees,
based on specific programs. The standard format offers information about certificates and
associate degrees awarded. In the event that a given program offers only a
certificate or an associate degree, information describing the other type of award
will not be shown.

Trends over a specified period of time are illustrated by the following graphs for
Gerontology (GRN)

- Ten-year trend showing the annual awards conferred in
  Gerontology

- Rate of change in annual awards conferred in
  Gerontology

- The three-year Moving Mean for annual awards conferred in
  Gerontology

- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research
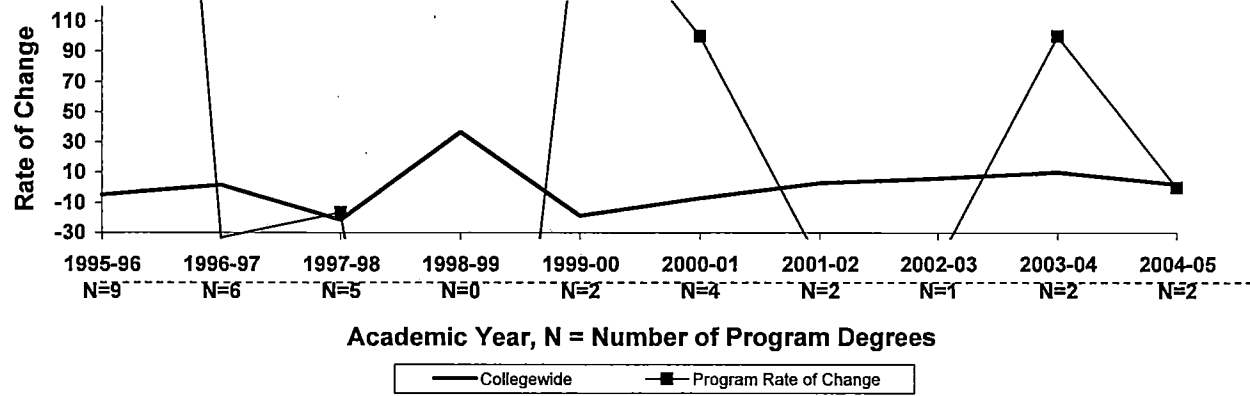at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Gerontology
1995-96 through 2004-05
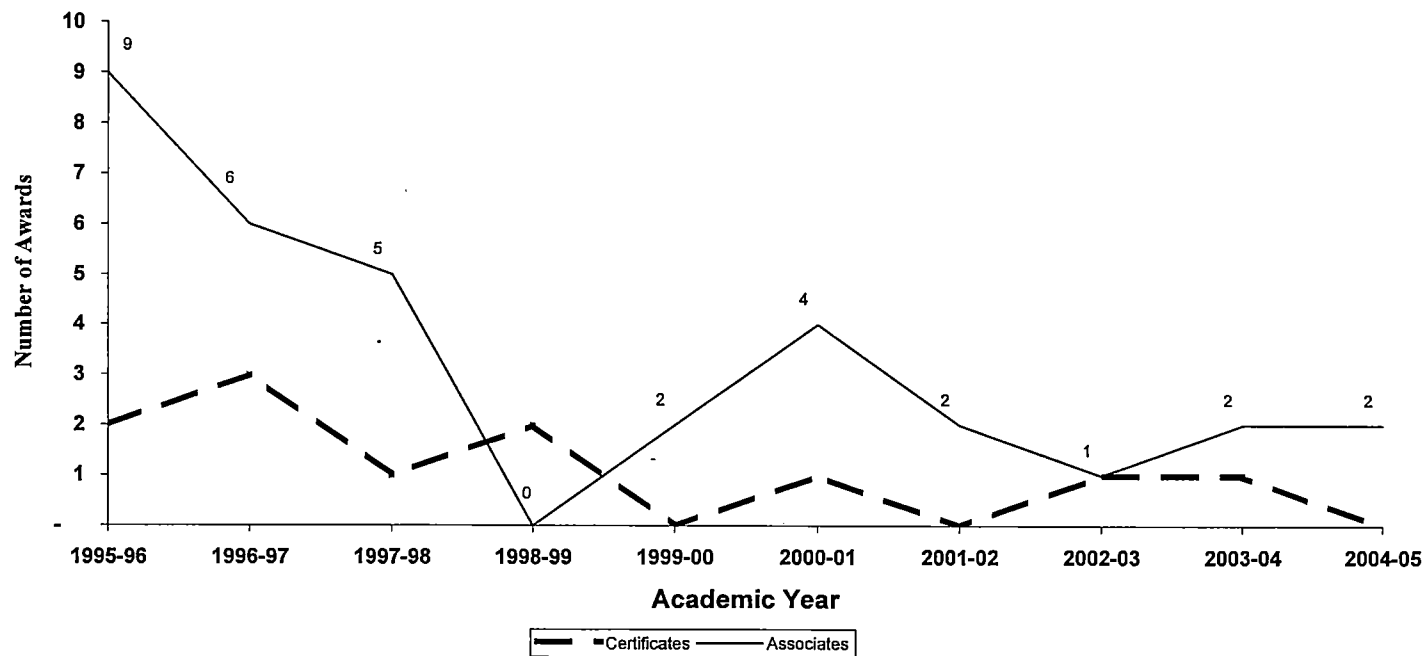
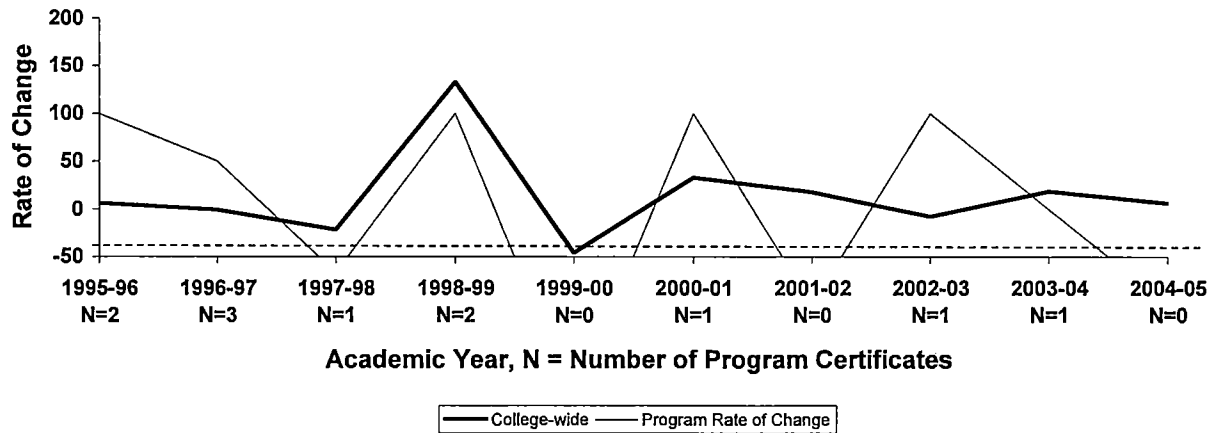| Academic Yr.	Certificates	Associates
1995-96	2	9
1996-97	3	6
1997-98	1	5
1998-99	2	0
1999-00	0	2
2000-01	1	4
2001-02	0	2
2002-03	1	1
2003-04	1	2
2004-05	0	2

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees

Academic Year, N = Number of Program Degrees

Legend: Collegewide — Program Rate of Change

Year	N
1995-96	N=9
1996-97	N=6
1997-98	N=5
1998-99	N=0
1999-00	N=2
2000-01	N=4
2001-02	N=2
2002-03	N=1
2003-04	N=2
2004-05	N=2

Certificates

Academic Year, N = Number of Program Certificates

Legend: College-wide — Program Rate of Change

Year	N
1995-96	N=2
1996-97	N=3
1997-98	N=1
1998-99	N=2
1999-00	N=0
2000-01	N=1
2001-02	N=0
2002-03	N=1
2003-04	N=1
2004-05	N=0

Oakland Community College
Three Year Moving Mean in Annual Awards
Gerontology
1995-96 through 2003-04

Associate Degrees

Legend: —□— Actual Degrees — Moving Mean

Y-axis: Associate Degrees Awarded (0, 2, 4, 6, 8, 10)
X-axis: Academic Year (1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

Certificates

Legend: —□— Actual Certificates — Moving Mean

Y-axis: Certificates Awarded (0, 1, 2, 3, 4)
X-axis: Academic Year (1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04)

1/25/2006
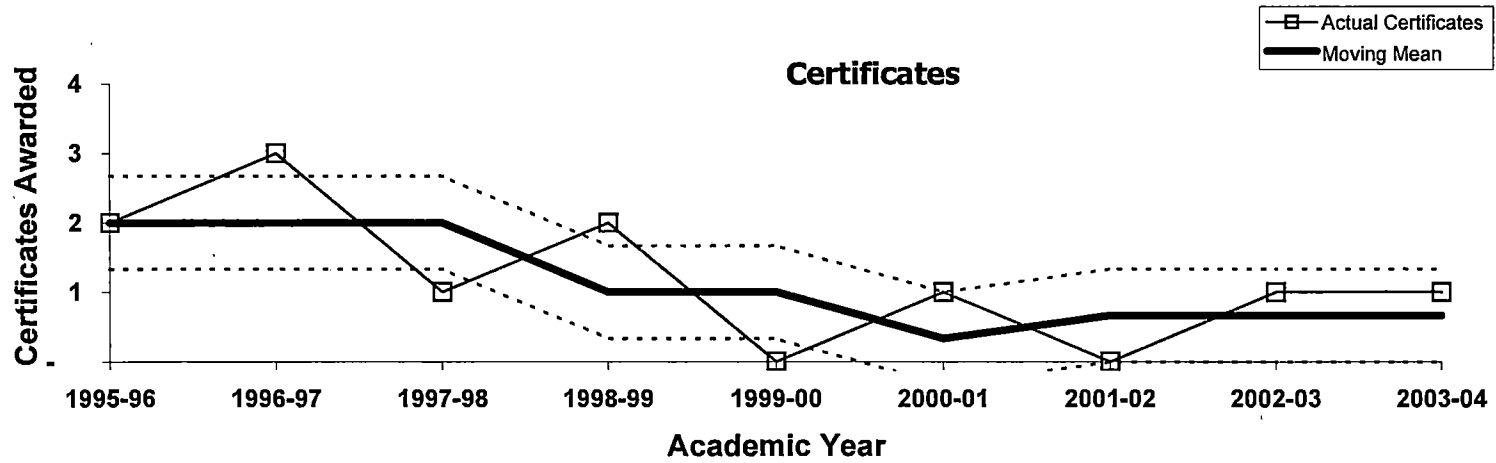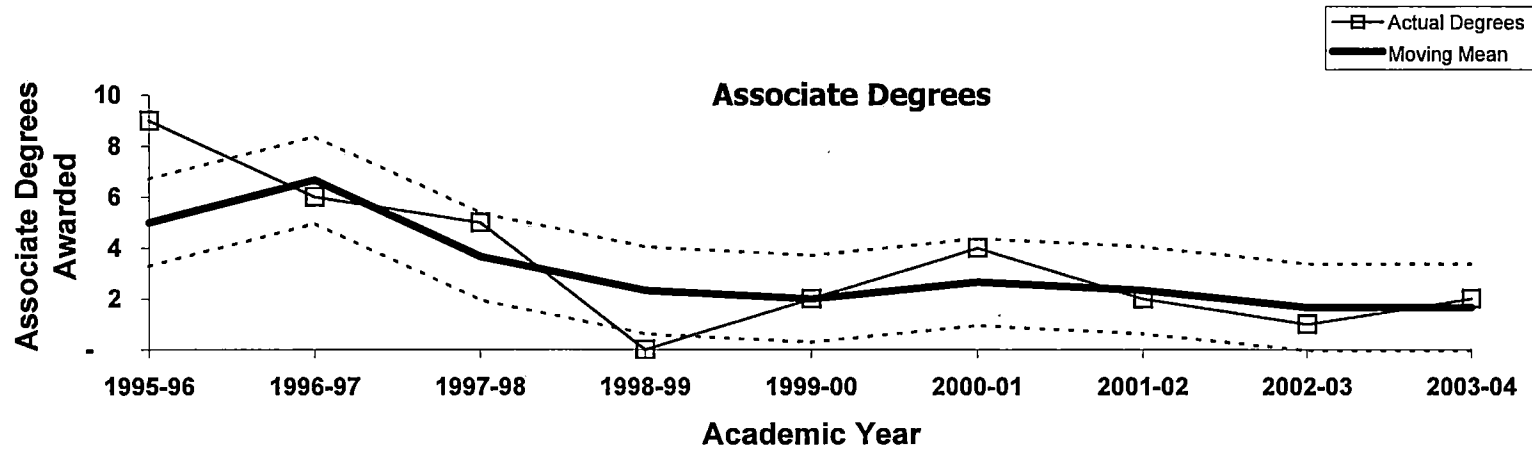
Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05
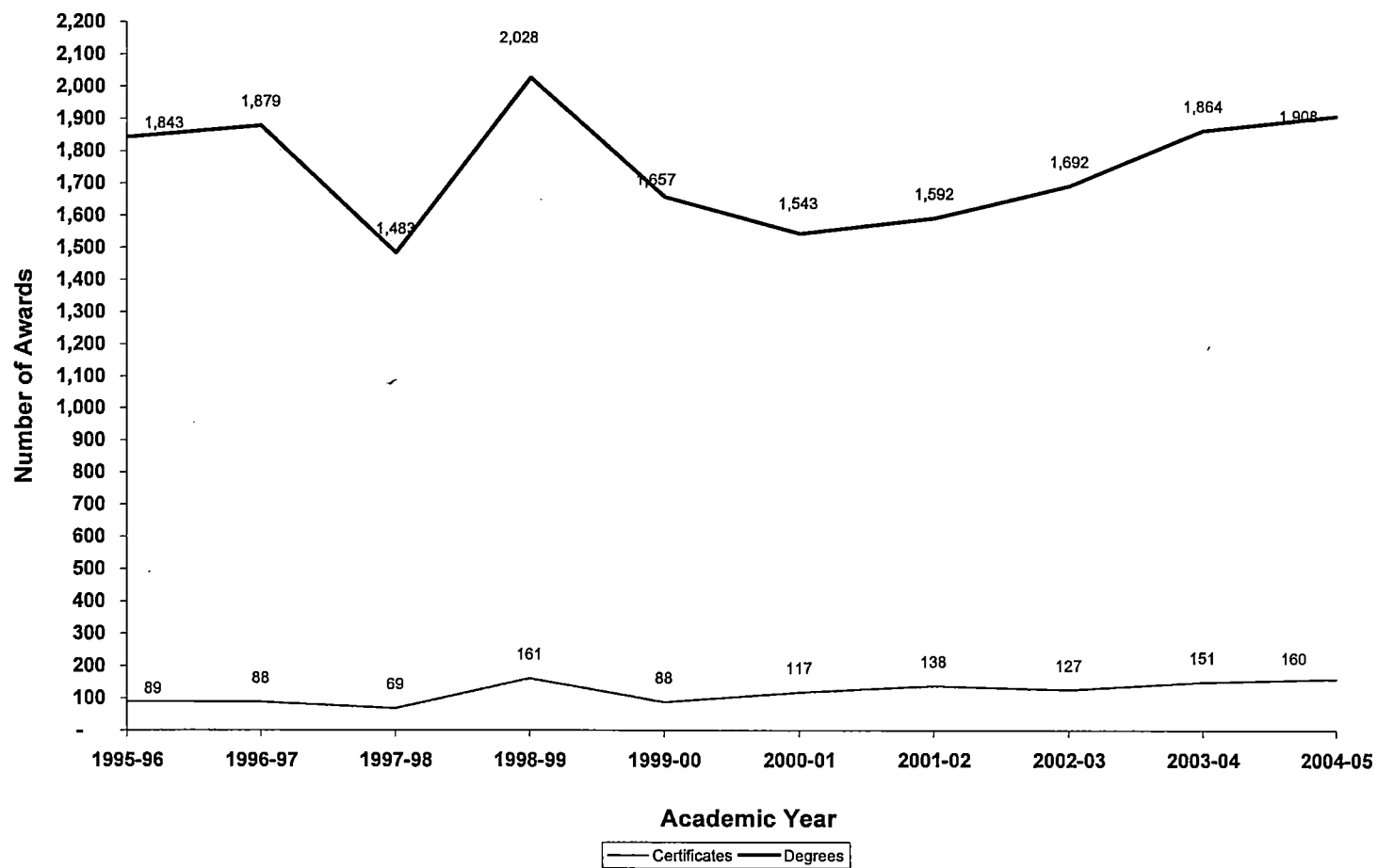
Number of Awards (y-axis)

Degrees:
- 1995-96: 1,843
- 1996-97: 1,879
- 1997-98: 1,483
- 1998-99: 2,028
- 1999-00: 1,657
- 2000-01: 1,543
- 2001-02: 1,592
- 2002-03: 1,692
- 2003-04: 1,864
- 2004-05: 1,908

Certificates:
- 1995-96: 89
- 1996-97: 88
- 1997-98: 69
- 1998-99: 161
- 1999-00: 88
- 2000-01: 117
- 2001-02: 138
- 2002-03: 127
- 2003-04: 151
- 2004-05: 160

Academic Year

Legend: Certificates — Degrees

**OAKLAND
COMMUNITY
COLLEGE**

Credit Hour Trends Report
Gerontology
GRN
2004-05

Prepared by:

Oakland Community College

Office of Institutional Research

January 25, 2006

Oakland Community College
Credit Hour Trends Report
Gerontology
1994-95 through 2004-05

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Gerontology.

- Graph depicting ten-year trend in student credit hours generated by Gerontology

- Graphs depicting three-year moving mean and rate of change in student credit hours for Gerontology.

- Ten-year trend in annual credit hours generated Collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Ten-Year Trend in Student Credit Hours
## Gerontology
1994-95 through 2004-05

|	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Gerontology	537	480	342	231	162	186	171	168	259	270	343	84.4	-36.1
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3
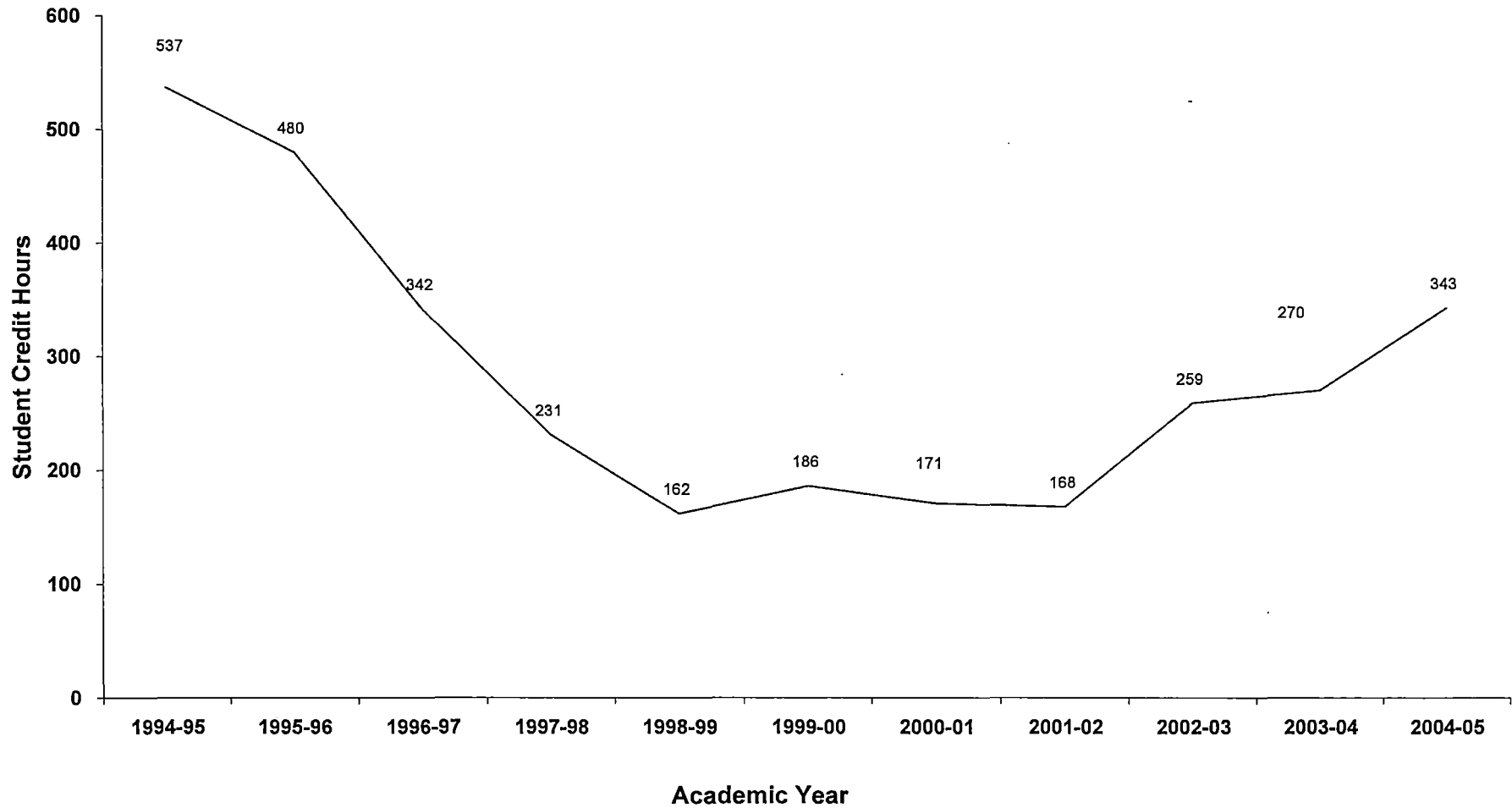
Oakland Community College
Three-Year Moving Mean
Gerontology
1995-96 through 2003-04
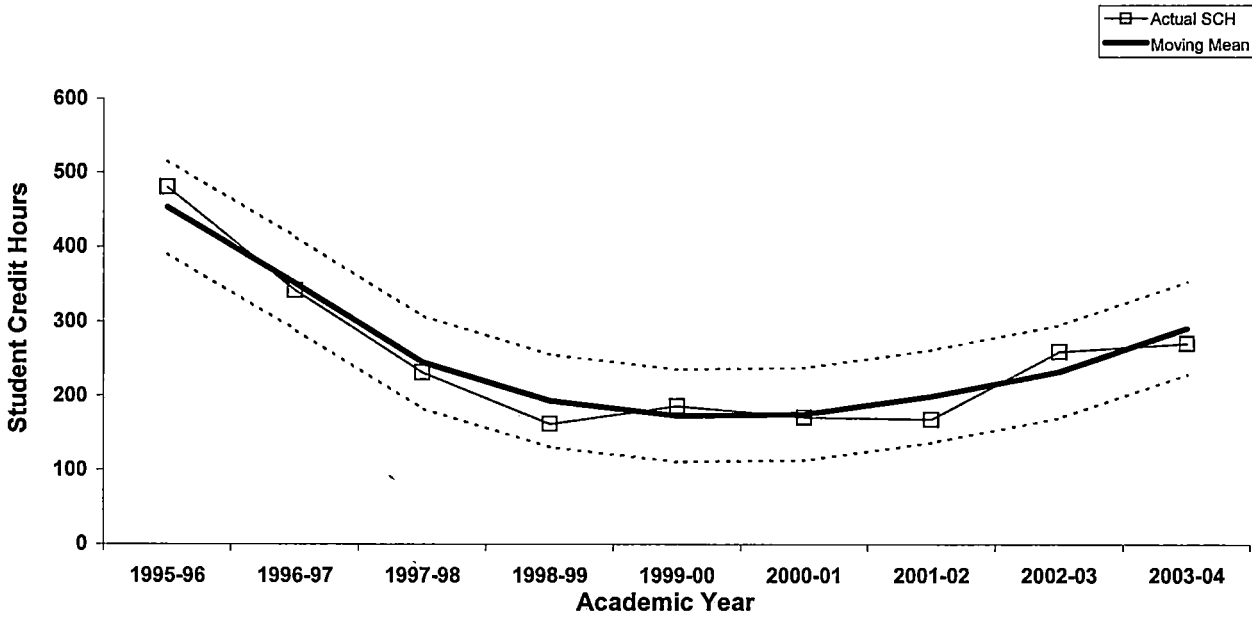
Rate of Change in Student Credit Hours 1995-96 through 2004-05
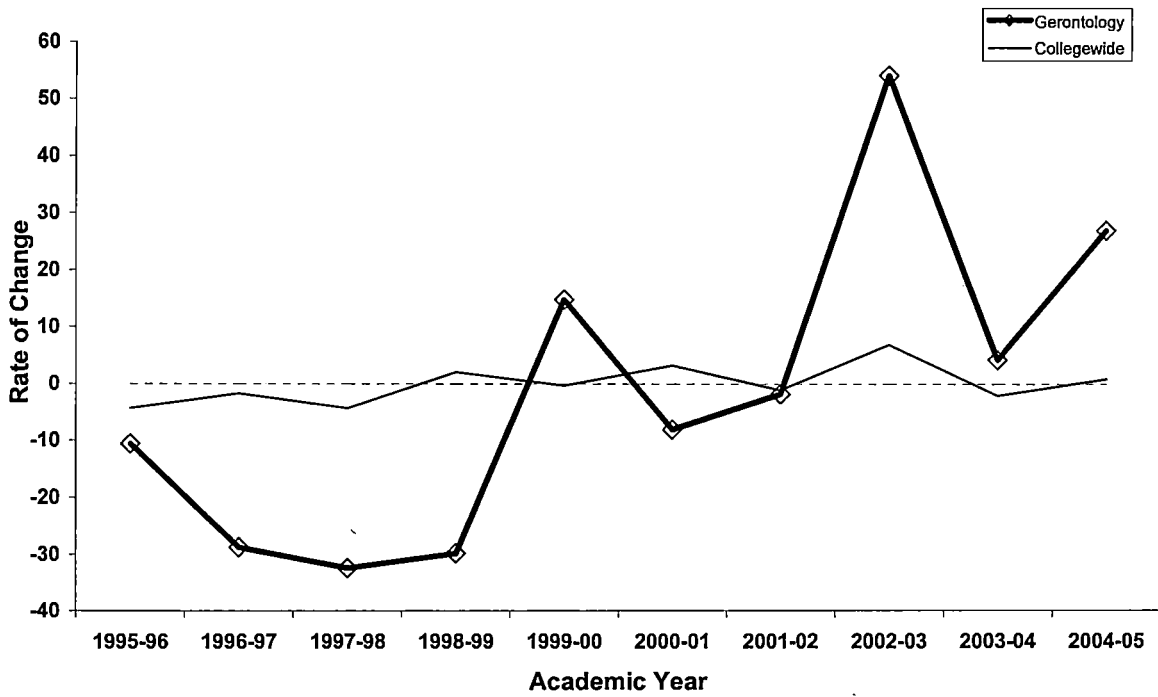
Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05
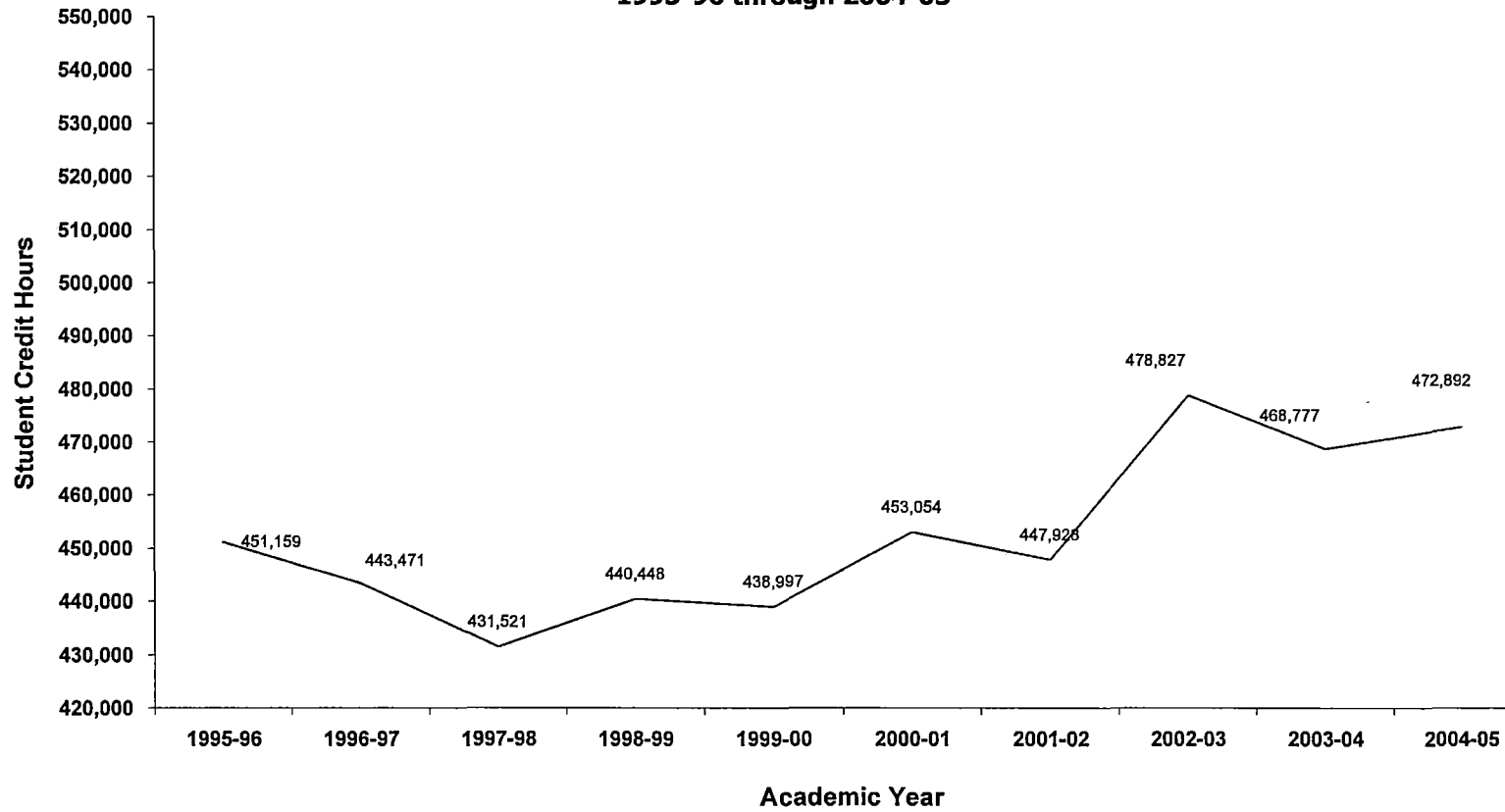
1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Occupational Projections
(2005 – 2015)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within a given Standard Occupational Code (SOC) is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" (N = 749) level according to the U.S. Department of Labor.

Projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

This information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:
- Base Year: Current number of jobs in 2005.
- Five Year: Number of projected jobs in 2010.
- Ten Year: Number of projected jobs in 2015.
- New Jobs: Projected number of new jobs between 2005 and 2015.
- Replacement Jobs: Projected number of replacement jobs between 2005 and 2015.
- % New Jobs: Percent of projected new jobs in 2015 using 2005 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2015 using 2005 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2015 using 2005 as the base year.
- Earnings: Average annual earnings within the SOC code in 2005.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Gerontology Related Occupations (2005 - 2015)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
21-1014	Mental Health Counselors	625	719	763	138	145	22.0%	23.0%	45.0%	$31,928
39-9021	Personal and Home Care Aides	13,083	15,709	17,353	4,270	2,000	33.0%	15.0%	48.0%	$14,019
Totals:		13,708	16,428	18,116	4,408	2,145				

SOC Code 21-1014

Name   Mental Health Counselors

Definition: Counsel with emphasis on prevention. Work with individuals and groups to promote optimum mental health. May help individuals deal with addictions and substance abuse; family, parenting, and marital problems; suicide; stress management; problems with self-esteem; and issues associated with aging and mental and emotional health. Exclude "Social Workers" (21-1021 through 21-1029), "Psychiatrists" (29-1066), and "Psychologists" (19-3031 through 19-3039).

SOC Code 39-9021

Name   Personal and Home Care Aides

Definition: Assist elderly or disabled adults with daily living activities at the person's home or in a daytime non-residential facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. May provide meals and supervised activities at non-residential care facilities. May advise families, the elderly, and disabled on such things as nutrition, cleanliness, and household utilities.

Examples: Blind Escort, Caregiver, Geriatric Aide

Program Assessment Plan
Gerontology

Catalog Description

In this program, leading to an Associate in Applied Science Degree in Gerontology, students will be able to obtain the knowledge and skills necessary to work with senior adults. The program provides insights into the limitations and/or capabilities of older people, with special emphasis placed on the social aspects of aging. A graduate may assist senior adults adapt to social and physical changes and may help them create a functional environment for themselves. The program provides individuals already employed in the field with opportunities to upgrade their skills. Articulation Agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to satisfy the MACRAO agreement.

Statement of Purpose

This program offers high-quality, student-centered learning opportunities which provide students with insights into the limitations and/or capabilities of older adults with special emphasis placed on the social aspects of aging.

Learning Outcomes

Students will have the knowledge and skills necessary to understand and work with the needs of senior citizens and be able to assist the older population as they deal with age-related issues.

Benchmark 1

80-90% of students will demonstrate knowledge of gerontology theory and concepts by being able to apply them in addressing issues of aging and long-term care.

Assessment Method 1

Successful completion of grade of B or better on multiple choice, matching, and short essay exams. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005   **Findings Sent to OAE Date 1**   1/1/2006

Benchmark 2

80-90% of the students will demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts.

Assessment Method 2

Demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts.
Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005   **Findings Sent to OAE Date 2**   1/1/2006

Learning Outcomes

The students will be able to communicate effectively with individuals, families, and formal and informal health care providers.

Benchmark 1

80-90% of the students will demonstrate effective communication skills through classroom role-play and informal interviews.

Assessment Method 1

Classroom role-play and informal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005   **Findings Sent to OAE Date 1** 1/1/2006

Benchmark 2

80-90% of the students will demonstrate successful use of a variety of adult psychosocial assessment tools through off-site formal interviews.
Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2

Off-site formal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005   **Findings Sent to OAE Date 2** 1/1/2006

Learning Outcomes

Students will identify problems within the local, state, and federal level that impact the quality of life for the aging population.

Benchmark 1

Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century.

Assessment Method 1

Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 1 12/1/2005   **Findings Sent to OAE Date 1** 1/1/2006

Benchmark 2

Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2

Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Date 2 12/1/2005   **Findings Sent to OAE Date 2** 1/1/2006

Catalog Description
In this program, leading to an Associate in Applied Science Degree in Gerontology, students will be able to obtain the knowledge and skills necessary to work with senior adults. The program provides insights into the limitations and/or capabilities of older people, with special emphasis placed on the social aspects of aging. A graduate may assist senior adults adapt to social and physical changes and may help them create a functional environment for themselves. The program provides individuals already employed in the field with opportunities to upgrade their skills. Articulation Agreements have been developed with several four-year institutions to better ensure transferability. Students intending to transfer are encouraged to satisfy the MACRAO agreement.

Program Statement of Purpose
This program offers high-quality, student-centered learning opportunities which provide students with insights into the limitations and/or capabilities of older adults with special emphasis placed on the social aspects of aging.

Learning Outcome
Students will have the knowledge and skills necessary to understand and work with the needs of senior citizens and be able to assist the older population as they deal with age-related issues.

Benchmark 1
80-90% of students will demonstrate knowledge of gerontology theory and concepts by being able to apply them in addressing issues of aging and long-term care.

Assessment Method 1
Successful completion of grade of B or better on multiple choice, matching, and short essay exams. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: 12/1/2004
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 1
No multiple choice or matching questions were administered in the two classes surveyed. However, in both classes, short essay writing was required, termed "ethical reflection papers" and "reaction papers. 28 out of 37 papers received marks of B-or better, representing 75.7%.

Will other steps be taken as a result of these findings? **Yes**
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

Benchmark 2
80-90% of the students will demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts.

Assessment Method 2
Demonstrate an understanding of gerontology theory and concepts through the completion of research papers on identified issues and/or concepts. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: **12/1/2004**
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 2
6 out of 7 research papers received marks of B-or better, representing 85.7% successful completion.

Will other steps be taken as a result of these findings?   Yes
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

When will this be completed?   2/14/2005

Learning Outcome
The students will be able to communicate effectively with individuals, families, and formal and informal health care providers.

Benchmark 1
80-90% of the students will demonstrate effective communication skills through classroom role-play and informal interviews.

Assessment Method 1
Classroom role-play and informal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: **12/1/2004**
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 1
29 out of 34 grades were B-or better, representing 85.3%.

Will other steps be taken as a result of these findings?   Yes
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

When will this be completed?   2/14/2005

Benchmark 2
80-90% of the students will demonstrate successful use of a variety of adult psychosocial assessment tools through off-site formal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2
Off-site formal interviews. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: 12/1/2004
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 2
One class involved an "elderly interview, " an assessment interview of an older adult completed off site, outside of class. 5 of 7 interview reports received marks of B-or better, representing 71.4% successful completion.

Will other steps be taken as a result of these findings?   Yes
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

When will this be completed?   2/14/2005

Learning Outcome
Students will identify problems within the local, state, and federal level that impact the quality of life for the aging population.

Benchmark 1
Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century.

Assessment Method 1
Students will produce 1-2 research papers on current problems impacting the older adult in the 21st century. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: **12/1/2004**
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 1
6 out of 7 marks on research papers were B-or better, representing 85.7%.

Will other steps be taken as a result of these findings? **Yes**
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

When will this be completed? **2/14/2005**

Benchmark 2
Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Assessment Method 2
Students will report on a workshop/site-visit/meeting that is associated with the gerontology field. Faculty will tabulate results among students to compare data to benchmark and identify specifically the common areas needing improvement.

Benchmark Scheduled To Be Assessed: **12/1/2004**
Assessment Results Sent To Office of Assessment & Effectiveness: 1/1/2005

Findings 2
5 out of 7 marks on the off-site "elderly interview" were B- or better, representing 71.4%.

Will other steps be taken as a result of these findings?   Yes
If Yes, specifically what steps will be taken?

Average grades seem to be slightly lower on written as opposed to verbal based assignments. Some of the deficiencies appear to result from students who fail to consistently participate in, or attend the course; these students fail to formally drop the course but have been still included in the assessment findings. In part III, B2a and C2a seem to be fairly similar assessment methods. Also, in part III, CI and C2 seem to be benchmarks that are not very conceptually distinct. Non-participant students lower the assessment success and it may not be reasonable to include them in the assessment. More writing across the curriculum may be needed, since students seem to, on average, get lower grades on written assignments. More coaching by teachers on written assignments, or more re-writing perhaps should be done for the same reason. There may be a need to build in mechanisms to catch and coach potential non-participants at an earlier point in the semester.

When will this be completed?   **2/14/2005**

Mays, Gail A

From: Mays, Gail A

Sent: Tuesday, May 30, 2006 6:32 PM

To: Reif, Steven J

Cc: Orlowski, Martin A; Keith, George F; Stanbrough, Beverly J; Armitage, Linda M; Boozer, Thomas R; Boulos, Nadia E; Mays, Gail A; Charlott Couch; Craft, Jennifer W; Hill, Diane O; Ingram, Anthony; Larson, Shelley B; Marty Orlowski; Mathews, David L; Peart, Janet E; Roberts, Letyna A; Robinson, Karen W

Subject: Gerontology Review Recommendations

Dean Reif,

The CRC completed the review for this program and supports the sunsetting of the Gerontology program with the retaining of the following four courses:

- GRN 1510 (Alzheimer's Disease and Related Disorders)
- GRN 1520 (Legal Aspects of Aging)
- GRN 2510 (Introduction to Gerontology)
- GRN 2550 (Death and Dying)

As stated in your Program Closure Report, these course could become elective or required courses under such programs as Exercise Science and Technology, Mental Health/Social Work, and Health Care Administration. CRC suggests that Nursing might also consider these courses as an option.

If you need any further information regarding the CRC recommendations please contact me.

Gail
CRC Chair

Gail A. Mays, MA, LPC
Oakland Community College
Counselor, Auburn Hills Campus
2900 Featherstone Road
Auburn Hills, Michigan 48326

248.232.4350 office
248.232.4355 fax