STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.A. in Aging Studies
Dept: Human Services and Community Leadership
College: CHHS
Submitted by: Dr. Kathleen O'Rourke

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Students will demonstrate knowledge and understanding representing appropriate breadth and depth of physical, emotional, social, and economic aspects of aging and theories of aging.
How are learners assessed?	a) Certification of Comprehensive Knowledge (CCK) Written Paper Capstone Rubric [a direct measure]: Students completing the written capstone will be evaluated on their knowledge and understanding of specialized aging content. b) Independent Study and Internship Mid-term Self-Evaluation Forms [an indirect measure]: Students indicate perceived knowledge and understanding of aging studies content criteria and professional performance levels (e.g., aging issues/trends, communication, ethical practice). c) Independent Study and Internship Final Self-Evaluation Forms [an indirect measure]: Students indicate perceived knowledge and understanding of aging studies content criteria and professional performance levels (e.g., aging issues/trends, communication, ethical practice). d) Independent Study and Internship Mid-term Site Supervisor and Graduate Faculty Supervisor Evaluation Forms [an indirect measure]: Supervisors indicate students' knowledge and understanding of aging studies content criteria and professional performance levels (e.g., aging issues/trends, communication, ethical practice).

e) Independent Study and Internship Site Supervisor and Graduate Faculty Supervisor Final Student Evaluation Forms [an indirect measure]: Site supervisors indicate students' knowledge and understanding of aging studies content criteria and professional performance levels (e.g., aging issues/trends, communication, ethical practice).

f) Certification of Comprehensive Knowledge (CCK) Oral Presentation Capstone Rubric [direct measure; course embedded]: Students completing the oral presentation capstone are evaluated on their knowledge and understanding of specialized aging content and ability to apply knowledge/understanding to professional career development.

g) Area Agency on Aging Paper Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the HSL 5100 Societal Theories of Aging (a required course) are evaluated on the following specifications and competencies of the assignment.

The Area Agency on Aging assignment aligns with the mission of the Older Americans Act: to oversee the development of services and opportunities for older people in every community across the nation. The Older Americans Act contains 10 objectives related to enhancing the dignity and independence of older adults in all realms of life, regardless of economic status. Title II of the Older Americans Act established an "aging network," to provide funding for local service programs, establish training and research projects, and stimulate the development of innovative and/or improved services for the elderly.

For this assignment, students are assigned a state. The paper is written as though the student is that state's Executive Director of the Area Agency on Aging and as though the student will present the content of this paper to the state's Governor, the Director of the State Unit on Aging, and aging policy-makers.

The paper is evaluated on students': explanation /summary of current AAA programs in the state; identification and discussion of three state shortcomings/gaps regarding

	integration of older adults within communities; proposal of three new state programs in accordance with the Older Americans Act.
What are the expectations for the students?	a) At least 85% of the evaluations submitted by faculty reviewer will rate students as competent (4 on a 5-point scale) or higher in their knowledge and understanding of aging topics and theories. The 5-point scale described here and throughout the report includes: 5=highly competent 4=competent 3=somewhat competent 2=minimally competent 1=not competent b) At least 85% of students completing midterm evaluations will indicate competency by achieving at least a rating of 4 on a 5-point scale. c) At least 85% of students completing final evaluations will indicate competency by achieving at least a rating of 4 on a 5-point scale. d) At least 85% of supervisors completing midterm evaluations will indicate competency by achieving at least a rating of 4 on a 5-point scale. e) At least 85% of supervisors completing final evaluations will indicate competency by achieving at least a rating of 4 on a 5-point scale. f) At least 85% of the evaluations submitted by faculty reviewer will rate students as competent (4 on a 5-point scale) or higher in their knowledge, understanding, and application of aging topics and theories. g) At least 85% of the rubric evaluations submitted by faculty teaching the course will rate students as competent (4 on a 5-point scale) on the assignment. For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.

What are the expectations for the program?	The program expects that at least 85% of students will demonstrate knowledge and understanding representing appropriate breadth and depth of physical, emotional, social, and economic aspects of aging and theories of aging, as evidenced through CCK papers and presentations, independent study and internship evaluations, and specified course assignments (including a minimum assignment grade of 85%).
What were the results?	a) Using the CCK rubric, 100% (N=19) of the evaluations rated students higher than the expectations. All students earned ratings of a 5 (highly competent) on a 5-point scale. b) 100% (N=19) of the students who completed the midterm evaluations indicated ratings of "highly competent" (5 on a 5-point scale) on both the midterm and final self-evaluations. c) 100% (N=19) of the students who completed the final evaluations indicated ratings of "highly competent" (5 on a 5-point scale) on both the midterm and final self-evaluations. d) 100% (N=19) of the supervisors who completed the midterm evaluations indicated ratings of "highly competent" (5 on a 5-point scale) on both the midterm and final self-evaluations. e) 100% (N=19) of the supervisors who completed the final evaluations indicated ratings of "highly competent" (5 on a 5-point scale) on both the midterm and final self-evaluations. f) Using the data gathered from the CCK rubric, 100% (N=19) of the evaluations submitted rated students higher than the expectations. All students earned ratings of a 5 (highly competent) on a 5-point scale. g) Rubric evaluations and assignment grades were submitted for all 19 Aging Studies students taking HSL 5100. 100% (N=19) of the evaluations rated students as highly

	competent (5 on a 5-point scale). For the assignment grades, 100% (N=19) of students met the minimum score of 85%.
How are the results shared? How will these results be used?	a) The CCK capstone is evaluated by the student's faculty supervisor. If needed (e.g., average rubric rating below a 3, unforeseen problematic circumstances), additional Aging Studies or HSL graduate faculty reviewers evaluate the CCK capstone. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.

b) Students completing independent studies and internships submit a self-evaluation at the mid-term of the semester. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.

c) Students completing independent studies and internships submit a self-evaluation at the conclusion of the semester. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.

d) Supervisors complete an evaluation of the student at the mid-term of the semester. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.

e) Supervisors complete an evaluation of the student at conclusion of the semester. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. |

	f) The CCK capstone is evaluated by the student's faculty supervisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.
	g) Faculty teaching HSL 5100 evaluate each student's paper. Assessment data, including course assignment samples/outcomes, are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as needed.

CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Students will demonstrate critical thinking problem-solving skills with regard to aging/older adulthood topics and older adulthood.
How are learners assessed?	a) CCK Capstone Rubric [a direct measure]: Students completing CCK capstone written papers and oral presentations will be evaluated on their ability to think critically and problem-solve with regard to aging topics. b) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) are evaluated on their ability to think critically and problem-solve with respect to aging research through development and presentation of a research proposal, which includes introductory, review of literature, methodology sections, and instrument creation.
What are the expectations for the students?	a) At least 85% of the evaluations submitted by faculty will rate students as competent (4 on a 5-point scale) in their ability to think critically and problem-solve with regard to aging topics and older adulthood. b) At least 85% of the evaluations submitted by faculty teaching the course will rate students as competent (4 on a 5-point scale) in their ability to think critically and

	problem-solve regarding aging/older adulthood research. For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.
What are the expectations for the program?	The program expects that a minimum of 85% of students will demonstrate critical thinking and problem-solving skills with regard to aging topics and older adulthood in CCK papers and presentations and specified course assignments (including a minimum assignment grade of 85%).
What were the results?	a) Faculty evaluations rated 100% (N=19) of students as highly competent (5 on a 5-point scale) in their ability to think critically and problem-solve with regard to aging and older adulthood topics. b) Rubric evaluations and assignment grades were submitted for all Aging Studies students taking HSL 5900. 100% (N=17) of the evaluations rated students as highly competent (5 on a 5-point scale). For the assignment grades, 100% (N=17) of students' scores met the minimum score of 85%.
How are the results shared? How will these results be used?	a) The CCK capstone is evaluated by the faculty advisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made. b) Faculty teaching HSL 5900 evaluate each student's research proposal presentation in the course. Assessment data are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as needed.

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Students will display the ability to effectively and professionally communicate information about aging and older adulthood in their written and oral work.

How are learners assessed?	a) CCK Capstone Rubric [a direct measure]: Students completing the CCK Capstone will be evaluated on their ability to effectively and professionally communicate. b) Independent Study and Internship Site Supervisor and Graduate Faculty Supervisor Evaluation Forms (Mid-term): Supervisors evaluate students on their ability to effectively and professionally communicate in their written and oral work. c) Independent Study and Internship Site Supervisor and Graduate Faculty Advisor Evaluation Forms (Final): Supervisors evaluate students on their ability to effectively and professionally communicate in their written and oral work. d) Aging Policy Paper Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in HSL 5400 Aging Policy in Action (a required course) are evaluated on the following assignment and competencies. This assignment represents a synthesis of the various current issues and trends covered in this course. The assignment is comprehensive and allows for fact-finding, creativity in written presentation of information, and critical reflection and application. Each student is assigned a different topic with the end goal in mind of best preparing students for careers related to serving individuals, families, communities, and our diverse and global society. For the purpose of the paper, students consider the unique and shared characteristics of older adults ages 62 and over. In addition, students consider the potential for very different needs at age 62 versus 92 or that two 75-year old individuals may have very different needs, for example. Age is only one descriptor of an individual or group. The assignment is evaluated on the following parts: introduction (general overview of topic, key facts/statistics, historical issues and trends); body of the paper (expansion on facts/statistics, discussion of current policy and programming issues and trends, description of national/state/local support services); and application to professional practice and future vision (discussion of future implications for older adults,

	families/caregivers, and aging network professionals, description of future policy- and program- related needs and developments, conclusions).
What are the expectations for the students?	a) At least 85% of the CCK evaluations submitted by faculty will rate students as competent (4 on a 5-point scale) in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood. b) At least 85% of the evaluations submitted by supervisors will rate students as competent (4 on a 5-point scale) in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood. c) At least 85% of the evaluations submitted by supervisors will rate students as competent (4 on a 5-point scale) in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood. d) At least 85% of the evaluations submitted by faculty will rate students as competent (4 on a 5-point scale) in their ability to effectively and professionally communicate (written) information about aging and older adulthood. For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.
What are the expectations for the program?	The program expects that at least 85% of students will display the ability to effectively and professionally communicate information about aging and older adulthood in their written and oral work, as evidenced through CCK mid-term and final evaluations by students and supervisors and specified course assignments (including a minimum assignment grade of 85%).
What were the results?	a) 100% (N=19) of the evaluations rated students as highly competent (5 on a 5-point scale) in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood.

	b) 100% (N=19) of the mid-term evaluations rated students with at least a 4 on a 5-point scale in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood.
	c) 100% (N=19) of the final evaluations rated students with at least a 4 on a 5-point scale in their ability to effectively and professionally communicate (oral and written) information about aging and older adulthood.
	d) Rubric evaluations and assignment grades were submitted for all 20 Aging Studies students taking HSL 5400. 85% (n=17) of the evaluations rated students as highly competent (5 on a 5-point scale) or competent (4 on a 5-point scale). For the assignment grades, 85% (n=17) of students' scores met the minimum expectation of a score of 85%.
How are the results shared? How will these results be used?	a) The CCK capstone is evaluated by the student's faculty advisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.
	b) Supervisors complete the evaluation and submit the evaluation to the student and the faculty advisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.
	c) Supervisor complete the evaluation and submit the evaluation to the student and the faculty adviser. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.
	d) Faculty teaching HSL 5400 evaluate each student's paper in the course. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be

	made. Follow up discussion is initiated with course instructor to provide feedback opportunity, as needed.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal: Students will demonstrate an understanding of research proposal development, including appropriate research methodology, for a specialized topic related to aging and older adulthood.
How are learners assessed?	a) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) complete a research proposal on a specialized topic related to aging and older adulthood. Proposals includes introductory, literature review, and methodology (design, sampling, instrumentation, data collection procedure, data analysis) sections and the creation or adaptation of a research instrument.
What are the expectations for the students?	a) At least 85% of the evaluations submitted by faculty will rate students as at least competent (4 on a 5-point scale) in their understanding of research proposal development and research methodology. For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.
What are the expectations for the program?	The program expects that at least 85% of students will demonstrate an understanding of research proposal development, including appropriate methodology, for a specialized topic related to aging and older adulthood, as evidenced through the specified course assignments (including a minimum assignment grade of 85%).
What were the results?	a) Rubric evaluations and assignment grades were submitted for all 17 Aging Studies students taking HSL 5900. 100% (N=17) of the evaluations rated students as highly competent (5 on a 5-point scale). For the assignment grades, 100% (N=17) of students' scores met the minimum expectations of a score of 85%.
How are the results shared? How will these results be used?	a) Faculty teaching HSL 5900 evaluate each student's research proposal presentation. Assessment data are disseminated to the Aging Studies Board faculty/administrators

	during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as needed.

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goals: Students will interact professionally and ethically in academic and other professional settings; demonstrate understanding of and sensitivity to the cognitive, physical, emotional, and sociocultural challenges of older adulthood; and exhibit awareness of and respect for diversity among older adults and their families and caregivers and academic/professional peers and colleagues.
How are learners assessed?	a) Site Supervisor and Graduate Faculty Mid-Term Evaluations (Forms) of Independent Study and Internship Students [a direct measure]: Supervisors evaluate students on their level of ethical behaviors and professional responsibilities, understanding of/sensitivity to challenges of older adults, and awareness of/respect for diversity. b) Site Supervisor and Graduate Faculty Final Evaluations (Forms) of Independent Study and Internship Students [a direct measure]: Supervisors evaluate students on their level of ethical behaviors and professional responsibilities, understanding of/sensitivity to challenges of older adults, and awareness of/respect for diversity. c) Independent Study and Internship Mid-Term Self-Evaluation Form [an indirect measure]: Students evaluate their perceived level of ethical behaviors and professional responsibilities, understanding of/sensitivity to challenges of older adults, and awareness of/respect for diversity. d) Independent Study and Internship Final Self-Evaluation Form [an indirect measure]: Students evaluate their perceived level of ethical behaviors and professional responsibilities, understanding of/sensitivity to challenges of older adults, and awareness of/respect for diversity.

	e) Students complete CITI training and earn certificate of completion as part of HSL 5900 Research Methods.
What are the expectations for the students?	a) At least 85% of the evaluations submitted by supervisors will rate students as "Competent" (4 on a 5-point scale).
	b) At least 85% of the evaluations submitted by supervisors will rate students as "Competent" (4 on a 5-point scale).
	c) At least 85% of students will indicate a "Competent" level of confidence (4 on a 5-point scale).
	d) At least 85% of students will indicate a "Competent" level of confidence (4 on a 5-point scale).
	e) 100% of students will complete the CITI training and earn a certificate of completion.
What are the expectations for the program?	The program expects that at least 85% of students will interact professionally and ethically in academic and other professional settings; demonstrate understanding of and sensitivity to the cognitive, physical, emotional, and sociocultural challenges of older adulthood; and exhibit awareness of and respect for diversity among older adults and their families and caregivers and academic/professional peers and colleagues. In addition, the program expects that 100% of students will complete the CITI training and earn a certificate of completion.
What were the results?	a) 100% (N=19) of the students were rated as Highly Competent (5).
	b) 100% (N=19) of the students were rated as Highly Competent (5).
	c) 100% (N=19) of the students indicated a "Highly Competent" (5) level of confidence.

	d) 100% (N=19) of the students indicated a "Highly Competent (5) level of confidence. e) 100% (N=17) of students in HSL 5900 completed the CITI training and earned a certificate of completion.
How are the results shared? How will these results be used?	a) Supervisors evaluate each student and results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. b) Supervisors evaluate each student and results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. c) Students complete a self-evaluation and submit to their faculty supervisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. d) Students complete a self-evaluation and submit to their faculty supervisor. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. e) Faculty teaching HSL 5900 monitor completion of CITI training and verify certification of completion. Information is reported to graduate coordinator and follow up discussion is initiated with course instructor, if needed.

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

Aging Studies faculty members, Departmental Chairs, Graduate Coordinators, and the Graduate School Dean comprise EIU's Aging Studies Board, which meets at least once each fall and spring semester. Assessment plans and the assessment response report are disseminated to the Board and the plans and response reports are discussed. There continues to be 100% "buy-in" of the entire Board on the direction of assessment (e.g., rubrics, assignment grading, selected courses, independent study and internship evaluations, capstone experience).

The same objectives (with only minor technical wording edits) were retained and continue to align with the goals established by CGS. Direct measures of rubrics were retained and used to collect/analyze data from students' written work and oral presentations. Indirect measures of student and supervisor evaluations of internships were retained, evaluations of independent studies were added, and evaluations from multiple sources (i.e., faculty advisers/supervisors, professional site supervisors, students, instructors) were used to analyze data. Direct measures embedded in courses, written papers in HSL 5100, HSL 5400, and HSL 5900 and the presentation in HSL 5900 were retained, as they demonstrate assessment breadth and diversity in types of major assignments. A continued assessment strength is that the selected courses/course assignments reflect a comprehensive and holistic picture of three fundamental tenets of a graduate program's courses: research (HSL 5900 Research Methods), theory (HSL 5100 Societal Theories of Aging), and policy (HSL 5400 Aging Policy in Action). A final addition to assessment was the inclusion of the CITI training data, which has been a requirement of students enrolled in HSL 5900 Research Methods.

Rating expectations of a minimum of 4 on a 5-point scale for rubric items were retained and demonstrate appropriate rigor of graduate study expectations. For this report, 100% of students earned a rating of 5 on all independent study and internship evaluations. Percentage benchmarks for all expectations were retained at a minimum of 85% to continue to align with the rigor of graduate student expectations. For the next assessment cycle, raising the benchmark from 85% to 90% will be considered.

Results have aligned with and/or improved since the 2018-2019 assessment report (Aging Studies was exempt from submitting assessment data during the last cycle). All expectations set forth for AY 2019-2020 and AY 2020-2021 were achieved and exceeded expectations. Results indicate that the Aging Studies students continue to excel in academic performance with respect to all five University and Program learning goals.

The Aging Studies Board continues as a cohesive and valuable advisory group comprised of faculty and administrators. The AY 2018-2019 Student Learning Assessment Program Response to Summary Form was very well received by all and, during the fall and spring semesters, assessment discussion and critical reflection on assessment outcomes continued at board meetings. The 33 required program hours, the online program delivery mode, and the 6- or 8-week scheduling of the majority of classes continue to greatly benefit the program and the Aging Studies students and their respective demographics. Most Aging Studies students are employed full- or part time, reside outside of the Charleston area, and fall into middle-aged brackets with family/personal/financial/health care obligations different from many late teen/early twenties age groups of students. To successfully continue with recruitment/enrollment, retention, and academic performance levels, Aging Studies must continue to offer a high-quality graduate degree program with ease in accessibility, flexibility for diverse students, and cost efficiency. These key considerations assist in guiding all program efforts, including the area of assessment.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Curriculum content, learning goals, assessment measures, expectations, results, and dissemination practices are sound at this time, formal and anecdotal student evaluation feedback has been positive, retention and graduation rates (upper 90th percentile) are high, and the interdisciplinary Aging Studies Board has been supportive of the program and curriculum. Each semester, the Graduate Coordinator and Aging Studies Board have reviewed the existing curriculum and instruction practices. During AY 2021-2022, the assessment data will contribute to our planned efforts for increasing enrollment and revising the program and curriculum with an anticipated renaming of the degree and designing/offering two program curriculum options within the degree.