WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM

Program/Discipline: Social Service   **Instructional Manager:** Kevin Li

Semester/Year: **Assessment Coordinator:**   **Department Chair:** Tim Andriano,
fall 2014 & spring   Tim Andriano, Ph.D.   Program Coordinator
2015   Email: tandriano@ccc.edu
Plan Title: Initial Plan

The current submission is which of the following:
                    □ **Initial Plan**   date: 8/2014
                       Mid-year update date:10/2014
                    □ **Final Report**   date: 1/2015

College Mission: Wright College is a learning–centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The Social Services Department's mission is to provide students with the education and experience needed to be successful in a career in the field of aging. The scope of the Social Services Department includes theories, methods, principles and concepts from the discipline of Gerontology and the practice of Nursing Home Administration.

A. Initial Assessment Plan

Area of Focus: Your department efforts are to improve learning in what topic/area?	Cultural Aspects of Aging
Evidence: What past results have led your department to conclude that this is an area needing attention?	Chicago is a multi-cultural city with 33% of the population being Black/African American, 29% Hispanic/Latino and 6% Asian. Gerontology students need to learn about different cultural values and attitudes with regard to aging in order to provide quality services to older adult minority populations.
Course(s) of Interest: What courses will be involved in your plan?	**Fall 2014** Social Service 204 – Cross Cultural Studies in Gerontology

Intended Program Student Learning Outcomes (SLOs) List each relevant SLO that this project pertains to.	General Education SLO 1 – Students think and read critically so that they can solve problems using appropriate information resources and reasoning process. Social Service Department SLO 3 – Students will be knowledgeable of generic and specialized human services for older adults and the elderly, including long-term care. Social Service Department SLO 5 – Students will demonstrate the ability to transfer didactic, classroom learning into practice, working with older adults and the elderly in the community. Course 204 SLO 1 – Students will demonstrate an understanding of how the combined influences of ethnicity and family affect the care given to the elderly. Course 204 SLO 4 – Students will discuss the effects of social class on ethnic and cultural variations in the care giving of the elderly. Course 204 SLO 5 – Students will be able to explain how an individual's culture can influence life expectancy, chronic illness, family networks, retirement, his or her attitudes toward long-term care, acceptance of the aging process and even how old age is defined.
Involved Faculty: List the instructor(s) participating in the assessment process for each outcome listed above.	**Fall 2014** Adjunct Faculty: Patricia Whitney

Assessment/Intervention Process
 	
Address the following questions:
 	
  What approach will be used?
  Why was this process selected?
  How will student learning be measured?
  When will data collection be completed?
  Who will analyze the results?
	What: Participant observation
	
	Why: Participant observation is a method of collecting qualitative information through the student's involvement in the routine activities of residents in long-term care facilities and other community programs for older adults.
	
	How: Through journaling written papers and class presentation.
	
	When: End of fall 2014 semester.
	
	Who: Tim Andriano, Ph.D., Social Service Program Coordinator

B. Midyear Update

Completely describe all actions that have occurred since implementation of your department's Assessment Plan.

At the beginning of the semester, the Program Coordinator made a Power Point presentation to seven students in Soc Ser 204 Cross Cultural Studies in Gerontology. The presentation covered definitions of concepts including; critical thinking, critical reading, problem solving, information resources and reasoning process. The Program Coordinator also discussed the department's assessment plan as it relates to student learning outcomes, implementation methodology, service learning and measurement.

Attach any relative documents (rubrics, surveys, other assessment tools).

See the following:
1. Paper, Social Service Department Assessment Plan Fall 2014. (Attachment A)

2. Power Point, Service Learning (Attachment B)

Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?

Half of the students experienced barriers due to communication difficulties with the older adult who they interviewed. Some of the older adults could not relate to the students' discussions about their life and their culture because of limited communication. It was acknowledged that students should have been interviewing higher functioning older adults rather than those who reside in skilled nursing facilities. When this barrier was recognized the Program Coordinator met with the students for a second time. It was agreed that the Service Learning component of the implementation would be discontinued. The students were no longer required to complete 20 hours of Service Learning. Instead, emphasis was placed on students completing their interviews, paper and class presentation. Three students were allowed to select another older adult to interview who had communication skills at a level to participate meaningfully.

Part C

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

The students' critical thinking was assessed through both their class presentation and their final paper. Each student presentation focused on the older adult's culture and how it affected the individual's aging. They incorporated interviews with the person's family, experts on the older adult's culture and scholarly articles on the culture and its views about aging. The instructor graded the students on concepts including; critical thinking, critical reading, problem solving, information resources and the reasoning process. The students did an excellent job with the assignment, especially considering the barrier they experienced.

Of the six students in the class, one student did not make a class presentation or do a final paper. However, the student's grades on quizzes, exams, attendance and other graded work allowed the student to pass the course with

a C grade. Another student could not complete the course due to a severe medical condition which required hospitalization. That student was given an Incomplete and will complete the work.

Student Grades

Student	Class Presentation	Final Paper	Final Grade
1.	A	A	A
2.	A	A	A
3.	A	A	A
4.	A	A	A
5.	X	X	C
6.	X	X	I

What was learned from the results?

Students successfully applied critical thinking to their project, "Cultural Aspects of Aging."

Faculty will emphasize the importance of critical thinking in all courses.

Action Plan Based on Results and Analysis

Based on what was learned, what additional steps will be taken to improve student learning?

ATTACHMENT A

WRIGHT COLLEGE
SOCIAL SERVICE DEPARTMENT
ASSESSMENT PLAN FALL 2014

Timothy A. Andriano, Ph.D.
Social Service Program Coordinator
August 4, 2014

Background
Wright College is accredited by the Higher Learning Commission through the Academic Quality
Improvement Program (AQIP) pathway. Each instructional department at the college participates in an
assessment plan as part of accreditation.

Focus
In the second year of the assessment plan, fall semester of 2014 and spring semester of 2015, the focus
will be on the General Education Student Learning Objective 1, stated thusly;

> *"Students think and read critically so that they can solve problems using appropriate*
> *information resources and reasoning process."*

The focus of the 2014-2015 assessment is stated in one complex sentence. The outcome is a student's
ability to think and read critically. Thinking critically is the basis for the student's ability to solve
problems. To solve problems the student must know how to use a wide range of resources to obtain
information as well as to apply reasoning to solving the problem. To further understand the focus, key
terms are defined as follows.

Definitions
Critical Thinking: According to the National Council for Excellence in Critical Thinking (1987),
critical thinking is defined as the intellectual disciplined process of actively and skillfully
conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or
generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief
and action. It is based on universal intellectual values that transcend subject matter divisions: clarity,
accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth and fairness.

Critical Reading: Critical reading generally refers to reading in a scholarly context, with an eye toward
identifying a text or author's viewpoints, arguments, evidence, potential biases, and conclusions.
Critical reading means evaluating what you have read using your knowledge as a scholar. You may
look at the quality of the writing, the quality of the research, and the persuasiveness of the arguments,
among other things. Critical reading is an active process by which a scholar rigorously and
systematically questions the literature with the goal of assessing credibility and validity. Walden
University (2014)

Problem Solving: Problem solving is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem solving is to overcome obstacles and find a solution that best resolves the issue. Steps in problem solving include; identifying the problem, defining the problem, forming a strategy, organizing information, allocating resources, monitoring progress, and evaluating the results. What is Problem Solving? The Psychological Dictionary. K. Cherry (2011)

Information Resources: Information can come from virtually anywhere and the type of information a student needs will change depending on the question the student is trying to answer. Information sources are typically classified as primary, secondary and tertiary. (Types of Information Sources, Virginia Tech, 2014.) Types of information resources for scholarly pursuit include; books, journals, reference works, government publications, audiovisual media, bibliographic databases, and theses and dissertations (Information Sources and Resources, 2008).

Reasoning Process: The process of forming conclusions, judgments or inferences from facts or premises. Reasoning is often divided into two forms, inductive and deductive. Inductive reasoning is a process of arriving at a conclusion based on a set of observations. It is not a valid method of proof. Deductive reasoning is a valid form of proof. It is the process by which a person makes conclusions based on previously known facts.

Social Services Assessment Plan
Students enrolled in the 200-level Gerontology course, "Cross Cultural Studies in Gerontology," will participate in the assessment.   Gerontology is a small program.   It is anticipated that there will be five to seven students in the class.

The assessment plan will be incorporated into the department's ongoing Service Learning program. The department began Service Learning in the spring semester 2013 and has carried it forward every semester. The Service Learning program has been evaluated as highly effective by both students and community partner agencies. ("Assessment of Service Learning in the Social Service Department-A Pilot Project, Fall 2013," "Assessment of Service Learning in the Social Service Department, Spring 2014")

Students in the "Cross Cultural Studies in Gerontology" class will complete 20-hours of Service Learning volunteering in a long-term care facility or community service agency in which there are residents or participants of minority ethnicities and cultures.   Students will interact with the general population in the nursing home or community agency as well as with minority populations including, but not limited to, Black/African-Americans, Hispanic/Latinos, and Asians. These are the three largest minority groups in Chicago based on 2010 Census data; Black/African American 33%, Hispanic/Latino 29%, Asian 6%.

Students will focus on two department student learning outcomes and three course student learning outcomes.

        Department Student Learning Outcomes
- Students will be knowledgeable of generic and specialized human services for older adults and the elderly, including long-term care.

- Students will demonstrate the ability to transfer didactic, classroom learning into practice, working with older adults and the elderly in the community.

<u>Course Student Learning Outcomes</u>
- Students will demonstrate an understanding of how the combined influences of ethnicity and family affect the care given to the elderly.
- Students will discuss the effects of social class on ethnic and cultural variations in the care giving of the elderly.
- Students will be able to explain how an individual's culture can influence life expectancy, chronic illness, family networks, retirement, his or her attitudes toward long-term care, acceptance of the aging process and even how old age is defined.

Methodology
Participant Observation will be used to guide student interactions with residents. An understanding of Participant Observation techniques will help students in their critical thinking.
For the purposes of the assessment plan, Participant Observation can be defined as, "the process of learning through involvement in the routine activities of residents in long-term care facilities and in community agencies serving older adults and the elderly." Participant Observation is a method used in field work, conducted in natural settings, which is expressed in qualitative terms.
Prior to the students starting their Service Learning at the long-term care facility or community agency they will receive an orientation to the assessment plan and the student learning objectives. The students will also receive training in Participant Observation using the text, *Participant Observation: A Guide for Fieldworkers* (DeWalt, 2011).

Students will keep a journal of their Service Learning experience with special attention to cultural diversity and the department and course student learning outcomes. Students will also participate in class discussions of what they are learning.

Selection of Service Learning Sites
The Social Service Program Coordinator will contact members of the Social Service Advisory Committee and other providers to obtain their support and recommendations for nursing homes and community agencies with which to partner in Service Learning.

The goal is to have nursing homes and/or community agencies which have residents/participants of one or more of the three minority groups, African American/Black, Hispanic/Latino, and Asian. The Coordinator will then meet with the administration of the recommended nursing homes and community agencies. The administrators will receive the department's Service Learning brochure which explains the program and the responsibilities of the college, student and community partner. The facility administrator will be asked to complete an evaluation of the Service Learning program at the semester's end.

Measurement
At the conclusion of the semester, after the students have completed 20-hours of volunteering in a Service Learning nursing home or community agency, they will write a paper describing their experience as it relates to

the student learning outcomes.   The confidentiality of the nursing home and community agency and its residents/participants will be protected by referring to the facility by a letter
(e.g.: Facility A) and residents by a number (e.g.: Individual 1).

The faculty will grade the final paper based on the student's ability to, *"think and read critically so that they can solve problems using appropriate information resources and reasoning process."* Students will receive points on their paper. The point system is 90-100 (A), 80-89 (B) 70-79 (C), 60-69(D), 50-59 (F).

 The students will also participate in a group reflection exercise regarding the Service Learning experience. They will be graded on their critical thinking and reasoning process as expressed though the reflection exercise.

ATTACHMENT B

WILBUR WRIGHT COLLEGE
SOCIAL SERVICE PROGRAMS

ASSESSMENT PLAN
SERVICE LEARNING

Cross Cultural Studies in Gerontology

TIM ANDRIANO
Social Service Program Coordinator
Wright College

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ASSESSMENT PLAN

Each instructional department at the college participates in an Assessment Plan as part of accreditation.

❖ *Social Service Department Fall 2013 – Spring 2014 Plan* – Service Learning
❖ *Social Service Department Fall 2014 Plan* – Cross Cultural Studies in Gerontology

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2014-2015 FOCUS

All instructional departments will focus on General Education Student Learning Objective 1 .
(There is a total of 5 General Education Student Learning Objectives)

OBJECTIVE 1: *STUDENTS THINK AND READ CRITICALLY SO THAT THEY CAN SOLVE PROBLEMS USING APPROPRIATE INFORMATION RESOURCES AND REASONING PROCESS*

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DECONSTRUCTING THE STUDENT LEARNING OBJECTIVE

STUDENTS **THINK AND READ CRITICALLY** SO THAT THEY CAN SOLVE PROBLEMS USING APPROPRIATE INFORMATION RESOURCES AND REASONING PROCESS

Critical Thinking: Critical thinking is the intellectual disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (National Council for Excellence in Critical Thinking -1987)

Critical Reading: Critical reading generally refers to reading in a scholarly context, with an eye toward identifying a text or author's viewpoints, arguments, evidence, potential biases, and conclusions. Critical reading means evaluating what you have read using your knowledge as a scholar. You may look at the quality of the writing, the quality of the research, and the persuasiveness of the arguments, among other things. (Walden University -2014)

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DECONSTRUCTING THE STUDENT LEARNING OBJECTIVE

STUDENTS THINK AND READ CRITICALLY SO THAT THEY CAN SOLVE PROBLEMS USING APPROPRIATE INFORMATION RESOURCES AND REASONING PROCESS

Problem Solving: Problem solving is a process that involves discovering, analyzing and solving problems. The ultimate goal of problem solving is to overcome obstacles and find a solution that best resolves the issue. Steps in problem solving include; identifying the problem, defining the problem, forming a strategy, organizing information, allocating resources, monitoring progress, and evaluating the results. (What is Problem Solving? The Psychological Dictionary. K. Cherry -2011)

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DECONSTRUCTING THE STUDENT LEARNING OBJECTIVE

STUDENTS THINK AND READ CRITICALLY SO THAT THEY CAN SOLVE PROBLEMS USING APPROPRIATE INFORMATION RESOURCES AND REASONING PROCESS

Reasoning Process: The process of forming conclusions, judgments or inferences from facts or premises. Reasoning is often divided into two forms, inductive and deductive. Inductive reasoning is a process of arriving at a conclusion based on a set of observations. It is not a valid method of proof. Deductive reasoning is a valid form of proof. It is the process by which a person makes conclusions based on previously known facts.

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ASSESSMENT PLAN – FOCUS ON STUDENT LEARNING OUTCOMES

Ethnic and Cultural Focus
❖ Black/African American
❖ Hispanic/Latino
❖ Asian (Chinese, Indian, Japanese, Korean, Pilipino etc.)

Department Student Learning Outcomes
❖ Students will be knowledgeable of generic and specialized human services for older adults and the elderly, including long-term care.
❖ Students will demonstrate the ability to transfer didactic, classroom learning into practice, working with older adults and the elderly in the community.

Cross Cultural Course Student Learning Outcomes
• Students will demonstrate an understanding of how the combined influences of ethnicity and family affect the care given to the elderly.

• Students will discuss the effects of social class on ethnic and cultural variations in the care giving of the elderly.

• Students will be able to explain how an individual's culture can influence life expectancy, chronic illness, family networks, retirement, his or her attitudes toward long-term care, acceptance of the aging process and even how old age is defined.

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KEY AREAS FOR CRITICAL THINKING AND READING

❖ Influence of ethnicity on care giving
❖ Influence of family on care giving
❖ Effect of social class on care giving
❖ Effect of cultural variations on care giving
❖ How culture influences life expectancy
❖ How culture influences chronic illness
❖ How culture influences family networks
❖ How culture influences   retirement
❖ How culture influences attitudes toward long-term care
❖ How culture influences acceptance of the aging process
❖ How culture influences how old age is defined

Note: You should try to cover each of these key areas in your paper/presentation. You may find other areas you also want to include.

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METHODOLOGY – PARTICIPANT OBSERVATION

See handout - Qualitative Research Methods: A Data Collector's Field Guide

❖ Participant observation can be defined as the process of learning though involvement in the routine activities of older adults in residential facilities and community agencies.
❖ Participant observation is a method used in field work, conducted in natural settings, which is expressed in qualitative terms.
❖ Participant Observation is most often used by anthropologists and social scientists
    ❖ Margaret Mead, Coming of Age in Samoa (1928)
    ❖ Burton Blatt, Christmas in Purgatory (1974)
❖ Participant Observation is most often used in research studies.

Note: We will not be using Participant Observation to conduct research, we will only be using it as a methodology for taking field notes (i.e., keeping a journal)

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METHODOLOGY – 4 COMPONENTS

1. **Primary Contact: Older Adult**
   ❖ Field notes (Journal)
   ❖ Narrative

2. **Secondary Contacts: Family members, staff**
   ❖ Field notes (Journal)
   ❖ Narrative

3. **Scholarly Articles on subject**
   ❖ Minimum of 3 articles – include in references and incorporate into narrative

4. **Interview Expert**
   ❖ Minimum one interview
   ❖ Interview can be in person, telephone, email
   ❖ You should have your interview questions prepared in advance.

You will write a final paper and make a class presentation including all four components

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WHAT MAKES THIS ASSESSMENT/SERVICE LEARNING DIFFERENT FROM WHAT WE HAVE DONE IN SERVICE LEARNING IN THE PAST

❖ Focus on one or two individuals
❖ Focus on older adults who are from African American, Hispanic/Latino, Asian cultures
❖ Focus on the older adult's culture
❖ Include secondary sources from the same cultural such as the older adult's family members and staff at the facility/agency who are of the same culture (if possible)
❖ Record more extensive and detailed field notes (Journal)
❖ Write narratives from your field notes to include in your final paper
❖ Interview an expert on the culture and incorporate it into the final paper
❖ Read scholarly articles on the culture and incorporate them into the final paper

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ASSESSMENT REPORT

❖ *Qualitative*: Examples of how students used CRITICAL THINKING in final paper and presentation

❖ *Quantitative*: Grades on final paper and presentation

Note: No students' names will be used in the Assessment Report

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