

Program/Discipline: Social Service		Instructional Manager: Nancy Koll
Semester/Year: fall 2015 & spring 2016	Assessment Coordinator: Tim Andriano, Ph.D. Email: tandriano@ccc.edu	Department Chair: Tim Andriano, Program Coordinator
Plan Title: Initial Plan		
The current submission is which of the following:		
<input type="checkbox"/> Initial Plan		date: 11/2015
<input type="checkbox"/> Mid-year update		date: 3/2016
<input type="checkbox"/> Final Report		date: 6/2016

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?	Leisure Services for Older Adults
Evidence: What past results have led your department to conclude that this is an area needing attention?	As the "baby boom" generation retires from employment, it is important that they participate in meaningful activities to enrich their lives. Leisure services for older adults help them maintain their cognitive and physical abilities as well as offering socialization.
Course(s) of Interest: What courses will be involved in your plan?	Spring 2016 Social Service 107 – Aging and Leisure

Intended Program Student Learning Outcomes (SLOs)

List each relevant SLO that this project pertains to.

General Education SLO 2

Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public and private sectors are met.

Relevant Social Service Department SLOs include; a) Students will be knowledgeable of generic and specialized human services for older adults and the elderly including long-term care as well as best practices in the service delivery system, b) Students will communicate effectively with older adults, their families and service providers, c) Students will demonstrate the ability to transfer didactic classroom learning into practice, working with older adults in the community, and d) Students will follow the Professional Gerontologists Code of Ethics in all aspects of their work.

Relevant Course Soc Ser 107 SLOs include; a) Describe the opportunities available to older adults through the following leisure activities; recreation, education, volunteering and generate a basic list of agencies creating opportunities in each category, b) Present a plan for creating and managing one of the following; an elderly arts program a senior center, a wellness program, an outdoor recreation program, a volunteer program, a long-term care activities program.

Involved Faculty:

List the instructor(s) participating in the assessment process for each outcome listed above.

Spring 2016

Adjunct Gerontology Faculty: Laretta Hart

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: Development of a Leisure Program for Older Adults

Why: Gerontology students, working with community agencies that provide leisure services, learn the components of a leisure program and how to develop a program.

How: Through a written paper and oral presentation.

When: End of spring semester 2016.

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.

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

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

Part C

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

What was learned from the results?

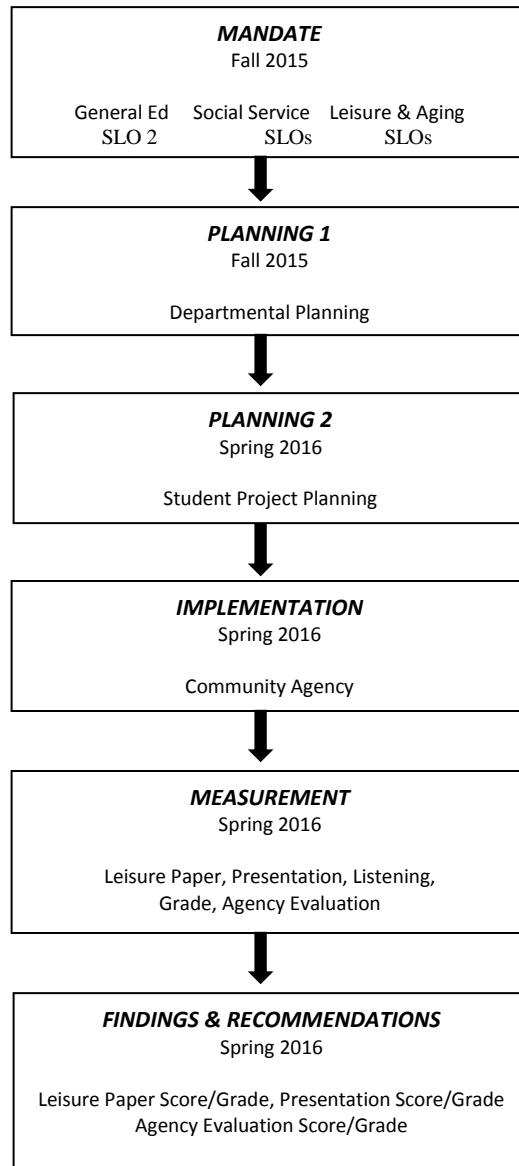
Action Plan Based on Results and Analysis

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

**WRIGHT COLLEGE
SOCIAL SERVICE DEPARTMENT**

**ASSESSMENT PLAN 2015-2016
GENERAL EDUCATION STUDENT LEARNING OUTCOME 2**

DESIGN



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.

DESCRIPTION

MANDATE – MACRO LEVEL

There are three levels of mandate guiding the Assessment Plan using Student Learning Outcomes (SLO); a) general education SLO 2, b) relevant Social Service Department SLOs, and c) relevant course SLOs. The SLOs will be presented to students by the instructor. The instructor and students will discuss the relevance of the SLOs to the Leisure Program Project each student will design and develop.

General Education SLO 2 states that students be competent to, *“Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public and private sectors are met.”*

Relevant Social Service Department SLOs include; a) *Students will be knowledgeable of generic and specialized human services for older adults and the elderly including long-term care as well as best practices in the service delivery system, b) Students will communicate effectively with older adults, their families and service providers, c) Students will demonstrate the ability to transfer didactic classroom learning into practice, working with older adults in the community, and d) Students will follow the Professional Gerontologists Code of Ethics in all aspects of their work.*

Relevant SLOs for course Social Service 107 Leisure and Aging include; a) *Describe the opportunities available to older adults through the following leisure activities; recreation, education, volunteering and generate a basic list of agencies creating opportunities in each category, b) Present a plan for creating and managing one of the following; an elderly arts program a senior center, a wellness program, an outdoor recreation program, a volunteer program, a long-term care activities program.*

DEPARTMENT PLANNING – MESO LEVEL

Planning the Assessment Project will be carried out by a small team including the Social Service Program Coordinator and two Adjunct Faculty who teach Gerontology.

The team reviewed SLO's for the three Gerontology courses being offered in the spring semester 2016 to assess the goodness-of-fit to the General Education SLO 2. The three courses include;

- Social Service-107 Aging and Leisure
- Social Service-203 Interpersonal communication with the Elderly
- Social Service- 204 Cross Cultural Studies in Gerontology

The team decided the Assessment Project will be implemented in Social Service 107 - Aging and Leisure.

PROJECT PLANNING – MICRO LEVEL

Planning a Leisure Program will be executed by each student in the course Social Service 107 – Aging and Leisure. The instructor will provide written directions for developing a Leisure Program, including the following;

- Planning a program – parts assigned and due dates
- Steps in planning a leisure program
- How to outline your project
- An example of a leisure program

The students will be directed to develop a plan for creating and managing one of the following; a) an elderly arts program, b) a senior program, c) a wellness program, d) an outdoor recreation program, e) a volunteer program, f) a long-term care activities program and g) another program of the student's choice.

The students will address the following questions in planning their Leisure Program; a) What program will you develop? How will you decide? b) Where will you present your project? c) Ascertain if there is interest in your project. How will you do this? d) Will you need staff? If so, where and how will you get them? Will you look for volunteers or will you pay the staff? If you will pay the staff, how will you obtain the funding? e) Will you need equipment or supplies? How and where will you get them? How will you pay for them? f) Who will be your participants and how will you attract them? g) Will you charge a fee? How will you decide how much? g) When will the program be offered? What days of the week? At what time? For how long? h) Will your program be a certain lengths, such as six weeks, or will it be ongoing? i) If it is ongoing, how will it be funded once the original funding runs out? j) How will you publicize and promote the program?

Each student will write a three to six page paper describing their Leisure Program and what they learned from the experience. The paper will focus on the reading and writing components of General Education SLO 2. Reading will include two textbooks, Leisure Programming for Baby Boomers and Leisure & Aging: Ulyssean Living in Later Life, as well as academic journals and other sources that focus on leisure activities for older adults. Students will be required to list a minimum of three citations in their references.

The final paper will be developed in three steps.

Step 1: A brief paper on the student's tentatively proposed program and planning ideas.

Step 2: An outline of the proposed paper describing the Leisure Program.

Step 3: Final paper of three to six pages in length.

COMMUNITY OUTREACH

Near the beginning of the planning process, the student will contact a minimum of two agencies that either serve the general public including all ages or specialized agencies serving only older adults. The students will further decide to focus their project on public sector agencies such as park districts, libraries, senior centers or private sector agencies such as non-profit community agencies and residential facilities serving older adults. The student will meet with an administrator(s) in each agency or residential facility where the project could hypothetically be implemented. The student will present the project and obtain feedback from the administrators. The student will include the feedback in their paper and class presentation.

MEASUREMENT – Written Leisure Paper

Relationship to General Education SLO 2

- *Writing Effectively*
- *Academic Sector*
- *Public and Private Sector*

The following points will be awarded for each of the three steps in the development of a final paper.

Step 1: A brief paper on the tentatively proposed Leisure Program (up to 50 points).

Step 2: An outline of the paper (up to 50 points)

Step 3: Final paper (up to 100 points)

MEASUREMENT – Oral Presentation

Relationship to General Education SLO 2

- *Speaking Effectively*
- *Academic Sector*
- *Public and Private Sector*

Each student will make a thirty-minute oral presentation to the class. The presentation will be assessed on the following criteria, a) overall clarity of the Leisure Program description, b) ability to express the three most important facts or ideas, c) incorporation of input from the community outreach, d) ability to make the presentation without reading the text verbatim (note cards are acceptable), e) use of interesting graphics (power point, charts, diagrams, photos) to illuminate the presentation, f) appropriate demeanor including posture, eye contact with audience, clarity of voice and volume, g) ability to answer questions from the audience.

The student will be awarded up to 100 points for the oral presentation.

MEASUREMENT – Listening to the Presentation

Relationship to General Education SLO 2

- *Listening Effectively*
- *Academic Sector*

Prior to each student's oral presentation, the student will be asked to write down the three most important facts or ideas they want the audience to remember. At the end of the presentation, each student in the audience will be given a Presentation Form where students will independently write down what they believe to be the three most important facts or ideas. The presenter will lead a short discussion on the three main points they wanted to convey. Audience members will discuss what they listed and provide a rationale for their choices. "Listening" will also be addressed through a Student Evaluation of the presentation. Students will be asked to rate the presentation using a four-point Likert Scale, a) excellent, b) very good, c) good, d) needs improvement. The questions include:

1. Was the presentation clear and cover the Leisure Program well?
2. Did you understand the main facts the speaker made?
3. Did the speaker discuss the community outreach?
4. How was the use of graphics – power point, charts, diagrams etc. incorporated?

5. Did the speaker have good eye contact with the audience?
6. Did the speaker have a clear voice loud enough to be heard?
7. Did the speaker answer questions from the audience?
8. How would you rate the overall presentation?

Points will not be given for the two “listening” exercises. However, the instructor will consider the students’ evaluation when assigning points for the presentation.

MEASUREMENT - Agency Evaluation

Relationship to General Education SLO 2

- *Read, Write, Speak, Listen Effectively*
- *Public and Private Sector*

Leisure Programs will be evaluated by administrators of two or more agencies that were consulted on the project. The agency representative will be asked to respond to five closed-ended statements and one open-ended “comment” section. The responses for the closed-ended statements will be recorded on a five-point Likert Scale from Strongly Agree to Strongly Disagree. The student can earn up to 50 points for the agency evaluation. The open-ended comments will be useful for qualitative support of the points awarded. The five questions include;

1. How well did the student seem to understand the class project?
2. How well did the student explain the class project to you?
3. How well did the student explain their Leisure Program to you?
4. Does the student have realistic expectations of your agency?
5. Does the student have realistic expectations for the success of their Leisure Program?
6. Do you have any other comments to share?

FINDINGS AND RECOMMENDATIONS

The project will be worth 350 points toward the final grade in the class. At the end of the semester the points from, a) brief paper (50 pts.), b) outline (50 pts.), c) agency evaluation (50 pts.), d) paper (100 pts), e) class presentation (100 pts) will be aggregated. Each student will receive a final letter grade, A-F, for the project. The grade and points on the project will be incorporated into the students’ final grade for the course. The Program Coordinator and Adjunct Gerontology Faculty will assess the effectiveness of the assessment and discuss how it could be implemented in other Gerontology courses.

ATTACHMENT 1

Handout for Students

Aging and Leisure - Spring 2016
Lauretta Hart, Gerontology Adjunct Faculty

January 21, 2016

Planning a Leisure program:

Course Objective: Learn how to create a plan for managing a variety of leisure programs for older people.

Student Learning Outcome: Present a plan for creating and managing one of the following:

- a. an elderly arts program
- b. a senior center
- c. a wellness program
- d. an outdoor recreation program
- e. a volunteer program
- f. a long term care activities program
- g. other

You have been awarded a small grant to develop a new leisure program in your community.

Research: What steps will you take to develop and present your leisure program?

1. What leisure program will you develop? How will you decide? Things to consider: What are you interested in? How will you know if the older adults will be interested? Who will be your participants? Will you conduct a survey?
 - Once you have determined what leisure program you wish to develop, visit at least two *similar* programs. For each, take notes on what you see and learn. Include the name and phone numbers of the persons you talk with.) Obtain any handouts available.
 - What did you see that you liked and what didn't you like?
 - What components of the programs might you include in your program?
2. Where will you present your leisure program (church, library, senior center, community center, park district, etc.)? You will investigate at least two venues. You will explain the school project to the administrator or manager and find out the requirements for using their space: Is there a fee? When is the space available (day of week, time of day), etc.?
 - Take notes of your discussions and provide the names and the phone #s of persons you consulted with. You will ask for feedback from the administrators by having them complete a short evaluation form (will be provided). You may need to consult with more than two venues to find an appropriate location.

3. When will your leisure program be offered (day or days of the week, at what time, for how long?) What determined this? This may be determined by your location, when there is available space. You will want to keep in mind when older adults are more likely to attend. How long will each session be? Will your leisure program be of a certain length (such as 6 weeks) or will it be ongoing?
4. How will you fund your leisure program? Think about what kinds of funding may be available; grants, donations, sponsorship, etc.
 - Will you use paid staff, or volunteers?
 - Will you need to purchase equipment/supplies?
 - Will you charge a fee, or have participants bring their own supplies?
5. How will you promote and publicize your leisure program? What will be your marketing plan? How will you use the 4 Ps of marketing? See pages 30 to 35 in “Leisure Programming for Baby Boomers.

Instructions:

You may need to research some information on planning leisure programs. Both our texts should be helpful. You are also free to find other sources.

A brief paper on your planning of your leisure program is due **February 25, 2016 (worth up to 50 points)**. What program will you plan? How did you decide?

- What similar leisure programs have you visited? See #1 above for what to include in this paper.
- What locations have you visited? Submit the feedback forms from the managers of the locations you spoke with. See #2 above for what to include in this paper.

An outline of your project and paper is due **March 31, 2016 (worth up to 50 points)**.

An outline helps you to organize your ideas, see your progress and check that you are on track. Usually the better your outline, the easier it will be for you to complete the project and write the paper. To write an outline, you will need to know something about your topic, and your outline may change as your information on the topic grows.

1. Format - The most basic form of an outline will be one in which you begin with a general idea of what program you would like to develop. In other words, you will create a project plan. You will then break down that general idea into the steps you will follow. You should begin the outline with your purpose and then lay out the steps that you have to follow to achieve your purpose. In other words, start with the general and move to the specific.
2. Style - There are generally two ways of writing out an outline: using sentences or using topics. When using sentences, express each component of your outline in complete sentences. When using topics, express each component of your outline in topics or

phrases. You generally cannot mix the two styles in one outline; that could be confusing.

3. Length - Unless you have other instructions to follow, you do not have any length requirement when it comes to a basic outline. It can be as long or as short as you need it to be, although if it exceeds a page it probably cannot be classified as a basic outline.

Your outline should cover:

- What leisure program are you planning?
- Where will it be held?
- When will it be held? Why then?
- How will you fund your program? What sources did you consider (or are you considering)?
- How will you promote and publicize your leisure program?

You will discuss your outline with a minimum of two community agencies or residential facilities where the Leisure Program could hypothetically be implemented. The administrators with whom you discuss the Leisure Program will be asked to complete an evaluation of your presentation. The administrator will be asked to reply to the following questions;

- How well did the student seem to understand the class project?
- How well did the student explain the class project to you?
- How well did the student explain their Leisure Program to you?
- Does the student have realistic expectations of your agency?
- Does the student have realistic expectations for the success of their Leisure Program?
- Do you have any other comments to share?

The evaluation of your presentation to administrators is due, along with the outline on **March 31, 2016 (worth up to 50 points)**.

Paper: Your paper will be due the day of the presentations, **May 5, 2016 (worth up to 100 points)**. It is to be 3 to 6 pages in length. Correct grammar, punctuation, and spelling are expected. Your paper should lay out the above points, in narrative form. You should also include a discussion on what it was like to develop your plan and discuss your experiences researching other leisure programs (Will the leisure programs you researched be competition? How will you compete?). You can discuss how you think the leisure program will be received by older adults, and/or any barriers that might exist to prevent participation, and how to overcome them. Your paper should include a bibliography, if appropriate.

Presentation: On **May 5, 2016 also worth up to 100 points**, you will present to the class your plan for developing a leisure program for older adults. Instructions will follow.