

COURSE ASSESSMENT REPORT

Course Number: 2260:150
Course Title: Introduction to
Gerontological Services

Instructor: Jane Roberts
Semester: Spring Year: 2005

1. Course Learning Outcome(s) Being Assessed

Apply the key concepts of the Personal Growth Model in helping interventions with older persons.

2. Instructional Techniques to Achieve the Course Learning Outcomes

The Personal Growth Model is taught through a lecture format and Powerpoint presentation. I then provide examples of the use of this model with elderly individuals and facilitate a brief discussion to be sure students understand the concepts. Finally, I ask for examples they might have of how this model was used or how it could have been helpful with individuals they know. Throughout the course I refer to the model.

3. Assessment Activity(ies) to Measure Student Learning (pre- post-tests, quizzes, exams, projects, assignments, self-assessment, in-class exercises)

Because this is such an important model to understand, I assess students' understanding of it in multiple ways. In the unit test where it is taught, there is an essay question requiring discussion of the model's concepts, a short application question, and a comparison of the model with two related concepts. I usually include a bonus question on one or more subsequent tests to keep the model in students' minds. In an addendum to an assignment, they also apply the model to the individual they interview. Finally, the final exam includes a bonus question about the model.

4. Results/Observations on each activity

Recently I divided the test that has always included the Personal Growth Model into two parts, because the model comes at the end of the unit content and has sometimes not been learned as well initially as other material. This semester definitely showed improvement in the initial responses, with many students identifying both key concepts and offering application examples. A smaller proportion of students were able to compare the model to the other concepts. All students conveyed at least a beginning grasp of the model in the addendum to their projects. It was disappointing that on the final exam only 6 of 11 students stated both key concepts, 3 correctly stated one, and 2 left the question blank.

5. Based on above Results/Observations, Suggestions for Better Achieving Course Learning Outcomes

I'll keep the test divided into two parts, refer to the model frequently, and include as many opportunities as possible for students to apply the model. I'll replace the final exam bonus question with an application question.