UNIT REPORT
Aging and Geriatric Practice -
01.Reviewer's Report -
Academic Data
Generated: 1/16/24, 11:46 AM

Aging and Geriatric Practice

Certificate in Aging and Geriatric Practice Mission

Mission:

The mission of the Graduate Certificate in Aging and Geriatric Practice program is to offer students a comprehensive academic understanding of health and disease in elderly populations and current methods of providing high-quality person-centered care. The program mission aligns with both the College of Medicine and the University of Florida. The College of Medicine's mission is to develop excellent physicians, scholars, scientists, physician assistants and professional staff who will contribute to the advancement of medical science and provide compassionate care of the highest quality for patients. We are committed to a diverse and inclusive environment, attracting the best minds to learn, discover, heal, and ameliorate human suffering. It is the mission of the University of Florida to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. These three interlocking elements - teaching, research and scholarship, and service - represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

Program Type and Level: Certificate – Graduate

Start: 07/01/2022

End: 06/30/2023

Program: Aging and Geriatric Practice

Program CIP: 51.1201

Site Information: Online

If Other Site: :

Responsible Roles: Teresa Richardson (trichar@ufl.edu)

PG1 Overall Goal

Goal:

To award a certificate in Aging and Geriatric Practice to individuals who become more qualified to work with the aging population.

Program: Aging and Geriatric Practice

Evaluation Method:

Number of admissions, number receiving certificates, time from entering program until receiving certificate.

Results:

The threshold of acceptability was at least twelve (12) students enrolled and five (5) certificates awarded per year. Of those five (5) who graduate in a year, at least 75% would have completed the certificate within nine (9) semesters.

Eight (8) students (66%) were enrolled in the program from Fall 22 to Summer 23 – threshold not met.

Four (4) students (80%) graduated from the program Fall 22 to Summer 23– threshold met

Four (4) graduates earned the certificate in nine (9) semesters or fewer – threshold met.

(Details: one (1) student earned the certificate in two (2) semesters, one (1) student in three (3) semesters, and one (1) student in four (4) semesters, and one (1) student in five (5) semesters.)

Overall, two of the three variables met the threshold for the program goal.

See data attached.

Attached Files

SLO1 Knowledge

Outcome: Identify, describe, and explain relevant aspects of the science of Aging and Geriatric Practice.

SLO Area (select one): Knowledge (Grad)

Assessment Methods Checklist: Non-exam Course assignment(s)
Presentation(s)
Faculty Evaluation/Review

Assessment Method Narrative:

Percentage of students in the GMS6483 *Theories of Aging* course who master the discussions with a grade of 80% or higher, on average. This course represents the program goals well. Within the GMS6483 course, discussions group posts will occur weekly. Here the student must demonstrate knowledge of the subject by writing and posting a short-written evaluation on a weekly topic. These assessments will be constructed by members of the host department and graded according to the rubric.

SLO Not Assessed This Year:

Threshold of Acceptability: 80

How many students did you assess for this outcome?: 6

How many students met the outcome?: 6

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

Results:

The threshold of acceptability was for 80% of students to average 80% or higher on the graded discussion assignments in the GMS6483 *Theories of Aging* course. This analysis includes data from academic years 2021-2023. During the 2021-2023 academic years, the course was offered six times, Fall 2021, Spring 2022, Summer 2022, Fall 2022, Spring 2023, and Summer 2023. In total, six (6) students were enrolled in the course. Of the six (6) students, all six (6) averaged 80% or higher on their graded discussion assignments, for a mastery rate of 100%. This met the threshold of acceptability.

See data attached.

Attached Files

SLO2 Problem-Solving/Critical Thinking

Outcome:

 Evaluate a clinical or research problem that is related to their own practice and/or experience within the field of Aging and Geriatric Practice.

SLO Area (select one) Skills (Grad)

Assessment Methods Checklist: Non-exam Course assignment(s)
Project(s)
Faculty Evaluation/Review

Assessment Method Narrative:

Percentage of students in the GMS6099 *Research Methods in Gerontology* course who master the final project with a grade of 80% or higher, on average. The student must synthesize information across a series of modules to create a product that will assess each student's use of problem-solving/critical thinking skills that uses a rubric.

SLO Not Assessed This Year: true

Threshold of Acceptability: 80

How many students did you assess for this outcome?:

How many students met the outcome?:

What percentage of students met the outcome?:

Does this meet your threshold of acceptability?:

Results:

The threshold of acceptability was for 80% of students to average 80% or higher on the summative assignments and the final project in the GMS6099 Research Methods in Gerontology course. There were no (0) students enrolled in the course in Fall 2022 or Spring 2022. During Summer 2022, one (1) student was enrolled in the course. Since fewer than five (5) students were enrolled in the GMS6099 *Research Methods in Gerontology* course during the 2022-2023 academic year, SLO2 was not analyzed.

Certificate in Aging and Geriatric Practice Use of Results

Improvement Types Checklist: Revised one or more existing Program Goals.

Use of Results for Improvement Narrative - Required:

The results were reviewed by the Program Director. Enrollment was slightly below the threshold of acceptability, which was likely reflective of the appeal of our new Master's Program in Aging and Physiology. This program provides the student with broader scientific knowledge in understanding the physiology of aging.

Upon review of the data, the Program Director was pleased with the results. Overall, the SLOs continue to represent the programs goals well, but it was decided to add the expected number of certificates awarded annually to the program goal.

Program Results Not Reported This Year:

Program Results Reporting Complete: true

Certificate Aging and Geriatric Practice AAP Detail

Providing Department: Aging and Geriatric Practice

Assessment Cycle:

Program: Graduate Certificates in Aging & Geriatric Practice

College:Medicine

Analysis and Interpretation: End of Spring, Summer and Fall

Semester Improvement Actions: Completed by Start of Fall semester

Year SLOs	19-20	20-21	21-22	22-23	23-24
Knowledge	X	X	X	X	X
Problem Solving	X	X	X	X	X

SLO Assessment Rubric:

See rubrics attached.

Attached Files

Assessment Oversight:

Name	Department Affiliation	Email Address	Phone Number
Shinichi Someya, MD	Physiology and Aging	someya@ufl.edu	352-294-5815
Robyn Edwards	Physiology and Aging	redwards@UFL.EDU	352-273-5827
Taylor Greene	Physiology and Aging	tgreene740@ufl.edu	352-294-5410

Methods and Procedures - Undergraduate and All Certificate Programs:

The Graduate Certificate in Aging and Geriatric Practice consists of 15 credits of graduate study. Each course is divided into modules with a module being released every 1-2 weeks throughout the semester. Each unit or module corresponds to a single instructional objective (Moore & Kearsley, 2012, p106).These short modules provide the student with a set of goals that are achievable within a realistic time period (in this program, within one week).We provide both formative and summative direct assessments within each module. The formative assessments are brief quizzes to reinforce knowledge and allow the students to assess their level of knowledge of the topic as provided in the lectures, videos, and readings. This engenders effective monitoring on the part of both the learner (gauges feedback on quizzes as to their understanding) and the instructor (gauges effectiveness of the learning content provided; Moore & Kearsley, 2012, p116). The summative assessment occurs in an interactive project for the unit. Here, the students must combine knowledge in a real-world practical situation. This is the interactive element in so far as the students must produce their product and incorporate comments from their peers and also become a peer mentor to their colleagues. This also establishes a degree of "learner autonomy" that is not usually a part of a face-to-face experience and what is essential to a distance learning environment given that the instructor is removed physically from the learning experience (Moore & Kearsley, 2012, p115). Furthermore, this design lets students anticipate what is coming within each module (repetition through the quizzes) while also using a variety of Web 2.0 tools to foster open-ended, more creative, interactive summative synthesis. This planned participation in the summative assessments also creates a situation where the students must interact in a peer-to-peer fashion with colleagues and is also consistent; however, the tools vary, thus adding variety, engagement and knowledge of the online learning universe. To evaluate the success of the program, we plan to email a web-based survey to the students enrolled in each course. The survey is under construction through interactions with our distance learning steering committee in the Department of Aging and Geriatric Research and our marketing firm, Apollidon Learning. Apollidon is an educational marketing services firm that will apply its suite of services to maximize the number of enrollments. This includes connecting students both nationally and internationally to the program by tailoring their services to our audience. Apollidon has a proven track record of identifying and reaching health care and science professionals that will be critical to the success of building this program. Our initial meetings have demonstrated that Apollidon's expertise and ability to ramp up quickly to market this program will be a definite asset to achieving enrollment targets with a high degree of confidence. In collaboration with Apollidon, we will develop a dynamic market and media implementation plan that will include audience and market assessment, program branding, content and message development, multi-channel marketing delivery, comprehensive digital marketing, loyalty services and all the critical data management, tracking and measurement services.

Student Learning Outcome	Assessment Method	Measurement Procedure

Identify, describe, and explain relevant aspects of the science of Aging and Geriatric practice.	Discussions in GMS6483	The instructor of GMS6483 will provide the average (mean) grade earned on all discussions to the course coordinator.
Evaluate a clinical or research problem that is related to their own practice and/or experience within the field of Aging and Geriatric Practice.	Summative assignments and final project in GMS6099	The instructor of GMS6099 will assess the summative assignments and final project using a rubric approved by the Physiology and Aging faculty. The instructor will report the average (mean) grade earned on the project to the course coordinator.

Curriculum Map - Undergraduate Degree Programs:

Research :

Every year a large number of potential students graduate with a degree that could have a progression to a Graduate Certificate in Aging and Geriatric Practice. Between 2008 and 2011, graduation rates in nearly every degree category for social work, occupational therapy, and nursing have increased, thereby creating a steadily increasing pool of potential students for a Graduate Certificate in Aging and Geriatric Practice. Indeed, while there are increasing numbers of these health care professionals, there is still a lack of these individuals who are trained to care for older patients. This Certificate will be useful to professionals working in every facet of the health care industry and will create a more enlightened workforce of individuals who are on the front lines of caring for our aging population. Although research is not expected as part of the certificate program, students are taught basic research skills while creating projects for the problem-solving/critical-thinking objective (SLO #2).

SLO Measures - Graduate and Professional Programs:

Formative assessments will occur weekly in graded discussions. Summative assessments will occur twice during the semester and include a final project, either individual or in a group.

Assessment Timeline - Graduate and Professional Programs:

Assessment SLOs	Assessment 1
SLO1 - Knowledge	GMS6483 Discussion posts
SLO2 - Skills (Problem-Solving/Critical Thinking)	GMS6099 Individual or group projects