

# 科技部補助專題研究計畫成果報告 期末報告

## 樂齡大學的經營模式、執行成效與發展策略之研究(第2年)

計畫類別：個別型計畫  
計畫編號：MOST 103-2410-H-194-082-SS2  
執行期間：104年08月01日至105年10月31日  
執行單位：國立中正大學成人及繼續教育學系

計畫主持人：林麗惠

計畫參與人員：碩士班研究生-兼任助理人員：張語倩  
碩士班研究生-兼任助理人員：謝名媛

報告附件：出席國際學術會議心得報告

中 華 民 國 106 年 01 月 11 日

中文摘要：臺灣樂齡學習體系的建構，係從2008年開始採取雙軌的方式進行，其一為設置在鄉鎮市區的社區型樂齡學習中心，其二為設置在大學校院的校園型樂齡大學，目前，全國共計有271所樂齡學習中心，以及100所樂齡大學。本研究係以樂齡大學為研究場域，為能針對樂齡大學的經營模式、執行成效與發展策略有一個全面性地探討，擬採二年期的計畫進行研究。

整體而言，第一年的研究目的包括：

(一) 應用CIPP模式中的背景、輸入、過程層面，評估樂齡大學的經營模式。

(二) 評析樂齡大學的經營困境與經營願景，從而聚焦樂齡大學的多元經營模式。

(三) 應用CIPP模式中的影響與成效層面，評估樂齡大學的執行成效。

(四) 分析樂齡大學對於大學校院、參與者之影響，並調查參與者對於樂齡大學的反應、學習、行為，從而評估樂齡大學的執行成效。

上述研究目的中的第一、二項，旨從經營者的觀點來評估樂齡大學的經營模式；第三、四項研究目的，則從參與者的觀點來評估樂齡大學的執行成效，希望藉由經營者和參與者不同角度的交互檢驗之後，能梳理出方案提供者與方案需求者之間的差距，為達研究目的，本研究將分別從經營者觀點、參與者觀點進行問卷調查。

第二年的研究目的包括：

(一) 評析不同類型的大學校院，辦理樂齡大學之優勢、劣勢、機會、挑戰。

(二) 應用CIPP模式中的可持續性、可應用性層面，評估樂齡大學的發展策略。

(三) 分析樂齡大學的總體策略、資源整合策略、市場策略。

(四) 建構樂齡大學永續經營發展策略的評估指標。

(五) 根據評估指標作為各大學校院調整樂齡大學經營模式之參考，從而建立本土化的經營模式，進而與國際交流並接軌。

建基在第一年研究成果的基礎上，第二年的主要目的將針對供給面與需求面之落差，應用CIPP模式的可持續性、可應用性，研擬樂齡大學的永續經營發展策略。為達研究目的，將兼採訪談法、德懷術進行研究，以期融合理論與實務，提出永續經營發展策略的評估指標。

中文關鍵詞：樂齡大學、經營模式、執行成效、發展策略、評估指標

英文摘要：In Taiwan, senior learning system has two-track approach, the one is senior learning center, the other is senior university. From 2008 to 2013, the Ministry of Education (MOE) established 271 senior learning centers in 265 townships, districts and cities and set up classes for seniors at 100 colleges and universities, which we called senior university. In order to get a whole picture of senior university about it's business model, implementation effectiveness and development strategy, we propose a two-year research project.

In sum, the objectives of the first year are as follows:

- 1.To apply context, input, process of CIPP evaluation model to evaluate the business model of senior university.
- 2.To analyze the operating difficulties and vision of senior university, in order to find out diversified business model.
- 3.To apply impact, effectiveness of CIPP evaluation model to evaluate the implementation effectiveness of senior university.
- 4.To analyze the impact of senior university on colleges and participants by the level of reaction, learning and behavior.

To accomplish these objectives, the project uses questionnaire survey with separate perspective from operations and participants, in order to figure out the gap between suppliers and demanders.

The objectives of the second year are as follows:

- 1.To analyze the strength, weakness, opportunity and thread of different types of senior university.
- 2.To apply sustainability, transportability of CIPP evaluation model to evaluate the development strategy of senior university.
- 3.To analyze the overall strategy, resource integration strategy and market strategy of senior university.
- 4.To construct evaluation indicators of sustainable development strategy for senior university.
- 5.To revise business model of senior university according to constructed evaluation indicators.

To accomplish these objectives, the project uses interview and Delphi method in order to construct evaluation indicators with integration of theory and practice.

英文關鍵詞： senior university, business model, implementation effectiveness, development strategy, evaluation indicator

# 科技部補助專題研究計畫成果報告

(☐期中進度報告/☒期末報告)

## 樂齡大學的經營模式、執行成效與發展策略之研究

計畫類別：☒個別型計畫 ☐整合型計畫

計畫編號：MOST103-2410-H-194-082-SS2

執行期間：2014 年 8 月 1 日至 2016 年 7 月 31 日（申請延長至 10 月 31 日）

執行機構及系所：國立中正大學成人及繼續教育學系

計畫主持人：林麗惠 教授

共同主持人：

計畫參與人員：張語倩（中正大學高齡者教育研究所研究生）

謝名媛（中正大學高齡者教育研究所研究生）

本計畫除繳交成果報告外，另含下列出國報告，共 3 份：

☐執行國際合作與移地研究心得報告

☒出席國際學術會議心得報告

1. 15th International Conference of Management and Behavioural Sciences
2. The Gerontological Society of America's 68th Annual Scientific Meeting
3. American Association of Chinese Studies 58th Annual Conference

☐出國參訪及考察心得報告

中 華 民 國 106 年 1 月 10 日

## 樂齡大學的經營模式、執行成效與發展策略之研究

臺灣樂齡學習體系的建構，係從 2008 年開始採取雙軌的方式進行，其一為設置在鄉鎮市區的社區型樂齡學習中心，其二為設置在大學校院的校園型樂齡大學，目前，全國共計有 271 所樂齡學習中心，以及 100 所樂齡大學。本研究係以樂齡大學為研究場域，為能針對樂齡大學的經營模式、執行成效與發展策略有一個全面性地探討，擬採二年期的計畫進行研究。

整體而言，第一年的研究目的包括：

- (一) 應用 CIPP 模式中的背景、輸入、過程層面，評估樂齡大學的經營模式。
- (二) 評析樂齡大學的經營困境與經營願景，從而聚焦樂齡大學的多元經營模式。
- (三) 應用 CIPP 模式中的影響與成效層面，評估樂齡大學的執行成效。
- (四) 分析樂齡大學對於大學校院、參與者之影響，並調查參與者對於樂齡大學的反應、學習、行為，從而評估樂齡大學的執行成效。

上述研究目的中的第一、二項，旨從經營者的觀點來評估樂齡大學的經營模式；第三、四項研究目的，則從參與者的觀點來評估樂齡大學的執行成效，希望藉由經營者和參與者不同角度的交互檢驗之後，能梳理出方案提供者與方案需求者之間的差距，為達研究目的，本研究將分別從經營者觀點、參與者觀點進行問卷調查。

第二年的研究目的包括：

- (一) 評析不同類型的大學校院，辦理樂齡大學之優勢、劣勢、機會、挑戰。
- (二) 應用 CIPP 模式中的可持續性、可應用性層面，評估樂齡大學的發展策略。
- (三) 分析樂齡大學的總體策略、資源整合策略、市場策略。
- (四) 建構樂齡大學永續經營發展策略的評估指標。
- (五) 根據評估指標作為各大學校院調整樂齡大學經營模式之參考，從而建立本土化的經營模式，進而與國際交流並接軌。

建基在第一年研究成果的基礎上，第二年的主要目的將針對供給面與需求面之落差，應用 CIPP 模式的可持續性、可應用性，研擬樂齡大學的永續經營發展策略。為達研究目的，將兼採訪談法、德懷術進行研究，以期融合理論與實務，提出永續經營發展策略的評估指標。

**關鍵詞：**樂齡大學、經營模式、執行成效、發展策略、評估指標

## **The study of business model, implementation effectiveness and development strategy of senior university**

In Taiwan, senior learning system has two-track approach, the one is senior learning center, the other is senior university. From 2008 to 2013, the Ministry of Education (MOE) established 271 senior learning centers in 265 townships, districts and cities and set up classes for seniors at 100 colleges and universities, which we called senior university. In order to get a whole picture of senior university about its business model, implementation effectiveness and development strategy, we propose a two-year research project.

In sum, the objectives of the first year are as follows:

1. To apply context, input, process of CIPP evaluation model to evaluate the business model of senior university.
2. To analyze the operating difficulties and vision of senior university, in order to find out diversified business model.
3. To apply impact, effectiveness of CIPP evaluation model to evaluate the implementation effectiveness of senior university.
4. To analyze the impact of senior university on colleges and participants by the level of reaction, learning and behavior.

To accomplish these objectives, the project uses questionnaire survey with separate perspective from operations and participants, in order to figure out the gap between suppliers and demanders.

The objectives of the second year are as follows:

1. To analyze the strength, weakness, opportunity and thread of different types of senior university.
2. To apply sustainability, transportability of CIPP evaluation model to evaluate the development strategy of senior university.
3. To analyze the overall strategy, resource integration strategy and market strategy of senior university.
4. To construct evaluation indicators of sustainable development strategy for senior university.
5. To revise business model of senior university according to constructed evaluation indicators.

To accomplish these objectives, the project uses interview and Delphi method in order to construct evaluation indicators with integration of theory and practice.

**Keyword: senior university, business model, implementation effectiveness, development strategy, evaluation indicator**

## 壹、前言

臺灣樂齡學習體系的建構，係從2008年開始採取雙軌的方式進行，其一為設置在鄉鎮市區的社區型樂齡學習中心，其二為設置在大學校院的校園型樂齡大學，目前，全國共計有271所樂齡學習中心，以及100所樂齡大學。本研究係以樂齡大學作為研究的場域，此種組織型態在經營模式與發展策略的應用上，屬於教育機構經營管理的發展與應用，而在教育研究的文獻中，為瞭解教育實施的歷程與成果，研究者經常會採用CIPP模式進行分析，分別從背景、輸入、過程與成果四個層面，評估各項計畫的實施或活動的辦理成果（曾淑惠，2004）；再者，Stufflebean, Madaus和Kellaghan(2000)曾應用CIPP評估模式，修正發展出一套成人教育機構的評估指標，提供機構管理者作決策之參考，Darussalam(2010)也認為CIPP模式可以作為評估方案成效的基礎，因此，此一CIPP模式將成為本研究在評估樂齡大學經營模式、執行成效與發展策略之重要參考依據。

誠如林麗惠（2008）指出，由政府部門推展的高齡教育機構，將從主導的角色轉變為輔助的角色，然而，樂齡大學發展至今，大都依循教育部針對此項計畫之規定來運作，在面臨招生市場競爭的現實壓力下，樂齡大學的經營模式應如何發展差異化策略？從執行成效的觀點來看，承辦樂齡大學計畫除了嘉惠參與者之外，對於大學校院本身產生了哪些附加價值？此一創新的學習機制，未來應如何朝永續經營的方向謀求發展策略？這些議題均為本研究關注之焦點。此外，根據林麗惠（2013）之研究報告亦提及承辦樂齡大學之困境包括：樂齡大學的授課教師大都採取講述方式進行高齡教學、承辦樂齡大學的專業知能有待強化、樂大學員重複就讀率高、未能掌握代間學習之核心精神、自主學習團體推展不易，以及未能彰顯樂齡大學的辦學特色等項；除了上述困境之外是否還有其他隱而未顯的結構性問題，例如：經營模式過於僵化、不夠多元？執行成效的評估流於形式？以及面對這些困境的突破或發展策略為何？均有待進一步釐清與探究。有鑑於此，實有必要針對樂齡大學進行整體性的檢核與評估，以期開創出多元的經營模式，突破目前的辦學困境、提升執行成效，進而邁向永續經營的發展策略。

在現有的文獻中，有關教育機構的經營模式與發展策略之研究仍不多見。在魏惠娟、胡夢鯨、葉俊廷、陳巧倫、劉汶琪（2012）之研究中應用CIPP模式，從經營者觀點探討樂齡學習中心辦理樂齡學習模式的經營動機、願景、困難、成果與永續發展策略，然而，因樂齡學習中心與樂齡大學的辦學宗旨、課程設計、參與對象均有所不同，因此，這篇研究除能作為本研究的參考之外，也彰顯了研究樂齡大學的經營模式與發展策略之重要性。另一方面，胡夢鯨（2010）之研究旨從機構專業化的觀點，探討臺灣地區成人教育機構績效評估CVIPP模式之建構與應用，在此一研究中將高齡型機構界定為長青學苑、老人大學或松年大學，以及樂齡學習中心，並未將樂齡大學納入其界定的高齡型機構中。又根據林麗惠（2011）之研究指出，為能全面瞭解樂齡學堂的執行成效，建議未來的研究能從大學校院辦理者的角度出發，針對辦理單位的成效進行

分析，以期更加擴展樂齡學堂執行成效分析之完整性。上述相關研究均可突顯本研究結果有助於填補國內相關研究之缺口。

## 貳、研究目的

CIPP 模式主要包括了背景、輸入、過程與成果四個層面。不過，Stufflebeam(2003)重新反思其所提的 CIPP 模式，發現既有的四個層面還不足適用長期的、真正成功的改革方案。為此，他進一步把成果層面解構為影響（impact）、成效（effectiveness）、可持續性（sustainability）和可應用性（transportability）四個層面，由此構成了七個層面的評估模式。為能針對樂齡大學的經營模式、執行成效與發展策略有一個全面性地探討，本研究擬採二年期的計畫進行研究。第一年的主要目的在於應用 CIPP 模式來評估樂齡大學的經營模式及其產生的執行成效，針對經營模式之探究係從經營者的觀點切入，瞭解大學校院辦理樂齡大學的定位、投入的行政配套措施，以及樂齡大學的辦理內容等；針對執行成效之探究係從參與者的觀點切入，瞭解高齡者參與樂齡大學的反應（包括：對於行政服務、學習環境、課程規劃、教師教學的滿意度）、學習（在樂齡大學學習到哪些知識或技能）、行為（參與樂齡大學之後對於自身、家庭或社區的改變），此即 Kirkpatrick(1994)所提的成效評估內涵。藉由經營者和參與者這二個角度的交互檢驗，有助於勾勒出方案提供者與方案需求者之間的差距（gap）。第二年的主要目的將針對供給面與需求面之落差，研擬樂齡大學永續經營發展策略的評估指標，以作為各大學校院調整樂齡大學經營模式之依據。

整體而言，第一年的研究目的包括：

- （一）應用 CIPP 模式中的背景、輸入、過程層面，評估樂齡大學的經營模式。
- （二）評析樂齡大學的經營困境與經營願景，從而聚焦樂齡大學的多元經營模式。
- （三）應用 CIPP 模式中的影響與成效層面，評估樂齡大學的執行成效。
- （四）分析樂齡大學對於大學校院、參與者之影響，並調查參與者對於樂齡大學的反應、學習、行為，從而評估樂齡大學的執行成效。

上述研究目的中的第一、二項，旨從經營者的觀點來評估樂齡大學的經營模式；第三、四項研究目的，則從參與者的觀點來評估樂齡大學的執行成效，希望藉由經營者和參與者不同角度的交互檢驗之後，能梳理出方案提供者與方案需求者之間的差距，並以縮短此一差距為目標，作為樂齡大學永續經營發展策略之研提依據。整體而言，第二年的研究目的包括：

- （一）評析不同類型的大學校院，辦理樂齡大學之優勢、劣勢、機會、挑戰。
- （二）應用 CIPP 模式中的可持續性、可應用性層面，評估樂齡大學的發展策略。
- （三）分析樂齡大學的總體策略、資源整合策略、市場策略。
- （四）建構樂齡大學永續經營發展策略的評估指標。



(五) 根據評估指標作為各大學校院調整樂齡大學經營模式之參考，從而建立本土化的經營模式，進而與國際交流並接軌。

## 參、文獻探討

方案評估(program evaluation)係指有系統地運用科學方法，對方案的設計、實施、改善、或結果等，收集相關資料並作出價值判斷，以作為改進缺失、提升成效之歷程。方案又稱為計畫、專案、活動等，可以包括任何有組織的、非常規的活動，例如：一般教育領域的義務教育計畫，特定課程領域的九年一貫課程改革等；本研究關注的樂齡大學計畫，乃是教育部為了迎接高齡社會來臨所提出的因應策略之一，因此，適用於方案評估之概念及其理論模式，應無疑義。

在方案評估的各種模式中，Stufflebeam(1968)被認為是 CIPP 理論模式的開拓及奠基者，而 Longest(1975)和 Cronbach(1982)則是將評估和測量的特性加入模式之中，其後，Ibrahim(1990)將形成性與總結性評估的觀點加入了此一模式，而 Worthen 和 Sanders(1987)則關注於 CIPP 模式的決策部分，使得此一理論模式已被應用到各種研究之中，例如：Leng (1998)運用 CIPP 理論模式的背景、輸入、過程、成果來評估課程的成效，結合量化研究應用在自然科教師的訓練方案上；又如：Rosnani Hashim 和 Mohd Sahari Nordin 在其 1998 年進行的行動研究中，關注 CIPP 理論模式的成果分析層面，將其應用在馬來西亞國際 Islamic 大學的 Halaqah Ta'aruf 方案（教育學院新生訓練）的成效評估上（Darussalam, 2010）。在國內的相關研究中，魏惠娟等人（2012）之研究，即應用 CIPP 模式，從經營者觀點探索樂齡學習中心辦理樂齡學習模式的經營動機、願景、困難、成果與永續發展策略；另外，胡夢鯨（2010）建基在 CIPP 模式的基礎上，建構成人教育機構績效評估 CVIPP 指標，實際評估臺灣地區成人教育組織的經營績效表現與問題，並深入瞭解影響臺灣地區成人教育組織經營績效的因素。由此可知，CIPP 模式的應用最為廣泛、最為成熟，此即為本研究採用 CIPP 評估模式的主要原因。

具體地說，CIPP 模式是由 Stufflebeam 在對 Taylor 行為目標模式的反思後所發展出來的評估模式，包括背景(context)、輸入(input)、過程(process)與成果(product)等四個層面(Stufflebeam & Kellagha, 2003)。關於 CIPP 模式的概念內涵說明如下(王全興，2009；曾淑惠，2004；Stufflebeam, Madaus & Kellaghan, 2000; Darussalam, 2010; Frye & Hemmer, 2012 )：

### 一、背景層面

在 CIPP 模式中，背景層面是最基本的分析項目，是對所在環境的需求、資源和問題的評估。可藉由訪問方案的領導者，瞭解和討論他們對於方案受益人(beneficiaries)需求的看法或觀點，以界定本方案需要解決的問題。在此一層面的具體作法是定義與計畫有關的環境，描述此環境所包含的理想情境及實際情境，並診斷有礙達成方案目標的問題（包括：已浮現的既有問題、待解決的潛在問題）。更具體地說，在背景層面中，應蒐集方案受益人及外在環境的資料，就方案有關的需求、資源、問題，以及方

案目標的輕重緩急進行分析，以便提出具體的經營模式。

根據 Darussalam(2010)之見解，在背景層面中可用來評估的問題，包括：這個教育方案要達成的目標是什麼？為了滿足參與者對於這個方案的需求，會有什麼阻礙？有什麼相關的專業知能、服務或其他資源可供運用？有什麼有利的條件（例如經費補助、行政支援）存在嗎？據此，本研究在背景層面之分析將鎖定在承辦學校對於樂齡大學的定位，包括：瞭解承辦學校對於承辦樂齡大學計畫之看法，是將樂大視為一項專案計畫來執行（有補助就執行，沒有補助就不申辦）？還是將其視為推廣教育單位的業務之一（就像一般的推廣教育課程，開開課就好）？抑或是將其視為因應少子化的轉型機制之一？是否有配合經費補助？是否提供適合高齡學習之硬體設備（如：教室設備、專業教室、活動空間）？了解承辦學校之經營態度，是否朝永續經營的方向發展，並重視高齡學習者的需求與特性，作為規劃課程之參據。

## 二、輸入層面

輸入層面的主要目的在於確認並評估組織能投入的資源及可能提供的服務，實施方式是透過工作計畫、設備、經費與人力資源，評估承辦機構的能力、達成計畫的策略，以及履行策略的設計，其中最重要的是人力，因為經營模式之建立，源自於機構成員的理念、價值觀及態度上的改變。根據 Darussalam(2010)之見解，在輸入層面中可用來評估的問題，包括：為了滿足參與者的需求，有哪些潛在作法或可行方案？這些潛在作法的可行性為何？這些潛在的作法具有哪些成本效益？據此，本研究在輸入層面之分析將鎖定在承辦學校對於樂齡大學的行政配套措施及其辦理的內容，在行政配套措施方面，包括：瞭解承辦學校是否配合辦理開學（結業）等活動，以表示對於此項計畫之重視？是否發給參與者學員證、結業證書，以表示對於高齡者扮演學生身份之認同？瞭解收費的情況，以及未來調高收費之可行性？承辦學校的生源（新生及舊生比例為何）？是否以未參加過本計畫者優先錄取？

在辦理內容方面，包括：課程規劃架構—是否涵蓋老化及高齡化、健康休閒、學校特色、生活新知等四大類課程？有無按照學校特色規劃課程？授課方式—是否兼採代間課程、參訪課程？學校實施場域（校園內或城中區推廣中心）是否恰當？專業師資—是否運用學校專業師資？聘請業界講師或社區達人之比例是否過高？承辦單位配合情形—是否進行學員檔案管理？進行學習滿意度調查？學習滿意度調查結果之應用？後續輔導—是否鼓勵、輔導高齡者成立後續自主學習團體或社團等？行銷宣傳—瞭解承辦學校對於樂齡大學之行銷、媒體報導、主動結合社會資源辦理活動情形等。

## 三、過程層面

過程評估基本上是對一個實施中的計畫，作連續不斷的查核，其目的之一是在對管理人員及執行人員提供回饋，以瞭解方案的進度為何，是否依照原訂計畫實施，以及是否有效地利用可用的資源，另一目的在於提供指導，以在必要時修正計畫；事實上，過程分析旨在持續檢查計畫的實施，從計畫執行中偵測設計之缺失，提供計畫決策所

需之資訊，在這個層面中關切的是過程(process)是否控制良好，是否依進度進行？過程中所產生之結果是否貼近需求？過程中是否適度調整以因應外在環境的變化？

根據 Darussalam(2010)之見解，在過程層面中可用來評估的問題，包括：為達成目標，如何實際執行方案？如何在程序過程中進行紀錄？是否如期進行方案中的各項活動？如果不是，為什麼？是否符合在預算的額度內？如果是超過或低於預算，為什麼？是否符合效益？如果不是，為什麼？參與者是否能接受並履行自己的角色？實施上遇到什麼問題？如何解決實施上的問題？參與者對於方案實施過程中的品質有何感想？據此，本研究將根據這些評估問題，逐步釐清承辦學校對於樂齡大學的經營願景、經營困境，進而匯聚成一個符合成本效益，且能永續發展的經營模式。有關經營願景、經營困境將於後面經營模式的文獻探討中予以論述。

#### 四、成果層面

成果分析的目的在測量、解釋、判斷計畫的產出，確定方案符合需求的程度，並廣泛地檢視方案的效果（包括預期的以及非預期的，正面的以及負面的效果）。實施方式是在計畫進行期間及告一段落時，評估並解釋其產生的效益，針對此一效益做合理的解釋，並提供考核性決策之參考。根據 Darussalam(2010)之見解，在成果層面中可用來評估的問題，包括：方案的正面成果該如何定義？方案的負面成果該如何定義？是否已達成方案的預期成果？不論是正面或負面的，意外的收穫是什麼？方案成果的短期影響是什麼？方案成果的長期影響是什麼？影響方案成果的原因有哪些？方案的有效性為何？方案的持續性為何？如何延續方案的正向成果（可持續性）？這個方案的推廣性為何（能否推廣到其他機構或組織，即“可應用性”）？這些評估問題都將成為本研究進行樂齡大學成果評估之重要參考。

Stufflebeam(2003)重新反思其所提的 CIPP 模式，發現既有的四個層面還不足適用長期的、真正成功的改革方案。為此，他進一步把成果層面解構為影響（impact）、成效（effectiveness）、可持續性（sustainability）和可應用性（transportability）四個層面；因考量樂齡大學係屬開創高齡學習機制的改革方案，因此，本研究將依據 Stufflebeam(2003)之見解，從影響、成效、可持續性和可應用性四個層面來評估樂齡大學的成果。茲就這四個層面，進一步說明如下：

##### （一）影響評估

所謂影響評估係指方案對於目標受眾（target audience）的影響，著重於評估該方案實際服務的個人或團體，與其意圖的受益人之間的一致性程度，可蒐集利益相關者（stakeholders）對於參與者參與該方案之後的改變，來瞭解方案的影響效果。本研究在影響評估層面關心的議題是：參與樂齡大學對於高齡者產生哪些影響承辦樂齡大學業務，對於大學校院產生的影響又為何？

##### （二）成效評估

所謂成效評估係指對於方案成果的品質和重要性之評估，可從主要的利益相關者（例如：參與者、方案執行人員、其他有關團體）瞭解他們對於該方案執行成效的評估，包括：正向和負向結果。本研究在成效評估層面關心的議題是：**高齡者參與樂齡大學之後有哪些成效？**目前在實務界最廣為採用的成效評估模式為 Kirkpatrick(1994)所提出的「訓練成果的層級模式」，將成效評估的指標分為四個層次：反應、學習、行為、結果，條理分明、層次井然，不論學術或實務界均一致認同其為評估成效的最佳模式；因此，本研究將參採此一模式作為評估樂齡大學執行成效之依據。

### （三）可持續性評估

可持續性評估關注的是：在什麼情況下，方案成功地制度化了，得以持續地實施下去，可藉由訪問方案規劃者或執行者，剖析方案有哪些成功之處、如何才能持續實施？亦可訪問方案的受益人，從而瞭解方案帶給他們什麼收穫、有哪些好的作法可以持續辦理？本研究關注的是：樂齡大學計畫除了提供更多的學習機會與管道給高齡者之外，也期望能夠協助大學校院在面臨少子女化的衝擊時，透過招收高齡學生的轉型方式，以作為生源減少的因應措施之一，因此，**實有必要針對樂齡大學計畫進行可持續性評估，以便找出可以持續辦理的助長因素。**

### （四）可應用性評估

可應用性評估關注的是：在何種程度上，方案得以成功地被應用或推廣到其他地方，就其內涵而言，實為判斷方案的品質、重要性，以及可複製性。執行樂齡大學計畫相較於其他計畫而言乃是相當新穎的概念，因此，在成本的估算上，相對不易；若由成本變動的比率來看，呈現逐年遞減的狀況即表示後續投入的成本可以逐步正確地估算。據此，執行樂齡大學計畫的成本變動率（計算方式為本年度的經費減掉去年度的經費，取絕對值後，除以本年度經費）由 2010 年高達 31.08%，到 2011 年降至 26.13%，到 2012 年更降低到 6.06%，表示各承辦學校可以逐年正確地估算執行樂齡大學所需投入的成本，從而降低執行過程中的不確定性與風險（林麗惠，2013）。本研究關注的是：樂齡大學的成本變動率逐年下降的情形下，承辦學校能否順勢而為地擴展此項計畫，例如：由原本申請一班的計畫擴展為二班，以期讓更多的高齡者可以受益？

此外，Stufflebeam (2007)提出 CIPP Evaluation Model Check List，強調 CIPP 評鑑模型是一個用來指引方案(programs)、計畫(projects)、人才、產品、機構(institutions)和系統的廣泛架構。在 CIPP Evaluation Model Check List 中，CIPP 模型圖主要聚焦在方案的評鑑，尤其關注在影響長期、可持續改進的方案，幫助評鑑者用較長遠的目標來評鑑方案。對應的縮寫字 CIPP 是背景(context)、輸入(input)、process(過程)、成果評鑑(product evaluation)，這四個部份的評估分別問了：需要做什麼？應該如何做？被完成了嗎？以及是否成功？在 CIPP Evaluation Model Check List 中，「是否成功」分為：影響性、有效性、可持續性、可轉換性，由其衍申的概念分別為：鎖定目標群體（正確的受益人）了嗎？他們的需求得到滿足了嗎？是否受益人能持續增益？這樣產生增益的過程，在不同情境或場合中是否展現可轉換性和適用性？

綜合上述，本研究將從影響、成效評估這二個層面，以參與者的觀點來評估樂齡大學的執行成效，研究者希望從經營者觀點（包括：經營願景、經營模式、經營困境）和參與者觀點（包括：方案的影響、執行成效）之間的落差，藉由可持續性、可應用性評估，研提樂齡大學的永續經營發展策略。

#### 肆、研究方法

本研究擬採二年期的計畫進行研究。第一年旨在應用 CIPP 模式來評估樂齡大學的經營模式及其產生的執行成效，針對經營模式之探究係從經營者的觀點切入，瞭解大學校院辦理樂齡大學的定位、投入的行政配套措施，以及樂齡大學的辦理內容等；針對執行成效之探究係從參與者的觀點切入，瞭解高齡者參與樂齡大學的反應（包括：對於行政服務、學習環境、課程規劃、教師教學的滿意度）、學習（在樂齡大學學習到哪些知識或技能）、行為（參與樂齡大學之後對於自身、家庭或社區的改變）。藉由經營者和參與者這二個角度的交互檢驗，希望能勾勒出方案提供者與方案需求者之間的差距。

為達第一年的研究目的，本研究將分別從經營者觀點、參與者觀點進行問卷調查，從經營者的角度來看，著重瞭解各承辦學校對於樂齡大學的經營模式，因此，此一部分的問卷設計將根據 CIPP 評估模式中的背景、輸入，以及過程三個層面，針對樂齡大學承辦單位的主管或負責人員，以開放式問題(open-ended questions)為主，進行問卷調查；另一方面，從參與者的角度來看，著重於瞭解樂齡大學的執行成效，因此，此一部分的問卷設計除了參酌 CIPP 模式中的影響、成效二個層面之外，將根據 Kirkpatrick（1994）的成效評估模式，從反應、學習、行為等三個層次，針對樂齡大學的參與學員，以封閉式問題(close-ended questions)為主，進行問卷調查，以瞭解樂齡大學的執行成效。

建基在第一年研究成果的基礎上，第二年的主要目的將針對供給面與需求面之落差，應用 CIPP 模式的可持續性、可應用性，研擬樂齡大學的永續經營發展策略。為達到第二年的研究目的，將兼採訪談法（蒐集實務工作者的看法）、德懷術（蒐集學者專家的看法）進行研究，以期融合理論與實務，提出永續經營的發展策略。

為建構樂齡大學永續經營發展策略評估指標系統，在第二年的研究中先藉由文獻探討，蒐集經營發展策略之相關研究，研擬指標系統之整體架構；再者，針對樂齡大學經營者進行訪談，並根據訪談結果研擬樂齡大學永續經營發展策略評估指標；最後，採德懷術(Delphi Technique)進行專家隔空會談，蒐集實徵資料。本研究旨在建立一套本土化的樂齡大學經營模式，在專家學者之選取上，主要邀請對象為第一線的實務工作者、高齡教育專長之學者、經營管理專長之學者及政府單位實務工作者，以期建立一套實務與理論並重的經營模式。本研究選定 11 名專家學者，透過電子郵件、電話及書面徵詢等方式徵詢其意願。11 位專家學者之基本資料，在人口變項方面：包括 7 位男性（佔 64%），4 位女性（佔 36%）。5 位專家學者為樂齡大學的經營者（佔 45.5%），5 位專家學者任職於大學校院高齡教育、經營管理相關科系（佔 45.5%），1 位專家學者

任職於教育部（佔 9%）。

德懷術問卷共進行三回合，第一回合德懷術問卷於 2016 年 5 月 16 日寄出，預定於 2016 年 5 月 27 日回收。逾期未回收的問卷，以電話催覆，於 2016 年 5 月 29 日全數回收完畢。針對第一回合回收之問卷，首先針對問卷題項進行統計分析，再歸納專家學者之意見，修正第一回合德懷術問卷，形成第二回合之德懷術問卷。第二回合德懷術問卷於 2016 年 6 月 4 日寄出，預定於 2016 年 6 月 13 日回收。逾期未回收的問卷，以電話催覆，於 2016 年 6 月 14 日全數回收完畢。針對第二回合回收之問卷，亦先針對問卷題項進行統計分析，再歸納專家學者之意見，修正第二回合德懷術問卷，形成第三回合之德懷術問卷。第三回合德懷術問卷於 2016 年 6 月 17 日寄出，預定於 2016 年 6 月 27 日回收。逾期未回收的問卷，以電話催覆，於 2016 年 6 月 30 日全數回收完畢。本研究採適用性評定與重要性評定，針對各題項之百分比、眾數、標準差、平均數、差異係數(CV)進行分析，以了解該題項被認同支持的程度與了解專家意見之一致性。

## 伍、結果分析與討論

第一回合研擬之樂齡大學永續經營發展策略的評估指標系統包括：策略、向度、構念及評估指標四個層次，共發展出 4 個「策略指標」、9 個「向度指標」、23 個「構念指標」、75 個「評估指標」。第二回合問卷指標系統包括 4 個「策略指標」、9 個「向度指標」、21 個「構念指標」、70 個「評估指標」。根據第二回合修正結果，進行第三回合之德懷術調查，以下茲就第三回合之「指標系統修訂前之情形」、「指標修訂標準」、「指標系統修訂後之情形」三部分進行說明。

### 1. 指標系統修訂前之情形

第三回合問卷指標系統包括 4 個「策略指標」、9 個「向度指標」、21 個「構念指標」、64 個「評估指標」。

### 2. 指標修訂標準

第三回合問卷內容分為三部份：第一部份「向度指標」之適切性評定與重要性評定；第二部份為「構念指標」之適切性評定與重要性評定；第三部份為「評估指標」之適切性評定與重要性評定。

分析方法乃是整理各指標題項適用性評定之次數分配、百分比、眾數、標準差與平均數，以了解其被認同支持的程度。適用性評定與重要性評定上，各題項所得的眾數在 3 以上、平均數在 3.5 以上，且標準差在 1.0 以下，代表該題項適合、重要且專家意見已趨一致。

### 3. 指標系統修訂後之情形

在第三回合中，指標類型部份，採共識決，訂定為「一般」與「加值」兩種類型，評估指標界定如下：

- (1)「一般」係指：依照教育部對於樂齡大學實施計畫之規定來辦理樂齡大學，採取照章行事的經營策略，滿足辦理樂齡大學的基本條件。
- (2)「加值」係指：除了依照教育部樂齡大學實施計畫之規定外，採取創新加值的經營策略，提供辦理樂齡大學的加值服務。

指標系統部分，專家學者對各指標皆無意見，且各項指標在適用性、重要性之平均數、標準差及眾數上皆達判定標準，代表該題項適合重要且專家意見已趨一致。依據德懷術理論之論述，將第三回合之結果作為整體分析之基礎，茲就第三回合各項調查結果加以分析如下：

#### (1) 向度指標適切性與重要性分析結果

如表 1 所示，在向度指標的適切性與重要性分析結果上，各題所得的眾數皆在 3 以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代表樂齡大學經營評估指標建構之向度指標皆適合、重要，且專家意見已趨一致。

就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「G. 自主團體」之意見分歧最大 (CV=0.28)，以「B. 願景發展」、「E. 資源配置」、「F. 服務創新」之意見分歧最小 (CV=0.10)；到了第三回合中，同樣以「G. 自主團體」之意見分歧最大 (CV=0.11)，以「A. 市場定位」、「D. 資源評估」、「F. 服務創新」之意見分歧最小 (CV=0.00)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

表 1 向度指標分析表

策略指標	向度指標	適用性			重要性			重要性差異係數 CV		
		Mo	M	SD	Mo	M	SD	I	III	(III-I)
總體策略	A. 市場定位	5	5.00	0.00	5	5.00	0.00	0.24	0.00	-0.24
	B. 願景發展	5	4.91	0.30	5	4.91	0.30	0.10	0.06	-0.04
	C. 品牌行銷	5	4.82	0.40	5	4.82	0.40	0.17	0.08	-0.09
資源整合	D. 資源評估	5	5.00	0.00	5	5.00	0.00	0.20	0.00	-0.2
	E. 資源配置	5	4.82	0.40	5	4.82	0.40	0.10	0.08	-0.02
永續營運	F. 服務創新	5	5.00	0.00	5	5.00	0.00	0.10	0.00	-0.1
	G. 自主團體	5	4.73	0.47	5	4.73	0.47	0.28	0.11	-0.17
組織發展	H. 組織變革	5	4.73	0.47	5	4.73	0.47	0.26	0.10	-0.16
	I. 團隊學習	5	4.91	0.30	5	4.91	0.30	0.17	0.08	-0.09



## (2) 構念指標適切性與重要性分析結果

如表 2 所示，在構念指標的適切性與重要性分析結果上，各題所得的眾數皆在 3 以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代表樂齡大學經營評估指標建構之構念指標皆適合、重要，且專家意見已趨一致。就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「C3 擴大行銷」之意見分歧最大 (CV=0.27)，以「C1 品牌特色」、「F1 多元服務」之意見分歧最小 (CV=0.12)；到了第三回合中，以「F2 成立自費班」之意見分歧最大 (CV=0.15)，以「C1 品牌特色」、「D1 校園資源」、「F1 多元服務」之意見分歧最小 (CV=0.06)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

表 2 構念指標分析表

向度 指標	構念 指標	適切性			重要性			重要性差異係數 CV		
		Mo	M	SD	Mo	M	SD	I	III	III-I
市場 分析	A1 生源分析	5	4.82	0.39	5	4.80	0.39	0.26	0.08	-0.18
	A2 發展潛力	5	4.73	0.45	5	4.80	0.39	0.26	0.08	-0.18
願景 發展	B1 定位依據	5	4.73	0.45	5	4.80	0.39	0.16	0.08	-0.08
	B2 願景推動	5	4.82	0.39	5	4.80	0.39	0.16	0.08	-0.08
品牌 行銷	C1 品牌特色	5	4.82	0.39	5	4.90	0.29	0.12	0.06	-0.06
	C2 行銷方式	5	4.73	0.45	5	4.90	0.48	0.16	0.10	-0.06
	C3 擴大行銷	5	4.64	0.64	5	4.60	0.64	0.27	0.14	-0.13
資源 評估	D1 校園資源	5	4.91	0.30	5	4.91	0.30	0.16	0.06	-0.1
	D2 社會資源	5	4.82	0.40	5	4.55	0.52	0.19	0.11	-0.08
資源 配置	E1 配置方式	5	4.82	0.40	5	4.82	0.41	0.16	0.09	-0.07
	E2 問題因應	5	4.73	0.47	5	4.64	0.50	0.16	0.11	-0.05
服務 創新	F1 多元服務	5	4.91	0.30	5	4.91	0.30	0.12	0.06	-0.06
	F2 成立自費班	5	4.55	0.69	5	4.55	0.69	0.16	0.15	-0.01
自主 團體	G1 成立團體	5	4.82	0.40	5	4.82	0.40	0.20	0.08	-0.12
	G2 輔導措施	5	4.82	0.40	5	4.55	0.52	0.13	0.11	-0.02
	G3 自主經營	5	4.82	0.40	5	4.73	0.47	0.16	0.10	-0.06
組織 變革	H1 流程標準化	5	4.64	0.50	5	4.82	0.40	0.23	0.08	-0.15
	H1 標竿學習	5	4.82	0.40	5	4.82	0.40	0.15	0.08	-0.07
團隊 學習	I1 行政培力	5	4.73	0.47	5	4.82	0.40	0.19	0.08	-0.11
	I2 學生參與	5	4.82	0.40	5	4.64	0.50	0.20	0.11	-0.09
	I3 師資培訓	5	4.82	0.40	5	4.73	0.47	0.12	0.10	-0.02



### (3) 樂齡大學經營評估指標建構之評估指標適切性與重要性分析結果

以下茲分為總體策略、資源整合策略、永續營運策略、組織發展策略四部分進行說明：

#### A. 總體策略

在總體策略之評估指標的適切性與重要性分析結果上，各題所得的眾數皆在 3 以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代表總體策略之各項評估指標皆適合、重要，且專家意見已趨一致。

就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「根據現有政策、法令發展願景」之意見分歧最大 (CV=0.43)，以「根據市場定位與經營策略發展願景」之意見分歧最小 (CV=0.12)；到了第三回合中，以「開發新客群或潛在客群」之意見分歧最大 (CV=0.13)，以「瞭解目標客群的來源」之意見分歧最小 (CV=0.00)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

就評估指標之重要性而言，平均數最高的指標為「瞭解目標客群的來源」(M=5.00)，其次為「將樂齡大學納入院、校務中程發展計畫」、「運用課程及師資建立特色」及「拓展高齡者學習機會」(M=4.91)，以「根據市場定位與經營策略發展願景」(M=4.90) 位居第三。

#### B. 資源整合策略

在資源整合策略之評估指標的適切性與重要性分析結果上，各題所得的眾數皆在 3 以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代表資源整合策略之各項評估指標皆適合、重要，且專家意見已趨一致。

就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「盤點硬體設施」之意見分歧最大 (CV=0.35)，以「盤點學校各科系專業師資」之意見分歧最小 (CV=0.12)；到了第三回合中，以「擴大學員福利」之意見分歧最大 (CV=0.16)，以「整合課程資源」之意見分歧最小 (CV=0.00)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

就評估指標之重要性而言，平均數最高的指標為「整合課程資源」(M=5.00)，其次為「盤點硬體設施」及「建置人才資料庫」(M=4.82)，以「盤點硬體空間」及「解決人力資源不足之問題」(M=4.64) 位居第三。

#### C. 永續營運策略

在永續營運策略之評估指標的適切性與重要性分析結果上，各題所得的眾數皆在 3

以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代表永續營運策略之各項評估指標皆適合、重要，且專家意見已趨一致。

就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「提供參訪課程」、「找到主動積極的社團領導人」之意見分歧最大 (CV=0.33)，以「協助社團永續經營」之意見分歧最小 (CV=0.11)；到了第三回合中，以「配合在地文化辦理特色活動」、「開設長/短期自費班」、「鼓勵學員分享專業並協助其成為儲備講師」之意見分歧最大 (CV=0.12)，以「提供代間活動」、「培養補助班學員自費學習觀念」之意見分歧最小 (CV=0.06)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

就評估指標之重要性而言，平均數最高的指標為「提供代間活動」及「培養補助班學員自費學習觀念」(M=4.91)，其次為「鼓勵成員建立社群平台」(M=4.82)，以「提供參訪課程」及「找到主動積極的社團領導人」(M=4.73) 位居第三。

#### D. 組織發展策略

在組織發展策略之評估指標的適切性與重要性分析結果上，各題所得的眾數皆在 3 以上、平均數皆在 3.5 以上，且標準差皆在 1.0 以下，代組織發展策略之各項評估指標皆適合、重要，且專家意見已趨一致。

就重要性差異係數 (CV) 而言，在第一回合的 CV 中以「參酌他校樂大實施計畫及相關資料」之意見分歧最大 (CV=0.37)，以「於課程開始前提供授課須知」之意見分歧最小 (CV=0.10)；到了第三回合中，以「建立特色的 SOP」之意見分歧最大 (CV=0.14)，以「鼓勵行政人員參與高齡教育相關的研習」、「反映學員意見給師資進行修正」之意見分歧最小 (CV=0.06)。比較第三回合與第一回合的 CV 變化，發現 CV 皆變小，顯示專家學者對於各題項的意見漸趨一致，形成共識。

就評估指標之重要性而言，平均數最高的指標為「提鼓勵行政人員參與高齡教育相關的研習」及「反映學員意見給師資進行修正」(M=4.91)，其次為「於課程開始前提供授課須知」(M=4.82)，以「建立特色的 SOP」、「建立開課流程」及「建立課程監測流程」(M=4.73) 位居第三。

綜合以上，經第三回合問卷分析，參酌專家學者所提修改意見後，本研究建構建構之樂齡大學永續經營發展策略的評估指標系統共分為 4 個「策略指標」、9 個「向度指標」、21 個「構念指標」、64 個「評估指標」，如圖 1 所示；樂齡大學永續經營發展策略的評估指標彙整如表 1 所示（詳如附件一）。

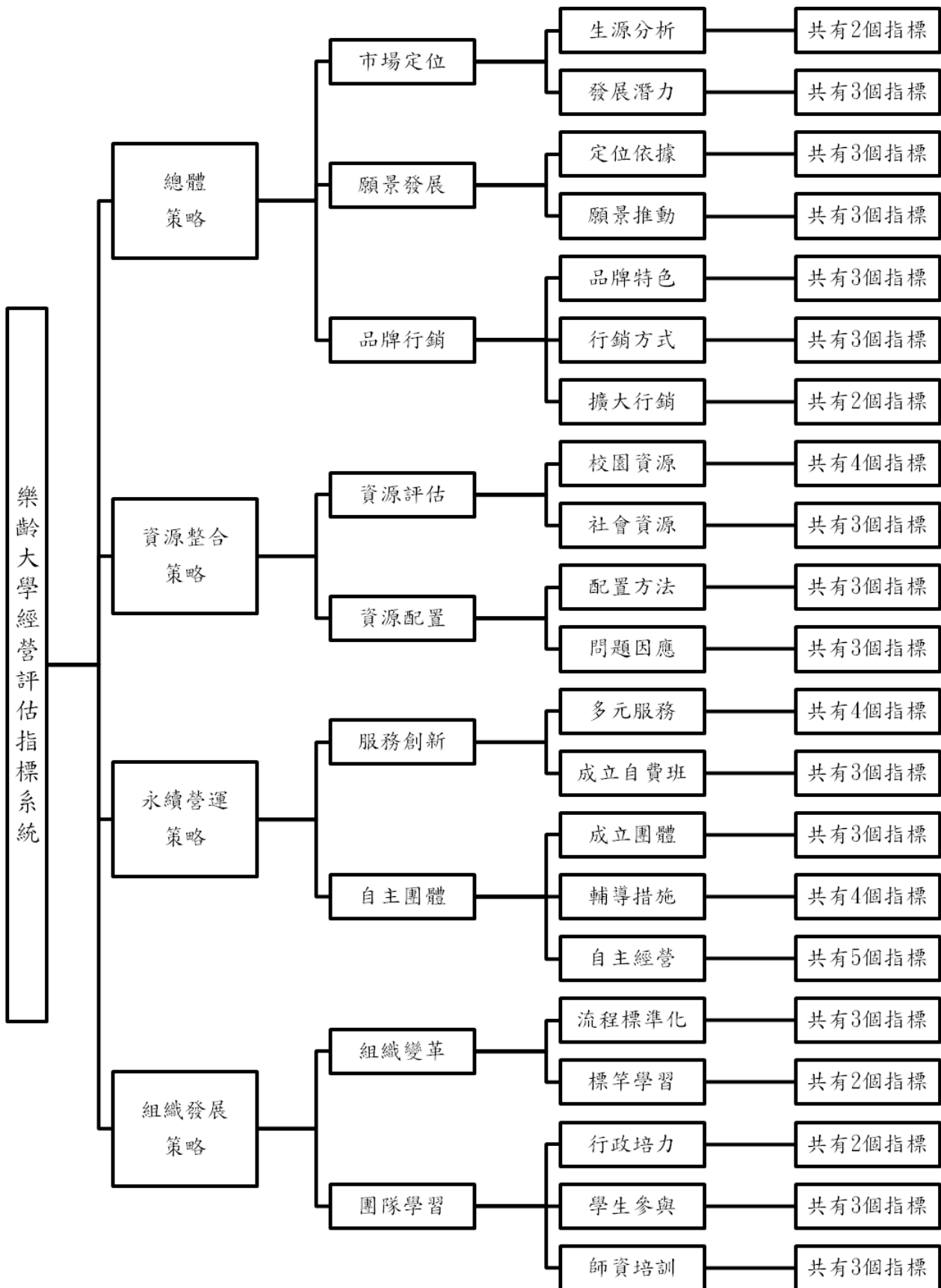


圖 1 樂齡大學永續經營發展策略評估指標系統圖

## 陸、結論與建議

本研究旨在建構樂齡大學永續經營發展策略評估指標系統，提出樂齡大學的經營模式之建議，茲就德懷術問卷調查之分析結果提出結論與建議。

### 一、結論

#### (一) 樂齡大學的評估指標系統共有四個「策略指標」、九個「向度指標」

在樂齡大學永續經營發展策略的評估指標系統中，本研究發展出「總體策略」、「資源整合策略」、「永續營運策略」、「組織發展策略」四個策略，作為整體架構之指引。

在四個策略指標的架構指引下，本研究延伸出九個向度指標，其中總體策略共有 3 個向度，分別為「市場定位」、「願景發展」與「品牌行銷」；資源整合策略共有 2 個向度，分別為「資源評估」與「資源配置」；永續營運策略共有 2 個向度，分別為「服務創新」與「自主團體」；組織發展策略共有 2 個向度，分別為「組織變革」與「團隊學習」。

#### (二) 樂齡大學的評估指標系統共有二十一個「構念指標」

本研究根據四個策略指標、九個向度指標的架構，延伸出 21 個構念指標。

在總體策略上，市場定位共有「生源分析」、「發展潛力」2 個構念指標；願景發展共有「定位依據」、「願景推動」2 個構念指標；品牌行銷共有「品牌特色」、「行銷方式」、「擴大行銷」3 個構念指標。

在資源整合策略上，資源評估共有 2 個構念指標，分別為「校園資源」、「社會資源」；資源配置共有 2 個構念指標，分別為「配置方法」、「問題因應」。

在永續營運策略上，服務創新中共有 2 個構念指標，分別為「多元服務」、「成立自費班」；自主團體中共有 3 個構念指標，分別為「成立團體」、「輔導措施」、「自主經營」。

在組織發展策略上，組織變革中共有 2 個構念指標，分別為「流程標準化」、「標竿學習」；團隊學習中共有 3 個構念指標，分別為「行政培力」、「學生參與」、「師資培訓」。

#### (三) 樂齡大學的評估指標系統共有六十四個「評估指標」

在四個「策略指標」、九個「向度指標」、二十一個「構念指標」之架構下，本研究建構出六十四個評估指標題項。

在總體策略上，共有十九個評估指標：在「市場定位」向度中，「生源分析」構念上共有兩個評估指標、「發展潛力」構念上共有三個評估指標；在「願景發展」向度中，「定位依據」構念上共有三個評估指標、「願景推動」構念上共有三個評估指標；在「品牌行銷」向度中，「品牌特色」構念上共有三個評估指標、「行銷方式」構念上共有三個評估指標、「擴大行銷」構念上共有兩個評估指標。

在資源整合策略上，共有十三個評估指標：在「資源評估」向度中，「校園資源」構念上共有四個評估指標、「社會資源」構念上共有三個評估指標；在「資源配置」向度中，「配置方法」構念上共有三個評估指標、「問題因應」構念上共有三個評估指標。

在永續營運策略上，共有十九個評估指標：在「服務創新」向度中，「多元服務」構念上共有四個評估指標、「成立自費班」構念上共有三個評估指標；在「自主團體」向度中，「成立團體」構念上共有三個評估指標、「輔導措施」構念上共有四個評估指標、「自主經營」構念上共有五個評估指標。

在組織發展策略上，共有十三個評估指標：在「組織變革」向度中，「流程標準化」構念上共有三個評估指標、「標竿學習」構念上共有兩個評估指標；在「團隊學習」向度中，「行政培力」構念上共有兩個評估指標、「學生參與」構念上共有三個評估指標、「師資培訓」構念上共有三個評估指標。

#### **（四）樂齡大學的評估指標系統可分為「一般」與「加值」兩種指標類型**

有鑑於各大學辦理樂齡大學的願景定位不同，本研究提出「一般」與「加值」兩層次之概念。「一般類型」之評估指標係依照教育部對於樂齡大學實施計畫之規定來辦理樂齡大學，採取照章行事的經營策略，滿足辦理樂齡大學的基本條件；「加值類型」之評估指標除了依照教育部樂齡大學實施計畫之規定外，採取創新加值的經營策略，提供辦理樂齡大學的加值服務。

本研究建構之評估指標中，共有 24 個「一般」類型的評估指標、36 個「加值」類型的評估指標，另有 4 個指標為「視標準判定為一般或加值」。

#### **（五）在總體策略中，首要任務為「瞭解目標客群的來源」**

在總體策略的 19 個評估指標中，平均數最高的指標為「瞭解目標客群的來源」，其次為「將樂齡大學納入院、校務中程發展計畫」、「運用課程及師資建立特色」及「拓展高齡者學習機會」，以「根據市場定位與經營策略發展願景」位居第三。

#### **（六）在資源整合策略中，首要任務為「整合課程資源」**

在資源整合策略的 13 個評估指標中，平均數最高的指標為「整合課程資源」，其次為「盤點硬體設施」及「建置人才資料庫」，以「盤點硬體空間」及「解決人力資源不足之問題」位居第三。

#### **（七）在永續營運策略中，在活動辦理上可多提供代間活動，在學員層面則應多培養補助班學員自費學習觀念**

在永續營運策略的 19 個評估指標中，平均數最高的指標為「提供代間活動」及「培養補助班學員自費學習觀念」，其次為「鼓勵成員建立社群平台」，以「提供參訪課程」及「找到主動積極的社團領導人」位居第三。

#### **（八）在組織發展策略中，首要任務為「鼓勵行政人員參與高齡教育相關的研習」及「反應學員意見給師資進行修正」**

在組織發展的策略的 13 個評估指標中，平均數最高的指標為「提鼓勵行政人員參與高齡教育相關的研習」及「反映學員意見給師資進行修正」，其次為「於課程開始前提供授課須知」，以「建立特色的 SOP」、「建立開課流程」及「建立課程監測流程」位居第三。

## 二、建議

### （一）達成「一般類型」之評估指標，以滿足樂齡大學實施計畫之基本要求

根據結論（四），樂齡大學永續經營發展策略的評估指標系統分為「一般」與「加值」兩種評估指標，其中「一般類型」之評估指標係為辦理樂齡大學的「基本要求」，意即，各大學在辦理樂齡大學上，應達到本研究所建立之「一般類型」評估指標，以滿足樂齡大學實施計畫之基本要求，使樂齡大學能正常運作。

### （二）達成「加值類型」之評估指標，以提升樂齡大學的服務品質

根據結論（四），樂齡大學永續經營發展策略的評估指標系統分為「一般」與「加值」兩種評估指標，其中「加值類型」之評估指標係為辦理樂齡大學的「加值服務」，意即，各樂齡大學在滿足基本要求的條件之下，若希冀提供高齡社會更加值創新的服務模式，則可考慮達成加值類型之評估指標，以提升樂齡大學的服務品質。

### （三）瞭解樂齡大學的目標客群，作為發展總體策略的指引

根據結論（五）可知，在總體策略中，首要任務為「瞭解目標客群的來源」。總體策略為指引樂齡大學發展其經營模式的燈塔，釐清樂大本身在教育市場上的定位，並區隔出獨有特色，以提高執行成效。在總體策略中的關鍵因素則在於「究竟樂齡大學的服務對象是誰？」，意即在進行一系列的總體策略前，首要任務在於瞭解目標客群的來源，以期能「因材施教」。

### （四）整合樂齡大學的課程資源，以維護課程品質

根據結論（六）可知，在資源整合策略中，首要任務為「整合課程資源」。課程為樂齡大學的靈魂，有好的課程，才能提供高齡者良好的學習成效。因此，在資源整合策略中，以「整合課程資源」最為重要，整合校內性質相近的相關課程，進行課程主題更新，維護課程品質，以期能滿足高齡者的學習需求。

### （五）舉辦代間活動，達到樂齡大學與大學院校之永續共存

根據結論（七）可知，在永續營運策略中，在活動辦理上可多提供代間活動。樂齡大學的背後推手為現今國內之大學院校，在莘莘學子日趨減少的環境下，若能提供代間活動，將有助於創造和諧友善的代間校園環境，促進世代間的交流，進而使樂齡大學的經營模式能與高等教育永續共存。

### （六）培養學員自費學習觀念，協助樂齡大學朝自給自足的方向發展

根據結論（七）可知，在永續營運策略中，在學員層面應多「培養補助班學員自費學習觀念」。有鑑於政府資源有限，學員學習需求無窮無盡，應多培養學員自費學習的觀念，達到供需兩端之平衡，以期樂齡大學能自給自足，永續營運。

### （七）提升行政人員的素質，以提高行政服務品質

根據結論（八）可知，在組織發展策略中，首要任務為「鼓勵行政人員參與高齡教育相關的研習」。行政人力為樂齡大學的行政推手，為樂齡大學行政服務品質的關鍵

因素。因此，在組織發展策略中，建議樂齡大學可多加鼓勵行政人員參與高齡教育相關的研習，以期能提升行政人員的素質。

#### **（八）適時反映學員意見給師資，協助授課教師即時修正其教學模式**

根據結論（八）可知，在組織發展策略中，首要任務為「反應學員意見給師資進行修正」。師資實為提升課程品質的關鍵。樂齡大學可適時的反應學員意見給授課老師進行修正，協助教師滾動式修正其教學模式，以期能提供更高品質的課程予學員。

## 參考書目

### 一、中文部分

MBAlib (2013a)。經營模式。2013 年 12 月 21 日，取自

<http://wiki.mbalib.com/zh-tw/%E7%BB%8F%E8%90%A5%E6%A8%A1%E5%BC%8F>

MBAlib (2013b)。差異化策略。2013 年 12 月 21 日，取自

<http://wiki.mbalib.com/zh-tw/%E5%B7%AE%E5%BC%82%E5%8C%96%E6%88%98%E7%95%A5>

MBAlib (2013c)。服務策略。2013 年 12 月 21 日，取自

<http://wiki.mbalib.com/zh-tw/%E6%9C%8D%E5%8A%A1%E7%AD%96%E7%95%A5>

王文科、王智弘 (2007)。教育研究法。台北：五南。

王文興 (2009)。CIPP 評鑑模式的概念與發展。慈濟大學教育研究學刊，5，1-27。

內政部 (2013)。戶籍人口統計月報。2013 年 12 月 19 日，取自

<http://sowf.moi.gov.tw/stat/month/list.htm>

司徒達賢 (2001)。策略管理新論—策略架構與分析方法。台北：智勝文化。

朱楠賢 (2009)。大學實施老人短期寄宿學習計畫之現況與展望。成人及終身教育雙月刊，22，11-21。

李崇銘 (2007)。因應「少子化」對私立職校永續發展策略研究--以臺北市私立育達家商為例。育達學報，21，310-316。

吳明烈 (2011)。終身學習關鍵能力的架構內涵與發展策略之探究。教育政策論壇 14 (3)，67-96。

林麗惠 (2005)。析論訓練成效評估及其挑戰與因應策略。T&D 飛訊，31。2013 年 12 月 21 日，取自 [http://www.nacs.gov.tw/06\\_publications/02\\_overdue.asp](http://www.nacs.gov.tw/06_publications/02_overdue.asp)

林麗惠 (2007)。從高齡教育機構開設的課程類別評析高齡學習內容之發展趨勢。課程與教學季刊，10 (1)，83-96。(TSSCI)

林麗惠 (2008)。高齡教育的機構與實施方式，載於黃富順 (主編)，高齡教育學 (頁



- 161-182)。台北：五南圖書。
- 林麗惠（2011）。臺灣大學校院辦理樂齡學堂執行成效之分析，**成人及終身教育學刊**，17，33-66。
- 林麗惠（2012）。美國高齡教育的重要推手—老人寄宿所及其在臺灣的應用，**教育研究月刊**，213，115-124。
- 林麗惠（2013）。樂齡大學訪視及服務品質分析計畫。教育部委託專案報告。嘉義縣：國立中正大學成人及繼續教育學系。
- 胡夢鯨（2010）。臺灣地區成人教育機構績效評估 CVIPP 模型之建構與應用：機構專業化的觀點。行政院國家科學委員會專題研究計畫成果報告（NSC 98—2410—H—194—014—SS2）。嘉義縣：國立中正大學成人及繼續教育學系。
- 郭為藩（2009）。邁向高齡社會—國內繼續高等教育的因應策略。**成人及終身教育雙月刊**，22，2-10。
- 陳政智、張江清（2007）。高雄市老人日間照顧中心服務及經營模式之研究。**社區發展季刊**，119，313-327。
- 陳啟光、朱珮君、張君儀、彭翎媛（2012）。建構一個驗證卓越經營模式效度之架構。**品質學報**，19（4），305-324。
- 陳啟光、謝明澄、謝安晉、于長禧（2013）。應用價值共同創造概念於顧客導向服務經營模式之建構——以遠距居家照護為研究案例。**福祉科技與服務管理學刊**，1（2），27-46。
- 曾淑惠（2004）。教育評鑑模式。台北：心理。
- 黃富順（2000）。成人教育導論。台北：五南。
- 黃富順（2007）。人口高齡化對大學校院的衝擊與因應。**台北縣終身輔導季刊**，3，1-20。
- 許秀月、張國洲、葉榮椿、杜俊和、林建志（2009）。銀髮族健康照護需求與商業經營模式。**臺灣健康照顧研究學刊**，7，71-87。
- 莊俐昕、黃源協（2013）。社區照顧關懷據點成效評估：服務提供者觀點之分析。**社區發展季刊**，141，230-246。
- 教育部（2006）。邁向高齡社會老人教育政策白皮書。台北：作者。

楊國德 (2008)。高齡社會的非正規教育發展策略。研習資訊，25 (3)，1-8。

魏惠娟、胡夢鯨、陳玉樹、林秉毅 (2010)。高齡教育工作者方案規劃能力培訓之成效評估：Kirkpatrick 模式的應用。成人及終身教育學刊，14，1-32。

魏惠娟、胡夢鯨、葉俊廷、陳巧倫、劉汶琪 (2012)。臺灣樂齡學習中心辦理樂齡學習模式與策略之分析：經營者的觀點。教育政策論壇，15 (2)，1-37。

## 二、英文部分

Borg, W. R., & Gall, M. D. (1989). *Educational research*. New York: Longman.

Cronbach, L. J. (1982). *Course improvement through evaluation: Teacher College Record*. New York: Teachers College, Colombia University.

Dickerson, B. E., Seelbach, W. C. and Dietz, S. J.(1990). A 21<sup>st</sup> century challenge to higher education: integrating the older person into academia. In R. H. Sherron and D. B. Lumsden(Ed.), *Introduction to educational gerontology*, 297-331. New York: Hemisphere.

Darussalam, G. (2010). Program evaluation in higher education. *The International Journal of Research and Review*, 5(2), 56-65.

Doll, R. C. (1992). *Curriculum improvement: Decision making and process*. Boston: Allyn and Bacon.

Frye, A. W. & Hemmer, P. A. (2012). Program evaluation models and related theories: AMEE Guide No. 67. *Medical Teacher*, 34, e288-299.

Ibrahim, A. B. (1990). An evaluation of an ESL program using feedback from graduates. *Education Voice*, 13(3), 8-37.

Knowles, M. S. (1980). *The modern practice of adult education: From andragogy to pedagogy*. New Jersey: Prentice Hall Regents, Englewood.

Knowles, M. S.(1990). *The Adult Learner: A Negelected Species*(4th ed.). Houston: Gulf Publishing Co.

Kirkpatrick, D. L.(1994). *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler.

Lamdin, L., & Fugate, M. (1997). *Elder learning: new frontier in an aging society*. AZ: The Oryx Press.

- Leng, T. H. (1998). *An evaluation of the postgraduate teacher education for Science in selected Malaysia teacher training colleges*. Unpublished doctoral dissertation, University of Malaya.
- Li, Y. (2011). Growing strategies of Non-Profit organizations in Japan and China. *Asian Journal of Social Science*, 39, 39-56.
- Longest, J. (1975). Designing evaluative research. *Journal of Extension*, 13, 45-67.
- OECD(2007). *Understanding the social outcomes of learning*. Paris: OECD.
- Peterson, D. A.(1976). Educational gerontology: the state of the art. *Educational Gerontology*, 1(1), 61-73.
- Porter, M. E. & Guth, C. (2012). *Redefining German health care: Moving to a value based system*. Dordrecht: Springer.
- Smith, G. D., Arnold, D. R. & Bizzell, B. G. (1991). *Business strategy and policy*. Boston: Houghton Mifflin Company.
- Spencer, L. M. & Spencer S. M.(1993). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons.
- Stufflebeam, D. L. (1968). Toward a science of educational evaluation. *Educational Technology*, 8, 68-84.
- Stufflebeam, D. L., & Shinkfield, A. L. (1984). *Systematic Evaluation: A Self Instructional Guide to Theory and Practice*. Boston, MA: Kluwer-Nijhoff Publishing.
- Stufflebeam, D. L., & Madaus, G. F., & Kellaghan, T. (2000). Evaluation models: Viewpoints on educational and human services evaluation (2<sup>nd</sup> ed.). Boston, MA: Kluwer Academic Publishing.
- Stufflebeam, D. L. (2003). The CIPP Model for Evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), *The International Handbook of Educational Evaluation*, 31-62. Boston: Kluwer Academic Publishers.
- Worthen, B. R., & Sanders, J. R. (1987). *Education evaluation. Alternative Approaches and Practical Guidelines*. New York: Longman.

表 1 樂齡大學永續經營發展策略的評估指標彙整表

策略	向度	構念指標	評估指標	指標說明	指標類型	
總體策略	市場分析	A1 生源分析	1. 瞭解目標客群的來源	瞭解目標客群的來源，以作出樂大的市場定位。 如調查服務地區的人口特性。	一般	
			2. 開發新客群或潛在客群	了解並開發地方之潛力客群，以招收新學員。	加值	
		A2 發展潛力	1. 發展多元服務模式	發展多元的課程運作模式。 如發展短/長期課程、一日體驗營等。	一般	
			2. 將樂齡大學納入院、校務中程發展計畫	促使校方重視樂齡大學，以爭取更多資源補助。 如分析發展潛力與投資效益，說服校方支持等。	加值	
			3. 推動中高齡人力再運用	協助有意願再就業的高齡者進行培訓。 如加入學分制、認證制度等。	加值	
		願景發展	B1 定位依據	1. 根據現有政策、法令發展願景	根據教育部成立樂齡大學依據之「邁向高齡社會老人教育政策白皮書」、終身學習法發展願景	一般
				2. 根據校務中程發展計畫發展願景	配合校務中程發展計畫，結合校方的辦學特色，發展樂齡大學願景	加值
				3. 根據市場定位與經營策略發展願景	考量樂齡大學的市場定位，並分析經營策略，據以發展願景	加值
			B2願景推動	1. 強化水平溝通以凝聚共同願景	凝聚工作團隊與教師共識，使團隊具備共同願景。 如定期召開工作團隊會議等。	一般
	2. 強化垂直溝通以凝聚共同願景			建立校方或主管共識，以獲取更多資源。 如透過上呈發展計劃書、說明辦理成效等。	加值	
	3. 強化願景行銷以擴大工作團隊			將願景向外宣傳，以擴大工作團隊。 如組成跨領域的團隊、進入相關科系招募人才等。	加值	
	品牌行銷	C1 品牌特色	1. 運用課程及師資建立特色	利用學校特色課程，以及相關活動（節慶、代間、校外參訪）等建立特色。	一般	
			2. 運用資源建立特色	透過校內現有資源、校外周邊資源等建立特色。	加值	
			3. 與競爭對象作區隔	針對選定的競爭對象，瞭解其樂齡教育的課程特色，發展不同的特色課程與活動設計，以做出市場區隔。	加值	
		C2行銷方式	1. 建立行銷管道	如透過網路(Facebook、line 等)、社群媒體、社區組織、簡訊、海報、公文、報紙、電台廣播、電視廣告等。	一般	
			2. 推動價格行銷	如早鳥報名、團體報名、兩人同行、會員制等優惠措施。	加值	
			3. 推動創新行銷	如舉辦營隊、鼓勵大學部學生家長就讀、邀請地方首長來參加開學、結業典禮等。	加值	
		C3擴大行銷	1. 進行新舊生比例調查	根據樂齡大學實施計劃，樂大需調查新舊生比例作為統合視導指標。 如透過問卷調查，以瞭解目前行銷方式能否招募新進學員。	一般	
			2. 拓展高齡者學習機會	為彰顯社會公平正義，樂大可開放更多的學習機會予高齡者，如於校外參訪中開放名額給社區民眾、開放社區民眾來旁聽樂齡課程。	加值	
		資源整合策略	資源評估	D1 校園資源	1. 盤點硬體設施	盤點校內可用之硬體設施。 如專業教室、圖書館、健康中心等。
2. 盤點軟體服務	盤點校內可用之軟體服務資源。 如心理輔導諮詢、衛保組衛生教育等。				一般	
3. 盤點校內大學生及社團可用資源	盤點校內大學生及社團可用資源。 如工讀生、系學會、服務學習、社團、志工、實習等。				加值	
4. 盤點學校各科系專業師資	盤點校內行政單位、學術單位之可用師資。				加值	

永續營運策略	資源配置	D2 社會資源	1. 盤點硬體空間	盤點鄰近單位可用之硬體空間資源。 如政府、社區單位、學習機構等。	一般
			2. 盤點軟體服務	盤點校外可用之軟體服務資源。 如參訪機會、社區的服務資源等。	加值
			3. 盤點校外人力	盤點校外人力，如社區志工、樂齡結業學員、策略聯盟合作對象等。	加值
		E1 配置方式	1. 建置人才資料庫	整合校內外師資。 如建立師資資料庫等。	一般
			2. 整合課程資源	整合校內性質相近的相關課程，進行課程主題更新，維護課程品質。	加值
			3. 擴大學員福利	整合學員可用資源，提供具延展性之資源。 如證件可享校外折扣等。	加值
		E2問題因應	1. 解決硬體設備不足之問題	運用校外資源補足本身資源缺乏之問題。 如與校外單位合作建立社團等。	一般
			2. 解決人力資源不足之問題	運用樂齡學員或大學生補足人力缺乏之問題。 如運用班級幹部協助行政人力之不足、運用大學生系學會或服務學習進行代間活動等。	加值
			3. 克服外在環境不利之因素	運用校內外資源補足外在環境不利之因素。 如結合校車或縣市公車改善地處偏遠的劣勢等。	加值
	服務創新	F1 多元服務	1. 提供參訪課程	配合課程實際需求，參訪校外或社區具有特色之地點。 如參訪博物館等。	一般
			2. 提供代間活動	設計代間活動，包括正式或非正式課程。 如代間共學、校園代間競賽及節慶活動等。	一般
			3. 配合在地文化辦理特色活動	舉辦具在地特色之活動。 如配合辦理客家文化相關活動等。	加值
			4. 提供高齡者貢獻服務機會	提供回饋社會之公益活動，或可結合相關部門提供之銀髮人力就業方案的活動，擴大高齡者投入社會參與。 如舉辦義賣、偏鄉送書、服務社區高齡者等活動等。	加值
		F2 成立自費班	1. 培養補助班學員自費學習觀念	加強補助班學員參與自費班學習之意願。 如進行班級宣導等。	一般
			2. 提升自費班學員續讀率	促進自費班學員繼續參與之意願。 如重視學員情感凝聚力，提升同儕繼續參與自費班之意願等。	加值
			3. 開設長/短期自費班	如設計一日工作坊，或為期八周的自費課程（攝影、油畫）等。	加值
	自主團體	G1 成立團體	1. 找到主動積極的社團領導人	成立社團的關鍵為社團領導人，承辦單位應找到關鍵領導人以成立團體。	一般
			2. 協助社團領導人依規定組織社團	樂齡大學自主學習社團成立原則規定：社團須由 10 人以上聯名發起，始得申請成立。	加值
			3. 鼓勵社團領導人組織自己的幹部團隊	樂齡大學自主學習社團成立原則規定：社團除設有社長、副社長外，應有其他幹部協助其運作。	加值
		G2 輔導措施	1. 提供社團設備、場地	樂齡大學自主學習社團成立原則規定：得與該校其他社團共享軟硬體資源。 如教室、硬體設備等。	一般
			2. 聘請社團指導老師，提供社團支持	樂齡大學自主學習社團成立原則規定：得聘請校內外教師 1 人擔任自主學習社團之指導老師，該指導老師亦得由學員互相推舉產生。 如將課外活動指導組納入輔導的行政機制中，聘請指導老師，提供研習資訊給社團幹部、輔導開課等輔導措施。	一般
			3. 鼓勵學員分享專業並協助其成為儲備講師	鼓勵學員分享專業並協助其成為儲備講師	加值
			4. 提供社團表演的機會	提供校內各式典禮的表演機會、成立網頁作品區等成果發表機會。	加值

		G3 自主 經營	1. 鼓勵成員建立社群平台	鼓勵成員建立 line、FB 等社群平台，以聯繫情感。	一般
			2. 協助社團每學期召開社員大會	樂齡大學自主學習社團成立原則規定：社團每學期應召開至少 1 次之社員大會。	一般
			3. 建立分享共學的機制	鼓勵成員分享自己的專長，建立共學的機制。	加值
			4. 鼓勵成員舉辦課外活動	鼓勵成員舉辦讀書會、戶外旅遊學習等活動。	加值
			5. 協助社團永續經營	協助將娛樂性自主團體的健全發展，鼓勵成員將所學成果延伸為貢獻服務。 如定期至安養院表演的合唱團等。	加值
組織 發展 策略	組織 變革	H1 流程 標準 化	1. 建立特色的 SOP (1) Analysis—分析學校資源、校方環境、學員特性等情境因素 (2) Design—設計特色的理念 (3) Develop—發展創意，加入新元素，擬定履行特色的實際方案 (4) Implement—履行特色 (5) Evaluate—評估修正特色	ADDIE 模式包括：Analysis、Design、Develop、Implement、Evaluate，可將特色結構化，可協助設計者完成能滿足學員需求的成果。 若達成此 5 項流程，屬一般。	一般
			2. 建立開課流程 在設計課程時，設計者會 (1) 考慮學員的特性與需求 (2) 考慮學校資源 (3) 考慮師資，任用符合教育部規定之師資 (4) 加入學院的特色 (5) 推廣單位承辦：找校內各院的院長與各系的系主任來開共識會議 (6) 系所單位承辦：找師資來開共識會議	若達成 (1)、(2)、(3)，屬於一般。 若額外達成 (4) 或 (5)，屬於加值（達成其一即屬之）。	若達成 (1) ~ (4) 屬於一般。 若額外達成 (5) 屬於加值。
			3. 建立課程監測流程 於課程進行時 (1) 承辦人會親自巡堂 (2) 請助理或學生隨班跟課 於課程進行期間 (3) 口頭詢問學員的意見，提供給老師進行修正 (4) 開設學員與校方的期中座談會，提供給老師進行修正 於課程結束後 (5) 口頭詢問學員的意見，提供相關人員（師資、課程設計者等）作課程修正 (6) 進行問卷調查，提供相關人員（師資、課程設計者等）作課程修正	若達成 (1)、(3)、(5)，屬於一般學校。 若額外達成 (4) 或 (6)，屬於加值（達成其一即屬之）。	若達成 (1)、(2)、(3)、(5)，屬於一般。 若額外達成 (4) 或 (6)，屬於加值（達成其一即屬之）。
		H1 標竿 學習	1. 參酌他校樂大實施計畫及相關資料	藉由參酌他校樂大實施計畫及相關資料，來學習其他標竿學校之作法。	一般
			2. 舉辦互訪共學	舉辦互訪共學，以促進校際間的交流，互相學習。	加值
	團隊 學習	I1 行政 培力	1. 鼓勵行政人員參與高齡教育相關的研習	如鼓勵行政人員參與教育部、專家學者舉辦之研習等。	一般
			2. 培訓樂齡志工隊	招募學員成立「樂齡志工隊」並進行相關培訓，以協助行政事務。	加值
		I2 學生 參與	1. 具傳承制度之工讀模式	如建立學長姐帶領學弟妹的傳承模式，使行政工作得以傳承。	一般
			2. 鼓勵學生參與高齡教育相關課程之研習	鼓勵學生參與高齡教育相關課程之研習。	加值
			3. 結合正規或非正規課程，培訓學生服務能力	結合正規或非正規課程，培訓學生志工或團隊，以提升其協助樂大之能力。	加值
		I3 師資 培訓	1. 於課程開始前提供授課須知 (1) 口頭與師資溝通，告知課程需求 (2) 提供師資教學手冊，內容包含課程相關注意事項、學員的基本資料、需求與期望等 (3) 召開教師協調會，告知開設課程的注意事項	若達成 (1)，屬於一般學校。 若額外達成 (2) 或 (3)，屬於加值（達成其一即屬之）。	若達成 (1)，屬於一般學校。 若額外達成 (2) 或 (3)，

					屬於加 值（達成 其一即 屬之）。
			2. 反映學員意見給師資進行修正 (1) 於課程進行期間，隨時反映學員意見給師資 (2) 於課程結束後，提供期末學員意見以利老師修改下學期的課程設計 (3) 於課程結束後，根據學員意見舉辦專業教師討論會	若達成（1），屬於一般學校。 若額外達成（2）或（3），屬於加值（達成其一即屬之）。	若達成（1），屬於一般。 若額外達成（2）或（3），屬於加值（達成其一即屬之）。
			3. 提供師資研習管道，以因應課程需求	如提供相關的研習資訊及課程意見給老師、定期辦理課程觀摩交流等。	加值

# 科技部補助專題研究計畫出席國際學術會議心得報告

日期：106 年 1 月 10 日

計畫編號	MOST 103 — 2410 — H — 194 — 082 — SS2		
計畫名稱	樂齡大學的經營模式、執行成效與發展策略之研究		
出國人員 姓名	林麗惠	服務機構 及職稱	國立中正大學成人及繼續教育學系教授
會議時間	104 年 7 月 20 日 至 104 年 7 月 21 日	會議地點	Columbia, Vancouver, BC, Canada
會議名稱	(中文) 第十五屆管理與行為科學國際研討會 (英文) 15th International Conference of Management and Behavioural Sciences		
發表題目	(中文)從社會效果的觀點分析台灣高齡教育的執行成效 (英文) An Analysis of the Implementation Effectiveness of Taiwan's Older Adult Education from the Perspective of Social Outcomes		



## 一、參加會議經過

此次在加拿大舉辦的研討會是在 2014 年 7 月 20 日～21 日，此行研究者於 7/19 飛抵加拿大之後，隨即在隔天參與二天的研討會，研討會結束後進行二天的參訪，於 7/24 返抵台灣。

詳細行程安排如下：

7/19 抵達加拿大

7/20～21 參加國際研討會

7/22～23 參訪 Sauder School of Business, University of British

7/24 返台

## 二、與會心得

在第十五屆管理與行為科學國際研討會中，有 16 篇研究內容值得加以關注，依研究議題的概念而言，約可區分為商業行銷、公共管理及其他議題等。研究者全程參與此次的國際研討會，並將這些論文的摘要整理於附件一所示。

就商業行銷議題而言，His-Jui Wu 等人的研究強調 e 化商務與行銷的重要性，e 化商務與傳統商務最大的不同就在於行銷管道：傳統商務是透過自行開創行銷管道來銷售產品；而 e 化商務則是運用現有的管道進行行銷，再加上現今發達的網際網路，e 化商務儼然成為目前最有效率的行銷手法。而研究中以木偶產品的行銷為例，若要在不同的社群中達到最大又最快的行銷效益，勢必須以 e 化商務作為行銷手法，在行銷之前事先調查目標對象的身分背景將可以推動市場區隔、增強行銷效果，故該研究以社會身分的概念（含自我認同、自尊及情感寄託）進行區分，分析購買意願與其有何關係，最後提出一份概念性的架構供參考。

此外，Donatus Achu 的研究側重於山寨（盜版）品牌的購買意願，研究以喀麥隆知名運動品牌的山寨版為主體，調查喀麥隆 450 位消費者，預設的獨立因子包含：名牌品牌名聲、價格、消費者收入及山寨（盜版）品牌的普及程度，研究結果發現樂觀的態度會對消費意願造成影響、而山寨（盜版）品牌在喀麥隆當地已經普及於社會，因此，研究建議政府應逮捕山寨（盜版）品牌商人、提升市場稽查、制定法律條文並提升智慧財產權觀念。

再者，Olatunde Dairo 等人的研究強調為避免員工的「抗爭」，雇主適當的鼓勵策略是很重要的，研究抽取 564 位分別來自奈及利亞政府機關、私人企業以及非營利組織的員工，訪問他們的性別、年齡、職業、家庭背景及教育程度等等，研究結果發現：加薪與提供教育訓練是最有效的策略、而且員工通常喜歡穩定的工作，因此研究建議與其給員工加薪，不如給他一個穩定的保障。而同樣位於奈及利亞，Ozioma-Eleodinmuo 等人的研究在調查企業環境中，環境因素對於員工的表現及公司利益有何關係，研究抽取 50 位職員、30 位工人及 20 位高階主管，研究發現：公司利益的創造最主要來自於三種原因（消費者、生產者、基礎生產設備）；而減少的原因則是來自於競爭者及政府的財稅政策，因此研究建議當地政府應提供企業生產設備，而業者應主動處理這些環境因素。

Geoffery Buffett 的研究則偏重在外商投資的部份，他們發現江蘇省的外商投資因地區發展不一，過度集中於單一地區，這對江蘇省來說並不是一則好消息，為解決區域發展資源不均的問題，他們開始著手調查江蘇省外商投資會遇到何種障礙及挑戰，再調查他們的對策以供參考。研究資料來自於政府、外商、大企業及工會，將資料進行 SWOT 分析後，他們建議政府應鼓勵外商平均投資江蘇省所有地區、外商應尋求彼此合作的機會、而工會則應扮演好政府與外商間溝通的橋樑。

William K. Darley 等人的研究則調查沙烏地阿拉伯的企業才能（市場知識、操作能力、對待員工、資金取得）與消費者滿意度及公司業績兩者之間的關聯，研究假設在資金充足的情況下，並以 171 位沙烏地阿拉伯女性企業家為受訪對象，採結構方程模式分析後發現：資金取得能力與消費者滿意度及公司業績呈正面的影響；而員工的勞力短缺則會有負面的影響；而操作能力則沒有任何關係。同樣在於研究沙烏地阿拉伯，Margaret W. Emsley 等人側重於方案企劃室的研究，由於目前的研究都只著重於方案企劃室究竟屬於公部門亦或是私部門，本研究採訪談方式進行，輔以專業的情報技術分析及主題式分析，最後研究發現：方案企劃室在組織中扮演著重要的角色。

在公共管理議題的部分，Ozioma-Eleodinmuo 等人的研究在於奈及利亞公部門員工受到鼓勵後，對工作態度與表現的影響。此一研究以問卷訪問 120 名受試者，研究結果顯示：鼓勵確實能夠增進工作態度，進而改善工作表現。

在 Blessing Ogodor 的研究中，強調會計學在杜絕貪污中扮演一個很重要的角色，研究也調查內部控管及明確的會計準則是否有助於杜絕貪污。此一研究以問卷及二

手資料（論文文獻）進行分析，在奈及利亞 Ekiti 州公部門進行隨機抽樣，研究結果顯示：內部控管及會計準則做得越完善，貪汙的比例就越低，因此研究建議：管理階層應至少具備基礎的會計學相關知識，而公部門員工應定期受訓。而同樣在貪污議題中，Keskaew Charoenviriyaphab 等人認為貪污的起因與重要性目前已經受到了全球的高度關注，相關文獻指出：社會因素和經濟因素皆與貪污有所關連，此一研究以 400 位泰國 Songkhla 當地政府的員工為對象，並以迴歸分析進行資料處理，研究結果發現：不同的因素會影響貪污的形式及過程，研究中也提出對應不同原因貪污的各種應對策略。而 Prinit Duangchinda 則從政治制度的觀點去探討 Songkhla 杜絕貪污的領導方針，研究使用因素分析並發現所有結果皆符合一致性，進而提出貪污可分為三種形式（侵占、主從關係、採購）及四種原因（故意、非故意、順從上司、補償心態），最後研究建議泰國中央政府應明訂相關法規並與地方政府建立信賴關係。

Youree Lee 等人的研究對國際援助的部分有很深的著墨。此一研究針對南韓對於越南的國家發展國際援助進行調查，研究假設問題包含南韓的國際援助為何集中於越南、以及財政外交及公共私營合作制是否有助於國際援助的效益，研究使用質量混合分析，結果發現南韓對越南的援助是因為身為已開發國家的身分及興趣、而財政外交中的資金援助模式是一種可行的方法，能夠有效提升國際援助效益。

A. Serap Tuncer 的研究在於土耳其的公共管理模式改革過後是否對於社會資本有所影響。改革的緣由是因土耳其中央政府過於集權而導致地方政府群起爭取他們應有的權力。此一研究採用國內外文獻並訪問專家意見，最後提出一套具備理論基礎的架構供參考。

Musa Lumi 的研究著重於奈及利亞應該如何克服現有的困難並維持他們難得的民主。自從 1999 年開始，奈及利亞就從軍政府改革成為民主政府，目前奈及利亞已經維持了 15 年的民主，然而目前卻面對著嚴峻的挑戰。此一研究資料來自於教科書的評論、旅行家、報紙、網路等等，研究結果發現：要維持民主必須具備 4 種條件，包括：政黨的競爭關係、組織、政治責任、動員，研究建議為維持民主，應將這 4 種條件加入政黨之中。

在其他議題當中，有兩篇與成人及高齡教育議題相關的論文值得參考：Diljot Kaur Sooin 的研究針對北印度 Haryana 邦的農村機會與挑戰，由於當地生活困苦，因此研究者偏向協助當地居民提出一些應對辦法並將相關待解決問題提供給未來研究

作參考。此一研究訪問 45 位生活水準在貧窮線以下的當地民眾，以開放式的問題詢問：農業、教育、工作、衛生、交通、醫療等問題，最後再詢問當地政府能夠提供他們何種協助。另一篇是由 Bhavna Malik 所提出，主要研究印度高等教育職員離職的原因，以角色壓力來源及人力資源的實踐程度為因子，訪問 195 位印度高等技職學校職員，研究發現角色壓力有 3 種，包括：角色衝突、角色模糊、角色過勞；人力資源實踐方式有 4 種，包括：升遷機會、薪資、受訓機會、生涯成長，並強調工作壓力與工作滿意度呈負相關、人力資源實踐程度則與組織忠誠度呈現正相關。

整體而言，上述研究對於成人教育領域皆有值得借鏡之處。首先，商業行銷的議題關注在行銷的手法及利益，許多國外作法及研究結果非常值得參考，其次，在公共管理議題中，凸顯出杜絕貪污的重要性，對於提升公部門行政效率的許多方案也值得學習，最後，在其他議題中，改善落後地區的經濟水準對於貧富差距日益擴大的當代社會具有啟發性。事實上，成人教育領域作為國家社會發展的助力，更應扮演積極角色，協助國家推廣終身學習，進而強化國家的競爭力。

### 三、發表論文全文或摘要

詳如附件二

### 四、建議

研究者在此一研討會中發表之論文（An Analysis of the Implementation Effectiveness of Taiwan's Older Adult Education from the Perspective of Social Outcomes），受到許多與會者之迴響，因為，世界各國均已或快或慢地面臨高齡社會來臨之挑戰，從而凸顯高齡教育議題之重要性，尤其是當研究者提出高齡教育社會效果此一概念時，與會者均表示認同，畢竟高齡教育並非正規教育之一環，若能藉由社會效果之調查，將能提出有利的證據來說服政府部門挹注相關的經費與資源，亦能有足夠的利基點來說服高齡者參與學習活動。

此外，關於社會效果的評估層面，與會者亦有不同的論述。儘管 OECD（2007）提出健康、公民參與二大層面，然而，與會者皆同意各個國家得依據其文化特色與教育重點而重新形塑或建構。針對研究者提出的健康層面，包括健康知識、健康狀態二個面向；以及公民參與層面，包括：個人、家庭、社區、社會四個面向，與會者除了表示贊同之外，亦針對臺灣高齡教育產生的社會效果提供許多寶貴的建議。

整體而言，因此一國際研討會的主題相關豐富，與會者的背景亦相當多元，從不同視角來看待高齡教育的社會效果這個議題時，也激盪出許多不同的觀點，讓研究者在此次的研討會中收穫良多。基於精益求精的立場，研究者提出如下建議：此次的研討會，雖每一場次均有主持人、發表人等角色，待發表人發表完之後，由主持人邀請與會者針對發表人的文章進行意見交換與討論，然因欠缺與談人或評論人的角色，使得每一篇論文能得到的回應較為不足，建議研討會能在每一場次邀請相關領域的與談人或評論人，以提供研究者後續修改論文之參考建議。

## 五、攜回資料名稱及內容

1. 15th International Conference of Management and Behavioural Sciences Proceeding
2. 會議光碟一片（含論文摘要、全文）

商業行銷			
頁數	主題	作者	摘要
13	不同社群對於木偶產品的社會影響。	1. His-Jui Wu 2. Hsiao-Chun Liao	當代因為科技日新月異，消費者的購買意願也隨之變化迅速，目前已經有一些研究指出：E 化商務的成功因素是由於他們運用現有的商業管道進行行銷，因此，如何去在不同的社群管道中推銷產品是最當今重要的課題。本研究主要在於探討不同社群間，對於木偶產品的購買意願及社會影響有何關係？研究主要依據社會身分的概念(包含自我認同、自尊及感情上的依託)。最後本研究也提出了一個概念性的架構供參考。
27	分析山寨名牌的購買意願：喀麥隆消費者對於假冒運動品牌的購買意願。	Donatus Achu	這項研究主要探討喀麥隆消費者對於購買山寨運動品牌的決定因素。研究預設獨立因子：品牌名聲、山寨產品的價格、消費者收入、山寨品普及程度等等…，以 450 人受訪樣本。研究發現：樂觀的態度會影響消費意願，且山寨產品已經普及於人類的生活中。因此研究建議：逮捕盜版商人、提倡智慧財產權觀念、頻繁的市場稽查、有效率的政府、法律條文的制定…皆是喀麥隆與全世界需要重視的。
91	增加生產力的激勵策略：以奈及利亞勞工為例。	1. Olatunde Dairo 2. Oni Kazeem Adebisi 3. David Olusegum Aninkan 4. Oba Abimbola Aina David	在當代，「抗爭」是未受平等待遇的勞工常用的手段。為避免抗爭，雇主時常必須使用激勵的手段，然而勞工分成很多種：性別、年齡、職業、家庭背景、教育程度…等等。本研究受試者包含 564 位分別來自政府機關、私人企業及非營利組織的員工，研究結果顯示：加薪及教育訓練的激勵策略最為有效，其中產生很有趣的發現：無形的激勵通常比有形的激勵更為有效，員工通常喜愛較穩定的工作。因此，與其給勞工加薪，不如給他一個長久的保障。
100	奈及利亞商務機構管理策略之環境因素之研究。	1. Ozioma-Eleodimuo 2. Priscilla.O	本研究針對奈及利亞商務機構的環境因素的管理策略。已經有客觀的研究指出：環境因素對於商務機構的利益及員工的表現都有極大的關係。本研究訪問了 50 位職員、30 位工人及 20 位高階主管。研究發現商務機構的利益增加最主要原因於消費者、生產者及基礎設施；利益減少的因素為競爭者、政府的財稅政策。因此研究建議：政府應提供商業基礎設施，而業者應主動處理環境因素。
129	江蘇省外商投資的阻礙及他們的對策。	1. Geoffrey Buffett 2. Shuangqin Liu	2014 年，江蘇的 GDP 已經來到 6 兆人民幣，儼然成為中國第二大經濟都市，越來越多外商進入江蘇進行投資，截至去年為止，已經超過 6142.72 億美金的外資進入江蘇，這些外資的流入對江蘇非常有利，消化了過多的工業製品，同時也提升了國際競爭力。然而，另一方面卻存在許多外商投資江蘇的障礙：江蘇內部的發展程度差距過大，導致所有資金集中在單一地區或事業。為解決這個問題，本研究針對政府、大企業及工會資料進行 SWOT 分析策略。研究結果顯示：政府應制定政策鼓勵外資投入其他地區；企業應尋求彼此合作的機會；工會則應扮演企業與政府間溝通的橋樑。

138	企業才能與公司業績：沙烏地阿拉伯女性觀點。	1. William K. Darley 2. Tariq M. Khizindar	研究目的：在資源充足的基礎下，企業才能(包含市場知識、操作能力、對待員工、資金取得)與消費者滿意度及公司業績兩者之間的關係。 研究設計：資料來自於 171 位沙烏地阿拉伯女性企業家，採結構方程模式分析。 研究結果：企業家的資金取得能力會與消費者滿意度及公司業績呈現有意義的相關；同時員工勞力短缺會有負面的影響；而操作能力與其沒有任何關係。 獨創性/價值：本研究發現人力與資金資本對於消費者滿意度及公司業績的重要性，也同時指出市場知識、資金取得與勞力短缺對於上述兩者的影響。另外，由於受訪者是沙烏地阿拉伯的女性企業家，如此獨特的背景，因此其他相關研究(含管理策略、資金取得、女性企業家…等等)皆可參考本研究。
154	沙烏地阿拉伯方案企劃室：開業者觀點。	1. Margaret W. Emsley 2. Umar A. Altahtoh	方案企劃室並不是一種大型組織，到目前為止的研究，都僅僅是在探討方案企劃室在沙烏地阿拉伯究竟是公部門還是私部門。研究資料完全來自於訪談，輔以專業的情報技術分析及主題式分析。本研究在綜合性的觀點下發現：方案企劃室在一個組織中扮演著重要的角色。

公共政策			
頁數	主題	作者	摘要
43	激勵奈及利亞公部門員工的工作態度影響之研究。	1. Ozioma-Eleodimuo Priscilla O. 2. Edeoga Georgina	本研究主要在於研究激勵奈及利亞公部門的員工之後對他們的工作態度的影響。激勵的目的在於希望員工在工作上擁有更好的表現。本研究採取隨機抽樣，透過經過設計的問卷訪問 120 名受試者並分析其回答結果，研究結果顯示：激勵確實可以增進工作態度，因此建議要多多鼓勵員工以改善工作表現。
47	會計學：一個杜絕奈及利亞公部門貪汙的工具。	1. Blessing Ogodor 2. Eliezer Olukowade	本研究主要在於研究會計學在奈及利亞公部門的杜絕貪汙扮演什麼樣的腳色？以及內部的控管及制定好的會計標準是否有助於杜絕貪汙。本研究主要依賴問卷及二手資料進行研究，輔以 Cronbach alpha 值進行信效度分析，在奈及利亞的 Ekiti 州公部門進行隨機抽樣。研究結果顯示：內部控管及會計標準做得越完善，貪汙的比例就會隨之降低，因此研究建議：管理階層應至少要具備基礎的會計學基礎知識，而員工應該要受定期的訓練。
62	使用公共私營合作制的外交財政發展模式：以南韓與越南的政府開發援助模式為例。	1. Youree Lee 2. Jasper Kim	2010 年，僅僅距離韓戰(1950-53)結束後才半個世紀，韓國成為協助發展中國家的國際援助者。 南韓對於越南的國家發展援助相較於其他國家來得大，2004 年捐助 4 億 3 百萬美元；在 2012 年增加至 16 億美元，僅僅 8 年就增加了 4 倍之多，而越南同時也成為了南韓援助最多的國家，在 2011 年，就有將近 20% 的南韓國際援助預算都獻給了越南。 本研究假設了兩個研究問題：1. 為甚麼南韓的國際援助會集中於越南？2. 是否外交財政及公共私營合作制有助於南韓國際援助的成效？使用質量混合分析後，研究結果發現：1. 南韓對越南的國際援助主要皆因於南韓的國際身分及興趣、2. 資金模式(外交財政的一環)對於南韓的國際援助是一個可行的方法，能夠有效提升援助效果。

77	杜絕貪污的社會經濟因素：以地方政府的政策決策者為例。	1. Keskaew Charoenviriyaphab 2. Prinit Duangchinda	在現今，貪汙的起因與重要性已經吸引了學術機構及政府機關的注意，文獻指出：社會因素和經濟因素皆與貪汙有關連。以 400 位泰國宋卡當地政府的員工為樣本並以迴歸分析處理回答結果。研究發現：不同的因素會影響貪汙的形式及過程，更甚者，我們還發現了因應各種不同原因的貪汙的各種應對策略，當然，我們的經驗告訴我們：好的政府應該要能夠策劃好的政策，並且要適用於各種公司環境。
105	杜絕貪污的領導方針：以宋卡當地政府為例。	1. Keskaew Charoenviriyaphab 2. Prinit Duangchinda	許多理論表示：地方分權，適當的讓地方政府增能賦權，有助於改善貪汙情況；然而，在發展中國家，地方分權卻有可能會增加貪汙的可能。因此，釐清貪汙的起因及效率工作的原因就變得更加重要。本研究使用因素分析，統計結果顯示：所有的因素都符合一致性，因此確認出三種貪汙形式：侵占、主從關係、採購。由於貪汙的過程分為四種因素：故意、非故意、順從上司、補償心態，因此研究建議：政府應該明訂相關法規並相信他們的當地政府。本研究預期能得到有用的效果且能有效改善貪汙情況。
112	土耳其公共管理模式的改革對於社會資本的影響。	A. Serap Tuncer	本研究在於研究土耳其公共管理模式的轉變，起因於受西方自由民主的風潮及現代化的宗教模式影響，無疑地，轉變也帶來了社會資本的變動及財富。 由於中央政府過於集權，因此地方政府採取堅定的立場取得了他們應有的地方管轄權。 在改革的過程中，有一些中央內閣放棄了他們對於地方管轄的權力，而地方政府在取得自治權以後也有對中央公共建設進行投資，就像當代的慈善機構一般。 本研究擁有強大的知識基礎，同時用以當地與外國文獻並採計專家意見，發展成一套具備理論基礎的架構。
168	奈及利亞政黨如何維持民主。	Musa Lumi	奈及利亞自從 1999 年開始至今已經經歷了 15 年的民主時代，在這個民主系統中，政黨一一被建立，已經不再是以以前的軍政府，現在已經是民主政府；然而，奈及利亞能否繼續維持民主時代，卻存在一個巨大的挑戰。本研究即在於研究政黨與能否維持民主時代有何種關聯？資料蒐集於教科書的評論、旅行家、報紙、網路…等。本研究發現：要維持住民主必須具備 4 種條件：競爭關係、組織、責任、動員，因此研究建議：政黨須將上述 4 種條件加入施政方針中並在實務面發揮效用。

其他議題			
頁數	主題	作者	摘要
19	北印度哈里亞納邦農村社區的機會與挑戰：質性研究。	Diljot Kaur Soin	本研究想要研究當地居民在生活上的困難處並提出一些對應辦法，再者，本研究意圖描繪出一些重要的研究問題供未來的相關研究參考並關心當代的農村挑戰。大約 45 位在經濟水平上有困難的受試者接受開放式的問答，詢問他們面對到哪些機會與挑戰，包含：農業、教育、工作、衛生、交通、醫療，最後即是他們政治上的領導者在提升生活水準中扮演什麼樣的腳色。
175	從高等教育機構離職的	Bhavna Malik	本研究在於研究不同的角色壓力來源與人力資源的實踐程度對於印度高等教育制度之間有何種關聯？來自 22 所印度私立技職學校，195 位職員受訪，採逐步迴歸分析，發現在角色壓力下有三種：角色衝度、



	原因。		角色模糊、角色過勞、而在人力資源實踐有四種：升遷機會、薪資、教育訓練機會、生涯成長，另外，工作壓力與工作滿意度呈負相關、而人力資源實踐程度與組織忠誠度呈現正相關、組織忠誠度與工作滿意度呈現負相關。
--	-----	--	--

# **An Analysis of the Implementation Effectiveness of Taiwan's Older Adult Education from the Perspective of Social Outcomes**

Li-Hui Lin

*Associate Professor, Department of Adult and Continuing Education  
National Chung Cheng University  
Taiwan, Republic of China*

## **Abstract**

This study aims to assess the implementation effectiveness of older adult education from the perspective of social outcomes. It proposes an assessment structure based on OECD (2007), "Understanding the Social Outcomes of Learning," so as to focus the effectiveness of older adult education on two cores: health and civic/social engagement. The research objectives are as follows: first, to analyze the implementation effectiveness of Taiwan's older adult education from the perspective of participants; second, to analyze the social outcomes from different types of courses; and third, to analyze the social outcomes of different older adult educational institutions. Questionnaire surveys were conducted among learners at Evergreen Academies, Senior Learning Centers, and Senior Learning Academies. A total of 12,065 questionnaires were distributed and 9,033 valid ones returned, for a valid return rate of 74.87%. Statistical analysis suggests five conclusions: First, implementation effectiveness of older adult education includes promotion of health and civic/social engagement. Second, females have better social outcomes than males. Third, older adults with a lower level of education are found to have better social outcomes. Fourth, different social outcomes are generated from various types of courses. Fifth, compared to Evergreen Academies and Senior Learning Academics, Senior Learning Centers generate the best social outcomes.

**Keywords:** civic/social engagement, health, implementation effectiveness, older adult education, social outcomes

## **I. Background and Importance of the Issue**

In a research report published by the OECD(2007), “Understanding the Social Outcomes of Learning”, the focus of social outcomes was on their impact on the health and civic/social engagement (hereafter CSE) of learners after receiving education or participating in learning activities; the report particularly emphasized that learning activities can be organized not only around the normal education system of schools, but also that lifelong learning is necessary for individuals who have already left school. The social outcomes generated by the latter deserve more attention (Feinstein, Sabates, Anderson, Shorhaindo & Hammond, 2006). In recent years, Taiwan has placed more importance on older adult education, so its impact on individuals and society, as well as its implementation effectiveness, need to be examined. Hence, this study will extend social outcomes of learning to the field of older adult education in order to shed light on its impact on individuals and society.

## **II. Literature Review**

Allowing older adults to live more healthily by staying involved with their own family and community, and organically building social solidarity, can help them play an active role in modern society (OECD, 2001). The promotion of Taiwan’s older adult education, however, needs to be examined further to see whether these social outcomes are generated. This study treats health and CSE as two domains which can be used to assess the implementation effectiveness of older adult education. Further description is provided below.

### **1. The Development of the Older Adult Education in Taiwan**

According to statistics released by Taiwan’s Ministry of the Interior (2015), by the end of March 2015, the population aged 65 and above reached 2,846,387, or 12.14% of the island’s total. In preparation of confronting the aging society, the Taiwan government has already subsumed the senior citizen issue into policy making and has proposed policies responded accordingly. In 2006, "White Paper on Senior Education Policy" was released by the Ministry of Education in expectation of establishing a new perspective on older adult education.

There are three types of older adult educational institutes in Taiwan. They are Evergreen Academy

(hereafter EA) organized by the Department of Social Welfare; Senior Learning Center (hereafter SLC) and Senior Learning Academy (hereafter SLA) organized by the Ministry of Education (Lin, 2008). The purposes of EA are three: (1) to encourage older people's engagement in society for enriching life significance; (2) to increase social interaction and to build community supporting network; (3) to facilitate obtaining welfare information and to shorten the gap of information scantiness. Up to 2012 there are 341 EA in total.

The purposes of setting up SLC are: (1) to provide senior citizens learning opportunities and to build healthy body and mind; (2) to develop the older adult education on community level; (3) to consolidate community resources and to generate community-learning culture. Up to 2012, 225 SLC had been set up.

Three purposes are found in organizing SLA programs: (1) to fulfill the vision of pursuing health and joyful learning for the senior citizens; (2) to increase learning opportunities for senior learners with innovative and diversified learning approaches; (3) to provide co-learning platforms for senior learners and university students bearing the hope of seeing intergenerational interaction. Up to the year 2012, 98 SLA had been established.

## **2. Health**

Education is an important mechanism for enhancing individuals' attitudes toward health and happiness, because it can reduce costs resulting from a dependency on medication as well as income losses due to illness. Moreover, education is an organic way of promoting and maintaining one's health, and also supports and cultivates the development of interpersonal relations, helping to foster individual, family, and community cohesion. Accordingly, the health effectiveness of education transcends the boundaries of school education.

In addition, the survey conducted by OECD (2007) indicated that older adult learning is possibly beneficial to health. Furthermore, good health is something that everyone would like to have, and this is especially true for older adults. Following health crises caused by poorer physiological functions, older adults become more concerned with their health; this is evident from their preference for learning more about health care (Huang, Lin, & Liang, 2008). Until now, no relevant studies have been conducted on the health effectiveness of older adults participating in learning activities directed towards themselves and

society. Hence, this study designed a questionnaire based on two dimensions: health literacy and physical condition.

### **3. CSE**

The concept of *active aging* emphasizes the importance of engagement for older adults (WHO, 2002). The “United Nations Principles for Older Persons,” adopted in 1991, also lists engagement as one of its five major principles, focusing on the continuous integration of older adults within society, engagement in the enactment of relevant welfare policies, and the sharing of knowledge and skills with younger generations. Older adults should be able to look for opportunities to serve their communities, such as by taking volunteer jobs suited to their interests and abilities, and should be able to organize their own organizations and actions.

However, further research is needed to understand which social outcomes are generated through CSE. As mentioned earlier, education is an important mechanism for promoting individual health and facilitating CSE, because education reduces the demands on the individual for medical resources, while simultaneously helping individuals to maintain a healthier lifestyle. Also, in interpersonal interactions and relationships, education teaches us to trust others and tolerate differences. Thus, it further facilitates the involvement of individuals in families, communities, and society. Hence, this study uses a questionnaire based on four dimensions: the individual, family, community, and society.

### **III. Research Objectives**

In its “White Paper on Senior Education Policy”, the ROC Ministry of Education (2006) declared four visions for the future: lifelong learning, health and happiness, self-assertion, and social engagement, indicating the importance of health and engagement in older adult education. Psacharopoulos (2006) argues that the most difficult aspect of evaluating the effectiveness of education is that social outcomes cannot be measured in money. Lin (2008) discusses the reasons that older adults engage in learning, such as searching for solutions to development tasks, improving satisfaction towards life, and sharing their wisdom. In other words, older adults engage in learning activities for reasons besides work or other economic purposes.

As a result, this study uses the evaluation parameters and structure proposed by the OECD (2007) and regards health and CSE as two domains which can be used to assess the implementation effectiveness of

older adult education. The main purpose of this study is to apply the indicator structure formulated by Lin (2015), and to conduct surveys on older adult learners in order to understand the social outcomes generated along two domains mentioned above, namely health and CSE. The research objectives are as follows:

1. To analyze the implementation effectiveness of Taiwan's older adult education from the perspectives of participants
2. To analyze the social outcomes from different types of courses
3. To analyze the social outcomes of different older adult educational institutions

## IV. Research Design and Implementation

### 4.1 Subjects

In Taiwan, older adult educational institutions include EA, SLC and SLA. This study conducted a comprehensive survey of 341 EA, 225 SLC, and 98 SLA centers established in 2012. In order to have proportional samples, 15 copies of the questionnaire were distributed to each of the 341 EA centers, 20 to each of the 225 SLC centers, and 25 to each of the 98 SLA centers, for a total of 9,033 copies with a valid return rate of 74.87%. (See Table 1.)

Table 1

Valid Questionnaires Returned from Three Types of Institutions

Older Adult Educational Institutions	Number Distributed	Number Returned	Number Valid
EA	5115	3866	3455
SLC	4500	3589	3397
SLA	2450	2408	2181
Total	12065	9863	9033

### 4.2 Research Instrument

The questionnaire, titled “The Assessment of Implementation Effectiveness of Older Adult Education: The Perspective from Social Outcomes,” includes questions regarding basic information, health, and CSE. In terms of basic information, subjects were requested to fill in their gender, level of education, and types of courses taken (and from which types of institutions); for the health domain, social outcomes are measured along two dimensions: health literacy and physical condition. CSE is measured by means of four dimensions:

individual, family, community, and society.

SPSS 19.0 was employed to analyze the reliability and validity of the research instrument. The Cronbach $\alpha$  result is 0.85 for the health scale, and 0.96 for the CSE scale. As for the validity of the scales, this study aims at content validity as well as construct validity. While drafting the scales, five scholars specializing in the field of older adult education were invited to closely examine every question in order to achieve content validity. Factor analysis was also adopted to achieve construct validity. The health scale with two dimensions explains 67.63% of total variance, whereas the CSE scale with four dimensions explains 69.60% of total variance.

### **4.3 Data Analysis**

Several types of statistical analysis were conducted on the data gathered from the questionnaire surveys, including descriptive statistics, a t-test, and a one-way ANOVA to examine subjects with different demographic (gender, level of education) and instruction-related (course type and institution type) variables, to see whether any significant differences were found. If a significant difference was identified, a Scheffe post hoc test was also conducted.

## **V. Analysis and Discussion**

### **5.1 Males and females show different social outcomes in terms of the engagement of older adult education**

A *t*-test was employed to analyze the variance between participant's gender and social outcomes. With regard to the overall social outcomes, significant differences were found between males and females ( $t = 1.997, p = .046$ ). Significant differences were also found in the domains of health ( $t = 1.995, p = .046$ ) and CSE ( $t = 2.031, p = .042$ ). Further analysis of each dimension shows that female participants have higher social outcomes than the males in terms of health status ( $t = 3.618, p = .000$ ). Moreover, females have higher social outcomes than males, both in the individual dimension ( $t = 3.254, p = .001$ ) and the family dimension ( $t = 3.599, p = .000$ ).

According to Hiemsitra (1993), differences in learning between males and females can be identified, as the two genders have different demands, abilities, and traits. In traditional society, the thinking that women

are inferior to men led women to stay at home. This pushes women at older ages to be more passionate about participating in learning activities compared to men. Schuller, Preston, Hammond, Brassett-Grundy and Bynner (2004) conducted a large-scale survey on the influence of adult learning, and one of the conclusions is “the best benefit from learning is the enhancement of confidence.” Learning helps to improve self-esteem, self-understanding, and self-recognition, as well as to cultivate the ability to think independently, and better integrate within society (Hammond, 2004). This explains why better outcomes are found among the engagement of females in older adult education.

## **5.2 Those with different levels of education show different social outcomes in terms of the engagement of older adult education**

A one-way ANOVA was employed to analyze the variance between a participant's level of education and social outcomes. In terms of overall social outcomes, significant differences were found among those with different levels of education ( $F = 5.969, p = .010$ ). A Scheffe post hoc analysis found better social outcomes for older adult groups with an elementary school level of education, than for those with junior or senior high school, or college and up. That means older adults with lower education level generate better social outcomes.

On the other hand, significant differences are shown in the domains of health ( $F = 6.838, p = .010$ ) and CSE ( $F = 4.713, p = .001$ ). According to a Scheffe post hoc analysis, older adults with lower education levels generate better social outcomes. Campbell (2006) points out that this is because when participating in older adult education, those with a lower level of education can learn more new things that they have never come in contact with before. Therefore, better social outcomes are observed in this group than in those with an education level of college and up. This also indicates that social outcomes can generated by older adult education, Feinstein, *et al.* (2006) suggest that more diversified courses should be offered according to participants' level of education.

## **5.3 Those who take different courses show different social outcomes**

A one-way ANOVA was employed to analyze the variance between different types of courses and social outcomes. Overall social outcomes show that different social outcomes are generated by different types of courses at various older adult educational institutions. EA centers, which have been working for a



long time to satisfy the expressive needs of older adults, are found to have better social outcomes in their art and culture courses ( $F = 4.470, p = .000$ ); SLC have better social outcomes in their contribution services courses ( $F = 4.873, p = .000$ ); and SLA show better social outcomes in the courses which are unique to those schools ( $F = 3.594, p = .003$ ).

The courses offered at EA include those in the fields of art and culture, languages, skill acquisition, health caring, leisure, and spiritual growth. EA centers generate better social outcomes in art and culture courses. According to McClusky's Margin Theory of Needs, humans require self-expression. In art and culture courses, learners are able to exhibit their work, and thus satisfy their need for self-expression. Art and culture courses generate better social outcomes by providing older adults a means to express themselves.

SLC open courses of contribution service, features, policy promotion, aging life-skill knowledge, and hobby cultivation and recreation. At SLC, contribution service courses are associated with better social outcomes. According to McClusky (1971), humans have a need to contribute. Contribution and service courses provide older adults with opportunities to participate in volunteer services, and thereby enhance their self-esteem and sense of self-worth. Since they are able to contribute to society, greater social outcomes are generated.

Courses are available at SLA include school unique related, health and leisure, aging support knowledge, and new life experiences. SLA have better social outcomes with their unique courses. Older adult learners at SLA have higher levels of education, so better learning outcomes would be generated only by offering unique and in-depth courses.

#### **5.4 Participants in different institutions show different social outcomes in terms of the engagement of older adult education**

A one-way ANOVA was employed to analyze the variance between different institutions and social outcomes. The subjects of this study came from three categories of older adult educational institutions: EA, SLC and SLA. Differences in the social outcomes of subjects from these different categories were studied. Significant differences were found overall ( $F = 98.306, p = .000$ ), as well as in the domains of health ( $F = 155.230, p = .000$ ) and CSE ( $F = 49.485, p = .000$ ). A Scheffe post hoc analysis reveals that these differences are more significant for SLC than for EA and SLA, in that the social outcomes of learners

attending SLC are the best.

This result corresponds to the above finding regarding subjects' education levels: compared to SLA and EA, older adults involved at SLC have lower levels of education, showing that there is more room for improvement. In this way, better social outcomes can be generated. This finding also shows that disadvantaged older adults experience more positive social outcomes through community-based channels for older adult learning, such as SLC. Table 2 shows social outcomes variance analyses between different institutions.

Table 2

Social Outcomes Variance Analyses between Different Institutions

Dimension	Institute	<i>n</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	Scheffe post hoc analysis
Overall social outcomes	EA (1)	3455	4.20	.48	98.306***	.000	2>1>3
	SLC (2)	3393	4.28	.49			
	SLA (3)	2188	4.09	.47			
Health domain	EA (1)	3455	4.20	.49	155.23***	.000	2>1>3
	SLC (2)	3393	4.29	.50			
	SLA (3)	2188	4.05	.50			
CSE domain	EA (1)	3455	4.17	.49	49.485***	.000	2>1>3
	SLC (2)	3393	4.26	.51			
	SLA (3)	2188	4.13	.48			

\*\*\* $p < .001$

## VI. Conclusions and Recommendations

### 6.1. Conclusions

#### 1. Implementation effectiveness of older adult education includes the promotion of health and CSE

Social outcomes generated from the engagement of older adults in learning can be classified under two domains: health and CSE. Using the five-point Likert scale, the research results of this study indicate that the mean for overall social outcomes is 4.20, as is the mean for health and CSE.

Health effectiveness generated from older adult education can be split into health literacy and physical condition. According to the research results of this study, the mean of health is 4.20, while the mean for physical condition is 4.21, which is higher than that of health literacy at 4.19. Thus, the implementation

effectiveness of older adult education shows positive results in both the acquisition of abstract health literacy and the improvement of actual physical condition.

CSE effectiveness can be then classified into four dimensions: individual, family, community, and society. The survey results of this study indicate that the mean of CSE is 4.20; the individual and family dimensions each have a mean of 4.28; the community dimension has a mean of 4.15; and the society dimension has a mean of 4.07. Therefore, older adult education has better implementation effectiveness in the individual and family dimensions, show the least effectiveness in social dimension.

## **2. Females have better social outcomes than males**

Different gender groups yield different social outcomes in older adult education. A Scheffe post hoc analysis reveals that physical condition of health dimension shows a significant gender difference, as do the individual and family dimensions of CSE. That is, females demonstrate better overall social outcomes than males.

## **3. Older adults with a lower level of education are found to have better social outcomes**

Different levels of education contribute to different social outcomes in older adult education. Significant differences appear in overall social outcomes, health, and CSE. A Scheffe post hoc analysis demonstrates significant differences in health literacy and physical condition in the health dimension, as well as the individual and community dimensions of CSE. Furthermore, in terms of social outcomes, subjects with lower education levels outperform those with higher levels of education.

## **4. Different types of courses generate different social outcomes**

Different courses contribute to different social outcomes in older adult education. A Scheffe post hoc analysis indicates that older adults studying at EA show the best social outcomes from art and culture courses; those at SLC, from contribution service courses; and those at SLA, from the unique courses offered by that institution.

## **5. Compared to EA and SLA, SLC subjects generate better social outcomes**

Different institutions produce different social outcomes with respect to older adult education, including significant differences in health and CSE. A Scheffe post hoc analysis indicates greater differences in social outcomes for SLC subjects than for those at EA and SLA.

## **6.2 Recommendations**

### **1. Suggestions for governmental agencies**

#### **(1) Sponsor academic studies focused on older adult education**

According to conclusion 1, this research assesses the implementation effectiveness of older adult education in terms of two domains: health and CSE. These two domains are indeed promoted by older adult participation in learning activities. Different levels of implementation effectiveness are observed at the three different types of institutions. In order to respond to the aging society, governmental agencies need to sponsor academic studies focused on older adult education in order to satisfy the different learning needs of older adults.

#### **(2) Enhance the social dimension of older adult educational effectiveness**

The four dimensions of effectiveness in older adult education as applied to CSE are individual, family, community, and society. According to conclusion 1, the social dimension shows the least effectiveness. Hence, governmental agencies ought to further promote the social dimension of older adult education in order to encourage more social engagement by older adults. It is hoped that the promotion of older adult education can be considered in both the public and private fields.

### **2. Suggestions for older adult educational institutions**

#### **(1) Promote learning engagement among older adult males**

According to conclusion 2, females demonstrate better social outcomes than males. As a result, it is suggested that older adult educational institutions offer courses aimed at older adult males, designing courses based on their demands and psychological needs.

#### **(2) Focus on improving learning opportunities for disadvantaged older adults**

According to conclusion 3, older adults with lower levels of education generate better social outcomes. Thus, older adult education is better at improving social outcomes for disadvantaged older adults. This study suggests that older adult educational institutions focus on improving learning opportunities among disadvantaged older adults for the sake of social justice and improved social welfare.

### **(3) Offer courses in accordance with institutional vision and goals**

According to conclusion 4, 5, courses at various older adult educational institutions demonstrate better social outcomes when they match the specific vision and goals of the institutions. Thus, it is suggested that various types of institutions offer courses in accordance with their respective missions, in order to make maximal use of resources at minimal costs, and provide older adult courses with the optimal social outcomes.

## Reference

- Campbell D. E. (2006), What is Education's Impact on Civic and Social Engagement? In OECD (Ed.), *Measuring the effects of education on health and civic engagement* (pp. 25-199). Proceedings of the Copenhagen Symposium.
- Feinstein, L., Sabates, R., Anderson, T., Shorhaindo, A., & Hammond, C. (2006). What are the Effects of Education on Health? In OECD (Ed.), *Measuring the effects of education on health and civic engagement* (pp. 171-209). Proceedings of the Copenhagen Symposium.
- Hammond, C. (2004), Impacts of Lifelong Learning upon Emotional Resilience, Psychological and Mental Health: Fieldwork Evidence. *Oxford Review of Education*, 30(4), 551-568.
- Hiemstra, R. (1993). Older Women's Ways of Learning: Tapping the Full Potential. A paper presented at the Conference Entitled "*The Enduring Spirit: Woman as They Age*" held on April 1-3, 1993, University of Nebraska at Omaha.
- Huang, F. S., Lin, L. H. & Liang, J. S. (2008). *Research of Investigation on Learning Intention for Senior Learners in Taiwan from Compulsory Retiring*. Ministry of Education Entrusted Research Project.
- Lin, L. H. (2008). Older Adult Education Institutes and Implementation. In Huang, F. S. (Ed.), *Older Adult Learning* (pp. 161-182). Taipei: Wu-Nan Book Inc.
- Lin, L. H. (2015). The social outcomes of older adult learning in Taiwan: evaluation framework and indicators. *Educational Gerontology*, 41(4), 292-304. (SSCI)
- McClusky, H. Y. (1971). *Education: Background and Issues*. Paper presented at the White House Conference on Aging. Washington, DC: U.S. Government Printing Office.
- Ministry of Education (2006). *Towards an Aging Society: Policies on Senior Adult Education*. Taipei: Author.
- Ministry of Interior (2015). *Monthly population statistics of household registration*. Retrieved April 17, 2015, from <http://sowf.moi.gov.tw/stat/month/list.htm>
- OECD(2001). *The Well-Being of Nations*. Paris: OECD.
- OECD(2007). *Understanding the Social Outcomes of Learning*. Paris: OECD.

Psacharopoulos, G.(2006). The Value of Investment in Education: Theory, Evidence and Policy. *Journal of Education Finance*, 32(2), 113-126.

Schuller, T., Preston, J., Hammond, C., Brassett-Grundy, A., & Bynner, J. (2004).

*The Benefits of Learning: The Impacts of Education on Health, Family Life and Social Capital*. New York: Routledge Farmer.

WHO (2002). *Active Ageing: A Policy Framework*. Retrieved April 17, 2015, from

[http://whqlibdoc.who.int/hq/2002/WHO\\_NMH\\_NPH\\_02.8.pdf](http://whqlibdoc.who.int/hq/2002/WHO_NMH_NPH_02.8.pdf)

# 科技部補助專題研究計畫出席國際學術會議心得報告

日期：106 年 1 月 10 日

計畫編號	MOST 103 — 2410 — H — 194 — 082 — SS2		
計畫名稱	樂齡大學的經營模式、執行成效與發展策略之研究		
出國人員 姓名	林麗惠	服務機構 及職稱	國立中正大學成人及繼續教育學系教授
會議時間	104 年 11 月 17 日 至 104 年 11 月 24 日	會議地點	Orlando, Florida
會議名稱	(中文)第 68 屆美國老年學年會 (英文) The Gerontological Society of America's 68th Annual Scientific Meeting		
發表題目	(中文)台灣高齡友善城市指標建構之研究 (英文) A Study on Constructing Indicators of Age-Friendly City in Taiwan		



## 一、參加會議經過

此次在美國佛羅里達州舉辦的研討會是在 2015 年 11 月 18 日～22 日，此行研究者於 11/17 飛抵奧蘭多之後，隨即在隔天參與五天的研討會，研討會結束後於 11/24 返抵台灣。

詳細行程安排如下：

11/17 抵達奧蘭多

11/18～22 參加國際研討會

11/24 返抵台灣

## 二、與會心得

在 2015 年的 GSA 國際研討會中，有 10 篇研究內容值得加以關注，依研究議題的概念而言，約可區分為長期照護、同性戀、高齡友善及退休生活議題等。研究者全程參與此次的國際研討會，並將這些論文的摘要整理於附件一所示。

就長期照護議題而言，全球高齡人口與日俱增，高齡化社會已經是全世界不可忽略的重要議題，Sienna Caspar 的研究著重於政府的領導方針、社會體制及社會影響，研究發現領導方針必須經過通盤的規劃，而現行的政策過於理想化，未顧及實務層面；另外，在社會體制層面，必須從長期護理學校開始改變，提升學生專業以改善長期照護品質，並配合就業後之教育訓練，使學習能夠無縫接軌轉化為知識。

Becky Kurtz 的研究針對長期照護的監控體制，認為長期照護不能夠缺乏監控體制，為減少長期照護機構服務品質良莠不齊的情況發生，研究調查事項有三點：是否已存在現有體制、該如何建立體制、長期照護機構中存在那些已知問題，研究採取隨機抽樣並訪問政府官員、長期照護工作者、高齡者等等，研究結果發現：現行體制已存在監控體制，然而卻缺乏相關法規明確規範，因此研究建議政府及有關單位應盡快訂定完整、明確的法規，以完善長期照護體制。

Sheryl Zimmerman 的研究認為目前長期照護人手不足，面對越來越多的高齡者，短期之間尚無法立即培育出相對數量的長期照護工作人員，因此建議政府應著手協助目前的長期照護人員，減輕其工作負擔。本研究以阿茲海默症患者的醫藥問題為例，由於目前醫學發展，阿茲海默症尚無根治之道，僅能減緩其病情，因此坊間密醫與密

藥消息層出不窮，為統一管理並簡化長期照護工作人員負擔，政府應將長期照護相關醫藥問題進行統一管理，長期照護工作者、高齡患者及整體社會才會得到完善的照顧。

在同性戀議題的部分，現今部分國家中的同志尚未合法，即使在已合法化國家，主流社會風潮依然不接受同志的文化。Karen Fredriksen-Goldsen 的研究針對目前的高齡同志做想法、對策及幸福感的調查，研究秘密訪問 30 位高齡同志，其中發現僅 2 人成功成家，其餘高齡同志不是不表態，就是已經順應潮流（與異性結為伴侶），研究也發現幸福感低於平均值，推測可能與主流社會的排擠有關。

Lori Thomas 的研究針對年少時曾經被家人強烈反對的高齡同志，對其訪問生命經驗，藉以探討社會對弱勢族群的欺壓與反彈，研究訪問 3 位符合受訪條件的高齡者，研究發現：隨著時代潮流更迭，社會風氣漸趨開放，目前承認同性戀性向並不如傳統會受到社會與家人的撻伐，然而社會上尚存在不能完全接受同性戀的風氣。

在高齡友善議題當中，Jennifer Campbell 的研究在於瞭解社區如何自發性的創造高齡友善環境，研究訪問當地高齡友善模範社區的社區發展協會理事長，參考其對於高齡友善的相關作法，以提供給其他社區作為參考。相關作法包含：協助社區內退休後高齡者開創副業、主動改善社區內道路交通等硬體設備、鼓勵社區內中小學結合服務學習關心獨居老人、鼓勵社區內高齡者成立自主學習社團以推廣終身學習。

Kendon Conrad 的研究主要在於對高齡者施暴的人之人格特質分析，研究根據大量的國內外文獻及相關案例，並分析多起高齡者受虐個案，透過專家的觀點進行分析，建構出一套相關架構，分析施虐者的人格特質，提供有關單位作為聘雇與照護工作者評鑑的參考。

Lydia Li 則針對中國的高齡者憂鬱及自殺作深入探討。研究採隨機抽取中國各省總共 300 名高齡者進行問卷調查，在經過資料分析後挑選適合的對象進行訪談。研究結果顯示：越接近發展完全的大都市，其境內高齡者憂鬱指數越高，原因來自於朋友稀少（因都市人口結構以年輕人為主）、孤單（家人忙於工作人鮮少於陪伴），因此建議政府應特別照顧都市內的高齡者。

在退休生活議題之中，Anthony Sterns 的研究針對高齡人力資源作探討，高齡化社會下高齡人口偏高，扶養比也隨之上升，為減少年輕人負擔並善用高齡者人力資源，此一研究訪問公家機關職員、專家學者、已退休及屆退休之高齡者，分析其退休原因，再根據各方意見彙整、分析出對應策略。

Christian Weller 主要針對在高齡者退休後，家庭如何彌補減少的收入，此一研究隨機抽取 300 個家庭進行問卷調查並在分析後發現：超過一半的家庭認為高齡者退休後理所當然收入自然減少，尚有家中年輕成員在創造收入，故不採取任何作為，然而，也有家庭認為高齡者能夠協助職場或是協助家務，以減少家中年輕成員負擔。

整體而言，首先，長期照護的議題一直以來都備受關注，Sienna Caspar 及 Sheryl Zimmerman 關注在政府的政策及社會體制、Becky Kurtz 著重在長期照護的評鑑與監控並強調從護理學校的學習品質開始改善，其次，在同性戀議題中，凸顯出高齡同志在傳統時代備受打壓，不被社會、家人所接受導致 Karen Fredriksen-Goldsen 的研究中，高齡同志的幸福感特別低落，再者，高齡友善議題中，Kendon Conrad 及 Lydia Li 點出了我們可以改進的地方（高齡者受虐與都市高齡者孤獨），而 Jennifer Campbell 的研究則值得讓推動高齡友善的社區單位參考，最後，在退休生活議題中，高齡人力資源一直以來都是值得被探討的議題，專屬於高齡社會的「機會」，Anthony Sterns 的研究作出了很好的實施策略。

### 三、發表論文全文或摘要

詳如附件二

### 四、建議

研究者在此一研討會中發表之論文（A Study on Constructing Indicators of Age-Friendly City in Taiwan），受到許多與會者之迴響，因為，世界各國均已或快或慢地面臨高齡社會來臨之挑戰，從而凸顯高齡友善城市議題之重要性。

關於高齡友善城市的指標，儘管 WHO(2007)曾發表《全球高齡友善城市建構指南》(Global Age-Friendly Cities: A Guide)，然而，與會者皆同意各個國家得依據其發展程度與地區特色而重新形塑或建構。針對研究者提出的高齡友善城市評估架構涵蓋八大層面、14 個向度，共計有 65 項評估指標，與會者除了表示贊同之外，亦針對臺灣高齡友善城市的建構提供許多寶貴的建議。

整體而言，因此一國際研討會的主題相關豐富，與會者的背景亦相當多元，從不同視角來看待高齡友善城市這個議題時，也激盪出許多不同的觀點，讓研究者在此次的研討會中收穫良多。基於精益求精的立場，研究者提出如下建議：此次的研討會，雖每一場次均有主持人、發表人等角色，待發表人發表完之後，由主持人邀請

與會者針對發表人的文章進行意見交換與討論，然因欠缺與談人或評論人的角色，使得每一篇論文能得到的回應較為不足，建議研討會能在每一場次邀請相關領域的與談人或評論人，以提供研究者後續修改論文之參考建議。

## 五、攜回資料名稱及內容

1. The Gerontological Society of America's 68th Annual Scientific Meeting Proceeding
2. 會議光碟一片（含論文摘要）

## 六、其他

研討會接受通知

Lin Li-Hui

Re: A Study on Constructing Indicators of Age-Friendly City in Taiwan

Congratulations! Your abstract has been accepted for presentation at The Gerontological Society of America's 68th Annual Scientific Meeting, taking place in Orlando, Florida from November 18 to 22, 2015.

Below you will find your session type and scheduling information. Your session type, if you submitted a paper or poster, may have changed from what you submitted, so please pay special attention to your session type as it is listed below. All decisions regarding presentation type and schedule are final.

Abstract ID: 2235028

Abstract Title: A Study on Constructing Indicators of Age-Friendly City in Taiwan

Session Title: Aging and Environment

Session Type: Paper

Date: November 21, 2015

Time: 3:00 PM - 4:30 PM

長期照護			
編號	主題	主席	摘要
2455	長期照護機構設置。	Sienna Caspar	本研究主要在於研究長期照護的領導方針、體制、對社會造成的影響。研究結果發現：領導方針需要經過通盤的規劃，現行的長期照護方針皆未考慮到實務層面，期望未來能夠廣邀專家學者以周全其政策方針；在體制層面，須從護理學校開始著手，護理學校須顧及學生程度以兼顧長期照護品質，同時必須配合政策進行就業後之教育訓練。本研究期望奉獻於長期照護，供政府機關及所有相關機構參考，以達到改善長期照護品質之目標。
1955	長期照護的監察方案：過去的成就和未來的目標。	Becky Kurtz	對於長期照護，大眾一直以來都是得過且過的心態，近代以來，高齡化人口越來越多，高齡議題已不可忽視，而長期照護機構與制度向來欠缺監控機制，導致品質良莠不齊。本研究目的在於瞭解：1.現行機制中是否已存在監控機制？2.該如何建立一套完整的監控機制？3.現有長期照護機構中，存在哪些問題？研究採取隨機抽樣並訪問政府官員、長期照護工作者、高齡者…等等，將資料進行質性分析，得到研究結果顯示：現行體制中已存在監控機制，然而，卻尚無相關法規明確規範，因此，研究建議政府應盡快建立一套完整的法規，以完善長期照護體制。
1475	協助阿茲海默症照護者管理醫藥問題。	Sheryl Zimmerman	隨著高齡人口結構日益增加，老化相關疾病患者也隨之增加，這些與日俱增的患者儼然沒有相對應增加的照護工作者來應對，若短時間內尚無辦法立即增加照護人手，則應從「協助」層面著手。本研究在於瞭解政府應當如何從醫藥管理層面協助阿茲海默症照護工作者，目前對於阿茲海默症的病症處方尚無根治之道，僅能減緩其發作時間，也正因如此，政府應著手控管阿茲海默症相關醫藥問題，減少民間秘密醫療行為，造成患者非必要的負擔。

同性戀議題			
編號	主題	主席	摘要
650	排斥性和順應性隨著時間的聯串效應：高齡同志的幸福感和健康之研究。	Karen Fredriksen-Goldsen	同性戀議題一直以來在部分國家都未受到正視，尤其在戰後嬰兒潮出生的世代，如今已成為高齡者，在這之中的同志由於傳統時代的觀念，大多隱藏自我，生活並不快樂。本研究主要在於瞭解高齡同志隨著時間的推移，會堅持自我還是順應社會潮流？對於當下的生活又具有何種程度的滿足？研究秘密調查 30 位高齡同志受訪者，其中僅有一對成家，20 人孤老終生，其餘 8 位與異性伴侶成家。研究結果顯示：幾乎所有高齡同志終其一生都不會表態自己的性向，甚至有部分會順應潮流，說服自己是異性戀，即使內心並不這樣認為。另外研究結果也顯示：高齡者同志幸福感低於平均值，這可能與社會主流意識排擠有關。研究建議高齡者應走出自我意識，在當今已不再傳統的時代中，認真面對自我的性向。
90	性別的軌跡？無家可	Lori Thomas	在社會的底層存在著弱勢族群，而其中有一群就是不被社會接受的同性戀者。本研究主要在於研究高齡同志因為年輕時大方承認自我性向而不被社會、家人所接受，最後被驅逐家門的生命經驗。研究採質性

	歸的高齡者的生命經驗。		訪問 3 位年輕時曾經無家可歸的高齡者，將其研究資料分析後可得到研究結果顯示：隨著時代的變遷，如今承認自我性向已經有較大的接受度，也較不會受到強烈的反彈；雖然如此，社會上卻始終存在著異樣的眼光。因此研究建議：大眾應廣納接受他人的性向，不應配戴有色眼鏡看待特殊族群。
--	-------------	--	--

高齡友善			
編號	主題	主席	摘要
170	創造高齡友善和社區自發性的案例：4 個不同的方法。	Jennifer Campbell	本研究主要在於瞭解社區中如何自發性地創造高齡友善，以順應高齡化世代。研究訪問當地高齡友善模範社區協會理事長，瞭解其如何運用在地優勢創造高齡友善。研究結果發現四種方法：1.協助社區高齡者接洽退休後副業、2.主動注意社區內交通道路等硬體設備問題、3.社區中小學組成獨居高齡者探望社團並提供服務時數、4.主動發起高齡者自主學習型社團，推廣終身學習。
2375	對高齡者施暴的人格特質理論。	Kendon Conrad	本研究主要在於研究對高齡者施暴的人，其人格特質一般具備何種共通點。研究立基於大量的國內及國外施暴、霸凌相關文獻，以及多起的高齡者受虐個案分析，透過專家觀點，建構出一套對高齡者施暴的人的人格特質，期望未來高齡照護機構能夠參考。
2130	中國的晚年憂鬱與自殺行為：原因與治療。	Lydia Li	本研究主要在於研究中國近來時常發生的高齡者自殺事件做深入探討，咎其真正原因並提供解決方案予政府機關作參考。研究採質量混合進行，隨機抽取中國各省 300 名高齡者，再以問卷填答狀況挑選樣本進行訪談。研究結果顯示：越接近發展完善的城市，高齡者憂鬱指數越高，咎因於朋友稀少、家人忙碌而導致孤單，建議政府與民眾應特別重視城市內高齡者的心靈陪伴。

退休生活			
編號	主題	主席	摘要
1635	協助高齡者重返職場或續留職場	Anthony Sterns	目前全世界皆面臨高齡化社會，為降低年輕世代負擔，中高齡人力資源的運用已經是迫切的課題。本研究主要研究公家機關如何協助高齡者在退休後重返職場、以及延後高齡者退休時間。研究訪問公家機關職員、專家學者、屆退休年齡高齡職員、已退休高齡者，分析高齡者意圖退休原因，再根據各方意見整理出應對策略。
2205	得過且過直到退休：瞭解家庭是如何處理退休後不足的收入。	Christian Weller	本研究主要研究家庭中高齡者退休後，經濟困難議題如何克服。研究採量化分析，隨機抽取 300 個家庭進行問卷調查。研究結果顯示：超過一半的家庭認為尚有年輕世代在支撐經濟，因此不採取任何行動；然而，也有家庭認為高齡者可以重返職場或是在家中協助家務，以減少年輕人負擔。

## The Formulation of “Age-Friendly City” Evaluation Indicators for Taiwan: A

### Delphi-Technique Approach

“*Global Age-Friendly Cities: A Guide*”, a report published by the World Health Organization (hereafter WHO), reveals the idea of an age-friendly city and builds on WHO(2002) “*Active Aging: Policy Framework*”. Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age. Based on this, the main purpose of this study is to constructing indicators of an age-friendly city in Taiwan. Delphi technique is used in this study to construct indicators with integrity and effectiveness. Twelve scholars invited to discuss and clarify indicators of age-friendly cities were experts in older adult education, health promotion, urban planning, social welfare, and administrators in the government. After three-round of Delphi technique, three findings stand out: First, the evaluation framework of age-friendly city includes 8 domains and 14 dimensions. Second, the Age-friendly city includes 65 evaluation indicators. Third, on the Likert 5-Point Scale, the 65 indicators have a mean score of between 3.83~4.92. According to the conclusions, the recommendations for the government agencies and elder education institutions were provided.

**Key words:** active aging, age-friendly city, evaluation indicators, Delphi-technique

## I. Background and importance of the issue

Acknowledging the global trend toward aging population structures and urbanization, WHO(2007) published “*Global Age-Friendly Cities: A Guide*”, building upon WHO(2002) “*Active Aging: Policy Framework*”. The guideline aims to create more comfortable cities for older people, and highlights the importance of respecting senior citizens. An age-friendly city emphasizes the importance of health, participation, and security—three domains which especially enhance the quality of life as people age, and which support the goal of active aging. In other words, age-friendly cities emphasize both “software” (services for older people) and “hardware” (facilities for older people) in terms of convenience and accessibility. Age-friendly cities aim to provide an active aging environment for older people through government policy, services, arrangements, and facilities.

WHO(2002) points out that health is a priority for older people. The framework identifies both risk factors (which compound the problems associated with aging) and protective factors (which ameliorate the problems of aging); thus, it is important to reduce the risk factors and increase the protective factors. Risk factors include environmental variables as well as personal variables; this study focuses on environmental variables. For instance, in the transportation domain, a city can ensure comfortable and affordable facilities; in the housing domain, it can provide specialized designs for older people; in terms of outdoor space and public buildings, it can set up age-friendly pedestrian paths and barrier-free facilities; in the domain of respect and social inclusion, it can establish positive images.

According to statistics released by Taiwan’s Ministry of the Interior (2015), by the end of September 2015, the population aged 65 and above reached 2,895,384, or 12.34% of the island’s total. The purpose of this study is to use evaluation indicators to help strengthen the “software” and “hardware” of the social environment in order to enhance the quality of the aging process and achieve the goal of aging in place. Gou (2010) points out that human behavior goes through a continuous process of environmental adaption. There are two types of environment: natural and social. The natural environment includes nature, the climate, and so forth; the social environment includes human behavior, customs, history, social rules, and language, *inter alia*.



A report on healthy aging by the Organization for Economic Cooperation and Development (OECD, 2009) illustrates the importance of paying attention to health factors that affect the social environment of older people—for instance, improving the quality of their living environment, security, service, transportation, etc. This study focuses on creating an age-friendly social environment with the goal of accepting and including older people, in order to increase their mobility and encourage active aging. Using the framework of active aging, it focuses on the domains of health, participation and security, in order to create an age-friendly social environment. After all, aging is a natural part of the life cycle, and citizens of all age groups deserve a barrier-free environment.

## **II. Literature review**

WHO(2007) stresses “optimizing opportunity for health, participation, and security in order to enhance quality of life as people age”. Its framework establishes eight major determinants: health and social services determinants, behavioral determinants, personal determinants, physical determinants, social determinants, economic determinants, gender determinants, and cultural determinants.

Active ageing depends on a variety of influences or determinants that surround individuals, families and nations(WHO, 2007). Because active ageing is a lifelong process, an age-friendly city is not just “elderly friendly”. Barrier-free buildings and streets enhance the mobility and independence of people with disabilities, young as well as old. Secure neighborhoods allow children, younger women and older people to venture outside in confidence to participate in physically active leisure and in social activities. Families experience less stress when their older members have the community support and health services they need. The whole community benefits from the participation of older people in volunteer or paid work. Finally, the local economy profits from the patronage of older adult consumers. Many aspects of urban settings and services reflect these determinants and are included in the characteristic features of an age-friendly city.

WHO(2002) indicates that the elements of social services (“software”) and facilities (“hardware”) are interrelated with these determinants, and lead to the cultivation of an age-friendly city. In this study, an age-friendly city is defined as one which includes older people, provides an accessible environment, and promotes active aging.

WHO(2007) includes eight areas to create an age-friendly city: outdoor spaces and buildings, transportation, housing, social participation, respect and social inclusion, civic participation and employment, community and information, and community support and health services. The first three topics were outdoor spaces and buildings, transportation, and housing. As key features of a city's physical environment, they have a strong influence on personal mobility, safety from injury, security from crime, health behavior and social participation. Another three topics reflect different aspects of the social environment and of culture that affect participation and mental wellbeing. Respect and social inclusion deals with the attitudes, behavior and messages of other people and of the community as a whole towards older people. Social participation refers to the engagement of older people in recreation, socialization, and cultural, educational and spiritual activities. Civic participation and employment addresses opportunities for citizenship, unpaid work and paid work; it is related to both the social environment and to the economic determinants of active ageing. The last two topic areas, communication and information and community support and health services, involve both social environments and health and social service determinants.

The eight areas focus on needs of older people, emphasizing the importance of hardware environment and software social service in order to create an age-friendly social environment. On the other hand, the report of “*Active Aging: A Policy Framework*” shows that aging population will face the following challenges(WHO, 2002): increased disease, increased risk of disability, increased economic burden (from caring for an aging population), increased poverty (resulting from the feminization of aging), and increased ageism and inequities. In order to respond to these challenges, Walker (2002) points out that active aging policies must respect national and cultural diversity if they are to be effectively implemented. Therefore, the purpose of this study aims to construct indicators of age-friendly city and achieve the goal of aging in place in Taiwan.

Implementation must be based on a partnership between citizens and society. That is, the government should motivate citizens and encourage their participation by offering high-quality social protections. At the same time, citizens should actively take part in various social activities (lifelong education and continuous training) in order to enhance their mental and physical health, and further improve their life quality. The

concept of partnership benefits the public understanding of the aging process, and helps establish positive attitudes toward active aging.

### **III. Research objectives**

A 1991 report by the United Nations, *United Nations Principles for Older Persons*, highlights five principles for protecting the basic human rights of older people: independence, participation, care, self-fulfillment, and dignity. WHO (2002) articulates the core value of active aging, and emphasizes that health, participation and security are all essential to enhancing the quality of life as people age, and to increasing positive aging experiences. WHO (2007) presents the results of that organization's Age-Friendly Cities Project (AFCP), listing eight age-friendly city topic areas: outdoor spaces and buildings, transportation, housing, social participation, respect and social inclusion, civic participation and employment, communication and information, community support and health services). The age-friendly city guide is intended to provide a universal standard, and many countries have adapted these eight indicators to their own situations, this study adopts this global guide to develop evaluation indicators for Taiwan.

The OECD's healthy-aging report suggests that the public policy of various countries should help maintain and optimize the physical, psychological, and social development of older people, in order to help them participate actively in an ageism-free society (Council for Economic Planning and Development, 2010). From a macro perspective, Walker (2006) states that active aging helps maintain and establish a protective system for society that provides a safe and supportive social environment for older people. This study considers the experiences of age-friendly cities, as well as the findings of scholars and practitioners in related fields, to construct appropriate evaluation indicators for the promotion of an age-friendly social environment in Taiwan.

The indicators from "*Global Age-Friendly Cities*" were based on surveys from 33 cities in 22 countries, where multiple discussions were conducted with older people in focus groups. Although the participants were from different parts of the world, there was wide agreement on the social environment needs of older people. Therefore, these guidelines can be used to evaluate the development of an age-friendly social environment, and provide an evaluation form for caring for older people. This study

proposes evaluation indicators for age-friendly cities in Taiwan to establish the foundation of aging in place with respectful and ageism free. The research objectives are as follows:

1. To develop an indigenous evaluation framework for age-friendly city.
2. To establish evaluation indicators for age-friendly city in Taiwan.

#### **IV. Research design and implementation**

This research uses the Delphi technique, which was developed by Project Ran during the 1950's to forecast future impacts. The approach involves a panel of experts replying to questionnaires in multiple rounds; it stresses the importance of group communication in order to provide diverse perspectives, identify common ground, and suggest solutions. It shares some of the advantages of questionnaires as well as meetings. The survey process is anonymous, and a summary of the statistical results is presented after each round. The experts are then encouraged to revise their answers. The process is repeated, ideally until consensus is reached. The results of the Delphi technique can be used as references for departments of government, to assist them in making important decisions (Wang & Wang, 2007).

The 12 participants in this study included scholars from the fields of elder education, health promotion, city planning, social welfare services, government administration, non-profit organization, business management, and so on, as well as experts in related fields. Before beginning the Delphi technique, the researcher contacted the participants, provided detailed information about the background, purpose and plan of the research, and received consent forms from all participants.

The survey was distributed through mail and e-mail. Three rounds of the Delphi technique were conducted. The researcher discussed and communicated with the experts whenever problems occurred during the survey. The researcher analyzed the data after receiving each questionnaire, then modified the questionnaire to take into account comments from previous rounds in order to achieve consensus from the participants.

Using the Delphi Technique, a questionnaire for age-friendly city was designed in light of scholarly literature, and subjected to three rounds of reviews. The questionnaire contained an introduction, instructions, personal information and evaluation indicators of age-friendly city. The input from Round 1 was attached to

Rounds 2 and 3 as reference data for the Delphi Technique experts.

The questionnaire contains three parts. The first part aims at evaluating the suitability of the indicator. The selections in the questionnaire include suitability, non- suitability, and suitability after amendment. The second part focuses on evaluating the importance of the indicators, and uses a Likert 5-Point Scale (in which 5 means 'extremely important,' 4 means 'slightly important,' 3 means 'important,' 2 means 'not so important,' and 1 means 'not important at all'). The third part focuses on evaluating the primary indicators and the secondary indicators. The participants in the Delphi Technique rated the scale individually.

Analysis of the questionnaires was carried out by SPSS which measured percentage, frequency analysis, mode, mean, and standard deviation to examine whether the results were significant. Percentage measure was adopted to evaluate the suitability of the indicators in Round 1, and the Likert 5-Point Scale for Round 2 and 3. In Round 1, the indicator was defined as appropriate if it achieved more than 80% suitability score. For Rounds 2 and 3, if the mode and mean point of an indicator was more than 3 and 3.5 respectively, and the  $SD \leq 1$ , this indicated that the experts had reached a consensus on the indicators. In terms of the importance of indicators, the Likert 5-Point Scale was carried out during all three rounds of review. Again, if the mode and mean point of an indicator were more than 3 and 3.5 respectively, and the  $SD \leq 1$ , the experts were deemed to have reached a consensus on the indicators.

## **V. Analysis and discussion**

In this study, 12 scholars and experts were consulted, of whom 8 were males (67%) and 4 females (33%). Their professional fields included: 7 university faculty members, 3 government administrators, 1 participant from a non-profit organization, and 1 from the business field (related to senior citizens). Their career positions included: 2 university administrators, 5 university instructors (whose jobs did not involve administration), 3 officials from government administrative departments, 1 expert from a non-profit organization, and 1 manager from the business field (related to senior citizens).

Round 1 of the questionnaire covered 8 domains, 16 dimensions, and 70 evaluation indicators. Based on feedback from the Round 1, Round 2 was modified to have 8 domains, 14 dimensions, and 68 evaluation indicators. Finally, after the results from Round 2 were reviewed, Round 3 was revised to have 8 domains,

14 dimensions, and 65 evaluation indicators. According to the methodology of the Delphi technique, the researcher summarized the following results from the analysis of Round 3:

### **1. Respect and social inclusion**

The respect and social inclusion includes the dimension of respect and care for older people, support for older people. Each dimension consisted of multiple evaluation indicators.

#### **(1) Respect and care for older people**

When selecting the importance of the indicators, the following four evaluation indicators were judged 'important' by 90% of the experts: special service counters for older people in public sectors (percentage of importance: 91.6%,  $M=4.42$ ,  $SD=0.90$ ); solitary older people accepting home care services (percentage of importance: 100%,  $M=4.92$ ,  $SD=0.29$ ); public sectors planning events related to respecting older people (percentage of importance: 100%,  $M=4.50$ ,  $SD=0.52$ ); public sectors planning intergenerational events and activities (percentage of importance: 100%,  $M=4.42$ ,  $SD=0.52$ ).

#### **(2) Support for older people**

The following three evaluation indicators were judged 'important' by 90% of the experts: researching and developing living necessities or assistive devices for older people with different levels of disability (percentage of importance: 91.7%,  $M=4.42$ ,  $SD=0.52$ ); businesses serving senior citizens (e.g. health care, mobility aids, long-distance medical care) (percentage of importance: 100%,  $M=4.67$ ,  $SD=0.49$ ); public sectors providing training sessions for serving older people (assisting older people and ensuring their safety in outdoor activities) (percentage of importance: 91.7%,  $M=4.33$ ,  $SD=0.65$ ).

### **2. Social participation**

The social participation includes two dimension of convenient services and accessible services. Each dimension consisted of multiple evaluation indicators.

#### **(1) Convenient services**

When selecting the importance of the indicators, the following three evaluation indicators were judged 'important' by 90% of the experts: community service centers located within 15 minutes from where older people live and that can be easily accessed (percentage of importance: 100%,  $M=4.50$ ,  $SD=0.52$ ); public sectors providing special promotions for older people in various institutions and places (percentage of

importance: 91.7%,  $M=4.58$ ,  $SD=0.67$ ); public sectors providing shuttle services for older people during public events (percentage of importance: 91.7%,  $M=4.58$ ,  $SD=0.67$ ).

## (2) Accessible services

The only evaluation indicator believed to be important by more than 90% of the experts is older people attending learning institutions (percentage of importance: 100%,  $M=4.67$ ,  $SD=0.49$ ).

## 3. Outdoor spaces and buildings

The outdoor spaces and buildings includes the dimension of friendly space and safe facilities. Each dimension consisted of multiple evaluation indicators.

### (1) Friendly space

When selecting the importance of the indicators, the following six evaluation indicators were judged 'important' by 90% of the experts: pedestrian paths set up for people with disabilities (percentage of importance: 100%,  $M=4.75$ ,  $SD=0.45$ ); proportion of traffic deaths involving older people (percentage of importance: 91.7%,  $M=4.50$ ,  $SD=0.91$ ); public toilets with handicap access (percentage of importance: 100%,  $M=4.83$ ,  $SD=0.39$ ); underpasses and footbridges with elevators (percentage of importance: 91.7%,  $M=4.67$ ,  $SD=0.65$ ); reader friendly reading signs for older people in public spaces (percentage of importance: 91.7%,  $M=4.42$ ,  $SD=0.67$ ); barrier-free facilities in community service centers (percentage of importance: 100%,  $M=4.42$ ,  $SD=0.67$ ).

### (2) Safe facilities

None of the evaluation indicators achieved more than 90%.

## 4. Transportation

The transportation includes the dimension of transportation facilities and transportation services. Each dimension consisted of multiple evaluation indicators.

### (1) Transportation facilities

When selecting the importance of the indicators, the following two evaluation indicators were judged 'important' by 90% of the experts: free and specialized bus routes for older people (percentage of importance: 91.7%,  $M=4.33$ ,  $SD=0.65$ ); offering more, or more frequent, rehabilitation bus services (percentage of importance: 100%,  $M=4.67$ ,  $SD=0.49$ ).

## (2) Transportation services

The only evaluation indicator believed to be important by more than 90% of using appropriate fonts for older people at the bus stop (percentage of importance: 91.7%,  $M=4.33$ ,  $SD=0.89$ ).

## **5. Housing**

The housing includes one dimension of living environment consisted of multiple evaluation indicators. The only evaluation indicator believed to be important by more than 90% of offering housing security subsidies for solitary older people (percentage of importance: 91.7%,  $M=4.58$ ,  $SD=0.67$ ).

## **6. Communication and information**

The communication and information includes one dimension of accessible information consisted of multiple evaluation indicators. The following three evaluation indicators were judged 'important' by 90% of the experts: information technology developed for older people (percentage of importance: 91.7%,  $M=4.00$ ,  $SD=0.74$ ); public sectors providing large-print or bold-print reading materials on television captions and in publications (percentage of importance: 91.6%,  $M=4.50$ ,  $SD=0.67$ ); arranging periodic home visits or telephone care, and providing important information for solitary older people (percentage of importance: 100%,  $M=4.75$ ,  $SD=0.45$ ).

## **7. Community support and health services**

The community support and health services includes the dimension of community support, health services. Each dimension consisted of multiple evaluation indicators.

### (1) Community support

When selecting the importance of the indicators, the following four evaluation indicators were judged 'important' by 90% of the experts: care locations set up in the community, and their usage rate (percentage of importance: 91.6%,  $M=4.50$ ,  $SD=0.67$ ); day care centers set up in the community, and their usage rate (percentage of importance: 100%,  $M=4.83$ ,  $SD=0.39$ ); providing caregivers and care service, and their usage rate in the community (percentage of importance: 91.6%,  $M=4.75$ ,  $SD=0.62$ ); setting up activity centers and recreational facilities, and their usage rate in the community (percentage of importance: 91.7%,  $M=4.58$ ,  $SD=0.67$ ).

### (2) Health services



The following two evaluation indicators were judged ‘important’ by 90% of the experts: beds for older people in long term care institutions (percentage of importance: 91.7%, M=4.42, SD=0.67); communities providing periodic health examination service and usage rate (percentage of importance: 100%, M=4.58, SD=0.52).

## **8. Civic participation and employment**

The civic participation and employment includes the dimension of friendly employment environment and volunteer services. Each dimension consisted of multiple evaluation indicators.

### **(1) Friendly employment environment**

When selecting the importance of the indicators, the following two evaluation indicators were judged ‘important’ by 90% of the experts: employees over 65 years old with delayed retirement plans (percentage of importance: 100%, M=4.50, SD=0.52); providing an ageism-free working environment (percentage of importance: 91.7%, M=4.33, SD=0.65).

### **(2) Volunteer services**

The following four evaluation indicators were judged ‘important’ by 90% of the experts: older people volunteering in public sectors (percentage of importance: 100%, M=4.75, SD=0.45); providing volunteer training sessions for older people (percentage of importance: 91.6%, M=4.50, SD=0.67); older people participating in service clubs (percentage of importance: 91.6%, M=4.25, SD=0.62); public sectors setting up human resource bank for senior volunteers (percentage of importance: 91.7%, M=4.36, SD=0.67).

## **VI. Conclusions and recommendations**

### **6.1 Conclusion**

The researcher utilized eight age-friendly city topic areas generated from WHO(2007), the data were analyzed and used to further develop a Delphi Technique questionnaire. This study organized three rounds of the Delphi technique with experts and scholars to clarify, define and generate an evaluation framework. The evaluation indicators for age-friendly city were discussed using three rounds of the Delphi Technique.

#### **1. The evaluation framework of age-friendly city includes 8 domains and 14 dimensions**

This research uses WHO(2007) “*Global Age-Friendly Cities: A Guide*” to construct evaluation

framework for age-friendly cities in Taiwan. The study concludes that the evaluation framework of an age-friendly city include 8 domains and 14 dimensions:

- (1) The respect and social inclusion includes the dimension of respect and care for older people, support for older people.
- (2) The social participation includes two dimension of convenient services and accessible services.
- (3) The outdoor spaces and buildings includes the dimension of friendly space and safe facilities.
- (4) The transportation includes the dimension of transportation facilities and transportation services.
- (5) The housing includes one dimension of living environment.
- (6) The communication and information includes one dimension of accessible information.
- (7) The community support and health services includes the dimension of community support, health services.
- (8) The civic participation and employment includes the dimension of friendly employment environment and volunteer services.

## 2. Age-friendly city includes 65 evaluation indicators

In order to gain a better understanding of the prerequisites for establishing age-friendly cities in Taiwan, the researcher first designed 70 evaluation indicators. The researcher applied the Delphi technique in which feedback was solicited from experts and scholars. After the first round of the Delphi technique, the researcher modified the 70 evaluation indicators into 68 indicators. After the second round, these were modified into 65 indicators, which were used in the survey for this study. Details of these indicators can found in Appendix I.

## 3. Evaluation indicators were ranged between ‘important’ and ‘very important’

In this study, the mean of the 65 evaluation indicators ranged from 3.83 to 4.92 on the Likert 5-Point Scale. In general, the evaluation indicators were located between “important” and “very important.” The following evaluation indicators had the highest mean among the 14 dimensions:

- (1) Respect and care for older people—proportion of solitary older people accepting home care services (e.g. food delivery, home services) (M=4.92)
- (2) Support for older people—proportion of businesses serving senior citizens (e.g. health care,

- mobility aides, long-distance medical care) (M=4.67)
- (3) Convenient services—proportion of public sectors providing special promotions for older people in various institutions and places; proportion of public sectors providing shuttle services for older people during public events (M=4.58)
  - (4) Accessible services—proportion of older people attending learning institutions (M= 4.67)
  - (5) Friendly space—proportion of public toilets with handicap access (M=4.83)
  - (6) Safety facilities—proportion of crosswalks / traffic lights with a time-extension button (M= 4.50)
  - (7) Transportation facilities—proportion offering more, or more frequent, rehabilitation bus services (M=4.67)
  - (8) Transportation services—proportion providing specialized public transportation promotions for older people (M= 4.58)
  - (9) Living environment—proportion offering housing security subsidies for solitary older people (M= 4.58)
  - (10) Accessible information—proportion arranging periodic home visits or telephone care, and providing important information for solitary older people (M=4.75)
  - (11) Community support—proportion of daycare centers set up in the community, and their usage rate (M=4.83)
  - (12) Health services—proportion of communities providing periodic health examination services and usage rate (M= 4.58)
  - (13) Friendly employment environment—proportion of employees over 65 year old with delayed retirement plans (M= 4.50)
  - (14) Volunteer services—proportion of older people volunteering in public sectors (M=4.75)

## **6.2 Recommendations**

This study aims to develop evaluation indicators to meet the trend of aging society in Taiwan. The researcher employed the Delphi technique to collect data from experts and scholars. The findings concluded 8 domains, 14 dimensions and 65 evaluation indicators that help to built the infrastructure of age-friendly city, and enhance the quality of service systems and the framework for aging in place.

### **6.2.1 For government agencies**

#### **1. Advocate the importance and value of “age-friendly city” evaluation indicators**

The first and the third part of the conclusion identifies 8 domains and 14 dimensions of “age-friendly city” evaluation indicators, ranging from “important” to “very important.” Government agencies play a crucial role in advocating for the importance and value of age-friendly city evaluation indicators, and in encouraging cities and counties to participate in the implementation of “age-friendly city” values in order to develop public knowledge of the aging society in Taiwan.

#### **2. Offer advantages for establishing an age-friendly city**

According to the first part of the conclusion, an age-friendly environment should emphasize both “software” (services) and “hardware” (facilities). In order to follow best practices, this study makes the following suggestions for achieving the goal of age-friendly city.

- (1) Encourage government agencies and public places to set up specialized service counters for older people.
- (2) Encourage businesses serving older people.
- (3) Encourage elder institutions or public places to provide special discounts for older people.
- (4) Encourage shuttle services for older people events.
- (5) Set up elevators at underpasses or footbridges.
- (6) Set up reader-friendly signs for older people in public spaces.
- (7) Set up time-extension buttons at pedestrian crossing lights.
- (8) Increase free bus routes for older people.
- (9) Encourage enterprises to hire senior employees.
- (10) Assist older people to start their own businesses or provide subsidies.

### **6.2.2 For educational institutions serving older people**

#### **1. Help promote the implementation of these evaluation indicators for an age-friendly city**

- (1) Use this age-friendly evaluation framework as a reference for curriculum design

The 65 significant age-friendly evaluation indicators proposed in this study, are recommended to educational institutions as a framework for curriculum design. Some suggestions are: designing applicable

curriculum related to aging education and integrating it to compulsory education, providing training sessions for serving older people, offering curriculum regarding age-friendly service for public transportation service providers, and incorporating with profit-making organizations to offer training sessions for older people.

(2) Edit and publish an “age-friendly city” pamphlet

According to the first part of the conclusion, the social environment for age-friendly city included 8 domains and 14 dimensions. The researcher suggests educational institutions to edit and publish age-friendly city pamphlet to help explain the importance of each domain and dimension. In addition, the pamphlet should be placed in public space to help educate citizens’ basic knowledge for helping and serving older people and establish age-friendly social environment.

2. Emphasize the importance of offering courses related to respecting and caring older people

According the third part of the conclusion, among the 14 dimensions of age-friendly social environment, the indicator “Proportion of solitary older people accepting home care services” (e.g. food delivery, home services) has the highest mean ( $M=4.92$ ) in the dimension of respect and care for older people. Thus, elder educational institutions should suggest applicable plans for best practice. For instance:

(1) Provide various learning activities for solitary older people, focusing on “health care and prevention for older people” and “housing security for older people” domains. Some examples for activities are: seminar of health and diet, physical activity improvement, intergeneration learning program, field trip, club participation, and elder learning activities.

(2) Instructors in elder education institutions should integrate issues related to solitary older people into their curriculum and the lessons should focus on student interaction.

## References

- Council for Economic Planning and Development, Executive Yuan. (2010). *Policy recommendations for aging society in Taiwan* (Chinese). Retrieved September 9, 2014, from <http://www.cepd.gov.tw/m1.aspx?sNo=0012844>.
- Guo, Jing-Huang. (2010). *Human behaviors and social environment* (Chinese). Taipei: Yang Zhi.
- Ministry of the Interior. (2015). *Monthly Bulletin of Interior Statistics for Population*. Taipei, Taiwan: Author. Retrieved from October 28, 2015, <http://sowf.moi.gov.tw/stat/month/list.htm> (Chinese)
- OECD (2009). *OECD health working papers No.42—policies for health ageing : an overview*. OECD: Paris.
- Walker, A.(2002). A strategy for active ageing. *International Social Security Review*, 55(1), 121-139.
- Walker, A.(2006). Active ageing in employment: its meaning and potential. *Asia-Pacific Review*, 13(1), 78-93.
- Wang, Wen-Ke., & Wang, Zhi-Hong. (2007). *Educational Research Methods* (Chinese). Taipei: Wu-Nan Cultural Enterprise.
- WHO (2002). *Active ageing: a policy framework*. Retrieved October 21, 2014, from [http://whqlibdoc.who.int/hq/2002/WHO\\_NMH\\_NPH\\_02.8.pdf](http://whqlibdoc.who.int/hq/2002/WHO_NMH_NPH_02.8.pdf)
- WHO (2007). *Global Age-Friendly Cities: A Guide*. Retrieved October 21, 2014, from [http://www.who.int/ageing/.../Global\\_age\\_friendly\\_cities\\_Guide\\_English.pdf](http://www.who.int/ageing/.../Global_age_friendly_cities_Guide_English.pdf)

# 科技部補助專題研究計畫出席國際學術會議心得報告

日期：106 年 1 月 10 日

計畫編號	MOST 103 — 2410 — H — 194 — 082 — SS2		
計畫名稱	樂齡大學的經營模式、執行成效與發展策略之研究		
出國人員 姓名	林麗惠	服務機構 及職稱	國立中正大學成人及繼續教育學系教授
會議時間	105 年 10 月 7 日 至 105 年 10 月 9 日	會議地點	Malibu, California
會議名稱	(中文)第 58 屆全美中國研究協會年會 (英文) American Association of Chinese Studies 58th Annual Conference		
發表題目	(中文)台灣樂齡大學執行成效評估之研究 (英文) Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan		

## 一、參加會議經過

此次在美國加州舉辦的研討會是在 2016 年 10 月 7 日～9 日，此行研究者於 10/7 飛抵加州之後，隨即在隔天參與二天的研討會，研討會結束後到拉斯維加斯州進行參訪當地的 senior center，參訪結束後於 10/13 飛返台灣。

詳細行程安排如下：

10/7 抵達加州

10/7～9 參加研討會

10/10～12 參訪拉斯維加斯州的 senior center

10/13 飛返台灣

## 二、與會心得

本屆 AACCS 所舉行的年會，以 Engagement and Identity 為主題，主要在了解中華的政治、經濟、人文與社會科學等議題，關注於台灣在 2016 年大選後新政府提出的政策，對國際貿易、國家安全、兩岸關係等未來趨勢的看法。此外，亦探討中華世界的人口問題，如人口流動、移民、文化適應等，期望透過本屆年會，激盪與對話後，能促進中華世界的繁榮與和平。

在整體中華文化的人口、經濟與安全議題上，各國學者針對中華世界的國家治理、國家貿易、國家安全、領海問題、人口與環境政策、種族移民、經濟狀況等議題進行探討。此外，本屆年會亦針對台灣進行探討，如台灣的人口、經濟與安全、外交關係；最後，亦有中文藝術領域的學者以藝術文化的觀點來探討中華文化的各種現象。

研究者專業背景為高齡教育，在此次年會中，特別關注於台灣的各項脈絡。針對台灣的人口高齡化及其因應對策的議題上，Ching-li Yang 針對高齡就業領域進行研究，並提出相關之探討，了解台灣各行業別之高齡者的就業機會及其漸進式退休行為。其研究提及，生育率長期下跌使得勞動力逐漸縮減，人口老化則使得社會安全制度的財務壓力日益上升；另一方面，高齡人口的健康狀況逐漸改善，老年時期的工作能力與意願可望增加，使得延後退休與高齡勞動參與在晚近成為熱門議題。然而，台灣的人口老化速度與勞動力短缺威脅更甚於其他國家，但在已開發國家高齡勞動參與率逐漸止跌回升的趨勢中，台灣的高齡勞動參與率卻仍持續下降。其原因可能是勞動意願不足之故，但更可能的是失業後再就業困難而停止尋找工作。研究者認為，在人口少子



化與高齡化的結構改變下，高齡人力確實為國家寶貴的資源，中高齡者在從職場過度到退休的過程中，確實有其鴻溝存在，如何讓中高齡者能順利適應退休生活，或可協助中高齡者開展人生第二個舞台。以教育觀點而言，我國樂齡學習的推展已逐漸成熟，高齡者在樂齡學習的過程中，已展現老有所學的精神，現今樂齡學習中心、樂齡大學等機構，正積極推展貢獻服務學習團體、自主團體等，透過樂齡學習的推展，期許能引導高齡者從資源接收者翻轉為服務提供者，能促使高齡者逐漸從第一階段的老有所「學」，邁入第二階段的老有所「為」，以因應台灣人口結構改變之勞動力缺口，成為國家最寶貴的人力資源。

在 Han-yu Wu 的研究中，其針對台灣高齡者的經濟狀況與健康狀況間進行相關分析。很多的研究中發現，老年人的健康不平等差異是存在的，其重要的影響因子為社經的狀況。在台灣，老年的各種生活期望與未來擔憂的問題中，健康與經濟是老人最關心的兩大項目。此一研究結果顯示，主觀經濟地位以及客觀經濟地位與自評健康狀況是呈現正相關的。在身體活動功能方面，無論是主觀經濟地位或是客觀經濟地位則呈現負相關的結果。經濟地位的不一致性和健康的關連上，可以發現當個人對主觀經濟地位評價優於自己的客觀經濟地位時，有較佳的身體健康狀況，其次才為主觀客觀為一致無落差者。在人口變項上，則以男性、沒有慢性病者、年齡小者、教育程度高者、有偶和居住在都市者之健康狀況較佳。換言之，對於高齡者而言，經濟和健康間的相關性是不容懷疑的，並且在自身亦存在主觀和客觀的落差。其研究發現當高齡者的實際所得越高或是自認為較滿足自己的經濟情況則健康狀況較佳。個人經濟地位不一致性亦對健康產生了不同的結果，也就是說一個人如果能樂天知命、知足常樂，對於自己的經濟狀況給予較實際所得更高的評價，將有較好的健康情況。所以說，在考量到給予高齡者經濟支援時，也應關懷其因社會變遷，傳統觀念式微或比較心理對其內心造成的衝擊和落差。

整體而言，本年會從各領域的觀點進行交流，大則到世界的穩定，小則到個人的健康安全。研究者認為同時兼顧高齡者身、心、靈的平衡及安適狀態，乃是對健康最好的註解。以教育的觀點而言，或可透過教育的增權賦能，促使高齡者擁有穩定的經濟狀況，如：轉職輔導課程、經濟安全課程等，保障高齡者的經濟安全，進而使高齡者擁有健康的晚年生活。目前台灣高齡化速度飛快，各領域的整合乃為必要的趨勢，從人口、經濟、安全等各面向進行整合，以期能順應高齡社會的衝擊與挑戰。

### 三、發表論文全文或摘要

詳如附件二

### 四、建議

研究者在此一研討會中發表之論文(Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan)，受到許多與會者之迴響，因為，人口結構高齡化已成為全球的發展趨勢，從而凸顯高齡教育議題之重要性。

因應高齡社會的高等教育改革策略之一，即為迎接「非傳統學生」大量入學的時代，有人稱此為大學的一種靜態革命(quiet revolution)。從2008年教育部開始推展老人短期寄宿學習計畫，發展至今推展的樂齡大學，共計有五年的軌跡，其間歷經了三次的更名以及辦理模式的更迭，此一創新的高齡學習機制，締造了哪些執行成效？針對研究者提出的執行成效評估，與會者除了表示贊同之外，亦針對臺灣樂齡學習的推展提供許多寶貴的建議。

整體而言，因此一國際研討會的主題相關豐富，與會者的背景亦相當多元，從不同視角來看待高齡教育這個議題時，也激盪出許多不同的觀點，讓研究者在此次的研討會中收穫良多。基於精益求精的立場，研究者提出如下建議：此次的研討會，設置有主持人、與談人、發表人等角色，建議與談人能針對每一篇論文提供修改的具體建議，並避免泛泛之談，以提供研究者後續修改論文之參考。

### 五、攜回資料名稱及內容

1. American Association of Chinese Studies 58th Annual Conference Program
2. 會議光碟一片（含論文摘要）

### 六、其他

1. 研討會接受函（如下）
2. Las Vegas senior center 參訪記錄，詳如附件三

**Professor (Emeritus) Wen-hui Tsai**  
**Department of Sociology**  
**Indiana-Purdue University**  
**Fort Wayne, IN 46815**

Professor Li-hui Lin  
Department of Adult and Continuing Education,  
National Chung Cheng University  
No.168, Sec. 1, University Rd., Min-Hsiung Township,  
Chia-yi County 621, Taiwan

June 26, 2016

Dear Professor Lin:

It is my pleasure to inform you that your paper entitled “Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan,” is accepted for presentation at the American Association of Chinese Studies 58<sup>th</sup> Annual Conference to be held at Pepperdine University, Malibu, California, October 7 – 9, 2016. Please send one copy of your manuscript to me before September 15, 2016.

You will find conference program schedules, registration information and hotel reservation details in the attached file . Please feel free to contact me if I can be of any assistance to you. I can be reached by email at [tsaiprof@yahoo.com](mailto:tsaiprof@yahoo.com) or phone at 1-951-378-4800.

Sincerely yours,

Wen-hui Tsai, Ph.D.  
Professor Emeritus of Sociology  
Indiana University-Purdue University at Fort Wayne

## 一、整體中華文化的人口、經濟與安全

國家治理與 國家貿易	Jinrui Xi	After the “King’s” Visit: Effects of Chinese Government Inspections on Village Leadership
	Kuo-Chu Yang	More Trade Leads to Less Conflict? A Case Study of China-Taiwan Situations
國家安全與 領海問題	Liang-chih Evans Chen	The U.S.-China Security Dilemma in the South China Sea: Beijing’s Activism and Washington’s Passivism?
	Chunjuan Nancy Wei	Making Waves: Recent Developments of the South China Sea Disputes
	Elizabeth F. Larus	US Naval Diplomacy and the Balance of Power in the Asia-Pacific
人口與環境 政策	Ying Cindy Chen	After the One Child Policy: The Social Construction of the <i>shidu</i> Families in China
	Jerry McBeath	Large Countries and Biodiversity Conservation: The Case of China
	Hong-jen Lin	Venture Capitalism or Adventure in Capitalism?
人口身分與 移民之問題	Shuang Lu	Mindfulness Practice with Migrant Children in China: A Daily-life Approach to Healthy Development
	Joel Fetzer	Estimating Immigration Admission Rates by Ethnicity in Singapore
	Clayton D. Brown	Fractured Identity: Meanings of Han Across the Chinese Diaspora Community
	Chun-yu Liu, University of the Arts, London	“The Nationalists’ Relocation to Taiwan: Staying, Going and Diaspora,”
	Bibek Chand & Lukas K. Danner, Florida International University	“Between a Rock and a Hard Place: Border Minorities in China’s Foreign Relations with South Asia,”
經濟的轉型 與成果	Zhen Wang	Transforming the Economy While Battling Corruption: How the Party Motivates Its Local Workforce
	Adam Yao Liu	The Political Origin and Economic Consequences of Bank Proliferation in China
	Li-Yin Liu	Cultural Influences on Taiwanese Environmentalists’ Strategies

## 二、台灣的人口、經濟與安全

台灣的人口 高齡化及其 因應	Ching-li Yang	Occupational Access for Older Workers by Industry in Taiwan
	Li-hui Lin	Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan
	Han-yu Wu	Economic status inconsistency and elderly health in Taiwan

關於台灣的國際參與	Vincent Wang	Taiwan's Participation in International Organizations
台灣的法律問題	Jacques deLisle,	Legal Issues
台灣的亞太經濟	Peter Chow	Taiwan in Asia Pacific Economic Integration
台灣在2016選後的各項議題	Cal Clark	Was 2016 a Realigning Election?
	James C. Hsiung	What Did the 2016 Elections Reveal of Taiwan Politics?
	Thomas Bellows	Economic Issues and Challenges After the Election?
	Yu-long Ling	New Twist of '92 Consensus': Speculations on Cross-strait Relations

### 三、台灣的外交關係

中國與台灣之政策議題	Haifeng Huang	Who Wants to Be a Good Samaritan? Media and Social Trust in China
	Wei-Ning Wu	Participatory Budgeting in Taiwan: What do we know? What have we learned?
	Ching-Hsing Wang	Does Candidate Nomination in Districts Increase Party Votes of Small Parties? Evidence from the 2016 Taiwan Legislative Elections
亞洲與太平洋的戰略議題	Robert Sutter	The Asia Policy Debate in Washington in 2016--Status, Outlook and Implications
	Lauren Dickey	Xi Jinping's Strategy Toward Taiwan—State Strength and the Status Quo
	Banwo Adetoro Olaniyi	Global Governance: China's Rise, Role and Geostategic Strategy
台日關係	June Teufel Dreyer	Taiwan-Japanese Relations

### 四、文學藝術觀點

主題分類	作者	題目
跨國文學的交流	Iping Liang	Island Encounter: A Critical Reading of <i>Notes of Travel in Formosa</i>
	Shuhui Lin	Landscape of Travel Writings in America during the Cold War Period: Hai-yin Lin's <i>A Guest of the U.S.</i>
	Mary Goodwin	Review from Crime and Consequence in Recent Anglophone Fiction
美術、音樂、詩詞	Ya-chen Chen	Cinematic Metaphors of Classic Music in Wang Weiming's Sex Appeal
	Yenna Wu	The Theme of Anthropophagy in <i>Liaozhai zhiyi</i>
	Jun Fang	Between Resistance and Collaboration: The Third Way of Mao Xiang (1611-1693)
透過藝術與文化振興農	Fen Weng	Chaile Travel Agency: An Ongoing Collective Utopian Project
	Yan Qu	Xucun Project: Reactivating the Lost Rural Homeland Through Art

村	Jing Zuo	Another Possibility: The Construction of Township
	Meiqin Wang	Alternative Place Construction: Socially Engaged Art in Rural China
透過藝術改變的中國政治思想	Yenna Wu,	Satirizing Mao-era Political Propaganda in Selected Post-Mao Fiction and Film
	Linda H. Chiang	Propaganda in Visual Arts Before and After Mao's Era in China
	Daniel Palm	Keep the Faith: Xi Jinping's Campaign for Ideological Purity
文學觀點下的政治	Kai-man Chang	The Politics of Childhood in the Sinophone Cinema
	Fang-yu Li	The Self-Detecting Detective—Chi Wei-Jan's Private Eyes and the Challenge of Detective Novels
	Yenna Wu	Surviving Indignities and Extremities in Jiabiangou Labor Camp

## Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan

**Lin Li-Hui**

No.168, Sec. 1, University Rd., Min-Hsiung Township, Chia-yi County 621, Taiwan  
TEL: +886-5-2720411 ext 36109

e-mail: [elaine5826058@gmail.com](mailto:elaine5826058@gmail.com)

Professor, Department of Adult and Continuing Education,  
National Chung Cheng University

### Abstract

The purpose of this study is to apply the CIPP model to evaluate administration strategies and implementation effectiveness of senior learning academies (SLAs) in Taiwan. This study focuses on investigating the perspective of SLAs executors to understand SLAs' administration strategies and their impacts on the universities, older adult learners, and the public. On the other hand, the study investigates the participant perspective to understand older adult learner motivations, degree of satisfaction, and changes after participating SLAs. The researcher conducts a comprehensive survey to gain insight from both executors' and the participants' perspectives from 100 SLAs in the year of 2014. Among the 100 distributed survey, 89 (89% effective response rate) valid questionnaires are received. The survey regarding the implementation effectiveness of SLAs is distributed to 100 universities and each university receives 15 questionnaires respectively. The researcher receives 969 valid questionnaires (64.6% effective response rate). The data was analyzed using descriptive statistics, one-way ANOVA and regression. Seven findings stand out: First, SLAs administration strategies include marketing and management of teacher resources. Second, SLAs administration strategies need to stress the importance of establishing evaluation systems. Third, SLAs have the most significant impact on the older adult learners and least impact on the universities. Fourth, the major reason for older adult learners to attend SLAs is for cognitive interests. Fifth, high satisfaction on teaching and low satisfaction on curriculum design. Sixth, older adult learners who have higher cognitive interest are more likely to show greater changes after participation. Seventh, older adult learners who have higher degree of satisfaction on teaching are more likely to show greater changes. Recommendations are offered for SLAs accordingly.

**Keywords:** CIPP model, implementation effectiveness, older adult learning

## **I. Background and Importance of the Issue**

According to Taiwan's Ministry of the Interior (2016), in August 2016 the number of people in Taiwan over 65 was 3,039,407, accounting for some 12.92% of the total population. In order to meet the tendency of aging society, one of government's major policy has focused on establishing learning system and providing learning opportunities for "third age" population. The third age is defined as a phase in the life course that occurs after retirement and an individual's physical and mental functions start declining rapidly. Therefore, the issues of designing diverse and innovative learning activities for elder people and having equal educational resources without age differentiation have become crucial in Taiwan.

While discussing the issue of aging population, the government often stresses the importance of social welfare and medication while ignoring learning needs of the third age population. The ignorance often causes reduction of elder people's social activities, self-esteem, and self-confidence which might lead to a higher percentage of depression and suicide rate when comparing with other age groups. Thus, the Ministry of Education (MOE) has prioritized implementation of older adult education in order to maintain the third age population's health and prevent governments' medical and financial burden from taking care of elder people who need government support. The MOE (2006) published "Towards an Aging Society: Policies on Senior Adult Education" which includes four visions and 11 implementation strategies. In addition, the MOE proposed project of SLAs. This project encourages universities to establish innovative learning models and provide sufficient resources for older adult. SLAs have older adults' positive feedback and that has helped establish an innovative model for older adult education in Taiwan.

The MOE initiated the project of SLAs since 2010 and fifty-six university participated in the project in that year. The number of participated universities has grown from eighty-four in 2011 to ninety-seven in 2012, ninety-nine universities in 2013, one hundred universities in 2014, one hundred and three universities in 2015, and one hundred and eight universities in 2016. The researcher found that the universities have followed MOE's regulation to operate their SLAs. Thus, the research aims to understand impact effects of SLAs on the universities and effectiveness of SLAs on the older adult learners.



## **II. Research Objectives**

The main purpose of this study is to apply CIPP model to evaluate the administration strategies and implementation effectiveness of SLAs. The researcher takes executors perspective to examine SLAs in terms of their administration strategies and impact effects on universities, older adult learners, and the public. On the other hand, the researcher takes participant perspective to understand learning motivation, learning satisfaction, and changes after participation. The researcher drew upon Kirkpatrick's (1994) four levels of evaluation model including: (1) learner satisfaction or reaction to the program (e.g. curriculum design, administration service, and quality of teaching); (2) measures of learning attributed to the program (e.g. knowledge gained, skills improved, attitudes changed); (3) changes in learner behavior; and (4) result. To sum up, the research objectives are as follows:

1. To apply CIPP model to evaluate SLAs' administration strategies.
2. To evaluate SLAs' impact effects on universities, older adult learners, and the public.
3. To analyze participants' learning motivation, degree of satisfaction, and changes in learner behaviors after participation in order to understand the implementation effectiveness of SLAs.

## **III. Literature Review**

### **3.1 Background and History of SLAs**

While the Evergreen Academy (EA) initiated by the Ministry of Health and Wealth, the MOE have also implemented learning systems for senior citizens in Taiwan, such as establishing Senior Learning Center (SLC) and Senior Learning Academy (SLA) (Lin, 2008). SLAs emphasize incorporation with universities' sufficient learning resources, facilities, and faculty to provide systematic knowledge. The notion of SLAs was drawn from Elderhostel which cooperates with universities to enhance its profession and credibility and has become the most popular learning organizations for senior citizens (Lin, 2014). The government follows this effective and successful learning model and modifying the SLAs according to its development in Taiwan, in order to achieve the goal of localization. Thus, SLAs have become the best learning choice for senior citizens in Taiwan.

SLAs focus on knowledge-based curricula. The curriculum includes four main categories which not

only combine features from universities but also differentiate curriculum from EA, SLC, and provide a variety of curriculum for senior citizens. The four major curriculum includes:

1. Curriculum related to ageing issues (30-40%): understanding the challenges and solutions for aging and aging society. For example: active aging strategies, lifelong learning for senior citizens, aging in place, interaction and social relationship in old age, and adjusting with the process of aging.
2. Health and Leisure curriculum (10%-30%): health care, mental health, health promotion, physical fitness, and travel learning.
3. Characteristic curriculum (30%-40%): replying on the features or characteristics of the universities, for instance, marine ecology, tourism, technology and digital media, and art education.
4. Life knowledge curriculum (10%-20%): focusing on knowledge of modern life, for instance, technology knowledge, fashion, and law knowledge related to daily life.

According to Lin (2015), the increasing number of SLAs and population of learners indicate the importance of the development and future trend of SLAs. Thus, it is important to investigate the following research questions: what are older adult motivations of participating SLAs? How are they satisfied with SLAs? What changes occur after participating SLAs?

### **3.2 CIPP Evaluation Model and Related Literature**

Program evaluation refers to using a systematic and scientific approach to collect and analyze data in order to improve the effectiveness of the program. Stufflebeam (1968) is considered the creator and founder of the CIPP model among various types of program evaluation. Influenced by Taylor's evaluation model, Stufflebeam (1968) developed the CIPP model, including four dimensions: context, input, process, and product (Stufflebeam, 2003). Longest (1975) and Cronbach (1982) later inserted the characteristics of evaluation and measurement into the CIPP model. Ibrahim (1990) added the characteristics of formative and summative evaluation into the CIPP model and Worthen and Sanders (1987) emphasized decision making and added into the CIPP model. The CIPP model has been applied in many research studies. For instance, Leng (1998) used the CIPP model, including context, input, process, and product, to evaluate the effectiveness of curriculum and incorporate with quantitative research methods in the teacher training program. That is, the CIPP model has been a wide-spread, reliable tool for evaluating the effectiveness. This

is why the researcher adopted this model to evaluate the effectiveness of SLAs.

In the CIPP model, evaluation of context is the basic dimension, focusing on evaluating the needs of environment and resources and problems. Input dimension emphasizes evaluating the availability of the resources and possible service; process dimension focuses on the assessment of a process implementation and offers relevant information for decision making. The last dimension is evaluation of product that focuses on measuring, explaining, and judging outcomes in order to decide the feasibility and effectiveness of the program.

### **3.3 Implementation Effectiveness and Related Literature**

The definition of effectiveness refers to changes and improvement in terms of satisfaction, learning, improvement of skills, and changes of behaviors after participating in a particular plan. That is, levels of effectiveness consist of: knowledge gained, skills, attitude, cognition, and changes of external behaviors. Kirkpatrick's (1994) four-level evaluation approach has been used widely in many fields. The four levels include: reaction, learning, behavior, and result. The procedures of evaluating the second level is more challenging and time-consuming than the first one. However, the results from the second level provides more valuable information, and so on to other levels.

Kirkpatrick (1994) highlights the significant role of the three aspects of training effectiveness. First, training effectiveness can contribute to the verification between the training plan and training objectives. Second, the outcomes of training effectiveness can help determine whether to continue the plan. Lastly, the outcome of training effectiveness can provide insight into future improvement. Although training is not the priority in SLAs, it is essential to obtain the outcome of effectiveness of SLAs to improve the program and determine whether to continue this project. In addition, Knowles (1990) believes that the procedure of this effectiveness evaluation model is similar to adult learning principles. Thus, the study adopted this model to evaluate implementation effectiveness of SLAs.

## **IV. Research Design and Implementation**

The researcher conducted a survey to understand executor and participant perspectives. The questionnaire focuses on using open-ended questions to understand the context, input, process, and product

dimensions of SLAs from the perspective of executor. On the other hand, the researcher drew from the reaction, learning, and behavior levels in Kirkpatrick's (1994) effectiveness evaluation model and designed close-ended questions to gain insight into participant perspective.

#### 4.1 Subjects

The researcher examined 100 SLAs in Taiwan in 2014. SLA administration strategy questionnaires were sent out to executors of the SLAs in 100 universities. A total of 100 questionnaires were sent out and the researcher received 89 valid questionnaires (89% valid response rate). 15 SLA implementation effectiveness questionnaires were distributed to older adult learners in each 100 SLA, a total of 1500 questionnaires were sent out. The researcher received 969 valid responses and the response rate was 64.6%.

#### 4.2 Research Instruments

Two research instruments were used in this study: SLA administration strategy questionnaire for executor perspective; and SLA implementation effectiveness questionnaire for participant perspective. The questionnaire regarding executor perspective was drawing from Stufflebeam's (2007) notion of CIPP evaluation model check List. Stufflebeam's (2007) checklist provides ten evaluation components. The researcher deliberated the 10 evaluation components and created the SLA administration strategy questionnaire. The table 1 illustrates the levels, questionnaire questions, and related literature of this research instrument.

Table 1  
*Levels, Questions and References of Administration Strategies Questionnaire*

Level	Questions	Reference
SLA Context	1.What are the objectives of SLA in your institution? 2.What resources have been used to achieve the objectives of SLA in your institution (government resources, school resources, and other resources)? 3.How is your institution positioned yourself in the implementation of SLA?	CIPP Evaluation Model Check List—Context Evaluation
Input of SLAs	1. Administration service (1) How does your institution evaluate participant learning needs? (2) Do all senior learners receive member cards from your institution? (3) How does your institution improve the quality of service? (4) What are your marketing approaches and sources to promote SLA? 2.Curriculum design	CIPP Evaluation Model Check List—Input Evaluation

	(1) How does your institution design curriculum according to senior learners' need? (2) How does your institution integrate school features and characteristics to design curriculum? 3. Management of teacher resources (1) What are the teacher resources in your institution? (2) How does your institution improve teachers' professional development? (3) How does your institution improve teachers' literacy of aging?	
Implementation of SLAs	1. Evaluation system (1) What is the evaluation system of assessing administration service in your institution? (2) What is the evaluation system of assessing curriculum in your institution? 2. Reasonable cost (1) What are the financial resources for operating SLA in your institution? (2) How is the fee charge in your institution? (3) Is the cost of human, material, and financial resources cost-effective? 3. Problem solving (1) What challenges does your institution encounter while operating SLA? (2) What are the approaches to solve the problems? (3) What assistance does your institution need to solve the problems?	CIPP Evaluation Model Check List— Process Evaluation
SLAs Impact effects	This dimension is divided into three categories: impact on universities; impact on older adult learners, impacts on the public. The questionnaire uses five Likert Scale and the scores range from 1 to 5. If the score is higher, then it means that the participants reveal a stronger agreement with the statement regarding the impact effects of SLAs.	CIPP Evaluation Model Check List— Product Evaluation

The SLA implementation questionnaire was divided into four parts: background information, motivation of participating SLAs, degree of satisfaction after attending SLAs, and changes after participating SLAs. The questions of each part were considered from related literature and modified by the researcher. The table 2 illustrates the levels, questionnaire questions, and related literature.

Table 2  
*Levels, Question, and References of Implementation Effectiveness Questionnaire*

Level	Questions	References
Background Information	Previous literature suggests collect participant background information. In this study, questions about age, gender, and level of education are included.	CIPP Evaluation Model Check List— Context evaluation
Motivation of Participating SLAs	The questionnaire includes social stimulation, family relations, social contact, and cognitive interest four domains. Each domain consists of five questions, all using positive statement. This five Likert scale is from 1 to 5, the higher point means that the participant shows a higher agreement with the participating	A. Kim & S.B. Merriam's Motivation Scale, modification of Boshier's Education Participation Scale

	motivation.	(EPS)
Degree of Satisfaction after Attending SLAs	The questionnaire includes curriculum design, administration service, quality of teaching three domains. This five point Likert scale consists of 15 questions. The scale point is from 1 to 5. The higher point means that the participant has a higher degree of satisfaction.	Noel-Levit and CAEL's (2005) and Kirkpatrick's (1994) evaluation scale
Changes after Participating SLAs	The questionnaire includes 16 questions which are divided into positive aging, community participation, self-efficacy, and recreational interest four domains. The scale point is from 1 to 5. The higher point means that the participant has greater changes after participating SLAs.	Foley and Kaiser's (2013) scale

The two instruments were developed in three phases. In the first phase, the researcher developed the first draft of the questionnaires according to the CIPP model and Kirkpatrick's (1994) effectiveness evaluation model. In the second phase, the researcher consulted five experts of older adult education to evaluate the expert validity. The third phase focuses on the pre-test of the questionnaires in order to construct its reliability and validity. The implementation effectiveness questionnaire includes three scales: motivation of participating SLAs, degrees of satisfaction after attending SLAs, and changes after participating SLAs. The Cronbach's  $\alpha$  coefficient was 0.942, 71.43% of explained validity for the whole scale in terms of motivation of participation. The Cronbach's  $\alpha$  coefficient was 0.927, 65.90% of explained validity for the whole scale in terms of degree of satisfaction. The Cronbach's  $\alpha$  coefficient was 0.928, 70.05% of explained validity for the whole scale in terms of changes after participation.

#### 4.3 Data Analysis

Several types of statistical analysis were conducted on the data gathered from the questionnaire surveys, including descriptive statistics, one-way ANOVA and regression analysis. Descriptive statistics lists the mean and the standard deviation to illustrate the impact effects of SLAs on universities, older adult learners, the public; and learning motivation, satisfaction, and changes after participation. The researcher utilized one-way ANOVA to analyze SLAs' administration strategies and its impact effects. If the result is significant, then Scheffe's method was applied for post hoc comparisons. Regression analysis was used to predict changes after participation from participation motivation and degree of satisfaction.

### V. Analysis and Discussion

#### 5.1 Analysis of the Impact Effects of SLAs

From executor perspective, the mean of the impacts of SLAs on the universities is 4.02 and the

standard deviation is 0.68. The mean of the impact on older adult learners is 4.73 and the standard deviation is 0.35. The mean of the impact on the public is 4.25 and the standard deviation is 0.65. Overall, SLAs have the highest impact on older adult learners, especially “expanding elder people’s social network” receives the highest mean ( $M=4.91$ ) and “increasing learning opportunities for elder people” ( $M=4.88$ ) is the second one. The results show the least impact on universities, especially “help recruit university students” receives the lowest mean ( $M=3.26$ ), and the next is “help recruit senior volunteers ( $M=3.44$ ).

## **5.2 Variance Analysis of SLA Administration Strategies and Impact Effects**

### **1. Administration Service**

As shown in table 1, administration service including four items, the one is “what are your marketing approaches and sources to promote SLA?” The researcher categorized the marketing strategies into good, fair, and need to improve, the results showed significant differences of impact on universities ( $F=3.61$ ,  $p=.05$ ) and impact on the public ( $F=4.30$ ,  $p=.05$ ). A post-hoc Scheffe test revealed that good marketing strategies had more impact effects on universities and the public than the category needs to improve. That is to say, if SLAs can include various and diverse marketing strategies, then the impact effects on the universities and the public will be improved.

### **2. Management of Teacher Resources**

The domain of management of teachers resources includes two strategies: improving teachers’ professional development; and improving teacher’s literacy of aging. The researcher adopted one-way ANOVA to understand the differences among the management of teacher resources and its impact effects. The researcher found significant differences in improving teachers’ professional development on the impact of universities ( $F=3.23$ ,  $p=.05$ ). A post-hoc Scheffe test revealed that teachers who are somewhat enthusiastic in their teaching have at least some impact on older adult learners. In terms of improving teachers’ literacy of aging, there is a significant difference between teachers’ literacy of aging and their impact on older adult learners ( $F=2.82$ ,  $p=.05$ ). Thus, stressing the needs for improving teachers’ professional development and improving teacher’s literacy of aging will contribute to the impact effects on the universities and older adult learners.

### **3. Evaluation System**

The evaluation system includes administration and curriculum two aspects, which is categorized into strict, lenient, and inaction and the results show that there is significant difference in the impact on the universities ( $F=3.46$ ,  $p=.05$ ). A post-hoc Scheffe test revealed that implementing lenient evaluation system is better than doing nothing in the universities. That is, establishing a reliable evaluation system will help SLAs bring impact on the universities.

#### **5.3 Analysis of Implementation Effectiveness in SLAs**

The questionnaire of SLA implementation effectiveness including: participants' background information and three scales in terms of motivation of participating SLAs, degree of satisfaction after attending SLAs, and changes after participating SLAs.

##### **1. Participant Background Analysis**

###### **(1) Age**

The participants fell into five groups: ages 55-59, 60-64, 65-69, 70-74, ages 75 and beyond. The group of 60-64 had the highest population, including 338 people (35%). The next highest group was from 55-59, including 238 people (24.7%). The least population was the age group older than 75, including 64 people (6.6%). In addition, the range of most of participants' age varied between 55-64.

###### **(2) Gender**

This study included 245 males (24.5%) and 718 females (74.6%). The data shows that more females participated in this study than males.

###### **(3) Level of Education**

Level of Education was divided into five categories: self-learning, elementary, junior high school, high school, post-secondary and higher. Participants who have post-secondary education degree had the highest population, a total of 368 people (38.4%). The next highest group was high school, a total of 332 people (34.6%), and the least population was the self-learning group, a total of 14 people (1.5%). According to the data, 73% of the participants has high school degree or above.

##### **2. Three Scales Data Analysis**

###### **(1) Participant Motivation Scale**



The participant motivation scale consists of four domains: the mean of social stimulation was 3.91 and the standard deviation was 0.71; the mean of family relations was 3.77 and the standard deviation was 0.73; the mean of social contact was 4.01 and standard deviation was 0.69; the mean of cognitive interest was 4.30 and standard deviation was 0.63. Overall, older adult learners' main motivation for participating SLAs was cognitive interest and the item of "continuing to enrich myself" had the highest mean ( $M=4.38$ ), "experiencing learning interest" was the next ( $M=4.32$ ). The second highest motivation was social contact and the item of "meeting new friends" had the highest mean ( $M=4.12$ ) and the next was "expanding social network" ( $M=4.04$ ).

## **(2) Degree of Satisfaction Scale**

Three domains are included in the satisfaction scale: the mean of curriculum design was 3.98 and the standard deviation was 0.57; the mean of administration service was 4.12 and the standard deviation was 0.56; the mean of teaching quality was 4.26 and the standard deviation was 0.56. Overall, older adult learners showed the highest degree of satisfaction in teaching quality and the item of "teachers' attitude are friendly and respectful" had the highest mean ( $M=4.50$ ), "the teaching content is easy to understand and teachers' lecture is clear" was the next ( $M=4.29$ ). The domain of satisfaction for curriculum design was the least satisfied among the older adult learners. The results showed that items of "the curriculum is designed according to my learning pace" and "the curriculum is focused according to my learning needs" ( $M=3.86$ ) both had the lowest mean.

## **(3) Changes after Participation Scale**

Four domains were included in this scale: the mean of positive aging was 4.22 and the standard deviation was 0.53; the mean of community participation was 3.87 and the standard deviation was 0.58. The mean of self-efficiency was 3.87 and the standard deviation was 0.59. The mean of recreational interest was 4.10 and the standard deviation was 0.58. Overall, the biggest change after participating SLAs was learners' attitude toward positive aging. The item of "I start paying attention to health care and health management" had the highest mean ( $M=4.32$ ) and "my old age is more focused" was the next ( $M=4.25$ ). On the other hand, "I start paying attention to the public affairs in the community" had the lowest mean ( $M=3.81$ ) and "I start to contribute my knowledge to the community" was the next lower one ( $M=3.84$ ).

## **5.4 Regression Analysis**

The researcher used the four domains of participation motivation and three domains of satisfaction after participation as independent variables and changes after participation as dependent variables in the stepwise regression analysis.

### **1. Prediction of Changes after Participation from Participating Motivation**

According to the result from stepwise regression analysis, the order of the significant predictability in the domain of participant motivation was cognitive interest, family relations, social stimulation, and social contact. The model could explain 26.4% of the variance of learners' changes after participation,  $R^2=264$ ,  $F=85.56$  ( $p<.001$ ). Furthermore, stepwise regression analysis shows that cognitive interest could explain 20.2% of participants' changes, family relations could explain 5.2%, social stimulation could explain 0.7% and social contact could explain 0.4%. That is to say, older adult learners who have higher motivation in pursuing cognitive interest, they are more likely to have greater changes after participation.

### **2. Prediction of Changes after Participation from the Degree of Satisfaction**

According to stepwise regression analysis, the results showed that the order of the significant predictability in the domain of degree of satisfaction was quality of teaching, curriculum design, and administration service. The model could explain 43.7% of the variance of changes after participation,  $R^2=437$ ,  $F=249.61$  ( $p<.001$ ). Furthermore, the stepwise regression analysis showed that quality of teaching had the highest predictability which could explain 35.3% of learners' change. Curriculum design could explain 8.2% and administration service could only explain 0.2% of variance. The result indicates that participants who have higher degree satisfaction of teaching quality are more likely to have greater changes after participating SLAs.

## **VI. Conclusions and Recommendations**

### **6.1. Conclusions**

#### **1. SLAs administration strategies include marketing and management of teacher resources**

In this study, input evaluation includes administration service, curriculum design, and management of teacher resources. Within the domain of administration service, the researcher found that adopting various and diverse marketing strategies contributes to the impact effects on the universities and the public. In

addition, enhancing teachers' professional development and improving teachers' literacy of aging contribute to the impact effects on universities and older adult learners.

## **2. SLAs administration strategies need to stress the importance of establishing evaluation systems**

In this study, the process evaluation includes evaluation systems, reasonable cost, and problem solving. The researcher found that one of SLA administration strategies focuses on establishing evaluation systems of administration service and curriculum design. For instance, designing implementation schedule, creating checklist for designed activities, conducting mid-term survey, and having final presentation will strengthen the impact effects on the universities.

## **3. SLAs have the most significant impact on the older adult learners, and least impact on the universities**

In this study, the product evaluation focused at impact effects on universities, older adult learners and public. From the executor perspective, SLAs have the most impact on the older adult learners, especially the benefit of "expanding elder people's social network" has the highest impact and "increasing learning opportunities for elder people" is the second one. In addition, the results show that SLAs have the minimal impact on the universities, especially on the benefit of "helping recruit university students" is the lowest one and "helping recruit senior volunteers" is the next.

## **4. The major reason for older adult learners to attend SLAs is for Cognitive Interest**

The major reason for older adult learners to attend SLAs is for cognitive interest, especially "continuing to enrich myself" has the highest score, and "experiencing learning interest" is the next one. The second reason for attending SLAs is social contact, especially in the items of "meeting new friends" and "expanding social network."

## **5. High Satisfaction on Teaching and Low Satisfaction on Curriculum Design**

The older adult learners showed high satisfaction on quality of teaching, especially in the items of "teachers' attitude are friendly and respectful" and "the teaching content is easy to understand and teachers' lecture is clear." However, the older adult learners showed the lowest degree of satisfaction on curriculum design, especially in the items of "the curriculum is designed according to my learning pace" and "the curriculum is focused according to my learning needs."

## **6. Older adult learners who have higher cognitive interest are more likely to show greater changes**

The researcher used stepwise regression analysis and found that the four domains of motivations for participation are strong predictive variables for changes of learners' behaviors. The four domains are cognitive interests, family relations, social stimulation, and social contact. That is, learners who have higher interests in pursuing cognitive interest are more likely to have greater changes after participation.

## **7. Older adult learners who have higher degree of satisfaction on teaching are more likely to show greater changes**

Teachers' teaching quality, curriculum design, and administration service are three predictive variables in the domain of degree of satisfaction after participation. According to the result from stepwise regression analysis, learners who have a higher degree of satisfaction on quality of teaching are more likely to show a greater change. In other words, teaching quality could help predict older adult learners' behavior change after participation.

## **6.2 Recommendations**

Based on the above conclusions, the following recommendations are offered to SLAs:

### **1. Incorporate the input and process evaluation in the CIPP model and draft an appropriate administration strategy**

According to the first and second results, the researcher applied the dimensions of context, input, and process of CIPP evaluation and concluded the following results for administration strategies: marketing, managing teacher resources, and establishing evaluation system for administration service and curriculum design. In order to enhance the implementation effectiveness, it is essential to prepare appropriate administration strategies. The findings of this research suggest the universities evaluate the input and process dimensions to get a profound understanding of advantages and weakness of setting up SLA in order to develop customized administration strategies.

### **2. Establishing standardized procedure for operating SLA to improve the impact effect on universities**

According to the third finding, the researcher utilized the product dimension of CIPP model to evaluate the impact effects of SLAs and the findings show that SLAs have the least impact on the universities. Thus, in order to improve the impact effects of SLAs, it is necessary to establish a standardized procedure through the evaluation of administration service and curriculum design to reduce the burden of the administration

department.

### **3. Cognitive interest as the major goal and social contact as a minor for designing curriculum**

According to the fourth and fifth findings, the researcher adopted Kirkpatrick' effectiveness evaluation model to analyze learners' motivation for participation and degree of satisfaction. The findings show that the major reason for learners to participate SLAs is cognitive interest and the second reason is social contact. In addition, the findings illustrate that learners show the lowest degree of satisfaction in curriculum design. Thus, it is necessary to take cognitive interests as the major goal and social contact as a minor when designing curriculum. Moreover, the researcher emphasizes not only the importance of including relevant knowledge but also the interactions among the participants when designing curriculum in order to meet elder peoples' learning needs.

### **4. Continue to improve teaching satisfaction and older adult learners' changes**

According to the sixth and seventh findings, older adult learners who have higher motivation of cognitive learning interests show a higher degree of satisfaction and are more likely to demonstrate a greater change after participating in the SLAs. In order to expand learners' knowledge and perspectives, it is essential to improve teachers' professional development, teachers' literacy of aging to continue improving satisfaction on quality of teaching and change after participating SLAs.

## Reference

- Cronbach, L. J. (1982). *Course improvement through evaluation: Teacher College Record*. New York: Teachers College, Colombia University.
- Foley, K. M. & Kaiser, L. M. R. (2013). Learning Transfer and Its Intentionality in Adult and Continuing Education. *New Direction for Adult and Continuing Education*, 109, 5-15.
- Ibrahim, A. B. (1990). An evaluation of an ESL program using feedback from graduates. *Education Voice*, 13(3), 8-37.
- Kirkpatrick, D. L.(1994). *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler.
- Knowles, M.S. (1990). *The adult learner: a neglected species* (4th ed.) Houston: Gulf Pub. Co., Book Division.
- Leng, T. H. (1998). *An evaluation of the postgraduate teacher education for Science in selected Malaysia teacher training colleges*. Unpublished doctoral dissertation, University of Malaya.
- Lin, L. H. (2008). Older Adult Education Institutes and Implementation. In Huang, F. S. (Ed.), *Older Adult Learning* (pp. 161-182). Taipei: Wu-Nan Book Inc.
- Lin, L. H. (2014). The results of the 2009 “Elderhostel” Program in Taiwan. *Educational Gerontology*, 40(7), 518-530.
- Lin, L. H. (2015). An analysis of implementation effectiveness of Taiwan’s older adult education from the perspective of social outcomes. *International Journal of Management and Computing Sciences*, 5(5-6), 84-90.
- Longest, J. (1975). Designing evaluative research. *Journal of Extension*, 13, 45-67.
- Ministry of Education (2006). *Towards an Aging Society: Policies on Senior Adult Education*. Taipei: Author.
- Ministry of the Interior (2016). Monthly Bulletin of Interior Statistics for population. Taipei, Taiwan: Author. Retrieved from <http://sowf.moi.gov.tw/stat/month/list.htm> (Chinese)
- Noel-Levitz, & CAEL (2005). *National Adult Learners Satisfaction-Priorities Report*. Retrieved September 9, 2014, from [https://www.noellevitz.com/upload/Papers\\_and\\_Research/2005/ALReport-05.pdf](https://www.noellevitz.com/upload/Papers_and_Research/2005/ALReport-05.pdf).
- Stufflebeam, D. L. (1968). Toward a science of educational evaluation. *Educational Technology*, 8, 68-84.
- Stufflebeam, D. L. (2003). The CIPP Model for Evaluation. In T. Kellaghan & D. L. Stufflebeam (Eds.), *The International Handbook of Educational Evaluation*, 31-62. Boston: Kluwer Academic Publishers.
- Stufflebeam, D. L. (2007). *CIPP Evaluation Model Checklist*. Retrieved September 9, 2014, from [http://wmich.edu/evalctr/archive\\_checklists/cippchecklist\\_mar07.pdf](http://wmich.edu/evalctr/archive_checklists/cippchecklist_mar07.pdf)
- Worthen, B. R., & Sanders, J. R. (1987). *Education evaluation. Alternative Approaches and Practical Guidelines*. New York: Longman.

## Las Vegas senior center 參訪記錄

此行到 Las Vegas 共參訪三所 senior center，包括：West Flamingo Senior Center、Sunrise senior living，以及 Boulder City Senior Center，茲將參訪記錄摘述如下：

壹、中心名稱：West Flamingo Senior Center

貳、服務對象：50 以上的健康中高齡者

參、地址：

West Flamingo Senior Center (For active adults ages 50+) 6255 W. Flamingo, Las Vegas, NV 89103 W.

肆、中心簡介

West Flamingo Senior Center 為一社區型的高齡者中心，旨在服務社區的高齡者，提供其休閒與學習的場所。中心的目標願景在於希望能協助高齡者擁有健康、充實美好的生活。

在硬體設備方面設有電腦教室、舞蹈教室、遊戲室、美術教室、棋牌室、會議室、健身房等。

在課程方面亦提供各類型課程，如舞蹈、電腦、桌遊、美術工藝、音樂、運動等，滿足高齡者的需求。此外，中心也會在週末、節日時舉行活動，如萬聖節派對、感恩節大餐等，豐富高齡者的生活。

伍、網址：<http://www.clarkcountynv.gov/parks/Pages/community-center-west-flamingo.aspx>



## Clark County Parks and Recreation

# West Flamingo Senior Center 6255 W Flamingo Rd., LV 89103

### Contact Information and Hours of Operation

Phone 702-455-7742

Fax 702-367-3264

Monday - Friday

8:00 am - 5:30 pm

Closed: Saturday and Sunday

The West Flamingo Senior  
Center welcomes adults 50+  
of all skills and abilities.

*FT Staff*

*Diane Olson-Baskin,*

*Recreation Program Supervisor*

*Cheryl Marion,*

*Recreation Specialist II*

*Al Galvin,*

*Recreation Specialist II*

### Your Opinion Counts!

The center has a suggestion  
box located near the front  
desk. Staff is always open to  
suggestions for movies, field  
trips, new classes, groups and  
clubs.

### Online Registration

An email address is required. Please  
speak to a FT staff member with  
any questions.

### Refunds

Please see the front desk for  
questions regarding Clark County  
Parks and Recreation's Refund  
Policy.

Clark County Board of Commissioners  
STEVE SIEMAS, Chair,  
LAUREY BROWN III, Vice-Chair  
SUSAN BRADY, CHRIS GUINCHIGLIANTI,  
MARY BETH BOON, LAWRENCE WEEKLY,  
HARRIET KIRKPATRICK  
DON BURNETT, County Manager  
JANE FINE, Director of Parks & Recreation  
Clark County is an Equal Opportunity Employer



### Center Newsletter:

Oct 31 - Dec 31, 2016 (2nd Print)

### Diane's Corner: "In the Spotlight"

The Holidays are upon us again, and with each season comes safety issues. We need to remind ourselves that candles can be dangerous, lower light levels can be a tripping hazard, and we need to wash out hands more in the flu and cold season.

But the positive message I want to share is how grateful we are to be part of your lives and how rewarding it is to serve the senior community.

Have a wonderful, safe, happy Holiday season, and PLEASE take advantage of the cooler temperatures to walk through the park! The Walking club has a folder at the desk for you to log your miles, so find a friend, and come and walk on the weekends too!

### Computer Lab

Monday: 1:00 - 3:00 pm  
Tuesdays: 10:00 am - Noon  
Wednesday: 2:00 - 4:00 pm  
Thursday: 1:00 - 4:00 pm  
Friday: 2:00 - 4:00 pm

All computer lab guidelines apply.  
Lab use requires a membership card.

### Game Room

Monday - Friday  
8:00 am - 5:00 pm  
Free / 50 & up

Game Room participants **must be  
registered and have a swipe card.**

### Park & Room Rentals

The center rents rooms and the  
gazebo. Think of us for your  
next party or meeting needs.  
See front desk staff for prices.

### IMPORTANT NUMBERS

CC Administration 455-8200  
CC Aquatics 455-7798  
CC Senior Advocate  
455-7051  
WF Pool 455-4192

*Dial 211, 24 hours a day!*  
Nevada 211 gets you  
connected to answers about  
services, resources and  
information for seniors.

Non Emergency Assist. 311  
Emergency Assistance 911  
CSN English as Second  
Language - 651-4487  
AARP - Safe Driving contacts  
available at the front desk.

*The County is committed to administering these programs and activities for the benefit of all citizens in compliance with the County's non-discrimination policies, which are consistent with the requirements of federal civil rights regulations.*



**Session 7 Registration Dates:**

Mail In Registration begins: October 4, 2016

Online Registration begins: October 8, 2016

Walk In Registration begins: October 10, 2016

**Class Dates: ( 6 week session)**

Session 7: October 31 - December 17, 2016

Break Week: Nov 21-23 and Dec 19-31, 2016

**Scholarship Program:** Clark County offers a scholarship program. All participants must complete a new application and submit the required documents. It takes approximately 1 week for discounts to be approved. **Applications are accepted year-around, and will expire on December 31st each year.** See staff for more information.

**The Center is closed for the following holidays: Fri, Oct 28, Fri, Nov 11, Thurs, Nov 24, Fri, Nov 25, Mon, Dec 26.**

**WORKSHOPS, EVENTS & GUEST SPEAKERS - Snacks are available during screenings, speakers & events**

<i>United Health Care Monthly Birthdays</i>	Wed, 11/2, 12/7	10:30 - 11:30 am	Lobby	Free	Drop-in
<i>State of NV Medicare Program</i>	Tues, 11/8, 12/6	10:00 - Noon	Lobby	Free	Drop-in
<i>Bingo by: HealthCare Partners</i>	Friday, 11/4	9:30 - 10:30 am	MP Room	Free	611801-04
<i>Mimi's Compassion Care Organizing</i>	Friday, 11/4	10:30 - 11:30 am	MP Room	Free	611800-00
<i>Fighting Hospital Acquired Infections</i>	Tuesday, 11/8	9:30 - 10:30 am	MP Room	Free	611800-01
<i>Diabetes Workshop - HealthCare Partners</i>	Tuesday, 11/15	11:30 - 12:30pm	MP Room	Free	611800-02
<i>Timeless Beauty by Mary Kay Cosmetics</i>	Friday, 12/2	9:30 - 10:30 am	MP Room	Free	611800-03
<i>Bingo by: Elaine Wynn Palliative Care</i>	Friday, 12/9	9:30 - 10:30 am	MP Room	Free	611801-05
<i>Wreath Decorating Workshop by Diane</i>	Tuesday, 12/13	9:00 - 11:00 am	MP Room	\$3.00	611800-04
<i>World Financial Services by Mila</i>	Friday, 12/16	Noon - 1:00pm	MP Room	Free	611800-05

**DANCE**

Line dance levels are determined by counts, turns and the complexity of step sequences taught. Beginning Basic and/or Beginning Novice and/or Introductory level students may not enroll in Intermediate/Advanced classes. Free Line Dance classes are limited to three free classes per session.

Line Dance Intermediate I	Monday	9:00 - 10:30 am	Mp Room	Free	711100-00
Line Dance Intermediate I	Monday	10:00 - 11:30 am	Room 1	Free	711100-01
Line Dance Intermediate II	Tuesday	10:30 - Noon	Room 1	Free	711100-02
Line Dance Intermediate/Advanced	Monday	11:30 - 1:00 pm	Ex Room	Free	711100-03
Line Dance Social	Thursday	9:00 - 10:30 am	Mp Room	Free	711100-04
Line Dance Intermediate III/Advanced	Wednesday	10:00 - 11:30 am	Room 1	Free	711100-05
Line Dance Intermediate III /Advanced	Friday	10:15 - 11:45 am	Room 1	Free	711100-06
Line Dance Beginning I	Tuesday	8:30 - 10:00 am	Room 1	Free	711100-07
Beginning Tap I	Tues/Thurs	2:30 - 4:00 pm	Room 1	\$53 (\$4.50)	711101-00
Beginning Tap II	Mon/Wed	2:30 - 4:00 pm	Room 1	\$53 (\$4.50)	711101-01
Advance Tap	Mon/Wed	1:00 - 2:30 pm	Room 1	\$53 (\$4.50)	711101-03
Ballroom Dance	Monday	4:00 - 5:00 pm	Mp Room	Free	711102-00
Japanese Dance Beginning	Thursday	1:45 - 2:30 pm	Ex Room	Free	711104-00
Japanese Dance Intermediate	Thursday	2:30 - 3:15 pm	Ex Room	Free	711104-01
Japanese Dance Advanced	Thursday	3:15 - 5:15 pm	Ex Room	Free	711104-02

**EXERCISE & FITNESS**

Low Impact	Tues/Thurs	9:30 - 10:30 am	Ex Room	\$37 (\$3.50)	711300-00
Low Impact	Tues/Thurs	10:30 - 11:30 am	Ex Room	\$37 (\$3.50)	711300-01
Chair Exercise	Tues/Thurs	11:40 - 12:25 pm	Ex Room	\$32 (\$2.75)	711300-02
Personal Training	Tues/Thurs	45 min or 1 hour	Ex Room	\$19 / \$24	By Appt.
Zumba	Monday	8:45 - 9:45 am	Room 1	\$26 (\$4.50)	711300-03
Zumba	Wednesday	11:45 - 12:45 pm	Room 1	\$26 (\$4.50)	711300-04
Zumba	Thursday	10:30 - 11:30 am	Room 1	\$26 (\$4.50)	711300-05
Yoga	Mon/Wed	3:00 - 4:00 pm	Ex Room	\$37 (\$4.50)	711301-00
Yoga Beg	Friday	10:15 - 11:15 am	Ex Room	\$26 (\$4.50)	711301-01
Yoga Intermediate	Friday	11:30 - 12:45 pm	Ex Room	\$30 (\$4.50)	711301-02
Tai Chi (all levels)	Mon/Fri	11:00 - 12:00 pm	Mp Room	\$37 (\$4.50)	711302-00
Tai Chi Practice	Mon/Fri	12:15 - 1:15 pm	Mp Room	Free	711302-01
Tai Chi Stick	Mon/Fri	1:15 - 1:45 pm	Mp Room	Free	711302-02
Disco Walk & Move	Mon/Wed	4:00 - 4:30 pm	Room 1	Free	711303-03
Core Strengthening	Thursday	1:00 - 2:00 pm	Room 1	\$26	711304-00
Hulacise	Tuesday	12:30 - 1:30 pm	Ex Room	Free	711300-06

## MUSIC, SPECIAL INTEREST & EDUCATIONAL

Pathway to Poetry	Wednesday	2:00 - 4:00 pm	Room 3	Free	711700-00
Investors Discussion Group	2nd & 4th Tues	9:30 - 11:30 am	Room 2	Free	911402-03
Photography Club Trips	11/1, 12/14	9:00 - 11:00 am	Off-site	Free	711703-05
Bereavement Group	Tuesday	1:30 - 2:30 pm	Lab	Free	711700-03
Gardening Club Speakers/project	1st Tuesday	10:30 - 11:30 am	Room 2	Free	711704-00
Gardening Club Trips	Monday 11/2, 12/5	10:30 - 1:00 pm	Varies	Varies	711703-07
English the Easy Way	Tuesday	12:00 - 1:45 pm	Room 3	Free	711700-02
Conversational Spanish	Thursday	10:30 - 12:30 pm	Comp Lab	\$37	711700-01
Hiking Club Trips	11/28, No hike Dec.	9:00 - 1:00 pm	Varies	Varies	711703-09
Theatre Workshop- Improv, Scenes & Skits	Friday	3:15 - 5:15 pm	Room 1	Free	711601-01
"Culinary Delights" Dinner Club	Wed, 11/16, 12/21	4:00 - 6:00 pm	Varies	Cost varies	711704-03
"Pop It Up Friday" Movies by Humana	Friday 1st, 3rd, 5th	2:00 - 5:00 pm	Mp Room	Free	Drop In

## ARTS AND CRAFTS

Basic Jewelry Making	Wednesday	4:00 - 5:00 pm	Room 3	Free	711001-00
Painting with Jim - Beg/Adv	Tuesday	2:00 - 5:00 pm	Room 3	\$53	711000-02
Coloring Therapy/ Open Media Group	Friday	11:45 - 1:45 pm	Room 3	Free	911001-04
Needlework	Monday	9:30 - 11:30 am	Room 3	Free	711001-02
Plastic Canvas	Monday	1:00 - 3:00 pm	Room 3	Free	711001-03
Knit & Crochet I	Wednesday	9:00 - 11:15 am	Room 3	Free	711001-05
Knit & Crochet II	Wednesday	11:45 - 1:45 pm	Room 3	Free	711001-06
Scrap Booking	Friday	9:00 - 11:00 am	Room 3	Free	711001-07
Yarnstorming Club (public art projects)	Ongoing	Ongoing	NA	Free	911001-06

## TABLE GAMES \*beginners welcome - Participants must register for these yearly.

Pinochle (single deck) *Subject to change.	Monday*	9:00 - 12:30 pm*	Room 2	Free	911900-07
Canasta (hand & foot) seating drawn 11:55	Tues / Friday	11:40 - 4:00 pm	Room 2	Free	911900-02
Cribbage	Wednesday	9:00 - Noon	Room 2	Free	911900-03
Mahjong (Amer & Chinese) open play	Wednesday	1:30 - 4:30 pm	Room 2	Free	911900-04
Party Bridge	Thursday	11:15 - 11:45 am BBL			
Party Bridge	Thursday	12:00 - 4:00 pm play	Mp Room	Free	911900-01
Rummikub	Thursday	11:45 - 1:45 pm	Room 3	Free	911900-00
Train Dominoes	Thursday	2:00 - 5:00 pm	Room 3	Free	911900-05
Scrabble (Casual play)	Thursday	8:30 - 11:00 am	Room 2	Free	911900-08
Manipulation Rummy	Friday	9:00 - 11:30 am	Room 2	Free	911900-06
Learn to Play Hand & Foot Canasta (101)	2nd/4th Friday	10:30 - 11:30 am	Room 2	Free	911900-09

## SPORTS Participants must register for year round activities.

Horseshoes & Ladder Golf (available to check out)	Mon - Fri	8:00 - 4:30 pm	Pit Area	Free	Drop In
Pickleball	Wednesday	12:00 - 3:00 pm	Mp Room	Free	911403-04
Pickleball	Tuesday*	12:00 - 3:00 pm	Mp Room	Free	911403-05
Wii League Play	Wednesday	9:00 - 12:00 pm	Mp Room	Free	711400-01
Corn Hole	Wednesday	3:00 - 4:00 pm	Mp Room	Free	911403-04
Wii Practice - Open Play	Thursday	9:00 - 11:45 am	Room 3	Free	911403-00

## COMPUTERS

Basic Computer	Mon/Wed	10:30 - 11:30 am	Lab	\$37	711701-01
Private Lesson	Mon - Fri	45 minutes	Lab	\$19	POS
Private Lesson	Mon - Fri	1 hour	Lab	\$24	POS

Check us out online at: [www.clarkcountyNV.gov/parks](http://www.clarkcountyNV.gov/parks)



## Field Trips

Registration for all trips is **in person only** and begins approximately one month prior to the date of the trip. Trips are very popular, so please mark your calendars. On registration day, we will start handing out numbers at 8:00 am. All trip fees must be paid at the time of registration. Other fees may be due on the day of the trip at the destination. You may register yourself and one additional person (person must have a blue form on file with the center). If the trip is full, you will be placed on the waiting list. Trip handbook is available at the front desk.

**Tour of Vegas PBS Station**                      **Wednesday, November 9, 2016**                      **10:30 - 2:00 pm**  
*Registration begins on Wed, October 19*                      *711703-00*

A guided tour of the facility to see the station and learn about the great educational and vocational services that they offer to the community. Lunch will follow at the Eastside Cannery. Buffet cost is \$7.99 (with a player's club card).

**The LINQ High Roller**                      **Tuesday, November 29, 2016**                      **10:30 - 2:00 pm**  
*Registration begins on Wed, November 2*                      *Admission: \$10.00 (Cash on day of trip)*                      *711703-01*

Take a ride on the world's largest observation wheel, the High Roller, a 550-foot tall giant Ferris wheel on the Las Vegas Strip. Lunch will be at the LINQ, the outdoor shopping and dining venue there.

**Winter Holidays on Broadway**                      **Friday, December 16, 2016**                      **4:30 - 9:00 pm**  
*Registration begins on Wed, November 16*                      *Admission: \$5.00 (Cash on day of trip)*                      *711703-02*

The group will travel to nearby Super Summer Theatre Studios to enjoy a joyous and memorable musical holiday stage performance. Dinner is before the show at the Palms Station Hotel.

**Holiday Lights Tour**                      **Wednesday, December 20, 2016**                      **4:00 - 8:00 pm**  
*Registration begins on Wed, November 23*                      *711703-03*

We'll travel to Sam's Town Hotel to enjoy dinner and the lights of their Winter Wonderland display. Next, we're on our way to Ethel M Chocolates to see the Cactus Garden, and then visit some fun holiday light displays in the community. All purchases are at your own expense.



*A Special Holiday Event Exclusively at WFSC\*\**

*Friday, December 16, 2016 from 1:30-2:30 pm*

*Join us for a fun and memorable classical musical performance featuring:*

*World-Recognized Brazilian Concert Pianist Fernanda Canaud.*

*Registration begins Wednesday, November 16 #711-801-03*

**FREE**

## Special Events

### Thanksgiving Feast

Friday, November 18, 2016  
 11:30 - 1:30 pm  
 Cost: \$5.00  
 711801-00

*Registration begins:  
 October 19*

Enjoy a traditional Thanksgiving dinner with all the fixin's catered by our friends at Atria Senior Living. Entertainment by the very talented Shawn Z Williams performing his "Phantom Voices of Vegas" tribute.

### Holiday Hoedown Party

Wednesday, December 21, 2016  
 11:30 am - 1:30 pm  
 Cost: \$5.00  
 711801-01

*Registration begins:  
 November 23*

Join us for a delicious meal and celebrate this special holiday season with friends. Entertainment provided by the amazing Mama's Wranglers. Co-sponsored by: Altus Hospice

### Noon Year's Eve Ball

Friday, December 30, 2016  
 11:00 am - 1:00 pm  
 Cost \$3.00  
 711801-02

*Registration begins:  
 November 23*

Here's a chance to dress up (or not) and have fun welcoming in the new year with Ballroom dancing, hors d'oeuvres, resolutions, and toasts!

壹、中心名稱：Sunrise senior living

貳、服務對象：自願入住的高齡者

參、地址：7902 Westpark Drive McLean, Virginia 22102

肆、中心簡介

Sunrise senior living 的成立願景是為所有高齡者提供一個具有「冠軍品質」的生活，從高齡者的需求出發，發展個性化的生活、服務、支持系統，為一積極取向的高齡者養護中心。

在硬體設備上，提供具有設計感的優美環境，營造「家」的感覺；在服務方面，提供了養護照顧、課程活動等，豐富高齡者的生活。

中心希望能提供高齡者有意義的生活，包含心智、身體、精神三個層面的健康。在心智層面，旨在維持高齡者的記憶與認知正常，如辦理認知功能相關的課程活動、舉辦系列講座、成立小組的時事討論會等；在身體層面，旨在提高高齡者的活力及維持良好的身體功能，如提供有氧運動、舞蹈等各種與身體機能相關的動態訓練課程、靜態的健康教育、營養教育課程，以及成立小組的運動俱樂部；在精神層面，則旨在提供音樂、文化素養豐富高齡者的精神生活，如提供表演節目、成立話劇社團、提供志願服務的機會、提供宗教服務等。

伍、網址：<https://www.sunriseseniorliving.com/the-sunrise-difference/live-with-purpose.aspx>

壹、中心名稱：Boulder City Senior Center

貳、服務對象：50 歲以上的中高齡者

參、地址：813 Arizona St. Boulder City, NV 89005

肆、中心簡介

Boulder City Senior Center 旨在提升高齡者獨立生活的能力，促進高齡者更加積極地生活。Boulder City Senior Center 為一複合型的高齡者中心，除了提供休閒娛樂、課程活動以外，亦提供用餐服務、送餐服務，主要的服務可分為課程活動與營養把關兩部分。

在課程活動方面，中心提供許多教育方案給高齡者進行學習活動，如藝術類課程、休閒類課程、健康類課程、電腦資訊課程等。除此之外，中心亦提供一個平台，協助高齡者成立各種社團，自主運作，如藝術類社團、排舞社團、音樂性社團等。再者，中心亦提供休閒娛樂，如棋牌遊戲、卡拉 OK 等活動。

在營養把關方面，中心每周提供五天的營養午餐給高齡者，對於 60 歲以上者而言，費用大約為 2 美元，而 60 歲以下者則為 5 美元。

秉持著健康營養的原則，中心在供餐上皆符合 the State of Nevada Aging and Disability Services Division (ADSD) 準則，一頓午飯皆能提供每日營養需求的三分之一。此外，也有提供無法前來用餐的高齡者送餐服務。

伍、網址：<http://seniorcenterbouldercity.org/index.php>

# 科技部補助計畫衍生研發成果推廣資料表

日期:2017/01/11

科技部補助計畫	計畫名稱：樂齡大學的經營模式、執行成效與發展策略之研究	
	計畫主持人：林麗惠	
	計畫編號：103-2410-H-194-082-SS2	學門領域：社會教育

無研發成果推廣資料



103年度專題研究計畫成果彙整表

計畫主持人：林麗惠				計畫編號：103-2410-H-194-082-SS2				
計畫名稱：樂齡大學的經營模式、執行成效與發展策略之研究								
成果項目				量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)		
國內	學術性論文	期刊論文		0	篇			
		研討會論文		0				
		專書		0	本			
		專書論文		0	章			
		技術報告		0	篇			
		其他		0	篇			
	智慧財產權及成果	專利權	發明專利	申請中	0	件		
				已獲得	0			
			新型/設計專利		0			
		商標權		0				
		營業秘密		0				
		積體電路電路布局權		0				
		著作權		0				
		品種權		0				
		其他		0				
		技術移轉	件數		0		件	
	收入		0	千元				
	國外	學術性論文	期刊論文		0	篇		
研討會論文			1	Lin, L. H. (Oct., 2016). Evaluating the Implementation Effectiveness of Senior Learning Academies in Taiwan. Paper presented at American Association of Chinese Studies 58th Annual Conference, Malibu, California.				
專書			0	本				
專書論文			0	章				
技術報告			0	篇				
其他			0	篇				
智慧財產權及成果		專利權	發明專利	申請中	0	件		
				已獲得	0			
			新型/設計專利		0			
		商標權		0				

		營業秘密	0		
		積體電路電路布局權	0		
		著作權	0		
		品種權	0		
		其他	0		
	技術移轉	件數	0	件	
		收入	0	千元	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	2		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)					



## 科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

☒ 達成目標

☐ 未達成目標（請說明，以100字為限）

☐ 實驗失敗

☐ 因故實驗中斷

☐ 其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）

論文：☒ 已發表 ☐ 未發表之文稿 ☐ 撰寫中 ☐ 無

專利：☐ 已獲得 ☐ 申請中 ☒ 無

技轉：☐ 已技轉 ☐ 洽談中 ☒ 無

其他：（以200字為限）

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以500字為限）

此一研究的初步成果已發表於American Association of Chinese Studies 58th Annual Conference，研討會結束後，研究者積極改寫此篇文章，投稿於American Journal of Chinese Studies，目前正在審稿中。整體而言，本研究成果的意義與價值可條列如下：

- 1、本研究發展出來的樂齡大學經營模式問卷，以及樂齡大學執行成效問卷，涵蓋經營者、參與者之觀點，可供後續相關研究作為編修研究工具之參考。
- 2、本研究建構出來的樂齡大學永續發展策略評估指標，可作為相關領域研究發展策略之參考。
- 3、本研究建立的樂齡大學經營模式雖源自於美國老人寄宿所的概念，但經過本土化之後，可供國際交流並接軌。

4. 主要發現

本研究具有政策應用參考價值：☐ 否 ☒ 是，建議提供機關教育部終身教育司（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現：☐ 否 ☒ 是

說明：（以150字為限）

- 1、評估樂齡大學的經營模式與執行成效，可作為政府補助與輔導大學校院辦理樂齡大學之參酌。

2、建構樂齡大學發展策略的評估指標，可作為政府制訂高齡教育相關政策之方向與建議。

3、樂齡大學發展策略的評估架構，可整合高等教育的相關資源，作為大學校院面臨少子化衝擊的轉型機制之一。