

**ASSESSMENT REPORT**  
**ACADEMIC YEAR 2019 – 2020**  
**REPORT DUE DATE: 12/04/2020**

**Some useful contacts:**

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)
5. Prof. Supama Chakraborty, AD Academic Effectiveness – [schakraborty2@usfca.edu](mailto:schakraborty2@usfca.edu)

**Academic Effectiveness Annual Assessment Resource Page:**

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

**Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)**

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor);**

**FineArts\_Aggregate (when submitting an aggregate report)**

## I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Submitted by Dr. Allison Thorson, Program Director & Faculty Assessment Coordinator:  
Interdisciplinary Minor in Gerontology (GERO)

Please send feedback to [athorson@usfca.edu](mailto:athorson@usfca.edu)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Undergraduate Minor  
Interdisciplinary Minor in Gerontology (GERO)

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

There have been no changes made to the GERO Curricular Map (see map in appendix).

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

- **Mission Statement (Minor):**

No changes.

The Minor in Gerontology provides undergraduate students with an interdisciplinary understanding of the many aspects of the aging process and gives them the knowledge to pursue a career in the growing field of gerontology. Students are provided opportunities to experience the connection between learning about aging and working with older adults in the community. The Gerontology Minor promotes social justice for people of all ages and inspiration to improve the lives of older adults.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

- **PLOs (Minor):**

No changes.

PLO 1: Students will be able to describe biological, social, or psychological aspects of the aging process.

PLO 2: Students will be able to articulate the importance of engagement in social justice for people of all ages.

**3. State the particular program learning outcome(s) you assessed for the academic year 2019-2020.**

PLO 2: Students will be able to articulate the importance of engagement in social justice for people of all ages.

**What rubric did you use?**

	<b>Exemplary (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>	<b>Poor (0)</b>
<b>Ability to identify Social Justice issues for older people</b>	Identifies and elaborates on social justice issues throughout document.	Describes at least one social justice issue for older people clearly.	Briefly mentions social justice for older people with no elaboration. Recognizes 1 challenge faced by older people.	Does not mention social justice for older people

- **PLO(s) being assessed (Minor):**

PLO 2: Students will be able to articulate the importance of engagement in social justice for people of all ages.

### **III. METHODOLOGY**

**Describe the methodology that you used to assess the PLO(s).**

- **Methodology used (Minor):**

**A)** Student samples from 1 course were used to assess PLO2.

HS 301 – Death and Dying: Exploring New Paradigms

**B)** To gather assessment samples, we asked the professor of HS 301 to pull direct samples from the 10 GERO minor students enrolled in his Spring 2020 course. This class had been earmarked as meeting PLO 2 at the “Developing / 2” Level.

The exam essay question #3 from HS 301 which was analyzed asked: “Identify and explain any 2 social justice issues discussed thus far in class, for patients with chronic and/or serious illness, and then detail how you would approach these issues, either from the perspective of someone seeking entrance into a helping profession, or as someone who has been empowered through this course to see ways to improve care for those who need it, especially care at life’s end.”

To initially train coders, we examined answers from 2 students’ short-answer question (i.e., a question from Exam 1, Essay 3).

C) Each assessment item was analyzed by the GERO PLO 2 Assessment Sub-Committee.

Dr. Allison Thorson, Department of Communication Studies, Chair Interdisciplinary Committee on Aging, Chair GERO Minor, Chair of GERO Assessment Committee

Dr. Lisa Wagner, Department of Psychology, Interdisciplinary Committee on Aging Member, GERO Minor Committee Member, GERO Assessment Committee Member

Dr. Erin Grinshteyn, School of Nursing and Health Professions, Public Health, Interdisciplinary Committee on Aging Member, GERO Minor Committee Member, GERO Assessment Committee Member

Dr. Hsiu-Lan Cheng, School of Education, Counseling Psychology, Interdisciplinary Committee on Aging Member, GERO Minor Committee Member, GERO Assessment Committee Member

D) After assessing the first two short-answer exam questions, discussing any discrepancies, and establishing reliability amongst committee members, the assessment committee continued evaluating an additional 8 student samples from HS 301.

E) In total, examples from 10 GERO minor students were analyzed – over 22% of GERO minors. (Note: As of May 4, 2020, there were 44 declared GERO minors.)

#### IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section asks you to highlight the results of the exercise. Pertinent information here would include:

A) Assessment Results:

Assessment Sample	Dr. Thorson	Dr. Wagner	Dr. Grinshteyn	Dr. Cheng	MODE

<b>HS Exam 1, Essay 3</b>					
Participant 1	3		2	3	3
Participant 2	2	2	2		2
Participant 3	2		2	2	2
Participant 4	3	2		3	3
Participant 5	2	2	3		2
* Participant 6	3	3	3	3	3
* Participant 7	3	2	2	3	After discussion =2
Participant 8		2	2	3	2
Participant 9	3	2		3	3
Participant 10		2	3	3	3

\* = samples evaluated as part of initial assessment

- a. how well students mastered the outcome at the level they were intended to,

For HS 301, we expected that students work would meet PLO 2 at the “Developing / 2” level.

Thus, using the mode for each rating, assessment of student work (direct data) from HS 301 found that student work met or exceeded the PLO that was intended to be met 100% of the time.

Using the mode for each rating, assessment of student work (direct data) from HS 301 found that student work exceeded the PLO that was intended to be met 50% of the time.

- b. any trends noticed over the past few assessment cycles, and

Compared to previous findings, our results are more robust than previous years – as this is the first time that we exceeded our expectations 50% of the time and met our expectations 100% of the time.

- c. the levels at which students mastered the outcome based on the rubric used.

To address this question, among many other options, one option is to use a table showing the distribution, for example:

**Results (Minor):**

	<b>Percentage of Students</b>
Exceeded or met outcome at the level intended	100%
Met outcome at the level intended	50%

## V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

- **Closing the Loop (Minor):**

Our findings this year indicate that we should continue to assess GERO classes using samples from GERO minors (not the general student population) when assessing this minor. They also suggest that HS 301 provides students with the fundamentals to understand social justice issues associated with the aging process.

It should be noted, however, that the high ratings for this course could be related to the question that was asked (i.e., the exam question asked was almost exactly the same as our PLO 2).

Moving forward, data from additional courses that have not yet been assessed should be evaluated (possibly PSYC 302 – Psychology of Prejudice or Dance 360) and questions that are not directly related to the PLO should be examined.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

In line with our last assessment report feedback, we are continuing to assess the minor using only data from GERO minors rather than individuals in the general student population.

## VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Minor):**

What we have learned is that the courses we are offering/requiring students to take are meeting our mission and PLOs most of the time – especially among GERO minors taking these courses. All in all, this exercise has reinforced an earlier suggestion that we should continue to assess GERO classes using samples from only GERO minors (not the general student population).

## VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

## ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

### Gerontology Minor Curriculum Map

\*All modifications from 2019/2020 curriculum map highlighted in yellow.

	PLO1	PLO2
Courses X Program Learning Outcomes	Students will be able to describe biological, social, or psychological aspects of the aging process.	Students will be able to articulate the importance of engagement in social justice for people of all ages
Courses		
BIOL 108/109: Biology of Human Aging	I	
KIN 110: Lifetime Fitness and Wellness	I	
BIOL 115/116: Survey of Human Physiology	I	
BIOL 414: Evolution	I	
COMS 368: Communication & Aging	D	D
HS 301: Death & Dying	D	D
KIN 335: Physical Activity & Aging	D	I
PSYC 339: Adulthood & Aging	M	D
DANC 140: Dance Cultures and Subcultures		I
DANC 360: Dance in the Community	D	D
DANC 480: Workshop in Dance Production/Dance Generators	I	
INDT 240: Honoring our LGBTQ Elders	I	D
KIN 325: Exercise and Disease Prevention	I	I
KIN 330: Exercise and Disease Promotion	I	

NURS 222: Applied Assessment and Nursing Fundamentals I: Health & Wellness	M	M
NURS 272: Applied Assessment and Nursing Fundamentals II: Alterations in Health & Illness	M	M
PHIL 240: Ethics (Biomedical Issues Ethics section only)		I
PSYC 302: Psychology of Prejudice	I	D
PSYC 396: Psychology Practicum	I	I
	Key: I = Introductory	
	D = Developing	
	M = Mastery	

Updated May 05, 2020