

Interdisciplinary Minor in Gerontology (GERO)
Undergraduate Minor
Assessment Report from AY 2020-2021; Due November 1, 2021

Submitted by Dr. Allison Thorson, Previous Program Director & Faculty Assessment
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Mission Statement (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.

PLOs (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.

Gerontology Minor Curriculum Map (no change):

	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

Assessment Schedule (Past Assessments):

All assessments of the Gerontology minor have been direct assessments. Because the Gerontology minor is relatively small in size (ranging from 35-55 since program assessment started in 2016) and because we do not control the scheduling or staffing of courses within the minor, our program assessment has used available courses with willing instructors. To date, we have not had a program review.

- AY2016-2017 Assessed PLO 2 in the 2 required courses (at the time): Psyc 339 and Kin 335 (used all students in the class as there were too few minors in either class to do a meaningful analysis)
- AY 2017-2018 Assessed PLO 1 in the 2 required courses (at the time): Psyc 339 and Kin 335 (used all students in the class as there were too few minors in either class to do a meaningful analysis)
- AY 2018-2019 Assessed PLO 1 in COMS 368 and PHIL 240 (Biomedical Issues only) (used all students in the class as there were too few minors in either class to do a meaningful analysis)

- AY 2019-2020 Assessed PLO 2 in HS 301 (Gerontology Minor students only)
- AY 2020-2021 (Current Assessment Report) Assessed PLO 1 in HS 301 (Gerontology Minor students only)

2020-2021 Assessment:

We assessed the Gerontology first program learning learning outcome for HS 301 Death and Dying:

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

Using this rubric:

	Mastery (3)	Developing (2)	Introductory (1)	Poor (0)
Ability to describe biological, social, or psychological aspects of the aging process	Identifies and explains 2 or more biological, social, or psychological aspects of the aging process.	Identifies and explains at least one biological, social, or psychological aspect of the aging process	Identifies a biological, social, or psychological aspect of the aging process with no elaboration.	No mention of biological, social, or psychological aspects of the aging process.

Methodology used (Minor):

A) Student samples from 1 course were used to assess PLO1.

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 1 at the “Developing / 2” Level.

The exam essay question #2 from HS 301 which was analyzed asked: “Identify and explain 2 or more biological, social, or psychological aspects of the aging process”

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

C) Each assessment item was analyzed by the GERO PLO 1 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 28% of GERO minors. (Note: As of March 1, 2021 there were 35 declared GERO minors.)

RESULTS & MAJOR FINDINGS

A) Assessment Results:

Assignment	Dr. Thorson	Dr. Wagner	Dr. Grinshteyn	Dr. Cheng	MODE
HS Exam 1, Essay 2					
Participant 1	3		3	3	3
Participant 2	3	3	3		3
Participant 3	2		2	2	2
Participant 4	1	1		1	1
Participant 5	3	1	3		3
* Participant 6	3	3	3	3	3
* Participant 7	3	3	3	3	3
Participant 8		3	3	2	3
Participant 9	1	1		1	1
Participant 10		3	3	3	3

* = samples evaluated as part of initial assessment

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 80% 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 70% of the time.

These findings are similar to last year's findings. Last year we met or exceeded our expectations 100% of the time. We exceeded our expectations 50% of the time. This year we met or exceeded our expectations 80% of the time and exceeded our expectations 70% of the time.

Results (Minor):

	Percentage of Students
Exceeded or met outcome at the level intended	80%
Did not meet outcome at the level intended	20%

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 aspects of aging from biological, social and/or psychological lenses. While some students did not meet our expectations, this finding was not the norm.

These findings were presented to the USF Interdisciplinary Committee on Aging which, as part of its duties, oversees the curriculum for the Gerontology Minor. The findings were discussed by the ICA and conclusions drawn are reflected in this report.

Moving forward, data from additional courses that have not yet been assessed should be evaluated (possibly NURS 222 Applied Assessment and Nursing Fundamentals I, NURS 272 Applied Assessment and Nursing Fundamentals II, PSYC 302 – Psychology of Prejudice or Dance 360). 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.

To summarize, 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).