

Annual Assessment Report AY21-22

Gerontology Minor

Report due date: Tuesday, November 1, 2022

Extension received for Feb 1, 2023

Please email a PDF copy of your annual assessment report to: assessment_cas@usfca.edu.

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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		
KIN 110: Lifetime Fitness and Wellness		
BIOL 115/116: Survey of Human Physiology		
BIOL 414: Evolution		

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 Assessed PLO 1 in HS 301 (Gerontology Minor students only)
- AY 2021-2022 (Current Assessment Report) Assessed PLO 1 in PSYC 339 (Gerontology Minor students only)

2021-2022 Assessment:

We assessed the Gerontology Minor PLO 1 for PSYC 339 course (Adulthood & Aging):

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) Gerontology Minor student samples from Psyc 339 were used to assess PLO1.

B) In AY2017-2018, we used term papers from Psyc 339 to evaluate PLO 1, but because the minor is relatively small, we evaluated all of the student products in the class instead of just the Gerontology minor students. For this current assessment, we collected 15 Gerontology Minor student papers from 3 different semesters (Spr 2018, Spr 2019, Spr 2022) to evaluate whether the course is meeting PLO1 for Gerontology Minor students.

This class had been earmarked as meeting PLO 1 at the “Mastery / 3” Level.

Coders who had previously been trained to evaluate PLO 1 for these term papers (same coders from AY2017-2018 report) coded these 15 papers.

C) Each paper was analyzed by the GERO PLO 1 Assessment Sub-Committee.

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

Dr. Allison Thorson, Department of Communication Studies, 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

D) In total, examples from 15 GERO minor students were analyzed – over 40% 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	MODE
Psyc 339 Term Paper				
Participant 1	2	3	2	2
Participant 2	3	3	3	3
Participant 3	3	3	3	3
Participant 4	3	3	3	3
Participant 5	3	3	2	3
Participant 6	3	3	3	3
Participant 7	3	3	3	3
Participant 8	3	3	3	3
Participant 9	3	3	2	3
Participant 10	3	3	3	3
Participant 11	2	2	2	2
Participant 12	3	2	3	3
Participant 13	3	3	3	3
Participant 14	3	3	3	3
Participant 15	3	3	3	3

For PSYC 339, we expected that students work would meet PLO 1 at the “Mastery /3” level.

Thus, using the mode for each rating, assessment of student work (direct data) from PSYC 339 found that student work met the PLO that was intended to be met 86.6% of the time.

These findings are similar to last year’s findings with the difference that the expectation for the course we evaluated last year was only a “2”. Last year we met or exceeded our expectations 80% of the time. We exceeded our expectations 70% of the time. This year we met our expectations 86.6% of the time. It is not possible to exceed our expectations in this year’s evaluation due to the higher level of expectation (a “3”) for this course.

Results (Minor):

	Percentage of Students
Exceeded or met outcome at the level intended	86.6%
Did not meet outcome at the level intended	13.3%

Our findings this year indicate that 86.6% of the Gerontology Minor students in Psyc 339 are meeting the expectation of PLO 1. For the 13.3% who did not make mastery (Level 3), they were at Level 2 (Developing). This suggests that Psyc 339 provides all Gerontology Minor students with an understanding of aspects of aging from biological, social and/or psychological lenses with the vast majority showing that understanding at a “3” Mastery level. While some students did not meet our expectations of mastery, they instead demonstrated a Developing “2” level and these students were in the minority (13.3%).

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.

During our last report, we determined that we should collect data from minor courses that had not yet been evaluated. We are in the process of gathering enough student samples from NURS 222 to have a meaningful evaluation for future evaluation reports. Meanwhile, because we had never assessed Gerontology Minor students within Psyc 339, we returned to this course and evaluated more recent papers from just Gerontology Minor students. The ICA noted both the high bar set by having the expectation of “3” in this course and the fact that 86.6% of student products were rated at that level. This is a positive result. The ICA also discussed improving on even these strong results so that even a higher proportion of students would demonstrate a “3”.

To summarize, we have learned that the Gerontology courses students take are meeting our mission and PLOs most of the time – especially among GERO minors taking these courses.