Graduate Assessment by Degree/Certificate Program

1. List in detail your Student Learning Outcomes (SLOs) for each graduate degree/certificate offered.

The Advanced Certificate in Gerontology (ACG) has four broad Student Learning Outcomes:

1. Demonstrate mastery of the scientific knowledge base, methodology and practice specific to gerontology.
2. Conduct research or produce some other type of creative work.
3. Function as a professional in the discipline of gerontology.
4. Communicate both orally and in writing at a high level of proficiency the following five gerontology learning objectives:
   a. Describe the factors that have led to an increasingly aged population and the impact of this phenomenon on individuals, families, communities, and countries.
   b. Describe common biological, psychological, and social changes that accompany human aging.
   c. Distinguish normal aging from disease.
   d. Compare and contrast the various services available to older adults along a continuum from well elders to frail, ill, and dying elders.
   e. Describe and discuss the impact of the Older Americans Act, the Social Security Act, and other policies that try to assure service availability and income maintenance for older adults.

2. Where are these SLOs published (e.g., departmental web page)?

Student Learning Outcomes are given to all students upon entering the certificate program. General information about the Advanced Certificate in Gerontology can be obtained on the Center on Aging’s website at [www.hawaii.edu/aging](http://www.hawaii.edu/aging).

3. Explain how your SLOs map onto your curriculum, i.e., how does your program of graduate studies produce the specific SLOs in your students?

The Advanced Certificate in Gerontology (ACG) is a 15-credit interdisciplinary certificate administered by the Center in Aging (COA). Students are required to take a minimum of five courses from three different departments, selected from an approved list of gerontology courses, in addition to the required courses (IS 610 -Field Study in Gerontology and IS 611- Integrative Seminar in Gerontology). The Field Study requirement for the IS 610 includes 240 hours of approved field work, attendance at monthly meetings, and completion of a field work paper.
The required and approved gerontology courses, offered throughout the course of study, cover the SLOs in detail. Emphasis is placed on mastery of the five gerontology learning objectives throughout the certificate program.

Each ACG student is required to prepare/maintain a portfolio of material from the gerontology courses taken, including course syllabi, papers written for class (including research papers and grant proposals), practicum reports, self-evaluation exercises, and journal entries. The student’s ACG Advisor(s) work with the student to decide which work should be collected. Prior to graduation, the student participates in an Exit Interview with his/her ACG Advisor(s) to review the portfolio and examine student mastery of the five learning objectives.

4. What population(s) is covered by your assessment(s)?

All students enrolled in the Advanced Certificate in Gerontology program are covered by the assessments.

5. Please list/describe all the assessment events and devices used to monitor graduate student progress through the program. Consider the following questions:
   - How are written exams used to assess graduate students?
   - How are independent and/or culminating projects (theses, dissertations, performances, capstone courses, etc.) used to assess graduate students?
   - How are oral presentations/reports/performances used to assess graduate students?

The ACG has only 2 required courses, and written exams play a minor role in assessing graduate students in these courses and in the ACG as a whole. Written exams may be given by instructors of other approved ACG classes that are taken by students pursuing an ACG, and these may include short-answer, essay, and take-home exams. However, most of the approved ACG courses require oral presentations based upon their research or class assignments that require them to synthesize course material and class assignments.

In the 2 required ACG courses, students are required to critically review seminal research and current literature in gerontology and to produce scholarly papers in selected areas. IS 610, the practicum class, requires a 3-part paper, one part of which is a literature review of a topic relevant to the practicum (e.g., a student placed in a case management agency may complete a research paper on dementia or self-neglect, which are common problems of their clients). The capstone class, IS 611(v) (3), is the certificate’s culminating seminar, integrating what was learned over the course of study and in the practicum. Students are required to produce a scholarly paper or work with a community organization to develop a grant proposal in their field of interest. In this seminar, students also prepare for the Exit Interview.

6. Please list/describe how your graduate students contribute to your discipline/academic area? Consider the following questions:
   - To what extent do your graduate students present their work at professional conferences?
   - To what extent do your graduate students publish their work?
At the graduate certificate level, occasionally students will present their work at professional conferences and/or publish their work. However, this is usually done in conjunction with their terminal degree in the respective graduate field of study.

7. What attempts are made to monitor student post-graduate professional activities? In which industries/professions do your graduates find employment? How successful are your graduates in their chosen professions and careers?

A Post-graduate survey (adapted from the Association for Gerontology in Higher Education) is mailed to graduates to solicit information on graduates’ progress since graduation and their recommendations for program improvement.

Students seeking the ACG are often already employed in the field of gerontology and enroll in the program to enhance their knowledge and skill base. Those newly entering the work force find employment in social service agencies, hospitals and nursing homes, the State Department of Health, and community service organizations and agencies serving the elderly population. About 80% of ACG graduates maintain/find employment in the field of gerontology within 3 months of graduation.

8. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?
   – Was pedagogy changed?
   – Did you make administrative changes?
   – Were there changes in interactions with students?
   – Were degree requirements changed?
   – Were courses changed?

No changes to pedagogy, administration, student interactions, or degree requirements have been made in the past 3 years (outside of minor editing of information about the degree provided to entering students).