ASSESSMENT REPORT 2004-05

Academic Program: Population Studies
Degree: Graduate Certificate in Population Studies

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

1. Demonstrate mastery of the core theoretical concepts and issues in the field of population studies.
2. Demonstrate master of the methodology and techniques employed in the field of population studies.
3. Communicate both orally and in writing at a high level of proficiency.
4. Conduct research or produce other creative work related to the field of population studies.
5. Function as a professional in a population-related discipline.

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

SLO are published in the brochure and on the departmental website

III. 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 SLO are addressed through required and elective courses in the curriculum. The matrix below shows where each of the SLO is taught.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Electives</th>
<th>Capstone*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST 650</td>
<td>PPST 691</td>
<td>PPST 649</td>
</tr>
<tr>
<td>SLO #1</td>
<td>X</td>
<td></td>
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<tr>
<td>SLO #2</td>
<td></td>
<td>X</td>
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<tr>
<td>SLO #3</td>
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<td>X</td>
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<tr>
<td>SLO #4</td>
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<tr>
<td>SLO #5</td>
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</tbody>
</table>

Note: Student may also enroll in PPST699 while working on his/her Capstone project to give them an opportunity to work with a faculty member.

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

All students enrolled in the Graduate Certificate in Population Studies are covered in the assessment.
V. Please list/describe all the assessment events and devices used to monitor graduate student progress through the program. Consider the following questions:

V.1 How are written exams used to assess graduate students?
The two core courses, PPST 650 and PPST 691 use written exam as the basis for grades. The other core course, PPST 649, uses a term-paper as the requirement. Most of the elective courses taken from the population-related departments (e.g., economics, sociology) also use either written exams and/or term-paper as the basis for grades.

V.2 How are independent and/or culminating projects (theses, dissertations, performances, capstone courses, etc.) used to assess graduate students?
The capstone project is used for judging the student ability to integrate knowledge obtained from the core as well as elective courses. During the process, students have the opportunity to work with a faculty member.

V.3 How are oral presentations/reports/performances used to assess graduate students?
In one of the core courses, PPST 691, students are required to present a paper in the class which is open for faculty to attend. In the past, some faculty members have attended the sessions and provided important feedback for the students. The capstone project also requires a presentation at the end.

VI. Please list/describe how your graduate students contribute to your discipline/academic area? Consider the following questions:

VI.1 To what extent do your graduate students present their work at professional conferences?
Some students have presented their work at population-related conferences, such as the Population Association of America Annual Meeting. In a recent year, a student’s presentation received a best-poster award. (A list of selected presentations by students is found in the appendix.)

VI.2 To what extent do your graduate students publish their work?
Some students have published their work either in edited-books or professional journals. (A list of selected publications by students is found in the appendix.)

VII. What attempts are made to monitor student post-graduate professional activities?
We do not have any formal mechanism in place to monitor our graduates. So far, information about our graduates comes from the personal contacts between the graduates and the faculty members.
In which industries/professions do your graduates find employment?
Most of our graduates work in the academia, followed by in the government sector (national and local level).

How successful are your graduates in their chosen professions and careers? Many of those who we could trace held various positions in the academia (dean, rector) as well as in the government.

VIII. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

In early 2005, a committee, comprised of 3 faculty members and a student, was formed to assess the curriculum of the program. The committee solicited inputs from other faculty members, students, as well as other related units in the university. The committee recommended several changes to the curriculum which were accepted by the faculty at a meeting in May 2005.

Was pedagogy changed?
No changes were recommended.

Did you make administrative changes?
No.

Were there changes in interactions with students? Advising, counseling, etc.
No changes were recommended.

Were degree requirements changed?
The committee recommended a change to the degree requirement increasing the number of elective courses and broadening the coverage of the capstone project.

Were courses changed?
No changes in courses were needed.
Appendix 1

Selected Presentations in Conferences (Students’ name in bold)


Appendix 2

Selected Publications (Students’ name in bold)


