The Undergraduate Certificate in Aging (UCA) has three broad Student Learning Outcomes:

1. Demonstrate mastery of the scientific knowledge base, methodology and practice specific to gerontology.
2. Function as a professional in the discipline of gerontology.
3. Communicate both orally and in writing at a moderate 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., department web page)?

All incoming students in the UCA program receive the Student Learning Outcomes as part of a comprehensive admission packet. General information about the Undergraduate Certificate in Aging can be obtained on the Center on Aging’s website at www.hawaii.edu/aging. Learning outcomes may also be requested via the website.

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

The Undergraduate Certificate in Aging (UCA) is a 15-credit interdisciplinary certificate administered by the Center in Aging (COA). The UCA is awarded with the baccalaureate degree. Students are required to take a minimum of five courses from at least three different departments at the 300 level and above (two of the three must be at the 400 level), selected from an approved list of gerontology courses. One of the courses may be a field practicum.

The UCA’s approved gerontology courses cover, in detail, all SLOs. Emphasis is placed on mastery of the learning objectives throughout the certificate program. Each UCA student is required to prepare/maintain a portfolio of material from the gerontology courses taken,
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including course syllabi, papers written for class, practicum reports, self-evaluation exercises, and journal entries. The student’s UCA 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 UCA Advisor(s) to review the portfolio and examine student mastery of five learning objectives.

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

4. What specific methodologies were used to collect data?

Methods used include:

1. Course grades (requiring maintenance of a 3.0 GPA).
2. Assessment of student learning from the practicum advisor (if applicable).
3. Maintenance of a student portfolio, to include syllabi of courses taken, copies of papers and other work done in attaining the certificate, a resume, and a paper providing a self-assessment of learning over the course of the program.
4. An exit interview, during which time the portfolio is reviewed and the student responds to questions testing mastery of the 5 gerontology learning objectives.

Perceptual and attitudinal indicators that inform us about students’ experience in the program and attitudes about the program and related faculty are measured through course evaluations and through requested feedback specific to these criteria obtained during the Exit Interview.

Students who are not pursuing an Undergraduate Certificate in Aging may choose to take gerontology courses as electives. In this case, students’ performance is measured through tests, course assignments and successful completion of the courses.

5. 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). However, students completing the UCA program have told us there are few choices across campus (at the undergraduate level) to study gerontology. As the required courses must come from 3 departments, the COA has had limited impact on encouraging the development of additional undergraduate courses relating to gerontology given system-wide budget constraints.

6. General Education Assessment Within the Major:

As the UCA is essentially a “minor,” this area is not applicable.