Subject Area Committee Name: Gerontology	
SAC Contact's Name: Jan Abushakrah	*Contact's e-mail:* jabushak@pcc.edu

CTE SACs have the responsibility to assess their degree and certificate outcomes. Outcomes for each degree and certificate can be found here.

In the table below, list each outcome, all the relevant degree(s)/certificate(s), the Core Outcome(s) each maps to, and the schedule for summary data assessment*. If you have questions about how to complete the form, consult the Help Guide to Completing the Multi-Year Assessment Plan for CTE 2013-2014, or consult with your LAC coach.

We recognize some SACs have more outcomes than can realistically be comprehensively assessed on a two-year cycle. If this is the case for your SAC, contact your LAC coach to develop an alternative assessment cycle.

*Summary data is defined as the information relevant to understanding student outcome attainment (e.g., totals, averages, percentages, etc.) for all the degree/certificate outcomes assessed that year. This data can come from various types of assessments (e.g., TSAs, external exams/assessments, internal exams/assessments, and employer assessments).

‡PCC Core Outcomes Codes

Communication (**C**) Cultural Awareness (**CA**) Community and Environmental Responsibility (**C&ER**) Professional Competence (**PC**) Self Reflection (**SR**) Critical Thinking and Problem Solving (**CT&PS**)

Multi-Year Plan

The expectation is that most SACs will be able to complete their outcome assessment cycle in two years and then repeat the cycle. If your SAC needs more time, please consult with your coach to work out an alternate plan (4 years probably representing the maximum length), and add more columns for the additional years. (These plans may need to be reviewed and corrected after two years.)

Outcome *(add additional rows if required)*	*Applicable Degree(s)/ Certificate(s)*	*Core Outcome Code(s) ‡*	*TSA**	*Every Year*	*2013-2014*	*2014-2015*
Apply skills and knowledge to effective work with and for elders as a gerontology professional, and as a family and community member.	AAS Gero Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **	x	x	x
Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with elders in professional, institutional and community settings.	AAS Gero Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **	x	x	x
Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders.	AAS Gero Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **	x	x	x

Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities.	AAS Gero Cert	C, CA, C&ER, **PC**, SR, CT&PS	Aghe **	x	x	x
Work/Continued Education: If desired, pursue higher education for a bachelor or master degree, beginning at the third-year level. OR Work as an age specialist in the area of one's prior work experience, credential or degree (if appropriate). If desired, pursue the additional 46 credits to earn and Associate of Applied Science Degree in Gerontology	AAS Gero Cert	PC	Aghe **	x	x	x
Work effectively as an activity director (or assistant, or consultant) with diverse groups of older adults in long term care facilities, adult daycare and community settings.	Act Prof Certs	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Design and administer a comprehensive activity program for all levels of functioning and for special needs populations using State and CMS required assessment and documentation	Act Prof Certs	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Direct an activity department and supervise activity assistants and volunteers.	Act Director Cert only	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Meet eligibility standards for certification by the NCCAP as an Activity Director Certified (or Activity Assistant Certificated, or Activity Consultant Certified), when combined with continuing education & work experience.	Act Prof Certs	PC	Aghe **	x		x

Work effectively as an advanced care provider with diverse individuals or groups of older adults with cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home and community settings	ABCC Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Conduct gerontological research relevant to advanced care issues, and apply the research to practice	ABCC Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Adhere to professional and ethical care standards	ABCC Cert	PC				x
Continue to develop professional care knowledge and skills through continuing education and training	ABCC Cert	PC	Aghe **	x		x
Work effectively as a registered horticultural therapist or therapy assistant with diverse populations in therapeutic gardens and horticultural therapy programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, and other day or residential treatment facilities.	Hort Therapy Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Design, implement, and evaluate therapeutic garden and horticultural therapy programs meeting the physical, cognitive, and psychosocial needs of special needs clients, and applying professional skills and standards of the field.	Hort Therapy Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Meet educational standards for certification by the American Horticultural Therapy Association as a Horticultural Therapist Registered [HTR], when combined with required educational, continuing education and supervised work experience criteria.	Hort Therapy Cert	PC	Aghe **	x		x
Guide family members and dying persons through the end of life process, including social, psychological, medical, financial, legal,	EOLCS	C, CA, C&ER,	Aghe			x

and spiritual issues related to care and support.	Cert	PC, SR, CT&PS	**			
Assess and document the care and support needs and assets of the dying person, their family and social support network; communicate and collaborate with all related parties; and facilitate access to appropriate resources, while working with other professionals and with diverse stakeholders in a coordinated care and support plan, in hospice, long term care, and home environments.	EOLCS Cert	C, CA, C&ER, PC, SR, CT&PS	Aghe **			x
Apply best practices of person-centered and directed care and support, and adhere to professional and ethical standards in supporting the dying person and working effectively with all stakeholders, including legal, medical, financial, insurance, relevant government programs, and other professionals, as well as family and the dying person's social support network.	EOLCS Cert	C, CA, C&ER, **PC**, SR, CT&PS	Aghe **	x		x

*TSA Column: If this outcome is fully assessed by a TSA, mark 'F' (fully) here. Mark 'P' if a TSA partially assesses this outcome and indicate in the appropriate column when the other aspects of the outcome will be assessed. Leave this cell blank if a TSA is not used with this outcome.

**AGHE – We will be linking our Degree & Certificate Outcomes to the new Competencies of the Association for Gerontology in Higher Education. As a Member of the National Competencies Taskforce, I will be developing a model of competency levels that can be integrated as a Competency Structure (as in D2L) and as Activities and Rubrics within Core Courses. Results from the utilization of this model will be reflected in our Annual Report.

Note on AY2013-14 Focus: All Gerontology students earning Degrees & Certificates are developing their ePortfolios that are being phased in over this academic year. All students taking the Professional Seminar (GRN282) will produce a Learning Outcomes & a Career Portfolio linked to the Learning Outcomes of the Degree/Certificates they are earning, and evaluated by the SAC/Dept Chair and one other Faculty Member.

A more comprehensive Outcomes Assessment for the specialized Certificates will be introduced in 2014-15. Community partner/employer evaluators will also be added in AY2014-15.

Additional artifacts from core courses in the AAS Degree and all 7 Certificates will be phased in over AY2013-14, 2014-15 and beyond.