

## Administrative Response to Program Review

Gerontology

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First and foremost, we want to apologize for the delay in getting you this administrative response. Academic and bond planning and the tremendous increase in student enrollments have allowed little time for anything else. We appreciate the level of energy and good work that you have done for this Program Review, we also want to complement you for going back to your previous recommendations and updating us on your progress.

In January 2009, the Gerontology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the program. We found the presentation to be informative and appreciated the opportunity to converse with faculty and students. We commend the Gerontology program's ability to respond to emerging and converging societal needs through professional education and workforce development. We commend your efforts to convene two task forces and one summit on aging issues and the leadership role the PCC Gerontology program is playing in navigating the new frontier of educating elder learners in higher education, with career pathway certificates, and grants.

It appears that the End of Life Care Certificate has been approved and will be in the next PCC catalog. The Older Adult Fitness Certificate and the Interior Design for Aging in Place Certificate have been approved internally, but probably won't make it through State approval processes in time to meet the deadline for the next catalog. If you have any questions or concerns, please contact Steve Smith or Sally Earll. To date, we have not seen curriculum come forward concerning Guardianships and Conservatorships, or Adult Protective Services.

It appears that the PCC Foundation Gerontology Program Fund for Excellence has increased in revenue and that there have been positive activities on that front. Congratulations.

It was great to see students engaged in the program review and that they engaged in the discussion by sharing their experiences in the Gerontology program.

We are aware of the special needs of elder students, and the creative ways the PCC Gerontology Program are responding to their needs: Flexible, open inquiry online; peer mentoring/advising system; career pathways certificates; and entry, exit, and follow-up questionnaires. We also understand that Gerontology students come to PCC to earn the degree or certificate to compliment a degree that they already earned, and that you wish to recognize the students' previous work experiences and non-traditional learning. It is important that all Portland Community College degrees and certificates must stand the test of rigor, integrity, and speaks to the students' academic discipline and achievements.

If a department wishes to award *credit for prior learning/experience*, the Registrar will need to be involved and monitor the awarding of Credit for Prior Learning via the non-traditional credit standards that are already in place at the College. Granting credit for prior learning is done based upon evidence or experience that is documented by certifications, training, transcripts, course outlines/outcomes, or

other credentialed experiences. To move to the portfolio model, and to ensure that portfolios are appropriately prepared and speak to learning rigorous experiences, would require significant investment of resources in faculty and academic professional personnel, training, process, and outcomes. This would have to be a new initiative that would garner significant monetary support from the College and would have to reside in the Office of Registrar along with the many other forms of non-traditional credit the college awards (such as CLEP, AP, military credit, etc).

We commend you for the Gerontology program's relationships with the community, grants, and Community Education. In terms of supporting faculty development, if you haven't done so, check into professional development mini-grants and conference funds through the District Staff Development Office.

Finally, thank you for updating the Gerontology Instructor Qualifications. They are posted to the Academic Services' web site as of January 2010. The web site will also be updated to change "SOC" to "GRN" on the website.

We strongly encourage you to continue to improve communication within the SAC-- the very nature of an interdisciplinary SAC demands this. In an organization as dynamic as PCC, communication must be constantly attended to at every level of the College. Improved communication will have direct and improved benefits for our students. We also encourage you to take a more active role in the Health Professions Task force. The Gerontology program has a critical role in its relation to allied health programs that focus on elder populations.

Presently, the Gerontology Program is supported with a .20FTE Perkins funded advisor. It appears to be sufficient at this time; however, Perkins staff and the VPSA review Perkins allocations on a yearly basis and will continue to include the Gerontology Program in that review.

Thank you for your thoughtful presentation and we support you in your efforts to apply for the AGHE Program of Merit Award and we encourage your continued efforts to ensure that creative grant initiatives are also sustained beyond the life of the grants. It is clear that the Gerontology program strives to develop a sustainability plan as it relates to other career technical programs at PCC. We support the program's premise of a Gerontology Career Management Model that offers our students opportunities through Academic and Work Program Tracks.

Sincerely, Your Deans of Instruction

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