

PORTLAND COMMUNITY COLLEGE

GERONTOLOGY PROGRAM REVIEW

1998-2006

Presentation June 2, 2006

Gerontology Program Review

“Little by little, reacting to age ideology in America will willingly involve our hearts and minds and bodies and speech, inspiring those who believe in social justice. It could make a revolution.”

Margaret Morganroth Gullette
Aged by Culture

“We live in an exciting time. There is a new old age waiting to be discovered, ready to be explored. Aging and the aged are not, as so often supposed, the cause of our problems – they are and always have been the source of the answers we need. Our longevity is ready to be freed from the shackles of prejudice and fear. It can and it will save our world.”

William H. Thomas, M.D.
What Are Old People For? How Elders Will Save the World

“The modern world is aging beyond the values that created it.”

Theodore Roszak
Longevity Revolution: As Boomers Become Elders

“By most accounts, careers in the field of aging are going to be among the next big things in the twenty-first century workplace. A key factor in this expected job growth, besides the obvious demographic bulge, is the shift away from viewing employment solely from the illness, disease, and research model. This is due in large part to a redefinition of gerontology itself ... No longer a single profession, careers in aging offer the possibility of a specialist overlay to any profession serving our aging population.”

Linda Wiener
“Careers in Aging: A Booming Industry”
CSA Journal 30 (March 2006)

Gerontology Program Overview

PCC's Gerontology Program is at a critical juncture. Eight years after its approval by the State Board, and in the sixth year of graduating students with one-year Certificates and two-year AAS Degrees, the program is poised for unprecedented growth, which will require both careful management and adequate institutional resources and support to be realized.

Over the last two years, the program has developed a nationally recognized Career Management Model, developed an online option (one of only two distance gerontology certificate and degree delivery programs at the community college level in the US), formulated various dual degree and certificate, co-enrollment and articulation agreements, and built and extended its community partnerships. These developments expanded access to quality gerontology education to students statewide and positioned PCC as a leader in addressing the needs of Oregon's aging population, an aging college student body, and an aging workforce.

The New Gerontology – It's not your father's geriatrics!

This year – 2006 – as we conduct a review of PCC's Gerontology Program, the first wave of baby boomers turns 60. The long awaited aging of this cohort, globally and within the United States, poses a host of both opportunities and challenges as “the old” for the first time in human history will outnumber “the young” for at least the next century. The needs and desires of “the new old” are transforming the very way we think about aging and are opening up new opportunities.

The U.S. Bureau of the Census estimates that by 2030, Americans age fifty-five and older will number 107.6 million, or 31 percent of the population, while those over sixty-five will account for 20 percent. The aging of the population has long raised the specter of escalating healthcare costs, excessive burdens on family caregivers, unsustainable social security and pension systems, and other catastrophic scenarios premised on a view of old people as “frail elderly” requiring care and serving no useful purpose, and old age as inevitable, problematic “decline.”

Rather than a catastrophic end of history, however, the world today is poised on the cusp of the longevity revolution. As boomers become the new old, they are living longer and more healthfully than any generation in history. Faced with daunting challenges, they nonetheless have gained the resource of bonus years in which, as Theodore Roszak puts it, they “will have the chance to join with others in building a compassionate society where people can think deep thoughts, create beauty, study nature, teach the young, worship what they hold sacred, and care for one another... [The longevity revolution] has given this remarkable generation the chance to do great good against great odds.”

As the aging population changes the way of living, working, volunteering, and simply “being” in the later years, options for working with older adults are also changing. While the U.S. Bureau of Labor Statistics projects a 36 percent increase in gerontology-related jobs by 2012, the nature of the jobs themselves are changing. “Rather than emphasizing illness and loss ... the trend among those that market to and serve older adults is to accentuate ways to help them stay productive and independent, aging comfortably in the place of their choice” (Wiener).

Traditionally, careers in aging were concentrated in the healthcare service continuum. While demand in that field will continue to remain high, the nature of healthcare employment options will shift toward prevention, promotion of healthy behaviors, and self-management of chronic disease conditions. The long-term care field itself is undergoing a culture change emphasizing person-centered care that will in turn radically alter the employment environment for care workers.

In addition to healthcare, “general growth will be robust, and employment opportunities for working with older adults will flourish in those industries related to business and financial services, fitness and wellness, consumer projects (especially electronic and digital), housing (all sectors, including new construction, adaptive remodeling to support aging in place, and planned communities), and travel (including transportation and hospitality). Research, professional volunteer recruitment, and management are also among those fields projected to experience unprecedented growth” (Wiener).

Gerontology today has moved beyond the geriatric model to embrace a life course perspective and to celebrate the diversity of ways in which the world grows old. The very definition of gerontology has shifted from an exclusive concentration on old age to a study of aging across the life course. As put by Wiener, “Gerontology is the study of the process of aging, across the life span, whose multi-disciplinary aspects include physical, mental, and social changes in people as they age. This includes the resultant societal impact of an aging population and the application of this knowledge. Using this inclusive definition, professionals from those diverse fields are known as gerontologists.”

This expansive and transformative vision of careers in aging presents a challenge for gerontology programs, as they prepare workers for changing jobs and uncharted career pathways.

This Review documents how the Gerontology Program has prepared gerontologists and age specialists to identify and manage their career pathways so as to respond effectively to the changing face of aging.

Current Program

Portland Community College offers the only one-year certificate and two-year degree in Gerontology in the state of Oregon, and is one of only 11 community college members of the Association of Gerontology in Higher Education in the United States and Canada, and only one of two community college programs offering a distance learning option.

The program has made a concerted effort to respond to the educational and workforce development needs prompted by the longevity revolution and the aging population. Gerontology graduates are finding entry level jobs and career development potential, particularly in healthcare, financial and legal services, business, housing, leisure, life-long learning, hospitality, fitness and wellness.

In contrast to the traditional geriatric focus of many academic programs in aging (which are experiencing declining enrollments), PCC’s Gerontology Program offers interdisciplinary core courses and a variety of electives that prepare students for a broad range of career pathways working with “the new old.” Moreover, the Program’s career planning and intentional internships help students identify and create career

opportunities to match their skills and interests [See **Career Management Model**, below].

About half of Gerontology Certificate or Degree earners look to Gerontology as a “career enhancement,” either adding an aging specialty to their current work, or facilitating a career transition with a focus on aging. Dual degrees and certificates, as well as specialized certifications, provide other avenues for career development.

Gerontology certificate and degree graduates can move seamlessly on to earn Bachelor and Master degrees through articulation agreements with Portland State University, Marylhurst University, Eastern Oregon University (online Gerontology Minor) and other colleges.

In addition to degree and certificate seekers, the program serves students taking single courses relevant to their career goals, family obligations, and life.

Program Goals

Beyond course offerings and certificate and degree conferrals, the Gerontology Program sees itself as playing broader societal and college roles. Specifically, it seeks to

- Play a leading role in making PCC an age conscious and age innovative institution serving older learners, helping business and industry adapt to an aging workforce, and preparing age specialists to meet the needs and desires of the new aging population
- Challenge the dominant ageist ideology and counter pervasive age discrimination
- Provide access to a broad range of students – including those traditionally excluded from college – and empower them with the knowledge and skills to chart a meaningful career path within the new field of aging, with recognized credentials: Certificates of Completion, 1-year Certificates, and AAS degrees
- Serve as a career enhancement or re-careering “post-graduate” program for people with long work experience and/or academic degrees, who are turning their focus to aging and looking for “good work.”

History of the Program

PCC’s Gerontology Program was initiated in 1998, at the request of then-Dean of Instruction, Shirley Anderson. Presciently, she suggested that the Social Sciences Division develop the certificate and degree program rather than nursing, which would have given it a distinctly geriatric focus. The Program’s initial Advisory Board and then-Social Sciences Dean Reza Kamali conducted a survey in the aging services field and developed the curriculum to reflect the expected growth of the field with a focus on healthy aging. Clackamas Community College had a one-year certificate program in its Human Services. While it was not very active, the State recommended that PCC and CCC cooperate to ensure the two programs complemented each other and to demonstrate that the new PCC program would not have an adverse impact on the Clackamas program. PCC and CCC developed a joint brochure and held a focus group with industry representatives, but beyond these efforts, the cooperation stalled as key personnel left the CCC program. (In the last year, the CCC certificate program has revived, but we have not renewed our active cooperation.)

The Program 1998-2003

The Gerontology Program was developed as a Professional/Technical Program located within the Sociology SAC. This placement of the program within a general education, transfer department presented both challenges and opportunities.

On the one hand, all courses for the Gerontology Certificate and Degree are general education courses, fully transferable to colleges within the OUS system. This enabled the program to provide a range of electives to fit diverse career plans and interests, and enabled students pursuing transfer or other P/T program degrees to take selected Gerontology courses.

On the other hand, the program was added to the Sociology SAC with no provision for extra administrative or professional development time – a factor that slowed the development of the program and resulted in low program retention and completion numbers in its early years. Jan Abushakrah – the only full-time faculty member with a background in aging and an interest in the program – had 2 one-course releases within the first 3 years of the program to work on curricular and program development, as well as coordination with other educational institutions and internship placements. The administrative staff of the Social Sciences Division took responsibility for assisting students on course planning, transcript evaluation, and preparation for graduation – a role that should more appropriately be assumed by faculty advisors. Jan was the only faculty member contributing to student advising; however, this role was not formalized and took place primarily in the context of the two core courses she taught (Soc223, Soc230) and supervision of cooperative education. She also managed curricular and degree/certificate changes, and coordinated with part-time instructors for Soc231. In June 2003, she also oversaw the accreditation self-study for the Gerontology Program.

Retention and Completion Issues: Approximately 100-125 students took core gerontology courses in the program's first 5 years. The *first program graduates* – 2 AAS degrees and 2 certificates – occurred in 2001-2002, with 6 AAS degrees and 3 certificates in 2002-2003. The majority of students took the core courses to earn general education credits toward other degrees. Only the Dental Laboratory Technology program required one of the core courses for their graduates. Many of the students were pre-nursing. (See Appendix 5 on Student Persistence and Completion, for how the Program analyzed, responded to and turned around low student persistence and completion).

The Program 2003-2005

The accreditation self-study highlighted a need to create a *career development* component and to explore an *online option* to enhance flexibility and accessibility for students. The implementation of these two program elements in 2003-2005 resulted in dramatic increases in course enrollments and declared Gerontology certificate or degree seekers. These two program elements – together with the production of a program website and brochures, the development of the student resource initiative Wisdom Keepers, and focused efforts to advise and guide students through the program – also resulted in greatly improved student persistence, graduation rates, and graduate employment in the field.

Career Development

Linda Wiener, a member of the Advisory Board, worked with Jan to create the career development component that included a 1-credit Exploring Careers in Gerontology course, intentional internships through cooperative education, and a 1-credit

Gerontology Professional Seminar. This career development component has become the ***Career Management Model*** (discussed below; see PPT file, Appendix 14), elements of which are being used by gerontology programs throughout the country.

Distance Learning Option

The career development courses introduced a distance-learning component to the program, through ITV workshops and online student discussions and assignments in 2004-2005. The core Gerontology courses also introduced WebCT as a resource (prior to formal hybrid courses). During the experimental phase of these course delivery formats, a Marylhurst University gerontology student worked with Jan to conduct some research on the feasibility and need for the online option. That study confirmed our assumption that such an option would fill a real need, particularly for older, working students.

During 2004-2005, the program worked with Distance Education to develop a fully online option for the certificate and all but one course for the degree (which has since been developed).¹ The 3 to 4-credit conversion also necessitated some curricular changes approved through the Curriculum and Certificate and Degrees Committees. In all, 13 online courses, involving 10 instructors, were developed, adding to 7 pre-existing online requirements or electives for the certificate and degree (in addition to general education and CAS courses).

Gerontology Education and Career Potential in Oregon

As part of the DL option development, Distance Education and the Program commissioned Linda to conduct a needs assessment, "Gerontology Education and Career Potential in the State of Oregon: Academic Models, Demographics, Employment Trends, and Opportunities" (March 2005). This study provided vital information to inform the development of the Program, as the only certificate and AAS degree-granting Gerontology Program in Oregon, projected to become one of the oldest states in the country, with the population of those 65+ in Oregon nearly doubling to 24.2% by 2025. This set the stage for the Gerontology Program to participate in the Northwest Health Foundation-funded PAAHE project (See below).

Program Website and Brochure

The Program's website www.pcc.edu/gerontology and the brochure enabled the Program to begin promoting the certificate and degree program around the state, and also offered visibility for the Program within PCC and the Portland metropolitan area. This led to work on dual degrees and certificates, as well as other forms of cooperation, with departments and programs within PCC, and to agreements and partnerships with educational institutions, professional organizations, and the business and employment sector.

These key program developments coincided with demographic changes to create unprecedented interest in and need for the kind of program PCC was poised to become in Fall 2005.

¹ The course developed in 2006 was a new course, PHL207 Ethical Issues in Aging, which was developed as a special issues course delivered in an online format to replace PHL205 Biomedical Ethics, which is designed for and required by the Nursing Program.

Fall 2005 Term

Student *enrollments* in Introduction to Gerontology in the Fall term *doubled* from 30 students in Fall 04 to 61 students (after the first 4 weeks), with the majority of students (45) opting to take the online section. Given the imbalance between the hybrid and online sections, we adopted a “blended” approach that offered students the option of attending a weekly seminar, but combined the online course management and discussion features for the linked course sections.²

Over half of these students were declared Gerontology degree or certificate seekers, and the remaining students were seeking careers in health fields where they expected to work with older adults, and saw gerontology as a career enhancer. While the majority of these 61 students resided in the Portland metropolitan area, the program began to receive inquiries from around the state and outside the state. Other online courses required for the Gerontology certificate also saw substantial enrollment increases compared with Fall 04 enrollments for regular classroom sections, and this pattern of growth continued into the Winter and Spring 06 terms. *Enrollment in Sociology courses at the Sylvania campus, for example, experienced a one-year 36% FTE increase.*

Academic Year 2005-2006 Summary:

The combination of the career development component, the online “blended” option, student supports through Wisdom Keepers, and expanded faculty advising, resulted in a 3-fold increase in core Gerontology enrollments, with a nearly perfect persistence rate (extraordinary particularly in online courses), and a tripling of the average graduation rate in the preceding five years.

Total Students enrolled in and completed Soc230 and 223: 5 sections, 165 students (3 times the enrollments in these two courses AY2004-2005)³

Total Students Expecting to Graduate 2006: 17 degree, 2 certificate students (3 times the average graduation rate 2001-2005)⁴

The Partnership for Access to Allied Health Grant

The Gerontology Program’s participation in the Northwest Health Foundation-funded PAAHE grant (January-December 06) provided the opportunity to develop an infrastructure of community college and community employers to increase student access to the PCC Gerontology degree and certificate around the state, through hybrid programs supported by a web-based student advising tool. Students enrolled in partner community colleges will be able to take general education courses and cooperative education requirements at their local colleges, while completing a certificate or degree online through PCC. Students could also earn their certificate or degree entirely online.

As this hybrid system is implemented, the Gerontology Program can expect further increases in enrollment. Formal co-enrollment partnerships are being established with

² The blended approach proved to be a major factor in improving student persistence.

³ Enrollment numbers are based on end of 4th week enrollments. Persistence is actually 100% except for a small number of students who are not participating in the Spring course, but have failed to withdraw from the course. Enrollments for Fall and Winter courses reflect actual completion rates.

⁴ Graduation numbers are based on program files of those eligible to graduate in June, but not all students filed their petition to graduate on time to appear in the Graduation Program. This administrative glitch reflects the need for expanded administrative support for program students.

Columbia Gorge, Blue Mountain, and Chemeketa Community Colleges. Once admissions, registration, and financial aid issues are resolved, with Memoranda of Understanding including comparable courses and faculty advising expectations, the co-enrollment model can be extended to other Oregon community colleges.

Wisdom Keepers: A Student Resource Initiative began as a student club in Fall 2004, and has since transformed into a project of the Gerontology Program. In addition to co-sponsoring the Careers in Aging Week Reception, the Survey of Students 40 and Older and other events, Wisdom Keeper students provide peer mentoring and tutoring for older students, information and referral services, and a regular bi-weekly featured speaker on careers in aging. Wisdom Keepers is staffed by students with work-study contracts or earning cooperative education credits, and thus provides a venue for job readiness and skill development for program students (see Appendix 15).

The Taskforce on Aging

In January 2006, the PCC Cabinet endorsed a district-wide Taskforce on Aging charged with addressing supports for older students, aging workforce preparation and development, age specialist certifications, and community outreach and intergenerational programs (see Appendix 11 for Taskforce on Aging Proposal). The Gerontology Program is playing a leading role in this Taskforce, as several aspects of the Gerontology Program's development and the work of the Taskforce overlap. Some of the work of the Taskforce includes:

Survey of Students 40 and Older. This Taskforce-sponsored survey of 10,452 credit and non-credit students enrolled in the Spring 2006 term will provide a basis for adapting and developing programs and services to better meet the needs of older students who are turning to community colleges for career enhancement or re-careering in unprecedented numbers around the country.

Age Specialist Certificates. This subcommittee is considering a range of specialized, short-term certifications in businesses and services expected to be in high demand by the longer-living, healthier aging population. See Appendix 6 on Certificates, Degrees, and Certificates of Completion on the Gerontology Program's work to date on these emerging credentials. We expect that the work of this Taskforce subcommittee will develop significant collaborations among PCC departments and programs to better serve students and the people to be served by their specialized skills.

Aging Workforce Preparation and Development. This subcommittee is looking at ways PCC can better promote workforce readiness among older students, as well as specialized courses, certificates and workshops designed to help business and industry adapt to an aging workforce, and retain, retrain, and recruit older workers. PCC as an employer will also be considered.

Pre-AGHE Workshop at PCC. The Gerontology is planning a workshop to coincide with the annual meeting of the Association for Gerontology in Higher Education, which will take place in Portland March 1-4, 2007. Planning this workshop under the auspices of the Taskforce on Aging will enable PCC to utilize a range of experts and consultants who will be attending the AGHE meeting, to further PCC's development as an age conscious workforce development and educational leader in the state.

Community Partnerships

The Program has developed a number of partnerships and professional associations that facilitate student internships and employment, currency in the developments in the field, and program and student support. The April 20th Careers in Aging Reception (see Appendix 15) included some 20 community partner exhibits. Two partners have been particularly significant:

AARP-Oregon is a community partner in the Taskforce on Aging, and provided a grant to support the development of the Survey of Students 40 and Older through Wisdom Keepers. The Program and AARP-Oregon are planning a Fall 2007 event on job readiness and preparation for older students, and they have partnered with Wisdom Keepers on the Wisdom Walkers Program and other projects. AARP-Oregon is also represented on the Gerontology Program Advisory Board.

The Oregon Health Care Foundation for Quality Long-Term Care is co-sponsoring a Gerontology Student Scholarship, and OHCF and the program are collaborating on internships and employment opportunities, as well as additional fund-raising to support program students.

The Program aims to form educational provider and internship agreements with statewide professional organizations like the Oregon Health Care Association (OHCA), the Oregon Alliance of Senior and Health Services (OASHS), the Home Care Commission, Adult Foster Care Providers (state and county level), the Oregon Hospice Association, the Oregon Technical Assistance Corporation (OTAC), Oregon Area Agencies on Aging, and other public and private organizations. The program is represented on the Policy Board of Better Jobs Better Care, the Oregon Gerontological Association Board of Directors, the local arrangements committee for the annual AGHE meeting in Portland, March 1-4, 2007, and other initiatives in the field of aging.

Other Projects and Grant Proposals. The program recently participated in the developing a "Jobs to Careers" grant proposal to the Robert Wood Johnson Foundation, that would, among other things, provide onsite job training, mentoring and career exploration, as well as a bridge into college for direct care workers to advance their careers through specialized Certificates of Completion. The program is seeking funding as well to expand its co-enrollment partnerships with community colleges around the state, building on the model developed under the PAAHE project.

Dual Degrees and Certificates: Fitness Technology and Gerontology have worked out a cooperative agreement for student advising and course planning that will enable students to complete dual certificates in 60-65 credits, and dual degrees in 130-135 credits. We will be working on ways of promoting these options with current and potential students, to include a joint brochure, coordinated student advising and course planning, and a focus on fitness and aging in student orientations and the annual Spring Fit Fest.

We have begun discussions with the Management and Supervisory Development Program. Linda Wiener will offer a 1-credit MSD140: Adapting to an Aging Workplace seminar in the Spring 2006 term. We are looking at the possibilities for dual MSD-Gerontology certificates or degrees, as well as Gerontology degrees with an MSD Program Award. These options would be particularly attractive to older students with extensive work experience, who could prepare for the ALF/RCF Administrator Licensing test and find employment as Assisted Living or Residential Care Facility administrators (there are over 500 such facilities in Oregon).

See Appendix 6 on plans to develop other dual degrees and certificates, as well as Certificates of Completion. See also Plans for Development (1), below.

Plans for Development

To build on the developments of the past year and to further develop the Gerontology Program's ability to enhance student access, persistence, and employability, we will concentrate on the following priorities for the immediate future.

1. **Develop partnerships to provide Gerontology AAS degrees, 1-year certificates, certificates of completion, and course offerings to meet student and industry needs statewide.**

Realizing this goal will require work and collaboration on a number of levels including

- **Developing linked degrees/certificates and curricular agreements with other PCC departments and programs.** Priorities are to work with the Fitness Technology and Management and Supervisory Development Program, as well as Business Administration, Alcohol and Drug Counseling, Health Education, Allied Health programs, Nursing, Deaf Studies, with possible involvement of the Institute for Health Professionals for Certificates of Completion.
- **Reaching agreements with other Oregon community colleges.** Through the PAAHE project, the Program is developing agreements with 3 Oregon community colleges, for training, advising, internship supervision, and the granting of PCC degrees/certificates through the online option. There is potential to establish similar agreements with other community colleges in Oregon, as well as in Idaho and Washington. The institutional arrangements for co-enrollments and management of financial aid issues worked out in this project will facilitate future partnerships.
- **Forming articulation agreements with public and private colleges and universities.** In addition to prior agreements with PSU and Marylhurst University, the program is finalizing an articulation agreement with Eastern Oregon University for Gerontology majors to earn an online Gerontology Minor in the context of EOU's Liberal Arts B.A. The Program is also working with PSU to develop an upper division concentration in Gerontology articulated with the Program's AAS degree. We are currently talking with other public and private universities which, in addition to articulation agreements, might be interested in providing access to PCC's Certificate or Degree for their students majoring in health and social services fields.
- **Developing Certificates of Completion for Age Specializations.** As discussed earlier and in greater detail in Appendix 6, the Program is working on a range of possible COCs to serve as both entry level career tracks and "post graduate" career enhancements. Developing such certificates will require coordination with the Taskforce on Aging, a range of other transfer and P/T programs, community education, the IHP, and Workforce Development, and will present challenges regarding prerequisites, awarding of non-traditional credit and other institutional issues.

2. Continue curricular and course delivery development to meet emerging needs
Curricular and course delivery development in Gerontology requires collaboration with a range of departments and programs, as well as involvement of community and industry partners.

- **Adapting and developing curriculum to meet needs of PCC partner departments and programs.** As part of the effort to develop linked degrees/certificates and specialized courses for students, the Program will also work on adapting or developing new courses related to specific fields.
- **Addressing aging workforce and aging workplace issues.** The Program is ideally situated to develop specialized courses and related initiatives to enable the college and students in a variety of departments/programs to address policy and practice issues arising from the aging workforce and within the aging workplace. The Adapting to an Aging Workplace seminar mentioned above is a first step, with other possibilities within the college (see Linda Wiener's website <http://www.wetrainandconsult.com/>).
- **Addressing the needs of older adult learners in higher education.** The Wisdom Keepers Student Resource Initiative, a project of the Gerontology Program, has undertaken projects to support older learners and to enhance their employability. The Taskforce on Aging will also be following up on the Survey of Students 40 and Older, in adapting and developing services and programs to better serve this growing student sector.
- **Developing Gerontology Distance Course Delivery.** We will be working with the Curriculum Support team to enhance our online courses, develop further avenues for the use of IP/ITV course delivery and conferencing technology, integrating video and audio streaming, and otherwise upgrading the distributed learning delivery using the Quality Matters rubric.

3. Build on and strengthen the Career Management Model, including support and cohort-building systems to promote student academic success, persistence, completion, and employment readiness.

We are aware of the kinds of service and program developments needed to enhance the Career Management Model and related student supports. As noted by the Program Review consultant, however, such services and programs require extraordinary human and technological resources to provide adequate, on-demand, and comprehensive supports for students. We will concentrate on the following priorities:

- **Building on and extending the Career Management Model.** As explained in various places in the Program Review, the Career Management Model utilized by the Program provides extraordinary support for students managing their careers from initial assessment, market analysis, intentional internships, and career pathway planning. The effectiveness of this Model could be further extended through Train-the-Trainer Workshops for PCC-based and community college partner-based faculty.

- **Improving the Program website to serve as an online advisor and student services site.** The program website at www.pcc.edu/gerontology/ is already highly developed, with an online application system, and referrals for transcript evaluation, academic advising, and a range of other program and college services. We will continue to develop this site particularly to serve distance students and to provide career-related resources.
- **Developing an Online Cohort System.** Utilizing WebCT (or possibly MyPCC), we would like to build a “homeroom” environment for all certificate and degree seekers. Since the program is open-enrollment and students work at varying paces, there is no other environment that works for the kind of intensive support distance students need for success.
- **Improving the advising and tracking of Gerontology Program students.** The implementation of the .25FTE for a Gerontology Program Director will enable more systematic advising and tracking of students and graduates. The Program has developed a transcript evaluation and advising process, which will be evaluated and improved in the coming year.
- **Utilizing and developing Wisdom Keepers as a Student Resource Initiative of the Gerontology Program.** *Wisdom Keepers*, begun as a student club, has transformed into a student resource initiative to address the needs of older students and to promote intergenerational cooperation and life-long learning at PCC. With adequate institutional support and a designated space, Wisdom Keepers could provide necessary peer mentoring, tutoring, online teaching assistance, and other services supporting older students. In addition, Wisdom Keepers can serve as an effective internship and job readiness worksite for work-study and cooperative education students.

4. Provide adequate administrative and institutional support for the Program.

The Program Advisory Board recommended that the Program Director be given a .5FTE release, and a .25FTE release was approved for AY2006-2007.

The responsibilities for a Gerontology Program Director and Department Chair are extensive, including:

- Student Advising and Tracking
- Supervision of part-time faculty (up to 5)
- Coordination of core Gerontology courses
- Program and Curricular Development
- Program Review
- Advisory Board Coordination and Development
- Program Promotion, including speaking, conference presentations, and networking
- Participation in State and National Professional Organizations (The Board of Directors and the Strategic Planning Committee of the Oregon Gerontological Association, and the Community College Task Force of the Association for Gerontology in Higher Education, among others)
- Building Community and Academic Partnerships

Realization of Program priorities outlined in this Review will require even greater institutional support. The Program recommends that the needs of the Program be assessed during the coming year, as also recommended by the Program Review Consultant.

The consultant to the Program Review, Shirley R. Anderson, recommended that consideration be given to the addition of 1 FTE full-time faculty and .40FTE administrative support for the Program. The Program will evaluate the .25FTE, with no administrative support (other than that provided by the Social Science and Business Division Administrative Assistant), during the coming academic year, and would request that the workload of the Program Director and the needs of the Program be evaluated by the end of the year. Consideration should also be given to the district-wide equity review for Faculty Department Chairs, since the Gerontology Program Director serves many functions of a FDC.

5. Consider formation of an Aging Studies SAC, and continue leadership of the district-wide Taskforce on Aging.

PCC faculty who teach Gerontology Program required and elective credits, other faculty throughout the district who are interested in Gerontology and age studies, as well as advising and support of older learners, could benefit from an administrative structure to support professional and curriculum development and collaboration. Such a SAC, similar in purpose to other interdisciplinary studies SACs, such as Women's Studies, could both support the Gerontology Professional/Technical Program, as well as specialized courses and initiatives infusing aging across the curriculum.

The development of an Aging Studies SAC, or alternative structure such as an Institute on Aging, will be considered as part of the Taskforce on Aging mandate. We recommend that this issue be revisited by the Winter 2007, when the Taskforce on Aging – following the pre-AGHE workshop – will submit its recommendations.

6. Strengthen Advisory Board Composition and Role

The Program Advisory Board, while helpful during the initial years of the Program's development, has not been playing the active role it could have played in recent years. There is currently a process underway to reconstitute this Board to include more active community and industry partners, and to provide a statewide reach to better serve the current structure and focus of the Program. See Appendix 9 for details.

Appendices

1. Gerontology Certificate and Degree Program and Course List (catalog)
2. Gerontology website content: www.pcc.edu/gerontology
3. Program Goals and Core Outcomes
4. Core Course CCOGs
5. Student Persistence and Completion
6. Certificates, Degrees, and Certificates of Completion
7. Instructor Qualifications
8. Gerontology Faculty
9. Advisory Board
10. Exploring Careers in Gerontology Workbook and Website:
<http://www.exploringcareersingerontology.com>
11. Taskforce on Aging Proposal
12. Institutional Effectiveness Data on Gerontology Program
http://www.pcc.edu/ir/program_profiles/geront_main.htm
13. Consultant Shirley R. Anderson's Program Review Recommendations
14. Gerontology Program Career Management Model (PPT file)
15. Articles not included in electronic copy:
 - "Careers in Aging" by Linda Wiener, Certified Senior Advisor publication
 - PCC News on Careers in Aging Week
 - Kaleidoscope article on Evening/Weekend/Distance College
 - Brochure/Articles on Wisdom Keepers

Appendix 1: Gerontology Certificate and Degree Program and Course List

Portland Community College Gerontology Program

Sylvania Campus Social Science Building, Room 217 503 977 4289

Associate of Applied Science Gerontology – Includes 16 credit hours of General Education courses as shown in the suggested sequence. Two of the Social Science courses required in the Gerontology degree may also be used to meet the General Education requirements. Students must meet college graduation requirements including General Education, mathematics and English competencies. The AAS degree requires a minimum of 90 credits hours. The AAS degree can be completed through an online option beginning Fall 2006

One-year Certificate - 46 credit hours as outlined in the suggested sequence of courses. The certificate can be completed through an online option beginning Fall 2005.

Career Description

Careers in gerontology are among the next big things in the 21st century workplace, and PCC's gerontology program is on the cutting edge of this opportunity. This program is designed for individuals who wish to develop careers in the field of aging, those already employed or active in gerontology or related fields who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society. Graduates of this program will develop problem-solving and research skills through interdisciplinary core courses and electives tailored toward their career goals. Internships, mentorships and career coaching will prepare students to create individualized career paths in service industries responding to a longer living and healthier American public. Exponential growth is expected in all service-providing industries related to aging, particularly in the health care services continuum, financial and legal services, leisure, life-long learning, hospitality, fitness and wellness areas.

Program Requirements

Candidates should be ready to enter WR 121 and MTH 65 (demonstrated through placement tests or documented previous college level work.) Those candidates with insufficient background to enter at this level may need to extend the time it takes to complete the program. Faculty advisors will provide information regarding preparatory course work options.

Students from Partner Colleges

Starting in the Fall 2006 term, students from Columbia Gorge, Blue Mountain, and Chemeketa Community Colleges will be able to earn a Gerontology Certificate or Degree from PCC, by taking core program courses online. The online option enables students to complete the coursework toward their degree in a related field at the partner college and to conduct their internships (cooperative education) in their local community. Students interested in this option should consult with an advisor at their local college. For details on applying to the Gerontology Program, having your transcript evaluated, and talking with the Gerontology Program advisor at PCC, go to the Program website at: www.pcc.edu/gerontology/. Depending on your current field of study and coursework already completed, you can earn a Certificate with as few as 22 additional credits, or a degree with as few as 28 additional credits. The transcript evaluation will determine comparable course work, when there is not an exact match in the requirements or electives.

Course of Study

Students may earn a one-year certificate in Gerontology or an Associate of Applied Science degree in Gerontology at Portland Community College. Students may also earn the degree or certificate in conjunction with a certificate or degree in other PCC programs such as fitness technology, the allied health field, nursing, business, management, or alcohol and drug counseling. The Division of Social Science has signed an articulation agreement with Portland State University to allow the graduates of our two-year program in gerontology to transfer to Portland State University as juniors.

One year Certificate: Gerontology

The core courses provide basic knowledge about aging in several important domains. Students should take CG181: Exploring Gerontology in their first or second term in the program. The worksite placement (fieldwork experience) will provide a unique opportunity for the students to work directly with older adults in different settings. Certificate candidates who are currently working in the field with aging adults and have accumulated at least 200 hours of work experience may petition to receive credit up to 90 (3 credits) hours toward the required hours for worksite placement. Students must complete the program with a grade of "C" or better.

Courses in bold type are available online.

Core Courses: (28 credits)

CG 181	Exploring Gerontology	1 credit
CG 282	Gerontology Professional Seminar	1 credit
PSY 215	Human Development	4 credits
Soc 223	Sociology of Aging	4 credits
Soc 230	Introduction to Gerontology	4 credits
Soc 231	Sociology of Health and Aging	4 credits
Soc 232	Death and Dying: Culture and Issues	4 credits
Soc 280B	CE: Community Service/Action Seminar	2 credits
Soc 280A	CE: Sociology (Worksite Placement)	4 credits

Basic Competencies

WR 121*	English Composition	3 credits
MTH 65**	Introductory Algebra	4 credits

*Or passing a writing course for which WR 121 is a prerequisite

**Or higher, or passing the PCC competency exam for MTH65

Electives (at least 8 credits from the following courses):

AD 101	Alcohol Use & Addiction	3 credits»
SOC204	Sociology in Everyday Life	4 credits»

SOC 205	Social Change & Social Institutions	4 credits
SOC 213	Diversity in the United States	4 credits»
<i>PHL 207 New Fall '06!</i>	<i>Ethical Issues in Aging</i>	<i>4 credits»</i>
PSY 101	Psychology and Human Relations	4 credits
PSY 214	Introduction to Personality	4 credits
PSY 222	Family & Intimate Relations	4 credits
MP 111	Medical Terminology	4 credits
HPE 295°	Health & Physical Fitness for Life	3 credits
HE 250	Personal Health	3 credits
BA 101	Introduction to Business	4 credits

° *HPE295 requires on-campus initial, midterm and final assessments for the Lab portion of the course.*

Online students should check with the instructor to make alternative arrangements.

»These courses are required for the AAS Degree.

Choose one course from the following Restricted Electives:

CAS 216	Beginning Word: WIN	3 credits
CAS 217	Advanced Word: WIN	3 credits
CAS 133	Basic Computer Skills/MS Office	4 credits
CAS 170	Excel	3 credits
CAS 140	Access	3 credits
CAS 230	PageMaker	3 credits

Note: Students must take Health Education 110 - Cardiopulmonary Resuscitation (1 credit) or acquire training and receive a certificate of completion in the same area from a licensed public or private organization in order to complete the requirements for this certificate.

Associate of Applied Science: Gerontology

Students completing the one-year Gerontology Certificate will have also completed the first year's work toward the Associate degree in Gerontology. Students must meet college graduation requirements including General Education, math and English competencies.

General Education Requirements

All candidates must earn 16 credit hours of General Education. These credits must come from courses taken in the following distribution areas:

1. Arts & Humanities
2. Social Sciences
3. Mathematics, Natural and Physical Sciences

The 16 credit hours must include at least one course from each category and no more than 8 credit hours from any one category. Two of the Social Sciences courses required in the Gerontology degree may also be used to meet the General Education requirement.

Required Courses (21 credits)

AD 101	Alcohol Use & Addiction	3 credits
<i>PHL 207 New Fall '06!</i>	<i>Ethical Issues in Aging</i>	<i>4 credits</i>
SOC 204	Gen Soc: Sociology in Everyday Life	4 credits
SOC 213	Diversity in the United States	4 credits
SOC 280A	CE: SOC-Worksite Placement	6 credits

Restricted Electives (choose 8 credits)

AD 102	Drug Use & Addiction	3 credits
AD 154	Case Management & Addiction	3 credits
AD 156	Ethical & Professional Issues	3 credits
FT 102	Injury Prevention & Management	2 credits
FT 106	Analysis of Movement	2 credits
FT 131	Structure & Function of the Human Body	4 credits
FT 202	Fitness and Aging	3 credits
HE 252	First Aid: Basics and Beyond	3 credits
HE 212	Women's Health	3 credits
HE 213	Men's Health	3 credits
HE 242	Stress and Human Health	3 credits
HE 251	Community Health	3 credits
PSY 201	General Psychology	4 credits
PSY 202	General Psychology	4 credits
PSY 214	Introduction to Personality	4 credits
PSY 222	Family & Intimate Relations	4 credits
PSY 231	Human Sexuality	4 credits
PSY 232	Human Sexuality	4 credits
SOC 206	Social Problems	4 credits
SOC 218	Sociology of Gender	4 credits

Appendix 3: Program Goals and Core Outcomes

Program Goals

Beyond course offerings and certificate and degree conferrals, the Gerontology Program sees itself as playing broader societal and college roles. Specifically, it seeks to

- Play a leading role in making PCC an age conscious and age innovative institution serving older learners, helping business and industry adapt to an aging workforce, and preparing age specialists to meet the needs and desires of the new aging population
- Challenge the dominant ageist ideology and counter pervasive age discrimination
- Provide access to a broad range of students – including those traditionally excluded from college – and empower them with the knowledge and skills to chart a meaningful career path within the new field of aging, with recognized credentials: Certificates of Completion, 1-year Certificates, and AAS degrees
- Serve as a career enhancement or re-careering “post-graduate” program for people with long work experience and/or academic degrees, who are turning their focus to aging and looking for “good work.”

Core Outcomes of the Certificate and Degree Program

Students earning a one-year Certificate in Gerontology or a two-year Associate of Applied Science Degree in Gerontology will

- Acquire skills and knowledge to work effectively with and for elders as a gerontology professional, and as a family and community member.
- 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.
- Work with confidence in the professional field of gerontology, while developing a rewarding career and taking advantage of continuing learning opportunities.

As Certificates of Completion are developed, the Program needs to develop core outcomes appropriate to the offered COCs.

Appendix 5: Student Persistence and Completion

From 1998 through 2005, the program has graduated only about 16% of students who have taken one or both of the core courses (Soc223 and 230). We can, however, account for about half of these students, as current students, PCC graduates, and known transfers:

- 33 students have graduated in Gerontology from 2001 through spring 2005: 23 with AAS degrees, and 10 with certificates
- 26 continued after 2005 in the program
- 35 students graduated with other degrees, and several other students are known to have transferred to PSU or Marylhurst without earning a PCC degree

A Gerontology student survey, following up on some of the 204 students who took one or both core gerontology courses (Soc223 and 230), is beginning to provide a better understanding of these low retention and completion rates. Some contributing factors

are work-family conflicts, lack of finances, lack of clear career guidance, and lack of student advising and support. We have already begun to address these issues.

- **Work-Family Conflicts.** Many Gerontology students are older learners, a good number of whom work in caregiving or have caregiving responsibilities for elder family members. While that background attracts them to Gerontology, it also makes it difficult for such students to complete coursework. The **online option** should enable many of these students to complete coursework and certificates or degrees in a more timely fashion.
- **Finances.** Most gerontology students are able to obtain some form of financial aid, including loans, work-study, and displaced worker, project independence, or veteran administration support, as well as their personal funds. Occasionally, these funds are insufficient or the student becomes ineligible before they have completed their coursework. The program is working on establishing a **PCC Foundation Gerontology scholarship** in partnership with the Oregon Health Care Foundation, which will begin to grant scholarships for the Fall 2007 term. Students with **work-study grants** can also work for Wisdom Keepers, and we are working on other resources (like **Americorps**, paid internships with AARP, and so on). Better advising and internships should also enable students to complete their coursework within the limits of their financing. The Program recently developed a Program Fund for Excellence, and is working on extending the partnership with the OHCF and other partners to provide more financial support to students.
- **Career Management Model.** While the certificate and degree included cooperative education internships from the beginning, the program lacked a clear focus on helping students to identify **career pathways** including **intentional internships**. The Exploring Gerontology and Gerontology Professional Seminar guide students through assessment, market research, shadow mentoring, and direct career preparation tasks, which are beginning to get students into better initial jobs and move to higher professional levels.
- **Student Advising.** The development of a more systematic transcript and advising system and the addition of Linda Wiener as the career development specialist provided an additional faculty advisor, with two faculty members now supervising student internships.
- **Student Support.** Many gerontology students are older learners who confront challenges in returning to school. They are often overwhelmed by the bureaucracy, experience stereotyping and discrimination, and find particular challenges in adapting to technology. The **Wisdom Keepers Student Resource Initiative**, a project of the Gerontology Program, is beginning to address many of these issues. They are providing computer tutoring, peer mentoring, and a variety of events and projects to engage these students and help them to feel welcome and supported. Through the experience of Wisdom Keepers and collaboration with Student Success faculty, we are exploring the offering of an Older Learner Student Success Skills course, in addition to the “point of need” services already available. The results of the Survey of Students 40 and Older will provide guidance on how to develop older learner supports on a college-wide basis.
- **Degree/Certificate Completion.** Several factors make it difficult for students to complete a degree or certificate.
 - Some students, particularly older learners, have problems with the math requirement, and fail to complete Mth65. While Mth65 is required for the AAS degree, many jobs in the field do not require that level of math. Students in

the program might benefit more from an applied mathematics approach in meeting the Certificate or Degree requirements.

- Students earning other degrees or studying pre-nursing are unable to take all the required coursework for either a certificate or degree.
- Students taking Gerontology courses for career enhancement may not be interested in, have the time for, or want to pay for the coursework required for the certificate or degree.
- The development of short-term **Certificates of Completion** in a range of fields could provide a credential to improve immediate employment prospects, and serve as a bridge toward further educational goals.

The online option, career management model, enhanced student advising and support, and financial assistance should contribute to higher rates of persistence and completion. From the 55-60 students declaring their interest in earning a Gerontology certificate or degree in Fall 2005 (26 who started the program before Fall 2005, and 30-32 who started the program in Fall 2005), we expect a 75-80% completion rate of at least the certificate, within the next two years. We are encouraging students to earn the certificate first, in case they need to interrupt their studies due to lack of funds or family-work conflicts, and this should both expedite and increase the number of graduates. Development of short-term Certificates of Completion would allow students to earn part of a full Certificate or Degree and improve the chance that they would return for further education.

Proposed Steps to Improve Persistence and Completion

In addition to these measures, the program is now in a position to monitor and follow up with students in the program. The new online application system will enable better monitoring of student status, and an online orientation questionnaire, an exit questionnaire from the core gerontology courses, and the career development courses will also provide better information for advising and support of students while they are still at PCC.

See Program Review Plans for Improvement (3) on the development of an online student cohort.

Appendix 6: Certificates, Degrees, and Certificates of Completion

This Appendix examines job opportunities for Certificate and Degree completers, including students pursuing dual certificate or degree options. It also includes the program's consideration of short-term, specialized Certificates of Completion (COCs) as bridges into college for eventual pursuit of advanced certificates or degrees, as well as career enhancements.

Job Opportunities in Gerontology [certificate or 2-year degree]

Linda Wiener's "Gerontology Education and Career Potential in the State of Oregon: Academic Models, Demographics, Employment Trends, and Opportunities," (March 2005) indicated exponential growth in all service providing industries, and particularly those serving an aging population. Many states, including Oregon, "are expected to experience dramatic workforce shortages among paraprofessionals, such as those employed throughout the Health Care Services continuum. Demand will also be great to train qualified applicants for work in Financial and Legal services, Leisure, Hospitality and Fitness Wellness pursuits." [Also see *Exploring Careers in Gerontology*

(www.exploringcareersingerontology.com) and the *PCC Gerontology Program* website (www.pcc.edu/gerontology/) for further information on the general career outlook and emerging career directions in the field.]

Preliminary gerontology career data and identified areas for further exploration include:

- The need for entry level professionals and paraprofessionals, particularly in healthcare and fitness/wellness areas is high, but there is a great need to raise standards of recognition, minimum qualifications, salaries, benefits, and work conditions.
- PCC's Gerontology Program is cooperating with BetterJobsBetterCare, which is focused on raising standards for Direct Care Workers. Many students entering the Gerontology Program currently work as Direct Care Workers. Our graduates, however, should be eligible for jobs a level above DCWs. Some program graduates have moved into administrative positions. [Oregon salary range for Direct Care Workers is \$20-25,000 per year with benefits.]
- PCC graduates, preferably with some work-related experience through employment or internships are eligible for the following positions (particularly outside the Portland metropolitan area, where a BA with experience is the norm): eligibility workers, social services, activity directors, social service directors, housing and placement specialists, and community-based work with special populations like immigrants or the disabled. Such positions are available in both the public and private sector, including Area Agencies on Aging (Aging and Disability Services), Senior or Community Centers, Assisted Living Facilities and Residential Care Facilities. Entry level jobs, with a 2 year degree and/or experience, earn \$25,000-\$36,000 per year with benefits.
Social and Human Service Assistants (\$20,000-\$35,000/yr. plus benefits)
Social and Community Service Managers (State-wide average: \$47,000; range: \$38,000-\$60,000)
Recreation Workers/Activity Directors (State-wide average: \$25,000; Range: \$19,000-\$30,000)
- The Gerontology Student Follow-up Survey provided us examples of graduates who have begun working in these entry-level positions and have developed career pathways to higher levels of responsibility.

Career Enhancers

At least 50% of Gerontology Program students are *Career Enhancers*, who are interested in earning a dual degree (or degree/certificate), or in adding an aging specialization to their current degree/profession.

Dual Degree Seekers

There are several possibilities for dual degree seekers, but we have concentrated on developing formal cooperation agreements with Fitness Technology and the Management and Supervisory Development (MSD) programs.

- ***Fitness Technology-Gerontology***

Fitness Technology and Gerontology have coordinated our advising and course planning systems so that students can earn dual degrees or dual certificates with overlapping credit requirements to significantly reduce the total credits needed for graduation. Fitness Technology is introducing the Fitness and Aging focus in their orientations, the

two programs are planning a joint brochure to promote the Fitness and Aging focus, and cooperation on the annual Fit Fest in March to include a focus on Fitness and Healthy Aging.

Public and private sector jobs, in the community and in facilities are experiencing significant growth. OLMIS data for Fitness Trainers and Aerobics Instructors (aging focus) indicate a state-wide average of \$33,300, with a range of \$27,000-\$42,000).

- **MSD- Gerontology**

A program award, certificate, or degree in MSD is a perfect fit with a Gerontology certificate or degree for students interested in moving into administration, program management or human resource management, with an age focus.

ALF/RCF Administrator: The position of Assisted Living or Residential Care Facility Administrator in Oregon requires a 40 hours training (conducted by the OHCA) and a 40-hour internship. [Students can also take the Alliance training that prepares participants for the NAB-test.] Especially for students with prior work experience in business and administration, a Gerontology Certificate, with an MSD program award, and the ALF/RCF Administrator training could be an ideal option.

Program Manager: Students with a Gerontology Certificate or Degree, an MSD program award, certificate or degree, and some work or internship experience, would be prepared for administrative and management positions in public or private sector community programs or agencies, such as Aging and Disabilities Services, personal assistance or home-healthcare agencies, hospice programs, leisure and travel programs, financial management agencies, and so on.

Human Resources: A Gerontology Certificate, together with an MSD program award, certificate, or degree concentrating in human resources, would prepare students for public or private sector positions, dealing with the full range of workforce and workplace issues related to aging.

Certificates of Completion Seekers

We estimate that 50% of students who take gerontology courses are **career enhancers**. They either already have a degree in another field, or are planning to enter a field that gerontology would enhance (like nursing or social work), or are co-enrolled in another certificate or degree program. Many of these students could benefit from a shorter, more focused certification.

Increasingly, people with bachelor or masters level degrees are interested in studying Gerontology to enhance their current careers, or to change career directions, following an extensive work history. Other students would like to earn 2-year, 4-year, or master degrees, but need to secure living-wage employment in order to continue their studies. These are the students who could benefit from a *Gerontology Plus* Certificate of Completion. All *Gerontology Plus* COCs would include up to a core of 18 hours:

CG181 Exploring Gerontology	1 credit
Soc223 Sociology of Aging	4 credits
Soc230 Introduction to Gerontology	4 credits
Soc231 Health and Aging	4 credits
Soc232 Death and Dying	4 credits
CG282 Gerontology Professional Seminar	1 credit

Depending on the certificate, students would also participate in 1-2 hours of cooperative education (30-60 hour internship), and CEU training offered by PCC's Institute of Health Professionals or other CEU-granting association, appropriate to the certificate focus:

- *Activity Director or Recreation Therapist*: State certification course: 32 hours [Recreation Therapist – 90 CEUs]
- *Hospice and Palliative Care Worker*: We and the Institute for Health Professionals (IHP) are looking into PCC-IHP offering the certifications and CEUs of the National Hospice and Palliative Care Association.
- *Adult Foster Care Provider*: State License Course offered through IHP: 32 hours
- *ALF/RCF Administrator*: Requires the OHCA-sponsored 40 hour training, plus 40 hours shadow mentorship with an administrator.
- *Life Coach*: The program is investigating the options for varying types of life coach training and internships.

[The proposed RWJ Foundation Jobs to Careers Project, submitted in May 2006 and awarded August 2006, incorporated Certificates of Completion as bridges to certificates and degrees for direct care workers.]

Appendix 7: Instructor Qualifications

Gerontology Degree and Certificate Program Instructor Qualifications (Approved at SAC meeting 4/16/04)

- **For Gerontology Lower Division College Transfer Courses**

Master's degree in sociology or gerontology; or Master's degree in related area plus 30 quarter hours graduate credit in sociology or gerontology.

These courses include:

Soc223: Sociology of Aging
Soc230: Introduction to Gerontology
Soc232: Death and Dying

- **For all other Gerontology Courses**

- 1. Soc231: Sociology of Health and Aging**

Master's degree in sociology, gerontology, public health, or nursing, or in a related field with at least 30 upper division quarter hours in sociology or gerontology, and 3 years' recent, full-time, teaching or non-teaching experience in the field; or

Bachelor's degree in sociology, gerontology, public health, or nursing, or in a related field, plus 30 quarter hours upper division course work in health and aging; and 4 years' recent, full-time, non-teaching work experience in the field.

2. Soc181 [CG181] Exploring Gerontology and Soc282 [CG282] Gerontology Professional Seminar (confirmed Fall 2004)

Master's degree in sociology or gerontology, or in a related field with at least, and 3 years' recent, full-time teaching or non-teaching work experience in the field; or

Bachelor's degree in sociology, gerontology, or a related field and 4 years' recent, full-time teaching or non-teaching work experience in the field; or

AAS degree in sociology or gerontology plus 5 years' recent, full-time teaching or non-teaching work experience in the field; or

Demonstrated competency* plus 5 years' recent, full-time work experience in career counseling, consulting, and training in the field of gerontology and mid-career change. The demonstrated competency includes career development and workplace assessment materials for consultations, trainings, and workshops; membership or certification in career development and workforce development professional associations; and current professional connections with local gerontology related worksites.

*Supportive documentation of demonstrated competency must be submitted to the Sociology SAC, and be approved by the Vice President of Academic and Student Affairs.

Addition 12/22/2004:

Soc280A for Gerontology Students Only: To facilitate the supervision of students in internships established through Soc181 [CG181], the instructor qualifications for Soc181 are extended to Soc280A, 1, 2, and 3 credit hour options.

Appendix 8: Gerontology Faculty

The following faculty members teach courses required for the Gerontology Certificate and/or Degree for the online option.

Jan Abushakrah, Ph.D. Sociology, Gerontology Program Director

- Instructor of Soc223 Sociology of Aging, Soc230 Introduction to Gerontology, Soc280A (cooperative education internships), co-instructor of Soc280B Community Service and Action Seminar, and Soc204 (required for degree)

Linda Wiener, Gerontology Program Career and Workforce Specialist

- Instructor of CG181 Exploring Careers in Gerontology, CG282 Gerontology Professional Seminar, Soc280A (cooperative education internships)

Dana Thompson, A.S. Nursing, A.M. Gerontological Nursing

- Instructor of Soc231 Sociology of Health and Aging

Leslie Hickcox, Ed.D. Education, M.Ed. Guidance & Counseling, M.Ed. Health Education, M.Ed. Physical Education

- Instructor of Soc232 Death and Dying

Janice Rank, M.A. Education, M.S. Psychology

- Instructor of Psy215 Human Development and Psy 214 Introduction to Personality

Rowan Wolf, Ph.D. Sociology

- Instructor of Soc213 Diversity in the United States

John Holmes, M.A. Philosophy

- Instructor of Phil207 Ethical Issues in Aging

Florence Spraggins, M.S. Educational Policy and Management

- Instructor of AD101

Tom Hastings, M.A. Communications, Peace and Conflict Studies

- Co-Instructor of Soc280B Community Service and Action Seminar

Angela Jones, M.S. Gerontology

- Co-Developer of Soc232 Death and Dying online. On leave at OHSU in Medical School

Appendix 9: Advisory Board

**PORTLAND COMMUNITY COLLEGE GERONTOLOGY PROGRAM
ADVISORY BOARD**

Roles and Functions

The role of the Gerontology Program Advisory Board is to represent the perspectives and concerns of professionals and employers in “aging industries” and employment sectors requiring gerontological knowledge and skills. The active engagement of Board members ensures that the Program curriculum keeps pace with changing industry/employment demands and continues to successfully prepare students to enter careers in the field.

Specific functions of the Board include assisting the Program in:

- developing curriculum and designing program features to enhance student learning experience and employability
- developing intentional internships for students and identifying entry-level positions and career ladders for Program graduates
- forecasting future employment opportunities and identifying crucial knowledge and skills for those entering the field

- building community, industry, and academic partnerships to enhance the Program for the benefit of students and graduates
- promoting the Program to potential students

Process of Reconstituting Advisory Board to Strengthen Its Role

Individual members of the current Gerontology Advisory Board have been instrumental in developing the Program, but the Board as a whole could play a stronger role in professional partnerships and other workforce related issues. Board membership should also be expanded for broader business representation.

Previous Board Members who are committed to Board development include:

Linda Wiener, Program Faculty
 Dana Thompson, Program Faculty
 David Rozell, Second Half Strategies
 Jennifer Sasser, Director of Human Sciences and Gerontology, Marylhurst University (temporarily on leave)
 Neal Naigus, Assistant to PCC President

New Board Members and community partners helping with Board reconstitution:

Victoria Gardner, Seniors First
 Nancy Raske, Oswego Place
 Joyce DeMonnin, AARP-Oregon
 Denise Dion, Medical Director, GOBHI (Greater Oregon Behavioral Health, Inc)
 Karen Shimada, Oregon Healthcare Foundation Director
 Danese Jundt, Wisdom Keeper and Gerontology Student

Appendix 11: Taskforce on Aging Proposal

We're All about Oregon's Future – Thriving in an Aging World

This proposal calls for the formation of a district-wide Taskforce on Aging, to identify needs and assets in PCC programs and to recommend a development plan to respond effectively to Oregon's aging demographic and the need for *age specialists* in Oregon's business and industry, and to prepare for the projected aging of PCC's student body and Oregon's workforce.

Why Aging?

The need for the project arises from three demographic trends:

1. **Oregon's population is aging.** By 2025 one in four Oregonians will be 65 years or older, making Oregon **the fourth oldest state in the country**. Effective response to this new wave of elders requires an educated and skilled cadre of age specialists in a broad range of professional and technical fields.
2. **The PCC student body is aging.** Currently, with no coordinated outreach to older adults, one in six PCC students (15,000+) is age 40 or older, about half of them in credit programs. The Education Commission of the States 2004 report on population growth and future demand for post-secondary education indicated that Oregon can expect one of the nation's highest rates of growth in older students. That projection, combined with the nationwide trend of aging boomers returning to school for retraining and re-careering – most likely to community colleges like PCC – calls for us to provide appropriate student support services to ensure their success and employability.

3. Oregon's workforce is aging. Oregon's aging workforce presents unprecedented challenges and opportunities for business and industry, and PCC could play a leading role in developing strategies for workforce development in an aging world.

Why a Taskforce?

The aging demographic challenges the range of PCC programs and services, calling for a comprehensive assessment and plan for development. PCC – a leader in promoting lifelong learning and workforce development – needs a clear direction to integrate the implications of an aging population and aging workforce into its institutional mission.

The Taskforce would produce an assessment report and set of recommendations in the following areas:

- **Older Learner Support Systems.** Through a partnership with AARP-Oregon, the Gerontology Program (through Wisdom Keepers) is assessing needs and developing program recommendations to promote older student retention, degree completion, and career preparation. The Taskforce on Aging could oversee this project and ensure that its recommendations are implemented on a district level.
- **Community Outreach and Intergenerational Programs.** Initial outreach by Wisdom Keepers to community-based and residential programs serving older adults indicates high interest in both educational enrichment and career development training and education among Portland-area elders. The location of these organizations, programs, and residences in proximity to PCC's campuses and centers provides ample opportunity for intergenerational collaboration and educational programs targeting older adults.
- **Aging Workforce Preparation and Development.** The second phase of the Wisdom Keepers/AARP-Oregon partnership is "Preparing for an Aging Workforce: Challenges and Opportunities for Older Workers and Employers." The proposed programs of this partnership should involve a wide range of PCC programs and services, and more extensive projects could be implemented with PCC Workforce Development programs. A key element will be to work with industry and business representatives to develop programs responsive to their needs and priorities.
- **Business and Industry Age Specialist Certification.** Many PCC Professional and Technical Programs represent businesses and industries that will experience profound impact from the aging demographic, in both their workforce and clientele. Nationally, both private and public institutions and organizations have developed certifications for age specialists in a range of fields including: financial planning and management, insurance, accounting, real estate, universal design and aging in place, fitness and wellness, health education, human resource management, elder law, and so on. Several allied health programs require at least one course in aging and encourage specialization in aging.

PCC's Gerontology and Fitness Technology Programs have already developed a Dual Certificate/Degree. Linda Wiener, the Gerontology Career Specialist, will be offering a 1-hour seminar in Adapting to an Aging Workforce, as a first step in collaboration with the MSD program. The Institute for Health Professionals provides some CEU courses related to aging and we are exploring further collaboration, for possible EST Certificates combining credit and CEU courses.

When PCC's Gerontology Program introduced an online option in the Fall 2005 term, course enrollments more than doubled, with half of the students declared Gerontology Certificate or Degree seekers, and most of the remaining students seeking careers in healthcare fields. As the program develops partnerships with other Oregon community colleges to offer PCC's Gerontology Online Certificate and Degree to students around the state, through the Northwest Health Foundation grant, enrollments are expected to double again. We have only begun to tap the tremendous potential for gerontological specialization and career enhancement.

Assessing needs and opportunities in other Professional and Technical fields could lead to the development of EST Certificates, Dual Degrees/Certificates, and specialty courses focused on the implications of aging and preparing age specialists in those fields.

Composition of the Taskforce

The Taskforce should include representation from Academic Services, Marketing, the Center for Business and Industry, Student Support Services, Curriculum Support Services, Student Success Skills, Workforce Development programs, Older Adult Programs (Senior Studies Institute, Senior Service Corps, Life By Design NW), the Gerontology Program and its student resource initiative Wisdom Keepers, and major programs expecting the greatest impact from the aging population including Allied Health fields, Fitness Technology, Business Administration, Management and Supervisory Development, CIS, CAS, Building Construction Technology, and others.

Expected Taskforce Outcomes

Expected Taskforce outcomes include the following:

1. An assessment report and recommendations for a coordinated development plan that will institutionalize program elements and services responsive to the aging demographic.
2. The development of PCC partnerships with business and industry, and with community organizations to demonstrate best practices and model programs for the health and well-being of older adults and intergenerational relations.
3. The founding of a PCC Institute on Aging, focused on support for older learners, aging workforce development, and age specialization certifications. Such an Institute would provide the administrative structure and institutional commitment to ensure continued effectiveness and responsiveness of programs and services in these three areas for years to come.

Prepared by Jan Abushakrah, PhD
Faculty Department Chair and Instructor: Gerontology and Sociology
January 5, 2006

Presented by Neal Naigus
Assistant to the District President
Director of Older Adult Programs

Accepted by the PCC Cabinet 1/11/06

Appendix 13:
Gerontology Program Review Recommendations
Prepared by Shirley R. Anderson

The recommendations are related to the questions I was asked to address during the program review process.

1. What improvements need to be made for students to be more successful in their academic experience? What strategies might lead to these improvements?

I found Jan and the part-time faculty do an exceptional job of providing advising and customized experiences for students to explore the variety of gerontological career opportunities. With the expansion to distributed delivery of coursework it is imperative the student support network expand to include online tutoring for gerontology courses and anonymous online student evaluations of the courses, faculty and the services provided. Through this mechanism the faculty may utilize the feedback to improve services.

2. Are there other categories of partners the program should network with?

The program faculty is very connected to individuals in the field of gerontology. I suggest you make consistent contact with the Region 2-Multnomah, Washington County Regional Workforce Board to make sure they are aware of your program and activities. I suggest you contact the staff person: Andrew McGough. Contact information is as follows:

2 Multnomah, Washington,	Chair: Mike McBreen Director of Global Operations Nike, Inc. One Bowerman Drive Beaverton, OR 97005 Phone: (503) 671-3636 Fax: (503) 671-6408 E-mail: mike.mcbreen@nike.com	Hayden Thomas Business Representative	Staff: Andrew McGough Worksystems, inc. 711 SW Alder, Suite 200 Portland, OR 97205 503-478-7356 503-478-7456 amcgough@worksystems.or
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The program should also connect with the new Oregon Healthcare Workforce Institute. The Governor's Healthcare Workforce Initiative has moved from the Governor's office to an umbrella organization-the Healthcare Workforce Institute. Jo Bell is the Acting Executive Director (jbelle@oahhs.org). She is working very hard to be inclusive in her awareness of what is happening in Oregon. The Board of Directors represent major healthcare employers, education, government agencies (Oregon Dept of Comm. Colleges and Workforce Development; Oregon Dept. of Labor, etc), and has support from many Oregon legislators.

3. How should the program manage statewide dissemination (distance learning)?
Where should faculty put their energies?

PCC's program is an innovative national model and is positioned to meet the evolving need for wellness-oriented professionals working with our aging population. It is my opinion PCC's program is in the right place at the right time. Whether the individual wishes to enter a well-defined gerontological career or an entrepreneur wanting to create a niche' they will find the PCC program is flexible and will meet their need. This program is cutting edge, meets a marketplace need and fits the life and learning-style of today's student; therefore, the program has the ability to grow as large as the College is willing to invest in the growth.

With the addition of the distributed delivery option, the College made an intentional decision to grow the program. Then the decision to disseminate the program to Columbia Gorge CC, Blue Mountain CC and Chemeketa CC is another intentional step to increase growth while serving rural and frontier communities. I have no doubt other Oregon community colleges and colleges in other States will request to partner with this innovative program.

The current year and the next academic year will serve as a pilot to evaluate the program as it serves the enrolled PCC students, the needs of the partner colleges, of their students and in building internship site relationships. Intentional journaling of activities, challenges, partner college needs and PCC needs will be invaluable in determining the appropriate staffing levels and how rapidly PCC wishes to expand the dissemination. The data will inform next steps and also assist in the development of a task template for use in future expansion.

Based upon the findings of the AHOSST grant the dissemination of health occupation programs is labor intensive and require more student support services than for the traditional campus-based health occupation student, and markedly more than the lower-division transfer course student. Because the student is unable to make an appointment during faculty office hours and or talk with the faculty member before or after class, the need for faculty accessibility is paramount to the student's success. And with the internship being an essential component of the program, the faculty oversight for site acquisition, the mentoring and managing of internship site relationships to make the student learning experience optimal and oversight of the student during the experience can require an inordinate amount of faculty time. For the disseminated program the PCC faculty members do not currently have working relationships with the partner college's internship sites so time and energy to develop these new relationships must be taken into consideration as staffing levels are determined.

Some colleges have moved to a case management form of student support for health occupation program students. The case manager provides advising, tutoring in the major courses, serve as student coach and mentor, makes referrals to financial aid, community resources, etc. This is an expensive option but documented evidence demonstrates an increase student success.

The workload to deliver the program to colleges statewide, even with the assistance of PCC's distance learning department, will require more faculty and staff than is currently allotted to the program. The College will need to determine how large they

want the program to be and what the commitment to smaller colleges, especially in rural and frontier areas, is in offering programs they are unable to provide. Considering the current enrollment and commitments to partner colleges I recommend the addition of one full-time faculty member and 0.40 FTE support staff to assist the current full-time faculty member/program director.

4. Should the Program adopt any of the AGHE standards? If so, which ones?

I was unable to locate standards and, after reviewing the website, the association seems to be focused on geriatrics rather than the more progressive wellness-healthy aging focus PCC's program has adopted.

5. Suggestions for Advisory Board membership?

I do not have any. I do recommend the development of a position (job) description for advisory committee members and written expectations so individuals you recruit will know what is expected, and you will be more likely to have your expectations met.

6. Are additional FT faculty needed?

Yes, as stated in #3, there is need for at least one additional faculty member.

Jan Abushakrah has done a phenomenal job of championing the development of this program. She has been a full-time faculty member; program developer; student advisor; program advocate in the community; developed an advisory board; developed partnerships with other community colleges; recruited and mentored new part-time faculty; mentored a students in the development of Wisdom Keepers; acquired community support for gerontology program activities (AARP-older student survey and Wisdom Keepers funding; OHCA Foundation scholarships); assisted in the acquisition of a Northwest Health Foundation grant for the expansion of distributed delivery to three Oregon Community Colleges; most recently is involved in the development of a Robert Wood Johnson grant application, and is a very active member on PCC's Aging Taskforce. I'm sure she is involved in other activities of which I'm unaware.

The uniqueness and popularity of this program means the positive momentum will take on a life of its own. I am concerned Jan will burn-out and this will be a disaster for the program because she has the passion for the program and is the recognized PCC face in the college and wider community. I am encouraged to find she will have 25% release time next year and I recommend this be evaluated each year as the College determines the size of program they wish to support. If the decision is to continue to grow the program she will need additional release time.

7. Staff with more PT faculty trained in core courses?

Yes, the extra value the PT faculty brings is currency from working in the field. An example is Linda Weiner who has been a strong, positive champion in the wellness-healthy aging focus of the program with her experience and vision of the future of employment in gerontology (career exploration—intentional internships).

But, I recommend a mix of FT and PT. The disadvantage of supporting expansion only with PT faculty is, by contract, they do not perform the duties of a full-time faculty member as part of their course duties—(curriculum development; program development; advising students; assisting in the development of partner college relationships; developing internship site relationships, job readiness, job placement, etc).

The actual staffing mix will be dependent about the College's decision regarding the size of the program.

8. Have the program aligned with other PT programs?

It would be difficult to uproot the Sociology program and move it to the division with other health programs and yet consideration must be given that professional-technical health occupation programs are a "different animal". Those who have worked in the area for some time are very willing to coach/mentor others and bring them into the fold. I believe it is imperative Brooke Gondara and Jan Abushakrah meet on a consistent basis with health program Directors and John Saito for networking, problem-solving and sharing tips.