Gerontology Program Review

Administrative Response

January 8, 2015

Thank you for your dedication to your students, to your profession, and to the community as documented in the Gerontology Program Review which you presented on December 5, 2014, to an audience of PCC administrators and others with an interest in the discipline. Your presentation demonstrated your enthusiasm and commitment and was informative. Due to the length of the presentation, opportunities for more dialogue were limited, but your extensive written report was very informative.

This Administrative Response will: a) note particular highlights of the Gerontology Program and Program Review; and b) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- You are a model of interdisciplinary collaboration as evidenced by your work with Fitness Technology and Interior Design.
- You have utilized the Career Pathway model providing students with completion and career options that meet a variety of needs.
- Courses, certificates, and the Gerontology degree support students who choose an entrepreneurial career path or other employment.
- Faculty and students are connected to community partners through internship opportunities and through Advisory Committees.
- Faculty is actively involved in professional and academic organizations including the Association for Gerontology in Higher Education (AGHE).
- You have not only remained current in the discipline but have demonstrated your leadership through the creation of new courses and certificates and through the regular renewal of your discipline's offerings.
- Your commitment to the Learning Outcomes Assessment (LOA) process is notable along with your efforts to integrate AGHE's Gerontology Competencies into the LOA framework.
- Your work with Disability Services and your efforts to ensure that all online resources are accessible are notable.
- Your efforts to provide a variety of opportunities for student engagement are also notable and include the informative newsletter, the orientation meeting held at the beginning of each term and the educational "Gerontology Monday" meetings.
- Your analysis of course and curricular changes and enrollment trends that you outlined in Appendix 9 is very helpful and demonstrates your continued willingness to assess and reassess your program.

Administrative Response to Gerontology's Recommendations

8A) Recommendations for the SAC

We support these seven recommendations. Additional information is provided under the responses to the recommendations for 8B.

8B) Recommendations for Administrative Support

    1) **Provide a sustainable level of Administrative and Advising Support**

In 2014, the College engaged the services of AACRAO Consulting to review advising models and practices at PCC with a goal of establishing a "common core of advising practice that is aligned with student learning outcomes, service delivery outcomes, and that provides a consistent advising model deemed appropriate for PCC." In addition, they recommended that PCC "re-evaluate the faculty advising workload—in particular for the CTE departments that do not have dedicated academic advisors." They also recommended that PCC "formalize and empower the Academic Advising Council to serve as an advisory council to administration on academic advising issues, policies and practices." An Advising Review Leadership Team (ARLT) co-chaired by Craig Kolins, Christine Chairsell, and Carrie Weikel-Delaplane has been established to review all the recommendations, and the membership of the ARLT has been expanded to include instructional representation: CTE faculty department chair, Russ Jones, Lower Division Transfer faculty Henry Mesa (Math), and Karen Paez, Division Dean at the Sylvania Campus.

We recommend that you share your perspectives with Russ Jones, CTE faculty representative on the Advising Review Leadership Team. In addition, we recommend that you consider ways of streamlining the advising services provided to Gerontology students. We recommend that you focus your available advising time on Gerontology majors. As recommended by the AACRAO Consultant, using common technologies to support advising functions like AdvisorTrac for scheduling appointments and GRAD Plan would provide consistency for students and for tracking relevant data, and we support your efforts in exploring and using these technologies. Once the second full-time faculty position in Gerontology is filled, that faculty member will be available to provide additional advising support in Gerontology.

Instructional Administrative Assistant support is currently provided through the Division Office. That centralized support is needed to provide assistance to all of the academic programs in the Social Sciences Division at Sylvania including support for the growing GIS program which also resides in that division. Last Spring 2014, per the request of the Faculty Department Chair, the Sylvania Dean of Instruction supported your request to retain a separate office location in SS 1 with the understanding that all IAA services would be centralized in the Division Office. As noted in your Program Review, while enrollments have previously been increasing in GRN courses, those enrollments have now started to decline which may better align available resources to support your work with Gerontology.

2) **Institutional Effectiveness and Student Records and**

3) **Student Records**

We note your efforts to track potential Gerontology students who may have expressed an interest in the program through the completion of one or more classes without declaring Gerontology as their major, along with Gerontology majors and graduates. As resources allow, we support your continued collaboration with Student Records in exploring efficient ways to identify these students.

4) **Social Sciences and Curriculum Deans**

We support your working with your Division Dean to explore the possibility of formalizing Articulation Agreements with PSU, WOU, OSU and Marylhurst University. As part of that work we recommend that you initially create a clear pathway by establishing a clean and streamlined start and finish from Gerontology's certificates and AAS degree into a Bachelor's degree. Then please make sure to engage the Dean of Academic Affairs and/or the Curriculum Director early in the process. They can help determine whether a full articulation agreement is needed or whether transfer guides will serve the same purpose and how to maintain currency of whatever agreements result.

5) **Establishment of Learning Garden**

We acknowledge your innovative and exciting approach to Gerontology including your proposal to establish a therapeutic learning garden with a greenhouse classroom. At this time, there is no funding in the base budget to support the creation and maintenance of a learning garden. Please continue to work with you Division Dean to reassess this possibility in the future.

6) **Implement District-Wide Age Friendly Policies at PCC**

In the College's "Non-discrimination and Non-harassment Policy," it states: "The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College." [Equity and Inclusion](#)

If there are specific issues that you are aware of that need to be addressed, or if you have recommendations for training and outreach, we recommend that you contact the Office of Equity and Inclusion. [Office of Equity and Inclusion](#)

The College also offers tuition discounts for seniors. [Tuition Options](#)

The College organized a Senior Studies Institute that continues to grow. [Senior Studies Institute](#)

The Life by Design program located at CLIMB provides tools, resources, and training for individuals interested in Encore careers. [Life by Design](#)

Revisit the distinction between CTE and LDT courses to allow Gerontology to apply for Gen Ed status. We understand the some GRN courses can meet the various criteria for inclusion on the Gen Ed list. We have chosen to restrict our list to courses and disciplines that are recognized as transferable across the

state. The concern that inclusion of courses that are not generally recognized as LDC (regardless of how they are formally categorized) into our list, is that the universities, now no longer bound by the OUS agreements, could decide not to honor the AAOT as intended. In addition, the EAC and LAC have begun consideration of how our Gen Ed structure could better address our need to assure assessment of the Institutional Core Learning outcomes which could result in a revision of the criteria for inclusion on the Gen Ed list. Until this work is complete, we should not change our current principles and practices for adding courses to the Gen Ed list.

7) **Support an Enhanced Distance Learning Model**

PCC currently offers classes on campus and through web and hybrid modalities. We do not currently offer "blended" classes due to the workload impact this would have on faculty by requiring them to teach a fully online class while also asking them to be available on campus to conduct optional face-to-face or IVC-video streaming sessions. We recommend that you continue to work with the Distance Education office to explore ways to incorporate interactive options into your online classes.

8) **Invest in ePortfolios for Learning Outcomes Assessment**

In response to your various recommendations related to **ePortfolios**, the Sylvania Dean of Instruction will organize a meeting with you and representatives from Distance Education and the Learning Assessment Council to discuss the current and potential future use of ePortfolios at the college. You may also want to consider participating in an e-Portfolio event that will happen as part of a Credit for Prior Learning (CPL) Assessment/Portfolio Development Training at Marylhurst University. More details will be available soon. Please contact Craig Kolins for more information.

9) **Assist in finding ways to fund and sustain innovations that enhance and support student learning such as Peer Mentors, ePortfolios, Innovative Courses and Certificates, and Encore Learner Mindset Orientation.**

When the **Peer Mentors** services were implemented in Gerontology, these services were supported through grant funding. These services initially provided students with over-the-shoulder assistance for Gerontology classes offered online. Since then, the support services for online students have expanded through our Distance Education office. If there are specific Help Desk support issues that you perceive need to be addressed, we recommend that you contact the Distance Education office. At this time we do not have funds in the base budget available to support Peer Mentors in specific online classes.

As with all disciplines at the college, **new courses and certificates** need to follow the regular proposal and approval paths including the SAC, the EAC, and administrative approval. Various factors are taken into consideration when new courses and certificates are proposed. These are outlined on the Curriculum Committee's website and include consideration of such things as the labor market and projected enrollments along with space, equipment and supply requirements. [Preliminary Review Form](#)

If you believe that PCC's orientation process could be enhanced by your **Encore Learner Mindset Orientation**, we recommend that you share specific feedback after reviewing what is currently being

offered at PCC. You also might inquire whether reference to Gerontology's "The Aging Mind" course might be made in that orientation. [Student Orientation](#)

10) Support revision of the External Advisory Committee Policy (A108) to incorporate the Team Model

A108 resides within the Academic Policies and Standards Handbook and is currently under review. We recommend that you discuss your Team Model proposal with the Chair of the EAC's Academic Policies and Standards Committee, Pete Haberman.

11) Facilitate and support ways in which interested CTE Programs and the Small Business Development Center can establish a more effective partnership for the development of entrepreneurial options.

We recommend that you work with your Division Dean to discuss specific ideas that both align with the objectives of the Gerontology program and might also provide opportunities for partnering with CLIMB's Small Business Development Center.

Closing

In closing, we thank the Gerontology SAC for sharing the results of your Program Review. We enjoyed learning more about your discipline, your students, and about the career opportunities in Gerontology. Thank you for your dedication.

Administrative Response submitted by Loretta Goldy on behalf of the Deans of Instruction and the Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs
Loretta Goldy, Sylvania Interim Dean of Instruction
Craig Kolins, Southeast Dean of Instruction
Cheryl Scott, Rock Creek Dean of Instruction
Kurt Simonds, Cascade Dean of Instruction