

Form: "PSR 2021 INSTRUCTIONAL Comprehensive Cohort B"

Participating Area: Gerontology Cohort-B 1305 I-CTE

Show All Possible Responses

*** Response is required**

1. PROGRAM OVERVIEW

*** Program Title & Code**

Program Title

Gerontology
(Max chars: 100)

Program Code

1305
(Max chars: 100)

*** 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

*** 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: The Gerontology Program aligns with the college's *Equity and Success* goal at its very core. As an interdisciplinary field that seeks to explain differences in aging experiences across the lifespan, from a theoretical perspective, our faculty members are trained to understand the effects of cumulative advantage/disadvantage. That is, our faculty team - from a disciplinary perspective - understand the sources and effects of disparities across the life span. More practically, this translates into curriculum that is written *and delivered* with equity at its core. Gerontology faculty members understand the difference between equality and equity, and our program reflects this understanding. We were among the very first programs at the college to deliver a high quality fully asynchronous online certificate (2017). This allowed our students to take significant steps toward degree completion that would have otherwise been very difficult (given complex schedules/obligations). Furthermore, the Gerontology Program has been at the forefront of many of the college's equity-driven initiatives, with one Zero Textbook Cost (ZTC) course option now in place (and more in development), and existing high school dual enrollment pathways already in place (and growing each semester). Moving forward, we plan to continue - and expand - our efforts to further equity-driven initiatives and ultimately foster success for all of our students.

Goal 2: As an actively evolving instructional program at the college, the Gerontology Program aligns with the college's *Learning and Completion* goal. The Gerontology Program continues to actively develop its curriculum and career exploration opportunities in response to discipline shifts, community demands, student needs, and the college-wide vision with the overall goal of maximizing the learning experience for our students, and mitigating excessive units/coursework. In 2018, we began inviting professionals who serve the older population (e.g., ophthalmologist, estate attorney, chief resident urologist) to discuss their career experiences and advice for working with aging adults. These events were well-attended by our students, with students indicating that the events helped them identify career pathways (likely earlier in the learning trajectory). In 2019, we introduced low-unit skills-based caregiving training certificates (in response to student and community need) as a means to provide students with a fast track to their career (in the past, the training was embedded in a broader higher-unit certificate). Also in 2019, we introduced additional career experience opportunities (both via formal co-op education curriculum and via informal field-trips and learning experiences). These career-based learning experiences have proven to be critical in helping our students identify their career pathway, and have no doubt fostered more timely completion (by reducing time spent exploring). Moving forward, we look to partner with other programs at the college to provide clear career pathways toward high-demand jobs in our rapidly aging world.

Goal 3: As a Career Technical Education (CTE) program at the college, the Gerontology Program aligns very closely with the college's *Community Opportunities and Needs* goal. Throughout each academic year, the Gerontology Advisory Committee (GAC) meets regularly to discuss developments in the program, evolving community needs, and future directions to meet local and regional demand. The GAC consists of representatives from community-based organizations, city and county aging continuum officers, K-12 administrators, non-Chaffey community college faculty and administrators, Cal State University San Bernardino faculty, current and previous Gerontology Program students, and key Chaffey College faculty/staff/administrators, among others. Together, this team helps us to identify opportunities to serve community-based needs in the aging continuum of care, and actively informs our curriculum and program planning. In short, the GAC allows us to maximize students' opportunities and ensure that our evolving curriculum accurately reflects community needs.

Goal 6: As an actively evolving instructional program at the college, the Gerontology Program aligns with the college's *Agility* goal. The population of Americans over the age of 65 will more than double in the next 30 years and with it, their unique needs. Accordingly, the Gerontology Program must ensure that the training that we are providing today will serve the needs (and demand) of tomorrow. This effort involves keeping an active eye on regional, state, and even federal shifts in policy, as well as developments across all sectors in order to responsively develop and adapt our program to serve students and the elderly alike.

PRIOR VIP GOALS STATUS/PROGRESS

❖ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

In the previous PSR cycle, the Gerontology Program identified one VIP goal.

VIP Goal 1 (of 1): To gather the skills and tools necessary to deliver quantifiably high quality distance education courses in order to foster 1) high student engagement, 2) improved course and program completion rates, 3) faster time to completion, and 4) a clear pathway for high school students to our program and beyond.

Progress of VIP Goal 1 (of 1): Complete. The program successfully obtained Strong Workforce Round 3 local grant funding, as well as 2020 CEAC local grant funding to support skills training and supplies/equipment acquisition to expand the quality of the Gerontology Program's distance education course offerings. Key program faculty members have received valuable training in 1) online course development and delivery theory, 2) cutting edge online course software applications (e.g., Articulate360, Adobe Captivate), 3) audio/visual content development/management, and 4) other design-related aspects of online course delivery. Furthermore, the Gerontology Program has also used this funding to establish the Gerontology Learning Media Center (GLMC), a media center to provide our faculty with access to the equipment and tools necessary to support high-quality distance education delivery, thus fostering an engaging and interactive learning environment for our students. While many of the details resulting from these developments are still being worked out, we anticipate that the GLMC will also support programs and faculty outside of the Gerontology Program (by partnering with the forthcoming Chaffey College Online Success Center), making an even broader impact on student experiences at the college. Following full implementation (in the coming PSR cycle), we plan to work with the Office of Institutional Research in order to determine the impact of VIP goal completion on student 1) engagement, 2) course and program completion rates, and 3) time to completion, as well as dual enrollment outreach.

OTHER RESOURCES REQUESTS

❖ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

- Yes
 No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

In this past PSR cycle, the Gerontology Program's "other resources requests" purchases supported by Strong Workforce and Perkins did meet the program's intended purpose. Since 2017, the Gerontology Program has successfully leveraged support from Strong Workforce, Perkins, and CEAC (combined Strong Workforce and Perkins) funding streams to meet the unique needs of our program and students. Using these funds, we have successfully supported the following efforts: 1) clinical coordination for the cooperative education internship component of our program (Perkins), skills training and supplies/equipment acquisition to expand the quality of distance education course offerings (Strong Workforce, CEAC), and professional development conference travel (Perkins, Strong Workforce). These funding streams have been critical to the program's continued growth and development.

2. EVIDENCE--EQUITY

The evidence section comprises of the following three distinct subsections: equity, program data (includes CTE data), and learning outcomes.

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Please reference the Equity Data file to evaluate the following areas.

2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by males	✓			
Number of enrollments by females	✓			
Success rate by males			✓	
Success rate by females			✓	
Retention rate by males		✓		
Retention rate by females		✓		

2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by African American	✓			
Number of enrollments by Asian	✓			
Number of enrollments by Caucasian		✓		
Number of enrollments by Hispanic	✓			
Number of enrollments by other race/ethnicity		✓		
Success rate by African American	✓			
Success rate by Asian	✓			
Success rate by Caucasian	✓			
	1	2	3	4
Success rate by Hispanic		✓		
Success rate by other race/ethnicity			✓	
Retention rate by African American	✓			
Retention rate by Caucasian		✓		
Retention rate by Asian		✓		
Retention rate by Hispanic		✓		

Retention rate by other race/ethnicity		✓	
--	--	---	--

2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by age group, 19 or younger	✓			
Number of enrollments by age group, 20-24	✓			
Number of enrollments by age group, 25-29	✓			
Number of enrollments by age group, 30-39	✓			
Number of enrollments by age group, 40-49		✓		
Number of enrollments by age group, 50 or older		✓		
Success rate by age group, 19 or younger		✓		
Success rate by age group, 20-24	✓			
	1	2	3	4
Success rate by age group, 25-29	✓			
Success rate by age group, 30-39		✓		
Success rate by age group, 40-49			✓	
Success rate by age group, 50 or older	✓			
Retention rate by age group, 19 or younger		✓		
Retention rate by age group, 20-24		✓		
Retention rate by age group, 25-29		✓		
Retention rate by age group, 30-39		✓		
Retention rate by age group, 40-49		✓		
Retention rate by age group, 50 or older			✓	

2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = No or Insufficient Data Available				
	1	2	3	4
Number of enrollments by students with disabilities		✓		
Number of enrollments by first generation	✓			
Number of enrollments by economically disadvantage	✓			
Success rate by students with disabilities		✓		

Success rate by first generation		✓		
Success rate by economically disadvantage			✓	
Retention rate by students with disabilities		✓		
Retention rate by first generation		✓		
Retention rate by economically disadvantage		✓		

2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?

Response Legend: 1 = Increase 2 = Decrease 3 = No Change			
	1	2	3
Number of sections with zero-cost textbooks			✓

2b. Considering the evidence provided, elaborate on how the program is providing equity in educational opportunities or support to students and/or identify disparities in equity. Provide specific data that supports your answer.

If there is a disparity in equity, do not discuss responsive strategies in this section. This is addressed in the STRATEGIC PLANNING section (item 7d).

Overall, Institutional Research (IR) data from the past six years among our special population students indicate 1) increases in course enrollment (suggesting equity growth), 2) stable course success rates (suggesting equity maintenance), and 3) slight decreases in course retention rates (suggesting existing equity disparities). Details of these trends are discussed below, followed by a summary of the potential factors in operation:

Trends in Gender Data

IR data indicate that course enrollment is up for both male (30.3%) and female (24.0%) students over the past six years. Six year data also indicates that there has been no change in success rates for males or females, and that retention rates have decreased by 8.3% for males, and 4.0% for females.

Trends in Racial/Ethnic Minorities Data

Overall, course enrollment is up for racial/ethnic minorities over the past six years. Specifically, course enrollment increases have been observed for African American (6.2%), Hispanic (35.4%), and Asian (19.4%) students, compared to an enrollment decrease for Caucasian students (-14.2%). Course success rates among racial/ethnic minorities show slight variation by racial/ethnic group, with increases observed among African American (8.0%) and Asian (6.1%) students, and slight decreases observed for Hispanic students (-3.5%). Finally, with the exception of an increase for African American students (5.6%), retention rates are down slightly for Hispanic (-5.5%), Asian (-3.9%).

Trends in Age Data

IR data indicate that course enrollment is up substantially for 25-29 year olds (64.1%) and 30-39 year olds (59.2%). Conversely, course enrollment has dropped among those 50 years and older (-29.3%). Furthermore, course success rates by age remain relatively stable for all age groups, and course retention rates have dropped most among students 19 and younger (-9.2%), and those 25-29 years old (-7.0%).

Trends in Other Special Populations Data

Additional special population IR data indicate that enrollment is up for our economically disadvantaged students (15.1%), with no observed change in success, and a slight decreases in the retention rate (-4.0%) for this population.

Potential Factors in Operation

Course enrollments in the Gerontology Program are up nearly across the board for all special populations, a trend likely resulting from two primary factors: 1) targeted outreach over the past three years to other School of Health Sciences program faculty and students, and 2) access to a high-quality online program. During this past PSR cycle, Gerontology Program faculty have dedicated significant effort to educating our other Health Sciences program faculty and students of the added value of complimenting their curriculum with Gerontology courses. Given that the majority of healthcare workers will serve a significant number of older adults throughout their career, this added training not only improves empathy and preparedness for working with older populations, but it also increases the competitiveness of our Health Sciences program graduates. As a result of these efforts, the Associate Degree of Nursing (ADN) program has recently chosen to include four Gerontology courses as part of their application point system (with pre-nursing students earning additional points for taking our Gerontology courses). Secondly, the Gerontology Program was among the first at Chaffey College to offer a fully online asynchronous program, which has no doubt contributed to increases in course enrollments among students who are managing very busy schedules, also reflected in the trends discussed above. Our fully online curriculum supports working students and those who require greater flexibility. By having our online curriculum well-developed and in place prior to the COVID-19 pandemic, the program was positioned well to meet the needs of students without any delay in content delivery (further supporting the findings above).

Demographic trends in the Gerontology Program for course enrollment mirror much of what is occurring campus-wide for measures of gender and race/ethnicity. However, the Gerontology Program has seen dramatic increases in course enrollment among our economically disadvantaged students (while maintaining stable success rates), compared to campus-wide data. The Gerontology Program has also observed a decrease in course enrollment among our older students, which differs slightly from overall campus trends. The recent inclusion of four Gerontology courses in the Associate Degree of Nursing (ADN) application point system likely drives much of this trend, as pre-nursing students are now enrolling in Gerontology courses at rates not previously observed as a means to improve their ADN application scores.

Finally, retention rates are down - albeit slightly in some cases - for nearly all special population groups, a trend that mirrors what we are observing among our Caucasian students (-6.2%) as well as in our overall program-wide numbers (-4.5%). Although these decreases have been observed nearly across the board, we recognize these observed declines in retention as a potential factor that could drive future disparities in our program, and will look to both program-level, as well as equity-driven, efforts in the coming PSR cycle in order to address these recent retention trends.

3. EVIDENCE--PROGRAM DATA

"Program Data" represents the second element of the EVIDENCE component of the PSR evaluation. Please reference the Program Data file to evaluate the following areas.

3a. Identify important PROGRAM developments and trends.

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = No or Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment	✓				
Overall Retention		✓			
Overall Course Success			✓		
FTES	✓				
All ADT degrees awarded				✓	
All AA degrees awarded				✓	
All AS degrees awarded	✓				
All degrees awarded	✓				
	1	2	3	4	5
All Certificate Completion	✓				
Average units earned, ADT degree				✓	
Average units earned, AA degree				✓	
Average units earned, AS degree		✓			
Average units earned, all degrees		✓			
Average units earned by certificate(s)		✓			
Overall average # of semesters to award degree(s)					✓
Overall average # of semesters to award certificate(s)					✓

3b. Considering the evidence provided, explicitly identify specific program strengths and provide data/evidence that supports your answer.

This is an assessment of your program's health. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increase number of certificates/degrees).

Programs may provide additional information or data that has not been included in their IR files.

Data Trends

We are pleased to report that Gerontology Program data over the past six years is incredibly promising for nearly all metrics. Specifically, the program has seen six-year increases in 1) overall enrollment (21.5%, with a 12.7% increase in the last PSR cycle alone), 2) FTES (14.6%), 3) the number of A.S. degrees awarded (43.0%), and 4) the number of certificates degrees awarded (240.0% - yes, over 200% more certificates awarded compared to just six years ago!). Furthermore, compared to just three years ago, we have observed a continued steady decreases in the average number units earned by A.S. degree earners (-19.41%), as well as Gerontology certificate earners (-6.31%). Lastly, we have been able to maintain a consistent success rate (currently at 80.3%, compared to 72.6% among the entire college) with no statistically-significant changes over the past six years.

Discussion

The Gerontology program shows overall expansion during the six-year review period, with growth in both enrollment and the number of A.S. degrees and certificates awarded. This growth reflects the changes in the job market that accompany the 'Age Wave' of growth of the population over age 65. According to the California Master Plan, published in 2021, the State anticipates the development of over one million age-related careers over the next nine years. The Gerontology Program is positioned to address those needs at a wide range of levels, including CTE semester-length certificate programs, as well as the more traditional A.S. and Gerontology Certificate.

The Gerontology Program is positioned as a partner in the School of Health Sciences, as well as campus-wide. Students from a wide range of interests enroll in Gerontology courses, outside of their major, to enhance their understanding of aging and to develop specialties within their fields. While they may not elect to complete the formal certificate, they do take courses that directly (or indirectly) relate to their future academic and professional career aspirations.

As a part of the School of Health Sciences, the Gerontology Program is a vital source for aging education for students entering the fields of nursing (Associate Degree of Nursing, Vocational Nursing, Certified Nursing Assistant), as well as the wider range of careers in healthcare (Radiological Technology, Computed Tomography, Physical Therapy Assistant, Dental Assisting). By enrolling in Gerontology courses, these students earn POINTS toward their application to Health Sciences degrees, particularly the ADN program.

Although nearly ten units lower (on average) than the college average, Gerontology A.S. students may still appear to be high-unit earners, but the units earned by our students represent a combination of course work from both the Gerontology program and other areas of study that work in conjunction to prepare students for a wide range of employment or transfer opportunities. Given that Gerontology often compliments other programs of study (e.g., elder law, universal design, entrepreneurial endeavors), this trend (under the current design) is to be expected, and with our students gaining this additional perspective - all while completed their A.S. degree with fewer units than the college average - this is clearly a program strength.

Aging is a field of study that should be integrated into education at all ages. To that end, we have expanded our Dual Enrollment offerings dramatically over the past two semesters (7 planned course offerings in the 2021-2022 academic year, compared with 2 course offering in 2020-2021 academic year), to increase exposure to Gerontological training among high school students. Through this initiative, we are bringing aging education to younger students, as well as helping them to develop skills that will support their transition to college and ultimately better prepare them for their future careers (as age-related demographic shifts are projected to impact nearly every industry).

In sum, we are very pleased to report that recent data trends support the overall health of our Gerontology program, and we look forward to building on this work in the years ahead.

*** 3c. Considering the evidence provided, explicitly identify specific areas in which the program can improve over the next three years. Provide specific data/evidence that supports your answer.**

Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 7d).

Programs may provide additional information or data that has not been included in their IR files.

While most program indicators show stability (or even growth) across the Gerontology Program, one area that needs to be improved is that of retention, which saw decrease of 4.5%, compared to six years ago. This decrease in overall retention may be tied to a number of factors. First, the Gerontology Program has only recently started actively pursuing the Zero Textbook Cost (ZTC) initiative and as a result, our students have largely had to pay for their course textbooks over the past six years. As other college programs have made significant progress on the inclusion of ZTC options for their courses, it is likely to some of our General Education students have elected to register for an alternative ZTC option upon discovering that nearly all Gerontology courses come with a significant textbook cost. Second, much of our course work is completely in a fully-online asynchronous environment. While this may be beneficial for those students with rather busy schedules, the asynchronous environment can be an isolating experience for many students, which may result in lower retention rates among those students who would prefer a connection with their professor and peers that mirrors the in-person learning environment. Third, the Gerontology Program currently does not have an intentional mechanism to increase our students' sense of community and connection (e.g., a club related to the discipline, non-course-related programs/activities for our students). Without an opportunity to connect with like-minded students outside of the classroom, it is reasonable to conclude that some students may get lost in the anonymity of our online course offerings (particularly when it comes to non-academic community-building opportunities) and as a result, they may elect to withdrawal from our courses. Lastly, as this retention trend appears to be rather recent (just three years ago, we observed a 1.3 *increase* in retention), our program has not taken any direct measures to address the overall decrease in retention. Without faculty members meeting to discuss these trends in the past three years, it is likely that few even know of this recent shift (other than what they may have observed anecdotally in their individual courses). Accordingly, if no program-wide plan or concerted effort is in place to promote retention, it is likely that we will continue to have less-than-ideal control of this metric.

4. EVIDENCE--Career & Technical Education (CTE)

4a. Is this a CTE program?

If yes, proceed to questions 4b-4e. If no, skip to section 5.

Yes No

Labor Market Information (LMI): Regional Job Outlook (If Applicable)

4b. Identify important CTE PROGRAM developments and trends.

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth	✓	

4c. Please reflect on projected occupational growth. Are entry-level and median hourly earnings 10% below or 10% above regional living wages? Please explain and provide specific data that supports your answer.

This is an opportunity to discuss middle and above middle occupations and whether these occupations are projected to grow or decline.

Programs may provide additional information or data that has not been included in their IR files.

The population of Americans over the age of 65 will more than double in the next 30 years, with the *most dramatic changes statewide* taking place here in San Bernardino County ([200% increase over the next 40 years](#)). As such, nearly all industries will be impacted by this dramatic never-seen-before demographic shift, and the demand for skilled workers who are trained in identifying, understanding, and meeting the needs of older adults [will continue to increase](#). According to our LMI Data, employment for the gerontology occupational group is expected to increase 32% by 2024. A total of 14,596 annual job openings will be available each year over the five-year timeframe. Data provided by the California Master Plan on Aging supports this projection for growth, with a goal of developing over one million jobs state-wide for aging specialists across a broad range of career trajectories not limited to healthcare. Furthermore, the U.S. Department of Labor also identifies careers in aging as a [high-growth area over the next decade](#).

LMI data indicate that the median-level, 50th percentile, hourly wages for occupation in aging are between \$12.85 and \$23.09 per hour (within the currently livable wage for San Bernardino county of \$16.44). There is no question that some starting salaries for front-line caregiver positions identified in the LMI are at or below sustainable levels. As the job market shifts along with the demographic changes highlighted above, there will be increased opportunities for both certificate and A.S. degree earners to integrate their gerontology training into positions that are not limited to formal caregiving, and with proposed program developments in this PSR, we are hopeful that all of our graduates will soon earn wages near the top of the range identified in our most recent LMI report.

According to the American Psychiatric Association, there is an identified and growing need for age-educated specialists in business & administrative, design & technology, legal and advocacy, and healthcare and biological research. These positions are not traditionally included in LMI data, because they are more challenging to identify. However, we are working with the Center of Excellence (COE), as well as Gerontological partners at other 2-year and 4-year institutions statewide (e.g., Mt.San Jacinto College, Cal State University Fullerton) to identify data sources for a more accurate and complete picture of our projected occupational growth and salary ranges over the next 30 years.

Lastly, we are only just beginning to explore the possibilities at Chaffey College that exist at other successful Gerontology programs across the California Community College System, and are well positioned to tap into that growth and innovation.

External Oversight: Advisory Committee Information (If applicable)

Programs that have an active advisory committee must complete this section.

4d. Does your program have an active Advisory Committee (whether on campus or external) that informs the direction and/or operations of the department? If "Yes" Advisory Committee meeting minutes within the LAST 6 MONTHS must be included as an attachment to this form.

Yes No

4e.1 Has the Advisory Committee recommended changes to your program that align with a current or emerging industry?

Yes No

4e.2 If yes, what are the recommendations?

The Gerontology Program needs to continue to grow while maintain an active awareness of the evolving needs of the industry. There needs to be a good pathway established for students to follow, including pipelines between Chaffey College and the CSU/UC that will allow students to progress into fields such as Human Development, Social Work, as well as Environmental Design, Business and Engineering. This will involve building stronger partnerships with universities and within the Chaffey College community. For non-transfer students, a more fine-tuned certificate aligned with other complementary fields should be developed. A job survey completed by advisory members earlier in the Fall indicated that additional interdisciplinary Gerontology offerings should be explored more deeply and in a new way.

Recommendations from the Advisory Board have also included the possibility of pursuing accreditation through the new external accreditation board ([Accreditation for Gerontology Education Council](#)) to increase program legitimacy across the state.

The Gerontology Advisory Board is currently examining the entire curriculum, with specific attention to connecting curriculum with labor market needs. As the population of San Bernardino over age 65 grows, there is a need to develop both overarching and targeted programs to meet specific needs.

Discussions have included growing the scope of entry level certificates, and to explore CTE programs that address a broader scope of industries and specialties both within the campus structure and outside of the campus structure, and giving our students as many choices in their career path as possible.

Recommendations include conducting a programmatic review of the CORs from each course in the program and identifying redundancies and developing career-targeted curriculum. Because Gerontology falls on such a broad spectrum, interrelating to multiple fields, it has been housed under multiple academic pathways/academic communities. The program must be intentional about what direction it goes in next.

The conversation is ongoing, and recommendations are forthcoming in 2021/22.

5. External Oversight: External Regulations (If applicable)

External regulations apply to areas with outside accrediting agencies. If you DO NOT have external regulations, answer "no" on question 5a and skip 5b.

✳ 5a. External Agency

Does the program have external regulations?

Yes No

5b. External Agency Information

If yes, please provide the following information:

- Name of Agency
- Date of last review
- Recommendations made
- Any budgetary or institutional impacts from the recommendations
- Progress on recommendations
- Date of next review

*Note: more than one external agency can be added in the same field if needed.

No answer specified

6. EVIDENCE--LEARNING OUTCOMES

"Learning Outcomes" represents the third element of the EVIDENCE component of the PSR evaluation.

✳ 6a. Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

If you have any questions about learning outcomes, please refer to Chaffey College's Outcomes and Assessment website or email Jo Alvarez at jo.alvarez@chaffey.edu

- Current COURSE LOs for every course have been entered into Taskstream's "Course Learning Outcomes (CLOs) Workspace" for each course.
- Current COURSE LOs have been mapped to Institutional Learning Outcomes into Taskstream's "Course Learning Outcomes (CLOs) Workspace."
- Current PROGRAM LOs have been entered into Taskstream's "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to Institutional Learning Outcomes in the "Program Learning Outcomes (PLOs) Workspace."
- Current PROGRAM LOs have been mapped to align courses to Program LOs (Curriculum Map) in Taskstream's "Program Learning Outcomes Workspace."

*** 6b. Have you uploaded a current Chronological Assessment Plan (CAP) into the "Program Learning Outcomes (PLOs) Workspace?"**

A CAP is a learning outcomes assessment schedule.

"Current" is defined as two assessment cycles. This means CAPs should project out at least SIX YEARS.

- Yes
- No
- Comment:

*** 6c. Three-year cycle**

Do you evaluate all courses within the three-year period?

- Yes
- No
- Other:

*** 6d. Are all COURSE LO assessment results from fall 2017 through fall 2020 entered into Taskstream?**

- Yes
- No
- Other:

ASSESSMENT REFLECTION

Look over your learning outcomes assessment results for the various COURSES in your program(s).

*** 6e. Based on learning outcomes assessment results, explicitly identify program strengths. Provide specific data that supports your answer.**

Pay special attention to learning outcomes that HAVE been met.

We are happy to report that of the 45 Course Learning Outcomes (CLOs) assessed across 15 courses during the past PSR cycle, all but one course learning outcome (GERO-18 CLO 1 ' cultural attitudes) met our established thresholds for success. Furthermore, in all instances of success, we exceeded our established CLO success threshold of 75% by at least 5% (with several marks of 100% CLO attainment). Given this data, we conclude that our assessment-related strengths include the following:

1. Our course design meets the objectives and goals that we have established for our programs, effectively setting our students up for success
2. Our students are learning the necessary knowledge and skills that we have identified as critical to our program
3. We are able to maintain CLO success in an entirely-online asynchronous environment
4. There is high course delivery fidelity between our program faculty (i.e., one full-time instructor and ten part-time instructors)
5. The Gerontology Program is effectively meeting its pedagogical standards and overall mission

6f. Based on learning outcomes assessment results, explicitly identify areas in which the program(s) can improve. Provide specific data that supports your answer.

Pay special attention to learning outcomes that HAVE NOT been met.

As previously mentioned in Section 6e, of the 45 Course Learning Outcomes (CLOs) assessed across 15 courses during the past PSR cycle, one course learning outcome did not meet our established threshold of 75% attainment for success (GERO-18 CLO 1 ' cultural attitudes). Moving forward, we can improve by redesigning the related course module/unit to include additional formative assessments so that students can gain a richer understanding of the topic prior to this assessment. We would also like to meet as a faculty team to discuss to possibility of redesigning this CLO to provide a greater scope of student understanding (e.g., more opportunities for students to demonstrate mastery on this topic). Furthermore, additional support in CLO assessment, documentation of evidence, and a CLO submission system for part-time instructors to full-time faculty for input into CLO repository (i.e., here in Taskstream) could provide the necessary feedback mechanism to identify and address CLOs that have not been met *prior* to comprehensive PSR years so that we can develop a plan to address future shortcomings mid-cycle.

7. STRATEGIC PLANNING

7a. Do you have any plans to modify a degree or certificate in your program?

- Yes
 No

7b. Are you planning to initiate a new program?

- Yes
 No

OVERALL IMPROVEMENT

To help answer 7c and 7d, review the following subsections:

Subsection 2: EVIDENCE--Equity

Subsection 3: EVIDENCE--Program Data

Subsection 4: EVIDENCE--Learning Outcomes

7c. Identify specific reasons for "why" improvement is needed. Use an evidence-based approach to support your answer.

To help guide your thinking, consider framing improvement in more tangible ways: orientations for new faculty, inefficiencies in office processes, communication gaps (with adjuncts or other departments), tracking errors, budgeting processes that are not as timely or efficient, coordination with other related areas in other educational units, resource management of supply budgets.

Overall improvement in the Gerontology Program is needed for several empirical reasons. They are as follows:

- **Our textbooks are expensive.** Our students still largely have to pay for their course textbooks and as an interdisciplinary field, there is substantial opportunity for increased Zero Textbook Cost (ZTC) options in our curriculum. This factor likely impacts our recently observed retention declines, and also may contribute to program disparities, as it is likely to impact those most at risk.
- **Our courses can be isolating.** Given that much of our course work is completed in a fully-online asynchronous environment, our students are more at risk (compared to the overall Chaffey College population) of feeling isolated, particularly when the college returns from the COVID-19 pandemic.
- **Our program currently does not actively seek to build a community outside of the classroom.** The Gerontology Program currently does not have an intentional mechanism to increase our students' sense of community and connection (e.g., a club related to the discipline, non-course-related programs/activities for our students). Without an opportunity to connect with like-minded students outside of the classroom, it is reasonable to conclude that some students may get lost in the anonymity of our online program (particularly when it comes to non-academic community-building opportunities).

- **Our program is not actively seeking to grow retention rates.** Put frankly, we have not taken any direct measures to promote retention in our courses. Accordingly, if no program-wide plan or concerted effort is in place to promote retention, it is likely that we will continue to have less-than-ideal control of this metric.
- **Our positive Course Learning Outcome (CLO) data may also indicate something sinister.** Given that all by one of our 45 CLO assessments during this past PSR cycle met our established thresholds for success, it is possible that our 75% threshold for success is too low and/or that our CLOs could use some reworking, resulting in inflated CLO data. We have not conducted a thorough review of our CLOs in three years, so this possibility remains unclear.
- **Our program could improve internal communication.** Currently, the Gerontology Program faculty are scheduled to meet as a full group three times per year. Furthermore, we do not have a standard way of collecting and disseminating important information to our faculty team. This increases the possibility of confusion amongst our faculty members, as well as increases the risk of mistakes (in departmental processes). Furthermore, as communication is key to the success of any team, not taking actions to systematize - and foster increased - communication likely impairs our ability to excel as a program.
- **Our program could improve external communication.** As with internal communication, the Gerontology Program does not have a standard way of collecting and disseminating important information to external programs and partners. As previously discussed, Gerontology is inherently an interdisciplinary field. Accordingly, by not *keeping an open conversation* with related programs and services across campus, as well as with our community partners, we are likely missing some key opportunities.
- **Our program is not directly aligned with a CSU or UC program.** While a significant proportion of our students pursue a Career Technical Education (CTE) pathway by which they seek employment immediately following degree/certificate attainment, a growing number of our students are also looking to transfer to four-year institutions following graduation (something that our A.S. degree has supported indirectly over the past few years, but has yet to directly address). Without established *articulated* pipelines, we are missing an opportunity to serve our students, and contributing to less than ideal pathways following degree attainment.

7d. What is your program's plan to make improvements? An effective plan is descriptive and has well-defined steps. Explain your answer in order of priority; rank highest priority first, followed by second highest priority, and so on.

If there is a disparity in equity, the strategies for implementation should be included in the plan.

To address the observed gaps/needs in our program, the Gerontology Program plans to make the following improvements during the forthcoming PSR cycle:

Develop a plan to increase course retention rates

As learned in the *Evidence--Equity* and *Evidence--Program Data* sections of this PSR, our course retention rates are decreasing, and remain below college averages. To address this trend, we will implement the following:

Increase the number of Zero Textbook Cost (ZTC) sections we are offering each semester to five. To address recent observed decreases in retention rates, and improve overall equity in our program, we will take active steps to identify ZTC opportunities within our program, and implement processes to increase the number of ZTC sections we offer each semester. The explicit steps that we will take to meet this goal are as follows:

1. Meet as a faculty team with a campus librarian to discuss what ZTC actually is (and what it isn't)
2. Meet as a faculty team to identify potential courses for ZTC implementation
3. Develop program workgroups to brainstorm ideas and explore Open Educational Resources (OER) opportunities for our ZTC courses
4. Work as a team to leverage and build OER resources for our ZTC courses Canvas shells

Establish an online teaching and design dissemination plan. Currently, we do not have an established plan by which our faculty members with more experience/training in high-quality online course delivery can share best practices and resources with the entire faculty team. As a result, most of this work is done informally. Thus, we commit to take the following steps to address this issue:

1. Meet with our most experienced online faculty members to discuss the problem we are trying to address, and to map our collective skill set concerning online course delivery.
2. Meet with a distance education facilitator in order to review resources/training currently available and get recommendations on how to increase the overall skill set of our entire faculty team.
3. Develop a time line and task list by which our most experienced online faculty members develop shared resources to support the development of our entire faculty team.
4. Using our shared departmental Canvas site, share the online teaching and design resources resulting from these efforts.
5. To continue our efforts, leverage district and grant funding sources to support faculty participation in online teaching and design professional development opportunities.

Improve sense of community amongst our students (both within and outside of the classroom). As an entirely-online program, our students are more at risk (compared to the overall Chaffey College population) of feeling isolated. Furthermore, with a significant number of students taking our courses for General Education (GE) credit (vs. majoring in the discipline), our students are also at an increased risk of taking just one or two Gerontology courses (thus further the risk of feeling isolated in our courses, as compared to our discipline majors). Lastly, our program does not have any measures in place to help foster a sense of community outside of the classroom. As such, we seek to establish a sense of community amongst our students both within and outside of the classroom. The explicit steps that we will take to meet this goal are as follows:

1. Develop and distribute a survey by which we ask our Gerontology students about their sense of community at Chaffey (both within and outside of the Gerontology Program), and ways in which they would like to grow our Gerontology community at Chaffey.
2. Conduct a review of the literature on the most effective ways to foster a sense of community in an online learning environment.
3. Meet as a faculty team with a distance education facilitator in order to discuss empirically-based ways to foster a sense of community within our classes.
4. Meet as a faculty team with a Chaffey College Student Government's (CCSG) representative to discuss ways to help our students maintain a sense of community at Chaffey College.
5. Using all of the data collected from the previous steps, develop a program-level plan to provide our students with more opportunities to connect as a community within and outside of our courses.

Conduct a thorough review of our Course Learning Outcomes (CLOs)

As learned in the *Evidence--Learning Outcomes* section of this PSR, our consistently positive Course Learning Outcome (CLO) data may indicate that our 75% threshold for success (established for

each CLO) is too low, and/or that our CLOs could use some reworking. To address this possibility, we will implement the following:

1. Meet as a full faculty team to discuss recent CLO trends in the program, as well as hold an open forum on the elements of a good CLO (including thresholds for success) with a representative from the Outcomes and Assessment Committee (OAC).
2. Assign faculty members into subgroups (by course) to review specific CLOs, and develop suggestions for revisions (if needed).
3. Develop a summary document for the full faculty team to 1) review the findings from each CLO subgroup, and 2) offer feedback for revisions.
4. Meet as a full faculty team to present a final summary of our CLO-related work, and vote to accept/reject the changes.

Develop transfer pathways with at least three four-year institutions

As learned in the *External Oversight: Advisory Committee Information* section of this PSR, a growing number of our students are looking to transfer to four-year institutions following graduation. To support these students, we will establish articulated pipelines with at least three four-year institutions. The explicit steps that we will take to meet this goal are as follows:

1. Meet with the Chaffey College Articulation Officer (AO) to develop an appropriate time line and task list to accomplish this goal.
2. Meet with Gerontological faculty at other California Community Colleges in order to discuss our proposed plan, and identify existing articulated pipelines.
3. Identify at least five candidate four-year institutions to establish an articulated pipeline.
4. Meet with faculty/staff at the candidate four-year institutions in order to ascertain program fit and determine the likelihood of articulation.
5. If necessary, meet with related programs/disciplines at Chaffey College to support the proposed articulated pipelines.
6. Review, and if necessary, revise our curriculum in order to better align with four-year partners to facilitate the likelihood of articulation.
7. Work with the Chaffey College AO to establish transfer pathways with at least three of the previously-identified four-year institutions.

CURRICULUM IMPROVEMENT

As we move toward Guided Pathways, curriculum serves as a central catalyst for the movement. Reflect and provide information on questions 7e and 7f.

Information will be forwarded to the Curriculum Office. There is NO SCORING on curriculum improvement questions, 7e and 7f.

7e. How does (or will) your program incorporate experiential learning components into your curriculum?

Currently, our program has a cooperative education experience opportunity by which our students receive hands-on training and experience in discipline-related careers. Moving forward, we would like to institute an elective mentorship opportunity for our students to connect with local professionals in our field.

(Max chars: 5,000)

7f. How does (or will) your program incorporate career exploration into early courses in your degrees and/or certificates?

Currently, our introductory-level course incorporates career exploration opportunities into nearly every module/unit. This has proven to be very useful for our students, as the wide range of opportunities within our discipline are often unknown to our students given the interdisciplinary nature of our field.

(Max chars: 5,000)

7g. Do you have any recommendations for a professional development workshop(s) that will help you or your program execute future plans?

Type N/A in the response field if you are not making any recommendations for professional development.

Information will be forwarded to the Faculty Success Center for future professional development planning. NO SCORE is assigned.

Training that integrates the principles of the @ONE Certificate in [Online Teaching & Design \(OTD\) course](#) would be quite beneficial for our online educators.

8. VIP GOALS

8a. What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

Perhaps the most important piece in the PSR process is the creation of the Visionary Improvement Plan (VIP). The VIP is an opportunity for all program members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify program improvement goals for the next three years.

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal 1 (of 3): Before January 2022, create and distribute a document that summarizes a full departmental review of our Course Learning Outcomes (CLOs), including proposed revisions.

VIP Goal 2 (of 3): Before March 2023, submit all necessary curriculum revisions to the Chaffey College Curriculum Office in order to establish a clear transfer pathway for our students.

VIP Goal 3 (of 3): Before January 2024, increase our program-level course retention rate by 5.1% (to 96.0%).

8b. Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

8c. Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

VIP Goal 1 (of 3)

Rationale: In the *Evidence--Learning Outcomes* section, we learned that our consistently positive Course Learning Outcome (CLO) data may indicate that our 75% threshold for success (established for each CLO) is too low, and/or that our CLOs could use some reworking. We then established a plan to address this possibility in the *Overall Improvement* section of the PSR.

Alignment with Chaffey Goals: This VIP goal aligns most closely with Chaffey Goals 2 and 6, as this work gets to the heart of ensuring that our students are learning the knowledge and skills needed for a successful career in our discipline (Goal 2), and reflects a program-level initiative to responsively adapt to our students academic and career needs (Goal 6).

VIP Goal 2 (of 3)

Rationale: In the *External Oversight: Advisory Committee Information* section of this PSR, we reported that a growing number of our students are looking to transfer to four-year institutions following graduation. We then established a plan to support these students by developing a clear transfer pathway to four-year institutions in the *Overall Improvement* section of the PSR.

Alignment with Chaffey Goals: This VIP goal aligns most closely with Chaffey Goals 2 and 6, as this work gets to the heart of ensuring that our students have a clear academic pathway to continue their educational journey following graduation from Chaffey College (Goal 2), and reflects a program-level initiative to responsively adapt to our students academic and career needs (Goal 6).

VIP Goal 3 (of 3)

Rationale: In the *Evidence--Learning Outcomes* section, we learned that our course retention rates are decreasing, and remain below college averages. We then established a plan to address this possibility in the *Overall Improvement* section of the PSR.

Alignment with Chaffey Goals: This VIP goal aligns most closely with Chaffey Goals 1 and 2, as this goal directly addresses as a potential factor that could drive future disparities in our program (Goal 1), and prioritizes student learning and timely completion of educational goals (Goal 2).