

Academic Program Review BS Gerontology

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APROC Recommendation to Faculty Senate

BS Gerontology

12/15/2021

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Gerontology has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the BS Gerontology. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or should the College of Social Science and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies



GERONTOLOGY DEPARTMENT SELF STUDY

SPRING 2021

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**Gerontology Department
Performance Review Self Study
Bachelor's of Science in Gerontology
Gerontology Minor
Spring 2021**

INTRODUCTION

We begin this self-study with a brief introduction to the Gerontology Department at Sacramento State University, an update on the recommendations from the last program review, the changes in our department since the last program review, and the aspects of our program that will be covered in this focused inquiry. Our last program review took place 11 years ago in 2009-10. Since then, there have been several significant changes. The past 11 years has been a time of vast growth for the Gerontology Department. The Gerontology Department is part of the College of Social Science and Interdisciplinary Studies (SSIS) at California State University, Sacramento (Sacramento State University). In 2017 the Gerontology Program was granted department status. The designation as a department reflects the growth of the program in student majors, tenure-track faculty and community engagement in the greater Sacramento region. Since 2010, the Gerontology Department has hired three new tenure track faculty, tripled the number of Gerontology majors, and provided an average of 17,000 hours of service annually to the greater Sacramento older adult community. The long-term Gerontology Department Chair, Dr. Cheryl Osborne retired after 36 years of service to Sacramento State and the Gerontology Department. This has been a significant loss to the Gerontology Department as Dr. Osborne's unwavering commitment to gerontology, historical knowledge, and community and university ties greatly contributed to the success and growth of the program. Throughout these changes, the Gerontology Department has continued to review, modify, and affirm its Program Mission and Goals and curriculum on an annual basis.

College Choice, which considers information from its own analysts as well as from sources such as *U.S. News & World Report* and Payscale.com, ranks Sacramento State's Bachelor's of Science in Gerontology degree program as **the fifth-best in the nation**. Among the 23 campuses in the CSU, there are only two Bachelors in Gerontology programs, and the Gerontology Department at Sacramento State is the only free-standing department. San Diego State University offers a Bachelor of Arts (BA) in Gerontology housed within the School of Social Work. Sacramento State's program is a Bachelor of Science (BS) degree. The BS designation derives from the applied nature of gerontology. Students take many courses that include service learning, practica, and other active applied learning opportunities, such as participating in mentoring program with older adults through an ongoing partnership with the Renaissance Society, a lifelong learning and community engagement program for older adults based on the Sacramento State campus. The Gerontology Department has student run Gerontology Club and is active member of Sigma Phi Omega (the gerontological honor society) and the Academy of Gerontology in Higher Education. Currently, we have approximately 144 majors and eight minors.

RESPONSE TO 2010 GERONTOLOGY PROGRAM REVIEW

Recommendations & Responses

- 1. The Program Director should continue efforts to identify why OIR data and program data concerning enrollment are considerably different. This will become increasingly important during these budget times.**
 - a. This continues to be an issue as data received from varying university sources (Cognos, Faculty Center, Office of Institutional Research, Effectiveness & Planning, Gerontology Department Records) are not in alignment. While this issue is a larger University issue, it continues to be difficult to obtain correct data to inform the department.
- 2. The Review Team encourages the Gerontology Program to speak with Dan Melzer and Fiona Glade about the possibility of fulfilling the Writing Intensive requirement not in one course, but in the Major.**
 - a. Students can fulfill their Writing Intensive requirement in FSHD 150: Family Stress & Coping. This course is a major elective choice that students can make. The majority of gerontology majors will take this course to fulfill their Writing Intensive requirement.
- 3. The Review Team encourages the program faculty to think about making use of an e-portfolio platform to help them with the arduous task of portfolio collection and examination. Also, the Student Internship Self Evaluation tool and the Reflective Journals may be areas to include on the e-portfolio.**
 - a. The department has made significant changes in the portfolio process in the Gerontology capstone course (GERO 131). The department recently reviewed the portfolio components and decided that the contents of the portfolio needed reducing. In addition to eliminating the need for students to include assignments from all Gerontology major courses, students utilize Adobe software (available free to all students) to compile their capstone portfolio. This portfolio consists of their culminating project as well as all practicum evaluations. The Gerontology Department recently began utilizing the University's S4 FieldConnect program to complete the initial start-up paperwork and time logs for their internships. This has greatly benefitted students in their ability to submit their portfolios/required forms electronically, as well as reduce the environmental impact.

Challenges & Responses

- 4. Adequate space, administrative offices, faculty office space, and stockroom space is an important issue for the program; current levels are not adequate.**
 - a. The Gerontology department is in the process of moving from Benicia Hall to Amador Hall. While Benicia accommodated tenure-track faculty, it lacked adequate lecturer and storage space. Benicia Hall also lacked confidentiality as there is about 12 inches of space between the walls and ceiling, making private conversations impossible. This was a big priority for us in the move to Amador

Hall as student, staff and faculty confidentiality is essential. The new office space is more than adequate. In addition to confidential spaces, the storage and workspace areas are substantially larger (storage/workspace area in Benicia was a converted closet). There is also an additional room which can allow for lecturers to spread out (rather than be located with four lecturers to a room).

5. Office equipment at this time is shared with other programs and should be monitored for adequacy.

- a. After the Asian Studies Program move to a different location, the Gerontology program no longer shared office equipment. Gerontology has its own designated copier. One issue that remains is that faculty have purchased their own printers as 1) there is no networked printer for faculty to print from and 2) there is not enough money in the OE budget to pay for printers for faculty and staff. The department has managed to pay for printer/toner for faculty-provided printers.

6. The program should work with the dean to develop a long-range hiring plan in both staff and faculty. Of particular concern is the lack of summer coverage when students may need advising or concerns addressed. Also, the decrease in release time to three units for the director of the program is a particularly concerning trend.

- a. Since the last review, the Gerontology Department was able to hire three tenure-track faculty. Recently, the long-term chair (tenured faculty) retired, leaving a net increase of two tenured or tenured-track faculty members. In combination with a pool of excellent lecturers, three tenure-track or tenured faculty are sufficient given the current student numbers.
- b. The chair release time has been increased to six units for a 9-month appointment. The dean's office also currently provides a stipend to the chair based on hours worked for summer and winter breaks. Even at the six unit release time, the chair consistently works over the time-base equivalent of six units.

7. A review of the recent sharing of office staff with other department and programs should occur to analyze the effectiveness of this arrangement.

- a. The Gerontology Department was able to secure a full-time administrative support staff that is fully dedicated to gerontology. This has made an ENORMOUS difference in the organization and planning of the department.

8. While there have been improvements in the program's webpage, the website will need continual maintenance. This will take dedication of resources toward this effort.

- a. The department worked with the university through the recent campus-wide website redesign. While having a full-time solely dedicated administrative support staff has greatly assisted in maintaining the webpage, this is a constant need (in addition to now managing our social media presence). There seems to be an "ebb and flow" to the workload that staff balances to work on the webpage/social

media maintenance. The department also has a 12 hour/week student assistant who is trained to manage website and social media outlets.

BS Gerontology

A. Student Learning

Catalog Description

The Gerontology Program provides an applied interdisciplinary approach to studying the human aging process and the challenges encountered by older adults and their families as they interact in contemporary society. The curriculum is anchored in life course and humanistic theory and concentrates on the needs of both healthy and chronically ill elders and their families.

In order to better understand life's complexities, the program guides students to critically examine and explore the issues, impacts, and interventions for older adults and their families from an interdisciplinary framework. Throughout coursework, students are exposed to the bio-psycho-social-cultural and gender contexts that exist individually and in aggregate groups within society. Course content challenges all students to identify and analyze existing generalizations, theories, and concepts about aging in order to develop valid understandings based on current research in the discipline. Throughout the program, students are encouraged to actively advocate concerning older adult issues.

The program offers a major and minor in gerontology. Students are encouraged to blend other disciplines of study with Gerontology in order to facilitate varied career alternatives. They are helped in constructing an individual (elective) program of study within the major that reflects their own interests. Using elective courses to begin to build a minor to complement the Gerontology major is highly encouraged. The program also assists students in constructing a special master's degree.

Career opportunities for gerontologists are growing rapidly. Employers are realizing the benefits of employing people who have backgrounds in aging along with abilities to address the needs of their older consumers. Gerontology graduates enter careers in both the public and private sectors with healthy and chronically ill older adults, as well as advocacy and community organizing. The careers are as varied as the goals of the individual and the needs of the organization. Graduates often work in such positions as counselors, advocates, analysts in state agencies for older adults, program managers, social workers, nurses, and information and referral specialists. Others have created their own careers in such areas as dental hygiene, human services, food services, travel, and web design. Our gerontology graduates frequently go on to graduate and professional schools in fields such as counseling, nursing, criminal justice, physician's assistant, family services, and social work.

The gerontology degree is a 48 unit major. The minimum total units required for the BS: 120; 39 units should be upper division. The Gerontology Department curriculum was conceived and has evolved based on the Academy for Gerontology in Higher Education (AGHE) nationally recognized gerontological program criteria and the [AGHE Gerontology Competencies for Undergraduate and Graduate Education](#). Using this organization's vision, national evidence-based standards, and

competency-based criteria has strengthened the program, assisted career definition in the field, and positioned our program to be ready for accreditation if and when it is mandated by the profession.

Program Learning Outcomes:

The department has six developed Program Learning Outcomes (PLOs) and bases its assessment on the competencies within these PLOs (listed below). Additionally in 2014 the Academy of Gerontology in Higher Education published the [AGHE Gerontology Competencies for Undergraduate and Graduate Education](#). The Gerontology Department incorporated the Program Learning Outcomes with the AGHE program standards and competencies.

Consistent with California State University, Sacramento's (CSUS) Baccalaureate Learning Goals, the CSUS and Social Science and Interdisciplinary Studies (SSIS) mission statements, and the Association of Gerontology in Higher Education (AGHE) national competencies for Gerontology, students may expect the Department's interdisciplinary course work to provide the following:

Program Learning Outcomes

Upon the completion of the gerontology program of study the student will:

1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)
2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)
3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5.)
4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)
5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)
6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)

Note: (numbers relate to the five (5) *Sacramento State Baccalaureate Learning Goals* (2009).

The six (6) Program Learning Outcomes address the three broad areas of:

1. Values
2. Knowledge acquisition, synthesis, and application, and
3. Skill acquisition, competence, as applied specifically to the gerontology discipline as set forth by the (National) Academy of Gerontology in Higher Education.

They also reflect the California State University Sacramento (CSUS) Strategic Plan and the missions of CSUS, the College of Social Science and Interdisciplinary Studies and the Gerontology Department. Outcomes are specific to the gerontology discipline. These outcomes reflect the expectation that students continuously examine and explore their beliefs and values as they progress

along their learning continuum. These objectives also delineate that knowledge be derived from multiple sources both academic and experiential. Program Outcomes addressing values and knowledge give rise to objectives for skill application.

Skill Competence is conceptualized as both *general* to learning and living in today's world, and *specific* to interdisciplinary Gerontological practice. These skill competencies were adapted from 2014 National Association for Gerontology and Geriatrics in Higher Education (AGHE) Competencies.

- **Category I: Foundational Competencies – All Fields of Gerontology**
 - Frameworks for Understanding Human Aging
 - Biological Aspects of Aging
 - Psychological Aspects of Aging
 - Social Aspects of Aging
 - The Humanities and Aging
 - Research and Critical Thinking
- **Category II: Interactional Competencies Across Fields of Gerontology**
 - Attitudes and Perspectives
 - Ethics and Professional Standards
 - Communication with and on Behalf of Older Persons
 - Interdisciplinary and Community Collaboration
- **Category III: Contextual Competencies** (*Selective based on Programs*)
 - Well-Being, Health & Mental Health
 - Social Health
 - Program/Service Development
 - Education
 - Arts & Humanities in Older Adult Population
 - Business & Finance
 - Policy
 - Research, Application & Evaluation

These competencies are reflected in the six (6) PLOs. Gerontology students are expected to progressively apply and build on these learned broad-based skills throughout their coursework as well as in their interactions with individuals in their gerontology field practice(s) courses. Knowledge and skills students possess upon graduation are reflected in the Learner Outcome Criteria.

While completing their course of study in the gerontology major, students are expected to achieve the Program Student Learning Outcomes and Competencies by building on their prior academic and experiential knowledge. It is anticipated that most of the interdisciplinary courses will provide unique opportunities for students to learn and practice general and specific skills leading to achievement of the student outcomes. However, not all courses will address each of the outcome

criteria. The final measurement of outcome criteria will be done at the completion of the program through the identified measurements.

Curriculum

The Gerontology Department curriculum was conceived and has evolved based on the Academy for Gerontology in Higher Education (AGHE) nationally recognized gerontological program criteria and the [AGHE Gerontology Competencies for Undergraduate and Graduate Education](#). Using this organization's vision, national evidence-based views, and competency-based criteria has strengthened the program, assisted career definition in the field, and positioned our program to be ready for accreditation when it is mandated by the profession.

Degree Requirements & Current Curriculum Structure Program Requirements (Total units: 48)

MAJOR REQUIREMENTS for the B.S.

Total units required for B.S.: 120

Total units required for Major: 48

Courses in parentheses are prerequisites.

Required GERO Core Courses (24 units)

- | | |
|---------------------|--|
| (3) GERO 101 | Elder Care Continuum Services and Strategies |
| (3) GERO 102 | Social Policy for an Aging Society |
| (3) GERO 103 | Applied Care Management in Gerontological Practice (GERO 101) |
| (3) GERO 121 | Strategies for Optimal Aging |
| (3) GERO 122 | Managing Disorders in Elders |
| (3) GERO 130 | Gerontology Practicum (GERO 101, 102, 103, 121, 122, & 9 additional units in the major). |
| (3) GERO 131 | Gerontology Capstone Practicum (GERO 130) |
| (3) Research course | |
| • ECON 140 | Quantitative Economic Analysis (ECON 1A, 1B, and STAT 1) |
| • ETHN 194 | Research in Ethnic Studies |
| • GERO 123 | Research on Aging |
| • NURS 170 | Basic Nursing Research and Application |
| • RPTA 110 | Research and Evaluation in Recreation and Leisure Studies |
| • SWRK 111 | Intro to Research Methods and Program Evaluation |

Required Interdisciplinary Core Courses (15 units)

- | | |
|-----------------------|---|
| (3) ETHN 133 | Cross Cultural Aging in America |
| (3) FACS 141 | Family Finance |
| (3) GERO 124/PSYC 151 | Perspectives on Death and Dying |
| (3) RPTA 117 | Therapeutic Recreation and Contemporary Aspects of Disability |
| (3) SWRK 151 | Health Services and Systems |

Elective Support Courses (9 units)

- | | |
|----------------|---------------------------------------|
| (1-6) GERO 199 | Special Problems |
| (3) PUBH 116 | Public Health Administration & Policy |

(3) PUBH 134	Understanding Human Sexuality
(3) HROB 101	Management of Contemporary Organizations
(3) KINS 136	Sport & Aging
(3) NUFD 113	Nutrition & Metabolism (BIO 10 or BIO 20 and CHEM 1A or CHEM 6A)
(3) NUFD 119	Nutrition & Aging (NUFD 10 or 113)
(3) FSHD 150	Family Stress & Coping: Multicultural Focus (FACS 50 or equivalent)
(3) FSHD 159	Adulthood & Aging in Human Development
(3) GERO 100	Aging Issues in Contemporary America
(3) PUBH 150	Aging & Health
(3) PSYC 150	Psychological Aspects of Aging (PSYC 2)
(3) PSYC 152	Psych Aspects of Health, Wellness & Illness
(3) RPTA 196E	Intro to Posttraumatic Growth
(3) WOMS 133	Gender & Health
(3) SOC 146	Sociology of Aging

Students may be able to select general focus electives not on this list.

Gerontology General Education Courses

(3) GERO 21	Freshman Seminar (Area E)
(3) GERO 100	Aging Issues in Contemporary America (Area D2)

We learned that our annual assessment has been overly complicated with measuring PLOs and Student Competencies. This produces data that is more complicated to interpret student outcomes than if we just had one metric. As a part of this program review, current PLOs and AGHE Student Competencies will be reviewed and consolidated to have one clear set of learning objectives in order to measure student success.

In a review of the existing data, we have learned that the majority of our students reached the desired Association of American Colleges and University (AACU) Performance Standard levels - Milestone 3 (meets expectation) and Capstone 4 (exceeds expectation). The overall total percentage earned for the assignment increased to beyond the desired performance standard (>78%) in all courses. In most cases more than 73% of students met or exceeded the benchmarks set for learning. Specific changes illuminated by the annual assessment includes the need for targeted discussion in practicum settings and field seminars. These include integrated learning (putting theories and knowledge into practice), professionalism and students' deeper self-reflection on their practice. Academic and professional writing skills continue to be an area where students need further development. One area that consistently comes up is the difference between academic and professional writing. While academic writing is what is measured in the gerontology program, students also need to develop professional writing skills (direct, concise, accurately capturing client/system details). Finally, for some metrics, the percentage of student improvement from one semester to the next did not demonstrate the type of development we would hope for. Since students complete two semesters of internship, the goal is for students to improve through the experiences. We will need to evaluate our learning goals and curriculum for GERO 130 and 131 to see if changes are needed to increase rates of improvement through these two courses.

B. STUDENT SUCCESS

GOALS

1. Enhance Student Learning and Success
2. Foster Innovative Teaching, Scholarship, and Research
3. Commit to Engaging the Community by Building Enduring Partnerships that Strengthen an Enrich the Region

STUDENT DEMOGRAPHICS

Since the last self-study, major student enrollment experienced a rapid growth. In the 2010 self-study, GERO majors numbered between 104-126 depending on which report was viewed. The department peaked in 2017 with 253 majors but has seen a downward trend since the university changed the process for undeclared students selecting a major. Currently in spring of 2021, according to the Office of Research, Effectiveness and Planning, there are 144 majors, although COGNOS reports 111 and our department count is at 85 majors as well as eight designated minors. For this self-study, the Sacramento State Office of Research Effectiveness and Planning data will be used. The Gerontology program accepts fall and spring admissions. Since each course is offered each semester, students also graduate in fall and spring semesters.

The Gerontology Undergraduate Department, College, and University demographics (2020) show that gerontology students represented a similar population to the University student body. The table below highlights these similarities but also shows two distinct differences in gender and age of gerontology majors. While gerontology majors have a significantly higher percentage of women than the University, our majors identifying as male are increasing. In 2010, only 3.4% of gerontology majors were men, while in 2020 men make up 17% of our majors. This is a positive change as historically gerontology has been predominately a female profession. In terms of age, the Gerontology Department has a significantly higher number of students over the age of 25 than either the University or the College of SSIS. While the percentage of gerontology majors over the age of 25 is remarkable, it has declined since 2010 when majors over 25 years old made up over 55% of the department. These demographics have been considered in curricular and learning strategy development and course scheduling.

Undergraduate Demographics

	Gerontology	College	University
Under-represented Minority	44%	48%	42%
Gender: Female	83%	70%	57%
Male	17%	30%	43%
Non-binary	0%	0% (N: 5)	0% (N: 12)
Age: 24 or <	60%	74%	75%
25 or >	40%	26%	5%
Residence (CA)	98%	99.4%	97%

The Gerontology Department maintains a small graduate program for students interested in a Special Master's Degree with around 2-4 master's students at any given time. Currently there are two graduate students. There was great difficulty in obtaining data for these two students, as the

special master's student data is combined with all Special Master's students in the University.

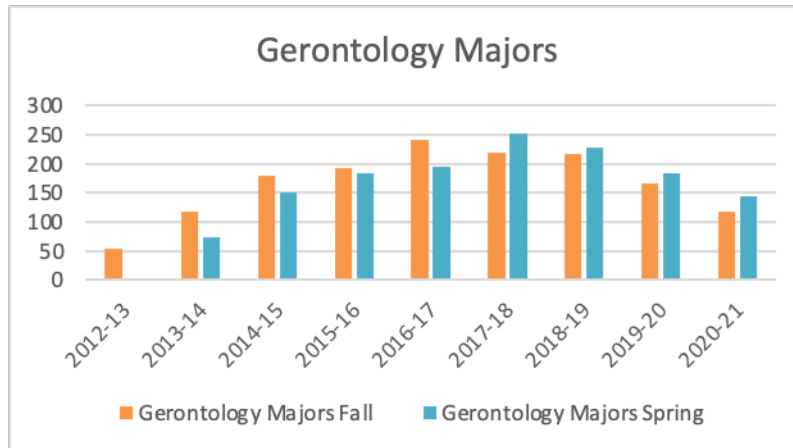
Below are data regarding the following: the number of majors in Gerontology, our total FTES, WTUs (Faculty to student ratio), and graduation rates. All these data reflect a significant growth in our program with a net increase of just two full-time faculty members in the last 10 years. The program is now offering GERO core courses (GERO 100, 101, 102, 103, 121, 122, 221, 222, 130 and 131) each semester versus once per academic year. Gerontology faculty also developed two new courses to meet the needs of majors: GERO 123: *Research on Aging & the Life Course* and GERO 124: *Perspectives on Death and Dying*. The growth in our major and increase in the number of classes we offer are a direct result of the minimal investment in resources in the form of faculty lines (3), and extensive effort and investment on the part of our department faculty in the range and variety of new course offerings.

Number of Majors

As evident in the table below, Gerontology has seen a steady growth in number of majors until the academic year beginning Fall 2019. The majority of students who join our major are transfer students. As gerontology is not a subject regularly taught in high school nor at most community colleges, most students who end up in our program are unaware of its existence until coming to Sacramento State University. Many of our majors originally intended to major in an associated allied health major (i.e., nursing, social work, speech therapy, etc.). Those unable to get into those programs (either because of impaction or not meeting program admission criteria) received advising and selected gerontology as a major. Most, if not all of these students indicated they did not know gerontology was a program leading to a bachelor's degree. Once these students took a gerontology course they fell in love with the subject matter or were inspired by faculty and ended up declaring the major. A major change at the University which has negatively impacted the number of majors in Gerontology has been the development of a meta-major in Health Sciences. As highlighted on the Health Sciences webpage:

*"Starting in Fall 2020, all Expressed Interest Nursing Students at Sac State will have **a name change** to Health Science, the new degree home for all students preparing for our Nursing major. This **name change will be completed for you**, and you will see it in your Student Center."* <https://www.csus.edu/college/health-human-services/health-science/>

This automatic designation of Expressed Interest Nursing Students to Health Sciences has eliminated the need for students to engage in academic advising through which they previously were exposed to Gerontology as a potential major.



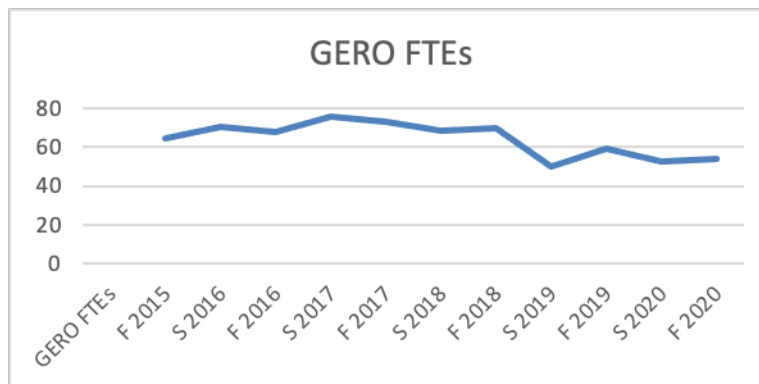
Source: [Institutional Research Effectiveness Enrollment Dashboard](#)

Full-Time Equivalent (FTEs)

The Gerontology Department's FTEs peaked in Fall 2016 and stayed stable for two years, followed by a decline in 2019. As discussed above, this drop in enrollment is likely explained by the new Health Sciences meta-degree. The department will continue to monitor FTEs. While our designated majors declined, our course enrollment has benefited from students in other majors taking gerontology courses. The department is working on marketing the program in three different areas: 1) increasing declared majors, 2) increasing declared minors, and 3) increasing access to gerontology courses by other majors.

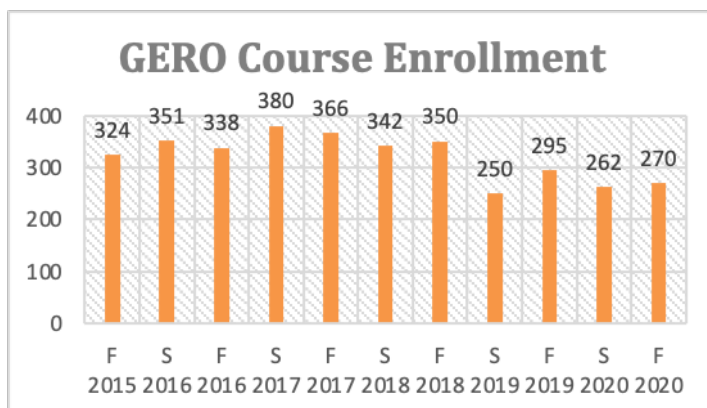
Full-Time Equivalent (FTEs)

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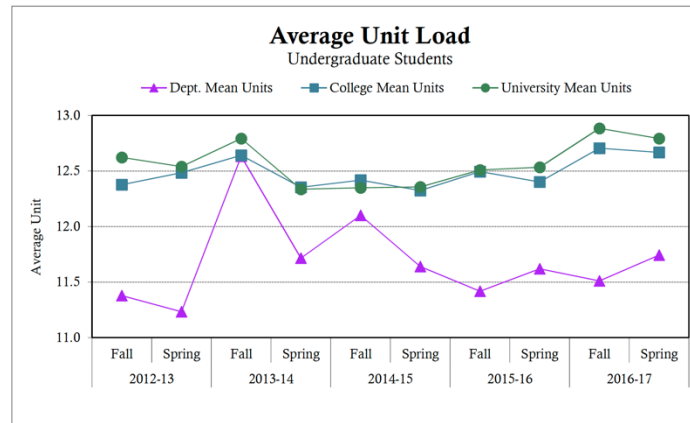
Gerontology Course Enrollment

Over the past year we have seen an increase of non-GERO majors taking Gerontology courses. As such we are tracking course enrollment as our goal is to not only serve students who designate Gerontology as a major or minor, but to also educate non-majors about gerontological issues and topics.

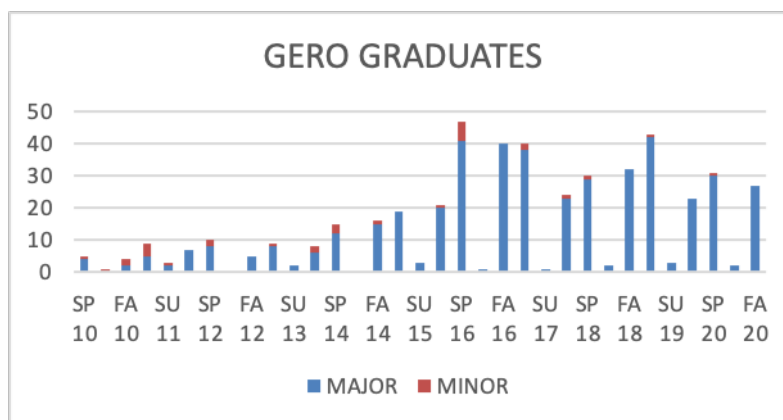


Graduation Rates

It should take a transfer student about four semesters to complete the gerontology major and three semesters for the minor. However, in practice, it takes some students longer to graduate. Our program is sequenced in that students need to take specific courses each semester. While these are outlined in the 2 and 4 year degree roadmaps, some students do not take or do not pass GERO 101 in their first semester which automatically turns the 4 semester program into a 5 semester program. There are benchmark courses each semester that need to be with a grade of “C” or better in order to progress towards the degree. This scaffolding of courses is intentional, but it can create a barrier to graduation for students. A significant factor is that many of our students enroll in less than 15 units each semester for a variety of reasons. As highlighted by the student demographics, our students on average are older than those at the College or University. Many of our students are balancing education with employment, family, and care-giving tasks. In addition, as some of our students are preparing for graduate nursing programs that require challenging prerequisite science courses. Because high grades in these courses is critical to acceptance to these competitive programs, some students opt to take fewer units to enable them to focus on these courses. Finally, because the final two semesters of our program involve a time-intensive internship, students often lighten their course load during these semesters in order to manage internships, other courses, and other responsibilities.



The graph above highlights the lower number of units taken by gerontology students as compared with the College of SSIS and the University. This corresponds with the length of time to degree. The graph below shows the number of students earning their B.S. and minor in gerontology. As part of our next annual assessment, we will examine length of time to graduation for first-time freshmen and transfer students. The Gerontology Department has a great record of retention, but as mentioned above, many students are challenged with the “Finish in Four” and “Through in Two” university goals. We will continue to support students with their individual progress to degree timelines.



MINOR IN GERONTOLOGY

The Gerontology Department offers a 21 unit minor in gerontology. Each semester there are a few students who chose to minor in gerontology. Students often combine their majors in Communication Sciences and Disorders, Deaf Studies, and more recently Health Sciences. Each student who has designated gerontology as a minor has earned their minor when they graduate. The gerontology minor assists students in learning about aging and working with older adults. They take many core gerontology classes and complete a one semester internship. As currently mapped, it is a three semester minor, which could be longer if students do not take GERO 101 the first semester of designating the major as it is the prerequisite course to the other two semesters. There has been an increase in gerontology minors beginning fall 2020 which appears

related to the Health Sciences meta-major, and we expect trend to continue (no data available yet). Faculty have had initial discussion about the course sequencing and if a two-semester minor might be feasible as the current three-semester progression has prohibited some students designating gerontology as a minor. The gerontology department will review this progression and look at other gerontology minor programs in the California state University system, as well as other minor programs on the Sacramento State campus.

MINOR REQUIREMENTS

Total units required: 21

Gerontology Minor Core Courses

(3) GERO 100	Aging Issues in Contemporary America
(3) GERO 101	Elder Care Continuum Services & Strategies
(3) GERO 102	Social Policy for an Aging Society
(3) GERO 103	Applied Care Management in Gerontological Practice (GERO 101)
(3) GERO 131	Gerontology Capstone Practicum (GERO 101, 102, 103)
(3) ETHN 133	Cross Cultural Aging in America

Minor Support Courses (3 units required) – select one

(3) GERO 121	Strategies for Optimal Aging <u>OR</u>
(3) GERO 122	Managing Disorders in Elders <u>OR</u>
(3) FSHD 159	Adulthood & Aging in Human Development

STUDENT SUCCESS GOALS

We are a program committed to promoting the University's imperatives and strategic goals. The Department of Gerontology focused on three of the University's strategic goals: 1) Enhance student learning and success (Goal 1), 2) Foster innovative teaching, scholarship, and research (Goal 2) and, 3) Commit to engaging the community by building enduring partnerships that strengthen and enrich the region (Goal 3). Courses are sequenced so that students can complete the gerontology major coursework in four semesters. Since all of our courses are upper-division courses, students typically join us as a second semester sophomore or junior status. The gerontology major has historically had students with a higher number of units. One reason for this is that many of our majors are pre-nursing students who were not accepted to the nursing program due to impaction.

1. Enhance Student Learning and Success

- a. Students receive integrative advising each semester from gerontology faculty. This covers general education, graduation requirements, and major requirements. This advising time is also used to discuss university services to aid in student success and discuss future educational and/or vocational planning. This required advising ensures that students are on track with their graduation goals which leads to student success.
- b. In a recent faculty search, the Gerontology Department focused on candidates who more fully represented our student body. Diversifying our faculty was and will continue to be a top priority in hiring of permanent and temporary faculty.
- c. The Gerontology Department has changed course scheduling facilitate completion of the

major requirements. Prior to these changes, some of the prerequisite gerontology courses were offered at the same time which forced students to matriculate one or two semesters longer.

- d. Gerontology faculty have participated in the Student Success Fellows program each semester since its inception. This has allowed for faculty to be educated on the latest developments in graduation requirements and enhances student advising.
- e. The Department Chair regularly meets with the Gerontology Chair at American River College (ARC), which is one of the University's main feeder campuses. The chairs are also on each other's advisory boards. We are beginning discussions on articulation of particular course offerings at ARC to further assist the transfer of students from an AA to BS in Gerontology.
- f. In terms of the Gerontology Department preparing graduates for the field, strengths identified in the alumni survey (2017) included knowledge and confidence in approaching their work from holistic perspectives, real-world experiences from practicum and service learning, being able to think creatively about issues that arise, and assessment skills.

2. Foster Innovative Teaching, Scholarship, and Research

- a. All gerontology majors must complete two courses with service learning components, one course where students interact with an older adult mentor, and two courses involving a 220 internship experience. These opportunities assist our students in applying their learning in the field of aging. Student feedback has indicated this is a vital component in their education.
- b. Faculty have engaged in direct work with students via research assistants, working on grants (writing and implementation), and academic internships for students wishing to pursue careers in academia. Students have the opportunities to publish with their faculty advisor, teach courses (supervised), and present at state, national and international conferences.
- c. The gerontology curriculum consists of several high impact practices as defined by the Association of American Colleges and Universities (AACU). These include: Writing Intensive Courses, Collaborative Assignments & Projects, Undergraduate Research, the use of e-Portfolios in the Capstone Course (GERO 131), Service Learning/Community Based Learning, Internships, and Capstone Courses/Projects.
- d. A relationship the department is particularly proud of is with The Renaissance Society. The Renaissance Society is a lifelong learning and community engagement program for older adults sponsored by Sacramento State University. This relationship is vital to our students' learning and enhances the experiences and interactions Renaissance Society members have with the campus community. Each semester, about 40 Renaissance Society members serve as mentors for students in GERO 121/221: Strategies of Optimal Aging. Students work with their mentors throughout the semester to learn about their lives, resilience, and optimal aging skills. Mentors are invited to attend class sessions. We have had "movie nights" where Renaissance mentors join students to view popular

movies or documentaries and then process the films together. Many of these mentor/mentee relationships continue long after the course is over, with mentors attending students' graduations and weddings. Renaissance Society members also assist in GERO 122/222: Managing Disorders in Elders. They participate in a course assessment fair, in which they serve as volunteers for students to practice conducting a variety of health assessments. They also serve as guest speakers to share lived experience coping with chronic illness. The Renaissance Society extends its generosity to gerontology students by donating money each year to send students to conferences/trainings that they could otherwise not afford. This provides an opportunity for our students to engage with professionals from around the globe and learn about the larger field of gerontology. Finally, the Renaissance Society offers seven \$3000 scholarships to Sacramento State University students. Typically, a gerontology is selected to receive at least one of these scholarships.

- e. The Gerontology Department has teamed up with the University's Health Sciences Librarian to offer the "Interprofessional Book Club" each semester (on hold since the pandemic shut-down). This book club, offered to all students, staff, and faculty, offers an opportunity to read fiction featuring older adults through an interprofessional lens. Book club participants discuss the characters from their different professional backgrounds. Plans for the book club include partnering with healthcare professionals at Kaiser Health Care and the University of the Pacific's dentistry program – both programs have expressed interest in joining the book club. We have also begun conversations with the Renaissance Society to involve their members with the book club.

3. Commit to Engaging the Community by Building Enduring Partnerships that Strengthen and Enrich the Region

- a. An integral part of gerontology's educational program is that all students (major, minor, masters) are required to participate in community engagement learning opportunities in a variety of service learning and academic internship program sites. Gerontology students provide an average of 17,000 hours of service each year to the older adult service network throughout the greater Sacramento region. Involvement with the community is a reciprocal relationship. Students provide services and learn about local agencies, and the Gerontology Department receives feedback about the needs of service providers. This impacts curricular decisions so the department can be responsive and remain relevant to the community's workforce needs.
- b. In 2020, in response to the COVID pandemic and state shut-down orders, Governor Newsom's Office of Emergency Services (CalOES) reached out to the Gerontology Department to help develop and deliver the Social Bridging Project (SBP). This is a statewide telephone helpline through which students make calls to older Californians to offer support and services. As the program developed and parts of California were hit by wildfires and flooding as well as the pandemic, gerontology students began making

disaster preparedness calls as well as wellness calls. Gerontology students and faculty provided over 450 hours in 2020, and the work continues during the spring 2021 semester. Because of the pandemic, our usual service learning locations were unavailable, so the SBP provided students with engaging learning opportunities that matched the need for virtual delivery of services to older adults. The Gerontology Department also expanded our relationship with Eskaton, Inc. a local non-profit company, to volunteer for its telephone reassurance program to reach out to local isolated older adults.

- c. Gerontology faculty serve on governing and advisory boards of the Gerontological Society of America (national), California Council of Gerontology and Geriatrics (state), National Association of Social Workers – California Chapter (state), Agency on Aging Area 4 (region), California Commission on Aging (state), Sacramento County Adult and Aging Commission (regional), Eskaton Corporation (regional), Sacramento County Healthy Brain Initiative (county), Renaissance Society Gerontology Committee (regional).
- d. The Gerontology Department has a large presence of local and state agency leaders on our Advisory Council. This includes representation from Area Agency on Aging, Del Oro Caregiver Resource Center, American River College, California State Department on Aging, the Alzheimer's Association, the California Association for Assisted Living, Eskaton, Inc, Sacramento County Public Health, UC Davis Medical Center, Mercy Housing, the City of Sacramento and the Renaissance Society.

These areas constitute a comprehensive approach to help students matriculate to their degree, learn relevant theories, research methodologies and practice skills and learn how to be a Gerontologist. Our robust advising and student success work has developed a high retention rate for gerontology students. Over the past 10 years, there have been fewer than 7 students who have not finished their bachelor's degree as a gerontology major.

As a high impact practice, service learning and internships provide students with the opportunities to work within an agency. They have the opportunity to learn professional skills and work behavior as well as network with the staff not only at their assigned agency, but also the opportunity to network with other providers of services to older adults. Many of our students have employment offers from their placement agencies, or through agencies that were able to get to know the student during their internship/service learning opportunities.

Our partnerships within the community, state, and nation have created dynamic learning opportunities for our students which builds on their excitement and love of the field. This, in turn enriches the learning environments. Many gerontology students become gerontology ambassadors to share information on a gerontology degree. As a department we seek input from community partners to guide curriculum to help our students graduate with current and relevant knowledge about the field of aging. These partnerships also lend credibility to our graduates as the agencies see our curriculum and are aware of the skills our graduates possess.

RESOURCES AND OPERATIONS

Located in Amador Hall at Sacramento State is a department comprising the Department Chair who is of the rank of Associate Professor, two Assistant Professors, six part-time lecturers, and one staff member at the level of Administrative Support Coordinator.

Full-time Faculty

Dr. Donna Jensen, Chair, Associate Professor. Ph.D. in Human and Organizational Development, 2014.

Research Interests: Disaster response and resilience in older adults, interprofessional education, mentorship in education.

Dr. Catheryn Koss, Assistant Professor. Ph.D. in Gerontology, 2016. Research Interests: Advance care planning, diminished capacity, guardianship/conservatorship.

Dr. Theresa Abah, Assistant Professor. Ph.D. in Health Services Research, 2020.

Research Interests: Advancing health promoting behaviors and education programs in socially vulnerable populations, addressing age-based inequalities and disparities that arise from poor implementation of health reform and improving access to care and social services for disadvantaged communities.

Lecturers

Suzanne Anderson, Lecturer D. M.S. Gerontology 2014

Jennifer Marlette, Lecturer, M.S. Nursing 2016.

Therese Ten Brinke, Lecturer, M.S. Gerontology 2018

Carol Sewell, Lecturer, M.A. Gerontology 2018

Janeth Marroletti, Lecturer, Masters in Public Health 2008

Terrence Ranjo, Lecturer, M.A Nursing 2010

Interdisciplinary Core Faculty Affiliates

Dr. Tara Sharpp, Associate Professor, Nursing

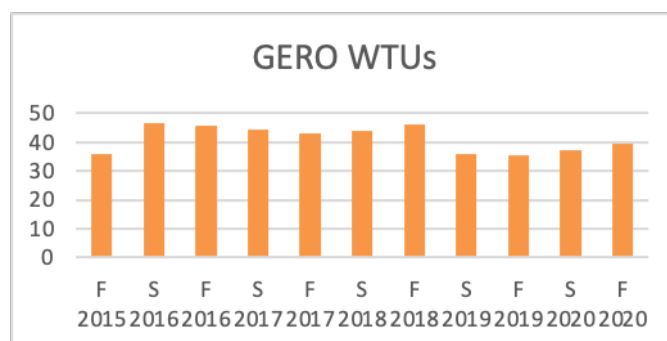
Professor Darryl Freeman, Lecturer, Ethnic Studies

Dr. Jerry Cook, Professor, Family Services and Human Development

Professor Kimberly Handy, Professor, Family and Consumer Sciences

Professor Arlene Krause, Professor, Recreation, Parks & Tourism Administration

Weighted Teaching Units (WTUs)



The Student Faculty Ratio (SFR) (calculated by FTES/Instructional FTEF, which is FT faculty equivalent associated with teaching) in the Gerontology Department is lower than the College and University averages. Part of this is due to our practicum seminars which have smaller class sizes (maximum of 12) as compared to the other lecture-based courses. This small class size benefits our students by providing them with high-quality educational experiences and professional preparation. However, it is also likely to be slightly more “expensive” than the College average. This is an area we will be monitoring. We have also increased enrollment capacity in the other lecture-based courses to compensate for the seminar course size.

Staff

Melanie Saeck, ASC, PhD

Facilities

The Gerontology Department is in process of moving from Benicia Hall to Amador Hall. The department will add one office to its current space allocation as well as increase size of storage and meeting space. Additionally, there were issues with confidentiality in Benicia Hall as the walls of the offices and conference room did not go up to the ceiling, which compromised student, staff and faculty privacy. In terms of classroom space, most gerontology courses are held during non-prime times. The courses are primarily scheduled during the evening and on Friday mornings. Gerontology has one classroom assigned to the department in the evening which contains the technology needed for faculty and students. One issue that we run into in the area of facilities is hosting members of the Renaissance Society in classes. For some courses, Renaissance members are welcome to attend any class they want. However, limited seating is available. We also have culminating celebrations with the Renaissance members, and space for our students to host and provide food to the Renaissance Society members is difficult to locate.

Managing and Administering the Program

The Gerontology Department has a .4 time-base chair (who is also a tenure-track faculty) and two full-time tenure track faculty. We also utilize four to eight lecturers based on need. The department has a full-time Administrative Support Coordinator solely dedicated to gerontology. All three permanent faculty participate in all department committees and decisions are made as a committee of the whole. Dr. Catheryn Koss is our Assessment Coordinator and Dr. Theresa Abah is our Scholarship Coordinator. Curricular changes are made by all three permanent faculty. As we continue to develop as a department and assistant professors earn tenure, we will form personnel and hiring committees as needed.

The department’s first ARTP documents was created in 2014, when the department was still designated as a program. The original document was revised and updated in 2019 to reflect our department status.

Enhancing Student Learning and Success

The SSIS Student Success Fellows program has greatly assisted the department in providing

integrated advising each semester to majors and minors. This program supports our efforts by allowing a course buy-out for a faculty member to train/receive updates on advising issues and meet with each major and minor each semester. Having the support of the SSIS Student Success Fellows program allows us to keep with student advising each semester. Should this support become unavailable, the department would need additional support for the department to continue its current level of integrated advising.

The department needs additional support in its internship program. Currently the Chair is responsible for recruiting and assessing field agencies, training field supervisors, monitoring agency placements, tracking and applying for agency-university contracts, and placement of students. The Chair meets with each student to discuss their academic and professional goals the semester prior to them entering their first internship class. The chair provides students with at least three agencies for them to interview, then coordinates the placements after the students/agencies make their choices. This is a labor intensive process that occurs each semester since we offer GERO 130 in fall and spring semesters. Student's learning can be impacted as at this point it is not possible to track expiring agency contracts (and submit new requests as needed), monitor the quality of student learning, and support agencies, field faculty and agency supervisors. What is lost is also time to develop new internship agencies to enhance student learning, particularly with internships not traditionally used by the Gerontology Department. An expanded pool of field agencies would strengthen student learning while providing them more individual choice in the type of internship experience, they would like. Having a field coordinator, even at a .2 time-base would greatly improve our internship program.

Even though we are a smaller department on campus, many of the Chair duties remain similar to other departments. The .4 time-base appointment for the chair is not adequate to grow the program and implement the ideas above. We should be increasing outreach (both on and off campus), working on articulation agreements with community colleges assist with transfer student success, and creating innovative programming in gerontology (some ideas mentioned below). The current time base allows for a basic maintenance; however, it should be noted, the Chair regularly works beyond the .4 appointment.

As highlighted in this report, finding accurate data on student majors and minors is a challenge. We looked at three different data points (COGNOS, the Sacramento State Office of Research Effectiveness and Planning, and the Department database). Each source had a different number of majors/minors listed. It would be helpful for the university to have an integrated data system where a) numbers were accurate and b) they matched. This would aid in student success by assisting the Department in planning course sections, predicting internship numbers, and directing our marketing and outreach.

We have tried increasing our work with Sacramento State's Career Center by forwarding students nearing graduation, and our alumni to the center for career advice and counseling. There are no resources about aging on the website (Gerontology is not listed as a major or career

option) and the counselors do not know what students with a gerontology degree can do. Gerontology students who have tried to use their services lately were really disappointed. We need to address this with the Career Center and provide more information about gerontology and the workforce needs of the field.

Finally, as a department we have discussed student writing. As mentioned, gerontology graduates need to be able to write for both academic and professional purposes. While the university provides student assistance with academic writing, it would be helpful to have a campus “professional writing skills” program to assist students. There are numerous majors on campus whose graduates need professional writing skills (nutrition, family studies, psychology, social work, nursing, physical therapy, kinesiology, communication sciences and disorders, etc.). Providing assistance with learning professional writing skills could benefit many Sacramento State students and alumni. This would also boost Sacramento State’s reputation in graduating professionals who can meet the demands of their employment. The need for gerontologists (and other allied-health professionals) to be able to clearly and concisely write professionally has been expressed by many agencies we work with and has been mentioned in each annual advisory council meeting the Gerontology Department has had for the last six years.

LOOKING TO THE FUTURE

Anchor University & Community Connections

With a growing aging population, the need for gerontologists has continued to grow over the past 10 years. These demographics also have expanded the professional opportunities for our graduates. Older adults are a critical part of all facets of society, and we continue to expand our view of gerontological education to meet the growing demand across sectors. The Gerontology Department was built and is sustained on the principles aligned with Sacramento State’s Anchor University Initiative. Our program exists because of the need that exists in the region. As one of only two bachelor’s in gerontology programs in California (and the only in Northern California), the program is essential to meeting the workforce needs of agencies serving older adults and caregivers. The department sees its responsibility to connect Sacramento State with the greater Sacramento region.

Goals for the Gerontology Department over the next five years include:

- Create a more diverse and inclusive program that embeds an equity-minded and inclusive approach to the Gerontology Department. Having faculty that more closely reflects our student population to advise, teach and mentor can increase student success while not only at Sacramento State, but also increases their marketability in job attainment in our increasingly diverse older adult population. This includes:
 - Increased diversity of faculty (tenure-track and lecturer)
 - Intentionally embedding racial, cultural, ability, and gender diversity into the curriculum.
 - Explore textbooks, articles, videos, and vignettes which are written by and about historically under-represented populations.
 - Diversify service learning and internship opportunities for students
- Complete the process to make Sacramento State an Age Friendly University (AFU). This

will provide students a model of creating an age-inclusive environment so they can assess other communities and work towards building age friendly communities. This designation also provides another marketing and outreach tool to increase the population of students we serve. According to the Gerontological Society of America, “The Age-Friendly University (AFU) network consists of institutions of higher education around the globe who have endorsed the 10 AFU principles and committed themselves to becoming more age-friendly in their programs and policies.” In conjunction with a gerontology student intern, the department has reviewed the 10 principles that need to be met for the designation. The campus is well-positioned to meet these 10 principles. In fact, many of the principles are already met. The department will work with college and university leadership to continue to assess the support for and move towards the AFU designation.

- Curriculum Mapping and Assessment of Program Changes
 - Due to the change of leadership and all current faculty being relatively new (hired in the past 6 years), it seems an appropriate time to conduct a curriculum review. Clearly the department is successful in its preparation of graduates to work in the field of aging. Now that the department has new faculty with different areas of expertise and scholarship, it seems fitting for a review. This process will involve a few different elements, including:
 - Review of feedback from this self-study
 - Receive feedback from advisory council
 - Receive feedback from the older adult service network including field agencies and agencies that regularly employ our graduates
 - View curriculum through a lens of allied health and non-allied health professional preparation
 - Critically view language and terms used in all courses (i.e., elders, elderly, frailty)
 - Review curriculum to ensure department is conveying anti-racist, anti-ableist inclusive learning and field experiences.
 - Conduct a curriculum mapping including program and course objectives, assignments, readings, etc.
 - The overarching goal of this curriculum mapping is to ensure current courses, including pre-requisite requirements are formative in students’ education and not creating unnecessary barriers. It will also allow us to better prepare our graduates for employment by rising to meet the current workforce needs.
- Further incorporate interprofessional education opportunities where gerontology students learn with and about majors from other disciplines. Working in interprofessional settings is an essential element of gerontology. This educational training program will better prepare our graduates for employment in diverse work settings.
 - The chair has previously developed an interprofessional training program which brings students and faculty from different disciplines/majors together to learn from and with each other.
- Expand opportunities for gerontological education beyond health service majors. Aging services plays a role in every major on campus, but the gerontology program has focused mainly on

partnerships with allied health-oriented majors (e.g., nursing, social work, nutrition, psychology). An expansion of gerontology partnerships with majors such as business, construction management, fashion merchandising and marketing, computer engineering and theater and dance will assist in preparing students from other majors to work with our fast-growing aging community. This will increase awareness and knowledge by other majors on campus of the diverse needs of older adults.

Appendix A: Annual Assessment Summary

As previously mentioned, the Gerontology Department has had a change in leadership from Dr. Cheryl Osborne, who has valiantly led the program since 1996. In preparation for this self-study, an effort was made to collect assessment data completed since the last program review in 2010. Due to the change in leadership and unfortunate crashing of Dr. Osborne's hard drive, not all the assessment information was able to be gathered. Yet another complicating factor is it appears that since the last self-study, the format of the annual assessments has changed three or four times, both in content and submission method. This section will share the information that is available.

Annual Assessment Review (2012-2020)

The Gerontology Department has used the Association of American Colleges and University (AACU) Value Rubrics to guide our assessment of the six learning outcomes and refine our assessment by establishing benchmark levels of achievement for our learning outcomes. In addition to our learning outcomes, the Gerontology Department has developed curriculum roadmaps for its majors and minors, outlining efficient ways that students can graduate in two years for transfer students and four years for freshmen. These curriculum roadmaps were used for the Gerontology Department Smart Planner and are available to our students on Sacramento State's gerontology website and in print or electronic formats at orientation and during advising.

2012-13 Written & Oral Communication, Integrative Learning

Course and Program data comparisons for this year were made among the theory and practice (internship) courses on PLO #6 (communication) and PLO #1-6 (Integrative Learning). Included in the final comparisons were course evaluation data and the changes implemented for the last two years. Analysis showed that the changes (noted in previous Assessment Reports) were successful. This academic year, the overall number of students (80-90%) reaching the desired Performance Standard levels - Milestone 3 (meets expectation) and Capstone 4 (exceeds expectation), and the overall total percentage earned for the assignment increased to beyond the desired performance standard (>78%) in all courses except the one GE course. In the major courses, 100% of the students earned at least an average of 78 % on their assignment and 80% of the students reached Milestone 3 or higher on individual criteria. Students in the GE course passed their assignment at 78% or better. However, they had lower scores/percentages on the individual measure criteria.

Communication criteria showed that students in the GE course (F12 & S13) met the standard of performance (85%-95%) in the areas of purpose and development, subject mastery, audience engagement, and clarity of summary. Gerontology majors in the courses measured met the standards of performance (80-100%) in all criteria in all courses except one (GERO 102 - S13), where the range was from 34%-96%. As in the GE course, the criteria related to purpose & development & subject mastery; audience engagement; clarity of summary, demonstrated success (80%-93%). PLO#1-6 – Integrative Learning– this metric measured all Program Outcomes using the Capstone Community Project and Presentation. Students met expectations

on almost all the criteria of the Integrative Learning metric both Fall 2012 and Spring 2013. Improvement was seen in scores from Fall 12 (66-99%) to Spring 13 (80-100%). Areas of strength were in connecting knowledge to experiences, connections to discipline; integrated communication' and reflection and self-assessment.

2013-14 Integrative & Applied Learning

During 2013-2014 we measured *all* PLO# 1-6 using the Integrative Learning VALUE Rubric incorporated in the assignment grading rubric (see below), in the Capstone course Senior Project Presentation assignment. All six gerontology program PLOs were assessed using the Integrated Learning VALUE Rubric standards and criteria from 1-5. The majority of students were able to connect and integrate knowledge, attitudes and skills into the final presentation of their (two semester) culminating project; demonstrating their acquisition and use of the abilities on this measure. Spring 2014 is the second time this Value has been assessed (the first was S13). Historically, the overall assignment remained the same since F12. However, this assessment cycle was the first time the Integrative Learning criteria have been assessed. S14 data showed that we met the target: 87% of the students met or exceeded Milestone #3. Data demonstrated that the overall average scores for the presentation increased from 80% in Spring 2013 to 87% in Spring 2014. Specific evaluation criteria also showed increases: *experience connection* (83-88%), *integrated communication* (80-82%), and *reflection & self-assessment* (99-100%).

After analysis of S14 data, faculty deemed 5 of the 6 PLOs to be more than adequately met. One score however dropped dramatically: *connection to interdisciplinary discipline* (100-25%). After discussing and analyzing this, faculty decided that this drop may have been because more emphasis was placed on the interdisciplinary aspects across disciplines than in the past assessment. The presentation outline and template have since been modified to reflect this added emphasis needed in PLO (#1).

2014-15 Integrative and Applied Learning & Overall Competencies for GE Knowledge

The Gerontology Program decided to use the same Value Rubric to reevaluate and compare the program outcomes as they address all the PLOs in the undergraduate program. Since the inception of gerontology's interdisciplinary major in 1990, the program has sought many additional ways to provide students with contemporary applied curricula and to measure their advancement. To this end, we aligned Program Learning Outcomes (PLOs) with University Learning Goals based on the American Association of Colleges & Universities Liberal Education and America's Promise (ACCU/LEAP) Learning Outcomes, and matched them with AACU VALUE Rubric criteria for Integrated Learning and Communication. The Integrative Learning Rubric was chosen because it is inclusive of desired outcomes addressing ways students apply many of the other key components of AACU other rubrics (i.e., written & oral communication, critical thinking, inquiry & analysis, overall knowledge in the discipline, teamwork, civic knowledge, creativity). Additionally, we incorporated the updated national Association for Gerontology in Higher Education (AGHE) Program Standards and Core Competencies into all major core courses. These competencies are measured at various times in various courses and are included in

course objectives in the Capstone course. During 2014-2015 we measured all PLO# 1-6 using the Integrative Learning VALUE Rubric incorporated in the assignment grading rubric in the Capstone course Senior Project Presentation assignment. Historically, the main components of this assignment have remained the same since F12, however small modifications were again made after the previous year's assessment. They included 1) student use of a slightly modified common (printed) presentation template and 2) more directed discussion in Seminar about the presentation components.

All students passed the assignment at 80% or higher based on the grading rubric. The majority of students were able to "meet or exceed expectations" levels on four of the five Integrative Learning criteria (1, 3, 4, & 5) when presenting their culminating project. The "*connections to the discipline*" criterion was again low (29%). After discussing and analyzing this, faculty decided that this lower score may have been because more emphasis was placed on the interdisciplinary aspects across disciplines than the other two descriptors for that criterion than in the previous assessment. The presentation outline and grading rubric do reflect these two descriptors so they will be added to the next rubric. S15 data showed that there were slight changes (decreases and some increases) from S13 and S14 in criterion percentages; none warranting any additional assignment changes.

2015-16 Integrative and Applied Learning & Overall Competencies for GE Knowledge

So that comparisons could be drawn, and interventions assessed from the past cycle, all six (6) gerontology program PLOs were assessed using the Integrated Learning VALUE Rubric standards and criteria. The culminating project presentation assignment was again used to measure this. Historically, the main components of this assignment have remained the same since F12, faculty continued to elaborate on the assessment criteria in the course seminars. Faculty attribute the increase in higher percentages to previously instituted common (printed) presentation template and handout.

All students in the sample except one (1) passed the overall assignment at 75% or higher and at Milestone 3 based on the grading rubric. The majority of students were able to "meet or exceed expectations" levels on four of the five Integrative Learning criteria (1, 3, 4, & 5) when presenting their culminating project. The "*connections to the discipline*" criterion was slightly lower (87%) than the other four criteria however definitely dramatically higher than last year's data. After discussing and analyzing this, faculty decided that this was more than an acceptable improvement and likely fueled by Seminar discussions and continued use of the presentation outline and grading rubric.

After analysis of S16 data, faculty deemed the 6 PLOs to be adequately met as measured by the Integrative Learning value measure. It is planned that data will continue to be collected on the inclusive measure however scores on the Teamwork Rubric (AACU) will be measured and compared in major core courses, looking at both personal and interdisciplinary perspectives. This will also capture another view of #5 criteria from the Integrative Learning Value Rubric as well as the fourth Baccalaureate Learning Goals (BLG).

2016-17 Teamwork

Teamwork is integral to all professional career interactions and implicit or explicit in all the Gerontology Learning Outcomes. Most of the gerontology core courses have group (as well as individual) assignments designed to enhance learning of content while providing opportunities to practice group process skills. Sacramento State's BLGs also address teamwork – specifically #3 and #4.

Students evaluated themselves at two different times in the semester. The data were paired by student (i.e., A1 & A2 = same student) and analyzed. Answers to the five Teamwork Criteria contributions scores from the first and second individual evaluations showed that students improved their team skills by the end of the semester.

Answers from the five Teamwork Criteria were combined and then percentage of change was determined to examine individual behavior changes from the first to second individual evaluation. Thirteen of the sixteen pairs showed 7%-50% percent change from their first to second Team Learning Evaluation contribution scores. Three (all in one group) showed no change. The students' qualitative descriptions of individual group process behaviors/skills were used formatively during the semester by the faculty member, to assist students in gaining group process skills.

Overall, students improved their team skills and behaviors by the end of the semester. The Program standard was *"75% of students will meet or exceed expectation on the combined assessment contribution scores."* This occurred with three of the five contribution scores with *"Contributes to Team Meetings"* registering the highest at 90%. *"Facilitating Team Members' Contributions"* and *"Responding to Conflict"* were lower at 77% and 75% respectively, however still above the performance standard. *"Individual Outside Contributions"* and *"Fostering Constructive Team Climate"* were below the 75% threshold at 68% and 69% respectively. These scores are within the "approaching expectation" and may be consistent with students' level in the curriculum but those data were not collected, so this is unknown at this time.

2017-18 Civic Knowledge & Engagement

The Gerontology department examined recent graduating majors' skills and knowledge related to civic engagement necessary to be successful civic leaders, professionals, and informed citizens in a diverse national and global society. The focused inquiry analyzed data for 55 students who completed GERO 131 in the Fall of 2017 or the Spring of 2018. These students completed their practicums at over 30 agencies across the Sacramento area. These practicum sites included state and federal government agencies, non-profit service providers and advocacy groups, health and long-term care providers, and research institutions.

Overall, practicum site supervisors rated the gerontology students high, with average scores ranging from 4.52 to 4.95. These high scores reflect the emphasis placed throughout the gerontology curriculum on civic engagement knowledge and skills. Scores were highest for the

measures relating to *Diversity of Communities and Cultures*, to *Civic Identity and Commitment*, and to *Civic Contexts/Structures*. Although still above four, the scores were relatively lower for the three competencies related to *Civic Communication*: “Ability to present self clearly” (4.52), “Ability to make appropriate and focused responses” (4.52), and “Ability to present ideas verbally and in writing” (4.56). These data indicate an area of potential improvement by further strengthening students’ abilities to present verbal and written information more clearly.

Another area for potential improvement that emerged was self-reflection, a performance measure that cut across multiple components of Civil Knowledge and Engagement. Again, while still high, the average scores for “Ability and willingness to evaluate one’s own strengths and limitations” (4.65) and “Ability to assess one’s own impact on others (4.54) were slightly lower than the other scores. These results suggest that students could be further supported and encouraged to engage in deeper self-reflection.

2018-19 Written Communication

Written communication is the development and expression of ideas in writing for a particular audience and purpose. Gerontology students should be able to communicate effectively in writing about social phenomena from a social science perspective. At least 73% of students should meet or exceed expectations on the following criteria: 1) write using correct grammar, style, spelling, etc.; 2) organize thoughts in a logical manner; 3) use appropriate evidence-based and relevant information; 4) ability to present self clearly; 5) ability to make appropriate and focused responses; and 6) ability to present ideas verbally and in writing Ability to Present Self Clearly

1. Write Using Correct Grammar, Style, Spelling, etc.: five students (21%) approached expectation and 19 students (79%) met expectations. Therefore, the goal was exceeded.
2. Organize Thoughts in a Logical Manner. The goal was for at least 73% of students to meet expectations on this criterion. All students met expectations. Therefore, the goal was exceeded.
3. Use Appropriate Evidence-Based and Relevant Information The goal is for at least 73% of students to meet or exceed expectations on this criterion. One student (4%) fell below expectation, one student (4%) approached expectation, 10 students (42%) met expectations, and 12 students (50%) exceeded expectation. Therefore, the goal was exceeded.
4. Ability to Present Self Clearly The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, one student (2%) received a 2, two students (5%) received a 3, 21 students (51%) received a 4, and 17 students (41%) received a 5. Scores improved by the end of GERO 131, with no students receiving less than a 4, eight students (20%) receiving a 4, and 33 students (80%) receiving a 5. Therefore, the goal was exceeded by the end of GERO 131. We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, only one student was rated worse in the second semester compared to the first. Twenty-one students did not change, and 19 students demonstrated improvements between the first and second semesters.

5. Ability to Make Appropriate and Focused Responses The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, four students (10%) received a 3, 21 students (51%) received a 4, and 16 students (39%) received a 5. Scores improved by the end of GERO 131, with no students receiving less than a 4, eight students (20%) receiving a 4, and 33 students (80%) receiving a 5. Therefore, the goal was exceeded by the end of GERO 131. We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, one student was rated worse in the second semester compared to the first. Nineteen students did not change, and 21 students demonstrated improvements between the first and second semesters.
6. Ability to Present Ideas Verbally and in Writing The goal was for at least 73% of students to score a 5 on this criterion, demonstrating consistent competence. At the end of GERO 130, six students (15%) received a 3, 13 students (32%) received a 4, and 22 students (54%) received a 5. Scores improved by the end of GERO 131, with one student (2%) receiving a 3, seven students (17%) receiving a 4, and 33 students (80%) receiving a 5. Therefore, the goal was exceeded by the end of GERO 131. We also evaluated to what extent students improved between the first and second semesters of the practicum. On this criterion, two students were rated worse in the second semester compared to the first. Twenty-two students did not change, and 17 students demonstrated improvements between the first and second semesters.

To improve the ability to assess written communication skills, it was recommended that the agency supervisor evaluation form include a question specifically about written communication. This change was made before the Fall 2019 semester began.

2019-20 Written Communication

In Fall 2019, substantial changes were made to the syllabus/assignment descriptions for the GERO 130 and GERO 131 service learning courses. These changes were designed to clarify expectations and streamline assignments. For example, students are required to write analytical summaries of multiple peer-review research articles over the course of both semesters. The instructions for this assignment were revised and an updated example article summary was added to the syllabus. It was our original intention to collect grading rubrics from the instructors for these article analyses in order to assess students' written communication skills during the first semester (GERO 130) and measure improvement between first semester and the second semester (GERO 131). However, due to campus closures and other major disruptions in Spring 2020, we were not able to gather the necessary data to measure change over time. We also felt that students' written work submitted in the Spring semester was not an accurate representation of their abilities, given all of the challenges many of them faced. Therefore, we did not conduct the assessment as planned due to these concerns about considerable missing data and validity of the data that were available. We will resume assessments in Fall 2020/Spring 2021

Appendix B

Department of Gerontology Integrative Learning Rubric

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

	4 = Exceed Expectation	3 = Meet Expectation	2 = Approach Expectation	1 = Below Expectation
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner; building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

*Understanding of and respect for those who are different from oneself and the ability to work collaboratively with those who come from diverse cultural backgrounds.

California State University, Sacramento
Program Performance Review: Gerontology Academic Program
External Review Report
April 2021

Review Team Members:

Maria Claver, PhD, MSW, CPG, FAGHE, Professor & Program Director, Gerontology Program, CSU, Long Beach

Jamie Jensen, PhD, MSW, Assistant Professor & Chair, Department of Social Work, Humboldt State University

The Review Process. This report is based on a site visit on Thursday, April 15, 2021 and Friday, April 16, 2021. The reviewers met with Dianne Hyson, Dean SSIS; Marya Endriga, SSIS Associate Dean of Student and Personnel Service; Amy Wallace, Associate Vice President for Academic Excellence; Donna Jensen, Chair of the Gerontology Department and adjunct faculty members of the program. The reviewers also met with Gerontology students, the program Advisory Council and Field Agencies. In addition, the team reviewed the department's preliminary self-study in preparation for the visit. The report that follows is divided into sections according to the PPR Guidelines: Program Mission, Goals and Environment, Program Description and Analysis, Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes, Faculty, Student Support and Advising, Resources and Facilities, and Long-term Plans. Throughout, we describe commendations and challenges for the program, listing our recommendations for the program.

Program Mission, Goals and Environment

Element One: Department Mission and Institutional Context	
Inquiry	Stage
Does the department have a mission statement or statement of program goals that is appropriate?	I
Is the department mission and its programs aligned with CSUS and college missions and strategic priorities?	D
Is the department supportive of the CSUS general education program and/or general graduate learning outcomes?	HD
Does the department engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	E/D
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	E

Commendations:

- Chair is working with ARC Gerontology Chair on articulation.
- There is a strong tie with Academy of Gerontology in Higher Education competencies.
- Two gerontology courses are GE classes. They serve as a good source of student recruitment, as well as increasing the conversation on issues of aging across campus.
- The program offers an integrative advising model.

Recommendations:

- Implement a mechanism for alumni feedback.
- Engage in more strategic planning to update the curriculum plan to more closely reflect the needs of the field and include the student voice in the strategic planning by developing a mechanism (e.g., exit survey) to elicit feedback from current students.
- Work to strengthen collaboration with other disciplines on campus, in particular in the college of HHS.
- Develop a mission statement or statement of program goals.

Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Element Two: Learning Outcomes and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	Stage
Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?	HD
Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?	HD
Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?	HD
Is each degree's curriculum and graduation requirements appropriate for the degree level and reflect high expectations of students?	D
Is the assessment loop regularly being closed for each of the degree's program learning outcomes?	E
Is the learning assessment data being used to maintain Success and Engage in Continuous Improvement?	I

Commendations:

- It is clear that the PLOS link to College & University learning outcomes and the program does an excellent job of including these on all course syllabi.
- Learning outcomes are connected to Academy of Gerontology in Higher Education competencies.

Recommendations:

- Consideration should be given to how the needs of students at varying levels of experience are being met. Suggests offering an advanced internship option in Gero 131.
- Consider how the internship is structured - supervision, communication and competency expectations offered in the beginning.
- Develop a system that clearly measures the 6 PLOs that are expected in the program. It looks like in the self study there is an awareness of this.

Student Support and Advising

Element Three: Student Success and Assessment to Maintain Success and Engage in Continuous Improvement	
Inquiry	Stage
Does each degree program use aggregated and disaggregated data to understand admission trends and manage enrollment with an eye to diversity, impactation, or address program specific concerns?	I
Does each degree program use aggregated and disaggregated data to consider ways to improve retention?	I
Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or close graduation gaps?	I
Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	HD
Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, field trips, lectures and professional experiences?	HD
Does the program provide adequate student advising?	D

Commendations:

- Service Learning/ Internship during normal years is considered a strength by all constituencies.
- The program's partnership with the Renaissance Society is an excellent example of a curricular activity that provides added value.
- Field sites commented that students' content knowledge was a strength.

Recommendations:

- Develop a system to bring into alignment data for all potential sources to better be able to understand the student population.
- Develop a clear assessment plan that will allow faculty to consider curricular improvements to address retention, gaps and graduation rates.
- Consider WTUs to increase capacity for an Assessment Coordinator role.
- An opportunity for strengthening the program may be related to looking at how to strengthen experiential learning macro-level practice and research.

- Consider sustainability of advising once faculty fellow units are gone.
- Student clubs might be an avenue for providing co-curricular activities, but this is dependent on student leadership due to lack of capacity with only having 3 full-time faculty.
- Address the bottleneck issue related to timely graduation but not at the expense of adequately preparing students to go out in the field. It is helpful that the pre-reqs are offered each semester to address this.

Resources and Facilities

Element Four: Developing Resources to Ensure Sustainability	
Inquiry	Stage
Does the program have faculty in sufficient numbers, and with appropriate rank, qualification, and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?	D
Does the program employ professional staff and/or appropriately partner with campus partners (graduate studies or College of Continuing Education) to support each degree program?	D
Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	HD
Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	E
Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, alumni funding?	E
Has the program identified other concerns that impact budget and resource planning?	D

Commendations:

- The program's 3 FT faculty represent diverse ethnic and professional experience. They are a fairly young faculty but this does not seem to be negatively affecting the students or program.
- Scholarships from Eskaton are a good example of a solid partnership for extramural support, as is the funding provided for scholarships from the Renaissance Society.
- The program staffs a full-time Administrative Support Coordinator (ASC) position who seems to do a great job and was highly praised across the constituency groups.

Recommendations:

- Faculty seem to be carrying a heavy workload given the small number of FT faculty. Consider a plan to support sustainability of faculty should growth happen in the department.

- Career Center issues were raised in every group, so address the need for relationship building/education of Career Center staff about careers in aging here.
- Find alternative resources to fund equipment (e.g., printers) and research assistants.

Long-term Plans

Element Five: Planning to Maintain Success and Engage in Continuous Improvement	
Inquiry	Stage
Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the University?	D
If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?	D
Does the academic unit have a strategic plan, and other long-term plans (5 year hiring, facilities, etc)?	D
Does the academic unit have regular processes to revise plans and timelines.	D
Do plans include engagement with needed campus partnership and external entities to accomplish goals?	HD

Commendations:

- New program director has a plan to guide the Advisory Council in mapping the curriculum to the AGHE competencies and community needs.
- Internship supervisors are clearly invested in and impressed by the experiences with student interns.

Recommendations:

- Include student feedback in strategic planning.
- Develop an organized way of regularly connecting with alumni, which could serve the department well in terms of marketing and fundraising (and additional mentoring).
- Include internship site supervisors in strategic planning, if they are not already.

Summary of Key Recommendations

- Market for appropriate growth of student majors/minors.
- Involve students in strategic planning (e.g., exit surveys, student/Advisory Council review of curriculum).
- Build relationships with HHS and other departments/Career Center/Sac State PR Department to explore the possibility of sharing resources.
- Streamline curriculum/loosening up the sequence of classes to improve time to graduation.
- Increase up-front communication with internship sites.
- Provide an "advanced internship" track for more experienced students/offer internship options in research/policy.
- Identify roles for alumni in career mentoring, marketing, fundraising.

Signature:  _____ Date: 5/6/2021

Maria Claver, PhD, MSW, CPG, FAGHE, Professor & Program Director, Gerontology Program, CSU, Long Beach

Signature:  _____ Date: 5/6/2021

Jamie Jensen, PhD, MSW, Assistant Professor & Chair, Department of Social Work, Humboldt State University

Internal Review Report:	Gerontology Program, Department of
Gerontology Degrees:	BS Gerontology
College:	Social Science and Interdisciplinary Studies
Internal Reviewers:	Dr. Lindy Valdez, Department of Kinesiology & Dr. Thomas Krabacher, Department of Geography

I. Self-Study

The Gerontology Program submitted its Self-Study in Spring 2021. It consists of 25 pages of text accompanied by seven pages of appendices and other supporting material. The program offers a major and minor in gerontology. The mission for the BS is reflected in the three broad areas of the Program Learning Outcomes: 1. Values, 2. Knowledge acquisition, synthesis, and application, and 3. Skill acquisition, competence, as applied specifically to the gerontology it provides students with an applied interdisciplinary approach to studying the human aging process and the challenges encountered by older adults and their families as they interact in contemporary society. The curriculum is anchored in life course and humanistic theory and concentrates on the needs of both healthy and chronically ill elders and their families.

The previous program review took place in 2010. That report contained eight recommendations, two of which were curriculum-related and two addressed space and equipment; the remainder focused on program personnel. The Self-Study contains the Program's response to each recommendation. Since the time of the review the Program has made curricular changes and made significant faculty and staff and space additions. The Program currently has three full-time tenure/tenure-track faculty, all have been added since the previous program review. Enrollment in the BS program has increased dramatically from the time of the last program review from 104 to, currently, approximately 253 majors in 2017 to currently 144 majors. This surge and then drop in Gerontology majors had been due to the growth and interest in the major and then the College of Health and Human Service negatively impacting the number of majors in Gerontology by the development of a meta-major in Health Sciences. This automatic designation of Expressed Interest Nursing Students to Health Sciences has eliminated the need for students to engage in academic advising through which they previously were exposed to Gerontology as a potential major.

Student Learning: The Gerontology Department assesses student attainment of learning goals by means of performance on a series Student Learning Outcomes (SLO) developed for each program.

BS in Gerontology: The BS Assessment of Student Learning is based around student achievement of six program learning outcomes, which in turn is assessed by skill competence is both general to learning and living in today's world, and specific to interdisciplinary Gerontological practice. These skill competencies were adapted from 2014 National Association for Gerontology and Geriatrics in Higher Education (AGHE) Competencies. The Self-Study presents data from and analysis of assessment results going back to 2012-13.

Student Success: In accordance with the definition used by both Sacramento State and the CSU system, student success is primarily defined in terms of graduation rates and associated indicators.

BS in Gerontology: The Self-Study provides detailed data, disaggregated by gender and ethnicity, on admission, retention, and graduation rates. The information provided shows a higher age and higher percentage of females than the college or university averages. Time to graduation is slightly longer than the college or university. This is true for both the minor and the BS degree.

The Self-Study provides discussion that indicated 73% of students met or exceeded benchmarks set for learning. The Self Study list community collaborative partnerships to which the Gerontology Department belongs indicating that Gerontology students provide an impressive average of 17,000 hours of service each year to the older adult service network throughout the greater Sacramento region.

Operations: The Self Study notes that the Gerontology Department has added three new faculty members since the last review, a full-time staff member and are poised to additional space and a dedicated classroom in the near future.

II. External Consultant Report:

Maria Claver, PhD, MSW, CPG, FAGHE, Professor & Program Director, Gerontology Program, CSU, Long Beach and Jamie Jensen, PhD, MSW, Assistant Professor & Chair, Department of Social Work, Humboldt State University provided a focused, yet thorough, review of the Gerontology Program. They answered five questions in great detail about the BS degree and minor. They answered questions about student Program Mission, Goals and Environment, Program Description and Analysis, Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes, Faculty, Student Support and Advising, Resources and Facilities, and Long-term Plans. They made 14 commendations and 17 recommendations for the BS degree.

III. Internal Feedback:

The internal input considers both the Self-Study and the External Consultants' Report. As part of the program review the Gerontology Department will be expected to develop an Action Plan for the next six years to address current challenges facing its programs and to implement its vision for the future. To this end, in addition to those of the external reviewers, the internal subcommittee offers the following suggestions:

- Market for appropriate growth of student majors/minors.
- The Department Chair should continue efforts to identify why OIR data and program data concerning enrollment is considerably different. Since this is a university issue the chair should work with other chairs to bring this issue to the university to be addressed.
- The department should continue to seek increased release time for the chair beyond the current 6 units.
- Build relationships with HHS and the School of Nursing to provide advising to the new Meta-major in Health Science which has negatively affected enrollment in the Gerontology major.
- Provide a wider variety of internship options and seek support for a field coordinator to manage administration of these options.

- Report and advertise research and scholarly activity more.

Suggestions regarding the Minor program:

- Consider increasing recruitment efforts for the minor by interacting with BS programs such as Communication Sciences and Disorders, Deaf Studies, and Health Sciences.
- Continue efforts to streamline course offering to decrease the time to earn a minor from three to two semesters.

MOU/Action Plan

Program: **Gerontology**

College: **Social Sciences and Interdisciplinary Studies**

Date: **September 13, 2021**

Program Review Finding	2 YR	4 YR	6 YR
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
To Maintain Success			
I. Increase student awareness of, and exposure to, Gerontology to ensure students are aware of the depth and breadth of gerontology. Focus will be directed at the importance of gerontological training for non-allied health professionals.	<p>Goal 1a: Prepare promotional flyers for the major and minor to reflect a wider diversity of the gerontology profession. Success Indicator: At least 5 other departments will know more about Gerontology as a major and minor course of study. Responsible: Chair & Staff Resources: OE cost to department</p> <p>Goal 1b: Target outreach to majors not traditionally thought of as gerontology related (i.e. engineering, recreation, parks & tourism, art and music). Success Indicator: Speak in at least 3 non-allied health but gerontology related courses. Responsible: Chair & Faculty Resources: Chair & Faculty time</p>	<p>Goal 1a: Diversify advisory board to include non-allied health faculty and professionals in the community. Success Indicator: At least 3 new members to the advisory board from non-allied majors/professions. Responsible: Chair Resources: Chair time, no financial cost to dept.</p>	<p>Goal 1a: Conduct outreach to community colleges, high schools and community-based agencies. Success Indicator: Attend two outreach events per academic year. Responsible: Chair, Faculty & Staff Resources: Chair & Faculty time. OE cost (travel, outreach material) to department</p>

<p>2. Create a more diverse and inclusive program that embeds equity-minded and inclusive approaches.</p>	<p>Goal 2a: Hire lecturers that reflect our diverse student population. Success Indicator: Lecturer pool is more diverse in culture, ethnicity, language and experience. Responsible: Chair & Faculty Resources: College lecture budget.</p> <p>Goal 2b: Infuse broader diversity in course curriculum Success Indicator: Each course has at least one article with BIPOC, LGBTQ or differently abled authorship or case study involving diverse life/family/community situation. Responsible: Curriculum Committee/Faculty Resources: No financial cost to department</p> <p>Goal 2c: Create a department statement on diversity and inclusion. Success Indicator: Statement created and incorporated into website and program materials. Responsible: Chair, Faculty & Staff Resources: No financial cost to department</p>	<p>Goal 2a: New TT faculty hire that more fully represents diverse student body. Success Indicator: Hire new TT faculty member Responsible: Chair/Faculty/Dean Resources: TT faculty line approval</p> <p>Goal 2b: All syllabi use language reflecting diverse and inclusive practices. Success Indicator: Each syllabus utilizes department's statement on equity & diversity. Use the Association of College and University Educators (ACUE) resources to add inclusive language and practices into syllabus. Responsible: Curriculum Committee/Faculty Resources: No financial cost to department</p>	<p>Goal 2a: Create a diverse student advisory board to provide feedback to program on its efforts towards diversity and inclusion from student's perspective. Success Indicator: Students advisory board meets once an academic year and provides written feedback (commendations and recommendations) to department. Responsible: Chair & Assessment Coordinator Resources: Chair, Faculty and Student time</p>
<p>To Improve Student Learning (consider university/college goals on learning, research/scholarship, diversity)</p>			
<p>1. Review and revise Program Learning Objectives (PLOs) to reflect current standards and practices in Gerontology</p>	<p>Goal 1a: Revise PLOs informed by CSU, CSUC and the Academy of Gerontology in Higher Education through the lens of diversity and inclusion. Success Indicator: PLOs revised and approved by the University.</p>	<p>Goal 1a: Utilize assessment data to review revisions and impact on student learning. Revise if needed. Success Indicator: Assessment reflects increased awareness of self and others in their practice</p>	<p>Goal 1a: Utilize advisory board and assessment data to review PLOs and impact on student learning. Seek department and community feedback to ensure PLOs are still relevant and current. Revise if needed.</p>

	Responsible: Chair, Assessment Coordinator & Faculty Resources: No financial cost to department	Responsible: Chair, Assessment Coordinator & Faculty Resources: No financial cost to department	Success Indicator: PLOs discussed with advisory board. Recommendations are considered. Responsible: Chair, Assessment Coordinator, Faculty & Advisory Board Resources: No financial cost to department
2. Increase program administration time base to address multiple needs of department - specifically in the areas of field placements and program oversight and growth. Site visit and internal review reports both highlight the importance of more administrative time for the Gerontology department. Despite being a relatively smaller department on campus, there are still time intensive administrative tasks (coordinating field agencies, renaissance society mentorship/assessment fair coordination), increased need for diversity and inclusive practices infused throughout the department.	Goal 1a: Appoint a .2 WTU field coordinator position within the department to assist with development and oversight of student field placements. Success Indicator: Appointed faculty as .2 field coordinator. More diverse field placements and higher quality of field placements. Responsible: Chair, Faculty & Staff Resources: Need approved .2 buyout from college administration. Goal 1b: Increase department chair from .6 to .8 WTUs to be able to meet department needs in a timely manner. Success Indicator: Appointed chair is a .8 time base. Responsible: Chair, college administration. Resources: Need additional approved .2 buyout from college administration.	Goal 1a: Create .2 position for assessment coordinator. Success Indicator: Consistent assessment reports which measure CSU, CSUS, GERO and AGHE accreditation standards. Responsible: Chair & College Administration. Resources: Need approved .2 buyout from college administration.	Goal 1a: Assess additional program and administrative WTUs for effectiveness and efficient use of resources. Success Indicator: Student success, more comprehensive education (field education), program has more guidance and time to complete program, college and university goals, and assessments are thoroughly completed and utilized to inform department decisions. Responsible: Chair, Field & Assessment Coordinators, Faculty Resources: Continued financial support from Dean's office.
To Improve Student Success (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
1. Reduce barriers for progress to degree.	Goal 1a: Revise pre-requisite requirements to GERO 103 (Care Management) to make GERO 101 (Older Adult Services) a pre <u>or</u> co-requisite with GERO 103.	Goal 1a/b/c: Reduce the number of students who must add an additional semester to their major coursework due to not taking pre-requisite courses.	Goal 1a/b/c: Assess graduation rates and degree completion before and after pre-requisite changes to see if time to degree has shortened. Success Indicator: Reduced semesters needed to meet

	<p>Success Indicator: Students can enroll in GERO 103 concurrently with GERO 101.</p> <p>Responsible: Chair, curriculum committee</p> <p>Resources: Chair & Faculty time.</p> <p>Goal 2a: Remove pre-requisites from GERO 102 (Social Policy).</p> <p>Success Indicator: Students can enroll in GERO 102 with more ease.</p> <p>Responsible: Chair & Curriculum Committee</p> <p>Resources: Chair & Faculty time.</p> <p>Goal 2c: Remove pre-requisite from GERO 123 (Research Methods with Older Adults)</p> <p>Success Indicator: Students can enroll in GERO 123 with more ease.</p> <p>Responsible: Chair & Curriculum Committee</p> <p>Resources: Chair & Faculty time.</p>	<p>Success Indicator: Students will not need to matriculate an extra semester.</p> <p>Responsible: Chair, Curriculum Committee & Faculty</p> <p>Resources: Chair & Faculty time.</p> <p>Goal 2a/b/c: Review student exit surveys to determine what impact (if any) removal of pre-requisites have on students meeting course and program learning objectives.</p> <p>Success Indicator: Students will maintain or exceed learning benchmarks for these courses.</p> <p>Responsible: Chair, Curriculum Committee & Faculty</p> <p>Resources: Chair & Faculty time.</p>	<p>requirements for the major and minor.</p> <p>Responsible: Chair, Curriculum Committee & Faculty</p> <p>Resources: Chair & Faculty time.</p>
2. Continue community-based efforts with internships, faculty involvement with community/agency boards and including community partners in research to further the university's Anchor University Initiative.	<p>Goal 2a: Research opportunities for faculty, staff and students to work with community-based agencies.</p> <p>Success Indicator: Each TT faculty has at least one community-based organization/board they consistently work with.</p> <p>Responsible: Chair & Faculty</p> <p>Resources: Faculty & Staff time.</p>	<p>Goal 2a: Faculty and Staff will identify research and practice opportunities to involve themselves and students in a meaningful way with the community.</p> <p>Success Indicator: Discussions of opportunities in faculty meetings.</p> <p>Responsible: Chair & Faculty</p> <p>Resources: Faculty & Staff time.</p>	<p>Goal 2a: Utilize Gerontology Advisory Board members to share resources (faculty & student) to assist with community/agency needs.</p> <p>Success Indicator: Exchange of information between Gerontology department and greater community regarding partnership opportunities.</p> <p>Responsible: Chair & Faculty</p> <p>Resources: Faculty & Staff time.</p>
<p align="center">To Build Partnerships and Resource Development to Enhance the Student Experience (consider university/college goals on university as place, university experience, community engagement)</p>			
1. Develop a wider variety of internships which focus on allied health and non-allied health work in gerontology.	<p>Goal 1a: Obtain .2 release time for field coordination time.</p> <p>Success Indicator: College will fund .2 WTU field coordinator.</p> <p>Responsible: Chair, Dean's office</p>	<p>Goal 1a: Develop more non-allied health care related internships including policy and macro (community/government) based internships.</p>	<p>Goal 1a: Conduct student alumni surveys to ensure student preparedness for broader field of gerontology.</p>

	<p>Resources: Financial support of .2 WTU for field coordination</p>	<p>Success Indicator: Students have a wider variety of non-direct practice internship experiences. Responsible: Chair & Faculty Resources: Financial support of .2 WTU for field coordination.</p>	<p>Success Indicator: Students feel more prepared for non-direct care roles and responsibilities. Responsible: Chair, Assessment Coordinator & Faculty Resources: Financial support of .2 WTU for field coordination. Support of Alumni records for access to graduate information.</p>
<p>2. Continue excellent relationship with the Renaissance Society at Sac State. This provides our students with invaluable learning opportunities to learn from and about older adults. The Renaissance Society also provides financial support to GERO students to attend professional development activities.</p>	<p>Goal 1a: Maintain relationship with Renaissance Society. Success Indicator: Attend quarterly Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Participate in bi-annual Renaissance Society Rendezvous to represent Sacramento State and the Gerontology department's needs. Success Indicator: Attend bi-annual Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Continue to explore the resources that the Sac State/Renaissance Society partnership offers for the enrichment of both programs. Success Indicator: Existing Renaissance/Gero department programs will continue while exploring new opportunities. Responsible: Chair & Faculty Resources: Chair & Faculty time</p>	<p>Goal 1a: Maintain relationship with Renaissance Society. Success Indicator: Attend quarterly Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Participate in bi-annual Renaissance Society Rendezvous to represent Sacramento State and the Gerontology department's needs. Success Indicator: Attend bi-annual Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Continue to explore the resources that the Sac State/Renaissance Society partnership offers for the enrichment of both programs. Success Indicator: Existing Renaissance/Gero department programs will continue while exploring new opportunities. Responsible: Chair & Faculty Resources: Chair & Faculty tim</p>	<p>Goal 1a: Maintain relationship with Renaissance Society. Success Indicator: Attend quarterly Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Participate in bi-annual Renaissance Society Rendezvous to represent Sacramento State and the Gerontology department's needs. Success Indicator: Attend bi-annual Renaissance Society Gerontology Meetings. Responsible: Chair Resources: Chair time</p> <p>Goal 2A: Continue to explore the resources that the Sac State/Renaissance Society partnership offers for the enrichment of both programs. Success Indicator: Existing Renaissance/Gero department programs will continue while exploring new opportunities. Responsible: Chair & Faculty Resources: Chair & Faculty time</p>

To Improve Strategic & Budget and Operational Effectiveness and to Ensure Sustainability (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)				
1. Build relationships with the College of Health & Human Services (School of Nursing and Health Sciences) to address the negative impact that the Meta-major in Health Sciences designation has on the Gerontology major.	<p>Goal 1a: Meet with Health Sciences and Nursing programs at least once an academic year. Success Indicator: Meetings held each year. Responsible: Chair Resources: Chair time</p> <p>Goal 1b: Educate related majors on the benefit of a minor in Gerontology. Success Indicator: Health Sciences advisory are aware of the GERO minor requirements and program benefits. Responsible: Chair Resources: Chair time</p>	<p>Goal 1a: Explore alternatives to the automatic classification of “expressed interest in nursing” students to Health Science degree. Success Indicator: Leadership in Health Sciences and Nursing programs amenable to discussing changes in current automatic classifications. Responsible: Chairs (Gero, Health Sciences, Nursing), Dean’s offices for SSIS and HHS. Resources: Chair & Dean time</p>	<p>Goal 1a: Increase in designated Gerontology majors and minors to levels prior to the implementation of the Health Sciences Meta-degree. Success Indicator: At least 200 designated Gero majors and 10 minors. Responsible: Chair & Faculty Resources: Chair & Dean time</p>	
2. Work with department, college and university level administrators towards data alignment. Identify why OIR data and program data on enrollment is different.	<p>Goal 1a: To have consistent student data from varying university software programs -specifically when it comes to student majors/minors. Success Indicator: Data from University and Department reports will have the same information (in terms of numbers of majors/enrollment) Responsible: Chair, Staff, AD of Resource & Program Management, various University reporting units. Resources: Chair time, University Reporting Systems personnel</p>	<p>Goal 1a: To have consistent student data from varying university software programs -specifically when it comes to student majors/minors. Success Indicator: Data from University and Department reports will have the same information (in terms of numbers of majors/enrollment) Responsible: Chair, Staff, AD of Resource & Program Management, various University reporting units. Resources: Chair time, University Reporting Systems personnel</p>	<p>Goal 1a: To have consistent student data from varying university software programs -specifically when it comes to student majors/minors. Success Indicator: Data from University and Department reports will have the same information (in terms of numbers of majors/enrollment) Responsible: Chair, Staff, AD of Resource & Program Management, various University reporting units. Resources: Chair time, University Reporting Systems personnel</p>	

Department Chair Name/Signature: Donna Jensen

Donna Jensen

College Dean Name/Signature: Dianne Hyson

Dianne Hyson

Dec 13, 2021