



Gerontology Advisory Committee Meeting

Date: Thursday 03 December 2020, 10:00am – 11:50am

Location: Zoom Meeting ID 996 8284 8224 [133788]

In Attendance:

Pamela Abbott-Enz, Part-Time Faculty – Chaffey College
Pauline Abbott, Director Emerita – CSU Fullerton Center for Successful Aging
Shireen Awad, Curriculum Specialist – Chaffey College
Maureen Beith, President and CEO – Mt. San Antonio Gardens
Floy Biggs, CEO – AgingNext
T.L. Brink, Full-Time Faculty – Crafton Hills College
Angela Burk Herrick, Curriculum Chair – Chaffey College
Wendy Deras, Regional Director, Employer Engagement – Health Workforce Initiative
Julie Fisher, Marketing Director – The Elder & Disability Law Firm
Joyce Johnson, Executive Dean, Instruction – Mt San Jacinto College
Jeff Laguna, Health Sciences Coordinator, Proxy Committee Chair – Chaffey College
Becky Lewis, Social Service Practitioner – San Bernardino County Adult Protective Services
Judy McFadden, Part-Time Faculty – Chaffey College
Celeste Mor, Health Sciences Counselor – Chaffey College
Melissa Pinion, Communications Manager – Chaffey College
Jonathan Polidano, CTE Liason – Chaffey College
Gale Taylor, Caregiver Support Group Facilitator – Aging Next
Roxanne Young, Deputy Director – San Bernardino County Department of Aging and Adult Services

Call to Order – Jeff Laguna, Program Coordinator, Proxy Committee Chair

The meeting was called to order at 10:05 a.m.

Welcome and Introductions – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff announced that he will be serving as the Proxy Committee Chair for the meeting.

Advisory Meeting Format Revision – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff explained that the advisory meetings will be shifting from mainly focusing on data collection from the committee to a collaboration of the committee's goals; where the program stands, would like to be and where it seems to be headed. Following this meeting, subcommittees will be reintroduced and utilized for this committee. Jeff envisions that the subcommittees will be productive and see tasks through to completion.

Approval of prior meeting minutes – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff asked the committee to review minutes from 2/2/2018 for any changes or updates and requested a motion to approve. **The committee voted to approve the 2/2/2018 minutes as presented.**

College Update – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff reported that there have been significant changes at Chaffey College due to the COVID-19 pandemic. The Gerontology Program has moved to a fully online format which has been successful since the program was mostly online prior to the pandemic, with only a few in-person courses. Overall college enrollment for Fall 2020 is down 7.8%, in line with trends being seen across the state. Spring enrollment is expected to decrease even more. The Gerontology Program is actually seeing growth, as the college is encouraging the program to offer more classes. This is related to the program recently being linked to the nursing programs and providing support for nursing students.

Following a needs-based survey of the students completed by the college, Chaffey College has created a Chromebook loaner program. The program has provided thousands of students with a Chromebook to assist with the transition to online instruction. Student support services have transitioned to online and the college has built a support hub for ease in accessing services. The support hub has received positive student feedback with many students reporting that the hub is providing more information than they have had access to before. Jeff noted that COVID has brought about many positive changes to the college that will likely remain changed forever.

The college has introduced the use of Success Coaches, who provide one-on-one virtual support to students that can range from how to access financial aid to how to speak with a counselor. The use of Success Coaches has done quite well campus wide.

Lastly, nearly all faculty at the college have received distance education certification. Jeff commented on how remarkable it is that the college was able to make this pivot so quickly and successfully.

Counseling Report – Celeste Mor, Health Sciences Counselor

Celeste gave an overview of the college's development and implementation of the state's guided pathways initiative over the last couple of years. The pathways streamline a student's journey through college from entry to completion in a timely manner. Chaffey has organized its programs into six academic and career communities.

Gerontology one of the only programs placed in two separate Academic and Career Communities at Chaffey College: 1) Public Service, Culture and Society, and 2) Health, Wellness and Athletics. Celeste proceeded to give an overview of the Gerontology certificate on the Chaffey website and the information it provides to students while screen-sharing the site. She demonstrated the interactive features of the online certificate, to include program information, student learning outcomes, salary growth and career outlook. Courses are outlined in the sequence that they are recommended by the discipline faculty. Students can also drill down for more information on the course listed in the pathway. The pathway certificate contains a hyperlink to request an appointment with counseling if students have more questions.

Program overview and update – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff gave an overview of the programs of study as follows:

- Caregiving Essentials (non-credit) Certificate
 - 1.5 years old
 - Two courses total
 - Focuses on supporting the informal caregiving network
 - Created to support the informal caregiving network, such as those caring for aging or injured relatives, in hopes of providing them with insight into what how to be a successful caregiver and the resources to which they have access
- Community Caregiving Certificate
 - Supports the formal caregiving network, or those that seek caregiving as employment
- Gerontology Certificate
 - The oldest of the program's certificates
 - Supports entry level jobs in the aging continuum of care
 - Seeks to get students calibrated with working with older adults, giving them the skills that they need in order to be successful in entry level jobs
- Gerontology A.S. Degree
 - Built long ago as a transfer degree to support students seeking a gerontological career
 - The goal is for these students to transfer on to a four-year institution and earn a bachelor's degree, and possibly even go on to subsequently earn a master's or doctoral degree, where they can contribute in the field of gerontology

Jeff opened the floor up to any questions regarding the program's certificates or degrees.

T. L. Brink asked if the A.S. degree is articulated with any of the Cal State Universities and if it assists students seeking to enter a nursing or social work program, to which Jeff responded not at this time. He explained that unfortunately, the Gerontology field at the bachelor's degree level, especially within the CSU system, is almost non-existent. Jeff expressed his hopes of the program strengthening its service as a foundation of aging studies that students can pivot from into complementary fields at higher education levels such as Human Development. He would like to see a stronger, more defined pathway from gerontology into related fields and would like this committee to focus on making that a reality. T.L. agreed, citing the support the field offers to nursing and social work students.

Standard update approval for Chancellor's Office [vote] – Shireen Awad, Curriculum Specialist

Shireen explained the need for CTE programs to report Advisory Committee approval of offered programs to the Chancellor's office. Approval is an agreement that the programs are found to be relevant and employable.

Jeff presented the Caregiving Essentials (non-credit) Certificate, Gerontology AS Degree, Gerontology Certificate and Community Caregiving Certificate for the committee's approval. **The committee voted to approve all four items as presented.**

Goals for the program: Curriculum Redesign – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff stated that the program will begin exploring curriculum redesigns to more adequately meet the needs of the region as well as the state. This will involve building stronger pipelines and partnerships with universities. For non-transfer students, a more fine-tuned certificate aligned with other complementary fields will be developed. A job survey completed by advisory members earlier in the Fall indicated that additional multi-disciplinary Gerontology offerings should definitely be explored more deeply and in a new way. For all these reasons, this will likely be the key conversation point at this advisory meeting.

Gerontology Program Research of Educational Pipelines and Partnerships – Pamela Abbott-Enz, Part-Time

Pam presented the first series of reports issued by the Governor for his Master Plan on Aging, noting that it aligns perfectly with a lot of the committee's conversations. Within the report, seven specific areas were introduced in terms of varying levels of importance, to include newly identified areas such as emergency and disaster preparedness. Citing the seven categories, Pam stated that it is not a difficult stretch to see where there is a direct link between training Gerontology students and employment opportunities for an expanding workforce that we are hoping will accompany those new directives. She also cited the Biden-Harris Caregiving Workforce Plan, which includes creating 1.5 million new jobs geared toward home and community service-based services. Pam continued by explaining that she researched the state-wide higher education system for the best gerontology programs available and their best practices. She reported her findings as follows:

There is a relatively consistent traditional trajectory involving specialist short course certificates, specialized long-term certificates, non-specialized certificates and associates degrees varying between aging studies and gerontology. Gerontology students have tended toward working in adult day programs and case management in their career trajectories. The certificate-earners are finding their way into interior design and software and computer engineering, government relations and policy analysis, end-of-life care support and cognitive behavior. Horticulture even exists as a specialty for those folks who are working, particularly in Alzheimer's Disease housing (as well as other dementia units), creating specific agricultural environments that are safe for dementia patients. There is not enough research to determine what careers students attain with the gerontology degree despite knowing that there are students attaining bachelor's degrees in the field. There is a higher number of students with master's degrees in gerontology than there are bachelor's degrees. Predictable career ladders already exist within the field that can be presented to students, but there exists so many more pathways after completing the basic gerontology courses.

There are an increasing number of gerontology programs collaborating with almost an even number of courses being offered between two or three different collaborative departments, creating an aging specialist degree. Saddleback, American River, Coastline Colleges and Portland Community College all offer an associate's degree or certificates. They have included their associate's degree curriculum in some way in CSU and UC general education patterns. A substantial number of the courses that are included in the associate's degree have been intentionally crafted to be a part of the CSU or UC transfer pattern. Additionally, there is this repeated pattern of inter-departmental collaboration. It was found that the short-term career certificate courses are being used as an addendum to what students are doing professionally at the time. Such students may have a bachelor's degree or even a master's degree in another discipline and decide to enroll these classes to make themselves stand out as a specialist.

Of the colleges researched, some with high-unit certificates (24-36 units) require a number of courses in sociology and philosophy in addition to the four core gerontology courses, while others house their gerontology program under the sociology department and require three core courses while relying on collaborative partnerships with interior design, architecture and psychology to have students earn a certificate in environmental design. There also exists pathways where students graduate with a gerontology degree with a specialty in business case management, social sciences, environmental design, and healthcare or social policy recreation.

Pam pointed out that the change is being seen in where students go from the Chaffey College gerontology programs and what they do. She provided the committee with some examples of her students' parlaying gerontology courses into other fields, to include:

- A student with a bachelor's degree in environmental sciences, who took her course and ended up completing a gerontology certificate because of one lecture given on how (at the time) Canada was paying for home safety evaluation and construction. The student took that knowledge and parlayed it into owning a lucrative senior home inspection and modification company in the Midwest.
- A student entered the gerontology certificate program after having 15 years as a radiologist and completed her master's degree and gerontology certificate at the same time. The student now manages a radiological program in Northern California specializing in doing MRIs, specifically with an older population and has taken it further and is looking at forensic radiology specific to conditions that are entirely geriatric in nature.
- A student with a bachelor's degree in occupational therapy who entered a gerontology certificate program completed an associate's degree in interior design and now approves all of the activity coordinator programs as an occupational therapist through the Department of Public Health licensing for the State of California.

Pam went on to state that "it's about gerontology creating relationships with specialties, both within the campus structure and outside of the campus structure and giving our students as many choices in their career path as possible". She then presented a list of other disciplines who aging studies could collaborate with at Chaffey based on surprising careers that she has seen gerontology degrees used in, as follows:

- Aging studies and business
- Aging studies and nutrition
- Aging studies and design environmental design
- Aging studies and prison advocacy
- Aging studies and recreation and fitness
- Aging studies and elder advocacy

Currently, only four standalone gerontology bachelor's degree programs exist in the state. The trend is for content to be integrated into the general education curriculum at the bachelor's degree level. Best practice seems to be to catch students in the certificate in the minor so that they can then take that pipeline pathway and possibly revisit gerontology at the master's degree level.

Educational pipelines do exist at other colleges. Saddleback has an agreement where units for the gerontology program will be accepted as a part of a human services bachelor's degree. Coastline has a

relationship with Fullerton and Long Beach. American River has a relationship with Sacramento State and UC Davis. From these examples, it is shown that associate degree general education does cross over. Human development programs present a good opportunity for Chaffey. The CSU East Bay human development and aging bachelor's degree was identified as a good fit because they are a 100% online program. These such programs that offer pipeline opportunities are scattered throughout the state and because of the nature of online education, Chaffey College students are also scattered throughout the state. This makes all of these programs worth consideration and not just those geographically close to our campuses.

Pam is hopeful that Chaffey College and this committee will be considering some innovate associate's degrees and certificate to career pathways. She also hopes to align those programs to the state's Master Plan for Aging, as a direct pipeline for employment does exist there. She believes the committee should examine those pipelines for associate's degrees to bachelor's degrees.

Follow up comments to Professor Abbott-Enz's presentation of research ensued as follows:

Wendy Deras, RDEE Health inquired if there are plans to address the gerontology community's need for more care and home health aides through a direct care path within gerontology. Jeff responded by stating that gerontology falls on a huge spectrum, interrelating to multiple fields which is in part why he advocated for gerontology to be housed under multiple academic pathways/academic communities. He expressed that he believes that the program must be intentional about what direction it goes in next. Alumni data should be reviewed to identify the areas where growth is needed and where significant impact can be made. The program is currently training nurses in a pre-nursing setup at Chaffey, which lends some support to the area that Wendy has mentioned. The CNA program is being revived at Chaffey and to have gerontology be a part of that development will be critical to what degree is the outcome, be it a gerontology degree or gerontology supporting the CNA program.

Jeff also stated that while this meeting was about collaboration, the next step is for the committee to come together to find the data and identify who should be involved in these next planning steps.

Pauline Abbott added that there are great possibilities for pipelines. She emphasized the importance of networking and collaboration, stating that is how success is achieved. She noted the importance of the field now having an external accreditation board. Pauline stated that she would like to see Chaffey College pursue accreditation through the new external accreditation board because of the legitimacy that it adds to the program.

Jeff responded stating that the direction of the program relies heavily on the participation and support of this committee. Seeking external accreditation is a definite possibility and is being considered.

Subcommittee Plan – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Jeff recognized that in the past subcommittee work has lacked directives and goals. He would like to start really utilizing subcommittees and have much of the work occur within the subcommittees. He would like to start with a *New Programs* subcommittee, and then possibly develop an additional subcommittee if there is a need coming from the initial subcommittee. He would like to have a community partner lead the subcommittee and stated an email would be sent calling for a volunteer in that capacity. Additionally, a

Transfer Pipelines subcommittee and *Student Mentoring* subcommittee may also be put together in the future.

Call for Chairperson nominations – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Since the current committee chair, Kelly Yokum has become a Chaffey College faculty member, there is a call out for a new outside partner to fill this role moving forward. An email calling for nominations for the position will be sent out.

Future Meetings – Jeff Laguna, Program Coordinator, Proxy Committee Chair

Plans are to meet again in spring. Once work is underway toward the program's goals, Jeff hopes for quarterly updates via email, and meetings 1-2 times per year.

Jeff concluded the meeting by thanking the committee and encouraging members to contact him with questions or suggestions.

Adjournment – Jeff Laguna, Program Coordinator, Proxy Committee Chair

The meeting adjourned at 11:25 a.m.

Minutes prepared by Rita Morales, Chaffey College Gerontology Program AAll