



CALIFORNIA STATE UNIVERSITY, LONG BEACH

VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

Chair, Family & Consumer Sciences Department: Wendy Reiboldt Date: 3/17/2023
Wendy Reiboldt

Dean, College of Health & Human Services : Monica Lounsbery Date: 3/17/2023
Monica Lounsbery

Vice Provost Academic Programs: Jody Cormack Date: 3/17/2023
Jody Cormack



CALIFORNIA STATE UNIVERSITY, LONG BEACH

VICE PROVOST FOR ACADEMIC AFFAIRS

Memorandum of Understanding

Masters of Gerontology
Department of Family and Consumer Sciences
College of Health and Human Services
February 2023 (for 2022 review)

This Memorandum of Understanding outlines the consensus reached by the Masters of Gerontology program, the Department of Family and Consumer Sciences, the College of Health and Human Services, and the Division of Academic Affairs, based on the program review (Self-study August 2022; External Review visit in October 2022; and UPRC report February 2023). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The Gerontology program offers a 36-unit interdisciplinary Master of Science in Gerontology. In addition, the program also offers a post-baccalaureate Gerontology Certificate and an upper-division undergraduate Gerontology Certificate and a minor program which are not a part of this review. The Gerontology MS program was last reviewed in 2017 wherein the MOU recommended the following: developing a multi-year assessment plan; developing a plan for instructional need and hiring; and, refining and expanding advising for students. In addition, the MOU set benchmarks for the program to achieve 75% retention rates, 75% 4-year graduation rates, and annual admission rate of 20-25 students. The program has made progress on support for student advising and developing a hiring plan, but still has not developed and implemented a direct assessment plan. In addition, the benchmarks set for the program are not yet met.

A number of strengths were identified in the program review reports, including:

- The program is seeking accreditation through the Accreditation for Gerontology Education Council (AGEC).
- Faculty advising and mentoring for students; commitment to actively engage students in the professional community through their research presentations and posters.
- Curriculum: 23 graduate (500/600-level) courses offered in the curriculum.
- Faculty commitment to DEI, and efforts to have CSULB designated as an Age Friendly University (AFU).

Areas of concern and opportunities for development included:

- The mission statement could be revised to better capture the richness offered by the program.
- The program Director is highly regarded as a leader, but the external reviewer suggests that she may need additional release time for administrative tasks and mentoring.

- Average years to graduation and 2- and 3- year graduation rates are higher than other graduate programs within the FCS Department; average units earned (range 41-54) are greater than the 36-unit requirement. The culminating activity could be a barrier to timely completion of the degree.
- Inconsistent application/admissions to the program; due to geriatric workforce shortage, increasing demand in gerontology could be emphasized for marketing and promoting the program.
- PLOs can be further revised to be more measurable and rigorous; annual direct assessment of SLOs in alignment with PLOs is lacking, along with closing the loop activities for program improvement.

It is therefore agreed that the Gerontology program will:

1. Review and revise the gerontology program's mission and vision to capture specifics of current offerings.
2. As resources permit, explore opportunities for increased release-time for program director to help with current duties, including assessment, mentoring, advocacy, and recruitment activities.
3. Review and revise program learning outcomes (PLOs) as needed and implement Gerontology's comprehensive assessment plan in order to complete annual assessments using direct and indirect methods and report on closing the loop activities to illustrate that continuous learning outcome data are used to inform decision making.
4. Provide an annual update (due June 1) on progress made towards MOU actions to the CHHS dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. Your review cycle will therefore be from 2023-2030. A comprehensive self-study will be due June 2030 for a 2030-2031 Academic Year review process.
5. Consider the curricular changes for the following courses:
 - Reducing the number of electives and making GERN 550 (Social Policy and Aging) a core course to meet the need for more education on policy and advocacy.
 - Expanding GERN 582 (Health Assessment of the Aging Client) to cover more in-depth issues and assessments pertaining to mental health, neurocognitive impairment, and substance abuse in older adulthood.
6. Explore issues related to admission rates and headcount, average time to degree, graduation rates and degrees awarded in order to mitigate any barriers to graduation. Improve the timely completion of the thesis or directed project to shorten the time-to-degree by 1) having students take the GERN 696 (Research Methods) earlier and/or 2) tying directed projects with the internship.
7. Develop strategies of recruitment and retention for future faculty hires to diversify the faculty.

The College of Health and Human Services and CSULB Administration will:

1. Support the Gerontology program in implementing comprehensive assessment of ILOs, PLOs, and SLOs in consideration of future AGEC accreditation.
2. Support the director and/or faculty members in creating a program strategic plan to fund additional release time to help meet current administrative and mentoring duties as well as provide resources for additional activities.

3. Support the gerontology program to develop strategies to increase equity in faculty hiring and promotion.