

**Program Review Report**

**for**

**Health Science Graduate**

[CIP code 51.2795]

**at**

**Florida Gulf Coast University**

**June 1, 2003**

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## **Introduction**

The Division of Health Sciences presents this program evaluation to the state Board of Education. This report provides information related to the Master of Science in Health Science program, one of the inaugural programs of Florida Gulf Coast University.

The Master of Science in Health Science program is designed to provide advanced opportunities for baccalaureate graduates. The program currently offers concentrations in the areas of Gerontology, Health Professions Education, and Health Services Administration. The entire program is offered through distance learning.

Since its inception in August 1997, the program has undergone curriculum changes in the fall of 2000. The main thrust of the change included the deletion of the Health Professions Practice concentration and revisions to the Health Services Administration concentration to accommodate the Accrediting Commission on Education for Health Services Administration (ACHESA) requirements for future accreditation. Since then, there have been no major changes in the program, apart from the department changing over to division status with the chair being replaced by an academic coordinator. This resulted from a reorganization within the College of Health Professions.

There are 4 full-time and 2 half-time faculty members. Four of these hold doctoral degrees. The total number of students enrolled in the program as of spring 2003 is 43.

Assessment indicators show student satisfaction with the program and enrollment has increased steadily since 1997. Faculty continue to aggressively pursue student recruitment into the program.

## **Elements of Program Review**

### **I. Overview, Mission, and Program Description**

#### **Program Overview**

The Division of Health Sciences offers three graduate concentrations as part of the Master of Science in Health Science program: Gerontology, Health Professions Education, and Health Services Administration. The program is designed to provide advanced opportunities for baccalaureate graduates. Graduates are prepared to serve as health care leaders in advanced professional roles within the diverse current and dynamic health services delivery system. In addition, graduates acquire skills and expertise in planning, developing, and implementing innovative and quality health care services.

#### **Mission**

The Division of Health Sciences mission emerges from, and is congruent with the mission of the College of Health Professions and Florida Gulf Coast University. The Division of Health Sciences aims to meet community and market needs by providing future-oriented, accessible, student-focused undergraduate and graduate education programs that foster professional growth, career mobility, diversification, and advancement for health professionals. Faculty and administrators are committed to interdisciplinary education and practice experiences for health professionals from a variety of disciplines within the division and across the College of Health Professions. Faculty, administrators, students, and graduates will assume the responsibility of academic excellent, empathy and professionalism within their scope of practice, and will be empowered to act as ambassadors for health care consumers, the health professions, the College of Health Professions, and Florida Gulf Coast University.

## **Program Description**

The Master of Science in Health Science program is designed to provide career advancement opportunities in the areas of gerontology, health professions education, and health services administration:

- **Gerontology** for those who wish to care for older adults and/or work in institutions that administer or deliver services to older adults.
- **Health Professions Education** for those who aspire to faculty or administrative positions in colleges, universities, and other settings. This concentration is designed for baccalaureate graduates who have completed the basic preparation and hold a license, certification, or registration as applicable to one of the health professions.
- **Health Services Administration** for those who aspire to leadership positions in health care facilities or government agencies, or who are interested in the management of private practices or managed care facilities.

The coursework for this degree program is offered by distance learning. The program includes a program core, one required concentration core, and a culminating experience to include either a thesis, capstone project, or internship. Students have the option of strengthening the concentration with electives or completing a second concentration. Total program length is 42-45 hours.

Coursework for the Master of Science in Health Science includes the following:

### **Program Core (15-18 hours)\***

IHS 5508 Statistical Analysis for the Health Professions (3)

IHS 6112 Legal & Ethical Aspects of Health Care (3)

IHS 6500 Research in the Health Professions (3)

IHS 6939 Health Policy Capstone Seminar (3)

Plus one of the following:

HSC 6911 Health Professions Capstone Project (3)

HSC 6975 Health Professions Thesis (6)

HSA 6942 Internship in Health Services Administration (3)

HSC 6943 Internship in Health Professions Education (3)

GEY 6942 Internship in Gerontology (3)

\* Total hours in program core reflect selection of internship, thesis, or capstone project.

## **Concentration Requirements (27 hours)**

- **Gerontology**
  - GEY 5005 Orientation to Gerontology (3)
  - GEY 5325 Programs & Services for Older Adults (3)
  - GEY 6613 The Science of Aging (3)
  - GEY 6645 Psychosocial Aspects of Aging (3)
  - GEY 6655 Assessment of the Older Adult (3)
  - Elective coursework (12)
- **Health Professions Education**
  - HSC 5260 Teaching Methods for the Health Professions (3)
  - HSC 5268 Health Professions Faculty Roles & Responsibilities (3)
  - HSC 6258 Curriculum Development in Health Professions Education (3)
  - HSC 6715 Educational Measurement & Evaluation in the Health Prof. (3)
  - HSC 6236 Client Education in the Health Professions (3)
  - Elective coursework (12)
- **Health Services Administration**
  - HSA 5115 Health Services Management and Operations (3)
  - HSA 6179 Models of Financial Management in Health Care (3)
  - HSA 6187 Human Resource Management for Health Care Managers (3)
  - HSA 6198 Informatics and Health Management Information Systems (3)
  - HSA 6433 Health Policies & Economic Issues in HSOs (3)
  - HSA 6525 Managerial Epidemiology (3)
  - HSA 6385 Planning, Evaluation, and Quality Management (3)
  - Elective coursework (6)

## **Elective Courses**

GEY 5255 Aging and Adaptation (3)  
GEY 5630 Economics of Aging (3)  
GEY 5934 Topics in Gerontology (1-6)  
GEY 6324 Advanced Practice Gerontology Therapeutic Recreation I (3)  
GEY 6326 Advanced Practice Gerontology Therapeutic Recreation II (3)  
GEY 6626 Ethnogerontology: Diversity in Aging (3)  
GEY 6903 Directed Study in Gerontology (1-6)  
HSA 5112 Comparative Health Services Delivery (3)  
HSA 5126 Concepts & Principles of Managed Care (3)  
HSA 5225 Long Term Care Administration (3)  
HSA 6149 Planning & Marketing Health Services (3)  
HSA 6905 Directed Study in Health Services Administration (1-6)  
HSA 6930 Topics in Health Services Administration (1-6)  
HAS 6933 Entrepreneurship in Health Services Administration (3)  
HSC 5009 Accreditation in Health Professions (3)  
HSC 5269 Continuing Education for the Health Professions (3)  
HSC 6905 Directed Study in Health Professions Education (1-6)  
HSC 6935 Topics in Health Professions Education (1-6)  
HSC 6972 Grant Writing for Health Professions (3)

Students are required to take between 6-15 hours of elective courses. Elective courses may be selected from the elective and concentration requirement lists above, as well as courses offered by other colleges at FGCU.

## **II. Goals, Outcomes, Data Collection and Analysis**

### **Goals and Outcomes**

Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:

- Serve as health professional leaders and educators within the health care delivery system;
- Understand, evaluate, and analyze concepts and theories of policies and procedures in the health care delivery system;
- Evaluate and differentiate the roles, duties, responsibilities, and skills of leaders and practitioners in the concentration of study;
- Evaluate current philosophies, principles, issues and trends which impact the legal and ethical foundations of health care, and serve as innovators and change agents;
- Conduct and evaluate research;
- Serve in leadership positions in professional activities;
- Master human relations, communication and information technology skills; and
- Employ appropriate assessment procedures and intervention strategies to enhance the quality of patient care within the scope of practice.

Graduates of the gerontology concentration will be prepared to:

- Serve as educators, providers, and administrators in the field of gerontology.
- Compare and contrast concepts and theories used to study aging, recognizing their influence on policies and procedures in practice.

- Employ appropriate assessment procedures and interventions strategies to enhance quality of life, and to maintain functional capacity and adaptation at the optimal level throughout the life cycle.
- Understand the principles of effective practice and apply them to the evaluation of gerontology programs and/or practice.
- Understand the variety of contexts within which aging can be examined.
- Summarize, evaluate and utilize popular, professional and scientific literature in gerontology to maintain currency in knowledge and skills, to provide valid rationale for practice and policies, and to enhance accurate interpretation of the various aging processes for the public and other professionals.
- Conduct and evaluate research to improve gerontology practice.

Graduates of the health professions education concentration will be prepared to:

- Serve as educators and administrators in health professions programs at academic institutions and practice sites.
- Understand, evaluate, analyze, and utilize different learning methods, teaching strategies, and models of instruction to develop programs, courses, and lessons in the didactic and practice components of health professions education.
- Evaluate and differentiate the roles, duties, responsibilities, special skills, and the educational and experiential qualifications of health professions faculty at academic institutions and practice sites.
- Measure and evaluate the practice and didactic competencies related to the cognitive, psychomotor, and affective domains through the selection and/or development, validation, and application of test instruments.
- Evaluate the philosophies, principles, and practices of health professions education and develop curricula which integrate didactic and practice components that reflect the needs of the dynamic health services community.
- Conduct and evaluate research to improve health professions education.

Graduates of the health services administration concentration will be prepared to:

- Serve as administrators and educators in health services administration.

- Analyze the social, economic, political and professional forces that impact health service administration and delivery, and implement innovative solutions.
- Manage, lead, design, implement, and sustain effective health-related programs and organizations.
- Master human relations, communication, financial management and information skills.
- Develop and implement policies and procedures related to human resources.
- Analyze epidemiological trends for health care management.
- Conduct and evaluate research to plan, evaluate and improve health services administration.

### **Data Collection and Analysis**

The above listing of goals will provide the basis of the system of assessment to determine program effectiveness. The following criteria assesses the effectiveness of the program:

- **Successful completion of the program as measured by graduation and retention rates.**

<b>Semester</b>	<b>Admitted</b>	<b>Completed</b>	<b>In Progress</b>	<b>Retention Rate (%)</b>
<b>Fall 1997</b>	4	4	0	100%
<b>Spring 1998</b>	2	1	1	100%
<b>Fall 1998</b>	4	3	1	100%
<b>Spring 1999</b>	4	3	1	100%
<b>Fall 1999</b>	3	1	2	100%
<b>Spring 2000</b>	4	2	0	50%*
<b>Fall 2000</b>	4	1	1	50%
<b>Spring 2001</b>	2	0	2	100%
<b>Fall 2001</b>	11	1	8	82%
<b>Spring 2002</b>	5	0	3	60%
<b>Fall 2002</b>	12	0	12	100%
<b>Spring 2003</b>	5	0	5	100%

\*One student academically dismissed for academic integrity.

- **Number of degree and non-degree seeking students taking courses offered.**

<b>Semester</b>	<b>Degree Seeking</b>	<b>Non-degree Seeking</b>	<b>Total</b>
<b>Fall 1997</b>	4	1	5
<b>Spring 1998</b>	6	1	7
<b>Summer 1998</b>	10	0	10
<b>Fall 1998</b>	10	2	12
<b>Spring 1999</b>	14	2	16
<b>Summer 1999</b>	14	3	17
<b>Fall 1999</b>	17	3	20
<b>Spring 2000</b>	21	3	24
<b>Summer 2000</b>	20	3	23
<b>Fall 2000</b>	24	4	28
<b>Spring 2001</b>	22	2	24
<b>Summer 2001</b>	19	2	21
<b>Fall 2001</b>	29	2	31
<b>Spring 2002</b>	30	3	33
<b>Summer 2002</b>	29	6	35
<b>Fall 2002</b>	40	10	50
<b>Spring 2003</b>	43	11	54

- **Evaluation of the program curriculum by the academic coordinator and faculty.**

During the fall of 2000, extensive program review of the Master of Science in Health Science program took place. As a result of the review, several changes were made to the program:

- Health Professions Practice Concentration eliminated due to lack of interest. Since the inception of the program, only one student enrolled in this concentration.

- Addition of new courses to the Health Services Administration Concentration that will be needed to seek future accreditation from the Accrediting Commission on Education for Health Services Administration (ACEHSA).
- Addition of one new course to both the Health Professions Education and Gerontology core.
- Change in credit hours of the Health Professions Capstone Project from 6 credit hours to 3 credit hours.
- Addition of internships for each concentration as an option for the culminating experience. Students now have the option of selecting either a thesis, capstone project or internship.

During the fall of 2003, GEY 5205 Animal Assisted Therapy and the Older Adult was added to the Gerontology concentration as an elective course. Also the credit hours for directed study and topics courses in all concentrations were changed from 3 credits to 1-6 credits to allow for variable credits in order to offer courses as a continuing education option for professionals in various fields.

▪ **Alumni surveys of the program.**

Alumni surveys were developed by Cindy Conley from the Office of Planning and Evaluation. The surveys were slightly modified and forwarded to 9 graduates by email. Only 4 completed surveys were returned. The surveys indicated the following results:

- Obtained degree in order to seek promotion, improve/increase professional opportunities, move into a supervisory position, improve professional mobility, and/or seek a salary increase.
- Advising at received from the Division of Health Sciences was:
  - Complete and/or comprehensive (3 responses)
  - Somewhat complete and/or somewhat comprehensive (1 response)
  - Accurate (4 responses)
  - Directed student in a suitable or best area
- Feel very well prepared to meet requirements of current position.
- Believe the Health Science program is mostly responsible for how prepared they feel.

- Has improved ability to work in groups and supervise.
  - Skills and knowledge applicable to career have been enhanced.
  - Would recommend program to other students.
  - One student has changed job position due to knowledge gained in program.
  - Three students indicated they would like to further their education.
  - Interested in pursuing education in the area of Health Science (2 responses) and Business Management (1 response).
- **Preceptor assessment of students in internships.**  
 Since the program change including the internship option as a culminating experience was not instituted until fall 2001, no students have completed internships at this time. Three students will be completing internships during the summer 2003 semester.
- **Student grades on HSC 6933 Health Policy Capstone Seminar.**  
 Of the 16 graduates from the Health Science program, the grades for IHS 6939 Health Policy Capstone Seminar are distributed as follows:
    - A = 12 students
    - B = 4 students
- **Student grades on core courses in the program of study.**  
 Of the 16 graduates from the Health Science program, the grades for the Health Science core courses are distributed as follows:
    - IHS 5508 Statistical Analysis for the Health Professions
      - A = 9 students
      - B = 6 students
      - C = 1 student
    - IHS 6112 Legal & Ethical Aspects of Health Care
      - A = 14 students
      - B = 2 students
    - IHS 6500 Research in the Health Professions
      - A = 8 students
      - B = 6 students
      - C = 2 students

### **III. Strengths, Opportunities and Barriers**

At this point in the development of the Division of Health Sciences, more strengths and opportunities exist than barriers. The strength of the program is the distance learning format which has allowed students from all over the state of Florida, as well as South Carolina, New York, and Georgia, the opportunity to earn a master's degree. This could not have been accomplished without the strength of the faculty who have taken the time to learn the new technology needed to deliver web-based courses. The dedication of the faculty to this format accounts for the enrollment increases every semester. Another strength of the faculty is the ability to utilize opportunities in the community (both academic and regional) to enhance their contributions in the areas of scholarship and service.

The Division of Health Sciences sees many opportunities for expanding enrollments within the Master of Science program to students throughout the state and the nation. Several health professions across the nation have converted or are in the process of converting to masters entry level such as Physical and Occupational Therapy. Individuals with bachelor's degrees in these programs are seeking enrollment in the Health Science program to stay competitive with future professionals. Also, the increasing population of older adults has made the gerontology concentration a valuable area of study for practicing health professionals, especially in the state of Florida.

One barrier the program faces is budget cuts that limit the resources and faculty needed to deliver the program. Although the Health Science program is just one program, there are three concentration areas as well as the core courses that are presently being taught by three faculty members. The lack of enrollment growth funds does not allow the Division to hire new faculty to assist in teaching some of these courses, as well as courses at the undergraduate level. Also, progress toward achieving national accreditation for the Health Services Administration concentration by the Accrediting Commission on Education for Health Services

Administration is being delayed because of lack of faculty. Another barrier deals with out-of-state tuition that prevents enrollment growth. We receive many inquiries from out-of-state students about our program because of the distance learning format but the high cost of tuition makes the program unaffordable for many, especially at the graduate level.

#### **IV. Recommendations**

The following recommendations are submitted:

- a. Additional faculty needed due to increasing enrollment growth and diversity of concentrations.
- b. Continued support for faculty development towards upgrading technology skills.
- c. Continued support for upgrading university technology that faculty utilize in delivering web-based courses.
- d. Adjustment of tuition and fees for out-of-state students pursuing web-based courses/degree.

#### **V. Continuous Improvement**

Program and faculty evaluations are ongoing. Evaluation of graduates will continue and the results used to continue improving the quality of the program. The Health Science faculty continue to assess areas of potential growth and program expansion. Strategic plans for recruitment are being developed to target enrollment increases in the gerontology and health services administration concentrations.