

Program Review Report

for

Health Science Undergraduate

[CIP code 51.2795]

at

Florida Gulf Coast University

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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 Bachelor of Science in Health Science program, one of the inaugural programs of Florida Gulf Coast University.

The Bachelor of Science in Health Science program is an upper division program for first time in college students as well as students who possess an associates degree. The program currently offers concentrations in the areas of Gerontology, Health Science, Health Services Administration, and Therapeutic Recreation. 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 addition of the Gerontology and Therapeutic Recreation concentrations and deletion of the Health Professions Practice concentration. 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 64.

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 four undergraduate concentrations as part of the Bachelor of Science in Health Science program: Gerontology, Health Science, Health Services Administration, and Therapeutic Recreation. The program is designed to provide career advancement opportunities for entry level health profession practitioners and for individuals who seek careers in health care areas relevant to gerontology, health professions education, health services administration, and therapeutic recreation. The program is also recommended for students who are interested in a health profession that requires a master of science at the entry level, such as physical therapy.

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 excellence, 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

As stated previously, the Bachelor of Science in Health Science program is designed to provide career advancement opportunities for entry level health profession practitioners

and for individuals who seek careers in health care areas relevant to gerontology, health professions education, health services administration, and therapeutic recreation. The program is also recommended for students who are interested in a health profession that requires a master of science at the entry level, such as physical therapy and occupational therapy.

The coursework for this degree program is offered by distance learning. The 60-hour upper division curriculum includes interdisciplinary core courses based on generic health care professional competencies, health science core courses, courses specific to career goals and selected area of specialization (concentration), and the University Colloquium. Concentrations include gerontology, health science, health services administration, and therapeutic recreation. A practicum is required for the health services administration concentration and as an elective requirement for the gerontology concentration. Students in the health science concentration also can select a practicum in health professions education as an elective course providing they possess license, certification, or registration in a health profession.

National certification for students selecting the therapeutic recreation concentration is available through the National Council for Therapeutic Recreation Certification (NCTRC), an independent credentialing body. NCTRC awards the title of Certified Therapeutic Recreation Specialist (CTRS) based upon prescribed education and experience requirements and successful performance on a 200-item national examination. After completion of the certificate program and one year of work experience under a CTRS, the student will be able to sit for the national examination.

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

Health Professions Interdisciplinary Core (12 hours)

IHS 3101 Shaping Healthcare in the 21st Century (3)

IHS 3203 Managing & Leading in Health Care Organizations (3)

IHS 4504 Research Methods in Health Care (3)

IHS 4938 Health Professions Senior Seminar (3)

Program Requirements (18 hours)

HSA 3117 Principles of Health Services Administration (3)
HSA 3122 US Health Care Systems (3)
HSA 4185 Human Resource Management (3)
HSA 4191 Health Care Information Systems (3)
HSC 4500 Epidemiology (3)
IHS 3111 Legal & Ethical Principles of Health Care (3)
IDS 3920 University Colloquium (3)

Concentration Requirements (27 hours)**▪ Gerontology**

GEY 3001 Introduction to Gerontology (3)
GEY 3601 Aging and Human Performance (3)
GEY 3320 Programs for Older Adults (3)
GEY 4644 Psychosocial Aspects of Aging (3)
Elective coursework (15)

▪ Health Science

HSC 3231 Client Education in Health Care (3)
HSC 3243 Teaching & Learning in the Health Professions (3)
HSC 3720 Health Perspectives & Assessment in HP Practice (3)
HSC 4250 Task Analysis & Curriculum Development in the HP (3)
Elective coursework (15)

▪ Health Services Administration

HSA 3151 Health Care Policy in the US (3)
HSA 4109 Principles of Managed Care (3)
HSA 4170 Models of Financial Management in Health Care (3)
HSA 4503 Risk Management in Health Services (3)
HSA 4817 Practicum in Health Services Administration (3)
Elective coursework (12)

▪ Therapeutic Recreation

LEI 3703 Foundations of Therapeutic Recreation (3)
LEI 4706 Conceptual Issues in Therapeutic Recreation (3)
LEI 4711 Program Development & Evaluation in TR (3)
LEI 4713 Principles & Practices in Therapeutic Recreation (3)
LEI 4719 Assessment & Documentation in TR (3)
LEI 4814 Facilitation Techniques in Therapeutic Recreation (3)
Elective coursework (9)

Elective Courses

GEY 3002 Family Issues and Aging (3)
GEY 3302 Communicating with Older Adults (3)
GEY 4643 Later Life Transitions (3)
GEY 4903 Directed Study in Gerontology (1-6)
GEY 4930 Topics in Gerontology (1-6)
GEY 4941 Practicum in Gerontology (3)
HSA 3124 Comparative Health Service Delivery Systems (3)

HSA 3412 Transcultural Health Care (3)
HSA 4140 Program Planning and Evaluation (3)
HSA 4222 Long Term Care Administration (3)
HSA 4901 Directed Study in Health Services Administration (1-6)
HSA 4931 Topics in Health Services Administration (1-6)
HSC 4265 Continuing Education for the Health Professions (3)
HSC 4729 Statistical Methods for Health Care (3)
HSC 4818 Practicum in Health Professions Education (3)
HSC 4905 Directed Study in Health Professions Education (1-6)
HSC 4932 Topics in Health Professions Education (1-6)
LEI 4905 Directed Study in Therapeutic Recreation (1-6)
LEI 4930 Topics in Therapeutic Recreation (1-6)

Students are required to take between 9-15 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

The graduates of the Bachelor of Science in Health Science Program are prepared to serve in professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate the following entry-level competencies:

- Basic skills and an understanding of the principles, concepts, and processes of health sciences;
- Understanding of the multifaceted roles of health care professionals;
- Understanding of the social, economic, political and professional forces that shape the health care delivery system;
- Attentiveness to the environment, ecological issues, and professional practice as related to safety practices in health services delivery;
- Development of effective and appropriate communication skills in health sciences;
- Understanding of legal and ethical implications in health sciences;

- Application of principles of research and inquiry to investigate problems, demonstrate outcomes and apply findings to professional practice;
- Integrate skills, knowledge and practice experiences that demonstrate professional growth and career mobility in health sciences;
- Ability to assess needs, develop priorities and implement solutions to problems using discipline specific and interdisciplinary approaches in health sciences;
- Understanding and utilization of technology as it relates to health sciences;
- Participation in community, university, and professional activities.

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.**

Semester	Admitted	Completed	In Progress	Retention Rate (%)
Fall 1997	6	6	0	100%
Spring 1998	2	2	0	100%
Fall 1998	4	3	1	100%
Spring 1999	0	-	-	-
Fall 1999	12	7	3	83%
Spring 2000	3	2	0	66%
Fall 2000	12	6	3	75%
Spring 2001	7	0	6	86%
Fall 2001	19	2	16	95%
Spring 2002	4	0	4	100%
Fall 2002	13	0	13	100%
Spring 2003	5	0	5	100%

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

Semester	Degree Seeking	Non-degree Seeking	Total
Fall 1997	6	1	7
Spring 1998	8	2	10
Summer 1998	8	2	10
Fall 1998	18	3	21
Spring 1999	18	2	20
Summer 1999	18	5	23
Fall 1999	27	2	29
Spring 2000	27	2	29
Summer 2000	26	10	36
Fall 2000	38	4	42
Spring 2001	43	2	45
Summer 2001	35	12	37
Fall 2001	52	4	56
Spring 2002	48	2	50
Summer 2002	48	10	58
Fall 2002	60	5	65
Spring 2003	64	3	67

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

During the fall of 2000, extensive program review of the Bachelor 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, no students have enrolled in this concentration.
- Creation of the Health Science Concentration to incorporate courses from both the Health Professions Education & Health Professions Practice Concentrations. This concentration allows students seeking admission into master entry-level programs

the opportunity to complete pre-requisite requirements of these programs as elective courses.

- Addition of Gerontology and Recreation Therapy Concentrations.
- 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).
- During the fall of 2003, the following courses were added to the Gerontology concentration as a result of a grant funded through the Department of Health and Human Services Bureau of Health Professions:
 - GEY 3002 Family Issues and Aging
 - GEY 3302 Communicating with Older Adults
 - GEY 4643 Later Life Transitions
- Also during the fall of 2003, 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. Directed study and topics courses specific to gerontology and recreation therapy were added to each of those concentrations. A practicum in gerontology also was added to the gerontology concentration.
- **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 19 graduates by email. Only 2 completed surveys were returned. The surveys indicated the following results:

 - Obtained degree in order to improve/increase professional opportunities and improve professional mobility.
 - Advising received from the Division of Health Sciences was:
 - Complete and/or comprehensive (1 response)
 - Somewhat complete and/or somewhat comprehensive (1 response)
 - Accurate (2 responses)
 - Directed student in a suitable or best area.
 - Feel adequately 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.
 - Would recommend program to other students.
 - One student has changed job position due to knowledge gained in program.
 - One student is currently furthering their education and the other student will be doing so within the next year.
 - Both interested in pursuing education in the area of Health Science – one at FGCU and the other at the College of South Florida (sic).
- **Preceptor assessment of students in practicum.**
 Since the inception of the program in 1997, 28 students have completed the practicum course with 24 students completing Health Services Administration practica and 4 students completing Health Professions Education practica. All 28 students received satisfactory evaluations from the preceptors at the practicum sites.
- **Student grades on practicum.**
 All 28 students completing either the Health Services Administration or Health Professions Education practicum received grades of satisfactory from the preceptors at the practicum site.
- **Student grades on IDS 3920 University Colloquium.**
 Of the 31 graduates from the Health Science program, the grades for IDS 3920 University Colloquium are distributed as follows:
 - A = 22 students
 - A- = 4 students
 - B+ = 2 students
 - B = 2 students
 - C = 1 student
- **Student grades on IHS 4938 Senior Seminar.**
 Of the 31 graduates from the Health Science program, the grades for IHS 4938 Senior Seminar are distributed as follows:
 - A = 19 students
 - B = 11 students

- C = 1 student
- **Student grades on College of Health Professions (CHP) and Health Sciences core courses in the program of study.**

Of the 31 graduates from the Health Science program, the grades for the CHP Core courses are distributed as follows:

- IHS 3101 Shaping Healthcare for the 21st Century
 - A = 18 students
 - B = 11 students
 - C = 2 students
- IHS 3203 Management & Leadership in Healthcare Organizations
 - A = 22 students
 - B = 8 students
 - C = 1 student
- IHS 4504 Research in the Health Professions
 - A = 22 students
 - B = 6 students
 - C = 3 students

A requirement of the Health Science program is that all students must earn a grade of C or better in all courses. Therefore, all 31 graduates completing Health Science core courses received a grade of C or better.

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 the opportunity to earn a bachelor'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 Bachelor of Science program to students throughout the state and possibly the nation. At the present time, the program serves as a feeder program for students interested in pursuing health professions requiring masters entry level, such as Physical Therapy and, in the near future, Occupational Therapy.

One barrier the program faces is budget cuts that limit the resources and faculty needed to deliver the program. 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.

IV. Recommendations

The following recommendations are submitted:

- Additional faculty needed due to increasing enrollment growth and diversity of concentrations.
- Continued support for faculty development towards upgrading technology skills.
- Continued support for upgrading university technology that faculty utilize in delivering web-based courses.
- 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.