

Integrative Program Matrix

Bachelor of Science in Community Health Program

University Student Learning Goals & Outcomes (Abbr.)	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
	Graduates of the College of Health Professions will:	Graduates of the Bachelor of Science in Community Health are prepared for graduate study or direct employment in various careers servicing the health and wellness needs of individuals, groups, and communities. Graduates will demonstrate the following entry level competencies:	<p>All of the courses in the Community Health curriculum have syllabi showing evidence of linkage to the “Program Student Learning Outcomes.”</p> <p>Assessments include those of</p> <ol style="list-style-type: none"> 1) program students & graduates, 2) courses and instructors 3) program policies & structure <p>1) Students & graduates Student performance in curriculum courses; students must maintain a 2.75 GPA (and higher for graduate school admission);</p>	<p>During the fall and spring of 2007-2008, extensive program review of the BSCH program was conducted by the Department Faculty. As a result, several changes were made to the program:</p> <ul style="list-style-type: none"> • Concentrations were eliminated from the major due to low enrollments in two of the three listed • Course requirements and some specific courses were restructured to allow multiple career paths without specific concentrations • Review of quality indicators for BSCH students and graduates was performed; discussions were undertaken to identify ways to increase quality within the program; efforts to ensure more student experience with objective testing were undertaken as a means of preparing students for GRE or certification exams • Community practice experiences were cited as particularly valuable for developing employability of graduates
Aesthetic Sensibility: know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.	1. Demonstrate insights into the arts, sciences, and humanities in professional practice and personal life.		<p>Student performance on community projects; students must satisfy on-site community agency personnel and the associated course instructor</p> <p>Retention/attrition rates of students in the program, compared with overall FGCU rates</p> <p>Comparison of CH graduates to other graduates applying from graduate school at FGCU—UG GPA and first semester performance in graduate program</p>	
Culturally Diverse Perspective: know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.	<p>2. Be cognizant of “and respect other cultures and their beliefs and customs regarding health care.</p> <p>3. Demonstrate compassionate client-centered and client-directed health care individually and as a team member, with an understanding of the domain of knowledge and practice roles of the chosen profession, and the interrelatedness of knowledge and practice across other health care disciplines.</p>	<p>Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.</p> <p>Demonstrate an understanding of health and wellness in the context of human development.</p> <p>Courses: DEP2004, IHS3101, IHS3112, IHS3203, HSC3131, HSC3582, HSC4555, HSC4910</p>	<p>Student performance on community projects; students must satisfy on-site community agency personnel and the associated course instructor</p> <p>Retention/attrition rates of students in the program, compared with overall FGCU rates</p> <p>Comparison of CH graduates to other graduates applying from graduate school at FGCU—UG GPA and first semester performance in graduate program</p>	
Ecological Perspective: know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects	4. Demonstrate attentiveness to synergy between self, environment, and culture, and with respect for others.	<p>Demonstrate an understanding of the reciprocal interaction of the growing and developing individual and dynamic environmental factors, and the impact on health of this interaction.</p> <p>Courses: DEP2004, HSC3201, IDS3920</p>	<p>Acceptance rates of applicants to graduate programs; pass rates on Health Education Cert Exam (for those who elect to take it)</p> <p>2) Courses and instructors SAIS feedback from students on all courses & instructors</p>	

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<p>Effective Communication: know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.</p>	<p>5. Demonstrate effective communication with proficiency in listening, oral and written English; information and communication technology.</p>	<p>Communicate effectively, orally and in writing, in the development and presentation of health and wellness information to individuals across the lifespan.</p> <p>Courses: HSC3201, HSC3208, HSC3243, HSC3531, HSC4555, IHS4504, IHS4938, OTH3012C</p>	<p>Periodic review of curriculum & course structure by Department faculty, Chair, and community advisors to ensure all student learning outcomes are addressed; course grades in courses associated with each SLO</p> <p>3) Program Policies and Structure Alumni surveys incorporating evaluation of effectiveness at meeting Student Learning Objectives</p>	
<p>Ethical Responsibility: know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.</p>	<p>6. Demonstrate acceptance of and responsibility for ethical decision making with an understanding of the interrelatedness of ethics, the law, and perspectives of the diverse community.</p> <p>3. Demonstrate compassionate client-centered and client-directed health care individually and as a team member, with an understanding of the domain of knowledge and practice roles of the chosen profession, and the interrelatedness of knowledge and practices across other health care disciplines.</p>	<p>Articulate the ethical dimensions of promoting community health, advocating for services for constituents, and demonstrating cultural competence in dealing with various members of a diverse community.</p> <p>Courses: HSC3101, HSC3112, HSC3131, HSC3582, HSC4910</p>	<p>Employment placement rates of graduates (for those who seek direct employment rather than graduate study)</p> <p>Assessment of student performance by on-site supervisors of community-based learning activities</p>	
<p>Information Literacy: identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.</p>	<p>7. Demonstrate the ability to analyze, critique, select, communicate, and apply research principles and findings to professional practice.</p> <p>8. Demonstrate commitment to professional and personal development by assuming responsibility for lifelong learning.</p>	<p>Describe major initiatives in the local community, state, nation, and the world directed toward health and wellness through community action.</p> <p>Discuss the determinants of health and the community resources, both potential and existing, supporting healthy living.</p> <p>Courses: HSC3201, HSC3131, IHS3101, IHS4938</p>		

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<p>Problem-Solving Abilities: Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.</p>	<p>9. Demonstrate critical thinking skills through deductive, reflective, and inferential reasoning to address situations, solve problems, apply knowledge and utilize information in professional practice and life in general.</p> <p>10. Serve as change agents for improvement of the health care delivery system.</p> <p>11. Demonstrate an understanding of professional roles within the context of the U.S. healthcare delivery system.</p>	<p>Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs.</p> <p>Demonstrate problem-solving skills in addressing health and wellness needs of individuals, communities, and populations.</p> <p>Courses: BSC2026, CLP3140, HSC3582, HSC3208, HSC2577, HSC4241, HSC4910, IHS3203, IHS4938, SOP2770</p>		
<p>Technological Literacy: Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.</p>	<p>12. Demonstrate technological literacy by effective, ethical, and creative use, management, and application of informatics and technology in the delivery of compassionate health care.</p> <p>5. Demonstrate effective communication with proficiency in information and communication technology.</p>	<p>Utilize information and communication technology resources in accessing information, dissemination of information, and delivery of services to the community.</p> <p>Courses: HSC3208, HSC4910, IHS4504, IHS4938</p>		
<p>Community Awareness and Involvement: Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects.</p>	<p>13. Demonstrate civic responsibility through community and university involvement, and participation and leadership in professional activities.</p>	<p>Demonstrate skill in assessing health and wellness needs within the community, identifying potential sources for funding initiatives, and writing proposals to meet these needs.</p> <p>Mobilize individuals and organizations within the community to be advocates for community health.</p> <p>Courses: HSC4241, HSC4910, IHS4938</p>		