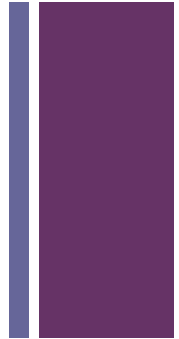


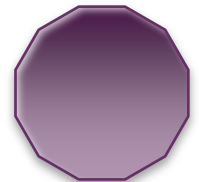
The 'HIT LIST'
things to do and watch for



THE HIT LIST: trouble spots



- **Standard 2:** failure to address Program Learning Outcomes.
- **Standard 10:** little on-going evaluation, sporadic collection of data, little use made of data.
- Write the assessment plan & USE it
 - demonstrate improvements made
 - connect to the Program Learning Outcomes



+ The Hits keep coming

- Clinical program
 - site inspections (see website <https://www.abfse.org/docs/ClinInspectLog.xlsx>)
- Affiliation Agreements
 - signed and current
 - 'interruption'* clause
- Preceptors
 - training
 - credentials



+ The Hits keep coming

- Faculty
 - *original* transcripts
- Curriculum distribution B-6
 - does not require a course for every outline, but evidence that the topics are addressed
- Budget
 - adequate to support; not judging salaries
- Program Director
 - responsibility – chain of command, curriculum, preceptors

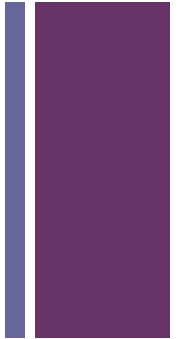


+

more



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- Complaints
 - written (and resolution)

- Library / Learning resources
 - not counting books
 - current holdings
 - adequate access
 - program participation in acquisitions?
 - demonstration of useemphasize **all** learning resources

- Standards for *gatekeepers* 11, 12, 13

+ The 'Hit List' continues

- Issues/questions that consistently arise.



+ Structure, Organization, Administration



- The program/institution must provide evidence that it assumes responsibility for
 - 1.1.1 curriculum content,
 - 1.1.2 classroom teaching and clinical education,
 - 1.1.3 appointment and evaluation of faculty,
 - 1.1.4 policies and procedures for admission, and ...



Organization/administration, etc.



- Program Director:
 - Responsibility and employees that report directly or indirectly
 - Academic background
 - Release time
- *Regionally* accredited vs. ABFSE as sole accreditor (gatekeeper)

+ Program Learning Outcomes (Standard 2)

- Must have.
- Must evaluate.
- Can add more than those in manual, but do **not** delete.





Administrative practices and ethical standards



- Be sure that publications and advertising accurately portray the realities of the program/institution.
- Proper accreditation statement.
- Proper references to any non-accredited programs are prescribed.
- Written policies for complaints
(includes reporting to ABFSE and follow-up)

+ Finance

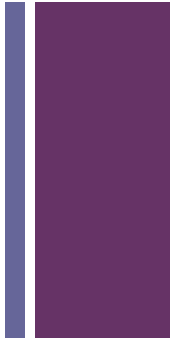


- “The learning resources budget shall be adequate for proper support of the curriculum.”
- “Acceptable accounting practices must be employed and the most current audited financial statements must be provided.”

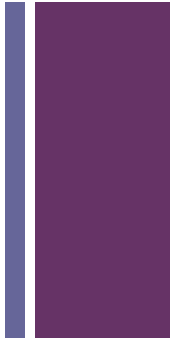


Curriculum

- Curriculum distribution (form B-6).
- Evidence of the technical competence of each graduate.
- Off –campus clinical sites (embalming & funeral directing)
- On-campus RA
- Funeral Directing



+ Faculty



- Faculty credentials, licensing and certifications
- Preceptor credentials
- Student-teacher ratios (30:1; 25:1; 5:1)

+ Facilities

- Each program must maintain an on-campus embalming/preparation space either fully functional or for demonstration purposes. The embalming space must be of sufficient size to accommodate at least one preparation table. It must have an electric embalming machine, instruments, and real or simulated chemicals. In the case of a demonstration lab, it must adequately reflect an actual functional embalming laboratory.



+ Facilities

- Funeral homes in which off-campus instruction takes must be licensed by the appropriate authorities; **(proof)**
- Off-campus instruction must take place in locations which offer adequate learning space for students involved. In the case of instruction in embalming, preparation room facilities must be of sufficient size to allow for satisfactory participation by each student involved; **(inspections)**



+ Facilities

- All facilities must satisfy federal, state, and local regulations. (**inspections**)
- Must have written affiliation agreements with ***each*** off-campus instructional site. Each agreement must specify the responsibilities of the program/institution and the instructional site relative to supervision and instruction of students and liability. Personnel at the instructional site ***may*** be given adjunct faculty appointments by the institution.



+ Library/learning resources

- Learning resources must be accessible to students outside of regular classroom hours. The program must require student utilization of these resources.
- An acquisition policy relevant to Funeral Service Education must be in place and funeral service personnel must be involved with the annual acquisitions related to this program.

+ Students

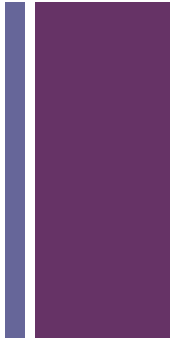


- Evidence that students in the program meet ABFSE minimum admissions requirements.
- Must have written policies and procedures ensuring safety of its students.
- Must provide opportunities for student involvement in program and institutional governance.



Planning & assessment - Standard 10

- The concept of program planning and assessment has at its core a documented plan to measure program effectiveness and implement necessary improvements.
- This plan will incorporate guidelines, procedures and methodologies of planning and assessment and ensure instructional quality and student outcomes.



+ Planning & assessment

- Ongoing system of planning and assessment must include the following:
 - Provisions for collecting, maintaining, and analyzing at data since last comp review. (7 yrs)
 - Opportunities for continuous feedback by students, faculty, and other constituents.
 - Regularly scheduled student evaluations of courses and faculty;
 - Regularly scheduled supervisory evaluation of faculty and program administrators;





Planning and assessment - continued



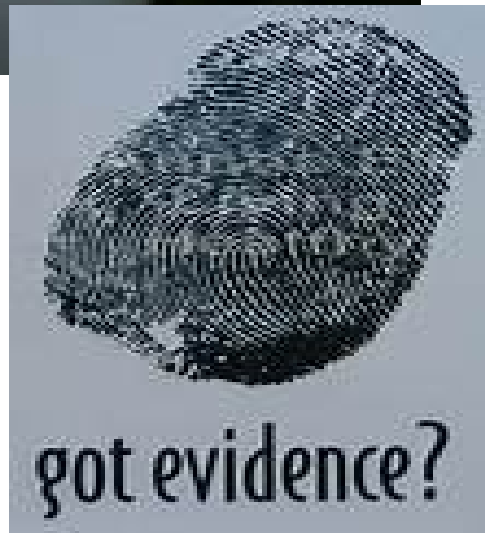
- Results of **annual** surveys of graduates and employers to include satisfaction with instructional quality, preparation for employment, and expectations of employment;
- Methods used to measure the attainment of expected instructional outcomes; and
- Documentation of how the assessment efforts are used to improve instructional and program quality.
- AND NBE scores, graduation rates and job placement rates.

+ Planning and assessment

- If the program has been evaluated previously by ABFSE, the program must document what has been done since the last review to correct any deficiencies that may have been cited in reference to the Standards.



+ EVIDENCE IS CRUCIAL



+ No links

- In the old days (pre-JURA/WEAVE) links to appendices and evidence were encouraged.
- Today, WEAVE is the repository of the SS.
- **Access to the data must be available for future reference** – reason for uploads.
- No hard copy is submitted. (school can print a hard copy for own use)



