



# Calendar-Year Program Report



Program Title: Funeral Service Admin  
Calendar Year: 2020

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## COURSES AND OUTCOMES ASSESSED

Note: Funeral Services works on a program assessment schedule that deviates from the ISLO cycle. All

ISLOs and Program Goals are still assessed during the three-year cycle.

ISLO #4: Social Responsibility – Global Learning & Intercultural Knowledge

PSLO \$5: Funeral Customs

FSAD 111

FSAD 129

FSAD 214

FSAD 307

FSAD 406

FSAD 440

<b>AGGREGATE REPORT</b>
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<b>Assessment Results - AACU VALUE Rubric for ISLO 4 - PSLO 5</b>						
<b><u>Subject</u></b>	<b><u>Course</u></b>	<b><u>Sections Participating</u></b>	<b><u>Total Measures</u></b>	<b><u>Outcome</u></b>	<b><u>Semester</u></b>	
FSAD	111	1	5	100% Exceeded	Fall	
FSAD	129	1	3	100% Exceeded	Spring	
FSAD	214	1	2	1 Met/1 Not Met	Fall	
FSAD	307	1	3	1 Exceeded/1 Met/1 Not Met	Spring	
FSAD	406	1		No Findings Added		
FSAD	440	1	3	100% Not Met	Spring	
FSAD	440	1	3	100% Not Met	Fall	
<b><u>Program Title Courses - Overall Findings for PSLO 5</u></b>						
Total Sections Selected for Assessment				7		
Total Sections Assessed				6		
% Sections Meeting or Exceeding Target (of those assessed)				57%		
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
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% Sections Meeting or Exceeding Target (of those assessed)				57%		
<b><u>Recommendations, Reflections, and Notes:</u></b>						
Appended.						

## DISCUSSION OF RESULTS

**Directions:** This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

## DATA-DRIVEN DECISIONS

**Directions:** What will you change as a result of the data?

**If targets are not met:** best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

**If targets are met:** Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

## RESOURCE ALLOCATION REQUESTS

### RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: \_\_\_\_\_

Program Title: \_\_\_\_\_

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)

g. Approximately how many students do you anticipate will be served by this request each Academic year?

h. Total Amount Requested: \_\_\_\_\_

### SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

**Directions:** some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.



## APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

### FSAD 129:

Summary of Findings: 100% of the students created and used LiveBinder to submit their portfolios to the instructor. One problem was experienced: Some students weren't scanning their documentation in appropriate groupings, thus creating more work for the instructor to download the documents.

Results : Target Achievement: Exceeded

Recommendations: Do a Blackboard Collaborate lesson on the proper way to scan and submit documentation via LiveBinder. Create a quiz in Blackboard to determine if the students understand how to submit documentation.

Reflections/Notes: It was determined in Fall 2019 that students in this course had to do 80 hours of Practicum in a funeral home over a 5 week period of time. The Target Achievement was adjusted in this report to reflect this change in hours.

### FSAD 307:

For target not met: Change delivery methods for remote learning.

### FSAD 440:

Due to Covid-19 some students were unable to engage in an Internship. Some students participated in Operation Hands with a Heart and were required to write an essay for their Internship. Although this objective was not met, the students who participated in this humanitarian effort learned the valuable skill of Emergency Management during a pandemic.