Instructional Program Review
Mortuary Science Review

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by "*enriching the lives of our students and our community.*"

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

Response Length Suggestion: Most responses should be 2-3 sentences.
If available, you may also provide a link/reference to other documentation that answers each question.

I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program)**:**

   Mortuary Science Program

2. **Department and/or Program(s) Purpose Statement:**

   The Amarillo College Mortuary Science Department is committed to provide the funeral service industry with entry level funeral service professionals with a comprehensive program that enables proof of competency via didactic and clinical curriculum, which complies with all of the requirements of the Texas Funeral Service Commission (licensing agency) and the American Board of Funeral Service Education (accrediting agency).

3. **Program Review Year (i.e. Most Recent Academic Year)**

   2014-2015

4. **Date of Submission:**

   May 31st, 2015

5. **Lead Person Responsible for this Program Review:**

   Name: J. Scott Rankin
   Title: Program Director/Instructor
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). <u>Please use Firefox or Chrome browser to open links.</u>

1. Based on the most recent reported data, please evaluate your program(s).

   A .Overall Program Data (Complete this section <u>if</u> your dept. produces any certificate and/or terminal degree.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages (EMSI, College Measures, CREWS, Perkins)			X	
b. Completion		X		
c. Licensure Pass Rates		X		
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C		X		
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data		X		

   Based on the data in Part A, respond to the following two questions:
   i. Identify one area in which your program(s) excel.

   > Employment Rates

   ii. Identify one area in which your program(s) need to most focus for the next few years.

   > Licensure Pass Rates (National Board Exam 1st Time Pass Rates)

   B. Course-Specific Data (Complete this section to evaluate the courses that fall under your dept./program.)
   (Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS – Age)		X	
c. Grades A-C (IDS – Gender)		X	
d. Grades A-C (IDS – First Generation)		X	
e. Grades A-C (IDS – Pell)		X	
f. Grades A-C (IDS – Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

   Based on the data in Part B, respond to the following two questions:
   i. Identify two courses that are doing well.

   > MRTS 2445 Technical Procedures I; MRTS 2432 Human Anatomy

ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

> MRTS 1211 History of Mortuary Science; MRTS 1301 Contemp. FS Practices

III: Institutional Initiatives

PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) <u>most</u> focus on any of the <u>No Excuses goals/initiatives</u> and how you have helped AC fulfill its No Excuses goal.

> As a part of the 'No Excuses' goal of students completing courses with a grade of C or better, MRTS students will successfully achieve a minimum score of 75% (Grade of C) or better to receive credit for each MRTS course. The program will be enhancing its program rules to include ALL courses required for completion of the certificate or associate of applied science degree to be a 'C' or better.

PART B – Strategic Planning:

Each department/program is expected to support **AC's Strategic Planning** initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

> Strategy 1.6 of the AC Strategic Plan through 2015 pushes that students who qualify for a certificate or degree will automatically be awarded credentials. The program director is evaluate each student profile annually to ensure that proper credits are in place and keep an open communication with the registrar's office in the event certain paperwork needs to be completed to ensure a student is completed when necessary.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the **ACGM**/**WECM**.
   (List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	SPCH; ENGL 1301; MRTS 1301; MRTS 1360 & 2360
Critical Thinking Skills	All Courses
Empirical & Quantitative Skills	All Courses
Teamwork	MRTS 1360/2360; MRTS 2445; MRTS 2432
Personal Responsibility	All Courses
Social Responsibility	MRTS 1310/1360/2360/2335/2445/2447
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Concerning the General education core classes, we rely on the individual departments' evaluations of their courses. Within our own courses, we utilized the course curriculum outlines provided through our program accreditation (American Board of Funeral Service Education). We ensure that the learning objectives are within their respective course syllabi. In addition, we perform annual reviews of each course using the QOCI Rubric (Quality Online Course Initiative, sponsored by the Illinois Online Network and the University of Illinois).

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	MRTS 1291/1391
Embedded Questions	All courses
Licensure Exam	MRTS 1291/1391
Portfolios	MRTS 1310/1360/2360
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	All courses (Except MRTS 1310/1360/2360)
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

MRTS 1211/1311 and MRTS 1301 appeared to be the weakest courses. Both courses are first semester courses. First year college students and students determining this career is not for them lead to a larger number of withdrawals and failure rates than our other courses. However, to strengthen to content, we recognized additional learning resources needed to be added. We worked on creating newer power point and study materials for the student. In addition, we began creating new instructional videos for students.

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

With our courses being online, it is important to have the students analyze the materials and put them into practice. Using an 'evaluating an argument' approach, in ALL of our funeral directing and embalming classes, we implement discussion questions as the classes are delivered online. After assigning reading, students are given ethics based scenarios they are required to discuss and problem solve. They then are required to respond to their peers. This really challenges each student to think above and beyond and use the material to assist them.

PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's <u>most important</u> goal(s) (i.e. broad goals you wanted to accomplish)?

Goal: Educate students in every phase of funeral service, and to help enable them to develop proficiency and skills necessary of the profession.
Goal: Enlarge the background and knowledge of students about the funeral service profession.
Goal: Educate students concerning the responsibilities of the funeral service profession to the community at large.
Goal: Emphasize high standards of ethical conduct.
Goal: Provide a curriculum at the post-secondary level of instruction.

2. For this review year, what is/were each program's <u>most important</u> measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 <u>outcome statements</u>. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

Example 1:
Goal: Educate students in every phase of funeral service, and to help enable them to develop proficiency and skills necessary of the profession.
   Outcome statement: The student must show proficiency in raising vessels, mixing fluids, injecting fluids, aspiration, suturing incisions, posing features and overall proficiency in embalming.
   Measurement Tool: Student will successfully complete MRTS 2445 and embalm a deceased body in the presence of the program director.
   Benchmarks: Student must score 'C' or better in the course to pass and perform a complete embalming on a deceased body unassisted.

Example 2:
Goal: Educate students concerning the responsibilities of the funeral service profession to the community at large.
   Outcome statement: Student will show proficiency in receiving a first call and gathering vital statistics to compose a death certificate and obituary.
   Measurement Tool: Student must perform a 'mock' arrangement conference with instructor in person or over phone utilizing skills learned in the funeral directing courses.

Benchmark: Student must show reserve and order while directing the 'next of kin' (instructor) through the arrangement conference. Flow, understanding and directing the 'nok' will be judged for competency.

Example 3:
Goal: Provide a curriculum at the post-secondary level of instruction.
   Outcome statement: Program will maintain a minimum 60% annual student passage rate on the NBE.
   Measurement Tool: Students will take NBE (Arts and Sciences) prior to graduating the mortuary science program. (In the event the student cannot schedule the exam(s) prior to the graduation date, they must take a grade of 'Incomplete' until they can provide proof of taking both exams. Only then, will their grade be changed and graduation allowed.)
   Benchmark: Student must score 75% or better on NBE Art to pass Art. Student must score 75% or better on NBE Science to pass Science. Student must pass both to pass the NBE.

3. Identify your results and analyze your data.

Example 1 Results: 100% passed – 16 of 16 students and 16 of 16 students completed proper embalming techniques and competencies were certified.

Example 2 Results: 82% passed – 22 students began the course, 2 withdrew and 2 failed. 18 students showed competency in directing a deceased's next of kin.

Example 3 Results: (NOTE: Pass rates are reported to our accrediting agency, ABFSE, for each calendar year and not the academic year. For purposes of this report, the academic year pass rates will be given.)
NBE Science 1st time pass rate = 71% (10 of 14 passed)
NBE Arts 1st time pass rate = 86% (12 of 14 passed)
OVERALL NBE 1st time pass rate = 71%, 11% above minimum required.

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

For embalming clinical, students were required to embalm 10 bodies at their clinical site. We are going to be raising that number to 15 to increase the hands-on learning opportunities for the students.

We are going to be making videos of mock arrangement conferences for students to view for funeral directing practices.

For the National Board Exam, we are going to begin implementing breathing and relaxation exercises as we see the amount of students who suffer with test anxiety.

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

   The mortuary science faculty and staff are constantly discussing ways to enhance the student's interaction within the online courses. The biggest success has been communication between faculty and the student in regards to expectations of the student. Accountability within the online class is key to providing true learning and retention for the student. As stated earlier, proctoring of final exams have become a requirement in each of our core courses to hold the students accountable.

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

   We have many professional development opportunities through Amarillo College and its Center for Teaching and Learning. Amarillo College leadership is constantly offering opportunities for training and such.

3. What is the biggest issue/obstacle that your program currently faces?
   Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

   Ultimately, student retention of knowledge is important for NBE purposes of this program. We will continue to raise accountability standards within each course to ensure the student is providing proof of retention of the material. Perhaps, adding midterms in courses where there are not midterms and requiring them to be proctored will put added emphasis on the importance of retention to the student.

4. Additional Comments Pertinent to this Review (Not Required):