

THE *SELF STUDY*:
PROCESS and PRODUCT



DEFINITION



Self Study as a formal process

- Critically examines program structure and substance
- Evaluates program's effectiveness with respect to *each* of the Standards
- Identifies strengths and deficiencies
- Indicates where modifications and improvements are necessary

+ Self Study



- The Self Study process *results in:*
a **Self Study document**

New in 2020

Self study submitted via **WEAVE**

+ Understand vocabulary

- Program Director / Program Coordinator
- Public / private
- Single purpose / multi-purpose
- Gatekeeper
- Program v. institution
- Regionally accredited / ABFSE accredited only
- Credit hour / quarter hour



+ Preparation for SS and site visit



Homework:

- Reading list (slide 7)
- **WEAVE** (check out the website)

+ From the reading list you will learn

- Self study

- Comprehensive site visit

(or simply the site visit)

- How to prepare for both



Reading List

ABFSE Accreditation & Policy manual

- Chapter V – Accreditation procedures
- Chapter IX – Standards (*new in 2020*)
- Appendix B (*new fillable forms*)
 - Forms B-3, B-4, B-6
 - Possibly B-1 or B-2





READING LIST



- Chapter V: The Accreditation Procedure
snapshot of the on-site visit *and* what happens after the Team ‘leaves’.
- Chapter IX: READ AND RE-READ
these are the Standards you will address in your Self Study.
Team will follow them as they visit your Program.
- **Based on Standards in effect January 1, 2020**



Standards effective 1/1/2020



- Sponsorship, Organization & Administration
- Program Learning Outcomes
- Admin Practices/Ethical Standards including Student Complaints
- Finance
- Curriculum
- Faculty
- Facilities
- Library/Learning Resources
- Students
- Program Planning & Assessment/Evaluation
- Default rates
- Relative to Subject matter
- Length in Credit Hours

+ more READING LIST



- **Appendix B:** Has forms to attach to your Self Study - Forms B-3, B-4, & B-6.

- possibly B-1 or B-2, if applicable

- Don't overlook the "Curriculum Distribution by ABFSE Content" Form B-6
Review the Curriculum Standard for this.

- **Appendix E:**

Required *if* you offer any course (or more) in a distance mode.



Form B-6 & Appendix E

- Form B-6 is:
 - “Curriculum Distribution by ABFSE Content Area”
(ties in with Standard 5 Curriculum)
- Appendix E – if you offer course(s) via Distance Learning

+ Appendix B (all submit)

- Form B-3

- Transmittal Form
(with signatures)

- Form B-4

- Program and
Institution Data Form
(includes attachments to
facilitate reporting)



+ *Some programs submit*

- Form B-1
Application for
Candidacy
- Form B-2
Application for Initial
Accreditation



+ CANDIDACY



Read Chapter IV. It specifies points to be covered, depending on the conditions under which the application is made.

(see also Form B-1)

Fees in Appendix D

+ INITIAL ACCREDITATION (follows Candidacy)

Read Chapter III.C, (begin pages 3-1),
plus Chapter IX and Appendix B, C and
E.

(See also Form B-2)



+

THE SELF STUDY IS KEY

■ TO A SUCCESSFUL
TEAM SITE VISIT.



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+ GETTING STARTED



- **Begin early.** It makes sense to give the process an **academic year.**
- Use a **STEERING COMMITTEE.**
- Do **NOT** try to do it all yourself.



+ STEERING COMMITTEE AT WORK





Steering Committee (examples)



- Let the money gurus work on *FINANCE* Standard.
- Get the library staff involved.
- Have Student Services and Administration to do their part.
- Get faculty, student and advisory group input on matters close to the program.***

+ View Self study as an on-going process

not a once every 7 years event

When the *process* is on-going

- Stress is minimized
- Programs improve
- Change comes in manageable increments



+ Think in terms of WEAVE
(= *electronic submission of SS*)

- Description of compliance with each standard/sub-standard
- Questions to guide response(s) and instructions
- Provide evidence (upload)





Weave simplifies creation of the SS document



- provides focus for your responses
- coaches you – when & what documents to upload
- provides organization of the final product
- Password is necessary
- Auto Saves your work



Weave eliminates headaches

(electronic submission of the document)



~~Table of Contents~~

~~Page numbers~~

~~Hot links~~

~~Separate Exhibits~~

~~Minimizes duplication~~

~~Hard copy~~



Expectations of electronic SS



- Respond to **each** standard and sub-standard
- Provide ‘evidence’ to document your statements
- Upload excerpts!!

For the team and COA, excerpts eliminate links to page 1 of a 50 page document with the needed info somewhere about page 27

+ EVIDENCE IS CRUCIAL





Suggestion for organization (to get started)



- Maintain (create) a folder to collect *evidence*.
 - Save individual files to be uploaded in response to SS questions.
(documents, forms, .pdf excerpts, etc.)
 - Will simplify the upload process



Example:

Standards, sub-standards, uploads

- 1.1 The institution must provide evidence that it assumes responsibility for:

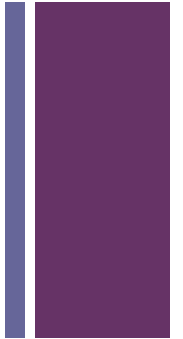
no response expected – *spaceholder* standard

1.1.2 classroom teaching, distance instruction, clinical education, including clinical field experience,

question(s) to answer

- 2.2 The Program Learning Outcomes must be in the published information sources of the program (other than brief marketing materials).

question(s) to answer will require examples





Links only within the report

- Weave is the repository of the SS.
- Access to the SS data must be available for future reference – reason for evidence uploads.
- Links to data in the evidence – not to websites.



+ Weave



[https://app.weaveeducation.com/
login/](https://app.weaveeducation.com/login/)

+ Help with Self Study

- Call ABFSE office
(816) 233-3747
Ext. 3
Mike Landon
help with ABFSE standards and Weave input
- need WEAVE help? (with using the program)
Weave has its own help.



+ Results?

- Make the SS *process* work to **improve** your program.



+ Don't end up like this guy!!!





AND FINALLY



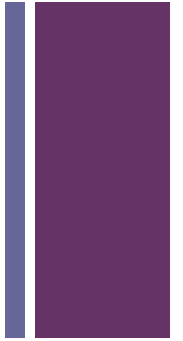
- Program Director typically pulls it together.
- PD acts as Quarterback to ensure that the right things are being done. Hands off assignments to the people best positioned to get the job done.
- Be sure to respond to each Standard
- N/A is appropriate sometimes, but *not* as an excuse

+ View Self study as an on-going process

not a once every 7 years event

When that happens

- Stress is minimized
- Programs improve
- Change comes in manageable increments





External EDITOR



- Review grammar, spelling, etc. for professional results.
Be sure the language makes sense to an *outsider*.
- Review, don't rely on **spleen** check!!
Proof read.
- Ensure that necessary **evidence** is provided.
- Missing parts complicate the site visit.
Raises questions? What are you trying to hide?

+ Recommendation

■ Sign-off

Be sure necessary approvals are received.

ABFSE doesn't care about *sign-offs*, but your Admin probably does.

Don't let approvals be reason for missed deadlines.



+

Yikes!!!!

IS THIS TORTURE?





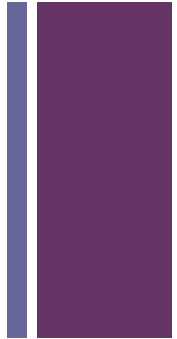
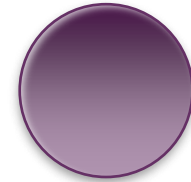
IS THIS TORTURE?



- Only if you lose sight of the purpose of the self study process.
- Self study is intended to make you periodically reflect on the whole program, on the issues, forms, published materials, and processes that might be improved.
- Get other stakeholders involved!
- Proper planning prevents poor performance



THE HIT LIST: trouble spots



- **Standard 2:** failure to evaluate aims and objectives was always an issue.
New Program Learning Outcomes will ease this burden.
- **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 plan to PLO outcomes



+ The Hits keep coming

- Affiliation Agreements
 - signed and current
 - ‘*interruption*’ clause
- Preceptors
 - training
 - credentials
- Clinical program
 - site inspections



+ 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

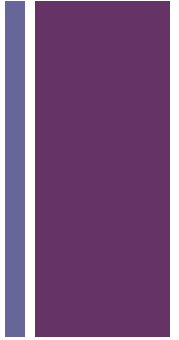




more



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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



- More at slide 62

+ VIRTUES AND VICES



- Feel free to tout the program's **STRENGTHS** (with examples and **evidence**).

- You can discuss **FLAWS** you've fixed and problems that you've discovered through the process that still need to be corrected. What are you doing about this?





???????



- The Self Study should consider the past, the present, and the future of your program.
- Where will you be going in terms of the Standard? Is change on the horizon? Will you tinker with some aspect of your program to improve it?
- You can talk about it!

+ Distance Education

(45 of 58 programs said 'yes' in 2019)

- If you offer DE prepare for Appendix E
- Separate written narrative for App E is no longer necessary, but there is a focused set of questions, *a la* Appendix E for each standard (if applicable).
- DE questions are woven into the SS. If they do not apply, say N/A.
Do not simply skip or leave the question blank.
- These q's are to be answered **IF** your program identified as offering DE.



+ APPENDIX C: Guide for the Self Study Process and Report

- Provides written reference for many components of this Workshop



+ THE ON-SITE VISIT:

- **A Team Chair** (an educator from a discipline other than funeral service, someone with administrative and accreditation experience).
- **A faculty member** with at least five years experience teaching/administering an ABFSE-accredited program.
- **A funeral service licensee** with at least five years of experience as a practitioner.



+ THE VISITORS COME TO LOOK



+ THE SITE VISITORS



- Expect to learn about a lot about your program through your Self Study *before* they arrive.
- Will focus on seeing evidence too bulky to include (case reports for seven years), on things difficult to prove (rapport) and on places (clinical sites) where written description doesn't tell the whole story.

+ Site visitor duties



- Team members collaborate to review standards:
 - Chair: 1,3, 4, 10, 11*, 12*, 13*
 - Educator: 2, 5,6, 7, 10
 - Practitioner: 4, 6, 7, 8, 9
- Team reviews the SS in advance of the site visit
- May request additional evidence

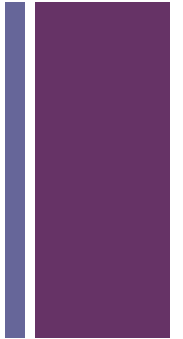


What should you do for the visitors?

(assumes in-person site visit and for Covid follow-up visits)

In consultation with the Team Chair,

- set up housing, ground transport, and meal arrangements for the Team's stay.
- Collaborate with the Team Chair on a schedule in advance of the visit.





For the on site visit

- Provide a **private** Team Room where all three can plug in computers; near organized files or boxes with evidence.
- Need **internet access**.
- Identify a **different space for interviews** so the Team Room can be used at the same time.



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+ *Current On-site schedule*

3-day event

- first afternoon: tour selected clinical locations;
- Next day: full day on site:
 - Interviews
 - Prepare final draft of team member reports.
- Final morning: exit briefing;
- Final day afternoon: fly out.





Current On-site schedule

(also Appendix C)



- Sunday arrival – Tuesday departure has been traditional (Tu-Th; M-W, W-F??)
- Students, faculty, administration, etc. must be available for interviews
 - Advisory Board members, too
- Set schedule accordingly

+ *Current On-site schedule*

- Must factor travel time
- Coordinate arrival of team members
Return to airport
- Multiple offerings/degrees require more time to evaluate
e.g. degree + diploma; Assoc & Bachelor;
Distance Ed offering





YOU'LL KNOW THE RESULTS



- Site Visit concludes with an exit interview, the team will share their findings.
- If the visit *discovers* something, you will have time to begin fixing it before you see the COA. (April or October)



After the site visit, WHAT'S NEXT?



- Within 30 days: the Team Report goes to the ABFSE.
- Within 45 days: the ABFSE Executive Director submits the Report to the chief administrator of the institution/program.
- The institution/program has the opportunity to comment on the Report and to file materials addressing the facts and conclusions in the Report before the Committee on Accreditation (COA) meeting takes place.
- At the appropriate COA meeting, the program/institution will be able to address the COA before it makes its decision on accreditation.
- (note: COA meets April & October)



Remember

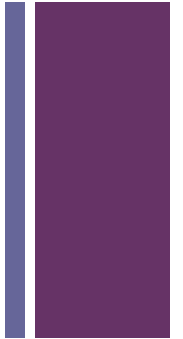
- Site visit team is 'eyes and ears' for COA

- They do **not** make accreditation decisions

- They prepare a report



- Accreditation decisions are made by the COA!!!!



+ THE PROGRAM DIRECTOR, NOW THAT IT'S OVER





+ Extra slides follow.

- Issues/questions that consistently arise.



+ Structure, organization, administration

- The 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
 - 1.1.6 awarding a diploma, certificate, or degree documenting completion of the program.
- Programs must have an advisory board...





Organization/administration, cont'd.



- Program Director:
 - Responsibility and employees that report directly or indirectly
 - Academic background
 - Release time
- Consideration of student viewpoints
- Regionally accredited vs. ABFSE as sole accreditor

+ Program Learning Outcomes



- 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.

+ Finance



- “The institution/program must have adequate financial resources to provide instruction and facilities in compliance with this manual and to ensure graduation of each cohort accepted.”
- “The institution must employ acceptable accounting practices and must provide the most current audited financial statements.”



Curriculum



- Curriculum distribution (form B-6).
- Evidence of the technical competence of each graduate.
- Preceptor credentials
- 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 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 employment 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.





APPENDICITIS



- **Appendix B** has forms to submit with the Self Study. New *fillable* versions are available.
- **Appendix C** has guidelines for writing the Self Study plus a “heads up” on useful evidence to include or have ready on site.
- If you have **ANY** courses offered via **distance**, review **Appendix E**.
DL questions are included in Weave.



The goal of your Self Study and its **Evidence**

- Demonstrate/Document that the PROGRAM covers the Standards.
- Include **EVIDENCE** to support what you say.
- **BE HONEST.** If you find a flaw, project what you are doing to *FIX* it. It is OK to celebrate your strengths.

