

ABFSE 61st Annual Conference

Session Descriptions

Presented by Deborah Kell, Higher Education Consultant

Working in higher education since 1984, Debbie has taught and coordinated a large program supervising more than 30 adjunct faculty and serving more than 2500 students annually. As a community college dean, she led the efforts to build a quality distance learning program, which saw double-digit enrollment growth annually. In addition to designing and overseeing IT migrations and implementations, Debbie has been active in assessment and MSCHE accreditation. Since 2011, Debbie has been consulting for numerous colleges and universities, working with the professional accreditation requirements in nursing, respiratory therapy, and mortuary science, as well as helping institutions strengthen the assessment practices surrounding regional accreditation.

Session 1: (Wednesday, April 12 / 3:00 to 4:30 PM)

Curriculum: A Web of Interconnections

How can we strategically design (or re-design) our curriculum? We must meet the needs of our institutions, our accreditors, our professional affiliations, and our students. In addition, we have to keep everyone satisfied by documenting that what we are doing is both comprehensive and effective. In this session, consider the drivers to curriculum design in the funeral sciences and discover ways to include all the required concepts and content deliberately and thoughtfully. Additionally, come away from the session with some tools and techniques that can provide documentation to your institutions and accreditors.

Session 2: (Thursday, April 13 / 1:00 to 2:00 PM)

Strategic Test Design

Most of us in higher education begin writing a test by creating or selecting the questions to be included. However, that practice skips some critical steps, disempowering the ways in which we can use the test results. Tests should be strategically planned and designed BEFORE selecting even the first question. If you do this right, you'll discover that your tests not only help you assign a grade to a student, but also:

- Provide evidence needed for your accreditor – ABFSE – because you'll be able to:
 - Document student performance against the ABFSE PLO's.
 - Use that data to inform programmatic change and improvement.
- Drive strategic program improvements over time.
 - Build up to item banks such that parallel versions of each test can be generated.
 - Ensure consistency in evaluative practices no matter who is teaching a course or when.

Your tests become a critical tool in informing faculty about the effectiveness of the curriculum, the teaching strategies, and the learning resources.