

# Funeral Services

Comprehensive Academic Program Review  
2006-2007

*Associate in Science Degree in Funeral Services*



Department of Institutional Research  
and Effectiveness  
St. Petersburg College



March 2007



Department of  
Institutional Research  
and Effectiveness  
St. Petersburg College  
P.O. Box 13489  
St. Petersburg, FL 33733  
(727) 341-3084  
FAX (727) 341-5411

## Comprehensive Academic Program Review Produced by Funeral Services Program

Kevin Davis, M.Ed.  
*Program Director*

### Department of Institutional Research and Effectiveness

Magaly Tymms, B.S.  
*Assessment Coordinator for Academic Programs*

Amy Brush, M.S.  
*Outreach Coordinator*

Carol Weideman, Ph.D.  
*Director of Institutional Research and Effectiveness*

With contributions from:

Shirley Bell  
Theresa Dimmer  
Jerry Dyer  
Leigh Goldberg

St. Petersburg College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the College will not tolerate such conduct.

Data and information contained herein cannot be used without the express written authorization of St. Petersburg College. All inquiries about the use of this information should be directed to the Director of Institutional Research and Effectiveness at St. Petersburg College.

Funeral Services  
2006-2007 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

© Copyright St. Petersburg College, March 2007. All rights reserved.





## Table of Contents

Executive Summary .....	1
SPC Mission Statement .....	5
Introduction .....	5
<i>Institutional Effectiveness</i> .....	5
<i>Educational Assessment</i> .....	6
<i>Program Review Process</i> .....	7
<i>Accreditation</i> .....	9
Program Performance .....	10
<i>Actual Course Enrollment</i> .....	10
<i>Productivity</i> .....	11
<i>Program Graduates</i> .....	12
<i>Grade Distributions</i> .....	13
<i>Fulltime/Adjunct Faculty Ratio</i> .....	16
Program Profitability .....	18
<i>Relative Profitability Index (RPI-T)</i> .....	18
Academic Outcomes .....	19
Stakeholder Perceptions .....	22
<i>Student Survey of Instruction (SSI)</i> .....	22
<i>Lecture</i> .....	23
<i>Non-Lecture</i> .....	24
<i>Clinical</i> .....	25
<i>eCampus</i> .....	26
<i>Summary</i> .....	26
<i>Technical Education Advisory Committee</i> .....	27
<i>Recent Meeting Summary</i> .....	28
<i>Recent Graduate Survey Information</i> .....	29
Occupation Profile .....	31
<i>Occupation Description</i> .....	31
<i>US, State, and Area Wage Information</i> .....	31
<i>National, State, and County Trends</i> .....	32
State Graduate Outcomes .....	34
Summary .....	35
Recommendations/Action Plan .....	36
President's Cabinet Review .....	37
Action Plan Follow-up and Evaluation Report .....	38
References .....	40





---

Contact Information .....	40
Appendix A: Program Overview (2006) .....	41
Appendix B: Advisory Board Committee Minutes, 2006-2007 .....	42
Appendix C: Advisory Board Committee Minutes, 2005-2006 .....	44
Appendix D: Advisory Board Committee Minutes, 2004-2005 .....	46





## Executive Summary

### *Introduction*

The program review process at St. Petersburg College (SPC) is a collaborative effort designed to continuously measure and improve the quality of educational services provided to the community.

### *Program Description*

The goal of this program is to prepare students for the position of funeral director and embalmer. The curriculum is divided into pre-professional and professional courses, which have been designed to balance the course of study in four terms of classroom, laboratory and clinical work, plus one term of professional practicum. The Florida licensure process requires passing the National Board Examination (a written comprehensive examination), serving one year internship under the direction of a licensed funeral director and embalmer and passing a Florida examination on rules and regulations. Licensure and qualification requirements may vary from state to state.

### *Program Performance*

- *Actual Course Enrollment* has remained relatively stable in the Funeral Services program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed an increase during the 2005-2006 Fall and Spring semesters, over the previous year.
- *Student Semester Hour (SSH) Productivity* has steadily increased in the Funeral Services program over the last three semesters of 2005-2006 averaging about 0.97. The 2005-2006 Fall and Summer semesters showed an increase over the 2004-2005 SSH values, while the 2005-2006 Spring semester showed a slight decrease from the 2004-2005 SSH value.
- The number of *program graduates* has varied over the last ten years, increasing in 1997-1998 (31), 1999-2000 (34), and 2002-2003 (18). The number of graduates increased (17) in 2005-2006, after a ten-year low the prior year (8).
- The vast majority of students in the program's *grade distribution* receive passing grades in the courses.
- *Adjunct faculty* taught 24.5% of the course load for the 2005-2006 academic year as compared to 24.7% for the previous year. The highest semester for the Adjunct ECHs was the Summer 2005-2006 semester in which adjunct faculty taught 28.6% of the program's course load. All of the semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.





#### *Program Profitability*

- The *Relative Profitability Index (RPI-T)* has remained relatively stable over the last three academic years for the Funeral Services program, increasing slightly in 2005-2006 (0.47).

#### *Academic Outcomes*

- The *2003-2004 Academic Program Assessment Report* indicated that SPC's mean percentage scores for twelve of the thirteen Major Learning Objectives (MLOs) exceeded the pre-determined criteria, thus attaining the desired results.
- The *2003-2004 Academic Program Assessment Follow-up Report* was completed in 2005, and stated that two of the three action plan items had been completed.

#### *Stakeholder Perceptions*

- All the individual average content area scores for the *Student Survey of Instruction (SSI)* were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales, except for Fall 2005. These results suggest general overall satisfaction with the courses within the Funeral Services program; specifically, as they relate to faculty/student interaction, course organization, course presentation, and evaluation methodologies.
- A Funeral Services *advisory committee* meeting was held on November 16, 2006. The meeting consisted of reports about enrollment, graduates, Funeral Director degree, embalming, curriculum changes, and a discussion of the Hospice Funeral Home.
- *Recent Graduate Surveys* were provided to the 2004-2005 graduates of the Funeral Services program. Eighty-seven percent (7 of the 8) graduates surveyed responded to the survey. Six of the respondents provided permission to contact their employers.

##### Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 85.7% of recent graduate survey respondents had a current position related to their studies.
- 28.6% of recent graduate survey respondents thought that SPC did '*Exceptionally well*' preparing them for their current position, 42.9% '*Very well*', while 14.3% thought that SPC '*Adequately*' prepared them for their current position.
- 100.0% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 50.0% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 50.0% earned between \$12.01 and \$13.85 per hour.
- For salary employees, 33.3% of recent graduate survey respondents earned between \$50,000 and \$59,999 per year, while the remaining 66.7% earned between \$30,000 and \$49,999.
- 100.0% of recent graduate respondents are continuing their education.





- 100.0% of recent graduate survey respondents would recommend the Funeral Services program to another.
- *Employer surveys* were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Fifty percent (three of the six) employers surveyed responded to the employer survey. Notable results include:
  - 33.3% of employers responding to the survey had graduate employees who earned between \$13.86 and \$16.49 per hour, while the remaining 66.7% earned between \$7.50 and \$9.99 per hour.
  - An employer evaluation of the graduates' general education competencies indicated that eight of the ten competency areas achieved a mean value of 6.3 or higher.

#### *Occupation Profile*

- *2005 median yearly income* for Funeral Services was \$47,600 in the United States, \$44,600 in the State of Florida, and \$48,700 in the local area.
- *Employment trend information* suggests a 7% annual increase in employment for the profession over the next 5 - 7 years for the country. The state of Florida shows a decrease (-8%) in employment over the same period.

#### *State Graduates Outcomes*

- *State Graduates Outcomes* data indicated that about forty (39) students completed a state Funeral Services program in 2003-2004, of those thirty-three (33) had some matching state data. Ninety-eight percent (32) of those state graduates were employed at least a full quarter. SPC's Funeral Services program exceeded the state total for graduates with at least a full quarter of employment (100%).

#### *Summary*

- The Funeral Services program has been in a transitional phase with the development of distance education. More than 75% of our students do not live in Pinellas County. Since 2005, the program has been totally online except for the required lab components of the curriculum. This change in delivery of instruction has been accepted by our students and employers indicated by increase in students' satisfaction of instruction (SSI) and high rating of graduates' computer skills by employers. The program's graduates have consistently scored high on the National Board Examination during this transition.
- In contrast to the Bureau of Labor Statistics reports, there is a shortage of qualified licensed personnel in both Florida and nation. In the National Funeral Director Association journal of April 2007, one of the articles discussed the crisis associated with shortage of licensees and having to be creative with re-engineering the job to be more efficient and effective. This has lead to discussions of new course of study for funeral directing courses only. Currently, American Board of Funeral Service Education is conducting research to determine the need of such a degree.



*Recommendations/Action Plan*

- Program Recommendations and action plans are compiled by the Provost and Program Director, and are located at the end of the document.





## SPC Mission Statement

The mission of St. Petersburg College is to provide accessible, learner-centered education for students pursuing selected baccalaureate degrees, associate degrees, technical certificates, applied technology diplomas and continuing education within our service area as well as globally in program areas in which the College has special expertise. As a comprehensive, multi-campus postsecondary institution, St. Petersburg College seeks to be a creative leader and partner with students, communities, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. St. Petersburg College fulfills its mission led by an outstanding, diverse faculty and staff and enhanced by advanced technologies, distance learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous institutional self-evaluation, a climate for student success, and an enduring commitment to excellence.

## Introduction

In a holistic approach, the effectiveness of any educational institution is the aggregate value of the education it provides to the community it serves. For over seventy-five years, St. Petersburg College (SPC) has provided a wide range of educational opportunities and services to a demographically diverse student body producing tens of thousands of alumni who have been on the forefront of building this county, state, and beyond. This is due, in large part, to the College's institutional effectiveness.

## *Institutional Effectiveness*

Institutional Effectiveness is the integrated, systematic, explicit, and documented process of measuring performance against the SPC mission for the purposes of continuous improvement of academic programs, administrative services, and educational support services offered by the College.

Operationally, the institutional effectiveness process ensures that the stated purposes of the College are accomplished. In other words did the institution successfully execute its mission, goals, and objectives? At SPC, the Offices of Planning, Budgeting, and Research work with all departments and units to establish measurable statements of intent that





are used to analyze effectiveness and to guide continuous quality improvement efforts. Each of St. Petersburg College's units is required to participate in the institutional effectiveness process.

The bottom-line from SPC's institutional effectiveness process is improvement. Once SPC has identified what it is going to do then it acts through the process of teaching, researching, and managing to accomplish its desired outcomes. The level of success of SPC's actions is then evaluated. A straightforward assessment process requires a realistic consideration of the intended outcomes that the institution has set and a frank evaluation of the evidence that the institution is achieving that intent.

There is no single right or best way to measure success, improvement, or quality. Nevertheless, objectives must be established, data related to those objectives must be collected and analyzed, and the results of those findings must be used to improve the institution in the future. The educational assessment is a critical component of St. Petersburg College's institutional effectiveness process.

#### *Educational Assessment*

Educational programs use a variety of assessment methods to improve their effectiveness. Assessment and evaluation measures are used at various levels throughout the institution to provide provosts, deans, program managers, and faculty vital information on how successful our efforts have been.

While the focus of a particular educational assessment area may change, the assessment strategies remain consistent and integrated to the fullest extent possible. The focus for Associate in Arts degrees is targeted for students continuing on to four-year degree programs as opposed to the Associate in Applied Science, Associate in Science, and Baccalaureate programs which are targeted towards students seeking employable skills. The General Education based assessments focus on the general learning outcomes from all degree programs, while Program Review looks at the viability of the specific programs.

The individual reports unique by their individual nature are nevertheless written to address how the assessments and their associated action plans





have improved learning in their program. The College has developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to serve as repository for all SPC's educational outcomes reports and to systematically manage our assessment efforts.

#### *Program Review Process*

The program review process at St. Petersburg College is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the "periodic review of existing programs" required by the State Board of Community Colleges; and exceeds the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures.

State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes, the State Board of Education (formerly the Florida Board of Education) must provide for the review of all academic programs.

*(6) ...The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community college budget requests.*

In addition, Rule 6A-14.060 (5) states that each community college shall:

*(5) ...Develop a comprehensive, long-range program plan, including program and service priorities. Statements of expected outcomes shall be published, and facilities shall be used efficiently to achieve such outcomes. Periodic evaluations of programs and services shall use placement and follow-up data, shall determine whether expected*



*outcomes are achieved, and shall be the basis for necessary improvements.*

Recently, SPC reduced the recommended program review timeline to three years to coincide with the long-standing three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the relationship between program assessment and program reviewing during the three-year assessment cycle.

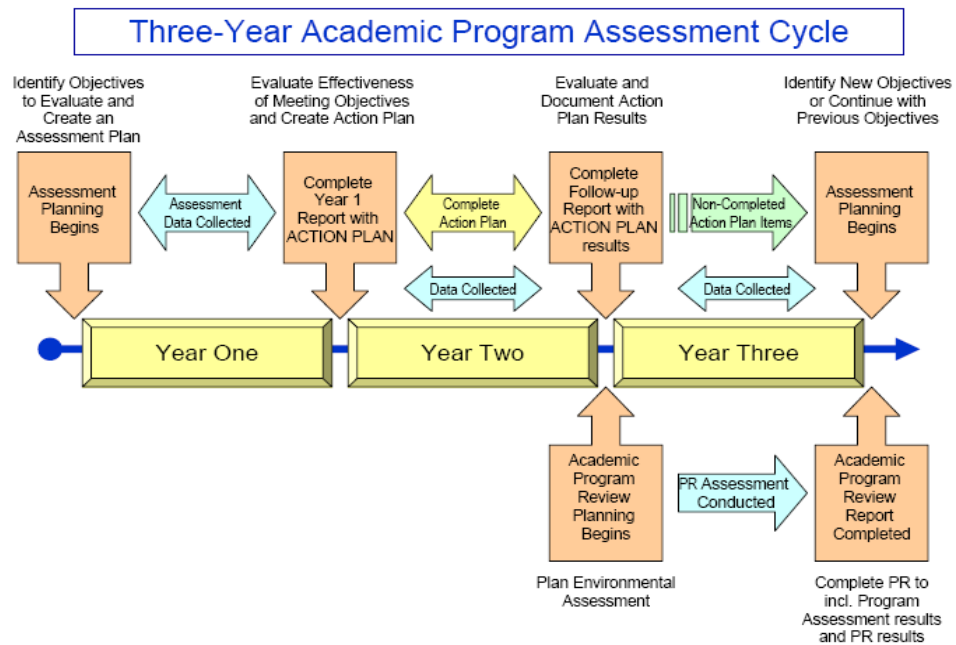


Figure 1: Three-Year Academic Program Assessment Cycle





## Program Description

The goal of this program is to prepare students for the position of funeral director and embalmer. The curriculum is divided into pre-professional and professional courses, which have been designed to balance the course of study in four terms of classroom, laboratory, and clinical work, plus one term of professional practicum. The Florida licensure process requires passing the National Board Examination (a written comprehensive examination), serving one year internship under the direction of a licensed funeral director and embalmer, and passing a Florida examination on rules and regulations. Licensing and qualification requirements may vary from state to state.

The program description stated in the previous paragraph was copied from the 2006-07 SPC Catalog.

For a complete listing of all courses within the Funeral Services program, please see Appendix A.

### *Accreditation*

The Funeral Services program was most recently reaccredited by the American Board of Funeral Service Education in February of 2001. The next accreditation review is scheduled for February of 2008.



## Program Performance

### *Actual Course Enrollment*

Actual Course Enrollment is calculated using the sum of actual student enrollment for the courses within the program (Academic Organization Code). This number is a duplicated headcount of students enrolled in the program's core courses, and does not reflect the actual number of students enrolled in the A.S. program or its associated certificates (if applicable). Actual Course Enrollment has remained relatively stable in the Funeral Services program over the last two academic years, with lower enrollment during Summer sessions. Enrollment showed an increase during the 2005-2006 Fall and Spring semesters, from the previous year as shown by Figure 2.

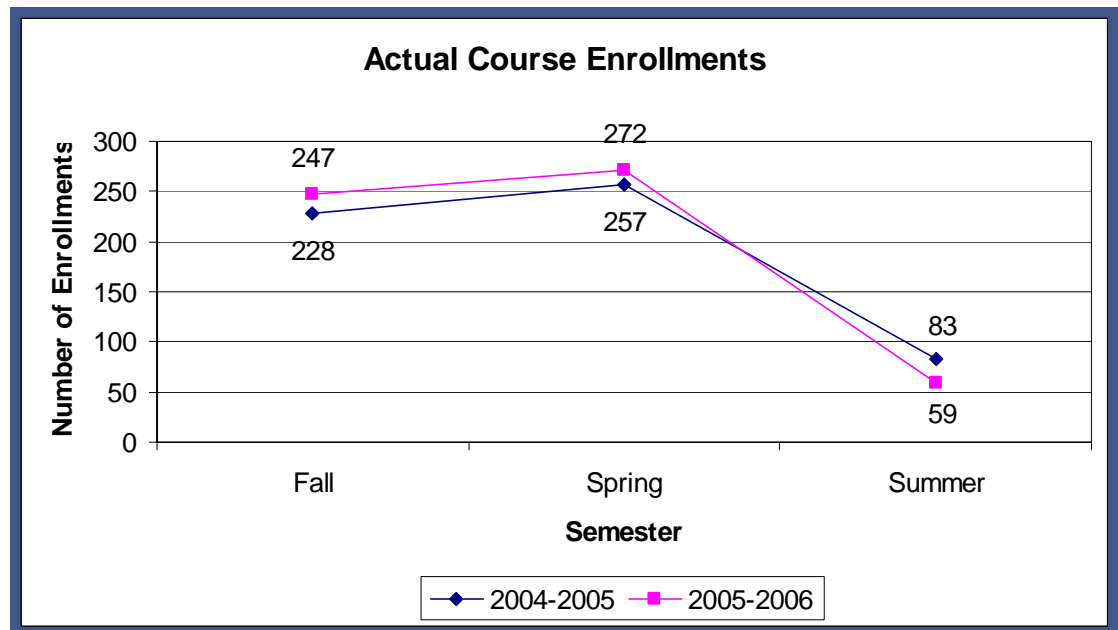


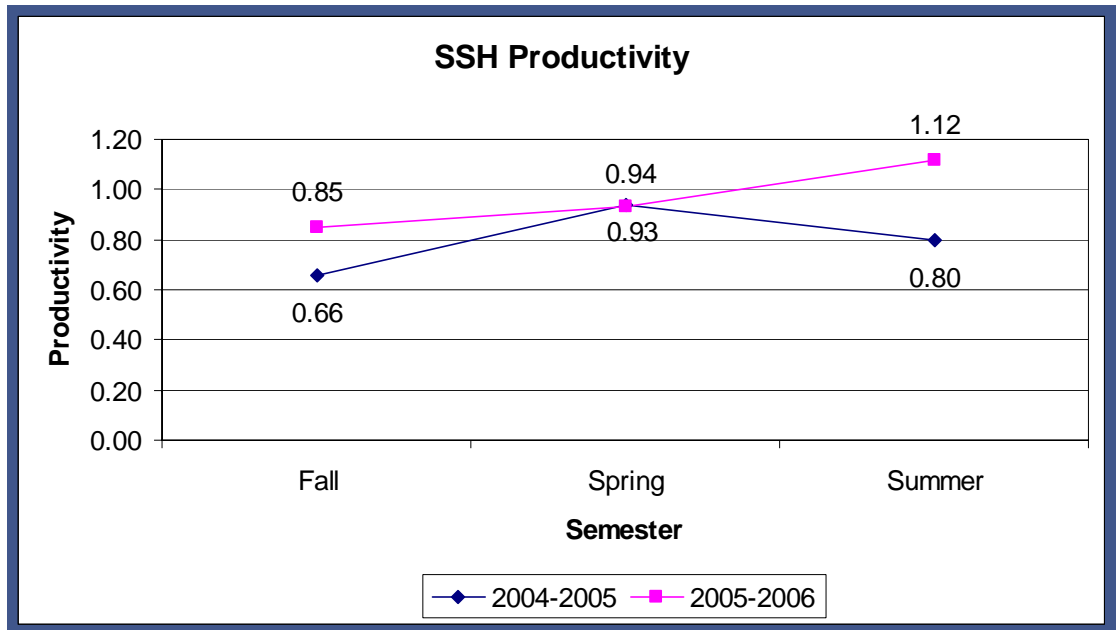
Figure 2: Actual Course Enrollments

Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)



### *Productivity*

Student Semester Hour (SSH) Productivity is calculated by dividing actual SSH by the budgeted SSH. SSH Productivity has steadily increased in the Funeral Services program over the last three semesters of 2005-2006 averaging about 0.97 as shown by Figure 3. The 2005-2006 Fall and Summer semesters showed an increase over the 2004-2005 SSH values, while the 2005-2006 Spring semester showed a slight decrease from the 2004-2005 SSH value.



*Figure 3: SSH Productivity*

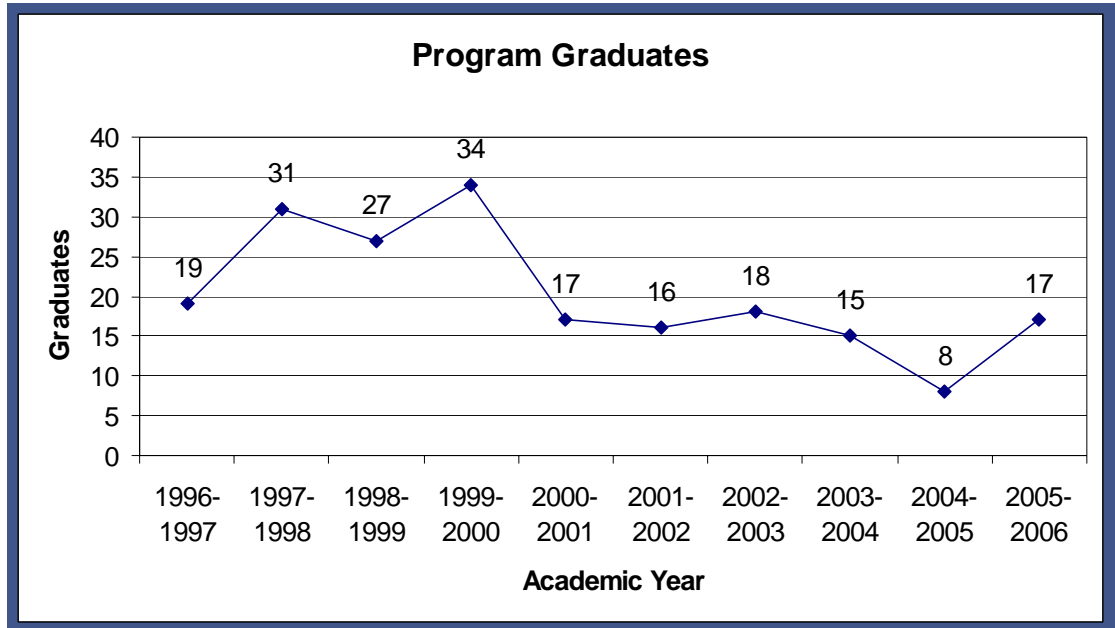
Source: PeopleSoft Student Administration System: Course Management Summary Report (S\_CMSUMM)





### *Program Graduates*

The number of graduates in the Funeral Services Associate in Science degree program has varied over the last ten years, increasing in 1997-1998 (31), 1999-2000 (34), and 2002-2003 (18). The number of graduates increased (17) in 2005-2006, after a ten-year low the prior year (8) as shown by Figure 4.



*Figure 4: Program Graduates*

Source: 2006-07 SPC Factbook, Table 31





### *Grade Distributions*

To provide a reference for program performance at the classroom level, grade distributions are provided. Table 1 includes the percentage of students receiving an A, B, C, D, or F in the program core courses. The information was compiled from the college wide grade distribution report generated at the end of the session. Some course data, such as dual credit courses generally do not end at the same time as the regular campus courses and may be omitted. In addition, the number of enrollments is a duplicated headcount where students are counted for each class registered, however, only A, B, C, D, and F grades are included in the calculations.

Table 1  
*Program Core Course Grade Distributions*

Semester	Grade Distributions				
	A	B	C	D	F
Spring 2005	12.5%	27.3%	36.7%	12.5%	10.9%
Fall 2005	19.0%	20.8%	38.5%	10.0%	11.7%
Spring 2006	17.4%	28.1%	29.6%	10.3%	14.6%
Fall 2006	25.9%	32.5%	31.6%	6.6%	3.3%

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





Figure 5 provides a visual representation of the grade distributions for those students receiving a grade of A, B, or C.

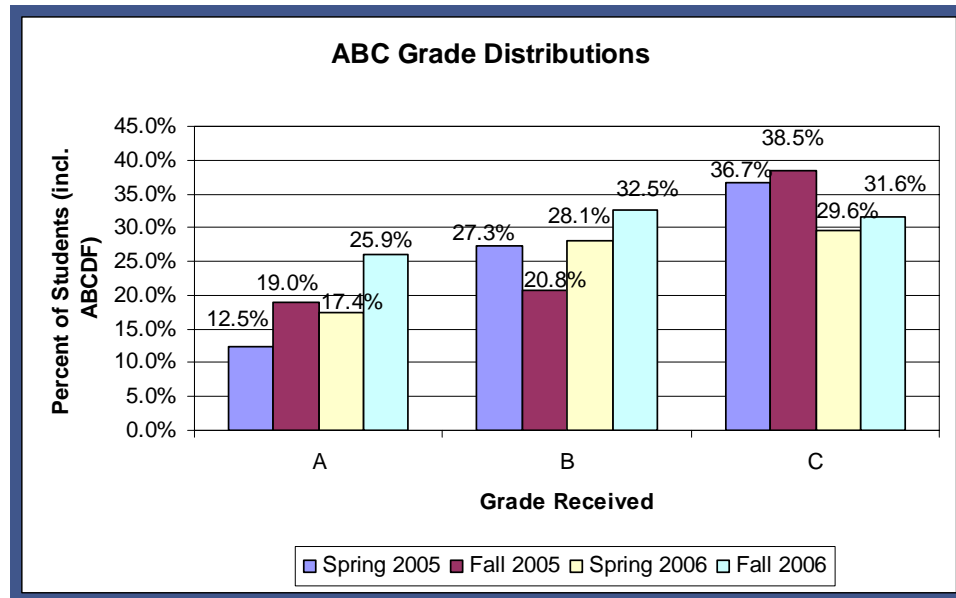


Figure 5: ABC Grade Distributions

Source: Collegewide Grade Distribution Report (Generated at the end of the session)





A classroom success rate was also calculated for the program. Classroom success is defined as the percent of students passing (earning a grade of A, B, and C) and once again only A, B, C, D, and F grades are included in the calculations. The vast majority of students in the program receive passing grades in the courses. In Spring of 2006, 75.1% of the students received a passing grade, as compared to 76.6% in Spring of 2005. In Fall of 2006, 90.1% of the students received a passing grade as compared to 78.4% in Fall of 2005.

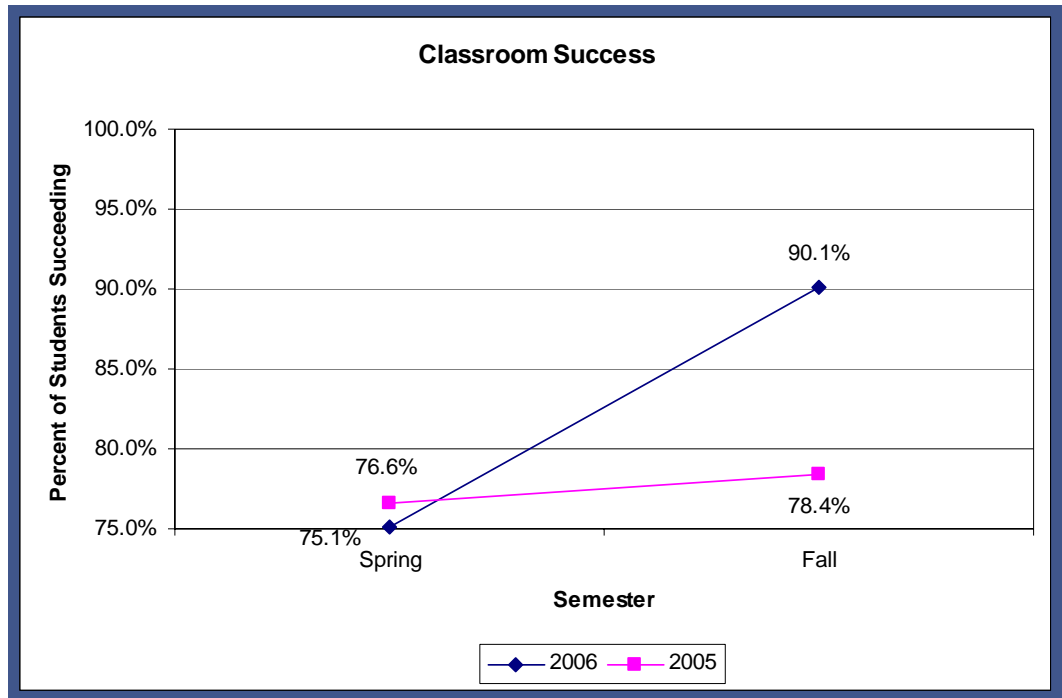


Figure 6: Classroom Success

Source: Collegewide Grade Distribution Report (Generated at the end of the session)



### *Fulltime/Adjunct Faculty Ratio*

Table 2 displays the number and percentage of Funeral Services program equated credit hours (ECHs) taught by the individual faculty classifications. Fulltime Faculty taught 75.5% of the ECH in 2005-2006, showing a slight increase from 75.3% of ECHs in 2004-2005. Conversely, Adjunct Faculty taught 24.5% of the course load for the 2005-2006 academic year as compared to 24.7% for the previous year.

Table 2  
*Equated Credit Hours by Faculty Classification*

	Fulltime Faculty		Percent of Load Faculty		Adjunct Faculty	
	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught	Number of ECHs	% of Classes Taught
Fall 2004-2005	27.0	78.26%	0.0	0.00%	7.5	21.74%
Spring 2004-2005	23.0	73.02%	0.0	0.00%	8.5	26.98%
Summer 2004-2005	8.0	72.73%	0.0	0.00%	3.0	27.27%
<b>2004-2005 Total</b>	<b>58.0</b>	<b>75.32%</b>	<b>0.0</b>	<b>0.00%</b>	<b>19.0</b>	<b>24.68%</b>
Fall 2005-2006	26.0	77.61%	0.0	0.00%	7.5	22.39%
Spring 2005-2006	26.5	74.65%	0.0	0.00%	9.0	25.35%
Summer 2005-2006	7.5	71.43%	0.0	0.00%	3.0	28.57%
<b>2005-2006 Total</b>	<b>60.0</b>	<b>75.47%</b>	<b>0.0</b>	<b>0.00%</b>	<b>19.5</b>	<b>24.53%</b>

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





The highest semester for the Adjunct ECHs was the Summer 2005-2006 semester in which adjunct faculty taught 28.6% of the program's course load as shown in Table 2. The Fulltime/Adjunct Faculty Ratio is calculated by dividing a program's adjunct's ECHs by the sum of the Adjunct's, Percent of Load's, and Fulltime Faculty's ECHs. Figure 7 displays the Fulltime/Adjunct Faculty Ratio information for the last two academic years. All of the semesters were within the College's general 65/35 Fulltime/Adjunct Faculty Ratio guideline.

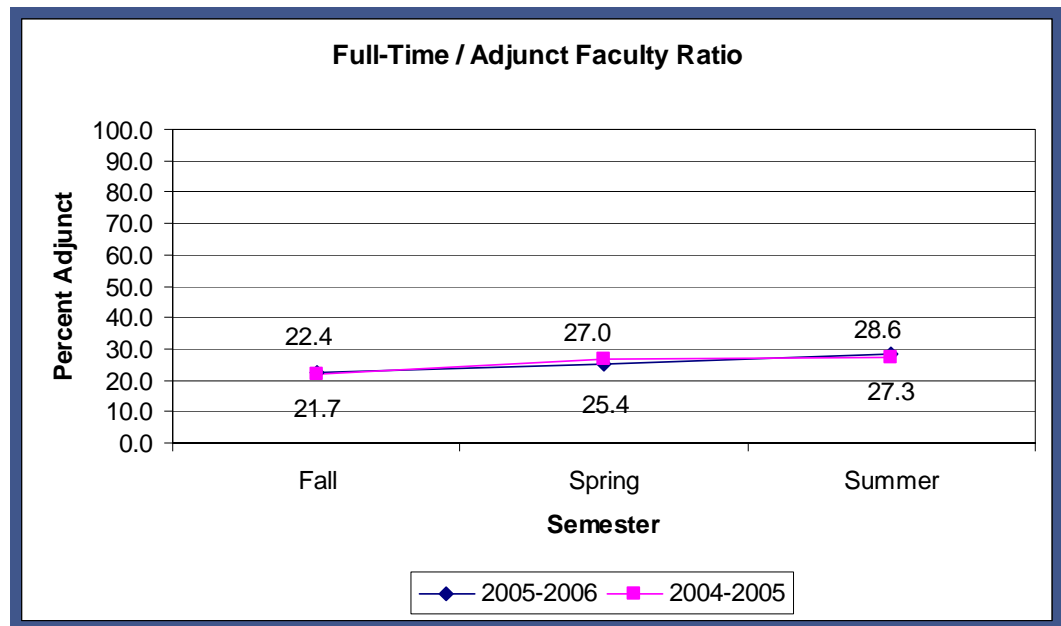


Figure 7: Full-time/Adjunct Faculty Ratio

Source: PeopleSoft Student Administration System: Faculty/Adjunct Ratio Report (S\_FACRAT)





## Program Profitability

### *Relative Profitability Index (RPI-T)*

Relative Profitability Index (RPI-T) is a measure of program profitability. It is calculated by dividing a program's income by the sum of its personnel costs and current expenses. Only Fund 10 financials were used in the calculation of RPI-T for this report; specifically, 400000 level accounts were used for program revenues, 500000 level accounts were used for personnel costs, and 600000 level accounts were used for current expenses. The RPI-T has remained relatively stable over the last three academic years for the Funeral Services program, increasing slightly in 2005-2006 (0.47). Figure 8 displays the RPI-T over the last five years.

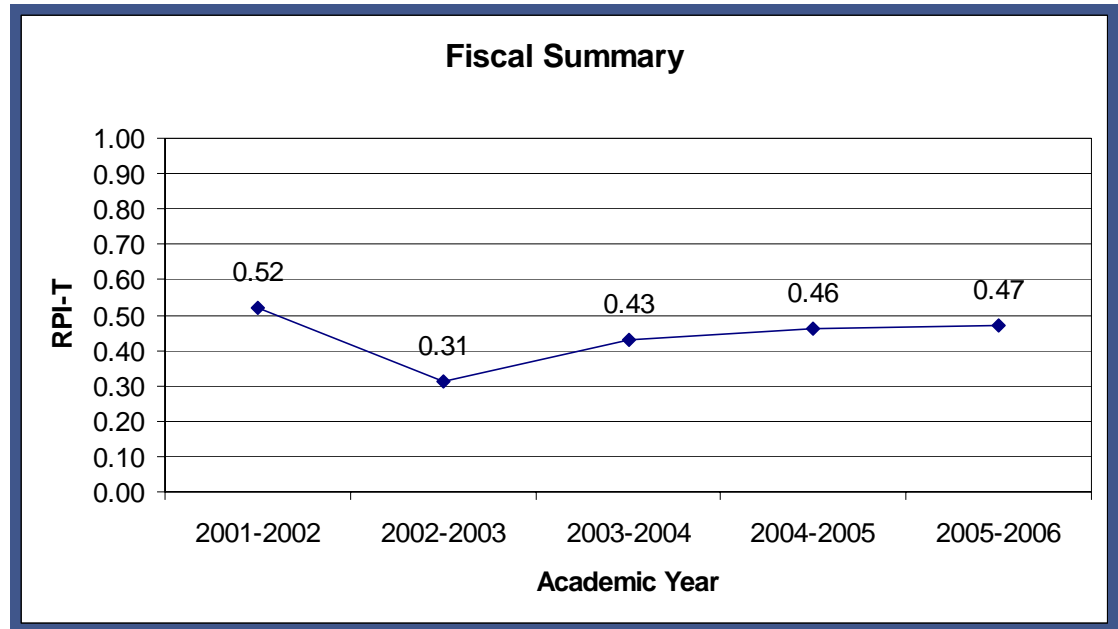


Figure 8: Fiscal Summary

Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report (ORGBUDA1) from End of Fiscal Year



## Academic Outcomes

As part of SPC quality improvement efforts, academic assessments are conducted on each AAS/AS program every three years to evaluate the quality of the program's educational outcomes. The Funeral Services program was recently evaluated through an Academic Program Assessment Report (APAR) in 2003-2004. Each of the program's thirteen Major Learning Outcomes (MLOs) was evaluated during the assessment. Each of the thirteen MLOs are listed below:

1. The student will recognize the principles of sanitation, disinfection, and public health as they relate to embalming practices.
2. The student will outline the human body systems, which provide the foundation for embalming practices.
3. The student will identify the principles of chemistry, as they apply to sanitation, disinfection, and embalming practice.
4. The student will analyze pathological disease conditions and how they relate to or affect the embalming or restorative art procedure.
5. The student will relate specified types of restoration to the correct embalming procedure to restore an acceptable physical appearance in the dead human body.
6. The student will recognize the chemical treating processes to the dead human body to reduce the presence and growth of microorganisms to temporarily inhibit organic decomposition.
7. The student will identify the responsibilities of the funeral director as they apply to a wide variation of funeral customs influenced by religions, cultures, and geographical regions.
8. The student will identify the basic principles of merchandising as it applies to funeral services.
9. The student will outline the psychological concepts in the areas of grief, bereavement, and mourning, as they apply to funeral services.
10. The student will recognize the bodies of law and the judicial system as it applies to the operation of managing a funeral home.
11. The student will identify the legal relationships, rights, duties, and responsibilities, between the funeral director, dead human body, and consumer.
12. The student will identify the roles of the funeral director as a counselor for funeral service.



13. The student will define basic principles of accounting application as they apply to funeral home service.

In the Funeral Services program, the International Conference of Funeral Service Examining Board's National Board Exam (NBE) was used to evaluate the student. This exam is part of the licensing requirements for a funeral director and an embalmer. Funeral Services graduates take the NBE upon successfully meeting the graduation requirements for the program. The individual results from the NBE, for the examination date, were tabulated using statistical software. The mean score from the microbiology section of the exam was used as the criteria for success.

The Criteria for Success stated that the class average should be above the mean score of 75% as used by the Florida Board of Funeral Directors and Embalmers for licensure requirements.

The Summary of Assessment Findings indicated that SPC's mean percentage scores for twelve of the thirteen MLOs exceeded the pre-determined criteria in 2001, 2002, and 2003, thus attaining the desired results.





Data was collected during 2001, 2002, and 2003. The results for 2003 are shown in Table 3.

Table 3  
*International Conference of Funeral Service Examining Board's National Board Exam*

Major Learning Objectives	SPC Mean Scores 3/20/2003	Above/Below Criteria For Success	SPC Mean Scores 7/28/2003	Above/Below Criteria For Success
MLO 1	90%	15%	79%	4%
MLO 2	85%	10%	82%	7%
MLO 3	97%	22%	85%	10%
MLO 4	92%	17%	79%	4%
MLO 5	92%	17%	85%	10%
MLO 6	90%	15%	84%	9%
MLO 7	83%	8%	86%	11%
MLO 8	95%	20%	90%	15%
MLO 9	93%	18%	93%	18%
MLO 10	84%	9%	79%	4%
MLO 11	89%	14%	91%	16%
MLO 12	93%	18%	85%	10%
MLO 13	88%	13%	87%	12%

Source: Academic Outcomes from 2003-04 Academic Program Assessment Report (APAR)

The 2003-2004 Academic Program Assessment follow-up report was completed in 2005, and stated that two of the three action plan items had been completed.





## Stakeholder Perceptions

### *Student Survey of Instruction (SSI)*

Each Fall and Spring semester, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on the quality of their instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating.

Several variations of the SSI survey exist including lecture, non-lecture, clinical, and eCampus (on-line) versions. The purpose of the SSI survey is to acquire information on student perception of the quality of courses, faculty, and instruction, and to provide feedback information for improvement.

The survey questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** - focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** - deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** - focuses specifically on the instructor and their preparation for the course, enthusiasm for course, time spent on course related activities, ability to speak clearly and distinctly, thorough explanation of the subject matter, and assignment of material throughout the term.
- **Evaluation** - focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.





*Lecture.* The lecture version of the survey is distributed to all students enrolled in traditional classroom sections within the College. The results show an increase in SSI for the Funeral Services program between Fall 2005 and Spring 2006 in all content areas. The 2006 average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. SSI scores were not available for Fall 2006 at the time of this report. The average survey results by semester and content area are shown by Figure 9.

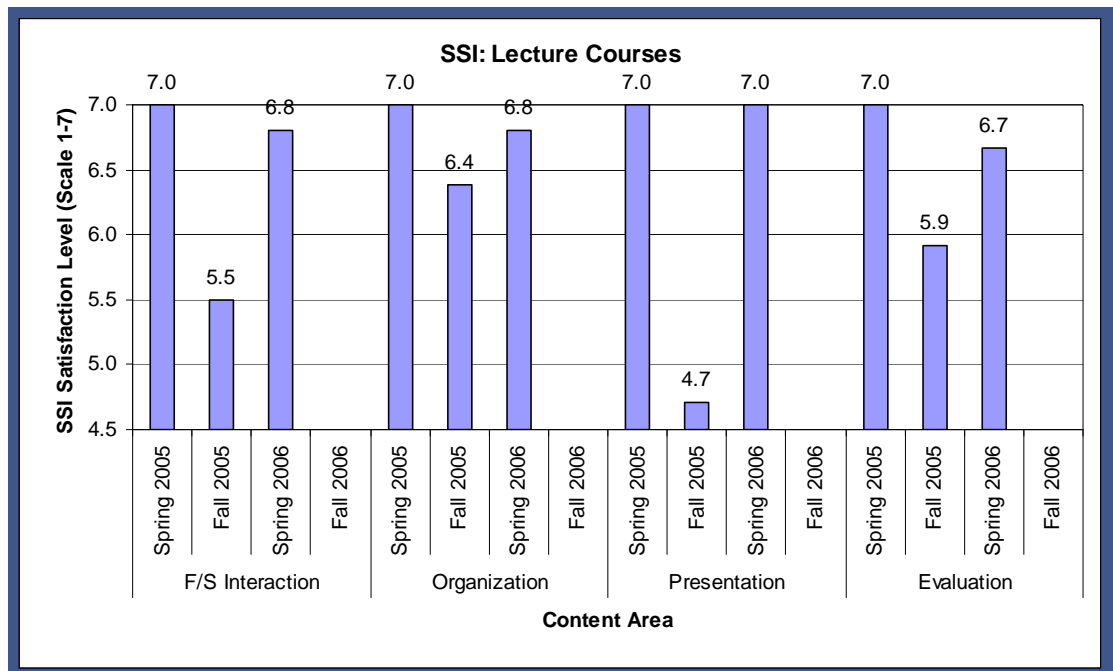


Figure 9: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS



*Non-Lecture.* Lab courses and self-paced or directed individual study use the non-lecture version of the survey. The results show a decrease for the Funeral Services program during the last two semesters, in all content areas. The 2006 average scores are all well above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales. SSI scores were not available for Fall 2005 at the time of this report. The average survey results by semester and content area are shown by Figure 10.

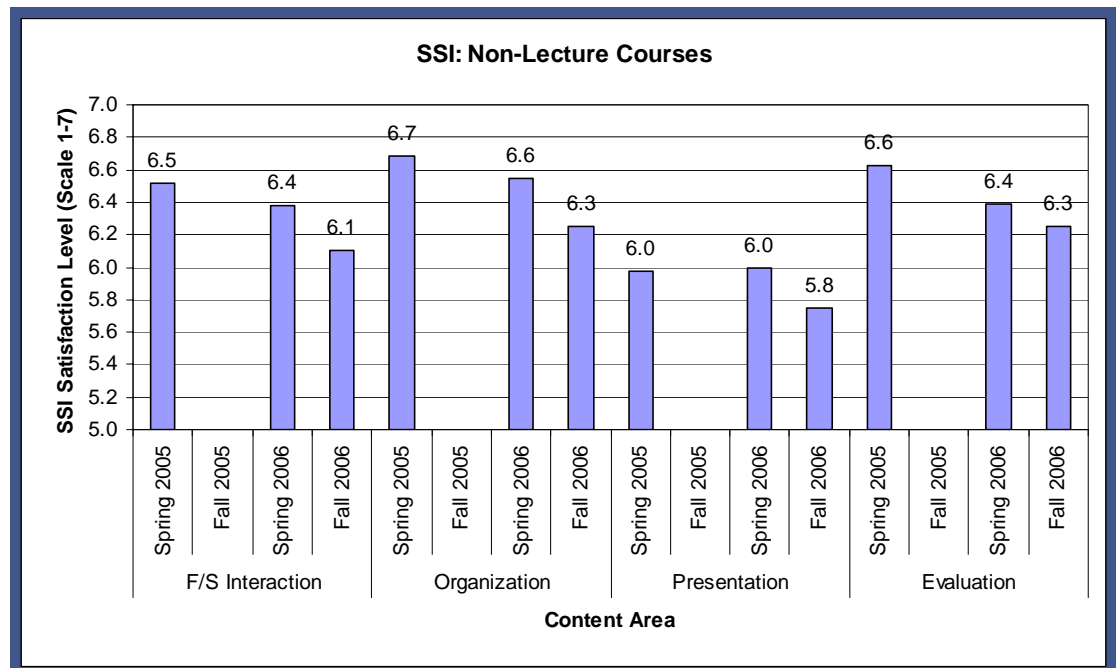


Figure 10: SSI Lecture Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS





*Clinical.* The clinical version of the survey is distributed to all students enrolled in a clinical specific class. This typically only includes health-related programs such as the Funeral Services program. The average scores for the most recent semester (Fall 2006) are well above the traditional College threshold (an average of 5.0). The average survey results by semester and content area are shown by Figure 11.

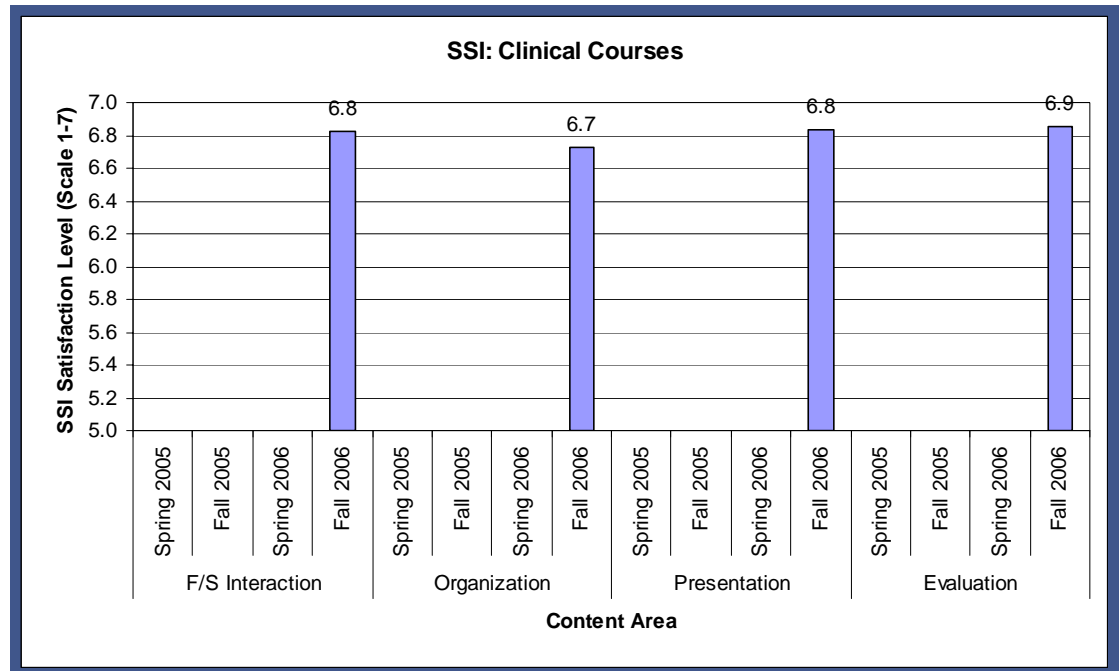


Figure 11: SSI Clinical Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS



*eCampus*. The eCampus or on-line version of the SSI survey is electronically distributed to all students enrolled in on-line courses at the College. The Project Eagle Research Capsule #4 provides information on the difference in the wording of the questions (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). The average scores for the most recent three semesters are well above the traditional College threshold (an average of 5.0), but the average scores for Spring 2005 hovered around 5.0 in all four content areas. The average survey results by semester and content area are shown by Figure 12.

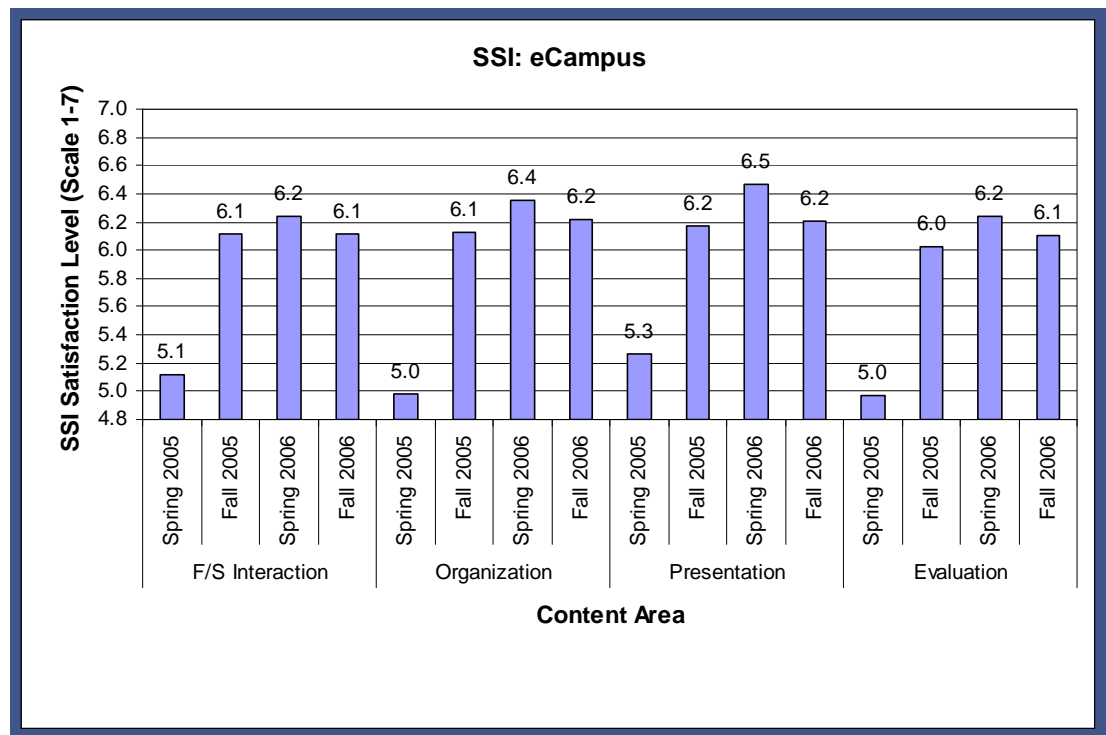


Figure 12: SSI eCampus Courses

Source: PeopleSoft Student Administration System: Query S\_SSI\_CHRT\_QRY\_CAMPUS

*Summary*. All the individual average content area scores were above the traditional threshold (an average of 5.0) used by the College for evaluating seven-point satisfaction scales, except for Fall 2005. These results suggest general overall satisfaction with the courses within the Funeral Services program; specifically, as they relate to faculty/student





interaction, course organization, course presentation, and evaluation methodologies.

### *Technical Education Advisory Committee*

Community input and participation is an important component of the educational process at the College. The technical education advisory committees are an example of community input. Advisory committees meet a minimum of twice annually with additional meetings as needed for good program coordination.

Advisory committee members are appointed by the College President to serve a one-year term of office and must have a demonstrated competency in the program specialty area or an understanding of the program and of the community at large. An exception to the above may be a lay person directly involved in a related program field such as counseling, public relations, or administration of a business or industry.

Specific Duties of Advisory Committees are to:

1. serve as a communication channel between the college and the community;
2. determine specific skills and suggest related and technical information for the program;
3. suggest ways for improving public relations and articulation of the program with other institutions;
4. assist in recruiting, providing internships, and in placing qualified graduates in appropriate jobs;
5. keep the program personnel informed on changes in labor market, specific needs (competencies), and surpluses;
6. recommend curriculum revisions as necessary to comply with current trends;
7. assist in assessing the program needs in terms of the entire community (long-range planning);
8. assist program personnel in searching for sources of funding for scholarships, equipment, etc.;
9. in general, to advise, recommend, and assist in assuring a quality program as determined by community needs; and
10. discuss proposed equipment purchases in excess of \$9,999.99.



*Recent Meeting Summary.* A Funeral Services advisory committee meeting was held on November 16, 2006. The meeting consisted of reports about enrollment, graduates, Funeral Director (F.D.) degree, embalming, curriculum changes, and a discussion of the Hospice Funeral Home.

*Reports and Discussion.*

- Graduates and New Students  
19 graduates for 2006 (all working for Funeral Homes)  
28 new students admitted into the program for 2006
- F.D. Degree Only  
Discussion on the curriculum outline for the degree  
Update on progress of the new degree with ABFSE and Stat
- Embalming  
Discussion of how the indigent embalming cases are working  
Tour of Embalming I lab class with Advisory Member
- Curriculum Changes  
New 3 hr Ethics class requirement

*New Business.*

- Discussion of the Hospice Funeral Home  
[http://www.naplesnews.com/news/2006/nov/15/hope\\_hospice\\_plans\\_off\\_er\\_funeral\\_services/?local\\_news](http://www.naplesnews.com/news/2006/nov/15/hope_hospice_plans_off_er_funeral_services/?local_news)

The complete committee minutes along with the minutes from previous meetings are located in Appendices B, C, and D.

*Recent Graduate Survey Information*

Recent Graduate Surveys were provided to the 2004-2005 graduates of the Funeral Services program. Eighty-seven percent (7 of the 8) graduates surveyed responded to the survey. Six of the respondents provided permission to contact their employers.

Notable results include:

- 100.0% of recent graduate survey respondents who were employed, were employed full-time.
- 85.7% of recent graduate survey respondents had a current position related to their studies.
- 28.6% of recent graduate survey respondents thought that SPC did 'Exceptionally well' preparing them for their current position,



42.9% 'Very well', while 14.3% thought that SPC 'Adequately' prepared them for their current position.

- 100.0% of recent graduate survey respondents employed in a field related to their studies believed that SPC prepared them for their chosen career.
- For hourly employees, 50.0% of recent graduate survey respondents earned \$19.50 or more per hour, while the remaining 50.0% earned between \$12.01 and \$13.85 per hour.
- For salary employees, 33.3% of recent graduate survey respondents earned between \$50,000 and \$59,999 per year, while the remaining 66.7% earned between \$30,000 and \$49,999.
- 100.0% of recent graduate respondents are continuing their education.
- 100.0% of recent graduate survey respondents would recommend the Funeral Services program to another

#### *Employer Survey Information*

Six employer surveys were sent out to employers based on the permission provided by recent graduates in the 2004-2005 recent graduate survey. Fifty percent (three of the six) employers surveyed responded to the employer survey.

Notable results include:

- 33.3% of employers responding to the survey had graduate employees who earned between \$13.86 and \$16.49 per hour, while the remaining 66.7% earned between \$7.50 and \$9.99 per hour.
- An employer evaluation of the graduates general education competencies are displayed in Table 4. Possesses necessary reading skills and possesses effective computer skills had the highest mean values (7.0), while uses oral communication skills effectively had the lowest (5.7).



**Table 4**  
***Employer Competency Ratings for Recent Funeral Service Program Graduates***

Competency Area (Seven point rating scale with 7 being the highest value)	Item Ratings		
	N	Mean	SD
1. Possesses necessary reading skills.	3	7.0	2.83
2. Uses written communication skills effectively.	3	6.7	2.59
3. Uses oral communication skills effectively.	3	5.7	1.89
4. Posses effective computer skills (e.g., for computing, word processing)	3	7.0	2.83
5. Possesses necessary mathematical skills	3	6.7	2.59
6. Exhibits an appropriate level of responsibility and self-management.	3	6.0	2.12
7. Chooses ethical courses of action.	3	6.3	2.36
8. Participates as a team player.	3	6.3	2.36
9. Works well with individuals from diverse backgrounds.	3	6.7	2.59
10. Acquires, interprets and uses information effectively.	3	6.7	2.59

Source: 2004-05 Employer Survey Results





## Occupation Profile

### *Occupation Description*

The occupation description used by the Bureau of Labor Statistics is shown below:

*Perform various tasks to arrange and direct funeral services, such as coordinating transportation of body to mortuary for embalming, interviewing family or other authorized person to arrange details, selecting pallbearers, procuring official for religious rites, and providing transportation for mourners.*

### *US, State, and Area Wage Information*

The distribution of 2005 wage information for Funeral Services is located in Table 5. The wage information is divided by percentiles for hourly and yearly wages. This information is also separated by location. The median yearly income for Funeral Services was \$47,600 in the United States, \$44,600 in the State of Florida, and \$48,700 in the local area.

**Table 5**  
*Wage Information for Funeral Services*

Location	Pay Period	2005				
		10%	25%	Median	75%	90%
United States	Hourly	\$13.31	\$17.57	\$22.90	\$30.29	\$43.26
	Yearly	\$27,700	\$36,500	\$47,600	\$63,000	\$90,000
Florida	Hourly	\$16.12	\$18.64	\$21.46	\$27.18	\$33.65
	Yearly	\$33,500	\$38,800	\$44,600	\$56,500	\$70,000
Tampa-St. Petersburg-Clearwater, FL MSA	Hourly	\$17.90	\$19.86	\$23.43	\$27.33	\$36.05
	Yearly	\$37,200	\$41,300	\$48,700	\$56,800	\$75,000

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation



### *National, State, and County Trends*

Employment trend information is included in Table 6 and divided by country, state, and county. The data depicts an average annual increase (7%) in employment for the profession over the next 5 - 7 years, for the country. The state of Florida shows a decrease (-8%) in employment over the same period.

Table 6  
*State and National Trends*

United States	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2004	2014		
Funeral directors	29,600	31,600	+ 7 %	1,040
Florida	Employment		Percent Change	<u>Job Openings</u> <sup>1</sup>
	2002	2012		
Funeral directors	1,130	1,040	-8 %	30

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Note: The data for the State Trends and the National Trends are not directly comparable. The projections period for the State Trends is 2002-2012, while the projections period for the Country and County Trends is 2004-2014.

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment Projections



Table 7 presents Long Term Occupational Employment Projections for Funeral Directors. The number of Funeral Directors employed in Work Net Pinellas in 2005 was 59. It is projected that in 2013 there will be 53. This represents an annual average growth rate of -1.3 percent, slower than 1.2 percent growth rate for all occupations in Work Net Pinellas.

Table 7  
*Long Term Occupational Employment Projections for Funeral Directors*

2005 Employment	2013 Projected Employment	Total 2005-2013 Employment Change	Annual Average Percent Change	2005 Employment
Funeral Directors	59	53	-6	-1.3%

Source: Labor Market Statistics, Occupational Employment Projections Unit



## State Graduates Outcomes

To provide reference information for the employment trend information, Funeral Services program graduate state outcome data is provided in Table 8. About forty (39) students completed a state Funeral Services program in 2003-2004, of those thirty-three (33) had some matching state data. Ninety-eight percent (32) of those state graduates were employed at least a full quarter. SPC's Funeral Services program exceeded the state total for graduates with at least a full quarter of employment (100%).

Table 8

*Funeral Services Program Graduates 2003-2004 Outcomes by Florida Community College*

Florida Community College	Total Completers	# W/Matching State Data	# Employed for a Full Qtr	% Employed For a Full Qtr
FCCJ	4	3	3	100%
Miami - Dade	20	18	17	94%
St. Petersburg	15	12	12	100%
<b>Total</b>	<b>39</b>	<b>33</b>	<b>32</b>	<b>98%</b>

Source: Florida Education and Training Placement Information Program (FETPIP), Community College Vocational Reports <http://www.fldoe.org/fetpip/pdf/0304pdf/cc0304asc.pdf>



## Summary

The Funeral Services program has been in a transitional phase with the development of distance education. More than 75% of our students do not live in Pinellas County. Since 2005, the program has been totally online except for the required lab components of the curriculum. This change in delivery of instruction has been accepted by our students and employers indicated by increase in students' satisfaction of instruction (SSI) and high rating of graduates' computer skills by employers. The program's graduates have consistently scored high on the National Board Examination during this transition.

In contrast to the Bureau of Labor Statistics reports, there is a shortage of qualified licensed personnel in both Florida and nation. In the National Funeral Director Association journal of April 2007, one of the articles discussed the crisis associated with shortage of licensees and having to be creative with re-engineering the job to be more efficient and effective. This has lead to discussions of new course of study for funeral directing courses only. Currently, American Board of Funeral Service Education is conducting research to determine the need of such a degree.



## Recommendations/Action Plan

Program: Funeral Services

Date Completed: May 30<sup>th</sup>, 2007

	Action Item	Completion Date	Responsible Party
1	Update the curriculum to reflect the 2007 ABFSE curriculum outline for FSE 2080 Funeral Law	August 2007	Kevin Davis
2	Textbook change for HSC 1524	August 2007	Kevin Davis
3	Develop curriculum for Funeral Director Arts degree	June 2008	Kevin Davis

Special Resources Needed:

Area(s) of Concern/Improvement:

  
\_\_\_\_\_  
Program Director

6-15-07  
Date

  
\_\_\_\_\_  
Provost

06/15/07  
Date

Funeral Services  
2006-2007 Comprehensive Academic Program Review  
Department of Institutional Research and Effectiveness

© Copyright St. Petersburg College, March 2007. All rights reserved.





## President's Cabinet Review

Summary of observations, recommendations, and decisions:

  
\_\_\_\_\_  
President's Signature

7/10/07  
Date



## Action Plan Follow-up and Evaluation Report

Program: Funeral Services

Date Completed:

Prepared By:

### I. Action Plan Item Status

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			

### II. Non-Completed Action Plan Items and Plan for Completion

	Action Item	Completion Date	Completion Status
1			
2			
3			
4			



### III. Evaluation of the Impact of Action Plans on Program Quality

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

\_\_\_\_\_  
Responsible VP

\_\_\_\_\_  
Date





### References

Rule 6A-14.060(5). *Florida Administrative Code, Accountability Standards*. Retrieved October 2002, from the Division of Community Colleges  
Web site: <http://www.firn.edu/doe/rules/6A-14.htm>

### Contact Information

*Please address any questions or comments regarding this evaluation to:*

Carol Weideman, Ph.D.  
Director, Institutional Research and Effectiveness  
St. Petersburg College, P.O. Box 13489, St. Petersburg, FL 33733  
(727) 341-3059  
[weideman.carol@spcollege.edu](mailto:weideman.carol@spcollege.edu)





## Appendix A: Program Overview (2006)

### FUNERAL SERVICES (FUNSE-AS) ASSOCIATE IN SCIENCE DEGREE

**Program begins every August and January**

Before entering the first term of the Funeral Services "program courses" students are encouraged to begin general education courses and must complete the pre-entry requirements. General education and support courses do not have to be completed in the order listed. Candidates will also complete the Health Programs Application form. Please see a counselor or advisor.

**GENERAL EDUCATION COURSES (19 credits)**

ENC	1101	Composition I or Honors	3
SPC	1600	Introduction to Speech Communication OR (SPC 1600H, 1016, 1060 or 1060H)	3
		Humanities/Fine Arts Approved Course	3
		Social and Behavioral Sciences Approved Course	3
		Mathematics	3
		One college-level course with a MAC, MGF, MTG or STA prefix	3
PHI	1600	Studies in Applied Ethics OR (PHI 1602H, 1631, 2635 or 2649)	3
CTS	1101	Basic Computer and Information Literacy	1

**SUPPORT COURSES (11 credits)**

ACG	2001	Applied Financial Accounting I OR	3
ACG	2021	Financial Accounting	(3)
BSC	1083	Human Anatomy	3
BUL	2241	Business Law	3
HSC	1524	Introduction to Infectious Diseases	2

**PROGRAM COURSES**

**1<sup>st</sup> TERM IN PROGRAM (13 credits)**

FSE	1000	* Introduction to Funeral Services	3
FSE	1204	Funeral Service Computer Application	1
FSE	2061	* Thanatology	3
FSE	2202	Funeral Home Management	3
FSE	2060	Funeral Directing	3

**2<sup>nd</sup> TERM IN PROGRAM (12 credits)**

FSE	1105	Thanatochemistry	2
FSE	2080	Funeral Law	3
FSE	2100	Embalming I	3
FSE	2101L	Embalming Clinical I	1
FSE	2201	Funeral Home Management Operations	3

**3<sup>rd</sup> TERM IN PROGRAM (12 credits)**

FSE	2120	Restorative Art	3
FSE	2120L	Restorative Art Lab	1
FSE	2160	Funeral Pathology	3
FSE	2140	Embalming II	3
FSE	2141L	Embalming Clinical II	1
FSE	2930	Funeral Services Professional Review	1

**4<sup>th</sup> TERM IN PROGRAM (5 credits)**

FSE	2946	Professional Practicum	5
-----	------	------------------------	---

**TOTAL PROGRAM HOURS** **72**





## Appendix B: Advisory Board Committee Minutes, 2006-2007

Funeral Services Advisory Committee

November 16, 2006

Health Education Center

Room 147

### Attendance:

Jay Rhodes, Allison Burke, John Anders  
Steve Rish, Dr. Pepicello and Kevin Davis  
Student Donald O'Clark

- I. Introduction and Approval of Minutes
- II. Reports and Discussion
  - a. Graduates / New Students
    - 19 graduates for 2006 (all working for Funeral Homes)
    - 28 new students admitted into the program for 2006
  - b. F.D. Degree Only
    - Discussion on the curriculum outline for the degree
    - Update on progress of the new degree with ABFSE and St
  - c. Embalming
    - Discussion of how the indigent embalming cases are working
    - Tour of Embalming I lab class with Advisory Member
  - d. Curriculum Changes
    - New 3 hr Ethics class requirement
- III. New Business
  - Discussion of the Hospice Funeral Home



**Appendix B: Advisory Board Committee Minutes, 2006-2007, con't**

[http://www.naplesnews.com/news/2006/nov/15/hope\\_hospice\\_plans\\_offer\\_funeral\\_services/?local\\_news](http://www.naplesnews.com/news/2006/nov/15/hope_hospice_plans_offer_funeral_services/?local_news)

- IV. Old Business (none)
- V. Adjournment





## Appendix C: Advisory Board Committee Minutes, 2005-2006

Funeral Services Advisory Committee

June 1, 2006

Health Education Center

Room 147

### Attendance:

Jay Rhodes, Allison Burke, John Anders  
Steve Rish, Dr. Pepicello and Kevin Davis  
Phone: Tameka Singletary and Bob Simpson

1. Funeral Director only degree – discussion and approval of offering the degree when ABFSE approves the curriculum
2. Graduates/New Students
  - 9 graduates for 2005
  - Since 2005
    - 69 new students excepted into the program
      - 36 males
      - 33 females
      - 75 % are Wht.
      - 17% are A.A.
      - 7% are Hispanic
      - 20% attrition
    - Spring 2006
      - 8 – 10 pass rate on NBE
3. County Contract for indigents ( embalming only ) provides embalming cases
4. New equipment
  - a. Funeral removal van
  - b. Embalming machine
5. Update on Program
  - Updates on students who won scholarships, presentations and upcoming conferences



## Appendix C: Advisory Board Committee Minutes, 2005-2006 (con't)

Funeral Services Advisory Committee  
November 10, 2005

Health Education Center  
Room 147

1. Attendance:

Bob Simpson, Allison Burke, Tameka Singletary, John Anders  
Gary Brown and Kevin Davis

2. Reviewed handout of 2005 graduate survey results. Discuss NBE results and they are posted on [www.abfse.org](http://www.abfse.org)
3. Reviewed handout over demographics of new 2005 students.
4. Review the results from 2005 graduate surveys
5. Demonstrated the new body lift system in the preparation room
6. Discussed the new Eagle Van coach scheduled for delivery in mid November
7. Discussed curriculum with the new national board examination distribution of questions
8. Bob Simpson discuss having students get more involved in technology and how it is used. Suggest adding technology multi media assignments to Funeral Directing class.
9. Embalming cases with county was discussed.





## Appendix D: Advisory Board Committee Minutes, 2004-2005

Funeral Services Advisory Committee

June 14, 2005

Health Education Center

Room 147

1. Attendance:

Jay Rhodes, Allison Burke, Steve Harris, Tameka Singletary  
Steve Rish, Gary Brown and Kevin Davis

2. Reviewed handout of 2004 graduate survey results. Discuss NBE results and now they are posted on [www.abfse.org](http://www.abfse.org)

3. Reviewed handout over demographics of new 2005 students.

4. Discuss research of the Funeral Services program. Training of new Depart of Banking and Finance inspectors, working with Dr. Rehnke on less invasive surgery and testing of embalming chemicals with Dodge...

5. Discussed issues in Funeral Ethics Organization Spring newsletter 2005.

- a. Issue that today's mortuary schools are not teaching cremation issues
- b. Identified areas in the curriculum where we cover all issues
- c. The Brd. suggested that the program should look at ways to install a crematory here at the school. To better educate our graduates with today's cremation issues. Florida cremation rate is around 50% and most of Pinellas County is over that percentage.





## Appendix D: Advisory Board Committee Minutes, 2004-2005 (con't)

Funeral Services Advisory Committee  
November 16, 2004

Health Education Center  
Room 147

1. Attendance:

Susan Kelly, Jay Rhodes, , Allison Burke,  
Kevin Davis, Gary Brown and Steve Rish

2. Introduced Gary Brown, new faculty member

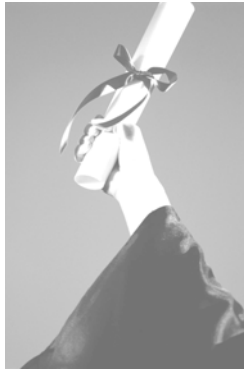
3. Embalming requirements for out of state distance students how other schools are meeting the requirements. Discussed ways on how we should approach it.

4. Passed out new admissions requirements for the program. Discussed how it will effect the program

5. Demographics of new students was passed out to members

6. Website update for program, Pinellas County Funeral Homes association open door policy for students.

7. May 12<sup>th</sup> Funeral Directors appreciation event.



Data and information contained herein cannot be used without the express written authorization of the St. Petersburg College. All inquiries about the use of this information should be directed to the Director of Institutional Research and Effectiveness at St. Petersburg College.

© Copyright St. Petersburg College, March 2007. All rights reserved.