



Council for Standards in Human Service Education

Assuring best practices in Human Service Education through
evidence-based standards and a peer-review accreditation process

<https://cshse.org>

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11/17/2023

Dr. Yvonne Chase
Human Services Program
University of Alaska-Anchorage
3211 Providence Dr.
Anchorage, AK 99508
Re: CSHSE Board accreditation decision

Dear Dr.Chase,

The CSHSE Board reviewed the Reader reports and voted to **reaccredit the *Human Services Associate Degree program at the University of Alaska Anchorage with no conditions.*** The program's **reaccreditation** cycle will be from October 2023 to October 2028.

The Readers noted many strengths of the program:

- 3. A. Integrates into the baccalaureate program.
- 3. B. Students have abundant opportunities after graduating with an AAS degree.
- 3. C. Incorporates workforce development efforts, increase awareness of HS careers, building culturally responsive care,
- 4. C. Incorporating local issues within curriculum, using portfolio review system for transfer credits.
- Standard 3 b. Robust advisory board. Good balance of alumni, agency, directors, current students and UAA staff
- Standard 5. A. Intentional active student advisement process.
- Standard 5. D. Readiness for the Profession – reflective of the professional cultural lens, positive, strength perspective approach.
- Standard 18.d. Dedicated diversity course with excellent use of a discussion board assignment.
- Standard 20. Excellent practicum program. Design very well so that students can follow the program. Learning agreements and expectations clearly outlined.
- Diverse advisory board and faculty.

Recommendations not related to standard compliance

Introduction. A. 3 C. Introduction of technology – The university offers many online courses and students like these offerings but there are issues with this format. There is still a large digital divide. Students have problems with internet connections given the large distances and remote areas examples of assessment results. Include more examples for the next study.



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- Standard 12 a. Offering students a choice between Psy A 150 and Psy A 200 can be beneficial for flexibility, but it should not compromise the core learning objectives of the program. If Psy A 200, which lacks learning outcomes related to development, is frequently chosen by students, this could lead to a gap in their understanding of crucial concepts.
- Standard 12. B.2. A 255 noted in the narrative, the group dynamic theory is not mentioned in the course outline or objective; family systems group dynamic theory is presented in A 107. The group dynamics course does quiz the students on theory but it is not presented in lecture or other formats. Needs more assessment of theory for knowledge base, especially for those moving forward to advanced degrees.
- Standard 12 c. May be presented in A 107; however, the example given is HMS A 224 and is an elective course.
- Standard 12 f. A 321 program presents ANTH A 200 as an example and that is an elective course. Cannot use elective course as example.
- Standard 13 a and c. Use of elective courses A 150 and A 200
- Standard 15 a. Children's Behavioral sequence, all elective courses.
- Standard 16 b. HUS A200, A 207, A 224 elective courses
- Standard 18 f. A 125 Elective course. Other courses met the standard.

Readers believed that this program is in compliance of the standards. The move towards a student competency-based assessment plan directed focus on the e-portfolio development for program outcomes rather than a clear review of course objectives/course descriptions/ course assignments/course assessments that would have demonstrated compliance of the standards and specifications for this accreditation process. And the program outcomes for the associate degree are more skill based than the baccalaureate degree. The rubric used for the portfolio is more aligned to the baccalaureate program outcomes than the associate degree. Would like to see more specific assignment/assessments/rubrics for required courses (not elective courses) to demonstrate compliance of a few of the noted standard specifications. Even a redacted e-Portfolio example would have been good to see if the student is capturing the standard specifications.



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The next accreditation cycle will be an **interim report and review cycle**. The self-study submission must be completed within the timeline for the **October 2028** Board review. **A copy of this letter must be included with your next self-study.**

As an accredited program, the Program must regularly review information on the CSHSE website, <https://cshse.org>, for any new changes in policies and standards. Your program must use the standards that are in effect at the time when the application is submitted for the next cycle.

During this accreditation cycle, your accredited program has the responsibility to maintain active CSHSE membership each year of the accreditation cycle for the accreditation status to remain in good standing. Refer to the Member Handbook, Accreditation and Self-Study Guidelines for updated information. Additionally, the accredited program shall ensure that the program representative contact information remains current with CSHSE and is updated as needed.

Please refer to the Board actions for maintaining accreditation in Appendix I of the Member Handbook. Your Program must ensure that program and student achievement indicators on the CSHSE website remain accurate (within 2 years of the current academic year) and the hyperlinks remain active. The CSHSE will review this information at each board meeting during the year: February, June, and October. Contact the CSHSE VPA if a hyperlink must be revised so that our website is current with your program information.

Congratulations on continuing accreditation with the Council for Standards in Human Service Education continuing as an accredited program/ becoming accredited and supporting quality and excellence human services education.

A formal certificate, signed by our President, Dr. Yvonne Chase, will be forthcoming.

Sincerely,

Julia M. Becerra

Julia M. Becerra Bernard, Ph.D., LMFT, CFLE, CCTP (she, her, hers)
Vice President of Accreditation
Council for Standards in Human Services Education
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Cc: Dr. Yvonne Chase, Program Director and CSHSE President
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Debbie Craig, Ph.D., Dean of College of Health
Denise Runge, Ph.D., Provost and Vice Chair for Academic Affairs
Cheryl McGill, Lead Reader
Paul Datti, Board Member at Large