



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>

3337 Duke Street, Alexandria, VA 22314-5219
571-257-3959

Elaine R. Green, Ed.D., HS-BCP
President
Chestnut Hill College

Winona Schappell, MEd, HS-BCP
Vice President Accreditation
Lehigh Carbon Community College
(ret.)

Lynne Kellner, PhD, Lic Psych.
Vice President Publications
Fitchburg State University

Yvonne M. Chase, PhD, LCSW,
ACSW
Secretary
University of Alaska

Adrienne Bey, PhD, LCSW, CCDP-D,
HS-BCP
Treasurer
Wilmington University

Julia M. Bernard, PhD, LMFT, CFLE
Member-at-Large
East Tennessee State University

Harold Gates, MSSW, CISW, HS-BCP
Member-at-Large
Madison College (ret.)

Susan Kinsella, PhD, MSW, HS-BCP
Member-at-Large
Saint Leo University

Cheryl McGill, MS, NCP, HS-BCP
Member-at-Large
Florence-Darlington Technical College

Karen E. Hinton-Polite, PhD, LSW
Member-at-Large
Harrisburg Area Community College

Nicole Jackson-Walker, EdD, MA-
LPC, DCC, HS-BCP
Member-at-Large
Brookdale Community College

Patrice Gillian-Johnson, PhD
Public Member
Delaware State University

Katherine Pickens, PhD, LPC, CAADC
Public Member
Alabama Dept. of Mental Health

October 27, 2018

Victoria Schultz, M.S., HS-BCP
Wharton County Junior College
922 Boling Highway
Wharton, Texas 77488

Dear Ms. Schultz,

The CSHSE Board met on October 23, 2018 and reviewed Wharton County Junior College Human Services associate degree program.

The Readers noted the following strengths of the Program:

- Is the only accredited associate degree program in Texas
- Transfer agreements with Springfield College and the University of Houston
- Using Blackboard Collaborate to ensure a quality learning environment
- A very active Human Services club

Upon review, the Board unanimously decided to place the program on conditional accreditation to address concerns raised by the response to the requirements and recommendations in the initial accreditation Board decision, concerns presented by the current Self-study Readers, and questions from the current CSHSE Board members. The Board's decision was based upon 2c of the CSHSE Policy for Board Accreditation/Reaccreditation Decisions found in Appendix G of the 2016 Membership Handbook:

Appendix G CSHSE Policy for Board Reaccreditation/Reaccreditation Decisions

Other CSHSE Board actions: In addition to the four actions that can be taken by the CSHSE Board, circumstances may warrant the following:

2. Conditional Accreditation: *The CSHSE places a program on Conditional Accreditation when, in the CSHSE's judgment, the program is not in compliance with one or more of the CSHSE's Standards, and this non-compliance is sufficiently serious,*

extensive or acute that is raises concerns about one or more of the following:

- a. the adequacy of the education provided by the program;*
- b. the program's capacity to make appropriate improvements in a timely fashion;*
or
- c. the program's capacity to sustain itself in the long term.*

*If the CSHSE has previously tabled consideration or issued the program a warning, the CSHSE may place a program on Conditional Accreditation if it determines that the program has failed to satisfactorily address, in a timely manner, the CSHSE's concerns in either the prior action of tabling or warning regarding compliance with CSHSE Standards. The action of Conditional Accreditation is accompanied by a request for a follow-up report (see **Follow-up Report above**) describing actions taken by the program to achieve compliance. A site visit may be required before removal of Conditional Accreditation is considered.*

- a. Conditional Accreditation will not exceed one year.*
- b. A program placed on Conditional Accreditation may request reconsideration and present its case for restoration of accreditation through the Appeals Process. (see Appeals Policy and Procedures, Member Handbook, Appendix E)*

Your self-study submission must follow the policies and guidelines as found in the "current" Member Handbook at the time of accreditation application (2016 Member Handbook, p.13). In your case, the policies from the 2016 Membership Handbook: Accreditation and Self-study Guidelines will be referenced for the Board requested information.

The CSHSE Board is requesting the following information:

Standard 2a Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.

Your initial self-study followed the 2010 Standards for associate programs. Programs are required to respond to the requirements of the previous accreditation. In the 2013 CSHSE VPA letter of accreditation, one of the requirements to address was Standard 2a . Develop a philosophical statement that addresses the values, principles, and concepts that underlie the curriculum. This Standard specification was revised by CSHSE in 2013 after you submitted the initial accreditation under the 2010 Standards. According to the Standards in the 2016 Membership Handbook, Standard 2a now reads "Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum." When noting the diversity of curriculums from which the program pulls core courses, the Board did not feel that the description in the narrative provided a succinct philosophical statement that becomes the conceptual framework for the chosen curriculum in your program. There was also a concern that readers from both the initial accreditation and readers from this interim report and review process found this standard to be in noncompliance. A philosophical statement helps bind a program's curriculum. **The Board requests that you develop a succinct philosophical statement that provides a conceptual framework for your program's curriculum.**



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>

3337 Duke Street, Alexandria, VA 22314-5219

571-257-3959

Standard 2b . Include a mission statement for the program.

The readers found the wording of the mission statement to be cumbersome. The mission statement should be succinct and supported by the philosophical statement. **The Board requests a succinct mission statement that describes the purpose of the program.**

Standard 2f: Provide a matrix mapping the curriculum Standards (11-20) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the Self-Study narrative and the syllabi.

There were courses listed on the submitted Matrix but not discussed in the narrative (e.g. CHLT 3264, CHLT 2166, PMHS 2260, PSYT 2164). Courses listed on the Matrix are considered core courses and must be addressed in the narrative. **The Board requests clarity as to whether these are elective courses and if not, the courses must be referred to in the narrative to demonstrate compliance to the Standard and specification. If these are elective courses, they should be removed and submit a revised Matrix.**

Standard 4b The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:

- 1. A history of program evaluations,*
- 2. A description of the methodology,*
- 3. A summative analysis of the most recent evaluation, and*
- 4. A description of how and in what way the evaluation resulted in any change.*

The self-study narrative did provide an assessment plan and assessment tools. It was evident that the program does conduct an institutional five-year program review. The narrative was missing a summative analysis of the most recent surveys and a description of how the evaluation of the analysis resulted in any changes. Standard 4 b 2,3 [Include a description and the results of the required evaluation tools: student surveys, agency surveys, graduate follow-up surveys (of graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, and course and faculty evaluations] were also requirements from the initial accreditation decision and the Board felt that this current self-study narrative did not address the summative analysis and evaluation adequately. **The Board requests that empirical data on program outcomes and student learning outcomes be submitted along with a summative analysis of the collected data. The program must provide description of changes that may have occurred from the evaluation of the summative analysis.**

Standard 4c . The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to the need for transparency about a program's performance outcomes and student achievement (Specifications a. and b.)] Provide the following:

- 1. Mechanisms used to share evaluative data with internal and external stakeholders. [NOTE: Program performance data and student outcomes, must, at minimum, be posted on the program's website, and the links must be included in the Self-Study narrative.]*
- 2. Content of information shared. NOTE: Public information provided by the program must include: 1) examples of student learning outcomes as defined by the program's assessment plan as required in Specification a; 2) examples of program effectiveness obtained through formal program evaluation as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trends, graduates placement data, program quality improvement information, grade point average, student performance on standardized examinations such as the HS-BCP (Human Services Board Certified Practitioner) credential, program completion data, etc.]*

In your initial accreditation self-study you were not required to address Standard 4c 2; however the 2013 Vice President of Accreditation's decision letter of accreditation, clearly noted that program performance data and student outcomes must be posted on the website. Although the narrative discusses student achievement, there is a lack of empirical data posted on the website. **The Board requests that the program expand upon the student achievement data on the website (e.g. enrollment trends, survey results, program completion data) and provide empirical data to support the program evaluation written in the narrative.**

Standard 5e – Develop clearly delineated policies and procedures for evaluating students' fitness for the human services profession.

The narrative addressed college policy to address specific student behaviors. This standard is requesting programs to develop program policies and behaviors to address student behaviors that may affect professional "fitness" for a career in human services. **The Board is requesting specific program policies and procedures (e.g. assignments, forms) in regards to managing program student behaviors in relation to "Fitness for the Profession"**

Standard 6a Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:

- 1. Faculty have education in various disciplines and experience in human services or related fields, and*

Standard 9a – Demonstrate that the program has adequate faculty to provide an ongoing and stable program.

This standard was also a requirement in the 2013 initial accreditation decision letter. There was only one faculty CVA submitted as documented evidence of faculty teaching the Human Services program curriculum. The Board is concerned about adequate faculty resources in regards to the variety of course disciplines used in the program. **The Board**



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>

3337 Duke Street, Alexandria, VA 22314-5219

571-257-3959

**requests the submission of CVA of all full time and adjunct faculty who teach the
core courses in the Human Services program.**

The CSHSE Board is allowing the program one year to respond. The conditional accreditation status will remain in effect until the requested information is submitted and reviewed by the CSHSE Board. The year timeframe will give the program up to the next October CSHSE Board meeting scheduled for October 18, 2019. However, the program may also submit the information two weeks prior to the February 15, 2019 Board meeting or two weeks prior to the 2019 June Board Meeting tentatively scheduled for June 12, 2019.

I will be emailing as attachments this letter, a truncated self-study template in which to write your responses and additional information to help you respond to the requested information. Please contact me for any further clarifications during this stage of your reaccreditation process.
Sincerely,

Winona Schappell

Winona Schappell, M.Ed., HS-BCP

CSHSE VP of Accreditation

PO Box 924

Fogelsville, PA 18051

winona.schappell@gmail.com

610-295-3223

cc. Ms. Betty McCrohen, President Wharton County Junior College
Ms. Leigh Ann Collins, M.A.I.S., Vice-President of Instruction
Carol Derkowski, M.A.I.E., Division Chair, Allied Health
Elaine R. Green, Ed.D, HS-BCP, CSHSE President
Karen Hinton-Polite, DSW, Lead Reader