



Council for Standards in
Human Service Education

Bulletin

*Highlighting best practices in
human service education*

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Editor

A Message from the President

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As I started to write this message, I realized that this will be my last article. Effective December 2019, I will assume the role of Past-President until October 2020. In reflecting on the 15+ years that I have served on the CSHSE Board, I am especially proud of our many accomplishments. We have:

- grown as an organization in the number of member programs and the number of accredited programs;
- recruited and trained external self-study readers and site visitors, a practice that has aided in our succession planning;
- remained committed to our mission and core values through careful and thoughtful strategic planning;
- made sound fiscal decisions allowing us to hire an association management organization to assist with membership and accreditation activities;
- continued our belief in the merits of accreditation by seeking and obtaining Council for Higher Education Accreditation (CHEA) recognition in 2014;
- expanded board membership to include Public Members;
- worked tirelessly to improve internal and external communication practices with a professional website presence and an e-newsletter that is distributed after each Board meeting;

- revised and updated program standards for the associate's, bachelor's, and master's level degree programs to reflect member input combined with best practices in the field of human services; and
- been at the table when a human services credential was being developed and will continue to advocate for the human services profession.

The work of the Council for Standards in Human Service Education (CSHSE) has been and continues to be impressive. We have advanced the Human Service profession which ultimately benefits students, faculty, practitioners and, most importantly, the many recipients of our services and programs. It is even more noteworthy since this work was done by dedicated Human Services professionals who volunteer their time and talents to come together as the CSHSE Board.

Thank you! It has been a pleasure to work with you! May you continue to do great work and I encourage others to consider how you might get involved as self-study readers and site visitors.

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Online Learning: A Roadmap for Systematic Human Service Course Quality Assessment

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With the continued rise in the number of students taking courses and completing degrees online, there is an increased focus on the quality of these offerings, specifically to ensure that online programs are of the same quality as face-to-face ones. Human Services programs that deliver at least half of the curriculum online are subject to additional oversight and monitoring on multiple levels, including CSHSE accreditation, distance education accreditation through regional and/or national higher education accreditors, state requirements, and federal financial aid requirements. These are further reinforced through the requirements for any institutions participating in state reciprocity agreements. Measures of the quality of online courses required by accreditation and oversight agencies include faculty presence; student interactions with faculty, course materials, and other students; and ensuring that online courses/programs demonstrate that they have and meet the same learning objectives as face-to-face classes/programs.

Given this continued emphasis on program assessment, and specifically online program assessment, there is an ongoing need for Human Services programs to assess the quality of their online programs relative to their face-to-face equivalents. While this seems like a daunting challenge, these researchers found that this can be achieved systematically with data readily collected during the course of program operations.

In previous research (Durovich & Poland, 2019), the authors assessed the quality of both online and land-based human service courses over the three years since the online program was launched. They assessed course quality through an analysis of student performance (measured by student grades) and course satisfaction (measured by student course evaluations). This data, from multiple databases, was compiled and provided to the researchers by the Office of Institutional Research in a single report that can be replicated at the end of every semester, making ongoing assessment of online course quality easier.

The authors analyzed both quantitative and qualitative course level data for courses in the program that were offered in land-based and online modalities during the period under examination. Course evaluation questions were used to assess course quality and student satisfaction in areas such as quality of discussions, faculty presence in the courses, interactions with faculty and other students, course requirements, course pace, and course examinations. To assess student performance, a WDF percentage (students who withdrew from the course as well as those receiving D's or F's in the course) was calculated for each course as well as the percentage of students receiving passing grades (by letter grade). The WDF percentage was used to measure (successful) course completion as online courses typically have lower course

completion rates than land-based courses. Course level student demographics such as gender, race, student type (online or land-based) were included in the study as well. These data are regularly available to program administrators which allows these analyses to be replicated and potentially expanded upon in the future. The data for this analysis can be compiled on a recurring basis and/or provided in a dashboard format by the Office of Institutional Research, further simplifying the assessment process.

For the purpose of the original assessment, data included the following:

Variables	Indicators
Faculty Presence & Interaction	Student Course Evaluations
Student Performance	Registrar Data (Grades)
Student Participation	Student Course Evaluations
Course Objectives	Syllabus Review/Student Course Evaluations
Student Suggestions/ Feedback	Course Evaluation Qualitative Component

Future researchers may choose to focus on data not analyzed here, including student demographics, retention rates, and the like.

Multiple reasons exist for assessing the quality of online programs, from the practical (accreditation) to best practices in the field (current research), and ensuring continuous improvement of academic programs for students. By utilizing both direct and indirect measures of assessment, the authors developed a systematic method for measuring faculty presence, student participation, and other indicators that ensure that course objectives are being met. Results from these analyses can then be used to refine questions for focus groups with alumni in order to explore the quality of online courses in more depth. Additionally, student performance data can be examined for courses where there is evidence of differences in successful completion of the course and/or performance in the course based on modality.

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The Connection Between Integrated Care and the Human Services Workforce

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Integrated care has become an important area of concern for Americans. In an attempt to provide less fragmented services, the Substance Abuse and Mental Health Service Administration (SAMHSA) created an integrated system framework; this model is known by several names, including coordinated care, co-located care, and integrated care (NIMH, 2017). The National Institute on Mental Health offers the following definition: “Integrated care provides mental health care and primary health care in one setting” (NIMH, 2017, p. 1). Such care coordination attempts to address social determinants that discourage people from seeking services or following through with treatment, such as transportation obstacles, difficulty taking time off from work or school, and the redundancy of multiple medical records, among other issues. Care providers and patients alike have an opportunity to address issues that affect the whole person using an interprofessional approach to service delivery.

As America’s healthcare system transitions from a fragmented one of professional silos to a more integrated system of care, its success lies in having an interprofessional workforce collaborating to assist patients in receiving appropriate services to meet varied needs. Currently, however, our nation finds itself in a workforce shortage, particularly in the areas of healthcare and behavioral health. Reasons for these shortages include, but are not limited to, the types of work available, inadequate pay rates, work-life balance concerns, academic requirements, and the location of open positions. While fewer persons are choosing careers in the helping industry, many are retiring at the same time. This potentially creates gaps in service, overburdened and burned out employees, resulting in ineffective practices.

The American Hospital Association (2016) suggests that broadening the concept of the behavioral health workforce as a strategy that would support positive change in the way patients are served. Traditionally, behavioral health professionals included a specific scope of service providers, such as psychiatrists, psychologists, social workers, professional counselors, psychiatric/mental health nurse practitioners, and psychiatric/mental health nurses. Expanding this concept to include peer support, community health workers, patient navigators, and others would support the treatment process and reduce gaps in service.

Where does the human services professional fit in this system? The primary purpose of the human services professional is to assist individuals and communities to function as effectively as possible, including healthcare. Therefore, human services professionals are ideal members to work on interprofessional teams given their expertise on topics such as mental health, substance abuse, peer concerns, community resources, and life skills. In essence, they are in an impressive position to leverage their knowledge and skills to positively impact care coordination by filling vacant behavioral health positions, thus positively impacting integrated care.

While many of these traditional and non-traditional behavioral health positions, despite various titles, fall within the scope of human services professionals or human services assistants, and future employment projections look good for this industry. According to the Bureau of Labor Statistics (2018), “Employment in the health care and social assistance sector is projected to add nearly 4.0 million jobs by 2026, about one-third of all new jobs...becoming the largest major sector in 2026.” A growing elderly population, an increased need for addictions and mental health treatment, and correctional diversion programs has created a growing demand for social services workers (Bureau of Labor Statistics, 2019). (See Table 1 below).

Table 1: Employment projections data for social and human service assistants, 2016-2026

Employment 2016	Projected Employment 2026	2016-26 Forecast	
		% Change	# of Jobs
389,800	453,600	+16	+63,900

Source: Bureau of Labor Statistics, U.S. Department of Labor, (2019). *Occupational Outlook Handbook*, Social and Human Service Assistants. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

In summation, integrated care is an evidence-based practice designed to strengthen care coordination for patients, their families, and the community. The current workforce shortage in America, especially in the behavioral health sector, has revealed a significant need for traditional and non-traditional professionals. Human services professionals have a great opportunity to leverage their knowledge and skills as behavioral health workers in the integrated care workforce.

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Food Insecurity and Student Success

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Terrie Stolte, an instructor in Business Programs at Columbus State Community College (CSCC), noticed that the candy dish she kept filled on her desk was frequently sought out by students who are hungry. This inspired her to begin the first Campus Cupboard at CSCC in 2012. There are now ten Campus Cupboard locations, including one in the Human Services Department, that provide quick, grab-and-go snacks to help students get through the day. These mini-food pantries are stocked by faculty and staff and are frequented by students.

Food insecurity is defined as an "... economic and social condition of limited or uncertain access to adequate food" (United States Department of Agriculture, Economic Research Service, 2019, p. 1). In *Paying the Price*, Sara Goldrick-Rab (2016) states that "[T]wenty-four percent of [college] students indicated that in the past month they did not have enough money to buy food, ate less than they felt they should, or cut the size of their meals because there was not enough money" (p. 128). Clearly one-in-four students is significant, and another large study of students focusing on community college students found that *fifty-six percent* experienced low to very low food insecurity (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018, p. 5). Low food insecurity occurs when a person experiences reduced quality, variety, or desirability of food in one's diet but does not reduce their overall food intake. Very low food insecurity, on the other hand, is characterized by multiple indications of disrupted eating patterns and hunger brought on by reduced food intake (U. S. Department of Agriculture, 2019).

While students in the K-12 system have the benefit of the National School Lunch Program, college students do not have access to such a resource (Goldrick-Rab, 2016). Food insecurity transcends students' personal lives and directly impacts their success in academia. Their ability to focus in class or on course work, and even continue enrollment in college, can be negatively impacted. Lack of food is not just a distraction to college students, it also impacts their performance; food-insecure students are "22 percent less likely to report a 3.5 - 4.0 GPA rather than a 2.0- 2.49 GPA" (Goldrick-Rab, 2006, p. 131).

The Campus Cupboards are not the only effort at CSCC to help reduce food insecurity among our students. Several other organizations provide supportive services. In conjunction with the Mid-Ohio Food Bank, CSCC has held an outdoor Fresh Produce Market once a month on campus. Beginning this autumn semester, this collaborative effort will move into a permanent location on campus with the opening of the Mid-Ohio Market. The Market will be available to students, community members, and employees who earn less than 200% of the federal poverty level: a household of one earning less than about \$24,000, or a household of four earning less than about \$51,000 (U. S. Department of Health and Human Services, 2019). The Mid-

Ohio Food Bank will provide fresh produce multiple times a week as well as packaged goods, school supplies, hygiene items, and feminine products, as supplies allow. The Market will be open during daytime on Mondays and Thursdays, Wednesday evenings and on the last Saturday morning of each month. Those who take public transportation will be able to take what they need until they return to campus, perhaps a few days' supply of food. The eventual goal is to open the Market 40-60 hours a week. We anticipate that students will shop at the Market on their way home after class. The Market will be staffed with student, staff and faculty volunteers. Work-study and service-learning opportunities will be offered to encourage student involvement; currently, the Social and Human Services program is discussing field practicum opportunities for students.

Students who go to the Market will also have access to a number of other supportive services. Caseworkers from the Franklin County Department of Job and Family Services (FCDJFS) come to campus to assist students in completing applications for public assistance benefits and support services, to update consumers' files, to facilitate changes of services, to answer questions and concerns, and to make community referrals. Additionally, the Legal Aid Society of Columbus comes to our campus to assist students with many issues, including record sealing, divorce, protection orders, custody, child support, wills, evictions, foreclosures, and tax disputes. Peer Advocates, student employees in the CSCC Student Advocacy Center, also provide support to help fellow students have successful experiences at CSCC; they often connect students experiencing food insecurity to additional resources in the community.

As educators, we need to act to support student success by reducing the impact of food insecurity. Partnering with community agencies and making sure students have access to resources are important steps for colleges and universities to take in this process.

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Answering the Call for Higher Education in 21st Century Policing: Integrating Human Services Courses into a Police Program

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Policing as a profession is under scrutiny and advocates are demanding change. The demands for change are not new, but have taken on new urgency as social media has educated the public more generally of issues in policing, such as deadly use of force, predictive policing, stop and frisk, and other issues of police misconduct. The public wants more empathetic, culturally aware police officers. There is, simultaneously, a stress and strain being placed on police officers to do more with less to address problems created by broad systemic failures. As a result, President Obama signed an executive order creating an Office of Community-Oriented Policing Task Force on 21st Century Policing to “identify best practices and [offer] recommendations on how policing practices can promote effective crime reduction while building public trust” (President's Task Force on 21st Century Policing, 2015, p 1).

One of the recommendations of the Task Force Century Policing Final Report called for incentives for officers to engage in higher education for “character traits and social skills that enable effective policing and positive community relationships” (President's Task Force on 21st Century Policing, 2015, p. 51). There is no agreement on what this education should be. Some researchers have suggested that the emphasis on policing is lost in criminal justice programs, as they are expansive and do not focus on police science (Cordner, 2016, 2019). There has been research that suggests that higher education may actually be counter-productive for police, for example, finding that college-educated officers are more achievement oriented than community oriented and engage in higher levels of stop, search, and arrest (Rosenfeld, Johnson, & Wright, 2018), and may not achieve desired attitudinal change (Johnson, 2012). Despite the mixed research, the idea that police should be better educated and/or trained persists.

Fitchburg State University (FSU) and the Massachusetts Police Training Commission (MPTC) saw the need and an opportunity to engage in a unique partnership to address the call for educated officers. A police concentration 4+1 program developed, which has students enrolled in a bachelor's degree program in criminal justice. Students complete the bachelor's degree, then complete the police academy through the university. This allows the students to become certified police in the state of Massachusetts. Following the academy, students are able to complete a one-year master's degree in criminal justice. All instructors, including faculty, are MPTC certified instructors and academy hours are achieved not only in the academy, but also in a traditional academic classroom.

This newly developed curriculum has a twist: policing students in this program are required to take coursework in human services. These courses include Introduction to Human Services, Interviewing Techniques, Abuse and Neglect within the Family, and Crisis Intervention. This provided an opportunity and challenge for the human services faculty at Fitchburg State. Some policing students

entered the human services courses unsure of the need for the courses, their utility, or with skepticism. While the needs of students are similar between the human services majors and the policing majors, the students' conceptualizations of their needs are at times very different. The integration of these courses as education for police officers, rather than training, is new.

The faculty in the Human Services Program have employed a number of techniques to integrate our course and mission into the police cadets' education:

- *Utilizing interdisciplinary experts.* Our faculty have many areas of expertise, but all are relevant to community-oriented policing. Human services faculty have expertise in criminal justice, psychology, child development, child welfare, trauma, aging, LGBTQ+, Autism Spectrum Disorder, and social policy, to name a few. All of our faculty have worked as practitioners, which helps students make the link between theory, research, and evidence-based practice, following the “professionalization” process that has worked in related fields such as nursing and social work.
- *Integrating readings, media, and examples with a criminal justice emphasis.* Students in the police concentration sometimes struggle to make the connection between the work they do (micro), and the broader context of human services and criminal justice (macro). Conversely, human services students sometimes fail to see the link between human services and criminal justice/policing. By utilizing examples across courses (and using technology that students are familiar with), they are able to make connections between courses, reinforcing ideas, concepts, and allowing students the opportunity to see a variety of viewpoints about a topic.
- *Partnering human services and policing students.* In our program, students are required to work side-by-side when considering the social justice issues that face human services. Through these interactions, students are exposed to a wide variety of backgrounds, life experiences, world views, and opportunities to engage in conversation/social interactions that are significantly different than those with faculty. Student group discussions and projects are designed to increase exposure to diverse individuals and thoughts.
- *Practical application of human behavior.* The human services courses provide practical opportunities for community engagement and skill development. Police students are required to do the same practicums as human services students. The interviewing class in particular is skill based, and Crisis Intervention and Abuse and Neglect also have skill-based exercises built into the curriculum.

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- *Peer consultation.* One of the most effective actions taken as a faculty is consistent and honest feedback from one another. As a program, we debrief regularly, brainstorm, discuss issues, concerns, and successes. This provides a significant opportunity to address our own biases, concerns, what's worked, and "stuck" moments. It also allows for consistency that can lead to policy. For example, in the Intro class, students are required to do a 30-hour practicum. As a result of peer consultation between human services and criminal justice faculty, a policy was instituted that policing students in human services classes are required to complete a human service focused practicum rather than one in law enforcement. These discussions allow for problem solving, identifying student concerns early, and consistency across faculty.
- *Advising.* One of the benefits of exposure to a variety of practitioners in policing, criminal justice, and human services is the opportunity for students to explore other opportunities for careers. Some students have transferred majors, others have chosen to pursue minors, and others have withdrawn from the policing program entirely because they realize it was not a good fit. So far, it seems that the opportunity to discuss the realities and opportunities in the field generally allows the students who are strongly drawn to policing reinforcement in their decision, and allows others the freedom and flexibility to make another choice.
- *Humanizing the community.* Reality: policing students will be working with people and communities that to this point, may have been abstract. One of the benefits of the aforementioned approach and the integration is that we actively try to humanize the topics we discuss in class.

Many aspects of the Policing Program are unique and ground breaking, but truly groundbreaking is the integration of the human services courses. The goal is to not just individually educate officers, but to actively impact the systems and overall culture of policing. The integration of human services courses in the policing curriculum reinforces 21st century policing by enhancing understanding of the needs of diverse communities and how individual, community, and societal factors influence human behavior. These messages are consistent, persistent, and timely. While anecdotal, a policing student stated, "Criminal justice classes teach us about the process. Human services classes make it real." Integration also provides active, practical opportunity to put the knowledge into practice. While this program is in its infancy, perhaps this interdisciplinary approach can present a model for 21st century police and higher education.

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Professional Development Opportunity: Graduate Programs in Human Services

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The graduate degree in higher learning now offer administration an advanced degree that provides students with the knowledge, values, and skills they need to manage a human services organization. This is a necessary skill set they need to administer an agency effectively. As helping professionals, graduates of our Human Services programs may work in careers in ageing, mental health, child welfare, domestic abuse, homeless shelters, day care centers, schools, or hospitals, serving people of all ages, from diverse backgrounds, and with varied issues.

A review of current graduate programs in Human Services reveals that many institutions of higher learning now offer administration and leadership in the curriculum. This is a necessary skill set if professional human services workers are to be effective in managing the growing number of non-profit, private, for-profit, and social entrepreneurs entering the market. As the aging population increases, there will be a need for more health and mental health care, assisted living, and independent and senior living options. Epidemic proportions of substance abuse, school violence, and family issues will force more communities to develop and engage with new and revised services for its residents.

Graduate level Human Services professionals will need to understand how to engage in national and local social policy, write grants, conduct community needs assessments, create non-profit organizations, work with boards of directors, develop strategic plans, and abide by ethical codes. Some of the courses our human services administration students enjoy most include:

- Management and Leadership in Human Services Organizations
- Legal and Ethical Issues in Human Services
- Creating New Human Services Organizations
- Funding Sources for Human Services Organizations
- Advocacy and Policy Analyses
- Grantsmanship

We are finding that both traditional and non-traditional age students are interested in this content. Some want on-ground face-to-face interaction and some desire the online platform, so we offer both. The profession of Human Services is poised to make a difference in the social services arena as we reach out to teach our students how to effectively lead our agencies with skill and compassion.

Best Practices - Reporting Program Outcomes

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The standards for human services education established by the Council for Standards in Human Services Education provide essential guidelines for establishing excellence in human services education. Standard 4, which states, "[T]he program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field," is a key standard that recognizes the importance of 1) establishing intentional program outcomes, 2) ensuring that those outcomes are achieved through program evaluation, and 3) sharing program evaluation results with the public. Additionally, as much as we may resist the turn to a consumer-oriented atmosphere in higher education, the reality is that the perceived value of a college degree is currently low. Therefore, reporting student outcomes is also an important form of advertising that can help students to understand the value of a degree in the human services field. However, knowing exactly what to report and how can be challenging. My goal in this article is to provide some useful tips for how to approach reporting student outcomes based on my own experiences as head of the Department of Sociology and Human Services at the University of North Georgia.

The first step is to determine existing available data. Some important sources of data are alumni, current students, and community partners. If your department is not formally collecting data from these constituents, first of all you should, and remember that current faculty can serve as a good resource for accessing information, particularly from alumni. We have found that a lot of alumni data is available to us simply through word of mouth. Another potential source of data is information gained from social media. This resource can offer information on employment and educational status. You might also check with your Alumni Office and see what kinds of data

they might be able to share with you. Additionally, identifying other institutional resources is helpful. Does your institution have an office that is specifically tasked with tracking institutional data? At the University of North Georgia, for example, we have the Office of Institutional Effectiveness, which provides reports with lots of rich information. Such offices are usually deeply involved with assessment and accreditation, so they will understand the importance of meeting accreditation requirements. The Office of Institutional Research was our source for enrollment (including demographics) and academic achievement data. Finally, you likely have a lot of data just sitting there. For example, we had data on the BC-HSP pass rates for our students, but it simply hadn't been pulled together and cleaned up. This highlights another potential source of data: assessment outcomes.

Once you have located or gathered the appropriate data, you need to figure out the story the data is telling and how to best share that story with the public. Some of the story is already determined by the standard itself, which gives some guidelines about what should be included. My department knew that we have excellent outcomes in terms of student employment, so we definitely wanted to highlight that by including employment statistics. We also included a list of recent placements as this further helps potential students to understand what they can do with a human services degree. Our pass rates for the HS-BCP exam, when put into the national context, are also strong, so we included those as well. Finally, we also included a section that lists our student learning objectives for the program. Listing objectives and outcomes in the same section highlights that there should be a link between stated learning objectives and program learning outcomes. What will your story be? Take advantage of this opportunity to show off your program.

Changes are Inevitable: Is your Accredited Program Ready for Personnel Changes?

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About seven years ago, I felt it was time to consider retirement. I met with my financial advisor, researched health insurance options, navigated through the world of Medicare and Social Security, and delineated my retirement goals and timelines. Amidst all the challenges and changes, I felt I prepared myself for retirement.

I'm not sure I used the same level of thought and preparation for Human Service program personnel succession when transferring my role as the sole full-time faculty member and coordinator of the program. And now as CSHSE Vice-President of Accreditation (CSHSE VPA), I'm seeing the same challenges occurring in many Human Services programs across the United States. Many coordinators who have retired incorporated my same plan to pass the torch: complete the next accreditation cycle Self-Study before retiring so that the new coordinator has time to acclimate to teaching before tackling the CSHSE self-study process.

I thought there would be enough information in the Self-Study to guide the new coordinator in navigating the administrative aspects of an accredited program; the CSHSE

decision letter would provide guidance towards program improvement. The college had incorporated the requirement to run an accredited program into the job description, so the new hire would know the extra responsibilities. It seemed that the program was ready to continue its accreditation flawlessly upon my retirement. The accredited program was ready for me to retire - or was it?

What I didn't consider were the underlying nuances of the program that were embedded in my teaching and administrative skills as the sole program coordinator. The Self-Study narrative provided information on how the program complied with the CSHSE Standards, but it did not reflect the time and effort it took to ensure that compliance aligned with the institution's policies and procedures. Neither the search committee nor administrators truly knew the program's philosophy and mission upon which the program was developed. While the search committee consisted of well-meaning faculty members who were familiar with teaching in an accredited program, they were unfamiliar with the specifics of human service education,

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coordinating the specific administrative aspects of the program, and the CSHSE National Standards.

As CSHSE VPA, I'm seeing challenging outcomes from poor succession planning. New program coordinators are struggling with maintaining the standards of an accredited program while teaching a new course load and addressing institution policies and procedures. Self-Study submission timelines creep up quickly to unbeknownst new coordinators. Consequently, some programs are unprepared to submit the Self-Study on time and seek extensions for the accreditation cycle. Changes in senior administrator roles perpetuate limited knowledge of the CSHSE accreditation process and requirements, only for the new coordinator to be given the vague directive, "Your position will require coordinating an accredited Human Service program." How can this personnel succession planning be improved to maintain quality accredited programs and make life easier for self-study authors?

In reflection, a number of suggestions come to mind. Review your program's policies and procedures for transparency; this ensures that they are clear to new faculty. Ensure that advisory board members, administrators, and

program faculty all understand the basic foundation of the program (program philosophy, mission, and vision), the value of accreditation and external reviews, timelines of the accreditation cycle, and the National Standards for the degree level(s) offered by the institution. This information is vital for the search committee to have while screening candidates for the future coordinator's role.

Incorporate intentional succession planning within the program's administrative practices. Anticipate change in faculty and accreditation timelines. How many faculty in the program are considering retirement within the next 5 years? How many colleagues may be considering professional growth opportunities and what impact will that have on the program? How does the program incorporate planning for eventual staff turnover? Are program administrators and senior administrators involving all program staff in leadership responsibilities and educational training of CSHSE standards?

Personnel changes are inevitable and natural in any program. Planning for the inevitable helps for a smoother transition of coordinator roles for an CSHSE accredited Human Service program and ensures the continuation of a quality accredited program.

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