



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>

9600 SW Oak St., Ste. 565, Tigard, OR 97223
503-253-9385

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University of Alaska

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Norwich University

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06/28/2024

Andrew Garland-Forshee, Department Chair
Portland Community College, Sylvania Campus
12000 SW 49th Ave
Portland, OR 97219

Re: CSHSE Board accreditation decision

Dear Dr. Garland-Forshee,

The CSHSE Board reviewed the Reader reports and voted to **accredit the Family and Human Services Associate Degree program at Portland Community College with no conditions**. The program's **accreditation** cycle will be from June 2024 to June 2029.

The Readers noted many strengths of the program:

From Self-Study

- 1) a balance between CTE credit and cross-discipline lower division collegiate coursework
- 2) offering Adult Mental Health First Aid (MHFA) as a part of the required program of study for associate-level human service programs
- 3) the HUS pathway's growth; the Spring 2020-2021, 19% increase in HUS Student Full Time Enrollment (SFTE)
- 4) Concentration area electives are a good option for students to deepen their knowledge about specific areas
- 5) Flexible course offerings (in-person, remote, online, hybrid)
- 6) Good documentation of meeting Standard 3.a (Community Assessment)
- 7) In Standard 7.C. (faculty assessment), the assessment tool is affirmed because it includes "treatment of students" and cultural competence.
- 8) Re: Standard 10.d. it was noted that the website information for transfer of credits and credit for experience was detailed and provided everything students might need.
- 9) Use of technology (standard 14.d) is discussed in several courses.
- 10) Re: Standard 18.a, it was noted that In HUS 102, a variety of scenarios are used to develop an awareness of acuity, and the need to meet the needs of the clients without becoming intrusive or restrictive.



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From Site Visit

- 1) Faculty express significant gratitude for Dr. Andrew Garland-Forshee's leadership and Ms. Sally Guyer's commitment to the program.
- 2) Very supportive library services for HUS students – detailed, comprehensive, and tailored for HUS
- 3) The reference librarian's training as a Social Worker is a positive asset to the HUS program and the resources being made available to them.
- 4) The course embedded tutoring program is an important resource being offered to students.
- 5) Students emphasized the accommodating and flexible nature of the HUS faculty, especially in light of the lived experiences of so many of the students.
- 6) Students expressed value for the highly relational nature of the program, as it fostered their own personal growth (increased self-awareness; increased understanding of others; increased self-efficacy; EX: Eco Maps)
- 7) Students mentioned gratitude for the opportunity of pursuing the HS-BCP credential, if desired
- 8) Students highlighted the MHFA & ASIST Training, as well as the opportunity to earn certificates
- 9) Students also mentioned the importance of the emphasis on self-care.

Recommendations:

Standard 1.B. (Glossary) - Career Pathway segment is written in second person and not a definition, consistent with a glossary.

CCOG section is missing a definition of the acronym SAC at its first use.

In the Dual Enrollment section, 3rd line, second person pronoun is used, inconsistent with a definition.

Standard 2.A. (Student Population Tracking) – The program would benefit from resources being dedicated to monitoring student retention, time to completion, and academic progress. Technology designed to help support this tracking process would be useful.

Standard 2.B.2.a (Philosophical Statement) - Statement is succinct but seems more like a program description than a philosophical statement.

Standard 4.b.3 (Program Evaluation) - The program is using the self-study as a “formal moment in time” evaluation of their program. Perhaps they can explain during the site visit, if the self-study process involved outside stakeholders, etc.

Standard 4.c.1 (active link to Student Indicators) – Link did not work in the self-study. If copied and pasted, it takes one to the whom page, where one may search for the information.

Standard 20.h.1.2.3. (Fieldwork progression) – In the self-study, these three segments all have the exact same text and combine the answers. Clearer delineation was needed.

Also related to Standard 20, the fieldwork application process and required paperwork procedures tend to slow down the learning process and delay the start time for students in their first fieldwork placement. The program might want to consider an “Introduction to Fieldwork” course for students to complete prior to HUS 250, that focuses on the fieldwork application, resume and cover letter preparation, interviewing skills, and other matters that students might need to consider prior to beginning their first fieldwork placement.



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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 **June 2029** 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 accreditation with the Council for Standards in Human Service Education becoming accredited and supporting quality and excellence in 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
9600 SW Oak St., Ste. 565
Tigard, OR 97223

Cc: Dr. Yvonne Chase CSHSE President
Gerardo Cifuentes, Program Dean
Katy Ho, Vice President of Academic Affairs
Jim Ruby, Lead Reader
Paul Datti, Board Member-at-Large