



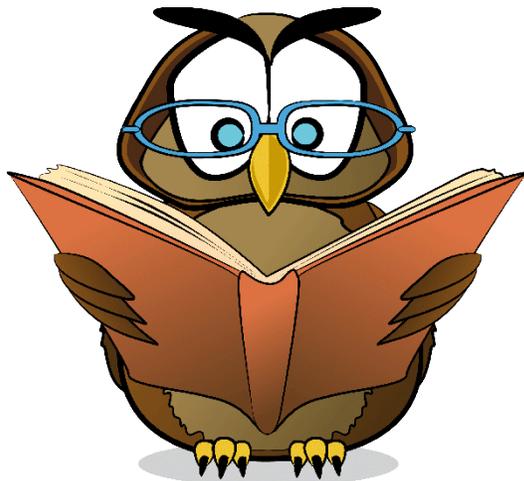
**COUNCIL FOR
STANDARDS IN
HUMAN SERVICE
EDUCATION**

Accreditation: Guiding the Process

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Council for Standards in Human Services Education

WHO ARE WE?



- ▶ Council for Standards in Human Services Education (CSHSE) is the **only accrediting body for Human Service postsecondary education degree programs**. The CSHSE accreditation **standards contain the essential elements of best practices** in Human Service education.

- ▶ CSHSE received recognition from the **Council for Higher Education Accreditation (CHEA) in 2014**. CHEA is a national advocate and institutional voice for **self-regulation of academic quality through accreditation**. (Franyo, 2014). (<http://www.cshse.org/newsletter.html>)

Accreditation Is a Process that

?

- “... passes a verdict on whether programs, degrees or institutions meet certain standards or requirements.”
(European Network for Quality Assurance in Higher Education, 2001)
- assures academic integrity in higher education.
- provides a form of quality assurance.

Y?

...should my
program be
accredited?

- ▶ Ensure **quality, consistency, and relevance** of Human Services education through **research-based standards and a peer-review accreditation process.**
- ▶ “Colleges and universities should use the accreditation process to **conceptualize and institutionalize transparency.**” (Kzyzkowski & Kinser, 2014)
- ▶ Provide program **accountability** through benchmarking, internal review, and external review.
- ▶ Promote Human Service **professionalism** and preparation for HS-BCP **credential exam**

Additional benefits of accreditation

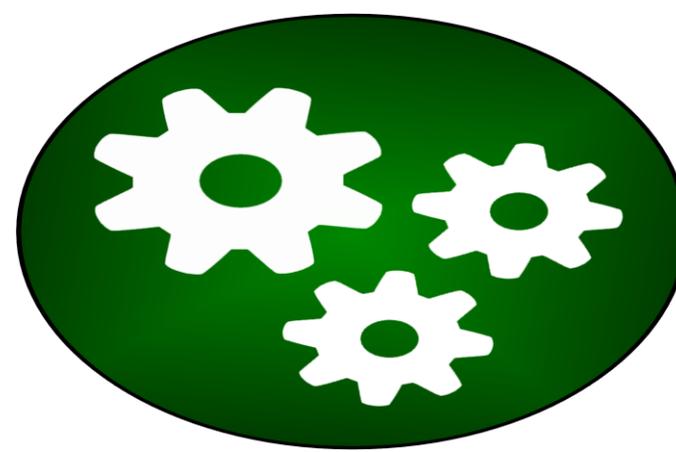
- Information required in the self study can be used for **program assessments** at most institutions.
- Information required in the self study can be used for **strategic planning and curricular modifications**.
- The accreditation standards help **define learning goals by course**.
- Completing the self study **functionally completes the program's 5-year academic plan**.
- **Graduates of an accredited program are exempt from verifying 350 hours of postgraduate human service work experience for the HS-BCP credential.**

Justification in Budget Cutting Times



- ▶ The budgetary analysis of academic programs is primarily based upon data produced by the programs themselves consisting of validated measurements surrounding program quality, academic validity and vitality, student success as well as the program's ability to address student, community, state, regional and national educational needs within the discipline
- ▶ Program cuts/reductions/maintenance decisions are made through a data driven, transparent process based upon reliable measurements and validation.
 - ❖ The accreditation process requires program applicants to include data performance surrounding: program/curricular quality, budgetary information, academic validity/vitality, student success and program ability to address community, state, regional and national education needs within the degree program.

Accreditation Basics



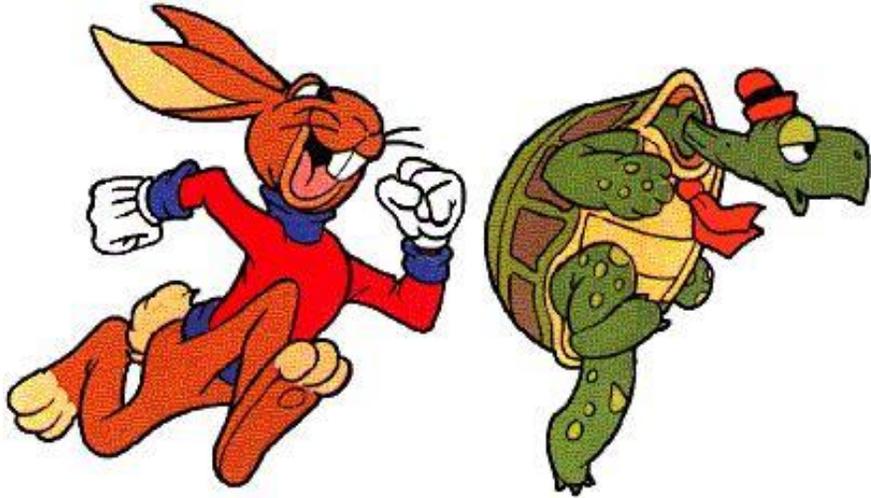
Voluntary

- ▶ Program meets CSHSE standards (Associate, Bachelor, Master levels)
- ▶ Design your program assessment plan around the major data sets required in the standards
- ▶ Program may use CSHSE logo in program materials
- ▶ Program receives recognition on CSHSE website
- ▶ Provides students with benefits towards the HS-BCP credential

Costs

- ▶ Maintain yearly membership fee- \$500
- ▶ Accreditation application with \$500 application fee
- ▶ Site visit (initial and every ten years)- \$2000 per site visitor, typically two site visitors

Getting Started: CSHSE Resources



- ▶ **CSHSE Website:**
<http://www.cshse.org/>
- ▶ ***Member Handbook:***
Accreditation and Self-Study
Guide and Self-Study,
Templates, and Matrix.
- ▶ **CSHSE Publications monographs**
- ▶ **CSHSE Bulletin newsletter**

Application Process- Timeline

- ▶ **Initial accreditation-** Once application is submitted, two years are allowed to complete Self-Study and site visit
- ▶ **Reaccreditation:** Applications are due at least six months prior to Board review
- ▶ **Reaccreditation:** If there are extenuating circumstances, an extension of one year can be requested
- ▶ **Accreditation** is granted for 5 years and renewed every 5 years; a site visit is required at initial accreditation and every 10 years thereafter



Initial Accreditation Application

- Time for research, program development, curriculum development
- Time for writing
- Time for College “life events”-curriculum meetings, academic standards meetings, administrative approval
- Time for Staff “life events”



2 years to
submit self-
study from
time of
application

Initial Accreditation Time Line

2 years

Submit application form and fee

August 1 for the February meeting

November 1 for the June meeting

April 1 for the October meeting

Request readers (30 day period), mail completed self-study, 45-day reading period

60-day period, pay site visitor fees, schedule site visit

If the site visit is completed by:

December 31, the Board will take action at the February meeting.

March 31, the Board will take action at the May meeting.

August 31, the Board will take action at the October meeting.

Interim Reaccreditation Time Line

6
months

**Submit
application
form and fee
by**

August 15 for
the February
meeting

November 15
for June
meeting

April 15 for
October
meeting

**Request
readers by**

November
15 for the
February
meeting

February
15 for the
June
meeting

July 15 for
the
October
meeting

**Mail completed
and updated Self-
Study to readers
by**

December 1 for
the February
meeting.

March 1 for the
June meeting.

August 1 for the
October meeting.

Reaccreditation with Site Visit Time Line

Submit application form and fee by

August 1 for the February meeting

November 1 for the June meeting

April 1 for the October meeting

Request readers by

October 1 for the February meeting

January 1 for June meeting

June 1 for the October meeting

Mail

completed and updated Self-Study to readers by

October 15 for the February meeting.

January 15 for the June meeting.

June 15 for the October meeting.

Conduct site visit prior to December 31 for the February meeting.

March 31 for the June meeting.

August 31 for the October meeting.

6 months

Preparation



- **Contact Board Member at Large or VPA for consultation**
- **Create a Self-Study Committee** (HUS staff, adjuncts, institutional research, student support services, tech support)
 - Designate a leader, meet regularly, make sure members understand standards, leader to arrange logistics of site visit
- **Review standards and assess program's current compliance with the standards**
- **Create a plan and timeline for compliance with standards and for writing self-study- time for curricular changes**
- **Gather information from relevant sources** (Institutional Research will be important).
 - Prepare a folder for each standard (virtual or paper) and store documented evidence
- **Develop a Matrix of Required Courses Matched to Standards**
 - Ask teaching faculty for input on how courses comply with standards
 - Complete Matrix using feedback from faculty and other Committee members

Steps in the Accreditation Process

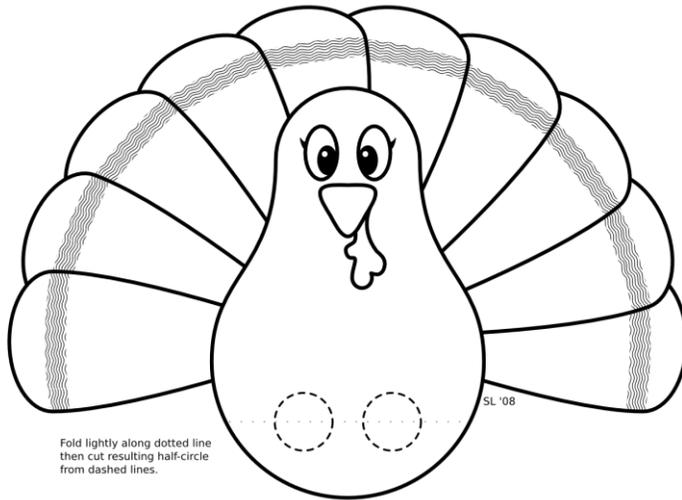
- ▶ Step 1 - Make contact with Board Member at Large
- ▶ Step 2 - Develop a timeline for completion
- ▶ Step 3 - Submit application and fee - wait for a VP of accreditation response to proceed
- ▶ Step 4 - Complete the self-study using the Self-Study Templates
- ▶ Step 5 - Request a list of self-study readers (refer to timelines in Handbook)
- ▶ Step 6 - Submit the self-study (refer to timelines in Handbook)
- ▶ Step 7 - Follow-up on readers' receipt of self-study
- ▶ Step 8 - Schedule the site visit when notified by VPA
- ▶ Step 9 - Site visit fees paid and logistics arranged
- ▶ Step 10 - Council board takes action
- ▶ Step 11 - Council notifies program
- ▶ Step 12- Links to the Program, the Student Achievement Indicators (SAI) and the Decision Letter are posted on the CSHSE website

Write it Right



Writing the Self-Study: Lessons Learned

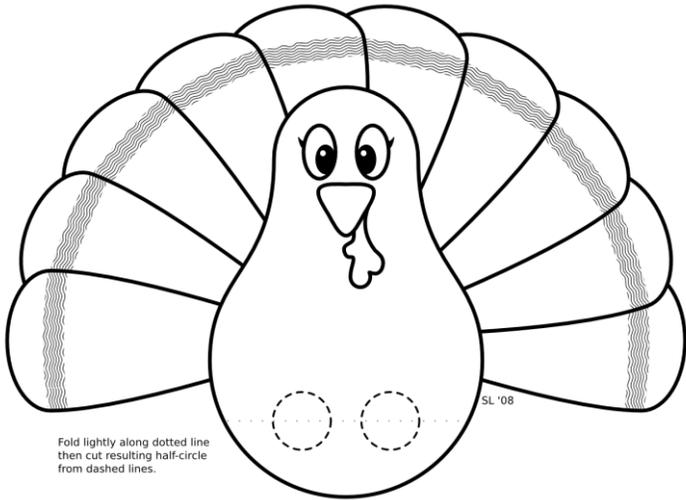
Use the correct
template!



- ▶ Include the **Certification of Self-Study Page**
- ▶ Ensure the courses on the Matrix **match courses** described in the narrative. Include the correct course syllabi in the appendices.
- ▶ **Provide detailed descriptions** on how a course(s) complies with a Standard and its Specifications.
- ▶ Provide **documented evidence** as verification for each Standard and Specification

Writing the Self-Study: Lessons Learned

Use the correct
template!



- ▶ Ensure current compliance, not an intent to comply.
- ▶ Ensure all documents that verify standards are included.
- ▶ Use appendices documents and links to support the narrative, not in place of the narrative.
- ▶ Ensure that referenced data is consistent throughout the document
- ▶ Ensure **STUDENT SPECIFIC IDENTIFIERS ARE REMOVED- REDACT!**
- ▶ Ensure that hyperlinks work and don't require passwords- test on different platforms if possible
- ▶ Proofread for spelling, grammar, and incomplete narratives.
- ▶ Paginate self-study narrative and longer documents that are included in the appendices

Be Kind to Self-Study Readers

- ▶ **REMEMBER THAT READERS ARE VOLUNTEERS**
- ▶ Make the narrative as self-explanatory as possible
- ▶ Develop an easy navigation between narrative and appendices
- ▶ Make your program “come alive” to the reader
 - ▶ Highlight the strengths and uniqueness of your program
- ▶ Clearly and concisely specify ways in which your program complies with each standard
- ▶ Identify and address separately each specification for each standard (Use the correct template!)
- ▶ Verify every claim you make about your program’s compliance by including a link or reference to an appendix or source
- ▶ Report on what is currently true with respect to the standards. You cannot demonstrate compliance by stating an intent to comply at a future date



General Wisdom

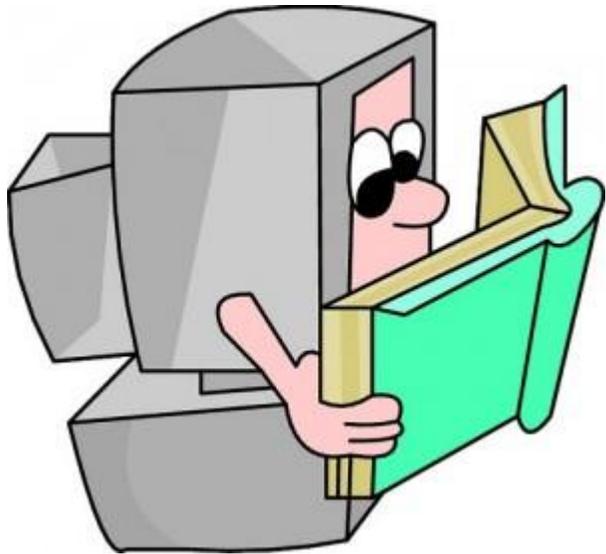
- ▶ A program is held to the Standards, Templates, and Policies in the **current CSHSE Member Handbook: Accreditation and Guidelines** when the accreditation application is received.
- ▶ For reaccreditations, if you start working on self-study before sending application, **check with Board Member at Large and the website for any changes before proceeding.**
- ▶ **The importance of evidence:** make sure you have evidence backing up all claims of compliance; appropriate documents; course objectives, assignments on syllabi, information for Standard 4 posted on your program website.

Self-Study Submission Policy

Full Electronic
Copies only

- ▶ Both narrative and appendices must be submitted electronically-preferably on a flash drive
- ▶ All electronic documents must be in PDF format and all pages numbered
- ▶ Appendices included in the Table of Contents and are part of the narrative
- ▶ Navigation between narrative and appendices must be straightforward

Online Program Policies



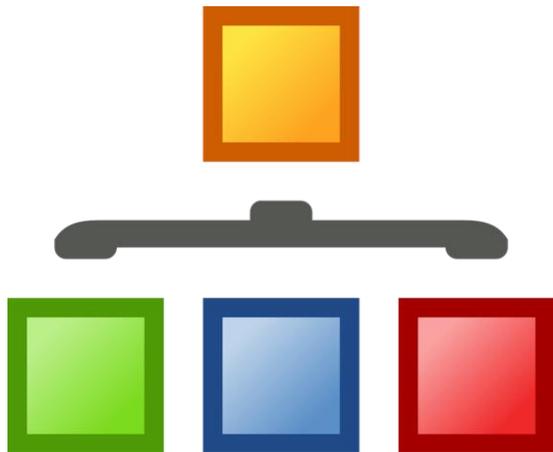
- ▶ Narrative and documentation that assures compliance with Standards whether online or face-to-face
- ▶ Document how program assures that student enrolled in program/courses are who they say they are
- ▶ Document that training and support is provided for online students and teaching faculty
- ▶ Allow self-study readers to audit online classes

Multi-site Program Policies



- ▶ Have policies and procedures that document
 - Continuity of the curriculum across all sites
 - Availability of resources that assures continuity
 - Consistency of implementation of policies and procedures
- ▶ Use the appropriate technology for interviews with program representatives during site visit
- ▶ One-third of sites including primary site will be visited

Programs that offer Human Service Degrees at more than one degree level



- ▶ One membership fee is required
- ▶ Each degree level treated as a separate program; application fee needed for each
- ▶ Each degree level requires a distinctive self-study
- ▶ Separate team of readers for each degree level
- ▶ Length of site visit may be extended

References

- ▶ CHEA: Council for Higher Education Accreditation
<http://www.chea.org>
- ▶ CSHSE Member Handbook: Accreditation & Self Study Guide, September 2016. <http://www.cshse.org/documents/MemberHandbookSelfStudyGuide.pdf>
- ▶ Franyo, G. (2014) CSHSE The Bulletin. CSHSE.
- ▶ Krzykowski, L. & Kinser, K. (2014). Transparency in Student Learning Assessment: Can Accreditation Standards Make a Difference? Change: The Magazine of Higher Learning, 46(3), 67-73.

www.cshse.org

Meeting the Standards' Requirements

Most challenging for college's pursuing accreditation: Standards 2, 4, and 5

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base

- a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum. **Guiding values, beliefs, and assumptions of your human services program.**
- b. Include a mission statement for the program. **Why the human services program exists, and its unique purpose**

Refer to Unger. D., 2017. Philosophical Statements, Mission Statements, Conceptual Frameworks. *Fall 2017 Bulletin*, p.5
http://www.cshse.org/pdfs/newsletter_fall-2017.pdf

Standard 4: The 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 and result in modifications to the program as necessary.

4a. The program has clearly stated measureable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:

1. Measureable student learning outcomes

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 students outcomes, must, at minimum be posted on the program's website and the links must be included in the self-study narrative

1. CSHSE accredited programs: <http://www.cshse.org/accredited.html>

Standard 4 continued

2. Content of information shared. [NOTE: **Public information** provided by the program **must include**: **examples of student learning outcomes** as defined by the program's assessment plan as required in Specification a; **examples of program effectiveness obtained through formal program evaluation** as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trend, graduate placement data, 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.]

Standard 5e Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services professionals.

Jacob, E., Datti, P. (2014) Fitness for the Profession: A Model to Address the Growing Edges of Human Service Trainees. *Bulletin Fall 2014*. p.4-5.

Kaufmann, J. (2010). Fitness for the Human Services Profession. *Bulletin Fall 2010*. p. 4-6.

Kerewsky, S. (2016). Fitness for the Human Services Profession: Preliminary Explorations. *CSHSE Monologue*

CSHSE Publications: <http://www.cshse.org/publications.html>