



Council for Standards in Human Service Education

Ensuring the quality, consistency, and relevance of human service education programs.

<http://www.cshse.org>

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October 29, 2017

Dr. C. Ray Taylor, Department Chair
Human Services Program
Pitt Community College
Russell 222
PO Drawer 7007
Greenville, NC 27835-7007

Dear Dr. Taylor

It is my privilege to inform you that the Human Services Associate in Applied Sciences Program at the Pitt Community College has been reaccredited by the Council for Standards in Human Service Education (CSHSE) for the period of October 2017 through October 2022.

PROGRAM STRENGTHS

The readers of your self-study have identified the following strengths of your program including:

- History of program accreditation since 1982
- Collaboration with the College library
- Strong core curriculum for easy credit transfer
- Variety of program offerings
- Substance Abuse and Gerontology specializations that demonstrate the department's awareness of community needs
- Strong institutional support
- Diverse faculty
- Program's purpose to prepare students to work as paraprofessionals
- New student orientation program
- 3-day off-campus retreat
- Professional development opportunities for part-time faculty
- Interesting and creative assignments (film "Up"; "expressing Feelings Nonverbally" activity; family mapping; community services notebook, agency presentations, and "Taking Sides" debates of values and ethics)

REQUIREMENTS FOR NEXT ACCREDITATION

The following requirements, related to the standards, will need to be remediated for the next reaccreditation:

- 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
 - Specification 4 a1 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: Measureable student learning outcomes.**
The narrative referred the readers to Appendix G which was the curriculum matrix. There were no measureable student learning outcomes included. The program shall provide a record (e.g. rubric) as to how learning objectives and assignments are aligned, how students are meeting the learning outcomes, and a summary of the learning outcomes.
 - Specification 4 a2 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: Assessment Plan**
The narrative referred to Appendix I which only addresses headcounts and degrees awarded. The program must provide an assessment plan which how the program will assess and evaluate student learning outcomes.
 - Specification 4 b2 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: **Describe the methodology.**
The narrative did not provide a description of how the program conducts the formal program evaluation. Provide a description of the formal program evaluation plan.
- Standard 5e The program shall have written standards and procedures for admitting, retaining, and dismissing students. Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services professionals. NOTE: this Specification refers to program specific policies and procedures that assess and evaluate students “fitness for the profession.”
 - **The Student Handbook (Appendix B) refers to Core Curriculum Competencies which alluded to the “fitness for the human services profession”. However, there was no program specific policies and procedures to address the assessment and evaluations of students ‘fitness for the program.’ The program must develop and implement program specific policies and procedures for managing students with legal or behavioral problems that may interfere with human service professional development. Two articles in the CSHSE Bulletin (<http://www.cshse.org/newsletter.html>) provide information about this standard and specification. (Kaufmann, Fall 2010, pp. 4-6 and Jacob & Datti, Fall 2014, pp. 4-5)**
- II. CURRICULUM: ASSOCIATE DEGREE Standards 11-19 The paragraph preceding each standard describes the context for the standard. The specifications following each curriculum standard define the content for the associate degree in human services. [For each Specification: provide clear, detailed, concise



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and descriptive narrative and refer the reader to the name and location of any documents (e.g. attachments/appendices) that support and verify statements made in the narrative. When appropriate, refer to the appropriate page or section of attached supporting documents.] *Identify and briefly describe the ways in which a course or courses complies with each Specification (e.g. textbook chapters, lectures, in class activities, assignments, etc.). Refer the reader to the appropriate syllabus/syllabi and or specific assignment for verification.*

- **Although the narrative provides a detailed description of how the Standards and Specifications are met in the curriculum, the syllabi are inconsistent in providing detailed course objectives and identification of specific assignments and activities that are connected to the Standard and specification. Provide clear documented evidence (e.g. syllabi, specific assignments) as verification of the narrative statements.**

Additional Reader Recommendations not required or related to the Standards [Recommendations relate to ways a program might enhance compliance with a Standard even though not required by the Standard or to important program issues that are not included in the Standards.]

- Specification 4c2 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: 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.] **Although the program administers "Test of the Major" to students, the results were not posted on the program webpage link. Consider including a summary of results from the Test of the Major as a component of student achievement indicators.**
- Ensure that course numbers and course titles are correct. HSE 123 and HSE 135 are mislabeled in the self-study.
- The program surveys the advisory board. Appendix H included the survey but the narrative did not provide a summary of results. Provide descriptions of both the assessments and results.
- Ensure that referenced page numbers are correct. Standard 5b, c, d, e referenced specific pages in the college catalog but the page numbers did no align to the referenced information.
- Ensure that confidentiality of students and faculty are maintained by redacting names from surveys and evaluations.

As stated above, your next reaccreditation will be October 2022. Please review information on our website, www.cshse.org for any new or revised policies and standards. A copy of this letter needs to accompany your next self-study.

Congratulations on continuing as one of our accredited program! A formal certificate, signed by our President Elaine Green, will be forthcoming.

CSHSE **October 2017**

Very sincerely,

Winona Schappell

Winona Schappell, M.Ed., HS-BCP
CSHSE VP of Accreditations

Cc: Dr. Daniel Mayo, Dean of Public Services and Fine Arts Division
Dr. Thomas Gould, Vice President of Academic Affairs
Dr. Elaine Green, CSHSE President and Lead Reader
Ms. Stephany Hewitt, Board Member-at-Large