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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11/18/2024

Chelsea Rood-Emmick
50 W. Fall Creek Parkway N.
Indianapolis, IN 46208

Re: CSHSE Board accreditation decision Dear

Dr. Garland-Forshee,

The CSHSE Board reviewed the Reader reports and voted to **reaccredit the *Human Services Associate of Science Degree program at Ivy Tech Community College* with no conditions**. The program's **accreditation** cycle will be from October 2024 to October 2029.

The Readers noted many strengths of the program:
From Self-Study
1. Strong development of transfer agreements to 4 four colleges.
2. Good emphasis of diversity, equity and inclusion throughout the program. Multiple assignments and separate required course.
3. Consistency across the state with program requirements but allows for a process that fosters academic freedom.
4. Ivy Cares programs across the state.
5. Learn Anywhere option addresses the diverse needs of the student.
6. Works closely with work force development.

From Site Visit
1. Plenty of opportunities for faculty Development. All instructors do an online course, even adjuncts. There is a bank of trainings that can be accessed anytime called Commons. Shell syllabi in Commons for courses as well as examples from other colleges and also trainings.
2. Lots of support for students. From physical libraries (a safe space), support services, and workshops to online chats, IT support and food pantries/financial support, dental help, expungement (note levels at each site).
3. Students have two internships that build on each other, with the first internship for many at the main campus being at student services on campus. Assessments of themselves as employees in a safe environment that knows what students in the program need to learn.
4. Many transfer pathways for students to go on to bachelor's programs locally and visits to campuses, with pre-transfer advising.
5. Curriculum committee kept consistency by requiring HUMS 102, 203, group process, and internships in person or synchronous, and not available online asynchronous.
6. Students see available workshops through IvyLearn announcements. Can take self-paced online course, and study skills IYT course (1 credit) is required for all students.
7. Optional feedback to instructors when students visit tutoring or writing center. Library, writing center, and tutoring are well used, students were encouraged early on to utilize those resources.
8. Professors are flexible, understanding, and get to know their students.

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Recommendations:

1. More virtual, in person, and 16-week courses. Students often choose not to come to class when blended, they zoom in if accountability is there. They also want more time to process.
2. Add student events and workshops before 5pm, as it is easier for students to get off work than get babysitters or lose time with children.
3. Add more on communication-how to send an email, draft professional letters, schedule online meetings, how to use Chatgpt to draft communication to make organizational work easier,
4. Talk early on to students about financial aid. When they change majors and transfer, they may run out of funds before they get a bachelors. Certificates are nice but won't transfer and eat up financial aid.
5. Let the advisory board know how changes or suggestions were implemented. Did the implementation make a difference? Was it successful or does it need more discussion. Close the loop. Give minutes or changes implemented early on so they can have time to process before the next meeting.
6. Consistency for core curriculum and access is present, but the support, engagement, and faculty levels are not the same at a variety of campuses. For example, student clubs are large and great but not available to all students.
7. Students want to go to conferences, and the faculty is being pushed by administrators to attend outside conferences. Students suggested conferences, but specifically for a HUMS Student conference. We suggested NOHS.
8. Learn anywhere is difficult for faculty to monitor in class, speak to the camera too, and make sure students on zoom feel they are still an active part of the course. Students drop out of zoom in Learn Anywhere, or are driving while participating in class.
9. Advising is not consistent. Some students felt that the appointed student advisor is not consistent, knowledgeable, and frequently gives wrong answers about courses taken (school appointed advisors). Others had immediate access to fabulous advisement.
10. Have consistent fitness for profession polices and remediation plan if they are not able to make the program work.
11. Make sure that all links are working

The next accreditation cycle will be an **interim report and review cycle.** The self-study submission must be completed within the timeline for the **October 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
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Cc: Dr. Yvonne Chase CSHSE President Kelly Circle JD, Assistant Vice President of Curriculum
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