



Council for Standards in Human Service Education

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

<http://www.cshse.org>

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Mr. Tommy Lopez, MPA, HS-BCP, Program Chair
Central Piedmont Community College
Central Campus
Levine Building-Office 411
PO Box 35009
Charlotte, NC. 28235

Dear Mr. Lopez:

As you know the Council for Standards in Human Service Education met in October, 2016 to review accreditation applications including Central Piedmont Community College. At that meeting the Board voted to accredit Central Piedmont Community College for the period October 2016 through October 2021. No site visit will be required at that time. However, the Board did list requirements for the next accreditation which are listed in this letter. Additionally, the Board recognized several institutional and program strengths.

COLLEGE PROGRAM STRENGTHS:

- * The four core competencies of Communication, Critical Thinking, Personal Growth and Responsibility, and Information Technology infused into all CPCC degree program and are an asset to the Human Service Technology Program.
- * The exemplary resources for a wide range of students with special needs (Standard 5, specifications b and c) and for all students.
- * The partnership with 17 North Carolina public universities and private colleges to facilitate ease in transferring credits, especially AAS credits. CPCC also has a Transfer Resources Website that is a major asset for students (Standard 10, Specifications a, b and c).
- * The entrepreneurial spirit at the administrative level with a focus on what CPCC can do for itself in terms of securing additional funding.

HUMAN SERVICE TECHNOLOGY PROGRAM STRENGTHS:

- * The program has a long, rich history, a diverse student population to build upon for future outreach and workforce development.
- * Strong, contemporary and diverse curriculum.
- * Demanding and substantive assignments with excellent rubrics.

- * Thorough syllabi
- * Service learning
- * Committed faculty
- * Dedication to ethical standards

THE BOARD MEMBERS ALSO IDENTIFIED SPECIFIC REQUIREMENTS TO BE COMPLETED FOR THE 10/21 ACCREDITATION, AS FOLLOWS:

- Standard 4.b.2.: The program shall conduct a formal program evaluation every five years. Develop and include the results of student, agency and graduate surveys in the next five year evaluation.
- Standard.4.c.1: The program must routinely provide reliable information to the public on its performance. Provide a direct link on the Human Services website to Student Achievement Data (SAI). The self-study narrative provided the readers with a link to the programs performance data, but it is not obvious on the Human Services website where the information can be found.
- Standard 4.c.2 Content of the information shared. Include graduate employment data and transfer to 4-year programs.
- Standard 6.1.a: Include curriculum vitae of full time.and part- time faculty who teach Human Services courses. The vitae must demonstrate: Faculty have education in various disciplines and experience in human services or related fields. Teaching faculty have no less that one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master's degree. Several of the faculty credentials were in the form of transcripts and not in a CV format. Providing transcripts for faculty is a potential ethical issue related to confidentiality.

THE BOARD MEMBERS ALSO IDENTIFIED THE FOLLOWING RECOMMENDATIONS RELATED TO STANDARDS:

- Standard 9: The program shall have adequate faculty, staff and program resources to provide a complete program. Evaluate the number of full-time faculty to ensure the adequacy of program delivery.

The following additional reader recommendations are not required by or related to the standards but are made as suggestions:

Standard 2: Philosophical Base of Program: Specification f. Provide a matgrix mapping the Curriculum Standards (11-20) and Specifications to required courses. The information provided in the Matrix must clearly reflect congruence with the information provided in the self-study narrative and syllabi. Readers must be able to reconcile the Matrix and the content of the self-study narrative with the Curriculum Standards. For the next Self-Study (Interim Report and Review), make sure to revisit the Matrix for the following reasons: 1) Eliminate duplication of information; 2) Edit the final draft of the narrative to be sure that it and the Matrix match up for consistency with respect to all courses related to the Specifications of the Standards.

- a. Provide links that are active and accessible. Several links in the self-study were not active, some could not be accessed, and, at time, the documentation in a link was not relevant to the Specification in a particular Standard. (Example: the link to CCPC Organizational Chart

opened as “VP Workforce Development” and the link to CIS 110 Introduction to Computers opened as a list of courses for the PTA Program.

- b. Organize and reduce the number/volume of files in the flash drive. For some files, the contents were so voluminous and somewhat disorganized that it was difficult for the reader to pick the relevant file.
- c. Edit narrative for consistency in curriculum standards for achieve consistency across Standards and to avoid including extraneous detail. The recommendation is to include only those courses/objectives or assignments that are relevant to the Specification rather than listing all of the course objectives. Assure consistency in explaining “how” a course or courses comply.
- d. A majority of the readers recommended that more narrative description be added to Standard 14: Information Management; Specification f: Using technology for word processing, sending email and location and evaluating information. Only courses CIS 110 was described, but it appears that the use of technology exists in other course, i.e. assignments and online materials. Including how technology is applied in specific core required courses would enhance the narrative for this Specification.
- e. Make an effort to find and use more recent texts on cultural competence that will shore up your infusion of a culturally intentional framework into all courses in the HSE curriculum. The following lists of texts could be useful:

Diller, J.V. (2015). Cultural Diversity: A Primer for the Human Services. Stamford, CT: Cengage Learning.

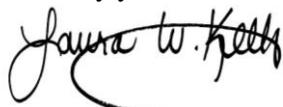
Purnell, L.D. & Paulanka, B.J. (2005). Guide to Culturally Competent Health Care.

Rothman, J.C. (2008) Cultural Competency in Process and Practice: Building Bridges.

Boston, MS: Allyn & Bacon/Longmans

Congratulations on your successful submission.

Sincerely yours,



Laura W. Kelley, PhD.
Vice President Program Accreditation
Council for Standards in Human Service Education

Copy: Ms. Kay Miller, Associate Dean
Ms. Ruth Hedgpath, Dean Health, Human Services
Mr. Richard Zollinger, Vice President for Learning and Workforce Development