



2017-18 Annual Program Review Form
Using information and data from the 2016-17 Academic Year

All academic programs engage in annual cycles of inquiry and program review as described in the Academic Assessment System & Program Review Manual. Please submit this completed form to your Provost according to the schedule established on your campus, but no later than October 31.

I. Program

- a. Campus or Unit: AUNE Applied Psychology Department
- b. Degree/Program/Concentrations: Clinical Mental Health Counseling (CMHC) Program
 1. Substance Abuse Concentration
 2. Military Personnel and Families Concentration
- c. Person/Role Preparing Report: Devona Stalnaker-Shofner, EdD, LPC, NCC
Amy Morrison, PhD, LMHC, ATR-BC
Interim Co-Program Directors
- d. Program Profile
 1. Update materials in Program Profile as needed. List updated materials here.
Our practice-oriented master's degree in Clinical Mental Health Counseling equips graduates for a variety of specialties in mental health counseling, including community agency work, substance abuse and addictions work, in-patient treatment, and college counseling. Through a combination of classroom and field experiences, students develop a unique, professional identity as a clinical mental health counselor in our CACREP-accredited program.

II. 2016-17 Report

- a. Cycle of Inquiry
 1. Identify the critical question and data collection methods used.
No critical question was identified based on current data (2015-2016 annual report).
 2. Tell what you learned as a result of the 2016-17 cycle of inquiry.
No data collected from 2016-2017.
 3. Reflect on the effectiveness of the methods used for this cycle of inquiry.
No data collected from 2016-2017.
 4. Describe any actions taken or planned as a result of the inquiry.
No data collected from 2016-2017.
 5. Identify resources needed for implementing recommendations from this inquiry.
No data collected from 2016-2017.
- b. Comprehensive or Specialized Program Review
 1. For programs that have completed a Comprehensive or Specialized Program Review, please describe progress on the goals set in that review. Not applicable

III. 2017-18 Cycle of Inquiry Plans

- a. Identify the critical question(s) being investigated for the 2017-18 cycle of inquiry. The critical question for this current cycle of inquiry is “What components of the current teaching practices of the CMHC program meet the social justice mission of the university?”
- b. Describe how this inquiry is relevant to the university’s mission and to program-level student learning outcomes. (Note that evidence of assessment for all program-level learning outcomes will be needed for the program’s comprehensive review.)

The Antioch mission statement is as follows: “Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.” Further, an important Antioch value is that “the University maintains an historic commitment to promoting social justice and the common good. Students graduate from Antioch University with a heightened sense of their power and purpose as scholars, practitioners, and global citizens.

Social justice is an essential element of the Antioch mission, so it is imperative that this component of the mission be assessed in the CMHC program. As we are creating change agents who will directly impact the community and work with persons who have been historically marginalized, disenfranchised, and subjected to stigma, it is important to see how our students are embodying and fulfilling their commitment to social justice and advocacy.

- c. Identify direct and indirect data collection methods to be used. Direct data will be collected based on assessing student learning outcomes, specifically formative and summative evaluations completed at specified intervals (i.e. the beginning of the program, at the conclusion of each class, and a final evaluation one year after graduation). The purpose of this data is to directly assess if courses enhance student learning around social justice, if instructors are incorporating social justice into the curriculum, and finally to see if students are living the mission in their clinical practice. It is also proposed to amend the current site supervisor’s evaluation form to include questions to assess whether or not Antioch students are integrating social justice in the clinical work as practicum and internship students.

IV. The Core Attributes – Institution-level Outcomes

- a. Submit the 2017-18 Core Attributes Map. Utilize the Antioch Core Attributes Guide and your local Assessment Resource Team member for assistance.

Core Attributes Map

Align each of your Program Learning Outcomes with one Core Attribute. Identify the primary student-produced evidence for each outcome.

Campus/Program name/Degree level:

Date:

Core Attribute	Program Learning Outcomes	Primary Source of Student-Produced Evidence
<p>1) Self Antioch University students attain the knowledge and critical skills of their disciplines to develop themselves personally and professionally. Students actively reflect upon those acquired knowledge and skills, as well as their own and others' values, biases, and behaviors.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core and clinical mental health counseling areas. • Practice self-reflection and wellness as a mental health counselor in diverse environments and treatment settings. • Demonstrate and apply their professional identity as a clinical mental health counselor through an individual philosophy of practice grounded in critical analysis and research. 	<ul style="list-style-type: none"> • Identification of key performance indicators of student learning in each of the CACREP eight core areas (see attached) and each student's respective specialty area(s) • Measurement of student learning conducted via multiple measures and over multiple points in time using Faculty Evaluations of Student Work, Capstone Project, Student Course Evaluations
<p>2) Community Antioch University students develop social and cultural responsiveness through participation in academic, civic, and professional communities. Students recognize the diverse perspectives and relational dynamics necessary to be effective community members.</p>	<ul style="list-style-type: none"> • Be able to contribute to the professional community, through written and verbal communication, and through appropriate and ethical use of technology. • Integrate into their practice of CMHC the awareness of the influence of social and cultural contexts on individuals, groups, and systems. 	<ul style="list-style-type: none"> • Measurement of student learning conducted via multiple measures and over multiple points in time using Faculty Evaluations of Student Work, Capstone Project, Student Course Evaluations, Alumni Surveys, Licensure Exam Pass Rate • As a part of Professional Ethics and Orientation course, students are to join a national and/or state professional counseling association/organization and are encouraged to maintain that membership • Students are required to successfully complete Social and Cultural Diversity course
<p>3) Action Antioch University students apply the knowledge, skills, and habits of mind</p>	<ul style="list-style-type: none"> • Implement collaborative advocacy processes needed to address institutional and social barriers that impede access, equity, well-being, and success for clients. 	<ul style="list-style-type: none"> • Identification of key professional dispositions as outlined by 2016 CACREP standards and 2014 ACA Code of Ethics

<p>acquired through their studies. By anchoring their professional goals in social responsibility, students take actions that advance justice and lead to positive change.</p>	<ul style="list-style-type: none"> • Adhere to and value the principles and standards of professional ethics in counseling. 	<ul style="list-style-type: none"> • Alumni Surveys, Licensure Exam Pass Rate • Students are to engage in continuing education to enhance and continue professional development
<p>Other Program Learning Outcomes</p> <ul style="list-style-type: none"> • 	<p>Other Primary Sources of Evidence</p> <ul style="list-style-type: none"> • 	



AUNE Clinical Mental Health Counseling Student Learning Outcomes & Curriculum Map

Required Course titles and #s	Outcome 1: Demonstrate knowledge in the CACREP core and clinical mental health counseling areas.	Outcome 2: Implement collaborative advocacy processes needed to address institutional and social barriers that impede access, equity, well-being, and success for clients.	Outcome 3: Practice self-reflection and wellness as a mental health counselor in diverse environments and treatment settings.	Outcome 4: Integrate into their practice of CMHC the awareness of the influence of social and cultural contexts on individuals, groups, and systems.	Outcome 5: Demonstrate and apply their professional identity as a clinical mental health counselor through an individual philosophy of practice grounded in critical analysis and research.	Outcome 6: Adhere to and value the principles and standards of professional ethics in counseling.	Outcome 7: Be able to contribute to the professional community, through written and verbal communication, and through appropriate and ethical use of technology.
PYB 6030 Group Approaches to Mental Health Counseling	D		D		D	D	
PY 5900 Fundamentals of Therapeutic Interaction	D		D		D	D	
PYD 6010.NE Professional Orientation & Ethics	D		D		D	D	
PYI 5140 Assessment	D	D		D		D	D

PYP 6960A CMHC Practicum	D	D	D	D	D	D	D	D	D	D
PYI 5520 Career & Lifestyle Counseling	D				D	D	D	D	D	D
PYC 6750 Crisis & Trauma Informed Interventions	D				D	D	D	D		
PYB 5900 Research & Evaluation for Counseling & Therapy	D				D	D	D	D	M	M
PYP 6990 CMHC Internship I	M				M	M	M	M	M	M
PYP 6992 CMHC Internship II	M				M	M	M	M	M	M

PYP 6993 CMHC Internship III	M	M	M	M	M	M	M	M	M
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D = Developing

M = Mastery