



2018- 19 Annual Program Review Form

Only for Programs participating in 2019-20 Comprehensive Academic Review

Please submit this completed form to your Provost or designee according to the schedule established on your campus, but no later than November 30, 2019.

I. Program

- a. Campus or Unit AUNE CMHC Program
- b. Degree/Program/Concentrations: MA in Clinical Mental Health Counseling
MA in CMHC, Substance Abuse Counseling
Concentration
- c. Person/Role Preparing Report: Dr. Jill Krahwinkel (Program Director)
Dr. Heather Warfield (Curriculum & Evaluation
Coordinator)
- d. Update materials in Program Profile.
Was not able to upload new materials. Please see the CACREP folder on the
CMHC Shared Drive for all relevant information.

II. AY 2018-19 Report

- a. Cycle of Inquiry
 1. Tell what you learned as a result of the 2018-19 cycle of inquiry.

This Annual Review is based on our specialized accreditation as the program did not complete an annual review for Antioch for 2018-2019.

On July 26, 2019, the following standards were identified by the CACREP Board that must be addressed in the Interim Report that is due before April 21, 2021. The Program's goal is to submit the Interim Report by April 21, 2020 for the July 1, 2020 Board Meeting to secure our 8 year accreditation.

Section 1: The Learning Environment

Standard K Provide evidence of the implementation of the plan described in the Institution's Response to the Site Team's Report and/or other plan(s), including at the program level, for continuous and systematic efforts to attract, enroll, and retain a diverse group of students.

Standard K Provide evidence of the implementation of the plan described in the Institution's Response

to the Site Team's Report and/or other plan(s) for continuous and systematic efforts to recruit, employ, and retain a diverse faculty.

Section 2: Professional Counseling Identity

Standard B Provide evidence that the program objectives reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies. The Board noted the information provided in the Institution's Response to the Site Team's Report on the small task force meeting held in Summer 2019, but indicated it was unclear who the members were and what their roles and functions were in relation to the program, whether feedback specific to the objectives was obtained, and if/how the current objectives were modified based on the feedback obtained.

Section 4: Evaluation in the Program

Standard D Provide evidence that the program faculty develop and disseminate an annual report that includes information on what program modifications have been made resulting from the program evaluation results included in the report, and on any other substantial program changes made.

Section 5: Clinical Mental Health Counseling Specialty Standards

Standard C.2.m Provide evidence that content regarding record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling is covered in the required curriculum.

2. Reflect on the effectiveness of the methods used.
Going through the CACREP accreditation process gave us the opportunity to review our program objectives and create an evaluation plan to systematically measure program objectives. Please see Evaluation Plan in Section 4 of the [Antioch University New England Institutional Response](#).
3. Describe any actions taken or planned.
Please see [Antioch University New England Institutional Response](#).
4. Identify resources needed for implementing actions.
 - Need support from University marketing department and Wiley to ensure the completion of [2019-2020 CMHC Marketing Plan](#) before submitting Interim Report to CACREP board in April 2020.
 - Need support for faculty professional development, including teaching, citizenship, & scholarship that aligns with the counseling profession to

enhance professional identity and faculty's professional goals.

- Need ongoing support for our leadership structure created by the CMHC Program to ensure CACREP Standards are met regarding admissions, curriculum/evaluation, and student retention. Structure includes stipends and course releases that allow faculty to support the program in accordance with the CACREP Standards.
- Need ongoing support from the Office of Institutional Effectiveness to collect the data needed for annual CACREP Vital Stats reports an implementation of the CMHC Evaluation Plan. There is data that CMHC needs to collect that the University is not currently collecting, but would benefit from collecting.
- Need consideration for a CMHC Department as Section 1 and Section 2 of the CACREP Standards are more comprehensively met through the creation of a CMHC Department.

III. Enrollment Data - Persistence & Completion Patterns

- a. Analyze and describe 2018-19 persistence and completion data provided by the Office of Institutional Effectiveness.

In 2018, we experienced growth in the Post Master's CMHC Certificate Program resulting in a total of 15 enrolled students. This certificate has received attention from the Program Director to clarify the entry criteria and to develop a niche in the field. Very few programs are offering this opportunity to students who have already completed a Master's degree in Counseling. The Program Director continues to work with Admissions to ensure all requirements of potential students are met before they apply. However, the website is not updated resulting in confusion for potential students. The website should be updated by the end of the Fall 2019 semester. The program expects to continue to see steady enrollment of the PM CMHC Certificate.

The Master's in Clinical Mental Health Program, online delivery model, admitted 80 students in 2018, an average of 26.5 students a year. In Fall 2018, the CMHC Program created a new admission procedure including an Admissions Rubric to evaluate all applicants. Throughout the 2018-2019 year, the Program Director initiated monthly meetings with Wiley and AUNE Admission in the effort to work better together to meet targeted enrollment while also meeting CACREP Standards and the program's expectations. For 2019-2020, targeted enrollment for the online delivery model is 28 students and we expect to achieve that goal.

Further, there was an increase in continuing students throughout the year. In Fall 2018, the CMHC created a new leadership structure that included a Student Services Coordinator. This faculty's responsibility focused on retention of current students as well as remediation. For 2019-2020, we expected to see a decrease in students who have withdrawn from the program.

The campus delivery model of the Master's in CMHC did not meet expected enrollment in 2018, only 8 students were admitted. Through thoughtful discussion, the CMHC Program decided to

shift the delivery model from weekly Wednesday and online classes to a weekend hybrid course delivery model where each class meets twice a semester on Saturday and Sunday from 9-5 PM. The goal was two fold: 1) to meet the students need for more face to face instruction resulting in an increase of faculty face to face time to 75% for the duration of the program and 2) broaden the appeal of potential students by creating a weekend program that allows potential students to work full time and obtain their Master's degree. A secondary goal was to increase the adjunct pool by recruiting regionally located faculty to teach on the weekends as the program current had no campus based adjuncts to support the campus delivery model.

The Substance Abuse Clinical Mental Health Counseling concentration program for the online and campus delivery models continued to maintain student enrollment, however, there was a decrease in the number of students admitted to the program. This indicates that fewer students are selecting this option at the beginning of the program. We expect to see continuous enrollment in the program and will continue reviewing trends and watch for a decrease in interest.

The Counseling Military Personnel and Families certificate continued to decrease in continuing students and admitted students. The AP Department decided to cease admission to this certificate and refocus efforts on creating one military focused elective that was open to all students in the AP Department, opening up the opportunity for new electives to be added in the future.

Although the CMHC program continues to enroll a diverse student population, white students continue to make up about 65% of the overall student population. We would like to see the University include Multiracial as a demographic option to help us understand the Other/Unknown category better. Please see the [Antioch University New England Institutional Response](#) for more reflection of the diversity in the CMHC student body population.

- b. Identify any program plans as a result of the enrollment data analysis.

In addition to the above, please see [Antioch University New England Institutional Response](#) and the [2019-2020 CMHC Marketing Plan](#) for a detailed plan.