



**Counseling Department:
Clinical Mental Health Counseling (CMHC) Program
Counselor Education & Supervision (CES) Program**

Antioch University Seattle

2021 OUTCOMES REPORT
(2020-2021 Academic Year)

Compiled by:

Patty Pei-Hsuan Liu, PhD, LMHC (Core Faculty)

Mariaimeé Gonzalez, PhD, LPC (Chair of CMHC)

Katherine Fort, PhD, LMHC (Chair of CES)

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***The Annual Outcome Report is published to the Antioch University Seattle Counseling Department Website each summer, publicly available to all students, faculty, staff, and alumni. All stakeholders are also notified via email that this report is available with an embedded link. This report is also woven into the Counseling Department Annual Program Review, submitted to Antioch University administration and Outcomes Committee each year.*

**Counseling Department:
Clinical Mental Health Counseling (CMHC) Program
Counselor Education & Supervision (CES) Program
Antioch University Seattle
Outcomes Report – 2021**

In an effort to continuously meet the highest standards within the field of Counselor Education in training competent and ethical counseling professionals, the Counseling Department at Antioch University Seattle, including Clinical Mental Health Counseling (CMHC) Program and Counselor Education & Supervision (CES) Program, conducts annual outcome assessments from all CMHC and CES stakeholders (e.g. current students, alumni, faculty, and staff) to measure program quality and effectiveness. These assessments provide critical data that help to guide the direction of our program and aid in improving and accounting for program effectiveness.

This outcome report includes information, synthesized data, and recommendations pertaining to the following areas:

- Clinical Mental Health Counseling (CMHC) Program Overview
 - ❖ Mission Statement
 - ❖ Screening and Admission
 - ❖ Retention and Graduation
 - ❖ CMHC Student Learning Outcomes
- Counselor Education & Supervision (CES) Program Overview
 - ❖ Mission Statement
 - ❖ Screening and Admission
 - ❖ Retention and Graduation
 - ❖ CES Students Learning Outcomes
- Outcome Data Snapshot
- Annual Program Report Summary
- Outcome Survey Results
 - ❖ CMHC Alumni Outcome Data
 - ❖ CMHC Current Student Outcome Data
 - ❖ CES Alumni Outcome Data
 - ❖ CES Current Students Outcome Data
 - ❖ CMHC Supervisors and Employers Data
 - ❖ CMHC Faculty & Staff Data

The goal of this report is to gather, assess, and synthesize data illustrating a continuous commitment to improve the CMHC and CES Program in response to the needs and experiences of our stakeholders, as well as to reflect the ever-changing and dynamic profession of counseling.

Clinical Mental Health Counseling (CMHC) Program Overview

Mission Statement

The M.A. in Counseling provides a structure and set of experiences to help students develop the intellectual and relational capacities needed to understand and work with others in the professional practice of counseling. These goals are accomplished through a combination of required course work, electives, practical experience, and a supervised internship. Our students are trained into a profession with a rich history a strong focus in social justice, advocacy and effective and ethical clinical practice. Counseling can be viewed as a form of mental liberation therefore we work to be accomplices with one's liberation per their consent.

The CMHC program is designed to meet the educational requirements for state licensure in Mental Health Counseling as well as the national curriculum standards described by the Council for Accreditation of Counseling and Related Educational Specializations (CACREP). CMHC students study the field of mental health counseling from the inside out, from the personal to the professional. The field of mental health counseling requires life-long learning as shown in licensure requirements where continuing education is a must. Our alumnae report stories of both personal and professional transformation as a result of their degrees (Ward, C., 2014; Gonzalez 2021).

Program's Commitment to Racial Justice and Anti-Racist Development

The AUS Counseling program stands with mental health professionals who believe that systemic racism is a public health issue. We call on our faculty and staff members, who are devoted to fighting oppression to be active dismantling discrimination and institutional racism in their classrooms and communities.

As mental health professionals committed to global health and mental liberation, we must broaden our involvement with impacted communities. If we are to succeed in making the world a safer place, we need to recognize the communities that are already unsafe due to racism and disenfranchisement, and damaged by white supremacist policies. AUS Counseling Program is invested in, and firmly committed to working towards equity and social justice both internally as a program, and externally through our students, counseling associations, counseling committees, lobbying efforts, and community partnerships.

We also recognize that statements are not enough to effectuate the change needed, and that - as with the major challenges to mental health that we work to address on a daily basis - action is required at every level of our unjust society. As such, AUS Counseling Program is committed to go beyond these words, and to take concrete actions - as a program and in the communities where we work - that will help dismantle the inherently inequitable systems that stand in the way of a peaceful, healthy, and just society.

Screening and Admission

The CMHC Program at Antioch Seattle believes that the initial screening and admission process serves the most critical function in the initial process of gatekeeping within the counseling profession. The utility of this process in preserving and upholding the mission of the CMHC Program in preparing competent and ethical counseling professionals is paramount. Thoughtful screening is the initial step in protecting

the public, the profession, and the university. A summary of this screening and admission process includes:

- *Host quarterly information sessions online for those who are interested in the CMHC program, including a comprehensive program overview, Q & A, and small group discussions;*
- *Candidates submit completed application file to Admissions Office.*
- *Complete admission files are forwarded to the Counseling Program Admissions Committee for initial review of the candidate's written materials and level of recommendation regarding readiness for a group interview using scoring rubrics;*
- *Recommended candidates attend on-line group interview; scheduled with at least two Core Faculty members for a 90-minute interview session. Note: There may be circumstances when an individual interview session is provided (e.g. time scheduling);*
- *Once interview is complete, interviewing faculty review candidates and rank for potential program acceptance as well as quarter of admission. Candidates where consensus was not reached are referred back to the Department Chair for review;*
- *Registration instructions are given by MA support staff to admitted students for the upcoming quarter and are invited to attend the required New Student Orientation (usually week 11 of the quarter prior to start date) and Group Advising (usually week 1 of 1st quarter);*
- *Faculty advisor is assigned and students take part in registration of mandatory coursework for all new CMHC students (e.g. Family of Origin/Multicultural Perspectives) per Plan of Study.*

During the 2020-2021 academic year, the CMHC program admitted 81 students and maintains an active enrollment of 250 students in Spring 2021, including Art Therapy and Drama Therapy students. The top qualified candidates are selected for admission into our program. Annual program enrollment projections are primarily based on available resources to adequately meet course requirements for all enrolled students.

Retention and Graduation

The CMHC Program graduated 35 students in the 2020-2021 academic year, and based on recent alumni survey data, 94% of graduates who responded to the survey are licensed and 91% of them work in counseling profession.

<i>CMHC Program incl. AT/DT</i>	<i>Most Current Enrollment</i>	<i>2019-2020 Annual Admissions</i>	<i>Number of Graduates</i>	<i>Numbers of students who dropped out during 2020-2021</i>	<i>Licensure Rate (Based on Alumni survey)</i>	<i>Employment Rate (Based on Alumni Survey)</i>
Spring 2021	250	81	36	24	94%	91%

Enrollment and Drop-Out rates in the past three years (CMHC program, including AT/DT)

Academic Year	Total Enrollment	Numbers of Graduates	Numbers of drop-out
2019-2020	237	35	9
2018-2019	286	50	22
2017-2018	274	49	24

CMHC Student Learning Outcomes

The objective of the Clinical Mental Health Counseling program is to provide students with learning in both knowledge and skills building for the practice of mental health counseling as outlined by the Council on Accreditation for Counseling and Related Educational Programs (CACREP), the standard bearer for the profession. The curriculum is designed to meet these standards across 8 student-learning domains to insure that graduates are competent mental health professionals and meet the necessary licensure requirements of the profession. These domains are:

- Professional Identity & Ethics
- Diversity & Advocacy
- Human Growth & Development
- Career and Life Planning
- Individual and Group Counseling
- Research and Analytical Skills
- Assessment and Diagnosis
- Family Systems Perspective

Student Learning Domain	Related Courses	Primary Learning Objective
Professional Identity & Ethics	Counseling Profession & Identity COUN 5180: Ethics & Professional Issues	<i>Orients students to the counseling profession, roles & responsibilities, issues, and ethical standards.</i>
Diversity & Advocacy	COUN 5040: Multicultural Perspectives ELECTIVES: Multicultural Counseling Series COUN 5600: Trauma, Disaster Response & Crisis Counseling	<i>Knowledge and skills of multicultural counseling, promoting social justice, and eliminating oppression</i>
Human Growth & Development	COUN 5230: Lifespan Human Development COUN 5050: Systems Perspective COUN 5290: Addiction Counseling	<i>Theory of individual and family development and strategies in facilitating optimal growth/wellness.</i>
Career & Life Planning	COUN 5270: Career Development COUN 5520: Assessment: Tests & Meas.	<i>Understanding, planning, and evaluation for career development and related decision making models.</i>
Individual & Group Counseling	COUN 5060: Communication & Counseling COUN 5080: Group Counseling COUN 5105: Theories and Practice: Part 1 COUN 5115: Theories and Practice: Part 2 COUN 6300-380: Advanced Theories COUN 5920: Pre-Internship Practicum	<i>Knowledge and skills to the counseling process with individuals, groups, and families as well as the theories, conceptualization, and interventions associated with best counseling models and practices.</i>

	COUN 5930: Supplemental Supervision COUN 6000: CMHC Internship & Case Consultation	
Research & Analytical Skills	COUN 5500: Research Methods COUN 5520: Assessment: Tests and Meas.	<i>The methods, models, and application of research toward advancing the practice and profession of counseling</i>
Assessment & Diagnosis	COUN 5150: Psychopathology COUN 5160: Psychodiagnostics COUN 5520: Assessment: Tests & Measures	<i>Knowledge of assessment and measurement as well as the skills of formal and informal assessment in relation to diagnostic criteria.</i>
Family Systems Perspectives	COUN 5030: Family of Origin Systems COUN 5050: Systems Perspective	<i>The perspectives related to family systems counseling in addition to the skills and interventions of best practices in family and couple counseling.</i>

Counselor Education & Supervision (CES) Program Overview

Mission Statement

Designed for professional counselors, our Counselor Education & Supervision PhD program empowers your passion to help others and give you the knowledge, skills, and training to fulfill your career goals. Antioch’s courses allow you to expand upon your current knowledge in research, evaluation, supervision, teaching, and counseling. Upon completion, you’ll be equipped to clear immediate career hurdles that were present before. Whether your goal is to assume a leadership position in counseling, or become more involved in teaching and training other counselors, this doctorate degree will give you the most thorough knowledge and tools needed to excel personally and professionally. This is consistent with the university mission statement where life-long learning, experiential education, and a strong focus in social justice, advocacy and clinical practice.

Screening and Admission

The PhD in Counseling at Antioch University Seattle is appropriate for professional counselors who want to teach in counselor education and training programs, and/or obtain leadership positions in mental health related agencies. With cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program in counseling at Antioch University Seattle seeks to meet the growing need for highly qualified counselor leaders— advanced counseling practitioners, counseling educators, and counseling supervisors — attracting candidates regionally as well as nationally.

The small, cohort design which meets for classes primarily on Mondays, also supports the Antioch University Seattle social justice mission by encouraging students to develop a multicultural counselor

identity and an appreciation for diversity while also requiring core coursework in social justice and advocacy. The screening and admission process including faculty members reviewing applicants’ online application form, transcript, letters of recommendation, CV, admission essay, as well as conducting interviews after initial reviewing. Applicants are assessed for judgment, potential and passion, not achievement alone. Applicants to the program must demonstrate a commitment to and capacity to work with individuals from diverse backgrounds and adhere to the American Counseling Association Code of Ethics.

Retention and Graduation

The CES Program graduated 1 student in the 2020-2021 academic year, and based on recent alumni survey data (n=2), 100% retain a counselor educator position within 3 months of graduation from the CES program.

<i>CES Program</i>	<i>Most Current Enrollment (Spring 2020)</i>	<i>2019-2020 Annual Admissions</i>	<i>Number of Graduates</i>	<i>Complete degree within 5 years</i>	<i>Numbers of students who dropped the CES program during 2019-2020</i>	<i>Employment Rate (from the Alumni survey)</i>
Spring 2021	13	9	1	100%	3	100%

Enrollment and Drop-Out in the past three years (CES program)

Academic Year	Total Enrollment	Numbers of Graduates	Numbers of drop-out
2019-2020	10	2	2
2018-2019	15	0	3
2017-2018	10	0	0

CES Students Learning Outcome

The PhD in Counselor Education and Supervision at Antioch University Seattle is the most comprehensive degree of its kind in the state of Washington. This program provides professional counselors with the degree, knowledge, and credentials to become counseling educators and leaders in the field of mental health. It is designed to prepare counselors for advanced competency in:

- Graduate level teaching and counselor training
- Research and contributing new knowledge to the field of counseling and mental health
- Counseling supervision
- Counseling Leadership
- Professional Counseling

The rigorous academic PhD curriculum is designed based on the national standards for counseling education as recommended by the Council of Accreditation for Counseling and Related Educational Programs (CACREP), as well as those standards consistent in the clinical practice and supervision of creative arts counseling (e.g. art therapy, drama therapy, play therapy, etc.).

Coursework:Supervision

COUN 7400: Multicultural Supervision
 COUN 7420: Advanced Counseling Supervision
 COUN 7440: Advanced Ethical and Legal Issues
 COUN 8000: Internship

Teaching

COUN 7300: Instructional Design and Adult Learning
 COUN 7320: Counselor Education and Clinical Training
 COUN 7340: Global Mental Health Issues and Professional Sustainability
 COUN 8900: Advanced Special Topics Seminar
 COUN 8000: Internship

Research & Scholarship

COUN 7120: Research Methodology: Quantitative
 COUN 7140: Research Methodology: Qualitative
 COUN 7100: Research in Counselor Education
 COUN 7180: Program Development & Evaluation
 COUN 8100: Dissertation
 COUN 8000: Internship

Counseling

COUN 7200: Advanced Clinical Counseling Theory
 COUN 7210: Advanced Group Counseling
 COUN 7220: Advanced Trauma Counseling & Crisis Response
 COUN 7980: Practicum
 COUN 8000: Internship

Leadership & Advocacy

COUN 7500: Advocacy, Social Justice, and Professional Leadership
 COUN 7520: Consultation and Organizational Change
 COUN 8000: Internship

Creative Arts Cognate

COUN 8950: Advanced Professional Seminar and Inquiry Creative Arts Therapy
 COUC 7320: Creative Arts Therapy Counselor Education and Clinical Training
 COUC 7420: Advanced Counseling Supervision & Creative Arts Therapy
 COUC 7340: Global Mental Health Issues & Professional Sustainability in the Creative Arts Therapies
 COUC 7520: Creative Arts Therapy Consultation and Organizational Change
 COUC 8950: Advanced Creative Arts Therapy Professional Seminar & Inquiry

Counseling Department New Programs Initiatives

In an effort to meet the shifting landscape of counselor education as well as addressing regional, national, and global mental health counseling needs, the Counseling Department at AUS continues to develop advanced training initiatives to position the School of Applied Psychology, Counseling, Couples and Family Therapy (SAPCCFT) for long term sustainability. These initiatives include:

- PhD in Counselor Education & Supervision: Conversion to Low-Residency Model: Summer 2021
- Additional MA CMHC Cohort Low-Residency Track, Partnering with PhD in CES: Summer 21
- Trauma Counseling Certificate: Fall 2021
- Latinx Mental Health Counseling Certificate: Winter 2022
- Multicultural Counseling Certificate Fall 2021

Outcome Survey Data Snapshot

This section provides the data snapshot from the 2020-2021 outcome assessments. Comprehensive outcome surveys data is provided in the Outcome Survey Results section.

CMHC Alumni:

(n=36)

- 97% of responders got the job within 6 months after graduation.
- 94% are currently Licensed Mental Health Counselors (LMHC) or Licensed Mental Health Counselor Associates (LMHCA).
- All responders who are LMHC completed post-masters requirements for LMHC licensure within 4 years.
- 62.5% of responders passed NCE or NMHCE exams.
- 60% of alumni with LMHCA reported individual income as LMHCA over \$40,000; 76.8% of alumni with LMHC reported individual income as LMHC over \$50,000.
- 62% responders reported that they were engaged in social justice activities very often and often.

CMHC Current Student:

(n=95)

- 75% female (Choices provided by CMHC Department on outcomes surveys included: Female; Intersex; Male; Transgender; Genderqueer; Non-binary; Questioning; Prefer not answer)
- 73% European American/White (Choices provided by CMHC Department on outcomes surveys included: African or African-American; American Indian or Alaska Native; Asian, Asian-American, or Pacific Islander; Biracial or Multiracial; Latinx/e or Hispanic American; European or European American/White; Prefer not answer)
- 40% Heterosexual (Choices provided by CMHC Department on outcomes surveys included: Bisexual; Gay/Lesbian; Heterosexual; Queer; Prefer not answer)

CES Alumni:

(n=2)

- Both of the responders (n=2) graduated from the CES program in 2019 and are currently working full-time as a counselor educator/supervisor.
- Both of the responders found the job within 3 months after graduation and are very satisfied with their jobs.
- Both of the responders worked full-time during the CES program and completed the CES program around 3-4 years.
- Both of the responders are Licensed Mental Health Counselor.
- Both of the responders reported annual individual income above \$70,000.
- Both of the responders are involved in several professional counseling organizations (e.g., ACA, ACES, regional ACES, AMHCA)

CES Current Student:

(n=7)

- 60% female (Choices provided by CMHC Department on outcomes surveys included: Female; Intersex; Male; Transgender; Genderqueer; Non-binary; Prefer not answer)
- 60% European American/White; 42% prefer not to answer (Choices provided by CMHC Department on outcomes surveys included: African or African-American; American Indian or Alaska Native; Asian, Asian-American, or Pacific Islander; Biracial or Multiracial; Latinx/e or Hispanic American; European or European American/White; Prefer not answer)
- 60% Heterosexual (Choices provided by CMHC Department on outcomes surveys included: Bisexual; Gay/Lesbian; Heterosexual; Queer; Prefer not answer)

Counseling Department Faculty and Staff:

The Counseling Department (CMHC & CES Program) has 10 full-time Core Faculty members, 5 full-time Teaching Faculty members, and 4 Affiliate (Part-time) Faculty members. All faculty members are licensed clinicians, active participants in the profession, contributing citizens to the AUS community, and seek to uphold the science-practitioner model of reflective inquiry, experiential learning, social justice, and professional ethical conduct (Ward, C., 2015; Fort, 2017).

Faculty Teaching Ratio for CACREP Core Courses

Academic Year	CMHC: Number of Credits	CMHC Taught by full-time faculty with PhD (core faculty)	CES: Number of Credits	CES Taught by full-time faculty with PhD (core faculty)
2020-2021	386	165 (42.70%)	31	31 (100%)

Annual Program Review

New Program Initiatives

Over the past academic year, the Counseling Department has successfully implemented four new academic programs, certificates and concentrations that reflect specific and growing academic needs of counseling professionals entering and developing within the field. These initiatives include:

- PhD in Counselor Education & Supervision: Conversion to Low-Residency Model: Summer 2021
- Additional MA CMHC Cohort Low-Residency Track, Partnering with PhD in CES: Summer 21
- Trauma Counseling Certificate: Fall 2021
- Latinx Counseling Certificate: Winter 2022
- Multicultural Counseling Certificate: Fall 2021

Maintaining CACREP Accreditation

The Counseling Department strives to provide the highest-level counselor education in the classroom, embedded within which lies the ability to maintain CACREP Accreditation. In 2012, the CMHC Program at Antioch University Seattle completed a self-study and achieved CACREP accreditation for the first time. The Counseling Department is currently working on CACREP re-accreditation for the CMHC program and the acquisition of CACREP accreditation for the CES Program.

The vision of The Council for Accreditation of Counseling & Related Educational Programs (CACREP; <http://www.cacrep.org>) is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP

Accreditation is imperative to both the maintenance of and continued enrollment in our Counseling Department:

- It is the recognized training standard for counselors by the Institute of Medicine and the Veteran's Administration.
- It promotes a unified identity as professional counselors and counselor educators.
- Its curricula content areas are the required educational training for counseling licensure in most states, making CACREP-accreditation a pathway to portability.
- There are over 750 currently accredited programs nationwide and four in Seattle alone (2019) .
- It enhances the program's reputation.
- It stimulates self-review and self- directed improvement.
- It motivates highly qualified students to seek enrollment in CACREP programs.
- It increases faculty productivity in areas such as research, publication and service.
- It demonstrates a commitment to meeting the highest academic standards.

Continuing to Build Up CACREP Core Faculty Percentages

Although the Counseling Department, in collaboration with other programs in the SAPCCFT, aims to provide a comprehensive mental health education from the undergraduate level through the doctoral level, our accreditation cannot not be sustained with the current enrollment numbers unless more CACREP approved PhD level core faculty are hired into the MA CMHC & MA CMHC AT/DT Programs. For CACREP accreditation, at least 51% of our course sections offered must be taught by PhD Level Counselor Educators. In 2017, due to a number of faculty members leaving the Counseling Department due to low and decreased faculty compensation, this percentage dropped to 16%. After the university granting our department faculty lines to fill departures, we were able to hire enough faculty members to bring our percentage to 26% in 2018 and 70% in 2019-2020 academic year. In 2020-2021, the percentage is 42.7% for the CMHC program and 100% for the CES program. The Counseling Department will continue to hire PhD counselor educator to meet up CACRP Core Faculty Percentage.

Departmental Structure and Organization

In order to implement better organizational structures in service of better supporting faculty when providing the highest level of consistent counselor education, the following systems have been implemented:

1. Creation and leadership of Departmental Committees, consisting of a Coordinator and at least two additional team members:
 - ***Student Assessment & Gatekeeping Committee***: Continues to develop and works with the Chair to integrate Professional Dispositions and coordinates the annual review of all CMHC students, sits as de-facto "second faculty" alongside advisor for CAPs, etc.
 - ***CMHC MA Orientation, Onboarding & Graduation Committee***: Oversees and plans out the MA orientations and new MA student onboarding events, & Graduation. Oversee group advising and assist with advising assignments.
 - ***Admissions Committee***: Disseminates and reviews applicant files, schedules interview coverage, works with the Chair and Program Associates on updating any admissions related processes.
 - ***Faculty Hiring & Onboarding Committee***: Conducts New Faculty Orientation, develops CMHC Faculty Handbook, works with HR to manage a list of adjunct applications, helps to onboard all new faculty (adjunct, affiliate and full-time), works with Chair to establish any needed Hiring Committees and serves as Chair of annual hiring committee, if needed.

- **Networking, Marketing & Communications:** Works with Chair to write and distribute CMHC newsletters (both current student and alumni), furthers alumni networks/connections, advertises CE opportunities, conducts website updates, messages to students regarding department related activities.
 - **Student Organizations:** Manages student applications, meetings, and updates to counseling student organizations—currently, the Counseling Honor Society, Chi Sigma Iota and Counselors for Social Justice (CSJ) have Program Chapters.
 - **Research & Professional Development:** Works with department faculty and students (MA and PhD) on PD/CE opportunities, research, presentation collaboration, works with Assessment Committee to plan agenda for annual departmental retreat in March.
 - **Outcomes Committee:** Gathers annual “4 Point Survey” data, conducts annual outcomes assessments, writes annual Outcomes Report, sits on AUS/AU Outcomes/Assessment Team, collaborates with Assessment Committee to help write Departmental Assessments/Reviews.
 - **Handbook & Policies:** Revise student handbook each Spring quarter, update department policies and communicate updates, work with Student Assessment Committee for updates, serve as bridge between Writing Center and department.
 - **Low-Residency Integration Committee:** Develops ideas, best practices and opportunities for low-residency program build-out at both the MA and PhD levels.
 - **Antiracism Committee:** This committee works to decolonize our curriculum, andragogy, research, service, advocacy, leadership, and culture. Engage in action about Anti-racism and liberation.
2. Implementation of “Course Ownership” for every core Counseling Department course. Each course owner is now a full-time faculty with expertise in the subject matter. Each full-time faculty owns between 3-5 program courses and has at least two supporting faculty sharing in the development of these courses (listed as course liaisons).
 3. Posting exemplar “Master Syllabi” for all core MA and PhD level counseling courses to our website, as well as sharing them on the Counseling Department shared Google Drive (accessible to all department faculty, including adjuncts).
 4. Updated all Master Syllabi to share main text, signature assignment(s), CACREP competency areas, Key Performance Indicators (KPIs) for each core counseling class at both the MA and PhD level.

Outcomes Survey Results

The following sections include an overview of the results of the Counseling Department (CHMC program and CES program) evaluation surveys to alumni, current students, supervisors and employers, and faculty/staff. Results from this report are used to evaluate, revise, and update program curriculum and delivery options to address thematic strengths and concerns of the program as experienced by those involved with it.

**Counseling Department
Antioch University Seattle
CMHC Alumni Outcome Survey Results
2020-2021 Academic Year**

During the 2021 Spring quarter, the CMHC Program administered the Alumni Outcome Survey to students who graduated from the CMHC program between 2017 to 2020. A total of 36 alumni responded to the survey. The survey provided respondents with the opportunity to assess key aspects of the CMHC Program. The survey consisted of three elements (1) demographics, (2) post-graduation employment and professional development, and (3) program and faculty evaluation. Program and Faculty evaluations are indicated on a five-point Likert scale, ranging from 1 (Very Poor) to 5 (Excellent). Alumni were asked to provide narrative feedback regarding the most valuable aspects of their educational experience as well as areas for program improvement. The results of the survey are listed below.

(1) Demographics Information

Graduated Program	
CMHC	80.56% (n=29)
CMHC/Art Therapy	19.44% (n=7)

Year of Graduation	
2020	25.00% (n=9)
2019	25.00% (n=9)
2018	27.78% (n=10)
Others	22.22% (n=8)

Age	
20-29	3.33% (n=1)
30-39	50.00% (n=15)
40-49	23.33% (n=7)
50-59	6.67% (n=2)
60+	16.67% (n=5)

Race/Ethnicity	
African or African-American	6.67% (n=2)
American Indian or Indigenous or Alaskan Native	3.33% (n=1)
Asian, Asian-American, or Pacific Islander	3.33% (n=1)
Biracial or Multiracial	6.67% (n=2)
Latinx or Hispanic American	3.33% (n=1)
European or European American / White	80% (n=24)

Gender Identification	
Female	80% (n=24)
Intersex	0
Male	16.67% (n=5)
Transgender	3.33% (n=1)
Genderqueer	3.33% (n=1)
Non-binary	3.33% (n=1)
Questioning	3.33% (n=1)

Sexual Orientation

Bisexual	13.79% (n=4)
Gay/Lesbian	10.34% (n=3)
Heterosexual/ Straight	62.07% (n=18)
Queer	3.45% (n=1)
Pansexual	3.45% (n=1)
Questioning	3.45% (n=1)
Other	3.45% (n=1)

Religious/Spiritual Affiliation

Agnostic	30.43% (n=7)
Atheist	8.70% (n=2)
Buddhist	8.70% (n=2)
Catholic	4.35% (n=1)
Christian	17.39% (n=4)
Hindu	0
Jewish	8.70% (n=2)
Muslim	0
Pagan	8.70% (n=2)
Prefer not to answer	17.39% (n=4)

Have Disability

Yes	26.67% (n=8)
No	73.33% (n=22)

(2) Post-graduate Employment and Professional Development**1. What is your current licensure status?**

I am a Licensed Mental Health Counselor (LMHC) in the State of Washington (or I am fully licensed in other States).	37.14% (n=13)
I am a Licensed Mental Health Counselor Associate (LMHCA) in the State of Washington (or am licensed in other States as associate-level).	57.14% (n=20)
I am currently in the process of obtaining my LMHCA (or counseling licensure in other States).	2.86% (n=1)
I am not on track for any counseling licensure.	2.86% (n=1)

2. If you are a LMHC (or hold a full license in another state), how long did it take for you to get your full licensure after graduation?

1-2 years	60% (n=9)
2-3 years	40% (n=6)
3-4 years	0
4 years +	0

3. What certification exam did you pass?

National Counseling Exam (NCE).	37.50% (n=12)
National Mental Health Counselor Exam (NMHCE).	25.00% (n=8)
I haven't passed any exam yet but plan to in the future.	37.50% (n=12)
I did not take any exam and do not plan to in the future.	0

4. Are you currently employed in a position as a mental health counselor or doing counseling related work?

Yes	91.18% (n=31)
No, none of my duties are related to mental health counseling.	8.82% (n=3)

5. What setting do you currently work at?

College or university	7.14% (n=2)
Community mental health	28.57% (n=8)
Educational system (K-12 schools)	0
Federal, state or local governments	0
For-profit organization	14.29 (n=4)
Industry or corporates	0
Non-profit organization	3.57% (n=1)
Private practice	67.86% (n=19)

6. After graduating from the CMHC program, how long did it take for you to find a counseling-related position?

Within 1 month	54.55% (n=18)
1-3 months	39.39% (n=13)
3-6 months	3.03% (n=1)
More than 6 months	3.03% (n=1)

7. How much do you earn (or did you earn) annually as a LMHCA (or before you are fully licensed in other States)?

Less than \$20,000	6.7% (n=2)
\$20,000 to \$29,999	16.7% (n=5)
\$30,000 to \$39,999	16.7% (n=5)
\$40,000 to \$49,999	36.7% (n=11)
\$50,000 to \$59,999	3.3% (n=1)
\$60,000 to \$69,999	16.7% (n=5)
\$70,000 to \$79,999	0
\$80,000 to \$89,999	3.3% (n=1)
\$90,000 to \$99,999	0
\$100,000+	0

8. How much do you earn (or did you earn) annually as a LMHC (or as fully licensed in other States)?

Less than \$20,000	0
\$20,000 to \$29,999	7.6% (n=1)
\$30,000 to \$39,999	0
\$40,000 to \$49,999	15.4% (n=2)
\$50,000 to \$59,999	15.4% (n=2)
\$60,000 to \$69,999	15.4% (n=2)
\$70,000 to \$79,999	23% (n=3)
\$80,000 to \$89,999	7.6% (n=1)
\$90,000 to \$99,999	0
\$100,000+	15.4% (n=2)

9. Are you a member of any counseling professional organizations?

American Counseling Association (ACA)	84.38% (n=27)
Washington Counseling Association (WCA)	12.50% (n=4)
American Mental Health Counseling Association (AMHCA)	0
Seattle Counseling Association (SCA)	9.38% (n=3)
No, I am not a member of any counseling professional organization.	15.63% (n=5)

10. Have you participated in any professional development activities after graduation?

Continuing Education (CEs)	91.18% (n=31)
Further graduate or doctoral studies	0
Professional certification(s)	25.53% (n=8)
Professional presentation(s) (as presenter)	5.88% (n=2)
Professional presentation(s) (as attendee)	25.53% (n=8)
Professional publication(s) (as author)	2.94% (n=1)
None	8.82% (n=3)

11. Promoting social justice, diversity, and advocacy is an important part of professional counselor identity, how often do you participate in the work of social justice and diversity?

Very Often	2.94% (n=1)
Often	58.82% (n=20)
Sometimes	26.47% (n=9)
Rarely	11.76% (n=4)
None	0

(3) Program and Faculty Evaluation

1. Program completion time

2-3 years	22.22% (n=8)
3-4 years	47.22% (n=17)
More than 4 years	30.56% (n=11)

2. Courses per quarter during the CMHC program

1 course	5.56% (n=2)
2 courses	41.67% (n=15)
3 courses	52.78% (n=19)
4 and more	0

3. How well do you think the CMHC program fulfilled its mission?

Excellent	51.61% (n=16)
Good	45.16 (n=14)
Fair	3.23% (n=1)
Poor	0
Very Poor	0

4. CACREP Standards Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Core Area Evaluation	Weighted Average
Core Area #1: Professional Counseling Orientation and Ethical Practice	4.58
Core Area #2: Social and Cultural Diversity	4.29
Core Area #3: Human Growth and Development	4.03
Core Area #4: Career Development	3.71
Core Area #5: Counseling and Helping Relationships	4.55
Core Area #6: Group Counseling and Group Work	3.84
Core Area #7: Assessment and Testing	3.60
Core Area #8: Research and Program Evaluation	3.77

5. CMHC Program General Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Statement	Weighted Average
(1) How well do you think the CMHC program is preparing you to become a professional counselor/mental health counselor?	4.48
(2) How well do you think the CMHC program is preparing your multicultural sensitivity and awareness, as well as social justice advocacy?	4.42
(3) How well do you think the CMHC program is supporting your personal and professional wellness?	4.00
(4) What is the quality of the rigor of the CMHC program?	4.48
(5) Overall, how would you rate the quality of the CMHC program?	4.52

6. CMHC Faculty Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Faculty Evaluation	Weighted Average
(1) The teaching/instruction quality by CMHC full time faculty members (core and teaching faculty).	4.45
(2) The teaching/instruction quality by CMHC part time faculty members (affiliated and adjunct faculty).	4.06

(3) CMHC faculty members' dedication to advising, mentoring, and supporting students' professional development.	3.94
(4) CMHC faculty members' timeliness in responding and giving feedback.	3.81
(5) Faculty-student relationship in the CMHC program.	4.16
(6) CMHC faculty member's ability to integrate multicultural issues and social justice into students' academic and professional experience.	4.29
(7) CMHC faculty members' support for students through online learning during the pandemic.	3.95

Additional Narrative Feedback from CMHC Alumni:

STRENGTHS

Good Learning/Course Experience

"A powerful and diverse educational experience overall. I am very grateful for my education at Antioch University Seattle. The teachers and directors made this a well-worth investment personally and professionally."

"I found the experiential learning aspect of the program to be very useful and important. I felt prepared when I left grad school to be a good enough therapist!"

Good Quality of Faculty Members

"The faculty hold themselves and the program to high standards while remaining approachable in the ways they adapt to each student's needs."

Focus on Social Justice, Multicultural Competency, and Experiential Learning

"(Strengths are) Multicultural competence and social justice emphasis"

"(Strengths are) Multicultural inclusion and social justice commitment"

AREAS OF GROWTH

Need more structure and organization in class and administration

"Administration had some major challenges with organization throughout my experience at Antioch. E.g., Lost info, a very antiquated FA system & inconsistent messaging."

"Training teachers, giving them time and tools to develop curriculum, and across the board understanding of how Antioch's grading system is used and what to expect regarding grading. It varies wildly from teacher to teacher."

Need more diversity and inclusion

"Students should gain more experience navigating multicultural dynamics and anti-racism actions in the workplace, in groups, and in classroom environments."

“Need opportunities to practice cultural diversity and social justice as part of coursework more consistency in instructor quality more experiential practice earlier in program.”

**Counseling Department
Antioch University Seattle
CMHC Current Students Outcome Survey Results
2020-2021 Academic Year**

During the 2021 Spring quarter, the CMHC Program administered the Outcome Survey to current students. A total of 94 current students responded to the survey. The survey provided respondents with the opportunity to assess key aspects of the CMHC Program. The survey consisted of three elements (1) demographics, (2) program evaluation, and (3) faculty evaluation. Program and Faculty evaluations are indicated on a five-point Likert scale, ranging from 1 (Very Poor) to 5 (Excellent). Current students were asked to provide narrative feedback regarding the most valuable aspects of their educational experience as well as areas for programmatic improvement. The results of the survey are listed below.

(1) Demographics

<u>Program Currently Enrolled</u>	
CMHC	69.15% (n=65)
CMHC/Art Therapy	20.21% (n=19)
CMHC/Drama Therapy	10.64% (n=10)
<u>Age</u>	
20-29	34.33% (n=23)
30-39	35.82% (n=24)
40-49	13.43% (n=9)
50-59	13.43% (n=9)
60+	1.49% (n=1)
Prefer not to answer	1.49% (n=1)
<u>Race/Ethnicity</u>	
African or African-American	7.69% (n=5)
American Indian or Alaska Native	1.54% (n=1)
Asian, Asian-American, or Pacific Islander	3.08% (n=2)
Biracial or Multiracial	10.77% (n=7)
Latinx or Hispanic American	6.15% (n=4)
European or European American / White	73.85% (n=48)
Prefer not to answer	4.62% (n=3)
<u>Gender Identification</u>	
Female	75.00% (n=48)
Intersex	0
Male	9.38% (n=6)
Transgender	1.46% (n=1)
Genderqueer	3.13% (n=2)
Non-binary	7.81% (n=5)
Questioning	4.69% (n=3)
Prefer not to answer	1.56% (n=1)

Sexual Orientation

Bisexual	15.15% (n=10)
Gay/Lesbian	7.58% (n=5)
Heterosexual/ Straight	40.91% (n=27)
Queer	12.12% (n=8)
Asexual	3.03% (n=2)
Pansexual	16.67% (n=11)
Questioning	1.52% (n=1)
Prefer not to answer	9.09% (n=6)
Other	3.03% (n=2)

Religious/Spiritual Affiliation

Agnostic	31.58% (n=18)
Atheist	14.04% (n=8)
Buddhist	7.02% (n=4)
Catholic	7.02% (n=4)
Christian	14.04% (n=8)
Hindu	0
Jewish	5.26% (n=3)
Muslim	3.51% (n=2)
Pagan	5.26% (n=3)
Protestant	0
Prefer not to answer	15.79% (n=9)

Have Disability

Yes	30.30% (n=20)
No	63.64% (n=42)
Prefer not to answer	6.06% (n=4)

(2) Program Evaluation**1. How well do you think the CMHC program fulfilled its mission?**

Excellent	40.28% (n=29)
Good	43.06% (n=31)
Fair	13.89% (n=10)
Poor	2.78% (n=2)
Very Poor	0

2. CACREP Standards Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Core Area Evaluation	Weighted Average
Core Area #1: Professional Counseling Orientation and Ethical Practice	4.33
Core Area #2: Social and Cultural Diversity	4.11
Core Area #3: Human Growth and Development	4.16
Core Area #4: Career Development	3.90
Core Area #5: Counseling and Helping Relationships	4.48
Core Area #6: Group Counseling and Group Work	4.19

Core Area #7: Assessment and Testing	3.78
Core Area #8: Research and Program Evaluation	3.94

3. CMHC Program General Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Program Evaluation	Weighted Average
(1) How well do you think the CMHC program is preparing you to become a professional counselor/mental health counselor?	4.34
(2) How well do you think the CMHC program is preparing your multicultural sensitivity and awareness, as well as social justice advocacy?	4.08
(3) How well do you think the CMHC program is supporting your personal and professional wellness?	3.93
(4) What is the quality of the rigor of the CMHC program?	4.16
(5) How well do you think the CMHC program is supporting your learning during the COVID-19 pandemic?	3.86
(6) Overall, how would you rate the quality of the CMHC program?	4.23

(3) CMHC Faculty Evaluation

Please rate the quality of CMHC faculty members

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Faculty Evaluation	Weighted Average
(1) The teaching/instruction quality by CMHC full time faculty members (core and teaching faculty).	4.29
(2) The teaching/instruction quality by CMHC part time faculty members (affiliated and adjunct faculty).	4.11
(3) CMHC faculty members' dedication to advising, mentoring, and supporting students' professional development.	3.89
(4) CMHC faculty members' timeliness in responding and giving feedback.	3.86
(5) Faculty-student relationship in the CMHC program.	3.96
(6) CMHC faculty member's ability to integrate multicultural issues and social justice into students' academic and professional experience.	4.04
(7) CMHC faculty members' support for students through online learning during the pandemic.	4.08

Additional Narrative Feedback from CMHC Current Students:

STRENGTHS

Good Quality of Instruction/Courses, and Experiential Learning

“Experiential, in depth personal/self-excitation, has been enormously valuable for increasing my own self-awareness, very humanizing, supportive, stimulation.”

“The Socratic pedagogy, experiential and applied learning, and faculty's work experience.”

“Some incredibly supportive faculty with depth of first-hand experience in the field. Small class sizes help foster connection to other students and opportunity to engage in multiple styles of learning.”

“The CMHC program does a thorough job of going beyond clinical and individual counseling by expanding education into areas of counseling necessary for real world application. Students are encouraged to push the boundaries of what defines clinical mental health and think critically about the culture of the field. The faculty are the “real deal” and they bring such richness to the program.”

Focus on Social Justice and Multicultural Issues

“I really appreciate that multicultural awareness and cultural diversity is integrated in our learning.”

“Strong social justice perspective, lots of diversity in curriculum.”

“Consistent effort to become more culturally competent and engage in conversation with students around how to do this.”

“It seems that faculty members are very willing and wanting to make changes to classes and curriculum to support decolonization.”

Good Quality of Faculty Members and Faculty Support

“There are some really great faculty members who consistently provide support and create a space for learning.”

“Real life professionals in therapy and counseling teaching students, not just professional professors. inclusive lens for all walks of life to be included in the counseling world.”

“Flexibility with the pandemic showing a desire to help students learn and work with students regarding accommodations, demonstrating genuine care.”

“The ‘Chats with the Chair’ helps foster the relationship between students and the chair of the department, especially during the time of remote learning.”

AREAS OF GROWTH and Suggestions

Need More Consistent Instruction Quality

“More support for the professors figuring out how to use zoom and the sakai site. Lack of consistency has been rough.”

Need More Feedback and Clear Expectations

“Need standards set for faculty about communication expectations and feedback guidelines.”

“Need more emphasis around participation expectations for students.”

Need More Focus on Multicultural Competence

“I would like to see the program actively working on incorporating decolonizing syllabi into each course”

“Need to diversify the type of exposure students have to real life examples (beyond Antioch Professors).”

“There is also room for improvement in bringing a multicultural/social justice lens to the curriculum and theories being used and identifying Western biases and values present in the field.”

Registration Issues

“Need to add more CMHC classes so that more CMHC students and actually get into prerequisite classes we are required to take in a specific order.”

Need Better Support During COVID-19

“Focusing on community building and professional development for future clinicians. I started this program remotely and feel very out of touch with my peers and the Antioch community as a whole.”

**Counseling Department
Antioch University Seattle
CES Alumni Outcome Survey Results
2020-2021 Academic Year**

During the 2021 Spring quarter, the CES Program administered a Alumni Outcome Survey. A total of 2 alumni responded completely to the survey. The survey provided respondents with the opportunity to assess key aspects of the CES Program. The survey consisted of three elements (1) demographics, (2) post-graduation employment and professional development, and (3) program and faculty evaluation. Program and Faculty evaluations are indicated on a five-point Likert scale, ranging from 1 (Very Poor) to 5 (Excellent). Alumni were asked to provide narrative feedback regarding the most valuable aspects of their educational experience as well as areas for programmatic improvement. The results of the survey are listed below.

(1) Demographics

Among the 2 current students who completed the surveys, both of them graduated from the CES program in 2019. Both of them worked full-time when they were in the CES program. It took them around 3-4 years to complete the CES program.

Race/Ethnicity	
African or African-American	0
American Indian or Alaska Native	0
Asian, Asian-American, or Pacific Islander	50% (n=1)
Biracial or Multiracial	0
Latinx or Hispanic American	0
European or European American / White	50% (n=1)
Prefer not to answer	0

Age	
20-29	0
30-39	50% (n=1)
40-49	50% (n=1)
50-59	0
60 and above	0

Gender Identification	
Female	100% (n=2)
Intersex	0
Male	0
Transgender	0
Genderqueer	0
Non-binary	0
Prefer not to answer	0

Sexual Orientation	
Bisexual	0
Gay/Lesbian	0
Heterosexual/ Straight	50% (n=1)
Queer	50% (n=1)
Prefer not to answer	0

Religious/Spiritual Affiliation

Agnostic	0
Atheist	50% (n=1)
Buddhist	50% (n=1)
Catholic	0
Christian	0
Hindu	0
Jewish	0
Muslim	0
Pagan	0
Protestant	0
Prefer not to answer	0

Have Disability

Yes	0
No	100% (n=2)

(2) Post-graduation Employment and Professional Development

1. What is your current licensure status?

I am a Licensed Mental Health Counselor (LMHC) in the State of Washington (or am fully licensed in other States).	100% (n=2)
I am a Licensed Mental Health Counselor Associate (LMHCA) in the State of Washington (or am licensed in other States as associate-level).	0
I am a National Certified Counselor (NCC)	50% (n=1)
I am a Certified Clinical Mental Health Counselor (CCMHC)	0
I am currently licensed as an LMFTA, LMFT, LCSWA, or LCSW	0

2. Are you currently employed as a counselor educator or supervisor?

I am a full-time counselor educator/supervisor	100% (n=2)
I am a part-time counselor educator/supervisor	0
I am not working as a counselor educator or supervisor	0

3. After graduating from the CES program, how long did it take for you to find a counselor educator or supervisor position?

Within 3 months	100% (n=2)
3-6 months	0
More than 6 months	0

4. What is your current annual individual income?

Less than \$20,000	0
\$20,000 to \$29,999	0
\$30,000 to \$39,999	0
\$40,000 to \$49,999	0
\$50,000 to \$59,999	0

\$60,000 to \$69,999	0
\$70,000 to \$79,999	50% (n=1)
\$80,000 to \$89,999	0
\$90,000 to \$99,999	50% (n=1)
\$100,000+	0

5. Are you a member of any counseling professional organizations? (Select all that apply)

American Counseling Association (ACA)	100% (n=2)
Association of Counselor Education and Supervision (ACES)	100% (n=2)
ACES regionals (WACES, NARACES, RMACES, SACES, NCACES)	100% (n=2)
Washington Counseling Association (WCA)	0
American Mental Health Counseling Association (AMHCA)	50% (n=1)
Seattle Counseling Association (SCA)	0
Washington Community and Technical College Counselor Association (WCTCCA)	0
No, I am not a member of any counseling professional organization.	0

6. Have you participated in any professional development activities after graduation? (Select all that apply.)

Continuing Education (CEs)	100% (n=2)
Professional certification(s)	50% (n=1)
Professional presentation(s) (as presenter)	100% (n=2)
Professional presentation(s) (as attendee)	100% (n=2)
Professional publication(s) (as author)	50% (n=1)
None	0

(3). Program and Faculty Evaluation

1. How well do you think the CES program fulfilled its mission?

Excellent	100% (n=2)
Good	0
Fair	0
Poor	0
Very Poor	0

2. CACREP Standards Evaluation

How well do you think the CES program prepared you in the following areas?
 Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

CACREP Area	Weighted Average
(1) Counseling	5
(2) Supervision	5
(3) Teaching	5
(4) Research and scholarship	4.5
(5) Leadership and Advocacy	5

3. CES Program General Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Program Evaluation	Weighted Average
(1) How well do you think the CES program prepared you to become a counselor educator and supervisor?	5
(2) How well do you think the CES program prepared you with multicultural sensitivity and awareness, as well as social justice advocacy?	5
(3) How well do you think the CES program supported your personal and professional wellness?	5
(4) Please rate the quality of the rigor of the CES program.	5
(5) Overall, please rate the quality of the CES program.	5

4. Faculty Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Faculty Evaluation	Weighted Average
(1) The teaching/instruction quality by CES full time faculty members (core and teaching faculty).	5
(2) The teaching/instruction quality by CES part time faculty members (affiliated and adjunct faculty).	4.5
(3) CES faculty members' dedication to advising, mentoring, and supporting students' professional development.	4.5
(4) CES faculty members' timeliness in responding and giving feedback.	5
(5) Faculty-student relationship in the CES program.	5
(6) CES faculty member's ability to integrate multicultural issues and social justice into students' academic and professional experience.	5

Additional Narrative Feedback from CES Alumni:

STRENGTHS

"I felt very supported by faculty and could individualize electives and research to meet my own interests and professional needs. All of the curriculum aligned with CACREP and the best practices of the field. I was able to shift my professional identity to fully include counselor education, and felt supported in this. The program was also manageable while working."

AREAS OF GROWTH

"The only thing I would have wanted a little more of is preparation for more "traditional" academia, where publishing, grant-writing, and bureaucracy are handled differently."

**Counseling Department
Antioch University Seattle
CES Current Student Outcome Survey Results
2020-2021 Academic Year**

During the 2021 Spring quarter, the CES Program administered a Current Student Outcome Survey. A total of 7 students responded completely to the survey. The survey provided respondents with the opportunity to assess key aspects of the CES Program. The survey consisted of three elements (1) demographics, (2) program evaluation, and (3) faculty evaluation. Program and Faculty evaluations are indicated on a five-point Likert scale, ranging from 1 (Very Poor) to 5 (Excellent). Students were asked to provide narrative feedback regarding the most valuable aspects of their educational experience as well as areas for programmatic improvement. The results of the survey are listed below.

(1) Demographics of CES Current Students

Among the 7 current students who completed the surveys, all are in the CES program.

<u>Age</u>	
20-29	0
30-39	40% (n=2)
40-49	0
50-59	20% (n=1)
60 and above	0
Prefer not to answer	40% (n=2)

<u>Race/Ethnicity</u>	
African or African-American	0
American Indian or Alaska Native	0
Asian, Asian-American, or Pacific Islander	0
Biracial or Multiracial	0
Latinx or Hispanic American	0
European or European American / White	60% (n=3)
Prefer not to answer	40% (n=2)

<u>Gender Identification</u>	
Female	60% (n=3)
Intersex	0
Male	0
Transgender	0
Genderqueer	0
Non-binary	0
Questioning	0
Prefer not to answer	40% (n=2)

<u>Sexual Orientation</u>	
Bisexual	0
Gay/Lesbian	0
Heterosexual/ Straight	60% (n=3)
Queer	0
Asexual	0

Pansexual	0
Questioning	0
Prefer not to answer	40% (n=2)

Religious/Spiritual Affiliation

Agnostic	25% (n=1)
Atheist	0
Buddhist	0
Catholic	0
Christian	0
Hindu	0
Jewish	0
Muslim	0
Pagan	0
Protestant	0
Prefer not to answer	75% (n=3)

Have Disability

Yes	0
No	60% (n=3)
Prefer not to answer	40% (n=2)

(2) Program Evaluation

1. How well do you think the CES program fulfilled its mission?

Excellent	16.67% (n=1)
Good	33.33% (n=2)
Fair	50% (n=3)
Poor	0
Very Poor	0

2. CACREP Standards Evaluation

How well do you think the CES program prepared you in the following areas?

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

CACREP Area	Weighted Average
(1) Counseling	4.17
(2) Supervision	4.00
(3) Teaching	3.17
(4) Research and scholarship	3.33
(5) Leadership and Advocacy	3.33

3. CES Program General Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Program Evaluation

Weighted Average

(1) How well do you think the CES program prepared you to become a counselor educator and supervisor?	3.50
(2) How well do you think the CES program prepared you with multicultural sensitivity and awareness, as well as social justice advocacy?	3.33
(3) How well do you think the CES program supported your personal and professional wellness?	3.83
(4) Please rate the quality of the rigor of the CES program.	3.33
(5) How well do you think the CES program supported your learning during the COVID-19 pandemic?	4.33
(6) Overall, please rate the quality of the CES program.	3.83

(3) Faculty Evaluation

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Faculty Evaluation	Weighted Average
(1) The teaching/instruction quality by CES full time faculty members (core and teaching faculty).	3.67
(2) The teaching/instruction quality by CES part time faculty members (affiliated and adjunct faculty).	3.83
(3) CES faculty members' dedication to advising, mentoring, and supporting students' professional development.	4.17
(4) CES faculty members' timeliness in responding and giving feedback.	4.17
(5) Faculty-student relationship in the CES program.	4.00
(6) CES faculty member's ability to integrate multicultural issues and social justice into students' academic and professional experience.	3.50
(7) CES faculty members' support for students through online learning during the pandemic.	4.00
(8) FOR STUDENTS IN THE DISSERTATION PROCESS: Please rate the quality of support you get from CES faculty members in your dissertation process (SKIP this question in you are not in the dissertation process).	4.50

Additional Narrative Feedback from CES Current Students:

STRENGTHS

"content and teaching style/approachable"

"The faculty are broadly knowledgeable and individually offer unique areas of interest and expertise. The CES faculty is very passionate and supportive of all CES students and work collaboratively together to nurture each student's success and growth."

“The CES program's strengths include professional opportunities, support from faculty, and relationship building.”

AREAS OF GROWTH

“Race and gender are the two areas of multiculturalism that get the most attention in regard to social justice advocacy. Other aspects of multicultural variance like traditions, religious practices, geography, language should be considered. I'd like other viewpoints to be analyzed and presented.”

**Counseling Department
Antioch University Seattle
Supervisors and Employers Survey Results
2020-2021**

During 2021 Spring quarter, the Counseling Department administered the outcome survey to supervisors and employers. A total of 16 participated responded the survey to provide evaluation for CMHC interns and CMHC alumni employment.

(1) Demographics of Supervisors and Employers

Status	
I supervise or have supervised interns from the CMHC program.	81.25% (n=13)
I am or was an employer of CMHC alumni.	0
I have supervised both interns and employees from the CMHC program.	18.75% (n=3)

Race/Ethnicity	
African or African-American	0
American Indian or Alaska Native	0
Asian, Asian-American, or Pacific Islander	6.25% (n=1)
Biracial or Multiracial	12.50% (n=2)
Latinx or Hispanic American	0
European or European American / White	75% (n=12)
Prefer not to answer	6.25% (n=1)

Gender Identification	
Female	81.25% (n=13)
Intersex	0
Male	0
Transgender	6.25% (n=1)
Genderqueer	6.25% (n=1)
Non-binary	0
Questioning	6.25% (n=1)
Prefer not to answer	0

(2) Program Evaluation

1. How well do you think the CMHC program fulfilled its mission?

Excellent	62.50% (n=10)
Good	37.50% (n=6)
Fair	0
Poor	0
Very Poor	0

2. Evaluation of CMHC interns

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Qualities of CMHC interns	Weighted Average
Counseling knowledge and clinical skills	4.56
Self-awareness	4.56
Multicultural awareness and competency	4.56
Engagement in professional development	4.31

3. Evaluation of CMHC program

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Qualities of CMHC program	Weighted Average
The support you receive from the CMHC program in supporting you as the on-site supervisor.	4.19
The quality of communication you have with the CMHC program regarding to your supervision.	4.06

4. Evaluation of CMHC alumni employment

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Qualities of CMHC Alumni you hired	Weighted Average
Counseling knowledge and clinical skills	5.00
Self-awareness	4.86
Multicultural awareness and competency	4.71
Engagement in professional development	4.71

Additional Narrative Feedback from Supervisors and Employers:

Strengths

“We had a great experience teaching and working with both interns and alumni from Antioch.”

“Highly prepared students”

“The intern that I have supervised came into her field experience very knowledgeable and prepared for her clinical training. I have been very pleased with the quality of education and preparation that this intern has received from Antioch.”

Areas of Growths

“The rules are not very clear, and communication during the pandemic has been intermittent for some of my interns.”

“There has been some changing expectations surrounding hour expectations in which myself as a supervisor and the students have been told very different things.”

**Counseling Department
Antioch University Seattle
Current Faculty & Staff Survey Results
2020-2021**

During 2021 Spring quarter, the CMHC/CES Program administered the outcome survey to current faculty members and staff. A total of 20 faculty/staff completed this survey (Staff: 3; Full-time Faculty: 11; Part-time Faculty: 6). The survey provided respondents with the opportunity to assess key aspects of the CMHC/CES Program regarding quality of instructional experiences, administrative support, support of students, and alignment to the mission. Faculty members and staff were also asked to provide narrative feedback regarding the most valuable aspects of their work experience as well as areas for programmatic improvement. The results of the survey are listed below:

Evaluation from CMHC/CES Staff

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Evaluation Statement	Weighted Average
(1) The quality of support you receive from the Counseling Department in fulfilling your staff role and responsibilities.	3.85
(2) The adequacy of time and resources you have from the Counseling Department to carry out your staff roles and responsibilities.	3.54
(3) The quality of support you receive from Antioch University in fulfilling your staff role and responsibilities.	2.92
(4) The adequacy of time and resources you have from Antioch University to carry out your staff roles and responsibilities.	2.85
(5) Within your time working in the Counseling Department, how would you rate the quality of your facilitation and problem-solving skills regarding multicultural issues?	3.85

Evaluation from CMHC Faculty

1. How well do you think the CMHC program fulfilled its mission?

Excellent	46.67% (n=7)
Good	46.67% (n=7)
Fair	6.67% (n=1)
Poor	0
Very Poor	0

2. Evaluation of program

Evaluation Statement	Weighted Average
(1) The quality of your facilitation skills in classroom discussions regarding multicultural issues and social justice.	4.07
(2) The quality of support you received in fulfilling your faculty roles and responsibilities within the CMHC program.	3.73
(3) The quality of resources you received in fulfilling your faculty roles and responsibilities within the CMHC program.	3.33

3. Evaluation of preparing CMHC students in the following CACREP Standards Core Area.

Core Area	Weighted Average
Core Area #1: Professional Counseling Orientation and Ethical Practice	4.60
Core Area #2: Social and Cultural Diversity	4.27
Core Area #3: Human Growth and Development	4.27
Core Area #4: Career Development	4.27
Core Area #5: Counseling and Helping Relationships	4.53
Core Area #6: Group Counseling and Group Work	4.27
Core Area #7: Assessment and Testing	4.27
Core Area #8: Research and Program Evaluation	4.27

Evaluation from CES Faculty

1. How well do you think the CES program fulfilled its mission?

Excellent	50% (n=5)
Good	40% (n=4)
Fair	10% (n=1)
Poor	0
Very Poor	0

2. Evaluation of program

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

Evaluation Statement	Weighted Average
(1) The quality of the CES program’s preparation of students to be competent counselor educators & supervisors.	4.40
(2) The quality of the CES program’s preparation of students for employment as counselor educators & supervisors.	4.30
(3) The quality of your facilitation skills in classroom discussions regarding multicultural issues and social justice.	4.20
(4) The quality of support you received in fulfilling your faculty roles and responsibilities within the CES program.	4.00
(5) The quality of resources you received in fulfilling your faculty roles and responsibilities within the CES program.	3.80

3. Evaluation of preparing CES students in the following CACREP Standards Core Area.

Excellent (5); Good (4); Fair (3); Poor (2); Very Poor (1)

CACREP Area	Weighted Average
(1) Counseling	4.30
(2) Supervision	4.30
(3) Teaching	4.30
(4) Research and scholarship	4.10
(5) Leadership and Advocacy	4.20

Additional Narrative feedback from Staff/Faculty:

“I think good support for adjuncts do exist, but it takes initiative to access support. It would be nice if there were some more structured support or mentoring offering for new adjuncts. I think this would enhance the experience for my students as well!”

“I would rate the program in all areas either excellent or aspiring towards excellence. I do think the faculty who instruct in the more emotionally charged subject areas (such as multicultural perspectives) need significantly more administrative support from AUS. For example smaller classes and co-teaching opportunities would be great support to these very effective faculty's great work.”