



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

*Antioch University Seattle*

2023 Annual Program Report  
(2022-2023 Academic Year)

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*The report is prepared by the AUS Counseling Department Outcome Committee and is published to the Antioch University Seattle Counseling Department, 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.*

## **AUS Counseling Department Annual Program Report**

This AUS Counseling Department annual report serves as compliance for the CACREP (Council for Accreditation of Counseling and Related Educational Programs) 2016 standards Section 4: Evaluation in the Program to demonstrate the comprehensive program evaluation process in the AUS Counseling Department.

According to CACREP 2016 standards, counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

In addition, counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

This annual report includes:

- Counseling Department Vital Statistics
- Counseling Department Program Overviews
  - Clinical Mental Health Counseling (CMHC residential and low residential programs)
  - Counselor Education and Supervision (CES)
- Counseling Department Annual Review
- Summary of Program Evaluation Results
- Counseling Department Program's responses and improvement

**Counseling Department Vital Statistics  
2022-2023 Academic Year**

**Enrollment, Admission, Graduation & Drop-out**

	<i>Enrollment (Spring 2023)</i>	<i>2022-2023 Annual Admissions</i>	<i>Number of Graduates</i>	<i>Numbers of students who dropped out during 2022-2023</i>
<b>CMHC Program (including AT/DT)</b>	297	65	37	12
<b>CMHC low res</b>	17	14	NA	1
<b>CES</b>	34	19	7	1

**Demographics**

*(2022-2023 Demographic data from Antioch University Office of Institutional Effectiveness)*

**Race/Ethnicity & Gender**

*Clinical Mental Health Counseling Residential Program*

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Gender</b>	<b>Number</b>
Black or African American	8	Female	296
Hispanic/Latinix	26	Male	57
White	231	Others	0
American/Alaska Native	3		
Asian	21		
Biracial or Multiracial	21		
Others	43		

*Clinical Mental Health Counseling Low-Residency Program*

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Gender</b>	<b>Number</b>
Black or African American	1	Female	17
Hispanic/Latinix	3	Male	5
White	14	Others	0
American/Alaska Native	0		
Asian	1		
Biracial or Multiracial	1		
Others	2		

*Counselor Education and Supervision (CES) PhD program*

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Gender</b>	<b>Number</b>
Black or African American	4	Female	36
Hispanic/Latinix	2	Male	5
White	27	Others	0
American/Alaska Native	0		
Asian	2		
Biracial or Multiracial	2		
Others	4		

Age

*Students Age Range*

Age Range	CMHC Residential	CMHC low-residential	CES
21-30	142	6	5
31-40	129	7	19
41-50	57	6	9
51-60	21	3	7
61-70	4	0	1

**CMHC Alumni Employment & Licensure**

Based on the 2022-23 alumni survey, 25 alumni who graduated in the past three years responded to the survey. 100 % of the alumni who completed the survey reported being employed as professional counselors; 96 % of alumni who completed the survey reported being licensed as LMHC or LMHCA (the rest 4 % reported being in the process of getting LMHCA). Regarding the certification exam, 58 % of the alumni who completed the survey reported having passed the NCE or NMHCE exam, and the rest 42 % reported that they haven't taken the exam yet and were planning to take the exam in the near future.

Program	Employment	Licensure (LMHC/LMHCA)	Certification Exam (NCE/NMHCE)
CMHC	100 %	96%	58 % passed the exam and 42 % were preparing for the exam.

**Counseling Department Faculty**

In the 2022-2023 academic year, the Counseling Department (CMHC & CES) has 17 full-time faculty members (Core Faculty & Teaching Faculty), and 4 Affiliate (Part-time) Faculty members. In the 2022-2023 academic year, CMHC residential program offered a total of 464 credits of CACREP Core Courses (46% were taught by full-time faculty with PhD); CMHC low-res program offered a total of 50 credits of CACREP Core Courses (76 % were taught by full-time faculty with PhD); CES program offered a total of 97 credits of CACREP Core Courses(73 % were taught by full-time faculty with PhD).

## **Counseling Department Programs Overview**

### **Clinical Mental Health Counseling (CMHC) Residential & Low Residential 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. This is consistent to the university mission statement where life-long learning, experiential education, and a strong focus in social justice, advocacy and clinical practice.

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.

#### *CMHC Residential Program*

The CMHC Residential Program is a master's degree program that consists of 90-quarter credits. The curriculum has been structured to allow students to complete the program at their own pace within a six-year time limit; the average length of time for degree completion for students is 3.5 years. It should be noted that because they are given the freedom to progress at their own pace and because students matriculate throughout the year (aside from summer), CMHC students are not organized into cohorts, although they often go through various required course sequences together.

#### *CMHC Low Residential Program*

The CMHC Low Residential Program is a master's degree program that consists of 90-quarter credits. The curriculum has been structured as a cohort style. The small, cohort design which meets for core counseling 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 average length of time for degree completion for students is 3.5 years.

#### **CMHC Students Assessment**

The Counseling Department at Antioch University Seattle does not use a letter or numerical grading system. Students instead receive a narrative assessment at the completion of each course, written by the course instructor. Narrative assessments communicate three key aspects about a student's learning: (1) the competency attainment level the student achieved; (2) the Primary Document Demonstrating Competency (key performance indicator); and (3) a narrative summary of the student's strengths, areas for improvement, and other relevant comments about the student's learning.

#### *Competency Levels*

- *"Below Competency"* reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. The student did not meet minimum attendance, written work, oral presentation and class participation criteria for satisfactory completion of course; did not present graduate level work.
- *"Required Competency"* indicates sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Indicates that the student has met the

minimum competency criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria. Met all criteria for attendance, written work, oral presentation and class participation at graduate level of work. It is not uncommon for students to receive Required Competency in a course.

- *“Intermediate Competency”* indicates that the student has met the “Required Competency” criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria, as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.
- The level of *“Advanced Competency”* (i.e., knowledge and skills that would be expected of a beginning-level master’s practitioner) will only be granted to students during their internship year who also demonstrate a level of post-graduate competency.

### Professional Core Competencies (PCC)

In addition to the competencies specific to each course, students are also evaluated on five areas of Professional Core Competencies (PCC), with subsidiary Skill or Knowledge Domains (SKD), to be demonstrated in each course and throughout their graduate counseling experience with peers, faculty, clients, and colleagues. The five Professional Core Competency includes:

- *Professionalism*: Adheres to the ethical guidelines of ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others—shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.
- *Reflective Practice*: Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.
- *Applied Critical Thinking*: Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.
- *Diversity and Social Justice*: Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination and oppression.
- *Written Communication*: Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style.

### **CMHC Student Learning Outcomes & KPI**

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 10 student-learning domains to ensure that graduates are competent mental health professionals and meet the necessary licensure requirements of the profession. These domains include:

*CMHC KPI*

<b>Student Learning Outcomes</b>	<b>CACREP Standards</b>	<b>Courses</b>	<b>KPI Assignments</b>
<b>KPI #1 Professional Identity &amp; Ethics</b>	2.F.1. Professional Counseling Orientation and Ethical Practice	<b>COUN5080</b> Counseling & Professional Identity  <b>COUN5180</b> Ethics & Professional Issues	Professional Identity Website  Integrative Case Study Presentation and Paper
<b>KPI #2 Diversity &amp; Advocacy</b>	2.F.2. Social & Cultural Diversity	<b>COUN5030</b> Family of Origin Systems  <b>COUN5060</b> Communication & Counseling Skills	Self-Exploration Project  Final Synthesis Paper
<b>KPI #3 Human Growth &amp; Development</b>	2.F.3. Human Growth & Development	<b>COUN5030</b> Family of Origin Systems  <b>COUN5231</b> Human Growth & Development	Final Family of Origin Paper  Case Study/Research Presentation
<b>KPI #4 Career &amp; Life Planning</b>	2.F.4. Career Development	<b>COUN5270</b> Career Development & Counseling  <b>COUN5231</b> Human Growth & Development	Final Case Conceptualization Paper & Letter  Integrative Case Study & Oral Presentation
<b>KPI #5 Individual Counseling</b>	2.F.5. Counseling and Helping Relationships	<b>COUN 5060</b> Communication & Counseling Skills  <b>COUN5105</b> Counseling Theories & Practice 1	Demonstration Video (Direct)  Demonstration of Counseling Models (Direct)
<b>KPI #6 Group Counseling</b>	2.F.6. Group Counseling and Group Work	<b>COUN5070</b> Group Counseling  <b>COUN5920</b> Pre-Internship Practicum	Participation in groups as a member and facilitator  Group leadership
<b>KPI #7 Assessment &amp; Prognosis</b>	2.F.7. Assessment and Testing	<b>COUN5520</b> Assessment: Tests & Measures  <b>COUN5270</b> Career Development & Counseling	Assessment Library Assignment  Interview Assignment

<b>KPI #8</b> <b>Research &amp;</b> <b>Analytical Skills</b>	2.F.8. Research and Program Evaluation	<b>COUN5500</b> Intro to Research  <b>COUN5105</b> Counseling Theories & Practice 1	Literature Review  Weekly Journal Papers
<b>KPI #9</b> <b>Special Areas:</b> <b>Clinical Mental</b> <b>Health Counseling</b>	Section 5: Entry Level Specialty Areas: C. Clinical Mental Health Counseling	<b>COUN5600</b> Trauma, Crisis, Disaster Response  <b>COUN5040</b> Multicultural Perspectives	Final Paper  Cultural Research and Social Justice Presentation
<b>KPI #10</b> <b>Professional Practice</b>	3. Professional Practice	<b>COUN5920</b> Pre-Internship Practicum  <b>COUN6003</b> Internship & Case Consultation	Hours Log & Case Presentation  Hours Log & Case Presentation



## **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. The doctoral program in counseling at Antioch University Seattle is a Low-Residency program, utilizing a cohort model that meets primarily on Mondays via Zoom (synchronously) and for (2) one-week residencies per academic year (four days in Summer and four days in Winter quarters). The CES Program aims to meet the growing need for highly qualified counselor leaders— advanced counseling practitioners, counseling educators, and counseling supervisors — attracting candidates regionally, nationally and internationally.

The CES Program is aligned to our 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 includes 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 each January and look to highlight 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. New students enroll to begin each Summer, in July.

#### **CES Students Learning Outcome & KPI**

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

*CES KPI*

<b>Students Learning Objectives</b>	<b>CACREP Standards</b>	<b>Courses</b>	<b>KPI Assignments</b>
<b>KPI #1 Research</b>	6.B.4.a. Research designs appropriate to quantitative & qualitative research questions	<b>COUN 7100:</b> Research in Counselor Education  <b>COUN 7180:</b> Program Dev & Evaluation	Research Methodology Reflection Paper  Counselor Education Project
<b>KPI #2 Teaching</b>	6.B.3.b. Pedagogy and teaching methods relevant to counselor education	<b>COUN7320:</b> Counselor Education & Clinical Training  <b>COUN 7300:</b> Instructional Design and Adult Learning	Course Syllabus & Presentation  Teaching Demonstration
<b>KPI #3 Supervision</b>	6.B.2.d. Skills of clinical supervision	<b>COUN7400:</b> Multicultural Supervision  <b>COUN7420:</b> Advanced Clinical Supervision	Supervision Plan  Integration Paper
<b>KPI #4 Counseling</b>	6.B.1.c. Conceptualization of clients from multiple theoretical perspectives	<b>COUN7980:</b> CES Practicum  <b>COUN 7200:</b> Advanced Counseling Theory	Clinical case presentations  Integrated Theory Paper
<b>KPI #5 Leadership and Advocacy</b>	6.B.5.k. Strategies of leadership in relation to current multicultural and social justice issues	<b>COUN7500:</b> Advocacy, Social Justice, Professional Leadership  <b>COUN 7340:</b> Global Mental Health	SJ Consultation Project  Final teaching demonstration

## Counseling Department Annual Review

### CACREP Accreditation

As of August 2023, this summary was written to share important CACREP accreditation status and updates for the Antioch University Seattle campus. More specifically, the Board of Directors of CACREP met in early July 2023 to examine re-accreditation decisions. Based on the review during this meeting, the Board accepted the report and decided to continue accreditation of the Clinical Mental Health Counseling and doctoral program with an end cycle of October 31, 2029 until the next accreditation decision.

In addition, it is important to share Antioch University submitted a report with CACREP to address the affiliation of Antioch University with Otterbein University. This affiliation requires the current Board of Governors to transition into being the Antioch University Advisory Board which will maintain the oversight of Antioch's academic programs. Based on the review, the board approved the affiliation without conditions.

Lastly, the Board has requested an additional review that is separate from the Digital Delivery Substantive Change report addressing the use of technology and digital delivery modifications that have been made to the in-person program pathway since the most recent accreditation review. This report is due February 15, 2024. Please note a meeting of additional support with the CACREP staff point of contact has been requested to ensure fulfillment of this request.

The above information illustrates the continued commitment to maintain and uphold CACREP standards within our specialty and doctoral programs.

### 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:
  - **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 in the future, a Counselors for Social Justice (CSJ) Program Chapter).
  - ***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, Student Assessment & Gatekeeping:*** 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, and oversee the program advisory board per CACREP.
  - ***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 will address the demands of the BSU and engage in discussions about Anti-racism and liberation moving forward and explore ways in which we can work as a community for the community.
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.

### **Counseling Department Diversity and Inclusion**

Several Counseling Department committees have made efforts to address anti-racism work, social justice, and decolonization of the counseling curriculum.

- CMHC Chair has met, and will continue to meet with Black Students Union members every term to discuss responses to the BSU letter and anti-racism initiatives.
- Chi Sigma Iota-Omega Mu Gamma Honor Society has held and scheduled multiple open forums and discussions on race.
- Continue the Black Mentoring Program.
- Continue the Counselors of Color Support Group.
- Has hired BIPOC faculty and will continue to hire diverse faculty in 2023-2024 academic year.
- Admissions Committee is working to update admissions interviews to include online interviews post-pandemic so that candidates can access the interview without travel, childcare, and other expenses related to being in-person in Seattle.
- Anti-racism committee has been developing a rubric to be applied to all CMHC courses that ensures readings, assignments, and course activities integrate racial justice competency and acknowledges systemic oppression, and more specifically anti-Blackness, in the mental health and higher education systems.

- CES program has been working on decolonizing the curriculum utilizing the Instructional Design and Adult Learning course to create a Syllabus Decolonization Rubric that will then be applied to evaluate all core CMHC and CES courses, giving feedback to each course owner.

**Summary of Program Evaluation**

**Clinical Mental Health Counseling (CMHC) program**

Summary of Evaluation

**Instructor Rated KPI**

CMHC program KPIs measure knowledge and skills in each of the 10 student learning outcomes areas. Following is the KPI outcome in the 2022-2023 academic years. Courses assignments are given four levels of competency: (1) *Below Competency*, (2) *Required Competency*, (3) *Intermediate Competency*, and (4) *Advanced Competency* (Only students in Internship/Case Consultation can acquire Advanced Competency).

In order to be granted credit for a specific course, students must demonstrate an overall “Required Competency.” In order to successfully move into practicum, students must demonstrate an overall “Intermediate Competency” in at least 50% of courses/learning assessments on their plan of study, and in order to successfully graduate the student must demonstrate an overall “Intermediate Competency” in at least 75% of course/learning assessments for their core curriculum.

**CMHC Instructor Rated KPI**

<b>Student Learning Outcomes</b>	<b>CACREP Standards</b>	<b>Courses</b>	<b>KPI Assignments</b>	<b>Competency</b>
<b>KPI #1 Professional Identity &amp; Ethics</b>	2.F.1. Professional Counseling Orientation and Ethical Practice	<b>COUN5080</b> Counseling & Professional Identity	Professional Identity Website	Below— 0% Required— 0% Intermediate— 100%
		<b>COUN5180</b> Ethics & Professional Issues	Integrative Case Study Presentation and Paper	Below— 0% Required— 17.86% Intermediate— 82.14%
<b>KPI #2 Diversity &amp; Advocacy</b>	2.F.2. Social & Cultural Diversity	<b>COUN5030</b> Family of Origin Systems	Self-Exploration Project	Below— 0% Required— 8.70% Intermediate— 91.30%
		<b>COUN5060</b> Communication & Counseling Skills	Final Synthesis Paper	Below— 0% Required— 0% Intermediate— 100%
<b>KPI #3 Human Growth &amp; Development</b>	2.F.3. Human Growth & Development	<b>COUN5030</b> Family of Origin Systems	Final Family of Origin Paper	Below—0% Required—2.17% Intermediate— 97.83%
		<b>COUN5231</b> Human Growth & Development	Case Study/Research Presentation	Below— 0% Required— 0% Intermediate—100%

<b>KPI #4 Career &amp; Life Planning</b>	2.F.4. Career Development	<b>COUN5270</b> Career Development & Counseling	Final Case Conceptualization Paper & Letter	Below— 0% Required— 66.67% Intermediate— 33.33%
		<b>COUN5231</b> Human Growth & Development	Integrative Case Study & Oral Presentation	Below— 0% Required— 7.41% Intermediate— 92.59%
<b>KPI #5 Individual Counseling</b>	2.F.5. Counseling and Helping Relationships	<b>COUN 5060</b> Communication & Counseling Skills	Demonstration Video (Direct)	Below— 0% Required— 0% Intermediate— 100%
		<b>COUN5105</b> Counseling Theories & Practice 1	Demonstration of Counseling Models (Direct)	Below— 0% Required— 0% Intermediate— 100%
<b>KPI #6 Group Counseling</b>	2.F.6. Group Counseling and Group Work	<b>COUN5070</b> Group Counseling	Participation in groups as a member and facilitator	Below— 0% Required— 0% Intermediate— 100%
		<b>COUN5920</b> Pre-Internship Practicum	Group leadership	Below— 0% Required— 16.67% Intermediate— 83.33%
<b>KPI #7 Assessment &amp; Prognosis</b>	2.F.7. Assessment and Testing	<b>COUN5520</b> Assessment: Tests & Measures	Assessment Library Assignment	Below— 0% Required— 0% Intermediate— 100%
		<b>COUN5270</b> Career Development & Counseling	Interview Assignment	Below— 0% Required— 66.67% Intermediate— 33.33%
<b>KPI #8 Research &amp; Analytical Skills</b>	2.F.8. Research and Program Evaluation	<b>COUN5500</b> Intro to Research	Literature Review	Below— 0% Required— 9.09% Intermediate— 90.91%
		<b>COUN5105</b> Counseling Theories & Practice 1	Weekly Journal Papers	Below— 0% Required— 0% Intermediate— 100%
<b>KPI #9 Special Areas: Clinical Mental Health Counseling</b>	Section 5: Entry Level Specialty Areas: C. Clinical Mental Health Counseling	<b>COUN5600</b> Trauma, Crisis, Disaster Response	Final Paper	Below— 0% Required— 2.86% Intermediate— 97.14%
		<b>COUN5040</b> Multicultural Perspectives	Cultural Research and Social Justice Presentation	Below— 0% Required— 0% Intermediate— 100%

<b>KPI #10 Professional Practice</b>	3. Professional Practice	<b>COUN5920</b> Pre-Internship Practicum	Hours Log & Case Presentation	Below— 0% Required— 0% Intermediate— 100%
		<b>COUN6003</b> Internship & Case Consultation	Hours Log & Case Presentation	Below— 0% Required— 11.54% Intermediate— 61.54% Advance— 26.92%

**Instructors Rated Disposition**

New Students

CMHC faculty members participate in Students Competency Reviews (SCR) meetings every quarter to evaluate new students who completed two quarters of coursework. The purpose of the SCR meeting is to provide an initial review of the progress and potential areas of concern for students, addressing both the academic and professional competencies outlined in the CMHC program standards for student evaluation. The SCR highlights student’s strengths, and the plans enacted as follow-up provide students the opportunity to address challenges that interfere with satisfactory completion of degree program requirements. From Summer 2022 to Spring 2023, 100% of new students being reviewed passed the SCR.

Pre-Internship Practicum

CMHC faculty members also participate in Students Competency Reviews (SCR) meetings to evaluate students who applied to start Pre-Internship Practicum (PIP). From Summer 2022 to Spring 2023, all students who applied PIP were reviewed at SCR and 100% of them passed SCR to start PIP.

**Stakeholder Rated Dispositions**

An outcome survey is sent to supervisors and employers in Spring 2023 to evaluate the education of the CMHC programs as well as the quality of CMHC interns and graduates. A total of 40 CMHC supervisors and employers responded to the survey. The student dispositions were evaluated with options of “Very Poor,” “Poor,” “Fair,” “Good,” and “Excellent.” An evaluation of “Fair” indicated meeting the dispositions.

<b>CMHC Interns Dispositions</b>	<b>% Met</b>
Counseling knowledge and clinical skills	100 %
Self-awareness	100 %
Multicultural awareness and competency	100 %
Engagement in professional development	100 %

<b>CMHC Graduates Dispositions</b>	<b>% Met</b>
Counseling knowledge and clinical skills	100 %
Self-awareness	100 %
Multicultural awareness and competency	100 %
Engagement in professional development	100 %

**Outcome Surveys Strengths and Area of Growths**

The Counseling Department sent out outcome surveys in Spring 2023 to all CMHC students, alumni, faculty members, and supervisors/employers to collect feedback on the CMHC programs. Participants of



the outcome survey indicated the following CMHC program strengths and areas of growth in their narrative feedback:

Strengths

- Strong social justice emphasis and cultural awareness
- Convenient course offerings, variety of certificate programs, as well as elective classes
- Experiential learning and small class setting
- Strong faculty members that deeply care about work and profession
- Self-care emphasis

Areas of Growths

- Students want to see more social justice emphasis and diverse course material (e.g., trans/nonbinary inclusive materials; materials from BIPOC authors; disability justice) across all curriculum.
- Students would love to have more clinical practice across all curriculum to prepare them for practicum and internship.
- Students would love to have more post-graduation support and resources.

**Counselor Education and Supervision (CES) program**  
Summary of Evaluation

**Instructor Rated KPI**

CES program KPIs measure knowledge and skills in five content areas. Following table is the KPI outcome in the 2022-2023 academic years. Courses assignments are given four levels of competency: (1) Below Competency, (2) Required Competency, (3) Intermediate Competency, and (4) Advanced Competency. Students need to acquire Required Competency in order to pass the class.

<b>Students Learning Objectives</b>	<b>CACREP Standards</b>	<b>Courses</b>	<b>KPI Assignments</b>	<b>Competency</b>
<b>KPI #1 Research</b>	6.B.4.a. Research designs appropriate to quantitative & qualitative research questions	<b>COUN 7100:</b> Research in Counselor Education	Research Methodology Reflection Paper	Below— 0% Required— 0% Intermediate— 71.43% Advanced—28.57%
		<b>COUN 7180:</b> Program Dev & Evaluation	Counselor Education Project	Below— 0% Required— 0 % Intermediate— 25% Advanced— 75%
<b>KPI #2 Teaching</b>	6.B.3.b. Pedagogy and teaching methods relevant to counselor education	<b>COUN7320:</b> Counselor Education & Clinical Training	Course Syllabus & Presentation	Below— 0% Required—0 % Intermediate—0 % Advanced— 100%
		<b>COUN 7300:</b> Instructional Design and Adult Learning	Teaching Demonstration	Below— 0% Required— 0% Intermediate— 0% Advanced— 100%
<b>KPI #3 Supervision</b>	6.B.2.d. Skills of clinical supervision	<b>COUN7400:</b> Multicultural Supervision	Supervision Plan	Below— 0% Required— 0% Intermediate— 12.5 % Advanced— 87.5%
		<b>COUN7420:</b> Advanced Clinical Supervision	Integration Paper	Below— 0% Required— 0% Intermediate— 0% Advanced— 100%
<b>KPI #4 Counseling</b>	6.B.1.c. Conceptualization of clients from multiple theoretical perspectives	<b>COUN7980:</b> CES Practicum	Clinical case presentations	Below— 0% Required— 0% Intermediate— 50% Advanced— 50%
		<b>COUN 7200:</b>	Integrated Theory Paper	Below— 0% Required— 0%

		Advanced Counseling Theory		Intermediate— 0% Advanced— 100%
<b>KPI #5 Leadership and Advocacy</b>	6.B.5.k. Strategies of leadership in relation to current multicultural and social justice issues	<b>COUN7500:</b> Advocacy, Social Justice, Professional Leadership	SJ Consultation Project	Below— 0 % Required— 0% Intermediate—0 % Advanced— 100%
		<b>COUN 7340:</b> Global Mental Health	Final teaching demonstration	Below — 0% Required— 0% Intermediate— 40% Advanced— 60%

**CES Student Assessment and Program Evaluation**

Ph.D. students are assessed in 5 areas of professional competency across 4 levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall “*Required Competency*” at the minimum. In order to successfully move into the internship year, students must demonstrate an overall “*Intermediate Competency*” in at least 50% of courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall “*Intermediate Competency*” in at least 75% of course/learning assessments for their program.

A comprehensive student review by the faculty occurs at early and midpoints in a student’s progress through the curriculum. If the student falls below competency standards, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement. A blank SDP can be found [here](#).

Depending on the reasons for failing a course, or not meeting the 50% and/or 75% “*Intermediate Competency*” level mark, a student might be required to retake a class, to do additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to deal with personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

**Levels of Competency**

“*Below Minimum Competency*” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria.

“*Required Competency*” indicates that the student has met the “required competencies” of the assignment(s) as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.

“*Intermediate Competency*” denotes the student has met the “required competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria.

“*Advanced Competency*” denotes the student has met the “*Intermediate Competency*” criteria as well as demonstrated a strong professional identity, understanding of the professional field, and level of skills expected by a more advanced professional in terms of the defined criteria.

**Professional Competencies**

Responsible and effective counseling students also possess a sense of professionalism and behave accordingly. These professional dispositions are defined as the values, commitments, and professional ethics that influence conduct toward peers, clients, colleagues, faculty and staff, and other internal and external communities related to the counseling profession. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, respect for the diversity of others, self- reflection, personal responsibility, compassion, advocacy, and social justice. If sincerely held, dispositions should lead to actions and patterns of professional conduct. These verbal and non-verbal behaviors affect student learning, motivation, and the development of others as well as the student’s own professional growth. Professional dispositions are assessed based on observable behaviors in educational and clinical settings.

In addition to the competencies specific to each course, PhD/CES students are also evaluated on 5 areas of *Professional Core Competencies (PCC)*, with subsidiary *Skill or Knowledge Domains (SKD)*, to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

<p><b>PCC – Professionalism and SKD – Professional:</b></p>	<p>Adheres to the ethical guidelines of ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.</p>
<p><b>PCC - Reflective Practice and SKD – Perceptual:</b></p>	<p>Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.</p>
<p><b>PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:</b></p>	<p>Able to recognize multiple sides of an issue, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.</p>
<p><b>PCC – Diversity and Social Justice and SKD – Executive:</b></p>	<p>Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination and oppression.</p>
<p><b>PCC - Written Communication and SKD - Conceptual, Evaluative:</b></p>	<p>Writes clearly, professionally, and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style.</p>

### **Endorsement Policy for Counseling Students and Graduates**

The AUS Counseling faculty only endorses a graduate for a position, license, or credential for which the graduate has been prepared. An endorsement granted after successful completion of the Ph.D. program means the individual has completed all didactic and experiential course work, including practicum, internship, comprehensive synthesis, and dissertation, all under Antioch University Seattle faculty supervision. This endorses that the student's performance has been sufficient to ensure that the candidate possesses the skills and competencies necessary for ethical provision of services in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the appropriate hours in the Ph.D./CES Degree Program along with the dissertation.

Before endorsement is granted to any student, faculty thoroughly check a student's records to ensure the individual has graduated, maintained satisfactory evaluations in coursework, completed all requirements, and/or is seeking endorsement only for a position or credential for which he/she has been prepared.

**Credit Requirements:** In order to earn a Ph.D. degree in Counselor Education & Supervision, you will be required to complete a total of 144 graduate credits, up to 72 of which can be transferred in from a master's degree in counseling or related field. Ph.D. students complete a minimum of 72 doctoral course credits, including required courses, practicum, internship, dissertation and electives. Please review the CES Plan of Study for details.

**Course Load Expectations:** In addition to the online course work (Mondays 11am-2pm, and 3pm-6pm), students will attend two five-day residencies (winter and summer quarters) per academic year. The residential experiences will provide opportunities for intensified face-to-face training and supervision, community enrichment, and a seminar format for rich discourse and meaning making. This collective experience is consistent with an infused emphasis on multicultural discourse, resilience, civil enrichment, and social justice. Finally, much of the coursework is partnered with the low residency MA Clinical Mental Health Counseling curriculum. This unique learning experience provides doctoral students early experiential learning with a continuous integration of theory and practice as well as frequent opportunities for students to know and experience the curricular delivery of a counselor education program

**Low Residency and Online Learning:** All classes will have an online component to teaching and learning and that will be a blend of both synchronous and asynchronous. Students should be comfortable with classes with mixed delivery formats and should be prepared to do group work and other activities through Zoom, Google Hangouts or Skype, Slack, or whatever format is comfortable for them. This will require more time-management, personal motivation, and general organization to use your time efficiently and effectively. Remember that Zoom is a synchronous program requiring students to be engaged, demonstrating the professional skills and dispositions consistent with the field of counselor education and supervision (see disposition below). The instructors need to see how you interact with others to assess how you would interact with future clients, students, and supervisees.

**Residential Weeks:** Attendance at Residential Weeks is **REQUIRED OF ALL LOW-RES STUDENTS**. The residential weeks are an essential element to the educational experience in this program, provide critical time to connect with faculty, advisors and peers, consist of large portions of curricular hours, and may also hold specific advising requirement benchmark meetings. Failure to attend in person will result in failure of coursework in related courses during that quarter. Exceptions to this requirement must be discussed well in advance with the Program Chair, as few hardship circumstances may apply. Students should consider the budgeting and planning necessary to attend the residency weeks in the quarters ahead of time.

**Multicultural Competency:** The Ph.D. in CES program views multicultural competency as a process that entails, in part, the identification and understanding of one's own culture and social contexts, as well as an

awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multiculturally sensitive counseling involves the development of clinical, educational and supervisory skills that facilitate the effective treatment of clients from a variety of cultural contexts. Multicultural responsiveness is infused throughout the Ph.D. curriculum emphasizing multicultural discourse, resilience, civil enrichment, and social justice.

**Internship:** The purpose of the internship is to provide students the opportunity to apply academic learning and skills in a practical setting. Internship can begin at any time in the program with a primary focus on teaching and supervision. In consultation with their advisor, students can also accrue the 600 required hours in counseling, research, and/or leadership & advocacy. Internship is designed to prepare students for their future roles as counselor educators and supervisors, address gaps in their master's level training, and align with their professional aspirations. Internship work is supervised by one of the Ph.D. faculty, both individually and in a seminar format. For more information, you will be able to find the forthcoming internship handbook linked here.

**Comprehensive Examination:** The Comprehensive Examination is a tool to assess students once required coursework from the curriculum, instruction, and research strands have been completed. In the spring quarter of students' second year in the program, they will provide a written response to a set of questions crafted by the faculty. They will have a two-week period to prepare their response and provided an opportunity to defend their assertions to the CES faculty. Upon successful completion of the comprehensive examination, student will become doctoral candidates having demonstrated:

- An ability to synthesize knowledge from the coursework into relevant themes linking the history of the profession with current practices and future trends
- A recognition and connection of major ideas and issues as a basis for a scholarly agenda
- The ability to evaluate, generalize, and apply theories as they relate to critical issues in counseling, counselor education, and counseling supervision
- The Inquiry skills and background knowledge required to proceed with the dissertation
- Effectiveness in analyzing counselor education issues, developing recommendations for policy and/or action, presenting those recommendations, and persuading others of their worth

**Dissertation:** The dissertation is the capstone project for the doctoral degree in Counselor Education & Supervision. Beyond the Comprehensive Examination, the dissertation is the product that demonstrates a proficiency of a particular chosen subject via a substantial paper that is typically based on original research and that gives evidence of the candidate's mastery both of their subject and of scholarly method. The candidate will be expected to read and research with greater intensity and on a more sophisticated level than for a standard graduate essay.

The dissertation process commences in the final year of the PhD CES program. The structure is outlined over four quarters, with each quarter focusing on a chapter of the final dissertation product (see the CES plan of study and dissertation guidelines on Sakai). Each quarter, students are enrolled in the Advanced Professional Seminar, a seminar that supports the student in progressing successfully through the dissertation process. You can review the 10 step dissertation process with [this video](#). Please refer to the Dissertation Handbook for details.

### **Program Goals and Student Evaluation**

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES

program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

- **Objective 1 - Diversity and Change:** Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in mainstream society.
- **Objective 2 - Counselor Education:** Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.
- **Objective 3 - Supervision:** Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.
- **Objective 4 - Advanced Practice:** Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.
- **Objective 5 - Research:** Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.
- **Objective 6 - Engagement and Advocacy:** Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

The Ph.D./CES program provides students with the knowledge and skills consistent with CACREP standards and reflective of counselor education & supervision best practices. The table below highlights how the program learning domains are represented in your curricular coursework (and the standards therein) with a brief description to the primary learning objective.

***NOTE:** The doctoral level degree is built upon the standards and requirements of the Masters in Counseling degree, with up to 72 quarter credits of the master’s degree counting towards the 144 quarter credit Ph.D. degree.*

Student Learning Domain	Related Courses	Primary Learning Objective
Counseling	COUN 7200: Adv. Clinical Theory, COUN 7210: Adv. Group Counseling, COUN 7220: Adv. Trauma & Crisis, COUN 7980: Counseling Practicum, COUN 8000: Internship (Clinical)	Scholarly examination of counseling theories, application of diverse theories; evidence-based practices.

Supervision	COUN 7400: Multicultural Supervision COUN 7420: Adv. Supervision COUN 7440: Adv. Ethical & Legal COUN 8000: Internship (Supervision)	Theories/models, skills of supervision; administrative responsibilities; gatekeeping.
Teaching	COUN 7300: Instruct. Design & Learning COUN 7320: Counselor Ed. & Training COUN 7340: Global Mental Health COUN 8000: Internship (Teaching)	Roles/responsibilities as counselor educators; andragogical/pedagogical theories and practices of education & training; curriculum design and application



### **Counseling Department Response to the Survey and Plans for Improvement**

After reviewing the 2022-2023 outcome survey results and program evaluation, the Counseling Department has developed the strategic plan to address the issues identified as “Areas of Growth” from the survey. The initiatives below are categorized by department and programs, and include:

#### **Clinical Mental Health Counseling Program (CMHC Residential and low-res programs)**

- The CMHC program has conducted a social justice needs assessment in Spring 2023 and will continue to work on reviewing the assessments as well as implementing the multicultural lens into syllabi, course materials, and assignments across all curriculum.
- The CMHC program will continue to work on decolonizing the curriculum and to incorporate more diverse and inclusive course materials.
- The CMHC program will continue to provide opportunities for students to give feedback (e.g., Chat with Chair, town hall, surveys, and other methods for verbal/written feedback)
- The CMHC program will continue to hire and retain more diverse faculty in the 2023-2024 academic year.
- The CMHC onboarding committee will continue to work on building a comprehensive onboarding process to help new faculty members and adjunct faculty members get oriented in the Antioch system.
- The CMHC program has established the Sakai Shells for core courses and will have faculty members use the Sakai Shells to provide consistent use of Sakai to manage students’ class learning experiences.
- The CMHC program will continue to implement the use of Tevera for tracking KPI assignment as well as to help orient students use Tevera for building their profiles and resources for post-graduation support.
- The CMHC program will continue to revisit the students’ feedback and to review the progress every quarter.

#### **Counselor Education and Supervision Program (CES-Ph.D.)**

The following two-year CES Vision Model is grounded on five essential principles that guide both the focus and work of the faculty (see the graph below). These principles are:

1. Quality and Continuous Improvement with a focus on Student Assessment and Program Accreditation.
2. Research and Scholarship with a focus on Dissertation Activities and Developing a Research Climate.
3. Social Justice and Anti-Racism with a focus on Curricular and Residential Social Justice development.
4. Professional Agency with a focus on CES Internship and Core Area Fieldwork.
5. Growth and Expansion with a focus on extending the CES program both Internally and Globally.

As noted above, CES faculty members are responsible for the planning and implementation of the focus areas corresponding to each essential principle of the program. These activities are coordinated with the program chair and reviewed periodically with the entire faculty. For example, these have included integrating the CES student assessment plan within Tevera, implementing an online journal specific to counselor education and supervision, updating the residence experience specific to anti-racism training

and in response to student feedback, updating and expanding internship opportunities for students across the five core areas of practice (Counseling, Supervision, Teaching, Research, and Advocacy), and partnering with global universities (MOU's) and hosting Fulbright scholars.

### **CES Goals for 2024**

The following are priority goals for the upcoming academic year for the CES program and are not inclusive of all of the initiatives being pursued by both faculty and students for 2023-24 (as noted in CES Faculty Workload and Professional Development Plans). These are:

#### **Goal One: Develop a sustainable infrastructure to support the growth of the CES program.**

- **Objective A:** Complete the search for a replacement position vacated last year. The faculty search committee has been reviewing and interviewing candidates since the winter quarter of 2023. At this point, a candidate has not been hired and the search continues. The current start date is Fall of 2023.
- **Objective B:** Recruit and advance a current Counseling Faculty in the MA programs into the CES program, given they meet doctoral teaching status and requirements. This would offset the time delay of a full search, would reduce adjunct expenses, and provide a pathway for qualified and experienced faculty who have already been through a national search to expand their professional practice to the training of future Counselor Educators and Supervisors.

#### **Goal Two: Increase support for the research activities of faculty and students.**

- **Objective A:** Increase the number of Doctoral CES Fellowships from three to five. These are designed to support the research activities of faculty while providing valuable research experiences for select CES students.
- **Objective B:** Implement a research journal as hosted by the CES program. Dr. Stephanie Thorson-Olesen has been working this past year to implement a new journal in Counselor Education and Supervision for this upcoming academic year. Having completed the necessary steps in planning, and in support of both faculty and doctoral level graduate assistant, this new journal (Innovations in Counselor Education and Supervision) is seeking to launch later this summer quarter.
- **Objective C:** To increase and promote research internships for CES students in support of faculty research across the Counseling Division. This is being jointly supervised by Dr. Shawn Patrick (director of CES Fieldwork) and Dr. Stephanie Thorson-Olesen (director of Dissertation and Research)

#### **Goal Three: Solidify the collection of student assessment and program evaluation data.**

- **Objective A:** With the onset of Tevera in managing CES student fieldwork documentation, student coursework assessment, and overall program evaluation, the ability to create data driven reports to inform departmental decision-making regarding improvement is paramount.
- **Objective B:** Increasing the quality of all aspects of the CES program (e.g., curricular sequencing, residence experiences, orientation and advising) by reviewing program data and stakeholder experiences.
- **Objective C:** Providing increased direction and support for a CES Advisory Board. Although currently available to CES faculty for program consultation, it has been underutilized. This will

include increasing both the number of members on the Advisory Board as well as creating a clearer purpose for board function and activities.

Appendix A:

*Counseling Department Faculty Workload & Program Sustainability*

<b>Student Support</b>	<b>Program Procedures</b>	<b>Program Evaluation</b>	<b>Service</b>
<ul style="list-style-type: none"> <li>● Program Plan Review</li> <li>● Quarterly Review of Student Progress</li> <li>● Clinical Training and Readiness Courses (e.g. Practicum, Supplemental Supervision, Case Consultation, Internship)</li> <li>● Intervention and Follow-up of Corrective Action Plans</li> <li>● Assistance and Support for Grievance Procedures</li> <li>● Graduation Credit Review</li> <li>● Attendance at Information Sessions, Program Screening (e.g. Interviews) Orientation, and Group Advising Day</li> <li>● Practicum and Internship support; Site Visits; Quarterly Site-supervision Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Program designed to meet State and National standards of Clinical Mental Health practice (e.g. Curriculum Design, Course Offerings, Program Sequencing, Prerequisites)</li> <li>● Program and Student Evaluation procedures (e.g. Site Supervisor Evaluations, Endorsement policies)</li> <li>● New Course Development (e.g. Electives, Certificates, Concentrations)</li> <li>● Student Support for Licensure (e.g. exam readiness)</li> <li>● Student Support Services (e.g. University Student Services, Student Organizations, Chi Sigma Iota)</li> <li>● Coordination with Registrar's Office (e.g. Student Progress Evaluations, course updates, maintenance of Student Academic Records)</li> <li>● Continuous adaptation/adoption of Program Policies to meet shifting needs of students</li> </ul>	<ul style="list-style-type: none"> <li>● Collection of various data elements (see CMHC Assessment Plan)</li> <li>● Preparation and dissemination of Annual Report to program stakeholders</li> <li>● Periodic Accreditation (CACREP) Self-Studies</li> <li>● Biannual Program Advisory Meetings with Program Advisory Council</li> <li>● Integration of Program Profile Outcomes (AU Policy) and Accreditation (CACREP) Requirements</li> <li>● Serve as Course Liaisons in support of faculty teaching activities and/or concerns (to Core, Teaching, Affiliate, Adjunct Faculty), support with pedagogy and student narrative evaluations</li> </ul>	<p><u>University</u></p> <ul style="list-style-type: none"> <li>● MA Faculty Meetings</li> <li>● CMHC Faculty Meetings</li> <li>● All-School (Psychology) Faculty Meetings</li> <li>● Faculty Assembly and Faculty Leadership Team (FLT) representation</li> <li>● Academic Council representation</li> <li>● Outcomes Committee representation</li> <li>● Real Estate Committee (e.g. AUS Building Move 2016) representation</li> <li>● Council of Chairs representation</li> <li>● Executive Committee (Psychology) representation</li> <li>● Faculty Search Committees representation</li> </ul> <p><u>Professional</u></p> <ul style="list-style-type: none"> <li>● American Counseling Association, membership and presentations</li> <li>● Washington Counseling Association, membership and presentations</li> <li>● Association for Counselor</li> </ul>

	<p>related to graduation and overall counselor preparation</p>		<p>Education &amp; Supervision (ACES), membership and presentations</p> <ul style="list-style-type: none"> <li>● Jungian Society, membership and presentations</li> <li>● Various academic editorial positions</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>● Clinical/Supervision Practice</li> <li>● Volunteer work in local community and educational organizations</li> </ul>
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