

## Annual Program Review Form

Please submit this completed form by **October 31, 2023** to your Academic Dean of your School and Michelle Finley, Assistant Vice Chancellor for Accreditation and Academic Assessment (mfinley1@antioch.edu).

### I. Program Identification

- a. School: CPT
- b. Degree/Program/Concentrations:
  - MA Clinical Mental Health Counseling
  - MA Clinical Mental Health Counseling, Addictions Concentration
  - MA Clinical Mental Health Counseling, Art Therapy Concentration
  - MA Clinical Mental Health Counseling, Trauma Concentration
- c. Contact Person: Ali Corey
- d. Update materials in the [Program Profile](#).

### II. Cycle of Inquiry Progress from Last Year

All academic programs engage in cycles of inquiry as described in the *Academic Assessment System & Program Review Manual* (the process is described on pages 9 and 10; academic assessment definitions are provided on pages 5 and 6).

This section is for reporting on your program's progress on last year's annual program review cycle of inquiry.

- a. Identify the critical question(s) about student learning under investigation from the last cycle of inquiry.
  - i. How are we integrating intentional curricula and practice on Applied Advocacy into our program?
  - ii. What is the effect on student reports of competency in Social Justice Advocacy as a result of these efforts?
- b. Describe why this inquiry was a priority.
  - i. The CACREP standards indicate students must be competent in "advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients."
  - ii. The current political and legislative climate has created an essential need for counselors to engage in individual, community, state, and national advocacy to ensure access, equity and success for their clients.
  - iii. Masters level counseling students generally indicate that they do not feel as prepared to engage in advocacy work as they wish they would.
- c. Identify the direct and indirect data collection methods used. Reflect on the effectiveness of the methods used for this cycle of inquiry.
  - i. Direct Methods: Faculty reported directly during departmental meetings that they needed additional support in how to effectively integrate applied advocacy into their courses. Faculty further reported that training in Fall of 2022 was helpful and provided some guidance around effective next steps. Additionally, a plan was put in place for the intentional redesign of several courses in FA23 to reflect the emphasis on advocacy. These courses include Professional Orientation and Ethics, Human

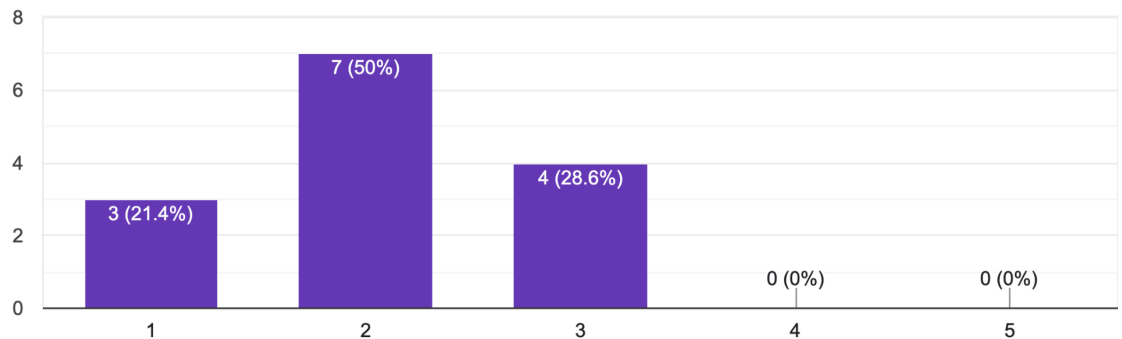
Growth and Development, and Social and Cultural Diversity.

At the end of the 22/23 academic year, both students and faculty reported via Google Forms on perceived student preparedness to engage in advocacy efforts. The forms further asked for faculty and students to elaborate on what aspects of instruction had been most effective in teaching/supporting Applied Advocacy and asked faculty specifically what could be done to enhance their comfort in this area of instruction. The results from these Google Forms can be found in the next section.

- ii. Indirect: Students and faculty discussions based on perceived competency to engage in advocacy work. Students continue to report that they feel competent in the area of individual advocacy during work with their clients but that engaging in National advocacy efforts feels “daunting and scary”.
- d. Report what you learned and what action steps you took in response to the results. Include any analysis, graph, chart, or figure that helps to communicate the results.
  - i. The Google Forms provided a snapshot of student and faculty preparedness, as well as the type of Applied Advocacy students felt most competent in. From this, we can see areas where we might improve instruction or support, as well as gauge the success of existing efforts.

How prepared to engage in Applied Advocacy (individual, local/community, national) do you feel our students are prior to beginning the CMHC program?

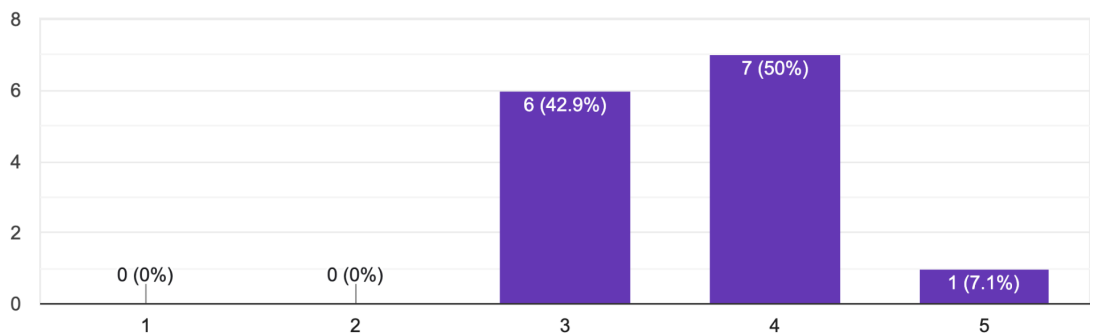
14 responses



*Faculty Responses: Student Preparedness Prior to Program*

How prepared to engage in Applied Advocacy (individual, local/community, national) do you feel our students are when they graduate the CMHC program?

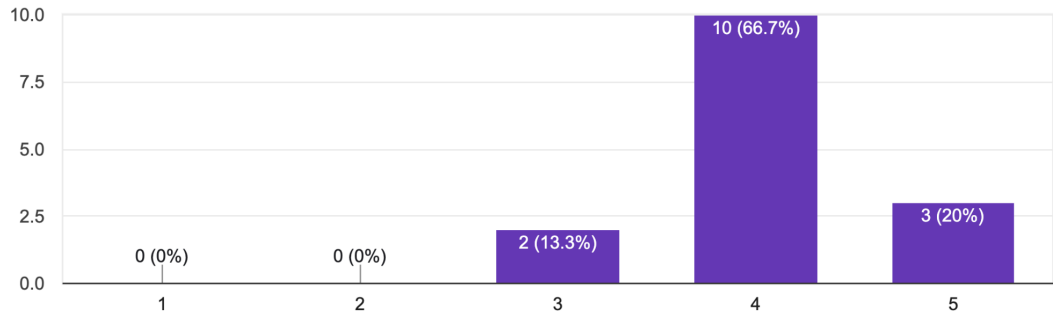
14 responses



*Faculty Responses: Student Preparedness After Graduation from Program*

How competent do you feel to support our students in learning about how to engage in Applied Advocacy?

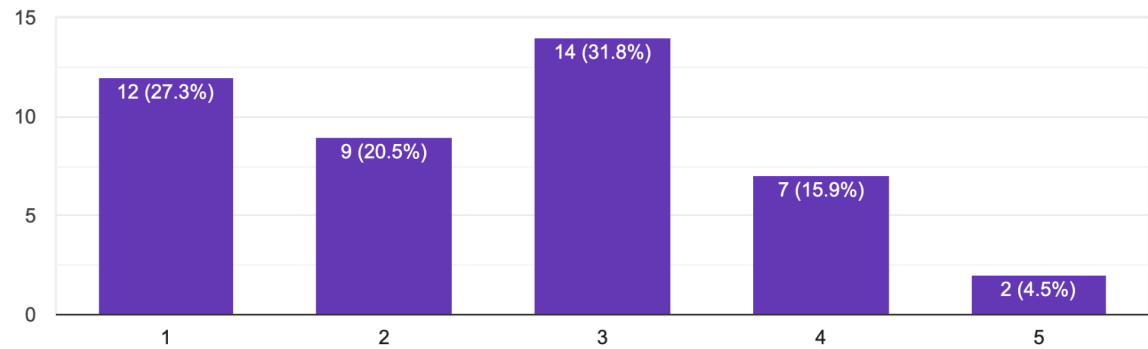
15 responses



*Faculty Responses: Self-Reported Faculty Competency to Support Students*

How prepared to engage in Applied Advocacy (individual, local/community, national) did you feel prior to beginning the CMHC program?

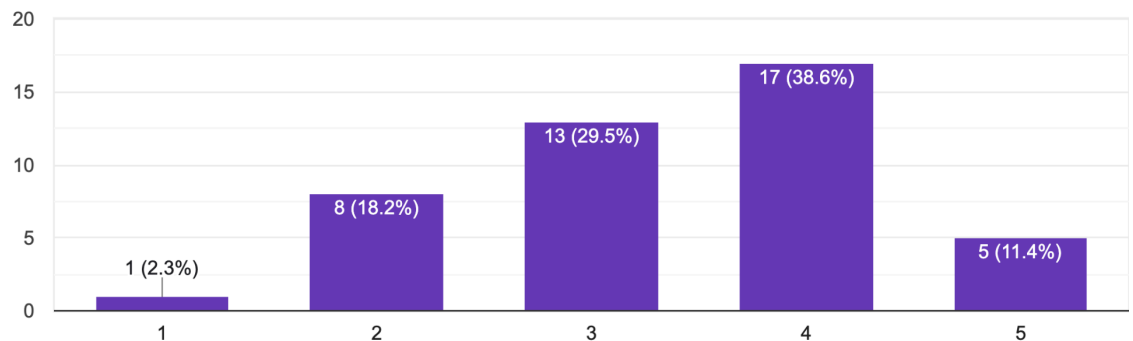
44 responses



*Student Responses: Preparedness Prior to Program*

How prepared do you feel NOW to engage in applied advocacy work?

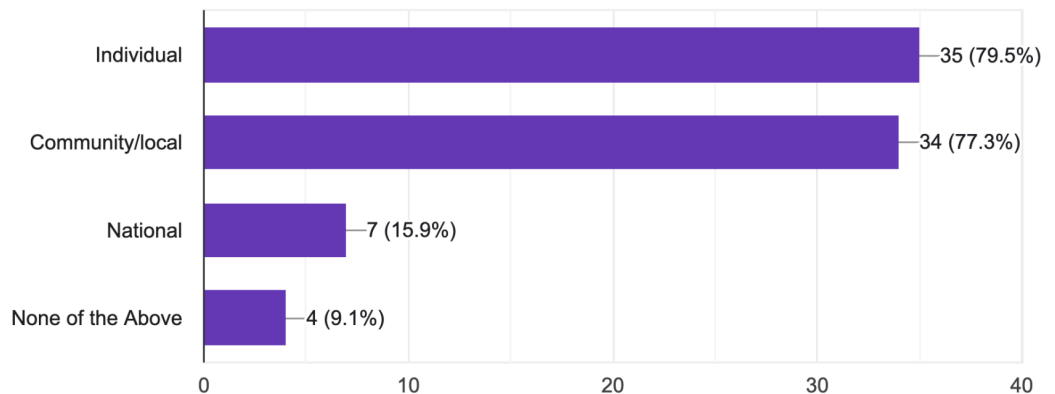
44 responses



*Student Responses: Preparedness after Program Participation*

What type of advocacy work do you feel most prepared to engage in? Choose all that apply.

44 responses



*Student Responses: Preparedness by Advocacy Type*

- ii. Faculty Engaged in the Applied Advocacy Training in November of 2022. A team of faculty developed the training and shared it with the entire team during one of our internal professional development days.
  1. Based on this information, a committee was started to consider ways in which we would integrate applied advocacy assignments into our classes in an intentional manner.
- iii. The Professional Orientation and Ethics was updated over Spring and Summer of 2023. This class integrated an advocacy project designed to provide first year students an experiential opportunity with applied advocacy.
- iv. The Social & Cultural Diversity course increased the number of course materials specifically focused on Applied Advocacy, implemented immersion and advocacy projects looking at multicultural and social justice advocacy development as well as opportunities for Applied Advocacy. Other applicable courses for this purpose include an arts activism assignment and cultural threads assignment.
- v. The Human Growth and Development Class made an effort to include more intentional aspects of social and cultural identities and intersectionality, including reflections on social justice and advocacy.
- vi. New Student Meetings - In Spring of 2023 one meeting (of the 8 held) was dedicated to the introduction of social justice and ended with a discussion of possibilities for future advocacy.
- vii. The Career Counseling Development course focused on advocacy as connected to systemic change and collaboration regarding diverse groups and opportunity gaps. Examples include Gender diverse populations, formerly incarcerated individuals and individuals with disabilities.
- viii. The Crisis Counseling class concentrated on advocacy around social justice issues that underpin individual and systemic crises. Some examples include: homelessness, intimate partner violence, and child/elder abuse.
- ix. Creation of department committee focused on national advocacy supported in faculty workloads for 23/24 academic year.
- x. Faculty delivered a presentation for students on Mental Health First Aid in active protest spaces, which included a review of mental health support provided to active protestors in the Black Lives Matter uprising.

- xi. While Applied Advocacy is not a specific assignment in practicum and internship classes, it is often a topic brought up by students and processed with faculty. The focus in these classes tends to be individual/client based advocacy and faculty have identified a need to consider community-based or national advocacy as part of counselor prep through the university's supervision.
- xii. School Counseling program - While this will eventually be reported on as its own program, during fall of 2022 and spring of 2023, faculty worked diligently on program and class development and held the Intro to School Counseling class as an elective in Summer of 23. The design of the program and all other relevant submissions for internal approval took place. The program was designed with a strong foundation of social justice, antiracism, and advocacy. Two specialty courses were offered as electives for CMHC students that incorporate advocacy reflections and conversations regarding individual and school base advocacy were addressed particularly in our Introduction to School Counseling course.
- xiii. Proposal for AntiRacism Institute. No response was received.
- e. List resources needed to implement any recommendations resulting from your analysis of what you learned.
  - i. See below for resources for 23/24 year.

### **III. Reflection & Plans for This Year's Cycle of Inquiry**

This section is for reporting on your program's critical question(s) for this year's annual program review cycle of inquiry.

*Note:* This year's cycle of inquiry can be either a new cycle of inquiry or a continuation of last year's cycle of inquiry process if your program is still analyzing a prior year's critical question(s).

- a. Identify the critical question(s) about student learning that you plan to (or will continue to) investigate for this year's cycle of inquiry.
  - i. Continued from Last Year: How can we continue with integrating intentional curricula and practice on Applied Advocacy into our program?
  - ii. New: How can we support students to engage in community and national advocacy practice?
  - iii. New: How can we increase student & faculty understanding of microaggressions and reduce the occurrence of these in classes, meetings, and department communication? Describe why this inquiry is or continues to be a priority.
  - iv. Applied Advocacy: The CACREP standards indicate students must be competent in "advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients."
  - v. Applied Advocacy: The current political and legislative climate has created the essential need for counselors to engage in individual, community, state and national advocacy to ensure access, equity and success for the clients.
  - vi. Applied Advocacy: Masters level counseling students generally indicate that they do not feel as prepared to engage in advocacy work as they wish they were; specifically national advocacy (see attached chart).
  - vii. Microaggressions: We have had an increase in reported microaggressions between students as well as between students and faculty. These incidents cause harm in many ways, some of which include a clear decrease in faculty and student engagement, wellness and productivity.
  - viii. Microaggressions: A reduction in microaggressions will also likely ensure that

- students are more effective in engaging with Applied Advocacy efforts.
- b. Identify the direct and indirect data collection methods you plan or will continue to use.
    - i. As part of a research project conducted by CMHC faculty, building upon the first round of data collected that identified an increased need for applied advocacy, we will send out the following measures again to all CMHC students:
      - Research Instruments: 1) Multicultural Counseling Knowledge and Awareness Scale-R (MCKAS-R) (Lu, 2016; Ponterotto and Potere, 2003)
      - Anti-Racism Behavioral Inventory (ARBI) (Pieterse and Utsey, 2016)
      - Advocacy Competencies Self Assessment Survey (ACSA) (Ratts and Ford, 2010)
  - c. Identify planned action steps for the coming year's cycle of inquiry, whether it is a continuation of your cycle of inquiry from last year or a response to what you learned as a result of last year's inquiry. Please include any plans that have already been implemented.
    - i. Provide additional co-curricular opportunities outside of class for students to learn about effective engagement in applied advocacy.
      - Speakers (Gene Dockery)
      - Student Engagement Groups
    - ii. Create a Google Form to assess student learning as it relates to Applied Advocacy in order to utilize it as part of classes and co-curricular activities. The feedback learned from the forms will provide an indication of student learning over time. Additionally, these forms will be utilized to inform and improve the integration of Applied Advocacy assignments into classes throughout the program and concentrations.
    - iii. Provide additional training and knowledge sharing opportunities for faculty to learn about how to integrate Applied Advocacy into their classes, research and service.
    - iv. Integrate new assignments into the CFT class that support experiential learning for engagement in Applied Advocacy. CFT courses implement a variety of templates to create letters for advocacy on behalf of client or potential client work. CFT courses also developed a continuum of advocacy work as it relates to how to do advocacy work in ways that are effective interpersonally, on micro and macro level. A continuum includes community organizing, writing letters on behalf of clients, and showing up for clients as a practitioner.
    - v. Continue to review the Social & Cultural, Human Growth and Development and Professional Orientation and Ethics classes to include intentional instruction around Applied Advocacy.
    - vi. Align with the AUS Counselors for Social Justice (CSJ) student group to include students from AUNE alongside AUS students.
    - vii. Create an elective class to focus on this particular initiative
    - viii. Complete the capstone class development as it relates to Advocacy concentration. Faculty will work to create this course.
    - ix. Keene Pathway Initiatives:
      - Collaborate with Dr. Gene Dockery on current advocacy opportunities around anti- trans legislation. This collaboration may include hosting a training in Keene
      - Work toward the Incorporation of a disability justice lens into weekend program and curriculum via a working informational document and bringing a guest speaker to campus to discuss disability justice and mental health.
      - Provide teaching assistantships for current students in the Fall '23 semester for foundational skills
      - Provide paid and supervised opportunities for former students to help

- facilitate group therapy for skills class
      - paid and supervised opportunity for current students to help facilitate group class
      - Host an Keene specific in-person prospective student event with admissions
      - Plan an alumni meetup for May with marketing
      - Guest speaker/training for Spring '24 centering disability justice and mental health
      - Training on Queer Theory and Counseling by Charlie Galloway Spring 2024
      - Plan and host a supervisor day in March 2024 for current site supervisors–CEU credits
    - x. Integrate training on microaggressions into all courses for spring 2024.
    - xi. Integrate training on microaggressions into the Intro to the Program 0-credit course for FA24.
  - d. List resources needed to complete the inquiry.
    - Professional Development Funds
      - Financial Support for presentations and workshops as it relates to applied advocacy in counselor education. \$10,000
      - Meeting for faculty to develop assignments and courses that address applied advocacy - \$10000 travel stipend
    - Research funds for ongoing study of Multicultural Knowledge and Awareness, Anti-racist pedagogy, and Applied Advocacy Competence: Research Assistants and Statistician - data analysis. \$5000
    - Continuing education funds to include training and guest speakers - \$10000
    - Support for co-teaching social-cultural diversity classes \$1000 per section, 10 sections a year. \$10,000 total
    - Social Justice Forums Funds- \$5000
    - Funds for student-led initiatives that support DEIJ work, and antiracism education/training for the program, department, and university- RA- \$4000
    - Funding for TA and RA support to faculty with respect to teaching and course development as well as research initiatives related to curriculum development \$4000
    - Funding for a Graduate Assistant to support knowledge sharing about advocacy training and advocacy efforts for students and faculty. \$2000
    - Additional Program Coordinator: Anti-racist Course Design. This individual would focus on course review, inclusive syllabi review, improvement and on-going support for class development, yearly review moving forward. \$2500
    - Additional Program Coordinator: Applied Advocacy. \$2500
- Total amount requested: \$55,000
- e. If the inquiry is still in process from the prior year's cycle of inquiry, identify any changes to the original plans (methods, timeline, etc.) that you may be considering.
    - i. Additional and supplementary information and methods can be found in the above sections.

#### **IV. Co-curricular Activity**

Examples are provided in [Antioch definition and assessment of co-curricular activity](#), and a definition is provided on page 6 of the manual.

- b. What, if any, co-curricular activities did your program offer since the last annual program review?

- i. SPECTRUM: Held three support meetings for student members of the LGBTQIA+ community. These meetings focused on the current political climate and legislative attacks on the LGBTQIA+ community.
  - ii. First Year Student Experience: Eight 90-minute meetings spread out across the entire semester for first semester students. These meetings were designed to introduce students to the department and the counseling profession. Examples of topics include, but are not limited to: counselor development, introduction to social justice, self-care, and library/writing center resources.
  - iii. Counseling Skills Practice: Sixteen 90-minute meetings held in the weeks leading up to residency. These gave students an opportunity to practice and receive feedback on their skills.
  - iv. Licensure Exam Preparation: Four 90-minute informational meetings held each semester to help students prepare for their state required exams for becoming a licensed counselor.
  - v. Graduating Student Q&A: Three 60-minute meetings that started in the fall of 2023. These meetings were intended to help mentor and support graduating students who will soon join the profession.
  - vi. Private Practice Conversations: Four 90-minute meetings focused on the ethical, practical, and economic consideration in opening a private counseling practice.
  - vii. Black Student Mentorship Program: Designed to support black students in successful movement through the department programs. Monthly group meetings and individual meetings scheduled as needed.
  - viii. Chi Sigma Iota: Provided continued opportunities for students to increase awareness, knowledge, and application of advocacy in collaboration with national speakers. For example, Gene Dockery spoke about anti-LGBTQIA+ legislation and advocacy within the community and legislature.
  - ix. Latinx Mental Health and Social Justice Institute: Through different activities such as a webinar series, the annual symposium, and the institute's website itself, the institute offers information about opportunities for advocacy and creates opportunities for Latinx/e professionals to share their expertise, work, and voices.
  - x. Faculty offer students the opportunity to present at conferences and to co-author articles. Students presented with faculty at 3 national/regional conferences and have engaged in authorship on several articles currently under review.
- c. Was student learning assessed?
- i. Student learning was assessed through indirect methods. Moving forward student learning needs to be assessed through direct methods as it relates to each of the co-curricular activities.
- d. If student learning was assessed, what direct or indirect methods were used for assessment? How effective was the activity in supporting student learning?
- i. Via indirect assessment it appears that the students experienced the cocurricular activities as an essential part of their learning and that it increased understanding of and readiness for the professional as well as increasing a sense of community within the department and university.
- e. What would you plan for future events based on this information?
- i. Need to ensure assessment of student learning from co-curricular activities. Will develop post-event assessment tools.
  - ii. State/regional-based Student-led support groups or committees that are focused on advocacy in communities.
  - iii. Chi Sigma Iota - Provide continued opportunities for students to increase



awareness, knowledge, and application of advocacy For example, having Finn Grafton speak to advocacy for supporting transgender autistic youth and adults.

## v. Student Data Analysis & Plan

- a. Enrollment, Persistence, & Completion Data. Analyze and describe the enrollment, persistence, and completion data provided by the Office of Institutional Effectiveness (OIE).
  - i. Identify any program plans as a result of the enrollment data analysis.
    1. While it is clear that we have continuously lowered the percentage of white identifying students enrolled each year, the program maintains a commitment to recruiting, enrolling and retaining a diverse student population. We will work with the admissions team to create intentional recruitment opportunities with HBCs and HSAs.
    2. We will continue to work closely with the admissions team to hold effective information sessions to include information about all of our programs to ensure prospective student awareness around programmatic options in the department.
    3. To ensure the continued growth and success of the Keene pathway, we will begin to hold in person “Prospective Student Visiting Days” in the fall and spring semesters.
    4. In order to more effectively recruit from the OH and midwest region, we will hold information sessions in person at OU, in person at OH-based mental health agencies, and online to share information about the program with individuals in this region.
    5. We will work to have the AU-OU pathway approved for CMHC and begin holding information sessions for OU students in order to increase enrollment of OU undergraduate students in the CMHC program.
    6. We would like to start assessing for additional diverse identities and intend to collect data around gender identity, sexual identity and self-reported SES for the next reporting year.
    7. To increase retention of students of color and queer identifying students, we will continue to hold the Spectrum meetings and will look to add an additional support group for students of color.
  - ii. If you have any questions about these data, please contact Cyndi Cain Fitzgerald ([ccain@antioch.edu](mailto:ccain@antioch.edu)).

## Analysis

		FALL			SPRING			SUMMER		
		Students Seated	New Students	Continuing Students	Students Seated	New Students	Continuing Students	Students Seated	New Students	Continuing Students
2022	MA in Clinical Mental Health Counseling	357	77	280	364	43	321	302	25	277

MA In Clinical Mental Health Counseling Graduation Numbers by Semester: 22/23		
Fall	Spring	Summer
25	28	32

CMHC Art Therapy (22-23)		
Enrollment	Persistence	Completion
18	15	0

Concentrations (22-23)		
Concentration	Enrollment	Completion
Addictions	4	2
Trauma	56	39

Demographics (18-23)									
	American /Alaska Native	Asian	Black or African American	Hispanic/ Latinx	Non Resident	Other, UK	Two or More	White	Total
2018	0	0	1	9	0	33	1	64	108
2019	0	3	4	8	2	41	0	36	94
2020	0	5	5	6	0	37	5	79	137
2021	0	1	3	11	0	36	4	88	143
2022	2	2	4	10	0	15	4	114	151
2023	0	2	4	6	1	17	6	62	98
2018 - 2023 Total	2	13	21	50	3	179	20	443	731
%	0.2735978 112	1.7783857 73	2.8727770 18	6.8399452 8	0.4103967 168	24.487004 1	2.7359781 12	60.601915 18	100
Age Band	20-21	22-24	25-29	30-34	35-39	40-49	50-64	65 & over	Total
2018	0	0	15	18	17	26	32	0	108
2019	0	0	21	19	14	19	21	0	94

<b>2020</b>	0	3	27	33	27	31	14	2	137
<b>2021</b>	0	4	25	33	31	27	22	1	143
<b>2022</b>	1	14	30	31	22	33	19	1	151
<b>2023</b>	0	10	11	21	16	29	10	1	98
<b>2018 - 2023 Total</b>	1	31	129	155	127	165	118	5	731
<b>%</b>	0.1367989 056	4.2407660 74	17.647058 82	21.203830 37	17.373461 01	22.571819 43	16.142270 86	0.6839945 28	100

**ANNUAL PROGRAM REVIEW FEEDBACK RUBRIC FOR DEANS TO COMPLETE**

<b>School</b>					<b>Dean</b>					
<b>Program</b>			<b>Program Chair</b>			<b>Academic Year</b>		2023-2024		
<b>Criteria</b> <i>Standard for this Area of the APR</i>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Feedback</b>			
<b>Results from Prior Cycle of Inquiry (Section II. d. &amp; e.)</b>										
Results are documented, analyzed, and clearly described. (II. d.) (Skip if this is the first cycle of inquiry for the program or if this cycle has not yet gotten to results.)										
Realistic action steps and resource needs are identified based on results. (II.d. & e.)										
<b>Cycle of Inquiry &amp; Critical Question(s) (Section III. a., c., d., &amp; e.)</b>										
Critical question(s) is addressable through empirical evidence. ( III.a.)										
Critical question(s) directly relates to program-level assessment of student learning. (III.a.)										
Multiple direct and indirect data methods are used or planned to be used to examine the critical question(s). (III.c.)										
Action steps clearly outlined and tied to the critical question(s). (III.d.)										
Resource needs are clearly linked to the critical question(s). (III.e.)										

**1 = Standard Not Met**

**2 = Standard Partially Met**

**3 = Standard Met**

**4 = Exceeds Standard Expectations**

**Dean & Program Alignment with the APR Report**  
(Section III. d. & e. & Section V.)

<b>Areas of Concern or Divergence*</b>	<b>Criteria</b> <i>Areas where Dean and Program should achieve sufficient alignment to take appropriate action, provide needed resources, and be responsive to trends in the program's student data.</i>	<b>Areas of Support &amp; Next Steps</b>
	The dean supports the program's identification of action steps between now and the next annual program review. (III.d.)	
	The dean supports the program's resource recommendations and requests. (III.e.)	
	The dean supports the program's reflections and analysis of student data (enrollments, persistence, & completion). (Section V.)	
<p><b><u>Summary &amp; Action Steps:</u></b></p>		

\*Please discuss with the program chair to address any areas of growth or recommendations and to discuss areas within the analysis where there is not sufficient agreement or there are concerns. The hope is that active discussion between the dean and programs will foster growth, collaboration, and meaningful action steps for programs.

**Dean's Name:**

**Date:**

**Academic Program Head Name:**

**Date:**

**Dean's Signature:**

**Academic Program Head Signature:**