

The faculty of the University of Missouri - St. Louis (UMSL) Counseling programs (all CACREP-accredited) are dedicated to engaging in ongoing program assessment and evaluation to continuously improve the learning experiences of our students. As part of this process, we provide an annual report on our program evaluation activities.

Ongoing Program Evaluation Activities

- Review of programs and curricular offerings
 - Counseling program faculty meet at least monthly to discuss programmatic issues related to evaluation, including intentional curriculum design, remediation and gatekeeping, admissions decision making, and the effectiveness of programs in light of the program mission.
- Survey of counseling program graduates to assess perceptions of program quality and counselor preparedness
 - These surveys are conducted every three years. We are collecting data this academic year and will include results in our next report.
- Survey of counseling program site supervisors and employers to assess perceptions of program quality and counselor preparedness
 - These surveys are conducted every three years. We collected this data in Spring 2023 and results were reported last year.
- Assessment of student learning and performance on program-related standards
 - We examine scores on the Counselor Preparation Comprehensive Exam (CPCE) to assess student learning in each of the eight core curriculum areas designated by CACREP.
 - Similarly, we examine student results for the National Counselor Examination (NCE) to assess student preparedness in the eight core curriculum areas.
 - For School Counseling students, we also examine scores on the MEES and the MOCA or Praxis.
 - We share qualitative and quantitative (GPA, progress through the program) data about students regularly in program meetings and discuss student dispositions and the development of their professional identities in light of the mission and objectives of our program.
- Site supervisor trainings and evaluations
- Review of Counseling Faculty Advisor and Review Board referrals
- Advisory board meetings
 - Boards (The School Counseling Advisory Board and Clinical Mental Health Counseling Advisory Board) meet to discuss program requirements, standards, and training. Feedback from program graduates, site supervisors, and/or professional members of the counseling community is critical to our continued improvement.

Highlights for 20242023-2024 Vital Statistics

- There were 219 students in the MEd program (183 CMHC, 36 School Counseling) and 28 students in the PhD program
- In 2023-2024, 45 students graduated from the CMHC program, 7 students graduated from the School Counseling program, and 6 students earned their PhDs
- The completion rate for the school counseling program was about 86%, with 94% of graduates passing the certification exam and 92% obtaining jobs in the field according to alumni surveys
- The completion rate for the CMHC program was about 93%, with 97% of graduates passing the licensure exam prior to graduation and 95% obtaining jobs in the field according to alumni surveys
- The completion rate for the PhD program was about 96%, with 98% of graduates obtaining jobs in the field according to alumni surveys

Evaluation Results

- CPCE: For the 2023-2024 academic year, our students had a 92% pass rate on the CPCE exam. Each semester UMSL students scored above the national average.
- NCE: For the 2023-2024 academic year, our students had an overall pass rate of 98% on the NCE exam administrations prior to graduation, the national pass rate was 91%. Clinical mental health students had a pass rate of 100% in the Fall and 93% in the Spring, school counseling students had a pass rate of 100% in the Fall, with no exams taken in the Spring and PhD students had a pass rate of 100%.
- MEES: In the 2023-2024 academic year, school counseling candidates had a 100% pass rate on the School Counselor Performance Assessment within Missouri's Educator Evaluation System (MEES).
- MOCA: In the 2023-2024 academic year, school counseling candidates had a 94% pass rate on the School Counselor Missouri Content Assessment (MOCA). The state average was 87% passed. Missouri transitioned to the Praxis exam in July 2024 so this is the last year of reporting MOCA scores in our annual reports.

Program Objectives

UMSL's program objectives describe student learning outcomes that all graduates of our programs should meet. These objectives reflect knowledge and projected counseling practice needs for counseling professionals in a diverse society.

Masters Program Outcomes - Upon completion of the program, graduates will be able to ...

1. Demonstrate awareness and behavior consistent with an understanding and appreciation of diversity issues.
2. Apply helping relationship skills to establish therapeutic alliances and to achieve counseling goals with clients in diverse counseling settings.

3. Utilize counseling ethical standards to guide professional practice and ethical decision-making.
4. Assess client status and goals within relevant treatment contexts (e.g., school, clinic, community) and identify interventions based on research and best practice.
5. Identify and apply appropriate theories to conceptualize client cases and inform counseling practice to achieve therapeutic goals.
6. Articulate the ways in which mental health and career needs intersect for clients across the lifespan.
7. Use developmentally appropriate trauma-informed approaches to address the needs of clients and systems.

Doctoral Program Outcomes - Upon completion of the program, graduates will be able to ...

1. Demonstrate awareness and abilities in promoting equity and justice in the face of systemic oppression.
2. Demonstrate ethical and culturally relevant helping relationship and conceptualization skills to help facilitate client growth.
3. Apply the process and practice of clinical supervision and consultation, through the utilization of theory, assessment, gatekeeping, and ethical and culturally relevant strategies.
4. Design course content and assessment methods while integrating andragogy, differentiation, and gatekeeping awareness and skills in teaching.
5. Develop rigorous, ethical, and intentionally designed counseling research utilizing qualitative and quantitative methods.
6. Disseminate scholarship and research in professional presentations and/or publications.
7. Demonstrate leadership by integrating knowledge of models and approaches to leadership in the program, community, or field.
8. Create plans for advocacy for the profession, for clients, and with marginalized populations to stand up against systemic inequity.

Key Performance Indicators

According to CACREP (2016) Key Performance Indicators (KPIs) are “student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives.” We assess each of these KPIs using multiple measures across multiple points in time during a student’s training. The core faculty identified the following KPIs and use them as a primary way to evaluate student learning.

KPIs for Masters in Clinical Mental Health Counseling and School Counseling Programs

- **KPI 1:** CACREP 2.F.1.i: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 - Points of Evaluation: *CNS ED 6010 Ethical & Professional Issues in Counseling; CNS ED 6280/6380 SC or CMHC Internship*

- **KPI 2:** CACREP 2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
 - Points of Evaluation: *CNS ED 6030 Foundations for Multicultural Counseling; CNS ED 6280/6380 SC or CMHC Internship*
- **KPI 3:** CACREP 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
 - Points of Evaluation: *CNS ED 6200/6300 Foundations for SC/CMHC; CNS ED 6730 Counseling for Loss, Crisis, & Trauma; CNS ED 6070 Psychopathology & Diagnosis*
- **KPI 4:** CACREP 2.F.4.b: approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - Points of Evaluation: *CNS ED 6400 Career Counseling & Development; CNS ED 6630 Career Development in K-12 Schools; CNS ED 6300 Foundations of CMHC*
- **KPI 5:** CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills
 - Points of Evaluation: *CNS ED 6060 Helping Relationship Skills; CNS ED 6270/6370 SC or CMHC Practicum*
- **KPI 6:** CACREP 2.F.6.g: ethical and culturally relevant strategies for designing and facilitating groups
 - Points of Evaluation: *CNS ED 6040 Group Procedures in Counseling; CNS ED 6270/6370 SC or CMHC Practicum; CNS ED 6280 SC Internship*
- **KPI 7:** CACREP 2.F.7.f: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - Points of Evaluation: *CNS ED 6050 Assessment in Counseling; CNS ED 6400 Career Counseling & Development*
- **KPI 8:** CACREP 2.F.8.b: identification of evidence-based counseling practices
 - Points of Evaluation: *CNS ED 6010 Theories of Counseling; CNS ED 6200/6300 Foundations for SC/CMHC*
- **KPI CMHC 1:** CACREP 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues
 - Points of Evaluation: *CNS ED 6300 Foundations for CMHC; CNS ED 6370 CMHC Practicum; CNS ED 6380 CMHC Internship*
- **KPI SC 1:** CACREP 5.G.3.b: design and evaluation of school counseling programs
 - Points of Evaluation: *CNS ED 6200 Foundations for SC; CNS ED 6630 Career Development in K-12 Schools*

2023 - 2024 Masters KPI Data Summary

We find most of our students MET expectations, while some exceeded and a few were below and needed additional remediation. We are working to standardize this reporting.

KPI #	# Evaluations Recorded	# Below Expectations (1)	# Met Expectations (2)	# Exceeds Expectations (3)	Average
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1	193	3	179	11	2.04
2	184	3	174	7	2.02
3	152	2	127	23	2.13
4	100	2	87	11	2.09
5	110	4	95	11	2.06
6	97	3	82	12	2.09
7	121	2	87	32	2.25
8	110	0	69	41	2.37
CMHC 1	157	6	121	30	2.15
SC 1	21	0	18	3	2.14

KPIs for PhD in Counselor Education

- **KPI CE 1:** CACREP 6.B.1.a: scholarly examination of theories relevant to counseling
 - Points of Evaluation: *CNS ED 7000 Advanced Theories & Practice of Counseling; Theories Comprehensive Examination*
- **KPI CE 2:** CACREP 6.B.2.d: skills of clinical supervision
 - Points of Evaluation: *CNS ED 7030 Counselor Education & Supervision; CNS ED 7035 Counselor Education & Supervision Practicum*
- **KPI CE 3:** CACREP 6.B.3.d: instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 - Points of Evaluation: *CNS ED 7075 Teaching, Learning, and Technology in Counselor Education; CNS ED 7780 Doctoral Internship - Teaching focus*
- **KPI CE 4:** CACREP 6.B.4.a: research designs appropriate to quantitative and qualitative research questions
 - Points of Evaluation: *CNS ED 7020 Seminar in Counseling Research; Research Comprehensive Examination*
- **KPI CE 5:** CACREP 6.B.5.a: theories and skills of leadership
 - Points of Evaluation: *CNS ED 6410 Advanced Career and Leadership Development; CNS ED 7035 Counselor Education & Supervision Practicum*

2023 - 2024 Doctoral KPI Data Summary

We find most of our doctoral students MET expectations.

KPI #	# Evaluations Recorded	# Below Expectations (1)	# Met Expectations (2)	# Exceeds Expectations (3)	Average
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CE 1	2	0	2	0	2.00
CE 2	11	0	11	0	2.00
CE 3	6	0	5	1	2.16
CE 4	7	0	6	1	2.14
CE 5	6	0	6	0	2.00

Dispositions

The UMSL Counseling Program uses a set of dispositions for all students and faculty to develop and demonstrate to the greatest extent possible. CACREP (2016) defines dispositions as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”

Masters Students: Students engage in self-reflection about the development and demonstration of these defined dispositions at several key points in the program (e.g., Ethics, Helping Relationship Skills, Practicum, Internship), and faculty and supervisors also provide formal and informal feedback to students using these dispositions. We use these dispositions to remediate students as needed. The list of dispositions are available in the handbooks, program Canvas site, and on all program course syllabi.

1. **Helping:** Demonstrates an altruistic focus on students/clients’ growth and well-being.
2. **Advocacy:** Demonstrates an awareness of and commitment to addressing systemic barriers that may inhibit students/clients’ growth and the development of the profession.
3. **Self-Awareness:** Demonstrates an ability to engage in self-reflection and self-understanding in multiple contexts.
4. **Diversity:** Demonstrates awareness and acts consistent with an understanding and appreciation of diversity issues.
5. **Interpersonal Skills:** Demonstrates an ability to effectively interact with others through verbal and nonverbal listening and communication skills.
6. **Openness to Feedback:** Demonstrates openness to learning, giving and receiving feedback, and shows a willingness to implement suggested skills and interventions.
7. **Respect:** Demonstrates respect to self and others, including honoring diversity, self-care, and wellness.
8. **Ethical Behaviors:** Demonstrates ethical decision-making and professional behaviors in accordance with the *ACA Code of Ethics* and/or *ASCA Ethical Standards* as well as appropriate state and federal laws.
9. **Professionalism:** Demonstrates timeliness, preparedness, and appropriate communication to fulfill responsibilities and requirements of classes and the program.

10. **Self-efficacy:** Demonstrates developmentally appropriate beliefs in counseling skills, knowledge, and awareness.

Doctoral Students: Students engage in self-reflection about the development and demonstration of these defined dispositions at several key points in the program (e.g., Advanced Multicultural Counseling, Advanced Research Methods, Practicum, Internship), and faculty and supervisors will begin providing formal and informal feedback to students using these dispositions. We use these dispositions to remediate students as needed. The list of dispositions are available in the handbooks, program Canvas site, and on program course syllabi.

1. **Helping:** Demonstrates an altruistic focus on counselor-in-training/supervisee/client growth and well-being.
2. **Leadership & Advocacy:** Demonstrates an awareness of and commitment to addressing systemic barriers that may inhibit counselor-in-training/supervisee/client growth and the development of the profession.
3. **Self-Awareness:** Demonstrates an ability to engage in self-reflection and self-understanding in multiple contexts.
4. **Diversity:** Demonstrates awareness and acts consistent with an understanding and appreciation of diversity issues.
5. **Interpersonal Skills:** Demonstrates an ability to effectively interact with others through verbal and nonverbal communication skills across counselor education settings.
6. **Openness to Feedback:** Demonstrates openness to learning, giving, and receiving feedback and shows a willingness to implement suggested strategies for improvement.
7. **Respect:** Demonstrates respect to self and others, including honoring interpersonal boundaries across counselor education settings.
8. **Ethical Behaviors:** Demonstrates ethical decision-making and professional behaviors in accordance with professional association standards for best practices in counseling, teaching, research, and supervision, as well as appropriate state and federal laws.
9. **Professionalism:** Demonstrates timeliness, preparedness, and appropriate communication to fulfill responsibilities and requirements of classes and teaching, counseling, supervision, research, and leadership roles.
10. **Self-efficacy:** Demonstrates developmentally appropriate beliefs in counselor education skills, knowledge, and awareness.
11. **Retention and Remediation:** Demonstrates the ethical responsibility of counselor educators to monitor, evaluate, remediate, or prevent those who are lacking in professional competence from becoming counselors.

Curriculum Updates - based on program evaluation activities

- **Course Titles:** Faculty reviewed course titles and descriptions in the bulletin and submitted changes for fourteen courses through the university review process. This revision aimed to clarify course focus and content across the masters and doctoral curriculum. As of August 1, these changes are reflected in the university bulletin. Some of the most significant changes include an update of the title of masters clinical *Field Experience* to *Internship* and renaming *Individual Inventory* to *Assessment in Counseling*.
- **Doctoral Coursework:** We engaged in ongoing review of the doctoral program of study based on the new 2024 CACREP standards and stakeholder feedback. Several changes were made to the curriculum, including creating a new course *CNS ED 7700: Advanced Counseling Internship* to replace the second semester of Doctoral Practicum, adding a new two credit course *CNS ED 7060: Professional Issues in Counselor Education* to address curricular gaps, and changing the title of the second semester of the supervision course sequence to *CNS ED 7035: Counselor Education and Supervision Internship*.
- **Doctoral Comprehensive Examination:** One of our most significant changes is a revision of the Doctoral Comprehensive Examination (or Comps) process. Our doctoral comprehensive exams process has been updated to align with competency-based assessments across all five core CACREP content areas, replacing the previous format of three take-home exams on counseling theories, research, and a specialty area. Students now complete five-to-six-page papers assessing their competencies in counseling, leadership and advocacy, supervision, and teaching, supported by assets such as evaluations and statements that demonstrate growth and knowledge in these areas. For the research competency, students are required to complete a comprehensive literature review on their specialty area and submit a research project proposal within 12 weeks, followed by a two-week committee review. The process culminates in a two-hour oral examination, including a case study analysis designed to integrate written exam content with real-world professional issues and a question-and-answer session with the committee. This revised approach emphasizes a comprehensive, integrated assessment of students' knowledge and skills as counselor educators.

Additional Program News

Accomplishments and Celebrations

We are proud to announce that this year, the UMSL Counseling Program received [two major awards](#) that highlight program excellence. The Masters Counseling Program won the national Association for Counselor Education and Supervision (ACES) Robert Frank Outstanding Master's Counselor Education Program Award. We also won the regional 2024 NCACES Innovative Program award. This award is given to an outstanding, innovative, and/or unique counseling or counselor education program at an institution in the North Central Association for Counselor Education and Supervision (NCACES) Region, which includes 13 states. These awards are a reflection of the hard work of all stakeholders of the program – current students, alumni, supervisors, instructors, advisors, faculty,

and administrators. Counseling faculty were recognized for these awards in October 2024 at the NCACES Conference in Rosemont, IL.

We celebrate the successes of students and faculty in the Counseling Program from 2024. Dr. Mary Edwin, the Doctoral Program Coordinator, was promoted this fall to Associate Professor. Dr. Phil Waalkes, the Department Chair, was promoted this fall to Associate Professor. Other faculty celebrations include Dr. Mary Edwin and Dr. Emily Brown, who were named UMSL's [Co-Investigators of the Year](#) for their work on the PACT grant. As reported in UMSL Daily, PhD alumni [Gon Ratanashevorn received a research award at the ACA Conference](#). PhD Candidate [Jason Thompson was an invited speaker at the inaugural School Counseling Summit](#). Dr. Agata Freedle's scholarship on reproductive loss was [featured in an article](#) from the American Psychological Association.

Faculty and graduate students in the program have been actively presenting scholarship at local, regional, and international counseling conferences, including conferences of the Association for Assessment and Research in Counseling (AARC), North Central Association for Counselor Education and Supervision (NCACES), American School Counselor Association (ASCA), Missouri School Counselor Association (MSCA), and American Counseling Association (ACA).

Counseling and Social Advocacy Center

The Counseling and Social Advocacy Center (CSAC), our onsite counseling training clinic, continues to offer clinical services to members of the UMSL and broader community. **In 2023-2024, 71 student counselors and counselors provided 5,336 hours of counseling services.** We provided in-person and telehealth counseling for clients in Missouri through individual, group, couple, and family formats.

Opportunities for furthering student clinical training and community engagement continue to expand through specialized programs and grant funding supporting new initiatives. The specialized programs offered through the CSAC include Play Therapy Services, Grief Services, Aging Gracefully for Older Adults and Caregivers, Rural Mental Health Services, and professional development training programs. Additionally, the CSAC has strengthened its partnership with the Office of Inclusive Postsecondary Education by hiring a full time counselor to support the students affiliated with the programs. In order to expand services, the CSAC has hired a full time play therapist this past year and promoted our grant coordinator/counselor to the role of Associate Director.

Other specialized services in the CSAC include the Grief Services Program, with support from a Mid-America Transplant Grant, that provides individual and group grief services, outreach events, and a mini-conference for mental health therapists. The Play Therapy Institute @ UMSL is also recognized as an Approved Provider of Play Therapy Education and Approved Provider of Play Therapy Continuing Education from the Association for Play Therapy and hosted a two day conference in July that was attended by a record 128 participants. More information about clinical services, training, and events can be found on the CSAC website: <https://csac.umsf.edu/>

Faculty News

Dr. Susan Kashubeck-West retired this summer after being a faculty member at UMSL since 2001. In her distinguished career, she was recognized as a Fellow of the American Psychological Association, received the UMSL Trailblazer Award, was a 3 time recipient of the College of Education Outstanding Faculty Award, and served with program and department leadership as Associate Chair and Department Chair. She's a prolific scholar with over 60 peer-reviewed publications and over 100 conference presentations. Her legacy includes the support and mentorship she has extended to innumerable students and faculty colleagues in her career. It's through her teaching that she has made a tremendous impact on students. We are grateful for her years of service to the Counseling Program.

CACREP Accreditation

In last year's report we announced that we had submitted a self-study for the CACREP re-accreditation process. This spring we submitted additional documentation in a requested addendum. Our anticipated site visit was not able to be scheduled in Fall 2024, and CACREP provided us a one-year extension of our accreditation through October 2025. We now anticipate a virtual site visit in Spring 2025 and intend to report the results in our next annual report.

Thank you for reading our report! If you have comments and/or questions or would like to offer suggestions, please contact Dr. Emily Brown (CACREP Liaison) at brownemily@umsl.edu or Dr. So Rin Kim (Counseling Program Coordinator) at sorin.kim@umsl.edu.