

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. Results were last included in our 2021 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 are reported below.
- 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.
 - 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 Review Board referrals
- Advisory board meetings
 - Boards (The School Counseling Advisory Board, Clinical Mental Health Counseling Advisory Board, and Doctoral Program Committee) 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 2023

2022-2023 Vital Statistics

- There were 222 students in the MEd program (176 CMHC, 46 School Counseling) and 27 students in the PhD program
- In 2022-2023, 34 students graduated from the CMHC program, 15 students graduated from the School Counseling program, and 4 students earned their PhDs
- The completion rate for the school counseling program was about 91%, with 95% of graduates passing the certification exam and 92% obtaining jobs in the field
- The completion rate for the CMHC program was about 86%, with 86% of graduates passing the licensure exam prior to graduation and 95% obtaining jobs in the field
- The completion rate for the PhD program was about 96%, with 98% of graduates obtaining jobs in the field

Evaluation Results

- CPCE: For the 2022-2023 academic year, our students had a 93.6% pass rate on the CPCE exam. Each semester UMSL students scored above the national average.
- NCE: For the 2022-2023 academic year, our students had an 82.8% pass rate on the NCE exam administrations prior to graduation. CMHC students had an 86% pass rate, PhD students had a 100% pass rate, and School students had a 66.7% pass rate on this exam. The national pass rate for Fall 22 was 79% and Spring 23 was 81%.
- MEES: In the 2022-2023 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 2022-2023 academic year, school counseling candidates had a 95% pass rate on the School Counselor Missouri Content Assessment (MOCA). The state average was 90% passed.

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 Field Experience*
- **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 Field Experience*

- **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 and 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 Information & 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 Field Experience*
- **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 Individual Inventory; CNS ED 6400 Career Information & 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 Field Experience*
- **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*

2022 - 2023 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
1	160	3	135	22	2.11
2	160	1	133	26	2.15
3	167	5	69	93	2.52

4	101	4	62	35	2.31
5	114	3	77	34	2.27
6	126	0	89	37	2.29
7	99	7	57	35	2.28
8	114	1	48	65	2.56
CMHC 1	177	3	135	39	2.20
SC 1	23	0	20	3	2.13

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*

2022 - 2023 Doctoral KPI Data Summary

We find most of our doctoral students MET or EXCEEDED expectations. We are working to standardize this reporting.

KPI #	# Evaluations Recorded	# Below Expectations (1)	# Met Expectations (2)	# Exceeds Expectations (3)	Average
CE 1	19	0	2	17	2.89
CE 2	6	0	2	4	2.66
CE 3	15	0	0	15	3.0

CE 4	7	0	3	4	2.57
CE 5	14	0	2	12	2.86

Dispositions

The UMSL Counseling Program uses a set of ten 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.”

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, Field Experience), 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.

Site Supervisor Survey Results

We received 47 responses to a site supervisor survey in Spring 2023 with site supervisors evaluating skills and dispositions of UMSL supervisees at their site in the past five years. All doctoral

students are supervised by program faculty, so results are from masters level supervisors with interns in the school (n = 20) or CMHC (n = 27) programs. Site supervisor responses were overwhelmingly positive. Here are some highlights of the survey results:

- Site supervisors rated student abilities connected to each program outcome on a scale of 1 - strongly disagree to 4 - strongly agree. Average scores on this 4 point rating scale for each masters outcome are included here:

Masters Program Outcome 1: My supervisee(s) demonstrated “Awareness and behavior consistent with an understanding and appreciation of diversity issues.”	3.72
Masters Program Outcome 2: My supervisee(s) applied “Helping relationship skills to establish therapeutic alliances and to achieve counseling goals with clients in diverse counseling settings.”	3.80
Masters Program Outcome 3: My supervisee(s) “Utiliz[ed] counseling ethical standards to guide professional practice and ethical decision-making.”	3.76
Masters Program Outcome 4: My supervisee(s) “Assess[ed] client status and goals within relevant treatment contexts (e.g., school, clinic, community) and identified interventions based on research and best practice.”	3.44
Masters Program Outcome 5: My supervisee(s) “Identif[ied] and appl[ied] appropriate theories to conceptualize client cases and inform counseling practice to achieve therapeutic goals.”	3.48
Masters Program Outcome 6: My supervisee(s) “Articulat[ed] the ways in which mental health and career needs intersect for clients across the lifespan.”	3.35
Masters Program Outcome 7: My supervisee(s) used “Developmentally appropriate trauma-informed approaches to address the needs of clients and systems.”	3.40

- 97% of site supervisors agreed or strongly agreed their supervisee(s) effectively implemented feedback.
- 100% of site supervisors agreed or strongly agreed they would recommend their organization accept other UMSL Counseling Program interns in the future.
- Qualitative data revealed site supervisors found UMSL supervisees were well prepared and had strong clinical and professional skills. Several site supervisors commented on the impact of COVID-19 on their supervision experiences. A few respondents offered feedback around communication with site supervisors and instructors that has been noted and is being addressed.

Employer Survey Results

We received 29 responses to an employer survey in Spring 2023 with employers evaluating skills and dispositions of UMSL graduates they hired in the past five years. Employer responses were overwhelmingly positive. Here are some highlights of the survey results:

- 92% of employers strongly agreed that UMSL alumni were *well prepared* to meet the needs of the positions they fill
- 100% of employers *agreed* or *strongly agreed* that the UMSL program prepared by providing students with adequate opportunities to serve diverse communities
- Employers rated skills connected to each program outcome on a scale of 1 - not at all prepared, 2 - somewhat unprepared, 3 - somewhat prepared, 4 well prepared. Average scores on this 4 point rating scale for each masters outcome are included here:

Masters Program Outcome 1: Awareness and behavior consistent with an understanding and appreciation of diversity issues.	3.96
Masters Program Outcome 2: Helping relationship skills to establish therapeutic alliances and to achieve counseling goals with clients in diverse counseling settings.	3.92
Masters Program Outcome 3: Utilizing counseling ethical standards to guide professional practice and ethical decision-making.	4
Masters Program Outcome 4: Assessing client status and goals within relevant treatment contexts (e.g., school, clinic, community) and identifying interventions based on research and best practice.	3.85
Masters Program Outcome 5: Identifying and applying appropriate theories to conceptualize client cases and inform counseling practice to achieve therapeutic goals.	3.79
Masters Program Outcome 6: Articulating the ways in which mental health and career needs intersect for clients across the lifespan.	3.76
Masters Program Outcome 7: Developmentally appropriate trauma-informed approaches to address the needs of clients and systems.	3.75

- 100% of employers of alumni from the PhD program ($n = 7$) agreed alumni were well prepared for ethical and culturally relevant counseling practice, clinical supervision, teaching, research, and advocacy.
- Most employers gave highest marks for alumni demonstrations of each of the ten program dispositions.
- Qualitative data revealed employers included feedback that UMSL graduates were “the most clinically advanced” of graduates in local programs, had a “strong clinical foundation to build off of, commitment to diversity/social justice,” and “very knowledgeable of the counseling process.” Employers also provided feedback about continuing to build self-efficacy and self-care strategies for graduates.

Curriculum Updates - based on program evaluation activities

- **CMHC Field Experience:** Based on our review of student performance data, faculty observations, and the CMHC Advisory Board, we changed course assignments related to diagnostic reporting to reflect treatment planning and case conceptualization best practices

and standards. We also reviewed and updated the list of all approved field sites for CMHC students based on site availability and our review of site and supervisor evaluations.

- **Course Planning:** Faculty reviewed course titles and descriptions in the bulletin and submitted changes through the university review process to clarify course focus and content across the masters and doctoral curriculum. We anticipate these changes will be reflected in the bulletin by 2024.
- **Doctoral Coursework:** We are engaged in ongoing review of the doctoral program of study based on the new 2024 CACREP standards with plans to create new courses based on changes with practicum and internship requirements.

Additional Program News

CACREP Self-Study

For much of 2023, program faculty have focused on the CACREP re-accreditation process. In June 2023 we submitted our self-study describing how we address each of the 2016 CACREP standards. This self-study is submitted every 7 years and allows us to highlight strengths of our program and reflect on our processes and areas for focus. This fall, as anticipated, we received a request for additional documentation on select standards and have been working on the addendum to our self-study, which is due in March. We anticipate a site visit in spring 2024 as a component of this re-accreditation process before a summer decision as our accreditation is through October 2024. .

Expanding School Mental Health Services & Supporting Graduate Students

This year Dr. Mary Edwin and Dr. Emily Brown were awarded a \$3.1 million federal Department of Education Mental Health Service Provider grant. [Partnership for Antiracist Counseling Training \(PACT\)](#) is an innovative partnership between the UMSL Counseling Program and Riverview Gardens School District (RGSD). *PACT* will place 64 counseling interns to address the mental health needs of students in RGSD over five years. UMSL Counseling students serving as *PACT*-Interns will receive between \$25,000 to \$31,000 value in tuition reimbursement, stipends, and professional development opportunities (including MSCA Conference Attendance). Additionally, the project will fund doctoral-level graduate assistants. The project's goals include increasing the number of qualified school counselors from racially minoritized and diverse backgrounds providing services in RGSD and increasing RGSD students' access to mental health services that address trauma and anxiety to improve emotional and behavioral health. UMSL students entering the program by Spring 2025 may benefit from the full funding opportunities available during clinical experiences.

Faculty News

In Fall 2023 we welcomed two new faculty members in the Counseling Program. Dr. Agata Freedle, Assistant Professor in Counseling, is a 2020 alum of UMSL's PhD in Counseling program. Her research interests include childhood trauma, reproductive trauma, and perinatal mental health. She is the coordinator of the Couple, Marriage, and Family Counseling Graduate Certificate. Dr. Meredith Moore, Assistant Teaching Professor in Counseling, joins the UMSL faculty after completing her

degree and working in the counseling center at the University of Arkansas. Her expertise includes eating disorders, college counseling, and expressive arts and sandtray therapy.

Dr. R. Rocco Cottone retired this summer. As a counselor educator for 42 years with 34 of these years at UMSL, Dr. Cottone had a distinguished career. His teaching, scholarship, and mentorship of students in UMSL's Counseling Program are noted, and we are grateful for his innumerable contributions. This fall Dr. Cottone was named a [Curators' Distinguished Professor Emeritus](#) by the UM System Board of Curators.

We also honor Dr. Mark Pope, a Curators' Distinguished Professor Emeritus, who died unexpectedly in January 2023. Dr. Pope was a faculty member at UMSL from 1997 until his retirement in 2018. He was widely considered to be one of the founders of and leading authors in the field of cultural diversity issues in career counseling and career development, especially gay and lesbian career development. In 2018, the University of Missouri System presented him with The Thomas Jefferson Award, the highest award that any faculty member may receive. Dr. Pope had a lasting impact on UMSL's Counseling Program and the field of counseling.

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 2022-2023, 82 student counselors provided 4,775 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. This year Dr. Emily Oliveira, Director of the CSAC, and Dr. Emily Brown, received a \$441,000 grant from the St. Louis County Children's Services Fund to support culturally responsive play therapy services. With this grant funding, the CSAC was able to hire a full-time play therapist, support a doctoral graduate assistant, and provide paid internship stipends for students completing play therapy Field Experience placements in the CSAC. This grant provides children residing in St. Louis County free play therapy services through the CSAC. The CSAC Play Therapy Institute's play therapy grant award was featured in [UMSL Daily](#).

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. More information about clinical services, training, and events can be found on the CSAC website: <https://csac.umsl.edu/>

Accomplishments and Celebrations

This year we celebrate successes of students and faculty in the Counseling Program. Dr. Emily Brown, the Counseling Program Coordinator, was promoted this fall to Associate Professor. Dr. Marti Barivec, an alumnus of UMSL's school counseling and doctoral program and adjunct faculty member, was honored at the UMSL State of the University Address & Chancellor's Awards ceremony in August as she received the prestigious 2023 Chancellor's Award for Excellence in Teaching for a Part-Time Faculty Member. Mary Martha Abernathy, doctoral candidate and CSAC Trauma Grant Manager, received a NCACES Research Grant to support her dissertation research "*Developing Expertise in Multiculturally Informed Supervision Practices.*" Gon Ratanashevorn received an AARC Research Grant to support his dissertation research "*The Integration Of Cultural Humility and Cultural Competence in Lgbtiq+ Client Work: The Constructivist Grounded Theory Approach.*"

Dr. Emily Oliveira partnered with the Missouri Institute of Mental Health (MIMH) on a Mental Health Awareness Training (MHAT) grant through SAMHSA. This is a \$600,000 grant that over the next three years will fund two doctoral students with graduate assistantships. Counseling doctoral students will provide mental health training to pre-service school staff as gatekeepers in mental health awareness trainings. This will enable pre-service school staff to recognize signs and symptoms of mental health conditions, de-escalate crisis situations, and refer youth to treatment and resources.

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), Association for Counselor Education and Supervision (ACES), Evidence-Based School Counseling, National Career Development Association (NCDA), Missouri School Counselor Association (MSCA), American Society on Aging, and American Counseling Association (ACA).

Thank you for reading our report! If you have comments and/or questions or would like to offer suggestions, please contact Dr. Emily Brown at brownemily@umsl.edu.