2020 Counseling Programs Report
University of Missouri-St. Louis

December, 2020

The faculty of the University of Missouri-St. Louis 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 assessing 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. Please see results in last year’s program report for the 2018 survey.
- Assessment of student learning and performance on program-related standards
  - We examine scores on the Counselor Preparation Comprehensive Exam (CPCE) to assess how well students are prepared in each of the eight core curriculum areas designated by CACREP
  - Similarly, we examine student results for the National Counselor Examination to assess student preparedness in the eight core curriculum areas
  - For School Counseling students, we examine scores on the MEES and the MOCA
  - Qualitative and quantitative (GPA, progress through the program) data about students are shared regularly in program meetings where student dispositions and the development of their professional identities are discussed in light of the mission and objectives of our program.
- Site supervisor meetings and trainings
- Review of Counseling Review Board referrals
- Advisory board meetings
  - Three boards (School Counseling, CMHC, and PhD) meet to discuss program requirements, standards, and clinical training. Feedback from program graduates, site supervisors, and/or professional members of the counseling community is critical to our continued improvement.
  - Please let us know of your interest in serving on one of our Advisory Boards!

Highlights for 2020

Social Justice Work
Counseling program faculty have committed to ongoing program evaluation related to our focus on multiculturalism and social justice. Here are some of the activities we engaged in during the summer and fall of 2020:
• Developed a program climate survey that was open to all students during the Fall 2020 semester. Currently we are analyzing the data and will detail our findings in next year’s report.
• Program faculty participated in the College of Education’s Racial Equity for All Project (REAP), a series of workshops that will continue in 2021.
• In consultation with our PhD students, we are developing a plan for an audit of course syllabi to ensure adherence to CACREP standards and inclusion of social justice materials.
• Program faculty engaged in monthly social justice meetings in which we discussed anti-racism readings.

National Evaluation Results
• CPCE: For the 2020 calendar year, our students had a 100% pass rate on the CPCE exam. Congratulations to everyone!

2019-2020 Vital Statistics
• There were 227 students in the MEd program (162 CMHC, 65 School Counseling) and 31 students in the PhD program
• In 2019-2020, 30 students graduated from the CMHC program, 20 students graduated from the School Counseling program, and 3 students received their PhDs
• The completion rate for the school counseling program was about 90%, with 90% of graduates passing the certification exam and 90% obtaining jobs in the field
• The completion rate for the CMHC program was about 90%, with 95% of graduates passing the licensure exam and 93% obtaining jobs in the field
• The completion rate for the PhD program was about 80%, with 98% of graduates obtaining jobs in the field

Recent Curriculum Changes – based on program evaluation activities

• We added a new course: CNS ED 6730: Counseling for Loss, Crisis, and Trauma. This course introduces students to theory and practice in counseling response to loss, crisis, and trauma experiences. Topics include models of grief counseling, the impact of crises, disasters, other trauma-causing events, and counseling skills and therapeutic interventions appropriate for individuals, families, and groups experiencing loss, crisis, and trauma. This course will be taught during the 2021 Summer Session for the first time. We expect it will be very popular.

• We revised the pre-requisites for CNS ED 6370: Clinical Mental Health Practicum. Based on CACREP standards and our own program evaluation, we now require (in addition to Theories, Ethics, and Helping Skills) Foundations of Multicultural Counseling, Group Counseling, and Foundations of Clinical Mental Health Counseling. The revised pre-requisites will be implemented for all CMHC students beginning with the Fall 2021.

Pandemic
Of course, a huge story for 2020 was the COVID-19 pandemic. About halfway through the spring 2020 semester the campus closed and all instruction was moved online, both synchronous and asynchronous. As you can imagine, the challenges were significant. Although some of our faculty were already experienced at teaching online, others were not – but they are now! Summer classes continued to be online and Fall 2020 classes have been mostly remote, with some in-person work (appropriately distanced) for skills courses. Importantly, Dr. Oliveira worked to get all practicum (school and CMHC) students trained in telehealth and the CSAC made the switch from in-person counseling to remote counseling via secure Zoom. There were a huge number of challenges and moving parts involved and some hiccups but we are quite pleased that the CSAC was able to provide free counseling to many clients.

As we continue to move through the pandemic, we will use course evaluation information to help us understand where we succeed in remote learning and where we can improve.

Thank you for reading our report! If you have comments and/or questions or would like to offer suggestions, please contact Dr. Susan Kashubeck-West at susankw@umsl.edu