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. Please see 2021 results from last year’s report.

- **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 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 2022**

**2021-2022 Vital Statistics**

- There were 210 students in the MEd program (163 CMHC, 47 School Counseling) and 26 students in the PhD program
- In 2021-2022, 48 students graduated from the CMHC program, 15 students graduated from the School Counseling program, and 7 students earned their PhDs
● The completion rate for the school counseling program was about 89%, with 88% of graduates passing the certification exam and 92% obtaining jobs in the field
● The completion rate for the CMHC program was about 85%, with 94.1% of graduates passing the licensure exam and 95% obtaining jobs in the field
● The completion rate for the PhD program was about 99%, with 98% of graduates obtaining jobs in the field

Evaluation Results
● CPCE: For the 2022 calendar year, our students had a 98% pass rate on the CPCE exam.
● NCE: For the 2021-2022 academic year, our students had a 94.1% pass rate on the NCE exam.
● MEES: In the 2021-2022 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 2021-2022 academic year, school counseling candidates had an 88% pass rate on the School Counselor Missouri Content Assessment (MOCA). The state average is 83% passed.

Curriculum Updates - based on program evaluation activities
● **Graduate Certificates**: Last year we added several new graduate certificates to help highlight specialized focus areas in student training using existing course offerings. In 2022 we added a 12 credit hour Career Counseling Graduate Certificate. Other certificates include Couple, Marriage, and Family Counseling Graduate Certificate (12 credits), Multicultural and Social Justice Counseling Graduate Certificate (12 credits), and the Post-Masters School Counseling Graduate Certificate (15 credits).
● **Prerequisites**: This spring faculty reviewed prerequisites for all courses in the program and submitted some changes to be reflected in the university bulletin. For example, all multicultural elective courses now require the Foundations in Multicultural Counseling course as a prerequisite. Psychopathology is now a prerequisite for Foundations of Clinical Mental Health Counseling. Faculty continue to monitor opportunities for building upon prior student learning in course sequencing.
● **Course Revision**: We have changed the title of CNS ED 6410: Advanced Career Development to Advanced Career and Leadership Development. This change reflects the intentional inclusion of leadership development, methods, and skills in this class to cover relevant CACREP doctoral standards.
● **Doctoral Research Sequence**: We added a statistics course to the graduate research sequence in response to student feedback about quantitative research preparation needs. Students can take ED REM 6735: Educational Statistics prior to taking ED REM 7771: Quantitative Research.
Dispositions

The UMSL Counseling Program adopted 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.”

As a CACREP program, faculty have long monitored, evaluated, and remediated dispositions through processes such as skill evaluations, site supervisor feedback, and the Review Board. Our intention was to make these dispositions more explicit to better support student growth as reflexive future professional counselors.

Students now 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 will continue to monitor and evaluate these dispositions as needed and use them to remediate students as needed.

We added the list of dispositions (presented below with additional descriptors) to the handbooks and program Canvas site, and included these dispositions 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.
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
- **KPI 2:** CACREP 2.F.2.h: strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- **KPI 3:** CACREP 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- **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
- **KPI 5:** CACREP 2.F.5.g: essential interviewing, counseling, and case conceptualization skills
- **KPI 6:** CACREP 2.F.6.g: ethical and culturally relevant strategies for designing and facilitating groups
- **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
- **KPI 8:** CACREP 2.F.8.b: identification of evidence-based counseling practices
- **KPI CMHC 1:** CACREP 5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues
- **KPI SC 1:** CACREP 5.G.3.b: design and evaluation of school counseling programs

**KPIs for PhD in Counselor Education**

- **KPI CE 1:** CACREP 6.B.1.a: scholarly examination of theories relevant to counseling
- **KPI CE 2:** CACREP 6.B.2.d: skills of clinical supervision
- **KPI CE 3:** CACREP 6.B.3.d: instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- **KPI CE 4:** CACREP 6.B.4.a: research designs appropriate to quantitative and qualitative research questions
- **KPI CE 5:** CACREP 6.B.5.a: theories and skills of leadership

**Additional Program News**

**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 2021-2022, 86 student counselors provided 4,822 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, received a $320,000 grant from the Jewish Federation of North America for a application titled “Innovations in Person-Centered, Trauma-Informed Supportive Services for Holocaust Survivors, Older Adults with a History of Trauma, and Their Family Caregivers.” This project in the CSAC is called Aging Gracefully, and provides person-centered trauma-focused counseling and outreach for older adults and caregivers. With this grant, the CSAC was able to hire a full-time trauma therapist and grant coordinator and support a doctoral graduate assistant. Other specialized services in the CSAC include the Grief Outreach Center, 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/

Data Management
After months of reviewing options for more comprehensive data and evaluation management, the faculty adopted Tevera software for use in 2022. This software will allow students to search for approved field sites, apply for Practicum and Field Experience, submit signed contracts, maintain hours logs, and complete evaluations. Supervisors and faculty sign all forms via Tevera and can monitor hours progress throughout the term. Students make a one-time purchase for the software and then have lifelong access to these records. Importantly, they can continue to use Tevera after graduation to track hours for licensure.

Accomplishments and Celebrations
This year we celebrate successes of students and faculty in the Counseling Program. Dr. Emily Oliveira, the Director of the CSAC, was promoted this fall to Associate Clinical Professor. Monica Phelps-Pineda, a doctoral candidate in the UMSL's PhD Program, received the National Board for Certified Counselors Minority Fellowship Award, which included a $20,000 prize. 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, North Central Association for Counselor Education and Supervision, Southern Association for Counselor Education and Supervision, Association for Play Therapy, Evidence-Based School Counseling, National Career Development Association, and American Counseling Association. Additionally, faculty and doctoral students in the Counseling Program (under the leadership of Dr. Phil Waalkes and doctoral candidate Clay Brigance) hosted and coordinated the annual Association for Assessment and Research in Counseling Conference in St. Louis this fall.

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.