

Missouri Baptist  
UNIVERSITY



**SHINE ON**

**Counselor Education Program  
Annual Report  
2018-2019 Academic Year**

**Respectfully prepared by:**

**The Faculty and Staff of the  
Counselor Education Department**

With assistance from:

The Associate Vice President of Graduate Affairs/ Dean of Education  
The Office of Graduate Admissions  
The Office of Institutional Research and Assessment

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Department of Counselor Education

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**Counselor Education Program  
Annual Report  
Academic Year 2018-2019**

**General Program Information**

The Counselor Education Department prepares students for employment as Clinical Mental Health Counselors and School Counselors in the state of Missouri. Over the course of the past five years, the Department realigned its curriculum to meet accreditation standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Department began phasing out its previous program, the Master of Arts in Counseling (MAC) program and accepted the last group of students into this program in the Spring of 2017. The Department enrolled its first cohort of students into the redesigned CACREP-Aligned program in the Fall of 2017. Students from this first CACREP-Aligned cohort are on-track to graduate in the Spring of 2020.

As part of the program redesign, the Counselor Education Department established a new mission statement and new program goals and objectives. These can be found below, along with information about Department faculty and staff and a description of the CACREP-Aligned curriculum and degree.

***Mission Statement***

Missouri Baptist University's Graduate Program in Counselor Education exists to train graduate-level counselors through rigorous academic and hands-on clinical instruction. We seek to develop conscientious, professional, and highly skilled counselors who promote and facilitate the personal growth, development, and empowerment of those clients/students they serve. The Counselor Education program is rooted in our Christian faith that calls us to love God and love one another.

***Counselor Education Program Goals:***

The goals of the Counselor Education Department at Missouri Baptist University serve as the foundation for the program's recruitment and admissions efforts, and guide course delivery and instruction. The goals describe the Counselor Education Department's commitment to preparing outstanding counseling practitioners. The goals of the program are to:

1. Prepare passionate, efficacious counselors who are rooted in ethical standards of practice and recognize the importance of lifelong learning and engagement in the ever-evolving field of counseling.
2. Develop counselors with strong clinical and interpersonal skills who can meet the needs of the diverse populations they serve by displaying an attitude of openness to all, including those who are different from themselves.

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3. Produce counselors who strongly identify with the counseling profession.
4. Prepare counselors to work in collaboration with other professionals within a variety of clinical settings as part of a comprehensive program addressing social-emotional and mental health issues.

***Counselor Education Program Objectives:***

The Counselor Education program objectives describe critical aspects of the counseling profession that the Department is committed to ensuring all students will *know* and *be able to do* when they graduate. The Program Objectives are used to structure the counseling curriculum.

The Counselor Education Department strives to prepare our counseling students to:

1. Learn and demonstrate the foundational knowledge necessary to be an effective counselor.
2. Learn and demonstrate effective counseling skills and techniques through successful completion of counseling skills courses, practicum, and internships.
3. Demonstrate the ability to clinically conceptualize client/student problems and apply concepts from the eight common core areas and two specialty areas (CMHC and School Counseling) of the curriculum.
4. Demonstrate the ability to implement effective, evidence-based theories and interventions for individuals, families, and groups.
5. Demonstrate professional dispositions of self-awareness, ethical practice, respect for others, emotional congruence, multicultural competence, genuineness, and openness. Students who complete either of our Master of Arts (CMHC and SC) degrees will acquire the knowledge, skills, and personal attributes necessary to become clinical mental health or school counselors.

In order to achieve these overarching objectives, the Counselor Education program is aligned with the 2016 CACREP standards to address the following eight competency areas and two specialty areas (CMHC and School Counseling). The Department developed learning objectives related to the competency areas. The Department assesses student progress toward meeting each of these objectives at various points throughout the program.

CACREP Core Area	MBU Counselor Education Program Learning Objectives:
1. Professional Counseling Orientation and Ethical Practice	Students will recognize and recall the history and philosophy of counseling. Students will describe and explain the counselor’s roles and responsibilities, including the importance of advocating for clients and the profession. Students will demonstrate both knowledge and practice of ethical guidelines of the counseling profession.

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CACREP Core Area	MBU Counselor Education Program Learning Objectives:
2. Social and Cultural Diversity	Students will demonstrate an awareness and appreciation for working with and counseling diverse populations. Students will recognize individual, social, and cultural influences affecting their worldviews and the worldviews and well-being of their clients/P-12 students. Students will recognize the counselor's role in advocating for clients/P-12 students. Students will apply advocacy competencies to eliminate systemic barriers impacting clients'/P-12 students' well-being.
3. Human Growth and Development	Students will recognize and recall human developmental processes including physical, cognitive, and social-emotional development. Students will summarize the important role that developmental theory plays in understanding human development and apply theory to contemporary issues such as addiction, crisis/trauma, and promoting resiliency.
4. Career Development	Students will identify and describe career development and its impact on social-emotional and mental health. Students will demonstrate an understanding of career development theories, and demonstrate the effective use of assessment to help a client /P-12 student realize their abilities, interests, values, and personality, and how this contributes to career satisfaction.
5. Counseling and Helping Relationships	Students will describe the importance of prominent theories and models of counseling and create their own personal practice theory and apply it to their counseling work. Students will be able to conceptualize client/P-12 student cases, use ethical and culturally relevant strategies for establishing rapport, develop measurable outcomes for clients/P-12 students, and evaluate client/P-12 student progress.
6. Group Counseling and Group Work	Students will describe important aspects of group work, including group theory, group development, group dynamics, and group counseling models, interventions, and skills. Students will demonstrate effective group counseling skills including the application of theory to various types of groups.
7. Assessment and Testing	Students will recognize common cognitive, social-emotional, and mental health assessments, and recall the uses of these assessments. Students will demonstrate individual and group appraisal strategies and describe the ethical and cultural considerations for selecting, evaluating, administering, and interpreting assessments as a counselor.

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CACREP Core Area	MBU Counselor Education Program Learning Objectives:
8. Research and Program Evaluation	Students will recognize common types of research methods and design, recall and calculate basic statistics, and summarize the purpose and procedures for conducting needs assessments and program evaluations. Students will demonstrate the ability to read, critique, and evaluate professional research. Students will construct an ethical, methodologically sound research or program evaluation project proposal.
C. Clinical Mental Health Counseling	Students will demonstrate proficient awareness and implementation of clinical assessments, diagnostic tools, treatment plans, and case conceptualizations. Students will apply evidence-based practices and techniques when working with diverse client populations. Students will demonstrate proficient use of counseling skills and techniques to develop a therapeutic alliance with clients, providing clients with an opportunity for long-term successful outcomes. Students will graduate from the counseling program with the knowledge and skills needed to meet the counseling profession's standards of practice and the requirements for licensure in the state of Missouri.
G. School Counseling	Students will demonstrate dispositions and skills needed to serve as leaders of a comprehensive school counseling program. Students will demonstrate proficiency in the planning, delivery, management, and assessment of a comprehensive school counseling program. Students will recite and develop components of a comprehensive school counseling program, including core curriculum, student educational planning with career development, and interventions to assist students with social-emotional (mental health), academic, and career needs, and refer students to outside providers when appropriate.

***Degree and Curriculum Information***

The Counselor Education Department's CACREP-Aligned program offers two counseling Master of Arts degrees, a Master of Arts in Clinical Mental Health Counseling (MA-CMHC) and a Master of Arts in School Counseling (MA-SC). As previously stated, the first cohort of students enrolled in the CACREP-Aligned program in the Fall of 2017 and is on-track to graduate in the Spring of 2020. The chart on the following page describes the degree options and specifications.



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MA-CMHC and MA-SC Degree Specifications

<p><b>Master of Arts in Clinical Mental Health Counseling (MA-CMHC)</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via face-to-face delivery, only</li> <li>• Prepares students for licensure and work as Licensed Professional Counselors (LPC) in the state of Missouri.</li> </ul>	<p><b>Master of Arts in School Counseling (MA-SC)</b></p> <table border="1"> <tr> <td data-bbox="630 415 1019 837"> <p><b>Traditional Path</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered online (asynchronous) or face-to-face</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul> </td> <td data-bbox="1040 415 1442 837"> <p><b>Licensure Path</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via face-to-face delivery, only</li> <li>• Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri.</li> </ul> </td> </tr> </table>		<p><b>Traditional Path</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered online (asynchronous) or face-to-face</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul>	<p><b>Licensure Path</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via face-to-face delivery, only</li> <li>• Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri.</li> </ul>
<p><b>Traditional Path</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered online (asynchronous) or face-to-face</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul>	<p><b>Licensure Path</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via face-to-face delivery, only</li> <li>• Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri.</li> </ul>			

The Department began phasing out the previous program, the MAC program, in the Spring of 2017. The majority of MAC students have graduated with their Master of Arts in Counseling degrees; however, the Department will continue to award the MAC degree until 2023. As of October of 2019, fewer than 20 students are still actively working toward completing their MAC degree.

**Course Delivery Methods**

The Counselor Education Department offers two delivery methods for students wishing to complete a counseling degree: Face-to-Face (synchronous) and Online (asynchronous). As of October of 2019, online (asynchronous) courses are only available to students pursuing a School Counseling degree (Traditional Path). To be eligible for licensure, students must complete courses face-to-face (synchronous). Students may complete face-to-face courses on main campus or via livestream technology, using the Zoom platform. Students may switch delivery methods at any point throughout their program, provided the delivery method meets the requirements for their degree.

**Department Faculty and Staff**

The Counselor Education Department employs six full-time faculty members, one part-time faculty member, and one full-time staff member who serves as the Counseling Program Coordinator. The load for full-time faculty teaching graduate courses is nine credits (three courses) during the spring and summer terms, and three credits (one course) over the course of the summer. Faculty information and credentials are listed in the table on the following page.

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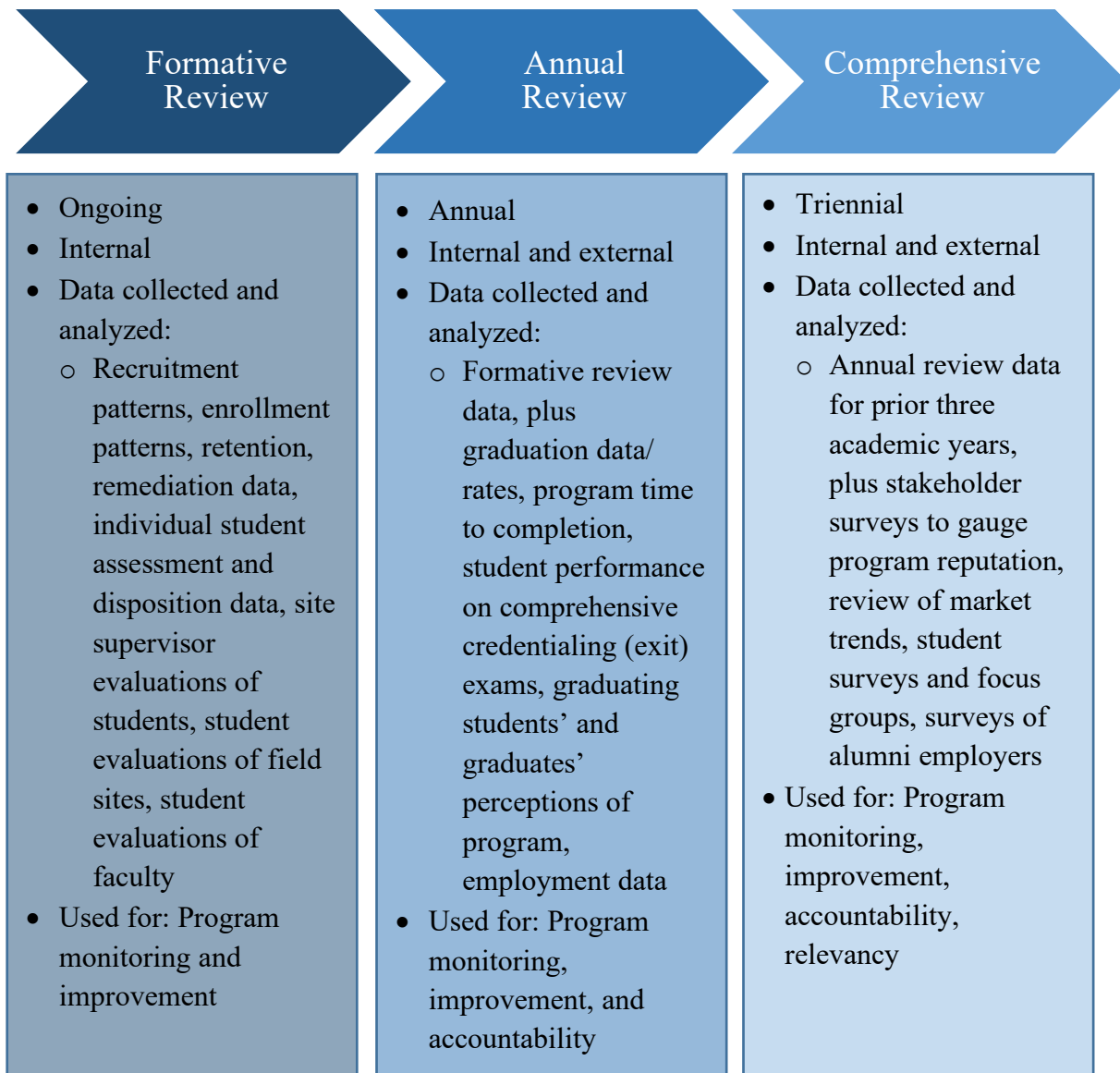
DEPARTMENT PERSONNEL	TERMINAL DEGREE (FACULTY)	POSITION
<b>Dr. Clint Limoges</b>	Faculty Ph.D., Counselor Education and Supervision	Department Chair
<b>Dr. Laura Rauscher</b>	Faculty Ph.D., Education with an Emphasis in Counseling	Clinical Director of Field Experience
<b>Dr. Christine Ward</b>	Faculty Ph.D., Counselor Education and Supervision	Director of Online Counseling
<b>Dr. Justin Cook</b>	Faculty Ph.D., Counselor Education	Retention and Remediation Coordinator
<b>Dr. Jason Jordan</b>	Faculty Ph.D., Clinical Counseling: Teaching and Supervision	Faculty
<b>Dr. Janice Speck*</b>	Faculty Ed.D., Education Leadership	Faculty
<b>Dr. Lekesha Davis*</b> Part-Time Special Lecturer	Faculty Ph.D., Counselor Education and Supervision	Guest Lecturer
<b>Michelle Einig</b>	Staff	Program Coordinator

**Program Evaluation Information**

The Counselor Education Department regularly evaluates the counseling program’s effectiveness in meeting stated program objectives and accreditation standards and uses the evaluation results to improve the program. The Department has a detailed evaluation plan that is broken into three phases: formative review, annual review, and comprehensive review. Each review builds on the previous review phase. Data from the previous phases is used and supplemented in subsequent phases. For example, faculty reviews recruitment and retention data as part of the ongoing formative review. Recruitment and retention for the academic year is compiled and reviewed in aggregate for the annual review. Finally, recruitment and retention data for the three prior academic years is compiled and reviewed for the comprehensive review.

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Program Evaluation Process



Data for the review process is collected and analyzed throughout the academic year by members of the evaluation team, in collaboration with the Office of Graduate Admissions and other members of the Department. An Annual Report describing formative and annual review information is published each October.

**Recruitment and Applicant Information**

The Counselor Education Department remains committed to providing outstanding educational opportunities for a diverse population of aspiring counselors. The Department relies on MBU's

## Department of Counselor Education

Office of Graduate Admissions to manage recruiting efforts. Graduate Admissions diligently works to recruit and retain a diverse student population through a number of activities.

### *Recruitment Strategy*

Throughout the 2018-2019 academic year, recruiting and admissions representatives participated in a variety of regional recruitment events. One example of these expanded recruitment efforts included a graduate fair at Harris-Stowe State University, the only Historically Black College and University School in St. Louis. During this event, enrollment counselors connected with several administrators at the institution and plan to continue efforts to partner with the school to connect students who want to pursue a graduate degree. In addition, the enrollment counselors participated in events within Scott Air Force Base, the Missouri Council for Teachers, MBU Senior Salute Day, Moberly Area Community College, Troy/Wentzville Regional Learning Center Open House, Alumni Night and area school districts in efforts to recruit graduate students.

Furthermore, the Office of Graduate Admissions runs advertisements through the Graduate Diversity Recruitment Brochure and various radio campaigns in the St. Louis metro area, reaching an estimated 1000+ local, state, and national minority academic and professional organizations/associations.

### *Applicant Data*

Over the 2018-2019 Academic year, the Office of Graduate Admissions received 139 applications from qualified applicants. The table below depicts the applicant breakdown, by semester and program track, for the period from Fall 2018 – Summer 2019.

#### **CACREP-Aligned Program Applicants – Fall 2018-Summer 2019**

	School Counseling - Online	School Counseling - Face-to-Face	Clinical Mental Health Counseling	TOTAL
<b>Fall 2018</b>	36	28	18	<b>82</b>
<b>Spring 2019</b>	24	16	10	<b>50</b>
<b>Summer 2019</b>	3	3	1	<b>7</b>
<b>TOTAL 2018- 2019</b>	<b>63</b>	<b>47</b>	<b>29</b>	<b>139</b>

*Source: Office of Graduate Admissions Applicant Data*

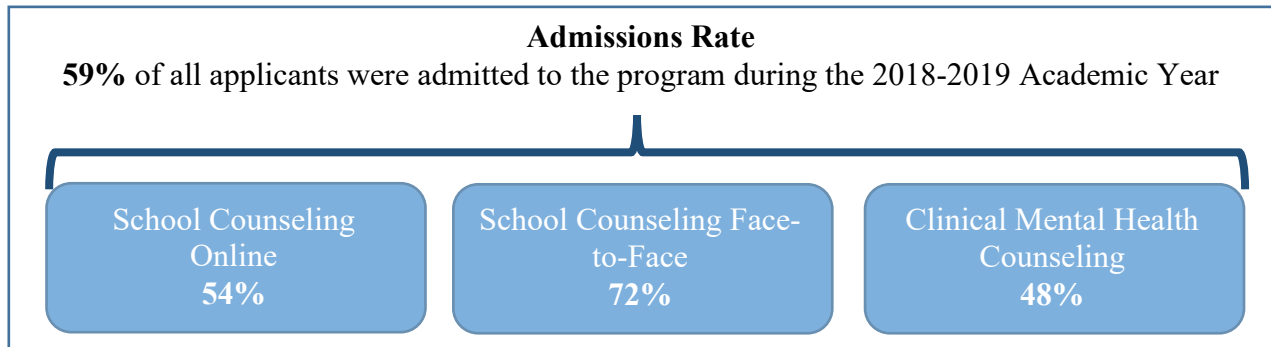
### Admissions Data

The Counselor Education Department only enrolls new students into the CACREP-aligned program. During the 2018-2019 Academic year, the Department admitted approximately 82 students, or approximately 59% of all applicants. The breakdown of new admits by path is depicted below.



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### Percentage of Applicants Admitted to Program



Source: Office of Graduate Admissions Applicant and Admissions Data

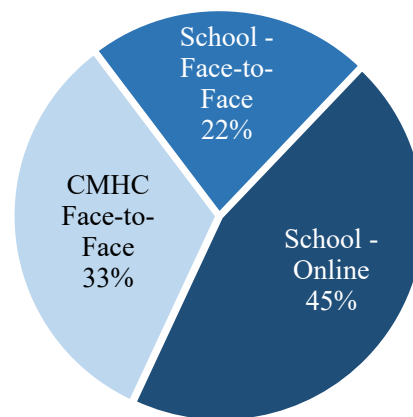
## Enrollment Data

### *CACREP-Aligned Program Enrollment Data*

The Department admitted 59% of all applicants during the 2018-2019 academic year. Of the 82 students admitted, 58 enrolled in the program. These students are part of the third cohort of students to go through the CACREP-Aligned program. The breakdown of new student enrollments for the academic year is depicted in the following charts and tables.

### **New Enrollments: Fall 2018 – Spring 2019\* (Cohort 3) by Degree Offering**

Track	Fall 2018 – Spring 2019
<b>CMHC – Face-to-Face</b>	19
<b>School Total:</b>	39
School - Face-to-Face	13
School - Online	26
<b>Total</b>	<b>58</b>



*\*The Department accepts admits students throughout the year, but new student enrollment is limited to Fall and Spring semesters, only.*



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New Enrollments: Fall 2018-Spring 2019 (Cohort 3) by Delivery Method

Delivery	Fall 2018 – Spring 2019
Face-to-Face	32
Online	26
<b>Total</b>	<b>58</b>

**Total Enrollment**

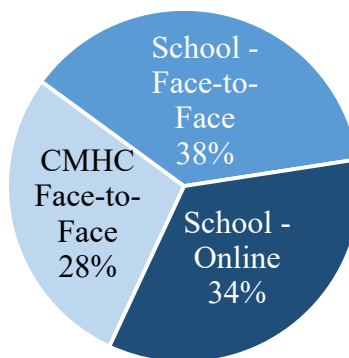
Cohort 3, who began the program in the 2018-2019 academic year, joined two other cohorts of students already progressing through the program, increasing the total enrollment of students enrolled in the CACREP-aligned program. The breakdown of currently enrolled students is outlined below.

**Total CACREP-Aligned Active Student Enrollment: Summer 2018 – Spring 2019**

	Summer 2018	Fall 2018	Spring 2019
CMHC – Face-to-Face	27	31	36
<b>School Total:</b>	54	87	92
<b>School - Face-to-Face</b>	35	49	48
<b>School - Online</b>	19	38	44
<b>Total</b>	<b>83</b>	<b>118</b>	<b>128</b>

*Note: Full-time student is considered 6 or more credit hours for Fall and Spring; 12 or more credit hours for Summer*

**Enrollment by Delivery Method: 2018-2019 Academic Year\***



*\*Percentages based on Spring 2019 Semester, which represents current static enrollment*

**Credit Hours Taught by Core Faculty**

CACREP considers core faculty as full-time faculty with an earned doctorate in counselor education or closely related field. Non-core faculty includes full-time faculty with a degree other than counselor education, and part-time or adjunct faculty. During the 2018-2019 academic year,

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the Department of Counselor Education at Missouri Baptist employed six core faculty, one full-time non-core faculty member, one part-time faculty member, and several adjuncts. The Department of Counselor Education is committed to ensuring that at least 50% of all courses taught are taught by core faculty. The table below depicts the number of credit hours taught by core and non-core faculty throughout the 2018-2019 academic year, broken down by program delivery method. The Department calculates ratios by delivery method to ensure that, regardless of delivery method a student pursues, they have same access to core faculty resources.

**CACREP-Aligned Course Credits Taught by Core vs. Non-Core Faculty  
2018-2019 Academic Year**

Semester	Face-to-Face Credits Livestream, Main Campus, and Combined			Online Credits			Program Total Credits		
	Core	Non- Core	% Core	Core	Non- Core	% Core	Core	Non- Core	% Core
<b>Summer 2018 Term 1</b>	21	6	78%	9	0	100%	30	6	83%
<b>Summer 2018 Term 2</b>	15	6	71.4%	3	3	50%	27	9	75%
<b>Fall 2018</b>	39	12	76%	24	0	100%	63	12	84%
<b>Spring 2019</b>	51	9	81%	21	9	70%	72	18	80%
<b>Total 2018-2019</b>	<b>126</b>	<b>33</b>	<b>79%</b>	<b>57</b>	<b>12</b>	<b>83%</b>	<b>192</b>	<b>45</b>	<b>81%</b>

Source: MBU Campus Management Systems (CAMS) Course Rosters

**Student-to-Faculty Ratios**

The Counselor Education Department strives to maintain a student-to-faculty ratio of 12:1 across all delivery methods (face-to-face, in which students can choose to complete classes on main campus, via livestream, or a combination of the two; and online/asynchronous). The table on the following page depicts the breakdown of full-time-equivalent (FTE) students to full-time-equivalent (FTE) faculty by delivery method for the 2018-2019 academic year.

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FTE Students to FTE Faculty Ratios by Delivery Method 2018-2019

Delivery Method:	Summer 2018 (All Terms)	Fall 2018	Spring 2019	2018-2019 Academic Year Average
<b>Face-to-Face Total:</b>	<b>7.03</b>	<b>15.88</b>	<b>17.21</b>	<b>13.3</b>
Main Campus Only	0.9	16.67	19.96	11.2
Livestream Only	N/A	16.39	17.68	17.1
Combined (MC&LS)	6.9	13.75	7.10	8.1
<b>Online Total:</b>	<b>8.68</b>	<b>14.17</b>	<b>18.99</b>	<b>14.6</b>
<b>All Delivery Methods:</b>	<b>7.43</b>	<b>15.33</b>	<b>17.8</b>	<b>13.7</b>

*Full-time-equivalent student numbers are calculated by totaling the number of credit hours completed by all students and dividing by the full-time student load of six credit hours. Full-time-equivalent faculty numbers are calculated by totaling the number of credit hours considered to be core faculty load (nine credits in fall and spring; three credits in summer) plus the number of credit hours delivered by non-core faculty (as a fraction of full-time load), and dividing by the credit load for the semester.*

**MAC Program Enrollment Data**

The Department enrolled the last students in the Master of Arts in Counseling (MAC) program in the Spring semester of 2017. MAC students complete their courses either online or on Main Campus. The breakdown of MAC student status is depicted below. The MAC program has fewer than 20 students remaining as of Fall 2019.

**MAC Student Enrollment Summer 2018 – Spring 2019**

	Summer 2018	Fall 2018	Spring 2019
<b>CMHC – Face-to-Face</b>	6	14	4
<b>School Total:</b>	7	50	39
<b>School - Face-to-Face</b>	5	11	9
<b>School - Online</b>	2	39	30
<b>Total</b>	<b>13</b>	<b>64</b>	<b>43</b>

*Source: MBU Campus Management Systems (CAMS) Graduate Reports*

Counselor Education Department core faculty teach MAC courses in addition to teaching CACREP-Aligned courses. The MAC program employs more adjunct instructors than the CACREP-Aligned program. The percentage of Core vs. Non-Core faculty for the MAC program is presented in the table on the following page.





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MAC Faculty Loads

Semester	Face-to-Face Credits Main Campus (*1 Course taught at Arnold Campus)			Online Credits			MAC Program Total Credits		
	Core	Non- Core	% Core	Core	Non- Core	% Core	Core	Non- Core	% Core
Fall 2018	9	0	100%	12	6	66.7%	21	6	77.8%
Spring 2019	3	12*	20%	9	6	60%	12	18	40%
Summer 2019	0	0	n/a	0	3	0%	0	3	0%
Fall 2019	3	3	50%	6	9	40%	9	12	42.8%
<b>Total 2018-2019</b>	<b>15</b>	<b>15</b>	<b>50%</b>	<b>27</b>	<b>24</b>	<b>52.9%</b>	<b>42</b>	<b>39</b>	<b>51.9%</b>

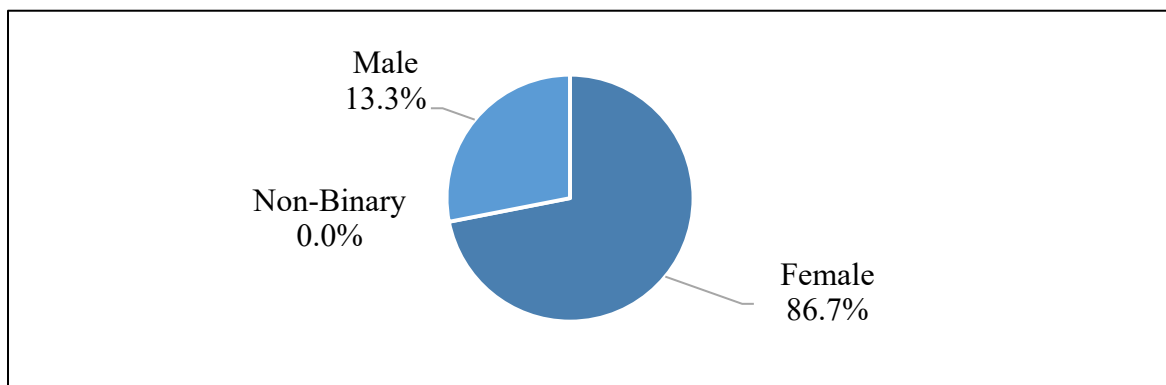
Source: MBU Campus Management Systems (CAMS) Course Rosters

Demographic Information

The Counselor Education Department strives to recruit and retain a diverse population of counseling students. The charts below display the demographic composition of all students enrolled in the CACREP-Aligned and MAC programs throughout the 2018-2019 academic year.

Source: MBU Campus Management Systems (CAMS)

Gender

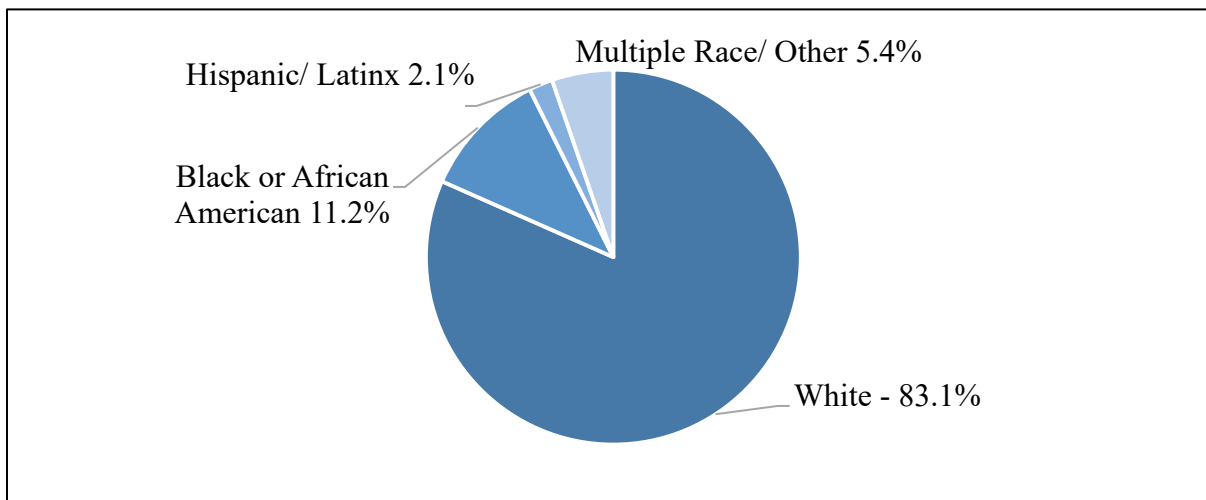


Note: This chart represents reported gender demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the summer 2018 – spring 2019 academic year.



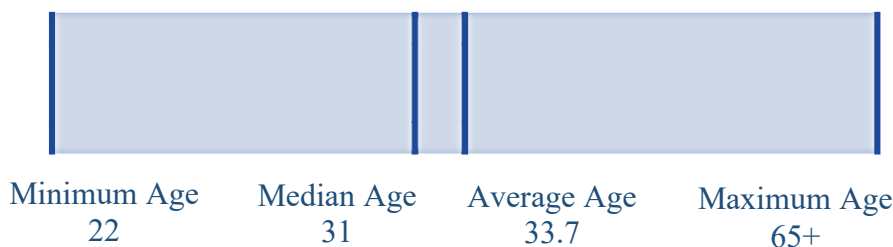
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Race/ Ethnicity



*Note: This chart represents reported race / ethnicity demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the summer 2018 – spring 2019 academic year.*

Reported Age Demographics



*Note: This chart represents reported age demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the summer 2018 – spring 2019 academic year.*

**Retention Data**

The Counseling Program works diligently to retain qualified students. The table on the following page depicts the static retention rates for Cohorts 1, 2, and 3 (students admitted from Fall 2017 to Spring 2019) of the CACREP-Aligned program. These numbers reflect retention rates, broken down by degree (School Counseling or Clinical Mental Health) and delivery method, as of October of 2019.

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Retention Rates for CACREP-Aligned Program, by Degree and Delivery Method

	Retention Rate
School Counseling – Traditional Track	78.70%
Online	79.60%
Face-to-Face	66.70%
School Counseling – Licensure Track	88.20%
Clinical Mental Health Counseling	81.40%
<b>TOTAL PROGRAM:</b>	<b>80.10%</b>

Source: Gatekeeping Log, maintained by Counselor Education Department

Note: School Counseling – Licensure Track and Clinical Mental Health Counseling are Face-to-Face delivery, only.

Graduate Data

All Graduates prior to 2020 are students in the Master of Arts in Counseling (MAC) Program. Beginning Fall 2017, no new students have been admitted to the MAC program. The MAC Program will be phased out by 2023. All students who have enrolled since Fall 2017 are part of the CACREP-Aligned program and will earn a Master of Arts in Clinical Mental Health Counseling (MA-CMHC) or a Master of Arts in School Counseling (MA-SC) degree. The first graduates of the CACREP-Aligned program have an anticipated graduation date of Spring 2020. Graduation rates for MAC students for the previous three academic years is depicted below.

Number of Graduates for Previous 3 Academic Years (MAC Program)

	CMHC	School		Total
	Face-to-Face	Face-to-Face	Online	
<b>SU 2016 – SP 2017</b>	30	36	14	<b>80</b>
<b>SU 2017 – SP 2018</b>	29	25	<b>29</b>	<b>83</b>
<b>SU 2018 – SP 2019</b>	17	10	<b>23</b>	<b>50</b>
<b>Total</b>	<b>76</b>	<b>71</b>	<b>66</b>	<b>213</b>

Source: Graduate Reports, provided by MBU Campus Management Systems (CAMS) Data Management Director

*Graduates’ Average Time to Complete Degree (MAC)*

Over the past three academic years (2016 – 2019), the only students to graduate from the program graduated with Master of Arts in Counseling (MAC) degrees. The average time for students to complete their degree was 3.4 years.

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### MAC Students' Average Time to Complete Degree (2016 – 2019)

3.4 Years

*Source: Graduate Reports, provided by MBU Campus Management Systems (CAMS) Data Management Director*

#### ***Graduates' Average Time to Complete Degree (MA-CMHC / MA-SC)***

The average time for students to complete a MA-CMHC or MA-SC degree is not currently available for our CACREP-Aligned program students. The CACREP-Aligned program has not yet graduated the first cohort of students. Graduate statistics will be reported in 2019-2020 Annual Report, once the first cohort of CACREP-Aligned program students graduate in the Spring of 2020.

#### ***Employment Facts***

- 35% of Spring 2019 graduates (graduates of the MAC program) found employment in the counseling field prior to graduation.

*Source: Graduating Student Survey*

## **Comprehensive Exit Exam Data**

The Counselor Education Department utilizes state- and nationally-norm referenced examinations as exit exam criteria for students.

#### ***CACREP-Aligned Program***

Students in the CACREP-Aligned program are required to pass their comprehensive certification and licensing exams prior to graduating from the program. Students pursuing a degree in Clinical Mental Health must pass the Counselor Preparation Comprehensive Examination (CPCE) with a score of 90 or greater; students pursuing a degree in School Counseling (Traditional or Licensure Path) must pass the Missouri Content Area (MoCA) – School Counseling exam with a score of 220 or greater.

No students from the CACREP-Aligned program completed the exit exams during the 2018-2019 academic year. The first students will graduate from the program in the spring of 2019. CACREP-Aligned Comprehensive exit exam program data will be published in the 2019-2020 annual report.

Preliminary exit exam data is available for CACREP-Aligned school counseling students who completed the MoCA prior to October 15, 2019. This information is presented in the table on the following page.

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Preliminary Exit Exam Scores: Fall 2019 (CACREP-Aligned Program)

Exam	Score Required to Pass	Number of Students Completing Exam	National or State Average	MBU Average Score (Best Attempt)	First Attempt Pass Rate
<b>MoCA</b>	220	Low n	Low N	N/A	<b>83%</b>

*Official scores unavailable at time of report. Pass rate based on student self-report.*

**MAC Program**

MAC Program students pursuing a CMHC degree were required to complete the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. MAC Program students pursuing a School Counseling degree were required to complete the Missouri Comprehensive Assessment – School Counseling (MoCA #56) prior to graduation. The MoCA is the school counseling certification exam for the state of Missouri.

**Exit Exam Scores: Summer 2018 – Spring 2019 (MAC Program)**

Exam	Score Required to Pass*	Number of Students Completing Exam	National or State Average	MBU Average Score	First Attempt Pass Rate
<b>CPCE*</b>	N/A**	36	87.91	75.75	N/A**
<b>MoCA</b>	220	35	241	236.5	81%

*Sources: EdReports Results Analyzer (MoCA – Counselor Subtest); Center for Credentialing and Education Secure Download Portal (CPCE).*

*\*CPCE scores reported for all January 2018 through October 2019 due to low number of test-takers during Summer 2018- Spring 2019 academic year*

*\*\* Under the MAC Program, students were only required to complete the CPCE in order to graduate. There was no set score to determine if students passed the exam; therefore, the Pass Rate cannot be calculated.*

**Stakeholder Perception Data**

The Counselor Education Department regularly and systematically solicits feedback from key stakeholders in an effort to improve the counseling program. Counselor Education program graduates are a critical stakeholder group. Graduates’ perceptions of the program are listed below.

**Graduate Perception Survey 2019**

Each year, the Counselor Education Department conducts a comprehensive survey of its recent graduates (6-18 months post-grad) and asks questions related to the curriculum, program objectives, and students’ overall preparedness to work in the counseling field. The information on the following pages highlights key results of the 2019 Graduate Perception Survey.

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**Core Curriculum** – Graduates were asked to Evaluate how well the Counseling Program prepared them to understand and apply eight core areas of the counseling profession. Approximately 60% of Spring 2019 graduates responded to the survey. According to these graduates:

- 95% agree or strongly agree that the program prepared them with the helping skills necessary to work with clients/ students
- 90% agree or strongly agree that the program prepared them to be multiculturally competent practitioners
- 95% agree or strongly agree that the program prepared them to identify barriers to client/ student success, and advocate for clients/ students
- 95% of agree or strongly agree that the program prepared them to understand and apply knowledge of human development in their work with students/ clients
- 95% of agree or strongly agree that the program prepared them with the knowledge of career planning and development necessary to conduct career counseling with clients/ students
- 90% of agree or strongly agree that the program prepared them with knowledge of theories, techniques, and counseling strategies necessary to work with clients/ students
- 95% of agree or strongly agree that the program prepared them with the skills necessary to conduct group counseling with clients/ students
- 90% of agree or strongly agree that the program prepared them to utilize appropriate assessment tools in their work with clients/ students
- 95% of agree or strongly agree that the program prepared them to identify and apply evidence-based counseling programs, interventions, and practices in their work with clients/ students
- 95% of agree or strongly agree that the program prepared them to use data to evaluate counseling programs, interventions, and practices

93% of School Counseling graduates agreed that the School Counseling Program prepared them to design, implement, manage, deliver, and evaluate a Comprehensive School Counseling Program.

Graduates rated the School Counseling program highest in preparing them with the following knowledge/ skills:

- Ability to manage a Comprehensive School Counseling Program
- Ability to lead a Comprehensive School Counseling Program
- Ability to effectively implement responsive services
- Ability to perform crisis counseling

Graduates rated the School Counseling Program lowest in preparing them with the following:

- Delivery of the School Counseling Curriculum
- Use of technology to design and manage the school counseling program

86% of Clinical Mental Health Counseling graduates agreed that the CMHC Program prepared them to apply the knowledge and skills necessary to practice clinical mental health counseling in

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a private or agency setting.

Graduates rated the CMHC program highest in preparing them with the following knowledge/skills:

- Ability to identify and diagnose mental health concerns and disorders
- Ability to develop effective treatment plans

Graduates rated the CMHC Program lowest in preparing them with the following:

- Knowledge of classifications, indications, and contraindications of commonly used and prescribed psychopharmacological medications
- Understanding and application of third-party reimbursement

Graduates rated the following as overall strengths of the program:

- Quality of professors
- Interactions with/ relationships with professors
- Flexible course scheduling

Graduates indicated the following as areas for improvement in the program:

- Emphasis and instruction on school counseling portfolio earlier in the program (School Counseling Portfolio is a capstone project completed by school counseling students. Students are required to complete and pass portfolio as part of MBU's articulation agreement with the Missouri Department of Elementary and Secondary Education)
- More preparation and assistance preparing for and securing employment in the field

### Program Improvements

Each year, as part of the formative review process, the counseling program assesses areas of weakness and makes data-informed improvements to enhance the quality of the program. Over the course of the 2018-2019 academic year, the Counseling Department initiated the following program improvements:

In response to aggregate student assessment data:

- Revised program objectives and goals with input from stakeholders. Assessment data indicated that Key Performance assignments did not measure student progress toward reaching objectives. New objectives and goals were developed to align with curriculum.
- Added content to Key Performance Indicator assignments to be more consistent with new objectives.
- Moved *COUN 5143 Multicultural Counseling* from an 8-week summer course to a 16-week fall semester course.
- Added instruction/ activities in use of technology in counseling to *COUN 5123 Foundations of School Counseling* and *COUN 5213 School Counseling Program Implementation and Leadership*.

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- Combined *COUN 5122 Counseling Skills and Techniques Course* and *COUN 5121 Counseling Skills Lab* into a single course, *COUN 5163 Counseling Skills and Techniques*; combined *COUN 5222 Group Counseling* and *COUN 5221 Group Counseling Lab* into a single course, *COUN 5283 Group Counseling*. This change was made after reviewing student data and recognizing that a student who failed the lab part of the course would have to retake the lab portion of the course, but not the actual class portion of the course.
- Moved *COUN 5283 Group Counseling* to fall of year three, so students would take the course at the same time as they complete their first internship course. This allows students to learn about groups while in a setting where they are able to put group skills to practice. This also allows for better, more consistent monitoring to ensure students meet the CACREP requirement to lead or co-lead 10 hours of group counseling over the course of their practicum and internships.

### In response to high full-time-equivalent student to full-time-equivalent faculty ratios:

- Accepted fewer students for the Fall 2019 semester.
- Hired more qualified adjuncts, tripling the number of adjuncts who taught courses from the 2017-2018 academic year.

### In response to applicant and enrollment quality data:

- Revised applicant interview protocol and enforced more stringent interview requirements in an effort to identify the highest quality candidates.
- Began tracking student GPA data for fall 2019.

### In response to inconsistencies in enrollment, remediation, retention and on-time graduation data:

- Began internally tracking all student enrollment, remediation, retention, and graduation data. Prior to the 2018-2019 academic year, the Counseling Department relied on student data pulled from the Campus Management System (CAMS). This data was inconsistent and led to inaccurate enrollment, remediation, retention, and graduation numbers. Tracking in-house has led to a more accurate count and eliminated issues with students registering for classes they were not prepared for or authorized to complete.
- Revised process for enrolling new students. The Office of Graduate Admissions now enrolls students in their first semester of courses. This eliminates issues in inconsistent enrollment stemming from miscommunications between admissions, advising, and the student.
- Revised summer schedule so students can plan ahead for summer course offerings. Retention and preliminary on-time graduation rates for CACREP-Aligned program students indicate that students were inconsistently informed about summer courses, and neglected to take courses because they believed these courses would be offered during the spring and fall semesters. This impacted student retention and had the possibility to delay graduation.

### In response to student evaluations of faculty and courses (not reported in Annual Report):

- Updated the degree sheet to allow students a better picture of their future coursework. The new degree sheet breaks down courses by semester and year.





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- Added an assignment to *COUN 5103 Foundations of Clinical Mental Health Counseling* and *COUN 5123 Foundations of School Counseling* in which students review and complete their degree sheet and make a plan for completing courses throughout their program.
- Made changes to faculty and staff contracts based on student feedback.

### In response to areas of program weakness identified by graduating students and graduates:

- Added instruction in third-party reimbursement to *COUN 5233 Couples and Family Counseling*, *5253 Counseling Practicum*, *COUN 5343 Counseling Licensure Internship I*, and *COUN 5343 Counseling Licensure Internship II*.
- Redesigned the Foundations of School Counseling and Legal, Ethical, and Professional Issues in Counseling courses to include additional instruction and preparation so students can successfully complete their School Counseling Portfolio. Students in the new CACREP-aligned program complete these two courses in their first or second semester.

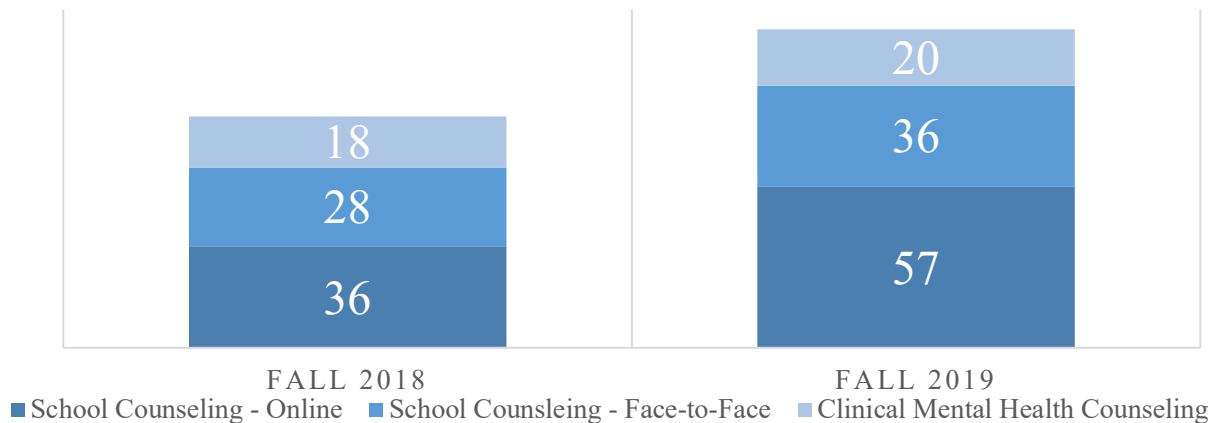
## Looking Ahead

As of October 15, 2019, the Counselor Education Department has enrolled a new cohort of students into the CACREP-Aligned program. This cohort, Cohort 4, represents a diverse pool of students.

### *2019 – 2020 Applicants*

Recruiting efforts from the Office of Graduate Admissions during the Spring and Summer of 2019 yielded a large pool of qualified applicants. During the fall of 2019, the Counseling Department received and reviewed applications from 113 candidates (57 School Counseling – Online; 36 School Counseling – Face-to-Face; 20 Clinical Mental Health Counseling). These applicant numbers for fall 2019 are substantially higher than the numbers from the fall of the previous year. The Department anticipates strong applicant numbers going forward.

**CACREP-Aligned Applicant Data - Fall 2018 vs. Fall 2019**



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In an effort to better gauge the quality of applicants, the Counselor Education Department collected applicants' undergraduate Grade Point Average (GPA) data for the first time in the fall of 2019. The table below depicts GPA statistics for fall 2019 newly enrolled students. In future semesters, the program will examine whether there is a correlation between undergraduate GPA and Counseling Program GPA/ performance on Key Performance Assessments.

### GPA Data for Fall 2019 Newly Enrolled Students

Track	Mean
CMHC	3.350
School	3.216
<b>TOTAL</b>	<b>3.233</b>

### *Advisory Council*

The Counselor Education Department will host its first Counseling Advisory Council meeting in November. Representatives from various stakeholder groups, representing the student body, university community, practitioners, site-supervisors, alumni, and agency/school counseling directors, have been invited to participate. Topics on the agenda for the inaugural meeting include a review of the annual report and vital statistics, review of program goals and objectives, discussion of stakeholders' perceptions of the program's reputation and ability to prepare qualified practitioners, and a discussion of current trends impacting the profession.

### *Graduate Employment*

In response to employment data from the 2018-2019 academic year, the Counselor Education Department is in the process of realigning the internship courses to include instruction and practice in resume writing, interview preparation, and job application. The Department intends to offer a career preparation seminar for Spring 2020 graduates.

### *Student Remediation and Gatekeeping*

In prior academic years, the Counselor Education Department did not track individual or aggregate student dispositions. The Department has developed a new process for monitoring student dispositions. As part of the new process, students now have the opportunity to gain support from counseling faculty to remediate areas of weakness.

### *Student Advising*

The Counselor Education Department lobbied for a new advising process, which should take effect during the 2019-2020 academic year. Under the new process, students will be able to register themselves for classes, rather than registering through a Graduate Advisor. A new Graduate Advisor has been assigned to the Department and has been tasked with facilitating the process. The advisor will still be available to answer student questions and help students with course and schedule issues. The Department believes the new process will allow students to take greater ownership over their counseling education and preparation and limit graduation delays.

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### Program Recommendations/ Areas Still in Need of Improvement

The Counselor Education Department continues to review program data as part of the formative and annual review process. There are several areas within the program that continue to need additional improvement. The Department is working to address these areas of weakness by proposing the following:

- The Department has requested that the university provide funding in order to hire more faculty in order to reduce faculty-to-student ratios without compromising quality of instruction and faculty-student relationships.
- The Department has requested that adjunct salaries be increased to be in-line with state averages in an attempt to attract quality adjuncts and further reduce faculty-to-student ratios.
- The Department is working with Graduate Admissions and others to revise the demographic and student data maintained by the university's student information management system so that the department can better understand its applicants and intentionally recruit diverse populations of students. Additionally, the Department is continuing to track expanded demographic categories via internal data tracking systems.
- The Department does not have complete data for a group of students who have completed the new CACREP-Aligned program. The first group of students will graduate in the Spring of 2020. The Department will complete a thorough assessment of this group of students and make additional program recommendations based on student feedback and graduation, employment, and exit-exam data.
- The Department is committed to putting together a Diversity Action Plan during the 2019-2020 academic year. The Diversity Action Plan will lay out a process for attracting, retaining, and graduating diverse counseling students.

The Department will report on progress toward implementing new improvements in the 2019-2020 Annual Report.



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## WE ARE EQUIPPING YOU TO HEAL YOUR WORLD

Missouri Baptist University's Graduate Department of Counselor Education exists to train graduate level counselors through rigorous academic and hands-on clinical instruction. We seek to develop conscientious, professional, and highly skilled counselors who promote and facilitate the personal growth, development, and empowerment of the clients and students they serve. The Counselor Education Department is rooted in our Christian faith that calls us to love God and love one another.