



**Counselor Education Department  
Annual Report  
2019-2020 Academic Year**

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# Counselor Education Department Annual Report Academic Year 2019-2020

## Executive Summary

During the 2019-2020 academic year, the Missouri Baptist University Counselor Education Department continued to work to improve program offerings in response to student outcome and stakeholder perception data. The overall purpose and objective of the Counselor Education Department is, and continues to be, to prepare our students for success in their chosen counseling field. The 2019-2020 Annual Report reflects the Counselor Education Department's efforts to improve student and program outcomes and demonstrates the Department's commitment to ensuring transparency for all stakeholders. The Annual Report includes detailed information about enrollment, retention, graduation, employment, assessment, and perception data. The report also includes information about program changes made in response to data collected during the 2018-2019 and 2019-2020 academic years. Highlights of the 2018-2019 report include:

### Enrollment Data:

- 69 new students; 148 full-time equivalent students total

### Core Faculty and Full-Time Equivalent (FTE) Ratios:

- 58.3% of courses taught by core faculty
- 14.1:1 overall ratio of FTE students to FTE faculty

### Retention, Graduation, and Employment Data:

- 69.2% overall retention rate
- 73.3% on-time (< 3 yrs.) graduation rate
- Average of 2.74 years to complete degree
- 87% of Spring 2020 graduates employed in field within three months of graduation

### Exit Exam Data:

- 92% pass rate on Missouri Competency Area (MoCA) exam for school counselors
- 83.3% pass rate on Counselor Preparation Comprehension Examination (CPCE) or MBU Counseling Comprehensive Exam\*

\*developed in response to COVID-19 test-center closures

The Annual Report that follows provides detailed descriptions of these highlights and additional information relevant to the Counseling Program.

## **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. The first graduates from this CACREP-Aligned program conferred their degrees in the Spring of 2020, just over two and a half years from the date of entry.

The Counselor Education Department's mission statement, program goals, and objectives 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.
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 Department

**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* or *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.

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.



Counselor Education Department

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 began conferring their degrees in the Spring of 2020. The chart below describes the degree options and specifications.

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 synchronous (main campus or livestream) 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="626 415 1019 865"> <p><b>Traditional Track</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered asynchronous (online) or synchronous (main campus or livestream) delivery</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul> </td> <td data-bbox="1042 415 1435 865"> <p><b>Licensure Track</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via synchronous (main campus or livestream) 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 Track</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered asynchronous (online) or synchronous (main campus or livestream) delivery</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul>	<p><b>Licensure Track</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via synchronous (main campus or livestream) 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 Track</b></p> <ul style="list-style-type: none"> <li>• 51 Credit Hours</li> <li>• Offered asynchronous (online) or synchronous (main campus or livestream) delivery</li> <li>• Prepares students for certification and work as P-12 School Counselors in the state of Missouri.</li> </ul>	<p><b>Licensure Track</b></p> <ul style="list-style-type: none"> <li>• 60 Credit Hours</li> <li>• Offered via synchronous (main campus or livestream) 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 2020, fewer than 10 students are still actively working toward their MAC degree.

**Course Delivery Methods**

The Counselor Education Department offers two delivery methods for students wishing to complete a counseling degree: synchronous (main campus or livestream using Zoom) and asynchronous (online using Canvas, MBU’s learning management system). School Counseling (Traditional Track) students may complete their courses either via synchronous or asynchronous methods. School Counseling (Licensure Track) and Clinical Mental Health students must complete their coursework via a synchronous method. All students, regardless of track, complete field experience courses using a synchronous method. In March of 2020, all main campus classes transitioned to livestream Zoom classes due to safety and health concerns amidst the COVID-19 pandemic.

**Department Faculty and Staff**

The Counselor Education Department employs six full-time faculty members 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.

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

\*Non-core faculty

†Part-time, non-core faculty

*Note: Following the 2019-2020 academic and contract year, Dr. Laura Rauscher left the Counselor Education Department, and Dr. Lekesha Davis and Professor Andrea Cox joined the Counselor Education Department as full-time faculty members.*

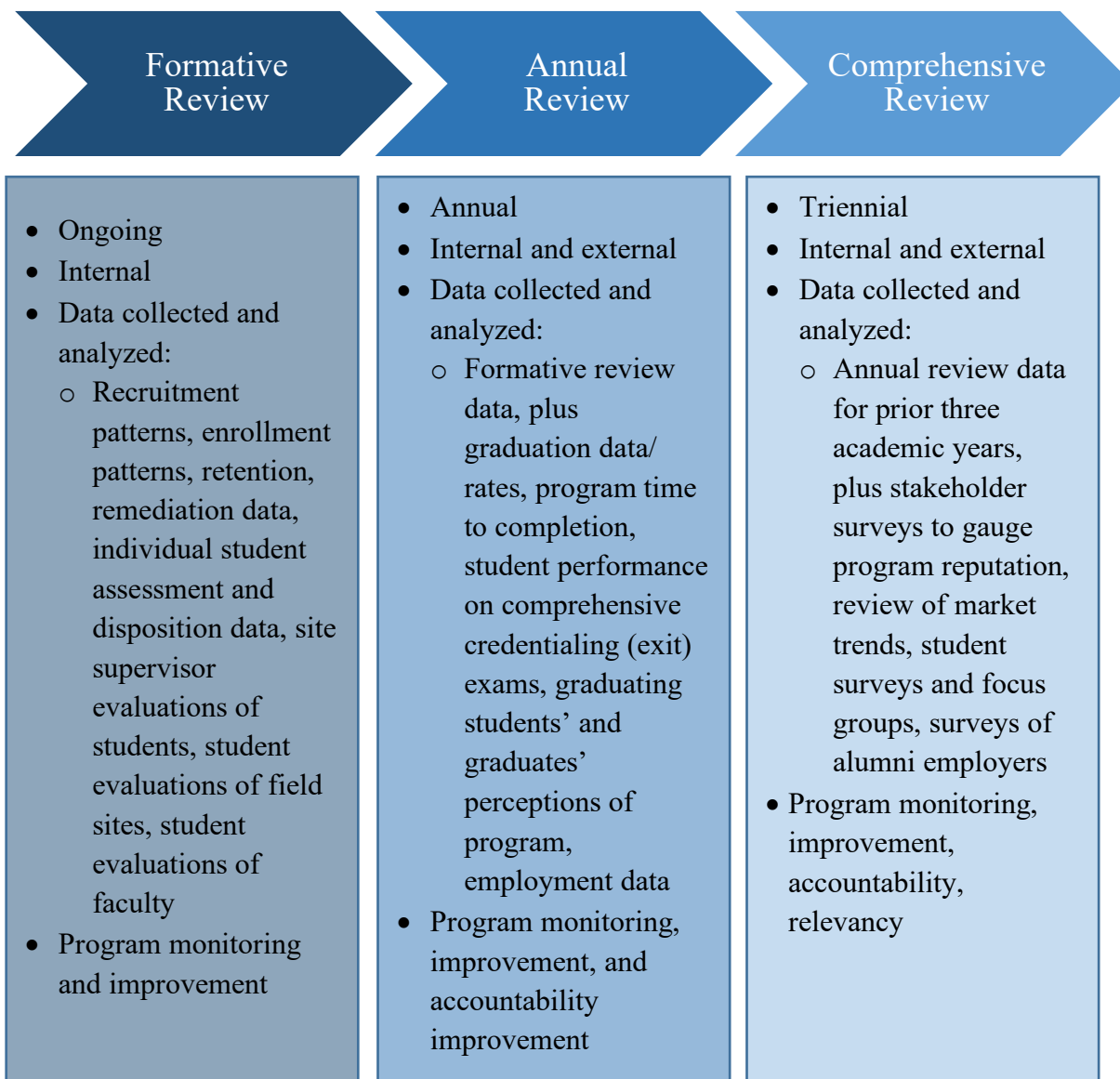
## Program Evaluation Information

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.



Counselor Education Department

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 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 2019-2020 academic year, recruiting and admissions representatives utilized an aggressive inbound marketing strategy to recruit graduate students. Due to COVID-19, many of our regular recruitment events were cancelled. In efforts to recruit remotely, we collaborated with the Office of University Communications to increase social media presence. In addition, we partnered with the Black Male Educators of St. Louis to promote our programs at their annual conference just prior to the COVID-19 outbreak. The enrollment counselors were also able to recruit at the MBU Senior Salute Day, MBU Graduate Open House, and the MBU Career Fair. All other planned recruitment efforts were cancelled.

Furthermore, the Office of Graduate Admissions runs advertisements through the Graduate Diversity Recruitment Brochure, which reaches an estimated 1000+ local, state, and national minority academic and professional organizations/associations.

### **Applicant Data**

Over the 2019-2020 Academic year, the Office of Graduate Admissions received 163 applications. The table below depicts the applicant breakdown, by semester and program track, for the 2019-2020 academic year.

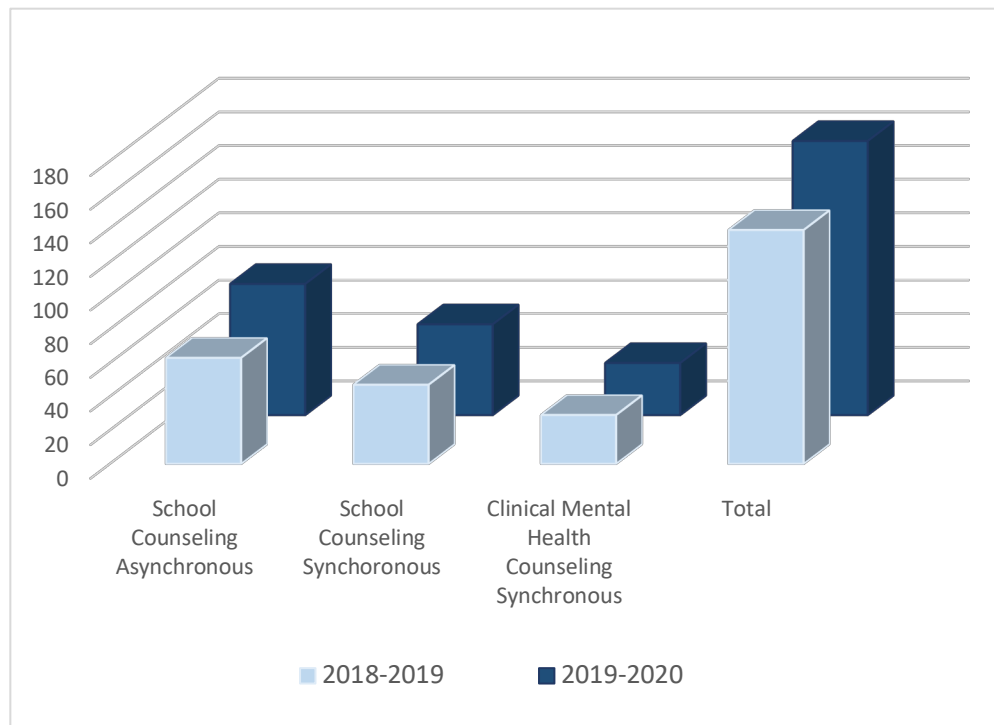
**CACREP-Aligned Program Applicants – 2019-2020 Academic Year**

	School Counseling (Asynchronous)	School Counseling (Synchronous)	Clinical Mental Health Counseling (Synchronous)	TOTAL
<b>Fall 2019</b>	54	33	16	<b>103</b>
<b>Spring 2020</b>	20	17	12	<b>49</b>
<b>Summer 2020</b>	4	4	3	<b>11</b>
<b>TOTAL 2019-2020</b>	<b>78</b>	<b>54</b>	<b>31</b>	<b>163</b>

*Source: Office of Graduate Admissions Applicant Data*



2019-2020 Applicants by Program Track



Source: Office of Graduate Admissions Applicant Data

## Enrollment Data

### **CACREP-Aligned Program Enrollment Data**

The Department enrolled 69 of the 163 applicants (42.3%) during the 2019-2020 academic year. These students are part of the fourth cohort of students to go through the CACREP-Aligned program. The breakdown of new student enrollments for the academic year is depicted below. The new student enrollment depicts the program track and delivery method the newly enrolled student selected at time of admission. Students occasionally change program tracks throughout their enrollment in the program. Additionally, students frequently transition to other delivery methods, depending on personal preferences, scheduling, and course offerings.



Counselor Education Department

**New Enrollment Numbers: Fall 2019 – Spring 2020\* (Cohort 4)  
by Degree Offering and Delivery Platform**

Number of New Students by Degree Offering and Delivery Platform	
CMHC – Synchronous	11
School (licensure track) - Synchronous	19
School (traditional) - Synchronous	9
School (traditional) - Asynchronous	30

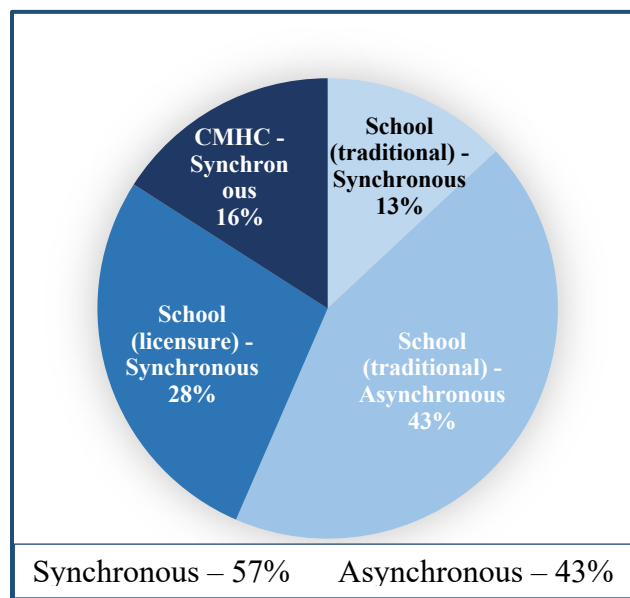
Number of New Students by Degree Offering	
Total School (Licensure + Traditional)	58
Total CMHC	11

<b>Total New Enrollment 2019-2020</b>	<b>69</b>
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*Source: Office of Graduate Admissions Applicant and Admissions Data, internal student gatekeeping reports.*

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

**New Enrollment Percentages: by Degree Offering and Delivery Platform**



**Total Student Enrollment**

Cohort 4, who began the program in the 2019-2020 academic year, joined existing 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 on the following page.

**Total CACREP-Aligned Student Count  
(Includes Full-Time, Part-Time, and Overload Student Enrollment)**

	Fall 2019	Spring 2020	Summer 2020*
<b>Main Campus</b>			
Full Time	26	34	20
Part Time	23	8	16
Overload	0	9	0
<b>Online Synchronous (Livestream)</b>			
Full Time	53	54	21
Part Time	36	50	33
Overload	0	8	0
<b>Online Asynchronous</b>			
Full Time	46	21	20
Part Time	6	33	36
Overload	0	1	0

Full-Time load for Fall/Spring is considered 6 credits; Part-Time load for Fall/Spring is considered 3 credits.  
 \*Full-Time load for Summer is considered 12 credits; Part-time load for Summer is considered 9 credits or less.  
 Students must receive special permission from the Department to complete an overload.  
 Source: CAMS Student Enrollment Reports

**Full-Time Equivalent Student Enrollment by Delivery Method**

	Fall 2019	Spring 2020	Summer 2020*	2019-2020 Academic Year Average FTE
Main Campus	37.5	51.5	28.75	39.25
Online Synchronous (Livestream)	71	91	36.5	66.17
Online Asynchronous	49	39	41.5	43.17
<b>Total Program Student FTE</b>	<b>157.5</b>	<b>181.5</b>	<b>106.75</b>	<b>148.58</b>

Full-time-equivalent (FTE) student enrollment is calculated by dividing the number of credits completed by students in each delivery method and dividing by a full-time credit load of 6 credit hours in Fall/Spring semesters and 12 credit hours in the Summer semester.  
 Source: CAMS Student Enrollment Reports

**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 2019-2020 academic year, the Counselor Education Department employed:

- Five core faculty members
- One full-time non-core faculty member
- One part-time faculty member
- 9 adjuncts, who taught at various points throughout the academic year.





Counselor Education Department

The Counselor Education Department is committed to ensuring that at least 50% of all courses taught are taught by core faculty. The table below depicts the number of courses taught by core and non-core faculty throughout the 2019-2020 academic year, broken down by semester and program delivery method. The Department calculates ratios by delivery method to ensure that, regardless of delivery method a student pursues, they have equitable access to core faculty resources.

**CACREP-Aligned Course Credits Taught by Core vs. Non-Core Faculty  
2019-2020 Academic Year**

	Fall 2019			Spring 2020			Summer 2020			2019-2020 Academic Year Average FTE		
	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core
Main Campus	3	5	37.5%	8	4	66.7%	6	4	60.0%	17	13	56.7%
Online Sync. (Live-Stream)	6	6	50%	9	12	42.9%	5	7	41.7%	20	25	44.4%
Online Async.	6	1	85.7%	8	0	100%	9	4	69.2%	23	5	82.1%
<b>TOTAL</b>	<b>15</b>	<b>12</b>	<b>55.6%</b>	<b>25</b>	<b>16</b>	<b>61.0%</b>	<b>20</b>	<b>15</b>	<b>57.1%</b>	<b>60</b>	<b>43</b>	<b>58.3%</b>

Source: MBU Campus Management Systems (CAMS) Course Rosters

**Full-Time Equivalent Faculty by Delivery Method**

Each core and non-core faculty member teaches courses across each delivery method. Each full-time faculty member has a nine-credit contracted teaching load during fall and spring semesters, and three credit teaching load during the summer semester. Accordingly, nine credits is considered full-time equivalent (FTE) for faculty for fall and spring semesters; three credits is considered FTE for summer semester. Each class that an adjunct or part-time faculty member teaches is counted as one-third of an FTE for fall and spring semesters (one three-credit course divided by a nine-credit full-time equivalent), and as one full FTE for summer (one three credit course divided by a three-credit full-time equivalent) up to one full FTE. Instructors who teach overloads (more than nine credits during fall and spring or more than three credits during summer) are counted only as one FTE. If a faculty member taught courses in more than one delivery method, their percent of total effort in each method is included (for example, if faculty member A taught three courses in spring, one on main campus and two online synchronous, then the count as .33 of an FTE for main campus and .67 of an FTE for online synchronous). The table on the following page depicts the FTEs for the 2019-2020 academic year.

**Full-Time Equivalent Faculty by Delivery Method**

	Fall 2019	Spring 2020	Summer 2020*	2019-2020 Academic Year Average FTE
Main Campus	2.42	2.85	4.51	3.62
Online Synchronous (Livestream)	3.51	5.54	4.87	4.64
Online Asynchronous	1.75	1.62	4.62	2.64
<b>Total Program Faculty FTE</b>	<b>7.67</b>	<b>10.0</b>	<b>14.0</b>	<b>10.57</b>

*Source: MBU Campus Management Systems (CAMS) Course Rosters, Graduate Contract Teaching Loads*

**Student-to-Faculty Ratios**

The Counselor Education Department strives to maintain a student-to-faculty ratio of 12:1 across all delivery methods. The table below depicts the breakdown of full-time-equivalent (FTE) students to full-time-equivalent (FTE) faculty by delivery method for the 2019-2020 academic year.

**Full-Time Equivalent Students to Full-Time Faculty Ratios by Delivery Method**

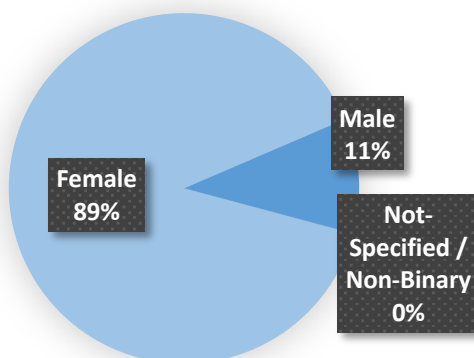
<i>Full-time equivalent students per one full-time equivalent faculty</i>	Fall 2019	Spring 2020	Summer 2020*	2019-2020 Academic Year
Main Campus	15.5	18.1	6.4	10.8
Online Synchronous (Livestream)	20.2	16.4	7.5	14.3
Online Asynchronous	28.0	24.1	9.0	16.4
<b>Total Student to Faculty FTE</b>	<b>20.5</b>	<b>18.2</b>	<b>7.6</b>	<b>14.1</b>

*Note: FTE Student to FTE Faculty ratio is calculated by dividing FTE students by FTE faculty assigned to each delivery method, each semester.*

## Demographic Information

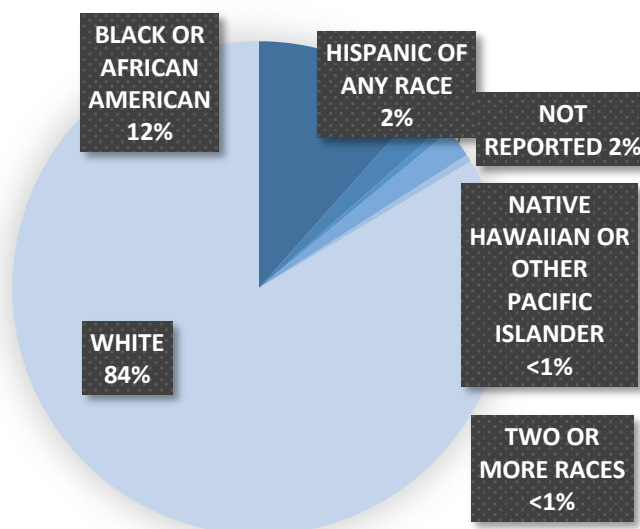
The Counselor Education Department strives to recruit and retain a diverse population of counseling students. The charts below display the demographic composition of all students enrolled in the CACREP-Aligned and MAC programs throughout the 2019-2020 academic year.

### Self-Reported Gender Identity



*Note: This chart represents reported gender demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the Fall 2019 – Summer 2020 academic year.  
Source: CAMS Student Information Report*

### Self-Reported Race/Ethnicity

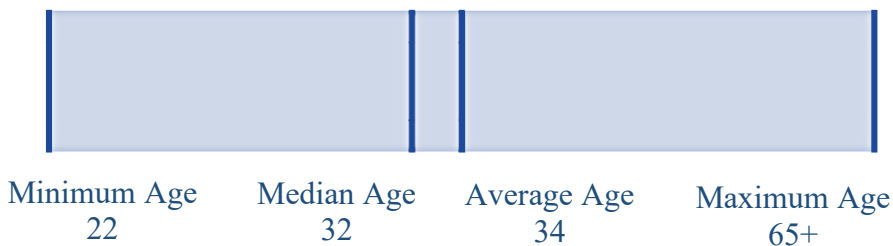


*Note: This chart represents reported race / ethnicity demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the Fall 2019 – Summer 2020 academic year.  
Source: CAMS Student Information Report*



Counselor Education Department

Reported Age Demographics



Note: This chart represents reported age demographic information for ALL counseling students (MAC and CACREP) enrolled at any point throughout the Fall 2019 – Summer 2020 academic year.

Source: CAMS Student Information Report

**Retention Data**

The Counselor Education Department works diligently to retain qualified students. The table below depicts the static retention rates for Cohorts one, two, three, and four (students admitted from Fall 2017 to Spring 2020) 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 2020.

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

	Retention Rate
School Counseling – Traditional Track	72.00%
Online Asynchronous	75.61%
Synchronous (Main Campus or Livestream)	66.67%
School Counseling – Licensure Track Synchronous (Main Campus or Livestream)	76.39%
Clinical Mental Health Counseling Track Synchronous (Main Campus or Livestream)	76.92%
<b>TOTAL PROGRAM:</b>	<b>69.20%</b>

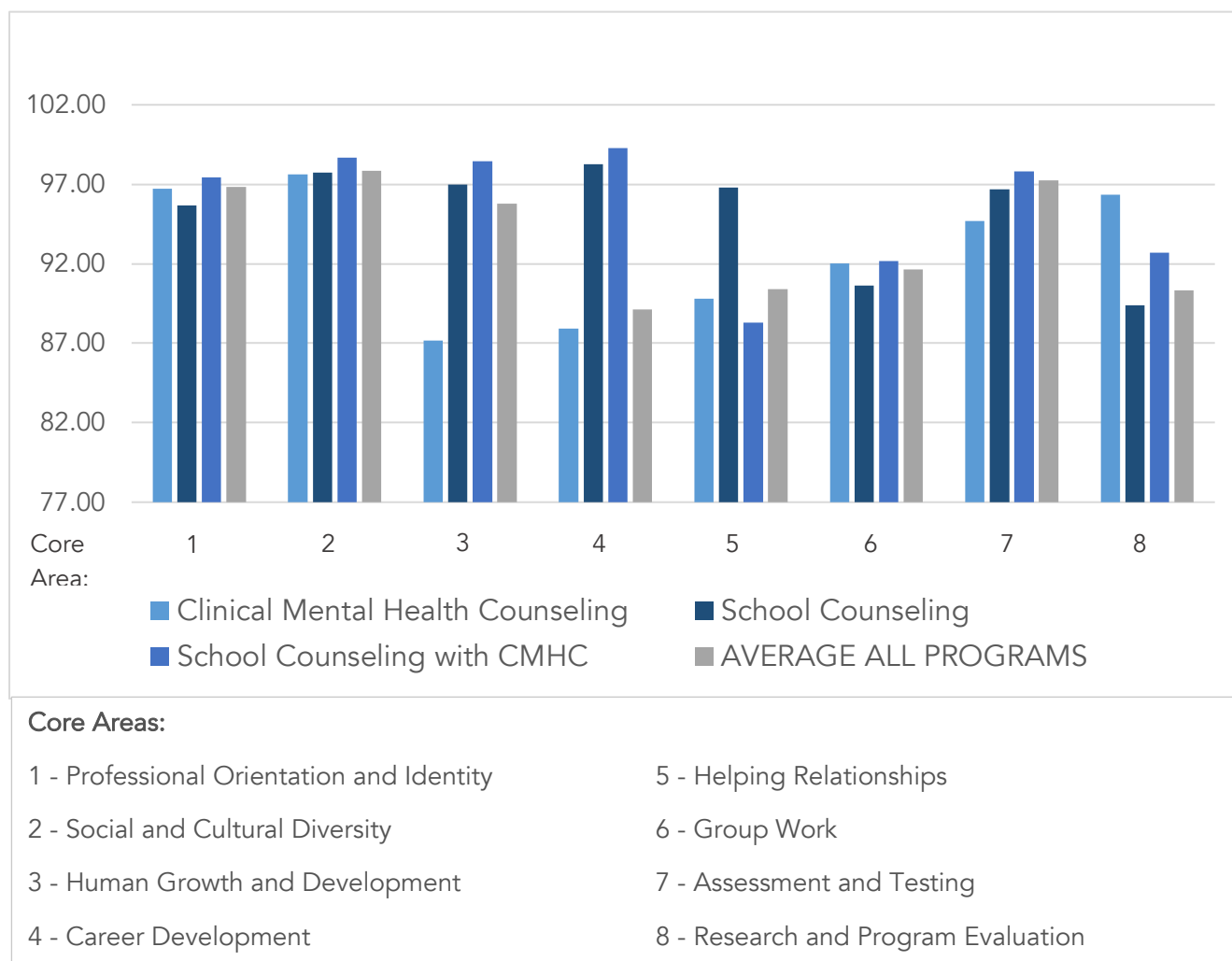
Note: School Counseling – Licensure Track and Clinical Mental Health Counseling are synchronous delivery, only.

Source: Gatekeeping Log, maintained by Counselor Education Department; Graduate and Retention Data Internal Report

## Assessment Data

The Counselor Education Department collects and analyzes individual student data on Key Performance Indicator (KPI) assignments across each of the eight CACREP Core Areas. The following table depicts average student outcomes on the eight CACREP Core Areas during the 2019-2020 academic year. There are at least two KPI assignments per Core Area. Students are expected to score an 85% or higher on KPI assignments. Lower scores warrant full or provisional remediation, depending on overall course performance. (Note: Specialty Area outcomes not included for 2019-2020.)

**Average Student Outcomes on Eight Core Areas**



## Comprehensive Exit Exam Data

The Counselor Education Department utilizes state- and nationally-norm referenced examinations as exit exam criteria for students. All students in the CACREP-Aligned program complete certification and licensing exams prior to graduating from the program. Students pursuing a degree in Clinical Mental Health complete the Counselor Preparation Comprehensive Examination (CPCE); students pursuing a degree in School Counseling (Traditional or Licensure Path) complete the Missouri Educator Gateway Assessment – Missouri Content Area (MoCA): School Counseling exam.

Due to testing center closures as a result of the COVID-19 pandemic, a significant number of Spring and Summer 2020 graduates were unable to complete the CPCE prior to graduating. In place of the CPCE, Counselor Education Department faculty developed a 200-question comprehensive exam that mirrored the eight core sections of the CPCE.

The tables below depict exit exam pass rates and scores for the CPCE, MoCA, and Comprehensive Exam.

### Missouri Content Area Assessment (MoCA) Scores

Exam	Score Required to Pass	Number of Students Completing Exam	State Average	MBU Average Score	First Attempt Pass Rate	Overall Pass Rate
MoCA	220	25	234.6	242.6	84.0%	92.0%

*Source: EdReports 2019-2020 Content Area Score Downloads for test 056 - Counselor*



Counselor Education Department

CPCE and Comprehensive Exam Scores

Exam	Score Required to Pass	Number of Students Completing Exam	National or State Average	MBU Average Score	First Attempt Pass Rate	Overall Pass Rate
CPCE*	varies	16	varies	85.7	62.5%	62.5%
MBU Comp Exam	136**	6	N/A	147.8	83.3%	83.3%

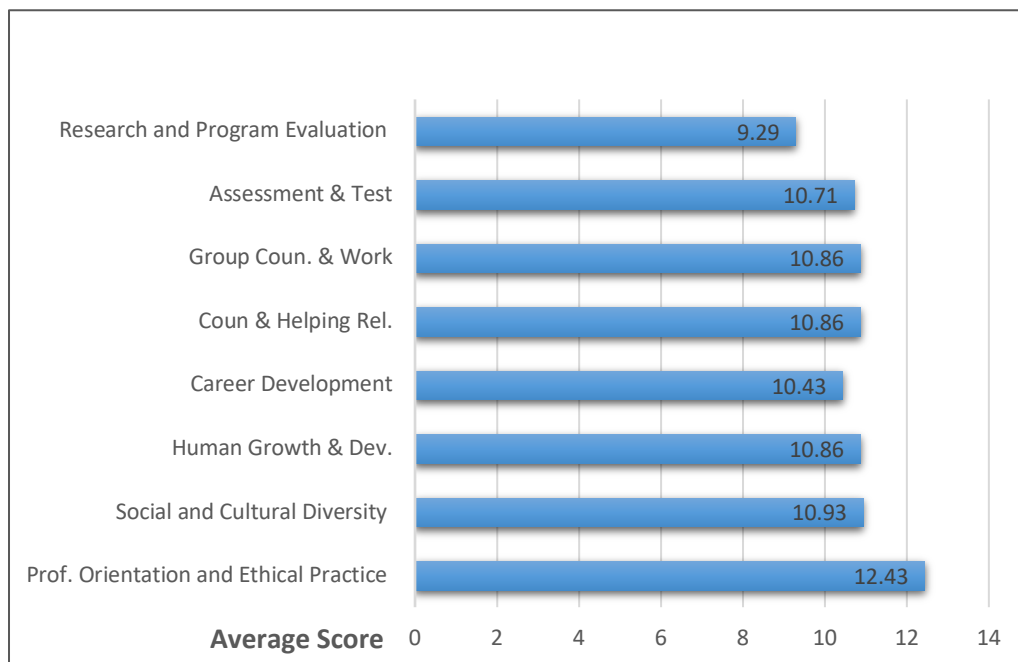
\* The CPCE is administered at multiple points throughout the academic year, and there are many versions of the test. Each version of the CPCE includes questions in development that are not counted for the final score. Accordingly, there is not a set national average score on the CPCE. To pass the exam, a student must score a nine or higher on each of the eight competency sections, and at least .25 standard deviations below the mean for the corresponding version of the exam. For example, if the student received a CPCE score of an 84 on a CPCE version that had a national mean of 87 and standard deviation of 12, the student would have received the lowest possible total passing score.

\*\*The MBU Comprehensive Examination passing score was calculated using one standard deviation below the mean score. Students who scored within one standard deviation of the mean were considered as passing.

Sources: Center for Credentialing and Education Secure Download Portal (CPCE), CANVAS Results Analyzer

The CPCE Exam has eight content areas that reflect the eight CACREP core competencies. The table below depicts core content area scores for students who took the CPCE during the 2019-2020 academic year.

CPCE Content Area – Average Scores



Students must achieve a raw score of at least a 9 in each of the eight core areas to pass the CPCE.

Source: Center for Credentialing and Education Secure Download Portal (CPCE)



## Graduate Data

The first cohort in the CACREP-aligned program graduated in the spring semester of 2020 with one of the following degrees:

- Master of Arts – School Counseling (Traditional Track) (MASC-Traditional)
- Master of Arts – School Counseling (Licensure Track) (MASC-Licensure)
- Master of Arts – Clinical Mental Health Counseling (MACMHC)

The number of graduates in each track during the 2019-2020 academic year is presented in the table below. The program is set up for students to graduate within 3.0 years. As of the end of the summer 2020 term, only Cohort One had been enrolled in the program for the length of time required to complete their degree. The on-time graduation rate for Cohort 1 is presented below.

### **Number of CACREP-Aligned Graduates, On-Time Graduation Rate, and Average Time to Complete Degree (Cohort 1)**

	Number of Graduates 2019-2020	Cohort One On-Time Graduation Rate (3 yrs.)	Average Time to Complete Degree
School Counseling – Traditional Track	6	54.55%	2.81 yrs.
School Counseling – Licensure Track	14	76.47%	2.72 yrs.
Clinical Mental Health Counseling Track	14	82.35%	2.72 yrs.
<b>TOTAL PROGRAM:</b>	<b>34</b>	<b>73.33%</b>	<b>2.74 yrs.</b>

*Note: The CACREP-Aligned program is structured to allow students to complete their degree within three years, regardless of program track. (MASC-Traditional requires 51 credit hours; On-time MASC-Licensure and MACMHC require 60 credit hours).*

*Note: On-time graduation rate excludes students who withdrew from the program.*

## Employment Facts

The Counselor Education Department tracks graduate employment data annually. As of October 2020, 87% of all Spring 2020 graduates were employed in a counseling or closely related field. The chart on the following page depicts employment data by degree track and delivery method for students who graduated in the Spring of 2020.

### **Overall In-Field Employment Rate at Three Months Post-Graduation**

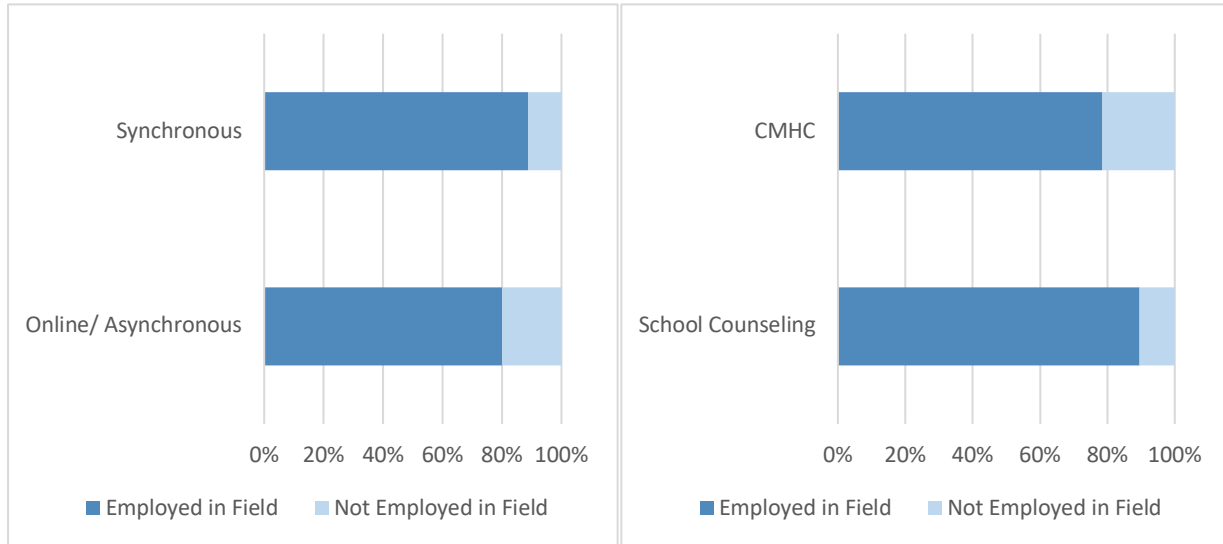
87%





Counselor Education Department

Employment Rates of Spring 2020 Graduates  
by Delivery Method and Program Track



**Master of Arts in Counseling (MAC) Program**

Prior to 2020, all graduates completed their degrees in the Master of Arts in Counseling (MAC) program. The MAC program was dissolved in August of 2017 and was replaced with the CACREP-aligned program. Per the Graduate Bulletin, all students enrolled in the MAC program have until 2023 to complete their MAC degree.

**MAC Enrollment Data**

The Department enrolled the last students in the Master of Arts in Counseling (MAC) program in the Spring semester of 2017. As of Summer 2020, the MAC program has fewer than ten students actively remaining and completing courses. The breakdown of MAC student status is depicted below.

**MAC Student Enrollment (Student Counts)**

Student Count	Fall 2019	Spring 2020	Summer 2020
<b>CMHC – Main Campus</b>	3	1	0
<b>School Total:</b>			
<b>School – Main Campus</b>	1	4	0
<b>School - Online</b>	10	7	1
<b>Total</b>	<b>14</b>	<b>12</b>	<b>1</b>

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

Counselor Education Department

**MAC Full-Time Equivalent Enrollment**

FTEs	Fall 2019	Spring 2020	Summer 2020
<b>CMHC – Main Campus</b>	0.75	0.25	0
<b>School Total:</b>			
<b>School – Main Campus</b>	0.25	1.50	0
<b>School - Online</b>	3.00	1.75	0.50
<b>Total</b>	<b>4.00</b>	<b>3.50</b>	<b>.50</b>

*Note: Full-time load for MAC students is 12 credits.*

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

**MAC Graduation Data**

The number of MAC graduates for the previous three academic years is shown in the table below.

**Number of Graduates for Previous 3 Academic Years – MAC program**

	CMHC	School		Total
	On Campus	On Campus	Online	
<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>SU 2019 – SU 2020*</b>	1	3	<b>9</b>	<b>13</b>
<b>Total for 3 years</b>	<b>47</b>	<b>38</b>	<b>61</b>	<b>146</b>

*\*MAC academic years spanned from summer to spring semesters. For the 2019-2020 year, graduation data is included for students who graduated at any time during the summer 2019 through summer 2020 timeframe.*

*Effective 2020-2021 academic year, MAC data will be reported following the same Fall to Summer academic year as the CACREP-aligned program.*

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

**MAC Exit Exam Data**

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.

**MoCA Exam Scores – MAC Program**

Exam	Score Required to Pass	Number of Students Completing Exam	State Average	MBU Average Score	First Attempt Pass Rate	Overall Pass Rate
<b>MoCA</b>	220	8	234.6	217.25	50%	62.5%

*Note: CPCE scores for 2019-2020 not reported due to low number of test takers (low n)*

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

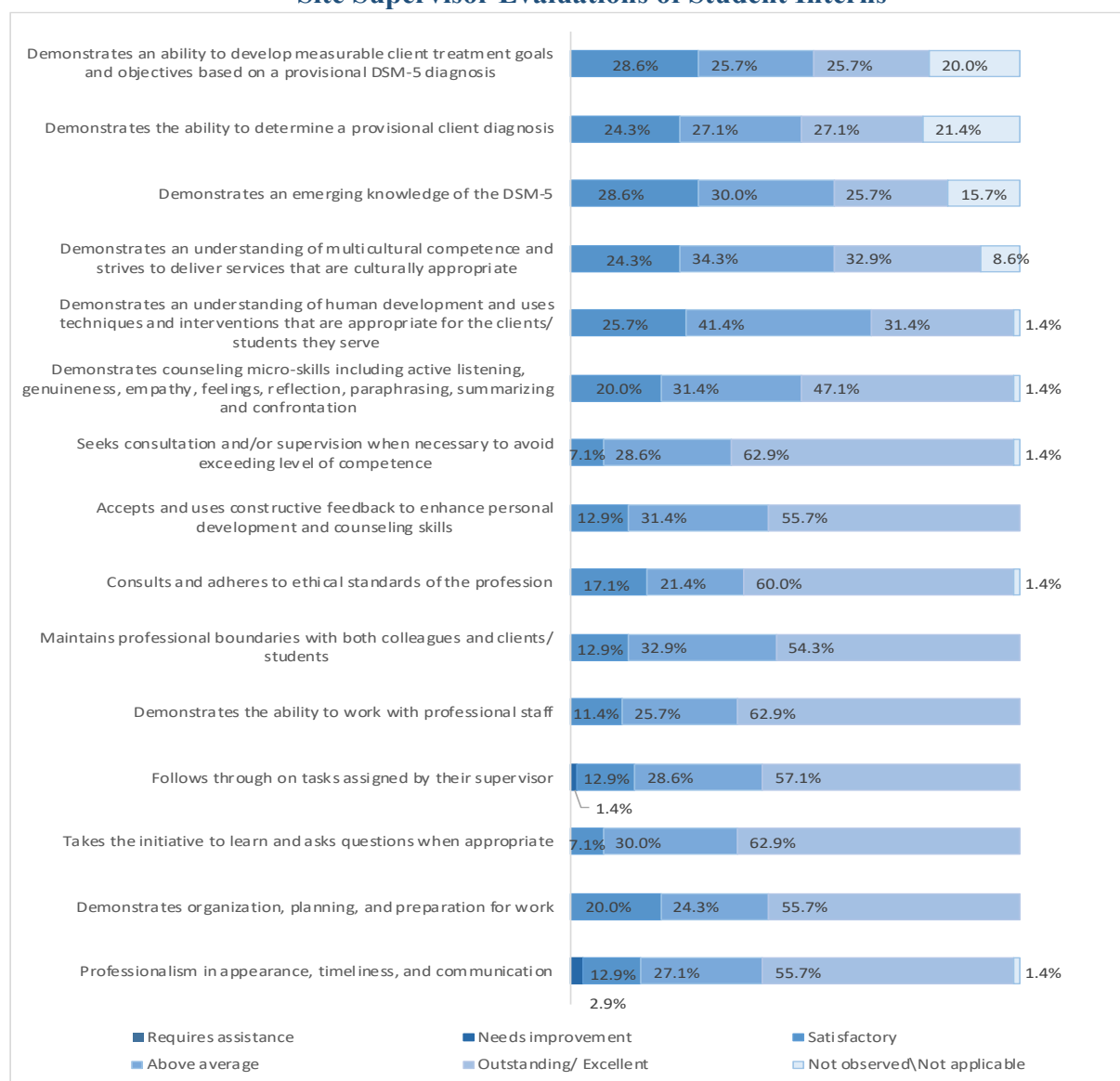
## Stakeholder Perception Data

The Counselor Education Department regularly and systematically solicits feedback from key stakeholders in an effort to improve the counseling program. Stakeholder feedback is detailed below.

### Site Supervisor Evaluations

Each semester, the Counselor Education Department collects feedback from practicum and internship students' field site supervisors. During the 2019-2020 academic year, 45 site supervisors provided information about the performance and preparedness of their field experience students. Below are key findings from the evaluations.

#### Site Supervisor Evaluations of Student Interns



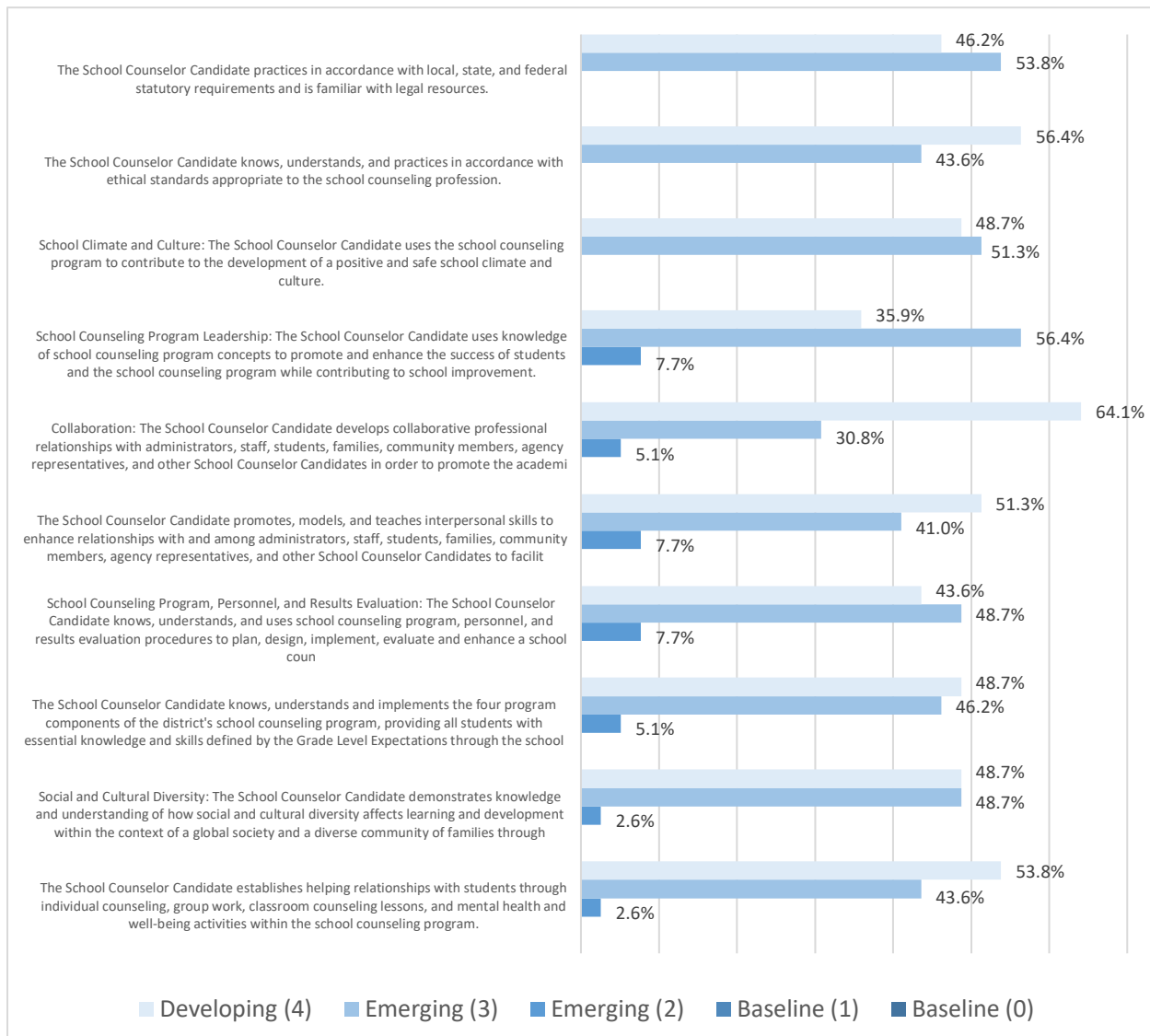
Source: Fall 2019 and Spring 2020 Site Supervisor Evaluations



### Missouri School Counselor Candidate Evaluations

The state of Missouri requires all school counseling site supervisors to complete a formative, mid-term, and final evaluation of the school counseling student’s performance for each internship. The Missouri Educators Evaluation System (MEES) for School Counselors is a ten-question evaluation of school counseling students’ progress in meeting the state’s standards in the areas of student development, school counseling program implementation, professional relationships, leadership and advocacy, and ethical and professional conduct. All students who complete an approved counselor education program in Missouri must pass the MEES in order to be certified in the state. Students must score a 25 out of 40 in order to pass the MEES. The data below represents final site supervisor evaluation ratings across the ten domains for students who completed a field experience course during the Fall 2019 semester. Spring 2020 evaluation results is not included due to incomplete data as a result of COVID-19 school closures.

### School Counselor MEES Evaluation Results

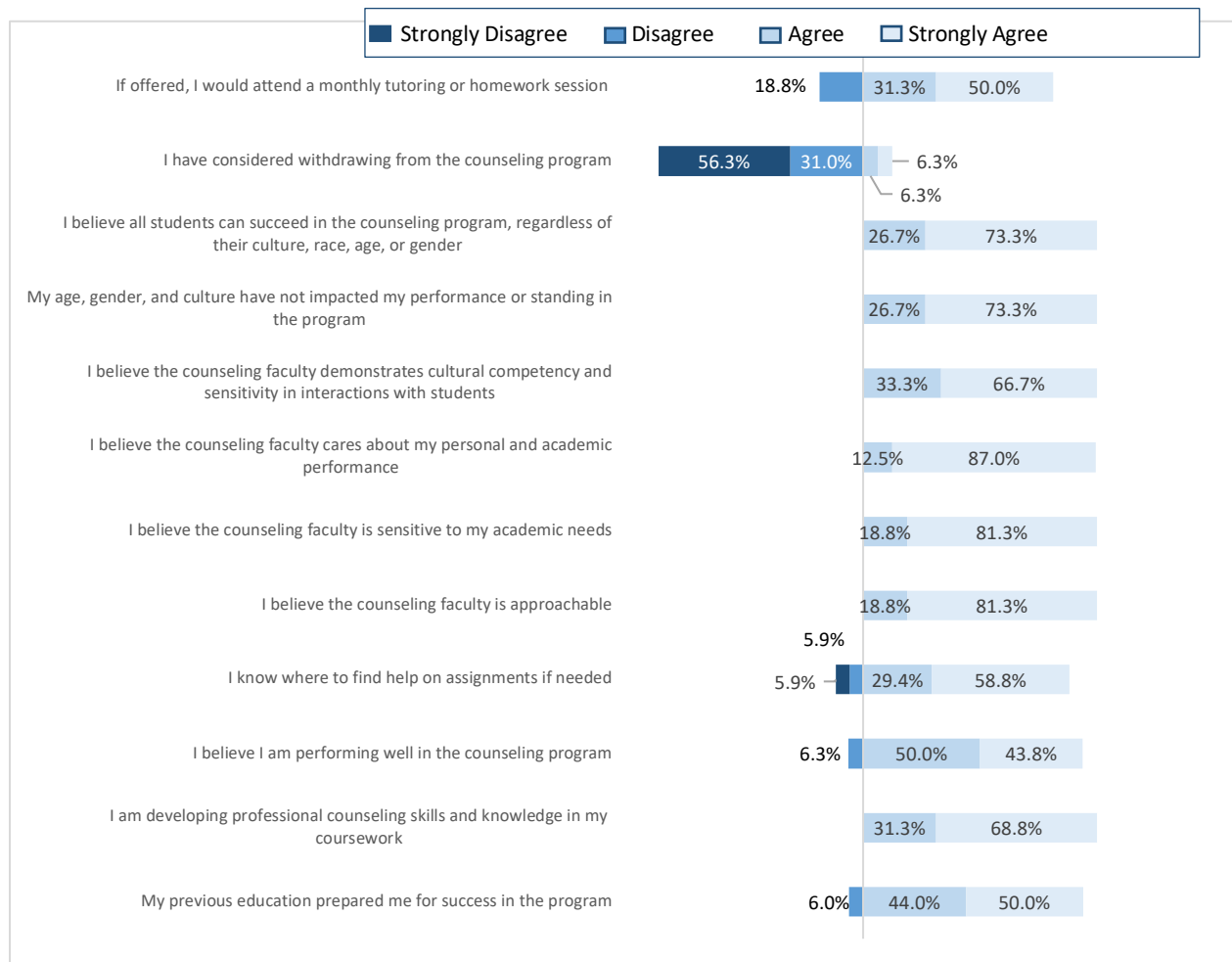


Source: Fall 2019 MEES Evaluations – Final Evaluations from Site Supervisors only

### First Year Student Surveys

In the spring of 2020, the Counselor Education Department conducted a first-year student survey in response to retention rates and faculty perceptions of overall program climate in light of social unrest and COVID-19 concerns. Survey questions were aimed at understanding students' perceptions of counseling coursework, preparation for future careers, faculty approachability, and students' beliefs about the program's cultural and racial inclusivity and responsiveness. Twenty first-year students ( $n = 20$ ) responded to the survey. Survey responses showed that students' overall perceptions of the program were positive. Highlights of the survey results are listed in the stacked bar chart below.

### First Year Student Survey Results



Source: Spring 2020 First Year Student Survey

## Program Improvements

Each year, as part of the formative review process, the Counselor Education Department assesses areas of weakness and makes data-informed improvements to enhance the quality of the program. Over the course of the 2019-2020 academic year, the Department initiated the following program improvements:

- Increased the size and diversity of the department faculty by moving one part-time faculty member to a full-time Core Faculty position and hiring one new additional full-time faculty member.
- Hired new qualified adjunct instructors.
- Modified the student remediation and retention process to include a student success plan and wellness resources.
- Completed the new Counseling Lab, complete with counseling room, observation room, and audio-visual equipment.
- Moved the Department's part-time administrative assistant to a full-time position as the Counseling Program Coordinator.
- Increased staff technology resources.
- Increased faculty professional development funds.
- Modified and improved the Counselor Education Department website.
- Incorporated new updates to the learning management system (LMS) into COUN course offerings for added security and usability.
- Purchased a HIPAA compliant Zoom account.
- Hosted first advisory council meeting.

Additionally, the program made the following changes in order to address concerns over student delays in completing required coursework, scheduling issues, inconsistent student enrollment across semesters, and high FTE ratios:

- Modified internal student tracking to include additional information on semester enrollments.
- Included an assignment for students to review their degree sheets and outline a personal program of study in COUN 5103 – Foundations of Clinical Mental Health Counseling and COUN 5123 – Foundations of School Counseling.
- Developed a master schedule of courses with specific courses offered on pre-set days of the week.
- Began offering one eight-week course, typically offered only in summer, during the fall and spring semesters.
- Moved all core courses to 16 weeks.
- Began cross-listing livestream and main campus courses with low enrollment, and Internship I and II or Elementary and Secondary Internship courses with low enrollment.

The Counselor Education Department engages in continuous efforts to improve the field experience aspect of the counseling degree. In response to feedback from field experience

students and site supervisors, the Department made the following changes:

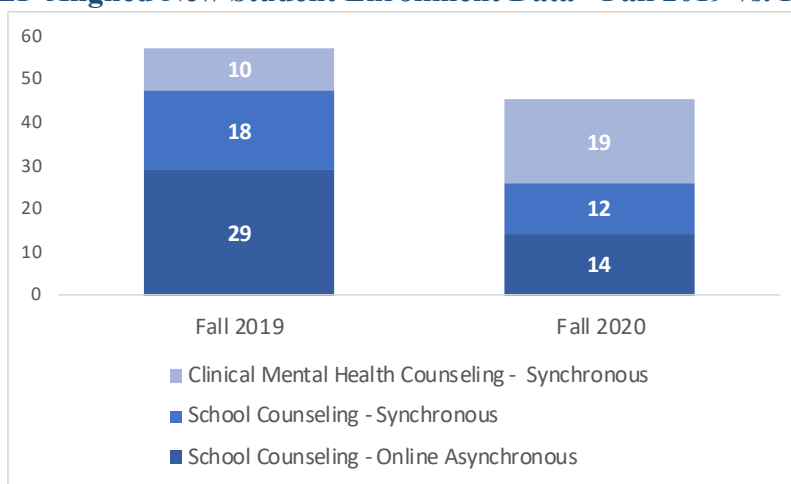
- Digitized all field experience paperwork and evaluations.
- Re-established and built new relationships and communications with community and school stakeholders.
- Revamped the list of approved field-experience sites to include more strenuous criteria.

Lastly, graduating students from the previous year noted that they did not feel prepared to write a resume and seek employment in the field. In order to address this, the Department implemented a new resume-writing assignment in COUN 5303 – Career Counseling. Students use their resumes to tell a narrative story about their career journey.

## Looking Ahead

Recruiting efforts from the Office of Graduate Admissions during the Spring and Summer of 2020 yielded a smaller pool of qualified applicants than in previous years, which the Admissions Office and Counselor Education Department attribute to reduced recruiting capacity and uncertainties surrounding the COVID-19 pandemic. During the Fall of 2020, the Department enrolled 45 new students. The breakdown of Fall new student enrollment, by degree track, is listed below.

**CACREP-Aligned New Student Enrollment Data - Fall 2019 vs. Fall 2020**



*Source: Student Gatekeeping Report*

In an effort to better gauge the quality of applicants, the Counselor Education Department collects applicants' undergraduate Grade Point Average (GPA) data. The table below depicts GPA statistics for new students enrolled for the Fall 2020 semester. In future semesters, the program will examine whether there is a correlation between undergraduate GPA and Counseling Program GPA as well as performance on exit exams.

Counselor Education Department

**GPA Data for Fall 2020 Newly Enrolled Students**

Track	Mean
CMHC	3.172
School	3.246
<b>TOTAL</b>	<b>3.214</b>

*Source: Student Gatekeeping Report*

**Advisory Council**

The Counselor Education Department hosted its first Counseling Advisory Council meeting in November of 2019. Representatives from various stakeholder groups, representing the student body, university community, practitioners, site-supervisors, alumni, and agency/school counseling directors, participated. Topics on the agenda for the inaugural meeting included 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. The Advisory Council agreed to revise student dispositions at the spring meeting. Unfortunately, the spring meeting was canceled due to COVID-19 closures. The Advisory Council will meet again in November of 2020.

**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 are in need of additional improvement. The Department is working to address these areas of weakness by proposing the following:

- The Department has requested that adjunct salaries be increased to be in-line with state averages
- 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. Additionally, the Department is continuing to track expanded demographic categories via internal data tracking systems.
- The Department is committed to putting together a Diversity Action Plan during the 2020-2021 academic year. The Diversity Action Plan will lay out a process for attracting, retaining, and graduating diverse counseling students.
- The Department is in the process of procuring a new data tracking system to help manage field experience paperwork and monitor student dispositions and outcomes on key performance indicator assignments.
- The Department will host CPCE and MoCA review sessions to prepare students for their exit exams.

The Department will report on progress toward implementing new improvements in the 2020-2021 Annual Report.





# We believe faith & knowledge ARE POWERFUL TOGETHER

## WE ARE EQUIPPING YOU TO HEAL YOUR WORLD

Missouri Baptist University's Graduate Counselor Education Department 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.