

Missouri Baptist
UNIVERSITY



SHINE ON

**Counselor Education Department
Annual Report
2021-2022 Academic Year**

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Counselor Education Department Annual Report Academic Year 2021-2022

Executive Summary

During the 2021-2022 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 2021-2022 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 2020-2021 academic years. Highlights of the 2021-2022 report include:

Enrollment Data:

- 54 new students; 95.89 full-time equivalent students average over 2021-2022 academic year (student FTE = 9 credits fall, spring, summer)

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

- 65.0% of courses taught by core faculty (Faculty overload counted as Core)
- 10.36 to 1 overall ratio of FTE students to FTE faculty

Retention, Graduation, and Employment Data:

- 72.79% overall retention rate
- 71.43% on-time (< 3 yrs.) graduation rate
- Average of 2.75 years to complete degree
- 57.89% of Spring 2021 graduates employed in field within three months of graduation

Exit Exam Data:

- 87% pass rate on Missouri Competency Area (MoCA) exam for school counselors
- 62.5% pass rate on Counselor Preparation Comprehension Examination (CPCE)

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 Master of Arts in School Counseling and Master of Arts in Clinical Mental Health Counseling programs were accredited by CACREP in the Fall of 2021. Accreditation is retroactive and to the time of initial submission for accreditation, and covers the time from July 10, 2019, through October 31, 2029.

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.

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). MBU Counselor Education Program learning objectives are linked to each CACREP Core Area. 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 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). The chart below describes the degree options and specifications.

Counselor Education Department

MA-CMHC and MA-SC Degree Specifications

<p>Master of Arts in Clinical Mental Health Counseling (MA-CMHC)</p> <ul style="list-style-type: none"> • 60 Credit Hours • Offered via synchronous (main campus or livestream) delivery, only • Prepares students for licensure and work as Licensed Professional Counselors (LPC) in the state of Missouri. 	<p>Master of Arts in School Counseling (MA-SC)</p> <table border="1"> <tr> <td data-bbox="620 415 1019 865"> <p>Traditional Track</p> <ul style="list-style-type: none"> • 51 Credit Hours • Offered asynchronous (online) or synchronous (main campus or livestream) delivery • Prepares students for certification and work as P-12 School Counselors in the state of Missouri. </td> <td data-bbox="1042 415 1442 865"> <p>Licensure Track</p> <ul style="list-style-type: none"> • 60 Credit Hours • Offered via synchronous (main campus or livestream) delivery, only • Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri. </td> </tr> </table>		<p>Traditional Track</p> <ul style="list-style-type: none"> • 51 Credit Hours • Offered asynchronous (online) or synchronous (main campus or livestream) delivery • Prepares students for certification and work as P-12 School Counselors in the state of Missouri. 	<p>Licensure Track</p> <ul style="list-style-type: none"> • 60 Credit Hours • Offered via synchronous (main campus or livestream) delivery, only • Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri.
<p>Traditional Track</p> <ul style="list-style-type: none"> • 51 Credit Hours • Offered asynchronous (online) or synchronous (main campus or livestream) delivery • Prepares students for certification and work as P-12 School Counselors in the state of Missouri. 	<p>Licensure Track</p> <ul style="list-style-type: none"> • 60 Credit Hours • Offered via synchronous (main campus or livestream) delivery, only • Prepares students for school counselor certification <i>and</i> eligibility for licensure in the state of Missouri. 			

The Department began phasing out the previous program, the MAC program (not CACREP-Accredited), in the Spring of 2017. Most 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 2022, fewer than five students are still actively working toward their MAC degree.

Course Delivery Methods

The Counselor Education Department offers the following 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 to fulfill Missouri Professional Licensure requirements. All students, regardless of track, complete field experience courses using a synchronous method.

Department Faculty and Staff

During the 2021-2022 Academic year, the Counselor Education Department employed five full-time core faculty members, one part-time faculty member, and one 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 fall terms, and three credits (one course) over the course of the summer.

DEPARTMENT PERSONNEL	TERMINAL DEGREE (FACULTY)	POSITION
Dr. Christine Ward	Faculty Ph.D., Counselor Education and Supervision	Director of Counselor Education Department
Dr. Jason Jordan	Faculty Ph.D., Clinical Counseling: Teaching and Supervision	Assistant Director of Counselor Education Department
Dr. Justin Cook	Faculty Ph.D., Counselor Education	Clinical Director of Field Experience
Dr. Lekesha Davis	Faculty Ph.D., Counselor Education and Supervision	Retention and Remediation Coordinator
Dr. Andrea Cox	Faculty Ph.D., Counselor Education and Supervision	Faculty
Dr. Janice Speck*	Faculty Ed.D., Education Leadership	Faculty
Michelle Einig	Staff	Program Coordinator

*Non-core faculty

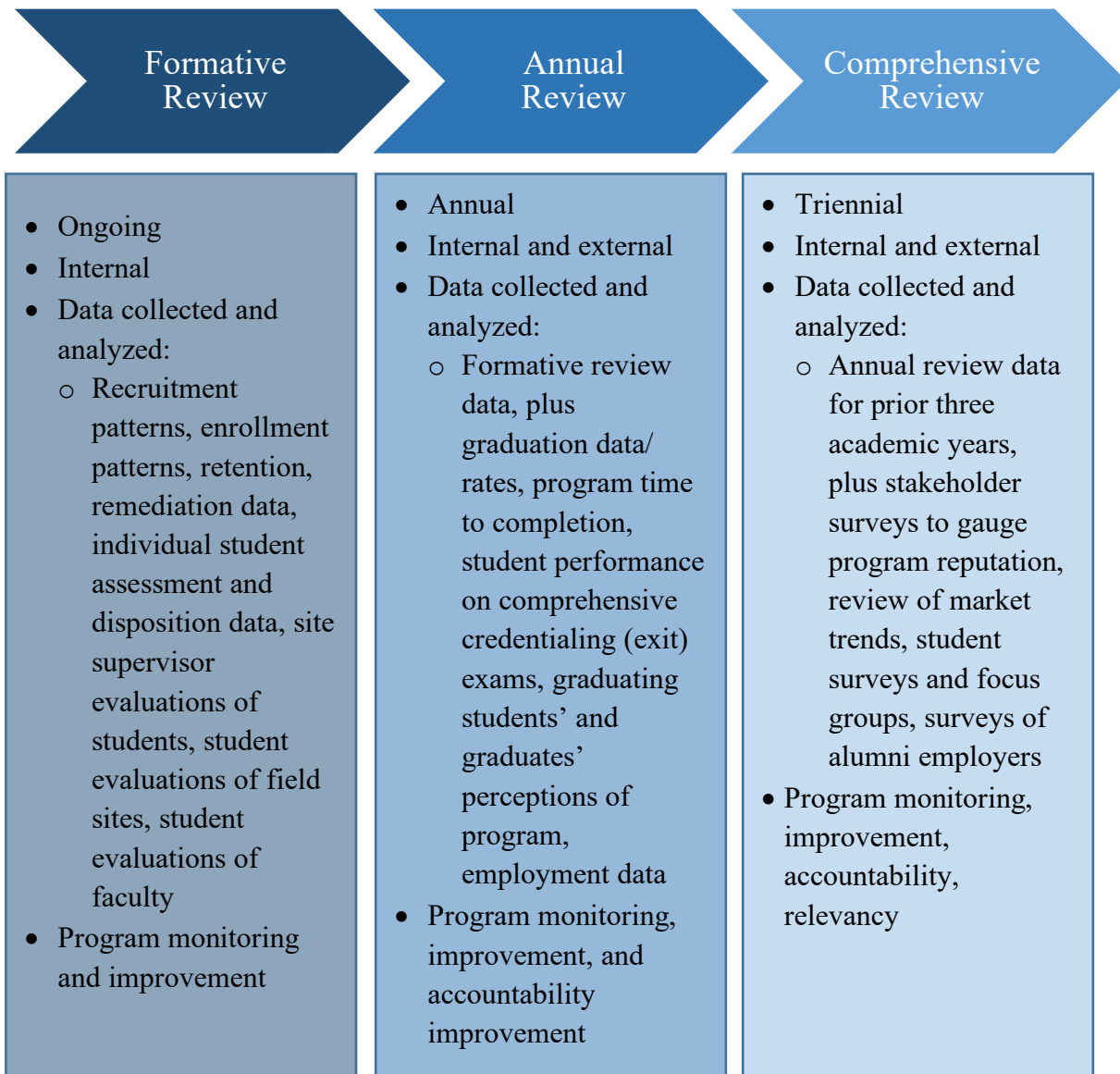
Program Evaluation Information

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 Online and Graduate Enrollment Services and other key stakeholders. An Annual Report describing formative and annual review information is published each Fall.

Recruitment and Applicant Information

Recruitment Strategy:

Throughout the 2021-2022 academic year, recruiting and admissions representatives partnered with an education marketing firm to further expand the national reach of graduate programming. The Office of Online and Graduate Program Enrollment continues to do the primary recruiting for the Department in conjunction with the marketing firm, and strategically targets potential candidates through targeted social media campaigns and advertisements.

The Counselor Education Department remains committed to providing outstanding educational opportunities for a diverse population of aspiring counselors. During the 2021-2022 academic year, faculty and staff visited undergraduate education, psychology, and human services courses on MBU's main campus and other St. Louis institutions of higher education and shared information about the field of counseling and the MBU Counseling Programs.

Applicant Data

Over the 2021-2022 Academic year, the Counseling Department interviewed 71 qualified program applicants. The chart below breaks down the program tracks of the program applicants. Note: This chart does not include candidates who applied but did not meet minimum program requirements, or whose application submissions were incomplete.

CACREP Program Applicants – 2021-2022 Academic Year

	School Counseling (Asynchronous)	School Counseling (Synchronous)	Clinical Mental Health Counseling (Synchronous)	TOTAL
Fall 2021	13	15	23	51
Spring 2022	5	6	9	20
TOTAL 2021-2022	18	21	32	71

Source: Office of Graduate Admissions Applicant Data; Counselor Education Interview Data

**The Department accepts applications throughout the year, but new student admission and enrollment is limited to Fall and Spring semesters.*

Enrollment Data

CACREP-Aligned Program Enrollment Data

The Department enrolled 56 of the 71 qualified applicants (78.9%) during the 2021-2022 academic year. These students are part of the sixth cohort of students to go through the CACREP 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.

New Enrollment Student Count: Fall 2021 – Spring 2022* (Cohort 6) by Degree Offering and Delivery Platform

Number of New Students by Degree Offering and Delivery Platform	
CMHC – Synchronous	23
School (licensure track) - Synchronous	15
School (traditional) - Synchronous	6
School (traditional) - Asynchronous	10

Number of New Students by Degree Offering	
Total School (Licensure + Traditional)	31
Total CMHC	23

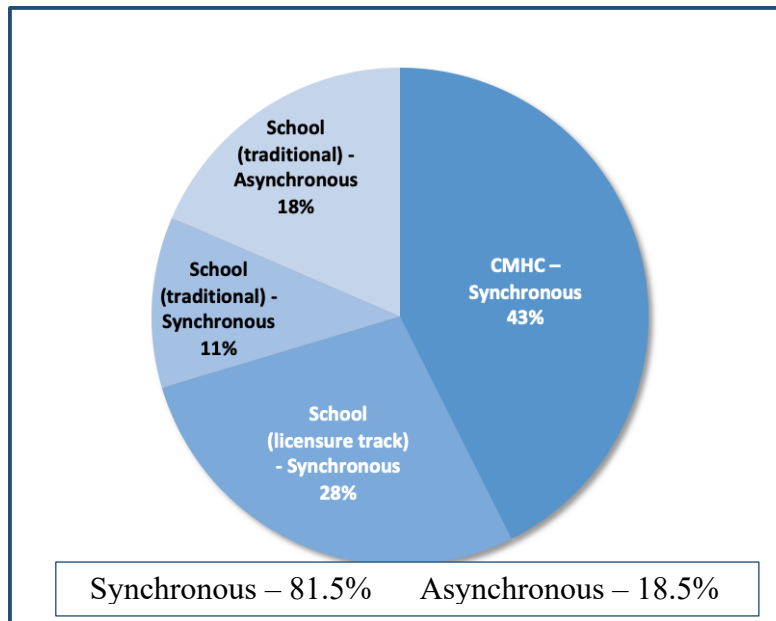
Total New Enrollment 2021-2022	54
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Source: Office of Graduate Admissions Applicant and Admissions Data, internal student gatekeeping reports.

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



New Enrollment Percentages: by Degree Offering and Delivery Platform



Total Student Enrollment

Cohort Six, who began the program in the 2021-2022 academic year, joined existing cohorts of students already progressing through the program, increasing the total enrollment of students enrolled in the CACREP-aligned program. Additionally, the Counseling Department serves a small percentage of students who complete courses in fulfillment of a Master of Arts in Counseling (MAC) degree (no new student enrollments in MAC program effective 2017) and Post-Master’s Degree / Certification Only students. The breakdown of currently enrolled students is outlined below

Total Individual/ Unique Student Counts

	Fall 2021	Spring 2022	Summer 2022
CACREP Degree Students			
Clinical Mental Health	48	52	45
School - Licensure	48	52	37
School - Traditional	37	35	22
Total CACREP Degree Students	133	139	104
Other Enrollments			
Post Master’s Certification	2	3	5
MAC*	2	2	0
TOTAL STUDENT COUNTS	137	144	109

*MAC courses were deactivated in 2017; students pursuing the MAC degree complete equivalent courses in the CACREP program and must complete the MAC degree by 2023

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

In addition to individual/ unique student counts, the Counselor Education Department calculates Full-Time Student Equivalent (FTE) counts for each semester across each delivery platform. Students are not restricted to a single delivery method and may take courses in multiple delivery methods each semester.

FTE students is calculated by totaling the number of credits students completed across each delivery method and dividing by nine credits for each term (fall, spring, summer). FTE calculation methods are calculated consistent with the university’s full-time classification reporting for the Integrated Post-Secondary Education Data System (IPEDS). (NOTE: Prior to 2020-2021, the Department counted summer FTEs at twelve credit hours).

The breakdown of student FTEs by delivery method from Fall 2021 through Summer 2022 is shown in the table below. Student averages for academic year 2020-2021 are also included in the table.

Full-Time Equivalent Student Enrollment by Delivery Method

	2020-2021 Academic Year Avg	Fall 2021	Spring 2022	Summer 2022	2021-2022 Academic Year Avg
Main Campus	18.44	15.67	17.67	0	11.11
Livestream	69.82	58.67	66.78	87.89	71.13
Online Asynchronous	17.99	17.99	8.33	18.33	13.66
Total Program Student FTE	106.25	88.67	92.78	106.22	95.89

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 9 credit hours.
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 2021-2022 academic year, the Counselor Education Department employed:

- Five core faculty members
- One full-time non-core faculty member
- Eight 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 2021-2022 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. The first table presents Core vs. Non-Core ratios by courses taught. The second table presents Core vs. Non-Core ratios with the recognition that core faculty taught overloads each term and any overload over the nine credits fall/spring and three credits summer term should be counted as non-core credits.

**CORE-Non-CORE Ratios - CACREP Course Credits Taught by Core vs. Non-Core Faculty
(Faculty Overloads Counted as “Core” Credits)
2021-2022 Academic Year**

	Fall 2021			Spring 2022			Summer 2022			2021-2022 Academic Year Average Ratio		
	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core
Main Campus	15	6	71.4%	9	3	75.0%	0	0	N/A	24	9	72.0%
Livestream Synchronous	30	27	52.6%	36	28	56.3%	46	18	71.9%	112	73	52.0%
Online Async.	15	0	100%	6	3	66.7%	12	6	66.7%	33	9	72.0%
TOTAL	60	33	64.5%	51	34	60%	58	24	70.7%	169	91	65.0%

Source: MBU Campus Management Systems (CAMS) Course Rosters

**CORE-Non-CORE Ratios - CACREP Course Credits Taught by Core vs. Non-Core Faculty
(Faculty Overloads Counted as “Non-Core” Credits)
2021-2022 Academic Year**

	Fall 2021			Spring 2022			Summer 2022			2021-2022 Academic Year Average FTE		
	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core	Core	Non-Core	% Core
Main Campus	10.5	10.5	50.0%	6.5	5.5	54.2%	0	0	N/A	17	16	72.0%
Livestream Synchronous	19.05	37.95	33.4%	32.5	31.5	50.8%	7.2	56.8	11.2%	58.8	126.2	31.8%
Online Async.	9.45	5.55	63.0%	5	4	55.6%	14.7	3.3	81.7%	29.2	12.8	69.4%
TOTAL	39	54	41.9%	44	41	51.8%	21.9	60.1	26.7%	104.9	155.1	40.35%

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



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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 following table depicts the FTEs for each semester of the 2021-2022 academic year as well as the average from the preceding academic year.

Full-Time Equivalent Faculty by Delivery Method

	2020-2021 Academic Year Avg	Fall 2021	Spring 2022	Summer 2023	2021- 2022 Academic Year Avg
Main Campus	1.93	1.83	1.08	0	0.97
Livestream (Digital Synchronous)	5.74	5.22	6.69	7.38	6.43
Online (Digital Asynchronous)	1.99	1.28	1	3.64	1.97
Total Program Faculty FTE	9.67	8.33	8.44	11.02	9.26

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 2021-2022 academic year.

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

	2020-2021 Academic Year Avg	Fall 2021	Spring 2022	Summer 2022	2021-2022 Academic Year Avg
Main Campus	9.5	8.56	16.36	0.00	11.45



Counselor Education Department

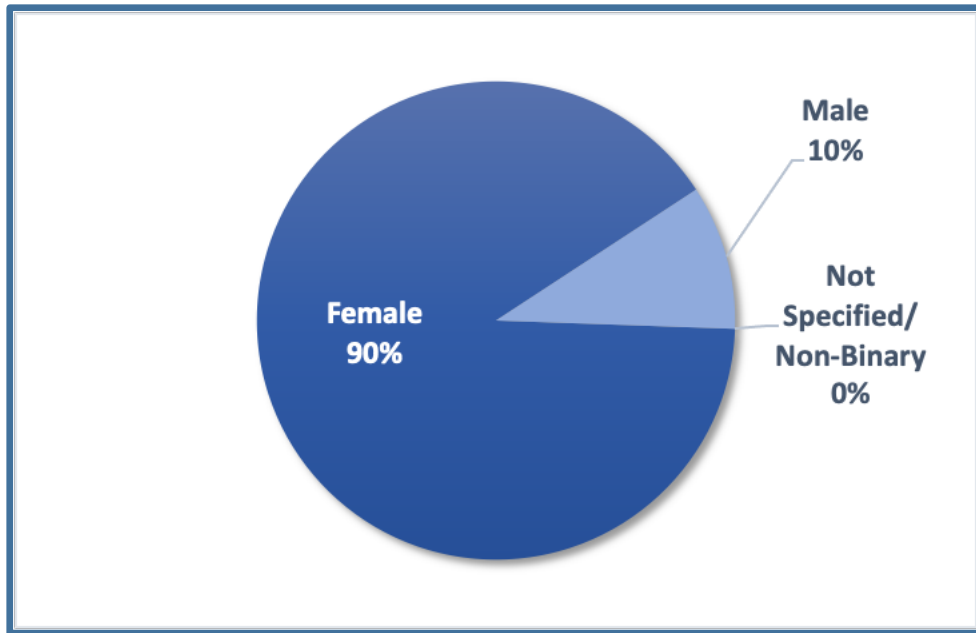
Livestream (Digital Synchronous)	11.99	11.24	9.98	11.91	11.06
Online (Digital Asynchronous)	12.98	11.20	8.33	5.04	6.93
Total Program FTE Ratio Students to Faculty	11.47	10.33	11.56	8.47	10.36

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 throughout the 2021-2022 academic year.

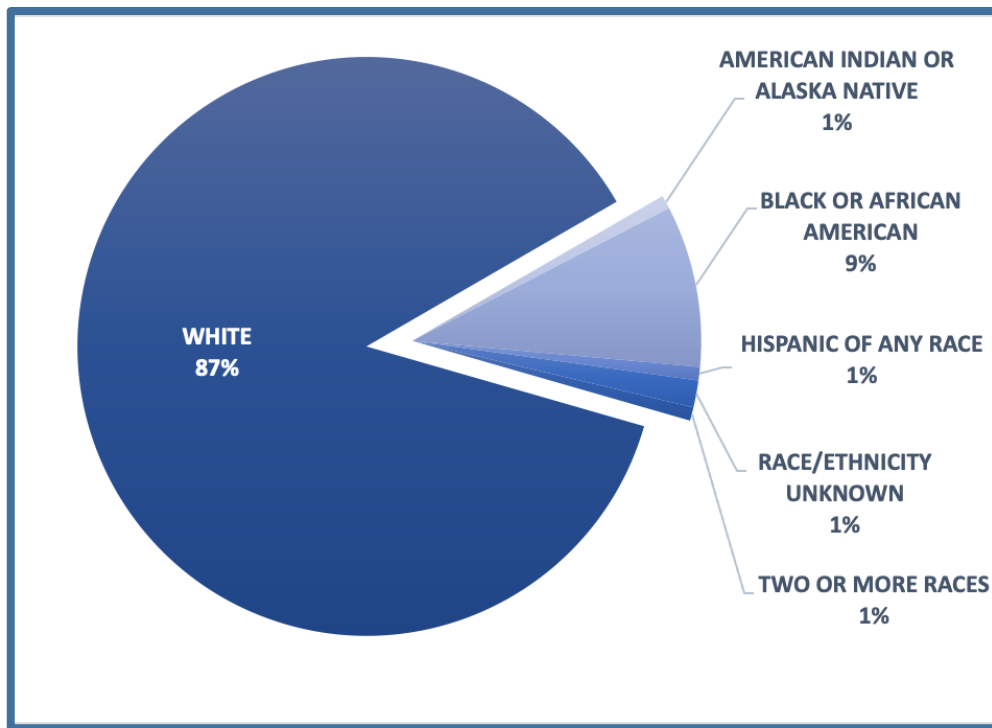
Self-Reported Gender Identity



Source: CAMS Student Information Report

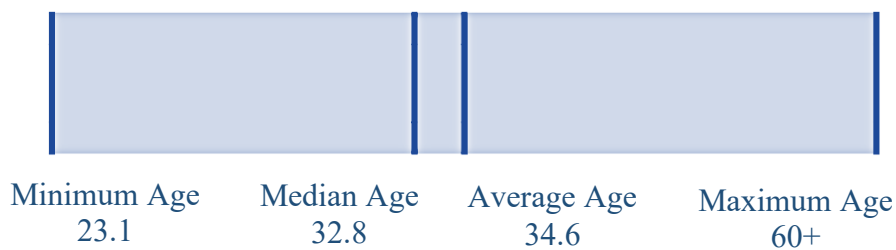


Self-Reported Race/Ethnicity



Source: CAMS Student Information Report

Reported Age Demographics



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 students in Cohorts one through six (students admitted from Fall 2017 to Spring 2022) of the CACREP-Accredited program. These numbers reflect

retention rates, broken down by degree and delivery method, as of October of 2022.

Retention Rates for CACREP Program, by Degree and Delivery Method

	Retention Rate
School Counseling – Traditional Track	64.6%
School Counseling – Licensure Track Synchronous (Main Campus or Livestream)	73.1%
Clinical Mental Health Counseling Track Synchronous (Main Campus or Livestream)	82.5%
TOTAL PROGRAM:	72.79%

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

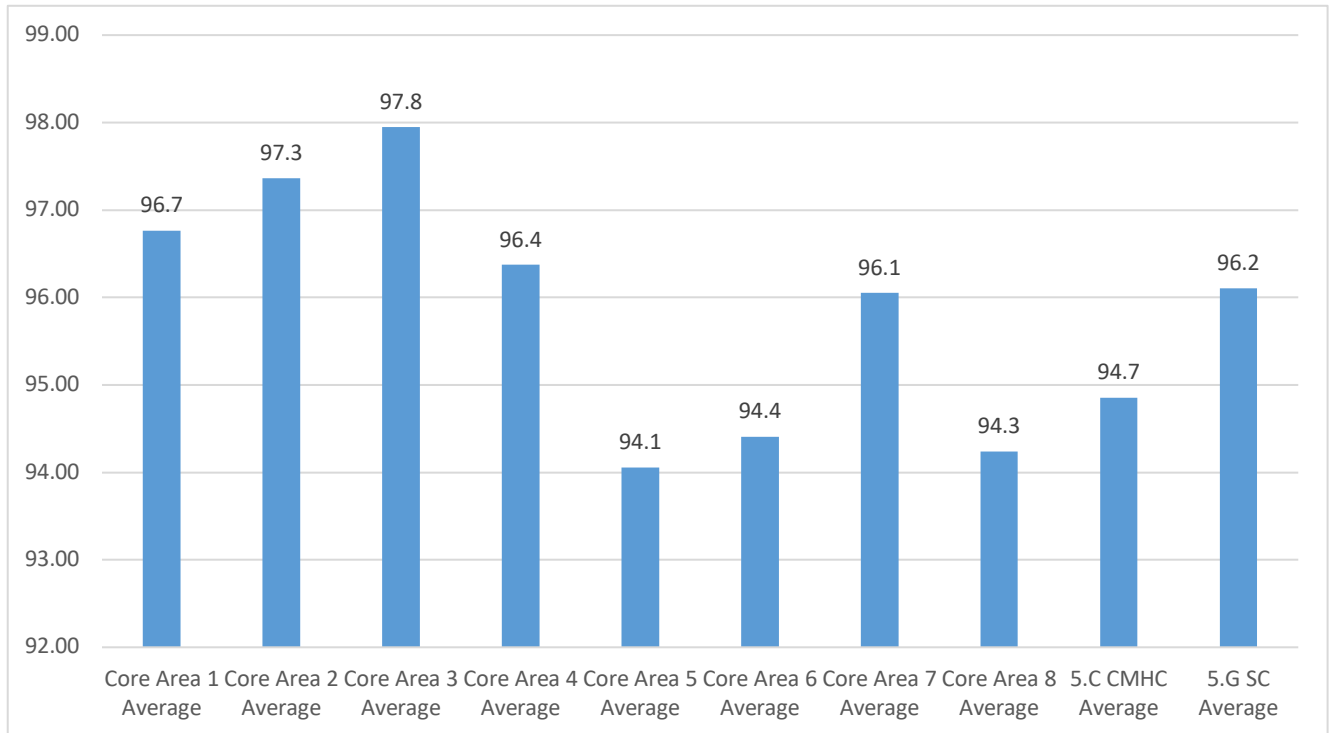
Assessment Data

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 2021-2022 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.



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Average Student Outcomes on Eight Core Areas



Core Areas:

- 1 - Professional Orientation and Identity
- 2 - Social and Cultural Diversity
- 3 - Human Growth and Development
- 4 - Career Development

- 5 - Helping Relationships
- 6 - Group Work
- 7 - Assessment and Testing
- 8 - Research and Program Evaluation

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.

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

Missouri Content Area Assessment (MoCA) Scores

Exam	Score Required to Pass	# of Students Completing Exam	National or State Average	MBU Average Score	State Pass Rate	MBU Pass Rate
Missouri Content Area – School Counselor Exam (MoCA)	220	69	237.1	236.3	84.0%	87.0%
Counselor Preparation Competency Exam (CPCE)*	varies	16	varies	85.7	62.5%	62.5%

Source: EdReports 2021-2022 Content Area Score Downloads for test 056 - Counselor

* 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.

Graduate Data

The number of graduates in each track during the 2021-2022 academic year is presented in the table below. The program is set up for students to graduate within 3.0 years.

Counselor Education Department

Number of CACREP-Aligned Graduates, On-Time Graduation Rate,
and Average Time to Complete Degree

	# of Grads	On-Time Grad Rate (3 yrs.) *	Total Grad Rate	Avg Time to Complete Degree
School Counseling – Traditional Track	36	96.77%	69.64%	2.81 yrs.
School Counseling – Licensure Track	10	42.11%	69.70%	2.72 yrs.
Clinical Mental Health Counseling Track	9	57.14%	66.67%	2.72 yrs.
TOTAL PROGRAM:	55	71.43%	68.80%	2.75 yrs.

Note: The CACREP 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).

Employment Facts

The Counselor Education Department tracks graduate employment data annually. The table below depicts the employment rates of Spring and Summer 2021 graduates employed or contracted to begin employment in counseling or a closely related field at graduation, broken down by program track.

Employment Rates of Fall 2021 / Spring 2022 Graduates

	CMHC	School Counseling - Certification	School Counseling - Licensure	TOTAL
Employment Rate	25.0%	73.91%	57.14%	57.89%

Source: Recent Graduate/ Graduating Student Survey, graduate self-report

Stakeholder Perception Data

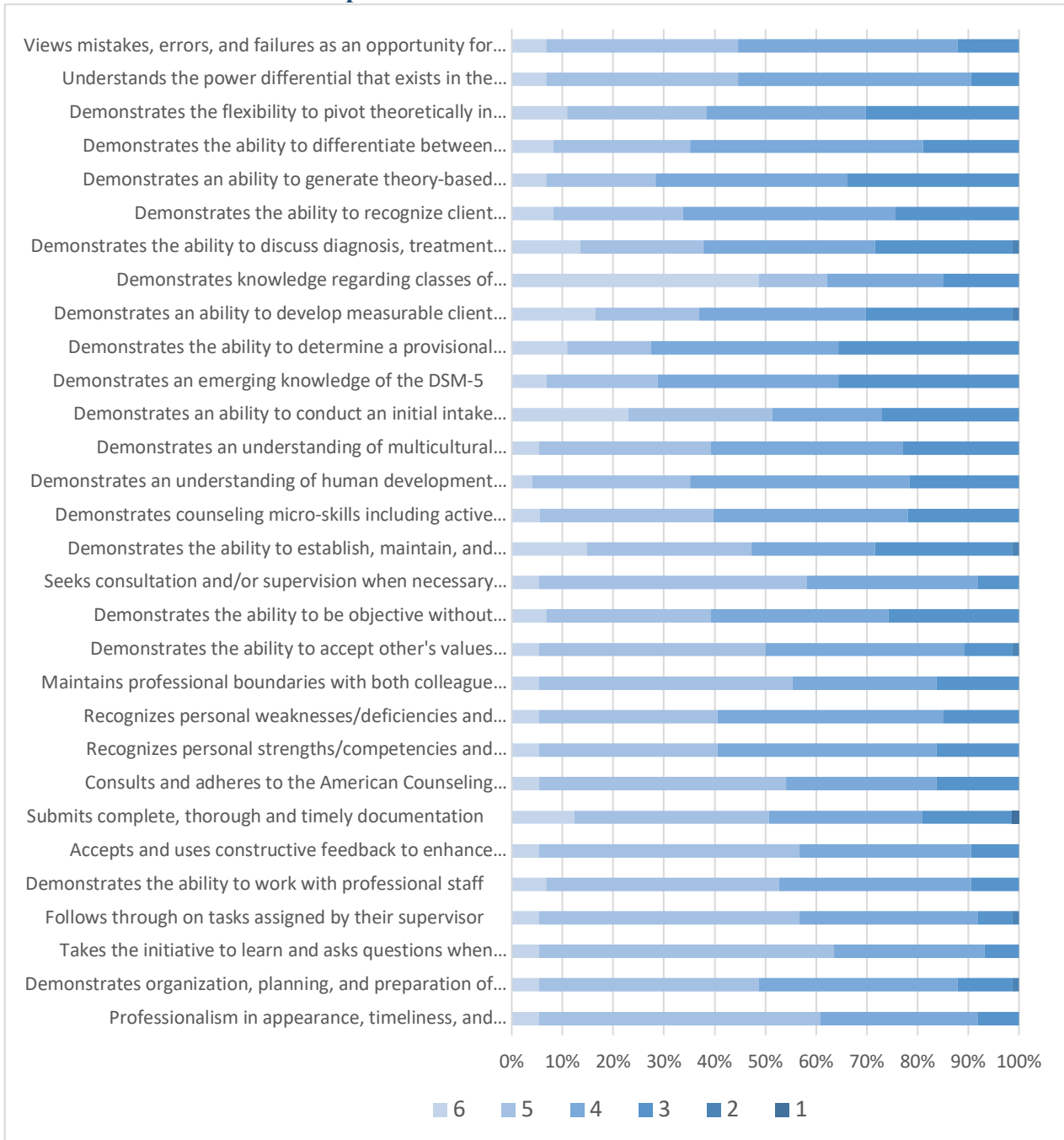
The Counselor Education Department regularly and systematically solicits feedback from key stakeholders to improve the counseling program. Stakeholder feedback is detailed below.

Site Supervisor Evaluations

Each semester, the Counselor Education Department collects feedback from practicum and internship students’ field site supervisors. During the 2021-2022 academic year, field experience 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



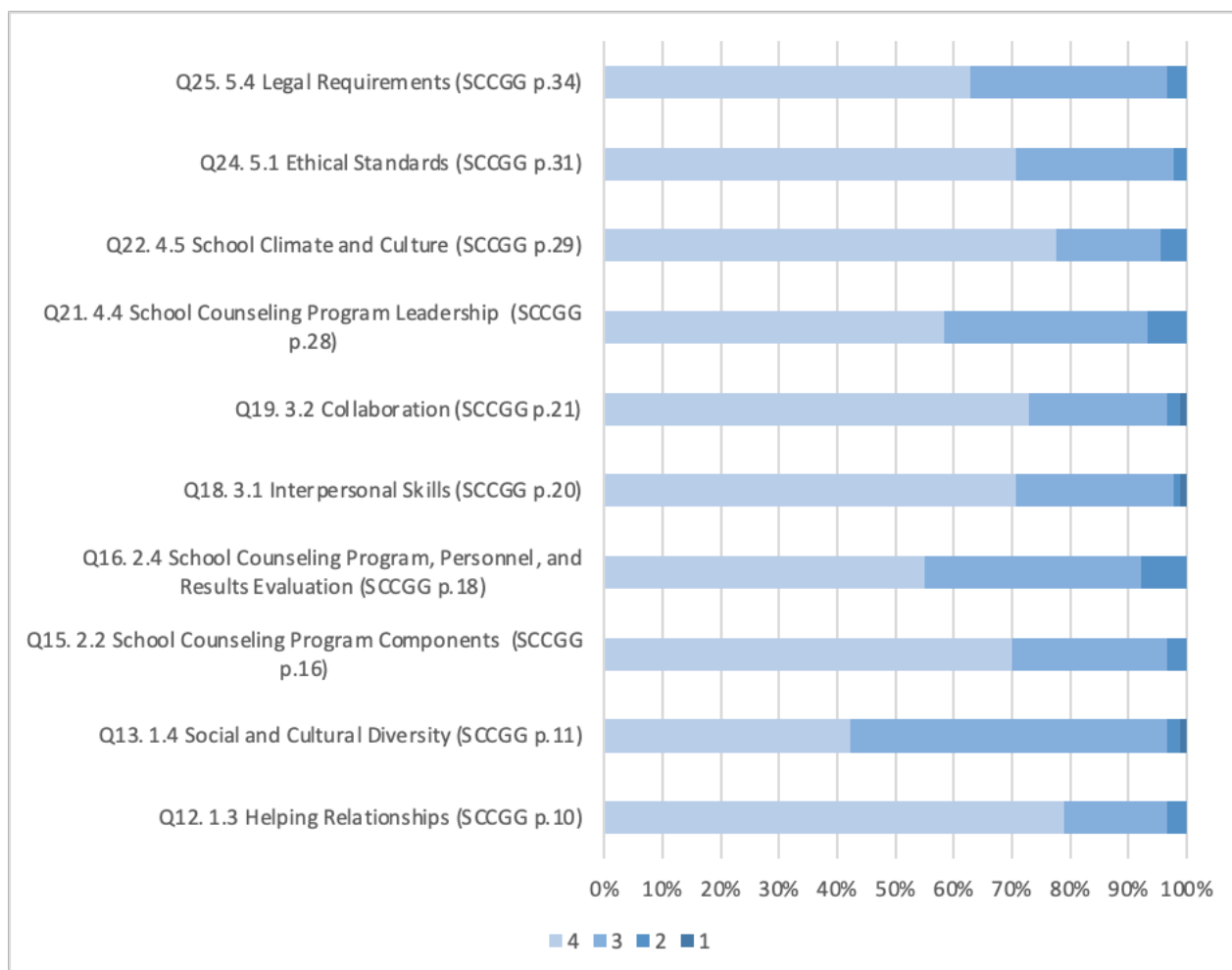
1) Unsatisfactory 2) Needs Improvement 3) Satisfactory
 4) Above Average 5) Outstanding/Excellent 6) Not Observed/Not Applicable

Source: Fall 2021 and Spring 2022 Site Supervisor Evaluations (Tevera Field Experience Management)

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 to be certified in the state. Students must score a 25 out of 40 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 2021 and Spring 2022 semesters.

School Counselor MEES Evaluation Results



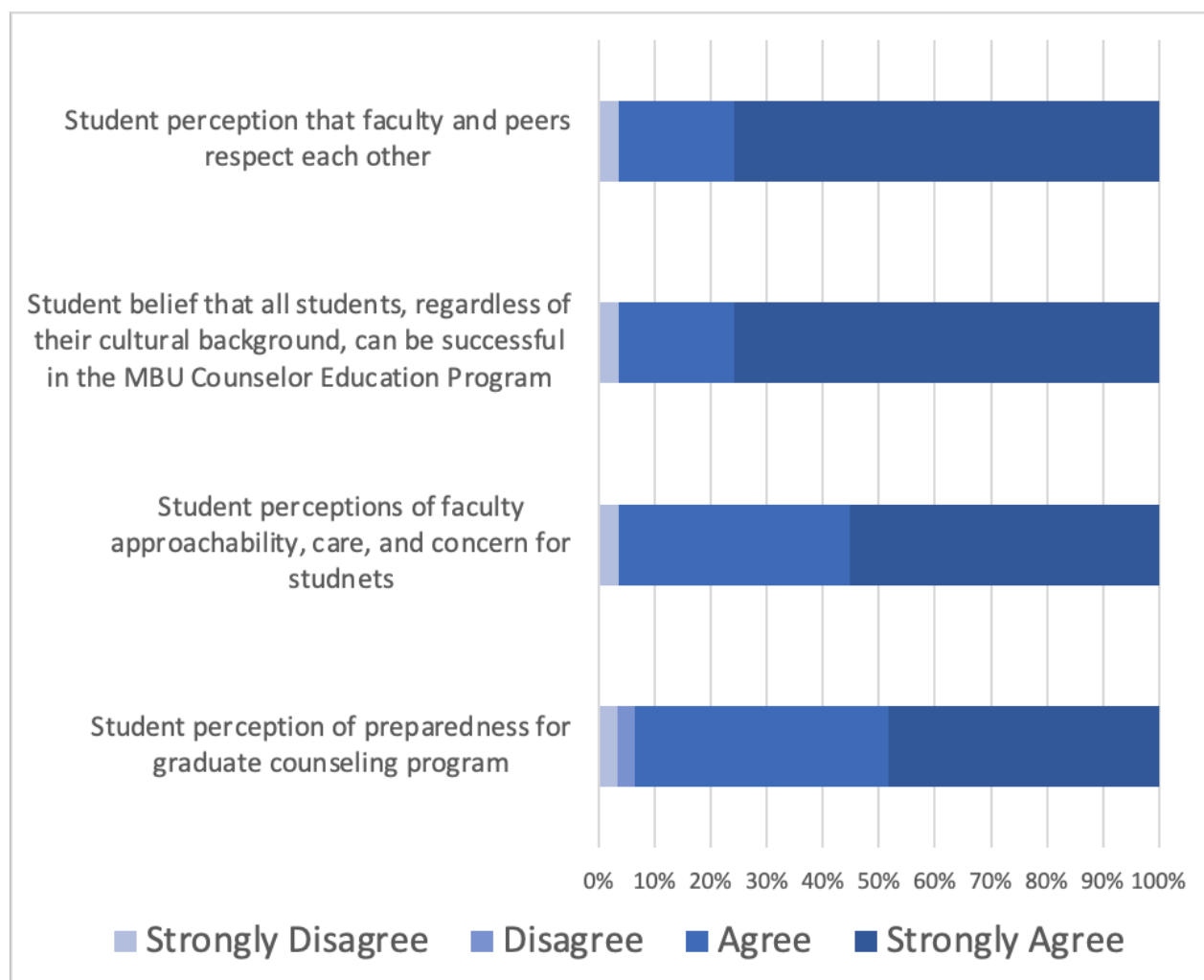
4) Developing; 3) Emerging; 2) Basic Emerging; 1) Baseline

Source: Fall 2021 – Spring 2022 MEES Evaluations – Final Evaluations from Site Supervisors only (Tevera Field Experience Management)

First Year Student Surveys

In the spring of 2021, the Counselor Education Department conducted a first-year student survey in response to retention rates and faculty perceptions of overall program climate. 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. Thirty-one first-year students ($n = 31$) 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.

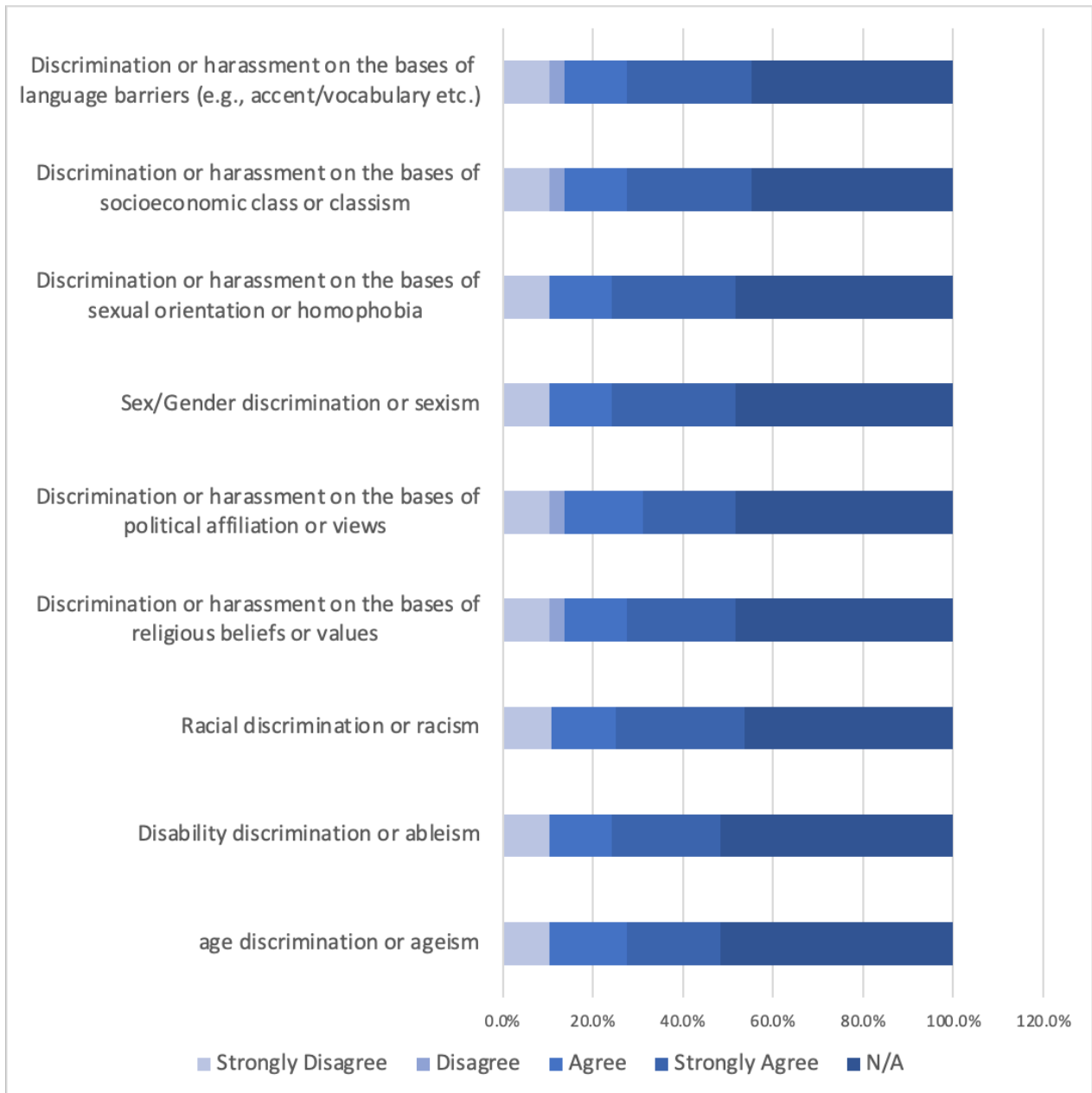
First Year Student Survey Results



Source: Spring 2022 First Year Student Survey

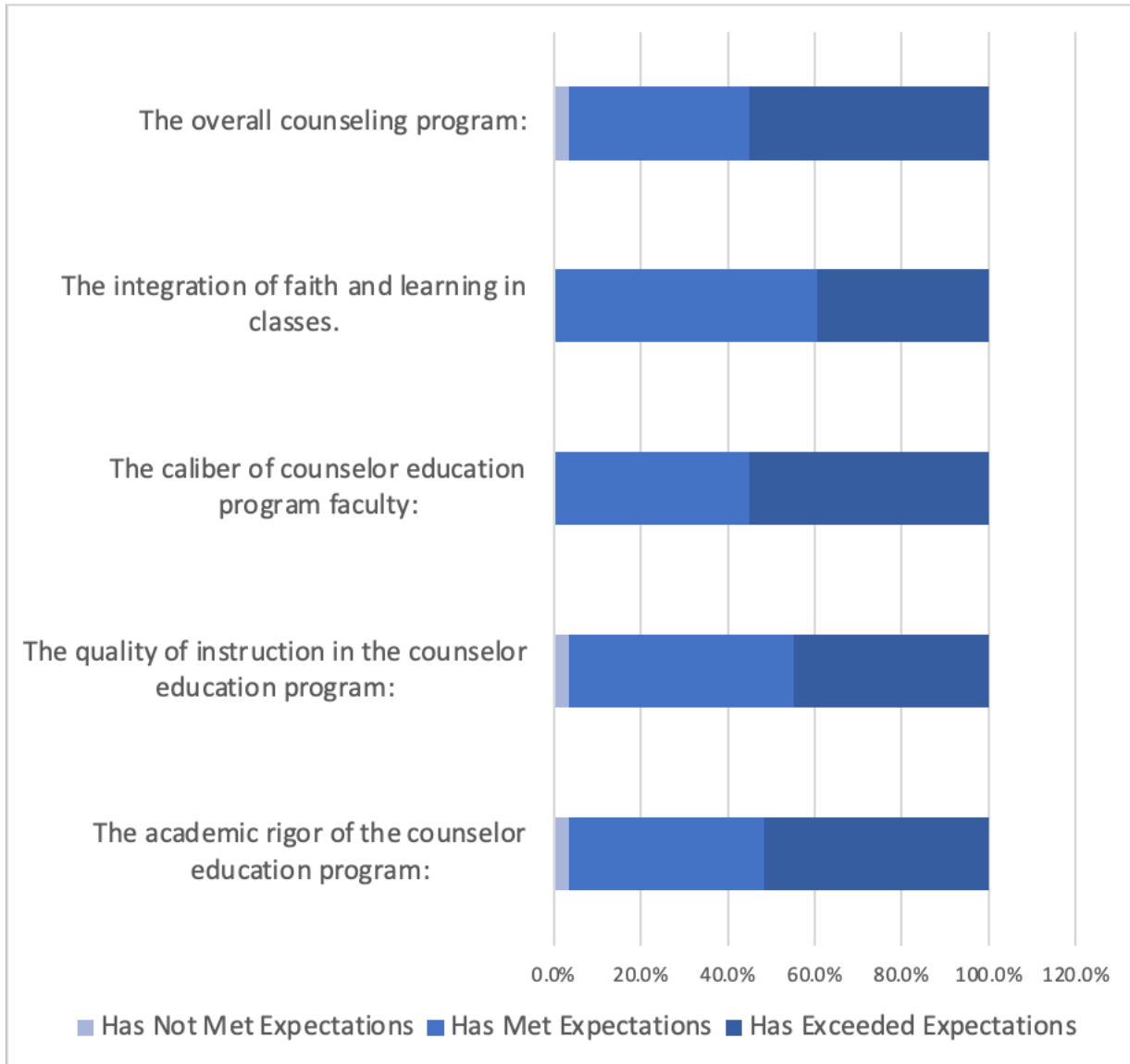
First Year Survey

The counseling faculty has appropriately addressed issues that have presented in class which appeared to reflect:



Source: Spring 2022 First Year Student Survey

First Year Survey
Overall Program Perceptions



Source: Spring 2022 First Year Student Survey

Program Improvements

Each year, as part of the formative review process, the Counselor Education Department assesses areas of weakness and threats (outlined in the SWOT analysis) and makes data-informed improvements to enhance the quality of the program. Over the course of the 2021-2022 academic year, the Department initiated the following program improvements:

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- Hired new qualified adjunct instructors.
- 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.
- Implemented new counseling dispositions
- Rolled out Tevera, a helping professions software program to help track and assess student outcomes, dispositions, field experience paperwork, supervisor evaluations, and field experience hours in a more streamlined manner.

Lastly, graduating students from the previous year noted that they did not feel prepared to write a resume and seek employment in the field. To address this, during the summer of 2022 the Department implemented a new resume-writing assignment in COUN 5303 – Career Counseling and hosted mock interviews for students to practice their professional presentation skills.

Advisory Council

The Counselor Education Department hosted two meetings of the Counselor Education Advisory Council in November of 2021 and March of 2022. 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 November meeting included a review of the annual report and vital statistics, review of overall program goals and objectives review of student aggregate assessment data, discussion of stakeholders' perceptions of the program's reputation and ability to prepare qualified practitioners, discussion of proposed dispositions, and a discussion of current trends impacting the profession. During the March meeting, the Advisory Council discussed trends in the school and clinical mental health counseling settings.

SWOTS

The counseling department identified the following Strengths, Weaknesses, Opportunities, and Threats (SWOTs) for program functioning and student success:

Strengths

CACREP accreditation
Well-designed curriculum that integrates current research
Integration of faith and learning
Highly qualified faculty with terminal degrees
Faculty involvement in Community, State, Regional and National organizations
Current Administrative Assistant serving as Program Coordinator
Student post-graduation employment rate
Annual program review process
Closely aligned program objectives that support MBU Mission and Vision
Mentoring program and student support and remediation process
Diverse faculty
Ability to deliver courses across multiple platforms

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School Counseling – Licensure track prepares students for school counseling certification *and* Licensure as an LPC

Weaknesses

Faculty compensation

Limited office space

Limited research support

Teaching expectations

Poor compensation to adjunct professors

Poor compensation for core professors teaching overload courses

Understaffed core faculty

Funds for discipline specific professional development, organize memberships, and insurance reimbursement.

Accurate marketing and recruitment of diverse student groups.

Opportunities

Highly qualified faculty could be invited to be more involved and supportive of university activities involving mental health

Create classes and expand degree choices to further counseling graduates career goals

Use faculty research interests and specialties to create electives to provide focused tracks of study areas for students

Recruit and support diverse students to have an increased presence in less represented communities in our area

Threats

Competitive market demand for counselor educators

High faculty turnover

Changing accreditation requirements for school counselors

National economic climate and reduction of students that are attending college

Lack of a marketing department

Lack of a human resource department

High tuition rates compared to other counseling programs

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 of Elementary and Secondary Education (DESE) in the state of Missouri mandated that, beginning in September of 2021, only k-12 certification will be issued by the state. The department adjusted internship requirements to meet this shift. The department created a ‘bridge’ course to serve students who had previously completed

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internship in only the K-8 or the 7-12 setting. The new bridge internship allows these students to achieve 100- required hours to add-on an academic level to their existing certificate without having to complete a full 300-hour internship.

- The Department purchased a new data tracking system to help manage field experience paperwork and monitor student dispositions and outcomes on key performance indicator assignments. Data management continues to be a challenge and requires constant monitoring and revision.

The Department will report on progress toward implementing new improvements in the 2022-2023 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.

#ShineOn