Counseling Program

School of Health Sciences

Stephens College

2023-2024 Annual Report

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Director of Counseling

<p align="center">**Section I**</p>

Stephens College Mission Statement

Learn. Grow. Lead

<u>Stephens College Counseling Program Values</u>

<u>Values (Ten Ideals)</u>

Stephens College is committed to its Ten Ideals as core values that inspire and enrich our lives.

Inherent in the culture at Stephens College is the tradition of the Ten Ideals, which originated in 1921. Each year, 10 students whose activities represent the overall ideals of Stephens College are selected as personifications of individual Ideals.
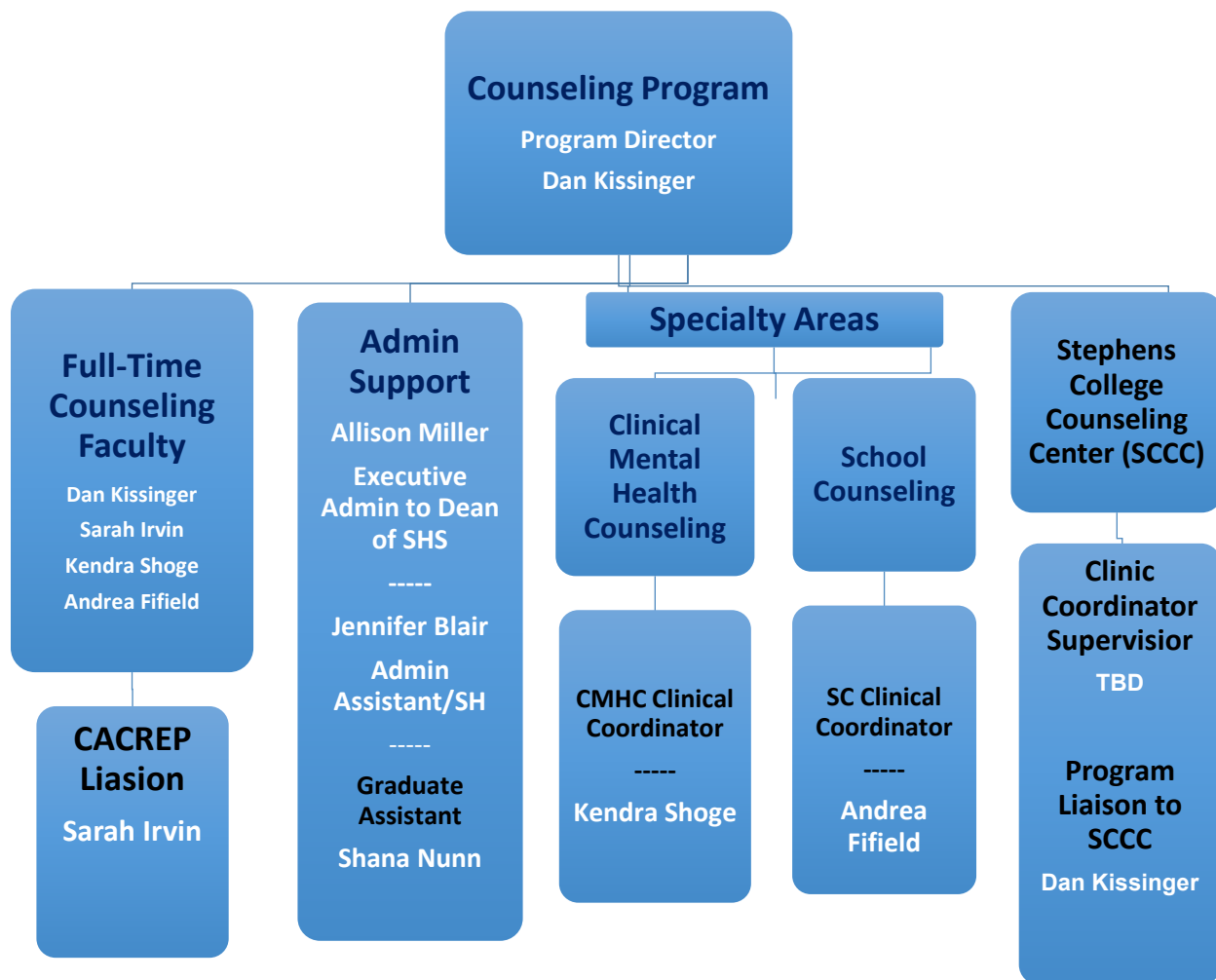
The Ten Ideals

1. Respect for our own dignity and the dignity of others, embodied in a sense of social justice
2. Courage and persistence
3. Independence, autonomy and self-sufficiency
4. Support for others through the willingness to take and give criticism, acceptance and love
5. Sensitivity to the uniqueness and fragility of the natural world of which we are part
6. Responsibility for the consequences of our choices
7. Belief in our changing selves and in our right to change
8. Creativity in the spiritual and aesthetic dimensions of life
9. Intelligence that is informed and cultivated, critical yet tolerant
10. Leadership which empowers others

<u>Mission: Stephens Counseling Program</u>

The mission of the Stephens College Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through curriculums grounded in current, evidence-based counseling skills, theory, technique, professional counselor identity, and ethics. Program graduates are well prepared to work with diverse clientele across the lifespan within school and mental/behavioral health systems as well as for-and non-profit public and private settings

Organizational Chart

Counseling Program

Program Director

Dan Kissinger

Full-Time Counseling Faculty

Dan Kissinger

Sarah Irvin

Kendra Shoge

Andrea Fifield

CACREP Liasion

Sarah Irvin

Admin Support

Allison Miller

Executive Admin to Dean of SHS

Jennifer Blair

Admin Assistant/SH

Graduate Assistant

Shana Nunn

Specialty Areas

Clinical Mental Health Counseling

CMHC Clinical Coordinator

Kendra Shoge

School Counseling

SC Clinical Coordinator

Andrea Fifield

Stephens College Counseling Center (SCCC)

Clinic Coordinator Supervisior

TBD

Program Liaison to SCCC

Dan Kissinger

Stephens College

Counseling Program Annual Report
2023-2024

About Our Programs

The Counseling program at Stephens College is housed within the School of Health Sciences. The program offers degree plans in two specialization areas:

1. A Master's degree (M.Ed.) in Clinical Mental Health Counseling (CMHC)
2. A Master's degree (M.Ed.) in School Counseling (SC)

The CMHC program is 60 credit hours and is designed to prepare students for licensure as a professional counselor in the State of Missouri.

The SC program offers two degree plans. The 45 credit, DESE*-approved SC degree plan prepares students for licensure and certification as a school counselor in the State of Missouri.

The 60 credit, DESE*-approved degree plan prepares students for certification as a school counseling in the State of Missouri. Additional CMHC coursework in this plan leads to eligibility for licensure as a professional counselor in the State of Missouri.

*DESE: Missouri Department of Elementary & Secondary Education

About this Report

The Counseling program's annual report summarizes information for 2023-2024 (i.e. Fall 2023, Spring 2024, Summer 2024). Program enrollment was 47, with 36 CMHC students, 10 SC students, and 1 non-degree seeking SC student, respectively. The pass rate on the comprehensive exam was 100%.

Student surveys reveal that 94% of students felt the CMHC and SC specialization courses were challenging and effective, while 87% felt the same for core curriculum courses. 94% of students also reported that both faculty and course assignments challenged them to grow personally

and professionally, while 100% of students reported their practicum and internship experiences provided quality opportunities and challenges that facilitated their professional development.

External stakeholder data was also positive, with 100% of employers of program graduates reporting they strongly agree/agree that program graduates were prepared for the professional roles and responsibilities of the profession (63% strongly agree/37% agree) and that they would hire another Stephens Counseling program graduate (95% strongly agree/5% agree).

Program Evaluation

The program's **Comprehensive Assessment Plan (CAP)** collects and reviews data from students, faculty, supervisors, and external stakeholders (i.e., Advisory Council) across multiple points. An abridged outline of the methods and timelines of the collection and review of individual student and program data is noted below.

INDIVIDUAL STUDENT DATA		
Assessment Area	**Assessment Method**	**Timeline**
Key Performance Indicators (KPI)	Master Assessment Rubric	Assessed 2 x across curriculum (See KPI table below)
Student Dispositions	Student Disposition Assessment ---- Section II: Student Dispositions in Course Instructor/Site Sup Eval	Yr 1/Sem 1 & Yr. 2/Sem 4 ---- Mid-Term & End of Semester of Practicum/Internship
Student Assess of Field Placement Site	Student Eval of Prac/Intern Site	End of Practicum/Internships
Student Assess of Site Supervisor	Student Eval of Prac/Intern Site Sup	End of Practicum/Internships
Student Assess of Prac/Intern Instructor	Student Eval of Prac/Intern Course Instructor	End of Practicum/Internship
PROGRAM DATA		
Assessment Area	**Assessment Method**	**Timeline**
Program Objectives	AQI/Graduate, Fieldwork, Exit, & Employer Surveys	See AQI/Progam Objective Table below
Student Assessment of Program ---- Follow-Up Graduate Program Assessment	Graduate Survey* ---- Graduate Survey-Revised	Final Semester of Program ---- Initial Survey in Fall 2025
Graduating Student Assess of Program	Exit Survey (formerly Graduate Survey)	All COUN 604 and 608 courses (Initial- Summer 2026)
Employers of Graduates	Employer Survey	Bi-annual Assessment Next Survey: Spring 2026
Student Eval of Program Climate	Program Climate Survey	Annual-Spring Semester
Program Demographics	Program Demographics Survey	Annual-Spring Semester
Site Supervisor Assessment of Program/Student Achievement	Fieldwork Site Supervisor Survey	Bi-annual, Spring Semester (initial, Sp26)
Knowledge of Core Counseling Curriculum	Comprehensive Preparation Counselor Exam (CPCE)	Final Semester of Program (I.e., COUN 604/SC; COUN 608/CMHC

Knowledge of Core Counseling Content	National Counselor Examination (NCE)	Final Semester/following CPCE (*not required)

Program Data: 2023-2024

2023-2024	Clinical Mental Health Counseling	School Counseling
Applicants	12	5
Currently Enrolled	36	11
Graduates	6	2
Licensure/Certification Exam Pass Rates (NCE)	9/11 Pass Rate (82%/initial) 2/2 Passed (100%/second)	NA
DESE Exam Pass Rate (MO Dept. of Elem & Secondary Education)	NA	100%
Praxis Exam	NA	100%
Job Placement	100% *	100%

*Of students seeking employment in the Counseling discipline. Percentage reported includes Graduate Survey (old version) & post-graduation anecdotal information from AY 2023-2024 CMHC graduates.

Individual Student and Program Outcome Data

The following information represents data program's 2023-2024 Comprehensive Assessment Plan across key individual student and program data. In some cases, several years of data are included to provide a broader perspective of the program.

2023-2024 Key Performance Indicators/KPI Data (CACREP 2024 Standards)

The program's initial conceptualization of Key Performance Indicators centered on the selection, assessment, analysis, and reporting of specific standards. While notable revisions to how program's KPI selection was As noted in Table I below, 11 specific standards are planned for the 2024-2025 academic year to ensure full alignment with CACREP 2024 policy, Table 1 below outlines the selected 2023-2024 key performance indicators across the eight core areas and the clinical mental health counseling specialization area (the one area the program will be seeking CACREP-accreditation). Multiple measures were used across multiple points in the curriculum to measure individual learning, knowledge, and dispositions.

- Minimum performance threshold for is 85% for all KPI.
- Summary: 100% of students met or exceeded the minimum threshold of 85% on all KPI measures at multiple assessment points (See Table 1: AY 2023-2024 KPI)

Table I: Academic Year 2023-2024 Key Performance Indicator Summary

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	**Course**: COUN 501 **Measurement:** Ethics Case **Timeline:** Year 1, Semester 1 **Focus:** Knowledge, skills, disposition KPI Attainment: 100%	**Course**: COUN 630 **Measurement:** Quiz 1 **Timeline:** Year 1, Semester 2 **Focus:** Knowledge KPI Attainment: 100%
KPI 2 – CACREP 3. A	**Assessment I**	**Assessment II**
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	**Course**: COUN 501 **Measurement:** Reflection Paper **Timeline:** Year 1, Semester 1 **Focus:** Knowledge KPI Attainment: 100%	**Course**: COUN 630 **Measurement:** Self-Care Strategies **Timeline:** Year 1, Semester 2 **Focus:** Knowledge, Skills, Dispositions KPI Attainment: 100%
KPI 3 – CACREP 3. B	**Assessment I**	**Assessment II**
Students will demonstrate multicultural knowledge, self-awareness, humility, skill, and dispositions necessary for working effectively within and across a dynamic, pluralistic society.	**Course**: COUN 555 **Measurement:** Competence Assign **Timeline:** Year 2, Semester 4 **Focus:** Knowledge, Dispositions KPI Attainment: 100%	**Course**: COUN 545 **Measurement:** Up Journal (final) **Timeline:** Yr 1, Sem 3 or Yr 2, Sem 6 **Focus:** Knowledge KPI Attainment: 100%
KPI 4 – CACREP 3.C	**Assessment I**	**Assessment II**
Students will demonstrate the multicultural knowledge, self-awareness, humility, skills, and professional dispositions necessary for working effectively with diverse clients within and across a dynamic, pluralistic society.	**Course**: COUN 545 **Measurement:** Up Journal (final) **Timeline:** Yr 1, Sem 3 or Yr 2, Sem 6 **Focus:** Knowledge KPI Attainment: 100%	**Course**: COUN 630 **Measurement:** Crisis Pamphlet **Timeline:** Year 1, Semester 2 **Focus:** Knowledge KPI Attainment: 100%
KPI 5 – CACREP 3. D	**Assessment I**	**Assessment II**
Students will demonstrate knowledge and awareness of life events and stages that could influence an individual's mental, emotional, and psychological health and well-being across the lifespan.	**Course**: COUN 501 **Measurement:** Final Exam items **Timeline:** Year 1, Semester 1 **Focus:** Knowledge KPI Attainment: 100%	**Course**: COUN 550 **Measurement:** Case Presentation **Timeline:** Year 3, Semester 8 **Focus:** Knowledge, Skills KPI Attainment: 100%
KPI 6 – CACREP 3. E	**Assessment I**	**Assessment II**
Students will demonstrate the requisite knowledge, counseling skills, and professional dispositions necessary to establish and maintain quality therapeutic alliances with diverse client populations.	**Course**: COUN 500 **Measurement:** Reflection Paper 2 **Timeline:** Year 1, Semester 1 **Focus:** Knowledge, Dispositions KPI Attainment: 100%	**Course**: COUN 520 **Measurement:** Group Proposal **Timeline:** Year 1, Semester 2 **Focus:** Knowledge, Skills KPI Attainment: 100%
KPI 7 – CACREP 3. F	**Assessment I**	**Assessment II**
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct ethical, effective individual and group counseling services	**Course**: COUN 520 **Measurement:** Group Proposal **Timeline:** Year 1, Semester 2 **Focus:** Knowledge, Skills KPI Attainment: 100%	**Course**: COUN 600 **Measurement:** Group Curriculum **Timeline:** Year 2, Semester 5 **Focus:** Knowledge KPI Attainment: 100%
KPI 8- CACREP 3. G	**Assessment I**	**Assessment II**
Students will demonstrate understanding of the ethical and legal issues required to prepare, implement, and interpret assessment instruments and strategies for clients as part of an effective individualized, evidence-based treatment plan.	**Course**: COUN 540 **Measurement:** Mid-Term/Final **Timeline:** Yr 1, Sem 3 or Yr 2, Sem 6 **Focus:** Knowledge **KPI: No Data-Pending 2024-2025 data**	**Course**: COUN 560 **Measurement:** Final Exam **Timeline:** Yr 1, Sem 3 or Yr 2, Sem 6 **Focus:** Knowledge KPI Attainment: 100%
KPI 9 – CACREP 3.H	**Assessment I**	**Assessment II**
Students will demonstrate an understanding of the importance of using evidence-based models, strategies, and interventions to inform clinical practice and advance the counseling professional.	**Course**: COUN 560 **Measurement:** Final Exam **Timeline:** Yr 1, Sem 3 or Yr 2, Sem 6 **Focus:** Knowledge KPI Attainment: 100%	**Course**: COUN 607 **Measurement:** Reflection 1 **Timeline:** Year 2, Semester 7 **Focus:** Knowledge KPI Attainment: 100%

KPI 10 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans.	**Course**: COUN 515 **Measurement**: Clinical Interview **Timeline**: Year 2, Semester 4 **Focus:** Knowledge, Skills, Dispositions **KPI Attainment: 100%**	**Course**: COUN 601 **Measurement**: Case Presentation 1 **Timeline**: Year 2, Semester 5 **Focus:** Knowledge, Skills, Dispositions **KPI Attainment: 100%**
KPI 11 – CACREP 5-C (CMHC)	**Assessment I**	**Assessment II**
Students will demonstrate the ability to draw from and implement evidence-based strategies and interventions to facilitate the prevention and treatment of a wide range of mental health issues. Students will also demonstrate, in word and action, the professional dispositions expected of a Counseling professional.	**Course**: COUN 635 **Measurement**: Case Concept **Timeline**: Year 2, Semester 4 **Focus:** Knowledge, Skills, Dispositions **KPI Attainment: 100%**	**Course**: COUN 608 **Measurement**: Capstone **Timeline**: Year 3, Semester 8 **Focus:** Knowledge, Skills, Dispositions **KPI Attainment: 100%**

Program Assessment

Program effectiveness (i.e. achievement of program objectives is assessed through the systematic evaluation of select Academic Quality Indicator (AQI's) using multiple measures across multiple points in the curriculum specific to knowledge and skill. For the academic year 2023-2024, the program used the following objectives, defined as "curriculum objectives".

1. Stephens College (SC) Counseling students will possess knowledge specific to the historical, ethical, legal, professional, and labor market areas of the counseling profession.
2. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to understanding diverse societies and working with in an ethical and culturally sensitive manner with individuals, groups, families, and organizations.
3. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to theories and issues associated with human growth and development.
4. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to theories and issues related to career development.
5. SC Counseling students will possess and be able to demonstrate knowledge and skills related to counseling and helping relationships.
6. SC Counseling students will possess and be able to demonstrate knowledge and skills related to group counseling and group work.
7. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to assessment and testing in counseling settings.
8. SC Counseling students will possess and be able to demonstrate knowledge and skills related to counseling research and program evaluation.
9. Clinical Mental Health Counseling students will obtain appropriate state licensure as professional counselors (i.e., LPC)
10. School Counseling students will obtain appropriate certification as school counselors.

The eleven academic quality indicators aligned with program objectives noted below were used to evaluate student knowledge, skills, and dispositions. Each AQI was measured at multiple points across the curriculum. Table I below provides the outcome data from all AQI/PO for the AY 2023-2024.

AQI= Academic Quality Indicator
CO = Curriculum Objective (i.e. program objectives)
Minimum Threshold = 85% (i.e., students will achieve a score of Minimally Meets the Standard (or better (i.e., meets standard or exceeds standard) on all AQI measurements as assessed by the program's Master Assessment Rubric

Table I: Academic Quality Indicator/Program Objective

AQI	PO #	Measurement	Focus	Timeline	Results
AQ1	CO1	Reflection Paper I		Knowledge	COUN 500 Yr 1, Sem 1	100% students @ Minimum Threshold or better.
AQ2	CO1	Competence Assignment	Knowledge	COUN 555 Yr 1, Sem 2	100% students @ Minimum Threshold or better.
AQ3	CO1	Experiential Reflection	Knowledge	COUN 590 Yr 1, Sem 1	100% students @ Minimum Threshold or better.
AQ4	CO2	Mock Session 2	Knowledge Skills	COUN 500 Yr 1, Sem 1	100% students @ Minimum Threshold or better.
AQ5	CO2	Experiential Group	Knowledge Skills	COUN 520 Yr 1, Sem 2	100% students @ Minimum Threshold or better.
AQ6	CO2	Child/Adolescent Interview	Knowledge/ Skills Disposition	COUN 600 Yr 2, Sem 5	100% students @ Minimum Threshold or better.
AQ7	CO3	Ethics Case Study	Knowledge/ Skills	COUN 525 Yr 1, Sem 1	100% students @ Minimum Threshold or better.
AQ8	CO3	Paired Debate	Knowledge Skills Disposition	COUN 575 Yr 1, Sem 3 or Yr 2, Sem 6	100% students @ Minimum Threshold or better.
AQ9	CO4	Mock Session 3	Knowledge/ Skills Disposition	COUN 500 Yr 1, Sem 1	100% students @ Minimum Threshold or better.
AQ10	CO4	Suicide Assessment	Knowledge Skills Dispositions	COUN 601 Yr 2, Sem 5	100% students @ Minimum Threshold or better.
AQ11	CO4	Sexuality Psychoeducational Group	Knowledge Skills Disposition	COUN 575 Yr 1, Sem 3 or Yr 2, Sem 6	Bi-annual assessment; no AY 2023-2024 data

Student Disposition

Student dispositions are assessed at multiple pre-fieldwork and fieldwork points during the program. In 2023-2024, the professional dispositions of students were assessed at the end of their initial semester in the program (i.e., Yr 1, Sem 1), while students in fieldwork courses (i.e., practicum and internships) were assessed on professional dispositions at the mid-term and end of the semester by their fieldwork site supervisor and faculty supervisor (i.e., course instructor). Data from these dispositional assessments for the AY 2023-2024 is noted in the tables below.

Pre-Fieldwork Assessment I: Student Professional Disposition

Disposition ----- Minimum Threshold (85%)	Evaluator	Student Score (aggregate)

Q1: Ethical Behavior	Core Instructor | 100%
Q2: Professionalism/Behavior	Core Instructor | 100%
Q3: Boundaries	Core Instructor | 100%
Q4: Site & Course Policy	Core Instructor | 100%
Q5: Documentation	Core Instructor | 100%
Q6: Multicultural Competence	Core Instructor | 100%
Q7: Emotional Stability	Core Instructor | 100%
Q8: Personal/Professional Growth	Core Instructor | 100%
Q9: Feedback	Core Instructor | 100%
Q10: Adaptableness	Core Instructor | 100%
Q11: Genuineness	Core Instructor | 100%
Q12: Personal Wellness	Core Instructor | 100%
Total	100% of students demonstrated that they demonstrated that they minimally met (or better) for each dispositional element and measurement.

Disposition ----- Minimum Threshold (85%)	Site Supervisor	Faculty Supervisor/Course Instructor
Q1: Ethical Behavior	100%	100%
Q2: Professionalism/Behavior	100%	100%
Q3: Boundaries	100%	100%
Q4: Site & Course Policy	100%	100%
Q5: Documentation	100%	**89%**
Q6: Multicultural Competence	100%	100%
Q7: Emotional Stability	100%	100%
Q8: Personal/Professional Growth	100%	100%
Q9: Feedback	100%	100%
Q10: Adaptableness	100%	100%
Q11: Genuineness	100%	100%
Q12: Personal Wellness	100%	100%
Total	**100%**	**99%**

Program Improvement and Development

The 2023-2024 period represented the program's first full year of data collection on AQIs/KPI using the 2024 CACREP standards and Comprehensive Assessment Plan (CAP). Notable outcomes and insights were gained across multiple program areas throughout 2023-2024 and the self-study process and utilized as the means for program improvement and development.

Curriculum

The 2023-2024 curriculum was redesigned to align with the new CACREP 2024 standards. Several key curricular and faculty changes and actions are noted below.

1. Faculty reviewed and revised KPI and AQI and key guiding standards and assessment points across multiple points in the program using 2024 CACREP Standards (see KPI Table above).

2. Individual faculty made multiple updates and revisions to course design to ensure assignments aligned with all 2024 CACREP standards mapped to their courses.

3. Faculty removed **COUN 601**: CMHC Practicum from summer offerings. Summer internship courses will remain as option per enrollment need.

4. **COUN 502**: Foundations of Professional Counseling & **COUN 525**: Ethics & Legal Issues were integrated to create **COUN 501**: Professional Orientation & Ethics. The CACREP standards re-mapped in this integration are cited below.

5. Program objectives (i.e., curriculum objectives) were recognized as overly broad-and mislabeled. Faculty set a goal to revise program objectives for Fall 2024 semester that align with program and individual key performance indicators.

6. KPIs & AQIs appear appropriate-continued review of data and appropriateness of selected measures/timeline needed for AY 2024-2025.

Assessment

- Set minimal thresholds for individual student and program data (i.e., KPIs, Pass Rates on Credentialing Exams, Degree Completion rates, etc.).
- Based on 2023-2024 assessment data and review, faculty identified several areas requiring revision. Specific to the program's Comprehensive Assessment Plan, revisions and additions included the following:
  - *Master Assessment Rubric*
    - Rubric aligned with minimum threshold attainment levels (i..e, minimally meets or better).
  - *Course Level Assessment*
    - Revised to better document non-KPI/KPI attainment & evidence.
  - *Program Climate*
    - Developed to expand program awareness of current student perceptions of program climate and includes sections on program policies/advising/inclusion. Implementation set for Spring 2025.
  - *Program Demographics*
    - Program specific demographics survey designed to expand awareness of student diversity outside the limited demographics (i.e., ethnicity/race/gender) collected by Stephens College. Implementation set for Spring 2025.
  - *Graduate Survey*

- 2023-2024 version identified as insufficient due to a) collects "exit" data from pending graduates, not the needed follow-up data from program graduates.
- A revised Graduate Survey was created that will specifically provide follow-up data from program graduates. It will also be better aligned with program objectives. Implementation set for Spring 2025.

o *Exit Survey*
- 2023-2024 version identified as useful but insufficient for providing required follow-up data from program graduates.
- A specific Exit Survey was developed and will continue to collect similar data from previous Graduate Survey. It will also be better aligned with program objectives. Implementation set for Spring 2025.

o *Employer Survey*
- Revision to 2023-2024 Employer Survey designed to clearly align employer assessment of program graduate performance with program objectives.

o *Fieldwork Site Survey*
- 2023-2024 review of external stakeholder data identified gap in systemic data from fieldwork site supervisor. Like the revised Graduate, Exit, and Employer Surveys, the Fieldwork Site Supervisor survey is also more clearly aligned with program objectives. Implementation set for Summer 2025.

Policies/Procedures

Multiple program policies/procedures changes occurred during 2023-2024, including but not limited to:

- Updated the program's Mission statement and program objectives utilizing feedback from internal (Student Advisory Council) and external stakeholders (Program Advisory Council).
- Fall 2023 represented initial semester of all electronic documentation for the clinical courses through Supervision Assist. (Beta testing occurred Spring '23)
- Updated program's master syllabus & attendance/participation/online policies
- Updated Student Handbook
- Updated Practicum and Internship Manuals
- Created Practicum and Internship FAQs document.
- Created a manual for Adjunct Instructors.
- Created a Supervision Assist Training Guidelines/Manual
- Updated the Site Supervisor Resource Guide/Manual
- Updated the Site Supervisor Manual

- Continued updating of a "Site List" of practicum/internship site with contact information and application timelines (when available) for CMHC students.

Internal/External Stakeholder Info

The program utilizes insights and feedback from internal and external resources for program improvement and development.

- *Student Advisory Council*
  - Inaugural meeting Spring 2024, offering students a "voice" in the program operation, improvement, and development.
  - Example includes Student Advisory Council feedback on potential updates to program Mission and program objectives.

- *Program Advisory Council*
  - Program meets annually (at a minimum) with our Advisory Committee made up of community-based experts across the clinical mental health and

Additional 2023-2024 Program Highlights

- Dr. Sarah Irvin awarded the 2023-2024 Graduate Teaching Award.
- Hiring of Dr. Andrea "Andy" Fifield, Associate Professor of Counseling (School)
- Taylor White named Outstanding Graduate Student in School Counseling
- Amy Pescaglia named Outstanding Graduate Student in Clinical Mental Health Counseling.
- Transition to all electronic documentation for CMHC and SC
- Dr. Irvin served as conference coordinator for the national 2024 Ethics in Counseling conference in New Orleans, LA.
- The School Counseling program re-designed and received DESE (MO Department of Elementary and Secondary Education) approval for new 45 degree and 60 degree school counseling degree plans.