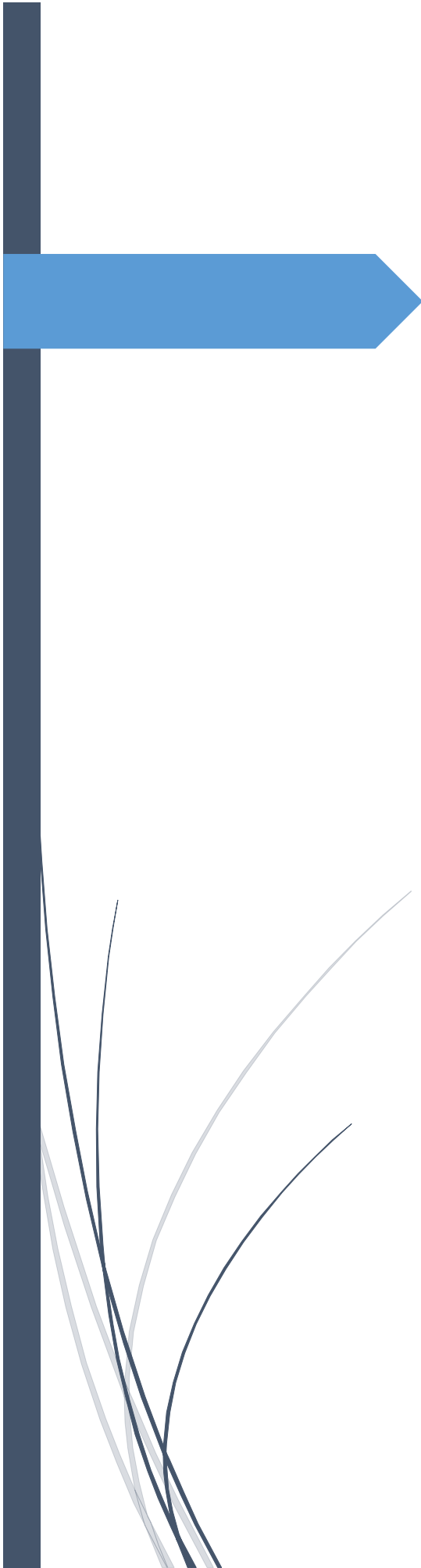




Counseling Program

**School of Health Sciences
Stephens College**

2024-2025 Annual Report

**Daniel B. Kissinger, Ph.D., LPC-S
Program Director**

Section I

Stephens College Mission Statement

Learn. Grow. Lead

Stephens College Counseling Program Values

Values (Ten Ideals)

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.

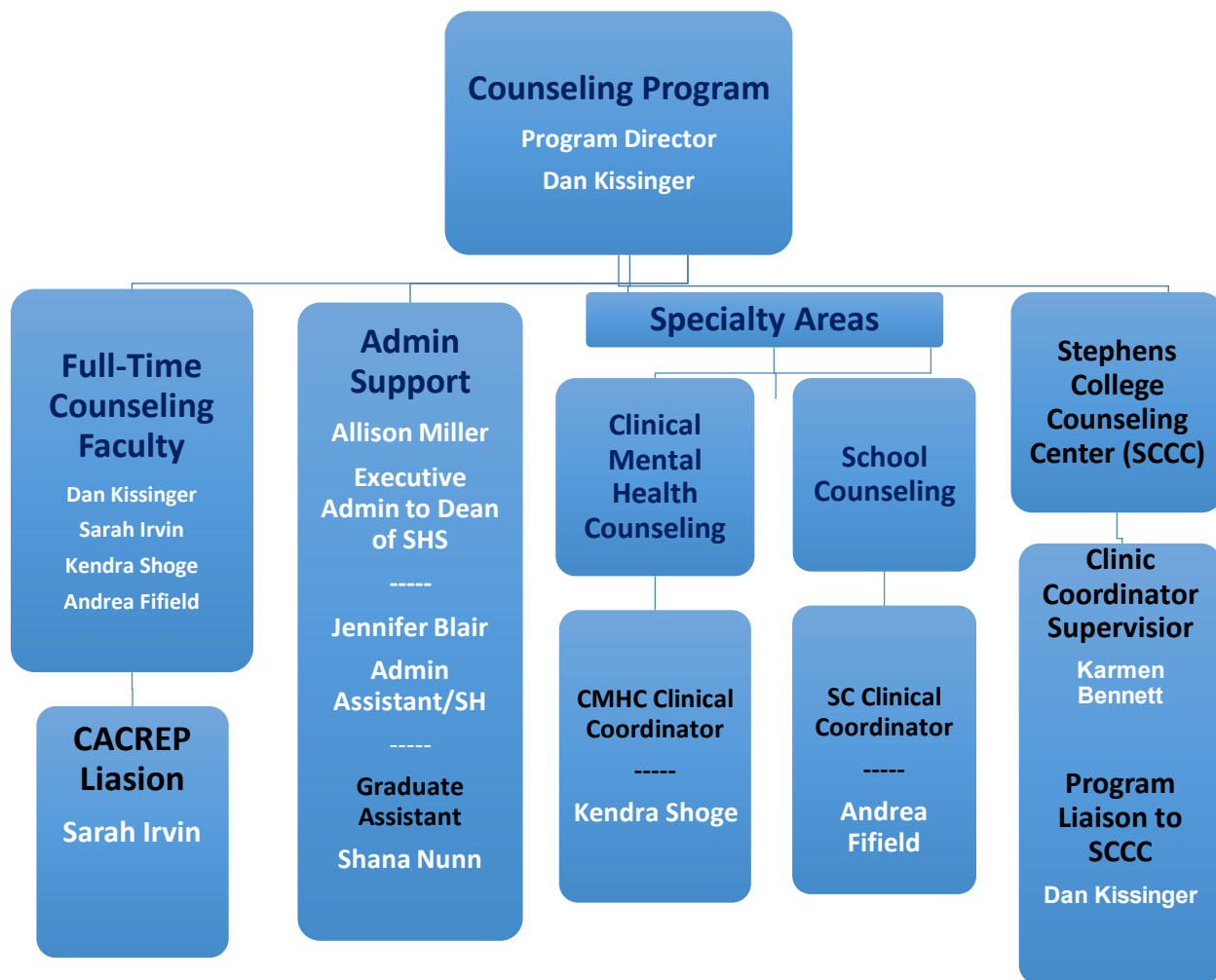
The Ten Ideals

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

Mission: Stephens Counseling Program

The mission of the Stephens College Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through evidence-based curriculums that address counseling skills, theory, technique, professional counselor identity, wellness, cultural competence/social justice, and ethics. Program graduates are well prepared to work in a pluralistic society serving diverse students and clientele within and across public and private schools and mental/behavioral health systems and organizations.

Organizational Chart



Stephens College



Counseling Program Annual Report 2024-2025

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

The SC specialization 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.
 - In this plan, students may opt to complete additional CMHC coursework that also prepares students for licensure as a professional counselor in the State of Missouri.

*DESE: Missouri Department of Elementary & Secondary Education

Program Information & Achievements

The Counseling program's annual report summarizes information for 2024-2025 (i.e. Fall 2024, Spring 2025, & Summer 2025). Program enrollment during this period was 49 and consisted of 40 students in the clinical mental health counseling specialization and 9 students in the School Counseling specialization, respectively. The pass rate on the comprehensive exam (Counselor Preparation Comprehensive Exam; CPCE)-taken by students across the CMHC/SC specializations, was 100%. Further, students in the SC specialization area scored a 100% pass

rate on the Praxis exam. No official pass-rate scores on the National Counselor Exam (NCE) were provided to the program by the NBCC. However, 9 of 10 students (90%) self-reported to faculty that they passed the NCE on their initial attempt.

Program Data: 2024-2025

2024-2025	Clinical Mental Health Counseling	School Counseling
Applicants/Enrolled Fa24	14/12	4/3
Fall 2024 Enrollment	40	9
Graduates (Fa24-Su25)	11	2
NCE Exam Pass Rates Initial Attempt/Self-Report	10/11 Pass Rate (91%)	NA
Praxis Exam	NA	3/3 (100%)
Job Placement	100% *	100%

***Based on student self-report and pending data.**

Program Demographics

To assess the broader diversity of the program outside the limited demographics collected during the program's official application stage, the program developed the *Program Demographics Survey*. Initial takeaways from the initial survey in spring of '25 (N=26) include:

- 38% of respondents identify as first-generation college students.
- 50% of respondents are between the ages of 26 & 59, while only 12% are between the ages of 21-25.
- Nearly one-quarter (23%) of respondents identify as a person with a disability or impairment, with 12% choosing not to respond.
- 8% of respondents identify as Genderqueer/Genderfluid, 4% as non-binary, 4% use a different term to self-identify, while women (69%) remained the largest group, while 19% of respondents were identified as male.

Program Climate

To facilitate a broader understanding of program climate across multiple key factors (Data from the initial Program Climate Survey in Spring 2025 provides important insights into student perceptions of the program's environment and their unique experiences. Key initial takeaways from the initial Sp2 survey (N=26) are noted below, while a full review of the survey will be conducted at the Fall 2025 faculty retreat:

- 80.79% agree (38.46%) & strongly agree (42.3%), while 15% neither agree/disagree and 3.8 (N=1) disagreed with the statement "The overall climate in the program is positive".

- 57% total agree (34.62%) & strongly agree (23.08%) that “The program is diverse”. Notably, 11.54% disagree and 7.69% strongly disagree with that statement. Another 23% neither agreed nor disagreed.
- 88% of respondents agreed (26.9%) & strongly agreed (61.54%) with the statement, “The program seeks to provide an environment free of discrimination”. Additionally, 7.69% (2/26) neither agreed or disagreed with the statement, while 3.85% (1/26) disagreed with the statement.

**Additional student feedback pending resolution of software/data collection issue.

Program Evaluation (review from CACREP CAP)

The program’s comprehensive assessment plan (CAP) was revised as part of the self-study process. An abridged CAP table (1.1: CAP-abridged) is noted below, followed by more detailed information and data highlighting Program and Individual Learning Outcomes information and data for 2024-2025.

Table 1.1: (CAP-abridged)

Data	Data Collection Platform	Data Collection Timeline
Measurement/ Instrument		[Year/Semester]
Academic Quality Indicators (Program Objective/AQI)	Canvas (AQI 1-10) & Supervision Assist (AQI 11)	
AQI-1 Reflection Paper 1		AQI 1 Yr 1, Sem 1
AQI-2 Competence Assignment		AQI 2 Yr 1, Sem 2
AQI-3 Diversity Presentation		AQI-3 Yr 3, Sem 8
AQI-4 Mock Session 1		AQI-4 Yr 1, Sem 1
AQI-5 Experiential Group		AQI-5 Yr. 1, Sem 2
AQI-6 Child/Adolescent Interview		AQI-6 Yr.2, Sem 5
AQI-7 Ethics Case Study		AQI-7 Yr. 1, Sem 1
AQI-8 Case Conceptualization (3 rd /3)		AQI-8 Yr. 2, Sem 5
AQI-9 Mock Session 3		AQI-9 Yr. 1, Sem 1
AQI-10 Suicide Self-Assessment		AQI-10 Yr. 1, Sem 2
AQI-11		

Capstone Presentation ----- Master Assessment Rubric		AQI-11 Yr. 3, Sem 8
Graduate Survey* (*Self-Study data) ----- Graduate Survey Revised	Qualtrics	Bi-Annually Initial use of Graduate Survey- Revised set for Fall 2025.
Graduating Student Assessment of Program Exit Survey *Former Graduate Survey	Supervision Assist	End of Semester of COUN 608: CMHC Internship II & COUN 604: SC Internship II
Employer Assessment of Program Graduate Skill/Knowledge/Performance Employer Survey (*Self-Study Data) Employer Survey-Revised	Qualtrics	Bi-Annual Initial use of Employer Survey- Revised set for spring semester, 2026.
Program Climate Survey Program Assessment of Student Demographics ----- Program Demographics Survey	Qualtrics ----- Qualtrics	Annually Spring Semesters beginning Sp'25
Fieldwork Site Supervisor assessment of		

practicum/internship student performance Fieldwork Site Supervisor Survey	Supervision Assist	Bi-Annual Initial Survey in Spring 2026
Core Curriculum Content Knowledge ----- National Counselor Exam (NCE)	NBCC	Final Semester

Data	Data Collection Platform	Data Collection Timeline
Measurement Instrument		
Column A	Column B	Column C
Key Performance Indicators Master Assessment Rubric	Canvas	End of KPI-Assigned course/semester
Professional Disposition of Students (Pre-Fieldwork) ----- ----- <i>Student Dispositions Assessment</i>	Qualtrics	End of Yr 1/Sem 1 End of Yr. 2/Sem 4

Professional Disposition of Students (Practicum/Internship) CMHC Student Evaluation by Practicum/Internship Instructor, Site Supervisor Section II/Professional Disposition	Supervision Assist	Mid-Semester & End of Semester of all CMHC Practicum & Internships COUN 601 COUN 607 COUN 608
Practicum/Internship Placement Process Survey	Supervision Assist	End of COUN 601 Semester
<i>Student Evaluation of Practicum & Internship Site</i>	Supervision Assist	End of Semester of CMHC Practicum & Internships COUN 601 COUN 607 COUN 608
<i>Student Evaluation of Practicum & Internship Site Supervisor</i>	Supervision Assist	End of Semester of CMHC Practicum & Internships COUN 601 COUN 607 COUN 608
<i>Student Eval of Practicum & Intern Course Instructor</i>	Supervision Assist	End of Semester of CMHC Practicum & Internships COUN 601 COUN 607 COUN 608

Program & Individual Assessment

2024-2025 Key Performance Indicators/KPI Data (CACREP 2024 Standards)

Table I outlines the program's 11 CACREP (2024) standards selected as key performance indicators across all core curriculum areas and the CMHC specialization for AY 2024-2025, with additional detail provided for the KPI's course location, measurement method, timeline, and focus (i.e., knowledge/skills/disposition).

- Minimum performance threshold for each KPI assessment is 85%.

- Summary: 100% of students met or exceeded the minimum threshold of 85% on all KPI measures at multiple assessment points (See Table 1)

Table I: Academic Year 2024-2025 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: No Data-Pending Sumer '25 data
KPI 4 – CACREP 3.C	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 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6 Focus: Knowledge KPI: No Data-Pending Sumer '25 data	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 the knowledge and skills required to conceptualize client issues through a career development theory framework and design an ethical, effective, and evidence-based treatment plan to maximize a client's career development and trajectory.	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 Attainment: 100%	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1, Sem 3 or Yr 2, Sem 6 Focus: Knowledge KPI: No Data-Pending Sumer '25 data
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: No Data-Pending Sumer '25 data	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%

Academic Quality Indicators (AQI)

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 2024-2025.

AQI= Academic Quality Indicator

PO= Program Objective Alignment

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	2024-2025 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	No Data/Bi-annual (Pending Summer 2025)
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	100% students @Minimum Threshold or better
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Student Disposition

Student dispositions are assessed at multiple pre-fieldwork and fieldwork points during the program. Table I indicates the results of the Student Disposition Assessment conducted at the end of their first semester (i.e., Yr 1/Sem 1).

Table I: Student Disposition Assessment (Year 1/Semester 1; Fall 2024 Cohort)

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%
Summary 100% of students minimally met (or better) for each dispositional element at the conclusion of their initial semester in the program.		

Table II: Student Disposition Assessment (Year 2, Semester 4; Fall 2023 Cohort)

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%	100%
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%
Summary 100% of students & internship courses minimally met (or better) for each		
	100%	100%

dispositional element in the Fall '24, Sp'25, & Su'25 semesters of all CMHC & SC practicum and internship courses as assessed by both Fieldwork Site Supervisors and Faculty Supervisors (Course Instructors).		
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Program Improvement and Development

Curriculum

The 2024-2025 curriculum continues to be assessed for quality and effectiveness as the program entered our second full AY following the CACREP 2024 standards. Key elements of this ongoing transition include but are not limited to the following:

1. Faculty continue to review and revise Academic Quality Indicators and Key Performance Indicators to assess student knowledge, skills, and disposition on an individual and program basis—and to assess their effectiveness in facilitating attainment of program objectives.
2. Faculty continue to assess and revise (as needed) course syllabi, assignments, and assessment methods for AQI/KPI and all other CACREP standard mapped to their assigned course.
3. Program objectives were revised and implemented as part of the ongoing program improvement and development. Multiple assessment surveys were also revised to align with Program Objectives.
4. Faculty reviews of KPIs & AQIs continue to appear well-positioned across the curriculum.

Assessment

- Assessment of 2024-2025 showed that 100% of students demonstrated competency on all Academic Quality Indicators, Key Performance Indicators, and Disposition as measured according to the program's comprehensive assessment plan.
- Based on 2024-2025 assessment data and review, faculty identified several areas requiring revision. Specific to the program's Comprehensive Assessment Plan, revisions and additions included the following:
 - ***Program Climate***
 - Developed to expand program awareness of current student perceptions of program climate and includes sections on program policies/advising/inclusion. (see above data)
 - ***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. (see above data)

Policies/Procedures

As part of the program's Self-Study process-and ongoing focus on program improvement and development, the program continued to assess and revise the following documents as needed during the AY 2024-2025:

- Counseling program homepage continues to be updated and streamlined with more detailed program information and resources.
- Continue to revise/streamline our electronic documentation system for the clinical courses through Supervision Assist.
- Continued to review and updated program's master syllabus & attendance/participation/online policies.
- Continue to review and update Student Handbook
- Continue to review and update Practicum and Internship Manuals
- Continue to review and update as needed manual for Adjunct Instructors.
- Updated the Site Supervisor Resource Guide/Manual on the program website and handbooks
- 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.

- ***Program Advisory Council***
 - Met consistently with program's Advisory Committee made up of community-based experts across the clinical mental health and school counseling professionals to share program insights, data, and goals and gain insights and feedback from community-based CMHC and SC professionals.

Additional 2024-2025 Program Highlights

- The program welcomed our Fall 2024 cohort of 13 students, including new graduate assistant Shana Nunn.
- The program graduated 13 new Counseling professionals during AY 2024-2025 (11 CMHC/2 SC).
- Dr. Kendra Shoge was awarded the 2024-2025 Graduate Program Service Award.
- Jessica Hager awarded Outstanding Graduate Student in School Counseling

- Cassondra Martin was awarded Outstanding Graduate Student in Clinical Mental Health Counseling.
- Transition to all electronic documentation for CMHC and SC.
- Faculty and students participated in the 2025 Black Family Wellness Expo, a COMO community event promoting health and economic equity in Columbia.
- Dr. Fifield, Dr. Shoge, and Dr. Irvin presented a session titled “From Paychecks to Purpose” at the 2025 Missouri Career Development Association at the University of Missouri.
- Dr. Fifield presented with school counseling student Breann Jenkins at the Fall 2024 Mid-Missouri School Counselor Conference in Osage Beach, MO.
- Dr. Kissinger served as a keynote speaker at the 2025 Spring Research Conference at Stephens College. His presentation explored holistic wellness among different populations, including collegiate athletes and other sports-aligned populations.
- Led by Dr. Fifield (SC), Stephens College partnered with the Mid-Missouri School Counselor Association to offer a Behavioral Threat Assessment Training for local counselors and educators.
- Dr. Shoge presented a seminar with colleagues at the 2025 Association for Child and Adolescent Counseling Conference (virtual) on the topic of “Creative Activities for Broaching Cultural Identity”.
- Dr. Fifield continues to serve as a board member of the Mid-Missouri School Counseling Association.
- Dr. Kissinger serves on the Awards Committee for Chi Sigma Iota.
- Dr. Sarah Irvin served as Program Chair for the 10th annual Law & Ethics in Counseling conference in New Orleans, LA.