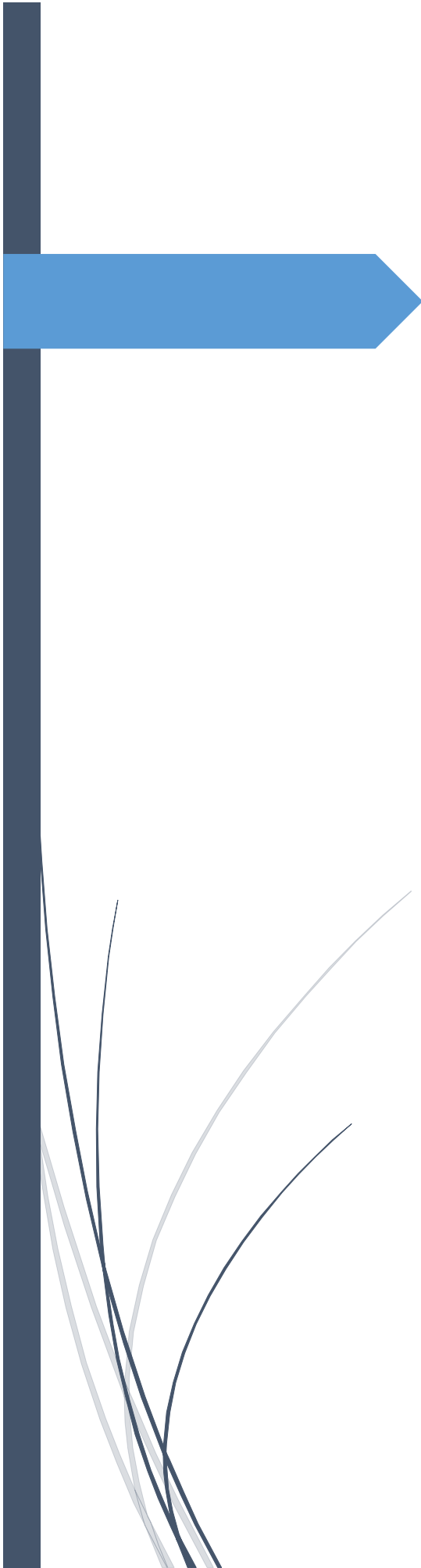




Counseling Program

**School of Health Sciences
Stephens College**

2025-2026 Annual Report

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

Section I

Mission: Stephens College

Inspired by its founding commitment to women's education, Stephens College prepares students for lives of leadership, creativity, and impact through personalized, experiential education rooted in care, mentorship, and professional engagement, cultivating graduates who act with purpose and empower others.

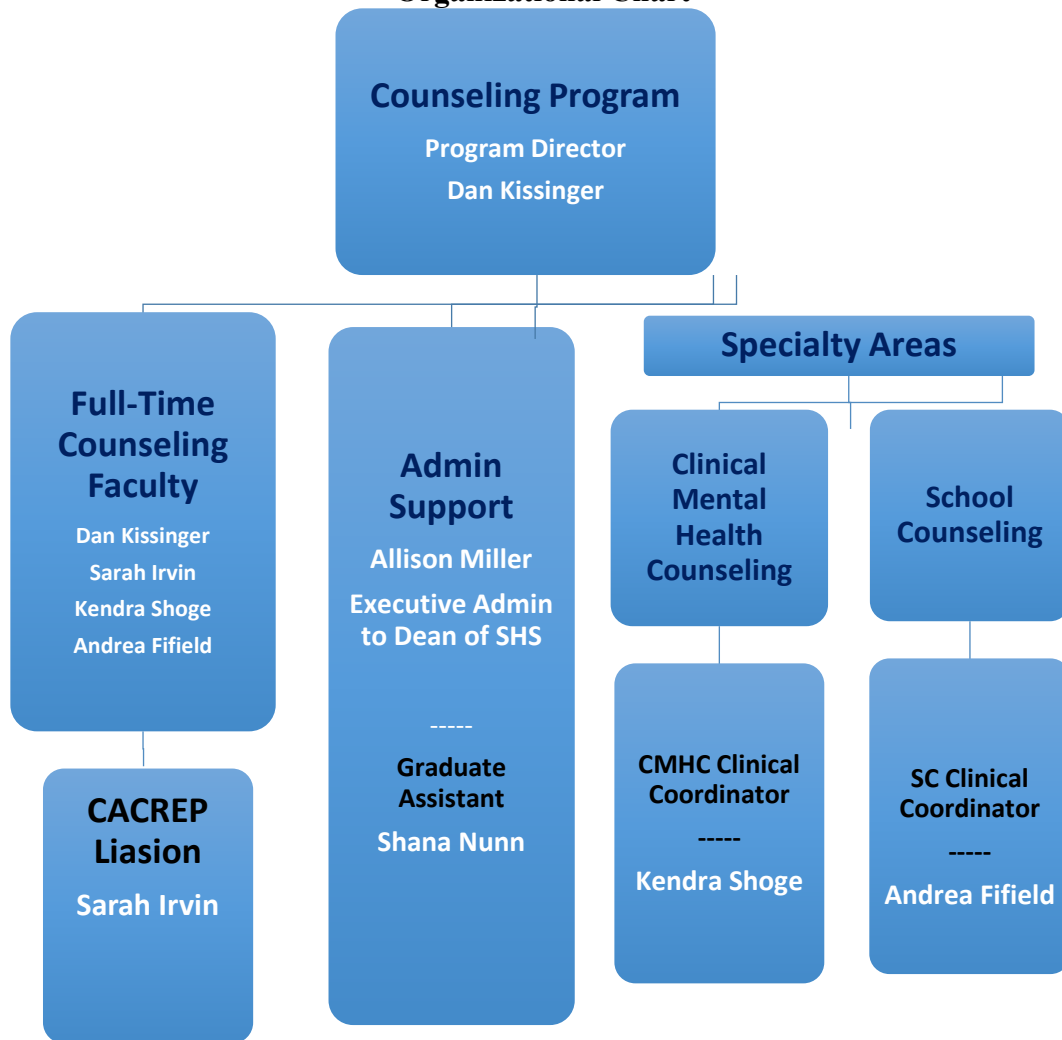
Vision: Stephens College

Stephens College will be known as a transformative educational institution that turns potential into purpose by centering partnership in its teaching, operations, and community engagement, creating a future where individuals, communities, and organizations grow together to meet the challenges and opportunities of a changing world.

Mission: Stephens College 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 2025-2026

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 2025-2026 (i.e. Fall 2025, Spring 2026, Summer 2026). This includes but is not limited to data specific to admissions, enrollment, graduation/job placement, and program assessment.

Program Data: 2025-2026

2025-2026	CMHC	SC
Applicants Enrolled	19 18	3 2
Program Enrollment Fa25 Sp26 Su26	35 37 30	11 7 4
Program Graduates Fa25 Sp26 Su26	11	3
Counselor Preparation Comprehensive Exam Pass Rate (SC & CMHC)	100%	100%
National Counselor Examination (NCE) Pass Rate (CMHC & SC)	100%**	100%
DESE Exam (MO Dept. of Elem & Secondary Education)	NA	100%
Praxis Exam	NA	100%
Job Placement	100% ***	100%***

NCE

**3/3 Passed per NBCC report.

**13 students self-reported passing NCE on first attempt.

Job Placement***

- CMHC data from Exit Survey and post-graduation self-report (w/in 6 months of graduation)
- SC from Exit survey

Program Objectives

Program objectives (PO) are aligned with individual student and program assessment measures to measure student knowledge, skills, and disposition. The following section reports on assessment measures across the 2025-2026 period-and alignment with program objectives outcomes.

Objective I: Students will demonstrate content knowledge appropriate to working effectively with diverse client/student populations in a pluralistic society.

Objective II: Students will demonstrate knowledge of and ability to effectively apply counseling theory, skills, and techniques with diverse client/student populations in a pluralistic society.

Objective III: Students will demonstrate understanding of and ability to apply-the appropriate professional and ethical standards required to work effectively with diverse client/student populations in a pluralistic society.

Objective IV: Students will demonstrate the personal and professional dispositions appropriate to working effectively with diverse client/student populations in a pluralistic society.

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. A full listing of the program's CAP is available on the program's homepage. The table below lists the assessments completed during the Fall 2025-Summer 2026 assessment period.

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 Disposition (Pre-Fieldwork: I & II)	Student Disposition Assessment ---- Section II: Student Dispositions in Course Instructor/Site Sup Eval	Fall 2025 ---- Mid-Term & End of Semester of Practicum/Internship
Student Disposition (Fieldwork: Practicum/Internship)	Site Supervisor Eval of Student Instructor Evaluation of Student Student Self-Assessment	Mid-Term & End of Semester COUN 601 CMHC Practicum COUN 607: CMHC Internship COUN 608: CMHC Internship II ----- COUN 602: SC Practicum COUN 603: SC Internship I COUN 604: SC Internship II

Student Eval. of Site Supervisor	Student Eval. Of Prac-Intern Sup	End of Fall/Sp/Su Semester COUN 601 CMHC Practicum COUN 607: CMHC Internship COUN 608: CMHC Internship II ----- COUN 602: SC Practicum COUN 603: SC Internship I COUN 604: SC Internship II
Student Assess of Fieldwork Site	Student Eval. of Prac-Intern Site	End of Fall/Sp/Su Semester COUN 601 CMHC Practicum COUN 607: CMHC Internship COUN 608: CMHC Internship II ----- COUN 602: SC Practicum COUN 603: SC Internship I COUN 604: SC Internship II
Student Eval of Prac/Intern Instructor (aka, Faculty Supervisor)	Student Eval. of Prac-Intern Instructor	End of Semester COUN 601 CMHC Practicum COUN 607: CMHC Internship COUN 608: CMHC Internship II ----- COUN 602: SC Practicum COUN 603: SC Internship I COUN 604: SC Internship II
PROGRAM DATA		
Assessment Area	Assessment Method	Timeline
Academic Quality Indicators (AQI)	Course Level Assessments	Semester/By Course

Student Assessment of Program	Exit Survey	Final Semester of Program (COUN 608/CMHC & COUN 603/604 for SC)
Graduate/Alum Survey	Graduate Survey-Revised	Fall 2025
Employer Survey	Employer Survey	Spring 2026
Program Climate	Program Climate Survey	Spring 2026
Program Demographics	Program Demographics Survey	Spring 2026
Fieldwork Site Supervisor Evaluation of Prac-Intern Students	Fieldwork Site Supervisor Survey	Spring 2026
Comprehensive Exam (CMHC/SC)	Comprehensive Preparation Counselor Exam (CPCE)	Final Semester of Plan of Study
Licensing/Certification	National Counselor Exam Praxis Exam (SC only) MEES Exam (SC only)	Final Semester (CMHC/SC)* *Optional PRN per SC Degree Plan PRN per SC Degree Plan

Academic Quality Indicators (AQI)

Academic Quality Indicators (AQI's) are program-level outcome used to evaluate aggregate student performance, clarify learning trends, and inform program/curriculum improvement and development. The chart below outlines the program's current AQI, their focus, and PO alignment. The program has established a minimum performance expectation (threshold") of 85% for all AQI's. In other words, the program's expectation is that 85% of students will achieve a score that ***minimally meets the standard*** or better (i.e., ***meets or exceeds*** the standard) on all 11 AQI measurements as assessed by the program's master assessment rubric. In the reporting

2024-2025 reporting period, 100% of AQIs were met at the minimum performance threshold of 85% (or better).

AQI = Academic Quality Indicator

PO = Program Objective

AQI	PO #	Measurement Standard	Focus	Course/Timeline	Students Met- or Exceeded 85% min performance threshold
AQ1	PO1	Reflection Paper I	Knowledge	COUN 500/Year 1, Semester 1	Yes
AQ2	PO1	Competence Assignment	Knowledge	COUN 555/Year 1, Semester 2	Yes
AQ3	PO1	Experiential Reflection	Knowledge	COUN 590/Year 1, Semester 1	Yes
AQ4	PO2	Mock Session 2	Knowledge Skills	COUN 500/Year 1, Semester 1	Yes
AQ5	PO2	Experiential Group	Knowledge Skills	COUN 520/Year 1, Semester 2	Yes
AQ6	PO2	Child/Adolescent Interview	Knowledge Skills	COUN 600/Year 2, Semester 5	Yes
AQ7	PO3	Ethics Case Study	Knowledge Skills	COUN 501/Year 1, Semester 1	Yes
AQ8	PO3	Personal Development Paper	Knowledge Skills	COUN 545/ Yr 1, Sem 3 or Yr 2, Sem 6	Yes
AQ9	PO4	Mock Session 3	Knowledge Skills Disposition	COUN 500/Year 1, Semester 1	Yes
AQ10	PO4	Suicide Assessment	Knowledge Skills Disposition	COUN 630/Year 1 , Semester 2	Yes
AQ11	PO4	Sexuality Psycho-ed Group	Knowledge Skills Disposition	COUN 575/ Yr 1, Sem 3 or Yr 2, Sem 6	Summer 2027

Key Performance Indicators (KPI)

Key Performance Indicator Met = All students minimally met or better (e.g., met/exceeded) the 85% minimum performance threshold on Assessment I & II.

Assessment I & II Met = All students minimally met or better (e.g., met/exceeded) the 85% minimum performance threshold on Assessment I & II.

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, and responsibilities inherent in the counseling discipline. KPI Outcome: Standard Met	Course: COUN 501 Measurement: Ethics Case Timeline: Year 1, Semester Outcome: Standard Met	Course: COUN 630 Measurement: Quiz 1 Timeline: Year 1, Semester 2 Outcome: Standard Met
KPI 2 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate multicultural knowledge, self-awareness, humility and skills necessary for working effectively within and across a dynamic, pluralistic society. KPI Outcome: Standard Met	Course: COUN 555 Measurement: Competence Assign Timeline: Year 2, Semester 4 Outcome: Standard Met	Course: COUN 545 Measurement: Personal Development Paper Timeline: Yr 1, Sem 3 or Yr 2, Sem 6 Outcome: Standard Met
KPI 3 – 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. KPI Outcome: Standard Met	Course: COUN 545 Measurement: Personal Development Paper Timeline: Yr 1/Sem 3 or Yr 2/Sem 6 Focus: Knowledge Outcome: Standard Met	Course: COUN 630 Measurement: Crisis Pamphlet Timeline: Year 1, Semester 2 Area: Knowledge Outcome: Standard Met
KPI 4 – 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. KPI Outcome: Standard Met	Course: COUN 501 Measurement: Final Exam items Timeline: Year 1, Semester 1 Outcome: Standard Met	Course: COUN 550 Measurement: Case Presentation Timeline: Year 3, Semester 8 Outcome: Standard Met

KPI 5 – CACREP 3. E	Assessment I	Assessment II
Students will demonstrate the requisite knowledge and skills, necessary to establish and maintain quality therapeutic alliances with diverse client populations. KPI Outcome: Standard Met	Course: COUN 500 Measurement: Reflection Paper 2 Timeline: Year 1, Semester 1 Outcome: Standard Met	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2 Outcome: Standard Met
KPI 6 – CACREP 3. F	Assessment I	Assessment II
Students will demonstrate the knowledge and skills necessary to conduct ethical, effective individual and group counseling services KPI Outcome: Standard Met	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2 Outcome: Standard Met	Course: COUN 600 Measurement: Group Curriculum Timeline: Year 2, Semester 5 Outcome: Standard Met
KPI 7- 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. KPI Outcome: Standard Met	Course: COUN 540 Measurement: Mid-Term/Final Timeline: Yr 1/Sem 3 or Yr 2/Sem Outcome: Standard Met	Course: COUN 560 Measurement: Final Exam Time: Yr 1/Sem 3 or Yr 2/ Sem 6 Outcome: Standard Met
KPI 8 – 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. KPI Outcome: Standard Met	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1/Sem 3 or Yr 2/Sem 6 Outcome: Standard Met	Course: COUN 607 Measurement: Reflection 1 Timeline: Year 2, Semester 7 Outcome: Standard Met
KPI 9 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the knowledge and skills necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans. KPI Outcome: Standard Met	Course: COUN 515 Measurement: Clinical Interview Timeline: Year 2, Semester 4 Outcome: Standard Met	Course: COUN 601 Measurement: Case Pres 1 Timeline: Year 2, Semester 5 Outcome: Standard Met
KPI 10 – 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	Course: COUN 635 Measurement: Case Concept II Timeline: Year 2, Semester 4 Outcome: Standard Met	Course: COUN 608 Measurement: Capstone Timeline: Year 3, Semester 8 Outcome: Standard Met

and action, the professional dispositions expected of a Counseling professional. KPI Outcome: Standard Met		
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Student Disposition

Student dispositions are assessed at two points prior to their fieldwork experience and at mid-term and end-of-term during practicum, internship I, and internship II courses. Data from the Fall 2025 (Pre-Fieldwork) Student Disposition Survey is reflected below.

Fall 2025 Student Disposition Survey (Pre-Fieldwork)

Disposition ----- Minimum Threshold (85%)	Evaluator Student Score (aggregate)
Q1: Ethical Behavior	Core Faculty Met Threshold
Q2: Professionalism/Behavior	Core Faculty Met Threshold
Q3: Boundaries	Core Faculty Met Threshold
Q4: Site & Course Policy	Core Faculty Met Threshold
Q5: Documentation	Core Faculty Met Threshold
Q6: Multicultural Competence	Core Faculty Met Threshold
Q7: Emotional Stability	Core Faculty Met Threshold
Q8: Personal/Professional Growth	Core Faculty Met Threshold
Q9: Feedback	Core Faculty Met Threshold
Q10: Adaptableness	Core Faculty Met Threshold
Q11: Genuineness	Core Faculty Met Threshold
Q12: Personal Wellness	Core Faculty Met Threshold
Total	100% of students demonstrated that they minimally met (or better) for each dispositional element for Pre-Fieldwork Student Dispositional Assessment.

Student Disposition: Fieldwork Dispositional Assessment (mid-term & end-of-term)

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

Additional Fall 2025-Summer 2026 Survey Data

Exit Survey

- Note: Results from students surveyed during final semester in program.)
- Initial data collected from revised Exit Survey.
 - 37.5% secured employment prior to graduation at fieldwork site.
 - 12.5% secured employment prior to graduation at non-fieldwork site.
 - Positive student response on program policy questions-meets 85% or better minimum threshold.
 - Positive student response on program's Curriculum & Instruction methods/quality-meets 85% or better minimum threshold.
 - Students reported positive experiences with clinical fieldwork site-meets 85% or better minimum threshold.

Fieldwork Site Supervisor

- Initial use of Fieldwork Site Supervisor Survey/low initial response rate.
- Survey assesses student performance into all program objectives. Although limited responses, site supervisors report program met the 85% minimum performance threshold across all four program objectives.

Graduate (Alum) Survey (Years surveyed 2020-2025)

- Initial use of revised Graduate Survey that aligns with program objectives.
- 7% have completed A PhD in Counselor Education
- 33% plan to enroll in Post-Graduate program in the future.
- 100% of graduates reporting they felt they attained the academic/clinical knowledge/skills to practice effectively in a pluralistic society*

- **100% of respondents minimally agreed or better they were prepared across all current Program Objectives.
- Written feedback noted smaller class sizes/blend of in-person & online, evening classes, positive view of faculty skills/knowledge/disposition.
- Constructive feedback related to more clarity on transition from fieldwork to professional practice/licensure.

Employer Survey

- Initial use of revised Employer Survey that aligns with program objectives.
- Written feedback noted good professional skills, organization, more prepared than other program graduates they employ.
- Suggested growth areas include development of documentation skills (i.e., progress notes/tx planning)
- Employers reported their employees met or exceeded all program objectives (i.e., 85% minimally met or better minimum performance threshold).
- 100% reported they would hire counseling program graduates.

Program Improvement and Development

The program continues to focus on program growth and improvement, with notable updates to the comprehensive assessment plan coming to fruition. In addition to the new Fieldwork Site Supervisor Survey and current stable of pre-fieldwork and fieldwork assessments, this period saw our initial collection of data from our revised Exit Survey, Graduate Survey, and Employer Surveys. Moreover, faculty have made minimum but distinct updates to the curriculum, curriculum rotation, and a assessment measure to better address our program objectives. These updates have been noted below

Program Updates/Development

The following updates were made to ensure the program is more intentionally marketing the program and in assessing individual student and program outcomes via more intentional assessment of key performance indicators and the range of program assessments. Key updates include:

1. New Counseling Practice Area was completed in Summer 2026. Facility includes 5 individual counseling rooms and a classroom/meeting room area in the upper area and an additional accessible individual counseling room on the first floor. Facility is also fully equipped with wifi, computer, 75" television with zoom camera, and printer/copier/scanner.
2. Faculty continually review and process their individual courses via end of semester course level assessments. Data and analysis from these reviews are utilized for program development and improvement.

3. COUN 545: Advanced Human Development was transitioned from a summer to spring semester course beginning summer of 2025. COUN 600: Child and Adolescent Counseling was transitioned from the spring semester to the summer semester.
4. Ongoing use of social media for purposes of program recruitment, enrollment growth, and highlighting student/faculty activities using the program's Instagram and Facebook pages.
5. Continued engagement with internal (Student Advisory Committee) and external stakeholders (Program Advisory Committee) for purposes of program improvement and development.

Policies/Procedure Update

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

- In Canvas, fully updated Counseling Advising Site in Canvas and renamed as **Program Information & Documents**
- Updated the following areas of the Student Handbook:
 - Faculty roles and responsibilities
 - Program Advisory Council membership
 - Equity + Compliance and Title IX Reporting
 - Student Personal Counseling policy
 - Student Advisory Council
 - 3 Year Course Rotation
- Updated CMHC, SC, and Adjunct/Affiliate Faculty Handbooks
- Continued updating of a "Site List" of practicum/internship site with contact information and application timelines (when available) for CMHC/SC students.

Program Highlights (2025-2026)

- Program's CACREP Self-Study for the CMHC specialization area was submitted and approved in the Fall of 2025 and a CACREP site review team is scheduled for the Spring 2026 semester.
- Dr. Sarah Irvin received the North Central Association of Counselor Education and Supervision (NCACES) Outstanding Professional Teaching Award.
- School Counseling student Amara Reddick serves as President for the Student Veterans of American-Stephens College.
- Camellia Bird, Amara Reddick, Patrick Derboven, and Shana Nunn were elected by their peers as the newest members of the Student Advisory Committee.
- Leanna Collins and Dr. Kissinger presented a poster session at the 2026 Stephens College Spring Research Conference.
- Aaron Van Dyke and Dr. Kissinger presented a poster presentation at the 2026 Stephens College Spring Research Conference. Aaron was awarded with the top poster!!!
- Dr. Irvin served as conference coordinator for the national 2025 Ethics in Counseling conference in New Orleans, LA.

- Brandon Cooper and Kaylee Parker were selected as the 2026 recipients of the Outstanding Clinical Mental Health Counseling and Outstanding School Counseling students, respectfully. Congrats!
- Dr. Fifield and School Counseling student Desiree Hausum presented a poster at the 2026 American Counseling Association national conference in Columbus, Ohio.
- Dr. Kendra Shoge and Clinical Mental Health Counseling student Kate Wagoner presented a poster presentation at the 2025 Association for Counselor Education and Supervision Conference in Philadelphia, PA.
- The program graduated 11 new CMHC and 3 SC alums-congrats everyone!
- 9 students were fortunate to attend an experiential Equine-Assisted Learning workshop hosted by Sara Linde-Patel, Director of the Stephens College Equine Program.
- The program celebrated with our community at Mid-MO Pride Fest Pride festival-and taking home the prize for “Best Tent Theme” while we were at it!
- Students and their families joined faculty for an end of semester holiday potluck.