



# 2024 ANNUAL REPORT

John Brown University  
Department of Graduate Counseling



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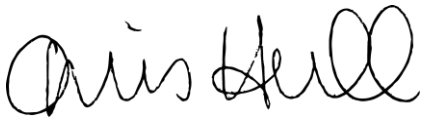
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# Department Chair Message

This Annual Report captures data from the academic year 2024 within the Department of Graduate Counseling (DGC) at John Brown University (JBU) specific to the MS in Counseling (MSC) degree program. This report provides important program and student demographic data, including graduation, retention, and job placement information. This report also provides program constituents an opportunity to review and better understand the department's mission, program objectives, and student learning data across key performance indicators as an aspect of quality assurance and program transparency. The DGC appreciates all of the students, program alumni, site supervisors, and employers of program graduates who provided feedback on the MSC program utilized in this report. A special thank you also goes out to JBU's Institutional Effectiveness Director, Lynette Duncan, and the DGC administrative and clinical staff for collecting, organizing, and publishing the data provided in this report.

Please send any questions or feedback related to the data in this report directly to me at [chull@jbu.edu](mailto:chull@jbu.edu).

Thank you.

A handwritten signature in black ink, appearing to read "Chris Hull". The signature is fluid and cursive, with the first name "Chris" and last name "Hull" clearly distinguishable.

Chris Hull, Ph.D., LPC, NCC, ACS, CTMHP  
Professor of Counseling  
Graduate Counseling Department Chair

## Introduction to the Department of Graduate Counseling (DGC)

The Department of Graduate Counseling (DGC) is housed within the College of Education and Social and Behavioral Sciences (CESBS). The DGC offers a 60-credit hour Master of Science in Counseling (MSC) degree. **This degree program is CACREP accredited through 2032.** Students enrolled in the MSC degree can add emphases in Marriage and Family Therapy (MFT), Play Therapy (PT), and/or Adventure Therapy (AT) to this program. The MSC degree and emphases assist graduate students seeking careers in the professional counseling and related fields.

The DGC offers graduate counseling programming in two locations: Northwest Arkansas (NWA) and Little Rock, Arkansas (LR). The NWA location has two regional centers in Rogers and Siloam Springs, AR. JBU has partnered with Fellowship Bible Church to offer classes at their Training Center in Rogers, AR. The Training Center is conveniently located in the middle of the Bentonville-Fayetteville urban corridor and provides well-equipped classrooms, wireless internet, student lounge areas, and access to a number of restaurants. The Counselor Education Center in Siloam Springs is conveniently situated on JBU's main campus and houses JBU faculty/staff offices and the JBU Community Counseling Clinic, a clinical training center for counseling students. The Little Rock location has partnered with Mosaic Church to offer classes and clinical services at their downtown Little Rock campus. This campus features state-of-the-art counseling classrooms, faculty and staff offices, student lounge, and a training clinic.

The JBU Community Counseling Clinics (CCC) are training laboratories and therefore extensions of JBU classrooms and DGC coursework. These training clinics allow DGC students (trainees) enrolled in a clinical course to practice foundational helping skills in a professional laboratory setting under the purview of DGC faculty and staff. Faculty and staff who provide clinic oversight to trainees in the CCC hold relevant degrees, licenses, and credentials in counseling from various educational institutions, state boards, and professional associations as determined by JBU and following specialized accreditation standards governing the profession. As such, these dedicated laboratory spaces are designed so that trainees can practice a variety of therapeutic modalities, including individual, couples, family, and play therapy. Clients who seek treatment at a CCC site are made aware of and must consent to receiving care in this enhanced training setting, including the audiovisual recording of each counseling session conducted by a trainee for supervision purposes.

## DGC Mission Statement

***The DGC provides Christ-centered counselor training that promotes personal development, academic excellence, and clinical competency.***

## DGC Program Objectives

- Students will demonstrate an understanding of a spiritual/religious/Christian worldview as it relates to counseling practice (Christ-centered).
- Students will identify, develop, and demonstrate personal and professional counseling dispositions (Personal Development).
- Students will demonstrate mastery of core counseling knowledge (Academic Excellence).
- Students will synthesize and apply core clinical skills with diverse populations and problems (Clinical Competency).

## DGC Student Learning Outcomes

Curricular Area (CACREP Core Domains)	DGC's Student Learning Outcome (CACREP key performance indicator)
<b>Professional Counseling Orientation and Ethical Practice</b>	By graduation, students will apply and manage the ethical responsibilities and professional functions of clinical mental health counselors
<b>Social &amp; Cultural Diversity</b>	By graduation, students will assess and develop cultural/spiritual sensitivities and counseling competencies that promote equity, diversity, and inclusion.
<b>Human Growth and Development</b>	By graduation, students will analyze and integrate theories of human development theories that promote wellness and resilience within counseling contexts.
<b>Career Development</b>	By graduation, students will appraise and correlate the interrelatedness of mental health and vocational functioning.

<b>Counseling and Helping Relationships</b>	By graduation, students will effectively perform and appropriately apply counseling skills in developing and maintaining effective therapeutic relationships across diverse client populations.
<b>Group Counseling &amp; Group Work</b>	By graduation, students will effectively perform and appropriately apply group leadership skills across diverse group experiences.
<b>Assessment and Testing</b>	By graduation, students will manage and model appropriate use of counseling assessments, including procedures for screening and reporting trauma, crisis, and risk.
<b>Research &amp; Program Evaluation</b>	By graduation, students will interpret and critique the appropriate analysis and use of data in counseling.
<b>Program Domains</b>	<b>DGC's Student Learning Outcome (CACREP key performance indicator)</b>
<b>Clinical Mental Health Counseling</b>	By graduation, students will adapt and facilitate the appropriate identity, competencies, and scope of practice specific to the role of clinical mental health counselor.
<b>Professional Disposition</b>	By graduation, students will exemplify and embody the appropriate dispositional competencies and behaviors specific to the role of a counseling professional.
<b>Program Mission</b>	By graduation, students will recognize and discern diverse spiritual and religious values and their impact on psychosocial functioning and counseling treatment.

# DEMOGRAPHIC INFORMATION

The following section of the Annual Report provides data on a number of important student demographic categories across the MS in Counseling (MSC) degree program in 2024.

## Demographic Characteristics of Program Applicants/Admits

The following table shows demographic data (gender, race, and age) for students who applied and/or were admitted to the MS in Counseling program during the 2024 calendar year. Please note that some admits may have applied to the program prior to 2024 and therefore would not be represented in this data.

	NWA		Little Rock	
	Applicants	Admits	Applicants	Admits
<b>Gender</b>				
Female	67	82	27	26
Male	67	23	19	7
<b>Race (IPEDS Classification)</b>				
American Indian or Alaska Native	3	2		
Asian		3		
Black or African American		3	6	10
Hispanic of any race	6	5	2	2
Nonresident Alien	77	8	25	1
Race/Ethnicity Unknown		1	1	
Two or more races	2	5	3	2
White	46	78	9	18
<b>Age</b>				
22 or Younger	32	30	5	9
22-30	48	33	15	4
31-40	39	17	16	11
41-50	11	18	8	7
51-60	4	6	1	2
60 or Older			1	

## Demographic Characteristics of Enrolled Students

The following tables show demographic data (gender, race, and age) for students enrolled in the MS in Counseling program during the 2024 calendar year.

Headcount			
	LR	NWA	Grand Total
<b>F</b>	<b>71</b>	<b>180</b>	<b>251</b>
<b>M</b>	<b>13</b>	<b>51</b>	<b>64</b>
<b>Grand Total</b>	<b>84</b>	<b>231</b>	<b>315</b>

Percentage			
	LR	NWA	Grand Total
<b>F</b>	<b>85%</b>	<b>78%</b>	<b>80%</b>
<b>M</b>	<b>15%</b>	<b>22%</b>	<b>20%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Headcount			
	LR	NWA	Grand Total
<b>Hispanic/Latino</b>	<b>5</b>	<b>25</b>	<b>30</b>
<b>American Indian</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Asian</b>		<b>4</b>	<b>4</b>
<b>Black or African American</b>	<b>21</b>	<b>11</b>	<b>32</b>
<b>White</b>	<b>56</b>	<b>173</b>	<b>229</b>
<b>Two or More Races</b>	<b>1</b>	<b>13</b>	<b>14</b>
<b>Non-Resident</b>		<b>3</b>	<b>3</b>
<b>Grand Total</b>	<b>84</b>	<b>231</b>	<b>315</b>
Percentage			
	LR	NWA	Grand Total
<b>Hispanic/Latino</b>	<b>6%</b>	<b>11%</b>	<b>10%</b>
<b>American Indian</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
<b>Asian</b>	<b>0%</b>	<b>2%</b>	<b>1%</b>
<b>Black or African American</b>	<b>25%</b>	<b>5%</b>	<b>10%</b>
<b>White</b>	<b>67%</b>	<b>75%</b>	<b>73%</b>
<b>Two or More Races</b>	<b>1%</b>	<b>6%</b>	<b>4%</b>
<b>Non-Resident</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



	LR	NWA	Grand Total
<b>Average of AGE</b>	<b>36</b>	<b>34</b>	<b>34</b>

## Demographic Characteristics of Program Graduates

JBU's Office of Institutional effectiveness reports 60 graduates of the MSC degree program in calendar year 2024. 47 of these graduates were from the NWA location and the remaining 13 were from the LR location.

Graduates by Gender			
	LR	NWA	Grand Total
<b>F</b>	<b>19</b>	<b>28</b>	<b>47</b>
<b>M</b>	<b>5</b>	<b>8</b>	<b>13</b>
<b>Grand Total</b>	<b>24</b>	<b>36</b>	<b>60</b>

Percentage of Graduates by Gender			
	LR	NWA	Grand Total
<b>F</b>	<b>79%</b>	<b>78%</b>	<b>78%</b>
<b>M</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Graduates by Age			
	LR	NWA	Grand Total
<b>Average of AGE</b>	<b>35</b>	<b>34</b>	<b>34</b>

Graduates by Race/Ethnicity			
	LR	NWA	Grand Total
<b>Hispanic/Latino</b>		<b>6</b>	<b>6</b>
<b>American Indian</b>		<b>1</b>	<b>1</b>
<b>Black or African American</b>	<b>5</b>	<b>1</b>	<b>6</b>
<b>White</b>	<b>19</b>	<b>23</b>	<b>42</b>
<b>Two or More Races</b>		<b>4</b>	<b>4</b>
<b>Asian</b>		<b>1</b>	<b>1</b>
<b>Grand Total</b>	<b>24</b>	<b>36</b>	<b>60</b>
Percentage of Graduates by Race/Ethnicity			
	LR	NWA	Grand Total

<b>Hispanic/Latino</b>	<b>0%</b>	<b>17%</b>	<b>10%</b>
<b>American Indian</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>
<b>Black or African American</b>	<b>21%</b>	<b>3%</b>	<b>10%</b>
<b>White</b>	<b>79%</b>	<b>64%</b>	<b>70%</b>
<b>Two or More Races</b>	<b>0%</b>	<b>11%</b>	<b>7%</b>
<b>Asian</b>	<b>0%</b>	<b>3%</b>	<b>2%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# PROGRAM DATA

The following section of the Annual Report provides data on a number of important program categories across the MS in Counseling (MSC) degree program in 2024.

## Number of Program Graduates

JBU's Office of Institutional effectiveness reports 60 graduates of the MSC degree program in calendar year 2024. 47 of these graduates were from the NWA location and the remaining 13 were from the LR location.

Graduates by Location			
	LR	NWA	Grand Total
	24	36	60

## Pass Rates on Credentialing Exams

The Arkansas Board of Examiners in Counseling and Marriage & Family Therapy provides National Credentialing Exam (NCE) pass rates to institutions based on licensure application data. In 2023, 99 DGC graduates took the NCE resulting in an 85% pass rate. The DGC has not received 2024 NCE scores from the Arkansas Board of Examiners at the time of writing this report.

## Completion Rates

The Graduation Rates show the percentage of students who started in the program in the year shown and graduated by December 2024. For example, in 20-21, 73 students started in the program at the NWA location, and 44 (60%) graduated by December 2024.

Headcount			
	Graduated	Not Graduated	Grand Total
19-20		1	1
NWA		1	1
20-21	59	44	103
LR	15	15	30
NWA	44	29	73
21-22	43	43	86
LR	16	8	24
NWA	27	35	62
22-23	10	65	75
LR	6	20	26
NWA	4	45	49
Grand Total	112	153	265

Graduation Rate			
	Graduated	Not Graduated	Grand Total
19-20	0%	100%	100%
NWA	0%	100%	100%
20-21	57%	43%	100%
LR	50%	50%	100%
NWA	60%	40%	100%
21-22	50%	50%	100%
LR	67%	33%	100%
NWA	44%	56%	100%
22-23	13%	87%	100%
LR	23%	77%	100%
NWA	8%	92%	100%
<b>Grand Total</b>	<b>42%</b>	<b>58%</b>	<b>100%</b>

## Job Placement Rates

JBU's Office of Institutional effectiveness provided First Destination Survey data based on the percentages of MSC degree graduates who "landed" a job or in graduate school within 6 months of graduation as follows:

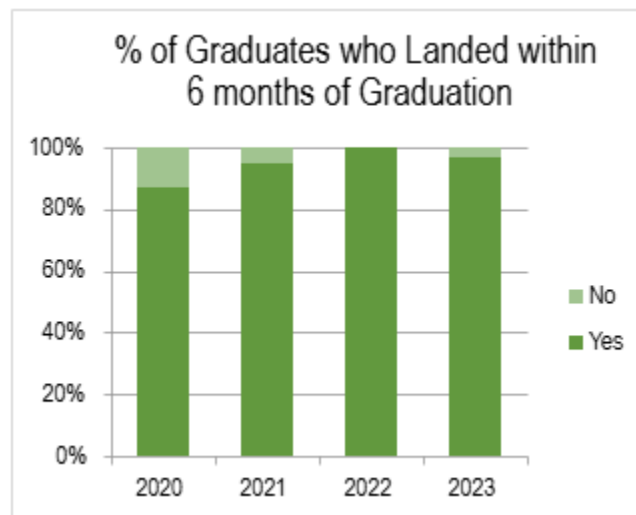
Percentage of graduates with  
employment/grad school  
information **77%**

# Landed			
	Yes	No	Grand Total
<b>2020</b>	40	6	46
<b>2021</b>	38	2	40
<b>2022</b>	53		53
<b>2023</b>	64	2	66

% Landed			
	Yes	No	Grand Total
<b>2020</b>	87%	13%	100%
<b>2021</b>	95%	5%	100%

<b>2022</b>	100%	0%	100%
<b>2023</b>	97%	3%	100%

Post-Grad status					
	2020	2021	2022	2023	Grand Total
<b>Employed FT</b>	30	32	43	55	160
<b>Employed PT</b>	7	3	8	8	26
<b>Grad School</b>	3	3	2		8
<b>In GS as GA</b>				1	1
<b>Unemployed, searching</b>	6	2		2	10
<b>Grand Total</b>	<b>46</b>	<b>40</b>	<b>53</b>	<b>66</b>	<b>205</b>



## Clinical Placement Rates

The DGC's Field Placement Coordinator provided clinical placement rates for Practicum and Internship students in the MS in Counseling degree program. Practicum students are placed in JBU's Community Counseling Clinics in Siloam Springs and Little Rock while Internship students are placed at counseling agencies throughout the tris-state (Arkansas, Missouri, and Oklahoma) region. Clinical Placement rates for 2024 are as follows:

Student Enrolled				Success Rate per Semester	Number of Sites Used for placements	Number of Site Supervisors Used for placements
<b>Spring 2024</b>	Practicum	NWA	15	100%	1	5
<i>69 Total students</i>		LR	12	100%	1	2
<i>(41 NWA, 28 LR)</i>	Internship	NWA	21	100%	16	17

37 total new placements		LR	15	100%	13	12
	MFT FE1	NWA	3	100%	3	3
		LR	1	100%	2	2
	MFT FE2	NWA	1	100%	1	1
		LR	0	---	---	---
<b>Summer 2024</b>	Practicum	NWA	12	100%	1	2
<i>55 Total students</i>		LR	4	100%	1	1
<i>(35 NWA, 20 LR)</i>	Internship	NWA	19	100%	17	17
29 total new placements		LR	13	100%	11	13
	MFT FE1	NWA	1	100%	1	1
		LR	2	100%	2	2
	MFT FE2	NWA	3	100%	3	3
		LR	1	100%	1	1
<b>Fall 2024</b>	Practicum	NWA	13	100%	1	2
<i>63 Total students</i>		LR	2	100%	2	2
<i>(44 NWA, 19 LR)</i>	Internship (1&2)	NWA	27	100%	26	22
35 total new placements		LR	15	100%	11	11
	MFT FE1	NWA	2	100%	2	2
		LR	0	100%	0	0
	MFT FE2	NWA	2	100%	2	3
		LR	2	100%	2	2

# PROGRAM EVALUATION AND ASSESSMENT DATA

The Department of Graduate Counseling (DGC) at John Brown University (JBU) evaluates the MS in Counseling program across the Student Learning Outcomes (SLOs), or CACREP Key Performance Indicators (KPIs), as outlined [above](#). The DGC uses multiple measures across multiple points in the counseling program to collect program assessment data. These measures have been developed and are evaluated utilizing a variety of assessment strategies across three aspects of the counseling program: 1) didactic course assignments measuring counseling knowledge, 2) clinical experiences measuring counseling skill and professional disposition, and 3) nationally normed comprehensive exam measuring the retention of learning over time. Performance is rated using a competency-based rubric as follows: 1 = below expectation, 2 = meets expectation, and 3 = exceeds expectation. The DGC expects performance ratings across SLOs to be 2 or above. Ratings of 2.75 and higher are considered exceeding expectation.

## Results of Student Learning Outcome Assessments – Knowledge and Skill

The assessment results of performance across knowledge and skill student learning outcomes (SLOs) are outlined in the tables below. Table 1 provides performance results for the MS in Counseling program in aggregate, with achievement meeting or exceeding performance expectations across all measures expect one (Research and Program Evaluation section of the CPCE). Table 2 provides performance results for the Northwest Arkansas (NWA) program location, with achievement meeting or exceeding performance expectations across all measure for the 2024 calendar year. Table 3 provides performance results for the Little Rock (LR) program location, with achievement meeting or exceeding performance expectations on six measures and falling below expectations on eight measures. The DGC expects that 80% of students are meeting or exceeding expectations on key performance indicators. Any aggregate score below 80% would represent areas of concern for the department needing attention.

*Table 1 – Aggregate Knowledge/Skill SLO Data*

Full Program					
		Spring	Summer	Fall	Grand Total
CACREP Domain	SLO (KPI) Measures	% Meets or Exceeds Expectations (2,3)			
Professional Counseling	Measure 1	88%	97%	not offered	95%

<b>Orientation and Ethical Practice</b>	Measure 2	92%	93%	82%	88%
<b>Social &amp; Cultural Diversity</b>	Measure 1	100%	100%	91%	97%
	Measure 2	96%	86%	100%	95%
<b>Human Growth and Development</b>	Measure 1	98%	98%	100%	98%
	Measure 2	100%	86%	82%	90%
<b>Career Development</b>	Measure 1	100%	100%	100%	100%
	Measure 2	100%	71%	95%	92%
<b>Counseling and Helping Relationships</b>	Measure 1	100%	100%	92%	97%
	Measure 2	92%	79%	91%	88%
<b>Group Counseling &amp; Group Work</b>	Measure 1	100%	100%	100%	100%
	Measure 2	88%	86%	86%	87%
<b>Assessment and Testing</b>	Measure 1	95%	not offered	98%	98%
	Measure 2	96%	86%	91%	92%
<b>Research &amp; Program Evaluation</b>	Measure 1	93%	95%	not offered	94%
	Measure 2	100%	93%	95%	97%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	100%	79%	95%	93%



<b>Program Mission</b>	Integrative Assignment	100%	not offered	100%	100%
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“not offered” indicates a semester when the course was not offered or a new KPI measure that has not yet been implemented.

Table 2 – Northwest Arkansas (NWA) Knowledge/Skill SLO Data

<b>Northwest Arkansas</b>					
		<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Grand Total</b>
<b>CACREP Domain</b>	<b>SLO (KPI) Measures</b>	<b>% Meets or Exceeds Expectations (2,3)</b>			
<b>Professional Counseling Orientation and Ethical Practice</b>	Measure 1	88%	100%	Not Offered	96%
	Measure 2	93%	100%	83%	91%
<b>Social &amp; Cultural Diversity</b>	Measure 1	100%	100%	91%	96%
	Measure 2	100%	88%	100%	97%
<b>Human Growth and Development</b>	Measure 1	Online			
	Measure 2	100%	75%	100%	94%
<b>Career Development</b>	Measure 1	Online			
	Measure 2	100%	75%	100%	94%
<b>Counseling and Helping Relationships</b>	Measure 1	1.0	100%	88%	1.0
	Measure 2	93%	75%	92%	88%
<b>Group Counseling &amp; Group Work</b>	Measure 1	100%	100%	100%	100%
	Measure 2	86%	88%	83%	85%

<b>Assessment and Testing</b>	Measure 1	95%	Not Offered	97%	96%
	Measure 2	93%	88%	100%	94%
<b>Research &amp; Program Evaluation</b>	Measure 1	93%	100%	Not Offered	90%
	Measure 2	100%	100%	92%	97%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	100%	88%	100%	97%
<b>Program Mission</b>	Integrative Assignment	100%	Not Offered	100%	100%

"not offered" indicates a semester when the course was not offered or a new KPI measure that has not yet been implemented.

Table 3 – Little Rock (LR) Knowledge/Skill SLO Data

<b>Little Rock</b>					
		Spring	Summer	Fall	Grand Total
<b>CACREP Domain</b>	<b>SLO (KPI) Measures</b>	<b>% Meets or Exceeds Expectations (2,3)</b>			
<b>Professional Counseling Orientation and Ethical Practice</b>	Measure 1	Not Offered	90%	Not Offered	90%
	Measure 2	90%	83%	80%	85%
<b>Social &amp; Cultural Diversity</b>	Measure 1	100%	Not Offered	Not Offered	100%
	Measure 2	90%	83%	100%	92%
<b>Human Growth and Development</b>	Measure 1	Online			
	Measure 2	100%	67%	80%	85%

<b>Career Development</b>	Measure 1	Online			
	Measure 2	100%	67%	90%	88%
<b>Counseling and Helping Relationships</b>	Measure 1	100%	100%	100%	100%
	Measure 2	90%	83%	90%	88%
<b>Group Counseling &amp; Group Work</b>	Measure 1	100%	100%	Not Offered	100%
	Measure 2	90%	83%	90%	88%
<b>Assessment and Testing</b>	Measure 1	Not Offered	Not Offered	100%	100%
	Measure 2	100%	83%	80%	88%
<b>Research &amp; Program Evaluation</b>	Measure 1	Not Offered	90%	Not Offered	90%
	Measure 2	100%	83%	100%	96%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	100%	67%	90%	88%
<b>Program Mission</b>	Integrative Assignment	100%	Not Offered	Not Offered	100%

“not offered” indicates a semester when the course was not offered or a new KPI measure that has not yet been implemented.

## Results of Student Learning Outcome Assessments – Disposition

The assessment results of student learning outcomes (SLOs) related to disposition are outlined in the tables below. The MS in Counseling assesses professional disposition via the Professional Disposition Competency Assessment – Revised (PDCA-R), a ten domain Likert-scale evaluation. Disposition is measured at multiple points in the program across each clinical course, including Counseling Skills, Group Counseling, Practicum, Internship 1, Internship Extension, and Internship 2. Performance is rated using a competency-based rubric as follows: 1 = below expectation, 2 = meets expectation, and 3 = exceeds expectation. The DGC expects

performance ratings across SLOs to be 2 or above. Ratings of 2.75 and higher are considered exceeding expectation. The DGC expects that 80% of students are meeting or exceeding expectations on key performance indicators. Any aggregate score below 80% would represent areas of concern for the department needing attention.

Table 1 provides 2023 PDCA-R results for the MS in Counseling program in aggregate, with achievement meeting expectations across all points where disposition was measured. Table 2 provides PDCA-R results for the Northwest Arkansas (NWA) program location, with achievement meeting expectations across all points where disposition was measured. Table 3 provides PDCA-R results for the Little Rock (LR) program location, with achievement meeting expectations across all points where disposition was measured.

*Table 1 – Aggregate Disposition SLO Data*

<b>Professional Disposition</b>	Skills -PDCA-R	89%	100%	96%	95%
	Group - PDCA-R	100%	100%	100%	100%
	Practicum/Internship - PDCA-R	100%	100%	100%	100%
	Internships - PDCA-R	100%	100%	100%	100%

*Table 2 – Northwest Arkansas (NWA) Disposition SLO Data*

<b>Professional Disposition</b>	Skills - PDCA-R	94%	100%	94%	97%
	Group - PDCA-R	100%	100%	100%	100%
	Practicum - PDCA-R	100%	100%	100%	100%
	Internships - PDCA-R	100%	100%	100%	100%

*Table 3 – Little Rock (LR) Disposition SLO Data*

<b>Professional Disposition</b>	Skills -PDCA-R	80%	Not Offered	100%	89%
	Group - PDCA-R	100%	100%	Not Offered	100%
	Practicum - PDCA-R	100%	100%	100%	100%
	Internships - PDCA-R	100%	100%	100%	100%

“not offered” indicates a semester when the course was not offered or a new KPI measure that has not yet been implemented.

## Results Of Survey Data from Key Program Constituents

Key program constituents, including current students, program graduates, site supervisors, and employers of program graduates, were surveyed to provide feedback on the M.S in Counseling program objectives. Survey participants were asked to rate how well the program was meeting its objectives using a Likert-scale from 1

(lowest rating) to 5 (highest rating). Participants were also given the opportunity to provide written feedback on the program and its' objectives.

### *Responder Demographics*

Total Respondents: 12

- Graduates from 2022 onward: 8
- Graduates total (others were also supervisor/employer): 10
- Supervisors/employers: 3

### *Responder Ratings of Program Objectives*

Objective	Average Rating	All Ratings
<b>Students will demonstrate an understanding of a spiritual/religious/Christian worldview as it relates to counseling practice (Christ-centered).</b>	4.00	2: 1 3: 3 4: 3 5: 5
<b>Students will identify, develop, and demonstrate personal and professional counseling dispositions (Personal Development).</b>	4.75	4: 3 5: 9
<b>Students will demonstrate mastery of core counseling knowledge (Academic Excellence).</b>	4.58	4: 5 5: 7
<b>Students will synthesize and apply core clinical skills with diverse populations and problems (Clinical Competency).</b>	4.58	3: 1 4: 3 5: 8

### *Summary of Key Findings*

- The lowest-rated area was Christ-centeredness, with responders offering a mixed perspective on the level of integration experienced in classes at JBU and its helpfulness. Some graduates were satisfied with the level of integration, and others felt that they did not have the opportunity to deeply think about what Christian integration would look like in a meaningful way until sitting with actual clients and working with other Christian clinicians. Some responders were supervisors who might not be Christians and felt they did not have enough information to respond.
- The highest-rated area was personal development. The only suggestion for improvement in this area was opportunities for more personalized discussion with professors on how to move forward in personal development.
- Concern was expressed over an internship site placement at a school and the difficulty/importance of receiving adequate supervision.
- Overall, responders were satisfied with the program's academic excellence, especially as it relates to exam prep, but some felt that the academic preparation caused students to lean on theory and knowledge at the expense of personal counselor identify and authenticity.
- A couple of graduates reported bad experiences with online classes and expressed appreciation for in-person learning.
- Graduates and supervisors felt that students are being adequately prepared to see a wide variety of clients and are developed well in seeing all clients as unique individuals with value, worth, and unique needs.
- No program can train students to be prepared for all situations, but graduates and supervisors both felt overall that JBU provides students with the foundation to get started in the field and take initiative to continue learning well on the job.

# SUMMARY OF 2024 PROGRAM ASSESSMENT RESULTS

The majority of the assessment data was at or above expected performance levels across the MS in Counseling program's student learning outcomes. The Department of Graduate Counseling faculty and staff will review this data at their annual spring Department Retreat to evaluate the program objectives and learning in more detail. However, for the purposes of this report, a few overarching themes were noted in the 2024 program assessment results as follows:

- *Overall student performance across program SLOs meets or exceeds expectation.*
- *Student performance on national comprehensive exams could improve across the following domains: Career Development, Human Growth & Development, and Helping Relationships.*
- *Student disposition ratings remained quite stable over time and may be a result of increased disposition-based assignments across the curriculum.*
- *Student performance improved on the Testing & assessment, and Research and Program Evaluation section of the CPCE compared to last year and now meets expectation.*
- *Some SLOs are being measured across online courses open to students from both program locations, thus limiting the program from disaggregating performance by location across these SLOs.*
- *Program constituents report that mission-oriented program objectives related to the integration of spiritual/religious values with counseling-related material could improve.*

## 2024 Program Evaluation Review

The Department of Graduate Counseling (DGC) faculty and staff submitted an institutional program review report for the M.S. in Counseling degree program prior to the university due date of Tuesday, January 21, 2025. An external review of the M.S. in Counseling program will be conducted by the Program Assessment Committee at JBU and review findings will be provided to the DGC faculty and staff on March 31, 2025. Results of the JBU program review are provided here:

### [\*Feedback from the Assessment Committee\*](#)

The Graduate Counseling program aligns with CACREP standards, ensuring it meets rigorous educational and professional benchmarks. The program's integration of Christian perspectives into counseling education makes it particularly appealing to faith-driven students. A strong attention to detail is evident throughout the program, reflecting careful planning and execution. The program is continuously reviewed in both targeted and holistic ways to maintain its relevance and effectiveness. The committee believes this thoughtful

approach contributes to the program's overall strength and positions it well to meet the needs of students seeking a faith-based counseling education.

#### *Feedback on the Program Review*

The committee found this to be a strong and thorough review. The attention to detail was appreciated, and several sections of the review will be used as exemplars for other programs going through review. The committee especially appreciated the Integration of Faith and Learning section including both program-level and faculty-level examples. The primary suggestion for future reviews is to provide shorter summaries in the body of review and, if needed, provide the details in attached documentation. Overall, great work!

#### *Feedback from the Vice President of Academic Affairs (VPAA)*

The time, energy, and effort that the graduate counseling faculty put into getting the CACREP accreditation is greatly appreciated. This accreditation is a strong acknowledgement of the quality and strength of the program.

- Continuing to review and revise the curriculum to best meet the needs of students and their future clients and to address the CACREP requirements as they evolve.
- Building a strong and healthy community and culture among the departmental faculty and staff, particularly in light of the many personnel changes in recent years.

## Program Modifications & Changes

The DGC faculty and staff discussed a number of program modifications/changes based on a review of the 2024 Program Evaluation data as follows:

- *Integrate CACREP 2024 standards in to the program assessment plan as needed.*
  - ***In progress; due July 1, 2026.***
- *Develop revise or additional KPIs in Career Development, Testing and Assessment, and Research & Program Evaluation to increase attention on these domains.*
  - ***In progress***
- *Eliminate 2-credit hour Psychopharmacology; integrate content in to Psychopathology & Diagnosis course.*
  - ***In progress; completed by Fall 2025.***
- *Add 1-credit hour Practicum Individual Supervision course to allow full-time, CACREP core faculty provide the majority of supervision within this entry-level clinical experience.*
  - ***In progress; completed by Fall 2025.***
- *Add 1-credit hour Advanced Integration of Spiritual/Religious Values in Counseling course to be taken concurrently with Internship.*
  - ***In progress; completed by Fall 2025.***

- *Revise the Marriage & Family Therapy emphasis by eliminating 6-credit hours of MFT Field Experience 1 and 2 and adding an MFT Special Topics course. This change was recommended due to the lack of MFT placements and relational hours available to students over the past 5 years.*
  - ***In progress; completed by Spring 2026.***
- *Redesign online courses (Career Counseling, Testing & Assessment, Human Growth & Development, and Addictions Counseling) as managed curriculum to achieve more content consistency across these specific courses.*
  - ***In progress***
- *Add integrative texts to all courses; integrative texts align with our institutional and program mission as a faith-based program. Currently there are 5-6 courses that lack a required “integrative” text, although supplemental integrative material may be referenced in the syllabus.*
  - ***In progress***

## Strategic Plans & Initiatives for Academic Year 2024-25

The DGC developed strategic initiatives for the next academic year (2024-25) as follows:

- Transition to a new Department Chair.
- Transition to new campus in Little Rock.
- Hire part-time Clinical Director in Little Rock.
- Assess online course offerings.
- Revise student remediation policies and procedures.
- Develop adjunct faculty teaching proficiencies.
- Assess faculty/staff workload and salary in light of institutional budgets and program enrollments.