

**JOHN BROWN UNIVERSITY
DEPARTMENT OF
GRADUATE COUNSELING**

ANNUAL REPORT

20

21

TABLE OF CONTENTS

Introduction to Graduate Counseling

- 03 - Message From Our Department Chair
- 04 - Introduction
- 05 - Mission and Program Objectives

Demographic Information

- 08 - Student Demographics
- 10 - Student Enrollment Data

Program Evaluation and Assessment

- 14 - Faculty Ratios
- 16 - Student Learning Outcomes
- 18 - Student Remediation and Dismissal
- 19 - Alumni Survey Data
- 21 - Job Placement Rates
- 22 - Site Supervisor Survey Data
- 23 - Employer Survey Data

Clinical Training

- 27 - Spring Community Counseling Clinic Data
- 29 - Summer Community Counseling Clinic Data
- 31 - Fall Community Counseling Clinic Data
- 33 - Overview
- 34 - Comparison
- 35 - Field Placement Data

Program Modifications and Changes

- 38 - SWOT Analysis
- 42 - Program Modifications and Changes
- 43 - Strategic Plans and Initiatives for Academic Year 22-23

Appendices

- 44 - Appendix 1 - Student Demographics
- 45 - Appendix 2 - Program Assessment
- 51 - Appendix 3 - Field Placement

MESSAGE FROM OUR DEPARTMENT CHAIR

This Annual Report captures data from the academic year 2021 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 Lynette Duncan, Sarah Samoff, Marena Harmon, and Rachel Lankford 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.

Thank you,

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



This report is 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.

INTRODUCTION

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 designed to align with the Clinical Mental Health Counseling (CMHC) specialty area standards delineated by CACREP. 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 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. The Rogers Center is conveniently located in the Bentonville-Fayetteville urban corridor and is equipped with four seminar-style classrooms, wireless internet, computers, and a comfortable student lounge. The Counselor Education Center in Siloam Springs is conveniently situated on JBU's main campus. It houses JBU faculty/staff offices and the JBU Community Counseling Clinic, a clinical training center for counseling students. The Little Rock campus houses the Counselor Education Center @ Little Rock and the JBU Community Counseling Clinic @ Little Rock. This campus features two state-of-the-art counseling classrooms, faculty and staff offices, a student lounge, a computer lab area, and a 5-room 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 clinical 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 receive care in this enhanced training setting, including the audiovisual recording of each counseling session conducted by a trainee for supervision purposes.

MISSION & PROGRAM OBJECTIVES

The Department of Graduate Counseling (DGC) provides Christ-centered counselor training that promotes personal development, academic excellence, and clinical competency.



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).

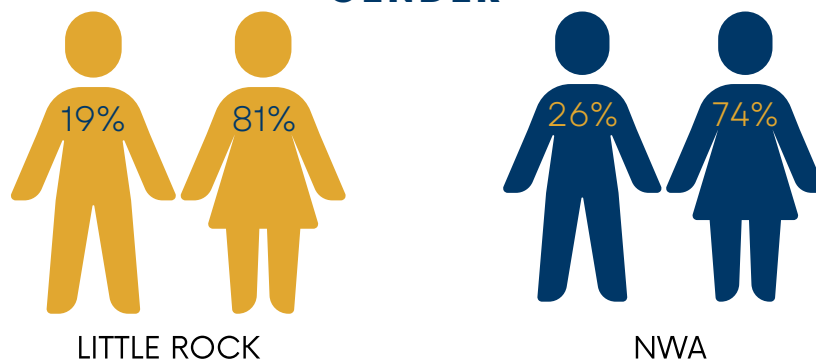
**“PERSONAL
DEVELOPMENT,
ACADEMIC
EXCELLENCE, &
CLINICAL
COMPETENCY”**

DEMOGRAPHIC INFORMATION

The following section of the Annual Report provides data on several important program and student demographic categories across the MS in Counseling (MSC) degree program in 2021.

STUDENT DEMOGRAPHICS

GENDER



AVERAGE AGE

33

RACE/CULTURE/ETHNICITY	LITTLE ROCK	NWA
Non-Resident Alien	1%	0%
Hispanic/Latino	3%	10%
American Indian	0%	2%
Asian	0%	1%
Black or African American	28%	4%
White	64%	76%
Two or More Races	1%	7%
Unknown	3%	1%

STUDENT DEMOGRAPHICS



11 GRADUATES IN NWA
**6 GRADUATES IN
LITTLE ROCK**

100% of our students passed the CPCE in 2021 with an average score of 87.9% - six points higher than the national average.



98% retention rate of students admitted in 2021 based on Spring 2022 enrollment report.

STUDENT ENROLLMENT BY SEMESTER

The following data is the total number of students enrolled in the MS in Counseling (MSC) degree across the program's two locations in Northwest Arkansas (NWA) and Little Rock (LR). The department had two students remaining from the programs out of the Fort Smith (FS), Arkansas campus that closed in 2019. The following data also break down current students by area of emphasis as well. It should be noted that MSC students do **not** have to add an emphasis to their degree program. For more details on this data, see Appendix 1.

SPRING

189

Students Enrolled

131 in NWA, 56 in Little Rock, 2 in Fort Smith

002

Students Graduated

2 in NWA, 0 in Little Rock, 0 in Fort Smith

038

New Students

26 in NWA, 12 in Little Rock, 0 in Fort Smith

196

Active Students

136 in NWA, 58 in Little Rock, 2 in Fort Smith

61%

of our enrolled students
have emphases added to
their degree plan.

63 Marriage & Family Therapy, 45 Play Therapy, and 7 Adventure Therapy

STUDENT ENROLLMENT BY SEMESTER

SUMMER

183 **Students Enrolled**
133 in NWA, 48 in Little Rock, 2 in Fort Smith

006 **Students Graduated**
3 in NWA, 1 in Little Rock, 2 in Fort Smith

018 **New Students**
15 in NWA, 3 in Little Rock, 0 in Fort Smith

208 **Active Students**
148 in NWA, 58 in Little Rock, 2 in Fort Smith

59% of our enrolled students
have emphases added to
their degree plan.

56 Marriage & Family Therapy, 43 Play Therapy, and 9 Adventure Therapy

STUDENT ENROLLMENT BY SEMESTER

FALL

223

Students Enrolled

160 in NWA and 160 in Little Rock

008

Students Graduated

5 in NWA and 3 in Little Rock

044

New Students

29 in NWA and 15 in Little Rock

242

Active Students

170 in NWA and 72 in Little Rock

49%

of our enrolled students
have emphases added to
their degree plan.

50 Marriage & Family Therapy, 50 Play Therapy, and 9 Adventure Therapy

PROGRAM EVALUATION & ASSESSMENT

The following section of the Annual Report provides important faculty/student ratios and student learning outcome data related to the department's key performance indicators (KPIs) collected in 2021.

FACULTY RATIOS

Credit Hours Delivered by Core vs. Non-Core Faculty

Core Faculty are those who are employed full-time within the department and meet CACREP's requirements for "core faculty". Non-core faculty are identified as part-time or adjunct faculty and full-time faculty who do not meet CACREP "core faculty" status. In 2021, Core Faculty taught 36% of the MSC degree programs credit hours while Non-Core Faculty provided 64% of MSC credit hour delivery.

2021	Spring	Summer	Fall	Calendar YR	%
NWA					
Core faculty credit hours	21	12	36	69	55%
Non-core faculty credit hours	18	15	24	57	45%
Total credits delivered	39	27	60	126	
Little Rock					
Core faculty credit hours	3	9	12	24	42%
Non-core faculty credit hours	12	6	15	33	58%
Total credits delivered	15	15	27	57	
Online					
Core faculty credit hours	21	9	6	36	23%
Non-core faculty credit hours	43	57	22	122	77%
Total credits delivered	64	66	28	158	
All Locations					
Core faculty credit hours	45	30	54	129	38%
Non-core faculty credit hours	73	78	61	212	62%
<i>Total Credit Hours</i>	118	108	115	341	

FACULTY RATIOS

Full-time Equivalent (FTE) Ratios

FTE ratios compare faculty credits delivered divided by full-time faculty teaching load with student credits hours taken divided by full-time student credit hours. Typically, a full-time student takes 6 credits of credit to qualify for financial aid, and therefore, the ratios below factor this number into the FTE equation.

2021 Semester	Student FTE : Faculty FTE
Spring	11.8 : 1
Summer	10.2 : 1
Fall	12.5 : 1
Total	11.5 : 1

STUDENT LEARNING OUTCOMES

The DGC evaluates student learning across nine domains, including the eight CACREP core domains (listed below) and the CACREP specialty area related to Clinical Mental Health Counseling (CMHC). The department has identified a minimum of two key performance indicators (KPIs) for each of the nine domains that measure student knowledge and/or skill. For a more detailed breakdown of student performance across the programs' KPIs, see Appendix 2.

Professional Counseling Orientation and Ethical Practice

Social & Cultural Diversity

Human Growth and Development

Career Development

Counseling and Helping Relationships

Group Counseling & Group Work

Assessment and Testing

Research & Program Evaluation



97%

of students on average met KPI requirements across nine CACREP domains in SPRING 2021.

98%

of students on average met KPI requirements across nine CACREP domains in SUMMER 2021.

95%

of students on average met KPI requirements across nine CACREP domains in FALL 2021.

STUDENT LEARNING OUTCOMES

The DGC also evaluates and monitors student disposition throughout their matriculation in the MSC degree program. The department uses the Professional Disposition Competency Assessment – Revised (PDCA-R), a ten-domain Likert scale evaluation of student disposition performance, in every course within the MSC program. Students must earn a disposition quotient (average) of 3 (meets expectation) or higher on the 5-point Likert scale to satisfy program expectations for disposition competency. Students who receive an average score of below 3 are referred for remediation. The following data summarizes the percentage of students who passed (met expectations) for disposition on the PDCA-R across each class taken in 2021.

PASS RATE OF PDCA-R BY SEMESTER


SPRING 2021 **99%**

SUMMER 2021 **97%**

FALL 2021 **98%**

STUDENT REMEDICATION & DISMISSAL

The DGC received a total of twelve professional development remediation referrals in 2021 for students enrolled in the MSC degree program. The DGC initiated formal remediation plans in four cases, with one case being successfully resolved in 2021 and three others still in process. See Appendix 2 for more details.



12
REFERRALS
4 REMEDIATION
PLANS

FOLLOW-UP STUDY

ALUMNI SURVEY

The DGC received 5 survey responses in 2021 from graduates/alumni providing feedback on the MSC program. The survey asked eight questions about the graduate's satisfaction with aspects of the MSC program using a 5-point rating system (1 star = lowest rating, 5 stars = highest rating). A total of five (5) alumni participated. Overall, graduates rated the program highly in preparing them for work as professional counselors.

4.8 Preparedness for post-graduate work in professional counseling

4.5 Program Faculty

4.2 Program Curriculum/Coursework

4.8 Program Classrooms/Facilities

3.4 Community Counseling Clinic Practicum

3.4 Student Support at JBU

3.0 Program Tuition Cost

FOLLOW-UP STUDY

RECOMMENDED MODIFICATIONS FROM ALUMNI

"PAID INTERNSHIPS."

**"HAVING A SOLIDIFIED PROGRAM
THAT DOESN'T REQUIRE JUMPING
THROUGH SO MANY HOOPS TO
OBTAIN LICENSURE."**

**"MAKING IT POSSIBLE TO TAKE
PRACTICUM CLASSES OR
INTERNSHIP AT THE ROGERS
LOCATION."**

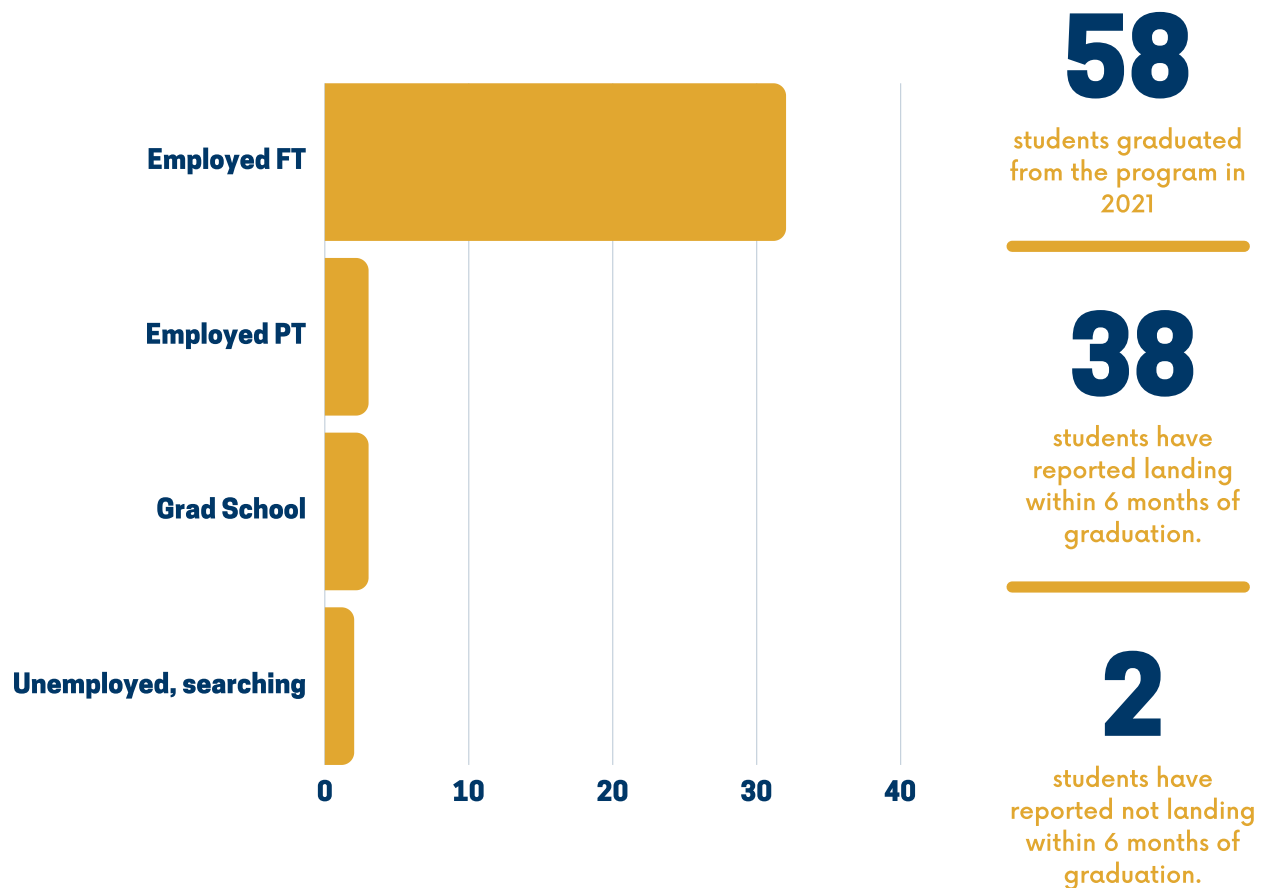
**"THE PROGRAM WAS CONSTANTLY
CHANGING. I DID NOT FEEL WELL
SUPPORTED BY PROFESSORS AND THE
PRICE WAS TOO HIGH."**

For more recommended modifications from alumni, see Appendix 2

FOLLOW-UP STUDY

JOB PLACEMENT RATES

The Career Services office at JBU performs exit surveys and follow-up studies with MSC degree program graduates. In 2021, 40 MSC students either responded to JBU's follow-up studies or had accessible employment and graduate school information available through the National Student Clearinghouse or other online sources. Ninety-five percent (38 of 40) of MSC students reported having landed employment or were enrolled in graduate school within six months of graduation. This data is based on the 2020-2021 Academic Calendar.



FOLLOW-UP STUDY

SITE SUPERVISOR SURVEY

The DGC received 58 survey responses in 2021 from site supervisors providing feedback on their JBU supervisee in the MSC degree program. The survey asked four questions about the site supervisors' satisfaction with aspects of the JBU supervisee's performance and preparation using a 5-point rating system (1 star = lowest rating, 5 stars = highest rating). Site supervisors were overwhelmingly positive in their appraisal of their JBU supervisee across the 4 survey questions.

4.7  **Supervisee's Clinical Work**

4.6  **Supervisee receives and follows through on supervisor feedback**

4.7  **Supervisee is on-time for supervision and completing client notes**

4.6  **Supervisee's Professionalism**

FOLLOW-UP STUDY

EMPLOYER SURVEY

The DGC received 52 survey responses in 2021 from employers of MSC graduates providing feedback on their graduate employee. The survey asked nine questions about the employer's satisfaction with aspects of the MSC graduates' performance and preparation for work in the counseling field using a 5-point rating system (1 star = lowest rating, 5 stars = highest rating). 52 employers participated. Overall, employers rated their MSC graduate employee highly across all areas of appraisal.

4.3 Graduate is prepared for a career in professional counseling

4.7 Graduate displays professionalism and ethical behavior

4.5 Graduate advocates appropriately for diverse clients

4.4 Competence completing administrative tasks and delivering clinical services

4.7 Graduate seeks feedback and supervision appropriately

4.5 Graduate applies relevant counseling knowledge to practice

4.6 Graduate participates in professional growth activities that reflect a commitment to learning, skill development, and best clinical practices

FOLLOW-UP STUDY

RECOMMENDED MODIFICATIONS FROM EMPLOYERS

"None."

"More guidance on **documentation**/how to write treatment plans and notes."

"Emphasis on the **business** side of being a therapist is needed."

"The lack of flexibility in internship arrangements, third party partnerships, need for onsite supervision have made JBU a less desirable choice and have led us to prioritize other schools that show greater flexibility. We also have concerns about the **quality of diversity training** and LGBTQ acceptance from JBU, which impacts their being hired in "tie breaker" situations when there are candidates who come from schools who have taken great stances to embrace diversity."

"JBU provides excellent instruction for their students and so far all of our JBU **interns have done exceptionally well** and we have hired them."

"I would suggest a stronger emphasis on **diagnosis and case management skills**."

For more recommended modifications from employers, see Appendix 2

CLINICAL TRAINING

The following section of the Annual Report will overview data from the Community Counseling Clinics and field placement data for the MSC program.



**Community
Counseling Clinic**
John Brown University

CLINIC DATA - SPRING 2021



SILOAM SPRINGS

782 Clients Attended
62% of appointments

204 No Show Clients
16% of appointments

106 Clients Canceled
8% of appointments

170 Rescheduled for
Clinic Closures

1262

Total Client Appointments

\$9,184

Total Revenue

15

Graduate Trainees Placed in CCC



CLIENT TYPE

55% Adults, 30% Minors
1% Families, 5% Couples
9% Students

CLINIC DATA - SPRING 2021



LITTLE ROCK

388 Clients Attended
70% of appointments

025 No Show Clients
4% of appointments

099 Clients Canceled
18% of appointments

046 Rescheduled for
Clinic Closures

558

Total Client Appointments

\$3,368

Total Revenue

8

Graduate Trainees Placed in CCC



CLIENT TYPE

54% Adults, 35% Minors
0% Families, 6% Couples
5% Students

CLINIC DATA - SUMMER 2021



SILOAM SPRINGS

768 Clients Attended
79% of appointments

095 No Show Clients
10% of appointments

102 Clients Canceled
10% of appointments

972

Total Client Appointments

\$9,977

Total Revenue

17

Graduate Trainees Placed in CCC



CLIENT TYPE

56% Adults, 38% Minors
4% Families, 3% Couples
3% Students

CLINIC DATA - SUMMER 2021



LITTLE ROCK

151 Clients Attended
68% of appointments

048 No Show Clients
22% of appointments

023 Clients Canceled
10% of appointments

222

Total Client Appointments

\$3,206

Total Revenue

6

Graduate Trainees Placed in CCC



CLIENT TYPE

56% Adults, 38% Minors
4% Families, 3% Couples
3% Students

CLINIC DATA - FALL 2021



SILOAM SPRINGS

919 Clients Attended
82% of appointments

107 No Show Clients
19% of appointments

142 Clients Canceled
13% of appointments

1118

Total Client Appointments

\$8,733

Total Revenue

18

Graduate Trainees Placed in CCC



CLIENT TYPE

46% Adults, 23% Minors
3% Families, 5% Couples
23% Students

CLINIC DATA - FALL 2021



LITTLE ROCK

044 Clients Attended
68% of appointments

006 No Show Clients
9% of appointments

015 Clients Canceled
23% of appointments

65

Total Client Appointments

\$443

Total Revenue

4

Graduate Trainees Placed in CCC



CLIENT TYPE

48% Adults, 28% Minors
2% Families, 10% Couples
12% Students

CLINIC DATA - 2021 OVERVIEW



4197

Total Client Appointments

3052

Total Attended Appointments

\$34,911

Total Revenue

21

Online Client Scholarships

64

Total
Trainees

18

Trainees with
MFT emphasis

9

Trainees with
PT emphasis



CLIENT TYPE AVERAGE

54% Adults, 33% Minors
10% Families, 4% Couples
11% Students

2021 launched our new curriculum so that the majority of trainees were practicum students. In 2021, we offered telehealth services at both clinics in the spring semester in response to high COVID-19 rates. In the summer semester, appointment numbers were extremely low at the Little Rock clinic, so the DGC made the decision to close the Little Rock clinic during the fall semester with the expectation of reopening in spring 2022. Trainees had 30 days in the fall semester to complete their clinic hours. New billing practices have only been implemented since July 2021, so revenue data before then may be slightly inaccurate. Data has been collected for online client scholarships only and does not reflect the forms filled out and accepted in-office.

CLINIC DATA - COMPARISON



	2020	2021
Appointments	4634	4197
Appointments Attended	2717	3052
Revenue	\$23,132.50	\$34,911
Trainees	31	64
Clinic Cost	\$138,877	\$172,735

Client Type	2020	2021
Adults	67%	54%
Minors	26%	30%
Families	<1%	10%
Couples	6%	4%
Students	N/A	11%

Old Curriculum students had the clinic as both their practicum and internship site. The clinics were impacted significantly in 2020 due to the COVID-19 outbreak compared to 2021. Because of telehealth, payments were not collected in office, showing a disparity in revenue. Revenue may also be impacted due to lack of accuracy in billing practices until July 2021.

FIELD PLACEMENT

In 2021, the DGC had **114 total students** in the MSC degree program that needed a placement for their Practicum or Internship experience. The DGC's Field Placement Director achieved a 100% placement success rate for 2021, placing all 114 students at a viable clinical site. A total of 55 students placed in the JBU Community Counseling Clinics during their Practicum semester. A total of 57 students were placed at external sites during Internship where the department utilized **44 total sites** and **58 total site supervisors** across three states (AR, OK, MO). These totals do not reflect the overall number of student placements in the old curriculum. For more details on this data, see Appendix 3.

100%



of our students were successfully placed in clinical practicums and internships in 2021.

Spring

22 total placements, including 18 new placements

Summer

38 total placements, including 33 new placements

Fall

54 total placements, including 42 new placements

PROGRAM MODIFICATIONS & CHANGES

The Department of Graduate Counseling (DGC) faculty and staff met on April 8 & 9, 2022 to review the M.S. in Counseling degree program. Specifically, the DGC reviewed the 2021 program evaluation data, clinic data, student demographic information, and data from follow-up surveys with alumni, site supervisors, and employers.

The DGC faculty/staff then conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the program and discussed program modifications and changes for 2022/23 based on these data sets. The following sections outline the results of the 2021 Program Evaluation Review.

SWOT ANALYSIS

PROGRAM STRENGTHS

- The DGC's Field Placement process:
 - Highly supportive of students.
 - Builds community relations with clinical sites and supervisors.
- The DGC's Community Counseling Clinics (CCC):
 - Clinical instruction and supervision are provided by DGC faculty/staff in a laboratory setting.
 - Providing low-cost/no-cost counseling to the local community as an extension of the program/s mission.
 - Curricular consistency through the work of Course Coordinators and implementation of Adjunct and Site supervisor Orientations.
 - Clinical course sequence and the addition of the Counseling Skills class to the curriculum are resulting in better prepared and skilled trainees.
- Quality and collegiality of DGC faculty and staff:
 - Experienced/licensed faculty/staff who are also in clinical practice.
 - Faculty/staff are open to student feedback and advocate for student needs both within and outside of the department.
 - Faculty/staff commitment to excellence in teaching, supervising, and administrating the program.
 - Regular and consistent department and clinical team meetings.
- The DGC's assessment of student disposition across the curriculum (in every course) using the PDCA-R tool:
 - Demonstration of the DGC's developmental philosophy of counselor education.
 - Assists students' self-awareness and self-assessment.
 - Assists faculty supervision and remediation intervention.

SWOT ANALYSIS

PROGRAM STRENGTHS CONTINUED

- Enrollment coordination and sequential degree planning:
 - Creating degree plans where courses are sequenced to increase student development across the counseling program.
- The DGC's new student orientation and better acclimating students to the program and its requirements/rigors.
- The location of the Little Rock Counselor Education Center and the Roger's Graduate School campus.
- The DGC's budgetary expenditure vs. revenue ratio.
- Students' scores on the Counselor Preparatory Comprehensive Exam (CPCE) are well above national averages.

SWOT ANALYSIS

PROGRAM WEAKNESSES

- The DGC's faculty teaching load is too high, particularly in light of the clinical, remedial, and professional development responsibilities unique to graduate counselor education.
- Faculty providing on-site supervision coverage in the CCC while teaching a Practicum/Internship class causes major disruption if/when there are clinical emergencies while generally deterring trainees from interrupting class for needed assistance.
- The CCC relies too heavily on full-time faculty to provide individual supervision in the CCC without any teaching load reduction.
- The DGC relies too heavily on adjunct faculty to teach classes within the counseling program.
- The lack of consistency in delivering and interrater reliability in assessing key performance indicators across the program.
- The DGC's clinical site application process/schedule does not always align well with the calendars and needs of our clinical sites. This sometimes results in our students missing out on certain placements, particularly in the fall semester.
- The DGC's two locations in NWA require faculty/staff/students to drive between the main campus in Siloam Springs and the graduate campus in Rogers. Most students live closer to Rogers, but the CCC and faculty offices are all at the Siloam Springs main campus.
- Not requiring Social and Cultural Foundations in Counseling class as a prerequisite for Practicum.

SWOT ANALYSIS

PROGRAM OPPORTUNITIES

- Engage interrater reliability training on the PDCA-R and clinical Case Presentation assignment in Practicum/Internship.
- Develop more/diverse clinical sites/supervisors.
- Develop more training opportunities for site supervisors and alumni.
- Consider expanding/revising timelines and processes related to the Clinical Site Application.
- Consider allowing students to have multiple clinical sites for Practicum.
- Integrate diversity, gender, and cultural issues in each class.
- Consider revising course rotations and schedules for more program flexibility and less reliance on adjunct faculty.
- Consider combining the Psychopathology and Psychopharmacology courses where Psychopharmacology potentially becomes a lab.
- Consider additional course electives based on professional trends:
 - Counseling Business/Billing
 - Advanced Integration/Values
 - Advanced Diversity
- Consider additional program emphases:
 - Addiction Counseling
 - Trauma Counseling
 - Pastoral Counseling
- Develop stability within the CCCs with more clinical staff, supervisors, and support.
- Develop closer working relationships with departments at JBU, particularly those in counseling-related fields.
- Increasing faculty/staff/student advocacy and involvement within the broader counseling profession.
- Consider developing international trips for cross-cultural education and training.

SWOT ANALYSIS

PROGRAM THREATS

- Faculty burn-out due to high teaching loads and unique responsibilities related to clinical instruction.
- The institution's predominating focus on undergraduate education and the recent dissolution of JBU's Graduate School.
- The broader cultural movement towards polarization in values-based discussions, including the continued decrease in the attention given to spiritual issues and competencies within the counseling profession.
- Operating a large, multisite program with campuses, students, and faculty/staff who are at a distance and disconnected from the main campus and institution administrators.
- Faith-based program - threat because we want to integrate and not separate
- Online program competitors who can offer cheaper tuition and whose students are competing with ours for regional site placement.

PROGRAM MODIFICATIONS & CHANGES

The DGC faculty and staff discussed a number of program modifications/changes based on a review of the 2021 Program Evaluation data. The DGC Department Chair developed target completion dates for these modifications/changes as well. The following section delineates the program modifications/changes for the 2022-23 academic year:

- Updated DGC Handbook – completed Spring 2022.
- Updated supervision agreements/contracts in Supervision Assist – completed Spring 2022.
- Developed a Supervision Training for Site Supervisors via Supervision Assist – completed Spring 2022.
- Implementing a new admissions process, including a faculty-conducted admissions interview – Summer 2022.
- Developing a “stand-alone” Practicum course and syllabi (Practicum/Internship courses are currently cross-listed and students in either clinical course occupy the same class/group supervision) – Fall 2022.
- Developing a Student Evaluation of Faculty/Group Supervisor assessment – Fall 2022.
- Scheduling and developing continuing education training for site supervisors and students/alumni – Fall 2022 & Spring 2023.

STRATEGIC PLANS & INITIATIVES FOR ACADEMIC YEAR 2022-23

In addition to the program modifications/changes outlined above, the DGC also developed strategic initiatives for the next academic year (2022-23) as follows:

- Complete the hiring of the Clinical Director – LR staff position by May 2, 2022.
- Complete the hiring of two full-time faculty by July 1, 2022.
- Complete the promotions of two current employees to the Clinical Director – NWA staff position and full-time faculty status by July 1, 2022.
- Apply for CACREP accreditation by submitting a self-study application by May 9, 2022.
- Complete the hiring of a Graduate Assistant (GA) by January 1, 2023.

APPENDIX 1 - STUDENT DEMOGRAPHICS

STUDENT ENROLLMENT DATA

Spring 2021	Total	NWA	LR	FS
Total Enrolled	189	131	56	2
Total Grads	2	2	0	0
Total New	38	26	12	0
Total Active	196	136	58	2
Total Enrolled each emphasis	Total	NWA	LR	
	115	83	32	
Marriage & Family Therapy	63	44	19	
Play Therapy	45	34	11	
Adventure Therapy	7	5	2	

Summer 2021	Total	NWA	LR	FS
Total Enrolled	183	133	48	2
Total Grads	6	3	1	2
Total New	18	15	3	0
Total Active	208	148	58	2
Total Enrolled each emphasis	Total	NWA	LR	
Marriage & Family Therapy	56	36	20	
Play Therapy	43	30	13	
Adventure Therapy	9	7	2	

Fall 2021	Total	NWA	LR
Total Enrolled	223	160	63
Total Grads	8	5	3
Total New	44	29	15
Total Active	242	170	72
Total Enrolled each emphasis	Total	NWA	LR
Marriage & Family Therapy	50	36	14
Play Therapy	50	36	14
Adventure Therapy	9	8	1

APPENDIX 2 - PROGRAM ASSESSMENTS

KPI DATA

Key Performance Indicators (KPI) <i>Knowledge & Skill</i>			Spring 2021	Summer 2021	Fall 2021
CACREP Domain	KPI Title	Recommended Course	% of Students Who Met Requirement		
Professional Counseling Orientation and Ethical Practice	Exam	CNL 8433 Ethical and Legal Issues in Counseling	97%	94%	Class not offered
	CPCE	Gate 3	100%	100%	78%
Social & Cultural Diversity	Immersion Project	CNL 7033 Social & Cultural Foundations of Counseling	Class not offered	100%	Class not offered
	CPCE	Gate 3	100%	100%	100%
Human Growth and Development	Developmental/Spiritual Autobiography	CNL 7043 Human Growth & Lifespan Development	95%	95%	100%
	CPCE	Gate 3	100%	100%	100%
Career Development	Exam	CNL 7323 Career Counseling	Class not offered	100%	93%
	CPCE	Gate 3	100%	100%	89%
Counseling and Helping Relationships	Skill Analysis and Demo	CNL 7413 Counseling Skills	96%	Class not offered	100%
	CPCE	Gate 3	100%	100%	100%
Group Counseling & Group Work	Group Facilitation Skills Eval (GLOM)	CNL 7123 Group Counseling	98%	100%	Class not offered
	CPCE	Gate 3	100%	100%	100%
Assessment and Testing	Mandated Reporting Training	CNL 7413 Counseling Skills	98%	Class not offered	100%
	CPCE	Gate 3	75%	100%	89%
Research & Program Evaluation	Article Critique	CNL 7013 Statistics & Research in Counseling	94%	92%	Class not offered
	CPCE	Gate 3	100%	100%	89%
CMHC	Final Case Presentation	CNL 8813/8873/8983/8883 Praacticum and Internship	100%	90%	99%
	CPCE	Gate 3	100%	100%	100%

APPENDIX 2 - PROGRAM ASSESSMENTS

REMEDIATION DATA

	2021			
	Spring	Summer	Fall	Total
Referrals	2	4	6	12
Formal Remediation Plans Enacted	1	1	2	4
Remediation Plans in Process	1	0	2	3
Successful Remediation Plans	0	1	0	1
Program Dismissals	0	0	0	0

SITE SUPERVISOR SURVEY DATA

2021 Site Supervisor Survey (n=58)



APPENDIX 2 - PROGRAM ASSESSMENTS

ALUMNI SURVEY DATA

What aspects of the JBU Counseling program would you suggest revising or changing, based on your experience in the MSC degree program?

- Having a solidified program that doesn't require jumping through so many hoops to obtain licensure
- Paid internships. It's claimed that the program is for the working adult and that would be true if the working adult has no dependents, really doesn't need money, and has no debt. It was realistic to do the program for classes but to attempt to do the internship I was informed that it's considered as a job - except people can't live off of experience. I know it's not gonna happen so maybe what I'm asking for is the program to have more flexibility for those working adults that this program is for.
- I think a lot of my issues are being there as the program was constantly changing. It was not a good experience for me from the Siloam campus, but an amazing one with Dr. Okai and Dr. Wallace. I did not feel well supported by other professors and the price was too high as now with classes much bigger in my PhD program I feel supported, mental health considered, empowered and the cost is lower at a worldwide private Christian school.
- Making it possible to take practicum classes or internship at the Rogers location.
- Many things were changing as I was finishing the program

Would you recommend your friends and/or family members to attend the MSC degree program at JBU? If yes, why? If not, why not?

- Not necessarily because there are other schools that could provide the same.
- Yes as long as they have a clear knowledge of what the program is, does, how long it takes (realistically), and maybe even a reality check that their mental health is going to suffer.
- No. I would recommend Dr. Okai to be in people's lives, but I am not recommending this school to anyone due to other experiences there concerning internship, listening to students, putting our needs as human beings on the table and more power/dignity. I know the difference now at Regent University that it is possible. I am an undergrad alumni of JBU, so was discouraged greatly by my experiences and will not be participating like I had been before. Once again, Dr. Okai and Dr. Wallace were incredible mentors!!! I absolutely do feel like I got the teaching I needed and mentorship to be ready for counseling! The classes were good.
- Yes- thought it was holistic and had a great full time staff.
- Yes, even if they are not Christian as JBU has been very welcoming of all from my experience ☐

APPENDIX 2 - PROGRAM ASSESSMENTS

EMPLOYER SURVEY DATA

"What aspects of the JBU Counseling program would you suggest revising or changing, based on your experience with program graduates?"

- No issues noted at this time.
- None come to mind
- The program is wonderful, but we have had a couple of experiences with JBU Grads who have had great difficulty in diagnosing and/or documentation. I would say this is more about the individual and not about the Counseling program.
- Knowledge and skill in risk assessment
- None at this time.
- Make sure the program matches the requirements for licensure
- "I learned a lot from the other students in the program and it would have been nice to have been able to have accessibility to common questions as a graduate student, even just based on where they are at in the program without having to get information from secondary sources.
- Also, paid internships would be amazing. JBU claims that the program is flexible for the working adult and I wouldn't say that that is true. An internship is a job. I was lucky enough to only have to care for myself but I could not imagine what the program was like for people with families and jobs trying to go to school and then trying to complete an internship as well."
- I would recommend advocating for increased instruction from practicum sites in the area of administration and business management. I would also recommend an increased emphasis on diversity of sites for individuals; i.e. inpatient AND outpatient experience.
- No feedback at this time.
- Rapport Building, possibly
- I would have no suggestions at this time.
- great experience
- Your graduates seem to be properly prepared to me.
- This is my first intern through JBU. I'm very pleased with her knowledge and work ethic. At this time, I don't see any changes required or suggested.
- Our intern Crystal is phenomenal! I have always been impressed with JBU interns; I have supervised interns for over 10 years.
- More guidance in how to write treatment plans and notes.
- I do not see any changes that need to be made.
- More witnessing of love sessions by practicing counselors.
- Nothing noted to date

APPENDIX 2 - PROGRAM ASSESSMENTS

EMPLOYER SURVEY DATA

"What aspects of the JBU Counseling program would you suggest revising or changing, based on your experience with program graduates?"

- Be more considerate of how program changes at JBU can impact their interns. Specifically, staff changes and the anxiety that this causes for the intern. Interns are needing structure, patience, and support. Without this, they are filled with anxiety and fear regarding if they will be able to graduate or get behind in completing their program.
- Review processes of first sessions before entering counseling room.
- from the employer. Come prepared with a syllabus and notebook, eager to learn.
- Preparing them for third party reimbursement
- More education on trauma and addictions
- No suggested changes.
- No specific feedback at this time as the graduate from your program has only been with our clinic for approximately 3 weeks.
- Not losing focus on the main target, training to help people.
- "Emphasis on the business side of being a therapist is needed
- None, our intern has done an amazing job!
- The lack of flexibility in internship arrangements, third party partnerships, need for onsite supervision have made JBU a less desirable choice and have led us to prioritize other schools that show greater flexibility. We also have concerns about the quality of diversity training and LGBTQ acceptance from JBU, which impacts their being hired in "tie breaker" situations when there are candidates who come from schools who have taken great stances to embrace diversity.
- Clear expectations of supervisor
- I think a deeper spiritual formation process will be useful to several of the graduates I have worked with.
- This might be hard to do in a classroom setting and maybe it's better to just learn it out in the real world but the practical pieces like working on taking session notes, what to include in notes, understanding billing, talking through getting a subpoena for notes and what steps to take, etc.
- Need more practical experience from intake (informed consent), organizing a treatment plan and how to write good, clinical notes.
- JBU provides excellent instruction for their students and so far all of our JBU interns have done exceptionally well and we have hired them.
- My experience of supervising a JBU student was a good one, and she has excellent boundaries. Continue to make this an emphasis in the teachings of students.

APPENDIX 2 - PROGRAM ASSESSMENTS

EMPLOYER SURVEY DATA

"What aspects of the JBU Counseling program would you suggest revising or changing, based on your experience with program graduates?"

- I do not have any suggestions at this time!
- I have been told by several JBU counseling students that JBU is very strict and picky about placements for Internship and Practicum which is causing the students to have to add classes (which cost extra money) and prolong their graduation. I don't like that this is happening.
- I am pleased with the current program. I have no revision suggestions.
- I would suggest a stronger emphasis on diagnosis and case management skills. Of course I would agree that these skills become more developed as the are in the field and under supervision.
- We have gotten some amazing team members from JBU. I do sometimes hear that work in community mental health is not spoken very highly about in the collegiate setting. I would love to have more opportunities to talk to students about the importance of the work we do in supporting our community.
- JBU's program seems to be well rounded—facilitating knowledge, understanding, and competency within their student body. The streamlining of the process seems to be progressing in the way one would hope. Keep doing what you're doing.
- more experience with developing treatment goals and objectives.
- In my experience, JBU students could benefit from an increased focus on evidence-based practices, diagnostic skills, and the use of brief surveys to improve diagnostic accuracy and outcomes from treatment. Multiple students have demonstrated weaker skills in these areas, in comparison to students from other programs. However, I've found all our JBU students and graduates have had strong interpersonal skills and basic counseling skills. They also seem to have a strong understanding of culture and diversity issues, as they relate to mental health.
- JBU does a great job prepping people!
- Students should be prepared to know what they want and expect from the employer. Come prepared with a syllabus and notebook, eager to learn.
- Preparing them for third party reimbursement
- More education on trauma and addictions
- No suggested changes.
- No specific feedback at this time as the graduate from your program has only been with our clinic for approximately 3 weeks.

APPENDIX 3 - FIELD PLACEMENT

FIELD PLACEMENT DATA BY SEMESTER, TYPE, AND LOCATION

	Student Placements*			Success Rate per	Number of Sites Used	Number of Site Supervisors Used
				Semester		
Spring 2021	Practicum	NWA	10	100%	1	4
<i>22 Total placements</i>		LR	5	100%	1	2
18 new placements	Internship	NWA	0	0%	0	0
		FS	2	100%	2	2
		LR	1	100%	2	2
Summer 2021	Practicum	NWA	15	100%	1	5
<i>38 Total placements</i>		LR	6	100%	1	2
33 new placements	Internship	NWA	9	100%	9	10
		LR	3	100%	3	3
Fall 2021	Practicum	NWA	19	100%	1	4
<i>54 Total placements</i>		LR	0	0%	0	0
42 new placements	Internship	NWA	16	100%	13	14
		LR	7	100%	10	10
					44	58
<i>*Placement totals do not reflect students placed in the old curriculum</i>						



JOHN BROWN
UNIVERSITY

GRADUATE COUNSELING