



**JOHN BROWN UNIVERSITY
DEPARTMENT OF
GRADUATE COUNSELING**

**ANNUAL ACADEMIC
ASSESSMENT REPORT**

2022

MESSAGE FROM OUR DEPARTMENT CHAIR

This Annual Report captures data from the academic year 2022 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.

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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 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. 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 and 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, student lounge, 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 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.

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”**

STUDENT LEARNING OUTCOMES

Curricular Area (CACREP Core Domains)	DGC's Student Learning Outcome (CACREP key performance indicator)
Professional Counseling Orientation & Ethical Practice	By graduation, students will apply and manage the ethical responsibilities and professional functions of clinical mental health counselors.
Social & Cultural Diversity	By graduation, students will assess and develop cultural/spiritual sensitivities and counseling competencies that promote equity, diversity, and inclusion.
Human Growth and Development	By graduation, students will analyze and integrate theories of human development theories that promote wellness and resilience within counseling contexts.
Career Development	By graduation, students will appraise and correlate the interrelatedness of mental health and vocational functioning.
Counseling and Helping Relationships	By graduation, students will effectively perform and appropriately apply counseling skills in developing and maintaining effective therapeutic relationships across diverse client populations.
Group Counseling & Group Work	By graduation, students will effectively perform and appropriately apply group leadership skills across diverse group experiences.
Assessment and Testing	By graduation, students will manage and model appropriate use of counseling assessments, including procedures for screening and reporting trauma, crisis, and risk.
Research & Program Evaluation	By graduation, students will interpret and critique the appropriate analysis and use of data in counseling.
Program Domains	DGC's Student Learning Outcome (CACREP key performance indicator)
Clinical Mental Health Counseling	By graduation, students will adapt and facilitate the appropriate identity, competencies, and scope of practice specific to the role of clinical mental health counselor.
Professional Disposition	By graduation, students will exemplify and embody the appropriate dispositional competencies and behaviors specific to the role of a counseling professional.
Program Mission	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 2022.

STUDENT DEMOGRAPHICS

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 2022 calendar year. Please note that some admits may have applied to the program prior to 2022 and therefore would not be represented in this data.

2022 - MS in Counseling Applicants/Admits						
	Little Rock		NWA		Total Program	
Metric	Applicants	Admits	Applicants	Admits	Applicants	Admits
Gender						
F	19	26	49	50	68	76
M	10	2	14	15	24	17
Race (IPEDS Classification)	Applicants	Admits	Applicants	Admits	Applicants	Admits
American Indian or Alaska Native	0	0	1	1	1	1
Asian	0	0	0	2	0	2
Black or African American	8	1	1	1	9	6
Hispanic of any race	1	1	4	5	5	6
Nonresident Alien	12	0	18	2	30	2
Race/Ethnicity Unknown	1	1	0	1	1	2
Two or more races	1	1	2	4	3	5
White	7	20	37	49	44	69
Age	Applicants	Admits	Applicants	Admits	Applicants	Admits
22 or Younger	5	4	19	13	24	17
22-30	8	13	19	24	27	37
31-40	9	7	17	9	26	16
41-50	4	4	5	14	9	18
51-60	2	0	3	4	5	4
60 or Older	0	0	0	0	0	0
No Value	1	0	0	1	1	1

STUDENT DEMOGRAPHICS

The following table shows demographic data (gender, race, and age) for students enrolled in the MS in Counseling program during the 2022 calendar year.

2022 - MS in Counseling Enrolled Students							
Headcount				Percentage			
Gender	LR	NWA	Total	Gender	LR	NWA	Total
F	70	144	214	F	83%	72%	75%
M	14	56	70	M	17%	28%	25%
Grand Total	84	200	284	Grand Total	100%	100%	100%
Headcount				Percentage			
Race (IPEDS Classification)	LR	NWA	Total	Race (IPEDS Classification)	LR	NWA	Total
Hispanic/Latino	2	19	21	Hispanic/Latino	2%	10%	7%
American Indian		4	4	American Indian	0%	2%	1%
Asian		1	1	Asian	0%	1%	0%
Black or African American	22	4	26	Black or African American	26%	2%	9%
White	58	154	212	White	69%	77%	75%
Two or More Races	1	14	15	Two or More Races	1%	7%	5%
Unknown		3	3	Unknown	0%	2%	1%
Non-Resident	1	1	2	Non-Resident	1%	1%	1%
Grand Total	84	200	284	Grand Total	100%	100%	100%

Age	LR	NWA	Total
Student Average	31	32	32

STUDENT DEMOGRAPHICS

There were 57 graduates of the MS in Counseling degree program at JBU in 2022. Of these graduates, 16 were from the Little Rock (LR) program location and 41 were from the Northwest Arkansas (NWA) location. The average age for program graduates in 2022 was 32 years old, both in aggregate and for each location.

2022 - MS in Counseling Graduates

Graduates				Percentage			
Gender	LR	NWA	Total	Gender	LR	NWA	Total
F	14	31	45	F	88%	76%	79%
M	2	10	12	M	13%	24%	21%
Grand Total	16	41	57	Grand Total	100%	100%	100%
Graduates				Percentage			
Race (IPEDS Classification)	LR	NWA	Total	Race (IPEDS Classification)	LR	NWA	Total
Hispanic/Latino	1	3	4	Hispanic/Latino	6%	7%	7%
American Indian		1	1	American Indian	0%	2%	2%
Black or African American	4	1	5	Black or African American	25%	2%	9%
White	10	32	42	White	63%	78%	74%
Two or More Races		3	3	Two or More Races	0%	7%	5%
Unknown		1	1	Unknown	0%	2%	2%
Non-Resident	1		1	Non-Resident	6%	0%	2%
Grand Total	16	41	57	Grand Total	100%	100%	100%

Age	LR	NWA	Total
Student Average	32	32	32

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 2022.

PROGRAM DATA



41 GRADUATES IN NWA
16 GRADUATES IN LITTLE ROCK

2022 MS in Counseling Completion Rates by Starting Year

This table reflects data for students who began the MS in Counseling program in 2020-2021

Headcount				Graduation Rate			
	Graduated	Still Enrolled	Total		Graduated	Still Enrolled	Total
LR	4	26	30	LR	13%	87%	100%
NWA	11	63	74	NWA	15%	85%	100%
Grand Total	15	89	104	Grand Total	14%	86%	100%

97%

Percentage of graduates with employment/grad school information within 6 months of graduation in 2022 (n=31).

JOB PLACEMENT RATES

PASS RATES ON CREDENTIALING EXAMS

The DGC was approved by the NBCC to offer the NCE to enrolled students in 2023.

This will allow the DGC to receive credentialing pass rates from the NBCC for JBU students taking the NCE beginning in 2023.

PROGRAM EVALUATION & ASSESSMENT

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 except 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 2022 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.

**Table 1 - 2022 Student Learning Outcome
Assessment (Aggregate Program Data)**

*Highlighted scores in green indicate where ratings "exceed expectation" (2.75 and higher) while highlighted scores in yellow indicate where ratings fall "below expectation" (1.99 and below). "N/A" indicates a semester when the course was not offered.		Spring	Summer	Fall	Grand Total
CACREP Domain	SLO (KPI) Measures	Avg Rating	Avg Rating	Avg Rating	Avg Rating
Professional Counseling Orientation & Ethical Practice	Measure 1	2.8	2.7	2.6	2.7
	Measure 2	2.3	2.0	2.0	2.1
Social & Cultural Diversity	Measure 1	3.0	2.9	N/A	2.9
	Measure 2	2.4	2.1	2.2	2.2
Human Growth and Development	Measure 1	3.0	3.0	3.0	3.0
	Measure 2	2.3	2.0	2.1	2.1
Career Development	Measure 1	2.3	2.5	2.4	2.4
	Measure 2	2.2	2.1	2.1	2.1
Counseling & Helping Relationships	Measure 1	2.8	N/A	3.0	2.7
	Measure 2	2.5	2.1	2.1	2.2
Group Counseling & Group Work	Measure 1	2.8	2.4	N/A	2.6
	Measure 2	2.3	2.3	2.3	2.3
Assessment & Testing	Measure 1	2	N/A	2	2
	Measure 2	2.3	2.0	2.0	2.1
Research & Program Evaluation	Measure 1	2.9	3.0	N/A	2.9
	Measure 2	2.1	1.9	1.9	1.9
Clinical Mental Health Counseling - specialty area	Measure 1	3.0	2.6	2.7	2.7
	Measure 2	2.4	2.0	2.1	2.2

RESULTS OF STUDENT LEARNING OUTCOME ASSESSMENTS - KNOWLEDGE AND SKILL

**Table 2 - 2022 Student Learning Outcome
Assessment (Northwest Arkansas Program Data)**

*Highlighted scores in green indicate where ratings "exceed expectation" (2.75 and higher) while highlighted scores in yellow indicate where ratings fall "below expectation" (1.99 and below). "N/A" indicates a semester when the course was not offered.		Spring	Summer	Fall	Grand Total
CACREP Domain	SLO (KPI) Measures	Avg Rating	Avg Rating	Avg Rating	Avg Rating
Professional Counseling Orientation & Ethical Practice	Measure 1	3.0	N/A	N/A	3.0
	Measure 2	2.4	1.9	2.3	2.2
Social & Cultural Diversity	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	2.5	2.2	2.5	2.4
Human Growth and Development	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	2.3	2.1	2.4	2.3
Career Development	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	2.3	2.2	2.2	2.2
Counseling & Helping Relationships	Measure 1	2.7	N/A	2.4	2.6
	Measure 2	2.5	2.3	2.5	2.6
Group Counseling & Group Work	Measure 1	2.9	2.1	N/A	2.5
	Measure 2	2.3	2.2	2.6	2.3
Assessment & Testing	Measure 1	2	N/A	2	2
	Measure 2	2.3	2.1	2.2	2.2
Research & Program Evaluation	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	2.2	1.9	2.0	2
Clinical Mental Health Counseling - specialty area	Measure 1	2.6	2.5	2.6	2.6
	Measure 2	2.4	2.1	2.4	2.3

RESULTS OF STUDENT LEARNING OUTCOME ASSESSMENTS - KNOWLEDGE AND SKILL

**Table 3 - 2022 Student Learning Outcome
Assessment (Little Rock Program Data)**

*Highlighted scores in green indicate where ratings "exceed expectation" (2.75 and higher) while highlighted scores in yellow indicate where ratings fall "below expectation" (1.99 and below). "N/A" indicates a semester when the course was not offered.		Spring	Summer	Fall	Grand Total
CACREP Domain	SLO (KPI) Measures	Avg Rating	Avg Rating	Avg Rating	Avg Rating
Professional Counseling Orientation & Ethical Practice	Measure 1	2.5	2.7	N/A	2.6
	Measure 2	2.0	2.0	1.6	1.9
Social & Cultural Diversity	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	1.7	2.0	1.5	1.8
Human Growth and Development	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	2.0	2.0	1.5	1.8
Career Development	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	1.7	2.0	1.9	1.9
Counseling & Helping Relationships	Measure 1	3.0	N/A	2.9	3
	Measure 2	2.3	1.9	1.5	1.8
Group Counseling & Group Work	Measure 1	2.2	3.0	N/A	2.8
	Measure 2	2.3	2.4	1.8	2.1
Assessment & Testing	Measure 1	2	N/A	2	2
	Measure 2	2.3	1.9	1.8	1.9
Research & Program Evaluation	Measure 1	N/A	N/A	N/A	N/A
	Measure 2	1.3	1.9	1.6	1.7
Clinical Mental Health Counseling - specialty area	Measure 1	3.0	2.9	2.9	3
	Measure 2	2.0	1.9	1.6	1.8

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 all clinical courses, 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 - 2.74 are considered meeting expectation while ratings of 2.75 and higher are considered exceeding expectation.

Table 1 provides 2022 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 - 2022 PDCA-R Disposition Assessment (Aggregate)				
*Highlighted scores in green indicate where ratings “exceed expectation” (2.75 and higher) while highlighted scores in yellow indicate where ratings fall “below expectation” (1.99 and below). “N/A” indicates a semester when the course was not offered or was offered online for both NWA and LR students to take.	Spring	Summer	Fall	Grand Total
Course where Measured	Avg Rating	Avg Rating	Avg Rating	Avg Rating
CNL 7123 Group Counseling	2.5	2.4	N/A	2.5
CNL 7413 Counseling Skills	2.6	N/A	2.1	2.4
Practicum/Internship	2.7	2.6	2.6	2.6

RESULTS OF STUDENT LEARNING OUTCOME ASSESSMENTS - DISPOSITION

Table 2 - 2022 PDCA-R Disposition
Assessment (Northwest Arkansas)

*Highlighted scores in green indicate where ratings "exceed expectation" (2.75 and higher) while highlighted scores in yellow indicate where ratings fall "below expectation" (1.99 and below). "N/A" indicates a semester when the course was not offered or was offered online for both NWA and LR students to take.	Spring	Summer	Fall	Grand Total
Course where Measured	Avg Rating	Avg Rating	Avg Rating	Avg Rating
CNL 7123 Group Counseling	2.5	2.1	N/A	2.4
CNL 7413 Counseling Skills	2.7	N/A	2.2	2.5
Practicum/Internship	2.7	2.6	2.5	2.6

Table 3 - 2022 PDCA-R Disposition
Assessment (Little Rock)

*Highlighted scores in green indicate where ratings "exceed expectation" (2.75 and higher) while highlighted scores in yellow indicate where ratings fall "below expectation" (1.99 and below). "N/A" indicates a semester when the course was not offered or was offered online for both NWA and LR students to take.	Spring	Summer	Fall	Grand Total
Course where Measured	Avg Rating	Avg Rating	Avg Rating	Avg Rating
CNL 7123 Group Counseling	2.7	2.8	N/A	2.7
CNL 7413 Counseling Skills	2.6	N/A	2.1	2.3
Practicum/Internship	2.7	2.7	2.8	2.7

SUMMARY OF 2022 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 2022 program assessment results as follows:

- Generally, performance across program SLOs meets or exceeds expectation.
- Northwest Arkansas student performance meets or exceeds SLO expectations.
- Overall, student disposition ratings tend to increase over time and may be indicative of student growth across the disposition categories assessed via the PDCA-R.
- SLO performance on the Research and Program Evaluation section of the CPCE was below expectation and needs to be addressed.
- 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.
- There is a pass/fail assignment (mandated reporting training) used as an SLO measure related to Assessment and Testing, thus limiting the program's assessment of performance to whether or not the assignment was completed.
- Little Rock student performance across almost all SLOs related to the CPCE fell below expectation.
- Disposition is being measured at multiple points in the program, but with only one measure (the PDCA-R).

PROGRAM MODIFICATIONS & SUBSTANTIAL PROGRAM CHANGE RECOMMENDATIONS

The Department of Graduate Counseling (DGC) reviews the 2022 program assessment data in this report along with data from systematic follow up studies of program graduates, site supervisors and employers of program graduates at their annual Department Retreat. Faculty and staff make program modification and other substantial program change recommendations at this retreat. These recommendations are published near the end of the Spring semester in the DGC's Annual Report available via the DGC's webpage on JBU's website.

2023-24 PROGRAM MODIFICATIONS & CHANGES



The DGC faculty and staff discussed a number of program modifications/changes based on a review of the 2022 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 2023-24 academic year:

- **Based on 2022 Program Assessment results, the DGC will modify its' 2023-24 Program Assessment plan/process as follows:**
 - Add Internship 2 Capstone assignment as KPI for the CACREP Clinical Mental Health Counseling specialty area domain. This capstone assignment was designed to assess student counselor identity, overall clinical skill acquisition, and dispositional development near the end of the MS in Counseling program. This assignment was beta tested in Spring 2023 and found to be an excellent source of assessment data. Faculty agreed to implement this assignment as the CMHC KPI measure beginning in 2023.
 - Replace mandated reporting training as the KPI measure for the CACREP Assessment and Testing domain and add a measure that provides more robust assessment data related to the programs SLO in this area. Faculty will select one of the following assignments as the best KPI measure for this domain beginning in 2023:
 - Final project in CNL 8073 Psychopathology and Diagnosis
 - Suicide Assessment assignment in CNL 8053 Crises and Trauma Counseling
 - The DGC will change the KPI measure for the program's mission from the final course grade in the CNL 8253 Spiritual and Religious Values in Counseling course to the Spiritual Formation project's Integrative Summary paper assignment. Faculty decided that the course grade was less specific to the Program Mission SLO and wanted a more specific measure of student learning related to this domain.

2023-24 PROGRAM MODIFICATIONS & CHANGES



- Based on student's scores on the Research and Statistics subsection of the CPCE, the DGC will spend academic year 2023-24 modifying and revising the CNL 7013 Statistics and Research in Counseling course. In addition, the DGC will no longer offer this course in online format in order to provide more in-person support for students enrolled in this class.
- Based on student and constituent survey data, the DGC will develop a number of special topics courses (CNL 8900 Selected Topics) addressing relevant and emerging matters in the field. These courses would be offered as program electives and/or non-degree seeking student course options in the future.
 - Target: Fall 2023 – faculty will propose 1-2 special topics they could teach.
 - Target: Spring/Summer 2024 – faculty will design 1 special topics course for delivery in 2024-25.
- Based on Community Counseling Clinic client censuses and student enrollment numbers, the DGC will eliminate two Practicum prerequisite courses to allow for more flexible degree planning and an overall better student experience.
 - Target: Summer 2023 – propose a catalog change to cut CNL 7533 Foundations of Marriage, Couples, and Family Counseling as a Practicum prerequisite.
 - Target: Fall 2023 – propose a catalog change to cut an additional Practicum prerequisite as determined by Clinic Team.

2023-24 PROGRAM MODIFICATIONS & CHANGES



- Based on constituent feedback, expand the Accelerated Masters in Counseling track from 12 credits (4 courses) to 18 credits (6 courses) allowing undergraduate and conditionally accepted students more flexibility in course options.
 - Target: 2023-24 catalog
- Based on constituent and student feedback, the DGC will increase online course options by 50% in 2023-24 by teaching CNL 8153 Addictions Counseling and CNL 7133 Counseling Theories online at least once per academic year.
 - Target: Fall 2023
- Based on constituent feedback and enrollment data, the DGC will spend 2023-24 reimagining the program's Marriage and Family Therapy emphasis, with particular focus on possibly eliminating one MFT Field Experience courses and/or adding a Child & Adolescent Counseling and Consultation course to replace it.
 - Target: Spring/Summer 2024
- Based on constituent feedback and recent changes in Arkansas licensure requirements, the DGC will redesign the CNL 8073 Psychopathology & Diagnosis course by combining it with the 2-credit CNL 8132 Psychopharmacology course. The DGC will also determine where and how to use the two additional credits within its curriculum.
 - Target: Spring/Summer 2024

2023-24 STRATEGIC PLANS & INITIATIVES



In addition to the program modifications/changes outlined above, the DGC also developed strategic initiatives for the next academic year (2023-24) as follows:

- Complete the CACREP site visit and achieve special program accreditation by 2024.
- Identify new counseling-specific classroom space in NWA and move Rogers campus prior to Fall 2023 semester.
- Develop strategic plan for increasing clinic use and revenue through grant funding and/or leasing space to outside entities.



JOHN BROWN
UNIVERSITY

GRADUATE COUNSELING