



# 2024–2025 ANNUAL REPORT

Department of Graduate Counseling



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# DEPARTMENT CHAIR MESSAGE

This Annual Report captures data from the academic year 2024–2025 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 [esuddeath@jbu.edu](mailto:esuddeath@jbu.edu).

Thank you.



Eric Suddeath, Ph.D., LPC

Associate 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 2024–2025.

## 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 2024–2025 academic 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
Gender				
Female	153	80	63	26
Male	96	17	33	4
Race (IPEDS Classification)				
American Indian or Alaska Native	2			
Asian	4	3	1	
Black or African American	5	3	19	9
Hispanic of any race	13	4	3	2
Nonresident Alien	109	7	39	
Race/Ethnicity Unknown	2	1		
Two or more races	9	7	4	2
White	105	72	30	17
Age				
22 or Younger	54	28	15	9
22-30	91	32	31	5
31-40	60	14	30	9
41-50	29	15	14	5
51-60	9	6	4	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 2024–2025 academic year.

Headcount			
	LR	NWA	Grand Total
F	70	183	253
M	9	54	63
Grand Total	79	237	316
Percentage			
	LR	NWA	Grand Total
F	89%	77%	80%
M	11%	23%	20%
Grand Total	100%	100%	100%

Headcount			
	LR	NWA	Grand Total
Hispanic/Latino	5	22	27
American Indian	1	1	2
Asian		6	6
Black or African American	23	11	34
White	48	179	227
Two or More Races	2	14	16
Non-Resident		4	4
Grand Total	79	237	316
Percentage			
	LR	NWA	Grand Total
Hispanic/Latino	6%	9%	9%
American Indian	1%	0%	1%
Asian	0%	3%	2%
Black or African American	29%	5%	11%
White	61%	76%	72%
Two or More Races	3%	6%	5%
Non-Resident	0%	2%	1%
Grand Total	100%	100%	100%

	LR	NWA	Grand Total
Average of AGE	35	33	34

## Demographic Characteristics of Program Graduates

JBU's Office of Institutional effectiveness reports 53 graduates of the MSC degree program in academic year 2024–2025. Thirty-eight of these graduates were from the NWA location and the remaining 15 were from the LR location.

Graduates by Gender			
	LR	NWA	Grand Total
F	13	27	40
M	2	11	13
Grand Total	15	38	53

  

Percentage of Graduates by Gender			
	LR	NWA	Grand Total
F	87%	71%	75%
M	13%	29%	25%
Grand Total	100%	100%	100%

Graduates by Age			
	LR	NWA	Grand Total
Average of AGE	32	31	31

Graduates by Race/Ethnicity			
	LR	NWA	Grand Total
Hispanic/Latino	1	7	8
American Indian			
Black or African American	3	2	5
White	11	21	32
Two or More Races		7	7
Asian		1	1
Grand Total	15	38	53

  

Percentage of Graduates by Race/Ethnicity			
	LR	NWA	Grand Total
Hispanic/Latino	7%	18%	15%
American Indian	0%	0%	0%
Black or African American	20%	5%	9%
White	73%	55%	60%
Two or More Races	0%	18%	13%
Asian	0%	3%	2%
Grand Total	100%	100%	100%

# 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 the 2024–2025 academic year.

## Number of Program Graduates

JBU's Office of Institutional effectiveness reports 53 graduates of the MSC degree program in academic year 2024–2025. Thirty-eight of these graduates were from the NWA location and the remaining 15 were from the LR location.

Graduates by Location		
LR	NWA	Grand Total
15	38	53

## 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. In 2024, 79 DGC took the NCE resulting in a 82% pass rate.

## Completion Rates

The Graduation Rates show the percentage of students who started in the program in the year shown and graduated by August of 2025. For example, in 20-21, 73 students started in the program at the NWA location, and 45 (62%) graduated by August of 2025.

Headcount				
	Graduated	Still Enrolled	Not Graduated	Grand Total
20–21	61	6	36	103
LR	16	4	10	30
NWA	45	2	26	73
21–22	53	7	26	86
LR	17		7	24
NWA	36	7	19	62
Grand Total	114	13	62	189
Headcount Percentages				
	Graduated	Still Enrolled	Not Graduated	Grand Total
20–21	59%	6%	35%	100%
LR	53%	13%	33%	100%
NWA	62%	3%	36%	100%
21–22	62%	8%	30%	100%
LR	71%	0%	29%	100%
NWA	58%	11%	31%	100%
Grand Total	60%	7%	33%	100%

## 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  
who responded with their  
employment/grad school  
information 87%

# Landed			
	Yes	No	Grand Total
2021–2022	31	0	31
2022–2023	52	1	53
2023–2024	68	0	68
2024–2025	43	4	47

% Landed			
	Yes	No	Grand Total
2021–2022	100%		100.00%
2022–2023	98.11%	1.89%	100.00%
2023–2024	100%		100.00%
2024–2025	91.49%	8.51%	100.00%

Post-Grad status					
	2021–2022	2022–2023	2023–2024	2024–2025	Grand Total
Employed FT	28	44	58	33	163
Employed PT	5	7	12	9	33
Grad School				1	1
In GS as GA		1			1
Unemployed, searching		1		3	4
Unemployed, not searching				1	1
Grand Total	33	53	70	47	203

## 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 tri-state (Arkansas, Missouri, and Oklahoma) region. Clinical Placement rates for 2024-2025 are as follows:

Number of Students Enrolled		Success Rate per Semester		Number of Sites Used for placements	Number of Site Supervisors Used for placements
Fall 2024	Practicum	NWA	100%	1	2
63 Total students		LR	100%	2	2
(44 NWA, 19 LR)	Internship (1&2)	NWA	100%	24	22
38 total new placements		LR	100%	12	12
	MFT FE1	NWA	100%	2	2
		LR	---	0	0
	MFT FE2	NWA	100%	*2	*2
		LR	100%	2	2
Spring 2025	Practicum	NWA	100%	1	5
56 Total students		LR	100%	3	3
(43 NWA, 13 LR)	Internship	NWA	100%	*20	19
41 total new placements		LR	100%	5	5
	MFT FE1	NWA	---	0	0
		LR	100%	2	2
	MFT FE2	NWA	100%	1	1
		LR	---	---	---
Summer 2025	Practicum	NWA	100%	1	3
61 Total students		LR	100%	1	1
(49 NWA, 12 LR)	Internship	NWA	100%	27	29
47 total new placements		LR	100%	6	6

### Notes:

\*In Fall24, one of the NWA MFE1 students was enrolled and began the semester but dropped the emphasis to graduate w/o MFT. Student was placed and therefore included in the count.

\*In Spr25, one of the NWA Internship students was enrolled but dropped the program a few weeks into the semester. Student was placed and therefore included in the count.

\*Differences amongst student, site, and supervisor totals may be attributed to multiple students being placed at the same site, supervisors switching mid-semester, or supervisors supervising across multiple locations/sites.

# 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.

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

The assessment results of performance across knowledge and skill on 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 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					
		Fall	Spring	Summer	Grand Total
<i>CACREP Domain</i>	<i>SLO (KPI) Measures</i>	% Meets or Exceeds Expectations (2,3)			
Professional Counseling	Measure 1	not offered	96%	98%	98%
Orientation and Ethical Practice	Measure 2	82%	84%	88%	84%

<b>Social &amp; Cultural Diversity</b>	Measure 1	91%	100%	not offered	98%
	Measure 2	100%	88%	76%	89%
<b>Human Growth and Development</b>	Measure 1	100%	100%	97%	99%
	Measure 2	82%	76%	100%	84%
<b>Career Development</b>	Measure 1	100%	100%	100%	100%
	Measure 2	95%	84%	94%	91%
<b>Counseling and Helping Relationships</b>	Measure 1	92%	94%	93%	93%
	Measure 2	91%	96%	88%	92%
<b>Group Counseling &amp; Group Work</b>	Measure 1	100%	100%	95%	97%
	Measure 2	86%	84%	100%	89%
<b>Assessment and Testing</b>	Measure 1	98%	100%	not offered	99%
	Measure 2	91%	72%	71%	78%
<b>Research &amp; Program Evaluation</b>	Measure 1	not offered	100%	100%	100%
	Measure 2	95%	80%	100%	91%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	95%	72%	94%	86%
<b>Program Mission</b>	Integrative Assignment	100%	97%	not offered	98%

“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

Northwest Arkansas					
		Fall	Spring	Summer	Grand Total
<i>CACREP Domain</i>	<i>SLO (KPI) Measures</i>	% Meets or Exceeds Expectations (2,3)			
<b>Professional Counseling Orientation and Ethical Practice</b>	Measure 1	Not Offered	96%	98%	97%
	Measure 2	83%	79%	91%	83%
<b>Social &amp; Cultural Diversity</b>	Measure 1	91%	100%	Not Offered	96%
	Measure 2	100%	100%	100%	100%
<b>Human Growth and Development</b>	Measure 1	Online			
	Measure 2	100%	79%	100%	86%
<b>Career Development</b>	Measure 1	Online			
	Measure 2	100%	84%	100%	93%
<b>Counseling and Helping Relationships</b>	Measure 1	88%	92%	91%	91%
	Measure 2	92%	100%	91%	95%
<b>Group Counseling &amp; Group Work</b>	Measure 1	100%	100%	93%	96%
	Measure 2	83%	89%	100%	90%

<b>Assessment and Testing</b>	Measure 1	97%	100%	Not Offered	99%
	Measure 2	100%	68%	73%	79%
<b>Research &amp; Program Evaluation</b>	Measure 1	Not Offered	100%	100%	90%
	Measure 2	92%	89%	100%	93%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	100%	79%	100%	90%
<b>Program Mission</b>	Integrative Assignment	100%	95%	Not Offered	97%

“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>					
		<b>Fall</b>	<b>Spring</b>	<b>Summer</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	Not Offered	Not Offered	100%	100%
	Measure 2	80%	100%	83%	86%
<b>Social &amp; Cultural Diversity</b>	Measure 1	Not Offered	100%	Not Offered	100%
	Measure 2	100%	50%	33%	68%
<b>Human Growth and Development</b>	Measure 1	Online			
	Measure 2	80%	67%	100%	82%

<b>Career Development</b>	Measure 1	Online			
	Measure 2	90%	83%	83%	86%
<b>Counseling and Helping Relationships</b>	Measure 1	100%	100%	100%	100%
	Measure 2	90%	83%	83%	86%
<b>Group Counseling &amp; Group Work</b>	Measure 1	Not Offered	100%	100%	100%
	Measure 2	90%	67%	100%	86%
<b>Assessment and Testing</b>	Measure 1	100%	Not Offered	Not Offered	100%
	Measure 2	80%	83%	67%	77%
<b>Research &amp; Program Evaluation</b>	Measure 1	Not Offered	Not Offered	100%	100%
	Measure 2	100%	50%	100%	86%
<b>Clinical Mental Health Counseling - specialty area</b>	Measure 1	100%	100%	100%	100%
	Measure 2	90%	50%	83%	77%
<b>Program Mission</b>	Integrative Assignment	Not Offered	100%	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. 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 2024–2025 academic year 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	100%	100%	100%	99%
	Group - PDCA-R	100%	100%	100%	100%
	Practicum/Internship - PDCA-R	100%	100%	100%	100%
	Internships - PDCA-R	100%	96%	97%	98%

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

<b>Professional Disposition</b>	Skills - PDCA-R	100%	100%	100%	99%
	Group - PDCA-R	100%	100%	100%	100%
	Practicum - PDCA-R	100%	100%	100%	100%
	Internships - PDCA-R	100%	94%	97%	97%

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

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

New data was gathered in January of 2026 and will be presented in next year’s annual report. Below are the findings from last year’s annual report.

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 2024–2025 PROGRAM ASSESSMENT RESULTS

The Department of Graduate Counseling (DGC) faculty reviewed 2024–2025 program evaluation data, including student learning outcome data, key performance indicator (KPI) results, student disposition data, summative assessment outcomes, course evaluations, and constituent feedback. Consistent with CACREP 2024 expectations for academic quality indicators, faculty considered aggregate student success data, professional dispositions, graduate/summative outcomes, fieldwork and course-delivery trends where applicable, and program improvement needs across multiple points in time.

The Department of Graduate Counseling faculty and staff 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 2024–2025 academic year program assessment results as follows:

- Overall, the data indicate that students are demonstrating expected levels of competence across several CACREP domains and program learning outcomes. However, the review also identified areas requiring continued monitoring and targeted improvement. Faculty will continue to monitor trends across semesters and academic years to identify recurring patterns of deficiency and to implement timely support and remediation.
- A review of student learning outcome data indicated that several domains met or exceeded program benchmarks. At the same time, some domains did not consistently meet expectations. Faculty noted that several areas of deficiency occurred in courses delivered online and/or taught primarily by adjunct faculty. Specifically, Assessment and Testing (NWA and LR), Social and Cultural Diversity (LR), Research and Program Evaluation (LR), Human Growth and Development (NWA and LR), Group Counseling (LR), and Professional Counseling Orientation and Ethical Practice (NWA) did not meet program benchmarks. Social and Cultural Diversity, Group Counseling, and Professional Counseling Orientation and Ethical Practice have not historically been areas of deficiency, and faculty will continue to monitor these domains to determine whether current outcomes represent isolated findings or emerging trends.
- Student disposition ratings remained stable over time. This stability may reflect the program's increased use of disposition-based assignments and faculty attention to professional identity, ethical practice, and counselor development across the curriculum.
- Summative assessment data from the Counselor Preparation Comprehensive Examination (CPCE) reflected improvement in student performance in the Career Counseling and Counseling and Helping Relationships sections as compared to the previous year, and these areas now meet program expectations. Lower summative assessment outcomes in other areas indicate the need for earlier and more systematic review of KPI data to identify students who may benefit from academic support,

remediation, or other student assistance processes prior to taking the CPCE.

- Faculty also noted that some student learning outcomes are assessed in online courses that include students from both program locations. As a result, the program's ability to disaggregate performance by location is limited for those measures. The program will continue to examine whether assessment structures can be refined to support more precise analysis by delivery type and location, consistent with CACREP 2024 expectations for disaggregated review of academic quality indicators.

## Program Modifications & Changes

The DGC faculty and staff discussed multiple program modifications and improvements based on the 2024–2025 program evaluation data. The following actions reflect the program's use of academic quality indicator data to guide curriculum modification, student support, faculty development, and continuous program improvement.

### *Integration of CACREP 2024 Standards*

The program integrated CACREP 2024 standards into the program assessment plan and core curricula. This work was completed in Spring 2026 and supports closer alignment among program objectives, academic quality indicators, KPI assessment, and continuous improvement processes.

### *Practicum Individual Supervision Course*

The program added a 1-credit-hour Practicum Individual Supervision course to allow full-time CACREP core faculty to supervise practicum students. This change, completed in Fall of 2025, strengthens faculty oversight of clinical preparation and supports consistency in practicum supervision, student development, and assessment.

### *Elimination of 2-Credit Hour Psychopharmacology and Integration of Content into Psychopathology and Diagnosis Course*

Completed in Fall of 2025.

### *Integration of Spiritual and Religious Values Across the Curriculum*

Based on a review of core courses and constituent feedback, faculty identified approximately five to six courses that lacked a required integrative text, although supplemental integrative material was referenced in course syllabi. In response, the program strengthened integration of spiritual and religious values across relevant course content. This work was completed in Spring 2026 and will continue to be monitored through future course review, syllabus review, and constituent feedback.

### *Addition of 1-credit hour Advanced Integration of Spiritual/Religious Values in Counseling*

Also in response to the above, the DGC developed this course. It will be taken concurrently with Internship and was completed in Fall of 2025.

### *Curriculum Revisions in Identified Domains*

Based on historical and current annual report data, there was evidence for the need to revise and update curricula in Career Development, Assessment and Testing, Professional Counseling Orientation and Ethical Practice, Group Counseling, Research and Program Evaluation, and Human Growth and Development. These revisions are intended to strengthen student learning outcomes and improve achievement of academic quality indicators in domains where trends suggest additional attention is needed.

Given recent changes in core faculty and the program's prioritization of alignment with CACREP 2024 standards, this work remains in progress. As of Spring 2026, faculty have revised or updated curricula in Career Development, Research and Program Evaluation, Group Counseling, and Professional Counseling Orientation and Ethical Practice. Revisions to Assessment and Testing and Human Growth and Development are planned for completion by Spring 2027.

### *Online Course Delivery and Core Faculty Instruction*

Beginning in Spring 2026, the program increased the involvement of core faculty in online courses and in courses associated with identified student learning outcome deficiencies. This change is intended to improve instructional consistency, strengthen alignment with program objectives and KPIs, and provide closer faculty oversight of courses connected to academic quality indicators.

### *Adjunct Faculty Development and Course Evaluation Improvements*

The program chair also used course evaluation and student learning outcome data to inform adjunct faculty hiring and development. The program hired new adjunct faculty and began offering regular training and continuing professional development opportunities for adjunct instructors. As of Spring 2026, course evaluations have improved substantially in areas previously identified through evaluation data.

### *Earlier Review of KPI Data and Student Support*

In response to lower summative assessment outcomes on the Counselor Preparation Comprehensive Examination, the department will adjust its KPI review and student support processes.

Rather than reviewing KPI data primarily during Gate 2, as outlined in the Graduate Counseling Handbook, faculty will review KPI data during the first or second week of each semester as part of regular discussions related to low-grade reports and student progress.

Reviewing KPI outcomes each semester will allow faculty to identify students who may need additional support or remediation earlier in the program and prior to the CPCE. Faculty will provide support and remediation through established processes, including referral, student assistance, and remediation procedures.

Because the program does not require a single course sequence, although prerequisites exist for clinical courses, it can be difficult to determine where specific deficiencies emerge. Semester-by-semester KPI review will allow the program to identify academic concerns with greater accuracy and regularity and to intervene earlier when students do not meet expected thresholds.

## **Strategic Plans & Initiatives for Academic Year 2024–25**

The DGC completed the following strategic initiatives during the 2024–2025 academic year:

- Transitioned to a new Department Chair.
- Transitioned to a new campus in Little Rock.
- Hired a part-time Clinical Director in Little Rock.

These initiatives represent significant program changes and should be retained in the annual report to address CACREP 2024 expectations that annual reports include other significant program changes.

## **Strategic Plans & Initiatives for Academic Year 2025–26**

The DGC developed the following strategic initiatives for the 2025–2026 academic year:

- Continue to assess online course offerings, with attention to student learning outcomes, delivery type, faculty assignment, and course evaluation data.
- Update and revise student remediation policies and procedures to support earlier identification of student concerns and more consistent intervention.
- Continue to support and develop adjunct faculty teaching competencies through regular training, course evaluation review, and alignment with program learning outcomes.
- Develop greater consistency in curricula through master Blackboard course shells, standardized course syllabi, common rubrics, and core faculty-developed instructional materials.