

Annual Evaluation Report 2024

This report is required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), our accrediting body. This report is designed to satisfy standard 4.D. of the 2016 standards under which we are accredited as well as their 2024 cognates 2.F.3 and 2.E.2

2016 Standard 4.D

4.D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

2024 Standard 2.F.3

3. Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes:
 - a) a summary of the program evaluation results, including achievement of academic quality indicators;
 - b) subsequent curriculum modifications and program improvement informed by program evaluation; and
 - c) any other significant program changes.

2024 Standard 2.E.2

2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

 - a) pass rates on credentialing examinations,
 - b) degree completion rates, and
 - c) employment and doctoral admission rates.

This is our fourth year in using our new format for our program evaluation report in compliance with the 2016 CACREP standards. We continue to refine our assessment plan to better serve the program, faculty and students by identifying areas of improvement. Since our first three years we have attempted to address the previously identified issues identified including increasing our response rate and dissemination of content to stakeholders.

For part 1, a summary of program evaluation results, see the tables below. These are based on data gathered from a variety of sources that we believe adequately assesses the program as a whole. Most of the data is aggregate as we are looking at the program as a complete entity rather than specific portions of it. It should be noted that these assess the program as a whole and by ELSA and by site. Following each of the results is a brief summary of program modifications recommended by faculty discussion of the program evaluation results. This is designed to satisfy part 2 of Standard 4.D.

Stakeholder Surveys

First, are the results of the stakeholder survey. As with previous years, this was distributed to stakeholders such as supervisors and employers of students and graduates of the program. These include clinical, administrative and practicum or internship site supervisors, professional peers, and others who have a professional relationship with our students and graduates. Work settings include outpatient clinics, private practices, schools, inpatient facilities and others. Data was received from 43 stakeholders which represents a significant number of locations we place students and graduates locally. This is an increase from last year (double) which suggests that our steps to increase response rate is working.

Narrative responses were generally positive. Highlights noted “Harding graduates that I've met are always enormously well prepared”, “Awesome coworker!” and “I work with several HU Alum who are of the highest caliber”. Also worthy of note were the responses that indicated interns were hired on when they completed their program. It continues that self-care is one of the areas consistently identified as needing improvement, even if this is a more infrequent response compared to previous years. The issues seen last year with concerns about respect for diversity and openness to developmental feedback are absent this year which confirms that this was an anomaly. We believe the single response with a concern with ‘respect for peers’ is likewise an anomaly.

In the chart below, last year’s aggregate numbers appear in parentheses with this year’s data below to allow for quick comparison.

	Not Met	Met	Exceeds
1. Active participant in job & meets deadlines		(27%) 27%	(73%) 73%
2. Shows respect for peers	2%	(16%) 12%	(84%) 85%
3. Shows respect for supervisors and administrators		(4%) 12%	(96%) 88%
4. Oral and written communication skills		(21%) 29%	(79%) 71%
5. Applies current research and professional literature	(5%) 2%	(37%) 32%	(58%) 66%
6. Demonstrates adequate self-care	(6%) 7%	(33%) 29%	(61%) 63%
7. Shows respect for diversity	(5%)	(16%) 27%	(84%) 73%
8. Is open to developmental feedback	(5%)	(11%) 29%	(84%) 71%

9. Demonstrates professionalism and adherence to ethics		(16%) 22%	(79%) 78%
10. Proper professional disposition for their work role		(21%) 24%	(79%) 76%
Overall Competency		(24%) 24%	(79%) 76%

Action Steps Take for Program Improvement:

The self-care content added content in multiple courses and events seems to be working to better prepare students and graduates. We will continue to monitor this for further tuning to address the still concerning lack of meets/exceeds for students and graduates.

Graduate Surveys: One- and Three-Years Post Graduation

Second, surveys were sent to graduates twice per year (Spring and Fall Semesters). These surveys are sent to graduates who are one- and three-years post-graduation. In addition, this year we added EOP (End of Program) responses to better assess student satisfaction immediately upon end of program as well as further away from end of program. Further, it made sense to look at years rather than semester so the new data is organized by 1 and 3 years out in addition to EOP. Issues with survey response rates are among the most obvious issues with this data. Still, over time, a trend can be seen. The vast majority of respondents continued to report either strongly agreeing or agreeing with the program's ability to prepare them for their work regardless of entry level specialty area or site. Similarly, the majority of respondents felt that advising was Very Adequate or Adequate as were the courses in preparing graduates to deal with moral, ethical and social issues people must confront in the current world. Surveys were sent by the College of Education. The table below represents average scores drawn from graduates from End of Program (EOP), 2023-2024 Data in the table are averages across those years. Some semesters were missing data due to lack of responses. (EOP n=14, 1 yr n=11, 3 yr n=2)

Question	Strongly Agree or Agree	Neutral
Increased my overall knowledge in the area of my program of study		
EOP 2023-2024 (2022-2023)	100% (100%)	
1 yr out 2023-2024 (2022-2023)	100% (100%)	
3 yr out 2023-2024 (2022-2023)	100% (100%)	

Increased my professional knowledge and skills in my area of study. EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	100% (100%) 91% (100%) 100% (100%)	9%
Instilled in me the dispositions needed for my area of study. EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	100% (100%) 82 % (100%) 100% (100%)	18%
How effective was your program of study in preparing you for the counseling profession you plan to pursue? EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	100% (100%) 91% (87.5%) 100% (100%)	9 disagree(12.5%)
Professors in the Mental Health and Wellness program challenged you to think critically about the issues associated with the content of their respective courses. EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	100% (100%) 91% (100%) 100% (100%)	9%
Professors in the Mental Health and Wellness program were prepared for instruction in your classes. EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	100% (100%) 91% (100%) 100% (100%)	9% strongly disagree
Courses in the Mental Health and Wellness program made a positive contribution in your personal spiritual growth. EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	93% (70%) 81.82% (100%) 100% (67%)	7% (30%) 18% D/SD (33%)
Quality of Advising EOP 2023-2024 (2022-2023) 1 yr out 2023-2024 (2022-2023) 3 yr out 2023-2024 (2022-2023)	78.6% (90.) 73% (87.5%) 100% (33%)	14.3% (10%) 27% (12.5%) (67%)

How adequate were the courses you had in the Professional Counseling Program in addressing moral, ethical, and social issues that people must confront in the current world?		
EOP 2023-2024 (2022-2023)	100% (100%)	
1 yr out 2023-2024 (2022-2023)	100% (87.5%)	(12.5%)
3 yr out 2023-2024 (2022-2023)	100% (100%)	

Action Steps Take for Program Improvement:

We have noted that advising continues to be an area we can improve upon. Our course re-sequencing seems to be helping to streamline this process, but with changes to the School Counseling program, we may need to tweak this a bit to ensure no disruption and adequate class size. Of course, advising is more than just scheduling courses and we continue to work with students to help them plan for post-graduation activities such as licensure and supervision.

We continue to consider how best to use this survey and tailor the questions to get at critical concerns of graduates of the program regardless of ELSA or site. This survey could provide valuable data for us and we are coordinating with the College of Education to adjust it to better suit our needs while still obtaining information necessary for the college.

Chalk and Wire (Anthology) Outcomes

The program continues to use Chalk and Wire (now Anthology) as an electronic portfolio to track student progress in the program. At the end of each semester, instructors review each standard the course purports to cover and considers student comprehension and mastery of these standards based on a variety of assessments in the course. Certain courses have been linked to Student Learning Outcomes (SLO) for the program as a whole and specific assignments are designated as Key Performance Indicators (KPI).

As such, for program evaluation purposes we have identified 8 Student Learning Outcomes (SLO) for core counseling competencies and one additional SLO for each of the three entry level specialty areas we offer. Each Core Area and ELSA addressed below is linked with a SLO and the courses where the KPI's are found. An average Chalk and Wire score of 2.0 or above is sought which correlates to a 'met' on our three-point rubric. A 1 is equivalent to unmet, 2 is equivalent to met and 3 is equivalent to exceeds expectations. As can be seen, the average in course shows that students are comprehending the material and meeting or exceeding expectations. The number in parentheses is the standard deviation (SD) from the mean.

Core Area	SLO	Where Assessed	Avg CW Score (SD) 2023	Avg CW Score (SD) 2204
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	Students will demonstrate an understanding of the history of professional counseling as well as the ethical practice of the profession in a variety of interdisciplinary settings.	COUN 6040 COUN 6030	2.16 (.37) 2.06 (.37)	2.10 (.3) 2.04 (.2)
SOCIAL AND CULTURAL DIVERSITY	Students will demonstrate an understanding of how issues of diversity influence help seeking behavior as well as how to effectively help a diverse client population.	COUN 6110 COUN 6000	2.09 (.28) 2.11 (.31)	2.21 (.41) 2.05 (.21)
HUMAN GROWTH AND DEVELOPMENT	Students will demonstrate an understanding of the normal course of human development and how deviations can influence behavior.	COUN 6080 COUN 6140	2.31 (.46) 2.21 (.31)	2.36 (.48)
CAREER DEVELOPMENT	Students will demonstrate an understanding of the role of career in wellness.	COUN 6050 COMP EXAM	2.28 (.45)	2.32 (.47)
COUNSELING AND HELPING RELATIONSHIPS	Students will demonstrate knowledge of and the skill to apply counseling approaches to client need.	COUN 6010 COUN 6020	2.16 (.36) 2.18 (.38)	2.13 (.34) 2.11 (.31)
GROUP COUNSELING AND GROUP WORK	Students will demonstrate knowledge and skill to provide group counseling to a variety of client populations.	COUN 6100 Prac/Intern	2.14 (.35) *	2.09 (.28)
ASSESSMENT AND TESTING	Students will demonstrate the knowledge and ability to select and administer appropriate assessment instruments to assist in client care.	COUN 6060 CMHC 6460 SC 6602 MCFC 6200	2.18 (.38) 2.08 (.27) 2 (0)	2.21 (.41) 2.1 (.30) 2.2 (.4)

RESEARCH AND PROGRAM EVALUATION	Students will demonstrate the ability to read and understand research as well as conduct research necessary to better serve their clients.	COUN 6520 COMP EXAM	2.82 (.39)	2.97 (.17)
Clinical Mental Health Counseling				
Diagnosis and Treatment of Mental and Emotional Disorders	Students demonstrate an ability to provide evidence based CMHC services to diverse clientele in a broad range of clinical settings	COUN 6460 COUN 6480 (site final)	2.08 (.27) 2.72 (.45)	2.1 (.30) 2.69 (.48)
Marriage Couples Family Counseling				
Competent marriage, couple and family counseling	Students demonstrate an ability to provide evidence based MCFC services to diverse clientele in a broad range of clinical settings.	COUN 6470 COUN 6280 (site final)	2.61 (.49)	2.79 (.41)
School Counseling				
Competent school counseling, advocacy & consultation	Students demonstrate an ability to provide evidence-based School Counseling services to diverse student clientele in a broad range of educational & community settings.	COUN 6601 COUN 6680 (site final)	2.59 (.53)	2.76 (.43)

*Group counseling: We have moved one of the KPIs to Internship and do not have data for it yet.

We continue to evaluate and re-evaluate the KPIs to ensure they are providing us with good, usable data for program improvement. With the advent of the new CACREP standards we intend to begin aligning ourselves with those standards and re-vamping the current system in the next two years.

Action Steps Take for Program Improvement:

One of the most important steps we took was to better align the KPI for Group counseling to include the new requirement for practicum and internship to have students lead or co-lead a group. This replaces the family and relationship course which we believe is a better representation of student achievement and learning. Since all students must lead or co-lead a

group and internship occurs at the end of their program, this makes an excellent bookend to the group counseling course taken earlier.

Summary of Program General Data reported in annual vital statistics report

Finally, we have a brief summary of our vital statistics which will be posted in our annual report later this year.

This report is for students by site and ELSA broken down by demographics and then for the program as a whole.

Searcy: 77

60 CMHC (of those are 38 female and 22 are male, 51 are white, 3 are black, 0 are Asian, 2 are two or more races, 3 are foreign nationals, 1 is Latino/Hispanic)

4 SC (of those 3 are female and 1 is male, are white, 1 is Latino)

13 MFC (of those 9 are female and 2 are male, 11 are white, 1 is black)

Memphis: 4

4 CMHC (of those 4 CMHC students 4 are female, 2 are white, 1 is black and 1 is Hispanic/Latino)

Rogers: 6

5 CMHC (of those 5 CMHC students 5 are female, 5 are white)

1 SC (a white female)

91 overall currently enrolled students

Memphis: CMHC 8 (2 black female, 5 white female, 1 Asian female)

Rogers: CMHC 16 (6 white female, 1 white male, 3 other)

Searcy: CMHC 59 (2 black female, 36 white female, 4 black male, 11 white male, 4 Asian female, 2 Hispanic/Latina female)

MCFC 5 (3 white female, 2 white male)

SC 4 (1 Latino male, 2 white female, 1 black female)

- **NCE or Comp Exam Pass Rate: 94%**
- **PRAXIS II School Counseling Exam 0421: 100%**
- **Completion rates**
 - 90% for clinical mental health students
 - 100% for school counseling students.
 - 100% for marriage, couple and family counseling students
- **Graduates Fall 2023-Summer 2024:**
 - **CMHC: 16**
 - **MCFC: 7**
 - **SC: 4**
- **Job placement: MCFC is at approximately 72%, CMHC is at approximately 69% and School Counseling is at approximately 100%. This includes graduates**

currently employed or interviewing for counseling jobs. Note that this data is based on survey data from the one year out graduate survey. It should be noted that some of this data was lost during the transition between Program Coordinators and due to lack of reporting back by graduates. Further, several graduates elected not to pursue employment in counseling or doctoral programs and instead to pursue other goals such as starting families or pursuing other careers or ministry functions.

Program Applicants with demographics

For Fall 2023-Summer 2024 we had a total of 92 applicants, 63 were female and 29 were male.

76 applicants identified as White, 10 identified as Black, 3 identified as Asian, 1 identified as AI/AN Hispanic, 1 identified as AI/AN White, and 1 as identified as Asian Hispanic.

Important Program Changes

Last year's Program Coordinator, Karrisa Neal, left to pursue goals in her major area of study. We were briefly without a program coordinator, but Liz Thornhill joined us recently and has been doing an outstanding job for the program.

The two most important changes include reducing the School Counseling degree from 60 to 48 semester hours and thus voluntarily relinquishing CACREP accreditation and the institution's decision to close the Memphis site.

Since CACREP requires a 60-hour degree for School Counseling program accreditation, we have elected to voluntarily relinquish our accreditation in that program. This was not an easy decision, however, Arkansas and adjoining states do not require a 60-hour degree for licensure as a school counselor. As such, we felt it was unfair to our students to place a burden of additional time and money that was not required to enter their career of choice. Students currently enrolled in the 60-hour program will be able to complete that degree without interruption.

Further, Harding has decided to stop offering classes at the Memphis campus and it was closed in August of this year (2024). We will be teaching out students from that campus without interruption.

Information about both of these changes have been sent to CACREP and substantive change documents were submitted as requested.

In addition, we submitted our required Progress Report to CACREP and received a reply in August 2024 granting us accreditation through October 31, 2031.

We also received feedback on our Digital Delivery Report. No response was required and all responses were deemed satisfactory.

Finally, taking CACREP's feedback in hand, we have made several changes to courses in the interest of pursuing recruiting, employing and retaining a diverse faculty. One of the most important, we believe, is having Dr. Jean-Noel Thompson teach our Multicultural and Diversity course.

The final portion of this report includes Faculty representation of and identification with the Counseling Profession in the form of Faculty Presentations and Conferences attended:

Faculty Presentations

"Created for Connection". Excellence in Mental Health Virtual Conference. The Center for Children and Families. Monroe, LA. September 15, 2023

Delivering Catastrophic News in a Compassionate Manner, June, 2024

"Digital Supervision: Considerations and Concerns". Arkansas Counseling Association Annual Conference. Little Rock, AR. November 10, 2023

"Ethical Issues Involving Counseling & The Use of AI Technology" Lunch and Learn. Harding University. August 24, 2024

"Holding Tight and Letting Go: A Conversation about Parenting New Adults". Parent Network Breakfast. Harding University, Searcy, AR. September 16, 2023

Insight into Trauma in the Classroom, February, 2024

"Issues Related to Distance Counseling and Technology". HU Dept MHW/Wellspring Counseling and Consulting, NBCC #4557. Fairfield Bay, AR. August 5, 2023

MBTI and Understanding Self, September 2023

Self-Care for Vicarious Trauma and Compassion Fatigue. Presented at Arkansas Counseling Association State Conference, North Little Rock, AR November 10, 2023

"Self-Care". Planning for Burnout Seminar. Virtual conference call. FUN organization. September 29, 2023

Self-Care and Combating Burnout, October, 2023

"The Importance of Connection in Counseling" (November 2023)

Mass Media Presentations

"Everyday Stress Relief" September, 2023

"Halloween for Families" October, 2023

"Health Benefits of Hiking" November, 2023

"How Community Increases Mental Health" December, 2023

"National Introvert Week" January, 2024

"Making Valentine's Day a Connection Point" February, 2024

"Celebrate Your Heritage" March, 2024

"Autism Month" April, 2024

“Counseling Awareness Month” May, 2024

“Helping Kids Who Fear Tornadoes” June, 2024

Inside Out: Managing Emotions” July, 2024

Tips for Back to School” August, 2024

Conferences attended

ACCT (AR Christian Counselors & Therapists) Annual Conference

Effective Stepfamily Therapy with Couples & Children October 2023

AR Children’s Hospital Battling our Bodies: Eating Disorders January 2024

ARCA conference in November 2023

ARACES Midwinter conference in February 2024.

ASPA Arkansas School Psychology Association Summer Seminar June 2024

"The Science and Power of Hope" lecture by Dr. Chan Hellman on August 13, 2024.

"The Importance of Connection: The Lost Art of Creating and Maintaining Powerfully Healing Relationships" presentation by Dr. Kevin Shelby on November 3, 2023.

Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) Annual Conference
Salt Lake City, Utah

American Association of State Regulatory Boards (AASCB) Annual Conference: Tucson, AZ

NBCC's Counseling Regulatory Boards Summit Annual Conference: San Juan, Puerto Rico

Faculty Leadership roles

Chi Sigma Iota Chapter Faculty Advisor

ArCA President

ArCA Immediate Past President

Arkansas Board of Examiners in Counseling- Chair

Arkansas Christian Counselors & Therapists Organization, Board Member

Counseling Compact Commission-AR commissioner, Rules Committee, Compliance Committee

Liaison, Lament Service – A Time of Grief in a Season of Joy

Liaison, Health Sciences Interprofessional Experience