



**CAMPBELL UNIVERSITY  
COUNSELOR EDUCATION PROGRAM  
2016-2017  
ANNUAL REPORT**

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### **ADMISSIONS AND ENROLLMENT DATA:**

(Comprehensive Assessment Plan 1, 2, 3)

#### Total Applicants:

# Offered Admission: 27

% Offered Admission: 93%

New Students Starting: 22

% Admitted who Started: 81%

#### New Student Demographics:

Gender: Female – 82%; Male – 18%

Ethnicity: Caucasian – 77%; African American – 18%; Biracial – 5%

Age: 32 (average)

#### New Student Academic Profile:

Undergraduate GPA = 3.25

GRE-Verbal = 142

GRE-Quantitative = 148

GRE- Writing = 51

### **Summary and Proposed Changes:**

We believe our applicant pool continues to be well diverse and is strong academically. We will continue to focus on increasing diversity in our program in all areas. For those that chose to attend Campbell, the following reasons were shared: (a) locality, (b) mission of the university, (c) alumni of the university, and (d) accommodations provided for the non-traditional student. For those applicants who chose not to attend Campbell, they did so in order to attend other institutions, a change in career path or due to financial concerns.

We are providing more structure to the admissions process for the Counselor Education program. Through this past year, 2016-2017, the program has operated on a rolling admission format. Students have been admitted fall, spring, and summer with individual interviews happening as applicants completed the admissions process. Starting Fall 2017, we will admit two times per year and will have implemented applications due dates (Spring Start – November 1, Summer/Fall Start – March 1). We will be incorporating a group admissions process on one day each semester in the place of separate individual interviews.

## **PERCEPTIONS OF THE PROGRAM - STAKEHOLDER SURVEYS:**

(Comprehensive Assessment Plan 4, 5, 6)

We survey our various constituents every two years. The data below highlights feedback from the most recent surveys conducted during 2016-2017:

### **Student Exit Surveys:**

Although Campbell University has informally discussed the program with graduating students, the program will begin conducting formal student exit surveys with our December 2017 graduates. See questions below that will be included in this survey. Results will be disseminated in our 2017-2018 annual report.

- Are you currently employed, or have a job lined up to begin after graduation?
- If yes, is your job within the counseling field?
- Who is your employer? What is your job title?
- Please list specific courses you found to be most helpful.
- Please list specific course you found to be least helpful.
- Would you recommend this program to a friend or colleague? Why?
- List three strengths of the program.
- List three things you would do to improve the program.
- Rate the quality of faculty advising you received (5= Excellent, 4= Above Average, 3=Average, 2= Below Average, 1= None)
- Rate the value of your field/ clinical experiences. (5= Excellent, 4= Above Average, 3=Average, 2= Below Average, 1= None)
- Rate the overall quality of the program. (5= Excellent, 4= Above Average, 3=Average, 2= Below Average, 1= None)
- Rate your preparation in the following areas on a scale of 1 to 5 (5= Excellent, 4= Above Average, 3=Average, 2= Below Average, 1= None)
  - Professional Orientation and Ethical Practice
  - Social & Cultural Diversity
  - Human Growth & Development
  - Career Development
  - Helping Relationships (i.e. Counseling Skills)
  - Group Work
  - Assessment
  - Research & Program Evaluation

### **Alumni:**

(Rating Scale is from 5-very prepared to 1-not at all)

One area that we are very proud of is that 100% of alumni that completed the survey would recommend the Counselor Education program at Campbell University. We believe this says a lot about our program and its offerings.

There are two areas of feedback shared by alumni that we would like to focus on moving forward. One is preparation for research and program evaluation. 40% of respondents rated their preparedness as a 3 and 20% of respondents rated it as a 4. The other 40% rated it as 5. The other area is preparedness in assessment. 20% of respondents rated their preparedness as a 2, 60% as a 4, and 20% as a 5.

### **Site Supervisors:**

(Rating Scale is from 5-very prepared to 1-not at all)

Site supervisors identified a number of strengths in the counseling program. Some of the areas included possessing the content knowledge to do their job well, possessing the interpersonal skills to work collaboratively with others, and demonstrates ethical decision-making skills and ethical conduct. Two specific strengths identified that students are prepared to go into the field and they have a strong knowledge of counseling and counseling skills. Only one weakness that was identified is for school counseling students to have a better understanding of the ASCA model and ideas for implementation.

### **Employers:**

(Rating Scale is from 5-very prepared to 1-not at all)

Employers that responded to the most current survey rated graduates very highly. They stated that students were strong in a variety of areas, including possessing counseling skills needed to do their job well and demonstrates ethical decision-making skills and ethical conduct. Two specific strengths of the program was teaching school counseling students to conduct small groups in the schools and teaching counseling skills. Two areas that employers stated as a weakness includes school counselors being able to assist teachers with behavioral issues in the classroom and a low amount of school observations during the program.

### **Perceptions Summary:**

Through the three surveys administered to a variety of constituents we identified that the Counselor Education program has a number of strengths. These are areas that we will continue to focus on and maintain. The weaknesses that were identified will be addressed by the following:

- Research and assessment are two areas that we have consistently found to be more difficult for our students. We are addressing this by making the information more applicable to setting and by including more hands on activities in classes.
- The school counseling class has focused more intently on the ASCA National Model over the past two years. The plan moving forward is to continue to focus on the ins and outs of the model and to more clearly focus on implementation strategies.
- In regard to the knowledge of school counselors in helping teachers with behavioral issues, there will be more focus on this in a variety of classes, including Special Needs, School Counseling, and Child Psychopathology.

- We have been discussing ways that we can have students observe and be involved in schools earlier in the program. This is something that we are continuing to work on. We will also be working with our Advisory Board to brainstorm options.

### **ADVISORY BOARD:**

(Comprehensive Assessment Plan 7)

The Advisory Board met on September 15, 2016 to discuss the counselor education program, including the clinical mental health and school counseling tracks. Since many of the members were new to the board, we began the meeting by discussing an overview of the program. The overview included information on credit hours, course requirements, field experience requirements, and nontraditional characteristics. Information was also shared on National exam pass rates, including the NCE and the PRAXIS. Other areas of discussion included:

- *Current Enrollment* - Campbell University saw a decrease in enrollment during the 2015-2016 school year. Faculty shared thoughts regarding this trend and asked board members to share ideas on recruitment
- *CACREP* - Information was shared regarding the status of the Counselor Education programs' progress in becoming CACREP accredited. This included an overview of the accreditation process and a tentative timeline.
- *Dual Degree - Divinity/CMH Degree* - The history of the dual degree was discussed and information was shared on the status of the program as well as the overall purpose. This program has been put on hold as the counselor education program develops a new format including new requirements for applicants from the divinity program. The program will be re-introduced in Fall of 2017.

Board members were asked to share their thoughts, ideas and feedback throughout the meeting. There were many *strengths* identified by the board members, including:

- Students develop a strong theoretical orientation during the program.
- Students are ready to begin clinical work during practicum and internship.
- Students appreciate the smaller program and individualized attention.
- Students also appreciate the hands on nature of the course material.

Board members also addressed areas for *improvement*, including:

- Adding a course, or a workshop, on insurance, filing claims, and Medicare.
- Include more interaction with current practicing counselors during the program.
- Understanding current issues in mental health/political issues in mental health.
- More knowledge and skill counseling crisis situations, specifically trauma in children.
- Specifically for school counseling students - increased knowledge on anxiety, ADD, and autism. Also, data collection/analysis through ASCA National Model.

Based on these areas for improvement we will be implementing the following:

- Locate a professional in the community that has extensive knowledge on insurance, filing claims, and Medicare. Host a workshop on campus for interested students to attend on this topic.
- We have already increased the interaction with current practicing counseling by involving more guest speakers in our classes. We are in the process of building collaborative relationships in the community to include more interaction with students.
- Students are required to take the Professional Orientation and Ethics course as one of their first courses in the program. One component of this class is discussing current events in mental health.
- The knowledge and skill counseling crisis situations will continue to be addressed both in the Crisis class and in the School Counseling class.
- Knowledge on specific disorders with children will be addressed in both the Child Psychopathology course and the School Counseling course.

#### **PROGRAM GRADUATES AND EMPLOYMENT OUTCOMES:**

(Comprehensive Assessment Plan 8, 9)

# of Graduates: 6

Employment %: 100%

#### **Summary:**

We are very proud of the success of our students in acquiring employment upon completion of their degree from Campbell. We will continue to support our students in developing strong skills as clinical and school counselors. In addition, we will make students aware of employment opportunities that are available.

#### **COUNSELING STANDARDIZED EXAMINATIONS – NCE AND PRAXIS:**

(Comprehensive Assessment Plan 10)

# of NCE Testers: 7

% Passed NCE: 100%

# of PRAXIS Testers: 2

% Passed PRAXIS: 100%

#### **Summary:**

Our students in both school counseling and clinical mental health continue to be successful in passing the comprehensive exams for their field.

**STUDENT LEARNING OUTCOMES AND COMPREHENSIVE EXAM PERFORMANCE:**

Each year the Counselor Education program evaluates students on their professional, personal, and academic development. Students are required to maintain a high standard in each of these areas.

**CACREP Professional Identity Standards**

The National Counselor Exam scores were reviewed to assess performance levels on the Professional Identity Standards for all students.

<b>CACREP PROFESSIONAL IDENTITY STANDARDS</b>		
<b>PROFESSIONAL IDENTITY STANDARD</b>	<b># OF STUDENTS PASSED</b>	<b>PASS RATE</b>
NCE Overall Pass Rate	7 of 7	100%
	<b>CU MEAN ITEMS CORRECT</b>	<b># TOTAL ITEMS</b>
Human Growth and Development	8	12
Social and Cultural Diversity	8	11
Helping Relationships	23	36
Group Work	12	16
Career Development	14	20
Assessment	14	20
Research and Program Evaluation	7	16
Professional Orientation and Ethical Practice	18	29

We are continually impressed with our students overall pass rate on the NCE exam. Based on the breakout of items and the results compared to other programs there are a couple of areas that we would like to focus on moving forward. These include Professional Orientation and Professional Practice and Research and Program Evaluation.

**CACREP Student Learning Outcomes**

<b>CACREP SCHOOL COUNSELING STUDENT LEARNING OUTCOMES</b> (Rating Scale is from 4-Fully Met to 0-Did Not Meet)		
STANDARD	STUDENT LEARNING OUTCOME AREA	AVG. SCORE
A.1-A.7 B.1-B.2	Foundations	3.83
C.1-C.6 D.1-D.5	Counseling Prevention	3.75
E.1-E.4 F.1-F.4	Diversity and Advocacy	3.75
G.1-G.3 H.1-H.5	Assessment	3.63
I.1-I.5 J.1-J.3	Research and Evaluation	3.44
K.1-K.3 L.1-L.3	Academic Development	4.00
M.1-M.7 N.1-N.5	Collaboration and Consultation	3.70
O.1-O.5 P.1-P.2	Leadership	3.67

<b>CACREP CLINICAL MENTAL HEALTH STUDENT LEARNING OUTCOMES</b> (Rating Scale is from 4-Fully Met to 0-Did Not Meet)		
STANDARD	STUDENT LEARNING OUTCOME AREA	AVG. SCORE
A.1-A.10 B.1-B.2	Foundations	3.81
C.1-C.9 D.1-D.9	Counseling Prevention	3.68
E.1-E.6 F.1-F.3	Diversity and Advocacy	4.00



G.1-G.4 H.1-H.4	Assessment	3.84
I.1-I.3 J.1-J.3	Research and Evaluation	3.00
K.1-K.5 L.1-L.3	Diagnosis	3.38

Upon looking at the details in each of these areas for both the school counseling and clinical mental health programs, we identified the following strengths and growth areas:

**Strengths:**

- School C5: Understands group dynamics (100% Fully Met)
- School G1: Understands the influence of multiple factors that may affect the personal, social and academic functioning of students (100% fully met).
- Clinical D8: Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders (100% fully met).
- Clinical G1: Knows the principles of assessment, case conceptualization, etc (100% fully met).

**Student Learning Outcomes - Strengths Summary:**

When looking through the student learning outcomes, we identified a number of strengths throughout the curriculum. We have identified two school and two clinical standards above that have also been areas that instructors have focused on in the appropriate class.

**Growth Areas:**

- Clinical I3: Knows evidenced based treatments and basic strategies for evaluating in CMHC. (0% Fully Met; 100% Adequately Met)
- Clinical D6: Demonstrates the ability to use procedures for assessing and managing suicide risk. (20% Fully Met; 80% Adequately Met)
- School M7: Knows school and community collaboration models for crisis/disaster preparedness and response (20% Fully Met; 80% Adequately Met)

**Student Learning Outcomes - Growth Summary:**

- Clinical I3: The faculty member teaching Group Counseling during 2017-2018 is intentionally incorporating a class devoted to evidence based treatments and strategies and will be assessing the standard through the final exam.

- Clinical D6 and School M7: we are going to be addressing these topics in multiple classes (including orientation, assessment, and school counseling). This will allow for students to review the information multiple times throughout the program.