ADMISSIONS DATA:

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 applicants who chose not to attend Campbell 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.

**STUDENT OUTCOMES – NCE AND PRAXIS:**

# 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.

**PROGRAM GRADUATES AND EMPLOYMENT DATA:**

# 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.

**STUDENT LEARNING OUTCOMES:**

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.

**PERCEPTIONS OF THE PROGRAM:**

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